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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 16*

JUN 11 2002

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# To Improve the Academy

Resources for Faculty, Instructional, and  
Organizational Development

Volume 16, 1997

# To Improve the Academy

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Resources for Faculty, Instructional, and  
Organizational Development

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Volume 16, 1997

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**Editor**

Deborah DeZure  
*Eastern Michigan University*

•  
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*The Professional and Organizational Development Network  
in Higher Education*

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## **ORDERING INFORMATION**

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## **INSTRUCTIONS TO CONTRIBUTORS FOR THE 1998 VOLUME**

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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 1998 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* is the juried journal of the Professional and Organizational Development (POD) Network in Higher Education. POD's membership is comprised of individuals engaged in instructional, faculty and organizational development to improve teaching and learning in higher education. Its membership includes administrators and faculty who have a leadership role in the pursuit of educational excellence. *To Improve the Academy* is intended as a vehicle to share their wisdom of practice.

*To Improve the Academy 1997* represents the efforts of many hard-working, generous and talented colleagues. First and foremost, we wish to express our appreciation to the many authors who submitted manuscripts to us this year. There were far more fine articles than could be included in this one issue. POD's Publications Committee and CORE are actively considering alternative ways to accommodate more manuscripts in the future. Thanks to all of you who supported us with your submissions.

We wish to thank the reviewers of *To Improve the Academy 1997*. Because this was a banner year for submissions, each reviewer had many more manuscripts to read than in previous years. The reviewers rose to the occasion with insight, energy and good humor. I would like to call your attention to their names which are listed on page vi. We owe them a debt of gratitude for the many hours they devoted to this journal. Special thanks to Laurie Richlin, editor of *To Improve the Academy 1996*, who not only served as a reviewer this year but also shared her prodigious talents and expertise as an editor.

Matthew Kaplan, associate editor of *To Improve the Academy 1997*, has been a true collaborator, providing wise input and feedback at every stage in the editorial process. We are so fortunate that he will be serving as editor next year. I would also like to express my gratitude to Ed Neal, co-chair of the POD Publications Committee, David Graf, POD's Manager of Administrative Services, and Doug Dollar of New Forums Press, who have been consistently helpful.

I wish to thank several of my colleagues at Eastern Michigan University. Thanks to Rotesa Baker whose editorial assistance and collegiality were invaluable to me. Many thanks to Robert Ferrett and Steven Dotson for sharing their technical and computer expertise. Special thanks to Ronald Collins, Provost and Vice President for Academic Affairs, who has long pursued efforts to improve teaching and learning in higher education and who enables me to engage in that quest both at EMU and beyond our institutional walls.

And finally, I wish to thank my husband Tom, my children Jessica and Adam, and my parents, whose love and support are unwaivering.

Deborah DeZure  
Eastern Michigan University  
Ypsilanti, Michigan  
August 1997

# Introduction

“Scaling the Heights” was the theme of POD’s 1996 Annual Conference held at Snowbird, high atop the mountains of Utah. In many ways, “Scaling the Heights” is an equally appropriate theme for this volume of essays. It reflects the growing complexity of the challenges we face and the breadth of our practice as instructional, faculty, and organizational developers. It also signifies the unprecedented growth we are experiencing as a field. This year *To Improve the Academy* received twice the number of submissions of any previous year. This dramatic increase should be no surprise to us. It parallels the proliferation of new developers, the new and expanded faculty development programs nationally and internationally, and the widespread interest in research and publication to document the effectiveness of our efforts. We are scaling the heights, exploring new terrain while continually questioning and clarifying what we now know about the improvement of teaching and learning.

The five articles in *Section I: Changing Roles for Faculty and Faculty Developers* exemplify the range of challenges confronting us. Austin, Brocato and Rohrer clarify the expanding faculty roles and responsibilities that require our support. Karpiak’s study of mid-career faculty reveals an aging professoriate who all too often feel marginalized and alienated from their institutions, colleagues and students. Anderson, the compelling keynote speaker at the Annual Conference, challenges us to address the pedagogical and curricular implications of diversity. Lewis and Kristensen share opportunities available through the globalization of the faculty development network. They also identify issues that our international neighbors are now grappling with, including certification of faculty developers and requirements that faculty take courses in college teaching prior to appointment. Lunde and Wilhite describe the role of the faculty developer in distance education as one of many instructional technologies we may be asked to support. Each of these essays implies the development of

new skills, labor intensive tasks, and new domains of responsibility for faculty developers.

The four essays in *Section II: Faculty Development Program Models* include both new and continuing approaches to faculty development. Saroyan et al. and Sanders et al. describe their faculty development program goals in terms of *transformative experiences* for faculty, moving beyond “teaching tips” to re-defining faculty members’ beliefs about teaching and learning. Both models emphasize faculty collaboration in on-going workshops that explore the way people learn, beginning with the faculty members themselves as adult learners. Sutherland and Guffey discuss the effectiveness of faculty participation in comprehensive institutional assessment as a powerful form of faculty development, and Laughlin describes writing across the curriculum as a model that continues to transform faculty beliefs and approaches to teaching and learning. As disparate as these essays may appear, they all emphasize programming models rooted in on-going collegial experiences that engage faculty in extended discussions of learning.

The three articles in *Section III: Assessing Faculty Development Activities* focus on approaches to evaluating the effectiveness of faculty development initiatives. Chism and Szabó review the available literature on teaching awards and then discuss approaches to assessing their impact. List provides a comprehensive review of the Lilly Teaching Fellows Program at the University of Massachusetts-Amherst, while Cox provides an overview of the literature on mentoring and an in-depth assessment of the mentoring component of the Lilly Fellows Program at Miami University. These three studies affirm our coming-of-age as a field in which longitudinal data are now available, offering qualitative and quantitative research evidence to guide our decision-making.

*Section IV: Evaluating Teaching Effectiveness* provides four varied models to assess teaching. This section begins with Hutchings’ discussion of the Pedagogical Colloquium used to assess candidates’ beliefs about teaching and pedagogical content knowledge at the point of hiring. Webb and McEnery identify a twelve step model for implementing peer review of teaching. Hagerty, Wolf and Whinery describe an approach to conducting conversations about teaching

based on teaching portfolios. Seldin reviews several approaches to collecting and using student feedback to improve teaching.

These articles offer evidence of the continuing evolution of these approaches. For example, Hagerty, Wolf and Whinery take teaching portfolios to the next stage, offering suggestions for how to conduct productive teaching portfolio conversations with colleagues. As a group, these essays also underscore the need for multiple approaches to assessing teaching, each productive at different stages, often with different purposes. In addition to evaluating teaching effectiveness, most of these approaches function on yet another level by engaging *groups of faculty* in significant discussions of teaching and learning.

The three articles in *Section V: Designing Effective Courses, Assignments and Activities* focus attention on two significant challenges faced by many instructors: (1) how to balance content coverage while promoting development of higher-order critical thinking skills and (2) how to structure successful group learning experiences. Walvoord and Breihan identify the elements of an assignment-centered course as well as the components of a faculty development workshop to assist faculty to design such a course. Michaelsen, Fink and Knight examine the structure of group assignments as the key to effective group work. Both of these essays emphasize the importance of assignment and course design in improving instruction. In the final essay, Watson and Harris describe the stages of group development, identifying several group activities appropriate to each stage.

Despite all that is positive in this collection of essays, there is some cause for concern. Several of the essays indicate that faculty continue to struggle with the difficulties of balancing teaching and research, even on campuses that offer comprehensive and sustained support for teaching. Some faculty conclude that teaching appears to play a very limited role in decisions on tenure and promotion. Karpiak's study of mid-career faculty is both moving and deeply disturbing, offering a chilling commentary on the marginalization of some of our most experienced professors. Although the sample size is small, the findings are provocative and deserve our attention.

However, taken together, the essays in this volume present a compelling picture of instructional, faculty and organizational development that is both growing and maturing. As developers, we are



called upon to provide support for increasingly complex challenges in higher education, from issues of diversity to the multiple roles that faculty now play both on campus and in the community, from the challenges of instructional technologies to the calls for accountability and assessment in all domains of higher education. Acting both proactively and reactively, developers are designing programs and initiatives that address these issues systematically and often systematically, providing a balance of leadership and service for their campuses. Developers are involved in activities as far-ranging as institutional assessment and interdisciplinarity, diversity and multiculturalism, curriculum design and innovation, writing across the curriculum, distance education, and the support and evaluation of teaching.

At the same time, developers are basing their decision-making on a growing body of research on effective practices in college teaching and faculty development. Developers are conducting both qualitative and quantitative studies of their efforts and reporting results of longitudinal studies, many of which document their successful efforts to improve teaching and learning. And finally, the involvement of the POD leadership in The International Consortium for Educational Development (ICED) signals our engagement in discussions of faculty development world-wide, offering us global perspectives.

It is our hope that this volume of essays will further strengthen the solid ground in which our practice is rooted and will provide inspiration to embolden us as we scale new heights.

Deborah DeZure  
Eastern Michigan University  
Ypsilanti, Michigan  
August 1997

## *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.