

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

POD Network Conference Materials

Professional and Organizational Development  
Network in Higher Education

---

10-1976

## POD Faculty Development Conference, October 17-19, 1976 -- Airlie House

Karen Hardiman

Glenn R. Erickson  
*University of Rhode Island*

Bette LaSere Erickson  
*University of Rhode Island*

Follow this and additional works at: <http://digitalcommons.unl.edu/podconference>

---

Hardiman, Karen; Erickson, Glenn R.; and Erickson, Bette LaSere, "POD Faculty Development Conference, October 17-19, 1976 -- Airlie House" (1976). *POD Network Conference Materials*. 223.  
<http://digitalcommons.unl.edu/podconference/223>

This Article is brought to you for free and open access by the Professional and Organizational Development Network in Higher Education at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in POD Network Conference Materials by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

Professional and Organizational Development  
Network in Higher Education

**FACULTY  
DEVELOPMENT  
CONFERENCE**

October 17-19, 1976 -- Airlie House

## Preface

The idea for this booklet came from the Lilly Endowment Incorporated's Faculty Development Conference in Indianapolis earlier this year. Before that conference, we each received a booklet which included the program schedule, a list of participants and single paragraph bios, and a one-page description of each program represented at the conference. I was fascinated by the diversity of "faculty development" programs, and by the varied backgrounds and interests of their staffs. We decided, therefore, to put together a similar booklet for participants in this POD Conference as a part of our "Information Fair."

This booklet includes all of the program descriptions (generally in the order received) which I received as of Tuesday, October 12, the names and addresses of participants, and the conference program. It does not include the single paragraph bios. My apologies to all of you who prepared and sent them in. When all of the duplicating equipment at the University of Rhode Island broke down, the expense of including that information became prohibitive. Fortunately, Steve Scholl was able to get most of the other material copied at Ohio Wesleyan. My apologies too, if I mislaid any of your program descriptions and left them out of the booklet. Otherwise, I hope you find the booklet interesting and helpful. I have enjoyed reading your materials.

My thanks to Karen Hardiman for doing most of the work of organizing and putting the materials together.

Glenn R. Erickson  
Bette LaSere Erickson  
University of Rhode Island



FACULTY DEVELOPMENT CONFERENCE  
PROGRAM

Linking: Want to consult with someone? See John Laster at the NEXUS desk.

SUNDAY

- 5:30 p.m. Cash bar  
6:30 p.m. Dinner  
7:30 p.m. Program -- "An exercise to begin a conference" and "Assumptions about faculty development," a presentation by Claude Mathis

MONDAY

- 7:45 a.m. Breakfast  
8:30 a.m. "3 Polemics; alternate emphasis in the logic of professional development programs:" Bob Diamond, Instructional Development; Elizabeth Wells, Personal Development; and Wally Sikes, Organizational Development.  
10:00 a.m. Coffee  
10:30 a.m. Discussion groups by institutional type: Community and Technical Colleges, Large Universities, Professional Schools, Small 4 Year Colleges, Consortia and Systems  
12:00 Lunch  
1:30 p.m. Concurrent Sessions
- SOFT MONEY/HARD MONEY -- SUCCESS AND FAILURE  
Fred Gaige, Kansas City Regional Council  
Dan Sedey, California State - Northridge
  - USING STUDENT APPRAISALS FOR DIAGNOSING INSTRUCTION  
Bob Menges, Northwestern University  
Warren Seibert, Purdue University, NP III  
William Cashin, Center for Faculty Education and Development
  - STRATEGIES FOR IMPLEMENTING INSTRUCTIONAL IMPROVEMENT PROGRAMS  
Birt Biles, Center for Faculty Evaluation and Development  
Joe O'Connor, Wittenberg University
  - USING GROWTH CONTACTS  
Dick Gross, Gordon College  
Lance Buhl, Educational Consulting Study
  - THE CONTEXT OF MERIT -- WHEN TEACHING MATTERS  
Jan Lawrence, University of Michigan, NP III  
Wendell Smith, Bucknell University, NP III
  - GETTING TRAINING TO BE A "FACULTY DEVELOPER"  
Sheryl Reichmann, University of Massachusetts  
Bill Bergquist, Council for the Advancement of Small Colleges

MONDAY (Continued)

- 3:15 p.m. - PROFESSIONAL DEVELOPMENT IN THE DISCIPLINARY ASSOCIATIONS  
Hans Mauksch, American Sociological Association  
Sheilah Koeppen, American Political Science Association
- INSTRUCTIONAL DEVELOPMENT IN THE COMMUNITY COLLEGE  
Al Mizell, Howard Community College  
Lee Schroeder, Burlington County College, NP III
- FACULTY DEVELOPMENT IN LIBERAL ARTS COLLEGES  
Gerry Bakker, Earlham College, NP III  
Peter Frederick, Wabash College
- TRACING HOW FACULTY CHANGE AND INNOVATIONS ARE ADOPTED  
Bob Kozma, University of Michigan  
Jack Lindquist, Center for the Study of Higher Education
- FOUNDATIONS AND THE FUTURE  
Laura Bornholdt, Lilly Endowment  
David Justice, Fund for the Improvement of Postsecondary  
Education  
Frank Wuest, Change in Liberal Education
- WHAT CAN WE LEARN FROM THE PROFESSIONAL SCHOOLS?  
Glenn Nyre, Evaluation and Training Institute  
DeLayne Hudspeth, Ohio Regional Medical Audiovisual Consortium

TUESDAY

- 8:30 a.m. - CRITICAL ISSUES IN PROGRAM EVALUATION  
Ed Kelly, Syracuse University  
Clare Rose, Evaluation and Training Institute
- RETRAINING FACULTY FOR NEW TEACHING FIELDS  
Charles Neff, SUNY Central Administration
- PROFESSIONAL DEVELOPMENT FOR ADMINISTRATORS  
Kent Tiedeman, California State University, Chico
- PROVIDING FEEDBACK TO IMPROVE TEACHING  
David Hershiser, Oberlin College  
Barbara Helling, St. Olaf College
- "HEAD START" FOR FACULTY: WORKING WITH GRADUATE STUDENTS  
John Andrews, University of California-San Diego  
L. Dee Fink, Association of American Geographers  
Chic Goldsmid, American Sociological Association
- 10:00 a.m. Coffee
- 10:30 a.m. General Session: Building our resource network for  
faculty development
- 12:00 Lunch
- 1:30 p.m. Buses will leave for National and Dulles

## LIST OF PROGRAMS

### Page

- 1 Denison University, Ohio
- 2 University of Washington, Washington
- 3 Earlham College, Indiana
- 4 University of Washington, Washington
- 5 University of Washington, Washington
- 6 Illinois State University, Illinois
- 7 Illinois State University, Illinois
- 8 University of Texas at Arlington, Texas
- 9 University of Delaware, Delaware
- 10 Leeward Community College, Hawaii
- 12 University of Alabama, Alabama
- 13 California State University, Northridge
- 14 Appalachian State University, North Carolina
- 15 Society for Values in Higher Education, Connecticut
- 16 California State University and Colleges, Long Beach
- 17 Educational Consulting Study, Ohio
- 18 Memphis State University, Tennessee
- 19 Illinois State University, Illinois
- 20 Santa Ana College, California
- 21 Spelman College, Georgia
- 22 Wayne State University School of Medicine, Michigan
- 23 On Teaching Undergraduate Sociology, Washington, D.C.
- 24 Hartwick College, New York
- 25 Syracuse University, New York
- 26 Michigan State University, Michigan
- 27 University of Kansas, Kansas

Page	
28	State University of New York
29	State University of New York
30	University of Massachusetts at Amherst
31	Meddle Tennessee State University
32	Medical College of Virginia
33	University of Texas at Austin
34	Wells College, New York
35	Northwestern University, Illinois
37	Baylor University, Texas
38	University of Richmond, Virginia
39	McGill University, Montreal
40	Jackson State University, Mississippi
41	St. Mary's Junior College, Minnesota
42	Carleton College, Minnesota
43	University of California, Berkeley
44	Howard Community College, Maryland
45	University of Rhode Island
46	University of California, San Diego
47	St. Olaf College, Minnesota
48	State University College at Fredonia, New York
48	County College of Morris, New Jersey
48	Lander College, South Carolina
49	Albany State College, Georgia
50	University of Wisconsin, Oshkosh
51	University of Wisconsin, Parkside
52	University of Massachusetts at Amherst
53	South Campus of Miami-Dade Community College, Florida
54	Kansas State University
55	Evaluation and Training Institute, Los Angeles



- 56 Ohio Wesleyan University  
Faculty and Instructional Development Program  
Delaware, Ohio 43015
- 57 GLCA Faculty Development Program  
Ohio Wesleyan University  
Delaware, Ohio 43015
- 58 FIPSE National Project III  
University of Michigan  
Ann Arbor, Michigan 48104

Page

- 59 Wellesley College, Massachusetts
- 60 Case Western Reserve University School of Medicine, Ohio
- 61 Change in Liberal Education, Washington, D.C.
- 62 Rochester Institute of Technology, New York

Vertical line on the left side of the page.

## DENISON UNIVERSITY

A variety of opportunities are available to faculty at Denison to maintain and enhance their professional competence as educators. Summer stipend money is available (a maximum of \$1,200 per faculty member) to encourage the development of innovative teaching methods and of interdisciplinary courses, to assist faculty to sustain and to enhance their competence in their subject matter field of inquiry and to assist faculty to develop new competencies. In addition, a separate research foundation, related to the College, makes grants to faculty to support research. These grants are for equipment, travel, student assistants and workshop fees. Small amounts are available to support attendance at an unexpected workshop, to cover publication costs, etc. Total expenditures in these areas were about \$65,000 in 1975-76 (on a total College budget of about \$11 million). A Committee on Teaching and Learning encourages faculty conversations on teaching and learning issues and provides consultation on various aspects of teaching. An Instructional Services Center provides assistance in film distribution and software production. Audio and video-taping of courses may be arranged. Through a grant from the Lilly Endowment an extensive program (about \$95,000 per year) in Simulation supplements the above efforts. Summer stipends, student assistant funds, secretarial support and released time are available under this program. Through the GLCA Faculty Development Program a number of additional opportunities are available.

THE BIOLOGY LEARNING RESOURCE CENTER, A DISCIPLINE-ORIENTED INSTRUCTIONAL  
SUPPORT FACILITY AT THE UNIVERSITY OF WASHINGTON

By D. Joseph Clark

The Biology Learning Resource Center is a part of the Office of Biology Education, directed by Richard Walker. This office was created in 1971 under the direction of Neal Groman to administer and coordinate the general biology program, which relies on five different departments to furnish about 30 instructors who teach approximately 5,000 students each year. The BLRC was established in 1973 to provide instructional support to all biology instructors with particular emphasis on those instructors participating in the general biology program. The BLRC, which is faculty directed and staffed with biologists, serves some 250 faculty teaching basic biology, including those in the Colleges of Arts & Sciences, Fisheries and Forest Resources, and the basic science departments in the Health Sciences group.

The BLRC has an active program of Service, Training, Evaluation, Research, and Development in the area of biological sciences instruction at the University of Washington. The BLRC maintains a library of instructional materials, manages a self-paced laboratory in the biology teaching building, and consults with the instructional staff on instructional problems. The BLRC trains students in the skills of communication in the area of biological sciences and works with graduate and undergraduate teaching assistants in the area of teacher-training. The BLRC evaluates instructional materials using students to test the effectiveness of programs and works with the Educational Assessment Center to evaluate teaching effectiveness in the classroom. While there is a desire to conduct research in learning, the current emphasis is toward adapting new educational ideas to the resources available at the University of Washington. Clearly, there is a large gulf between the realization of a good idea and the application of that idea to an educational setting. The BLRC tries to remove that gulf, bringing new approaches into the classroom.

The establishment of the BLRC evolved from two fundamental assumptions. The first was the recognition that instructors at a large research-oriented university have little time or incentive to direct more of their creative effort toward the improvement of undergraduate instruction. Therefore, support services should be developed to amplify the current time and energy expended by instructors in teaching. Secondly, the most effective way to gain the confidence of the faculty is to work through the discipline. While the first calls for the establishment of instructional support services (of which there are many examples at other universities), the second requires the establishment of instructional support units with limited jurisdiction.

The discipline-based and discipline-oriented nature of this center is a crucial element in its design and potential. Because of the discipline-orientation, the BLRC assumes a very active role in instructional development. Needs can be anticipated and research and development carried to a point at which the idea, strategy, or technique can be effectively presented to the instructor. Too often, if clearly relevant techniques for application are lacking, valid ideas composed by specialists in instructional improvement are not acceptable because they are not developed sufficiently to receive serious consideration by the specialist in the academic discipline. The very nature of the discipline-oriented center dictates a more active role in instructional development than the role assumed by more generalized instructional agencies committed to serving all disciplines.

How successful is the discipline-oriented approach? In a recent survey conducted by the Educational Assessment Center for the BLRC, the faculty indicated almost total approval of the discipline-oriented approach toward instructional support. About 40% of the faculty in the three major departments have utilized the services of the BLRC and there was 90-95% satisfaction with the services rendered. Although it is too early to tell if the BLRC will have a substantial impact on the learning environment at the University of Washington, it appears to have gathered considerable support for its continued operation. The near future will determine whether it will be viewed as a luxury or as a necessary part of the University.

## Earlham College

Faculty development at Earlham is supported by a number of diverse activities administered in a somewhat decentralized fashion.

Teaching and Learning Committee - This faculty committee is concerned with improving the quality of teaching and learning at Earlham.

Last year workshops were organized for faculty on computer-assisted instruction, values clarification, the creative use of student ratings, synectics, and the use of video-taping. In addition, a newsletter is published dealing with matters related to teaching.

Consultant on Teaching and Learning - A member of the faculty, Gerald Bakker, was selected after wide consultation with the faculty to serve half-time as a confidential consultant for those individuals and groups who wished help on teaching or curricular matters. Last year over one-fourth of the faculty made use of the consultant, most of them on an individual basis. Support for this work has been provided for two years by the Fund for the Improvement of Post-Secondary Education.

Consultant on Instructional Development - A new half-time position, filled by Richard Johnson, will provide for consultation on analysis and design of courses. Major emphases will be on designing courses from student and instructor goals, developing learning situations suited to student abilities and progress, and using appropriate instructional techniques and technology. Some of the support for this work is provided by a grant from the Mellon Foundation.

Professional Development-Fund - From this fund, grants of up to several thousand dollars are awarded by a faculty committee for a wide variety of small projects designed in some way to improve teaching. The \$60,000 budgeted for this each year is beyond that budgeted for sabbaticals.

Internal Foundation - Each year approximately \$30,000 is allocated by a committee, which includes faculty, for the development and implementation of new ideas such as Living-Learning courses and intensive language programs.

Other Activities - There are special funds available for faculty development in Japanese Studies. In the social sciences a major, new interdisciplinary program is being developed, The Center for Human Development and Social Relations. Day-long workshops have been organized on bibliographic instruction and A-V techniques.

For further information write or call:

Gerald Bakker, Prof. of Chemistry and Consultant  
or on Teaching and Learning

Joe Elmore, Provost and Dean of Academic Affairs  
Earlham College, Richmond IN 47374  
(317) 962-6561

Kellogg Allied Health Education Project  
University of Washington

Purpose. The mission of this six-year project (1971-1977) is to help improve the quality of instruction provided by allied health faculty and academic programs in the Northwestern states of Washington, Alaska, Montana, Idaho and Oregon. In pursuit of this mission, a wide variety of activities have been accomplished through faculty development, curriculum development, educational evaluation and promoting degree programs in allied health education.

Faculty Development. Assistance has been provided to faculty for improving their instructional effectiveness through a one-year fellowship program at the University of Washington designed to help faculty obtain advanced degrees in education. Project staff teach courses and arrange special seminars for the fellows each year. In addition, approximately a dozen teacher training workshops have been conducted annually throughout the region for allied health faculty.

Curriculum Development. Consultation has been provided to specific allied health programs for curriculum development and instructional design on a statewide basis in dental auxiliary education and on a national basis for Health Care Review Coordinators.

Educational Evaluation. In response to a nationally recognized need to improve clinical evaluation, eight workshops have been conducted (locally, regionally and nationally); a monograph and chapter have been written and a book is in process; and specific programs have received consultation on instrument development and revision.

Studies of teaching effectiveness in the health sciences have also been carried out. These have included: a study of clinical teaching effectiveness in medicine, strategies for improving faculty lecturing skills, and a study of the reliability of student ratings in multi-instructor courses.

Degree Programs in Health Sciences Education. Flexible bachelors degree programs which will accommodate experienced allied health faculty who want to combine further academic work in their disciplines with education have been identified and publicized. Academic advisement is also provided to allied health faculty who are considering advanced degrees at other levels as well.

This project is administered through the Office of Research in Medical Education, School of Medicine and is jointly conducted by the College of Education and the Health Sciences Center at the University of Washington.

For further information contact:

David M. Irby, M.Div., Project Director (206) 543-4427  
Charles W. Dohner, Ph.D., Director  
Office of Research in Medical Education SC-64  
University of Washington  
Seattle, WA 98195

Faculty Development  
School of Medicine  
University of Washington

During the past two years, several different types of assistance have been provided to faculty for the purpose of improving medical education programs. This support has been aimed at the following three goals:

- (1) Facilitate Changes in the Educational Environment That Will Enhance the Teaching-Learning Process.
- (2) Enhance the Professional Competence of Faculty in Their Own Discipline.
- (3) Improve Faculty Skills in Curriculum Planning, Communication, Instruction, and Evaluation.

Specific Opportunities:

In the forthcoming academic year 1976-77, the following opportunities will be made available to faculty teaching in the WAMI Program and the University of Washington School of Medicine.

- (1) Visiting Professorships: Financial assistance is available for faculty from community clinical units and affiliated universities (in Washington, Alaska, Montana, Idaho) to spend from one to six weeks at the U. of W. School of Medicine pursuing individual objectives. Priority will be given to those faculty who anticipate that the results of this activity will impact the educational program in their own setting.
- (2) Topics in Medicine: One-day sessions on selected medical sub-specialty topics will be conducted throughout the year. Emphasis will be placed on current concepts taught in various disciplines at the U. of W. School of Medicine relevant to WAMI faculty remote from the Seattle area.
- (3) Instructional Skills Workshops & Seminars: Seminars and workshops will be available for all School of Medicine faculty for specific departments or programs at both Seattle and remote sites. Educational topics are developed around the needs and interests of the faculty groups.
- (4) Instructional Materials Development: Professional instructional design assistance is available for faculty desiring to develop or revise instructional materials or courses.
- (5) Research and Needs Assessment: Research on clinical teaching effectiveness continues to progress as well as clarification of faculty instructional needs and interests.

For further information about these activities, contact:

Charles W. Dohner, Ph.D., Director  
David M. Irby, M.Div.  
Office of Research in Medical Education (206) 543-2259  
School of Medicine SC-64  
University of Washington  
Seattle, WA 98195

**The Teaching-Learning Center**

Illinois State University, Normal, Illinois 61761

Dr. John Sharpham

Enrollment: FTE: 18,000 Headcount: 21,500

No. of Faculty FTE: 890

The Teaching-Learning Center is part of the Kellogg Project at Illinois State University. The Project is a \$600,000 program having an initial life of four years and sponsored jointly by the W. K. Kellogg Foundation and Illinois State University.

The Teaching-Learning Center is a support and resource center for ISU faculty in teaching. The purposes of the Center are to:

- \* Provide a focal point and be a catalyst for faculty in the teaching-learning process.
- \* Help develop a teaching climate that will lead to the best possible instructional program for faculty and students.
- \* Provide support and assistance in all areas of teaching--planning and preparation, instructional approaches, and evaluation.
- \* Encourage faculty discussion about teaching.
- \* Support and assist writing, research, and publication about teaching at ISU.
- \* Develop a teaching materials center for faculty.
- \* Facilitate innovative and alternative classroom strategies.

The TLC works with faculty in a number of ways: On an individual basis, with small groups of faculty, through college and departmental-level retreats and meetings on teaching, and by sponsoring faculty workshops.

The TLC has a full-time director and four Kellogg Associates who work on a part-time basis for the Center. The staff is:

John Sharpham, Director, Associate Professor of Theatre  
 Gary Fish, Associate Professor of Accounting  
 Bessie Hackett, Associate Professor of Home Economics  
 Earl Reitan, Professor of History  
 Dent Rhodes, Professor of Education



### Instructional Development Program

Illinois State University, Normal, Illinois 61761

Dr. Eugene H. Jabker, Director

Enrollment: FTE: 18,000 Headcount: 21,500

No. of faculty FTE: 890

The Instructional Development Program at Illinois State University provides financial support to faculty to improve the institution's instructional program at all levels--undergraduate and graduate. More than one-million dollars have been devoted to this purpose since 1972. Reports of each year's activities are published annually and are available on request or through the ERIC system.

During the regular academic year (fall and spring semesters) monies are provided for student help, contractual services, travel, commodities, printing, and computer services. Between May 15 and June 30, salary monies are also provided for one-month faculty assignments. Projects may be proposed by either individual or groups of faculty members for activities which cannot be funded through other resources. Proposals are particularly encouraged but are not restricted to projects which capitalize on existing resources of the University and are designed to meet one or more of the following goals: study and evaluate the effects of instructional formats, develop new instructional formats, identify and develop instructional formats responsive to the needs of older (21+) students, and develop alternative modes of instruction for generating off-campus credit.

Academic Year Instructional Development Projects (fall and spring semesters): The faculty are invited to develop and submit proposals for projects to improve instruction at the undergraduate and graduate levels. The proposed projects are evaluated by a faculty-student committee chaired by the Director of Instructional Development. If approved, money is allocated for the projects and made available to the faculty to implement the procedures and objectives of the proposals.

Summer Instructional Development Program: One month assigned time positions between May 15 and June 30 are authorized by the Dean of Undergraduate Instruction for faculty whose projects have been approved by the faculty-student Instructional Development Committee. The procedure for submission and approval is similar to the regular academic year program. The purpose of this program is to give faculty time to make substantive revisions in their instructional programs rather than the development or modification of delivery systems such as new videotapes, slide tape shows, or other forms of educational technology.

Each proposed project is carefully evaluated by a faculty-student committee prior to approval or rejection. Upon the completion of each project, a report is required from the project director. The faculty are encouraged to provide as much substantive information as possible regarding the effectiveness of the project activities. No other agency in the institution assumes the responsibility for independent evaluation of these projects; however, the Office of Measurement and Evaluation is available for consultation.

FACULTY DEVELOPMENT RESOURCE CENTER, UNIVERSITY OF TEXAS AT ARLINGTON  
Mary Lynn Crow, Director

The Center offers four direct services to faculty members, administrators, and graduate teaching assistants:

The Informational Service: This service involves the publication of a quarterly newsletter, Insight to Teaching Excellence, and the provision of a faculty resource room and minilibrary which houses books, bound and current periodicals, catalogs, newsletters, monographs, and article reprints dealing with postsecondary instructional improvement and issues related to faculty development. These are available for checkout or room use.

The Consultation Service: A confidential service offered to all UTA teachers and GTA's is personal consultation regarding all aspects of instruction.

Preservice Education: This service is provided once or twice a year, and each program includes 20 to 40 hours of preparation. Graduate advisors may attend with their own GTA's and follow up the general training provided by the Center with specific training within the department. In addition to the presentations on teaching, the program also includes orientation to UTA -- its staff, facilities, policies, activities, and services. This year, as a direct outgrowth of the orientation program, the Center produced UTA's first faculty handbook which was given to each new faculty member.

Inservice Education: Seminars, short courses, workshops, and off-campus retreats are held in order to speak to the needs of all UTA faculty members. The Center also provides the funds for teachers to attend training courses, conferences, and seminars.

The Center Director reports to the Vice President for Academic Affairs, and the Center is funded from monies budgeted for departmental operations. The Center is physically located in the Library and includes a large resource area (called the "Living Room"), a demonstration classroom, the Director's office, the secretary's office, and a workroom. The Center's Director, who also holds a tenured appointment as Associate Professor in the Education Department, is still the only professional staff member. She currently devotes three-quarters of her time to the Center. A full-time secretary and two work-study students (who put in about 20 hours each per week) complete the staff. The Center owns its own duplication equipment which enables it to design and print many of its publicity pieces. UTA's Center has operated solely on university funds since it opened in the spring of 1973. In addition to salaries, the Center continues to operate on from \$6,000 to \$9,000 annually. This figure includes maintenance and operations, travel, and capital outlay.

For additional information on UTA's Center, see Faculty Development Centers in Southern Universities (Crow, Milton, Moomaw, O'Connell; SREB, 1976).

Faculty and instructional development at the University of Delaware is shared by the Center for Teaching Effectiveness and Instructional Development Services. Both organizations report to Dr. Leon Campbell, Provost and Vice President for Academic Affairs.

THE CENTER FOR TEACHING EFFECTIVENESS has been established by the Associate Provost for Instruction, Dr. Jay L. Halio, to promote improvement of instruction by facilitating the discussion of teaching and the exchange of ideas. Each year, ten to twenty faculty members are selected to become Fellows of the Center. Selection is based upon fellowship applications that present significant improvement of instruction proposals involving faculty members in summer long development projects. Particularly encouraged are projects that involve new instructional methods or far-ranging evaluation of current instruction.

An advisory committee of Fellows recommends a program for each year and reviews applications for next year's fellowships. Past activities of the Center have included a series of faculty colloquia, a weekend retreat, and informal monthly Fellow roundtables.

INSTRUCTIONAL DEVELOPMENT SERVICES is part of the Instructional Resources Center which provides audiovisual equipment, film, graphics, and television support to the instructional program. The Center's director, Mr. Don Nelson, supervises the activities of two Instructional Development Consultants and a graduate assistant. Consultants are available without charge to assist an instructor in their improvement of instruction efforts. Consultative assistance is available in two areas.

Instructional Analysis and Development is a process whereby the instructor reviews his instructional methods, materials, and activities. This review is accomplished through an individualized program of self-evaluation, classroom observations, and workshops. Consultant Dr. Dennis R. Schaffer assists instructors in analyzing the effect of their teaching styles and methods upon student learning. Based upon observations and evaluations, recommendations are made on how to improve instruction.

Instructional Media Selection, Production, and Use consultation helps instructors using mediated teaching techniques to achieve optional impact upon the learner. Consultant Mr. Dennis Williams coordinates the design and production of instructional media to insure the maximum cost-benefit. Consultation is also done on the design of new instructional facilities and the effective instructional space utilization.

# OFFICE OF STAFF AND INSTRUCTIONAL DEVELOPMENT

The Office of Staff and Instructional Development (OSID) is a campus-wide support service agency long planned and envisioned by Leeward Community College to centralize and maximize resources for the improvement of learning.

## STAFF DEVELOPMENT SPECIALIST

(Leon Richards)

The **Staff Development Specialist** is available to formulate and assist faculty (full and part-time), administrators and support staff in in-service training needs. This will include researching and disseminating information on state and national professional workshops, seminars, conferences and programs; assisting staff in developing sabbatical proposals; in applying for travel-grant requests and released time requests for professional and instructional improvement; and dispensing information on innovative teaching techniques and methods at other colleges and universities, fellowships and grants.

## PROGRAM DEVELOPMENT SPECIALIST

(John Fry)

The **Program Development Specialist** is available to provide consultant and support-services to individual instructors: (a) in researching, developing and writing instructional projects and materials, (b) on individualizing instruction and (c) promoting in-service training and resource opportunities for developing alternative teaching strategies. The Program Development Specialist will also assist the instructional deans in curriculum development beyond the level of individual course development. This includes researching, writing and seeking staff inputs for program projects, articulation between Liberal Arts and Vocational-Technical Divisions, etc.

## DEVELOPMENTAL LEARNING SKILLS COORDINATOR

(Carol Rubio)

The **Developmental Learning Skills Coordinator** is available to provide assistance to the instructional staff in developing, implementing, evaluating and promoting developmental skills in their classrooms. In addition, Developmental Skills Coordinator is available to help faculty identify principal target groups' or individuals' learning problems, methodologies to solve these problems and how to analyze these methodologies for success and/or failure.



## THE OFFICE OF STAFF AND INSTRUCTIONAL DEVELOPMENT IS:

### A PLACE

OSID, as a place, provides faculty and staff an opportunity for informal professional exchange in a relaxed, comfortable atmosphere. Within the actual structure are human and software resources available for instructional and professional/personal development. A resource team of specialists in Staff Development, Program Development and Developmental Skills, supplemented by Informational Service, is available to assist all LCC staff in their professional needs. OSID, as a place is currently located in L-111 - L-112.

### A PROCESS

OSID as a process, is a support service agency which was established to centralize and maximize the college's educational resources for the improvement of student learning through the professional and personal development of the staff. As a part of this process:

The following free services are available to all faculty and staff members. To request assistance, please call the Office of Staff and Instructional Development at 4550-396 or come to L-111. (Alice Sugai, Secretary)

### Informational Service

Literature and literature search on innovative teaching, teaching strategies, projects and materials at other mainland colleges and universities. Mini-library on post-secondary instructional techniques/strategies innovative teaching methods and projects. Research projects in teaching effectiveness.

Contact persons: Leon Richards, John Fry, Carol Rubio

**Needs Assessment**

Identify Staff and Instructional concerns for course, curriculum and program planning.  
Contact persons: Leon Richards, John Fry, Carol Rubio

Developmental Learning Skills (identify principal target groups or individual student learning problems).  
Aid in the development, implementation and evaluation of developmental skills for use in the classroom.  
Contact person: Carol Rubio

**Publications**

A regularly published journal which describes staff and instructional development programs, activities and projects at LCC is available to all faculty and staff. Staff members are encouraged to submit articles for publications.  
Contact person: Leon Richards.

**Grantmanship**

Research, develop and write proposals to University of Hawaii-Manoa, State, federal and private sources for grants to improve instructions.  
Contact person: John Fry

**Travel**

Assistance in preparing and writing travel-grant requests.  
Contact person: Leon Richards

**Developmental Time**

Assistance in preparing and writing sabbatical proposals and in applying for released time.  
Contact person: Leon Richards

**In-Service Workshops and Seminars**

Plan, develop and coordinate workshops, seminars, conferences and retreats on instructional development, instructional media, skills and professional/personal development.  
Contact persons: Leon Richards, John Fry, Carol Rubio

**Consultation**

Consultant services to faculty members who wish to experiment with new teaching methods/techniques, course delivery, etc.  
Contact persons: Leon Richards, John Fry, Carol Rubio

Individualizing instruction and developing new instructional materials.  
Contact persons: John Fry, Carol Rubio

**AN ATTITUDE**

OSID represents a flexible, responsible support-service agency willing to work with all staff to systematically assess the full dimensions of staff and instructional concerns and to provide and facilitate the expertise and resources for viable alternative solutions.

The Teaching-Learning Center at The University of Alabama was created in 1975 with the assistance of the Danforth Foundation. The Center staff originally consisted of a director, three quarter-time faculty affiliates and a full time graduate research associate.

During the Fall 1975 semester, the first order of business, and the most time consuming, was staff orientation, training and development which took on three foci: University of Alabama environment (e.g., political realities, existing services, offices), a national perspective (e.g., other centers' operations, teaching evaluation approaches, current innovations in teaching), and training for consultation. An instrument was designed to give faculty members an opportunity to identify useful activities for the Center, to identify faculty expertise in a variety of teaching areas and to provide responses to open questions concerning the Teaching-Learning Center.

Based on these questionnaires, the Center developed a number of mini-workshops on various teaching-learning topics, including: lecturing, group discussion, out-of-class learning, grantsmanship, simulation/gaming and others. The sessions are limited in enrollment and are repeated whenever demand warrants. These mini-workshops are complemented by larger more extensive workshops usually sponsored in conjunction with some other division of the University and by informal lunch discussion groups.

In addition to workshops and informal discussion groups, the Teaching-Learning Center has other services for faculty and graduate assistants. One resource is an evaluation service. The Teaching-Learning Center will assist faculty in developing, administering and evaluating class evaluation questionnaires. The Center offers a video-taping service for professors who wish to have their classroom performance taped. The professor may then review this tape in private.

The Teaching-Learning Center continues to work with individual faculty members on specific teaching issues. During these consultation sessions faculty may discuss their new ideas, teaching problems, various teaching techniques, and shifts in mode of teaching.

The Center has developed a library containing a variety of resources. Articles and books can be found on topics such as competency-based education, individualized instruction, evaluation, instructional improvement, simulation/gaming, and learners. The materials can be checked out by any faculty member or graduate assistant. In addition, the Center responds to individual requests for information.

The Teaching-Learning Center has also developed background information on private and public resources available to faculty interested in funding a project related to various teaching techniques, evaluation, methods of testing, and general instructional improvement. The Center offers consultation to faculty in designing a proposal and selecting appropriate funding sources.

Teaching-Learning Center  
Box 1443  
The University of Alabama  
University, Alabama 35486

INSTITUTE FOR THE ADVANCEMENT OF TEACHING AND LEARNING  
California State University, Northridge 91330

A Brief Description  
(accurate as of 9/1/76)

The Institute for the Advancement of Teaching and Learning, founded in January 1975, is a multidimensional, highly fluid, experimental organization concerned with institutional and faculty renewal and instructional improvement. The organization is composed of and directed by faculty of California State University, Northridge. Foremost, it exists to serve this university, but what we learn through our experiences we try to share with our colleagues elsewhere.

The multidimensional character of the Institute is illustrated by its six major programs and activities. The most important of these is the Seminar Program for Fellows. The 15 Fellows of the Institute conduct individual and team projects and meet each week for discussions of these projects as well as the theory and practice of university teaching. Secondly, the Institute conducts an interdisciplinary Faculty Seminar Program in which up to 25 faculty enroll in ten-week specific-focus seminars. Thirdly, several Saturdays are set aside each semester for the Faculty Gathering Program. On these days, 50 to 60 faculty from diverse parts of the campus gather together to discuss various topics in a spirit of collegiality, community, and concern for the University. Fourthly, the Statewide Conference Series consists of two-day programs attended by faculty from throughout the state who come to CSUN for the study of issues having a bearing on teaching and learning. The Teaching Consultation Service is the Institute's fifth program. Although it presently is in an experimental stage, the Institute hopes it will provide a congenial setting for faculty desiring to enhance their teaching skills. Finally, through the publication of Faculty Dialogue the Institute attempts to develop among the faculty a written exchange of views on subjects of shared concern.

The fluidity of the organization stems from several built-in features. Principally, however, it is because the Institute exists independently of, but with many direct lines of communication to, the established University structure. This arrangement allows the Institute to pursue those projects which promise to advance its aims but for which there are no established developmental avenues.

Finally, the experimental nature of the Institute is chiefly due to the fact that we take seriously the thesis that while higher education is a field of study, it is yet to become a discipline. It is hoped that through careful observation and intensive evaluation of a series of faculty-oriented activities on one campus, it will be possible to draw some useful general conclusions.

The Institute is supported by the Fund for the Improvement of Postsecondary Education, The California State University and Colleges, and California State University, Northridge.

Appalachian State University  
Center for Instructional Development

WE HELP TALENTED PEOPLE FIND MORE WAYS TO USE THEIR  
TALENTS IN INSTRUCTING OTHERS.

The Center for Instructional Development at Appalachian State University was created July 1, 1975, to provide a variety of instructional services to departments and individual faculty members throughout the University. The Center is supportive, not directive, and will provide services over and above departmental operating budgets.

Responsibilities

Academic design and redesign of courses, programs and academic activities  
Curriculum development  
Coordination of program implementation  
Evaluation of Center projects  
Coordination of media support services

Assistance with

Individualized instructional packages  
Audio-visual aids  
Learning activity booklets  
Specialized materials  
Preparing syllabi and course descriptions  
Evaluation instruments for Center funded projects  
Monographs for local use  
Text materials for local use  
Educational objectives  
Test construction  
Faculty development seminars  
Other aspects of instructional and faculty development

Project proposals to the Center

Simple, but complete  
What is to be done?  
Why should it be done?  
How will it be evaluated?  
Personnel involvement  
Letters of support and/or continuation of funding  
Budget; credit with the Center

Project selection by Review Board

Importance to the total University (faculty and students)  
Importance to the College from which the proposal came  
Commitment of department(s) generating the proposal; projects involving groups of faculty members receive priority over individual projects  
Totality of the undertaking as an instructional project

For further information

Dr. William Hubbard  
Coordinator of Instructional Resources  
Center for Instructional Development  
Appalachian State University  
Boone, N.C. 28608  
Phone (704) 262-3040

INSTRUCTIONAL DEVELOPMENT IN HIGHER EDUCATION

DEVELOPMENT      EVALUATION      MEDIA SUPPORT SERVICES



Society for Values in Higher Education  
New Haven, Connecticut

The Project on Institutional Renewal through the Improvement of Teaching seeks to facilitate the improvement of teaching among faculty members within the 16 participating colleges and universities. It seeks to help faculty members become more conscious about their teaching and relationships with students, surmount the usual disciplinary barriers so they can learn from their colleagues in other fields, and more purposefully direct their own career development. It also assists institutions to devise programs that facilitate the professional development of faculty members and make the educational climate conducive to teaching excellence.

Each institution designates a team consisting of five faculty members from different departments, an administrator, and a student to work toward some significant change at that school. During the first year the team assesses the strengths and weaknesses of the institution and prepares a specific plan for some significant institutional change. Subsequently the team expands in size and implements the plan.

The 8 Southeastern institutions that were selected from among 17 applicants have completed the planning phase and are into the implementation stage of their work. Memphis State University is implementing University College to experiment with alternative models of interdisciplinary education. At Auburn University a new freshman year program is scheduled to begin on a pilot basis this fall. The team at the University of Richmond is working in concert with standing committees to plan a new curriculum, interdisciplinary studies, and a program of faculty development. Bethany College is training faculty teams to assist their colleagues on different aspects of teaching. Jackson State and Old Dominion Universities have established centers for the improvement of teaching. The University of Southern Mississippi is building a program around its new media center. A new faculty evaluation system is being designed at Fisk University as a way to diagnose teaching strengths and deficiencies and to help faculty to improve.

The 8 Midwestern institutions selected more recently are in the midst of their planning. They are Ball State University, Loyola University of Chicago, Otterbein College, St. Mary's College of Notre Dame, Sangamon State University, University of Evansville, University of Wisconsin-Parkside, and Western Illinois University.

The Project seeks to be a catalyst and facilitator of these various changes. Rather than giving monetary grants, it plays the role of a resource center and provides a variety of services to the institutions. They include: regional workshops; a summer conference for team members from all institutions; periodic meetings of liaison persons; dissemination of papers on teaching and learning; institutional consultants; a Resource Notebook, a guide to literature and other resources relevant to the project; assistance in gathering data on faculty and students; a modest activity fund for each team; and a training workshop to teach faculty to consult with their colleagues on teaching.

Project Director: Jerry G. Gaff  
1818 R Street, N.W.  
Washington, D. C. 20009  
(202) 462-4846

## CENTER FOR PROFESSIONAL DEVELOPMENT

California State University and Colleges  
400 Golden Shore  
Long Beach, CA 90802  
(213) 590-5682

Decreased faculty mobility, declining resources, changing student populations, and tenured-in faculties are all factors which confront institutions of higher education across the country. The 19 campuses of The California State University and Colleges system are no exception. With a faculty of nearly 17,000, the problems of faculty development are not readily resolved.

The Center for Professional Development was established in 1974 as an organizational structure to assist campuses individually and autonomously develop programs of professional development. The primary function of the Center is one of linkage, identifying appropriate resource personnel for campus programs, bringing together representatives of various campuses with common problems and securing external support. To assist campuses in the design or redesign of programs, the Center produces technical reports and researches aspects of the interactions among faculty, campus, and system useful to the decision-making process. Examples of these types of data include: mechanisms of financing programs, data concerning intrinsic and extrinsic faculty motivation, rewards and honors provided for effective teaching, evaluation designs and suggestions for using external consultants.

At the present time nine campuses have active programs of professional development. The campuses range from large metropolitan universities with student enrollments of over 20,000 to small campuses serving 3,000 students in semi-rural settings. Each program is designed to accommodate local needs and problems. In a real sense, each of the campus projects is a pilot or model and is viewed as such. Data concerning the various successes and failures are of value to all campuses in the CSUC system.

The four general types of models being tried or piloted include: 1) the development of materials for use in improvement of instruction; 2) an effort to affect the organizational structure through a program for deans and departmental chairpersons; 3) comprehensive faculty oriented programs which are specifically designed to include the elements of personal, instructional, and leadership development; and 4) a carefully articulated plan of institutional renewal using faculty development as the prime vehicle.

It should be pointed out that the activities of the Center for Professional Development are but one component of professional development in the CSUC system. Other major elements of professional development include: a faculty exchange program; sabbatical leaves; opportunities for faculty to take courses without charge; workshops on a variety of issues for departmental chairs, deans, and other administrators; system-wide conferences on topics such as organizational renewal, testing and evaluation, research on learning, etc.; and a Fund for Innovation and the Improvement of the Instructional Process which has an annual budget of approximately one million dollars to provide faculty financial support for special projects related to improving teaching effectiveness.

## EDUCATIONAL CONSULTING STUDY

Recent studies on educational outcomes raise substantial doubts about the effectiveness of collegiate teaching. Do most faculty systematically work to set up appropriate conditions for learning? Do they know how to do so? If they know how, do they find it worth their while professionally to implement that knowledge through active, persistent instructional experimentation? Unfortunately, the answers to these questions are negative. For very many faculty who have the requisite knowledge and skills, there are very substantial risks to professional career development in devoting the time necessary to apply them -- students, colleagues and administrators tend not to reinforce their efforts. In these facts lie the challenge to instructional development.

The Educational Consulting Study was formed in 1974 to address this challenge as it affects the 23 institutions of postsecondary education in northeast Ohio. Presently supported by FIPSE and the W.K. Kellogg Foundation and the Cleveland Foundation, ECS provides training and consulting services to both faculty and administrators. Such services include administration of needs assessment surveys; planning and administering regional and campus-based training workshops on aspects of systematic instructional design; planning and administering management development workshops centering on the support of the teaching function; short- and long-term consultative assistance to faculty and administrators around planning, implementing and assessing professional development programs and support systems. ECS works principally through a small central professional staff and a network of skilled consultant trainers it is building in northeast Ohio.

The major goal of the project is to increase the probabilities that the majority of students at area institutions will master learning objectives at respectable levels by increasing the likelihood that significant numbers of faculty will commit their energies to building conducive learning environments within their courses and curricula. ECS hopes to demonstrate, through successful pilot programs at several area institutions, that the most direct and effective way to accomplish this is to harness instructional development efforts systematically to organizational development processes. ECS believes that institutional policies and behaviors must be reworked to support the teaching function before long-term improvements will occur. ECS intends to generate data about the validity of the proposition, already elaborated in several ECS publications.

Lance C. Buhl, Project Director

Sam H. Lane, Associate Director

Educational Consulting Study  
1367 East Sixth Street #530  
Cleveland, Ohio 44114  
(216) 241-7586 or 241-0366

## MEMPHIS STATE UNIVERSITY

### CENTER FOR INSTRUCTIONAL SERVICE AND RESEARCH

The Center for Instructional Service and Research provides services in the areas of learning facilitation and instructional improvement for all departments of the university. These services are performed by three divisions described below, which are coordinated and directed by the Center for Instructional Service and Research.

The Learning Media Division provides a full array of media services, including film and cassette dissemination, use of educational technology equipment and maintenance of such equipment. In addition, facilities are available for the use of media items within the center by faculty and students. Equipment for production of audio-visual materials for instructional use also is available.

Instructional Development and Support Division provides services to faculty members who wish to initiate innovations or changes to facilitate learning or improve instruction. These services include consulting and assistance with development of instructional material, participation in evaluation of experimental programs, and dissemination of information concerning optimizing learning and instruction. Faculty participation in instructional improvement is encouraged by a program of small grants that provide both resources and recognition for well conceived projects. An "experimental classroom," with educational technology equipment not generally available in other classrooms may be scheduled by faculty members for one or more class meetings.

Instructional Television Division is used in courses offered by various departments of the university and in production of instructional material in the video mode. The studio has full color capability both within the studio and by means of portable equipment, outside of the studio.

The Center for Instructional Service and Research is located in the John Willard Brister Library Building, room 115.

# Illinois State University

W. K. Kellogg Foundation Project  
Professional Development Center  
Teaching-Learning Center

## THE KELLOGG PROJECT

The Project is sponsored jointly by the W. K. Kellogg Foundation and Illinois State University. The program is designed to support ISU faculty in teaching and in career development and, accordingly, is made up of two centers, the Teaching-Learning Center and the Professional Development Center.

## THE TEACHING-LEARNING CENTER - John Sharpham, Director

The Teaching-Learning Center is a support and resource center in teaching for the faculty. The staff, a full-time director and part-time faculty (Kellogg Associates), are available to work with faculty members on an individual basis, with small groups sharing a common concern, at the departmental level, and in faculty workshops. The purposes of the Center are to 1) be a catalyst and provide a focal point for faculty in teaching-learning; 2) help develop a teaching climate that will lead to the best possible instructional program for faculty and students; 3) provide support and assistance in all areas of teaching; 4) encourage discussion among faculty about teaching; 5) develop a teaching materials center for faculty and, 6) facilitate innovative and alternative classroom strategies.

## THE PROFESSIONAL DEVELOPMENT CENTER - Elmer Van Egmond, Director

The Professional Development Center provides a professional and confidential setting for members of the faculty to help them prepare for new professional duties, assess professional and personal plans and give individual attention to immediate problem-solving needs. These purposes are accomplished through 1) an Educational Leave Program which provides planning assistance and salary support for training programs to enable faculty members to acquire new competencies, 2) consultation in career assessment and career change, and 3) workshop and seminar programs on such topics as Life/Career Planning, Position Search Strategies and Working with Career Concerns of Students.

Normal-Bloomington, Illinois  
Phone: 309/438-2531

North and Fell  
Normal, Illinois 61761



# SANTA ANA COLLEGE

SEVENTEENTH AT BRISTOL  
SANTA ANA, CALIFORNIA 92706  
(714) 835-3000

JOHN E. JOHNSON  
PRESIDENT  
SUPERINTENDENT

September 29, 1976

## STAFF DEVELOPMENT

The goal of the Rancho Santiago Community College District staff development program is to improve services provided by staff-- instructional, counseling, administrative, classified, etc. The voluntary program serves all certificated and classified personnel.

Opportunities provided for staff include:

1. Mini-courses: Four to six are scheduled each semester for all staff. They are designed to serve three goals: a) to assist staff members in development of personal potential, b) to further the design and development of new instructional processes, c) to provide a vehicle for interaction among staff members. Salary credit may be earned by full-time faculty participants. Sample brochures, describing the mini-courses, are available upon request.
2. Reassigned Time:  
Faculty members submit proposals for reassigned time to a selection committee composed of faculty members and administrators for review and ranking. Reassigned time is granted, primarily, for development of individualized instructional materials for existing or new courses or programs. Summaries of completed projects are available free upon request.
3. Consultant Services:  
These are available to faculty on all aspects of instructional development, including formulating objectives, selecting and developing media, investigating alternative teaching strategies, and designing evaluation tools. The consultant services are provided by the Dean of Instructional Services and the Coordinator of Instructional Media. Additional in-house consultant services for staff working on instructional development include those of a graphic artist, an audio-video media specialist, and a printing specialist.
4. Travel to workshops and conferences off-campus.
5. Travel to other institutions where innovative practices are being implemented in staff member's own discipline or area.
6. Workshops, Seminars and Conferences On-campus:  
These include such activities as an 8-week clerical workshop, a 4-week workshop on Basic Techniques of Supervision, for classified staff; seminars on Affirmative Action, for all staff; seminars on effective time utilization, for administrative staff; and seminars on new approaches to instruction in various disciplines. Many of the latter are conducted by faculty members who have attended conferences or workshops off-campus or traveled to other institutions.

## THE INSTITUTE FOR TEACHING AND LEARNING

### PURPOSE

The Institute for Teaching and Learning has as its goal the improvement of instruction through curriculum and faculty development, and the development of approaches to teaching and learning which will improve instruction and motivate learning in minority students. Headquartered at Spelman College, the Institute is one of five centers for teaching and learning currently receiving support from The Danforth Foundation.

### PARTICIPATING INSTITUTIONS

Thirteen historically black colleges and universities are involved in the program of the Institute: Bethune-Cookman College, Daytona Beach, Florida; Clark College, Atlanta, Georgia; Fort Valley State College, Fort Valley, Georgia; Jackson State University, Jackson, Mississippi; Lincoln University, Jefferson City, Missouri; Miles College, Birmingham, Alabama; Morehouse College, Atlanta, Georgia; Morris Brown College, Atlanta, Georgia; Rust College, Holly Springs, Mississippi; Spelman College, Atlanta, Georgia; Stillman College, Tuscaloosa, Alabama; Tougaloo College, Tougaloo, Mississippi; and Xavier University, New Orleans, Louisiana. Faculty representatives from all thirteen colleges participate in the program of the Institute. The budget and program are monitored by a program policy board on which each college is represented.

### OBJECTIVES

The Institute for Teaching and Learning has these general objectives: the evaluation of existing approaches to the teaching of basic skills in order to improve the quality of instruction in these areas; the preparation of selected faculty members in effective traditional or non-traditional methods of teaching; the development of interdisciplinary courses within the major academic divisions; the development of an information exchange network with other similar institutes or centers; the preparation and selection of instructional materials in selected areas for dissemination to faculty at the participating institutions; and the development and/or utilization of a data base compiled from resources available at the individual institutions.

### PROGRAM

Faculty development activities include workshops, faculty development internships, annual conference on faculty development, minigrants for faculty to produce instructional materials, and the quarterly ITL Newsletter.

FACULTY PROFESSIONAL DEVELOPMENT  
Wayne State University School of Medicine

Faculty professional development at the Medical School as it pertains to educational tasks is the responsibility of the Division of Educational Services and Research. The eight professional staff members represent the following areas of expertise; evaluation of student performance, simulation, interaction analysis, curriculum planning, the creation of self-instructional materials, and the planning, implementation and evaluation of teaching. They are supported by a technical, clerical and secretarial staff of eleven.

The program's five general goals and some activities designed to achieve each of them follow:

Goal #1: Assess various dimensions of the institutional context in which faculty professional development occurs. Activities include an observation survey of teaching practices as a function of the teaching environment e.g., (lecture, lab, bedside rounds) and of the nature of the learning task (e.g., rote learning, concept information, problem-solving.)

Goal #2: At frequent intervals, re-focus the faculty's attention on teaching activities. Activities include: (a) Occasional faculty-wide reports on innovative or especially successful teaching approaches; (b) A series of college-wide workshops on popular topics, such as maintaining attention, and eliciting participation; (c) A series of one-page papers each dealing with a specific teaching task or problem; (d) A mechanism for peer recognition of teaching excellence at the department and college levels.

Goal #3: Provide professional and technical support to faculty in relation to instructional tasks. Activities include: (a) Department-based workshops on topics chosen by department faculty; (b) Literature searches for instructional materials; (c) Development and acquisition of self-instructional materials on teaching practices e.g., (preparing objectives, writing study guides); (d) Individual consultation.

Goal #4: Professional-level collaboration with and instruction of faculty in large-scale instructional development efforts. Activities include: (a) The production of self-instructional materials for students; (b) Participation with departments in the development and assessment of curricular innovations; (c) A graduate-level program leading to the M.Ed. degree with specialization in medical education.

Goal #5: Research in various components of instruction and learning. Recent and current work include: (a) The validation of patient-management problems; (b) Development of a scoring system for doctor-patient relationships; (c) A student evaluation procedure that "corrects for" the influences of extraneous biasing factors.



ON TEACHING UNDERGRADUATE SOCIOLOGY: A Project of the American Sociological Association  
Supported by a grant from the Fund for the Improvement of Postsecondary Education

The content and effectiveness of undergraduate offerings in sociology has given cause for serious concern. The ASA is undertaking a project to develop criteria basic to judging quality, sophistication, and disciplinary rigor as a framework for undergraduate programs in sociology; to launch a program for teachers of sociology, particularly in those institutions which are not in the mainstream of sociological scholarship and research; to develop a program of information exchange for faculties concerned with undergraduate teaching of sociology; to establish a pattern of experimentation in the teaching process as part of bringing rigor and significance to the teaching enterprise; to increase the effectiveness by which undergraduate curriculum content can absorb and utilize the most advanced capabilities of the discipline; and to institutionalize through these programs the commitment of the profession to undergraduate education and to those institutions whose primary activity is the teaching of undergraduates.

During the first year, the project concentrated on the mobilizing of organization of participants. Over 100 sociologists in universities, four-year colleges, and community colleges became involved by participating in one of the small, regionally organized task groups or sub-task groups which represent the project's working organization. This grassroots involvement approach has paid off by calling attention to undergraduate teaching and the undergraduate curriculum throughout the discipline. It has forced faculty from widely differing institutions to identify common problems and to explore the special conditions of undergraduate teaching as they are related to the type of educational institution. At the end of the second year, initial formulation of guidelines, reports and programs are in the works; they will be completed during the third year of the project. At the same time a resource facility is being developed which will provide an on-going service to the discipline, partly through the national office of the Association and partly through the ASA Section on Undergraduate Education.

The Project has already had widespread impact. Every convention of the regional sociological associations, the annual ASA meeting, and a significant proportion of the meetings of the state sociological associations have included reports on this project and have involved project participation in their program. A number of institutions have called on the project office to involve the project in curriculum assessment, curriculum change and experimentation. Through the project a program of teaching development workshops has been launched. This aspect of the project has been further developed by an additional grant by a private foundation. Through the project, teachers of sociology have been encouraged to develop their own projects to improve sociology teaching. Project personnel have assisted teachers in doing so and, in some instances, have sought to channel these proposals to possible funding sources.

Probably the most significant, although indirect, outcome of the project to date is the enthusiasm and commitment of those involved and the contagious consequences of this widespread mobilization through the discipline ranging from the publications of the Association to the expressed concerns of Chairs and faculties. Undergraduate teaching seems to have gained already increased legitimacy and through the project is beginning to be seen as an independently challenging and professional worth area of concern and commitment.

PROJECT DIRECTOR: Hans O. Mauksch, Executive Officer, American Sociological Association  
1722 N Street, N.W., Washington, DC 20036 202-833-3410

HARTWICK COLLEGE DEVELOPMENTAL AND RESEARCH SERVICES  
Oneonta, N.Y. 13820

The aim of Hartwick College's Developmental and Research Services is to facilitate the optimum functioning of the entire institution through:

- Continuing professional development of faculty and staff
- Improved interpersonal communication in professional settings
- Improved functioning within and among units of the college
- Ongoing evaluation of programs and performance
- Data-based planning and decision-making

These services represent the current integration of Hartwick's mature Faculty Development Services with its Office of Institutional Research. The Faculty Development Program has evolved through several stages since 1973. Initially, intensive off-campus workshops sponsored by the College Center of the Finger Lakes (CCFL), with an assist from a Lilly Grant, focused on personal, instructional, and organizational development. By now about 20 such workshops have trained a number of faculty (over 1/3 of the Hartwick total) and others for leadership in campus-based developmental activities. Since 1974, a core of faculty-consultants, with released time have organized and administered the following activities:

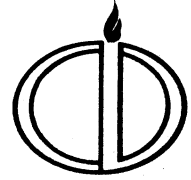
- (1) About 50 practicums and colloquia on such topics as increasing student classroom participation, experiential learning, teaching-learning styles and advising techniques.
- (2) Consultation with individuals about classroom teaching.
- (3) Consultation with academic departments and the Student Services Division to help them clarify goals and roles, improve interpersonal relations, and develop and implement action plans.
- (4) Evaluation of classroom teaching and institutional programs.
- (5) A Higher Education Resources Center with books, periodicals, microfiche, and hand-outs.

Complementing the program of Faculty Development Services (FDS), the Office and Committee for Institutional Research (OCIR) has since 1974, administered campus-wide such instruments as the Institutional Goals Inventory and the Institutional Functioning Inventory, sponsored task-forces in such areas as faculty workload, student evaluation of faculty, administrative evaluation, and the freshman year, and provided various research services.

During 1976-77, as FDS and OCIR merge, a staff of six will administer the program: Gerry Perkus, FDS Coordinator; Edith Daly, OCIR Coordinator, and Diana Christopulos, Jeff Goldman, Jim Herrick and Tim Keating, Consultants.

# SYRACUSE UNIVERSITY'S CENTER FOR INSTRUCTIONAL DEVELOPMENT

*A Systematic Approach to Curriculum and Faculty Development*



Syracuse University's Center for Instructional Development was established in 1971 to collaborate with university faculty and departments in the improvement of their academic courses and programs. In less than five years, more than forty projects (see list on other side) have been carried out, many of them dealing with high-enrollment, introductory freshman courses that have traditionally received little attention. Besides a general improvement in faculty and student attitudes, evaluation has indicated measureable and significant gains in the teaching effectiveness of the redesigned courses. Services are provided at no charge to departments, with the Center also providing funds to support faculty fellowships over the summer to work fulltime on priority projects.

## Organization

The Center comprises five units, all of which are under the direction of Assistant Vice Chancellor Robert M. Diamond. Also reporting to this office is the University's Audio and Visual Support Services. The advantage of a centralized authority for these various units is that, when course redesign is undertaken, it is a coordinated and comprehensive effort--an approach that avoids the dissipation of resources which is usually inseparable from piecemeal, haphazard change. The Center, moreover, to insure the durability of the new programs, focuses on large projects with maximum impact, projects that have broad-based support from their departments and involve teams of faculty. The five units are as follows:

### Development

Staffed by experts in instructional design, the Development unit asks basic questions, suggesting alternatives, and coordinating the work of other Center units in an effort to design a course as close to the ideal as possible. The Developer tests faculty assumptions about the program and its content, assists in evolving a statement of educational goals (instructional objectives) and uses evaluation instruments to measure student learning and the teaching effectiveness of faculty and of instructional materials, etc. Once instructional goals have been defined, learning strategies are devised, teaching materials are developed, and course design is implemented.

### Research and Evaluation

This unit designs and conducts a wide range of evaluation and data collection activities (e.g., diagnostic tests, criterion tests, questionnaires, attitude surveys) which are used both to assist in the design of a program and to assess the teaching effectiveness of course materials and instructors. The evaluator gathers data useful at every stage of the development process: he helps to diagnose entering student competencies and priorities, to design tests for measuring student learning, to construct surveys and questionnaires for ascertaining student attitudes about the course, its materials, and its instructors. The Evaluation unit performs an analogous function for the Center itself so that CID can also change and grow as circumstances require.

### Graphics and Printing

The Graphics unit produces drawings, illustrations, charts, slides, etc., for course instructional materials and for faculty. The Printing unit produces quality instructional materials--often on very short notice--for use in projects (for example, student manuals, tests, and self-teaching programmed booklets).

### Independent Learning Laboratory

The 78-station Independent Learning Lab is used primarily to field test instructor materials which--once they are perfected--are then transferred to the library or to campus dormitories. Students come to the lab to study materials that utilize various media, ranging from slide/tapes and video cassettes to self-teaching programmed booklets; they also have full use of programable calculators and computer terminals which enable students to practice computer simulations and various computational techniques. In a typical week the lab will average 1,000 student sign-ins for up to 30 courses.

### Test-Scoring and Evaluation

University faculty may, if they wish, have their courses evaluated by their students who will fill out an Instructional Rating Survey. After the survey is processed, its data are presented in two forms: the students' ratings of their instructor and course are listed, and data on how the instructor's performance compares with that of others who have been evaluated and who teach courses of comparable size are also given. This evaluation service is voluntary and its results are entirely confidential.

Michigan State University  
Instructional Improvement Program

The MSU instructional improvement program is conducted by several coordinate services organized in one agency, the Instructional Development and Telecommunication Services, located in the Provost's Office.

The services directly concerned with instructional improvement are:

Learning and Evaluation Service

L&ES provides individual consultation services and seminars in all areas of faculty, student and program development and evaluation. These services include: (a) consultation to any department or faculty member wishing to improve student learning; (b) information regarding variables which influence the learning process; (c) assistance in the design of instructional strategies, making full use of current educational technology; (d) assistance in preparing diagnostic and competency examinations and in writing test items; (e) facilities for scoring tests and student opinion questionnaires and assistance in analyzing results; and it aids in the development, implementation and testing of instructional innovations and ideas. In the 10 years since its inception, the L&ES has consulted with every teaching department at MSU conducting projects over the entire spectrum of instructional, faculty and organizational development.

Instructional Television Services

ITV assists the faculty in the improvement of instruction through television.

Instructional Media Center

IMC consults on the use of media in instruction and distributes audiovisual equipment.

Educational Development Program.

EDP is a funding agency which provides seed money for faculty-initiated projects. It supports experimentation and evaluation of new procedures and methods in learning and teaching.



Office of Instructional  
Resources

The Office of Instructional Resources is a part of the Office of the Vice Chancellor for Academic Affairs. It works with individuals, departments, and groups such as the Committee for Advancement of Instruction and Advising of the College of Liberal Arts and Sciences and the American Association for University Professors' Committee on the Evaluation and Improvement of Teaching. The OIR also works with similar programs at other universities, and carries out research on the instructional process with the cooperation and consultation of the various groups involved. To assist in its operation, there are faculty constituted advisory boards for the office itself and in particular, for the Curriculum and Instruction Survey. The former assists specifically with the Improvement of Instruction Awards and the latter, with the technical and statistical aspects of the Survey.

More specifically, the following objectives and activities seem appropriate and useful to the mission of the Office of Instructional Resources:

1. To help teachers improve their instructional procedures directly by:
  - A. Acquainting them with innovations in teaching, and with psychological, social psychological and sociological research relevant to teaching procedures and situations. This is done through seminars, visits with faculty groups, and by means of a small professional library, which includes an extensive collection of books on small group interaction and interaction analysis. The office also assists in the search for abstracts on subjects related to classroom interaction or evaluation through the use of the Educational Resources Information Center (ERIC) system. Printed copies of annotated bibliographies from ERIC, on a variety of topics is available. For a nominal cost, other ERIC searches can be made.
  - B. Helping teachers to assess and refine their teaching through activities such as:
    1. student assessment and/or evaluation surveys (for example, Feedback).
    2. faculty and department assessment surveys (to meet the individual information needs of departments).
    3. videotaping service (for diagnosis of classes and recording of lectures).
    4. workshops and seminars on the improvement of instruction, teaching methods, grading and other educational topics throughout the semester.
    5. microteaching in consultation with OIR staff (to improve particular teaching skills using short, video-taped sequences followed by immediate playback and review).
    6. visitation of classroom, upon request, followed by diagnostic-oriented discussion.
2. To help teachers improve their instructional procedures indirectly by:

- A. Working with other individuals and organizations concerned with improving teaching at the university level, as previously mentioned.
- B. Carrying out research on the instructional process with the cooperation and consultation of various groups.
- C. Working with various departments and university committees to establish more valid grading procedures.

Thus, the Office of Instructional Resources serves as a resources center and catalyst for the university. It helps to stimulate and assist professors and their departments in diagnosing and revising their instructional activities to be more useful to students' learning.

### State University of New York

During 1975-76 three centrally-administered teaching award and curriculum development programs were evaluated for their effectiveness in enhancing and promoting teaching on the sixty-four campuses of State University. More than 400 faculty members have received awards since 1972. Surveys were administered to all awardees and to a random sample of faculty; intensive follow-up interviews were also conducted on ten campuses. In general, faculty support the purposes of the programs but criticize specific aspects of their administration and particularly the lack of institutionalization of the programs' positive effects. A final report of the survey will be available in September 1976.

During 1976-77 three hundred professors who have received awards will meet regionally to study the 1975-76 evaluations; to make recommendations for improvement of the programs; and to offer plans for intra- and inter-campus improvement of teaching in such areas as general education, course evaluations, and cross-campus sharing of resources.

These activities are supported by a grant from the Fund for the Improvement of Postsecondary Education. Contact Charles B. Neff, Assistant Chancellor for Special Projects, State University of New York.

## State University of New York

At a time when educational support is leveling off and when faculty mobility from one institution to another has been dramatically reduced, colleges and universities must somehow devise strategies not only to maintain current programs at a respectable level of quality, but to allow for change. Most institutions of higher education do not now have the means or the strategies for flexible and responsive adjustment of staff and related resources to meet changes in clientele and student interests.

A program of faculty retraining is a humane and effective vehicle for change within academe in the years ahead. This project of the State University of New York (SUNY) proposes, through the participation of its campuses in the northeastern region of New York State, to experiment with a faculty retraining program as a means to accommodate to changing student and program demands and to adjust to present and future fiscal limitations and constraints.

During the three-year grant period, twenty faculty from participating SUNY colleges will retrain in allied disciplines, each during a six-month intensive study period in residence at a cooperating SUNY campus. The individuals will return, after their study program, to their home campus to teach and carry out scholarly activities in a new area of high demand on the campus. The program, coordinated and monitored throughout the three-year period by a senior level program director (funded half-time under the grant), will be evaluated thoroughly as a whole and in its individual parts and will be modified annually as a result of evaluation findings. After the three-year grant period, and as a result of evaluation and testing, we expect to have developed and refined a model of inter-institutional cooperation for the specific purpose of faculty development which can be funded totally by SUNY and applied broadly across its system. There is also expectation that it can be adapted by other institutions of higher education in this country. Case studies of individual retraining histories will be written as part of the project.

These activities are supported by a grant from the Fund for the Improvement of Postsecondary Education. Contact Charles B. Neff, Assistant Chancellor for Special Projects, State University of New York.

## PROGRAM DESCRIPTION

Center for Instructional Resources and Improvement  
A125 Graduate Research Center  
University of Massachusetts  
Amherst, Massachusetts 01002

The Center for Instructional Resources and Improvement is a faculty development service agency on and for the Amherst campus of the University of Massachusetts. The director of the program, Dr. Sheryl Riechmann, reports to the Associate Provost for Special Programs, under the Provost/Vice Chancellor for Academic Affairs. CIRI's budget runs about \$62,500 a year.

The staff works closely with and actually consists, in part, of staff from the Clinic to Improve University Teaching - also housed on the Amherst campus. CIRI is the service branch of the faculty development effort while the Clinic is primarily the research and development branch. As a result of a joint Kellogg Foundation Grant to institutionalize the Clinic Teaching Improvement process at the University of Mass, many of CIRI's services have the Clinic process or a variation of it as their core.

### Services

CIRI services fall into two categories--teaching improvement and teaching evaluation. In both areas, the program is moving toward more of a training function rather than simply service delivery. Client participation is voluntary.

### Improvement

Individual improvement. The primary individual teaching improvement service is the Clinic Teaching Improvement process. This skill oriented activity involves the use of multiple data sources (i.e., student data, video tape, teacher ratings and projections of student ratings, observations of a trained specialist) as a basis for planning and implementing improvement strategies. Short term consultation on teaching related issues is also provided.

Departmental improvement. Using the clinic process and individual interviews with faculty as data sources the staff works with departments to help them become self sufficient in diagnosing and responding effectively to departmental teaching related problems (e.g., skill weaknesses, curriculum issues, evaluation concerns).

Workshops. A variety of campus-wide and departmental workshops are provided throughout the year. Topics include improving seminars, profiles of the student body, and introducing variety into the classroom.

Trios. The program will be experimenting with a model where three faculty work together to observe and help improve each others teaching.

TA training. Presently the core of this departmentally based service is a series of workshops and video-taping with review (peer or with staff member) sessions. CIRI also helps do a campus-wide TA orientation and will add a training sequence to this next year. Also, this spring, CIRI will begin to train TA supervisors in teaching methods and supervision.

Information dissemination. The staff develops and provides written material (research articles, "how to" hand-outs and books) to individuals and departments on and off campus.



Growth Grants. Up to ten grants of \$1,250 are given annually to release faculty for the summer to work on improving their teaching skills and/or a course. Student-faculty pair grants, where a student will get paid to work with a teacher on improving a course, will be initiated this year.

### Evaluation

The office is working this year to help departments become self sufficient in processing their own teaching evaluation forms (a service formerly provided by CIRI for about half the departments on campus). As part of this, staff consult with departments on questionnaire design and evaluation and personnel practices and policies.

## PROGRAM DESCRIPTION OF FACULTY DEVELOPMENT ACTIVITIES MIDDLE TENNESSEE STATE UNIVERSITY MURFREESBORO

MTSU will undertake its first year of activities in the faculty development field. A standing committee within the university structure has been appointed to plan and coordinate activities. The committee is directly responsible to the Academic Vice-President although the committee members are appointed by the Faculty Senate. Presently, the committee will operate with a \$15,000 budget for 1967-77. Specific plans call for the creation of a series of College Teaching Seminars which will permit the committee to address some timely topics generic to all academic departments using both on-campus and off-campus expertise. The committee has also created an Instructional Assistance Grant Program which will permit interested faculty to submit proposals aimed at course or teaching improvement. Finally, the committee will publish a newsletter which will attempt to elevate the importance of teaching on campus (almost 500 faculty) and bring faculty development notes from other institutions for discussion. The committee will use the first year to learn what priorities need to be addressed in the coming year.

## EDUCATIONAL PLANNING AND DEVELOPMENT PROGRAM

### MEDICAL COLLEGE OF VIRGINIA - VIRGINIA COMMONWEALTH UNIVERSITY

**MISSION** The Mission of the MCV Educational Planning and Development Program (EPDP) is to assist educational units within MCV to define their goals more precisely and then to assist in goal accomplishment. Activities undertaken within the scope of this mission are quite varied and are described briefly under the four categories of *Evaluation*, *Faculty Development*, *Instructional Development* and *Planning and Administrative Support*. The nature of the activities in each category range from provision of individual consultation to faculty and administrators, through scheduled workshops, seminars and retreats for groups of faculty and administrators to assumption of responsibility for major developmental projects.

The *Evaluation* category includes activities designed to assist faculty and administration to make better decisions about educational activity. Educational activity is broadly defined to include such things as student achievement, supporting services, and teaching efforts. Continuing evaluation of the MCV/VCU Cancer Center in its research, patient care, and education functions is a major commitment in this area.

The *Faculty Development* category includes activities whose primary goal is to assist faculty in improving generalizable skills and competence. The major thrust has been the provision of workshops and seminars designed to help faculty in their individual teaching roles and as members of instructional committees.

Activities designed to assist faculty in developing a product, e.g., new instructional materials, revised curriculum, educational objectives, etc., are classified under *Instructional Development*.

The category of *Planning and Administrative Support* includes activities associated with the development of new programs and the development of procedures for better management of resources. Examples include development of institutional policy to enhance faculty recognition for educational effort, managing the continuing development of detailed goals, subgoals, and objectives shared by the six MCV Schools (Medicine, Dentistry, Nursing, Allied Health, Basic Sciences, Pharmacy) and the MCV Hospitals, and managing faculty effort reporting.

Much of the work of EPDP is done in close collaboration with faculty from the several MCV schools. In addition, resource sharing cooperation with the Department of Visual Education on the MCV campus and the Center for Improving Teaching Effectiveness (CITE) on the Academic campus is frequent.

*The workshop series described in this brochure is based on a series of questionnaires and formal and informal discussion with many MCV faculty. We hope you will find the program useful.*



W. Loren Williams, Ph.D.

Professor and Director

Educational Planning and Development Program

The Center for Teaching Effectiveness  
The University of Texas at Austin  
Austin, Texas 78712

The Center Staff:

Dr. James E. Stice, Director (Chemical Engineer)  
Dr. Marilla D. Svinicki, Assistant Director, (Psychologist)  
Dr. Joseph J. Lagowski, Consultant (Chemist)

The Center is an office of the University established to help the faculty and TA's do the best job of teaching possible. It provides the following services to the faculty and TA's:

- 1) Monthly workshops and seminars on all aspects of teaching: Open to all UT faculty and TA's, these workshops run the gamut from "how-to" sessions on media production to discussions on the evaluation of teaching. They are held once a month for a two to three hour block, just enough to provide a taste of a topic and inspire the participants to further exploration on their own.
- 2) Individual consultation on instructional improvement: If an instructor has a particular question about his/her own teaching or would just like an outsider's objective reaction to his/her teaching, he/she can work individually with one of the staff for as long as it takes to answer any questions. The consultant will discuss the instructional methods, sit in on the class or even videotape a class session for later analysis. If no one on the staff can answer the need, the Center will help find someone who can.
- 3) Special seminars: At the request of an individual department, college or other special interest group, the Center will organize and conduct a special seminar for the members of that group.
- 4) Summer course: Each summer the Center conducts a nine-week course on college teaching under the auspices of the Chemical Engineering Department. The course is available for academic credit to all graduate students and covers such things as test construction, learning theory, in-class skill development and so on.
- 5) Media equipment: The Center has a small amount of media equipment available for instructional purposes. Facilities for making transparencies, simple slides, audiotapes and videotapes are available on a small scale.

- 6) Library and resource material: The Center maintains a small library and file devoted to information on all aspects of teaching. These materials may be used by any faculty member or TA.
- 7) Graduate teaching assistants: The Center works closely with a large number of departments to offer training in college teaching to their graduate teaching assistants in organized departmental courses.

#### WELLS COLLEGE

At Wells College, the Office of Special Programs for Women is engaged in immediate and long-range planning, development and implementation of inter-related curricular and co-curricular programs for the more effective education of women. Key elements include (1) expanding and clarifying faculty awareness of the changed and changing place of liberal education and the expectations of women; (2) assisting the faculty in design and development of programs to meet identified needs and opportunities.

LeGrace Benson, Associate Dean of the College  
Macmillan Hall  
Wells College  
Aurora, New York

## THE CENTER FOR THE TEACHING PROFESSIONS

Northwestern University  
Evanston, Ill. 60201 312/492-3260

B. Claude Mathis, Director  
Robert J. Menges, Program Director

The Center for the Teaching Professions was established at Northwestern University in the fall of 1969 through a grant from the W. K. Kellogg Foundation of Battle Creek, Michigan. The general purpose of the Center at the time of its initiation by the Kellogg Foundation were stated as follows:

- (1) The improvement of the teaching of prospective teachers (graduate students) and present members of the faculty in a variety of fields at Northwestern University;
- (2) Involvement with other educational institutions and educational organizations to help them improve their teaching programs; and,
- (3) The creation of a model for centers at other universities throughout the world which have continuing responsibilities to apply resources to the central problem of improving the quality of education in their institutions.

The activities and programs for the Center for the Teaching Professions were addressed to faculty development needs before the term "faculty development" became popular in the literature. The Center represents a commitment to no one orthodoxy or solution for the examination and improvement of teaching and learning in higher education. The staff of the Center are involved in a number of programs which reflect opportunities to work with faculty and graduate students, and professional associations, in a wide variety of contexts representing a broad range of needs. Examples of these program areas are as follows:

- (1) The Center offers, and helps departments at Northwestern plan, sections of a "Seminar on College Teaching" for graduate students whose career goals include a teaching obligation. The students who take the seminar obtain credit which becomes part of their doctoral programs.
- (2) The Center maintains a Faculty Fellowship Program for Northwestern faculty which assists those persons who are committed to excellence in teaching to have the help they need to achieve their goals. These teacher-scholars also act as an informal faculty for the Center.
- (3) A Learning Resource Facility provides media support for teaching at Northwestern. Through the Learning Resource Facility, Project NU-CAT (Northwestern University-Computers and Teaching) is made available to students and faculty interested in PLATO and other CAI applications.
- (4) A Visiting Scholars Program is offered to faculty from other colleges and universities who wish to spend some time at the Center interacting with staff, and with the University generally, concerning some problem of faculty development which interests them.

- (5) The Center administers The Writing Place, a no-risk resource for helping students at Northwestern improve their writing skills.
- (6) The Center has a Program for Faculty Development which is supported by the Danforth Foundation for the thirteen private liberal arts institutions in the Associated Colleges of the Midwest.
- (7) The Center provides opportunities for professional associations to have meetings and develop plans for elevating the role of teaching to the position of importance it should have in the activities of all professionals.
- (8) Edited videotapes of classroom discussions are being prepared with support of the Danforth Foundation. These "College Classroom Vignettes" are used to stimulate discussion about teaching among college and university faculty.
- (9) The Center maintains a publications program which makes available a series of occasional papers prepared by staff and faculty involved in seminars which faculty offer for each other.

The efforts of the Center in the future will involve a continuing commitment to general faculty development problems and particularly to faculty in the private sector of higher education such as those at member institutions of the Associated Colleges of the Midwest and the Great Lakes College Association. We feel that the most effective criteria for assessing Center efforts are those which indicate movement in individual faculty from dependence toward independence or self-direction. This independence is shown as faculty analyze, understand and control factors which influence feelings about what one does as a teacher-scholar and about what one is able to do for professional development within the institutional culture.

## FACULTY DEVELOPMENT AT BAYLOR UNIVERSITY

Baylor University has a dual approach to the issue of Faculty Development. One approach is centered in a university-wide committee while the other is under the auspices of the School of Education. The University Faculty Development Committee has the prime responsibility as motivator and stimulator in providing supportive services to faculty interested in self-development. To date, the Committee administers an eight-month sabbatical program for tenured faculty; administers a summer sabbatical program open to all contract faculty; provides financial support for faculty to attend conferences and workshops such as POD or to work on projects related to faculty development; sponsored a series of workshops on the Personalized System of Instruction (Keller Method); and has undertaken a comprehensive orientation program for new faculty.

Meanwhile, the School of Education Faculty Development Committee has been given the mission of establishing a model, voluntary program for faculty development. The Committee works with a Distinguished Professor who spends  $\frac{1}{2}$  time collecting pertinent materials for the fledgling Faculty Development Center. To date, modules containing topics of interest to faculty development have been developed and are available for faculty use.

Program for Enhancing Teaching Effectiveness

University of Richmond  
Virginia 23173

Initiated during the 1974-75 session as the Faculty Support Program, evolutionary process led to the Faculty Support/Development Program and ultimately to the Program for Enhancing Teaching Effectiveness (adopted by the faculty, May 10, 1976). This is a faculty-controlled Program with eight committee members elected by the faculties (six from Arts and Sciences and one each from Business and Law), with a half-time faculty Coordinator recommended by the committee to the Provost for appointment of one year with a maximum of four consecutive years tenure. The Dean of the Faculty of Arts and Sciences sits ex officio with the committee.

The Program both initiates and responds to concerns of the faculty, seeking to: (1) encourage the use of alternative teaching techniques, (2) provide assistance in course design, (3) provide assistance in student advising, (4) assist faculty to learn about new developments in teaching within their disciplines, (5) assist faculty in preparing themselves for such non-teaching experiences as changing and new programs may require, and (6) generate an atmosphere conducive to reflection and discussion about teaching.

Attempting to strengthen the diversity within the faculty and to relate to all faculty members, program goals are accomplished through such activities as (1) lectures and seminars, (2) individual teaching assistance, (3) departmental assistance, (4) developmental resources, (5) evaluation interpretation, (6) career planning assistance, (7) teaching enrichment grants, and (8) faculty exchange. Of these eight programmatic concerns, primary emphasis is currently given to (1), (2), (4), and (7).

Frank E. Eakin, Jr., Coordinator  
September 30, 1976



The Instructional Development Service Project  
MacDonald Chemistry Building  
McGill University  
Montreal, Quebec

The Instructional Development Service Project is a program funded by the McGill Development Program. Its purpose is to give professors, on a voluntary and strictly conditional basis, the opportunity of taking a critical look at their teaching performance in the classroom, seminar, or laboratory, and to suggest ways of improving that performance. This is offered to all faculty and is done through two specific services.

The first and principal service involves the use of a teaching-improvement process based on one designed at the Clinic to Improve University Teaching at the University of Massachusetts at Amherst. This process is normally undertaken by faculty members for a full term, with the assistance and support of a teaching-improvement specialist (TIS).

Following an initial interview between the TIS and the professor, data about the class are collected by observing a class session, administering a questionnaire to the students and to the faculty member, and videotaping a segment of the class period. Next, the professor and the TIS together evaluate the data collected through the questionnaire and the videotape, and identify the professor's specific strengths and weaknesses. They then design and implement specific teaching improvement strategies. These strategies range from implementing some easily undertaken teaching techniques which other professors have found useful, to more elaborate ways of improving his/her practice of teaching, such as microteaching.

Near the end of the Term, an evaluation of the professor's progress is made by videotaping a classroom segment, and administering a shortened version of the questionnaire. The questions used will depend on which skills and behaviors were isolated for improvement purposes. During a final session between the TIS and the professor, these data are examined, and arrangements are made for further assistance, if requested by the professor.

In the second service of the Project, a TIS assists professors with the design and administration of conventional course questionnaires. From a large available bank of categorized questions, the professor selects those that would be most useful for his/her needs and the course. After administering the questionnaire and tabulating the results, the TIS is available to review the results with the professor, and to suggest remedial steps where necessary.

## Center for Urban Affairs

### Purpose

The Center for Urban Affairs at Jackson State University is the component that serves as a clearing house for all urban related activities engaged in by the University. It is the resource facility that serves the administration, faculty, staff, student body and community at large. Information of an urban nature, especially as it affects the University, can be found within it as well as dealt with in a realistic dimension. The Center is made of five basic components: Outreach, Youth, Curriculum, Recruiting, and Faculty Development.

In an effort to meet the academic needs of students aspiring to urban related careers, the Center coordinates the Urban Affairs Programs offered at Jackson State University. Urban related programs such as Social Work and Law Enforcement and Correctional Services are two such programs that are currently operational. In addition, the interdisciplinary approach of the Center promotes departmental interaction of courses and sequences in order to benefit student marketability in the future.

More specifically and significantly, four goals of the Center for Urban Affairs include:

- 1) Providing students with an opportunity to learn about urban problems and opportunities.
- 2) Providing internships that will cause students and faculty to become aware of the realities of the community and give practical experiences that will increase skills needed for job performances in governmental agencies, social services and community organizations.
- 3) Provide expertise and resources of the University to serve the specific needs of adults and youth through workshops, institutes, courses, tutorial and counseling programs.
- 4) Conduct research to identify the needs of the community.

St. Mary's Junior College  
2600 South Sixth St.  
Minneapolis, Minnesota 55454

FACULTY DEVELOPMENT PROGRAM  
Dr. Susan A. Brock - Coordinator

Activities and Rationale

St. Mary's Jr. College is a two-year private institution of higher education. All students take an integrated general education and technical education program. Degrees are granted in several fields of health and human services.

The faculty represent a diverse set of disciplines and experiences, thus the faculty development program at SMJC is designed to promote the use of this rich resource base to enhance the total educational expertise in the College. Programmatically, this view has been expressed by consciously building-in organizational development, instructional development, and personal/professional development in the total faculty development program.

Currently these three areas are being addressed as follows:

(1) Organizational development:

- a. a leadership training program for supervisory and administrative personnel.
- b. revision of the existing faculty evaluation system and its linkage to an institution-wide goal setting process.
- c. provision of new communication vehicles through which faculty may actively share learning experiences.
- d. participatory role clarification for administrative and instructional personnel.

(2) Instructional development:

- a. an in-house resource consultant system which provides funding, support and release time for instructors to make their specific expertise available to their colleagues.
- b. funds administered through a small grant "mini-project" system which supports immediate instructional needs of an innovative nature.
- c. consultative services in instructional development.

(3) Personal/Professional development:

- a. an individualized orientation process for new faculty.
- b. opportunity to attend workshops outside the college or to plan workshops for colleagues.
- c. in-house seminars, e.g. "The psychology of teaching/learning", microtraining in communication skills, goal setting.
- d. consultative services in personal/professional development.

## CARLETON COLLEGE

Carleton College's faculty development program is largely defined by the features of a five-year grant received from the Andrew Mellon Foundation. The proposal was formulated by Dean Bruce Morgan and President Howard Swearer and the grant is now officially administered by the Dean of the College, Harriet Sheridan. The program reflects an awareness that we are moving in the direction of a stable faculty, and that we must therefore do everything we can to "make life for such a faculty as interesting, lively, diverse, and productive as possible."

Briefly, the features of the program are as follows:

1. Faculty Exchange between institutions.
2. Supplemental Sabbatical Leave Fellowships for Alternative Specialization. Although both departmental and individual needs are taken into account, priority is given to individual development.
3. Use of Video-Taping Facilities for Individual Observation of One's Teaching.
4. Student Observer-Critics. An entirely private arrangement between a faculty member and a student from outside a given course to sit in on classes in that course and provide feedback.
5. Individual Faculty Five-Year Prospectuses. Support for research following a prepared five-year plan on objectives in teaching and creative scholarship.
6. Support for Career Reassessment.

The Teaching Methods Committee, made up of faculty, administrators, and students, consults with the Dean on projects possible under the Mellon Grant and in the general program of the College. Thus far, the Committee has sponsored the following activities:

1. Summer Institute on Teaching Methods, 1975. Attended by about 10 faculty and 10 students, this was a two-week workshop on many aspects of teaching and learning.
2. Two-day workshop on Self-Evaluation, January, 1976. Participation by about 20 students and newer faculty.
3. Two-day workshop on Student Observing, January, 1976. Participation by about 8 students and several faculty.
4. One-day workshop with St. Olaf College on Self-Evaluation, April, 1976. Planned in cooperation with St. Olaf's Teaching and Learning Center and Faculty Development Committee. About 25 faculty and students attended.
5. Summer Institute on Discussion, 1976. A one-week workshop sponsored by Carleton and St. Olaf. There were 35 faculty and student participants.
6. Workshop on Student Observing, Fall, 1976. We plan to hold another two-day session for students followed by an evening meeting for faculty on the student observer-critic program.

The Teaching Methods Committee also administers a fund to provide modest support for faculty in summer curricular research.

## TEACHING INNOVATION AND EVALUATION SERVICES (TIES)

University of California, Berkeley

Berkeley, California 94720

The chief goal of the TIES office is to aid and assist individual faculty members, teaching assistants, programs, and departments in their attempts to innovate, evaluate, and improve instruction on the Berkeley campus. Examples of TIES services include:

- Literature and information on university teaching and learning, including various teaching methods, innovations, and evaluation procedures for university courses and programs.
- Consultation and assistance with the design of instructional innovations and their evaluation, including proposals to the several Regents instructional grant programs and outside funding agencies.
- Consultation and assistance in developing procedures and instruments for assessing teaching effectiveness and/or student satisfaction in individual courses, programs, or departments. Includes the design of tailor-made evaluation instruments, data processing, and data analysis.
- Assistance with the development and evaluation of inservice training programs and seminars for teaching assistants.

TIES services are available to all members of the Berkeley campus. Most services are free; recharge arrangements are usual only in the case of projects requiring additional staff or resources.

Robert C. Wilson, Director

Lynn Wood, Assistant Director

(415) 642-6392

HOWARD COMMUNITY COLLEGE; Columbia, Maryland 21044 (301) 730-8000  
 Dr. Al P. Mizell, Associate Dean for Instructional Development (ADID)

The Office of Instructional Development at HCC incorporates many of the activities normally expected of a Faculty Development Center; this includes the four areas of Professional, Instructional, Personal and Organizational Development. It is unusual for a single institution of relatively small size to encompass such a large variety of Faculty Development activities; this has occurred because we have a dedicated faculty and strong administrative support has continued unabated since the college opened in 1970.

The following are examples of the diversity of Faculty Development activities:

PROFESSIONAL DEVELOPMENT:

- 1) Biweekly Bag Lunches for informal faculty interaction on educational concerns and interests.
- 2) Formal Faculty Reading Programs supported by a Search For Ideas (SFI) File on current educational topics and programs.
- 3) Smorgasbord of assorted in-service workshops to enable faculty to acquire - on a self-paced basis - skills to develop their courses systematically. (Dr. Mizell is currently on sabbatical leave at Purdue University with Dr. Postlethwait; the workshops are being converted to a series of several dozen minicourses to provide individualization.)
- 4) Summer Grants and Travel Funds are provided to encourage in-depth instructional projects and professional conference participation.
- 5) Teaching Hint booklets with reviews of research to assist faculty.
- 6) Two-Year I.D. Plans to organize efforts and insure support for Instructional Development projects.

INSTRUCTIONAL DEVELOPMENT:

- 1) Course Descriptions with objectives, strategies and grading techniques are prepared for all courses.
- 2) Faculty colleagues interact in the development of a course by serving on a Faculty Resource Team.
- 3) Faculty develop their instructional programs using the Banathy System's Model and specific, spelled-out criteria.
- 4) Sampling approach is provided for faculty who find they are uncomfortable with a straight system's approach.

PERSONAL DEVELOPMENT:

- 1) Training and use of individual objectives for work management (MBO).
- 2) Workshops offered on various levels of counseling skills and to improve ability to achieve affective objectives.

ORGANIZATIONAL DEVELOPMENT:

- 1) Computer Center generates parallel test forms and machine grades and analyses objective tests.
- 2) Copyright Policy developed that gives faculty the copyright and net royalties after institutional expenses are repaid.
- 3) Extensive Instructional Development support is offered through the ADID; a variety of related support services (e.g. Computer Center, Institutional Researcher, LRC, Test Center, WPC) back-up faculty.
- 4) Investigation of Faculty Performance Contracts for unusual rewards based on student learning is being conducted.
- 5) Lobby Display of Course Descriptions provided for student use.
- 6) Merit Pay and Promotion reward faculty development activities.
- 7) Organization of faculty and student advisors by Holland's SDS (Self-Directed Search) model using two clusters instead of departments.
- 8) Student Reaction to Learning Programs (SRLP) Instrument offered to provide faculty with organized student feedback and school norms.
- 9) Provision of modern equipment such as videocassettes and a seventy-station electronic student response system for interactive group sessions.
- 10) Unique Faculty Application forms and interview procedures including a miniteaching session to select the best qualified candidates.
- 11) Use of MBO system to encourage and reward Faculty Development activities.

You may write Dr. James Bell, Acting ADID, Howard Community College for copies of the materials presented at the Monday afternoon session by Dr. Mizell. These give more details on the above activities:

- |  |  |
|--|--|
| 1 - Bag Lunch Summaries                                    | 8 - I.D. Annual Report (1975-76)   |
| 2 - Copyright Policies                                     | 9 - List of Innovative Uses of Media (1974 Self-Study)   |
| 3 - Course Description of Systems Workshops                | 10 - Minutes of Activities of Regional ID Directors' Meetings                                      |
| 4 - <u>Emphasis on Learning</u> (Summary of ID Activities) | 11 - SRLP (Course Evaluation)  |
| 5 - Examples of Course Descriptions in your subject area.  | 12 - Summary of Two-Year ID Plans  |
| 6 - Faculty Application Form plus Systems Supplement       | 13 - Videocassette explaining HCC's approach to Instructional Development using the Banathy Model. |
| 7 - Guide to Faculty Resource Teams (Orange ALT Booklet)   |  |

## THE UNIVERSITY OF RHODE ISLAND'S INSTRUCTIONAL DEVELOPMENT PROGRAM (IDP)

The IDP, established in September, 1975, has two general goals. The first, and most slippery, is to help in the development of an institutional environment in which good, even excellent, teaching is actively encouraged, discussed, expected, and meaningfully and systematically rewarded. The second is to provide or make available expert and practical assistance to faculty members, individually or in groups, who are interested in checking on and improving the effectiveness of the instruction which they offer. We operationalized these general goals into a set of five more circumscribed goals and related activities for the first year.

The first is to increase awareness of, and positive perceptions toward, the IDP among URI faculty. We have tried to do so through printed news releases, announcements and the IDP Bulletin; presentations to various faculty and administrative groups; and information-sharing interviews with all department heads, deans, distinguished teaching award winners, etc. And, of course, we have tried to be particularly effective in our work with faculty members. A second goal, perhaps more related to this first one than to the program's overall goals, is to create external visibility for the IDP. The assumption, perhaps valid, is that such visibility will lend credibility to the program at home. We have worked toward this by participating in national conferences like this one; and by doing consulting for other colleges, universities and organizations.

Particularly important goals were to increase awareness of teaching/learning issues and problems, and about instructional improvement needs; to provide direct and continuing assistance to those interested in improving their teaching; and to strengthen our resources so that increasingly effective, varied and comprehensive instructional improvement services will be available to our faculty and administrators. We have pursued the first of these goals through a January intersession University Teaching and Learning Colloquia and a series of follow-up workshops. Most of our direct assistance to individuals and groups has been through the use of an instructional diagnosis/problem solving consultation process developed by the University of Massachusetts Clinic to Improve University Teaching. And, finally, we are using consultant visits, practice, faculty development workshops at other institutions, and professional conferences to increase the range and level of our skills. Furthermore, we are identifying and using competent and willing URI faculty and administrators to conduct symposia and to provide consultation services.

The program is staffed by a full time director, an instructional development specialist, a secretary, and two part-time Work Study students. We operated on a first year budget of about \$64,000, with nearly \$23,000 of that coming out of University funds. (Incidentally, the Teaching Effectiveness Grants Committee and three distinguished teaching awards account for the distribution of another \$21,5000 annually.) Our second year budget will run around \$58,000.

Our main preoccupations during the first year involved getting the IDP established and with helping volunteer faculty members work toward improving their classroom instruction. We believe that we were successful. This year we are systematically evaluating our teaching consultation service, working extensively with Graduate T.A.'s, and working more actively on curriculum review and design with departments. We hope that over the next two years we will develop most of the components and competencies of what Bergquist and Phillips called an effective and comprehensive faculty development program.

## UNIVERSITY OF CALIFORNIA AT SAN DIEGO

Teaching Development Programs

John D. W. Andrews, Ph.D., Director  
 412 Matthews Campus, Mail Code Q-048  
 U.C.S.D.  
 La Jolla, Cal. 92037

Teaching Development Program  
 T. A. Training Program

At UCSD we operate interrelated programs for faculty and graduate students which combine teaching improvement with instructional development. We work intensively with faculty to define and clarify course goals and teaching objectives, and to plan methods including introducing various innovative formats. We also help the instructor define his/her own teaching style in the light of past feedback and to pinpoint needs for further information or for improvement.

As the course progresses, we begin early to gather data which will help provide feedback, about how the course, especially those aspects novel to the teacher, is working out. These include specially designed questionnaires, videotape, interviews with students, the campus' standard course evaluation questionnaire (administered at the halfway point), and feedback from Teaching Assistants.

Two methods we have found especially useful are (a) to tabulate questionnaire data and feed this back to the class as a basis for discussion; and (b) to simultaneously employ videotape and a selected questionnaire which students use to describe the same class session that is videotaped. This dual source of data provides especially useful feedback for faculty.

During the second half of the course, many corrections are undertaken -- some related to questions posed at the beginning, some new. When an area of change is identified, we generally repeat key questionnaire items, applied to one class session in which the instructor is attempting a particular change. This helps him or her assess the degree of control over that aspect of his or her teaching.

The T.A. Training Program works with a much larger number of T. A.'s and on a less intensive basis than the faculty program described above. The approach is similar in that we deal with planning and setting objectives, characterization of teaching style, and defining and implementing specific change activities.

The program begins with an introductory workshop in which we introduce concepts and a language for talking about teaching, as well as an inventory of hints for improving teaching. These hints are organized around six major teaching concerns, and we encourage the T.A. to use methods which implement the priorities they themselves set among the six concerns. Thus the emphasis is on helping TA's set and carry out their own teaching styles rather than imposing a single model. The means used in this workshop include written materials, discussions of sample videotapes, and microteaching. Often, these groups consist of the professor and all TA's in the course, and deal with goal-setting and team-building among this small organization.

Later parts of the program focus on characterizing the TA's style via videotape and questionnaire feedback (the latter from students). Midway in the course a written summary includes suggestions for improvement, and we encourage TA's to select specific change goals. These are attempted later in the quarter, and assessed via a second round of videotaping and questionnaires.



ST. OLAF COLLEGE  
Northfield, Minnesota

In the spring of 1975 St. Olaf College received a Lilly Endowment grant which helped to establish a much more comprehensive faculty development program, including the following five major elements:

- (1) **The Teaching/Learning Center.** The Teaching/Learning Center was established in the fall of 1975 as both a physical and programmatic center for the improvement of the teaching/learning process at St. Olaf College. The Center consists of a reading room/lounge where current reading material relating to teaching is available and an office which houses technical resources with a full-time staff person who supervises equipment and provides instruction in uses of audio-visual and duplicating machines. A significant number of faculty participated in programs sponsored by the Center the first year. These programs have included noon luncheons discussing such topics as interdisciplinary teaching, experiential education, personalized systems of instruction, student development and learning, etc. Two faculty members from the English department have led seminars for other faculty members concerning the teaching of improved skills in writing. The TLC Directors have produced a newsletter, the TLCourier, focusing on events in the Center and on new literature concerning the improvement of teaching.
- (2) **Team Faculty Challenge Grants.** Two teams of faculty received challenge grants for interdisciplinary study, course development, and teaching during the first year. The two teams focused on theology and literature and a philosophical, religious, and sociological approach to the understanding of the nature of man. Both teams utilized the unique resources of the Paracollege in curriculum development. The Theology in Literature course developed into a regular course, an interdisciplinary course for freshmen. Team challenge grants have been awarded for this year in Theology and Art, and an interdisciplinary approach to understanding the problems of suburbia.
- (3) **Individual Faculty Challenge Grants.** A wide variety of very interesting summer study and released time projects have been supported under this category. First year grant awards focused on projects such as the development of auto-instructional methods in courses in Religion, the use of computer simulation in the teaching of ecological models, the development of laboratory techniques for water pollution studies, computer-assisted instruction in the field of Sociology, and studies in short-term memory, forgetting and learning theory. For this year grants have been awarded to individual faculty for such projects as developing computational and demonstration programs for utilizing the computer in mathematics instruction, teaching other faculty through the Teaching/Learning Center the development of listening and oral skills, and the ideas of Piaget in the relation to the teaching of Physics.

Note: One of the stipulations for both individual and Team Challenge Grants is that the awardees must report on their projects to other faculty through the Teaching/Learning Center.

- (4) **Workshop for Department and Division Chairmen.** In the fall of 1975 a workshop was held focusing on the role of Department and Division Chairmen in relationship to faculty evaluation, faculty development and improvement of teaching. Outside resource persons for the workshop included Jack Noonan of Virginia Commonwealth University, and Donald Hoyt of Kansas State University. Two deans and two department chairmen from other colleges were also invited to participate. Another Department Chairmen's workshop is planned for this fall.
- (5) **The Faculty Development Committee.** At the beginning of the program a Faculty Development Committee was created, consisting of six faculty (one person from each of the six divisions of the College), two students, plus the four Directors of the Teaching/Learning Center and the Dean of the College serving in an ex officio capacity. The committee has been active in advising our Directors of the Teaching/Learning Center and making judgments on individual and team faculty proposals. The committee has initiated a number of new ideas and suggestions, including a joint workshop with Carleton College faculty and students (summer, 1976) focusing on the discussion method in teaching.

## STATE UNIVERSITY COLLEGE, FREDONIA, NEW YORK

The Fredonia-Hamburg Teacher Education Center which began in 1972 is a joint venture between the State University College at Fredonia and Hamburg Central Schools. The undergraduate professional pre-service work involves a year's internship with each student meeting requirements in five competency areas: Concerns for Individuality, Human Relations, Decision-making, Content Skills and Techniques and Philosophy. These areas were derived from a series of mutually agreed upon We Believe About Teacher Education Statements.

The inservice level has involved the offering of standard graduate offerings plus a number of district inservice courses such as Informal Education, Supervision for Secondary Department Chairpersons and Transactional Analysis for the Classroom.

Policy decision-making in the Center is accomplished through a steering committee comprised of college administrators and faculty, public school administrators and teachers, a representative from parents, and a representative from the student interns. The steering committee makes decisions by means of consensus. This commitment to using a consensus model is one solid method of having people from various backgrounds develop their ideas and search for solutions acceptable to all. It is one factor that helps all people in the Center make the We Believe Statements become vital.

## COUNTY COLLEGE OF MORRIS

The Faculty Development program at County College of Morris has just commenced. The goal of the committee is to develop "A formal procedure for the career development of the faculty including, but not limited to, a systematic and regular evaluation for the purpose of identifying any deficiencies, extending assistance for their correction, and improving instruction."

## SOCIAL SCIENCE DEPARTMENT, LANDER COLLEGE

I have experimented for the past two years with Western Civilization taught by P.S.I. (Personalized System of Instruction). Enrollment has been limited to thirty in 101 and thirty in 102; the course is open only to juniors and seniors. I have assumed that there are basic facts students can learn by themselves if the material is organized into distinct stages. These basic facts are included in the course manual along with a description of procedure for mastering the material. The only other reading requirements are readings that parallels the sections in the manual. I hope to be able to determine by a series of tests which students can be predicted to do better in P.S.I. than in the traditional lecture course, also to define types of material in history most suitable to P.S.I.

Albany State College, a four-year liberal arts educational institution within the University System of Georgia, offering B.A., B.B.A., B.S., and B.S.N. degrees, has as its mission that of providing quality and quantifiable learning experiences, so that the student is capable of making a definite contribution to society in terms of professional competence and productive citizenship. Changes in society require the institution to develop a flexible character that embraces technological and social change.

The fundamental objectives of the institution are:

1. To provide educational experiences and opportunities for students beyond the secondary educational level.
2. To provide academic preparation for professional occupations.
3. To provide cultural and social enrichment for students and the community.
4. To provide services to the academically marginal student designed to bridge the gap between their actual achievement and the academic requirements set by the institution.

The rapidly changing expectations of the products of higher educational institutions require some basic alterations in the design and delivery system of these institutions. Current attempts to improve instruction with limited financial resources elicit from every facet of the college community creative thought, long range planning, and an effective evaluation procedure.

As an example, the Department of History and Political Science has as its instructional development goals the improvement of instruction in History and Political Science Courses and the development of new competitive career options for our majors. Given the lack of money available for pursuing these goals, we are looking for innovations that address themselves to the tri-fold problems of improvement in manpower utilization, quality instruction, and the learning handicaps of disadvantaged students.



## University of Wisconsin-Oshkosh

The University of Wisconsin-Oshkosh has embarked upon an ambitious program of institutional renewal. Following a period of declining enrollments and faculty lay-offs, the remaining faculty and a new administration designed in 1974-75 a total institutional effort which is notable for its comprehensiveness and interdependent parts. A new planning process now includes all segments of the UW-O community and continues to improve these efforts. The focus of the revitalization is a modularized calendar which permits traditional semester classes and new schedules of 3, 4, and 7 weeks. There are also more than 175 self-paced courses and a continuous registration system which allows students to begin many classes on any day of the year. Not only do students have more flexibility, but faculty members can also redistribute their time. While keeping the same teaching loads and number of weeks on campus, faculty can concentrate their teaching assignments and use other blocks of time for research, curriculum development, university governance, professional growth or other activities. In addition, some faculty members teach summer classes as part of their regular loads and take their non-contract time during other periods of the year. Such arrangements permit greater participation in on-campus and off-campus research and development projects and "mini-sabbaticals" through the proper blocking of two-year periods.

The \$200,000 saved in summer school salaries, plus extramural grants, fund the Faculty Development Program, which is run by a faculty-administration board. The funds are awarded as grants for salaries during non-contract time or auxiliary support. Proposals are accepted for the following components: research, curriculum development, attendance at off-campus workshops, establishment of interdisciplinary institutes, solutions for defined institutional needs, or Faculty College classes. The Faculty College is held each January and May, when student enrollments are low, and presents seminars and workshops on teaching, general educational issues, and new developments in the disciplines.

In addition, extramural grants and/or the reallocation of institutional funds have provided for the establishment or expansion of several support facilities. A new Program Development Center has professional consultants and a staff to assist in curriculum development projects. A reorganized Library and Learning Resources Center produces and disseminates print and non-print materials, including self-paced learning materials. Public libraries and high schools also have these materials and are supported by active programs. The Testing Center, Reading Development Center, Computer Center, and Grants Office are also part of the entire effort.

An external evaluation is being conducted by Dr. Robert Blackburn from the University of Michigan. Internal evaluations by a special Calendar Evaluation Committee and by Dr. William Mahler are under way. Further information is available from Dr. Mahler or Dr. James Gueths, Assistant Vice Chancellor for Academic Systems.



Alan R. Shucard, Director  
 Center for Teaching Excellence  
 University of Wisconsin-Parkside  
 Kenosha, Wisconsin 53140  
 (414) 553-2390

I write poetry and criticism; have a special interest in those things, Szechwan and other interesting food, and the survival of courtesy, stickball, and the word "often". My training is in American literature, in which I continue to revel. Educational development, though, has brought me an important kind of personal renewal.

The University of Wisconsin's Center for Teaching Excellence, an agency for faculty and instructional development supported in part by the institution's membership in the Project on Institutional Renewal Through the Improvement of Teaching, began to operate in the summer of 1976. Its goals are as follows:

#### General

To improve the quality of undergraduate teaching, particularly promoting clearer understanding among faculty of student needs in an urban industrialized society; much of the student population at Parkside is already non-traditional and a far greater proportion will be. The Center is concerned with both faculty and instructional development in this context and the broader context of retrenchment in higher education.

#### Specific

1. To provide instructional improvement services, including micro-teaching and counseling.
2. To provide small grants to faculty for course and professional improvement; to act as a clearing house for information on grants concerning instructional and professional development.
3. To provide assistance to faculty in evaluation of both teaching (e.g., student evaluation of instructors' performances) and learning (i.e., testing of students and evaluation of courses and programs). The Center will help to devise means for evaluation; it will not evaluate faculty or students.
4. To promote innovative programs and improvement of more traditional ones through assistance with course and program design.
5. To ensure that excellent instruction and activities to improve instruction are given the emphasis that has been mandated by faculty legislation.

To carry out these objectives the Center has begun or will soon begin a sherry-discussion series on educational development, a small grants program, and a program of instructional improvement services (including counseling and microteaching). The Center also is becoming the voice for educational development in the University governance structure and the apparatus to administer University of Wisconsin System-wide programs related to its work (e.g., a new faculty development sabbatical program and a teaching improvement program).

THE CLINIC TO IMPROVE UNIVERSITY TEACHING  
UNIVERSITY OF MASSACHUSETTS/AMHERST  
W.K. KELLOGG FOUNDATION SUPPORTED PROJECT

We are delighted to have this opportunity to provide Conference participants with information about the Clinic to Improve University Teaching.

In brief, the Clinic Process involves the individualized identification of specific instructional strengths and relative weaknesses through the collection, analysis, and interpretation of data from a variety of sources (including classroom observations, in-class videotape segments, student questionnaires, the instructor's self-assessment and prediction of student responses from the questionnaire, and course descriptions, syllabi, assignments, and examinations). In the next stage, the instructor decides which skills will become the focus for teaching improvement efforts. Then a variety of teaching improvement strategies developed by the Clinic and other instructional programs with the agreement of faculty are undertaken. Finally, a careful assessment of the effectiveness of the teaching improvement process is completed. The entire process is undertaken by faculty members and other instructional staff, with the ongoing assistance and support of Teaching Improvement Specialists (usually graduate students) who have been carefully trained by the Clinic.

Currently, the Clinic to Improve University Teaching project and the Center for Instructional Resources and Improvement (CIRI), the University's faculty development office, are involved in a two year W.K. Kellogg Foundation grant to integrate Clinic Process services with other CIRI program resources. A major product of the joint project has been the adaptation of the Clinic Process for working with entire departments for purposes of initiating group-specific instructional and organizational development activities. Initial work has also begun on a series of model tapes for the analysis of instruction as well as on auto-tutorial packages for use by faculty members in improving specific teaching skills.

The Clinic has available the following resources and services:

- At your request, we will send a packet of introductory materials, including the Annual Report, working materials and any other specifically requested information.

- The Clinic is open to visitors to provide an opportunity to become more fully informed about the Clinic Process. Clinic staff will arrange for a schedule of events which meet individual needs.

- Clinic staff are prepared to discuss with program directors and appropriate administrators planning for the Clinic Process which can include on-site demonstrations and the design of experimental adaptations for other institutions.

For further information, please contact:

Dr. Michael A. Melnik, Director  
Clinic to Improve University Teaching  
329 Hills House North  
University of Massachusetts  
Amherst, Massachusetts 01002  
Telephone: 413/545-3480

Dr. George Bryniawsky, Co-Director  
Clinic to Improve University Teaching  
329 Hills House North  
University of Massachusetts  
Amherst, Massachusetts 01002  
Telephone: 413/545-3480



The Faculty, Staff and Program Development Office on the South Campus of Miami-Dade Community College is a part of the staff of the campus Vice-President's Office. The staff of the FSPD Office, which includes a Director, SPD generalist, research coordinator and the testing staff, are available to all faculty and staff on the campus for consultation and assistance in planning in-service training, professional growth opportunities, research design, and program development. Funding for approved faculty, staff and program development activities is available through the office. In addition, several campus-wide committees work through the FSPD Office on identified campus projects and concerns.

The Objectives of the Office are:

- I. Faculty, Staff and Program Development Office
  - A. To provide leadership, resources and coordination for the Campus effort in faculty, staff and program development.
  - B. To identify the needs for faculty development and to recommend priorities for in-service education to fulfill those needs.
- II. Competency-Based Education Project
  - A. To familiarize the faculty with various instructional strategies which could enable students to meet their course objectives.
  - B. To familiarize the faculty in the use of criterion-referenced evaluation which relates to course performance objectives.
  - C. To provide assistance for faculty in improving, re-evaluating and reorganizing the performance objectives for each course and service offered on South Campus.
  - D. To assist faculty and administration in developing management objectives which will integrate with the various sub-systems in the organizational structure.
- III. Improving Instructional, Administrative and Staff Operational Effectiveness
  - A. To enhance the effectiveness of faculty, staff, and administrative personnel in dealing with students.
  - B. To enable faculty to improve their communications with students as well as with other faculty members and with administrators.
  - C. To familiarize the faculty with the needs of a changing student population.
  - D. To enable faculty to foster student development within the concept of the student's background.
  - E. To familiarize the faculty with current trends and technological advances in their fields.
- IV. Course, Program and System Development
  - A. To encourage the faculty to be directly involved in a continuing effort to upgrade and improve the existing instructional program.
  - B. To encourage the faculty to experiment with and develop innovative teaching techniques and new instructional materials.
  - C. To encourage the faculty to develop or improve management/administrative systems.

## ABOUT THE CENTER . . .

The Center for Faculty Evaluation and Development in Higher Education has now been operational for a year and, in accord with this mission, has developed partnerships with many institutions of higher education throughout the United States.

As the result of more than eight years of activity in faculty evaluation and development, Kansas State University received a grant from the W. K. Kellogg Foundation of Battle Creek, Michigan, to support the Center in its nationwide efforts to improve instructional effectiveness in higher education.

By the end of the 1975-76 academic year, the Center had shipped more than 250,000 IDEA Response Cards and associated materials to participating institutions. During its first year, the Center processed 102,547 IDEA Response Cards and prepared 5,512 IDEA Reports for faculty at fifty-seven colleges and universities.

Last fall, the Center also conducted seven national Enhancing Instructional Effectiveness Seminars involving 764 representatives from 455 colleges and universities.

In order to sustain the broad range of activities which the Center has undertaken, the Center must become self-sustaining through revenues generated from fees charged for specific educational services and materials.

The Center, like many faculty and evaluation development programs across the country, is devoting a major portion of its energy to the area of instructional improvement. One of the Center's primary activities is to support the use of the Instructional Development and Effectiveness Assessment system--the IDEA system--at colleges and universities across the nation.

The services and materials provided by the Center to institutions utilizing the IDEA system on a fee-for-service basis include the IDEA Survey Form to be completed by the students, plus related administrative forms and materials; computer-based scoring services and a presentation of results to individual faculty in the IDEA Report; the IDEA Interpretive Guide and the System Handbook; and the Institutional Report. The Center also provides the services of a team of educational development specialists as consultants at no additional fee to those institutions which fully participate in the program. The Center staff, with the assistance of outside consultants, conducts semi-annual training workshops for those individuals who coordinate the use of the IDEA system on their campuses.

This year, the Center will introduce the Departmental Evaluation of Chairpersons Activities system--the DECA system--for use nationally. In addition, the Center is involved in preparing educational materials, conducting research, and supporting the development of networks and linkages. For further information, call toll-free 800-255-2757, or write:

**center for  
FACULTY  
EVALUATION &  
DEVELOPMENT**

IN HIGHER EDUCATION



# EVALUATION AND TRAINING INSTITUTE

An inter-disciplinary center for research, training, evaluation and policy studies

## OFFICERS

Clare Rose  
*President*

Glenn F. Nyre  
*Vice-President*  
*Executive Director*

Lenore S. Marantz  
*Administrative Coordinator*

## BOARD OF ADVISORS

G. Lester Anderson  
*Pennsylvania State University*

Jerald G. Bachman  
*University of Michigan*

Donald A. Bligh  
*University of Exeter*

Joseph P. Cosand  
*University of Michigan*

Paul L. Dressel  
*Michigan State University*

J. Maxwell Eiden  
*Work Research Institutes, Oslo*

Kenneth A. Feldman  
*SUNY, Stony Brook*

Michael J. Goldstein  
*UCLA*

John L. Holland  
*Johns Hopkins University*

G. O. M. Leith  
*Rijksuniversiteit Utrecht*

Wilbert J. McKeachie  
*University of Michigan*

Samuel Messick  
*Educational Testing Service*

William Moore, Jr.  
*Ohio State University*

Rosemary Park  
*UCLA*

Arye Perlberg  
*Technion-Israel Institute  
of Technology*

Mark D. Van Slyke  
*University of Southern  
California*

Frank J. Vattano  
*Colorado State University*

Lewis N. Wolff  
*Wolff-Session Development  
Company, Los Angeles*

The Evaluation and Training Institute is a non-profit organization whose policy direction is provided by the officers of the corporation in consultation with an eighteen member Advisory Board.

The staff of the Institute consists of seven professionals who are involved with the following projects:

Institutional change. ETI is in its third year of directing a program of planned change at the UCLA Dental School: specifying goals and objectives and restructuring the entire curriculum accordingly. Current program components include the development of self-instructional modules, an objectives-based study of the School's graduates and a comprehensive faculty development program.

Program evaluation. ETI has just completed the first full-scale evaluation of the California Community Colleges' Extended Opportunity Programs and Services, and is now conducting an extensive companion EOP/EOPS evaluation at all 134 public colleges and universities in California under contract to the California Postsecondary Education Commission.

Curricular and instructional development. ETI staff members provide on-going assistance to individual faculty, as well as department chairpersons and school deans, in revising curricula and planning instructional sequences. Workshops are being conducted for faculty at all levels of education to assist them in defining instructional objectives, developing reliable and valid assessment procedures, and planning, implementing and evaluating innovative instructional procedures.

Product and process evaluation. ETI recently completed an evaluation of the Los Angeles Community College District's innovative instructional programs, assessing the effectiveness of both the program and the individual products.

ETI is currently evaluating a three-year series of international health care delivery network activities and conferences taking place in Aspen, Milan and New York. The program is sponsored by the Sloan Kettering Institute of Cancer Research, Biomedical Communications and Education, in association with the University of Colorado, Columbia University, the University of Minnesota, Medical University of South Carolina and the Mario Negri Institute of Milan.

ETI is an equal opportunity employer.

11110 Ohio Avenue, Suite 202 • Los Angeles, California 90025 • (213) 477-5142



## OHIO WESLEYAN UNIVERSITY: Faculty and Instructional Development Program

Present at Airlie House: Stephen Scholl, Dean of Educational Services, Melvin Vulgamore, Dean of Academic Affairs, and Paul Dahlquist, Associate Director for the FIPSE Project

Ohio Wesleyan University has been traditionally dedicated to effective teaching and learning. A Faculty Personnel Committee reviews all faculty for merit pay, promotion, and tenure on the basis of 60% for teaching, 30% for professional growth, and 10% for community service. For the last decade, a Committee on Teaching and Learning has focused attention on the instructional process, and in recent years has administered an annual budget to provide small incentive grants for instructional improvement, send faculty to pedagogical conferences, and enhance supports for teaching such as audio-visual services, student assessments of instruction, and workshops on a variety of teaching topics. Faculty oversight of the curriculum has recently been expanded through a Committee on Academic Concerns, which makes recommendations on changing personnel needs in all departments.

In 1974 Ohio Wesleyan and 11 other schools in the Great Lakes Colleges Association inaugurated a faculty development focused on the personal and professional growth of teachers. Funds from that program provided fellowships for 7 faculty members to date and help support a variety of workshops on campus ranging from testing and grading to new approaches to science teaching. Of particular importance for its impact on Ohio Wesleyan's campus have been consortial activities supporting Women's Studies and the growth of women faculty members.

In 1975 Ohio Wesleyan received a grant under National Project III, "Elevating the Importance of Teaching," from FIPSE. The grant focuses attention on disseminating information about improving teaching, but it also helped inaugurate several additional programs through the Teaching and Learning Committee. These included experimentation with Purdue's "Cafeteria System" of student assessment of instruction, with emphasis on using it in a developmental way. In addition, video taping of teaching is available with follow-up discussion groups. And the faculty is engaging in a peer interview process to focus attention on what most effectively changes teaching in the liberal arts college and how faculty members perceive liberal education today.

This year the position of Dean of Educational Services was created, combining most of the offices formerly associated with Student Development and Student Life with faculty and instructional development under the Vice President for Academic Affairs. The new Dean works closely with the Dean of Academic Affairs to coordinate academic planning and faculty development. An Associate Director of the FIPSE Project is responsible for most of the elements of that project begun last year. In the next month, a Teaching and Learning Center will open where faculty and instructional development resources will be available. Teaching and Learning Notes, publishing information about experiments in teaching, upcoming workshops, course evaluations and faculty development activities, continues to foster communication on campus and augment the emphasis on the instructional process.

## THE GREAT LAKES COLLEGES ASSOCIATION FACULTY DEVELOPMENT PROGRAM

Representatives of the Program attending this Conference: Lou Brakeman, Chairman of the Faculty Development Board; Peter Frederick, Board member; Beth Reed, Administrative Assistant; Steve Scholl, Executive Director.

The GLCA Faculty Development Program, begun in 1974 as a consortial experiment, provides teachers in the twelve member colleges with several kinds of opportunities to increase their own teaching skills and find means to promote greater interest in teaching within each institution. The Program was designed by a group of teachers who were convinced that working with faculty members from different institutions would stimulate thinking and foster broader bases of support for teaching improvement.

The proposal for the Program was funded by a three-year \$404,000 grant from the Lilly Endowment, Inc., and matching funds from the twelve colleges: Albion, Antioch, Denison, DePauw, Earlham, Hope, Kalamazoo, Kenyon, Oberlin, Ohio Wesleyan, Wabash and Wooster. Current funding expires in June, 1977, and plans are underway to seek support for the next few years.

Basic elements for the first three years of the Program have been Teaching Fellowships, Interinstitutional Workshops, a Consultant Service and the Development of Resources. A new major activity, funded through the Development of Resources, is represented by a GLCA Women's Studies Committee, which was appointed by GLCA President Jon Fuller. The Committee emerged from an Interinstitutional Workshop and currently represents eleven of the GLCA colleges.

The Teaching Fellowship program involved thirty-four teachers during 1975-76 and includes forty teachers in the 1976-77 term. Each group of Fellows spent three weeks in a summer workshop exploring values in liberal education, classic teaching styles and theories, methodology and personal styles of learning and teaching. A part of each workshop was designed to include spouses of the Fellows. In addition to attending the summer workshop, each Teaching Fellow completes a project related to some instructional, philosophical and/or institutional concern and is expected to find means of promoting teaching excellence within his or her institution.

Interinstitutional Workshops draw participation from more faculty members than any other aspect of the Program. Each is designed around one central teaching issue and usually brings together between thirty and fifty teachers for a weekend meeting on one of the GLCA campuses. Among the issues focused on so far have been student/faculty relations, urban studies, women's studies and improving student writing competency. Follow-up workshops in both women's studies and writing have been planned and a workshop on the teaching of foreign languages is being prepared. The Program has offered partial sponsorship to workshops on uses of the outdoor environment and simulation as a teaching tool.

The Consultant Service provides a) liaison for an individual or small group of faculty members to discuss professional concerns with an experienced colleague from another campus and b) one-day professional mini-workshops for teachers from three or four neighboring colleges. Mini-workshops on videotaping of teaching, teaching of foreign languages and on the purchase, maintenance and operation of audiovisual equipment have been held. A group of consultants has now been trained to plan mini-workshops on preparation of grant proposals and on writing for publication. Larry Barrett, English professor at Kalamazoo, directs the Consultant Service.

Funds allocated for the Development of Resources are used for publication of the GLCA Faculty Newsletter and bibliographies and for long-range planning and other supportive activities. Experimentation has begun with the Purdue "Cafeteria" system of student appraisal of instruction and a meeting for academic deans has been sponsored. During 1976-77 the GLCA Women's Studies Committee is producing a consortium handbook of resources, a monthly newsletter and a conference.

At Wellesley College, "faculty development" permeates the concerns of the instructional and administrative staff and is not centralized in any single program. College legislation itself provides for the support of many aspects of development. For instance, support for scholarly activity is available to both senior and junior faculty in the form of grants and leaves. Teaching effectiveness, an important criterion for reappointment and promotion, is continually monitored by senior department members (via classroom visits) and by students (via mandatory written evaluations). All faculty share in the legislative and executive governance of the College through membership in the Academic Council and its committees.

In addition to supporting these activities which are common in formal faculty development programs, Wellesley has promoted college-wide discussion of educational issues through the Committee on Educational Research and Development. Composed of faculty and students, and directed by a faculty member who is released from teaching duties to implement its programs, the Committee sponsors experimental courses and educational research in fulfilling its mandate to evaluate old educational programs and initiate new ones. Reading in developmental psychology and general theories of education prepared the Committee to turn to questions of a more local character. What are the process of education like at Wellesley? What is the College doing well? What are the problems and conflicts? What is the nature of the "academic experience"? Is it markedly different for different students? How does a student's nonacademic experience affect her academic work?

The groundwork - a description rather than evaluation - was laid by an "outsider." The Committee commissioned British psychologist Malcolm Parlett to study the teaching and learning milieu of the College. Mr. Parlett observed and explored the personality of the College community in terms of the issues, themes, and problems which recurred in many conversations and contexts.

The Parlett report and concurrent discussions seemed to reveal a wide discrepancy between student and faculty concepts of "what education is all about." The Faculty Seminar was devised to speak to this general problem. Funded by a grant from the Lilly Endowment, the seminar meets weekly throughout a semester with about twenty members, including some deans and staff. The seminar is intended to enrich the members' teaching through consideration of the nature of undergraduate learning. Some participants have "taught" the seminar a class in his or her field in order to remind colleagues what it is like to encounter new subject matter. The seminar has also studied literature on stages of the development of cognitive thinking, including Intellectual and Ethical Development in the College Years by William G. Perry, Jr. This seminar will be offered again next year, complemented by a special seminar in which faculty members will prepare themselves to offer a special set of courses for freshmen. These courses will be designed to combine some of the goals of a core curriculum with an explicit effort to approach students still in the process of cognitive maturation. Both seminars will discuss how teaching styles may be consciously modified to take into account the different stages at which different students encounter a shared material.

August 20, 1976

Office of Educational Research and Development  
Wellesley College  
Wellesley, Massachusetts 02181

CASE WESTERN RESERVE UNIVERSITY SCHOOL OF MEDICINE  
CLEVELAND, OHIO

Division of Research in Medical Education (DORIME)--The Division of Research in Medical Education provides support to Medical School faculty members or committees in planning educational strategies for single presentations or programs, classroom teaching activities, and in evaluation. Assistance in the selection, development, and production of print and audiovisual instructional materials for use in the educational programs of the School of Medicine is also available.

FACULTY AND STAFF

W. Robert Kennedy, Ph.D.  
Director, DORIME  
Coordinator, HSEd Program

Thomas Hale Ham, M.D.  
Director Emeritus, DORIME

Carolyn K. Amy, M.S.  
Instructional Materials

Jon M. Casey, Ed.D.  
Office of Surgical Education

Lynn M. Janowitz, M.S.  
Instructional Materials

Betty H. Mawardi, Ph.D.  
Director, Career Studies Project

Frances Rhoton, Ph.D.  
Anesthesiology

William T. Stickley, Ph.D.  
Associate Professor, DORIME  
Director, HSCC

Eugenia P. Vanek, Ed.D.  
Assistant Professor, DORIME  
Associate Coordinator, HSEd  
Program

Marcia Z. Wile, Ph.D.  
Assistant Professor, DORIME

Willie S. Williams, Ph.D.  
Assoc. Dean, Student Affairs

Health Sciences Education Program (HSEd)--There is a recognized need for individuals in the various health professions to become educational facilitators and assume positions of leadership for the benefit of health care workers, students in the various health disciplines, and patients. In order to meet this need, the graduate level Health Sciences Education Program, administered through DORIME, offers individualized courses of study for persons wishing formal experiences in educational planning strategies and education. A Master of Science may be earned.

Brochures describing DORIME and the HSEd Program in more detail are available.

Health Sciences Communications Center (HSCC)--The Health Sciences Communications Center assists in the planning and production of audiovisual educational materials and their subsequent internal distribution and marketing for the Schools of Dentistry, Medicine, and Nursing. Current resources include the staff and equipment necessary for the in-house preparation of broadcast quality color videotapes, 8 and 16 mm motion picture films, slides, audio tapes, and overhead transparencies.



Change in Liberal Education (CLE) is a national project sponsored by five higher education associations:-- AACJC, AASCU, AAUP, AAC and NASULGC. CLE's purposes are to create alternative curricula for undergraduate liberal education and to understand better the process of change in higher education. In January 1975, twenty colleges and universities were selected by the CLE Policy Board from 200 applicants. These institutions are representative of the broad range of higher education:-- two and four-year, large and small, public and private they serve a varied clientele and are located in all parts of the country. Each college proposed an alternative curriculum and an action plan for development and implementation based on its individual mission, resources and style. Ten other institutions were invited to serve as resources because of their record of achievement in educational reform or renewal. Other people from industry, labor and government have been included to broaden the base of experience and skills beyond those found in higher education.

Collectively the project's participants have worked in a network of networks. Several are organized around a topic, e.g., liberal education for work and leisure; values and human development; interdisciplinary programs; change strategies and educational futures; program evaluation in liberal education; and liberal education for non-traditional learners. One network is regional; others are based on friendship and shared concerns. The project staff has facilitated or catalyzed information exchange, skill acquisition, formative and summative evaluation, and joint problem solving in workshops on selected problems. After 2 1/2 years over 1000 persons are involved directly and indirectly at the institutions; 17,000 students are being served in new programs created since the project began.

CLE has emphasized learning as the fundamental basis for renewal. We treat personal, curricular and organizational development as inseparably bound. This demands a systemic, multi-level approach with appropriate evaluation of action in the present to guide the choice of actions for the future.

Summary reports of progress to date will be available by December 1976. The network will be expanded to include additional members early in 1977. For information about either contact:

Francis J. Wuest, Director  
Change in Liberal Education  
1818 R Street, Northwest  
Washington, D. C. 20009





FACULTY AND INSTRUCTIONAL DEVELOPMENT  
ROCHESTER INSTITUTE OF TECHNOLOGY  
ROCHESTER, NEW YORK 14623

RIT has established a comprehensive network for improving learning and instruction. It consists of a varied group Institute wide and college based resources and facilities.

The Committee on Teaching Effectiveness deals directly with teaching effectiveness programs and workshops, institutional research as it relates to instructional outcomes, and faculty evaluation procedures.

The Teaching Institute is a working group of six influential and respected teachers. Their principal purpose is to offer peer consultation to faculty in matters relating to professional growth and development. In addition, the Teaching Institute is currently producing a manual describing internal and external resources for instructional improvement and planning a newsletter that will focus on learning and instruction in career education.

A Faculty Center established by the Teaching Institute carries publications dealing with faculty and instructional development and is a place for faculty to meet.

The Committee on Projects Relating to Teaching Productivity operates a grant program which awards some \$100,000 per annum to those faculty who wish to develop more effective instruction. Each year RIT provides a number of professional development leaves and four Eisenhardt Awards for Outstanding Teaching which offers cash and release time.

The Educational Support and Development Division under the Assistant Provost consists of the Library, Audio-Visual Services, the Media Production Center and the Office of Instructional Development. Audio Visual Services locates and obtains published instructional materials; games, slide tape, films and video cassettes. Also provides consultation and equipment for using these materials and operates the self instructional Media Resource Center.

The Media Production Center with a professional staff of seventeen produces and designs original instructional materials ranging from graphics through broadcast quality two-inch color video tapes. The Office of Instructional Development offers informational resources, consultation, production assistance and evaluation to faculty on course components, whole course and curriculum design. Instructional Development currently has twenty active projects. The Director of Instructional Development also serves as an access point for other facilities and resources in the network.

The Learning Development Center assists faculty in identifying learning styles, choosing appropriate texts and constructing pre and post test as well as consulting with faculty on learning issues.

Institute wide resources for faculty and instructional development are complimented by special facilities and programs located in the nine individual colleges that comprise RIT. For example: The National Technical Institute for the Deaf has faculty development and staff in instructional development. NTID has taken leadership in a number of areas, among them the Institute group on CAI. The College of Continuing Education has its own director of faculty development. The College of Science and College of Business have satellite learning centers and the College of Graphic Arts and Photography a faculty colloquim on teaching and learning.

This wide reange of fully supported resources and facilities clearly demonstrate the substance of RIT's commitment to improving the conditions for learning through fostering more effective instruction.

POD NETWORK CONFERENCE REGISTRANTS

1. Dr. Joan Adkins  
Professor of English  
Marshall University  
Huntington, W. VA. 25701
2. Lawrence T. Alexander  
Director, Learning & Eval. Serv.  
Michigan State University  
17 Morrill Hall  
East Lansing, Michigan 48824
3. L. E. Allemand  
Professor  
De Paul University  
2323 N. Seminary Ave.  
Chicago, IL 60614
4. Mark R. Amstutz  
Assistant Professor  
Wheaton College  
Wheaton, IL 60187
5. John W. Anderson  
Professor of Economics  
Bucknell University  
Lewisburg, PA 17837
6. John D. W. Andrews  
Director, T.A. Training Program  
University of Cal./San Diego  
Mail Code Q-048, 412 M.C.  
La Jolla, CA 92037
7. Dr. James Baker  
Illinois Benedictine College  
Lisle, IL 60532
8. Gerald Bakker  
Prof. of Chemistry and  
Consultant on Teaching & Learning  
Earlham College  
Richmond, Indiana 47374
9. Roger Baldwin  
Research Assistant  
Center for Research on  
Learning and Teaching  
University of Michigan  
109 E. Madison St.  
Ann Arbor, MI 48109
10. Dr. Horst Becker  
Instructor of Psychology  
Member, Faculty Professional Devel.  
Red Deer College  
Box 5005  
Red Deer, Alberta Canada
11. Dr. Lawrence W. Belle  
Director, Instructional Development  
Rochester Institute of Technology  
1 Lomb Memorial Drive  
Rochester, NY 14623
12. Ernest Benson  
Albany State College  
Albany, Georgia 31701
13. Le Grace Benson  
Assoc. Dean  
Wells College  
Aurora, NY 13026
14. William Bergquist  
Consultant  
819 Hermes Ave.  
Leucadia, CA 92024
15. Mrs. Mary Biesty  
c/o Patrick Biesty  
County College of Morris  
Dover, NJ 07801
16. Patrick Biesty  
Chairman, Division of Social Sciences  
County College of Morris  
Center Grove Road  
Dover, NJ 07801
17. Dr. Bert Biles  
Director  
Center for Faculty Eval. and Devel.  
1627 Anderson Ave., Box 3000  
Manhattan, KS 66502
18. Charles Bishop  
Johnson County Comm. College  
Overland Park, KS 66210
19. Dr. Leo Bishop  
North Carolina Wesleyan College  
Highway 30 North  
Rocky Mount, NC 27801

20. Laura Bornholdt  
Senior Program Officer  
Lilly Endowment, Inc.  
2801 N. Meridian St.  
Indianapolis, Indiana 46208
21. Dr. James Bosco  
Professor  
Western Michigan University  
Center for Educational Research  
Kalamazoo, MI 49008
22. Richard Boutelle  
University of Wisconsin  
Steven's Point, Wisconsin 54481
23. Dr. Earle T. Bowen, Jr.  
Assistant Vice Chancellor  
Educational Resources  
University of Tennessee  
Center for Health Sciences  
62 S. Dunlap Street Rm. 305  
Memphis, TN 38163
24. Louis F. Brakeman  
Provost  
Denison University  
Granville, OH 43023
25. Robert Brewer  
Professor  
De Paul University  
2323 N. Seminary Ave.  
Chicago, IL 60614
26. Dr. Susan A. Brock  
Coordinator of Faculty Development  
St. Mary's Jr. College  
2600 South 6th St.  
Minneapolis, Minnesota 55454
27. Dr. Harold Brown  
Columbus Technical Institute  
Columbus, OH 43215
28. Fritz H. Brecke  
Southern Illinois University  
Edwardsville, Illinois 62026
29. George Bryniawsky  
Clinic to Improve University Teaching  
University of Massachusetts  
Amherst, Massachusetts 01002
30. Lance Buhl  
Educational Consulting Service  
1367 East Sixth Street  
Suite 608  
Cleveland, OH 44114
31. Kenneth L. Burch  
University of Tennessee  
Knoxville, TN 37900
32. G. Al Burden  
Chairman, Division of Liberal Arts.  
Red Deer College, Box 5005  
Red Deer, Alberta Canada
33. Chester Case  
Los Medanos College  
Pittsburg, CA 94565
34. William Cashin  
Educational Development Specialist  
Center for Faculty Eval. and Devel.  
1627 Anderson Ave. Box 3000  
Manhattan, KS 66502
35. Roy Castine  
Maine Maritime Academy  
Castine, Maine 04421
36. John Centra  
Educational Testing Service  
Faculty Development Center  
Princeton, NJ 08540
37. Larry J. Cepek  
Dir., AV Center/Fac. Dev. Comm. Chrmn.  
Ohio Dominican College  
1216 Sunbury Road  
Columbus, OH 43219
38. Douglas Chaffey  
Associate Professor  
Chatham College  
Woodland Road  
Pittsburgh, PA 15232
39. Dr. William Cheek  
Instructor  
DeKalb Community College  
555 N. Indian Creek Drive  
Clarkston, Georgia 30201
40. Linda Clader  
Assistant Professor of Classical Lang.  
Carleton College  
Northfield, Minnesota 55057

41. D. Joseph Clark  
Coordinator, Asst. Prof.  
Biology Learning Resource Center  
AK-15  
University of Washington  
Seattle, WA 98195
42. William Cole  
Intern in Development  
Syracuse University  
Center for Instructional Devel.  
Syracuse, NY 13210
43. Charles R. Colvin  
Faculty Devel. Center  
SUNY College at Fredonia  
Fredonia, NY 14063
44. Susan Cowan  
Teaching Improvement Specialist  
Instructional Devel. Service Project  
McGill University  
P.O. Box 6070, Station 'A'  
Montreal, Quebec Canada H3C 3G1
45. Sallie Cowgill  
Educational Devel. Services  
College of the Mainland  
8001 Palmer Highway  
Texas City, TX 77590
46. Dr. Mary Lynn Crow  
Dir., Faculty Development Resource Ctr.  
University of Texas at Arlington  
Suite 2, Library Basement  
Arlington, TX 76019
47. Ronald A. Crowell  
Assistant Professor  
Western Michigan University  
Department of Teacher Education  
Kalamazoo, MI 49008
48. Paul Dahlquist  
Professor of Sociology/Anthropology  
Ohio Wesleyan University  
Delaware, OH 43015
49. Edwin D. Davidson  
Academic Dean  
DeKalb Community College - Central campus  
555 N. Indian Creek Drive  
Clarkston, Georgia 30021
50. Robert H. Davis, Director  
Instructional Development &  
Telecommunication Services  
Michigan State University  
428 Administration Building  
East Lansing, MI 48824
51. Irving E. Dayton  
Vice President for Academic Affairs  
Montana State University  
Bozeman, Montana 59715
52. Robert M. Diamond  
Assistant Vice Chancellor  
Syracuse University  
Center for Instructional Development  
Syracuse, NY 13210
53. Robert W. Digman  
Dean of Instruction  
Alderson-Broadus College  
Box 488  
Philippi, West Virginia 26416
54. Charles W. Dohner  
Director  
Office of Research in Medical Ed.  
School of Medicine  
University of Washington  
Seattle, WA 98105
55. William Dorrill  
University of Pittsburgh  
Pittsburgh, PA 15213
56. Daniel Doyle  
Staff Development Coordinator  
Williamsport Area Community College  
1005 West Third Street  
Williamsport, PA 17701
57. Pauline E. Drake, Director  
Institute for Teaching & Learning  
Spelman College  
350 Spelman Lane, S.W.  
Atlanta, Georgia 30314
58. Burdette Eagon  
University of Wisconsin  
Steven's Point, WI 54481
59. James Ebben  
Director, Professional Development  
Siena Heights College  
Siena Heights Drive  
Adrian, MI 49221

60. James H. Ellerbe  
North Carolina Dept. of  
Community Colleges  
Raleigh, NC 27600
61. Ms. R. Mei-fei Elrick  
Assistant to the Coordinator  
Teaching and Learning  
University of Guelph  
130 Johnston Hall  
Guelph, Ontario
62. Cora E. Enman  
Assistant Professor  
Chrmn. of Fac. Devel. Committee  
Findlay College  
1000 N. Main  
Findlay, OH 45840
63. Bette LaSere Erickson  
Instructional Devel. Specialist  
University of Rhode Island  
201 Chafee Social Science Center  
Kingston, RI 02881
54. Glenn R. Erickson  
Director  
Instructional Devel. Program  
University of Rhode Island  
201 Chafee Social Science Center  
Kingston, RI 02881
55. Philip D. Farley  
Assistant Professor of Mathematics  
Regis College  
W. 50th at Lowell Blvd.  
Denver, Colorado 80221
56. L. Dee Fink, Assoc. Director  
Assoc. of Amer. Geographers  
1710 Sixteenth St., N.W.  
Washington, D.C. 20009
57. Jacquelyn C. Franklin  
Curriculum Coordinator  
Jackson State University  
Center for Urban Affairs  
Jackson, Mississippi 39217
58. Peter Frederick  
Professor of History  
Wabash College  
Crawfordsville, IN 47933
59. Tony Fresina  
University of Dayton  
Dayton, OH 45409
60. Jerry Gaff, Project Director  
Institutional Renewal through the  
Improvement of Teaching  
1818 R Street, N.W.  
Washington, D.C. 20009
61. Francoys Gagne  
Professor/Researcher  
INRS - Education  
3465 Durocher Street  
Montreal Quebec Canada
62. Fred Gaige  
Director  
Center for Professional Development  
Kansas City Regional Council for  
Higher Education  
912 E. 63rd St.  
Kansas City, Missouri 64110
63. William J. Gauthier  
Bucknell University  
Lewisburg, PA 17837
64. William O. Gilsdorf  
Assistant Professor  
Loyola Campus, Concordia University  
7141 Shierbrooks St., W.  
Montreal Quebec Canada
65. Jeffrey Goldman  
Consultant, Faculty Devel. Services  
Hartwick College  
Oneonta, NY 13820
66. Charles Goldsmid  
110 Peters Hall  
Oberlin College  
Oberlin, OH 44074
67. Alan Gordon  
Professional Development Officer  
St. Clair College  
2000 Talbot Rd. W.  
Windsor, Ontario N9A 6S4
68. Constance Greco  
Intern in Development  
Syracuse University  
Center for Instructional Development  
Syracuse, NY 13210
69. Dick Gross  
Gordon College  
Wenham, Massachusetts 01984



70. C. F. Harrison, Jr.  
Murray State University  
Murray, KY 42071
71. R. Lee Harrison  
Intern in Development  
Syracuse University  
Center for Instructional Devel.  
Syracuse, NY 13210
72. N. Harrold-Doering  
Michael J. Owens Tech. College  
Toledo, OH 43600
73. George Hartje  
Northeast Missouri State University  
Kirksville, Missouri 63501
74. Barbara B. Helling  
Co-Dir., Teaching/Learning Center  
St. Olaf College  
Northfield, Minnesota 55057
75. David Hershiser  
Coordinator of Academic Advising  
Oberlin College 110 Peters Hall  
Oberlin, OH 44074
76. John M. Higgins  
Academic Dean  
LaRoche College  
Pittsburgh, PA 15237
77. Duane C. Hoak  
Dean of Faculty  
Anderson College  
Anderson, Indiana 46011
78. Helen R. Hobbs  
Associate Professor of Nursing  
College of Nursing  
University of Saskatchewan  
Saskatoon Campus  
Saskatoon, Saskatchewan
79. Lois Hollis  
Albany State College  
Albany, Georgia 31701
80. Jim Holsclaw  
Azusa Pacific College  
Azusa, CA 91702
81. Roy W. Hoover  
Assoc. Dean of the Faculty  
Whitman College  
345 Boyer Ave.  
Walla Walla, WA 99362
82. Emory Howell  
Director  
Teaching Learning Research Center  
University of Southern Mississippi  
Hattiesburg, Mississippi 39401
83. William C. Hubbard  
Appalachian State University  
Boone, NC 28607
84. DeLayne Hudspeth  
Associate Professor  
The Ohio State University  
136 Pharmacy, 500 W. 12th Ave.  
Columbus, OH 43210
85. Stanley A. Huffman  
VTI & SU 105 Patton Hall  
Blacksburg, VA 24061
86. Gary L. Hull  
Southern Illinois University  
Edwardsville, IL 62026
87. Sandra Cheldelin Inglis  
Education Policy Fellow  
Coordinator Instructional Development  
Ohio Board of Regents  
Columbus Tech.  
30 East Broad Street  
Columbus, OH 43215
88. David M. Irby, Director  
Kellogg Allied Health Ed. Project  
Office of Research in Medical Ed.  
SC-64  
University of Washington  
Seattle, WA 98195
89. Mrs. Ronne Jacobs  
Center for Improving Teaching  
Effectiveness  
Virginia Commonwealth University  
310 N. Shafer Street  
Richmond, VA 23284
90. Sister Dorothy Jehle  
Barry College  
11300 N E 2 Ave.  
Miami Shores, Florida 33100
91. Edward J. Jennerich  
Chairman, Dept. of Library Science  
Baylor University  
3001 Moody Library  
Waco, TX 76706

92. I. Gene Jones  
Albany State College  
Albany, Georgia 31701
93. Joel Jones  
University of New Mexico  
Albuquerque, New Mexico 87100
94. Julian S. Jones  
University College of Maryland  
College Park, MD 20740
95. T. M. Jones  
Albany State College  
Albany, Georgia 31701
96. John H. Joseph  
Assistant to the Dean for Instruction  
The Capitol Campus, Penn State  
Middletown, PA 17057
97. Sister Maria Josita, I.H.M.  
Assistant Academic Dean  
Immaculata College  
Immaculata, PA 19345
98. David Justice  
Fund for the Improvement of  
Postsecondary Education  
400 Maryland Ave., S.W.  
Room 3141  
Washington, D.C. 20202
99. Rose Kaniper  
Curriculum Development Specialist  
Burlington County College  
Pemberton-Browns Mills Rd.  
Pemberton, NJ 08068
100. Steve Karges  
Academic Planner  
Academic Affairs  
University of Wisconsin System  
1664 Van Hise Hall  
Madison, WI 53706
101. Timothy Keating  
Consultant  
Faculty Development Services  
Hartwick College  
Oneonta, NY 13820
102. Edward F. Kelly  
Associate Director for Evaluation  
Syracuse University  
Center for Instructional Development  
Syracuse, NY 13210
103. Donald Kettner  
Vice President  
Dawson College  
Box 421  
Glendive, Montana 59330
104. Kathleen Kies  
Pennsylvania Dept. of Education  
Box 911  
Harrisburg, PA 17126
105. Laura Klemt  
Senior Research Associate  
Faculty Resource Center  
University of Cincinnati  
446 French Hall (75)  
Cincinnati, OH 45221
106. Sheilah Koeppen  
Amer. Political Science Association  
1527 New Hampshire Ave., N.W.  
Washington, D.C. 20036
107. Michael J. Koffman  
Coordinator, Instructional Development  
Northeastern University  
Boston, Massachusetts 02100
108. Gilbert Kohlenberg  
Northeast Missouri State University  
Kirksville, Missouri 63501
109. Robert Kozma  
Assistant Research Scientist  
CRLT  
University of Michigan  
109 E. Madison  
Ann Arbor, MI 48109
110. Daniel Krautheim  
Assoc. Professor  
Director, Off. of Ed. Development  
OSU (College of Pharmacy)  
500 W. 12th Ave.  
Columbus, OH 43210
111. Pauline Lambert  
Assistant Academic Dean  
College of St. Thomas  
120 Aquinas Hall  
St. Paul, MN 55105
112. John Laster  
NEXUS  
One DuPont Circle, Room 780  
Washington, D.C. 20036

113. Jan Lawrence  
Center for Research on  
Learning and Teaching  
University of Michigan  
109 E. Madison St.  
Ann Arbor, MI 48104
114. Marilyn Leach  
University of Nebraska  
Omaha, Nebraska 68100
115. Jack Lindquist  
Center for the Study of  
Higher Education  
Corner South and East University  
University of Michigan  
Ann Arbor, MI 48109
116. Richard P. Long  
Executive Director  
University of Bridgeport  
Carlson 12  
Bridgeport, CT 06602
117. Virginia Love  
Austin College  
Sherman, TX 75090
118. Maureen Lukenbill  
Director FSDP  
Miami-Dade Community College - South  
11011 S.W. 104 Street  
Miami, Florida 33176
119. William A. Mahler  
Research Associate  
Faculty Development Program  
University of Wisconsin - Oshkosh  
Oshkosh, WI 54901
120. Neal Malicky  
Vice President for Academic Affairs  
and Dean of the College  
Baldwin-Wallace College  
275 Eastland Road  
Berea, OH 44017
121. Karin Marks  
Director  
Faculty Development and Resource Center  
Dawson College  
Box 253 RFD 1  
Montague, Massachusetts 01351
122. T. Ben Massey  
Vice Chancellor  
University of Maryland Univ. College  
University Boulevard at Adelphi Road  
Adelphi, MD 20742
123. Claude Mathis  
Director  
Center for the Teaching Professions  
Northwestern University  
Evanston, IL 60201
124. Jim Matthews  
University of Hartford  
West Hartford, Connecticut 06100
125. Hans Mauksch  
American Sociol. Assoc.  
1722 N Street, N.W.  
Washington, D.C. 20036
126. G. Douglas Mayo  
Director  
Center for Instructional Service &  
Research  
Memphis State University  
Memphis, TN 38152
127. Joseph J. McGowan  
Associate Dean, Fordham College  
Fordham University  
Bronx, NY 10458
128. Thomas McGraw  
Gardner-Webb College  
Boiling Springs, NC 28017
129. Norine McNames  
Instructor  
Longview Community College  
7041 No. Bales  
Kansas City, Missouri 64119
130. John Meeker  
2522 LS&A  
University of Michigan  
Ann Arbor, MI 48103
131. Michael Melnik  
Director  
Clinic to Improve University Teaching  
329 Hills North,  
University of Massachusetts  
Amherst, Massachusetts 01002

132. Dr. R. J. Menges  
Center for the Teaching Professions  
Northwestern University  
Evanston, IL 60201
133. Mrs. Neill Miller  
Barry College  
11300 NE 2 Ave.  
Miami Shores, Florida 33100
134. Rosemary T. Miller  
Professional Development Specialist  
Burlington County College  
Pemberton-Browns Mills Rd.  
Pemberton, NJ 08068
135. Jane E. Milley  
Doctoral Candidate  
Syracuse University  
Syracuse, NY 13210
136. Bob Mitchell  
Director, Staff Development  
Des Moines Area Community College  
2006 Ankeny Blvd.  
Ankeny, Iowa 50021
137. Al P. Mizell  
Assoc. Dean for Inst. Development  
Howard Community College  
Little Patuxent Parkway  
Columbia, MD 21044
138. Anne T. Moore  
Director, Ed. Dev.  
Professor of History  
Campbell College  
Box 355  
Buies Creek, NC 27506
139. James Morrison  
University of North Carolina  
Chapel Hill, NC 27514
140. Paul J. Munson, Ed. D.  
Assistant Professor  
Medical College of Virginia  
MCV Station Box 124  
Richmond, VA 23298
141. James A. Murtha  
Acting Dean  
Marietta College  
Marietta, OH 45750
142. Irene H. Nakamura  
Assistant Dean of Instruction  
Kapiolani Community College  
620 Pensacola St.  
Honolulu, Hawaii 96814
143. Phillip Nanzetta  
Stockton State College  
Pomona, NJ 08239
144. Charles B. Neff  
Assistant Chancellor for Special  
Projects  
State University of New York  
99 Washington Ave.  
Albany, NY 12246
145. Donna Nickel  
Valencia Community College  
PO Box 3082  
Orlando, Florida 32802
146. Marjorie Nickel  
LaRoche College  
Pittsburgh, PA 15200
147. John F. Noonan  
Director  
Center for Improving Teaching  
Effectiveness  
Virginia Commonwealth University  
310 N. Shafer Street  
Richmond, VA 23284
148. Joan North, Director  
Faculty/Staff Development  
Small College Consortium  
Suite 400, 2000 P St., N.W.  
Washington, D.C. 20036
149. Glenn F. Nyre  
Vice President  
Evaluation and Training Institute  
11110 Ohio Avenue; Suite 202  
Los Angeles, CA 90025
150. John J. O'Brien  
Professor of Education  
St. Louis University  
221 N. Grand  
St. Louis, Missouri 63103

151. Joseph E. O'Connor  
Administrator  
Faculty Development Organization  
Wittenberg University  
Springfield, OH 45501
152. O. B. O'Neal  
Albany State College  
Albany, Georgia 31701
153. Larry G. Osnes  
Dean of Academic Development  
Anderson College  
Anderson, Indiana 46011
154. David Outcalt  
Acting Dean, Inst. Development  
UC Santa Barbara  
Learning Resources, UCSB  
Santa Barbara, CA 93106
155. Luis Patino  
Assoc. of Amer. Medical Colleges  
One DuPont Circle, N.W.  
Suite 200  
Washington, D.C. 20036
156. David D. Pearson  
Assoc. Professor  
Bucknell University  
Lewisburg, PA 17837
157. Margaret Penney  
Graduate Student  
Centre for Learning and Development  
McGill University  
MacDonald Chemistry Bldg.  
Montreal Quebec Canada
158. Gerald H. Perkus  
Coordinator, Fac. Devel. Services  
Hartwick College  
Oneonta, NY 13820
159. Steve Phillips  
Coordinator of Faculty Development  
University of Puget Sound  
Tacoma, WA 98416
160. Robert G. Pierleoni, Ed. D.  
Associate Professor  
Kansas University Medical Center  
Rainbow Blvd. at 39th Street  
Kansas City, Kansas 66103
161. James Potter  
Researcher  
Virginia Commonwealth University  
310 N. Shafer Street  
Richmond, VA 23284
162. Joyce T. Povlacs  
Coordinator  
Title III & Faculty Development  
Huron College  
Huron, South Dakota 57350
163. Beth Reed  
Administrative Assistant  
GLCA Faculty Development Program  
Ohio Wesleyan University  
Delaware, OH 43015
164. Gene Rice, Director  
Program for Academic Planning and  
Professional Development  
University of the Pacific  
Stockton, CA 95204
165. Leon Richards  
Staff Development Specialist  
Leeward Community College  
96-045 Ala Ike  
Pearl City, Hawaii 96782
166. William F. Ricketson, Jr.  
Professor of History  
Lander College  
Greenwood, South Carolina 29646
167. Sheryl Riechmann  
Director  
Center for Instructional Resources  
and Improvement  
Graduate Research Center Rm. A125  
University of Massachusetts  
Amherst, Massachusetts 01002
168. J. C. Ries  
Assoc. Vice Chancellor for Under-  
graduate Affairs  
University of California, L.A.  
A311 Murphy Hall  
405 Hilgard Ave.  
Los Angeles, CA 90024
169. Clare Rose, President  
Evaluation and Training Institute  
11110 Ohio Avenue Suite 202  
Los Angeles, CA 90025

170. Katherine Rottsolk  
Assistant Director  
Teaching/Learning Center  
St. Olaf College  
Northfield, MN 55057
171. Dennis R. Schaffer  
Instructional Resources Center  
East Hall  
University of Delaware  
Newark, Delaware, 19711
172. Stephen C. Scholl  
Executive Director  
GLCA Faculty Development Program  
Ohio Wesleyan University  
Delaware, OH 43015
173. Lee L. Schroeder  
Director of Educational Dev. & Eval.  
Burlington County College  
Pemberton-Browns Mills Rd.  
Pemberton, NJ 08068
174. Daniel Sedey  
Director  
Institute for the Advancement of  
Teaching and Learning  
California State University, Northridge  
18111 Nordhoff St.  
Northridge, CA 91330
175. Warren Seibert  
Office of Instructional Services  
Measurement and Research Center  
Purdue University  
West Lafayette, IN 47907
176. Peter Seldin  
Associate Dean  
Fordham University  
Bronx, NY 10458
177. John A. Shtogren  
Assistant Professor  
Center for Improving Teaching Effectiveness  
Virginia Commonwealth University  
310 N. Shafer Street  
Richmond, VA 23284
178. Alan R. Shucard  
Dir., Center for Teaching Excellence  
University of Wisconsin - Parkside  
Communication Arts  
Kenosha, WI 53140
179. John Schumaker  
186 University Hall  
230 N. Oval Mall  
Ohio State University  
Columbus, OH 43210
180. Walter Sikes  
Consultant  
111 W. North College St.  
Yellow Springs, OH 45387
181. Al Smith  
Associate Professor of Education  
University of Florida  
334 Norman Hall  
Gainesville, Florida 32611
182. Ron Smith  
Concordia University - Loyola campus  
Montreal Quebec Canada
183. Wendell I. Smith  
Provost  
Bucknell University  
Lewisburg, PA 17837
184. Patricia Kasper Snipp  
Chrmn. Faculty Development  
Chrmn. Natural Science Division  
College of St. Mary  
1901 S. 72nd St.  
Omaha, NE 68124
185. Robert L. Snipp  
Chrmn. Chemistry Dept.  
Creighton University  
24th and California  
Omaha, NE 68178
186. Mary Deane Sorcinelli  
Indiana University, N.W.  
Gary, IN 46408
187. Milton G Spann, Jr.  
Director  
Center for Developmental Education  
Appalachian State University  
Boone, NC 28608
188. Joan Stark  
228 Huntington Hall  
Syracuse University  
Syracuse, NY 13210

189. Ruth N. Swann  
Hampton Institute  
Hampton, VA 23368
190. Jackson J. Taylor  
Chairman, Physics Department  
University of Richmond  
Richmond, Virginia 23173
191. Thomas V. Telder  
University of Illinois  
Medical Center Rm. 35  
Pharmacy Building  
833 S. Wood Street  
Chicago, IL 60612
192. Kent Tiedeman  
Associate Project Director  
Deans' and Chairmen's Conferences  
California State University, Chico  
Chico, CA 95929
193. George Towe  
Professor of Physics  
Alfred University  
Physics Box 832  
Alfred, NY 14802
194. Donna Ure  
Instructor, Nursing  
Member, Faculty Pro. Devel. Committee  
Red Deer College  
Box 5005  
Red Deer, Alberta
195. Peter Vahjen  
Lander College  
Greenwood, S.C. 29646
196. Elmer Van Egmond  
Director, Prof. Development Center  
Illinois State University  
North & Fell Sts.  
Normal, IL 61761
197. Sharyn Van Horn  
Barry College  
11300 N E 2 Ave.  
Miami Shores, Florida 33100
198. Quinpin Vargas  
University of Michigan  
Center for the Study of Higher Ed.  
Ann Arbor, MI 48109
199. George Voegel  
Harper College  
Palatine, IL 60067
200. Melvin L. Vulgamore  
Dean of Academic Affairs  
Ohio Wesleyan University  
Delaware, OH 43015
201. Eugene Watson  
University of North Carolina  
School of Education  
121 Peabody Hall  
Chapel Hill, NC 27514
202. O.K. Webb, Jr.  
Dean, General College  
Appalachian State University  
Boone, NC 28608
203. Kathryn Weil  
Science Librarian  
Oberlin College  
Kettering Bldg.  
Oberlin, OH 44074
204. Elizabeth Wells  
Executive Director  
Small College Consortium  
Institutional Development Project  
Suite 400 2000 P St.  
Washington, D.C. 20036
205. Daniel W. Wheeler  
SUNY - Fredonia  
Fredonia, NY 14063
206. Sim Wilde  
North Carolina Wesleyan College  
Highway 30 North  
Rocky Mount, NC 27801
207. Luann Wilkerson  
Staff Associate  
Clinic to Improve University Teaching  
University of Massachusetts  
Amherst, Massachusetts 01002
208. John Russell Wilson  
Assoc. Dir., Center for Prof. Devel.  
Kansas City Regional Council for  
Higher Education  
912 E. 63rd Street  
Kansas City, Missouri 64110

209. Robert C. Wilson  
TIES  
University of California - Berkeley  
Berkeley, CA 94720
210. Tim Wilson  
Associate in Development  
Syracuse University  
Center for Instructional Development  
Syracuse, NY 13210
211. Frank Winter  
Dean, Instructional Development  
Sheridan College  
1430 Trafalgar Road  
Oakville, Ontario L6H 2L1
212. Lynn Wood  
TIES  
339 Campbell Hall  
University of California - Berkeley  
Berkeley, CA 94720
213. Janis Wright  
Secretary  
GLCA Faculty Development Program  
Ohio Wesleyan University  
Delaware, OH 43015
214. Francis J. Wuest  
Director  
Change in Liberal Education  
1818 R Street, N.W.  
Washington, D.C. 20009
215. Robert E. Young  
Assistant Professor  
Center for Improving Teaching  
Effectiveness  
Virginia Commonwealth University  
910 N. Shafer ST.  
Richmond, VA 23284
216. Jael Noam Zickel  
Director, Cntr Excell Coll Tchg  
Kean College of New Jersey  
Morris Avenue  
Union, NJ 07083
217. Roy B. Zuck  
Assistant Academic Dean  
Dallas Theological Seminary  
3909 Swiss Avenue  
Dallas, TX 75204
218. Herbert Germann  
Ocean County College  
College Drive  
Toms River, NJ 08753
219. Barbara Cohn  
Urban Management Curriculum Devel.  
Project  
National Training and Devel. Service  
5028 Wisconsin Ave.  
Washington, D.C. 20016
230. Dr. Barbara Piatka  
Associate Professor of Biology  
Immaculata College  
Immaculata, PA 19345

\* numbering mistake on page 4.