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A SURVEY OF THE
INSERVICE TRAINING NEEDS AND INTERESTS
OF INSTRUCTIONAL IMPROVEMENT CENTERS IN HIGHER EDUCATION

by
Bette LaSere Erickson

A DISSERTATION
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MASSACHUSETTS
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
DOCTOR OF EDUCATION

SCHOOL OF EDUCATION
AMHERST, MASSACHUSETTS
SEPTEMBER, 1975

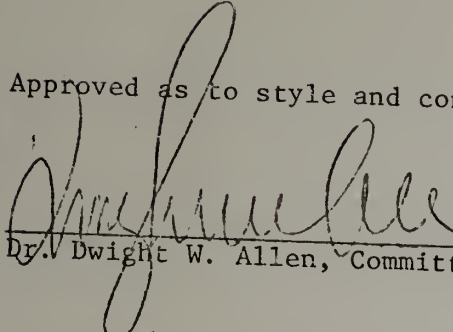
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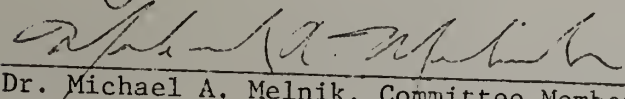
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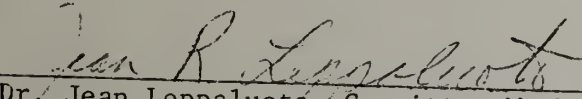
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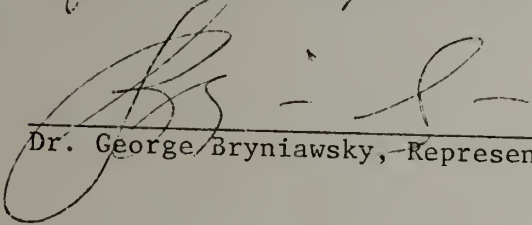
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September 1975

ACKNOWLEDGEMENTS

It is with deepest professional respect and personal regard that I thank my advisor, Dr. Dwight W. Allen. His creative intelligence, practical wisdom, and supportive attention have helped me grow in ways too numerous to mention. I consider it a privilege to have known him and to have worked under his direction.

I am also grateful to the members of my doctoral committee. Special thanks must go to Dr. Michael A. Melnik and to Dr. George Bryniawsky for providing advice and guidance throughout my graduate work, for tolerating my anxious hovering, and for supplying daily doses of reassurance and encouragement. I also thank Dr. Sheryl Riechmann and Dr. Jean Leppaluoto for their helpful suggestions in designing and conducting this project and for their personal interest in my welfare.

To the directors of instructional improvement centers who took time from their busy schedules and participated in the interviews, I am grateful. And, I thank Joanna Allen, Mary Alen, and Barbara Howard who volunteered their services in transcribing the interview tapes and in typing numerous working drafts of this dissertation.

Finally, I sincerely thank my husband, Glenn, who patiently read and critiqued draft after draft of this dissertation and who remained loving and supportive, despite my outrageous neglect of home and family.

A Survey of the Inservice Training Needs and Interests of Instructional
Improvement Centers in Higher Education (September, 1975)

Bette LaSere Erickson, B. A., St. Olaf College, Northfield, Minnesota

Directed by: Dr. Dwight W. Allen

This study was undertaken in order to assess the inservice training needs and interests of instructional improvement center personnel and asked two primary questions: (1) What resources, programs, and activities are currently provided by instructional improvement centers in higher education? and (2) In what areas might persons working in these centers seek inservice training opportunities. Information related to these questions was collected through structured telephone interviews with twenty-seven directors of instructional improvement centers.

The instructional improvement centers represented in this study were randomly selected from a list of centers which provide campus-wide instructional improvement services in large institutions offering both graduate and undergraduate programs. Data was collected through a combination questionnaire/interview procedure. This investigator first called each director, briefly described the purpose of the survey, outlined the procedures to be used, and scheduled a one-hour interview with directors who agreed to participate. These directors were then mailed a questionnaire designed to suggest the areas to be explored during the interviews. This investigator then called each director and conducted an interview which lasted approximately sixty to ninety minutes. All interviews were tape-recorded with permission

from directors. Following the interviews, all directors returned their completed questionnaires.

The interview tapes and the questionnaires were then reviewed for information bearing upon the two primary questions under investigation. The survey findings were used as a basis for making recommendations about inservice training opportunities for instructional improvement center personnel.

Directors' descriptions of their existing resources, programs, and activities revealed that these centers share some limitations and problems. Based upon these findings, it was suggested that most centers would benefit from inservice opportunities which would enable them to explore the utilization of existing persons to provide instructional improvement services, to find ways to integrate various types of programs into a multi-focused approach, to increase their repertoires of improvement strategies, to strengthen their services during the implementation and evaluation stages of the change process, and to collaborate in designing and conducting studies to assess the impacts of their services.

Directors' responses to questions about the areas in which they might seek inservice training for their staff members revealed considerable range of interests and diversity of priorities. Thus, the findings in this study did not produce consensus from directors regarding the areas in which inservice training would be most useful to instructional improvement center personnel. However, while directors' specific interests and priorities varied widely, there was agreement among twenty-two of the twenty-seven directors interviewed that they would

like to have opportunities for inservice training beyond those now available to them. Thus, it was concluded that the creation of inservice opportunities in several areas would find a receptive audience among persons working in instructional improvement centers.

Although not a primary question in this study, interviews with directors provided initial opportunities to explore possible strategies for making inservice training experiences available to interested persons or centers. Again, directors opinions varied widely and their responses did not indicate a clearly superior strategy for providing inservice training experiences. However, when asked if members of their staffs would be likely to participate in inservice training offered through an institute for instructional improvement in higher education, nineteen directors answered "yes," whereas only three directors answered "no." Thus, it was suggested that one way to respond to the inservice training needs and interests expressed by directors might be to create an institute to coordinate and sponsor a variety of inservice training experiences.

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CHAPTER I

INTRODUCTION

Background

Although there is no solid evidence about the quality of instruction currently being provided in colleges and universities, there is a general feeling that teaching in post-secondary institutions is less effective than it might be and that instructional improvements are needed. Those who have called for such improvements have assumed a range of positions. McKeachie (1974), for example, would approach instructional improvement efforts with the presumption that faculty members are already doing a reasonably good job, but that they could be helped to gain more satisfaction from their teaching. Popham (1974), however, has charged that teaching at the university level is infinitely more inept than most people think, that it has deteriorated into an advanced state of degeneracy, and that strong instructional improvement interventions are needed. While there is considerable disagreement about the seriousness of the problems in higher education, there is little disagreement that problems exist and that they stem from a variety of causes.

Historically, members of the academic community have not regarded teaching in the same ways they have regarded almost any other art or craft. Heiss (1970) submitted that:

...most graduate faculties have operated on the assumption that the process of becoming a researcher requires rigorous exposure to theory and practice, but the art and skill of teaching "comes naturally" --or develops gratuitously when one is educated for research (p. 229).

She also reported that:

According to the American Council on Education Report, An Assessment of Quality in Graduate Education, members of the graduate faculty see an almost perfect correlation between "teaching effectiveness" and "eminence in one's field" (p. 229).

These attitudes toward teaching have had a number of consequences for higher education. At the graduate level, where academic departments might have been expected to prepare their graduate students for the teaching roles which many of them would assume, little pre-service teacher education has been provided. Although the teaching assistantship has been the primary means for preparing graduate students for teaching (Koen and Erickson, 1967), graduate students as teachers have been given little attention or assistance. Nowlis, Clark, and Rock (1969) have charged that:

One of the shames of graduate education in many universities, however, has been the lack of systematic attention to the graduate student as teacher. Although most Ph.D. recipients still go into teaching as an occupation, few Ph.D. programs include any formal training of a pedagogical nature. Even worse...is the absence of any form of classroom supervision on the part of senior members of teaching departments (p. iii).

Other reports on the preparation of college teachers (Diekhoff, 1960; Eble, 1971; Heiss, 1970; Koen and Erickson, 1967; West, et al., 1970; Wise, 1967) make similar observations about the lack of pedagogical training and the absence of systematic supervision and guidance for teaching assistants. Popham (1974) noted that, in the absence of well-defined, systematic teaching preparation programs,

Most professors acquire their instructional styles largely as a consequence of emulating a respected professor, or through some sort of ill-defined

borrowing from the dozens of diverse teachers they, as students, have encountered (p. 3).

At best, this is a rather haphazard process of becoming a teacher, and few would argue that it is educationally defensible or professionally respectable. The results have been graphically detailed in several places (Nowlis, Clark, and Rock, 1969; Popham, 1974; Whitfield and Brammer, 1973). College teachers by and large have been ill-prepared to plan instruction so that it may be optimally effective for students with diverse interests, abilities, or experiential histories. Not many professors have had opportunities to develop a broad repertoire of teaching skills or to learn about various teaching methods. Few have acquired adequate knowledge about procedures for evaluating their students' progress or their own teaching effectiveness. And not enough have given adequate consideration or attention to developing a system of ethics appropriate for their profession.

Furthermore, having come to their jobs with little preparation for college teaching, professors have been left, for the most part, on their own to develop and improve their teaching competence. Inservice programs, common in other professions, have been relatively uncommon in higher education. Eble's (1971) publication of responses to a career development questionnaire sent to faculty members at 142 institutions suggested that very little was being done in this area. Responses to the item, "My institute (does, does not) have an effective faculty development system," were overwhelmingly negative. Either institutions have failed to provide adequate inservice programs, or they have maintained such low profiles for their programs that

opportunities for inservice training have been virtually invisible to many faculty.

Nor have college and university reward systems strongly encouraged faculty members to improve their teaching competence. Several (Eble, 1971; Gaff and Wilson, 1971; Holbrook, 1974; Whitfield and Brammer, 1973) have noted that promotion, salary, and tenure policies have emphasized the importance of scholarship and research productivity, but have given little attention to teaching competence. Promotion, tenure, or salary increments are not typically given to professors because they have demonstrated outstanding teaching prowess, and they are rarely, if ever, withheld from professors who are recognized as ineffective teachers. Under the influence of this reward system, it is not surprising that faculty have given efforts to improve their teaching a relatively low priority and have channeled their energies into activities which are more likely to enhance their professional careers. Holbrook (1974) warned that:

...the reward system plays a crucial role in the way college professors commit their intelligence and energies, and instruction will suffer as long as it remains at the bottom of the list of rewards (p. 95).

In sum, many of the current problems in higher education may be traced to an historical neglect of college teaching which has manifested itself in a number of ways. There has been neither adequate preservice preparation for college teaching nor strong inservice teaching improvement programs. And there have been few rewards for faculty efforts to improve their teaching.

Unfortunately, the problems which have been created by this neglect of teaching are now being compounded by some new realities in

higher education. These realities have not only increased the number of problems, but have made efforts to cope with existing problems a more difficult and complicated endeavor.

For example, the national commitment to providing full educational opportunities to all who might seek them has had a profound impact at all levels of education. In higher education, it has meant that colleges and universities are now called upon to provide educational experiences for segments of the population which they've previously neglected. Recent studies (Commission on Non-Traditional Study, 1974; Jackson, 1973; Gould and Cross, 1972) have indicated that many of the traditional structures, programs and practices in post-secondary institutions are not suited to meeting the needs of these new students. In response to these findings, institutions are finding it necessary to create new programs and to revise existing ones. Thus, some college faculty are finding that they must alter their teaching methods and adopt new relationships with students.

Moreover, recent recommendations for changes in higher education have not been prompted exclusively by the appearance of non-traditional students in colleges and universities. Burriss (1973), the Commission on Non-Traditional Study (1974), Eble (1972), and Mayhew and Ford (1973) have challenged traditional college and university programs, policies, and practices on a number of other counts. They have suggested that conventional disciplinary divisions, subject matters, and curricula are inappropriate in light of new knowledge and changing societal needs and values. Traditional assumptions, requirements, and policies may well be inconsistent with recent educational research

and experimentation and ill-suited to the needs and circumstances of many traditional as well as non-traditional students. They have criticized the continued emphasis upon lecture and lecture-recitation methods when systematic experimentation with alternatives would seem more productive. And, they have indicated that the reluctance of faculty and departments to utilize resources outside their institutions is inefficient and counter-productive.

In response to these challenges, administrators and faculty, individually and collectively, are having to re-examine their traditional assumptions about teaching and learning, to adopt new teaching methods, and to create new learning contexts. Many are finding they must range beyond their traditional disciplinary specializations to collaborate with colleagues in other fields and with organizations outside their institutions.

However, while college and university administrators and faculties are being called upon to make rapid and drastic changes in educational policies and practices, they are finding they must do so in a period of shrinking budgets and of increasing demands for accountability in the expenditure of funds. Thus, while institutions and departments might once have created new programs to accommodate the "new students" and to reflect the "new knowledge," they now find they must adapt existing programs or reallocate funds from those programs in order to create new ones. And, whereas faculty might once have experimented freely with new teaching methods and approaches, they now find it more difficult to obtain financial support for their efforts,

and they live with fears, real or imagined, about the consequences of failure.

Finally, for better or worse, the decline in faculty mobility has serious implications for those who would seek improvements in higher education. For the time being, at least, departments and colleges can no longer revitalize their programs and their teaching by recruiting new talent to fill new positions. As budgets are cut, and as fewer new positions are created, faculty who already have secure and respectable positions feel less able to seek new jobs or to move to new places. Thus, as the editors of Faculty Development in a Time of Retrenchment (1974) see it,

We are now faced, at worse, with the prospect of local colleagues growing old together, unable to add new faces to their company, or individually, to find other places (p. 16).

As institutions face the prospect of becoming "tenured in," they are realizing that:

...in the years ahead they will have to rely on their current faculty to provide fresh perspectives, infuse new ideas, and give leadership to innovative programs if they expect to maintain vigorous educational climates (Gaff, 1975, p. 1).

In sum, it is becoming increasingly clear that coping with the problems in higher education will be no small challenge. Although teaching has long been a primary mission of most colleges and universities, these institutions have failed to provide adequate preservice preparation for college teaching, strong inservice training programs, or meaningful incentives and rewards for instructional improvement efforts. As a result, few faculty members have been

prepared or encouraged to deal effectively with the process or problems of instruction, even in the best of times. Now, faced with increasingly diverse student populations, vociferous criticisms of long-accepted instructional practices, decreased funding and increased demands for accountability, and a decline in faculty mobility, members of the academic community are finding the challenge to improve instruction infinitely more complicated and difficult.

The Problem

In response to the growing concern about the quality of instruction in higher education, many colleges and universities have begun to marshal resources to assist those who wish to improve teaching and learning on their campuses. In some institutions these efforts have resulted in the creation of a new type of campus organization--the instructional improvement center. Gaff (1974) has identified over 100 such centers whose primary mission is to assist faculty, students, and administrators in overcoming the problems created by past neglect of teaching, in coping with the changing shape of higher education, and in increasing instructional effectiveness.

Recent studies (Alexander and Yelon, 1972; Gaff and Rose, 1974; Holsclaw, 1974; Lindquist, 1974) of instructional improvement centers indicate that their titles, organizations, and activities vary widely from one institution to another. They are variously referred to as instructional development, learning resource, faculty development, teaching improvement, professional development, or organizational development centers, divisions, offices, or programs. Some are located

in the central administration of the university or college; others are housed within colleges or departments; and still others operate as independent centers. Their activities span a broad range of services: consulting with individual faculty about instructional problems; conducting seminars and workshops, assisting departments in analysis, planning, and design of curricula; conducting educational research; performing instructional evaluations; working with administrators to develop academic policies; and a variety of others.

Although instructional improvement centers have taken different names, have adopted different approaches, and have defined their goals somewhat differently, most would agree with Gaff and Rose (1974) that "...their most important resources are human," and that "no program is better than the people who staff it; everything depends upon the skill and competencies of staff members" (p. 14). But finding persons who possess the expertise and competencies which the tasks demand has not been easy. Nearly all of the reports from the 16 institutions included in Alexander and Yelon's Instructional Development Agencies in Higher Education (1972) indicated that staffing was a major problem. Northwestern University, for instance, submitted:

Our most pressing problem is the identification of full time staff members who have commitment to educational change and the personal skills necessary for working with faculty members and other professionals in helping these individuals conceptualize and implement change. We have found that Ph.D. preparation models emphasizing specialization in such areas as educational technology, educational psychology, administration, and curriculum development do not produce the type of generalist necessary to work effectively with a

broad spectrum of university faculty in developing strategies and techniques for instructional improvement (p. 87).

Thus, many of these centers have found it necessary to provide some sort of inservice training to integrate new staff members into the ongoing activities of their programs.

Moreover, there appears to be a growing interest among instructional improvement center personnel in opportunities for continued professional development which go beyond the inservice training experiences provided by some individual centers. The results of a survey of participants in the 1974 International Conference on Improving University Teaching indicated widespread interest in such opportunities (Clinic to Improve University Teaching, 1974). 96% of the 276 participants who responded to the survey agreed that "Opportunities should be provided for staff members of teaching improvement and evaluation centers to meet in order to exchange ideas and to receive training in alternative faculty development models and strategies." It was to explore this interest in inservice training opportunities for staff members in instructional improvement centers that this project was undertaken.

Summary and Overview of the Study

Instructional improvement centers in higher education, have potential for bringing about significant changes in academic life. However, they face enormous challenges. Such centers must serve a large and diverse group of faculty members who have received little, if any, preservice or inservice preparation for their roles as teachers, who are given few academic rewards for efforts to improve their

teaching, and who must cope with some harsh realities now confronting higher education. Many of the persons who work in these centers have expressed an interest in collaborating to find effective strategies for meeting these challenges and in participating in experiences which would enable them to strengthen and expand their service capabilities.

This study was undertaken in order to assess the inservice training needs and interests of instructional improvement center personnel and attempted to answer two primary questions: (1) What resources, programs, and activities are currently provided by instructional improvement centers? and (2) In what areas might persons working in these centers seek inservice training? These and related questions were explored in structured telephone interviews with a sample of 27 directors of instructional improvement centers. Information obtained from these directors was summarized and used as a basis for making recommendations for inservice training opportunities which might be created for persons involved in efforts to improve university teaching.

CHAPTER II

REVIEW OF THE LITERATURE

Because instructional improvement centers are relatively new enterprises in higher education, information about their programs and activities remains in scattered form. Only very recently have attempts been made to study and describe the range of services currently provided by these centers. Those who have undertaken this task have looked at these centers from somewhat different perspectives and, thus, have provided somewhat different insights about their programs and activities. This chapter reviews the information about instructional improvement centers generated by looking at their programs and activities from three different perspectives.

The first section of this review describes several different types of instructional improvement programs and is based largely on the work of Gaff (reported in Gaff and Rose, 1974). The second section summarizes Lindquist's (1974) description of four general instructional improvement strategies and the change assumptions underlying each. The third section briefly describes the programs and activities identified by Bergquist and Phillips (1975) in their proposal for a comprehensive faculty development program. The chapter concludes with a preview of the investigative perspective to be used in this study in order to determine the areas in which inservice training might be useful for instructional improvement center personnel.

Different Types of Instructional Improvement Programs

Gaff, Director of the Project on Teaching Improvement Centers and Programs, is currently completing what may be the most comprehensive and systematic study of instructional improvement centers completed to date. He has identified over 100 of these centers in post-secondary institutions and has collected descriptive information from them through mail surveys and site visits. Unfortunately, the complete results of his study will not be available until Fall, 1975.

However, in a paper based on their initial review of information collected in this project, Gaff and Rose (1974) noted that instructional improvement centers:

...often have different foci, draw from different intellectual traditions, make different analyses of what ails teaching and learning, and prescribe different solutions (p. 1).

They went on to identify what they believed were three quite different types of instructional improvement programs: Organizational Development Programs; Faculty Development Programs; and Instructional Development Programs.

The following discussion summarizes the different rationales and objectives of these general categories of instructional improvement programs. While this summary draws heavily upon the work of Gaff (reported in Gaff and Rose, 1974) for its conceptual framework, this overview incorporates additional information found in reports and papers prepared by other individuals involved in instructional improvement efforts.

Organizational Development Programs

Underlying the efforts of many instructional improvement centers is the belief that existing organizational structures, institutional policies, and administrative practices in higher education do not foster effective teaching or efforts to improve teaching. Guided by the perspectives and principles provided by organizational and management theories and group dynamics, these centers argue that effective teaching and learning depend greatly upon the environment in which faculty and students work, and that organizational systems and processes are largely responsible for creating the educational environment. However, as Boyer (1974) pointed out,

As a result of changes now forced on universities, it has become clear that too many organizational change processes in large universities are underdeveloped, poorly articulated, not understood or known, or ill-suited for today's turbulent environment (p. 2).

Therefore, many share Gould's (1974) conviction that:

...organizational change must accompany educational change if teaching is to be effective in meeting new demands and necessities. Otherwise, all efforts to create new or modified roles for the teacher in meeting these new necessities are doomed to failure (p. 5).

This conviction has led many instructional improvement centers to seek to improve higher education through organizational development services. Organizational Development programs typically include one or more of the following program components: Administrative and Leadership Development; Development of Policies to Support and Reward Teaching; and Development of Academic Programs and Policies.

Administrative and Leadership Development

Persons who assume administrative and/or leadership positions in higher education rarely have had formal preparation for their roles and often lack the managerial and interpersonal skills to deal effectively with persons within and outside their organizations. Boyer (1974) observed that, although universities are highly dependent upon state legislatures, federal agencies, foundations, alumni, etc., administrators often lack the sophistication to understand and manage transactions with such persons while still maintaining their internal autonomy and integrity. Moreover, in managing internal functions, he suggested that administrators and faculty leaders typically lack some or all of the following:

- a. conceptual understanding of complex organizations as social systems,
- b. skills at implementation of change,
- c. understanding of their managerial style and its consequences for their organizations,
- d. abilities at developing the skills of their associates, and
- e. understanding of the numerical analysis involved in budgetary planning (Appendix, Figure 1).

Thus, many instructional improvement centers offer programs to assist administrators and faculty leaders in increasing their understanding of organizations and in improving their managerial and interpersonal skills.

Administrative and Leadership Development programs seek to help central administrators, deans, department chairpersons, and faculty who play leadership roles: (1) develop a conceptual understanding of their institution's organizational system and of the role of their organizational unit (e.g., college, department, committee) within that system; (2) establish and clarify the assumptions, values and goals of their organizational units; (3) design, implement, and evaluate strategies

to improve organizational behaviors; (4) explore various leadership styles and assess their appropriateness, given the needs and goals of their organizations and members; (5) identify strengths and weaknesses in their managerial and interpersonal skills; (6) develop and expand their managerial and interpersonal skills to increase their effectiveness as leaders in a variety of organizational contexts.

Development of Policies to Support and Reward Teaching

The absence of academic policies which encourage and reward effective teaching has frequently been cited as a major cause for past neglect of teaching. Eble (1972) summarized the position of many in suggesting that:

Annual teaching awards, kind words about devoted teachers, even evaluation systems do little if tangible and continuing support is not provided for effective teaching (p. 180).

He proposed that teaching be rewarded through the "...policies and practices which determine appointments, promotions, and salaries" and through "...substantial financial support for teaching from the top of the university budget" (p. 180). Many instructional improvement centers work to encourage and assist administrative and departmental units to develop policies which will foster efforts to improve teaching and which will provide meaningful rewards for effective teaching.

Such programs seek to help central administrators, department chairpersons, and faculty committees: (1) define the role which teaching plays in personnel decisions; (2) develop and specify criteria for judging teaching effectiveness; (3) design and implement reliable and acceptable procedures for evaluating teaching; (4) interpret and

use evaluative data responsibly; (5) identify tangible rewards for effective teaching and various incentives for improving teaching.

Development of Academic Programs and Policies

Over the past decade, demands that colleges and universities seriously review, reorganize, and reform their academic policies, programs, and curricula have been numerous (Commission on Non-Traditional Study, 1974; Gould, 1974; Gould and Cross, 1972; Mayhew and Ford, 1973). Burris (1973) suggested that there is a fairly clear pattern to these demands and to the changes which are being proposed:

In general this pattern can be described as new arrangements for both old and new programs to address the changing needs of traditional students and the needs of non-traditional groups who potentially make up an expanded student body (p. 3).

More specifically, he observed that "the increasing needs of many non-traditional groups for new or modified traditional educational programs make up a significant portion of these changes" (p. 3). Jackson (1973) provided a general description of the non-traditional groups which require different kinds of educational programs:

Non-traditional students are not full time students between the ages of seventeen and twenty-two. They are mostly twenty-five and older; they frequently hold full-time jobs or are homemakers and mothers; they usually can study only part time and often must do so in their homes...or otherwise off campus.... They may or may not be high school graduates; they may or may not have studied at the college level previously (p. vii).

He also explained that institutions and faculties seeking to meet the needs of these students often find that their traditional admissions requirements, course structures and sequences, disciplinary divisions, quarter or semester time frames, examination procedures, degree

requirements, etc., address neither the needs nor the goals of these students.

However, it is not only the non-traditional student who is asking for changes in academic programs and policies. Burris (1973) added:

Accompanying the increasing number of non-traditional students is an increasing pressure for changes in programs by traditional students. Among these asked for changes are increased field or clinical experience as part of educational programs, alternative approaches for learning, different evaluation and grading techniques and procedures, and a recognition of competencies gained outside formal educational courses (p. 4).

While changes of these sorts require the involvement and support of faculty, individually and collectively, efforts to remedy existing improprieties and inadequacies often require changes in organizational structures and protocols as well. Some changes, such as revisions in the scope and sequences of courses or in the requirements for a major, may be addressed within departmental or divisional units. However, as Kingston (1974) pointed out, some changes have implications and consequences which go beyond the departmental or divisional unit and require the involvement and support of college- or university-wide units. The development of interdisciplinary courses or multi-disciplinary programs, the introduction of new departments and academic programs, the creation of cluster or experimental colleges--such changes often require establishment of new organizational structures or the reordering of existing ones. Changes in the academic calendar, admissions procedures and grading practices typically cannot be effected without corresponding changes in the protocols of existing organizational

practices. It is to assist those who seek reforms which go beyond the individual course or professor, which cut across institutional boundaries, or which affect many layers of institutional structure that some instructional improvement centers direct their efforts.

Centers which offer assistance in the development of academic programs and policies seek to help administrative and faculty units:

- (1) clarify the assumptions, values, and goals underlying their programs and policies;
- (2) assess the needs and goals of students whom they serve;
- (3) review and evaluate the adequacy of existing programs, requirements, and curricula in accomplishing goals and meeting the needs of students;
- (4) create opportunities for inter-disciplinary contacts, exploration, and cooperation among faculty;
- (5) establish structures and procedures which facilitate and support the creation of alternative learning environments and non-traditional programs;
- (6) design, implement, and evaluate new programs;
- (7) find the human and financial resources to support these programs.

In sum, many instructional improvement centers seek to improve the quality of post-secondary teaching and learning by focusing on the organizational structures, policies, and procedures which affect the ways in which faculty, students, and administrators interact. These centers typically provide services designed to improve administrative and leadership skills, policies which support teaching, and/or academic programs and policies at the departmental or collegiate level.

Faculty Development Programs

Whereas Organizational Development programs seek to improve the organizational context within which teaching and learning are carried

on, Faculty Development Programs seek to increase the effectiveness of the professors who are most immediately responsible for the instructional activities which occur within that context. While Faculty Development Programs are perhaps the most varied of the three categories discussed here, most appear to share the belief that:

The faculty of the University, because of its primary responsibility for intellectual development and because it provides the essential continuity of the University, is the fundamental agent for educational change (Center for Educational Development, University of Minnesota, 1972, p. 2).

Although many have charged that faculty are poor choices for educational change agents because they are not concerned about teaching, Gaff and Wilson (1971) reported evidence to the contrary:

Our data have mainly shown that many of the common assertions about college professors are not true of the majority of faculty members. Although it has been charged that faculty regard research as more desirable than teaching, we found that most faculty consider teaching a central activity and a major source of satisfaction....At every school we sampled, most of the faculty were critical of the fact that, in actual practice, teaching effectiveness was not given as much weight in advancement procedures as it should be given (p. 40).

At the same time, those who would look to the faculty for improvements in higher education recognize that college professors have seldom received training for their teaching roles. Thus, it is argued that if faculty are to assume the roles of change agents, they will need guidance in defining what changes are necessary, help in determining how those changes may be brought about, and assistance in effecting chosen reforms. It is to assist faculty as they undertake these activities that Faculty Development programs direct their efforts.

However, like Organizational Development Programs, Faculty Development Programs take differing foci for their efforts and reflect differing opinions about what changes are necessary to bring about improved teaching and learning. Thus, instructional improvement centers which seek to improve higher education through development of its faculty may offer improvement services in a variety of areas: Attitudes and Values about Teaching; Knowledge about Higher Education; Teaching Evaluation for Improvement; Teaching Technologies and Methods; Teaching Skills and Behaviors; and Career Development.

Attitudes and Values about Teaching

It has frequently been asserted that even though faculty may be interested in their teaching, the assumptions, attitudes and values which they bring to their teaching roles and activities inhibit their effectiveness. Many share the sentiments expressed by Holbrook (1974):

It is difficult to describe, let alone measure, the effects of faculty attitudes on instruction. The long-standing hostility of professors and departments, especially at the graduate level, to anything that smacks of educational methods, still largely exists.... These attitudes have been instrumental in the refusal to examine learning from fresh perspectives. Experimentation in learning approaches has often been stifled by professors whose attitudes mitigate against instructional improvement (p. 94).

While most persons who work to facilitate instructional improvement find that they must deal with such faculty attitudes at some point in their work, some argue that affective variables so impede efforts to improve instruction that they must be confronted explicitly and dealt with directly before any improvements in instructional practices may be expected. Thus, some instructional improvement centers offer programs specifically aimed at helping faculty clarify and examine the

assumptions, attitudes, and values which influence their instructional decisions and practices.

Such programs seek to help faculty: (1) clarify their beliefs about what constitutes effective teaching and examine the assumptions underlying those beliefs; (2) increase their awareness of their assumptions about and attitudes toward students; (3) examine the roles they assume and the relationships they establish in interactions with students and explore alternative roles and relationships; (4) recognize the role which values play in their curricular decisions and instructional practices and examine their value decisions.

Knowledge about Higher Education

Unfavorable attitudes toward teaching, as well as ineffective teaching practices, are often attributed to the fact that many faculty lack important knowledge about issues, practices, and processes in higher education. While much remains unknown about teaching and learning, critics argue that more is known than most faculty realize, and in any case, "this confusion would be perceptibly reduced through self- and group-exploration of the teaching process" (Holbrook, 1974, p. 96).

Unfortunately, such activities are not common among faculty. Whitfield and Brammer (1973) commented on what they described as the complacency of faculty regarding teaching:

Few university teachers are even aware that many of their instructional problems have already been investigated experimentally, and only a tiny minority take the trouble to acquaint themselves with the results (p. 2).

Although Eble (1974) was somewhat more generous to faculty in this regard, he also noted that:

...faculty members and administrators will not, perhaps cannot, pick up very much of the constant stream of information, even about teaching and learning, which might favorably affect their practice (p. 35).

The Group for Human Development (1974) suggested that this failure to keep abreast of knowledge and developments in education and the lack of "self- and group-exploration" of issues and problems which confront every faculty member:

...is ironic because most scholars are self conscious about the methods of their scholarship....In fact, many debates properly revolve around not the substance of what is found, but the methods by which it was derived, especially, of course, in fields where the finding cannot be easily demonstrated.... In a similar spirit, professors and students would gain by reflecting regularly upon the process by which they think, teach, and learn about their subjects (p. 34).

Indeed, it's been suggested that if faculty were to "bring to their teaching activities the same critical, doubting, and creative attitudes which they bring habitually to their research activities" (Elton, 1974, p. 4), their instructional practices would improve immensely. Thus, some instructional improvement centers engage in activities which are aimed primarily toward bringing important knowledge to the attention of faculty and toward encouraging self- and group-exploration of the implications and applications which such knowledge has for their teaching activities.

Programs designed to increase knowledge about higher education seek to help faculty: (1) become familiar with the professional literature

on issues and problems in higher education; (2) acquire knowledge about learning theories and teaching methods; (3) increase their awareness of the diversity among students in terms of their goals, abilities, experiential histories, and learning styles; (4) explore, individually and in groups, the implications of available knowledge for their teaching activities; (5) design and conduct research projects aimed at increasing knowledge about higher education.

Teaching Evaluation for Improvement

It is sometimes suggested that ineffective teaching practices exist largely because faculty are only partially aware of what they do as teachers, often misjudge how others respond to what they do, and frequently fail to recognize instructional problems or the sources of those problems. This has led some to believe that faculty would become better teachers if they had accurate feedback from others about their teaching. Drawing from interactionist theories in psychology and social psychology, these persons argue that such feedback would enable faculty to "confront themselves as teachers," in order to learn more about their actions, to examine the consequences of their behaviors, and to identify areas in which they might improve their teaching.

This rationale underlies many of the current efforts to evaluate teaching. It is not uncommon, for example, for centers which work to develop policies to support and reward teaching to suggest that the evaluations of teaching which they conduct primarily for personnel decision-makers also provide feedback which may help faculty improve their teaching. However, there is a growing suspicion that evaluations which are conducted chiefly for purposes of documenting teaching

effectiveness are not terribly useful in helping faculty improve their teaching. Wilson and Wood (1974) suggested two reasons for thinking that they may not be:

First, the information comes back to instructors at a time when it is already too late to make any changes....Second, the information is usually of too general a nature to give instructors specific cues as to what they might do to improve a given course (p. 1).

Gaff and Rose (1974) advised that:

...since most change and improvement in an activity as complex as teaching is gradual, a system that provides continuous information about the progress, stability, and regress of faculty members over a period of time is preferable to a single evaluation (p. 8).

Thus, because improvement of teaching effectiveness appears to require different kinds of feedback procedures than documentation of teaching effectiveness requires, many instructional improvement centers offer programs designed specifically to help faculty obtain evaluative feedback for improvement purposes.

Such programs seek to help faculty: (1) identify alternative sources of useful feedback (e.g., self, students, colleagues, administrators, specially trained consultants, etc.); (2) determine the kinds of feedback which various sources are uniquely suited to provide (e.g., student evaluations of teaching performance, colleague critiques of course materials and curriculum, trained observers' analyses of classroom interactions, etc.); (3) design and implement procedures for obtaining feedback from various sources (e.g., videotaped samples of teaching, student questionnaires, classroom observation instruments, course evaluation guides, etc.); (4) review, analyze, interpret, and

compare feedback obtained from these sources in order to identify teaching strengths and weaknesses.

Teaching Technologies and Methods

In response to serious criticisms of teaching practices in higher education, the 1960's saw a thrust toward innovation and experimentation in post-secondary education. Such technological aids as closed-circuit television, teaching machines, information retrieval systems, computer-based teaching devices, and multi-media techniques were developed and adapted for instructional purposes. Independent study, contract systems, community action projects, programmed self-instruction, group dynamics exercises, simulation and gaming techniques, etc., were employed as teaching methods in college courses. Yet, in the 1970's, one finds these teaching methods and techniques employed in very few college courses. Based upon their observations of college classrooms, Mayhew and Ford (1973) concluded:

Higher education in the United States today is a major paradox. It is conducted in a society experiencing perhaps the most revolutionary changes in the history of mankind...Yet the processes and practices of college education have not changed appreciably since the middle of the nineteenth century, when the recitation technique gave way to the lecture, laboratory, and seminar methods of instruction (p. 55).

Eble (1972) found the variability in instructional methods even more limited and reported that the lecture still prevails as the chief mode of instruction in colleges and universities.

The reasons for the under-utilization of educational "innovations" are probably numerous. Many faculty are simply not aware of the variety of technological aids and teaching methods which they might employ.

Those who do know about such alternatives do not always possess the expertise and skills which would enable them to use them in their teaching. Many faculty are reluctant to spend the time and energy which utilization of such tools and alternatives would require without compelling evidence about their effectiveness. Unfortunately such evidence does not yet exist. In their review of the research on teaching technologies and methods, Trent and Cohen (1973) concluded that too few systematic evaluations have been undertaken and found conflicting results among research studies which have been done.

Nonetheless, many argue that the continued emphasis upon the lecture method is not appropriate in light of disturbing questions about its effectiveness; is not responsive to promising, albeit inconclusive, evidence regarding the effectiveness of supplementary and alternative instructional practices; and is inconsistent with increasing knowledge about the diverse learning styles of students. Thus, some instructional improvement centers spend substantial portions of their time and resources in activities designed to help faculty learn about, adapt, and experiment with alternative teaching methods and the educational uses of media and technology.

Programs for Development in Teaching Technologies and Methods seek to help faculty: (1) learn about and use technological tools, such as closed-circuit television, teaching machines, computer-based teaching devices, multi-media materials and techniques; (2) identify and employ alternative teaching methods, such as independent study, contract systems, programmed self-instruction, simulations and educational games; (3) employ team-teaching arrangements and design interdisciplinary

learning activities; (4) identify and utilize external resources and provide opportunities for community action projects, apprenticeships, field experiences.

Teaching Skills and Behaviors

Many argue that, after all is said and done, most of the current ills in college teaching stem from the fact that faculty have not had opportunities to develop the basic skills and behaviors necessary to teach effectively. They would agree with McKeachie (1974) that:

...knowing some alternatives to try and being motivated to try them still does not improve teaching if the teacher lacks the necessary skills to use the alternatives successfully (p. 3).

Similarly, they argue that the most detailed comprehensive feedback is not of much value if faculty cannot perform the skills which suggested improvement would require. Thus, some instructional improvement centers emphasize programs designed to help faculty refine and expand their repertoire of teaching skills and behaviors.

The critical question concerning the identification of important teaching skills and behaviors has been answered only tentatively by instructional improvement centers which offer these types of programs. Rosenshine (1974) summarized the problems which such centers face in this regard:

Research in college teaching is an area of research which has barely begun. Although we can identify some tentatively valuable skills, there has not been sufficient research to determine whether any skills are dispensable and indispensable (p. 20).

Thus, the skills and behaviors chosen as foci for instructional improvement activities most often reflect a selection process which

takes into account: those skills which seem logically necessary to teaching, based upon applications of generally accepted learning principles; those skills which appear consistently in various surveys of student opinions about effective teaching; and those which have been found "tentatively valuable" by educational researchers. Having identified these important teaching skills, these instructional improvement centers focus their efforts upon helping faculty develop, refine, and expand these teaching skills.

Programs to develop teaching skills and behaviors seek to help faculty: (1) design and implement procedures to assess their performance of various teaching skills (e.g., student questionnaires, videotape, classroom observations, etc.); (2) review assessment data to identify strengths and weaknesses in their performance of teaching skills; (3) observe teachers who model effective performance of various skills and behaviors; (4) create opportunities to practice various skills and receive feedback on that practice (e.g., in microteaching laboratories, in simulation exercises, in workshops, in classroom meetings; etc.)

Career Development

The types of Faculty Development programs described above are primarily concerned with helping faculty to increase their effectiveness as teachers. Career Development programs, however, are based upon an expanded notion of faculty development which gives attention to all aspects of the professorial role. Centers which offer these types of programs argue that faculty members' teaching roles cannot be considered in isolation from the other professorial roles they are expected to perform, for:

Asked to perform as a great scholar, brilliant teacher, academic statesman, counselor to youth, and contributor to the public good, the average professor may respond by being average in all respects (Eble, 1971, p. 8).

If mediocrity among faculty is to be avoided, careful attention must be given to each of these professorial roles. Institutions must do their best to identify and utilize the different talents among faculty and to cultivate their different interests. Moreover, they must recognize that the needs and goals of institutions are likely to change many times during the course of a given professor's career. If faculty are to continue to make useful contributions to their institutions and to find personal satisfaction in their work throughout their careers, they must be afforded opportunities to "re-tool," to expand their areas of specialization, and to develop abilities to assume new or different roles as they become needed.

Thus, many instructional improvement centers agree with Freedman (1973) that "...the time is long past when colleges and universities, and faculty members themselves could think of faculty as finished products" (p. x), and with Ralph (1973) that services must be available which "...provide a course of growth that offers professors ever greater choice and complexity in constructing their roles" (p. 67). It is to help faculty determine a "course of growth" which will be personally fulfilling and professionally productive that Career Development programs direct their efforts.

Career Development programs seek to help faculty: (1) reflect upon their teaching, research, and service activities in terms of personal satisfaction derived from each and the contributions of each

to the institution; (2) identify areas in which they might seek new knowledge, expertise, or skills and develop a plan for acquiring such competencies; (3) create opportunities to "re-tool", to expand their areas of specialization, or to find new ones which would be more satisfying; (4) re-define their present roles and responsibilities in ways which are personally satisfying and which meet the changing needs of their institutions; (5) create opportunities to establish supportive and rewarding relationships with colleagues, administrators, and students.

In sum, several instructional improvement centers seek to improve college and university teaching by focusing on development of the faculty. Although these centers vary considerably, their programs frequently include services in one or more of the program areas described above: Attitudes and Values about Teaching; Knowledge about Higher Education; Teaching Evaluation for Improvement; Teaching Technologies and Methods; Teaching Skills and Behaviors; and Career Development.

Instructional Development Programs

Instructional Development represents a third distinct type of instructional improvement program. Although the programs of centers which offer instructional development services often overlap or include many of the Faculty Development Programs described earlier, there is a distinct difference in focus between these two types of programs. Whereas Faculty Development programs take the development of faculty members as their primary goal, Instructional Development programs focus upon perfecting the courses and units which faculty members teach.

Underlying the services which instructional development centers offer is the belief that instructional materials, units, and courses

largely determine what students learn, how faculty teach, and the ways in which faculty and students interact. If instruction is well designed, teaching and learning will be more effective.

However, it has often been pointed out that, since most faculty have had little or no pedagogical training, their instructional decisions are often the results of modelling other instructors with whom they've come in contact, or of a trial-and-error method of discovering what "works" and what doesn't "work." Popham (1974) observed that few faculty members are familiar with theories of learning and teaching which might help them make better instructional decisions, and most are unaware of procedures for designing instructional activities which possess a higher probability of success. The tendency of faculty to prefer modelling and trial-and-error processes for designing instruction over seeking pedagogical expertise is not completely unjustified. According to Popham (1974):

...most professors are properly skeptical of the contributions which might be made by departments of education. For too many years we found professors of education peddling vapid platitudes such as "meet children where they are" or "teach students, not subject matter." Having encountered such educationist pap, what clear-thinking professor would not be revulsed? (p. 4).

However, he added that:

the world has changed since the fifties. Men have cavorted on the moon. Professors of education have learned some secrets worth sharing. They have developed a set of procedures, which, albeit incomplete, represent a powerful prescription for improving the curricular, instructional, and evaluative decisions faced by every college professor. The moment has come for all university educators to take advantage of these advances (p. 4).

This "set of procedures," commonly referred to as "instructional design systems," is largely derived from systems approaches to decision-making which have been enhanced by other "secrets" drawn from learning theory, educational testing and measurement, and the study of higher education. It is to help faculty apply this set of procedures in designing instruction that many instructional improvement centers direct their activities.

Instructional Development programs seek to help faculty: (1) clarify their instructional goals and articulate learning objectives which specify the measurable outcomes of instruction; (2) select or develop methods, materials, and activities which will enable diverse students to accomplish specified learning objectives; (3) sequence instruction materials and activities to increase the probability of student learning; (4) design appropriate evaluation procedures to monitor students' progress and measure achievement of specified learning objectives; and (5) review, modify, or revise instructional methods, materials, activities, and sequences in light of evaluation results.

Summary

In the preceding section, three general categories of instructional improvement programs were discussed: Organizational Development programs; Faculty Development programs; and Instructional Development programs. Organizational Development programs focus upon improving the organizational systems, structures, and processes which affect the nature and quality of teaching and learning activities in higher education. This review of available information revealed that

instructional improvement centers which provide Organizational Development services most often offer program components directed toward improving administrative and leadership skills, developing policies to support and reward effective teaching, and/or reforming academic programs and policies.

Faculty Development programs focus upon helping faculty members increase their effectiveness in providing instruction. Information about instructional improvement centers revealed great variety in the types of Faculty Development programs offered, and these were discussed as separate program components under the following headings: Attitudes and Values about Teaching; Knowledge about Higher Education; Teaching Evaluation for Improvement; Teaching Technologies and Methods; Teaching Skills and Behaviors; and Career Development.

Instructional Development programs focus upon perfecting the courses which faculty members teach. Although centers which offer this type of program often include many of the Faculty Development program components described earlier, they typically do so in the context of an instructional development orientation. Thus, the primary goal of Instructional Development programs is to help faculty design instruction using systematic procedures which include specifying objectives, selecting and sequencing instructional activities, measuring student achievement of objectives, and revising instruction in light of evaluation results.

In reflecting upon the variety of programs currently provided by instructional improvement centers, two additional observations seem pertinent. First, although it would be helpful to know what impacts

these various programs have upon teaching and learning, there is not much information about the outcomes or the effectiveness of any of them. As Gaff and Rose (1974) noted, most centers are so new that they have not been adequately evaluated yet.

These authors also suggested, however, that any of these programs will interest some faculty more than others, but that no one program will capture the interest of all of the faculty. Thus, Gaff and Rose (1974) advised:

Recognizing the diversity among faculty, students, and administrators, an eclectic and varied program will reach a larger number of faculty than will a single purpose one (p. 14).

Lindquist's (1974) Analysis of Different Instructional Improvement Strategies

Whereas Gaff's analysis of instructional improvement centers focused upon the different types of programs these centers offer, Lindquist (1974) looked at instructional improvement efforts from a somewhat different perspective and provided an alternative conceptual framework for thinking about these centers. In studying several instructional improvement centers, he observed that quite different assumptions about how people change underlie the activities and strategies employed by these centers. Drawing largely upon Havelock's (1971) massive review of change literature, Lindquist (1974) suggested that instructional improvement centers tend to group according to four change models: the Research and Development model; the Linkage to Innovation model; the Problem-Solving model; and the Legitimate Authority model. The following section of this review briefly summarizes the

insights into instructional improvement centers provided by looking at their efforts from Lindquist's (1974) perspective.

The Research and Development Model

Lindquist (1974) suggested that some instructional improvement centers take a Research and Development Approach to improving instruction. This model conceptualizes the change process in terms of detailed development, based upon scientific knowledge, followed by rigorous testing and evaluation to produce an innovation which most adequately solves a particular problem. Thus, according to Lindquist (1974), these centers' activities include:

...coordinating basic research, applied research, and the development and testing of a particular teaching approach....The money is spent on designing and proving a prototype. That solution to some corner of our teaching problems will then be publicized, and people will pick it up on its obvious merits (p. 7).

He went on to note that the assumptions underlying the Research and Development model offer both strengths and problems for instructional improvement centers. A central assumption of the approach is that change is brought about through careful planning and coordination of several highly specialized research, development, and diffusion functions. Where such coordinated expertise can be massed, it is a potent model for developing new teaching methods, especially since it is a model with which most faculty are familiar.

However, a problem with many campus-based research and development efforts is that there is neither a high degree of specialization nor of coordination. Basic research is conducted without development in

mind. Development is done by professors not trained in instructional development and without much time to do it. And diffusion of the innovation is left to faculty and administrators with little training, experience, or time to undertake that complex function. Often, it is assumed that once the development demonstrates its merits, others will adopt it automatically. Unfortunately, this rarely happens. Many worthwhile and generalizable teaching/learning projects still go unnoticed by the majority of faculty years after they have been implemented in some classroom or on some corner of the campus.

The Linkage to Innovation Model

The Linkage to Innovation model of change represents another approach for planning and effecting instructional improvement. This model conceptualizes change as a sequential process which begins with stages of awareness and interest, moves through stages of evaluation and trial, and results in the adoption and implementation of the innovation. Lindquist (1974) described the typical strategy of instructional improvement centers which take this approach:

The first step to teaching improvement is to make faculty aware of and interested in all the shiny new teaching methods being developed and implemented elsewhere on our campus or in other institutions. A linking agent on campus or an outside consultant knowledgeable about the world of teaching innovation arranges opportunities for faculty to hear about, observe, and interact with users of alternative methods (p. 5).

Once awareness and interest are raised, the next step generally is an evaluation of the relative advantages of one new teaching method over another and over the old way. Teaching improvement programs using this change model therefore tend to seek funds or arrange opportunities for faculty to mentally consider or physically try out the new way (p. 6).

He went on to identify several strengths in the Linkage to Innovation model for instructional improvement. A major advantage is that it reduces the chance of reinventing the wheel. The linking agent's knowledge about instructional innovations and/or about others who have successfully employed innovations may be brought to the professor's attention. Secondly, a linking agent who interacts personally with faculty may introduce new methods to individuals at the point of their interest. Thirdly, the model provides a plan for bringing about instructional improvements while avoiding the frustrating task of trying to convert everyone at once. A linking agent serves to connect initial disciples to opinion leaders and connects opinion leaders to the broader throng of faculty.

However, Lindquist (1974) also observed that there are problems with this approach. Arousing the need to change is dependent upon the attractiveness of the innovation instead of faculty assessment of their own needs and problems. Often the innovation is introduced at times when its merits are less attractive because it does not fit faculty concerns of the moment. Moreover, he noted that faculty frequently resist borrowing someone else's innovation, regardless of its merits. And, if research evidence supporting the innovation is lacking, faculty resistance to the change is even stronger.

The Problem-Solving Model

The Problem-Solving model of change begins, not with awareness of innovations, but with awareness of a need to change. The perceived need to change leads the individual or group to undertake a sequence of

problem solving activities which is initiated by contacting the instructional improvement center. As observed by Lindquist (1974), the center then provides the following services:

First, new information on teaching goals and problems is gathered and studied collaboratively by the intervener and the professor or group. The consultant helps professors and relevant others (students, administrators, colleagues in other disciplines) openly confront the problems revealed in the diagnosis. Then the professor or group, relying largely upon its own resources, develops a solution to the problem (Lindquist, 1974, p. 3).

The consultant helps develop an open and collaborative problem solving climate and may play a key role in sharpening the diagnosis, but generally does not give advice about the content of change.

A major strength of the Problem-Solving approach to teaching improvement results from the fact that faculty seem to prefer a teaching improvement process which is largely owned by them. Often, they feel their own solutions to their instructional problems will be superior to those generated by someone less familiar with their instructional situations. Because the problem solving consultant refrains from imposing solutions generated outside the group, faculty are often more accepting of this approach than they are of others. At the same time, faculty are often unaccustomed to collaborating with colleagues on instructional tasks. Instructional improvement consultants' roles as facilitators of a collaborative problem solving process can cut through a lot of rhetoric and can save much time.

However, the Problem-Solving approach has serious defects as well. Because the approach emphasizes client "ownership" of the change process, important and/or better solutions which are outside the individual's or

group's knowledge are often not brought to professors' attention. Thus, this approach often results in less satisfactory solutions or in reinvention of solutions already developed by others.

The Legitimate Authority Model

Lindquist (1974) observed that some instructional improvement centers appear to be based upon a fourth model of the change process--the Legitimate Authority model. Whereas the Research and Development, Linkage to Innovation, and Problem-Solving models rely largely upon evidence and persuasive interaction, proponents of the Legitimate Authority model are generally skeptical that faculty will improve their teaching without the pressure of formal policies. Thus, underlying the Legitimate Authority approach to instructional improvement is the belief that individuals will change once formal policies and governance systems call for, legitimize, and reward such change. Instructional improvement centers based upon this model engage in a variety of activities:

Those who have official access to personnel policy and practice seek to interject good teaching as a major criterion for selection, promotion, and tenure....Those who can gain access to the governance system introduce proposals for programs which involve teaching methods other than those currently in force among faculty....Once such proposals attain approval by legitimate authorities, goes the assumption, most faculty will choose to implement them or leave rather than defy that authority (Lindquist, 1974, p. 9).

Like the other approaches to instructional improvement the Legitimate Authority approach, according to Lindquist (1974), has both strengths and weaknesses. Because central authorities in colleges and universities have little control over what and how faculty teach,

authoritative decision to change which lacks acceptance among faculty is not likely to be implemented. One that creates resistance among faculty is almost surely doomed to fail.

On the other hand, there are potential dangers in ignoring the importance of legitimizing change through formal procedures. Individuals who develop changes in their courses or who experiment with non-traditional teaching methods in isolation from departmental colleagues and chairpersons are likely to earn a reputation which may set them apart, which may decrease their potential effectiveness as change agents, and which may hurt them professionally. Groups may be in for similar trouble if they make instructional changes outside formal governance systems unless persons in those systems are well informed and comfortable with the changes.

Summary

The preceding section reviewed Lindquist's categorization of instructional improvement centers according to their approaches to facilitating change. In summarizing his discussion of these various change approaches, Lindquist (1974) highlighted the major goals of each approach:

The Problem-Solving approach invests heavily in diagnosis, development of changes, and decision-making. The Linkage to Innovations model puts most effort into connecting faculty to new teaching approaches. R & D stresses R & D. The Legitimate Authority strategy focuses on the process of reaching a formal decision to change (p. 10).

He further noted that each of these approaches had strengths but that each neglected some important aspect of the change process. Since the

models of change are not mutually exclusive, but rather highly complementary, he concluded that instructional improvement centers would increase their effectiveness by integrating these individual approaches into a multi-strategy approach to instructional improvement.

Bergquist and Phillips' (1975) Proposal for a
Comprehensive Instructional Improvement Center*

Although Gaff and Rose (1974) and Lindquist (1974) described instructional improvement centers from slightly different perspectives, both concluded that these centers would be more likely to succeed in bringing about improvements in higher education if they were to become more eclectic and more comprehensive. Bergquist and Phillips in their article "Components of an Effective Faculty Development Program" (1975) proposed one model for such a comprehensive instructional improvement center. Although the perspective of these authors is more prescriptive than descriptive, their proposed model is based on their contacts with a number of centers currently operating in post-secondary institutions. Thus, these authors provide additional information about the range of programs and activities currently found in individual instructional improvement centers and go a step further in suggesting how these programs and activities might be integrated to provide eclectic and comprehensive instructional improvement services.

* Bergquist and Phillips' article "Components of an Effective Faculty Development Program" did not appear until after later stages of this investigation were underway. However, it is reviewed here because it provides additional insights into instructional improvement centers in higher education.

Bergquist and Phillips (1975) introduced their discussion by explaining:

The proposed model is based on the assumption that significant changes must take place at three levels: (a) attitude, (b) process, and (c) structure. A change effort focusing on only one of these levels will rarely achieve success (p. 182).

Consequently, their proposal for a faculty development program includes components to address these three levels. Personal Development components focus upon developing positive attitudes toward teaching and efforts to improve teaching. Instructional Development components attend to the process of instruction. And Organizational Development components seek to improve institutional and/or departmental structures.

The following discussion briefly summarizes Bergquist and Phillips' (1975) conceptualization of the service components which should be included in each of these three areas: Instructional Development, Organizational Development, and Personal Development.

Instructional Development Components

Bergquist and Phillips (1975) regarded the Instructional Development components of their model as primary and began their discussion by identifying the services which should be available in this area. First, they claimed that instructional evaluation was essential. Any organization or individual who wishes to change in a thoughtful manner needs to have information about their current effectiveness in achieving desired outcomes. Thus, they suggested that procedures for conducting student, self, and peer evaluations of instruction should be available from a faculty development program.

Secondly, Instructional Development should include an instructional diagnosis component which involves three phases: contracting, data collection, and data feedback. In the contracting phase, an instructional development consultant and the client (individual or group) decide upon the types of information which would be useful in preparing an instructional diagnosis. This is followed by a data collection phase in which the agreed upon information is gathered. Although the authors noted that data collection instruments would largely depend upon the diagnostic contract, they suggested that a faculty development program should be able to make the following basic resources available: (a) observational instruments; (b) interaction analyses instruments; (c) a variety of student evaluation instruments; (d) small and large group data-gathering techniques, such as force-field analysis; (e) field instruments for collecting data outside the classroom; and (f) technologies for producing verbatim transcripts of instructional interactions (e.g., written transcripts, audio tapes, videotapes). Finally, the instructional diagnosis component should conclude with data feedback. The authors suggest this phase should include sending the client a written report followed by a diagnostic meeting in which the report is discussed and verbatim transcripts are reviewed.

Thirdly, the authors recommended that Instructional Development include microteaching services, since microteaching provides opportunities for faculty to practice and refine specific skills which an instructional diagnosis may reveal need improvement. Moreover, microteaching provides opportunities for faculty to experiment with alternative

teaching strategies in a laboratory setting before implementing them in their actual classrooms.

Fourthly, Instructional Development should include an educational technology and methodology component. The authors noted that training in educational technology and methodology offered in isolation from other components would not produce significant instructional improvements. However, at some point instructors will want to explore new ways of presenting materials or structuring learning materials. At this point, training in alternative educational technologies and methodologies should be provided by a faculty development program.

Finally, a curriculum development component should be included in Instructional Development. In fact, the authors suggested that, in the long run, the greatest impact upon the educational process will probably come from curriculum development. Thus, a faculty development program should offer consultant services to individuals and departments as they review, revise, and/or design curricula. Such services should include consultation not only on specific curricular matters but also on the process whereby curricular decisions will be made.

In sum, Bergquist and Phillips' notion of Instructional Development includes several components: instructional evaluation, instructional diagnosis, microteaching, educational technology and methodology, and curriculum development. However, while they regarded these components as primary, they did not believe they constituted the full range of services which an effective faculty development program needed to provide.

Organizational Development Components

Faculty members who change their instructional practices frequently encounter restrictions and barriers resulting from departmental and/or institutional norms, policies, and procedures. Thus, Bergquist and Phillips (1975) believed that "...an effective faculty development program must be designed to deal with organizational development issues and the process of change in traditional decision-making procedures" (p. 198). They proposed that the Organizational Development components include departmental decision-making and conflict management, team building, and management development.

According to the authors, organizational development components which focus upon departmental decision-making and conflict management are especially needed once a faculty development program begins working in curriculum development. Not only are faculty relatively unaccustomed to collaborative efforts to resolve curricular issues, but they typically hold diverse and often conflicting opinions, values, and attitudes about these issues. Given these conditions, Bergquist and Phillips (1975) believed an effective faculty development program needed resources and expertise to provide or arrange training or consultation on decision-making procedures and conflict management.

Departmental team building represents a second Organizational Development component, since any instructional development task which is undertaken by a group of people may be more effectively accomplished if preliminary team-building is done. The authors proposed that team-building may be accomplished through discussions of future departmental directions, feedback to chairpersons about the ways in which they help

or hinder departmental functioning, and through extensive organizational diagnosis. They also suggested focusing upon the emotional climate of the department and encouraging members to establish more open and meaningful relationships with colleagues.

Finally, Bergquist and Phillips recommended that management development be included as a component of Organizational Development. They suggested that this component include training both in administrative skills and in fiscal management.

In sum, Bergquist and Phillips recommended that faculty development programs include three Organizational Development components: (1) departmental decision-making and conflict management; (2) team-building; and (3) management development. Although the authors discussed these components separately, they also noted that each of the components more accurately represents alternative perspectives on a single entity --the organizational functioning of the department. Thus, each component focuses upon a particular aspect of departmental organizations, but all are designed to help department members focus upon their own operations and interactions.

Personal Development Components

Finally, Bergquist and Phillips (1975) believed that an effective faculty development program must include Personal Development components. They observed that faculty frequently resist activities designed to improve their teaching for a variety of reasons: they do not value teaching; they're fearful of exposing their shortcomings; they suspect that instructional innovations are inconsistent with their

philosophies of education. Thus, an effective faculty development program needs to be prepared to deal with faculty attitudes, values, and philosophies of teaching.

Moreover, the authors noted that

In designing a faculty development program, one must be fully aware of the spin-off effects from a successful program, which, by definition, changes people. All too frequently, we compartmentalize our images of change, neglecting the fact that when we change the professional performance of an individual, we have usually touched his family life, his relationship with his colleagues and students, and perhaps even his life goals (p. 202).

While stressing that faculty development programs are not therapeutic enterprises, the authors suggested that they nonetheless must be prepared to deal with these personal issues. Thus, they recommended that faculty development programs include several Personal Development components.

One of these components is the faculty interview, which is conducted by a trained professional or student in a one-to-one setting. By asking questions such as "How did you decide to become a teacher?" the interviewer encourages faculty to explore the personal aspects of their teaching profession. By focusing the professor's attention upon his/her own assumptions and values, the interviewer may increase a faculty member's awareness of a variety of issues and concerns. Moreover, the interview provides an opportunity for a faculty development consultant to establish a rapport with the professor which may lead to further instructional improvement activities.

A second component in Personal Development is life planning

workshops, which encourage faculty to reflect upon the personal aspects of their professional lives. The life planning workshop recognizes that many career decisions are made from an inadequate base of information. It seeks to enlarge this base by helping faculty identify and reflect upon their personal feelings, attitudes, values, competencies, and limitations. Faculty are then encouraged to utilize this new-found knowledge about themselves in making decisions about their professional lives.

Interpersonal skills training is a third component in Personal Development. Although college teaching involves a great deal of interpersonal contact, faculty members seldom receive training in interpersonal communication skills. The authors suggested that many faculty might benefit from experiences in which they could receive such training and named several skills which might serve as foci for training. However, they also cautioned that faculty development consultants must not only be familiar with the theoretical bases for interpersonal skills training but also must be skilled in planning and conducting these experiences.

Bergquist and Phillips (1975) suggested that a fourth Personal Development component be personal growth workshops, and they recommended workshops such as those provided by the National Training Laboratories. Although the authors did not describe the exact nature of these workshops, they stated that "...they can be vehicles for significant personal learning and are, at their best, safe places for an individual to explore new dimensions of his personal life and resources" (p. 207). The authors also suggested that members of a faculty development staff

could design personal growth workshops which focus on instruction-related issues. However, they suggested that these should be conducted with adequate clinical consultation and should be open only to faculty who have participated in other aspects of a faculty development program and who have exhibited emotional stability.

Finally, the authors recommended that a faculty development program include counseling and therapeutic services. They suggested that faculty will often discover, in other aspects of the program, that they have significant emotional problems which prevent them from being effective teachers and from leading fulfilling lives. Thus, the staff of faculty development programs should include persons who can provide counseling and/or who can recommend therapeutic services to persons who might benefit from them.

In sum, Bergquist and Phillips (1975) proposed that any effective faculty development program should include Personal Development components. Faculty interviews, life planning workshops, interpersonal skills training, personal growth workshops, and counseling services were suggested as the components of Personal Development. These components are primarily designed to help faculty to reflect upon their personal attitudes, values, assumptions, competencies, and limitations and to consider the implications and consequences which these have for their teaching.

Summary

Bergquist and Phillips' (1975) proposal for an effective faculty development program included three major divisions: Instructional

Development, Organizational Development, and Personal Development. The preceding section of this review provided brief summaries of the various components which these authors recommended be included in each of these divisions.

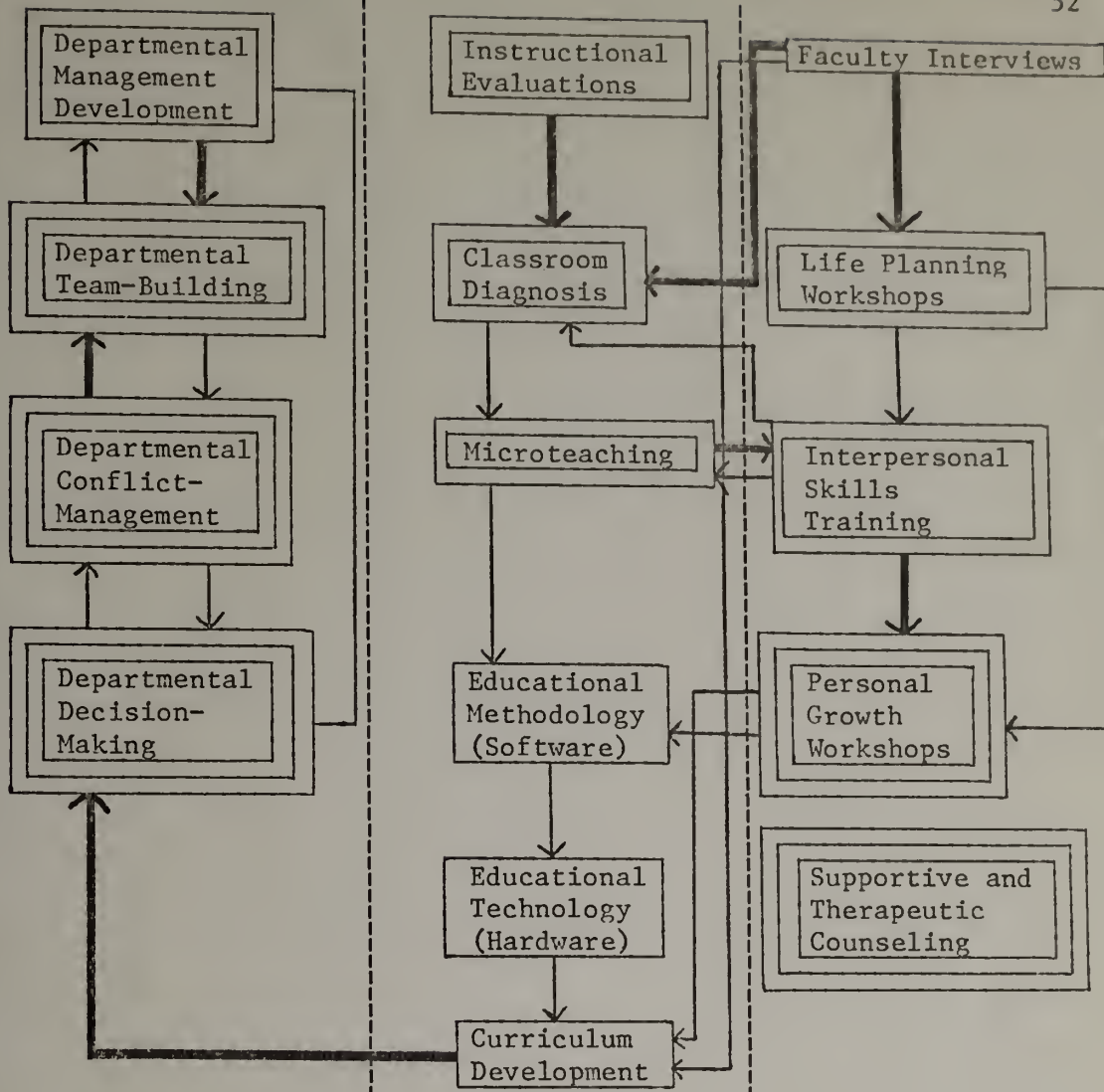
In addition to identifying the components of a comprehensive faculty development program, the authors suggested the ways in which these components relate to one another. The authors' graphic illustration of their model and the inter-relationships of its components is presented in Figure 1.

Bergquist and Phillips (1975) explained that two dimensions are illustrated in their graphic model. First, the dimension of threat is reflected. The components tending to be least threatening are represented with single-lined boxes. Two-lined boxes represent components of intermediate threat. And three-lined boxes represent components that tend to be most threatening.

Secondly, the graphic model suggests the ways in which movement from one component to another may occur. In those instances in which the authors believed that activities in one component lead frequently and naturally to activities in another component, thin lines were drawn between the two boxes. Thick lines were drawn between components when the authors felt that movement from one component to another created high threat and resistance. In those situations in which two components were not linked by a line, the authors assumed that the two components are rarely "spun off" from one another.

In sum, Bergquist and Phillips (1975) looked at instructional improvement efforts with an eye to designing a comprehensive

Components of Faculty Development



Dimensions of Faculty Development

Organizational
(Structure)

Instructional
(Process)

Personal
(Attitude)

FIG. 1. A Model for Effective Faculty Development (Bergquist and Phillips, 1975, p. 183)

improvement program. Their perspective not only identified a variety of program components but also suggested some ways in which these components might be integrated so that services in each area build upon and lead to services in other areas.

Conclusion

This chapter reviewed information about instructional improvement centers in higher education which has been generated by looking at their activities from three different perspectives. First, drawing largely upon Gaff and Rose's (1974) analysis of these centers, the rationales and goals of several different types of instructional improvement programs were discussed. The second section of this chapter summarized Lindquist's (1974) discussion of four general instructional improvement strategies, their underlying assumptions about change, and their inherent strengths and weaknesses. In the third section, Bergquist and Phillips' (1975) proposal for an effective faculty development program was reviewed.

In addition to bringing together available information about instructional improvement centers in higher education, this review was undertaken for a second purpose. It was hoped that the review would suggest a conceptual framework for investigating the inservice needs and interests of persons working in instructional improvement centers.

Since Bergquist and Phillips' "Components of an Effective Faculty Development Program" (1975) had not yet appeared when this study was designed, this investigator did not have the benefits of their insights.

However, the review of other materials did enable this investigator to develop a structure for conducting the survey undertaken in this study. The investigative perspective employed in the survey built upon, but was slightly different from, the analytic perspectives taken by Gaff and Rose (1974) and by Lindquist (1974).

First, this investigator decided to look at the types of programs which instructional improvement centers now offer and to ask about the program areas in which instructional improvement center personnel might seek inservice training opportunities. Thus, the conceptualization of different types of programs suggested by Gaff and Rose (1974) provided a partial basis for designing data collection procedures and instruments. Second, in order to obtain a more concrete picture of these centers' existing services and of the areas in which they might seek inservice training, this investigator decided to look at the specific activities in which such centers engage. Thus, information about specific activities found in Gaff and Rose (1974), in Lindquist (1974), and in various brochures and reports prepared by individual instructional improvement centers was also used in designing the data collection procedures and instruments. The design of the study is more fully described in the next chapter.

C H A P T E R I I I

DESIGN OF THE STUDY

This investigation was undertaken in order to determine the programs and activities currently provided by instructional improvement centers and to identify the areas in which persons working in these centers might seek inservice training experiences. This chapter describes the methods and procedures used to collect and report information about these questions.

Population and Selection of Sample

Campus-wide instructional improvement centers found in United States post-secondary institutions which have enrollments of approximately 10,000 or more students and which offer graduate and undergraduate programs were included in this investigation. Centers which met these criteria were identified from more inclusive lists of instructional improvement centers prepared by Gaff (February, 1975), Ramer, et al.. (1974), and from the Clinic to Improve University Teaching's list of participants in the 1974 International Conference on Improving University Teaching. From the resulting list of 67 instructional improvement centers, a random sample of 30 centers was drawn.

The directors of instructional improvement centers were chosen as the most appropriate sources of information for this investigation, because they would be likely to have the most comprehensive information about existing instructional improvement services and resources and

about the future needs and directions of their centers. Moreover, it was believed that the directors of instructional improvement centers could be largely responsible for decisions affecting these centers' support and participation in any inservice training opportunities which might be made available to personnel in their centers.

The directors of 28 of the 30 centers included in the sample agreed to participate in this project. One director, whose center was to be discontinued after this year, elected not to participate. Efforts to contact one other director were given up when it was discovered that his center no longer existed. And, a third center was dropped from the sample after it was learned that the institution's student enrollment was substantially less than 10,000. Thus, the results of this study are based upon a survey of 27 directors of instructional improvement centers in higher education. All of these centers offer campus-wide instructional improvement services in institutions which provide both graduate and undergraduate programs and which have student enrollments ranging from 9,000 to 43,000. The list of participants in the survey is presented in Appendix A.

Data Collection Procedures and Instrumentation

Although information was collected from instructional improvement center directors primarily through telephone interviews, it was decided that the interviews would be more productive if directors were given advance notice about the areas to be explored during the interviews. Thus, before directors were contacted, this investigator developed a questionnaire to indicate the types of information to be

requested during the interviews. The questionnaire, included in Appendix B, sought information in four general areas.

A number of questions were designed to obtain general background information about the centers. Directors were asked to indicate the number of faculty and students in their institutions, the location of their centers in the organizational structure of the university, the sources and levels of funding, the number of persons working in their centers, the backgrounds of senior professional staff, and the proportion of time and resources spent in evaluation, improvement, and research activities.

In addition to this general information, two sections of the questionnaire were designed to obtain information about the programs and activities offered by these centers. In the first section, directors were asked about the program areas in which their centers offer services. Brief descriptions of several types of programs identified in the literature review were provided, and directors were asked to indicate those program areas in which their centers offer services. In addition, the questionnaire asked directors to identify those two or three program areas which provide the central foci for their centers' services.

Directors were then asked about the activities and services in which their centers engage. Again, brief descriptions of several different types of activities and services were given. Directors were asked to indicate those activities and services in which their centers spend a significant portion of their time and resources.

The next section of the questionnaire asked directors about the program areas and improvement activities for which they might seek

inservice training experiences for personnel in their centers. The types of programs and activities described in the earlier sections of the questionnaire were again listed as possible inservice training options, and directors were asked to identify those in which they might be interested. In addition, directors were asked to indicate whether or not they would seek inservice training which might enable them to improve the internal operations and functioning of their centers in areas such as "coordinating and integrating our various goals, resources, and activities more effectively," "promoting wider interest and use of our services on campus," "designing and conducting studies to evaluate the effectiveness of our Center's activities and services," etc. The questionnaire then asked directors to prioritize their top five choices for inservice training opportunities.

Finally, the questionnaire asked a number of questions about how inservice training experiences might be made available to interested persons or centers. Although this was not a primary question in this study, it was believed that the interviews would provide an opportunity for initial exploration of this topic. Several alternatives, which had been generated through conversations with a number of persons interested in instructional improvement efforts, were listed on the questionnaire. Directors were asked to rank these alternatives in order of preference. In addition, because one of the alternatives--the creation of an institute for instructional improvement in higher education--had potential for incorporating a variety of other alternatives, directors were specifically asked if they'd be likely to participate in inservice training experiences offered at such an

institute and if they'd be willing to design and conduct inservice training experiences through the institute.

Although the questionnaire was designed to provide information to instructional improvement center directors about the types of questions they would be asked during the interviews, it was regarded primarily as an entree to the interactive discussion and exploration which would take place during the telephone interviews. Thus, it was used as a guide in seeking clarification and elaboration of directors' responses to the questions under investigation and in exploring the factors which led directors to respond to questionnaire items as they did.

After the questionnaire had been developed, two trial interviews were conducted to allow this investigator to practice interviewing skills and to solicit feedback on the questionnaire/interview procedure. Both trials were tape-recorded with permission from the directors being interviewed. The tapes were then reviewed to discover ways in which the interviewing procedures might be improved. Since it was expected that the nature, structure, and sequence of questions would need to vary from interview to interview, these trials were most useful in enabling the interviewer to think about and rehearse alternative ways to pose questions and phrase responses. Since the feedback from these directors about the questionnaire itself and about the interview procedures was generally very favorable, it was decided after two trials had been completed that the survey of directors in the sample should be initiated.

The directors of instructional improvement centers included in the sample were initially contacted by telephone. In each case, this investigator briefly described the purpose of the survey, outlined the procedures to be used, and requested the personal participation of the director. A telephone interview, which was expected to last approximately one hour, was scheduled with each director who agreed to participate. Interview times were arranged so that directors would have ample time to complete the questions before this investigator called back to conduct the interview.

The questionnaire, which was mailed immediately after the interview was scheduled, was accompanied by a letter (Appendix C) to remind directors of the time scheduled for the interview, and to ask that they have the questionnaire on hand when the interview was to be conducted. The letter also indicated that the director would be asked to return the completed questionnaire after the telephone interview had been conducted.

At the agreed upon time, this investigator called each director and conducted the interview. The questionnaire was used as a starting point and as a means for structuring the interviews. Although directors were asked to report their responses to questionnaire items, the conversations focused upon clarifying, elaborating, and expanding these responses. All of the interviews were tape-recorded with permission from the directors interviewed, and most interviews were completed in 60 to 90 minutes. All interviews were conducted between April 10, 1975 and May 15, 1975. At the conclusion of the interview, directors

were asked to return their completed questionnaires, including any additional comments or afterthoughts they might have had.

All directors interviewed cooperated fully by promptly returning their questionnaires after the interviews were completed. The questionnaires and interview tapes were then reviewed simultaneously, and segments of the tapes not reflected on the questionnaires were transcribed.

Treatment of the Data

The first stage of the data review sought to determine the resources, programs, and activities currently provided by instructional improvement centers. The background and descriptive information recorded on the questionnaires and on the interview tapes was reviewed and summarized. The results provided a composite picture of the organization, funding, staffing patterns, program emphases, and service activities of instructional improvement centers from whom opinions about inservice training were solicited.

The second stage of the data review sought to answer the questions relating to interest in inservice training. First, the questionnaires and interview tapes were reviewed to determine whether or not persons working in instructional improvement centers were interested in opportunities for inservice training which go beyond those currently available in their individual centers. Directors' responses were sorted into two categories: those which expressed interest in additional inservice training opportunities and those which explicitly stated that they would not be interested in additional inservice

training. General comments which serve to explain, clarify, or qualify expressed interest or lack of interest were excerpted from the interview tapes and summarized. The results suggest, in a general sense, the purposes for which instructional improvement center personnel might seek inservice training opportunities and reveal the considerations which prompted some directors to indicate that they would not be interested in such experiences.

Next, directors' responses to questions about the program areas, service activities, and center operations for which they might seek inservice training were reviewed. The number of directors expressing some interest in each alternative were tallied, and the number of times each alternative was named among the top five choices was determined. The results provide a composite picture of the inservice training interests and priorities expressed by directors of instructional improvement centers interviewed in this study.

Third, an attempt was made to determine whether directors' preferences for inservice training reflected their desires to strengthen or to expand their centers' programs and activities. Directors' top five choices for inservice training were compared to their descriptions of their centers' existing programs and activities. The results of this comparison suggest whether directors are interested in strengthening primary programs and activities, in expanding secondary programs and activities, or in expanding into new areas.

Finally, directors' responses to questions about how inservice training might be made available were reviewed. Directors' rankings and the considerations influencing their rankings were reviewed and

summarized. The results suggest the factors and conditions which would affect these centers' participation in inservice training experiences.

Summary

The sample of instructional improvement centers surveyed in this project was randomly selected from a list of centers which offer campus-wide services in large post-secondary institutions providing both graduate and undergraduate programs. The directors of these centers were chosen as the sources of information for this investigation.

A combination questionnaire/interview procedure was employed to collect information about two primary questions: (1) What resources, programs, and activities do instructional improvement centers currently provide? and (2) In what areas might persons working in these centers seek inservice training? Although not a primary purpose of this study, an initial effort was also made to explore how inservice training might be made available to interested persons.

The data was collected through a four-step process. First, this investigator contacted each director in the sample by telephone to explain the purpose and procedures of the investigation, to request the participation of the director, and to schedule a time when a telephone interview could be conducted. Following this initial phone contact, the directors who agreed to participate were mailed a questionnaire designed to suggest the areas to be explored during the telephone interview. This investigator then called each director and

conducted the interview. The questionnaire was used as an entree to discussion and as a means for structuring the interview. Directors then returned their completed questionnaires after the interviews had been conducted, thereby concluding the data-collection process.

Background and descriptive information gleaned from the interview tapes and from the questionnaires was first summarized to provide a picture of the resources, programs, and activities currently provided by instructional improvement centers. Responses to questions about inservice training interests were then reviewed to determine whether or not directors are interested in inservice training and to identify the areas in which interested persons might seek inservice opportunities. Finally, directors' comments about how such training might be made available were reviewed to determine factors and considerations which might affect their participation in inservice training opportunities.

C H A P T E R I V
RESULTS OF THE STUDY

In order to determine the kinds of inservice training which might enable instructional improvement centers to strengthen or expand their services, this investigation asked two primary questions: 1) What resources, programs, and activities are currently provided by these centers? and 2) In what areas might persons working in these centers seek inservice training opportunities?

The first two sections in this chapter report the findings related to the two primary questions under investigation. The first section begins with background information about the organization, funding, and staffing patterns found in these centers. Their programmatic emphases and service activities are then described. The second section reports directors' responses to questions about their interests and priorities for inservice training opportunities. Finally, the results of exploratory discussions of how inservice training opportunities might be made available are reported in the third section of this chapter.

Instructional Improvement Center
Resources, Programs, and Activities

Organization

Most centers represented in this study occupy positions in the organizational structures of their universities which reflect their mission to provide campus-wide instructional improvement services. Twenty-two directors report directly to a high-ranking academic officer--the Vice President or Assistant Vice President for Academic

Affairs, the Vice Chancellor for Academic Affairs, the Provost or the Assistant Provost. Three others report to deans of undergraduate instruction, academic services, and library affairs. Only two centers occupy organizational positions within colleges, one within a School of Education and another within the College of Arts and Sciences, but both offer services to all members of their universities.

The term "instructional improvement center" was chosen and has been used throughout this study to refer to the various agencies in post-secondary institutions whose primary functions are providing improvement services to faculty, administrators or students. Although the centers represented in this survey identify themselves variously as centers, offices, institutes, divisions, services and programs, most can be called "centers," both in the physical and in the conceptual sense of the word.

Two directors, however, indicated that the term "center" was a misnomer for their organizations. The organizational structure of the Educational Development Program at Oklahoma State University consists of a collection of faculty committees organized within the colleges, and members of these committees work with the director of the Educational Development Program to determine the specific tasks which need to be carried out in order to accomplish their various improvement goals. Richard Robl, director of this program, described his role as a "stimulator, a planned change agent, a facilitator," but emphasized that the responsibility for conducting and financing instructional improvement activities is largely assumed by the faculty.

Eugene Jabker, Director of Instructional Development at Illinois State University, also noted that the center concept was inappropriate vis-a-vis their program. He suggested that their program is better understood as "a kind of loose confederation of activities on campus primarily centered around the distribution of money to support faculty-initiated projects." Both of these directors stressed that the organization of their programs had implications for their responses to questions about inservice training and their thinking about potential participants in inservice training opportunities.

The Center for Research and Services in Higher Education at the University of Alabama also differs slightly from other centers in the sample in that its primary mission is to provide improvement services to post-secondary institutions throughout the state of Alabama. Thus, while its improvement efforts include services to members of the University of Alabama, the Center's director estimated that 75% to 80% of these services were provided in other institutions.

Budgets

Although the budgets of several centers are augmented by grant monies, most of these centers receive their primary financial support from university or state appropriations. The levels of funding, however, vary widely and are summarized in Table 1.

TABLE 1
 ANNUAL BUDGETS (1974-1975)
 OF 27 INSTRUCTIONAL IMPROVEMENT CENTERS

Annual Budget	Number of Centers
less than \$100,000	11
\$100,000 - \$199,000	4
\$200,000 - \$299,000	4
\$300,000 - \$399,000	2
\$400,000 - \$499,000	2
\$500,000 - \$599,000	1
\$600,000 or more	3

At first glance, the annual budgets reported by directors suggest that instructional improvement efforts on some campuses receive substantially greater financial support than they do on other campuses. However, these budget figures reflect wide variations in the kinds of services supported by these centers. In some instances, the budgets include support of such diverse items as media and production services, instructional improvement grants, testing and evaluation, language laboratories, music listening facilities, 12th grade proficiency testing, and others. In other instances, the budgets reported by these directors do not include support for such services--sometimes because these services are not available, but more often because they are provided by other agencies on campus. Thus, conclusions about the level of financial support and/or commitment to

instructional improvement on these campuses would require more detailed information about sources and levels of funding than was collected in this survey.

Staffing

In most cases, primary responsibilities for coordinating and providing instructional improvement services are assumed by professional staff members. Although Gaff (1974) had reported that persons working in these centers came from diverse academic backgrounds, information about the academic disciplines of senior professional staff revealed less diversity than might have been expected. Of the 26 directors who supplied information about their academic backgrounds, 14 identified fields of education and 7 identified psychology as their academic disciplines of training. Only five directors indicated that they had been professionally prepared in other disciplines. Information about the academic backgrounds of other professional staff revealed similar patterns. Of the 54 persons identified by directors as "senior professional staff," only 11 received their academic preparation outside of education or psychology. Thus, responses to questions about in-service training are likely to reflect the needs and interests of persons who have received relatively extensive training in education and psychology.

In addition to the professional staff, several other categories of persons work in instructional improvement centers. Twenty-one directors reported that their centers employ graduate students who work directly with faculty, students, or administrators in

improvement activities. Further discussion revealed, however, considerable variation in the nature of responsibilities which graduate students assume. In a few instances, directors indicated that graduate students work on a collegial basis with the professional staff. For example, Tony Grasha, Acting Director of the Institute for Research and Training in Higher Education at the University of Cincinnati, explained:

Graduate students are used in two ways. One is that they work with a senior staff person on a project on a peer basis. What we try to do is hook up a team of people to work on long-range projects. Usually that team will be composed of a senior person and a graduate student. Secondly, there are some clients on campus with whom graduate students work exclusively. If somebody comes in and doesn't particularly mind having a graduate student working with them, we certainly have no objections to our graduate students working.

More frequently, however, directors indicated that the roles of graduate students were purposely limited, often to providing "over the counter" services to faculty who wish assistance in developing instructional materials or in using audio-visual equipment. The skepticism expressed by many directors is reflected in the remarks made by Jeannine Webb, Director of the Office of Instructional Resources at the University of Florida.

You have helpers and you have peer consultants and you have people who teach other people what to do. There are really three levels. At one level, I can approach someone and say, "You've got a problem, you define the solution, and I'll help you carry it out." That's a helper and that's more or less what G.A.'s do. Then you have the peer relationship where you're working together jointly on a project. In some cases, I think G.A.'s can play that role, but only after they've had a lot of training. And thirdly, you have people who are so experienced and effective that

faculty will let them teach them. That's where I'm not sure a graduate student can function.

In still other cases, directors reported that the functions of graduate students were limited to administering and analyzing student evaluations, operating and maintaining equipment, computer programming, or to tasks traditionally performed by graduate research assistants. For the most part, these graduate students are not involved directly in the consultant or instructional activities of these centers.

Although 17 directors indicated that undergraduate students work in their centers, the roles of undergraduates appear to be even more limited. In a few centers, undergraduates help faculty design and develop instructional materials, and in the Center for Improving Teaching Effectiveness at Virginia Commonwealth University, undergraduates have been used to observe instruction and provide feedback to faculty members. In most centers, however, the undergraduate students perform clerical tasks, move and operate equipment, or distribute and administer student evaluation instruments. They do not work as consultants to faculty.

Finally, several directors identified other categories of persons who play important roles in their centers. Those centers which are heavily involved in the production of instructional materials often employ large technical and artistic staffs--television directors and technicians, photographers, commercial artists, audio visual technicians, copy editors, etc. Some directors reported that program evaluators or computer programmers provide important services, even though they do not always work directly with faculty members. And, several centers rely very heavily upon faculty and administrators

to conduct workshops or to provide consultant services on a referral basis.

In sum, although most centers rely primarily upon their professional staff members to provide instructional improvement services, many seek assistance and support from a variety of other persons on campus. While faculty and administrators are frequently engaged to provide consultant or instructional services, graduate and undergraduate students more often provide support services and their roles in interacting with faculty members or administrators are, in varying degrees, more limited.

Programs

Directors were asked to provide descriptive information about their centers' programs in terms of the various types of programs identified in the literature. The following brief descriptions of eleven different program components were included on the questionnaire which was mailed to directors prior to the interviews:

- A. Administrative and Leadership Skills. We seek to help administrators and faculty who play leadership roles to increase their understanding of organizational systems and to strengthen their managerial and interpersonal skills.
- B. Teaching Evaluation for Personnel Decisions. We seek to help administrators, department chairpersons, and faculty committees clarify the role which teaching plays in personnel decisions, design and conduct procedures for evaluating teaching, and identify meaningful incentives and rewards for effective teaching.

- C. Academic Programs and Policies. We seek to help university-wide, collegiate, and departmental units to evaluate and reform existing academic programs and policies, to design, implement, and evaluate non-traditional programs, and to create organizational structures and protocols which support needed reforms.
- D. Attitudes and Values about Teaching. We seek to help faculty clarify and examine the assumptions, attitudes, values, and feelings which they bring to their teaching roles and to develop an affective disposition which is favorable to effective teaching and fosters efforts to improve teaching.
- E. Knowledge about Higher Education. We seek to help faculty increase their knowledge about issues and practices in higher education, about teaching and learning theories, about the goals, abilities, and learning styles of their students, etc.
- F. Teaching Technologies and Methods. We seek to help faculty learn about and use educational media and technology (e.g. closed-circuit television, computer-based teaching devices, etc.) and "innovative" teaching methods (e.g. programmed self-instruction, simulations and games, etc.)
- G. Instructional Design. We seek to help faculty to specify the measurable objectives of instruction, to design and sequence learning activities and materials, and to develop appropriate evaluation procedures to measure student achievement of specified objectives.

- H. Teaching Evaluation for Improvement. We seek to help faculty obtain feedback on their various teaching activities through student evaluations, self-assessments, peer evaluations, videotape, classroom observations, etc.
- I. Teaching Skills and Behaviors. We seek to help faculty identify strengths and weaknesses in their performance of various teaching skills and behaviors and to refine and expand their repertoire of teaching skills.
- J. Career Development. We seek to help faculty find an appropriate balance among their teaching, research, and service activities, to cultivate their talents and interests, and to expand their present areas of specialization and expertise.
- K. Student Development. We seek to help students assess and improve their performance of the "studenting skills" necessary to benefit from various instructional activities.

Directors were asked to check those program areas in which their centers provide services and to star those two or three program areas which provide the central foci of their centers' efforts. Although some directors crossed out and/or added words or phrases in these descriptions, most reported that the descriptions were quite adequate as general summaries of the programmatic areas in which their centers provided services. The results of their responses are summarized in Table II, where an "x" indicates that the center provides services in the program area and an "*" indicates that the program area is a primary focus of the center's activities.

TABLE II

PROGRAM AREAS AND PRIMARY FOCI
OF INSTRUCTIONAL IMPROVEMENT CENTERS' SERVICES

Name of Center	Program Areas											
	A	B	C	D	E	F	G	H	I	J	K	L*
Center for Research and Services in Higher Education University of Alabama	*	x	x	*	*	x	x	x	x	x	x	x
Teaching Resources Center University of California, Davis				x	x	*	x	*	*			
Office of Instructional Development University of California, Santa Barbara		x	x	x	x	*	*	*	x			
Center for Innovative Education University of Connecticut				x				*	*			
Instructional Resources Center University of Delaware		x	x	x	x	*	*	*	x			
Office of Instructional Resources University of Florida, Gainesville			x		x	x	*	x	x		*	*
Instructional Development Illinois State University, Normal												*

TABLE II--Continued

Name of Center	Program Areas											
	A	B	C	D	E	F	G	H	I	J	K	L
Center for the Teaching Professions Northwestern University		X		*	X	X	X	*	*			
Office of Instructional Resources University of Illinois, Urbana		*	*		X	*	*	X				X
Learning Resources Services Southern Illinois University	X	X	X	X	X	*	*	*	X			
Office of Instructional Resources University of Kansas		X	X	*	*	X	X	*	*			
Office of Educational Resources Kansas State University		X	X	*	X	X	X	*	*			X
Instructional Systems Center University of Maine, Orono	X			X		*	*		X			
Office of Educational Resources Northeastern University			X		X	*	*	X	X		X	X
Learning Services Michigan State University	X	X	X	X	*	*	*	*	X		X	
Center for Research on Learning and Teaching University of Michigan			X	X	*	*	*	X	X		X	

TABLE II--Continued

Name of Center	Program Areas											
	A	B	C	D	E	F	G	H	I	J	K	L
Teaching and Learning Center University of Nebraska	x	x	x	*	x	x	x	*	*	x		x
Center for Instructional Development Syracuse University		x	*	x	x	x	*	x	x			*
Institute for Research and Training in Higher Education University of Cincinnati	x	x	*	x	x	*	x	x	x	x		x
Educational Development Program Oklahoma State University	x	x	x	x	*	x	*	x	x	*		
Center for the Improvement of Teaching University of Pittsburgh				x	x	x		*	*			*
Learning Resources University of South Carolina	x		*	*	*	*	*	*	*			
Center for Learning Research and Service Memphis State University		x	x	x	*	*	*	*	x			
Learning Research Center University of Tennessee			x	*	*	*		x				x

TABLE II--Continued

Name of Center	Program Areas											
	A	B	C	D	E	F	G	H	I	J	K	L
Faculty Development Resource Center University of Texas, Arlington			x	x	x	x	x	x	x	x		x
Division of Instructional Development Utah State University	x	x	*	x	*	x	*	x	x			
Center for Improving Teaching Effectiveness Virginia Commonwealth University	*		x	x	x	x	x	*	*			*

*Several directors indicated that their centers provided "other" services which did not fall under any of the categories suggested. Directors of the centers at the University of Florida, University of Illinois, and Northeastern University stated that they provide services in the area of graphics, media and materials production. Illinois State University's program involves providing financial support for faculty-initiated development projects. The director of Kansas State University's center mentioned courses for teaching assistants. The center at Syracuse University works with central administrators to develop policies which support change. The center at the University of Cincinnati works in the area of departmental team-building, conflict management, and communication skills. And, the center at the University of Pittsburgh engages in research on teaching evaluation instruments.

It had been noted in the literature (Gaff and Rose, 1974; Bergquist and Phillips, 1975) that services in each of these program areas hold promise for improving teaching and learning, but that their potential would be increased if they were combined into an eclectic and varied instructional improvement program. Of particular interest in this investigation is the extent to which individual centers provide such comprehensive services.

The impression gained from the results reported in Table II is that many of these centers provide quite comprehensive instructional improvement services, for their directors indicated that their centers provide services in several program areas. However, most directors also explained that nearly all of their centers' services were actually concentrated in two or three program areas. Thus, a truer picture of these centers may be gained by looking at the program areas which directors identified as primary foci for their centers' services.

Approximately one-third of these directors described programs which are primarily oriented toward improving the attitudes, knowledge, and skills of faculty members. These centers' programmatic foci most often included Teaching Evaluation for Improvement (H) and Teaching Skills and Behaviors (I). These were frequently combined with Attitudes and Values about Teaching (D) or Knowledge about Higher Education (E). It may be of interest to note that all but one of these centers have annual budgets of approximately \$100,000 or less and all but two are staffed by fewer than two full-time equivalent professionals.

Roughly half of the centers share an instructional development orientation and focus upon improving instructional materials, units, or courses. Their primary programmatic foci include Instructional Design (G) combined with Teaching Technologies and Methods (F), Knowledge about Higher Education (E), and/or an "Other" category reflecting an emphasis upon media, graphics, and materials production. These centers tend to have larger budgets and larger professional staffs, but their directors explained that this reflects the fact that media and audio-visual support services are incorporated in their centers. In fact, many of these directors noted that their centers had been established by combining or expanding various media and audio-visual centers on campus. It is also of interest that four of these directors mentioned that their centers are shifting their emphasis to focus more upon development of the faculty, and that next year their primary program areas would include Teaching Skills and Behaviors (I).

Finally, a few centers direct most of their services toward improving organizational structures and protocols, mainly at the department level. Although these centers' primary foci include Instructional Design (G) and/or Teaching Technologies and Methods (F), directors explained that these were emphasized in the context of development of Academic Programs and Policies (C). Most of these centers seek to help faculty and administrators improve departmental course offerings and curricula. Some directors also mentioned that their services include improving departmental decision-making, conflict management, and team-building, and one director suggested an additional category be created to reflect his center's emphasis in this area.

Also of interest in this investigation are those program areas which were named less frequently as primary or as secondary foci for instructional improvement services. For example, very few directors indicated that their centers provide services in the area of Administrative and Leadership Skills (A), yet most heartily agreed it is an area which needs improvement interventions. Although several centers respond to requests for assistance in Teaching Evaluation for Personnel Decisions (B), few provide systematic or frequent services in this area. In fact, most directors strongly stated that they preferred that their centers avoid becoming involved in providing such services. Career Development (J) is another program area in which few centers provide services. Several directors noted that career development was supported at their institutions by sabbatical programs, but most agreed these programs were probably not sufficient and different kinds of career development services were needed. Finally, very few directors indicated that their centers provide services in the area of Student Development (K), and many stated that their centers had not been established to provide such services.

In sum, the results of this survey suggest that most of these centers are eclectic in the sense that they provide substantial services in two or three program areas and at least some services in several other program areas. Attitudes and Values about Teaching (D), Knowledge about Higher Education (E), Teaching Technologies and Methods (F), Instructional Design (G), Teaching Evaluation and Improvement (H), and Teaching Skills and Behaviors (I) were mentioned

most frequently as primary program components for these centers' services.

However, not all centers emphasized all of these program areas, and the ways in which they are combined reflect quite different orientations. In this regard, centers appear not so eclectic and varied. That is, while most centers' programs include multiple components, these components are combined in the context of one or another of the Organizational Development, Instructional Development, or Faculty Development orientations summarized above and discussed in more detail in Chapter II. None of these centers appears to have combined these orientations into an integrated or comprehensive instructional improvement program. Moreover, few centers provide any services in the areas of Administrative and Leadership Skills (A), Teaching Evaluation for Personnel Decisions (B), Career Development (J), or Student Development (K). Although most directors preferred that their centers not become involved in Teaching Evaluation for Personnel Decisions (B), there was a general interest in strengthening or expanding their services in the other three program areas.

Instructional Improvement Activities

In addition to providing information about their centers' programmatic emphases, directors were also asked to describe the instructional improvement activities through which their centers provided services in various program areas. The following brief descriptions of 12 types of activities were provided on the questionnaire which was mailed to directors prior to the interviews:

1. We prepare and distribute written materials (e.g. newsletters, reports, etc.) to communicate information about issues in higher education, about innovative teaching/learning activities, about outstanding teachers on campus, etc.
2. We plan and arrange symposia, colloquia, or similar opportunities for individuals to learn about various topics, issues, and innovations in higher education.
3. We design and conduct short-term, focused workshops in which individuals may learn about, discuss, and/or experiment with particular educational methods, skills, or activities.
4. We design and conduct longer-term workshops, discussion groups, or seminars in which individuals may meet regularly to discuss issues and topics in higher education or to explore and develop complex educational programs, methods, or skills.
5. We conduct teaching clinics or microteaching laboratories in which faculty may practice their teaching skills or experiment with alternative teaching methods.
6. We develop and/or make available auto-tutorial instructional materials designed to help faculty, students, and/or administrators become more effective teachers, learners and leaders.
7. We provide data collection instruments and services to help individuals or groups collect and analyze relevant diagnostic information about their current activities and practices.

8. We provide "drop-in" consultant services to individuals or groups who seek specific, limited kinds of assistance in solving particular instructional or administrative problems.
9. We provide longer-term consultant services to individuals or groups who seek continuing assistance in designing and implementing improvement strategies and in obtaining feedback on their progress.
10. We provide financial support (e.g. small grant programs) to individuals or groups who wish to undertake various developmental or improvement projects.
11. We provide expertise and guidance to individuals or groups who wish to design and conduct research studies to evaluate educational programs, methods, or approaches.
12. We conduct institutional research to guide decision-makers in planning university and/or departmental policies or programs.

Directors were asked to identify those activities in which their centers spend a significant amount of time and resources. The results of their responses are summarized in Table III.

The results presented in Table III indicate that most centers engage in a variety of activities and provide several different kinds of services. However, as directors described their various activities, it appeared that most of their services actually sort into three general categories, or levels, of instructional improvement services.

TABLE III

SERVICE ACTIVITIES
PROVIDED BY INSTRUCTIONAL IMPROVEMENT CENTERS

Name of Center	Service Activities											
	1	2	3	4	5	6	7	8	9	10	11	12
Center for Research and Services in Higher Education University of Alabama	x	x	x	x	x	x	x	x	x	x	x	x
Teaching Resources Center University of California, Davis	x	x	x	x	x	x	x	x	x	x	x	
Office of Instructional Development University of California, Santa Barbara	x	x	x	x	x	x	x	x	x	x	x	
Center for Innovative Education University of Connecticut	x	x						x	x			
Instructional Resources Center University of Delaware		x	x		x	x	x	x	x	x	x	
Office of Instructional Resources University of Florida, Gainesville	x	x	x	x	x	x		x	x	x	x	x
Instructional Development Illinois State University, Normal	x							x				
Center for the Teaching Professions Northwestern University	x	x	x	x	x			x	x	x	x	

TABLE III--Continued

Name of Center	Service Activities											
	1	2	3	4	5	6	7	8	9	10	11	12
Office of Instructional Resources University of Illinois, Urbana							x	x	x		x	x
Learning Resources Services Southern Illinois University			x			x	x	x	x	x		
Office of Instructional Resources University of Kansas	x	x	x	x	x			x	x	x		
Office of Educational Resources Kansas State University	x	x	x			x	x	x	x		x	
Instructional Systems Center University of Maine, Orono		x	x					x	x	x		
Office of Educational Resources Northeastern University			x		x	x		x	x			
The Learning Services Michigan State University	x	x	x	x	x	x	x	x	x	x		
Center for Research on Learning and Teaching University of Michigan	x	x	x	x	x	x	x	x	x	x	x	x
Teaching and Learning Center University of Nebraska	x	x	x	x			x	x	x	x		

TABLE III--Continued

Name of Center	Service Activities											
	1	2	3	4	5	6	7	8	9	10	11	12
Center for Instructional Development Syracuse University							x	x	x	x	x	x
Institute for Research and Training in Higher Education University of Cincinnati	x	x	x	x			x	x	x			
Educational Development Oklahoma State University	x	x	x		x	x		x	x	x		x
Center for the Improvement of Teaching University of Pittsburgh	x	x	x				x				x	
Learning Resources University of South Carolina	x	x	x	x		x		x	x	x	x	
Center for Learning Research and Service Memphis State University	x	x	x			x		x	x	x	x	
Learning Research Center University of Tennessee	x	x	x							x		
Faculty Development Resource Center University of Texas, Arlington	x	x	x	x	x			x	x			x

TABLE III--Continued

Name of Center	Service Activities											
	1	2	3	4	5	6	7	8	9	10	11	12
Instructional Development Division Utah State University	x	x	x					x	x	x		
Center for Improving Teaching Effectiveness Virginia Commonwealth University		x	x	x	x		x	x	x		x	

While the activities at each level are varied, the goals and expected outcomes of these activities are similar.

At one level, centers appear to provide services whose primary functions are getting faculty "ready" to undertake instructional improvement efforts. Activities at this level include distributing written materials (1), sponsoring colloquia and symposia (2), conducting short-term, focused workshops (3), and/or providing data collection instruments and services (7). According to these directors, the primary goals of these activities are "to increase awareness," "to stimulate interest," "to raise consciousness," and "to get people to realize that they have some needs they didn't know they had." Although directors hoped that these activities would encourage individuals to seek additional kinds of instructional improvement services, they did not expect much actual change to occur as a result of participation in activities at this level.

At a second level, several directors described activities which seem to be designed for individuals or groups whose consciousness has been raised, whose interest has been aroused, and who are ready to engage in initial, albeit limited, improvement efforts. Nearly all of these centers provide "drop-in" consultant services (8) to help individuals or groups "search for solutions to instructional problems," "discuss alternative techniques they might employ," or "plan developmental activities." Some centers offer longer-term workshops or courses (4) for faculty at this level in order to "promote sharing among people who don't normally come together to talk about teaching," and "to provide opportunities for individuals

to try out new techniques." And, some centers provide mini-grants (10) to enable individuals to "develop small-scale projects--audio-visual materials or a short unit of instruction."

Although most centers provide one or more of these services, opinions about their impacts varied. Some directors thought these activities were largely "tokenistic" and indicated that their centers invested little time and few resources in any of them. Others felt they served primarily to increase commitment and involvement in improvement efforts and noted that an important outcome is that faculty "keep coming back." And a few believed that at least some individuals were able to change their teaching practices as a result of participating in those activities.

Finally, a third level of instructional improvement activities seem to be aimed at individuals or groups who are prepared to undertake major improvement efforts and who are willing to commit substantial time and energies to those activities. Longer-term consultant arrangements (9) and financial support for individual and group projects (10) are the primary strategies employed at this level. Although there is considerable variation in the services provided in the context of longer-term consultant arrangements, directors' descriptions of these services usually included gathering diagnostic information, identifying needs or problems, examining alternative solutions or instructional procedures, designing and implementing a plan of action, and evaluating the results. The second strategy-- financial support for individual or group projects--generally involves providing grants for large-scale projects which individuals

or group design, propose, and when approved, develop, implement, and evaluate. Most centers provide consultant services during the proposal writing stages, and some continue to consult during the development, implementation, and evaluation stages.

Although directors were able to identify the activities and services which their centers provide and to clarify the goals and expected outcomes of these activities, there were some gaps in directors' knowledge of their centers' activities. The largest gap, of course, was knowledge about whether any of their services resulted in improved teaching and learning. Most centers are relatively new and have not had time, resources, or methodologies for evaluating their centers' effectiveness. However, several directors indicated that this was a major goal in the near future.

In addition, although most directors were able to supply information about the number of persons who participated in activities at the third level and could estimate the time and resources which their centers invested in activities at this level, only a few directors could provide similar information about the other services which their centers provided. Thus, this survey did not reveal the activities in which centers, individually or collectively, spend most of their time and resources or the numbers of persons who participate in such activities.

In spite of this lack of information, instructional improvement services during the implementation and evaluation stages of the change process appear to be largely neglected. Activities which are offered at the first two levels - readiness and initial improvement - focus

upon increasing awareness and interest, identifying needs or problems, exploring alternative instructional procedures, and/or providing initial opportunities for development and trial. For the most part, individuals are left on their own to implement and evaluate changes. Only at the third level do these centers appear to give systematic attention to implementation and evaluation. However, while directors were very specific in describing diagnostic services and planning activities at this level, they were less specific in describing how they work with individuals or groups as plans are implemented. And some directors explicitly stated that their centers were weaker in providing services during implementation and evaluation stages.

Also of interest are those services which are provided relatively infrequently by these centers. For example, although eleven directors indicated that their centers provide teaching clinics or microteaching laboratories (5), most explained that they engaged in these activities very rarely. Auto-tutorial instructional materials (6) were also used less often as strategies to help individuals improve instruction. Although twelve directors indicated that their centers provide such services, most often these involve helping faculty design and develop self-instructional materials for their courses. Only three directors indicated that their centers use this strategy to help faculty, administrators, or students develop teaching, learning, or leadership skills. Finally, only a few centers engage in institutional research (12). Most directors noted, however, that such activities are conducted by other agencies on their campuses.

Inservice Interests of
Instructional Improvement Center Personnel

The second major question in this investigation sought to discover the areas in which instructional improvement center personnel might seek inservice training experiences. General reactions to the notion of inservice training were solicited. Interested persons were then asked about the areas in which they might seek inservice training and were asked to list their top five choices for inservice opportunities. Finally, directors' top five choices were compared to their descriptions of their centers' programs and activities to discover whether their interests reflected a desire to strengthen or expand existing services. Findings related to these questions are presented in this section.

General Reactions to Inservice Training

Although most of the 27 directors interviewed in this study expressed some degree of interest in inservice training opportunities, five directors indicated that their staff members probably would not participate in such experiences. Two of these directors did respond to questions about the areas in which they might seek inservice experiences, and their responses are included in the following summary. However, they also noted that they most likely would get such training through inservice opportunities already available to them. The other three directors did not respond to questions about inservice interests and preferences.

These five directors explained that their needs for professional growth opportunities were already being met through "on the job" training, through national conventions, and through contacts they'd

already established with other instructional improvement centers. They further noted that, should they wish to strengthen or expand their programs, they'd be more likely to recruit new staff members with the skills and competencies they needed and/or to send members of their staffs to a center whose program was of specific interest to them at a given time. In general, they were skeptical that any more structured or formal inservice experiences would be likely to help them strengthen their programs or be of much benefit to members of their staffs.

Although the enthusiasm and interests of the remaining 22 directors varied considerably, they generally felt they had needs which might be met through inservice experiences beyond those now available to them. Some were primarily interested in more systematic and regular opportunities to find out about alternative programs and activities provided at other campuses. Others indicated they had already attended more than enough "show and tell" sessions at national conventions and special workshops, but would be interested in "cookbook courses" or "how to do it" sessions conducted by centers who have discovered approaches that actually work. And still others stated they did not want anybody telling them how to do things, but that they would welcome opportunities to work with others in searching for and trying out solutions to their most pressing problems. However, nearly all of these directors noted that their actual participation in any inservice experiences would largely depend upon the degree to which the foci of these experiences matched their centers' needs and interests.

Inservice Interests and Priorities of Directors

In order to identify the inservice interests and priorities of instructional improvement center personnel, directors were first asked to complete three items: (1) "Our center might seek inservice training opportunities which would enable members of our staff to strengthen or expand services in the following programmatic areas..."; (2) "Our center might seek inservice opportunities which would enable members of our staff to learn from others who have successfully provided the following instructional improvement activities..."; and (3) "Our center might seek inservice training opportunities which would enable us to improve the internal operations and functioning of our center in the following areas..." Several response choices were suggested for each item, and directors were asked to check as many as applied and/or to write in alternative choices. Directors were then asked to list the five alternatives in which they would be most interested.

Table IV reports the number of directors who expressed interest in each of the alternatives and the number of times each alternative was named among directors' top five choices for inservice training opportunities.

The results presented in Table IV indicate that every one of the inservice alternatives suggested captured the interest of at least one-third of the 24 directors who responded to these items. Furthermore, at least half of these directors expressed some interest in ten areas.

At the same time, directors' rankings of their top five choices for inservice opportunities revealed considerable diversity in their

TABLE IV

AREAS IN WHICH INSTRUCTIONAL IMPROVEMENT
CENTER PERSONNEL MIGHT SEEK INSERVICE TRAINING OPPORTUNITIES

Inservice Training Areas	Number of Directors Who Expressed Interest	Number of Times Named Among Directors' Top Five Choices
"OUR CENTER MIGHT SEEK INSERVICE TRAINING OPPORTUNITIES WHICH WOULD ENABLE MEMBERS OF OUR STAFF TO STRENGTHEN OR EXPAND SERVICES IN THE FOLLOWING PROGRAMMATIC AREAS..."		
1. Administrative and Leadership Skills	11	5
2. Teaching Evaluation for Personnel Decisions	10	5
3. Academic Programs and Policies	9	4
4. Attitudes and Values about Teaching	13	6
5. Knowledge about Higher Education	10	3
6. Teaching Technologies and Methods	12	2
7. Instructional Design	10	6
8. Teaching Evaluation for Improvement	11	7
9. Teaching Skills and Behaviors	12	7

TABLE IV--Continued

Inservice Training Areas	Number of Directors Who Expressed Interest	Number of Times Named Among Directors' Top Five Choices
10. Career Development	10	4
11. Student Development	9	2
"OUR CENTER MIGHT SEEK INSERVICE TRAINING OPPORTUNITIES WHICH WOULD ENABLE MEMBERS OF OUR STAFF TO LEARN FROM OTHERS WHO HAVE SUCCESSFULLY PROVIDED THE FOLLOWING INSTRUCTIONAL IMPROVEMENT SERVICES OR ACTIVITIES..."		
1. Written materials, such as newsletters, reports, papers, etc.	9	2
2. Symposia, colloquia, or similar opportunities for sharing information	10	3
3. Short-term, focused workshops	8	1
4. On-going workshops, discussion groups, or seminars which meet regularly	10	4
5. Teaching clinics or microteaching laboratories	12	6
6. Auto-tutorial instructional materials and strategies	10	3

TABLE IV--Continued

Inservice Training Areas	Number of Directors Who Expressed Interest	Number of Times Named Among Directors' Top Five Choices
7. Data collection instruments, systems, and services	10	4
8. "Drop-in" consultant services	9	4
9. Longer-term consultant arrangements	9	3
10. Small grants programs or other financial support arrangements	10	6
11. Assistance in designing and conducting research and development projects	14	4
12. Institutional research for university or departmental planning committees	8	3
"OUR CENTER MIGHT SEEK INSERVICE TRAINING OPPORTUNITIES WHICH WOULD ENABLE US TO IMPROVE THE INTERNAL OPERATIONS AND FUNCTIONING OF OUR CENTER IN THE FOLLOWING AREAS..."		
1. Coordinating and integrating our various goals, resources, and activities more effectively	10	7
2. Promoting wider interest and use of our services on campus	13	3

TABLE IV--Continued

Inservice Training Areas	Number of Directors Who Expressed Interest	Number of Times Named Among Directors' Top Five Choices
3. Designing and conducting studies to evaluate the effectiveness of our Center's activities and services	14	12
4. Long-range planning of instructional improvement needs, goals and activities	16	9
5. Identifying alternative roles which members of our staff and/or others in the university might play in facilitating instructional improvement	13	4
6. Integrating teaching evaluation and teaching improvement services	13	7

priorities. While each of the areas is a high priority for some centers, only two alternatives appeared among the top five choices of at least one-third of these directors. Twelve directors indicated that "designing and conducting studies to evaluate the effectiveness of our Centers' activities and services"(C.3) was among their highest priorities. Several of these directors explained that they did not now have methodologies for conducting such evaluations, and would welcome opportunities to work with others in developing such methodologies. Nine directors ranked "long-range planning of instructional improvement needs, goals, and resources"(C.4) among their top five choices. It is interesting to note that many of these directors reported that they found the questionnaire developed for this investigation useful as a planning tool in conversations with other members of their centers.

Comparisons of Directors' Inservice Priorities to their Centers' Existing Programs and Activities

Given that none of these centers appeared to provide comprehensive instructional improvement services, it was of some interest whether directors' priorities for inservice opportunities reflected attempts to strengthen or to expand their centers' programs and activities. Thus, directors' top five choices for inservice training were compared to their descriptions of their centers' program components and service activities. If an inservice choice was in a program area or activity already emphasized by the center, it was counted as an effort "to strengthen primary programs or activities." If the choice was in a program area or activity in which the centers spent some, but not

substantial resources, the choice was counted as an effort "to expand secondary programs or activities." Finally, if the choice was in a program area or activity not now provided by the center, it was counted as an effort "to expand into new areas." Directors' interests in inservice opportunities which might enable them to improve the internal operations and functioning of their centers (C.1-C.6) were not counted in this analysis.

The results of these comparisons strongly suggest that directors are most interested in inservice experiences which might enable them to expand their centers' programs and activities. 23 choices reflected efforts to strengthen primary programs and activities. In contrast, 24 choices reflected efforts to expand secondary programs and activities, and 25 choices reflected efforts to expand into new areas. Given that most directors indicated that their centers actually concentrate most of their resources in areas and activities which they identified as primary foci, "expanding secondary programs and activities" and "expanding into new areas" are probably one and the same for many centers.

In sum, the results of directors' responses to questions about inservice training revealed that 22 directors are interested in inservice opportunities beyond those now available to them. Two additional directors identified areas in which they might seek additional expertise and skills, but indicated that they would probably seek training in these areas through professional growth opportunities now available to them.

Most directors expressed interests in a wide range of areas for inservice training. Thus, every one of the suggested options were of interest to at least one-third of the directors who responded to these items, and ten options were of interest to at least one-half of these directors. However, results of directors' rankings of their top five choices revealed that their priorities were very diverse. Thus, only two alternatives emerged as a high priority for even one-third of these directors. Finally, comparisons of directors' top five choices for inservice training to their existing programs and activities revealed that most of their choices reflected a desire to expand, rather than to strengthen, their centers' primary programs and activities.

Directors' Responses to Questions about How
Inservice Training Might be Made Available

Although not a primary question in this study, interviews with directors provided initial opportunities to explore how inservice training experience might be made available to interested persons or centers. As an entrée to this discussion, directors were asked "If you were to seek additional inservice training opportunities for your staff, which of the following alternatives would you find most attractive and most effective?" Six alternatives were suggested on the questionnaire, and directors were asked to rank these in order of preference. Directors were also invited to propose additional alternatives which differed from those suggested on the questionnaire.

The number of times each of these alternatives was named as a first or second choice is presented in Table V.

Opinions about the attractiveness and effectiveness of the suggested alternatives varied considerably. The most popular choice was "Inviting persons from other centers to our campus to conduct particular types of inservice training," which was named as a first or second choice 12 times. "Establishing an institute for instructional improvement in higher education to coordinate and sponsor a wide variety of inservice training programs, workshops, and experiences" was named as a first or second choice 10 times. Although these two alternatives were slightly more popular among directors, directors' rankings did not indicate a clearly superior strategy for providing inservice training experiences.

Although directors' rankings varied considerably, there were some common themes in directors' explanations of the considerations which prompted them to rank the suggested alternatives as they did. These considerations suggest some guidelines for persons or organizations which might contemplate creating inservice training experiences. For example, all directors mentioned that the degree to which the focus of an inservice offering matched their own needs and interests would affect their participation in such experiences. Several directors mentioned that, while this seemed to be obvious given the nature of other questions asked during the interviews, they wished to stress the importance of this criterion.

Secondly, most directors indicated that time would be an important factor affecting their participation in inservice training opportunities.

TABLE V

RESULTS OF DIRECTORS' RANKINGS OF POTENTIAL STRATEGIES
FOR PROVIDING INSERVICE TRAINING OPPORTUNITIES

Suggested Strategies	Number of Times Named as a 1st or 2nd Choice
1. Inservice training "packaged programs" which could be utilized by our staff without additional assistance	7
2. Send members of our staff to other centers for training in their types of programs	8
3. Invite persons from other centers to our campus to conduct particular types of inservice training	12
4. Create "roving teams of inservice training specialists" who could conduct inservice programs on or near our campus	4
5. Establish regional centers to coordinate and sponsor inservice programs developed by and for participating campus centers	6
6. Establish an institute for instructional improvement in higher education to coordinate and sponsor a wide variety of inservice training programs, workshops, and experiences	10

Several directors noted that members of their centers would be unable to participate in inservice sessions which lasted more than two or three days. Given already limited resources, they could not afford to give up staff members for longer periods of time.

Thirdly, directors indicated that their perceptions of the qualifications of persons or organizations conducting inservice training would be among the most important factors influencing their participation in inservice experiences. Many directors noted that they were disenchanted with workshops and conference presentations they had attended, because they perceived persons conducting these sessions to be inexperienced, unsuccessful at their own campuses, and/or ill-prepared to conduct such sessions. Some directors were quite adamant in stating they were no longer interested in hearing from the "experts," particularly the "young experts," who seemed to say the same things to the same persons at every convention or workshop they had recently attended.

Fourthly, directors seemed to be thinking in terms of three different types of inservice training. As one director summarized, there are those who want to find out what others are doing; then there are those who want to learn how others do it; and, finally, there are those who want to work with others in finding ways to do it. Most directors expressed some interest in opportunities to find out what others are doing and in training programs which would enable them to adopt promising approaches and strategies developed elsewhere. However, directors expressed strongest interest in inservice experiences which involved collaborative efforts to solve their most pressing problems

or to develop alternative instructional improvement strategies. One director proposed a "working conference" model for inservice training experiences which would enable interested persons to work together in solving some shared problem or in accomplishing some specific task of concern to all participants. Such working conferences might be a potential model for inservice training experiences in several areas.

Finally, an important concern expressed by several directors was that persons or organizations conducting inservice training not use these occasions as opportunities for promoting their own interests, ideas, or special areas of concern. This concern was frequently voiced as a reservation about the sixth alternative suggested on the questionnaire--creating an institute which might coordinate and sponsor inservice training experience. In fact, several directors who were intrigued by the notion of such an institute did not rank this alternative as a first or second choice because of the possibility that it might become a forum for promoting particular instructional improvement approaches or special interests.

However, because an institute for instructional improvement in higher education was of particular interest to this investigator, this alternative was singled out for further discussion. Directors were explicitly asked "If an institute for instructional improvement in higher education were created to provide the types of inservice training suggested by respondents to this survey, would personnel in your center: (a) be likely to participate in inservice training offered at the institute; and (b) be willing to design and conduct certain types of inservice training at the institute?"

Although three directors answered "no" to the first part of this question, 19 directors said that persons in their centers would be likely to participate in inservice training experiences offered through such an institute. Two additional directors said that persons in their centers might participate, but that they could not answer the question without knowing more about the staff of the institute and the foci of the inservice experiences offered. Three directors did not respond to this part of the question.

21 directors said that persons in their centers would be willing to design and conduct inservice training at such an institute. Only two directors answered "no" to the second part of this question. The remaining four directors did not respond.

Thus, while an institute for instructional improvement in higher education was not identified as a first or second choice strategy by a majority of directors surveyed in this study, most directors indicated that members of their centers would be likely to participate in such an institute if it were created. Again, however, directors noted that their participation would be affected by the considerations identified earlier in their discussions of the various alternatives. But, assuming that these factors could be taken into account, exploratory discussions of how inservice training might be made available suggest that the creation of an institute to coordinate and sponsor inservice opportunities could provide the mechanisms for responding to the inservice needs and interests of instructional improvement center personnel.

C H A P T E R V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary and Findings

In order to identify the areas in which inservice training might be useful to members of instructional improvement centers, this investigation asked two primary questions: (1) What resources, programs and activities are currently provided by instructional improvement centers in higher education? and (2) In what areas might persons working in these centers seek inservice training opportunities? Information related to these questions was collected through structured telephone interviews with 27 directors of instructional improvement centers.

The instructional improvement centers represented in this study were randomly selected from a list of centers which provide campus-wide instructional improvement services in large institutions offering both graduate and undergraduate programs. Directors were chosen as the most appropriate sources of information about their centers' existing resources and interests in inservice training experiences.

Data was collected through a combination questionnaire/interview procedure. Initial contact with directors was made by telephone. In each case, this investigator briefly described the purpose of the survey, outlined the procedures to be used, and scheduled a one-hour telephone interview with directors who agreed to participate. These directors were then mailed a questionnaire designed to suggest the areas to be explored during the interviews. This investigator then

called each director and conducted an interview which lasted approximately sixty to ninety minutes. The questionnaire was used as a means for structuring the interviews, but conversations focused upon clarifying, elaborating, and expanding directors' responses to questionnaire items. All interviews were tape-recorded with permission from directors, and following the interviews, all directors returned their completed questionnaires.

The interview tapes and the questionnaires were then reviewed for information bearing upon the primary questions under investigation. The major findings of this survey are summarized below in three sections: (1) instructional improvement center resources, programs, and activities; (2) inservice interests and priorities; and (3) opinions about how inservice training might be made available.

Summary of Instructional Improvement Center

Resources, Programs, and Activities

Responses to questions about instructional improvement center staff members revealed that several categories of persons work in these centers, but that their roles and responsibilities vary considerably. The professional staff of the centers are primarily responsible for providing instructional improvement services, but many centers draw upon the expertise and talents of other faculty and administrators in their institutions to provide consultant services or to conduct workshops. Most centers also employ graduate and undergraduate students, and a few indicated that these students work with faculty on a consultant basis. More often, however, the responsibilities of students are purposely limited, and many directors expressed skepticism that

students could assume consultant or instructional roles in working with faculty.

In order to obtain information about these centers' programs, brief descriptions of eleven different program components were provided on the questionnaire. Directors were asked to indicate those areas in which their centers provide services and to identify the areas which are primary foci for their centers' services. Most directors indicated that their centers provide services in several program areas, but explained that the majority of their services were actually concentrated in two or three program areas.

Directors' descriptions of their centers' programmatic emphases tended to reflect one of three instructional improvement orientations. Approximately one-third of the centers appear to be primarily concerned with faculty development and focus upon improving the knowledge, attitudes and teaching skills of faculty members. Directors of these centers identified as their primary program components Teaching Evaluation for Improvement and Teaching Skills and Behaviors, often in combination with Attitudes and Values about Teaching and Knowledge about Higher Education.

About one-half of the centers take an instructional development orientation and focus upon perfecting instructional materials, units, and courses. Their primary program components include Instructional Design, Teaching Technologies and Methods, Knowledge about Higher Education, and/or an additional category to reflect an emphasis upon media, graphics, and materials production.

Finally, a few centers take an organizational development approach and work to improve departmental structures, policies, and procedures which affect the ways in which faculty, students, and administrators interact. The primary program components in these centers include Academic Programs and Policies, often in combination with Instructional Design and an additional category emphasizing departmental team-building, conflict management, and communication skills.

The results of this survey also revealed that few centers provide substantial or systematic services in the areas of Administrative and Leadership Skills, Career Development, Student Development, or Teaching Evaluation for Personnel Decisions. However, several directors expressed interest in strengthening their centers' services in the first three of these areas. Moreover, although most directors preferred that their centers avoid becoming directly involved in Teaching Evaluation for Personnel Decisions, they nonetheless expressed interest in increasing their expertise in this area, so that they might effectively advise those who do provide such services.

In order to obtain a more concrete picture of the services provided by centers included in this survey, directors were also asked to describe the activities through which their centers provide services in various program areas. Brief descriptions of twelve different activities were provided on the questionnaire, and directors were asked to identify those in which their centers invest significant time and resources. Responses to this question suggested that most centers engage in a variety of activities and provide several different kinds of services in each program area. However, it appeared from directors'

descriptions that most of their centers' activities could be sorted into three categories, or levels of instructional improvement services.

At one level are activities which are designed to get faculty "ready" to undertake improvement efforts. Distributing written materials, sponsoring symposia and colloquia, conducting short-term, focused workshops, and providing data collection instruments and services are activities which centers commonly provide as initial improvement strategies. Directors indicated that the primary functions of these activities are to increase awareness, motivation and interest in improving instruction. However, most directors did not think these services, by themselves, brought about improved instruction. Rather, they were regarded by most as a first step toward improving instruction.

At a second level, centers provide services designed for individuals or groups who are ready to engage in limited improvement activities. Longer term workshops, drop-in consultant services, and mini-grants are the most frequent services at this level. According to directors, these activities serve mainly to provide initial opportunities for trying out alternative ways of doing things. Most directors felt these activities served to increase involvement and commitment in instructional improvement efforts and provide support for initial development and improvement projects.

At a third level, services are provided for individuals and groups who are prepared to invest substantial time and energies in major improvement efforts. Longer-term consultant arrangements and departmental or faculty grants are services offered at this level.

Directors' descriptions of these activities included systematic procedures for identifying needs or problems, generating solutions, planning and implementing improvement strategies, and evaluating their results. Directors of centers which offer services at this level believed that these strategies produced the most significant and lasting improvements.

Although these centers engage in a variety of activities at each of these levels, most of their activities appear to neglect the implementation and evaluation stages of the change process. That is, centers provide substantial assistance in helping persons identify needs, become aware of alternative ways of doing things, and plan improvement strategies. However, only a few directors described activities designed to help individuals as they attempt to translate their plans into action. And, even fewer provide services designed to help individuals and groups systematically evaluate the results of their improvement efforts.

Summary of Inservice Interests and Priorities

Although most of the 27 directors surveyed in this study expressed some interest in inservice training opportunities for members of their centers, three directors stated that they were not interested in such opportunities and did not respond to further questions about potential areas for inservice training. Two additional directors did respond to questions about the areas in which they might seek inservice training, but indicated they probably would get such training through professional growth opportunities already available to them. Although the enthusiasm and interests of the remaining 22 directors varied

considerably, they generally felt they had needs which might be met through additional inservice training opportunities.

In order to identify potentially useful areas for inservice training, directors were asked to identify the program areas, service activities, and internal operations for which members of their centers might seek inservice training experiences. In addition, directors were asked to list their top five choices for inservice training opportunities. Responses to the first question revealed that every one of the inservice training options suggested was of some interest to at least one-third of the 24 directors who responded, and ten options were of interest to at least one-half of these directors.

However, directors' rankings of their top five choices revealed considerable diversity in their priorities. While each of the options was a high priority for some directors, only two alternatives appeared among the top five choices of at least one-third of these directors. These alternatives were "Designing and conducting studies to evaluate our centers' activities and services" and "Long-range planning of instructional improvement needs, resources and activities."

An attempt was also made to determine whether directors' priorities for inservice training reflected desires to strengthen or to expand their centers' programs and activities. Whenever directors' top five choices for inservice training areas included a program area or service activity, these choices were compared to their descriptions of their centers' existing programs and activities. The results of these comparisons revealed that 23 choices reflected efforts to strengthen primary programs and activities. However, 24 choices

reflected efforts to expand secondary programs and activities and 25 choices reflected efforts to expand into new areas. Thus, the results strongly suggest that directors are primarily interested in inservice opportunities which might enable them to expand their centers' services.

Directors' Opinions about How Inservice Training Might be Made Available

Although not a primary question in this study, interviews with directors provided initial opportunities to explore possible strategies for making inservice training available to interested persons or centers. As an entree to this discussion, directors were asked to rank six suggested alternatives in order of preference. Opinions about which alternatives were most attractive and most effective varied considerably. Thus, directors' rankings did not indicate a clearly superior strategy for providing inservice training experiences.

However, because this investigator believed that one of these alternatives--the creation of an institute for instructional improvement in higher education--had potential for providing a wide variety of inservice training opportunities, directors were specifically asked if persons in their centers would be likely to participate in inservice training offered through such an institute. Nineteen directors answered this question affirmatively. Two additional directors indicated that they would be interested in such an institute, but indicated that they could not answer the question definitely without additional information about the staff of the institute and the foci of the inservice experiences offered. Only three directors

said that they did not think members of their centers would be likely to participate in inservice training offered through such an institute.

Discussion and Conclusions

The findings in this study suggest that inservice training opportunities be made available to persons working in instructional improvement centers in higher education. A number of considerations support this conclusion.

First, although these centers have potential for bringing about significant and lasting improvements in post-secondary education, they nonetheless face enormous challenges. These centers must serve a large and diverse faculty who have received little preservice or inservice training for their roles as teachers or administrators and who have been offered few incentives or rewards for efforts to improve their effectiveness in these roles. These represent no small challenges even in the best of times. Now, faced with increasingly diverse student populations, challenges to traditionally accepted instructional and administrative practices, shrinking budgets, growing demands for accountability, and declining faculty mobility, faculty and administrators are finding the challenges to improve instruction considerably more difficult.

Those who hope that instructional improvement centers will facilitate improved teaching and learning cannot afford to lose sight of the magnitude of these challenges. Nor can they afford to underestimate the expertise and skills required of persons who work in these centers. Opportunities for instructional improvement center

personnel to collaborate in finding effective instructional improvement strategies and to exchange ideas, resources, and training would certainly increase the probability that they will succeed in meeting the challenges on their own campuses.

A second consideration supporting the creation of inservice training opportunities emerged from the descriptive information collected in this survey. Directors' descriptions of their existing instructional improvement resources, programs, and activities suggest that individual centers would have much to gain, as well as to offer, through inservice experiences. This descriptive information suggests several potentially useful foci for inservice opportunities.

For example, most centers currently rely primarily upon their professional staffs to provide instructional improvement services. However, even the most energetic, competent, and efficient staffs find it difficult to provide services to all persons who might benefit from their services--or even all persons who request their services. Thus, many of these centers might learn from those which have found that, with a little training, other categories of persons can become effective instructional improvement consultants. For instance, inservice opportunities might focus upon exploring the conditions in which graduate students can perform these roles effectively. What qualifications do these students have? How much training and supervision are they given? Is their work in instructional improvement centers connected with their research programs so that they receive credit toward their degrees for their service activities?

It was also discovered that these centers differ in terms of

the program areas in which they concentrate their services. While each of these centers provides worthwhile services in some areas, each also neglects worthwhile services in other areas. None of these centers appears to combine faculty development, instructional development, organizational development, and student development program components into a multi-focused and integrated approach to instructional improvement. Yet, given the diversity of persons these centers are designed to serve and given the inter-relatedness of the problems confronting higher education, a multi-focused approach would seem more likely to facilitate significant and lasting improvements than would a single-purpose one. Thus, opportunities for centers with different program emphases to explore ways in which they might integrate their program components and to create mechanisms for training one another in alternative program areas might be beneficial to most of the centers represented in this study.

Directors' descriptions of their centers' activities and services also suggested some potentially useful foci for inservice training experiences. Each of these centers has developed creative strategies for providing services in various program areas. Inservice opportunities which enabled centers to exchange activities, materials, resources, and training might allow centers to expand their repertoires of improvement strategies. Moreover, collaborative efforts to find ways to strengthen services during the implementation and evaluation stages of the change process might help most centers increase their effectiveness.

Finally, few centers have conducted systematic evaluations of

their centers' services. Most of these centers are relatively new enterprises, and it is too early to expect rigorous evaluations of their impacts. Moreover, the technologies for evaluating instructional improvement centers do not yet exist (Popham, 1974). At the same time, decreasing budgets throughout higher education and increasing demands for accountability from all university programs are placing stronger pressures upon many of these centers to produce evaluation results. Thus, opportunities for centers to collaborate in designing, conducting, and replicating evaluation studies would certainly seem a useful focus for inservice training.

In sum, the descriptive information collected in this study revealed that these centers share some limitations and problems. Thus, it seems fair to conclude that most centers would benefit from inservice opportunities which enabled them to explore the creative utilization of existing human resources, to find ways to integrate various programs into a multi-focused approach, to increase their repertoires of improvement strategies and strengthen their services during the implementation and evaluation stages of the change process, and to collaborate in designing and conducting studies to evaluate their effectiveness.

A third consideration prompting the creation of inservice training experiences is the expressed interest among instructional improvement center personnel in such experiences. Directors' responses to questions about the areas in which they might seek inservice training for their staff members revealed considerable range of interests and diversity of priorities. Thus, the findings in this

study did not produce consensus from directors regarding the areas in which inservice training would be most useful to instructional improvement center personnel.

However, the diversity of interests should not be confused with lack of interest in inservice training experiences. Perhaps the most important finding of this study is that persons working in instructional improvement centers are interested in opportunities for inservice training. Many of these directors indicated that they already participated in those professional growth opportunities now available to them. They attend national conventions; they participate in special workshops on instructional improvement; they visit centers at other campuses; they invite consultants to their centers; and they attempt to hold informal training sessions conducted by persons on their campuses who possess specialized expertise and skills.

At the same time, most directors expressed interest in inservice training opportunities beyond those now available to them. Thus, the results of this investigation suggest that the creation of inservice opportunities would find a receptive audience among persons working in instructional improvement centers,

One way to respond to the inservice needs and interests expressed by directors interviewed in this survey might be to create an institute for instructional improvement in higher education. When asked if persons in their centers would be likely to participate in inservice experiences offered through such an institute, nineteen directors answered "yes," whereas only three directors answered "no." Thus, the results of this study suggest that the creation of an

institute could provide timely aid for instructional improvement center personnel by coordinating and sponsoring a variety of inservice training experiences.

For example, such an institute might catalogue and circulate information about instructional improvement centers. This would enable individual centers to increase their awareness of alternative instructional improvement models and strategies, would allow them to identify promising approaches which they might adopt at their own campuses, and might suggest some needs for inservice training in addition to those which they identified in this survey. Such a communications network would also enable centers to identify consultants whom they might invite to their centers on an individual basis.

Perhaps a more important function of an institute for instructional improvement in higher education would be to provide an organizational mechanism for sponsoring and arranging inservice opportunities in areas such as those identified in this study. Although it was found that the interests of directors varied considerably, there were some shared interests. For example, half of these directors identified the evaluation of program effectiveness as a top priority for inservice training experiences. And, the audience for other areas might be increased by combining some of the individual foci into single offerings.

While it makes sense to provide inservice training focused on those areas in which directors expressed interest, it might also be desirable for an institute to be visionary in its efforts to help

instructional improvement centers strengthen and expand their services. The institute might publicize the successes of individual centers which have developed unique approaches to instructional improvement. It might help persons working in these centers examine their underlying assumptions about how to bring about change and improvement in higher education and explore alternative assumptions which also seem valid. It might work with several centers which join together to develop new approaches. The danger in being visionary, of course, is that participants might perceive the institute as promoting its own special interests and approaches--a danger which several directors identified as a serious concern. Thus, the institute would have to take care that participants felt a sense of ownership in developmental and experimental activities and that they perceived the inservice experiences as collaborative.

The creation of such an institute would also provide the organizational mechanisms for coordinating a variety of inservice experiences. It could provide information-sharing sessions for those who are interested primarily in finding out what's going on in other centers; skill training for those who are seeking "how to do it" sessions; and group problem-solving meetings for those who are interested in working with others in collaborative arrangements. The institute could marshal resources to provide variety in the formats of inservice experiences. It might identify and arrange for persons to make presentations, to conduct workshops, to lead discussions, and to facilitate collaborative problem-solving. It might arrange practicum experiences, coordinate exchange programs, or develop packaged programs.

Once such varied formats were developed, the institute might alter the time frames and locations of inservice offerings.

In short, an institute for instructional improvement could provide the flexibility and variety of inservice experiences which responses to this survey suggest are needed. Moreover, the findings in this study suggest that most of the centers represented would participate in inservice training offered by such an institute if it were created.

At the same time, directors' enthusiasm for the notion of an institute for instructional improvement in higher education varied considerably, and the concerns expressed by some directors are worth considering. Because directors believed that it would be necessary to house an institute at a specific university, they felt the institute would be likely to reflect the special interests and concerns of that university, and therefore would be less able to respond to the needs and interests of centers at other campuses. Another concern, shared by many, was an ill-defined feeling that an institute was more formal, more bureaucratized, and more structured than their present needs and circumstances demanded.

In light of these concerns, it may be worth exploring alternative ways to sponsor and coordinate inservice training opportunities, at least initially. One possibility might be to persuade a private foundation to set aside funds for sponsoring inservice training programs and for supporting a small staff to coordinate such programs. Since many of these centers are at least partially supported by grants from foundations, they might feel more comfortable about participating in inservice programs sponsored by a "neutral" foundation

than they would about participating in programs sponsored by an institute housed at a particular university. Furthermore, since these foundations often support a variety of programs located in several different kinds of institutions, a coordinating staff under the umbrella of a foundation might remain more sensitive to the needs and interests of centers which operate in a variety of institutional settings. In any event, it is a possibility which seems worth exploring further.

Recommendations for Further Research

As was noted in Chapter II, instructional improvement centers are relatively new enterprises in higher education. Thus, systematic studies of their resources, programs, activities, impacts, problems, and needs present a new and uncharted area for educational study. The following section outlines some research areas in which additional information would be particularly useful to centers or organizations which might contemplate creating inservice training opportunities for instructional improvement center personnel.

First, additional information about these centers' existing resources, programs, and activities would be useful in providing targeted aid to instructional improvement centers. The following questions would provide fruitful areas of investigation.

1. What are the characteristics of persons who work in instructional improvement centers? Since these are the persons for whom inservice training experiences would be designed, it would be helpful to have additional information

about their past professional and experiential training; about their expertise, skills, and competencies, about their personal and professional attitudes and values; and about their perceptions of their professional roles.

2. How do instructional improvement centers actually spend their time and resources? More precise information about the amounts of time, money, and human resources spent in each program area, in each kind of service activity, and in working with individuals and with groups would sharpen the diagnosis of these centers' strengths and limitations.
3. What are the characteristics of the institutional cultures in which these centers operate? Information about the emphases placed upon teaching, research, and service activities, about the goals and values of these institutions, and about the procedures and norms which affect change processes would enable the creators of inservice opportunities to design programs more precisely suited to the particular needs and problems of differing institutions.
4. What are the assumptions about how change occurs which underlie centers' selection of different combinations of programmatic foci and service activities? Clarification of these assumptions would enable centers to examine their own assumptions and might facilitate consideration of alternative approaches which rest upon different sets of assumptions.
5. What resources, programs, and activities currently exist in centers found in institutions which differ from those

represented in this study? Descriptive information about centers found in smaller colleges, in community colleges, in departments or colleges within universities would be valuable in designing inservice training experiences for an expanded audience.

Secondly, studies designed to assess the effectiveness of different approaches to instructional improvement are needed. Answers to questions such as those listed below would provide a knowledge base for designing productive inservice training opportunities.

1. What are the outcomes of various types of instructional improvement programs and activities? Studies are needed which identify the changes in institutional climate, in teaching practices, in student learning, and in faculty, administrator, and student satisfaction with their roles which are produced by different types of programs and activities.
2. What are the characteristics of persons who are most assisted and least assisted by these centers? Information about these persons' ages, academic ranks, departmental affiliations, professional goals, training, and learning styles would make it more possible to assist centers in determining how to reach a greater number of faculty on their campuses.
3. What factors affect the utilization of instructional improvement services by faculty, administrators, or students? Such studies might ask: which programs and activities

generate the greatest interest and use; whether centers' reputations, both on and off campus, affect the utilization of their services; whether the size and/or characteristics of staff members make a difference in the use of services; whether relatively focused or more comprehensive approaches capture the interest of the greatest number of faculty members; whether short-term or long-term improvement services attract more faculty.

4. What factors affect the survival of instructional improvement centers in post-secondary institutions? Such studies might examine the importance of faculty use and satisfaction with services which are offered, of investments in educational research activities; political linkages to decision-makers within their institutions; reputation of the center off campus. Case studies which compared centers which are surviving to centers which have been discontinued might provide particularly useful insights about how to run an instructional improvement center,

Finally, further investigation of the inservice needs and interests of instructional improvement center personnel are needed. Such investigations might seek answers to the following questions.

1. What are the inservice needs and interests of centers which differ from those included in this survey? A survey of the inservice interests and priorities of persons working in four-year institutions, in small colleges, in community

colleges, and so on, might suggest that entirely different kinds of inservice opportunities be created.

2. What are the inservice needs and interests of other persons who work in instructional improvement centers? A survey of the interests and priorities of other professional staff, graduate students, undergraduate students, released time faculty or administrators, etc., might suggest different kinds of inservice experiences which differ from those which the directors of these programs expressed interest.
3. How might inservice training opportunities best be made available to persons working in instructional improvement centers? More precise information about the purposes, formats, time frames, and location of inservice opportunities would increase the probabilities that experiences could be designed which suited the needs and preferences of the persons they were designed to serve.

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APPENDIX A

LIST OF DIRECTORS OF INSTRUCTIONAL
IMPROVEMENT CENTERS SURVEYED IN THE STUDY

Dr. Thomas J. Diener
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 Services in Higher Education
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Dr. Kathleen M. Fisher
 Director
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 Director
 Learning Resources Services
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Dr. Philip C. McKnight
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 University of Kansas
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Dr. Richard E. Owens
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 and Innovation
 Office of Educational Resources
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 Instructional Development Division
 Utah State University
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 Director
 Center for Improving Teaching
 Effectiveness
 Virginia Commonwealth University
 Richmond, Virginia 23284

APPENDIX B

QUESTIONNAIRE MAILED TO DIRECTORS
PRIOR TO THE TELEPHONE INTERVIEWS



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01002

CLINIC TO IMPROVE UNIVERSITY TEACHING
329 HILLS HOUSE NORTH

April 1, 1975

During informal conversations with persons working in instructional improvement centers, we have become aware that many persons are wishing to strengthen and/or expand the service capabilities of their centers and the expertise and skills of their personnel. This has led some persons to seek various types of inservice training experiences in order to explore different instructional improvement models and approaches and to develop the expertise and skills to use them.

We are currently engaged in a project to determine whether or not others share this desire for inservice training, to identify the areas in which such training might be most useful, and to determine the kinds of inservice opportunities which would be most attractive.

Thus, we are asking the directors of instructional improvement centers to complete the attached questionnaire, which requests information about their current activities and services and about their future goals and directions. Hopefully, this information will suggest some ways in which interested persons or centers may join together in their efforts to strengthen or augment their existing instructional improvement programs and services.

We would appreciate it if you would personally complete the questionnaire and return it in the enclosed self-addressed, stamped envelope by April 30, 1975. Thank you for your time and cooperation.

Sincerely,

Bette LaSere Erickson

Bette LaSere Erickson
Teaching Improvement Specialist

Michael A. Melnik

Michael A. Melnik
Director

We in the Clinic to Improve University Teaching are concerned that the information collected in this survey be made readily available to any Center which might find it interesting or useful. Thus, if you would like to receive a summary of the questionnaire results, please write your mailing address below, and we will send you the summary upon its completion.

Background Information

1. Name of College or University: _____
2. Number of faculty in your institution (approx. FTE): _____
3. Student enrollment in your institution (approx.): _____
4. Name of your Center: _____
5. Date when your Center was established: _____
6. Director in charge of your Center: _____
(Name) (Title)
7. To whom is the director immediately responsible? _____

8. Sources and present level of funding for your Center:

<u>Source of Funding</u>	<u>Amount of Funding</u>	<u>Duration of Funding</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

9. Number of persons who work in your Center:

- ___ Professional Staff (FTE)
- ___ Graduate Students
- ___ Undergraduate Students
- ___ Secretarial and Clerical Staff
- ___ Other (Please Specify):

10. Background of senior professional staff of your Center:

<u>Title of Position</u>	<u>Academic Discipline of Training</u>	<u>Highest Degree</u>	<u>Academic Rank</u>	<u>Departmental Affiliation</u>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

11. Approximately what percentage of your Center's time and resources are spent in each of the following:

- ___ X Evaluation of teaching for use by personnel committees
- ___ X Evaluation of teaching for use by individual faculty for improvement
- ___ X Instructional improvement services for faculty, administrators, and/or students
- ___ X Institutional and/or scholarly research

1. THE FOLLOWING PARAGRAPHS BRIEFLY DESCRIBE SEVERAL AREAS IN WHICH INSTRUCTIONAL IMPROVEMENT CENTERS OFFER SERVICES.* PLEASE CHECK THOSE AREAS IN WHICH YOUR CENTER PROVIDES SERVICES. THEN, PLEASE STAR THOSE 2-3 AREAS WHICH PROVIDE THE CENTRAL FOCI FOR YOUR CENTER'S SERVICES.
- A. Administrative and Leadership Skills. We seek to help administrators and faculty who play leadership roles to increase their understanding of organizational systems and to strengthen their managerial and interpersonal skills.
 - B. Teaching Evaluation for Personnel Decisions. We seek to help administrators, department chairpersons, and faculty committees clarify the role which teaching plays in personnel decisions, design and conduct procedures for evaluating teaching, and identify meaningful incentives and rewards for effective teaching.
 - C. Academic Programs and Policies. We seek to help university-wide, collegiate, and departmental units to evaluate and reform existing academic programs and policies, to design, implement, and evaluate non-traditional programs, and to create organizational structures and protocols which support needed reforms.
 - D. Attitudes and Values about Teaching. We seek to help faculty clarify and examine the assumptions, attitudes, values, and feelings which they bring to their teaching roles and to develop an affective disposition which is favorable to effective teaching and fosters efforts to improve teaching.
 - E. Knowledge about Higher Education. We seek to help faculty increase their knowledge about issues and practices in higher education, about teaching and learning theories, about the goals, abilities, and learning styles of their students, etc.
 - F. Teaching Technologies and Methods. We seek to help faculty learn about and use educational media and technology (e.g., closed-circuit television, computer-based teaching devices, etc.) and "innovative" teaching methods (e.g., programmed self-instruction, simulations and games, etc.).
 - G. Instructional Design. We seek to help faculty to specify the measurable objectives of instruction, to design and sequence learning activities and materials, and to develop appropriate evaluation procedures to measure student achievement of specified objectives.
 - H. Teaching Evaluation for Improvement. We seek to help faculty obtain feedback on their various teaching activities through student evaluations, self-assessments, peer evaluations, videotape, classroom observations, etc.
 - I. Teaching Skills and Behaviors. We seek to help faculty identify strengths and weaknesses in their performance of various teaching skills and behaviors and to refine and expand their repertoire of teaching skills.
 - J. Career Development. We seek to help faculty find an appropriate balance among their teaching, research, and service activities, to cultivate their talents and interests, and to expand their present areas of specialization and expertise.
 - K. Student Development. We seek to help students assess and improve their performance of the "studenting skills" necessary to benefit from various instructional activities.
 - L. Other (Please describe briefly):

* Several of these program areas are identified and discussed in: Gaff, Jerry and Rose, Clare. A look at different types of teaching improvement programs. Los Angeles: Center for Professional Development, 1974 (mimeo).

II. THE FOLLOWING LIST INDICATES SEVERAL OF THE MORE COMMON ACTIVITIES AND SERVICES WHICH INSTRUCTIONAL IMPROVEMENT CENTERS PROVIDE. PLEASE CHECK THOSE ACTIVITIES OR SERVICES IN WHICH YOUR CENTER SPENDS A SIGNIFICANT PORTION OF ITS TIME AND RESOURCES.

1. We prepare and distribute written materials (e.g., newsletters, reports, etc.) to communicate information about issues in higher education, about innovative teaching/learning activities, about outstanding teachers on campus, etc.
2. We plan and arrange symposia, colloquia, or similar opportunities for individuals to learn about various topics, issues, and innovations in higher education.
3. We design and conduct short-term, focused workshops in which individuals may learn about, discuss, and/or experiment with particular educational methods, skills, or activities.
4. We design and conduct longer-term workshops, discussion groups, or seminars in which individuals may meet regularly to discuss issues and topics in higher education or to explore and develop complex educational programs, methods, or skills.
5. We conduct teaching clinics or microteaching laboratories in which faculty may practice their teaching skills or experiment with alternative teaching methods.
6. We develop and/or make available auto-tutorial instructional materials designed to help faculty, students, and/or administrators become more effective teachers, learners, and leaders.
7. We provide data collection instruments and services to help individuals or groups collect and analyze relevant diagnostic information about their current activities and practices.
8. We provide "drop-in" consultant services to individuals or groups who seek specific, limited kinds of assistance in solving particular instructional or administrative problems.
9. We provide longer-term consultant services to individuals or groups who seek continuing assistance in designing and implementing improvement strategies and in obtaining feedback on their progress.
10. We provide financial support (e.g., small grants programs) to individuals or groups who wish to undertake various developmental or improvement projects.
11. We provide expertise and guidance to individuals or groups who wish to design and conduct research studies to evaluate educational programs, methods, or approaches.
12. We conduct institutional research to guide decision-makers in planning university and/or departmental policies or programs.
13. Other (Please specify):

III. PLEASE CHECK THOSE CATEGORIES OF PERSONS WHO ACTUALLY WORK DIRECTLY WITH FACULTY, STUDENTS, AND/OR ADMINISTRATORS WHO SEEK YOUR SERVICES.

- Professional staff of Center
- Graduate Students working in Center
- Undergraduate students working in Center
- Faculty and/or administrators who sometimes offer services through the Center
- Other (Please specify):

IV. PLEASE INDICATE THE KINDS OF INSERVICE TRAINING OPPORTUNITIES IN WHICH YOUR CENTER MIGHT BE INTERESTED BY COMPLETING PARTS A, B, C, AND D BELOW.

- A. Our Center might seek inservice training opportunities which would enable members of our staff to strengthen or expand services in the following programmatic areas (described in Section I of this questionnaire):

(Please check as many as apply.)

- 1. Administrative and Leadership Skills
- 2. Teaching Evaluation for Personnel Decisions
- 3. Academic Programs and Policies
- 4. Attitudes and Values about Teaching
- 5. Knowledge about Higher Education
- 6. Teaching Technologies and Methods
- 7. Instructional Design
- 8. Teaching Evaluation for Improvement
- 9. Teaching Skills and Behaviors
- 10. Career Development
- 11. Student Development
- 12. Other (please identify):

- B. Our Center might seek inservice training opportunities which would enable members of our staff to learn from others who have successfully provided the following instructional improvement services or activities (describe in Section II of this questionnaire):

(Please check as many as apply.)

- 1. Written materials, such as newsletters, reports, papers, etc.
- 2. Symposia, colloquia, or similar opportunities for sharing information
- 3. Short-term, focused workshops
- 4. On-going workshops, discussion groups, or seminars which meet regularly
- 5. Teaching clinics and/or microteaching laboratories
- 6. Auto-tutorial instructional materials and strategies
- 7. Data collection instruments, systems, and services
- 8. "Drop-in" consultant services
- 9. Longer-term consultant arrangements
- 10. Small grants programs or other financial support arrangements
- 11. Assistance in designing and conducting research and development projects
- 12. Institutional research for university or departmental planning committees
- 13. Other (Please specify):

- C. Our Center might seek inservice training opportunities which would enable us to improve the internal operations and functioning of our Center in the following areas (Please check as many as apply):

- 1. Coordinating and integrating our various goals, resources, and activities more effectively
- 2. Promoting wider interest and use of our services on campus
- 3. Designing and conducting studies to evaluate the effectiveness of our Center's activities and services
- 4. Long-range planning of instructional improvement needs, goals, and activities
- 5. Identifying alternative roles which members of our staff and/or others in the university might play in facilitating instructional improvement
- 6. Integrating teaching evaluation and teaching improvement services
- 7. Other (Please specify):

- D. After reviewing your choices in Parts A, B, and C on the preceding page, please indicate your first five choices for inservice training opportunities:

First Choice: _____

Second Choice: _____

Third Choice: _____

Fourth Choice: _____

Fifth Choice: _____

- V. WHICH OF THE FOLLOWING OPPORTUNITIES FOR INSERVICE TRAINING DOES YOUR CENTER NOW PROVIDE FOR MEMBERS OF YOUR STAFF? (Please check as many as apply.)

- ___ 1. Opportunities to attend conferences and conventions
- ___ 2. Opportunities to attend special sessions or workshops sponsored by professional organizations (e.g., AERA, AAHE)
- ___ 3. Visitations to instructional improvement centers in other institutions
- ___ 4. Informal, but regular opportunities to share information about activities and to receive feedback from other members of our staff
- ___ 5. Formal inservice programs designed and conducted by members of our staff
- ___ 6. Formal inservice programs designed and conducted at our campus by outside consultants
- ___ 7. Opportunities to participate in formal inservice training programs conducted at other campuses
- ___ 8. Other (Please specify):

- VI. IF YOU WERE TO SEEK ADDITIONAL INSERVICE TRAINING OPPORTUNITIES FOR YOUR STAFF, WHICH OF THE FOLLOWING ALTERNATIVES WOULD YOU FIND MOST ATTRACTIVE AND MOST EFFECTIVE? (Please rank these alternatives from your first choice to your last choice.)

- ___ 1. Inservice training "packaged programs" which could be utilized by our staff without additional assistance
- ___ 2. Send members of our staff to other Centers for training in their types of programs
- ___ 3. Invite persons from other Centers to our campus to conduct particular types of inservice training
- ___ 4. Create "roving teams of inservice training specialists" who could conduct inservice programs on or near our campus
- ___ 5. Establish regional centers to coordinate and sponsor inservice programs developed by and for participating campus Centers
- ___ 6. Establish an institute for instructional improvement in higher education to coordinate and sponsor a wide variety of inservice training programs, workshops, and experiences
- ___ 7. Other (Please specify):

- VII. IF AN INSTITUTE FOR INSTRUCTIONAL IMPROVEMENT IN HIGHER EDUCATION WERE CREATED TO PROVIDE THE TYPES OF INSERVICE TRAINING SUGGESTED BY RESPONDENTS TO THIS SURVEY, WOULD PERSONNEL IN YOUR CENTER:

Yes No

___ ___ Be likely to participate in inservice training experiences offered at the institute?

___ ___ Be willing to design and conduct certain types of inservice training at the institute?

- VIII. WOULD YOU RECOMMEND THAT SUCH AN INSTITUTE ALSO OFFER PRE-SERVICE TRAINING PROGRAMS TO PREPARE NEW PROFESSIONALS IN THE AREA OF POST-SECONDARY INSTRUCTIONAL IMPROVEMENT?

___ Yes

___ No

APPENDIX C

LETTER MAILED TO DIRECTORS
PRIOR TO THE TELEPHONE INTERVIEWS

Dear

Thank you very much for agreeing to talk with me at (time) on (date). Enclosed is a copy of a questionnaire which I am sending to directors of other instructional improvement centers and which suggests the areas which I'd like to explore with you in more detail.

It would be helpful to me if you would please complete the questions before our conversation and have the questionnaire on hand when I call. Also, I would appreciate it if you would return the completed questionnaire after we've talked, so that I may have some way to check my perceptions of what you say.

Thank you for your time and cooperation, and I look forward to talking with you on (date).

Sincerely,

Bette LaSere Erickson
Teaching Improvement Specialist

Enclosure

