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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 14*

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To Improve the Academy

Resources for Faculty, Instructional, and
Organizational Development

Volume 14, 1995

To Improve the Academy

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

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Volume 14, 1995

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*The Professional and Organizational Development Network
in Higher Education*

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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 (Phone: [405] 372-6158).

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INSTRUCTIONS TO CONTRIBUTORS FOR THE 1996 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 1994 volume, should be directed to:

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Foreword

In his keynote address at the 1994 POD conference, William Plater identified six forces pushing higher education inexorably toward institutional change. Most of the forces are external to higher education and reflect shifts in American society that move in rhythms independent of the academy, e.g., the demand for accountability in all professions, technological advances that are redefining the boundaries of learning, real-world problems that don't fit under traditional disciplinary categories, and changes in the student constituency.* A perusal of the 1994 conference program shows that many presenters addressed these issues in various ways, which seems to indicate that professionals in our field are sensitive to these important emerging trends. Ten sessions at the conference dealt with assessment or accountability, nine involved the use of new technology, and 13 addressed issues related to the changing student population.

This issue of *To Improve the Academy* provides further evidence that we are concerned with these trends and are seeking new ways to meet these challenges. Plater also speculated about the impact of institutional changes on traditional faculty roles and the way professors will spend their time in the future. Asserting that "teaching must be our chief concern," he suggested that faculty members need to become facilitators of learning, collaborate more closely with colleagues, and conduct classroom research. You will find several articles in this issue of *To Improve the Academy* that focus on these goals and the ways developers can help faculty members achieve them.

Plater's analysis of higher education's past and future has many implications for the field of faculty development. If the national focus on teaching is as deep and far-reaching as he asserts, the future of the field is much brighter than at any time in the last 30 years. However, it is also clear that we must re-examine the traditional theories and

approaches to faculty development and create new goals and new strategies for achieving them. Four articles in the present volume suggest ways that we might reconceptualize our work and thereby better serve our faculty and our institutions in the future.

Creating this issue of *To Improve the Academy* required many hands, hearts, and minds, especially those of our excellent review board, this is the first year of a new review system for the journal: in order to provide a stable population of reviewers and to distribute the work load more efficiently, twelve reviewers will serve staggered two-year terms in the future. (Two additional reviewers were press-ganged into service this year.) The reviewers did a thorough, efficient, and timely job of analyzing the manuscripts and providing detailed feedback to the editors and the authors. Laurie Richlin, the associate editor, shared the editing load and provided excellent advice and guidance throughout the entire process. She will edit next year's volume, and I am sure she will do an excellent job. Rusty Wadsworth, Don Wulff, and Jody Nyquist, previous editors of the journal, supplied advice and words of wisdom that were invaluable. I am also grateful to Doug Dollar of New Forums Press for his patience, cooperation, and good humor throughout the process of publishing this volume.

Ed Neal

Chapel Hill, North Carolina

August, 1995

* Plater's speech was published in *Change* magazine this spring: Plater, W. (1985, May-June). Future work: Faculty time in the 21st Century. *Change*, 27, 22-33.

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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.