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EXCHANGE

Developing New and Junior Faculty Careers

Mary Deane Sorcinelli – U-Mass, Amherst

In general terms, research indicates several important points about the experiences of new and junior faculty members. First, new faculty arrive on campuses with enthusiasm and optimism about opportunities for growth in their careers. Over time, however, new faculty report a lower level of work satisfaction and a higher level of work-related stress.

Second, chair and colleague relations contribute significantly to new faculty members' sense of commitment and loyalty to their campuses. Department chairs are a critical source of socialization for new faculty. Senior colleagues, too, are important to creating a positive professional environment. New faculty desire more assistance than they are getting from senior colleagues in adjusting to their new setting and in establishing themselves as researchers and teachers.

Third, new faculty seek support for both research and teaching. Campuses have a responsibility to nurture and aid the scholarship and teaching of its developing faculty. For research, resources such as internal grants, materials for libraries, labs and computers, funds for professional

Sorcinelli, Continued on Page 2

In This Issue

FROM THE PRESIDENT...

Since NEFDC's new membership year begins on July 1, please watch your mail for membership letters during mid-May instead of early Fall from now on. Various colleagues have contributed articles to this issue that highlight some of the upcoming events we're planning. One such event that we're excited about is the Spring Faculty Developer's Roundup. Our previous Roundup was very well attended by faculty developers from throughout New England. We hope this Roundup will once again offer a richness of ideas and networking. Also appearing in this issue is a preview of our Fall 1999 conference, as well as a review of our 1998 conference. Many thanks to Conference Chair Matt Ouellett, his committee, and all who attended the conference, for making it such a rewarding day. Some of the other things that we'll be busy with this year include completion of an NEFDC brochure that should be available in late Spring, and revisiting the pricing structure for conference registration for the many institutions sending numerous faculty to the fall conference. We have also established a membership task force to look at other membership-related issues that will further benefit you. Finally, we'll have a changing of the guard this year, when current officers will end terms to make way for new Consortium leadership. Stay tuned!

Susan J. Pasquale, Ph.D. --Harvard Medical School

**2nd Annual NEFDC Faculty
Development Roundup
May 26, 1999**

Keene State College, Keene, New Hampshire

See Page 3

meetings, and staff support are of paramount importance. Formal support for teaching through internal grants is important. New faculty also desire informal support such as more frequent discussions about teaching performance with chairs and senior faculty "mentors."

Fourth, new faculty report that vague, ambiguous, changing or unrealistic expectations are primary sources of concern. New faculty want up-to-date, clear, and constructive feedback on research and teaching from chairs and senior colleagues. They recommend more supportive reviews of the first year, oriented to development rather than to evaluation.

Finally, there is evidence that pretenure women and minority faculty meet some additional obstacles as they adjust to university life. They recount differential workloads and experience less contact with and sponsorship from colleagues. Women report more stress than men do in balancing work, marital, and family life.

Studies on the early experiences of new faculty make it clear that a great deal can be done in the area of new and junior faculty development. Fortunately, research on new faculty not only has investigated satisfactions and stresses, but also has pointed to recommendations for enhancing their professional development (see model programs and references for new faculty development listed below). When asked what sorts of programs they feel would best facilitate their professional development, and offset some of the factors viewed as liabilities to their careers, new faculty give their endorsement to programs that will contribute to their development as scholars and teachers (e.g., released time, funding, training). Not surprisingly, new faculty also feel that improved facilities and resources (e.g., libraries, labs, classrooms), funds for professional meetings, and staff support will contribute greatly to their work. Finally, new faculty also endorse programs that introduce them to campus colleagues and resources (e.g., mentoring programs, orientation activities, workshops on teaching and grant-writing).

Model Programs for New Faculty Development

This article identifies key resources that address the needs of new and junior faculty. It describes various new and junior faculty development programs that several institutions have started to improve the environment for newcomers. They include exemplary programs for orientation, mentoring, and research and teaching development.

Programs for New Faculty Orientation. New faculty desire information about their college or university as they start their appointments. An orientation program can shorten the time newcomers take to become integrated into their departments and campus. The program should include opportunities to build relationships among new and established faculty, as well as information about teaching, research, and campus programs. Five model programs provide a range of ideas for developing new faculty orientations. For more detailed discussion and evaluation of these programs, see Fink (1992).

- ***Southeast Missouri State University*** holds a mandatory, week-long teaching effectiveness program for all newly-hired, full time faculty. Participants identify preferences among a variety of topics (e.g., designing syllabi, improving lectures, leading discussion, testing and grading) and choose optional activities (e.g., library tour, resources for students).
- ***The University of Maryland*** offers a one-evening, three-hour orientation program for part-time, adjunct faculty. The program provides information about support services for faculty and students, and activities (e.g., small group discussion, role-play, brainstorming) that serve as good practices in both teaching and learning.
- ***The University of Illinois*** offers two to six ninety-minute "Dean's Seminars" for new faculty in individual colleges. These seminars are sponsored by a dean of a college and developed and implemented by a college-level committee and the staff of the Division of Instructional Development. Sessions cover both general and discipline-specific features of good teaching.
- ***The University of Oklahoma*** has organized a voluntary, semester-long "Professional Development Seminar" for all newcomers. New faculty members meet weekly for lunch, followed by a 75 minute program. Seminar topics are wide ranging and include sessions on how to secure funding, how to start a research program, improving and evaluating teaching, and resources and organization of the university.
- ***The University of Texas at Austin*** offers a three-day, voluntary, campus wide orientation program for new faculty prior to registration for fall semester. The program includes sessions on orienting new faculty to the campus, to Austin and to Texas, and introduces new faculty to support services for teaching and research.

Programs for New and Junior Faculty Mentoring.

Many new faculty emphasize social and intellectual isolation as a problem. New faculty see benefits in working with senior faculty in formal "mentor" programs. Informal support from chairs and senior faculty also helps. Three successful mentoring programs described below encourage collaboration in teaching and scholarship among faculty across such variables as gender, age, rank, discipline, and, in one case, campus.

- **Cardinal Stritch College** New Faculty Mentoring Program. Cardinal Stritch College in Milwaukee, Wisconsin, has developed a comprehensive New Faculty Mentoring Program, offering a three-phase program for new faculty: a college orientation and welcome dinner, a first-semester teaming of each new faculty member with an experienced colleague for general orientation, and a second-semester program in which the mentor provides coaching in teaching. A faculty coordinator receives one course release time each year to administer the program. Mentors receive one-half of an overload credit for mentoring newcomers who are full-time and one-fourth of an overload credit for mentoring part-time faculty.

- **The Great Lakes Colleges Association**, a consortium of twelve liberal arts colleges, sponsors an inter-institutional mentoring program which pairs junior faculty members with senior colleagues from outside of the newcomers' institutions. Junior faculty apply and senior faculty volunteer for the program by filling out a brief "Faculty Mentoring Questionnaire." Participants are reimbursed for expenses incurred during their mentoring meetings. Mentoring pairs arrange their own meeting time and place, complete an evaluation of their first meeting, and then decide about the continuation of their meeting. Participants receive guidelines outlining approaches to mentoring as well as confidentiality in the relationship.

- At **Temple University** in Philadelphia, the Senior Mentoring Service was established in 1990 through a grant from the federal Fund for the Improvement of Post-secondary Education (FIPSE) and is now funded by the institution. The program offers every full-time junior faculty member in Temple University's College of Arts and Sciences the opportunity to work privately on teaching skills with a senior professor recently retired from the College faculty. Such professors recognized for their teaching effectiveness, their demonstrated willingness to help younger colleagues, and their broad knowledge of the academic culture. Pairs determine their own mentoring goals and schedules, meeting approximately ninety minutes every two weeks during the

2nd Annual NEFDC Faculty Development Roundup May 26, 1999

Keene State College, Keene, New Hampshire

Feeling Isolated?

Wish you knew others doing what you do? Looking for ideas for speakers, workshops, programs? Want to talk about challenges with others facing similar ones? Need ideas for programming?

Need advice on implementing a classroom assessment project, or "conversations on learning," or "the learning college?"

What's going to happen?

This is a **participant-focused** and **participant-driven** workshop. We will use each other as resource people and have a full day of discussions on faculty development issues. Our format allows participants to identify areas of concern, prioritize those areas, and determine small group sessions based upon their **own interests**. Maximum of time discussing. Minimum of time listening. **Issues you determine**, not pre-selected issues you "should know about."

Who's This For?

People doing faculty development. People on faculty development committees. People interested in faculty development. People responsible for faculty development. People interested in visiting Keene (okay, so we were only checking to see if you are reading this!)

Meet. Greet. Discuss. Question. Make contacts. Get ideas. Share ideas.

Get your registration form in today. Misplaced it? Contact Bill Searle at as_bills@commnet.edu

academic year. In addition to modest stipends for mentors, the program provides competitive Grants in Aid of Teaching Effectiveness (\$300-\$1500 per award), for which all junior faculty participants are eligible. Participants are also invited to several luncheon workshops on teaching during the academic year. Each mentor receives a \$500.00 stipend per protege (most mentors work with two proteges over the course of an academic year).

Programs for Development in Teaching and Research. Institutions need to nurture and aid the scholarship of its developing faculty. At the same time, new faculty spend a great deal of time on teaching and worry about what to teach, how best to teach, and how to motivate students. Although

Review: Two very different books of teaching cases.

Jeffrey Halprin, Nichols College

Anson, Cararelli, Rutz, Weis, Eds. *Dilemmas in Teaching: Cases for Collaborative Faculty Reflection*. Mendota Press, 1998

Keithh-Spiegel, Wittig, Perkins, Balogh, Whitley. *The Ethics of Teaching: A Casebook*. Ball State University, 1993

Let's say that three of the main things we can accomplish in faculty development are: to learn about new approaches to teaching; to help us examine and evaluate our work in and out of the classroom; and to help morale. Using cases about issues in teaching is one of the best ways to accomplish both of the last two goals. When faculty get together to talk about a case, it is a very effective way to think about the choices we make in teaching, the effects we are looking for, and how we know whether our techniques are working. And when we get to take a break from the classroom and from grading to talk together about these issues, it is hard to avoid the invigoration of being reminded of the community of thoughtful people we belong to, all trying to solve the same knotty problems.

So, I am always in the market for a new group of cases. And these two completely different books provide a good opportunity to think about what we would use the cases for.

The *Dilemmas In Teaching* presents 29 cases in three groups: Classrooms; Department and Institutional issues; and Dealing With the Changing Student Body. The three or four page cases present difficult problems from the teaching profession. The situations, for example, the case of a student who feels the professor is picking on him in class discussion, are presented in plenty of detail, ensuring that there is never a simple answer. They are designed not to try to arrive at the correct solution but to engage people who use the case in thinking about the issues involved. The approach seems sensible, since every real problem we confront is different, so it is the evaluation of the dilemma that seems to me important to take home from the case, not the solution to a situation that will never reappear exactly the same way.

If your institution provides time for a small or a large group of teachers to get together occasionally,

this book could provide a very useful focus for some meetings. Each case would take some time to use, either needing to be given out ahead of time, or requiring perhaps a couple of hours to fully digest and address the issues they raise.

On the other hand *Ethics of Teaching* seems to approach cases in the exact opposite manner. The 165 cases here are only a sentence or three long. Here is an example of a complete case: *Professor Sloppy teaches his classes in a sweat shirt, tattered jeans, and dirty tennis shoes*. This is then followed by a page of discussion. As in the quoted example, most of the cases are designed to indicate a clear right and wrong, not to leave much room for ambiguity. The discussion which follows is designed to explain just what the authors feel is the correct solution to the case and why.

Such cases seem unlikely to open up the kind of discussion designed to help examine the events in teaching that actually become problems. They might be useful in very time-limited situations to illustrate potential ethical concerns, but they don't seem useful as cases, from which exploratory discussion might ensue.●

NEFDC *Exchange*

The NEFDC *Exchange* is published twice a year by the New England Faculty Development Consortium. Subscriptions are free to members of the NEFDC. For information on membership, please contact:

Your articles and announcements are what the *Exchange* exists for. We are particularly happy to receive reviews of books, films, software; practical ideas for approaches to teaching or to faculty development; and reports of conferences you have attended. Please contact: Jeffrey Halprin, NEFDC *Exchange* Editor, Nichols College, Center Road, Dudley, MA, 01571-5000. Tel. 508-651-3305. Email.

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Fall Issue Deadline: October 1, 1999

Board of Directors

The New England Faculty Development Consortium was formed in 1998, bringing together faculty development organizations and individual faculty from throughout new England. The twelve members of the Board of Directors serve for staggered three-year terms. Members of the Board are available and welcome opportunities for consultation with NEFDC members and others who are interested in faculty development. Please feel free to contact any members of the board with your concerns, ideas, and questions.

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