

1992

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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 11*

To Improve the Academy

Resources for Faculty, Instructional, and
Organizational Development

Volume 11, 1992

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To Improve the Academy

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**Resources for Faculty, Instructional, and
Organizational Development**

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Volume 11, 1992

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Editors

Donald H. Wulff and Jody D. Nyquist

University of Washington, Seattle, Washington

•
Associate Editors

Howard B. Altman

University of Louisville

Nancy Chism

The Ohio State University

Nancy A. Diamond

University of Illinois at Urbana-Champaign

Diane Morrison

Centre for Curriculum and Professional Development—Victoria, B.C.

Alton Roberts

Syracuse University

Deborah Du Nann Winter

Whitman College, Walla Walla

Invited Reviewers

Beverly Black

University of Michigan

Charles Spuches

SUNY College of Environmental Science & Forestry, Syracuse

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New Forums Press, Inc., Publisher
Stillwater, Oklahoma

FIRST PRINTING: October 1992

To Improve the Academy

To Improve the Academy (ISSN: 1065-237X) is published annually by the Professional and Organizational Development Network in Higher Education (POD) through New Forums Press, Stillwater, OK, and is abstracted in ERIC documents and in *Higher Education Abstracts*.

ORDERING INFORMATION

The annual volume of *To Improve the Academy* is distributed to members at the POD conference in the autumn of each year. Additional copies can be ordered at a cost of \$8.50 plus \$1.50 for shipping and handling. To order or to obtain more information, contact Doug Dollar, New Forums Press, P. O. Box 876, Stillwater, OK 74076 (Phone: [405] 372-6158).

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INSTRUCTIONS TO CONTRIBUTORS FOR THE 1993 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 1993 volume, should be directed to:

David Graf, Manager of Administrative Services
POD Network
Media Resources Center, 15B Exhibit Hall South
Iowa State University
Ames, IA 50011
(515) 294-3808

POD expresses appreciation to Kent Williams, Center for Instructional Development and Research, University of Washington, Seattle, for the design of the cover for the 1992 *To Improve the Academy*.

Foreword

At the 1991 POD conference in Morgantown, WV, we held a feedback session in which we sought input about how the 1992 volume of *To Improve the Academy* could best meet the needs of the membership. Although the responses represented diverse needs, two themes emerged: *To Improve the Academy* should provide not only the latest thinking and research on important issues of faculty, instructional, and organizational development but also practical strategies and materials that could be readily reproduced for immediate use. Thus, we set out to create a volume that could address these needs. Given the numerous submissions, we attempted to present a balance in content that includes philosophical arguments, definitions, research findings, strategies, practical solutions, guidelines, and cases for use in instructional, faculty, and organizational development.

The articles in this volume have been divided into four main sections. Section I focuses on the context for faculty, instructional, and organizational development and includes articles to help us understand more fully the many dimensions of the settings in which we work. Section II includes strategies that can be used by faculty and students to enhance teaching and learning in the classroom. Section III identifies a variety of strategies that faculty and faculty developers can use in the process of faculty, instructional, and organizational development, and Section IV provides teaching cases that can be used as resources for instructional/faculty development activities.

As we look back on the task we started in October of last year, we are reminded of the many individuals who have assisted us in completing this volume. In the true spirit of POD, this publication is the result of a collaborative process—starting with the feedback session at the convention and moving through the process of reviewing, revising, and editing. The list of those who contributed is endless; and in this short space we could not begin to acknowledge everyone individually. Nevertheless, we do want to thank the associate editors—Howard Altman, Nancy Chism, Nancy Diamond, Diane Morrison, Alton Roberts, and Deborah Du Nann Winter—and two invited reviewers—Beverly Black and Chuck Spuches—all of whom spent many hours reading manuscripts and providing timely feedback to assist us

during the review and revision stages. We also wish to express appreciation to all previous editors for setting the high standards to which we aspired in preparing volume 11. We especially want to thank Linda Hilsen and Ken Zahorski, editors of the 1990 and 1991 volumes, for their assistance as we embarked upon this project. We also thank Doug Dollar from New Forums Press for the support and expertise he has provided for this volume. We are indebted to our entire support staff at the Center for Instructional Development and Research—especially Office Manager Brenda Kelly for her support and commitment of resources to the task, to Madelle Quiring for her unending willingness to assist with the word processing, telephone calls, follow up, and proofreading, and to Kent Williams for assistance in designing the cover and making technical contributions to the articles. Finally, we want to thank all the POD members and other professionals who provided feedback about how best to produce a volume that would meet the needs of a variety of individuals.

For us, the publication of this volume with its emphasis on the context, strategies, and teaching cases has provided an ideal time to take stock of our relatively new field—to reflect seriously about what it is that we as instructional, faculty, and organizational developers do and how we can best do it—and then to discuss the results of that reflection with colleagues. We invite you to engage in similar reflection and discussion, and we hope that the following articles—rich with variation in content, themes, issues, and strategies—will provide the impetus for that important process.

Donald H. Wulff and Jody D. Nyquist, Editors
Center for Instructional Development and Research
University of Washington, Seattle, WA
August, 1992

In Memory of Jack Lindquist (1945-1991)

With the publication of the 1992 *To Improve the Academy*, we pay tribute to the memory of Jack Lindquist. Jack, who most recently was president of a rejuvenated Goddard College, was a founder of POD and a valued CORE participant. He was also an innovative, prolific thinker and writer in professional and organizational development.

This volume with its many reflective and practical articles, is a continuation of the orientation that Jack helped establish. POD will miss Jack, but his writings and ideas will remain as part of our professional legacy.

A handwritten signature in cursive script that reads "Daniel W. Wheeler".

Daniel W. Wheeler
Executive Director
1992-1993

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.

Membership

For information on membership in POD, contact:

David Graf, Manager of Administrative Services, POD Network
Media Resources Center, 15B Exhibit Hall South
Iowa State University
Ames, IA 50011
(515) 294-3808

Conference and Programs

For conference and program information, contact:

Daniel Wheeler
Executive Director, 1992-93
OPOD Office
University of Nebraska—Lincoln
C219 AnS, East Campus
P.O. Box 830904
Lincoln, NE 68583-0904
(402) 472-5558

or David Graf
Manager of Administrative Services
POD Network
Media Resources Center
15B Exhibit Hall South
Iowa State University
Ames, IA 50011
(515) 294-3808

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List of Contributors

- Atkins, Sally S.**, Hubbard Center for Faculty Development and Instructional Services Appalachian State University, 155 Whitener Hall, Boone, NC 28608. Phone: (704) 262-3043.
- Boehrer, John**, John F. Kennedy School of Government, Harvard University, 70 John F. Kennedy Street, Cambridge, MA 02138. Phone: (617) 495-1484.
- Bondeson, William B.**, Department of Philosophy, University of Missouri, Columbia, 422GCB, Columbia, MO 65211. Phone: (314) 882-6598.
- Brinko, Kathleen T.**, Hubbard Center for Faculty Development and Instructional Services, Appalachian State University, 155 Whitener Hall, Boone, NC 28608. Phone (704) 262-6152.
- Brockunier, Nick**, University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742-1660. Phone: (301) 985-7788.
- Fideler, Elizabeth F.**, Massachusetts Bay Community College, 50 Oakland St., Wellesley Hills, MA 02181. Phone: (617) 237-1100, Ext. 146.
- Fleming, Neil D.**, Education Centre, Lincoln University, P.O. Box 84, Canterbury, New Zealand. Phone: 011-64-03-325-2811.
- Friedman, Enid**, Department of English, Essex County College, 303 University Avenue, Newark, NJ 07102. Phone: (201) 877-3077.
- Gappa, Lavon**, Program for Instructional Excellence, 408 Westcott, Florida State University, Tallahassee, FL. 32306-1047. Phone: (904) 644-8844.
- Golin, Steve**, Department of History, Bloomfield College, 467 Franklin Street, Bloomfield, NJ 07003. Phone: (201) 748-9000.
- Greene, Judy A.**, Center for Teaching Effectiveness, University of Delaware, 135-5 Newark Hall, Newark, DE 19716. Phone: (302) 831-2027.
- Heffner, Alan G.**, University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742-1660. Phone: (301) 985-7788.

Hendershott, Anne, Center for Social Research, Department of Sociology, University of Hartford, 200 Bloomfield Avenue, West Hartford, CT 06117. Phone: (203) 768-4026.

Johnsrud, Linda K., Department of Educational Administration, University of Hawaii at Manoa, Kuykendall Hall 106, Honolulu, HI 96822. Phone: (808) 956-4116.

Knoedler, Andrew S., Faculty Teaching Excellence Program, University of Colorado at Boulder, Campus Box 360, Boulder, CO 80309-0360. Phone: (303)492-4985.

Lumpkins, Terrence D., Center for Teaching Excellence, The Ohio State University, 20 Lord Hall, 124 West 17th Avenue, Columbus, OH 43210-1316. Phone: (694) 292-3644.

Michaelsen, Larry K., College of Business Administration, Division of Management, The University of Oklahoma, 206A Adams Hall, Norman, OK 73019-0450. Phone: (405) 325-2651.

Millis, Barbara J., University of Maryland, University College, University Boulevard at Adelphi Road, College Park, MD 20742-1660. Phone: (301) 985-7770.

Mills, Colleen, Education Centre, Lincoln University, P.O. Box 84, Canterbury, New Zealand. Phone: 011-64-03-325-2811.

Olsen, Deborah, Office of the Vice Chancellor for Academic Affairs and Dean of the Faculties, Indiana University, Bloomington, Bryan Hall 109, Bloomington, Bloomington, IN 47405. Phone: (812) 855-2809

Paulsen, Michael B., Office of Instructional Resources, University of Illinois at Urbana-Champaign, 307 Engineering Hall, 1308 West Green Street, Urbana, IL 61801. Phone: (217) 333-3370.

Shea, Mary Ann, Faculty Teaching Excellence Program, Campus Box 360, University of Colorado at Boulder, Boulder, CO 80309-0360. Phone: (303)492-4985.

Silverman, Rita, Pace University, White Plains, 78 N. Broadway, White Plains, NY 10603. Phone: (914) 422-4321.

Simpson, Edwin L., Faculty Development Office, Northern Illinois University, DeKalb, IL 60115. Phone: (815) 753-0595.

Smith, Myrna J., Raritan Valley Community College, P. O. Box 3300, Somerville, NJ 08876. Phone: (201) 526-1200.

Sorcinelli, Mary Deane, Center For Teaching, University of Massachusetts

at Amherst, 160 Whitmore Administration, Amherst, MA 01003. Phone: (413) 545-1225.

Stanley, Christine A., Center for Teaching Excellence, The Ohio State University, 20 Lord Hall, 124 West 17th Avenue, Columbus, OH 43210-1316. Phone: (614) 292-3644.

Svinicki, Marilla, Center for Teaching Effectiveness, University of Texas, Austin, Main 2200, Austin, TX 78712-1111. Phone: (512) 471-1488.

Tiberius, Richard G., Faculty of Medicine, University of Toronto, Toronto Hospital, Western Site, 399 Bathurst Street, ECW-3D-032, Toronto, Ontario M5T 2S8. Phone: (416) 369-5765.

Wadsworth, Emily C., McHenry County College, 8900 U. S. Highway 14, Crystal Lake, IL 60012. Phone: (815) 455-8561.

Way, David G., Office of Instructional Support, Cornell University, B-41 Day Hall, Ithaca, NY 14853-2801. Phone: (607) 255-2663.

Weimer, Maryellen, National Center on Teaching, Learning, & Assessment, The Pennsylvania State University, 403 S. Allen Street, Suite 104, University Park, PA 16801-5202. Phone: (814) 865-6346.

Welty, William M., Pace University, One Pace Plaza, New York, NY 10038. Phone: (212) 346-1939.

Wilkerson, LuAnn, Center for Educational Development & Research, Office of Dean, UCLA School of Medicine, Center For The Health Sciences, 10833 Le Conte Avenue, Los Angeles, CA 90024-1722. Phone: (310) 206-5964.

Wright, Sheila, All-University Curriculum, University of Hartford, 200 Bloomfield Avenue, West Hartford CT 06117. Phone: (203) 768-4705.

Wunsch, Marie A., Office of Faculty Development and Academic Support, University of Hawaii at Manoa, Kuykendall Hall 106., Honolulu, HI 96822. Phone (808) 956-9719.

Yameen, Deanna, Non-Traditional Curriculum and Program Development, Massachusetts Bay Community College, 50 Oakland St., Wellesley Hills, MA 02181. Phone: (617) 237-1100, Ext. 109.

Zahorski, Kenneth J., Office of Faculty Development, St. Norbert College, De Pere, WI 54115. Phone: (414) 337-3093.