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I am submitting herewith a dissertation written by Robert Dexter Andrews entitled "Faculty Perceptions of Faculty Development in the Small College Consortium." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Educational Administration and Supervision.

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FACULTY PERCEPTIONS OF FACULTY DEVELOPMENT
IN THE SMALL COLLEGE
CONSORTIUM

A Dissertation
Presented for the
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Degree
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Robert Dexter Andrews

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DEDICATION

This dissertation is dedicated to my wife, Lil, who does not even know what degree I am getting. Bless her heart; I love her.

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Even in the most frustrating moments during the development of this dissertation the members of my doctoral committee made it a learning experience. For their gracious spirit and their thoughtness of mind I wish to thank Dr. Dewey Stollar, Dr. William Coffield, Dr. Gerold Whitlock, and Dr. John Lovell. Dr. Lovell deserves special acknowledgment for his patience with me.

I firmly believe that,

All that matters in this life below
Is not who you are or how much you know.
All the world's knowledge can make the mind smart,
But the difference is made in the heart.

Knowing my committee has made this life below richer; knowing my
Lord has made a difference in my heart.

ABSTRACT

The purpose of this study was to describe the perceptions of faculty members of member colleges of the Small College Consortium toward faculty development practices and to describe the differences between institutional programs of faculty development that were promising and those that were less than promising. The colleges in the Small College Consortium were selected because they represented a cross section of small colleges in the United States.

The primary means and procedures used in data assembly for this research involved a mail opinionnaire to 330 of the 2368 faculty members in the Small College Consortium. Data from these opinionnaires were used to describe faculty perceptions of faculty development practices and to identify institutions with promising faculty development programs and institutions with less than promising programs. Personal interviews then provided information about the faculty development programs of the two colleges with the highest developmental promise and the two colleges with the lowest developmental promise.

The findings of the research were that faculty members perceived self evaluation, faculty forums, workshops, peer evaluation, and training in the use of instructional technology to be highly practiced and highly desired. Faculty members also perceived summer stipends, use of a learning center, interinstitutional visits, faculty experience terms, use of consultants, sabbatical leaves, and faculty exchange as practices in which they had participated very little but in which they desired to increase their participation. Over 50 percent of the

faculty respondents desired an increase in summer stipends, experience terms, workshops, sabbatical leaves, forums, training in instructional technology, interinstitutional visits, self evaluation, use of consultants, use of a learning center, faculty exchange, and peer evaluation.

The research also found differences in faculty perceptions of faculty development practices based on size college, faculty rank, and faculty sex. Desire to increase participation in five practices was lower for faculty from colleges with less than 900 students than for faculty from colleges with 900-1100 students. These practices were: faculty workshops, enrollment in on-campus courses, growth contracts, involvement with a faculty development committee, and the use of an instructional consultant. Three practices were perceived differently by faculty of various faculty ranks: use of student evaluation, use of instructional consultants, and enrollment in on-campus courses. Twelve practices were perceived differently by men and women faculty: participation in experience terms, desire to participate in faculty exchanges, enrollment in on-campus courses, use of student evaluation, participation with a faculty development committee, micro teaching, peer teaching, workshops, desire to enroll in on-campus courses, growth contracts, interinstitutional visits, and the use of consultants.

Faculty members reported that faculty workshops were the source of both uncommonly effective teaching behavior and uncommonly ineffective teaching behavior.

Colleges with promising faculty development programs had nearly two times the development activity as colleges with less promising

development programs. The less than promising programs were just beginning to get started or had been started and had lost momentum. The promising programs had high levels of optimistic participation, leadership, and faculty ownership.

Administrators of faculty development programs need reliable data about faculty perceptions of faculty development practices. The information provided by this study should help administrators plan faculty development activities in the future.

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CHAPTER I

FORMULATION AND DEFINITION OF THE PROBLEM

I. INTRODUCTION

It was found that there was an increasing amount of literature on faculty development in higher education. The concept that faculty members are private practitioners in the classroom was under attack because of societal pressures which caused decreasing enrollments and lack of faculty mobility. Faculty development literature suggested many models for improving college teaching by means of various instructional developmental practices. Bergquist and Phillips (1975) suggested the following technologies for instructional development: evaluations, classroom diagnosis, micro teaching, the use of better methodology, and the use of instructional technology. They believed that these were all means of improving college and university instruction by directly intervening in the classroom behavior of faculty. Other authors suggested using consultants to develop better instruction (Wergin, 1976) or making professional development in teaching an institution-wide norm (Buhl, 1977).

II. STATEMENT OF THE PROBLEM

The problem of this study was the need for better understanding of the perceptions of college faculty members toward instructional developmental practices. There was also a lack of knowledge about

institutional programs of instructional development that were uncommonly promising--programs which had resulted in a high level of participation and had produced effective instructional behaviors.

III. PURPOSE OF THE STUDY

The purpose of the study was to describe the perceptions of faculty members of member colleges of the Small College Consortium toward instructional development and to identify and describe institutional programs of instructional development that were particularly promising. The study was designed specifically to:

1. describe the perceptions of faculty members toward various instructional developmental practices;
2. compare faculty members' perceptions of instructional development practices on their campus based on the size of their college;
3. compare faculty members' perceptions of instructional development practices on their campus based on their faculty rank;
4. compare faculty members' perceptions of instructional development practices on their campus based on their sex;
5. identify instructional development practices which have directly resulted in effective instructional behaviors;
6. identify instructional development practices which have not resulted in effective instructional behaviors;
7. identify institutions whose faculty members reported a high level of participation in institutional development practices and whose faculty reported a high level of promising practices which had resulted in effective instructional behaviors;

8. identify institutions whose faculty members reported a low level of participation in instructional development practices and whose faculty reported a low level of promising practices which had resulted in effective instructional behaviors;

9. describe the faculty development programs of those institutions with high levels of participation and promising practices and of those institutions with low levels of participation and promising practices.

IV. IMPORTANCE OF THE STUDY

The central purpose of faculty development programs has been teaching improvement. Simerly (1976) described faculty development as designed to improve the processes used by faculty to attain teaching goals. Faculty development strategies, programs, and committees were phenomena which became important issues during the 1970's. Forces from within and without colleges contributed to the urgency with which institutions sought to evaluate the effectiveness of faculty development programs.

Forces which impinged on universities and colleges were many: a declining population with a consequent decline of traditional-age students; inflation; reduced resources; an aging and immobile faculty with increased competition for a decreasing number of faculty positions; increasing number of older, part-time, non-traditional students; and a rapidly changing job market. Calls for institutional accountability came from parents of undergraduates and from students themselves who had recently been alerted to their rights as "consumers"

of higher education. When demands for accountability also came from legislators, trustees, and taxpayers, college administrators were forced to explore possible ways to develop instructional competencies of faculty.

As a result of these pressures arising from forces outside the control of higher education, many colleges and universities were looking to faculty development programs as one way to maintain and improve the professional vitality of their staffs. As important as the issue of faculty development was, there was still little knowledge of faculty perceptions of instructional development practices.

V. ASSUMPTIONS

Investigation of faculty perceptions of faculty development was based on the following assumptions:

1. The current literature would reveal the population of current practices of faculty development.
2. It would be possible to ascertain the perceptions of faculty members toward instructional development practices by use of a survey instrument.
3. Faculty members of Small College Consortium Colleges would respond honestly, accurately, and with equal willingness to the opinionnaire.

VI. LIMITATIONS

Investigation of faculty perceptions of faculty development was under the following limitations:

1. The survey was limited to the 1979-1980, full-time faculty members of Small College Consortium colleges.

2. The perceptions of faculty members toward instructional development were limited to the information provided by the opinionnaire respondents.

VII. DEFINITION OF TERMS

The following were defined operationally for the purpose of the study:

Faculty exchange. Any system by which faculty members from two colleges change places for a given period of time in order to share special competencies and benefit from a fresh environment.

Faculty experience term. One semester leave of absence with pay for the purpose of participation in and reflection on the professional and working life in the community and region of one's home campus.

Faculty growth contracts. A negotiated agreement between faculty and administrators concerning activities the faculty member intends to undertake during the upcoming year in order to grow professionally.

Faculty member. Those faculty members which the On Campus Coordinator indicated as full-time, teaching faculty.

Faculty retraining. Sending a faculty member from an overstaffed program for training to teach in another, understaffed program.

Fee waiver. A fringe benefit allowing faculty members to take courses without personal expense.

Instructional technology. Resources such as cassette tapes, video tape and projection equipment that are available to faculty members.

Interinstitutional visits. Brief visits by faculty members to various campuses to observe instruction.

Micro teaching. An actual teaching situation with a small group for a brief lesson with immediate feedback.

Peer teaching. Micro teaching with faculty members teaching other faculty members and with immediate feedback.

Sabbatical leave. One term leave of absence with pay for the purpose of educational or personal development.

Small College Consortium. An Institutional Development Project organized as a vehicle for small colleges to benefit from Title III funds. Small College Consortium, 2000 P Street, NW, Suite 400, Washington, D.C., 20036.

Student classroom observer. A student who is paid to visit class sessions and give feedback to the faculty.

Summer stipend. Faculty grants for special summer development projects.

VII. QUESTIONS ANSWERED

In order to accomplish the purpose of the study the following questions were investigated:

1. How did faculty members perceive instructional development practices at their college?

2. What was the relationship between the way faculty members perceived instructional development practices at their college and the size of their college?

3. What was the relationship between the way faculty members perceived instructional development practices and their faculty rank?

4. What was the relationship between the way faculty members perceived instructional development practices and their sex?

5. What instructional development practices did faculty members perceive to be uncommonly promising because they had resulted in effective instructional behaviors?

6. What instructional development practices did faculty members perceive to be ineffective in changing instructional behaviors?

7. Which Small College Consortium colleges had unusually promising programs of faculty development?

8. Which Small College Consortium colleges had unusually less than promising programs of faculty development?

9. What was the difference between institutional faculty development programs that were promising and those that were less than promising?

IX. PROCEDURES

This study was descriptive research via a mail opinionnaire to full-time faculty of the Small College Consortium colleges. Data gathered from the opinionnaire were analyzed to determine perceptions of instructional development practices in member colleges.

Sample

The population for this study included the full-time faculty members employed in the colleges that belonged to the Small College Consortium. Each Small College Consortium campus coordinator was contacted by letter to obtain official lists of current full-time faculty members. The faculty population was 2368. In order to determine the sample size for faculty members the formula suggested by Hauskin (1963) was used:

$$n = \frac{\chi^2 N \phi (1 - \phi)}{d^2 (N - 1) + \chi^2 \phi (1 - \phi)}$$

where N = population

n = sample size

χ^2 = Chi-square

d = error range

ϕ = (.50 for largest sample size) or percent of population
with a given characteristic

Using this formula for determining sample sizes, the size of the sample of faculty members was determined to be 330.

Measurement

Since there was no standardized instrument available to measure the perceptions of faculty regarding instructional development practices, the investigator developed a survey instrument to obtain these data. The opinionnaire used with this study was developed after a review of current literature in the area of faculty development. It consisted of questions designed to elicit descriptive data regarding specific instructional developmental strategies. The opinionnaire

included instructional assistance practices, grant and travel fund practices, assessment practices, and traditional practices (sabbatical leaves and faculty development committees).

The instrument was reviewed for content validity through the literature review and through a jury of experts in higher education. The instrument was distributed to educators and scholars well known for their research on faculty development who served as a jury of experts. They were asked to comment specifically on the content, clarity and relevance of each item on the opinionnaire. An item analysis was made of the opinionnaire in the light of the revisions suggested by the jury of experts. Following this analysis it was concluded that the opinionnaire included the items needed in order to proceed with the study.

The instrument was field tested on a small sample of subjects during its developmental process to ensure clarity and relevance. The subjects involved in the field testing were faculty of small colleges. The respondents were asked to make comments regarding the content and design of the instrument.

Data Collection and Transformation/Reduction Procedures

The opinionnaire was mailed to all persons included in the sample. A cover letter and self-addressed, stamped envelope were included with the opinionnaire so that they could be returned directly to the researcher. After three weeks a follow-up reminder, additional opinionnaire, and self-addressed, stamped envelope were sent to non-respondents to encourage their response. A third mailing was sent to those who had still not responded to the previous two opinionnaires.

three weeks after the follow-up reminder. The opinionnaires were coded to allow identification of respondents.

Analysis

Descriptive statistics were used to analyze faculty perceptions of instructional developmental practices. The Statistical Package for the Social Sciences (SPSS) subprogram frequencies (one-way frequency distributions with descriptive statistics) was used for item-by-item analysis and description of perceptions of each instructional developmental practice.

Analysis of variance was used to determine: whether or not there were statistically significant differences of faculty members' perceptions of instructional development practices among faculty members from colleges of various sizes, whether or not there were statistically significant differences of faculty members' perceptions of instructional development practices among faculty members with various faculty ranks, and whether or not there were statistically significant differences between male and female faculty members' perceptions of instructional development practices. For the purpose of this study an F ratio was considered statistically significant at the .05 level. If a significant F ratio occurred, indicating a difference based on size college or faculty rank, either Duncan's multiple range test or Scheffé's test for multiple comparisons was used to locate the difference.

Chi-square was used to determine whether or not there were statistically significant differences based on size college, rank, or sex on those items which required a response on a checklist. A difference was considered statistically significant at the .05 level.

Colleges with particularly promising programs of faculty development and colleges with less than promising programs were identified by means of an institutional score of developmental promise (ISDP). Each ISDP was determined by use of the following formula:

$$ISDP = \frac{\Sigma[\Sigma P + 3.5 (C) + 6 (E)]}{N}$$

where ISDP = Institutional Score of Developmental Promise

P = responses to items four through nineteen (participation in developmental practices indicated on a Likert scale)

C = the number of responses to items twenty through twenty-three (indications of participation on the checklist)

E = the number of responses to item forty-four (effective teaching performance cited)

N = the number of faculty members from a given institution

The responses to survey items four through nineteen (participation in developmental practices indicated on a Likert scale) were transformed to numerical values of one to six. The sum of these numbers represented a total numerical value for participation in those faculty development practices. Survey items twenty through twenty-three were practices which a faculty member checked if he had participated in them. These checks were assigned a numerical value equal to the numerical value for the center of the Likert scale (3.5). If a faculty member responded to survey item forty-four (an incident of uncommonly effective teaching performance that was a direct result of participation in a faculty development practice), that response was assigned a numerical value of six. This value was selected because it was equal to the numerical value for "Extensive Participation" on the Likert scale items.

When these three scores (ΣP , 3.5 C, 6 E) were added, that sum represented one faculty member's participation in faculty development during the 1979-1980 school year. These individual faculty members' scores for participation were then separated according to institution, totaled by institution, and divided by the number of faculty respondents from that particular institution. The result was a mean score of faculty participation for each institution, an institutional score of developmental promise (ISDP).

The investigator made on-campus visits to the two institutions with the highest ISDP's and to the two institutions with the lowest ISDP's. Case studies of their programs of faculty development were written in order to compare and contrast the characteristics of promising programs with the characteristics of those programs that were less than promising.

X. ORGANIZATION OF THE STUDY

The study was divided into four chapters as follows:

Chapter I contains the general introduction, statement of the problem, purpose of the study, questions of the study, importance of the study, assumptions, limitations, definitions of terms, procedures and organization of the study.

Chapter II contains a review of related literature in the area of faculty development.

Chapter III reports the data which were collected via the mail opinionnaire and via on-campus visits.

Chapter IV contains a summary, conclusions, and any recommendations based on the research conducted.

CHAPTER II

REVIEW OF THE LITERATURE

In order to conceptualize a study of faculty development practices, it was necessary to review the research on faculty development. Instructional development practices were the special interest in the review process.

I. FACULTY DEVELOPMENT

In the last decade faculty development emerged as a priority in higher education. Forces that created concern for faculty development were numerous. Perhaps the force exerting the most pressure was the lack of faculty mobility (Wergin, 1976; The Group, 1974; Magarrell, 1980). The Group for Human Development in Higher Education reported that this lack of mobility led to stagnation:

Professional stagnation among American faculty is in danger of replacing faculty mobility. Wringing more out of declining resources makes adequate teaching supports on a major scale all the more essential to assure faculty development through the end of this century (The Group, 1974, p. 13).

In an address to the American Association for Higher Education Alexander W. Astin, head of the Higher Education Research Institute of UCLA, said that, "The blunt reality of the 1980's is that most institutions will have to make do with what they already have, whether it be physical facilities or faculty and staff" (Magarrell, 1980, p. 10). When the weight of declining resources, inflation, calls for institutional accountability, and reduced pool of potential students was added to the already heavy burden of immobility and possible stagnation, there

was little wonder that colleges were looking to faculty development to help carry the load.

A variety of complimentary definitions of faculty development emerged in the last decade. But there was one central theme among them: teaching improvement. Bergquist and Phillips (1975) and Gaff (1978) organized their discussions of faculty development under the three headings of development as a person, as a member of an organization, and as a teacher. Simerly (1976) described faculty development as designed to improve the processes used by faculty to attain teaching goals.

These attempts to define faculty development uncovered changing notions of what higher education in general is all about. Bergquist and Phillips (1975) claimed that the popularity of the older, discipline-centered view had been replaced by a teaching-oriented approach. The discipline-centered approach emphasized expertise within the discipline, advanced degrees, and publications. In such an approach teaching was passing along the discipline to future academicians. This view assumed that excellence in teaching flowed quite naturally from excellence in scholarship (The Group for Human Development in Higher Education, 1974). Sabbaticals, research opportunities, reduced teaching loads, and lower faculty student ratios were considered means to improve teaching and learning in the discipline-centered view (Rose and Nyre, 1975). Other means were the purchase of new instructional technology and the recruitment of new Ph. D.'s (Bergquist and Phillips, 1975, p. 179).

The emerging view focused on a teaching-oriented faculty approach, emphasizing learning theory and pedagogy. Because most faculty prepared to teach by concentrating solely on their academic

disciplines, a teaching-oriented approach to higher education was possible only with the help of faculty development programs.

Models for effective faculty development programs were numerous and varied. For example Rogers described six means of faculty development: development of faculty proficiency in specific areas of instruction; identification and encouragement of students who would make good college teachers; recruitment of faculty from diverse educational and geographical backgrounds; the provision of an environment open to new ideas; keeping teaching loads from becoming too heavy; and the creation of an institutional climate of recognition and reward for those faculty seeking to improve instruction (Rogers, 1971). Another example is Moats' list of strategies to improve undergraduate teaching: award instructional grants; provide evaluation services; reward teaching; prepare future teachers; offer workshops and seminars; enlist the support of established faculty (Moats, 1975).

Other studies grouped development practices into broad categories. The Group for Human Development in Higher Education listed rewards for individual initiative, accountability, assisted self-study, programs on teaching, grants for teaching, and intellectual mobility as potentially helpful broad categories of kinds of faculty development (The Group, 1974, pp. 20-26). Centra's groupings of faculty development practices were based on responses from a national sample of 1044 institutions that participated in various developmental practices (Centra, 1978). Responses to the forty-five practices from each institution were factor analyzed; this enabled Centra to group the practices according to approximate use and according to rated effectiveness. Centra's grouping of faculty development practices

according to rated effectiveness were as follows: instructional assistance practices; workshop and seminar practices; grant and travel fund practices; assessment practices; traditional practices; and publicity practices (Centra, 1978, p. 156).

II. INSTRUCTIONAL ASSISTANCE PRACTICES

Training in Technology

Training in the use of instructional technology can be a controversial subject. It was sometimes relegated to the lowest practice in order of importance:

My thesis regarding improvement of college teaching is that a major reason for our slowness in making headway is that most of our energy and resources are spent on our least important problems. This is so because the least important problem is the easiest to deal with (Rice, 1965, p. 31).

Rice's example of a "least important problem" was training in the use of instructional technology. But whether it was least important or most important was not the issue. The fact remained that for decades higher education had technologies such as audiovisual aids, information storage, retrieval and processing capabilities, and interpersonal techniques. But there was still relatively little use of these innovations. This fact prompted Kozma to try to increase the use of instructional technology at the University of Michigan (1978). He awarded grants to eleven fellows. The grants were either in the form of released time or financial support to encourage the fellows to develop and implement classroom innovations. The result was that these fellows did significantly increase their use of instructional technology. They also seemed to have a positive influence on the attitudes of their peers toward these innovations (Kozma, 1978).

According to Bergquist and Phillips (1975) training in the use of technology should always be conducted with the attitudinal and structural supports that are needed to sustain experimentation in the classroom. If the training is conducted with proper follow-up support and as one of a series of components of faculty development, then such training can be absolutely essential to a good faculty development program. Several model faculty development programs illustrated the part that technical training can play in improving instruction. Technical training was a vital part of the Andrews University development program (Smoot, 1978), and it was essential to the Williamsport Community College project in faculty development (McQuay, 1976).

Learning Center

Very often training in instructional technology was part of a larger unit of faculty development--a learning center. At St. Olaf College, Northfield, Minnesota the goal was to provide a ". . . visible, physical and programmatic gathering together of resources--human, literary, and technical--which can be used to improve the teaching/learning process at St. Olaf College" (Helling, 1980, p. 38). The learning center can become the very center of faculty development as it has at St. Olaf by providing seminars, lounge areas, mealtime discussions, workshops, and a newsletter under the directorship of rotating faculty associates.

Instructional Consultant

The use of consultants to help improve college teaching was not new. According to the Group for Human Development in Higher Education they have been used in three ways. At worst consultants were sometimes used as a form of self-study: a means of acknowledging

a problem and hoping that it would go away. Consultants were also used as a means whereby the faculty could gain a new perspective. This use of consultants has prompted faculty members to discuss what they otherwise might not have time to talk about. But at their best consultants have been used to train campus personnel to assume developmental roles (The Group, 1974). Using consultants to train campus personnel was developed at the Center for Excellence in College Teaching of the Consortium of East Jersey. Demands on the center forced it to train faculty facilitators in its member schools (Zickel, 1978). Hammons (1977) reported that a consultant can fill a number of roles in faculty development. They can be a timer for assessing the climate for instructional change and objectively timing events, or they can be a catalyst for getting the faculty started, a salesman persuading resistant faculty of the need for change, or managers advising the faculty when to move on and when to reinforce what has already happened. The consultant might also be a troubleshooter, evaluator, or trainer bringing an unbiased perspective just when faculty need it.

Wergin, Mason, and Munson (1976) created a model of faculty development based on consultation. From their extensive consulting activities at Virginia Commonwealth University and at many other institutions their concepts of the consultant emerged:

We see this as an evolving process that begins with a low knowledge base and low trust, and develops into a relationship characterized by both a richer information base and greater trust, openness, and personal acceptance (Wergin, 1976, p. 300).

Their model for consultants moved from the role of an expert gradually into the role of a collaborator.

Many institutions had organized programs of instructional consultants. California State University at Northridge created their Teaching Consultation Service (TCS) in response to a perceived need by their faculty (Ost, 1977). Earlham College, Richmond, Indiana, established a position of an on-campus consultant to give support for the improvement of instruction (Bakker, 1980).

III. WORKSHOPS AND SEMINARS

The second most effective group of faculty development practices according to Centra's study (1978) were those practices that involved faculty in workshops and seminars. The pervasive view of faculty in higher education was that they lived their professional lives in isolation as recluses hiding behind classroom doors. But contrary to this view studies indicated that there were sizeable numbers of faculty who were willing to overcome the conditions of practitioner isolation (McMullen, 1977). Workshops and seminars provided faculty members the opportunity to contribute to instructional improvement in a cooperative setting with colleagues.

Examples of this instructional development practice were numerous. Andrews University held a series of ten two-hour sessions for new teachers each year using McKeachie's Teaching Tips: A Guidebook for the Beginning College Teacher and covering such topics as university objectives, course objectives, course requirements, teaching styles, grading, and student evaluation (Smoot, 1978).

The Central Pennsylvania Consortium sponsored a week-end conference for new teachers during the January interterm of the member colleges (Dickenson, Franklin and Marshall, Gettysburg, Wilson).

Preceding the conference each participant was interviewed for approximately one hour to facilitate and individualize the planning. Each participant was also assigned the homework of writing case studies of teaching incidents to share with the larger group for discussion at the conference (Noonan, 1980).

Wittenberg University's teaching improvement component of their faculty development program included a series of workshops--each on a specialized topic such as writing course objectives or use of groups in the classroom. Braxton reported that at Wittenberg 84.1 percent of the faculty said that the workshops had been helpful to them, 50 percent did further reading on instructional methods, and 84 percent tried one of the workshop methods in their classes (Braxton, 1978). Similar programs were successful at California State University at Long Beach (Ost, 1977), at Austin College as part of a Faculty Career Development Program (Bedsole, 1978), and at Gettysburg College where faculty expressed greatest satisfaction with being involved with faculty outside their own department (Pickering, 1980). Workshops have taken several different forms: mealtime discussions at St. Olaf College (Helling, 1980) and organized discussions between senior faculty and junior faculty at Furman University (Hipps, 1980).

A special variety of workshop worthy of special comment was micro teaching (or peer teaching, a form of micro teaching). Bergquist and Phillips said that, "This training procedure was first developed by Dwight Allen and Kevin Ryan for use with undergraduate and graduate students entering primary or secondary school teaching" (1975, p. 194). Micro teaching has not been used extensively to train college faculty,

but Allen developed a micro teaching series for the University of Massachusetts (Allen, 1969).

Peer teaching, micro teaching in a special setting with faculty colleagues in the learner role, has been used sparingly but quite successfully to develop college faculty. The Central Pennsylvania Consortium used it during its interterm workshops (Noonan, 1980). Individual faculty taught colleagues a fifteen minute lesson followed by forty-five minutes of discussion. Noonan reported that the program was well accepted by faculty.

Perhaps the most extensive peer-teaching program was the Sequenced Peer Teaching workshop at Ohlone College, a small suburban community college in Fremont, California (Case, 1971). This program was

. . . designed to bring faculty colleagues together for development of teaching. Structurally, the program rests on the small group. The basic process is the teaching of a sequence of assignments by individual participants to a "class" of peers. The teaching is video taped and replayed for group critique (Case, 1971, p. 1).

The program included four sessions extended over two weeks. Faculty were video taped teaching short lessons to each other and during their actual classroom teaching. These video tapes were then played back to the group of faculty participants for peer critique. Participants judged the program successful because it encouraged recognition and positive reinforcement of effective instruction, awareness of one's own teaching, and skill in critiquing others. But peer teaching has not been without its problems: how to make it an appealing activity and how to reduce anxiety have been tough questions (Case, 1971).

IV. GRANTS AND TRAVEL FUNDS

Study Leaves and Grants

Among the practices that Centra (1978) listed as third most effective were grants and travel funds for instructional improvement. Typical of such programs was that at Pomona College, Claremont, California. Funded by a three year grant from the Andrew W. Mellon Foundation faculty members could apply for a grant by submitting a proposal outlining where they wished to study, in what sort of program, and the type of curricular "pay-off" the college could expect when they completed the study leave (Voelkel, 1980). Study leaves and grants have taken many forms in various institutions. At Furman University they were called mini-grants to improve teaching (Hipps, 1980). At Austin College grants were awarded for study, for attendance at conferences, and for other creative activities: one art teacher received a grant for two weeks of travel to gather materials for the coming school year (Bedsole, 1978). Study leaves were part of the faculty development program at Andrews University (Smoot, 1978). These grants were sometimes referred to as summer stipends as they were at Earlham College (Bakker, 1980). Whatever the name by which they have been called and whatever form they have taken, study leaves and grants have been very popular.

Interinstitutional Visits

As a faculty development practice interinstitutional visits by faculty was rarely mentioned in the literature. Freed Hardeman College faculty visited with faculty of corresponding departments of George Peabody College for brief times during a period of intense

instructional development at Freed Hardeman (Rogers, 1971). The value of interinstitutional visits was that faculty could actually observe curricular and instructional innovations in institutions similar to their own. This could be far more persuasive than any oral or written report about instructional innovations. Probably the most widespread program of faculty visitations was the one funded in Oregon by the Ford Foundation:

Under this program, funds were made available to the teacher education institutions of the state system . . . to finance the travel of faculty members to such locations as the University of Pittsburg (clinical supervision), Stanford (off-campus centers, intern programs, special laboratory experiences for teachers), and many other points in the United States and Canada where could be seen in operation innovative programs assumed to have some relevance to the improvement of teacher education in Oregon. The subjective evaluation of these experiences by the participants bore out expectations as to the value of these visits (Romney, 1968, p. 99).

The major drawbacks to such a program have been funding and time.

Faculty Exchange

Another form of study grant or travel fund was faculty exchange in which faculty members exchange positions for a full term or school year. Loyola University of Chicago felt that their "External Exchange Program" would benefit both institutions involved because the faculty would be energized by their broader base of experience (The Chronicle of Higher Education, 1979). There was a similar program at the Williamsport Area Community College where faculty were strongly urged to exchange with other educational institutions, with government, business and industry both in the state of Pennsylvania and with foreign countries. The only limits on the program were the available resources (McQuay, 1976).

Rodes reported that he had personally exchanged with other faculty six times during his teaching career at Occidental College, Los Angeles (1980). From his experiences he summarized his observations. The old routine of teaching the same courses with the same colleagues and the same problems to the same students was broken up by the newness of different colleagues, different students and a fresh viewpoint. He suggested that the logistics be that the professor remain contractually and financially completely attached to his home institution (Rodes, 1980). Since 1972, Eble has suggested that a national center for faculty exchange to encourage such experiences was needed (Eble, 1972).

Faculty Retraining

During these times of retrenchment yet another form of grant and travel fund appeared in the literature: faculty retraining. One example of how this form of development can benefit both faculty and institutions was the experience of Beloit College in Wisconsin. Between 1974 and 1976 Beloit needed to reduce its faculty by 20 percent. During this time they received a grant from a national foundation to retrain selected faculty. The program goals were to systematically revitalize the scholarly development of the faculty, to enable certain faculty to assume administrative roles, to retain selected faculty for openings in other departments, and to allow certain departments to study career opportunities in their academic disciplines (Bowen, 1980).

The faculty retraining funds were used for reasonable retraining: usually this involved training to enable faculty to teach a new course

or two. Very often the retraining grants were combined with sabbatical leaves to allow more time for the training. Administrators at Beloit judged the program effective because their faculty had a clear understanding of why it was necessary and because of the set of guidelines established for awarding the grants (Bowen, 1980, p. 24).

V. ASSESSMENT PRACTICES

Assessment practices for faculty development--student evaluation, peer evaluation, self evaluation, and growth contracts--have been sensitive political issues because of the perceived threat that they have posed for academic freedom and professional autonomy. It was very often possible that faculty viewed assessment not so much as a useful tool for instructional improvement but rather as interference by university administrators or public representatives (Glasman, 1976). But assessment could have a dual purpose: to render judgments about a faculty member's professional competency on the basis of instructional effectiveness or to provide the faculty with the means to improve instruction (Rose, 1976). It is in the second sense that evaluation of teaching was used for faculty development. Assessment used in this manner was related solely to improving competence in the classroom (Rasmusen, 1972). The Southern Regional Education Board expressed it this way:

Much more important than its potential function of identifying marginal performers for termination, a faculty evaluation system can be used for developing and improving the ones who stay--it has been called a way to "renew" faculty abilities during this era of lowered mobility and generally older faculty (1980).

Evaluation was a means of identifying the gap between the instructor's

intentions and the instructor's outcomes. Depending on the importance of this gap and the level of priority attached to it, there emerged a need for improvement that was then satisfied (Glasman, 1976).

Student Evaluation

To some faculty members it has seemed perilous to involve students in any system of faculty evaluation, but yet students have always had the most contact with instructors. It would be more perilous to ignore them (Rayder, n. d.). During the 1960's colleges and universities experienced a dramatic transition in thought about student evaluations not unlike the experience at Cornell University. In 1965 at Cornell a comprehensive report was commissioned by the Committee on the Quality of Undergraduate Instruction. The following findings were the result of that study:

1. Grossly inadequate teaching occurs in more instances than is tolerable.
2. There can be no doubt that student dissatisfaction with undergraduate instruction has a basis in fact.
3. There is only one ultimate determinate of the quality of undergraduate instruction and only one ultimate source of its improvement--the individual teacher himself (Rayder, n. d., p. 2).

Two years later (1967) a similar committee at Michigan State University recommended to the president that the institution revise or develop new student rating forms, collect normative data relative to the forms, and analyze them and summarize the results because " . . . an instructor should know when students do not approve of a particular technique or approach" (Rayder, p. 3).

Studies of the effect of student feedback on instructors' teaching performance were conflicting. Rotem (1978) conducted a study at the University of California at Santa Barbara designed to

ascertain the validity of the claim that student feedback could help university professors improve their instruction. He concluded that,

Standardized rating scales do not seem to produce useful feedback for the purpose of improving teaching. This does not necessarily imply that student feedback cannot help instructors improve their teaching (Rotem, 1978, p. 317).

Smith's (1975) conclusions were directly the opposite; he concluded that ". . . college faculty did exhibit positive changes in teaching behaviors following receipt of feedback from student descriptions" (p. 86). This finding was supported by Piland's (1975) conclusion after his study at Northern Illinois University that faculty and administrators agreed that the results of student evaluation of instruction made an impact on faculty members' instructional performance. Among faculty members of community colleges in California, 72 percent agreed that students should be involved in evaluating instruction (Rasmusen, 1972).

A special form of student evaluation was developed and put into practice at Dickenson College (Laws, 1974): a classroom observer program. Laws described the program as being patterned after that described by Casper and Carroll (1973) used by the physics department at Cleveland State University. Instead of using students who were enrolled in courses to evaluate those same courses, students were hired for a nominal stipend to attend courses specifically to give the instructor feedback. The assumption underlying this plan was that the enrolled student was too occupied focusing his attention on content and learning to notice methods and communication. Student observers were requested by instructors, trained as a group, and were given an "Observer's Manual" before they observed an instructor

for the entire term. The program proved to be successful in a variety of courses (Laws, 1977).

Peer Evaluation

Evaluation by one's colleagues in higher education has always happened but it has not always been the kind of evaluation that has had a positive bearing on professional growth in teaching (Buhl and Lane, 1977). Formal programs of peer evaluation for the improvement of instruction were rare indeed (Eble, 1972). The ones that existed were programs in which peers reviewed course materials and course syllabi (Southern Regional Education Board, 1980). Several researchers contributed suggestions about colleague review (Bargquist and Phillips, 1975; Rasmusen, 1972; Southern Regional Education Board, 1980; Magarrell, 1980; Goleman, 1975; Centra, 1972), but there were problems that tended to limit widespread use of peers as evaluators. Centra (1972) found peer ratings of instruction less reliable and more lenient than student ratings. Goleman (1975) said that faculty generally viewed classroom visits by peers as helpful, but Bargquist and Phillips (1975) reported that such visits were rare because of shortage of time and low levels of trust among colleagues. Perhaps the most constructive suggestion was proposed by Jerry Gaff, director of the General Education Models Project; he proposed three-member teams to work together to assess each other's performance as teachers by identifying areas to be observed, visiting classes, and preparing critiques (Southern Regional Education Board, 1980).

Self Evaluation

Like peer evaluation self evaluation has been constantly going on. It was only when the instructor himself perceived a discrepancy between what he desired and what he was then doing that there would be any positive change (McNeil and Papham, 1973). Bergquist and Phillips (1975) saw self evaluation as the "unfreezing" phase of Kurt Lewin's model for change: change will occur as "unfreezing" is brought on by discrepancy, dissonance, pain, or stress.

There was little doubt that self ratings could play a significant role in instructional diagnosis, but such ratings were not without their problems. Doyle (1978) found that self ratings were sometimes lower than, sometimes the same as, but usually higher than student ratings. Batista developed a self evaluation questionnaire and validated it by comparing self evaluation scores to student rating scores; he found a positive correlation (Batista, 1978). Self evaluation seemed to be an effective component of instructional development when used in conjunction with other appraisal techniques (Southern Regional Education Board, 1980; Ost, 1977; Knapper, 1977).

Faculty Growth Contracts

Faculty growth contracts were suggested as a possible remedy for problems confronting instruction in higher education (Carlberg, 1974). Growth contracts usually consisted of two phases as they did at Gordon College, Wenham, Massachusetts. First the faculty member wrote a faculty profile outlining his strengths, weaknesses, and goals. At Gordon this profile was used for five years unless the instructor wished to revise it earlier. Then the faculty member wrote his

development plan delineating how he intended to improve during the coming year (Carlberg, 1980). Because the growth contract was individualized, it had more potential to meet perceived needs of the faculty than most other practices (Milley, 1977). Buhl and Lane (1977) believed that the growth contract would have an impact on instructional improvement because the adoption of growth contracts usually indicated an instructional commitment that the faculty could sense.

VI. TRADITIONAL PRACTICES

The last category of development practices encompassed those practices that were much more traditional and familiar: faculty development committees and sabbatical leaves. The development committee had several advantages. It represented a nonauthoritarian approach to development; because it involved many faculty in program planning, it encouraged more highly motivated participation. Development committees were also freer than administrators to experiment with different practices (Hammon, 1977). The faculty development committee was not new; it was used in large, state system institutions (Romney, 1968), at small universities (Smoot, 1978), and at small, private colleges (Carlberg, 1980).

One of the oldest faculty development practices was the sabbatical leave; it has been the most common form of general institutional support for faculty renewal. But only about 60 percent of colleges and universities have had sabbatical leave programs (Eble, 1972). The sabbatical leave had the severe drawback of cost; in the situation of financial stringency there was little hope that sabbatical leaves would become more widespread (The Group, 1974).

VII. SUMMARY

Discussions of the present state of faculty development practices included the pressures that prompted their initiation, ways to classify their approaches, and summaries of individual practices. Centra's (1978) outline of instructional development practices according to perceived effectiveness was based on a comprehensive survey of colleges with faculty development programs. What was not known was how faculty of small colleges perceived each of these practices. Continued operation of faculty development programs on the assumption that they would improve instruction was without any knowledge of faculty support, acceptance, or need for such programs.

CHAPTER III

FINDINGS

The purpose of this chapter is to present the findings of the study, "Faculty Perceptions of Faculty Development in the Small College Consortium." The basic questions of the study were answered in order to accomplish this purpose. These questions were:

1. How did faculty members perceive instructional development practices at their college?
2. What was the relationship between the way faculty members perceived instructional development practices at their college and the size of their college?
3. What was the relationship between the way faculty members perceived instructional development practices and their faculty rank?
4. What was the relationship between the way faculty members perceived instructional development practices and their sex?
5. What instructional development practices did faculty members perceive to be uncommonly promising because they had resulted in effective instructional behaviors?
6. What instructional development practices did faculty members perceive to be ineffective in changing instructional behaviors?
7. Which Small College Consortium colleges had unusually promising programs of faculty development?
8. Which Small College Consortium colleges had unusually less than promising programs of faculty development?

9. What was the difference between institutional faculty development programs that were promising and those that were less than promising?

I. CHARACTERISTICS OF THE STUDY SAMPLE

Faculty from forty-seven of the fifty-one colleges in the Small College Consortium (SCC) participated in the study. These forty-seven colleges ranged in size from an enrollment of 282 students to 1479 students. The number of full-time faculty ranged from seventeen to one hundred (see Table 1). From the population of 2368 faculty members a random sample of 330 was selected. Of these 330 there were 241 usable responses which was 73 percent of the sample. The characteristics of the faculty members involved in the study and the number of faculty members who responded from each size college are shown in Table 2.

II. QUESTION 1: HOW DID FACULTY MEMBERS PERCEIVE INSTRUCTIONAL DEVELOPMENT PRACTICES AT THEIR COLLEGE?

Introduction

Respondents were asked to indicate on the opinionnaire their level of participation in each of twenty faculty development practices. They were also asked to indicate their desire to participate in each of the same twenty faculty development practices. An item-by-item frequency response analysis of these forty responses to opinionnaire questions provided the answer to this question.

Faculty members were asked to indicate their level of participation in sixteen faculty development practices on a Likert scale. The mean responses of these levels of participation are arranged in rank

Table 1. Small College Consortium Colleges Listed in Order of Student Enrollment During the 1979-1980 School Year with the Number of Full-time Faculty Members at Each College During that Year.

College	Student Enrollment	Full-time Faculty
Sacred Heart College	282	17
Silver Lake College	328	23
Huron College	365	37
Bethel College	419	23
Eureka College	431	36
Sterling College	509	40
McPherson College	515	31
Covenant College	553	32
Dakota Wesleyan University	562	35
Lakeland College	571	28
Urbana College	610	22
Bryan College	630	32
Barrington College	640	25
John Brown University	671	50
Tift College	705	35
George Fox College	706	41
Northwestern College	729	49
Brenau College	766	64
St. Mary College	817	39
The King's College	834	44
Marion College	880	56
Friends University	907	60
Ohio Dominican College	910	42
Mary College	911	47
Viterbo College	941	100
Mobile College	946	52
St. Vincent College	961	102
Curry College	978	56
Westmont College	979	51
Findlay College	988	38
Trevecca Nazarene College	1021	47
Mid-America Nazarene College	1035	48
Averett College	1058	54
Buena Vista College	1068	50
College of Mt. St. Joseph	1098	55
Mount Mary College	1102	77
Dominican College of Blauvelt	1130	45
Eastern Mennonite College	1139	64
LaRoche College	1164	36
Gwynedd Mercy College	1241	88
Houghton College	1250	71
Mercyhurst College	1343	56
Mollay College	1343	94

Table 1 (Continued)

College	Student Enrollment	Full-time Faculty
Texas Lutheran College	1361	62
Central University of Iowa	1393	84
Freed-Hardeman College	1401	61
Incarnate Word College	1479	69
Totals	41,670	2,368

Table 2. A Summary of Faculty Members' Rank and Sex and the Number of Faculty Member Respondents from Colleges of Various Sizes of Member Colleges of the Small College Consortium During the 1979-1980 School Year.

Characteristic	N	%
Size College		
Less than 900	112	46.5
900-1100	79	32.8
More than 1100	50	20.7
Academic Rank		
Instructor	32	13.5
Assistant Professor	91	38.2
Associate Professor	65	27.3
Professor	45	18.9
Other	5	2.1
Sex		
Male	132	54.8
Female	109	45.2

order in Table 3. According to faculty perceptions the three most widely used practices were student evaluations, self evaluations, and participation with a faculty development committee. The three least used practices were paid student observers, peer teaching, and enrollment in on-campus courses.

Table 4 shows a rank order of the percentages of faculty member respondents who participated in retraining, sabbatical leaves, experience terms, and faculty exchanges. Retraining in order to be able to teach other academic disciplines had the highest response (29.5 percent), and faculty exchange with another college for a term had the lowest response (3.7 percent).

The respondents were asked to indicate their desire to increase participation in sixteen faculty development practices on a Likert scale. The mean responses of these indications of desire to increase participation are arranged in rank order in Table 5. According to faculty perceptions, the three practices in which they desired to increase their participation the most were summer stipends, workshops, and interinstitutional visits. The three practices in which faculty desired to increase participation the least were use of a paid student observer, enrollment in on-campus courses, and peer teaching.

Table 6 shows a rank order of the percentage of faculty member respondents who desired to participate in retraining, sabbatical leaves, experience terms, and faculty exchanges. The faculty experience term had the highest response (71.0 percent), and retraining to be able to teach in another academic discipline had the lowest response (31.5 percent).

Table 3. Rank Order of Means of Responses of Faculty Members of Small College Consortium Colleges to Participation in Faculty Development Practices During the 1979-1980 School Year.

Practice	Mean
1. Student Evaluation	4.407
2. Self Evaluation	3.328
3. Faculty Development Committee	3.066
4. Faculty Forums	3.042
5. Workshops	2.592
6. Peer Evaluation	2.379
7. Training in the Use of Instructional Technology	2.258
8. Growth Contracts	2.235
9. Consultant	2.212
10. Summer Stipend	1.987
11. Use of a Learning Center	1.896
12. Micro Teaching	1.794
13. Interinstitutional Visits	1.762
14. Enrollment in On-campus Courses	1.686
15. Peer Teaching	1.544
16. Use of a Paid Student Observer	1.067

Table 4. Rank Order of Percentage of Small College Consortium Faculty Member Respondents Who Participated in Retraining, Sabbatical Leaves, Experience Terms, and Faculty Exchanges During the 1979-1980 School Year.

Practice	N	%
1. Retraining	71	29.5
2. Sabbatical	35	14.5
3. Experience Term	28	11.6
4. Faculty Exchange	9	3.7

Table 5. Rank Order of Means of Responses of Faculty Members of Small College Consortium Colleges During the 1979-1980 School Year to Desire to Increase Participation in Faculty Development Practices.

Practice	Mean
1. Summer Stipend	4.583
2. Workshops	4.063
3. Interinstitutional Visits	3.905
4. Faculty Forums	3.895
5. Training in the use of Instructional Technology	3.884
6. Self Evaluation	3.842
7. Use of a Learning Center	3.767
8. Peer Evaluation	3.540
9. Consultant	3.477
10. Faculty Development Committee	3.418
11. Growth Contract	3.407
12. Student Evaluations	3.337
13. Micro Teaching	3.307
14. Peer Teaching	3.235
15. Enrollment in On-campus Courses	3.192
16. Use of a Paid Student Observer	2.349

Table 6. Rank Order of Percentage of Small College Consortium Faculty Member Respondents During the 1979-1980 School Year Who Desired to Increase Their Participation in Retraining, Sabbatical Leaves, Experience Terms and Faculty Exchanges.

Practice	N	%
1. Experience Term	171	71.0
2. Sabbatical Leave	165	68.5
3. Faculty Exchange	130	53.9
4. Retraining	76	31.5

Instructional Assistance Practices

Training in the use of instructional technology, use of a learning center as a support service to improve instruction, and use of an instructional consultant ranked seventh, eleventh, and ninth, respectively, as practices in which faculty have participated (see Table 3). Training in the use of instructional technology moved from seventh to fifth rank in desire to increase participation (see Table 5). The use of a learning center as a support service to improve instruction was ranked eleventh in participation, but it ranked seventh in desire to increase participation. The use of an instructional consultant ranked ninth in participation and stayed in ninth position in desire to increase participation (see Table 5). Over 65 percent of the respondents indicated little or no participation in training in the use of instructional technology, but just over 65 percent said that they desired some increase in such training (see Tables 7 and 8). Similar results can be reported about the use of a learning center: 56 percent responded that they had no participation, but over 60 percent indicated that they desired more than a slight increase in the use of a learning center (see Tables 7 and 8). Use of a consultant showed no participation by 52 percent of the respondents, and 50 percent desired more than a slight increase in such use (see Tables 7 and 8).

Workshop and Seminar Practices

Faculty workshops, forums, micro teaching, and peer teaching ranked fifth, fourth, twelfth, and fifteenth as practices in which faculty participated (see Table 3). Faculty workshops moved from fifth ranking in participation to second ranking in desire to increase

Table 7. Small College Consortium College Faculty Members' Participation in Instructional Assistance Practices During the 1979-1980 School Year.

Response	Training in Technology		Learning Center		Consultant	
	N	%	N	%	N	%
1. No Participation	95	39.6	135	56.0	126	52.5
2.	62	25.8	54	22.4	30	12.5
3.	35	14.6	21	8.7	31	12.9
4.	29	12.1	11	4.6	26	10.8
5.	12	5.0	13	5.4	14	5.8
6. Extensive Participation	7	2.9	7	2.9	13	5.4
Total	240		241		240	

Table 8. 1979-1980 School Year College Consortium College Faculty Members' Desire to Increase Participation in Instructional Assistance Practices.

Response	Training in Technology		Learning Center		Consultant	
	N	%	N	%	N	%
1. Abolish	1	0.4	8	3.3	8	3.3
2. No Increase	29	12.0	38	15.8	38	15.8
3. Slight Increase	54	22.4	48	20.0	48	20.0
4. Increase	93	38.6	81	33.7	81	33.7
5. Moderate Increase	41	17.0	38	15.8	38	15.8
6. Extensive Increase	23	9.5	27	11.2	27	11.2
Total	241		240		241	

participation. Faculty forums ranked fourth both in participation and in desire to increase participation. Micro teaching moved from twelfth position in participation to thirteenth in desire to increase participation, and peer teaching moved from fifteenth in participation to fourteenth in desire to increase participation (see Table 5).

Participation in instructional development workshops to improve specific teaching techniques not only ranked high in participation, but also ranked very high in desire to increase participation: over 70 percent of the respondents expressed a desire to increase their participation (see Tables 9 and 10). Faculty forums were relatively high (fourth) on both scales: 67 percent of the respondents desired to increase their participation (see Tables 9 and 10). Results of the participation scales for micro teaching and peer teaching were similar: two thirds of the respondents indicated no participation and over one half of the respondents wished to abolish them, not increase them or only slightly increase them (see Tables 9 and 10).

Grant and Travel Fund Practices

Faculty were asked to indicate whether or not they had participated in faculty retraining, experience term, or exchange on a checklist. The fourth checklist item was the sabbatical leave (see Traditional Practices below). Of these four practices retraining ranked highest in percentage of respondents who had participated (29.5 percent) and lowest in percentage of respondents who desired to be retrained (31.5 percent) (see Tables 4 and 6). Only 11.6 percent of the respondents had participated in a faculty experience term which ranked third of the four on the checklist, but the experience

Table 9. Small College Consortium College Faculty Members' Participation in Workshop and Seminar Practices During the 1979-1980 School Year.

Response	Faculty Workshops		Forums		Micro Teaching		Peer Teaching	
	N	%	N	%	N	%	N	%
1. No Participation	90	37.5	45	18.8	156	65.5	168	70.3
2.	39	16.2	50	20.9	28	11.8	40	16.7
3.	36	15.0	63	26.4	19	8.0	13	5.4
4.	41	17.1	30	12.6	22	9.2	9	3.8
5.	22	9.2	33	13.8	8	3.4	8	3.3
6. Extensive Participation	12	5.0	18	7.5	5	2.1	1	0.4
Totals	240		239		238		239	

Table 10. 1979-1980 School Year Small College Consortium College Faculty Members' Desire to Increase Participation in Workshop and Seminar Practices

Response	Faculty Workshops		Forums		Micro Teaching		Peer Teaching	
	N	%	N	%	N	%	N	%
1. Abolish	5	2.1	4	1.7	16	6.7	23	9.7
2. No Increase	25	10.4	40	16.7	62	26.1	60	25.2
3. Slight Increase	41	17.1	35	14.5	52	21.8	52	21.8
4. Increase	84	35.0	84	35.1	62	26.1	62	26.1
5. Moderate Increase	49	20.4	50	20.9	33	13.9	23	9.7
6. Extensive Increase	36	15.0	26	10.9	13	5.5	18	7.6
Totals	240		239		238		238	

term was desired by 71.0 percent of the respondents. Similar results were evident with faculty exchange: only 3.7 percent had participated while 53.9 percent expressed a desire to participate in an exchange in the future (see Tables 4 and 6, pages 38 and 39).

The three other grant and travel development practices, enrollment in courses on campus, summer stipends, and interinstitutional visits, ranked fourteenth, tenth, and thirteenth, respectively, in mean responses of participation (see Table 3, page 38). The rank for enrollment in courses on campus changed from fourteenth in participation to fifteenth in desire to increase participation. The rank of summer stipends was tenth in participation, but it was first in desire to increase participation. Interinstitutional visits moved from thirteenth rank in participation to third rank in desire to increase participation (see Table 3, and Table 5, page 39). Almost three-fourths of the respondents had not taken courses on campus as a developmental practice, and 56.5 percent expressed little or no desire to do so in the future (see Tables 11 and 12). Summer stipends for study had nearly as little participation (70.3 percent had no participation), but the perception of stipends was highly in favor of increase: 81.2 percent wanted more than a slight increase in summer stipends (see Tables 11 and 12). Faculty members had nearly as little participation in interinstitutional visits (62.4 percent had not visited) and had nearly as great a desire to increase their participation in visits; 61.8 percent desired more than a slight increase in interinstitutional visits (see Tables 11 and 12).

Table 11. Small College Consortium College Faculty Members' Participation in Grant and Travel Fund Practices During the 1979-1980 School Year.

Response	On-Campus Courses		Summer Stipend		Interinsti-tutional Visits	
	N	%	N	%	N	%
1. No Participation	175	73.2	168	70.3	154	64.2
2.	20	8.4	8	3.3	32	13.3
3.	14	5.9	14	5.9	25	10.4
4.	12	5.0	10	4.2	17	7.1
5.	10	4.2	25	10.5	10	4.2
6. Extensive Participation	8	3.3	14	5.9	2	0.8
Total	239		239		240	

Table 12. 1979-1980 School Year Small College Consortium College Faculty Members' Desire to Increase Participation in Grant and Travel Fund Practices.

Response	On-Campus Courses		Summer Stipend		Interinsti-tutional Visits	
	N	%	N	%	N	%
1. Abolish	14	6.0	2	0.8	9	3.7
2. No Increase	75	32.1	20	8.3	29	12.0
3. Slight Increase	43	18.4	23	9.6	54	22.4
4. Increase	66	28.2	71	29.6	69	28.6
5. Moderate Increase	26	11.1	39	16.2	44	18.3
6. Extensive Increase	10	4.3	85	35.4	36	14.9
Total	234		240		241	

Assessment Practices

Tables 3 and 5 (pages 38 and 39) show the relative weights assigned to participation and desire to increase participation in student evaluation, use of paid student observers, self evaluation, peer evaluation, and growth contracts. Student evaluation was highest among all development practices in participation, but it was only twelfth in desire to increase participation. Use of a paid student observer was last on both lists: faculty did not use them and did not desire to use them. Self evaluation ranked second among practices in which faculty had participated and ranked sixth in desire to increase participation. Peer evaluation moved from sixth in participation to eighth in desire to increase participation while growth contracts moved from eighth to eleventh in desire to increase participation.

Table 13 shows why participation was highest in student evaluation of instruction: 32.0 percent responded that they had extensive participation in the use of student evaluation. Well over half of the respondents desired no increase in the use of student evaluation (55.5 percent; see Table 14).

Only thirteen of the respondents (5.4 percent) had ever used a paid student observer. Only 19.3 percent wished to increase their use of paid student observers (see Tables 13 and 14).

Use of systematic, structured self evaluation was fairly high (mean = 3.328; see Table 13). But 60.8 percent wished more than just a slight increase in the use of self evaluation (see Table 14).

Peer evaluation was not as high in past participation (43.3 percent had no participation; see Table 13). It was also not high

Table 13. Small College Consortium College Faculty Members' Participation in Assessment Practices
During the 1979-1980 School Year.

Response	Student Evaluation		Paid Student Observer		Self Evaluation		Peer Evaluation		Growth Contracts	
	N	%	N	%	N	%	N	%	N	%
1. No Participation	20	8.3	226	94.6	58	24.1	104	43.3	132	55.5
2.	15	6.2	11	4.6	29	12.0	37	15.4	29	12.2
3.	30	12.4	1	0.4	41	17.0	48	20.0	18	7.6
4.	35	14.5	1	0.4	32	13.3	21	8.7	22	9.2
5.	64	26.6	0	0.0	51	21.2	15	6.3	22	9.2
6. Extensive Participation	77	32.0	0	0.0	30	12.4	15	6.3	15	6.3
Total	241		239		241		240		238	

Table 14. 1979-1980 School Year Small College Consortium College Faculty Members' Desire to Increase Participation in Assessment Practices

Response	Student Evaluation		Paid Student Observer		Self Evaluation		Peer Evaluation		Growth Contracts	
	N	%	N	%	N	%	N	%	N	%
1. Abolish	4	1.7	74	31.1	3	1.2	8	3.3	19	8.1
2. No Increase	95	39.6	84	35.3	41	17.1	50	20.9	63	26.7
3. Slight Increase	34	14.2	34	14.3	50	20.8	56	23.4	38	16.1
4. Increase	53	22.1	26	10.9	76	31.7	77	32.2	62	26.3
5. Moderate Increase	31	12.9	9	3.8	37	15.4	26	10.9	27	11.4
6. Extensive Increase	23	9.6	11	4.6	33	13.7	22	9.2	27	11.4
Totals	240		238		240		239		236	

in desire to increase participation (52.3 percent wished to increase participation; see Table 14).

Tables 13 and 14 show that growth contracts were used very little (55.5 percent had no participation at all). There was a moderate collective desire to increase participation in growth contracts (49.1 percent).

Traditional Practices

Sabbatical leave as a development practice is reported in Tables 4 and 6 (pages 38 and 39) among the other three practices that were included on a checklist on the opinionnaire. Sabbatical leaves ranked second of the four in participation with 14.5 percent of the respondents indicating they had taken a sabbatical leave. It also ranked second among the four in percent of faculty who desired to participate in a sabbatical (68.5 percent).

Participation with a faculty development committee either as a member or as the beneficiary of the committee's work was relatively high; 68 percent of the respondents indicated some participation (see Table 15). Desire to increase participation with a faculty development committee was moderate; only 46.9 percent desired either an increase, a moderate increase, or an extensive increase (see Table 16).

Comparisons of Participation and Desire to Increase Participation

Each developmental practice was classified by the percent of faculty members who had participated in that practice and by the percent of faculty members who desired an increase in participation in that practice. If over 50 percent of the faculty members

Table 15. Small College Consortium College Faculty Members' Participation with a Faculty Development Committee Either as a Member or as the Beneficiary of the Committee's Work During the 1979-1980 School Year.

Response	N	%
1. No Participation	77	32.0
2.	33	13.7
3.	35	14.5
4.	25	10.4
5.	35	14.5
6. Extensive Participation	36	14.9

Table 16. 1979-1980 School Year Small College Consortium College Faculty Members' Desire to Increase Participation with a Faculty Development Committee Either as a Member or as the Beneficiary of the Committee's Work.

Response	N	%
1. Abolish	5	2.1
2. No Increase	68	28.5
3. Slight Increase	54	22.6
4. Increase	66	27.6
5. Moderate Increase	26	10.9
6. Extensive Increase	20	8.4

participated in a practice, that practice was classified as a "high participation" practice. Conversely if less than 50 percent of the faculty members participated in a practice, that practice was classified as a "low participation" practice. The same procedure was applied to desire to increase participation responses. If over 50 percent of the faculty members desired an increase in participation in a practice, that practice was classified as a "high desire to increase participation" practice. And if less than 50 percent of the faculty members desired an increase in participation in a practice, that practice was classified as a "low desire to increase participation" practice.

When the classifications for faculty members' participation were combined with the classification for faculty members' desire to increase participation, the result was four categories of practices: (a) high participation/high desire to increase participation practices hereafter referred to as "high-high practices," (b) high participation/low desire to increase participation practices hereafter referred to as "high-low practices," (c) low participation/high desire to increase participation practices hereafter referred to as "low-high practices," and (d) low participation/low desire to increase participation practices hereafter referred to as "low-low practices." The faculty development practices are listed by these four categories in Table 17.

High-high practices. These were faculty development practices that faculty members perceived to be used fairly regularly on their campuses (high participation) and that faculty members perceived to be fairly desirable (high desire to participate). The practices

Table 17. Comparisons of Small College Consortium Faculty Members' Participation in Faculty Development Practices During the 1979-1980 School Year and Their Desire to Increase Participation in Faculty Development Practices.

Categories of Practices	Faculty Development Practices
Practices in which more than 50 percent participated and more than 50 percent desired to increase participation	Training in Technology (60.4, 65.1) ¹ Workshops (62.5, 70.4) Forums (81.2, 66.9) Self Evaluation (75.9, 60.8) Peer Evaluation (56.7, 52.3)
Practices in which more than 50 percent participated but less than 50 percent desired to increase participation	Student Evaluation (91.7, 44.6) Faculty Development Committee (68.0, 46.9)
Practices in which less than 50 percent participated but more than 50 percent desired to increase participation	Learning Center (44.0, 60.7) Consultant (47.5, 60.7) Stipend (29.7, 81.2) Visits (35.8, 61.8) Sabbaticals (14.5, 68.5) Experience Term (11.6, 71.0) Exchange (3.7, 53.9)
Practices in which less than 50 percent participated and less than 50 percent desired to increase participation	Micro Teaching (34.5, 45.5) Peer Teaching (29.7, 43.4) Enrollment in on-campus courses (26.8, 12.5) Paid Student Observer (5.4, 19.3) Growth Contract (44.5, 49.1) Retraining (29.5, 31.5)

¹Percent of faculty members who had participated, percent who desired to increase participation.

were: training in the use of instructional technology, workshops, faculty forums, self evaluation, and peer evaluation. These were practices that were not only used regularly, but were also widely accepted by faculty as valuable practices because so many faculty members wished to increase participation in them.

High-low practices. These were faculty development practices that faculty members perceived to be used fairly regularly on their campuses (high participation) and in which faculty members did not desire to increase their participation (low desire to increase participation). The practices were: student evaluation and participation with a faculty development committee.

Low-high practices. These were faculty development practices that faculty members used infrequently on their campuses (low participation), but that faculty members wished they had been given more opportunity to participate in (high desire to increase participation). The practices were: use of a learning center, consultants, summer stipends, interinstitutional visits, sabbatical leaves, faculty experience terms, and faculty exchange. These were practices that were uncommon among Small College Consortium colleges from the perspective of faculty members. And they were practices that faculty members from these colleges desired to participate in when they had the opportunity.

Low-low practices. These were faculty development practices that faculty used fairly infrequently on their campuses (low participation) and in which faculty did not desire to increase their participation

(low desire to increase participation). The practices were: micro teaching, peer teaching, enrollment in on-campus courses, the use of paid student observers, growth contracts, and retraining. According to the perceptions of faculty, these were faculty development practices that they have not used in the past and in which they did not particularly wish to become involved.

Desire to Increase Participation

One of the purposes of investigating faculty perceptions of faculty development practices was to gain knowledge about those perceptions that would be helpful in planning faculty development strategies. A useful tool for such planning would be insight about practices in which faculty had a desire to increase their participation. Responses on the survey indicating desire to increase participation were on a scale: Abolish, No Increase, Slight Increase, Increase, Moderate Increase, Extensive Increase. Table 18 shows a list in rank order of all practices in which over 50 percent of the respondents indicated a desire for either an increase, a moderate increase, or extensive increase.

Twelve of the twenty faculty development practices in this study are included in Table 18. There are at least five practices in which over two-thirds of the respondents had a strong desire to increase their participation. This list of highly desired practices represents every facet of development: instructional assistance, workshops and seminars, grants and travel funds, assessment, and traditional practices.

Table 18. Rank Order List of Faculty Development Practices in Which Over 50 Percent of 1979-1980 School Year Small College Consortium College Faculty Members Desired to Increase Their Participation.

Practice	N	% Desiring Increase
Summer Stipend	195	81.2
Experience Term	171	71.0
Workshops	169	70.4
Sabbatical	165	68.5
Forums	160	66.9
Training in Technology	157	65.1
Interinstitutional Visits	149	61.8
Self Evaluation	146	60.8
Consultant	146	60.7
Use of Learning Center	146	60.7
Faculty Exchange	130	53.9
Peer Evaluation	125	52.3

III. QUESTION 2: WHAT WAS THE RELATIONSHIP BETWEEN THE WAY
FACULTY MEMBERS PERCEIVED INSTRUCTIONAL DEVELOPMENT
PRACTICES AT THEIR COLLEGE AND THE SIZE
OF THEIR COLLEGE?

Introduction

The colleges were divided into three groups: colleges with less than 900 students, colleges with 900-1100 students, and colleges with more than 1100 students. On the four items which required a response on a checklist--faculty retraining, faculty experience term, faculty exchange, and sabbatical leaves--chi-square was used to determine whether or not there were statistically significant differences based on size college. On the remaining sixteen items which required a response on a Likert scale, analysis of variance was used to determine whether or not there were statistically significant differences. An F ratio and chi-square were considered statistically significant at the .05 level. If a significant F ratio occurred, indicating a difference based on size, either Duncan's multiple range test or Scheffé's test for multiple comparisons was used to locate the difference.

Results Based on Size College

Chi-square showed no significant differences based on size college for the four checklist items--faculty retraining, faculty experience term, faculty exchange, and sabbatical leaves. Analysis of variance uncovered five of the sixteen items with statistically significant differences: desire to increase participation in workshops, enrollment in on-campus courses, growth contracts, and desire

to increase participation with a faculty development committee and in the use of a consultant.

1. Desire to increase participation in faculty workshops by size college had an F ratio of 3.417 with an F probability of 0.034 (see Table 19). Both Duncan's multiple range test and Scheffé's test for multiple comparisons indicated that the mean of responses of faculty from colleges with less than 900 students was significantly lower than the mean of responses of faculty from colleges with 900-1100 students.

2. Desire to increase participation in enrollment in on-campus courses by size college had an F ratio of 3.686 with an F probability of 0.026 (see Table 20). Both Duncan's multiple range test and Scheffé's test for multiple comparisons indicated that the mean of responses of faculty from colleges with less than 900 students was significantly lower than the mean of responses of faculty from colleges with 900-1100 students.

3. Desire to increase participation in growth contracts by size college had an F ratio of 4.916 with an F probability of 0.008 (see Table 21). Both Duncan's multiple range test and Scheffé's test for multiple comparisons indicated that the mean of responses of faculty from colleges with less than 900 students was significantly lower than the mean of responses of faculty from colleges with 900-1100 students.

4. Desire to increase participation with a faculty development committee by size college had an F ratio of 8.802 with an F probability of 0.0002 (see Table 22). The Duncan procedure indicated that the mean of responses of faculty from colleges with 900-1100 students

Table 19. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Faculty Workshops by Their College Size.
(N = 240)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	2	10.5970	5.2985	3.417	0.0344
Within Groups	237	367.4632	1.5505		
TOTAL	239	378.0601			

NOTE: Less than 900 students--Mean = 3.8661; standard deviation = 1.2627
900-1100 students--Mean = 4.3462; standard deviation = 1.1933
Over 1100 students--Mean = 4.0600; standard deviation = 1.2843

Table 20. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Enrollment in On-campus Courses by Their College Size. (N = 234)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	2	11.8237	5.9119	3.686	0.0266
Within Groups	231	370.5211	1.6040		
TOTAL	233	382.3447			

NOTE: Less than 900 students--Mean = 2.9817; standard deviation = 1.2837
900-1100 students--Mean = 3.4935; standard deviation = 1.3241
Over 1100 students--Mean = 3.1875; standard deviation = 1.1234

Table 21. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Growth Contracts by Their College Size.
(N = 236)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	2	20.7668	10.3834	4.916	0.0081
Within Groups	233	492.1809	2.1124		
TOTAL	235	512.9475			

NOTE: Less than 900 students--Mean = 3.1091; standard deviation = 1.4485
900-1100 students--Mean = 3.7792; standard deviation = 1.5098
Over 1100 students--Mean = 3.4898; standard deviation = 1.3712

Table 22. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation with a Faculty Development Committee by Their College Size. (N = 239)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	2	27.5006	13.7503	8.802	0.0002
Within Groups	236	368.6568	1.5621		
TOTAL	238	396.1572			

NOTE: Less than 900 students--Mean = 3.1182; standard deviation = 1.3114
900-1100 students--Mean = 3.8861; standard deviation = 1.2298
Over 1100 students--Mean = 3.3400; standard deviation = 1.1359

was significantly higher than both colleges with less than 900 students and colleges with more than 1100 students. Scheffé's procedure indicated that the mean of responses of faculty from colleges with 900-1100 students was significantly higher than the mean of responses of faculty from colleges with less than 900 students.

5. Desire to increase participation in the use of a consultant by size college had an F ratio of 3.439 with an F probability of 0.033 (see Table 23). Both Duncan's procedure and Scheffé's procedure indicated that the mean of responses of faculty from colleges with less than 900 students was significantly lower than the mean of responses of faculty from colleges with 900-1100 students.

IV. QUESTION 3: WHAT WAS THE RELATIONSHIP BETWEEN THE WAY FACULTY MEMBERS PERCEIVED INSTRUCTIONAL DEVELOPMENT PRACTICES AND THEIR FACULTY RANK?

Introduction

On the four items which required a response on a checklist-- faculty retraining, faculty experience term, faculty exchange, and sabbatical leaves--chi-square was used to determine whether or not there were statistically significant differences based on faculty rank. On the remaining sixteen items which required a response on a Likert scale, analysis of variance was used to determine whether or not there were statistically significant differences. An F ratio and chi-square were considered statistically significant at the .05 level. If a significant F ratio occurred, indicating a difference based on faculty rank, either Duncan's multiple range test or Scheffé's test for multiple comparisons was used to locate the difference.

Table 23. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in the Use of a Consultant by Their College Size. (N = 241)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	2	12.8121	6.4061	3.439	0.0337
Within Groups	238	443.3113	1.8627		
TOTAL	240	456.1233			

NOTE: Less than 900 students--Mean = 3.2589; standard deviation = 1.4503
 900-1100 students--Mean = 3.7848; standard deviation = 1.2575
 Over 1100 students--Mean = 3.4800; standard deviation = 1.3285

Results Based on Faculty Rank

Chi-square showed no significant differences based on faculty rank for the four checklist items. Analysis of variance uncovered three items of statistically significant difference: participation in the use of student evaluations, participation in the use of an instructional consultant, and desire to increase participation in enrollment in on-campus courses.

1. Participation in the use of student evaluations of instruction by faculty rank had an F ratio of 4.250 with an F probability of 0.002 (see Table 24). Duncan's procedure indicated that the mean of instructor's responses was significantly higher than those of assistant professors and professors.

2. Participation in the use of an instructional consultant by faculty rank had an F ratio of 2.555 with an F probability of 0.039 (see Table 25). The Duncan procedure grouped instructors and assistant professors together as one homogeneous subset and assistant professors, associate professors and professors together as another homogeneous subset. The Scheffé procedure indicated the mean of responses of instructors was significantly lower than the mean of responses of associate professors.

3. Desire to increase participation in enrollment in on-campus courses by faculty rank had an F ratio of 3.227 with an F probability of 0.013 (see Table 26). The Duncan procedure indicated that the mean of responses by professors was significantly lower than that of the other three groups. The Scheffé procedure showed the professors' mean to be lower than the means of assistant and associate professors.

Table 24. Analysis of Variance of Scores for Participation of 1979-1980 School Year Small College Consortium Faculty Members in the Use of Student Evaluations of Instruction During the 1979-1980 School Year by Their Faculty Rank. (N = 238)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	39.9707	9.9927	4.250	0.0024
Within Groups	233	547.8473	2.3513		
TOTAL	237	587.8179			

NOTE: Instructors--Mean = 5.0625; standard deviation = 1.4128
 Assistant Professors--Mean = 4.3956; standard deviation = 1.6047
 Associate Professors--Mean = 4.5231; standard deviation = 1.2261
 Professors--Mean = 4.0667; standard deviation = 1.8015

Table 25. Analysis of Variance of Scores for Participation of 1979-1980 School Year Small College Consortium Faculty Members in the Use of an Instructional Consultant During the 1979-1980 School Year by Their Faculty Rank. (N = 238)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	24.3859	6.0965	2.555	0.0397
Within Groups	232	553.6382	2.3864		
TOTAL	236	578.0239			

NOTE: Instructors--Mean = 1.5313; standard deviation = 0.9153
 Assistant Professors--Mean = 2.1538; standard deviation = 1.5558
 Associate Professors--Mean = 2.5692; standard deviation = 1.6199
 Professors--Mean = 2.3409; standard deviation = 1.7380

Table 26. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Enrollment in On-campus Courses by Their Faculty Rank. (N = 234)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	4	20.5781	5.1445	3.227	0.0134
Within Groups	226	360.2606	1.5941		
TOTAL	230	380.8386			

NOTE: Instructors--Mean = 3.2500; standard deviation = 1.1914
Assistant Professors--Mean = 3.3605; standard deviation = 1.3453
Associate Professors--Mean = 3.3750; standard deviation = 1.2786
Professors--Mean = 2.5909; standard deviation = 1.1477

V. QUESTION 4: WHAT WAS THE RELATIONSHIP BETWEEN THE WAY
FACULTY MEMBERS PERCEIVED INSTRUCTIONAL DEVELOPMENT
PRACTICES AND THEIR SEX?

Introduction

On the four items which required a response on a checklist, chi-square was used to determine whether or not there were statistically significant differences based on faculty sex. On the remaining sixteen items which required a response on a Likert scale, analysis of variance was used to determine whether or not there were statistically significant differences. An F ratio and a chi-square statistic were considered significant at the .05 level.

Results Based On Faculty Sex

Chi-square showed two items with statistically significant differences. These items were faculty experience terms and faculty exchanges.

1. The chi-square of observed and expected frequencies for men and women faculty and scores for participation in a faculty experience term was 4.349 with a significance level of 0.037 (see Table 27). The number of men who participated in faculty experience terms was significantly larger than the number of women who participated in experience terms.

2. The chi-square of observed and expected frequencies for men and women faculty and scores for desire to increase participation in faculty exchanges was 4.640 with a level of significance of 0.031 (see Table 28). The number of men who wished to participate in an exchange was significantly larger than the number of women who wished to exchange.

Table 27. Observed and Expected Frequencies for Men and Women 1979-1980 Small College Consortium Faculty Members and Their Scores for Participation in a Faculty Experience Term During Their College Teaching Careers. (N = 241)

Sex	No Participation		Participation		Row Total
	fo	fe	fo	fe	
Male	111	116.6	21	15.3	132
Female	102	96.3	7	12.6	109
Column TOTAL	213		28		241

NOTE: $\chi^2 = 4.34979$ with 1 d.f. Significance = 0.0370

Table 28. Observed and Expected Frequencies for Men and Women 1979-1980 Small College Consortium Faculty Members and Their Desire to Increase Participation in Faculty Exchange During Their College Teaching Careers. (N = 241)

Sex	No Desire to Increase $\frac{fo}{fe}$	Desire to Increase $\frac{fo}{fe}$	Row Total
Male	52	80	132
Female	59	50	109
Column TOTAL	111	130	241

NOTE: $\chi^2 = 4.64080$ with 1 d.f. Significance = 0.0312

Analysis of variance uncovered ten items of statistically significant difference based on faculty sex: enrollment in on-campus courses, use of student evaluations, participation with a faculty development committee, micro teaching, peer teaching, workshops, desire to increase participation in enrollment in on-campus courses, growth contracts, interinstitutional visits, and the use of instructional consultants.

1. Participation in enrollment in on-campus courses by faculty sex had an F ratio of 12.067 with an F probability of 0.0006 (see Table 29). The mean of women's scores on this item was significantly higher than the mean of men's scores.

2. Participation in the use of student evaluations of instruction by faculty sex had an F ratio of 4.465 with an F probability of 0.036 (see Table 30). The mean of women's scores on this item was significantly higher than the mean of men's scores.

3. Participation with a faculty development committee by faculty sex had an F ratio of 4.974 with an F probability of 0.027 (see Table 31). The mean of women's scores on this item was significantly higher than the mean of men's scores.

4. Desire to increase participation in micro teaching by faculty sex had an F ratio of 8.937 with an F probability of 0.003 (see Table 32). The mean of women's scores on this item was significantly higher than the mean of men's scores.

5. Desire to increase participation in peer teaching by faculty sex had an F ratio of 6.890 with an F probability of 0.009 (see Table 33). The mean of women's scores on this item was significantly higher than the mean of men's scores.

Table 29. Analysis of Variance of Scores for Participation of 1979-1980 School Year Small College Consortium Faculty Members in Enrollment in On-campus Courses During the 1979-1980 School Year by Their Sex. (N = 239)

Source	d.f.	Sum of Squares	Mean Squares	F	
				Ratio	Probability
Between Groups	1	20.9045	20.9045	12.067	0.0006
Within Groups	237	410.5563	1.7323		
TOTAL	238	413.4607			

NOTE: Men--Mean = 1.4154; standard deviation = 1.0476
 Women--Mean = 2.0092; standard deviation = 1.5782

Table 30. Analysis of Variance of Scores for Participation of 1979-1980 School Year Small College Consortium Faculty Members in the Use of Student Evaluations of Instruction During the 1979-1980 School Year by Their Sex. (N = 241)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	11.0435	11.0435	4.465	0.0356
Within Groups	239	591.1003	2.4732		
TOTAL	240	602.1438			

NOTE: Men--Mean = 4.2121; standard deviation = 1.6486
 Women--Mean = 4.6422; standard deviation = 1.4752

Table 31. Analysis of Variance of Scores for Participation of 1979-1980 School Year Small College Consortium Faculty Members with a Faculty Development Committee During the 1979-1980 School Year by Their Sex. (N = 241)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	16.8991	16.8991	4.974	0.0267
Within Groups	239	812.0259	3.3976		
TOTAL	240	828.9248			

NOTE: Men--Mean = 2.8258; standard deviation = 1.9281
 Women--Mean = 3.3578; standard deviation = 1.7348

Table 32. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Micro Teaching by Their Sex. (N = 237)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	15.1281	15.1281	8.937	0.0031
Within Groups	236	399.4790	1.6927		
TOTAL	237	414.6069			

NOTE: Men--Mean = 3.0769; standard deviation = 1.3844
 Women--Mean = 3.5833; standard deviation = 1.1928

Table 33. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Peer Teaching by Their Sex. (N = 237)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	12.9019	12.9019	6.890	0.0092
Within Groups	236	441.9199	1.8725		
TOTAL	237	454.8218			

NOTE: Men--Mean = 3.0231; standard deviation = 1.4002
 Women--Mean = 3.4907; standard deviation = 1.3290

6. Desire to increase participation in workshops by faculty sex had an F ratio of 7.534 with an F probability of 0.006 (see Table 34). The mean of women's scores on this item was significantly higher than the mean of men's scores.

7. Desire to increase participation in enrollment in on-campus courses by faculty sex had an F ratio of 9.328 with an F probability of 0.002 (see Table 35). The mean of women's scores on this item was significantly higher than the mean of men's scores.

8. Desire to increase participation in growth contracts by faculty sex had an F ratio of 10.510 with an F probability of 0.001 (see Table 36). The mean of women's scores on this item was significantly higher than the mean of men's scores.

9. Desire to increase participation in interinstitutional visits by faculty sex had an F ratio of 5.127 with an F probability of 0.024 (see Table 37). The mean of women's scores on this item was significantly higher than the mean of men's scores.

10. Desire to increase participation in the use of an instructional consultant by faculty sex had an F ratio of 8.736 with an F probability of 0.003 (see Table 38). The mean of women's scores on this item was significantly higher than the mean of men's scores.

VI. QUESTION 5: WHAT INSTRUCTIONAL DEVELOPMENT PRACTICES DID
FACULTY MEMBERS PERCEIVE TO BE UNCOMMONLY PROMISING BECAUSE
THEY HAD RESULTED IN EFFECTIVE INSTRUCTIONAL BEHAVIORS?

Introduction

Item forty-four of the mail survey invited the respondents to cite an incident of "uncommonly effective teaching performance" on

Table 34. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Workshops by Their Sex. (N = 240)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	11.6001	11.6001	7.534	0.0065
Within Groups	238	366.4606	1.5398		
TOTAL	239	378.0605			

NOTE: Men--Mean = 3.8636; standard deviation = 1.3523
 Women--Mean = 4.3056; standard deviation = 1.0891

Table 35. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Enrollment in On-campus Courses by Their Sex.
(N = 234)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	14.7789	14.7789	9.328	0.0025
Within Groups	232	367.5656	1.5843		
TOTAL	233	382.3445			

NOTE: Men--Mean = 2.9695; standard deviation = 1.2766
 Women--Mean = 3.4757; standard deviation = 1.2355

Table 36. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Growth Contracts by Their Sex. (N = 236)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	22.0494	22.0494	10.510	0.0014
Within Groups	234	490.8966	2.0978		
TOTAL	235	512.9458			

NOTE: Men--Mean = 3.1308; standard deviation = 1.5168
Women--Mean = 3.7453; standard deviation = 1.3597

Table 37. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in Interinstitutional Visits by Their Sex.
(N = 241)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	9.1734	9.1734	5.127	0.0245
Within Groups	239	427.6296	1.7892		
TOTAL	240	436.8030			

NOTE: Men--Mean = 3.7273; standard deviation = 1.3930
 Women--Mean = 4.1193; standard deviation = 1.2673

Table 38. Analysis of Variance of Scores of 1979-1980 School Year Small College Consortium Faculty Members' Desire to Increase Participation in the Use of an Instructional Consultant by Their Sex. (N = 241)

Source	d.f.	Sum of Squares	Mean Squares	F Ratio	F Probability
Between Groups	1	16.0841	16.0841	8.736	0.0034
Within Groups	239	440.0382			
TOTAL	240	456.1221			

NOTE: Men--Mean = 3.2424; standard deviation = 1.4363
 Women--Mean = 3.7615; standard deviation = 1.2539

their part or which they observed on the part of a colleague which in their judgment was a direct result of participation in one of the developmental practices listed in the survey. The respondents were asked to describe the incident and identify the practice (see Appendix A).

Results of Item Forty-four

Fifty-one faculty (21.2 percent) responded to this item. A summary of the developmental practices identified by the respondents with the number of responses for each practice is in Table 39. By far the largest number of responses indicated that the effective teaching performance cited was a result of a faculty workshop (twelve responses). The practice with the second highest number of responses was the use of student evaluations (five responses). Three other practices--training in the use of instructional technology, interinstitutional visits, and peer evaluation--were each cited by three faculty respondents.

There were eleven responses to this item of the survey that were not usable because they were incomplete. Most of these responses were brief statements of techniques that have been successful in the classroom, but these techniques were not linked with any faculty development activity and, therefore, cannot be assumed to be the result of faculty development.

Table 39. Frequency of Faculty Development Practices that 1979-1980 School Year Small College Consortium College Faculty Members Reported as Having Directly Resulted in Effective Teaching Performance. (N = 51)

<u>Instructional Assistance</u>	<u>Frequency</u>
Training in the use of instructional technology . .	3
Use of a consultant	1
<u>Workshops and Seminars</u>	
Workshops	12
Faculty forums	1
Micro teaching	2
Peer teaching	2
<u>Grants and Travel Funds</u>	
Faculty retraining	1
Enrollment in courses tuition free	2
Interinstitutional visits	3
<u>Assessment Practices</u>	
Student evaluation	5
Peer evaluation	3
Faculty growth contracts	1
<u>Traditional Practices</u>	
Sabbatical leaves	2
Faculty Development Committee	1
Other Responses	11
Total Responses	51 (21.2%)

VII. QUESTION 6: WHAT INSTRUCTIONAL DEVELOPMENT PRACTICES
DID FACULTY MEMBERS PERCEIVE TO BE INEFFECTIVE IN
CHANGING INSTRUCTIONAL BEHAVIORS?

Introduction

Item forty-five of the mail survey invited the respondents to cite an incident of "uncommonly ineffective teaching performance" on their part or which they observed on the part of a colleague which in their judgment was a direct result of participation in one of the developmental practices listed in the survey. The respondents were asked to describe the incident and identify the practice (see Appendix A).

Results of Item Forty-five

Nineteen faculty (7.8 percent) responded to this item. Table 40 shows a summary of the developmental practices identified in response to this item. Of the thirteen usable responses five cited faculty workshops as the direct cause of an uncommonly ineffective teaching performance on their part. Three faculty cited student evaluations; three cited peer evaluation of instruction, and two cited the use of a consultant as the cause of ineffective teaching behaviors. There were six responses to this item of the survey that were not usable because they were incomplete.

Table 40. Frequency of Faculty Development Practices that 1979-1980 School Year Small College Consortium College Faculty Members Reported as Having Directly Resulted in Ineffective Teaching Performance. (N = 19)

<u>Instructional Assistance</u>	<u>Frequency</u>
Use of a consultant	2
<u>Workshops and Seminars</u>	
Workshops	5
<u>Assessment Practices</u>	
Student evaluation of instruction	3
Peer evaluation of instruction	3
Other Responses	6
Total Responses	19 (7.8%)

VIII. QUESTIONS 7 AND 8: WHICH SMALL COLLEGE CONSORTIUM
COLLEGES HAD UNUSUALLY PROMISING AND UNUSUALLY LESS
THAN PROMISING PROGRAMS OF FACULTY DEVELOPMENT?

Introduction

Colleges with particularly promising programs of faculty development and colleges with less than promising programs were identified by means of an institutional score of developmental promise (ISDP). Each ISDP was determined by use of the following formula:

$$ISDP = \frac{\sum[\sum P = 3.5 (C) + 6 (E)]}{N}$$

where ISDP = Institutional Score of Developmental Promise

P = responses to items four through nineteen (participation in developmental practices indicated on a Likert scale)

C = the number of responses to items twenty through twenty-three (indications of participation on the checklist)

E = the number of responses to item forty-four (Effective teaching performance cited)

N = the number of faculty members from a given institution

The responses to survey items four through nineteen (participation in developmental practices indicated on a Likert scale) were transformed to numerical values of one to six. The sum of these numbers represented a total numerical value for participation in those faculty development practices. Survey items twenty through twenty-three were practices which a faculty member checked if he had participated in them. These checks were assigned a numerical value equal to the numerical value for the center of the Likert scale (3.5). If a faculty member responded

to survey item forty-four (an incident of uncommonly effective teaching performance that was a direct result of participation in a faculty development practice), the response was assigned a numerical value of six. This value was selected because it was equal to the numerical value for "Extensive Participation" on the Likert scale items.

When these three scores (ΣP , 3.5 C, 6 E) were added, that sum represented one faculty member's participation in faculty development during the 1979-1980 school year. Each of these individual faculty members' scores for participation were then separated according to institution, totaled by institution, and divided by the number of faculty respondents from that particular institution. The result was a mean score of faculty participation for each institution, an institutional score of developmental promise (ISDP).

The investigator made on-campus visits to the two institutions with the highest ISDP's and to the two institutions with the lowest ISDP's. Case studies of their programs of faculty development were written in order to compare and contrast the characteristics of promising programs with the characteristics of those programs that were less than promising.

Results

Table 41 lists the colleges in the study in rank order of ISDP's. The two colleges with the lowest ISDP's were Washington College and Adams College (colleges forty-five and forty-six on Table 41 were given these fictitious names for this study). College number forty-seven had a very low score, but that score was not truly institutional because it was based on only one response from that

Table 41. Rank Order List of Small College Consortium Colleges by
Their Institutional Scores of Developmental Promise (ISDP)
During the 1979-1980 School Year.

College	ISDP	College	ISDP
1	55.0 ¹	25	40.2
2	53.7	26	40.0
3	52.3	27	39.7
4	52.0	28	39.5
5	50.7	29	39.4
6	50.4	30	39.3
7	48.7	31	38.3
8	47.0	32	37.8
9	46.2	33	37.2
10	46.2	34	37.1
11	45.5	35	36.4
12	45.0	36	35.3
13	44.8	37	35.1
14	44.6	38	34.6
15	44.4	39	34.4
16	43.8	40	34.1
17	43.2	41	34.0
18	43.0	42	33.3
19	42.7	43	32.0
20	42.2	44	31.0
21	42.0	45	29.7
22	41.7	46	28.0 ²
23	41.2	47	24.0 ²
24	41.0		

¹Based on only one response.

²Based on only one response.

college. The two colleges with the highest ISDP's were Madison College and Jefferson College (colleges two and three on Table 41 were given these fictitious names for this study). College number one had a high score, but it was based on only one response.

IX. QUESTION 9: WHAT WAS THE DIFFERENCE BETWEEN INSTITUTIONAL
FACULTY DEVELOPMENT PROGRAMS THAT WERE PROMISING
AND THOSE THAT WERE LESS THAN PROMISING?

Faculty Development Programs at the High and Low ISDP Colleges

Table 42 shows each college's program in terms of the twenty faculty development practices of this study. Washington College's program consisted of workshops, interinstitutional visits and student evaluations with a faculty forum newspaper, some enrollment in on-campus courses, some self evaluation and a few sabbatical leaves. Adams College's program consisted of use of consultants, summer stipends for study towards advanced degrees, student evaluations, and a faculty development committee with some faculty retraining, faculty experience terms, and interinstitutional visits.

The programs at Madison College and Jefferson College were much more full. Madison College used consultants, workshops, faculty retraining, summer stipends, interinstitutional visits, student evaluations, and a faculty development committee regularly. At Madison there was also some use of faculty exchange, enrollment in on-campus courses, self evaluation, and growth contracts. Jefferson College's program consisted of training in the use of instructional technology, use of a learning center, use of consultants, workshops, enrollment in on-campus courses, summer stipends, student evaluation, self

Table 42. A Comparison of Faculty Development Programs at Washington College, Adams College, Madison College, Madison College, and Jefferson College¹ During the 1979-1980 School Year.

Faculty Development Practices	Washington College	Adams College	Madison College	Jefferson College
Training in the use of instructional technology	No	No	No	Yes
Learning Center	No	No	No	Yes
Consultant	Some	Yes	Yes	Yes
Workshop	Yes	No	Yes	Yes
Forum	(Newspaper only)	No	No	(Newsletter only)
Micro teaching	No	No	No	No
Peer teaching	No	No	No	No
Faculty retraining	No	Some	Yes	No
Faculty experience term	No	Some	No	No
Faculty exchange	No	No	Some	No
Enrollment in courses	Some	No	Some	Yes
Summer stipend	No	Yes	Yes	Yes
Interinstitutional visits	Yes	Some	Yes	Some
Student evaluations	Yes	Yes	Yes	Yes
Paid student observer	No	No	No	No
Self evaluation	Some	No	Some	Yes
Peer evaluation	No	No	Yes	Yes
Growth contracts	No	No	Some	Yes
Sabbatical leave	Some	No	Yes	Yes
Faculty Development Committee	No	Yes	No	Yes

¹ Fictitious college names.

evaluation, peer evaluation, growth contracts, sabbatical leaves, and a faculty development committee. Jefferson College also had a faculty forum newsletter and used interinstitutional visits occasionally.

Washington College used three practices fully and five practices partially. Adams College used four practices fully and two practices partially. In contrast, Madison College used eight practices fully and four practices partially; Jefferson College used twelve practices fully and two practices partially.

From the Deans' Perspectives

Each chief academic officer was asked to describe his or her faculty development program in as few words as possible in personal interviews (see interview question in Appendix B). There was a definite contrast between the descriptions of the academic deans of Washington College and Adams College and the descriptions of the deans of Madison College and Jefferson College. The dean at Washington College said,

When we started under the name of faculty development . . . about seven or eight years ago, I think there was a whole lot more excitement because it was a new idea, and we were able to do, for example, with it [a] time management workshop. . . . For the last two or three years it has been very slow. . . . I think much of it has depended on the team. Some people are more aggressive, more interested in certain things. Maybe either having a permanent committee is better or assigning it to another existing committee--the task of faculty development.

When asked how he would describe the faculty development program at Adams, the academic dean said,

Very, very young. Just beginning to learn to crawl, not even to walk yet. But on its way up. That would be my feeling about it. I really think we're going to get--if we can get the funding, I really feel like . . . this is the direction we're going with it [Title III funds]. This is what we want to do.

The academic dean at Madison College described their program in this way:

Well, I would describe it as kind of low key, but very consistent. I have a very cooperative faculty that, you know, that are willing to try new things and to cooperate with me in anything I propose. Not too formal in the sense that when everybody says "faculty development program," I always have to stop and think just what's in there. But I know there are those areas, and I've been involved in faculty development since the CASC [Council for the Advancement of Small Colleges] workshop in Oklahoma [eight years].

The academic dean at Jefferson said,

I would say that it's my impression in talking with other deans and visiting other places that we probably are doing a little more than the average school although we are not doing as much as some schools that seem to be models in this area. That's my impression. . . . When I go to other places and see what they are doing, I realize that they aren't doing anything! . . . I'm saying that we are somewhere between those two extremes of having a well developed one [program] and one that is not in existence at all.

The first two programs were described by the academic officers as having lost momentum and just beginning. The last two programs were described as consistent though not too formal and better than average.

Faculty Responses to the Same Question

The contrast between the program descriptions of the deans of the two sets of colleges was matched by contrasting descriptions from the respective faculty members. Four faculty members were interviewed at each college. The deans were asked to arrange appointments with these faculty members for the researcher. The only requirement for their selection was that at least one of the four faculty members be a faculty development committee member. Since Washington College and Madison College did not have faculty development

committees, this was not possible at these two colleges. But at both of these colleges one of the faculty members selected was a leader among faculty members in faculty development.

At Washington College one faculty member responded,

I would say the main problem with it has been that it hasn't been consistent. Some years it has been stronger than other years--we've done more. For instance, this last year, other than the fact that we started talking about growth contracts, we didn't do much else. It's really uneven; we haven't kept up the momentum.

Another faculty member replied,

I would describe it as small, struggling, having made some inroads, but a lot left to do. Many times we seem to be right on the verge of things.

The same type of response was elicited by this question from faculty members at Adams College. One faculty member described the Adams program as "Pre-natal. But hopefully beginning to move in a direction that will be useful. And it still may be somewhat limited." Another said that it is "Improving, growing. When you go from nothing to doing something, that's improvement." When asked how long ago was "nothing," he said that five years ago there was virtually no faculty development at Adams.

Madison College faculty members were enthusiastic about their development program:

I've been very thrilled about it. I've had so many good kinds of things happening to me that, I think, it's really a good thing. It's not an imposed thing from the top down. I can develop on my own.

I would say it's a very positive kind of thing, but I would say that it's the kind of thing that you are only going to get as much out of it as you put in it. . . . It's something that is there, but you in a sense have to take some initiative in it--which I think is a good thing.

Well I think most people are aware of it. Some people participate in it. And a few people benefit from it.

One faculty member at Jefferson College summarized their program emphasizing faculty ownership by saying,

We were concerned . . . that it not be an administrative thing. We wanted the faculty development team to be the kind of thing that a faculty person could come to and say, "I'm having trouble in this area. Can you guys help me out?"

His attitude seemed to be that the faculty development team was available to help faculty members identify weaknesses and then to provide them the services to grow stronger.

Differences in Attitudes Toward Development

At Washington College and Adams College the attitudes toward faculty development were somewhat hesitant and skeptical. Those attitudes surfaced in several ways during the interviews.

Washington College. The dean at Washington College said that the biggest obstacle to faculty development at his college was that the faculty think that development only represents more work for an already overworked faculty. This impression of faculty resistance to development activities seemed to be correct. But faculty members did not seem to be resisting for the reasons that the dean stated. Instead of being resistant to more work, the faculty members were threatened by the use of development at Washington College. One faculty member said,

The result of faculty development at [Washington] College this last year was that two faculty members were very threatened: one of them is no longer here, and one is trying desperately to participate even though he hates it.

The key to this threatening atmosphere seemed to be the system that the dean had instituted in the name of faculty development. When asked about assessment type faculty development practices, the consistent answer was very similar to the following faculty member's statement:

Peer evaluation and self evaluation and student evaluation are supposed to be geared toward both purposes [promotion/tenure and faculty development]. . . . They are used in the evaluation for promotion and tenure, but they are also available--and the faculty is encouraged to use them in terms of seeing areas where there is a need for improvement.

The sarcasm in that statement could not be avoided. Faculty members were resisting faculty development because they were threatened by the close connection between evaluation for promotion and tenure and evaluation for growth and development.

The second impression that the investigator received while interviewing the dean at Washington College was that his response to every question was always in terms of money and cost. This was more than just the usual preoccupation with budget. Every answer was related to the budget. When he talked about having a faculty development committee, he talked about the money they would have available to spend. When he talked about evaluation, interinstitutional visits, sabbaticals, and growth contracts, he was talking cost and budget. The overwhelming impression was that the dean was more interested in being a good money manager than in being a developer of good instruction. This might have been a biased impression, but it was a lasting one. And the faculty members were not unaware of this attitude of their dean. When asked what the biggest obstacle to faculty development was, the unanimous reply was money. They seemed to have learned their lesson

well from the dean: we cannot have better faculty development because we do not have the money. But the faculty were not convinced.

The third impression of the campus attitude toward faculty development at Washington College was that they were in the habit of jumping from heavy emphasis on one development activity for several years to heavy emphasis on another development activity for several years. During the investigator's visit, Washington College was in the middle of one of these shifts in emphasis. They were taking all of their eggs out of the integration-of-faith-and-learning basket and putting them all in the growth-contract basket. This heavy emphasis, annual or semi-annual leap frog system had destroyed the dean's credibility as a leader in faculty development. One faculty member summed up this attitude when she said,

I like the idea [of a growth contract]. I'm hoping it will go. But then, I liked the other ideas too, and where have they gone? We need more than an annual surge in one direction.

Adams College. The skeptical attitude toward faculty development at Adams College was a result of repeated failures. The largest failure--the failure that was mentioned by every person interviewed--was their faculty workshop program. When asked about workshops and seminars, the dean said,

We have had them. . . . About five or six years ago we instituted a program of a faculty retreat each fall whereby we went off campus--the whole faculty did--for about two days. . . . Frankly after three straight years, it began to lose a lot of its appeal. The most recent workshop was spent on advising, trying to improve our advisement program. That was not very effective.

There were two types of responses by faculty members to this program of workshops. The first type of response was that it was a good

program because it encouraged contact between faculty and administrators.

A faculty member said,

This is one of the best things that has happened on this campus. We felt that we were not having enough input with the administration.

This response reflected the fact that the workshops were not basically fulfilling an instructional developmental function, but they were a communication bridge between faculty members and administrators.

The second type of faculty response to these workshops was one of almost total skepticism. A faculty member expressed this skepticism this way:

I assume the workshops last year were an attempt at faculty development. They were terribly ineffective. Faculty members were grumbling, "Why did we cancel an entire afternoon's classes to come and hear a person talk about something that is so tangential to what we are really doing in the classroom?"

The second largest failure of the faculty development program at Adams College was the creation of a faculty forum. The dean's attitude toward the forum was expressed when he said,

We have a faculty forum, but I don't know, since I'm not a member of the faculty forum, I really don't know, I couldn't give you any information as to whether they do any exchange of ideas or not. Frankly, the only thing I see from them is when they have a complaint or something. . . . That's the only function I see that it serves right now. Now I may be wrong about it. It is not functioning as it was set up to function; I do know that.

The dean was not wrong. The senior faculty member at Adams College admitted that the faculty forum had been created as a faculty voice to address grievances to the administration rather than as a sounding board for faculty to develop better instruction.

These two outstanding failures (workshops and faculty forums) both pointed to the same problem that was summarized by another faculty member,

There's generally a communications problem on the campus between the administrative goals and the faculty, and I . . . it's a shame because I don't think there is any real antagonism. It's just that we're not communicating very well.

This lack of communication has distorted and diverted faculty development into a means of representing faculty grievances.

In contrast to these difficulties at Washington College and Adams College, the deans and faculty members at Madison College and Jefferson College expressed optimism about the potential of development on their campuses. Interviews at Madison and Jefferson uncovered these optimistic attitudes.

Madison College. A faculty member at Madison College seemed confident that she spoke for the whole faculty as she described the faculty attitude toward development by saying,

Oh, that's an A because all faculty here are constantly looking. We are constantly exchanging ideas. . . . It's very unusual here, knowing what's going on in other colleges.

That sort of enthusiasm was representative of the atmosphere on the Madison College campus. The faculty members that were interviewed had participated actively in many of the faculty development activities personally. They were also eager to talk about some of the experiences of their colleagues. Three of the four faculty members who were interviewed related several anecdotes of uncommonly effective teaching performances that were direct results of development practices. It was unusual to have any response to that particular question. Two responses were typical of the kind of effective teaching that had been stimulated by workshops:

One of my colleagues went to a workshop. He gave a presentation when he came back in educational psychology [class] about the development of the brain. He didn't

know how this was going to go over with the students because this was a new thing. But he did it, and it really went over big. And he was really glad about it. Now it is part of our program.

We went to Benjamin Bloom's seminar on the mastery concept of teaching children. One of our faculty members in special education came back and tried it. And she said to me, "You know, that was a good technique." And she believed in it!

These two responses were only representative. These Madison College faculty members actually had to be prodded on to the next question because they were taking so much time relating these incidents.

The strength of this faculty development program was the leadership. Faculty members were being directed into faculty development practices by their department chairpersons who were in turn being led by the dean. This created an atmosphere in which the faculty members participated in faculty development as part of a departmental development plan. And departments participated with the encouragement, support, and resources of the dean's office.

Jefferson College. A faculty development team started working on faculty development at Jefferson College several years ago. Their primary thrust was instructional development through workshops and seminars. The chairperson of that team said that they had used many of Bergquist and Phillips' exercises for building faculty awareness of developmental needs in these workshops. The outstanding feature of this program was that during the 1979-1980 school year every faculty meeting was a miniature workshop. Two faculty members mentioned this during their interviews. One said,

Our faculty meetings are used very well. We conduct very little business in those meetings. The academic program committee is in charge of at least fifty of the ninety minutes of the meetings.

The second faculty member who mentioned the faculty meetings talked about them in response to the interview question about faculty forums. He felt that the faculty meetings were actually faculty forums because they were so beneficial to his teaching.

In contrast to the inhibiting structure of faculty development at Washington College, the program for development at Jefferson was not at all related to promotion and tenure. At Jefferson College promotion and tenure are automatically determined by years of experience. The dean said,

We make only one broad judgment concerning faculty members: should they or should they not be teaching at [Jefferson College]? If they should be teaching here, then they should be interested in growing professionally.

He went on to explain that this had encouraged a positive attitude toward development. He said, "We try to set an atmosphere whereby they would feel out of step if they didn't do it [participate in development]."

A third distinctive feature of the program at Jefferson College was the atmosphere of flexibility. Even though the program was already very full, the dean and the development team had great plans for expansion. The dean was working on a proposal for what he called a "mini-sabbatical." This would be a grant of a reduced load to a faculty member so that it would be possible for that faculty member to take courses on-campus. He said that he thought it would be a broadening experience for a faculty member to see how other teachers teach and to regain a student perspective. The dean also emphasized

that he expected this program to enhance job satisfaction at Jefferson College.

The faculty development team was working on a program of micro teaching using their new library/learning center. They had just visited a neighboring college's college-for-a-day program. The college-for-a-day was a program in which college faculty taught miniature lessons on various topics to their colleagues. The Jefferson College development team was planning a variation of that program using video taped lessons.

The contrast with Washington College and Adams College was sharp. Jefferson College was adding more to their faculty development program in one year than Washington or Adams had been able to get started in five years.

Leadership and Ownership of Development Programs

In both Washington College and Adams College faculty members expressed disappointment in the leadership of the dean in faculty development. At both Madison College and Jefferson College faculty members expressed pride in ownership of the faculty development programs. A faculty member said,

One obstacle to faculty development here is the intangible administrative support. There just isn't a marvelous spirit, quite frankly, between the faculty and the administrators. . . . There is more than normal tension here right now.

Another Adams professor said,

Leadership is an obstacle. He does as good as he can do, but he was a professor here just like I am in science. And he still teaches science plus tries to run the academic part. He can't do it.

At Washington College similar expressions of lack of leadership were frequent. The difference was that at Washington College the lack was related to an organizational problem: no permanent group on campus was responsible for development and, therefore, there were great fluctuations in developmental emphasis.

Faculty members at both Madison College and Jefferson College seemed proud of the fact that they had initiated the faculty development programs. One faculty member at Jefferson, while giving the dean due credit for keeping the program alive, always talked about the faculty development "team" of which he was a member. This team had started development at Jefferson College. The Madison faculty members took great pride in the "informal" nature of their program because they started the program and wanted to keep it informal and voluntary.

Summary of Differences

The Washington College program had lost its original momentum, and suffered from an organizational leadership dilemma. It seemed to be perpetually on the verge of becoming what it should be. The Adams College program was in its infantile stages struggling with administration/faculty tension and lack of focus. Both of these programs were perceived to be imposed from the administration rather than owned by faculty. The Madison College and Jefferson College programs were marked by faculty ownership and administrative optimism.

CHAPTER IV

SUMMARY AND IMPLICATIONS

I. INTRODUCTION

Since many colleges and universities were looking to faculty development programs as one way to maintain and improve the professional vitality of faculty members, a better understanding of the perceptions of college faculty members toward instructional development practices was crucial. Decreasing enrollments and lack of faculty mobility inspired new interest in faculty development practices. Forces impinging on colleges and universities tended to mobilize administrators and faculty members in the direction of development and motivate further study of development practices.

The problem of this study was the need for better understanding of the perceptions of college faculty members toward instructional development practices. There was also a lack of knowledge about institutional programs of instructional development that were uncommonly promising--programs which had resulted in a high level of participation and had produced effective instructional behaviors.

The purpose of the study was to describe the perceptions of faculty members of member colleges of the Small College Consortium toward instructional development practices and to compare promising institutional programs of instructional development with programs that were less than promising. This purpose was accomplished by answering the following questions:

1. How did faculty members perceive instructional development practices at their college?
2. What was the relationship between the way faculty members perceived instructional development practices at their college and the size of their college?
3. What was the relationship between the way faculty members perceived instructional development practices and their faculty rank?
4. What was the relationship between the way faculty members perceived instructional development practices and their sex?
5. What instructional development practices did faculty members perceive to be uncommonly promising because they had resulted in effective instructional behaviors?
6. What instructional development practices did faculty members perceive to be ineffective in changing instructional behaviors?
7. Which Small College Consortium colleges had unusually promising programs of faculty development?
8. Which Small College Consortium colleges had unusually less than promising programs of faculty development?
9. What was the difference between instructional faculty development programs that were promising and those that were less than promising?

The study was descriptive research via a mail opinionnaire to a random sample of 330 of the population of 2368 full-time faculty members of the Small College Consortium. The investigator also visited four of the college campuses to interview the deans and several faculty members in order to compare and contrast promising programs with programs that were less than promising.

Descriptive statistics were used to analyze faculty perceptions of instructional developmental practices. The Statistical Package for the Social Sciences (SPSS) subprogram frequencies (one-way frequency distributions with descriptive statistics) was used for item-by-item analysis and description of perceptions of each instructional developmental practice.

Analysis of variance was used to determine: whether or not there were statistically significant differences of faculty members' perceptions of instructional development practices among faculty members from colleges of various sizes, whether or not there were statistically significant differences of faculty members' perceptions of instructional development practices among faculty members with various faculty ranks, and whether or not there were statistically significant differences between male and female faculty members' perceptions of instructional development practices. For the purpose of this study an F ratio was considered statistically significant at the .05 level. If a significant F ratio occurred, indicating a difference based on size college or faculty rank, either Duncan's multiple range test or Scheffé's test for multiple comparisons was used to locate the difference.

Chi-square was used to determine whether or not there were statistically significant differences based on college size, rank, or sex on those items which required a response on a checklist. A difference was considered statistically significant at the .05 level.

II. SUMMARY OF FINDINGS

1. How did faculty members perceive instructional development practices at their college? The mail survey identified several faculty development practices that were perceived by faculty to be valuable practices: training in technology, workshops, faculty forums, self evaluation, and peer evaluation. Several other practices that were fairly uncommon among Small College Consortium colleges were perceived by faculty as highly desirable: use of a learning center, use of a consultant, summer stipends, interinstitutional visits, sabbatical leaves, faculty experience terms, and faculty exchanges. A third group of practices were reported by faculty to be used very little and about which faculty were not overly enthusiastic: micro teaching, peer teaching, enrollment in on-campus courses, use of paid student observers, growth contracts, and retraining. The remaining practices have been participated in regularly, but faculty did not desire to increase their participation in them: student evaluation and participation with a faculty development committee. Over 50 percent of the faculty respondents desired an increase in the following practices: summer stipend, experience term, workshops, sabbatical leaves, forums, training in technology, interinstitutional visits, self evaluation, use of consultants, use of a learning center, faculty exchange, and peer evaluation.

2. What was the relationship between the way faculty members perceived instructional development practices at their college and the size of their college? The significant differences in faculty perceptions of faculty development practices among faculty from

various size colleges were fairly uniform. All five significant differences were differences in which responses of faculty members from schools with less than 900 students showed less desire to increase participation than responses of faculty members from schools with 900-1100 students. All of the differences based on size college were differences in desire to increase participation. The five practices were: faculty workshop, enrollment in on-campus courses, growth contracts, involvement with a faculty development committee, and use of an instructional consultant.

3. What was the relationship between the way faculty members perceived instructional development practices and their faculty rank? There were three significant relationships between faculty rank and faculty perceptions of development practices. The faculty members most likely to use student evaluation as a development practice were instructors. Associate professors and professors were more likely to use an instructional consultant than were instructors and assistant professors. The faculty with the least desire to enroll in courses on campus as a means of instructional improvement were professors.

4. What was the relationship between the way faculty members perceived instructional development practices and their sex? There were twelve items in which the perceptions of men and women faculty members were significantly different. There were two items on which the mean score for men was significantly higher than the mean score for women: participation in faculty experience terms and desire to participate in faculty exchange.

Women's mean score was significantly higher than men's mean score on ten items--three participation items and seven desire to

increase participation items. The three participation items were enrollment in on-campus courses, use of student evaluation, and participation with a faculty development committee. Women faculty members' mean score was significantly higher than the men faculty members' mean score for desire to increase participation in seven practices: micro teaching, peer teaching, workshops, enrollment in on-campus courses, growth contracts, interinstitutional visits, and the use of consultants.

5. and 6. What instructional development practices did faculty members perceive to be uncommonly promising because they had resulted in effective instructional behaviors, and what instructional development practices did faculty members perceive to be ineffective in changing instructional behaviors? When asked to relate an incident of uncommonly effective teaching behavior that was a direct result of a faculty development practice, workshops were listed most often as the practice. Student evaluation ranked second on the same list. Both practices were also very high in participation (fifth and first, respectively). When asked to relate an incident of uncommonly ineffective teaching behavior that was a direct result of a faculty development practice, workshops were listed most often as the practice. Student evaluation and peer evaluation tied for second in this category of practices. These findings were contradictory. Faculty workshops and student evaluation were cited as practices that resulted in both effective and ineffective teaching behaviors.

7. and 8. Which Small College Consortium colleges had unusually promising programs of faculty development, and which Small College Consortium colleges had unusually less than promising programs

of faculty development? The Institutional Score of Developmental Promise (ISDP) identified Jefferson College and Madison College as two of the Small College Consortium colleges with unusually promising programs of faculty development. Washington College and Adams College were identified by the ISDP as colleges with unusually ineffective programs of faculty development.

9. What was the difference between institutional faculty development programs that were promising and those that were less than promising? These differences were studied by means of interviews with deans and faculty members of high and low ISDP colleges. High ISDP colleges had nearly two times the development activity as low ISDP colleges. The programs at Washington College and Adams College were described by their deans and faculty members as faltering from lack of interest and just beginning, respectively. The programs at Madison College and Jefferson College were described as consistent and better than average. The low ISDP programs were marked by hesitant and skeptical attitudes while the high ISDP programs were characterized by optimism and expectancy. Leadership problems surfaced during interviews at Washington College and Adams College. In contrast the faculty members at Madison College and Jefferson College were vocal about their ownership and involvement in faculty development.

III. IMPLICATIONS

Faculty members of the Small College Consortium colleges were eager to try many faculty development practices. Administrators have

at their disposal a wide variety of developmental activities from which to choose when planning for instructional improvement.

Faculty members from the smallest colleges (less than 900 students) were less willing to increase their participation in five practices than were faculty members from larger colleges. Academic administrators of the smaller colleges should be aware of this tendency and plan a vigorous but lean program of faculty development.

Faculty rank had little effect on perceptions of development practices, but men and women perceived twelve practices differently. Many colleges in the Small College Consortium had predominantly female faculty members. The implication of this finding is most clear for those colleges: the ten of these twelve practices on which the mean of women's scores were significantly higher should be considered priorities for their development programs. The implication for the other small colleges is that because women may prefer different practices than men, faculty development programs should offer enough variety to serve both groups.

The programs of faculty development that were most promising were programs in which the faculty members had ownership and high involvement. This faculty ownership and involvement had originated as a result of the climate of these campuses. Both the deans and the faculty members of those colleges with promising programs had high expectations for faculty development. The faculty members and deans had benefited from this climate and had contributed to the campus atmosphere of creative instructional improvement.

This climate was absolutely essential to the success of faculty development at these colleges. Without a campus atmosphere of expectancy no faculty development practice could produce instructional improvement. With a positive climate the dean and faculty could establish instructional development by means of any combination of developmental practices. The critical difference between the faculty development programs that were promising and the programs that were not promising was the attitude of college personnel toward faculty development.

IV. DIRECTIONS FOR FUTURE RESEARCH

More research needs to be done on those practices in which faculty had high participation but in which they did not desire to increase their participation (student evaluation and participation with a faculty development committee). Particular attention needs to be given to the reasons for not wishing to increase participation--whether it is from satisfaction with the present level of participation or from disillusionment with the practices.

Further study might also focus on the relationship between faculty loads and faculty perceptions of development practices. Faculty members from colleges with less than 900 students may have been loaded down so much because of the size of their college that they have not had the energy to take on more developmental activities.

The relationship between male and female perceptions of faculty development practices also needs further attention. It may be that female faculty were generally in different stages of development than male faculty because they were at different stages in their careers.

The relationship between male and female years of experience may explain their different perceptions of development practices.

The results of responses to items forty-four and forty five, effective and ineffective practices, were somewhat confusing. Why did some faculty members perceive workshops as most effective while other faculty members reported workshops most ineffective? This may merely be a reflection of the high participation of faculty in workshops.

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APPENDICES

APPENDIX A

April 11, 1980

CODE _____

Dear

As a full-time faculty member of a Small College Consortium college I invite you to express your opinion about various faculty development practices. Your responses will help determine the relative value of each of the types of faculty development strategies from the perspective of a faculty member. The Small College Consortium and your on-campus coordinator are fully aware of this study.

It will take you only ten to fifteen minutes to complete the questions on the brief questionnaire and return it in the mail.

Of course your participation is voluntary, and your responses will be kept confidential. The return of this questionnaire constitutes your informed consent to participate in this study. Data will be reported on a group basis; individual responses will not be revealed. The questionnaire is coded only to identify non-respondents for follow-up letters. If you would like a copy of the results of the survey, please check the appropriate box on the questionnaire.

Please return the completed questionnaire by April 25, 1980.

Thank you for your help.

Sincerely,

Robert Andrews

Robert Andrews
Bryan College
Dayton, TN 37321

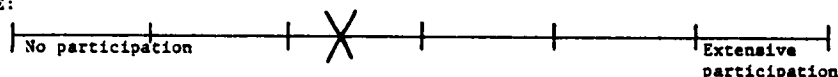
FACULTY DEVELOPMENT OPINIONNAIRE

This opinionnaire is designed to gather information regarding your attitudes and perceptions toward faculty development.

1. Please check the size college in which you are employed: Less than 900 students,
 900-1100 students
 More than 1100 students
2. Please check your academic rank:
 Instructor Assistant professor Associate professor Professor Other
3. Sex: Male Female

Please indicate your response to each of the following items by placing an "X" on the scale at the point which best expresses your reaction to that item. Treat each horizontal line as continuous from the extreme of "No participation" on the left to the extreme of "Extensive participation" on the right.

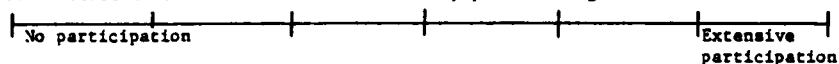
EXAMPLE:



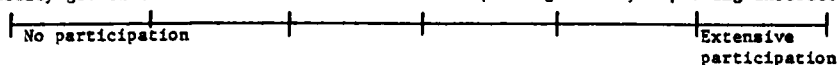
Your response indicates your level of participation during the last school year in each faculty development strategy.

4. Faculty forums for the purpose of discussing instructional improvement
5. Training in the use of instructional technology
6. Micro-teaching: teaching a brief lesson to a small group with immediate feedback
7. Peer-teaching: teaching a brief lesson to other faculty for immediate feedback
8. Instructional development workshops to improve specific teaching techniques
9. Enrollment in courses at your college that might improve your instruction
10. Summer stipend for the advancement of teaching: a grant to develop specific teaching skills
11. Systematic student evaluation of instruction for the purpose of instructional improvement
12. Paid student classroom observer: a student hired specifically to visit your classes in order to give you feedback on your instruction
13. Systematic, structured self-evaluation of instruction for the purpose of instructional improvement

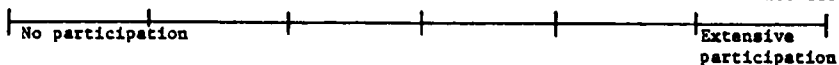
14. Peer evaluation of instruction: evaluation by your colleagues



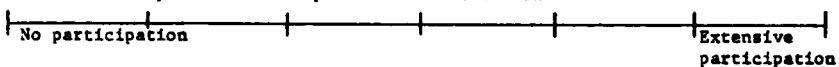
15. Faculty growth contract in which the instructor plans growth by improving instruction



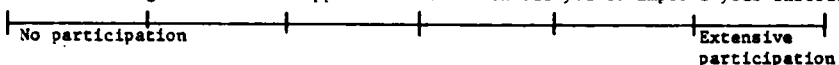
16. Interinstitutional visits: brief visits to other institutions to observe instruction



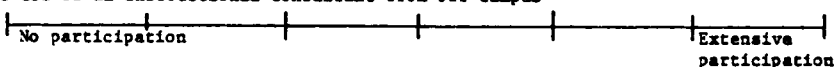
17. Involvement with a faculty development committee either as a committee member or as the beneficiary of the development committee's work



18. Use of a learning center as a support service to enable you to improve your instruction



19. The use of an instructional consultant from off campus

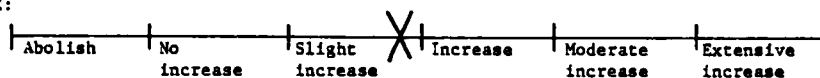


Please check those items on the following list in which you have participated during your college teaching career:

20. ☐ Retraining from one area to another so that you would be able to teach in another academic discipline
21. ☐ Faculty experience term: a paid leave of absence to gain experience in your academic discipline or in the community
22. ☐ Sabbatical leave
23. ☐ Faculty exchange with another college for a term

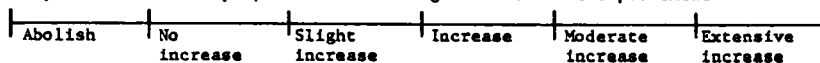
This section of the opinionnaire is designed to gather information regarding whether or not you desire an increase in each of the faculty development strategies below. Please indicate your response to each of the following items by placing an "X" on the scale at the point which best expresses your reaction to that item. Treat each horizontal line as continuous from the extreme of "Abolish" on the left to the extreme of "Extensive increase" on the right.

EXAMPLE:

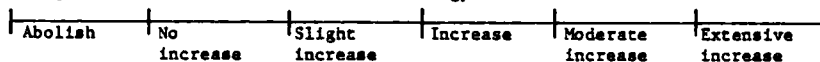


Your response indicates the relative strength of your desire to either abolish the developmental strategy or increase your participation in the developmental strategy.

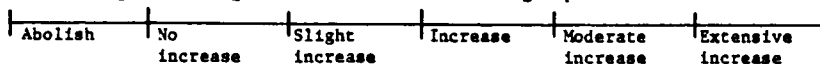
24. Faculty forums for the purpose of discussing instructional improvement



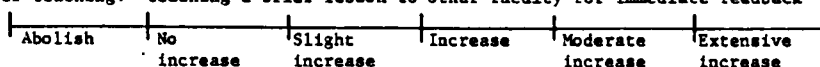
25. Training in the use of instructional technology



26. Micro-teaching: teaching a brief lesson to a small group with immediate feedback



27. Peer-teaching: teaching a brief lesson to other faculty for immediate feedback



28. Instructional development workshops to improve specific teaching techniques
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
29. Enrollment in courses at your college that might improve your instruction
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
30. Summer stipend for the advancement of teaching: a grant to develop specific teaching skills
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
31. Systematic student evaluation of instruction for the purpose of instructional improvement
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
32. Paid student classroom observer: a student hired specifically to visit your classes in order to give you feedback on your instruction
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
33. Systematic, structured self-evaluation of instruction for the purpose of instructional improvement
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
34. Peer evaluation of instruction: evaluation by your colleagues
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
35. Faculty growth contract in which the instructor plans growth by improving instruction
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
36. Interinstitutional visits: brief visits to other institutions to observe instruction
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
37. Involvement with a faculty development committee either as a committee member or as the beneficiary of the development committee's work
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
38. Use of a learning center as a support service to enable you to improve your instruction
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|
39. The use of an instructional consultant from off campus
- | | | | | | |
|---------|-------------|-----------------|----------|-------------------|--------------------|
| Abolish | No increase | Slight increase | Increase | Moderate increase | Extensive increase |
|---------|-------------|-----------------|----------|-------------------|--------------------|

Please check those items on the following list in which you desire to participate during your college teaching career:

40. _____ Retraining from one area to another so that you would be able to teach in another academic discipline
41. _____ Faculty experience term: a paid leave of absence to gain experience in your academic discipline or in the community
42. _____ Sabbatical leave
43. _____ Faculty exchange with another college for a term

44. In the space provided below please cite an incident of uncommonly effective teaching performance on your part or which you observed on the part of a colleague which in your judgment was a direct result of participation in one of the above development strategies. Please describe the incident and identify the strategy:

45. In the space provided below please cite an incident of uncommonly ineffective teaching performance on your part or which you observed on the part of a colleague which in your judgment was a direct result of participation in one of the above development strategies. Please describe the incident and identify the strategy:

Would you like a copy of the results of this study? ____yes ____no

APPENDIX B

FACULTY PERCEPTIONS OF FACULTY DEVELOPMENT

INTERVIEW QUESTIONS

Rank: _____ NAME _____
____ Instructor
____ Assistant Professor
____ Associate Professor
____ Professor
Primary Responsibility:
____ College Dean
____ Faculty on Development Committee
____ Faculty Department Head
____ Faculty
Institution: _____
Primary Academic Assignment: _____

1. How long have you been employed at this college?

How long have you been in your present position?

2. What effect has membership in the Small College Consortium had on your college?

3. What would the faculty response be to Instructional Assistance faculty development practices (technical training; learning center; consultant)?

4. What would the faculty response be to Workshop type faculty development practices (workshops; seminars; forums; micro teaching; peer teaching)?

5. What would the faculty response be to Grant type faculty development practices (retraining; experience term; exchange; enrollment in courses tuition free; summer stipend; interinstitutional visits)?

6. What would the faculty response be to Assessment type faculty development practices (student evaluation; paid student evaluator; self evaluation; peer evaluation; growth contracts)?

7. What would the faculty response be to Traditional type faculty development practices (faculty development council; sabbatical)?

8. Which of these practices are available on your campus?

9. In which of these practices do you think faculty at your college would most like to participate if funds were available?

10. Can you describe an incident of uncommonly effective teaching performance by a faculty member at your college which was a direct result of participation in one of these development strategies?

11. Can you describe an incident of uncommonly ineffective teaching performance by a faculty member at your college which was a direct result of participation in one of these development strategies?

12. How would you describe the faculty development program at your college?

13. If I were a new faculty at your college, how would I be helped to become an excellent instructor?

14. What is the biggest obstacle to having an excellent, well-balanced faculty development program at your college?

VITA

Robert Dexter Andrews was born in Edmore, Michigan on July 5, 1945. He attended elementary schools in Stanton, Lapeer, Port Huron, and Saginaw, Michigan and was graduated from Arthur Hill High School, Saginaw, Michigan in June 1963. The following September he entered Bryan College, and in June of 1967 he received a Bachelor of Arts degree in History. In the fall of 1967 he began study toward a Master of Divinity degree at Trinity Evangelical Divinity School. This degree was awarded in June 1970.

After one year as minister of youth at Winnetka Bible Church, Winnetka, Illinois, he accepted the position of Dean of Men at Bryan College in August 1971. He began study at Tennessee Technological University toward a Master of Arts degree in College Student Personnel in the spring of 1972. This degree was awarded in August 1974.

In January 1976 he entered the Graduate School of The University of Tennessee, Knoxville. He received the Doctor of Education degree with a major in Educational Administration and Supervision in December 1980.

The author is married to Lillian Seera Andrews of Dayton, Tennessee, where he is employed at Bryan College as Dean of Men.