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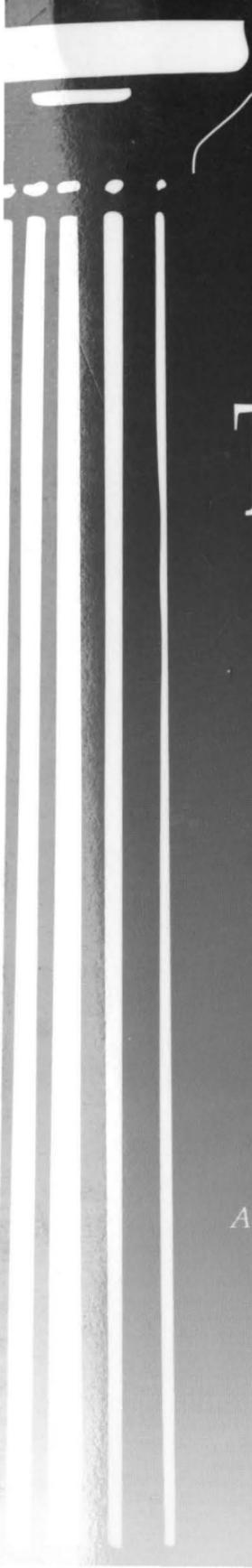


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TO IMPROVE THE ACADEMY

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Resources for Faculty,
Instructional, & Organizational
Development

*A Publication of the Professional & Organizational
Development Network in Higher Education
Volume 17*

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To Improve the Academy

Resources for Faculty, Instructional, and
Organizational Development

Volume 17, 1998

To Improve the Academy



Resources for Faculty, Instructional, and
Organizational Development



Volume 17, 1998



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*The Professional and Organizational Development Network in
Higher Education*

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INSTRUCTIONS TO CONTRIBUTORS FOR THE 1999 VOLUME

Anyone interested in the issues related to instructional, faculty, and organizational development in higher education may submit manuscripts. Typically, manuscripts are submitted to the current editors in January or early February of each year and sent through a blind review process. Correspondence, including requests for information about guidelines and submission of manuscripts for the 1999 volume, should be directed to:

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Professional and Organizational Development Network in Higher Education (POD)

Mission Statement

Approved by the Core Committee on March 24, 1991

The Professional and Organizational Development Network in Higher Education (POD) fosters human development in higher education through faculty, instructional, and organizational development.

POD believes that people have value, as individuals and as members of groups. The development of students is a fundamental purpose of higher education and requires for its success effective advising, teaching, leadership, and management. Central to POD's philosophy is lifelong, holistic, personal and professional learning growth, and change for the higher education community.

The three purposes of POD are:

- To provide support and services for its members through publications, conferences, consulting, and networking.
- To offer services and resources to others interested in faculty development.
- To fulfill an advocacy role, nationally, seeking to inform and persuade educational leaders of the value of faculty, instructional, and organizational development in institutions of higher education.

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Foreword

To Improve the Academy represents one of several venues provided by POD for an exchange of ideas about the state of faculty, instructional, and organizational development. Such a conversation is particularly productive when it occurs among colleagues in a supportive and collaborative environment. Annual POD conferences provide such a venue for face-to-face exchanges; *To Improve the Academy* offers the opportunity for practitioners to put their work in the context of the field as a whole, creating, in the process, a scholarship of faculty development.

The present volume represents the efforts and insights of many individuals. First and foremost, we would like to recognize the work of all the authors who submitted manuscripts this year and the reviewers whose careful reading and commentary formed the basis for the current volume. Educational developers tend to work at or over capacity much of the year, collaborating with instructors and administrators on their campuses to improve the climate for student learning. It takes a special dedication to work beyond the walls of one's own institution by setting aside time to share insights about current practice in the field.

I would like to acknowledge two individuals in particular for their help in the preparation of this volume. Deborah DeZure, my neighbor here in southeastern Michigan and the Editor of last year's *To Improve the Academy*, provided documentation, advice, and patient responses to numerous questions, all of which made the editing process clearer and more manageable. Devorah Liebermann, the Associate Editor, was both a collaborator, providing insight and advice, and a contributor, taking responsibility for working with this year's keynote speakers and serving as a reviewer when the need arose. I look forward to working with her again on next year's edition.

Staff at the Center for Research on Learning and Teaching (CRLT) also provided considerable assistance in compiling and preparing the monograph. Dave Armstrong provided clerical support

throughout, and Jennifer Sinor offered her skills as proofreader. In addition, I would like to thank Lisa Mets, Associate Director of CRLT, for offering me insights drawn from her own editorial experience, and Connie Cook, Director of CRLT, for her support and encouragement of my work with POD.

I would also like to thank Ed Neal, the former Co-Chair of the POD Publications Committee, and David Graf, POD's Manager of Administrative Services, for their advice. Finally, I appreciated the easy-going manner and thoroughness of Doug Dollar and the staff of New Forums Press.

Matthew Kaplan
University of Michigan
Ann Arbor, Michigan
August 1998

Introduction

The articles that appear in the 1998 edition of *To Improve the Academy* reflect the topic of the 1997 POD conference, “Our Voices and Our Visions: Past, Present, and Future.” As a whole, the volume represents the state of faculty, instructional and organizational development as it is currently practiced, mostly—although not exclusively—in North America. At the same time, many of the articles in this volume look back at work completed over the last few years in an effort to gauge effectiveness, draw conclusions about processes, and formulate recommendations to help others in the field as they develop their own programs. And finally, several of the authors whose contributions are included here set forth their visions of the future of our field: the challenges we will face, the opportunities we can seize to effect change, and the strategies by which we might realize our visions and make our voices heard.

Section I: Changing Roles for Faculty Developers contains five articles that examine current trends in higher education and their impact on the work of faculty developers. Svinicki’s article starts out the section and the volume by outlining some of the significant “waves of change” that will affect us in coming years. She attempts to read the waters and offers us suggestions and reminders about resources and approaches that can help us navigate the changes she sees on the horizon. The authors of the next two articles focus on expanding the traditional role of the faculty developer. Kardia takes stock of the current place of multiculturalism in faculty development. While she sees a historic overlap between the multicultural and faculty development agendas, she suggests that we could do more to provide faculty with the kind of support they need to meet the needs of an increasingly diverse student population. Hubbard, Atkins, and Brinko report on a new, integrated model for supporting faculty. Their holistic approach brings together the offices of faculty development, health promotion, employee assistance, and organizational development into one faculty and staff support center. In the last article of the section, Fulton and

Licklider discuss their approach to dealing with the renewed focus on student learning. Using insights taken from cognitive psychology and staff development, their program encourages an emphasis on experimentation, reflection, and peer support to help faculty move from teacher-centered to learner-centered classrooms.

Four articles provide multiple meanings for Section II's title, *Working with Faculty at Different Career Stages*. The first two pieces contain reflections on the most commonly discussed stage of faculty careers, the beginning. Gibbs' article—based on his 1997 POD keynote remarks—offers insights into how new faculty are prepared in the UK and what this might mean for faculty development in the future here in the US. To readers steeped in the US approach to new faculty, developments in the UK might well seem revolutionary: courses are often mandatory for new faculty; they involve from 200-500 hours of training; and they focus on course and curriculum development. Smith and Kalivoda examine new faculty lives from the perspective of graduate students making the transition to their first academic jobs. Using case studies of three TAs, the authors abstract a set of variables related to success in moving from TA to full-time faculty member. The last two articles in the section examine later stages in faculty (and faculty development) careers. Goodyear and Allchin describe how faculty can move from instructors to reflective teachers by developing and writing out their teaching philosophies. Tiberius, Smith, and Waisman use both theory and practical examples (drawn from the academy and their own experiences outside of academia) to define the term "expertise." The authors then explain the implications of their model of expertise for the work of both faculty and faculty developers.

The five articles in *Section III: Fostering Organizational Change and Development* fall into two categories. The first two articles contain overviews of the increased call for an organizational focus among faculty developers. Chism suggests that educational developers are in an ideal position to assist their institutions with the range of organizational development projects that need to be accomplished in this era of change in higher education. She outlines the tasks involved in organizational work and suggests a set of skills and characteristics educational developers will need to possess in order to do this work effectively. Patrick and Fletcher review recent developments that have

led many academic institutions to consider how they can respond more effectively to the educational needs of their students. The authors argue that colleges and universities need to become learning organizations, and they present suggestions for how faculty developers can help assist with that process.

The last three articles in the third section give examples of specific strategies for organizational change. Chesler provides an overview of the multicultural audit, a process by which organizations (from departments to institutions) can assess issues such as the climate for students from diverse backgrounds and the effectiveness of diversity initiatives. In addition to describing the process of laying the groundwork and conducting the audit, he provides several sample instruments that have been used in past audits. Middendorf describes a model for organizational change based on the idea that change proceeds in predictable steps. She uses a case study of a project to improve large classes to illustrate the steps and what faculty developers can do to foster success at each stage. Smith describes how a British university has used peer review to foster institutional change. She presents a model that describes successful change agents and shows how the implementation of the peer-review project helped create a more collaborative institutional culture.

Section IV: Reexamining Approaches to Instruction and Instructional Development contains five articles that explore either common strategies used in faculty development or ongoing problems faced by instructors. Black recounts how she and her colleagues have used Small Group Instructional Diagnosis (SGID) for a wide range of purposes. These applications include helping new faculty learn about their students, providing feedback to instructors in large courses, and using feedback from multi-section courses to spur curricular innovations. Kitano, Dodge, Harrison, and Lewis describe a major initiative designed to help faculty successfully integrate technology into their teaching. They present a detailed evaluation of the program in terms of its effect on faculty and students. Nolinske offers readers guidelines for using surveys effectively to inform faculty development work. She discusses various sources of error (e.g., sampling, question development, survey design) as well as ethical issues that need to be considered when using surveys. Carbone and Greenberg write about their

institution's approach to improving instruction in large classes. They describe how they collected input from faculty and students on the most serious problems with large-course instruction and then discuss strategies they have used to foster collaboration on solving these problems. Finally, Kelly and Teahen write about the use of computer instruction to help remove an obstacle for students who wish to study at community colleges: time constraints. They describe the development of a system that offers students greater control over the pace of their learning.

The voices and visions represented in the 1998 edition of *To Improve the Academy* offer us valuable lessons learned from experience and an exciting view of the possibilities available for faculty development in the future. We hope that this volume will stimulate an exchange of ideas that can help make that future vision a reality.

Matthew Kaplan
University of Michigan
Ann Arbor, Michigan
August 1998

About POD

The Professional and Organizational Development (POD) Network in Higher Education is devoted to improving teaching and learning in post-secondary education. Founded in 1975, the POD Network provides leadership for the improvement of higher education through faculty, administrative, instructional, and organizational development. The operating word in the title of the organization is "network." It is this commitment to connecting people with other people that characterizes POD and its members.

POD is an open, international organization. Anyone interested in improving higher education can join the diverse membership that includes faculty and instructional development center staff, department chairs, faculty, deans, student services staff, chief academic officers, and educational consultants. POD members work in a variety of post-secondary settings: public and private institutions, two-year colleges and graduate universities, small colleges and multiversities, and educational services organizations.