INSTITUTIONAL PROVISIONS FOR FACULTY DEVELOPMENT IN SEVEN TAX - ASSISTED COLLEGES OF EDUCATION IN MICHIGAN 1966-1967

Thesis for the Degree of Ph. D. MICHIGAN STATE UNIVERSITY LUZ LAURELES ALMIRA 1968



This is to certify that the

thesis entitled

INSTITUTIONAL PROVISIONS FOR FACULTY DEVELUPMENT IN SEVEN TAX-ASSISTED CULLEGES UF EDUCATION IN MICHIGAN 1966-1967

presented by

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ABSTRACT

INSTITUTIONAL PROVISIONS FOR FACULTY DEVELOPMENT IN SEVEN TAX-ASSISTED COLLEGES OF EDUCATION IN MICHIGAN 1966-1967

by Luz Laureles Almira

This study had three main purposes: (1) to develop a conceptual framework of faculty development, (2) to determine the adequacy of institutional provisions for faculty development in each of the seven colleges in this study with reference to the concept generated above, and (3) to suggest an approach to faculty development appropriate for implementation in any college of education —— large or small.

The subsidiary objectives were: (1) to determine what provisions are deemed helpful by the faculty, (2) to elicit suggestions from faculty, ways to improve faculty development in their colleges, and (3) to know how certain variables as size of the institution and certain faculty characteristics are related to observed provisions for faculty development.

Two survey instruments were prepared. One was an interview schedule for deans, administrators, and long-term faculty members and another was for faculty members only. The

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former was used to survey prevailing faculty development practices in the colleges. The survey results together with in formation derived from ducumentary materials from the colleges and results of related studies were used to generate an 84-item checklist of provisions for faculty development. The provisions could be dichotomized into those which had direct relevance to faculty development and those which were contributory to the promotion of faculty development. The former would include attendance at professional meetings, faculty retreats, and orientation sessions. The latter would include secretarial services, equipment and supplies for research, teaching, and writing, and good means of communication between administrators and faculty. These, however, were not emphasized in the study.

The 84-item checklist was divided into five areas. Each area was designed to achieve one of the following objectives.

- I. Understanding institutional purposes, policies, and practices
- II. Promotion of instructional competency
- III. Promotion of research and scholarship
 - IV. Promotion of general professionsl growth
 - V. Rapproachment of faculty member's interests and achievement of institutional goals

Some provisions could come under more than one objective. One classified under a given objective was designed to achieve only that objective.

The 84-item checklist together with a four-page inventory of faculty characteristics were used to interview six faculty members in each college. Faculty members appraised the provisions according to: availability in their institutions,

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extent of faculty's use, and helpfulness to faculty individually and generally.

An analysis of faculty appraisal of the 84-item checklist and faculty suggestions to improve faculty development in their colleges revealed the following, not necessarily arranged in any order, as most helpful.

- 1. Funds for attendance at professional conferences
- 2. Widely distributed sabbatical leave privileges
- 3. Exposure to "experts" in various fields of specialization
- 4. Adequate clerical help
- 5. Involvement in policy-making decisions
- 6. Assistance in undertaking research
- 7. Ease of communication between faculty and administrators
- 8. Departmental or divisional meetings
- 9. Adequate faculty handbook
- 10. Adequate library
- ll. Released time for all faculty
- 12. Greater insight into the programs of other departments, colleges, and universities
- 13. Availability of technical assistance when needed
- 14. Adequate equipment and materials for teaching
- 15. Individualized programs for new faculty

A concept of faculty development involved the following aspects:

- Faculty accommodation to institutional goals and policies
- 2. Development of individual long and short-ranged career plans conjointly by faculty and department chairman
- 3. Institutional provisions for the realization of faculty career goals; This involves provisions for:
 - a. research development
 - b. instructional development
 - c. general professional development
- 4. Progressive evaluation of faculty achievement
- 5. Re-planning or re-projection of faculty member's goals

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The colleges in the study were dichotomized into three large and four small colleges. Their provisions for faculty development were all measured against the framework above. Institution-wide provisions for faculty development did not differ considerably among all the colleges. But the same provisions were better implemented in the large colleges. The latter had more funds and better provisions for faculty development than the former. Unly one college had a policy-statement for long-ranged career planning by faculty members. Another college had a policy-statement for yearly planning of faculty member's career goals. Both colleges stipulated for a yearly evaluation of faculty achievement. For all other colleges, it was not determined precisely whether the same policy statements prevailed. Only a few faculty members in each of the other colleges did some planning and evaluation of their work. Most evaluation resorted to was the utilization of student evaluation of teaching effectiveness. All colleges had good provisions for understanding of and accommodation to institutional purposes and policies of the institution by the faculty. Some colleges had unique ways of providing for the development of their faculty.

A suggested approach to faculty development for any college--large or small, utilized the concept of faculty development generated in this study as its nucleus.

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INSTITUTIONAL PROVISIONS FOR FACULTY DEVELOPMENT IN SEVEN TAX-ASSISTED CULLEGES OF EDUCATION IN MICHIGAN

1966-1967

Зу

Luz Laureles Almira

A THESIS

Submitted to Michigan State University in partial fulfillment of the requirement for the degree of

DUCTOR OF PHILOSOPHY

College of Education Department of Administration and Higher Education

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Finally, the writer wishes to express her sincere gratitude to the deans and faculty members who participated in this study by giving part of their valuable time during the interviews. Without the cooperation of their colleges and their subsequent participation, this study would not have been possible.

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TABLE OF CONTENTS

Chapt	ter	Page
I.	INTRODUCTION	1
	Background of the Problem	2
	Importance of the Study	9
	Purposes of the Study	11
	Definitions of Terms	12
	Scope of the Study	14
	Overview of the Report	15
II.	DESIGN AND CONDUCT OF THE STUDY	17
	Population and Sample .	17
	Preparation of the Survey Instruments	20
	Data Gathering	24
	Analysis of Data	26
III.	REVIEW OF LITERATURE RELATED TO FACULTY DEVELOPMENT	33
	Approaches to faculty Development	48
	Faculty Development: A Concept	4 8
	Summary	6.4

IV.	COLLEGE IMAGE AND FACULTY PRUFILE	67
	The Colleges in the Study	6 7
	College orientation Personnel Policies	58 69
	Characteristics of the Faculty	7 5
	Summary	81
V .	FACULTY APPRAISAL OF INSTITUTIONAL PROVISIONS FUR FACULTY DEVELOPMENT	82
	Faculty Appraisal of Selected Practices	8 2
	most helpful practices Least helpful practices	95 95
	Uther helpful provisions, not adequately provided	97
	Helpfulness of provisions in relation to faculty experience	100
	Faculty suggestions with reference to appraised provisions	104
	Consistently Helpful Practices	107
	Suggestions for Improvement	109
	Summary of Most melpful Provisions	111
	The Faculty Member Comments	112
	Summary	115
VI.	FACULTY DEVELOPMENT: PRUGRAM IMPLEMENTATION IN THE SEVEN CULLEGES	118
	Introduction	118
	College A	120
	College B	127

	College C	135
	College D	143
	College E	151
	College F	160
	College G	164
	Appraisal of Program Implementation in the Colleges	170
VII.	SUBMARY, RECOMMENDATIONS, AND CONCLUSIONS	173
	Purposes of the Study	173
	Conduct of the Study	173
	Findings and Conclusions	174
	A Suggestive Program for Faculty Developmen	t 177
	Suggestions for Further Study	180
BISLI	COGRAPHY	182

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LIST UF TABLES

TABL	<u>E</u>	⊬a ge
5.1	Rated Values of Institutional Provisions For Faculty Development	83
5.2	Relationship of Ratings of Four Variables for Each of Eighty-Four Listed Provisions	88
5.3	Institutional Provisions for Faculty Development Kanked According to Helpfulness Based on Availability and Extent of Faculty Use as Perceived by Faculty	90
5.4	Activities/Services Consistently Proven Helpful	108
5.5	Specific Suggestions to Improve Faculty Development	110

LIST OF APPENDICES

			Page
Appendix	A	Survey of Faculty Development Programs Interview Schedule (For Deans)	189
Appendix	В	Survey of Faculty Development Programs Interview Schedule (For Faculty)	1 95
Appendix	С	Raw Data: Summary of Faculty Members Coded Responses to Structured Interview Schedule	208
Appendix	D	The Faculty Members in the Study	221

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CHAPTER I

INTRUDUCTION

Despite the oft quoted statement that there is no typical system of American Higher Education, educators are agreed that all higher education institutions have three common purposes: the preservation, expansion, and diffusion of knowledge. Emphasis given to each of these goals, varies from institution to institution. Thus, colleges and universities have different commitments in terms of the educational programs and the constituency they choose to serve. An institution may be committed only to the area or community in which it is located. One may look to a much wider community and regard itself as a pre-eminent institution in that area. It may also seek a national student body. There is no implication, however, that the commitment of one is better than that of another. These constitute what Corson and Dennison call institutional character. The achievement of whatever goals an institution has will depend in large measure upon the strength of the faculty members in particular and the conjoint effort of the faculty and the administration in

Charles Dennison, <u>Faculty Rights and Obligations</u> (New York: Bureau of Publications, Columbia University, 1955)p.179

John J. Corson, <u>Governance of Colleges and Universities</u> (New York: McGraw-Hill Book, Co., 1960) p. 177

in general. A strong faculty must of necessity be one of the institution's desirable assets.

BACKGROUNG OF THE PROBLEM

A problem of communication. It is only within recent years that any substantial amount of research effort has been directed toward understanding college faculties. This has been due to increasing desire of college and university administrators of various levels for assistance in the solution of a number of pressing and practical problems. Some of these spring from faculty administrative relationships caused primarily by the inadequacy of communication between them. A common result of this is the failure of some faculty members to understand institutional purposes and policies. What consequently follows is the failure of the faculty member to identify himself with the institution and to commit himself with the achievement of its goals.

Another lapse in the communication process was revealed in a study by Gustad, Berensen, and Welsh. Gustad reported that faculty members claimed nobody knew whether they were doing a good job or not. In no case was a systematic evaluation program found. "What gets done is not very closely related to what gets rewarded." In this connection Guard

John W. Gustad, "They March to a Different Drummer: Another Look at College Teachers, The Educational Record, 40: 209, July, 1959

stated that: 4

The faculty member is entitled to know not only what is expected of him in his position but also the conditions necessary to qualify for promotion. It is essential for faculty welfare and morale that each faculty knows his status on the campus, and what is expected of him if he wishes to improve his status in salary and rank.

Faculty research effort. About a decade ago, Wilson made a detailed analysis of three institutional faculties in a university system. More recently, he made a tabulation of the published writings of about 1,000 faculty members. Based on 2,000 cases in these two samples, he came to the conclusion that most professors do not publish. But an impressive record of research and publication is always prized and rewarded by any institution. Wilson was led to conclude that there is still much to be desired in some faculty members research and publication efforts. He was supported in his view by other educators, among whom are Clark and

⁴ Harris T. Guard, "Improving the Status and Welfare of the Faculty and Staff," <u>Current Issues in Higher Education</u>, Association for Higher Education, NEA, Washington, D.C., 1951 p. 140

⁵ Logan Wilson; "The Academic Man Revisited," Studies of College Faculty, Berkeley, California, 1961, p. 5

⁶ Kenneth Clark, "Studies of Faculty Evaluation," <u>Studies</u> of <u>College Faculty</u>. Berkeley, California, 1961 pp. 35-52

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Lack of pre-service preparation. Eckert, Stecklein, and Sagen undertook a study about the motivation of college teachers. They found that more than one-half of their samples entered the teaching profession by chance and that they never aspired to become teachers. Similarly, in the study conducted by Gustad, Berensen, and Welsh about why some people choose college teaching and why some leave it, they found that for some, "the decision to enter college teaching as a career is not a decision at all, it is the end product of drift." The result of these studies points to the fact that some of those who become college teachers are not prepared for the total role of college teaching.

The imperativeness of on-the-job training. While some individuals lack the necessary pre-service training for the assumption of the job of a college teacher, no amount of college preparation, on the other hand will be adequate to enable the faculty member to perform his roles effectively without further adjustments and continued training which would bridge the gap between his college preparation and the

Page Smith, "Teaching, Research, and Publication," The Journal of Education, 32: 199-205, April, 1961

Ruth E. Eckert, J. E. Stecklein, and H. B. Sagen, "College Faculty Members View Their Jobs," American Association of University Professors Bulletin. 45: 513-528, 1959

⁹ Gustad, <u>op. cit.</u> p. 206

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particular tasks he has to perform in any particular college. setting. This condition has been the subject of comments by many leading educators. Baskin¹⁰ pointed out that:

The college teacher is neither born nor made in any final sense but rather is in a state of constant evolution. No matter how modern and effective the graduate school, no one can expect the new instructor to emerge fully competent in every facet of his teaching task. Improved graduate preparation may help greatly, but inevitably much must be learned on the job. Whether this learning will be speedy or slow, sound or sour, will depend upon the opportunities and incentives for such development.

In like manner, Klapper 11 stated that:

A critical appraisal of scholarly attainment of a faculty discloses, as one would naturally expect, that some of its members exhibit a wide gap between early promise and later academic status. For this great loss, the blame may be divided between the vicissitudes of life and the failure of the college to provide the stimulation and the facilities for sustained personal growth.

He stated further that a college that fails to nurture the eagerness of the faculty for productive scholarship impoverishes itself and merits the censure that is its portion. Concurring too, with the foregoing views was

Samuel Baskin, (ed.), <u>Higher Education: Some Newer</u>
Developments (New York: McGraw-Hill Book Co., 1965) p. 207

Paul Klapper, "The Sociology of College Teachers,"
The Educational Forum, 16:141, January, 1952

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Gibson. 12 He stated that

It is possible for an individual to teach year after year without making any significant improvement. One's colleagues and administrators should assume some responsibility in the prevention of failure, year after year, and should help their fellow staff member to develop his responsibilities as a teacher, or counselor, or as a specialist in research.

Recent studies conducted by Tracy, ¹³ McCall, ¹⁴ and Siehr, ¹⁵ revealed that new faculty members were concerned or confronted with varying problems for which they needed assistance to enable them to perform their roles effectively.

Recruitment versus development. Pressure for institutional expansion -- generated largely by an expanding enrolment within recent years -- have created a corresponding pressure to enlarge and improve faculty. Much attention has been given to the attraction of able young men and women into the teaching field. Concentration, however, on the recruitment process

Raymond V. Gibson, The Challenge of Leadership in Higher Education (Dubuque, Iowa: William C. Brown Publishers, 1964) p. 169

Norbert J. Tracy, "Orienting New Faculty Members in Colleges and Universities," The North Central Association Quarterly, 36: 214-221, 1961

Harlan Richardson McCall, "Problems of New Faculty Members in North Central Association Colleges and Universities of Less Than 3,000 Enrolment," (unpublished Doctor's thesis, Michigan State University, 1961) 172 pp.

¹⁵ Hugo Emil Siehr, "Problems of New Faculty Members in Community Colleges," (unpublished Doctor's thesis, Michigan State University, East Lansing, Michigan, 1962) 280 pp.

tends to overshadow an equally important problem confronting higher education, i. e., the continuous development of those faculty members whom the institution needs to retain for years to come. Many educators have felt the need for a systematic approach to this twin problem of recruitment and faculty development. According to Miller and Wilson

The very fact that shortages of qualified faculty members either exist or are in prospect gives added emphasis and urgency to the need for finding "solutions" to the problem of how colleges and universities can best utilize, conserve, and increase the effectiveness and productivity of available faculty resources, both new and old.

The need for careful cultivation of faculty resources is not restricted to anyone type or class of institution - large or small, affluent or impoverished, prestigious or obscure; it is not unique to institutions in any given region of the country; it does not derive from, but is only heightened by conditions of "scarcity."

Faculty adjustments to varying roles. According to Umstattd, a faculty member is a citizen, a member of a 17 learned organization, and an officer of an institution. Others attribute the varying roles of the faculty member as "collegial," "professional," and "institutional." These

W. Starr Miller and Kenneth M. Wilson, <u>Faculty Development Procedures</u>. Southern Regional Education Board Research Monograph No. 5, Atlanta, Georgia, 1963

J. G. Umstattd, <u>College Teaching: Background</u>, <u>Theory</u>, and <u>Practice</u> (The University Press of Washington, D. C., and The Community College Press, 1964) p. 74

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point to the fact that while the faculty member has a role to perform as a member of an institution, he also is concerned with the profession or discipline to which he is affiliated. and the interests of which he is expected to promote. The dual aspects of the faculty member's personality, not to mention his private interests often have been the subject of many educators' concern.

The foregoing are but some of the problems in the academic community which need to be resolved. Their solution requires joint action by administrators and faculty members. The principle of joint action is based in large measure upon the recognition that the continued development of the faculty is an important dual responsibility of administrators and faculty. A faculty development program appears to be a promising framework within which efforts of the administrators and the faculty members to improve and maintain standards of excellence can complement each other. The problem confronted by this study was: to identify the essential aspects of a coordinated approach to faculty development, develop therefrom a pattern by which the strength and weaknesses of current practices in selected colleges of education may be assessed, and make suggestions as to what programs may be effectively implemented by colleges of education, large or small.

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IMPORTANCE OF THE STUDY

Since the quality of any college depends basically on the excellence of its faculty, the development of qualified faculty members should be one of any higher education instituion's important considerations. There is no implication that colleges and universities are or have been indifferent to the continued improvement and development of their faculties. The literature -- especially the number of studies conducted on in-service and orientation programs -- revealed an extensive use of varied practices or procedures for faculty development. many of these consist of a wide range of uncoordinated procedures that aim to resolve particular problems of certain institutions. Among these are acquisition of an advanced degree, assistance with initial teaching responsibilities, provision of supplies and equipment for research, and university-sponsored activities for conference travel grants. However, emphasis is generally given to procedures related to the crientation of new faculty members. Although important, this is only a "limited aspect of the process of development."

To the writer's knowledge, only one institution has taken a very systematic approach to the entire problem of faculty development. 18 Faculty development procedures or

Stanton C. Crawford, "A University-wide Program of Faculty Development," The Educational Record, 42:49-53, 1961

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practices as now practiced in other institutions are generally uncoordinated, unplanned, and informally carried out. They cannot be considered to be institutionally undertaken to carry into effect a conscious philosophy of faculty development. Miller and Wilson stated that, "a meaningful distinction may be made between the use of certain procedures for faculty improvement and the existence of a clearly articulated program for faculty development. "19 Few educational institutions have taken a careful and analytical look at all potential programs or procedures, selected those uniquely adapted to their own situations, and systematically knitted them into a rational and functional pattern for the improvement of their faculty. In most cases problems which are in urgent need of solution tend to receive treatments without due regard for consequences that might affect faculty development in the entire system. While any given practice -- e.g. sabbatical leave or subsidy for graduate study -- may be useful, it is no substitute for a program of activities that is characterized by precisely stated objectives, administratively supported activities, and evaluation procedures. The potential importance of this study lies in the suggestion that piecemeal approaches to faculty development as now practiced are not only unwise from the developmental point of view but also expensive from the economic viewpoint.

¹⁹ Miller and Wilson, op. cit. p. 26

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Miller and Wilson reported further that it was only in recent years that attempts have been made to clarify the definition of faculty development. Up to this time, its meaning is still vague and hazy. There is no concensus as to its essential aspects. Some relate faculty development to inductrination or regimentation. Many thought of it as mainly the process of orientation. Uthers stress such practices as leaves of absence, salary schedule, and research grants in their conceptualization of the term.

Differences in view may persist regarding the elements and objectives of faculty development unless the components of an effective faculty development program can be described and delineated. Despite differences in institutional circumstances, it may be possible to sift out certain characteristics or elements basic to a concept of faculty development; further, it may be possible to develop therefrom a pattern for program development for any institution which may desire to adopt one.

PURPOSES OF THE STUDY

This study aimed to accomplish three principal objectives: (1) to develop a conceptual framework of faculty
development, along with such descriptions or characteristics
of its essential aspects, (2) to determine the adequacy of

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the institutional provisions for faculty development in the various colleges in the study with reference to the conceptual framework generated above, and (3) to be able to suggest a scheme or plan of action which will incorporate the basic elements of an approach to faculty development, appriate for implementation in any college, large or small.

Subsidiary objectives of this study were: (1) to determine what practices or procedures and conditions related to faculty development were deemed to be helpful by the faculty, (2) to elicit suggestions from the faculty concerning ways to improve faculty development programs, procedures, or activities, and (3) to know how certain administratively controllable variables (e.g. size of the institution) and some faculty characteristics were related to observed provisions for faculty development.

DEFINITION OF TERMS

All terms in this study have their own operational definitions and applications to the educational field. However,
some were tailored to suit the purposes of this study. For
purposes of clarity and a better understanding of the concepts
involved, terms were defined as follows:

Faculty refers to full-time faculty members with the rank of instructor and above who did some teaching during

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the school-year 1966 - 67. They represented nearly all subject fields of specialization in the graduate and undergraduate studies.

Faculty development is the process by which a faculty member achieves his personal and professional goals over a period of time through a progression of occupational tasks in a career sequence within a conception of an academic career, subject to the constraint of an institutional framework, involving organizational goals, policies, and resources. A more detailed definition will be discussed in the succeeding text of this report.

Experienced faculty members refer to those who have had a total of seven years or more of experience as faculty members.

Inexperienced faculty members were those who had six years or less of experienced as faculty members. Generally, the former would have acquired tenure, the latter might not.

New faculty members refer both to newly graduated and experienced faculty members who were recently appointed in an institution.

Role refers to the active aspect of a person's status or rank in the academic organization, the particular type of activity/activities he is expected to perform.

Institution has reference to the university or college and may be used interchangeably with the term, organization.

Program refers to a plan of action. It may refer to an over-all plan of action with sub-plans or sub-programs. An institution may have an overall program for faculty development with various sub-programs for its implementation. Orientation programs, colloquia, and instructor-internship programs, each with each own goals, means of implementation and evaluation, may constitute sub-programs of an over-all faculty development program.

SCOPE OF THE STUDY

This study was limited to seven tax-assisted colleges of education of the state universities in Michigan, all of which offer graduate programs.

Only full-time faculty members holding rank as instructor and above who were engaged full or part time in teaching during the schoolyear 1966-67 were included in the study. The number of faculty members drawn from each institution was small. A justification for sampling was provided in the study.

Data basic to the study were delimited to opinions and judgments of faculty and administrative personnel. Data were obtained from personal interviews. A checklist was used to organize the interviews. Interview data were buttressed by data from faculty development materials and related documents from participating institutions. Attempts were made to cover

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a wide range of categories with emphasis on the promotion of teaching, research, and service, the bases of advancement in the academic community.

OVERVIEW OF THE REPORT

Chapter I of this report deals with the background and significance of the problem together with the purposes for which the study was conducted. It also deals with the clarification of terminologies used in the study which may have different meanings when used in other contexts.

The scope of the study was presented to rpovide the reader with a more meaningful interpretation of the results.

Chapter II deals with the design and conduct of the study

-- the steps undertaken by this investigator from the formulation of the problem to its solution. It includes, among others,
how the samples were drawn, how the survey instruments were
prepared, how the interviews were conducted, and how the data
were analyzed.

Chapter III deals with a review of related studies which have direct bearing to this study together with a conceptual-ization of faculty development and the description of its essential aspects.

Chapter IV provides a summarized picturization of the colleges and a profile of the faculty members involved in the study.

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Chapter V presents an overview of faculty appraisal of faculty development practices, customs, and conditions in their respective colleges with reference to their availability, extent of faculty use, helpfulness to respondent, and helpfulness to faculty generally.

Chapter VI provides a picture and appraisal of faculty development practices in each of the seven colleges with reference to the concept of "faculty development" generated in Chapter III.

Chapter VII embodies a summary of the report together wit with conclusions arrived at and a suggested program for faculty development which any college of education, large or small may adopt should it decide to do so.

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Henceforth college/s of education will also mean school/s of education.

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CHAPTER II

DESIGN AND CONDUCT OF THE STUDY

This study was conserned with three main purposes.

First, it generated a conceptual framework of faculty development together with a delineation of its essential aspects.

Second, a survey of institutional provisions for faculty development was made in seven state colleges of education and an overview of these provisions in all colleges was presented. Each college was then taken individually and evaluated in the light of the above framework. Finally, a suggested approach to faculty development which could be implemented in all colleges of education, large or small, was made.

Subsidiary objectives which were considered were: (1) the faculty members appraisal of the specific procedures and/or practices and conditions provided for faculty development in their respective colleges and (2) the determination of how certain faculty characteristics and the size of the institution were related to faculty development. Subsequent analysis, however, of data with reference to the latter objective revealed that it was not feasible of attainment because of the small number of institutions and sampled faculty. Therefore, the latter objective was ommitted from this study.

POPULATION AND SAMPLE

Seven colleges of education of tax-assisted universities

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in Michigan, all offering graduate programs, were selected for study. The request for the involvement of these colleges in the study was made through personal letters to the deans of the institutions. The letter of request stipulated the objectives of the study and the participation expected of the colleges. Some of the deans' responses were immediate and very encouraging.

The specific choice of colleges was made for three reasons: (1) to reduce the heterogeneity of the colleges on the basis of their main support for program implementation, (2) to make the roles of the members of the faculty, as members of a university system, be more in keeping with the commonly accepted goals of higher education - teaching, and research, and (3) to hope that compared to other colleges of education, they could be more influential in setting new directions for program development in higher education due to the level of their program offerings and their university setting.

A stratified sampling of 42 faculty members, six from each institution, was drawn from either a list of faculty members provided by the deans or from the college or university catalogs whichever was available. A first consideration in the sampling process was the experience of the faculty. Related characteristics were rank, educational

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attainment, and the field of specialization. Except that it was desirable to have all fields of specialization represented, the last category was not in anyway utilized in analyzing data. Sample lists of faculty were referred to the institutions for confirmation of the faculty members availability at the time the campus visits were to be made. Such confirmation was necessary because catalogs and other faculty listings, current as they may be, sometimes carried the names of those who were on leave or had left the institution permanently. A request was made for the substitution of those who would not be available with those who had the same or as close as possible as the qualification of those to be substituted.

Thirty-nine faculty members were involved in the study.

This number, although small, provided at least one representative for each variable under study. Moreover, the validity of their responses rests upon the intensity and extensiveness of information derived from each respondent, ather than upon statistical tests of difference. Borg comments upon this method as follows:

If every person in the population were exactly alike in the variable studied, a sample of one would be sufficient. As the population becomes more variable, however, larger samples must be used in order that persons at different levels of skill or having different amounts of

¹ Walter R. Borg, Educational Research: An Introduction (New York: David McKay Co., Inc., 1963) p. 170

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characteristics in question will be satisfactorily represented.

In many educational research projects, small samples are more appropriate than large samples. This is often the case in which role playing, depth interviews, projective measures, and other such time consuming techniques are employed. Such techniques cannot be used in large sample studies unless considerable financial support is available if a small sample can successfully test the hypothesis. A study that proves deeply into the characteristic of a small sample often provides more knowledge than a study that attacks the same problem by collecting only shallow information on a large sample.

Similarly, Backstrom and Hursh stated that:

Among the elements determining the size of the sample is the extent to which the population is homogenous. ...

The more people in the community are alike, the smaller the sample can be. Logically, if everyone were exactly alike in every regard, a sample of one person would suffice. Everyone is never alike, but it takes fewer people to produce a good sample than it does to get a good sample of a heterogenous population.

In general, stratified samples require the least number of cases, the simple random sample somewhat more, and cluster samples as many or more than the simple random sample - for the same level of precision.

PREPARATION OF THE SURVEY INSTRUMENTS

Two survey instruments were developed. One was an

Charles H. Backstrom and Gerald D. Hursh, Survey Research (Northwester University Press, 1963) pp. 25-6

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interview schedule for deans and another for faculty members. Interviews with deans were intended primarily to elicit information about current faculty development practices, customs, and conditions, together with the apparent weaknesses and strenghts. Deans also provided information that describe the institutional characteristics relevant to the interpretation of the findings of the study. The interview schedule for the faculty members consisted of two parts: first, an 84-item checklist of institutional provisions for faculty development; second, an inventory of personal background information of faculty members, together with his perception of his roles, specially those that are related to faculty development. This was a much highly structured interview schedule than the one for the deans. Like in the study conducted by the Southern Regional Education Board, Miller and Wilson stated that:

The decision to structure the survey by specifying particular provisions rather than a more open ended inquiry regarding "faculty development" was dictated by the fact that the concepts of "faculty development" are varied. In fact, the idea does not appear to have been delimited either by virtue of institutional practice or in the literature.

The interview schedule for the deans. It was previously mentioned that the development of the faculty

Miller and Wilson, op. cit. p. 8

bears a close relationship to the development of the institution. The first and foremost consideration in interviewing the deans was to find out what the primary orientation and the subsidiary goals of the colleges were. These were deemed to be relevant to an understanding of the roles faculty members were expected to play in their respective institutions. Questions also were asked about orientation practices for faculty members. Reference was made to the studies conducted for a faculty members. Reference was made to the studies conducted for a faculty members, and Stripling. Recent studies conducted by Faton, Tracy, and Stripling. Recent studies conducted by facult, Siehr, and Tracy were made reference points from which to draw questions about procedures used in resolving institutional and instructional problems. Other studies were those for all conducted by Garrett, Eckert, and that of the Pennsylvania laced association of Colleges and Universities.

The first draft of the interview schedule consisted of 50 structured and open ended questions. This was pretested

⁴ John Mead Eaton, "A Study of Orientation of New Faculty Members in Michigan Community Colleges," (Unpublished Doctor's thesis, Michigan State University, E. Lansing, 1964) 100 pp.

⁵ Tracy, op. eit.

⁶ Robert O. Stripling, "Orientation Practices for New College Faculty Members," <u>AAUP</u> <u>Bulletin</u>, 40:555-562, 1954

⁷ McCall, op. cit.

⁸ Siehr, op. cit.

⁹ Tracy, <u>op</u>. <u>cit</u>.

¹⁰ Cyril D. Garrett, "A Study of the Inservice Improvement Programs of Eight Liberal Arts Colleges," (Unpublished Doctor's thesis, Michigan State University, East Lansing, 1957) 269 pp.

¹¹ Ruth E. Eckert, "Some Neglected Aspects of the Preparation of College Teachers," The Journal of Higher Education, 3:137-144, 1948

¹² Charles C. Cole, "Encouraging Faculty Improvement in Pennsylvania Colleges" (unpublished manuscript, 1960)

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for three reasons: (1) to determine how much time it would take to elicit appropriate responses with the use of a tape recorder, (2) to find what difficulty the deans would have in understanding some of the questions, and (3) to determine whether the desired information could be elicited from the questions. The first pre-test led to the re-formulation and/or deletion of some of the questions. Another pre-test was then conducted. A finalized form resulted in a six-page, 37-item instrument that could be deemed to be valid and 13 reliable.

The interview schedule for the faculty members. Except for three open ended questions, the two-part interview schedule for the faculty members -- because of its highly structured nature -- was thought to be easier to administer than the interview schedule for the deans.

The first part, a 9-page, 84-item checklist of institutional provisions for faculty development was generated from: (1) the results of the interviews with the deans, program directors, and old-time faculty members, (2) the college of education or university's faculty handbook, and (3) pertinent results of recent related studies which have been conducted. A review of the literature led to the identification of varied practices, conditions of work, or personnel policies which earlier writers and researchers considered

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to be important in efforts to orient faculty members to the institution, to improve instruction, to promote research activities, to boost the morale of the faculty, and to promote the growth of the faculty in general.

The second part, the faculty inventory, was in a manner 14 similar to that employed with deans. The faculty inventory, however, provided more information about the personal characteristics of the respondent as related to faculty development than that of the deans. Also, more views about faculty development was provided by the deans than by the faculty.

Only one pre-test was conducted. Due to the highly structured nature of the interview schedule, only five faculty members were involved in the pre-test. This was deemed sufficient to determine how much time the interview session will take and whether the desired information could be solicited from the questions.

DATA GATHERING

Data were obtained by intensive interviews using the inventories previously cited. Interview sessions varied from one hour to one and a half hours. Tape recorded interviews averaged one hour and ten minutes. Nine college of education deans - five full pledged, two associates, and two assistants - one each from five colleges and two each in two colleges, were interviewed. In addition six other

¹⁴ See Appendix B for the two-part interview schedule for the faculty.

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administrators - program directors and department heads, and old-time faculty members from the different colleges were interviewed. A copy of the faculty handbook or faculty manual of information of the college of education or the university, whichever was available was secured. Only one institution did not have a faculty handbook. There was, however, one in the process of printing.

About five weeks after the interviews with the deans, other administrators, and old-time faculty members were completed, the campuses were revisited to interview the faculty members. During the five weeks interim, the interview schedule for the faculty members was generated. Unlike the interviews with the deans, the interviews with the faculty members were not tape recorded. The latter interviews also took a longger time than the former. The 84-item checklist was found not easy to administer. Some faculty members had some questions to ask before they could provide appropriate responses to some questions. Most of these pertain to the clarification of certain terminologies or to the provisions themselves. There was no common understanding of what "faculty development" means. Several faculty members volunteered comments outside the structure of the interview. These were not considered in the analysis of data, although they may provide substance for further insight into the perceptions of faculty development problems.

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The second part of the interview schedule was always administered first. It took an average of one hour and ten minutes to go through the checklist with the interviewee and an additional fifteen to twenty minutes to go through the faculty inventory. When both forms were administered, each interview took an average of one and a half hours. A few faculty members requested that the 84-item checklist be left behind after the second part of the interview schedule was administered. Also, two respondents who were not available for interview at the time the visits were made, but who signified their willingness nonetheless to participate in the study, completed the two forms independently. More detailed instructions were provided them so that their responses would not differ significantly from those who completed the inventories during the interviews.

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Forty faculty members were interviewed. Among these, were three faculty members who requested that the 84-item checklist be left behind but who failed to return them. Thirty seven interviews and two self-completed inventories comprised the final sample for the study.

ANALYSIS OF DATA

The study was intended to be descriptive in character.

A summary of the characteristics of the colleges was drawn mostly from interviews with college deans. Attempts were

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made to determine the relationship, if any, between views expressed by deans and those by faculty when information on the same aspects of the college were given by both. These were made use of in the presentation of college characteristics and faculty profile and the discussion of the prevailing status of faculty development in the individual colleges. Further analysis of data from interview appear below.

An attempt was also made to compare some faculty characteristics in this study with characteristics of samples drawn nationally for a related study on the national level, con15
ducted in 1963.

Interview with College Deans

Information obtained from college deans, other school administrators, and some old-time faculty members were primarily utilized to generate a checklist of provisions for faculty development. The wide range of practices, customs, and conditions obtained were categorized with reference to five main objectives:

- I. Understanding institutional purposes, policies, and practices
- II. Promotion of instructional competency
- III. Promotion of research and scholarship
 - IV. Promotion of general professional growth
 - V. Rapproachment of faculty members interests and achievement of institutional goals

No hard and fast rule was observed in the categorization

Ralph E. Dunham, Patricia S. Wright, and Marjorie U. Chandler, <u>Teaching Faculty in Universities and Four-Year Colleges</u>, <u>Spring</u>, <u>1963</u>. Washington: United States Government Printing Office, 1966 178 pp.

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planning were take of the individual provisions. A given provision may adequately achieve one or more objectives but where the writer felt it can serve better one objective than another, the allocation was made for the former. The provision for an adequate library was considered more for the promotion of research and scholarship than the promotion of instructional proficiency or general professional growth. Where a provision will entirely differentiate the effectiveness of its utility for different objectives, it appears under more than one objective as in the case of assistantship for research or teaching and secretarial assistance for either one.

The Interview with Faculty Members

Except for two questions, 116 and 117, responses to the pre-coded two part interview schedule were summarized in terms pf point and percentage scores. Responses to two non-coded questions, 101 and 115, were later coded and similarly summarized.

The main purpose for analyzing interview data on checklist of provisions for faculty development and responses to
interview questions 116 and 117 of second part of the interview
shedule was to determine most helpful provisions which will
serve as one of the bases for recommendatory measures for
planning a faculty development program. The following steps
were taken to analyze data.

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First, each provision was rated with reference to four variables -- availability of practice, extent of faculty use, helpfulness to faculty generally, and helpfulness to faculty himself. Ratings were obtained by assigning point scores to each of four-scaled responses for each variable.

(a) For availability of practice:

A response of 3 was given 3 points A response of 2 was given 2 points A response of 1 was given 8 point A response of 0 was given 1 point

(b) For extent of faculty use:

A response of 3 was given 3 points A response of 2 was given 2 points A response of 1 was given 1 point A response of 0 was given 0 point

(c) For value to faculty members generally and(d) value to faculty member himself

A response of 3 was given 3 points A response of 2 was given 2 points A response of 1 was given 0 point A response of 0 was given 1 point

The sum of the products -- number of respondents for each scaled response multiplied by the point value of the response -- gives the total score for that provision for that column. Each variable received one of four ratings:

H for high, M for moderate, L for low, and I for insignificant.

For availability of practice, "H" is equal to a total points of 75% or more of 3 multiplied by the number of

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respondents for that practice; "M" is equal to 50% of maximum points obtainable for that column; "L" is equal to 25% to 50%; and "I" is equal to 0 to 25% of possible maximum points.

For extent of faculty use; "H" is equal to a total of 75% or mors of 3 multiplied by the number of respondents who perceived the practice as available; "M" is equal to a total of 50% to 75% of highest possible points for that column; "L" is equal to 25% to 50%; and "I" is equal to 0 to 25% of highest possible points.

for value to faculty members generally and value to
faculty member himself, the same procedure is followed as for
extent of faculty use. The difference lies in the number of
points allotted for each scaled response 3 to 0. For extent
of faculty use 1 was given 1 point and 8 was given 0 point.
The reverse was true for value to faculty members.

Thus, a provision received a rating of anyone of a combination of four ratings -- H, M, L, and I. A rating of H to I for helpfulness will have reference only to members who perceived the practice as available.

Second, all 84 provisions for faculty development were ranked from most helpful to least helpful with reference to all faculty members and colleges involved in the study, whether a provision is available or not or whether the faculty perceived them as available or not available.

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Third, for column D - <u>faculty helped most</u>, the number of respondents for each scaled response, 3 through 0, was divided by the total number of respondents for that particular column. The category which received the highest percentage was considered to be the group helped most. A second analysis made was to observe the difference between percentage received by (2) experienced and (3) inexperienced faculty members. If the highest percemtage was obtained by (1) everybody and a significant difference existed between (2) and (3) the group receiving a higher percentage was perceived to be helped more than the other.

Fourth, for column E - suggestion, the same analysis used in D - faculty helped most was followed. If the percentage of those who suggested maintain status quo equals those who suggested intensify this was considered as maintain the status quo but an explanation for this was provided.

Fifth, responses to interview questions 116 and 117 on what activities and services have proven consistently helpful and suggestions for improving faculty development programs were categorized and summarized according to frequencies of the responses. The response receiving the highest frequency was ranked 1 and vice versa.

Sixth, a final analysis was the identification of the most helpful provisions by comparing tabulated results of

of the foregoing data.

The Review of Literature

Additional information was gathered to supplement data derived from interviews with deans for use in generating a checklist of provisions for faculty development. Results of studies about integrated approaches to faculty development, institutional reports, faculty handbooks, college bulletins, catalogs, etc. provided information which were weighted and evaluated and utilized for the development of a concept of faculty development.

CHAPTER III

REVIEW OF LITERATURE RELATED TO FACULTY DEVELOPMENT

Institutional efforts aimed at promoting growth and development of the faculty are not new in colleges and universities. Activities range from informal orientation procedures to formal programs of seminars on teaching. There has been shifting emphasis on particular aspects of faculty growth and development at different periods. Garrett made a comprehensive review of the literature in this field from early 1900 to the latter part of the 1950's. As early as 1905 faculty improvement activities were already the concern of the colleges. Emphasis during this period, to 1925, was on the supervision of instruction. Later studies shifted to examination of duties and responsibilities of college teachers. An emphasis on the improvement of teaching followed. Studies reviewed by McKeachie in this area are well documented.

Garrett, op. cit.

W. J. McKeachie, "Research on Teaching at the College and University Level," N. L. Gage, (ed.), Handbook of Research on Teaching (Chicago: Rand McNally & Co., 1963) pp. 1118-1172

More recent studies about faculty growth and development center mostly on the "orientation" and "in-service training" of new faculty members. Others pertain to study of problems of new faculty members and corresponding administrative procedures for resolving them, improvement of working conditions, provision of an adequate reward system, adequacy of fringe benefits, and improvement of faculty morale in general.

The latest trend which developed in the early part of this decade, the sixties, is an attempt to visualize a comprehensive faculty development program which is "institutionally supported" and "faculty accepted." Referring to executive 3 officers, Woodburne stated that:

If they desire college and university education to have behind it the support of scholarly study and research, they must provide the opportunity and the condition which will allow such scholarship to develop and mature.

Referring further to school officials, he said that,

"if they wish scholarship in their institutions they must

pay for it." Two studies concerning this latest trend have

been uncovered. One was conducted by Grundstein about

Lloyd S. Woodburne, <u>Faculty Personnel Policies in</u>
<u>Higher Education</u> (Stanford, California: Stanford University
Press, 1958) pp. 133 & 135

Nathan D. Grundstein, "Approaches to Development: Faculty Development," (Unpublished report to the Carnegie Corporation, New York, December, 1950)

approaches to faculty development and the other was a survey of faculty development procedures in small colleges conducted under the auspices of the _Southern Regional Education Board.

This review of the literature is undertaken for three reasons: (1) to become familiar with recent trends and studies about faculty growth and development, (2) to provide a background material from which to draw some practices/provisions for faculty development which could be generated into a checklist, and (3) to gain adequate information from which an adequate concept of "faculty development" may be drawn.

APPROACHES TO FACULTY DEVELOPMENT

Orientation and In-service Training Programs

According to Grundstein, presently conceived, orientation program do not appear to affect the discontinuity between professional preparation for the occupation of college teaching and subsequent assumption in a latter career stage of administrative duties within the institution. He further stated that the possibility for a faculty member to become a "professor administrant" has not been considered in the initial preparation of new recruits as likely possible at some future time. And that assistance to facilitate the transition from

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Miller and Wilson, op. cit.

Grundstein, op. cit. p. 10

preservice college training to classroom work is still the central focus of many college orientation programs.

There also seem to be a need for the orientation of newly recruited faculty members who are not beginning college 7 faculty members. According to Buxton:

The intricacies of the academic situation are nowhere more confusing than in the simple business of learning routine in a new place. We can itemize almost in a check-list fashion, some of the bits of lore which are always different in one's last institution.

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Tracy conducted a study of orientation practices in four-year liberal arts colleges of the North Central Association. In this study deans identified seven practices as extremely helpful while faculty members identified only four. Both agreed on the extreme helpfulness of two practices: a visit to the campus prior to acceptance of a contract and assistance in securing housing. These, however, were not considered in the checklist of institutional provisions for faculty development used in this study despite also the fact that the first was mentioned by two deans interviewed in this study because they fall outside any of the five categories considered in the present study. In addition to the foregoing, deans perceived also three helpful practices

Claude E. Buxton, College Teaching: A Psychologist's View (New York: Harcourt, Brace, & Co., 1956) p. 100

⁸ Tracy, op. cit.

which were less widely used.

- 1. Special meeting for faculty members during the first term
- 2. Assignment of a host or counselor for each new faculty member
- 3. Light teaching load during the first term

Faculty members gave three sources of institutional information as extremely helpful.

- 1. Meeting held for all new faculty members
- 2. Contact with experienced members
- 3. Personal conference with the department chairman

All the foregoing, except <u>light teaching load during</u>

the first term were considered in this study. In addition

the use of the faculty handbook and entire faculty institute,

two of seven practices which deans considered as extremely

helpful were deemed useful in this study.

Tracy concluded that few defined programs seemed to exist. Most faculty members wanted carefully planned orientation practices. Many of them needed assistance for special needs. And, they felt that present programs can be improved considerably.

Procedures which community college administrators in Michigan used in the orientation and in-service activities of faculty members were surveyed by Eaton. Of ten significant

Eaton, <u>op</u>. <u>cit</u>.

practices he identified, three were considered in this study. These were:

- 1. A well-written and up-to-date faculty handbook
- 2. Information concerning the philosophy and objectives of the college
- 3. Department chairman with whom the instructor may confer as the need arises

He also found that six among sixteen administrators had structured programs of orientation. Most new faculty members perceived their orientation was an administrative responsibility. They agreed that a common denominator for the improvement of their work would be a better communication between them and the dean or the department chairman. The study revealed further that faculty members were encouraged to grow and develop through study and research. And, released time for attendance at nearby universities and participation at national and state conferences were continuing concern of the college for the faculty.

About 40 items/in this study are identical to the 10 "Leacher Questionnaire" items utilized by Carrett in his study about in-service training programs of eight liberal arts colleges. While some of the items were drawn from the said questionnaire, many, were also derived from interviews conducted with deans, other administrators, and old time faculty members involved in this study. Among these are:

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Appointing a faculty advisor to counsel with each new faculty member Giving necessary information in the faculty handbook Giving special information through faculty bulletins Having each teacher state his course objectives in outlines or syllabi Publishing the criteria of merit for promotions Providing clerical assistance to teachers Providing a published tenure program Giving opportuny for long-range planning Sponsoring cooperative, group activities among faculty members Publishing educational materials written by faculty members Demonstrating "good teaching" Providing outside lectirers, "experts" Acquainting the faculty with criteria of "good teaching" Encouraging faculty members to attend meetings of learned societies Having a colleague visit one's classes Discussing academic problems with the academic dean Having an experienced and non-experienced teacher working on a course together Securing inter-library loans Providing help in the selection and use of audio-visual Giving prompt attention to requests for teaching supplies Using student rating forms Being rated by colleagues within a department Providing statistical services Reducing teaching load while on research Granting sabbatical leave for research Encouraging grants from outside sources Permitting experiments with class size, grouping, and other "reasonable designs" Providing for service programs away from campus--programs in churches, communities, youth work, etc. Encouraging attendance at professional meetings Bringing outside technicians to campus to help with specific problems

Garret also found that common problems faced by the

colleges were:

Faculty's attitude towards present working conditions
Frequency of use of certain teaching methods and techniques
Student's attitudes toward the teaching-learning process
School size
Budgetary allotment

Educational attainment of faculty members Experience of faculty

He also undertook a descriptive study of the in-service training programs of each of the institutions, emphasizing among others the strength and/or weakness of the individual programs. As in other studies of this nature, faculty members expressed that college administrators had a key role in planning their in-service activities.

A summary of practices employed by thirty-one Pennsylvania colleges in assisting faculty members obtain a doctor's degree and help them in their initial teaching duties was prepared ll by Cole for the Pennsylvania Association of Colleges and Universities. Among these are:

Sabbatical leave, most popular but limited in use Reduction of teaching load, better done in big departments Tuition support
Interest free loans
Full subsidy for graduate study
Grants from institutional research funds, to encourage completion of a dissertation for projects not supported by national funds
Secretarial assistance to one writing a dissertation

Help extended to faculty in their initial teaching duties was narrowed to orientation programs. Occasionally, faculty retreats and a few classroom visitations were undertaken.

In his study of promising practices in the in-service 12 training of school administrators Stanley found that active

Cole, op. cit.

Calvin Stanley, "promising Practices in the In-Service Education of School Administrators," (Unpublished Doctor's thesis, University of Connecticut, 1957) 199 pp.

programs were of short duration. A large portion of the programs operated for less than a year and one project in five operated from one to five years. He emphasized the importance of the internship program as an on-the-job training program. He said that its value was generally and unanimously acknowledged by both the intern and the training institution.

A survey of in-service education practices for college 13 level faculty advisers was conducted by Cloward. Practices he reported -- all institution meeting, seminars, workshops, conferences, formal courses, case conferences, etc. --were not different from those employed in most in-service training programs for faculty. He concluded, however, that the case study method, used in combination with other instructional methods should prove extremely useful for use by faculty advisers.

Studies of Problems of New Faculty Members

Stanley also concluded that inservice programs which

gave promise were based upon expressed needs of participants.

Corollary to the needs are the problems of the faculty. A

study of faculty needs and problems would, therefore, help

in planning for an in-service or any faculty development

Robert DuShane Cloward, "The Case Study Approach to the In-Service Education of College Level Faculty Advisers," (unpublished Doctor's thesis, Columbia University, New York, 1965) 98 pp.

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program. McCall and Siehr conducted surveys of problems of the faculty in institutions of less than 3,000 enrolment and in Michigan community colleges respectively. Siehr, using the same method and adopting practically all the questionnaire items used by McCall, identified nine major problems while McCall found eight problems which caused the faculty great

difficulty. Among the problems of interest for this study

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were:

Lack of teaching aids
Developing effective lectures
Acquiring adequate secretarial help
Acquiring adequate office space
Understanding college policies regarding promotions
and salary increases
Knowing what other departments expect of my department
Lack of time for scholarly study
Understanding policies regarding teaching load

Only two problems with ranking frequencies were common to both: need for instructional aids and acquiring secretarial help. Both studies also provided for certain administrative procedures for resolving problems encountered by the faculty. Ranking among the top ten in helpfulness were:

Furnishing printed materials (including faculty handbook) which provide information about the institution, academic matters, and other policies
Orientation conference with department head
Regular departmental meetings
Faculty meetings
Use of faculty sponsor
Light teaching load for new faculty

The last has been consistently mentioned even in other

McCall, <u>op</u>. <u>cit</u>.

¹⁵ Siehr, op. cit.

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studies but nowhere in the interviews was it mentioned by either the faculty members nor the deans. Other ranking practices or procedures were of social or personal in nature. Of interest to note was that both found that personal and institutional problems persisted at slightly lower level for third year faculty members while instructional problems persisted at same level of difficulty for both first and third year faculty members. This could provide insight into appropriate procedures to utilize in planning programs for faculty improvement.

Survey of Conditions of Work

According to Gustad, the prerequisite of a program for faculty development is a work environment perceived by administrators and faculty as adequate for faculty accomplishment and reward of achievement. Improvement of work aids, provision of material facilities and services, secretarial assistance, and adequate office space are essential. Previous 17 studies attested to the reality of these conditions. Gustad also commented on the importance of adequate communication for improving working conditions in colleges and universities.

Educators are agreed that improvement of the conditions of work is not only essential in promoting faculty development but also a strong factor in preventing loss of valuable

Gustad, op. cit. p. 17

¹⁷ John W. Gustad, "Improving Communication and the Conditions of Work," Paper presented at the Fifteenth National Conference of Higher Education, Chicago, "arch 8, 1960

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talent from many campuses to other fields of work. To appraise
the prevailing situation, a research team of the Association
of Higher Education conducted seminars to find directly from
faculty and administrators, problems related to working con18
ditions. It was revealed that:

They (the faculty members) stress the importance of a climate favorable to scholarship, reasonable teaching load, freedom to live as a person, participation in policy making, adequate salary, office space with insured privacy, better library facilities, and more time and encouragement for research.

Other important concerns of the faculty are tenure and academic freedom, better retirement plans, improved fringe benefits, increased work aids, recognition of the worth of good teaching, reduction in routine and non-academic work, and evidence that the administration is responsive to their needs.

A report on a subsequent survey conducted by the asso19
ciation was reported by Wood. Among those which presented
great dissatisfaction for faculty and administrators alike
concern committee work and staff meetings, time and money
for scholarly and professional research, and such facilities
as office space, clerical help, and other individual work

T. C. Clark, "Conditions of Work for College Faculty and Administrators," <u>National Education Journal</u>, October, 1959 p. 59

¹⁹

Louise A. Wood, "What Significant Changes Need to be Made in Present Conditions of Work for Faculty and Administrators?" Paper presented at the Fifteenth National Conference on Higher Education, Chicago, 1960

aids and services. Among those conditions which gave them satisfactions were the freedom to think, speak, and write in their field of competence; availability of facilities for personal study and research.

A different conditioning element in the institutional work environment is the general "atmosphere" of the department 20 and the college. Newburn stated that this "climate" appears to be one of the most important factors in developing and maintaining staff morale and retaining faculty members at the institution. He defines the administrator's role with respect to conditions of work in his institution.

The role is varied, of course, but in general his major function in this area is to establish clearly the atmosphere, the setting, the basic environment within which the faculty lives and works. He must define and make articulate the working philosophy of the institution with which they are all associated, its purposes, its opportunities, its methods, its ends.

. . .

He is a facilitator, but there must be direction and design to the work of his facilitation. It is almost as important as it is that
a fine working environment be developed. For the
staff to know and believe that the president
understands their needs if they are to accomplish
their missions at a top level quality is certainly the first step in achieving institutional
quals.

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H. K. Newburn, "Improving Conditions of Work for College Faculty and Administrators," Paper presented at the Fifteenth National Conference on Higher Education, Chicago, March 8, 1960.

Determining Promotion Practices in Higher Education

In a study of promotion policies in large state uni21
versities, Luthans placed into perspectives the role of the administrator. He stated that:

Effective faculty management is needed to utilize their full potential. Inherent in faculty management is a system of rewards and penalties. Such a system is necessary to reinforce the authority concept and motivate the personnel. In universities the reward-penalty system revolves around faculty promotion in rank.

He noted differences in the implementation of promotion policies between central and decentral administrators. He found all central administrators described well-understood and accepted university-wide promotion policies and practices but most decentral administrators and faculty members did not agree. He concluded that there is a need for improved promotion policies which are clearly understood and accepted for a better utilization of objective methods of evaluation.

The promotion policies at the university of Minnesota 22
was reported by Eckert as part of a national study. She
noted similarities between her findings and studies conducted
years before. A 1930 study suggested teaching ability and productive leadership as leading factors in promoting faculty.

Luthans, Fred, "Centralized Control of Faculty Promotion Policies and Practices in Large Universities," (unPublished Doctor's thesis, State University of Iowa, Iowa, 1965)190pp.

Ruth E. Eckert, "Report on Faculty Promotion Policies at the University of Minnesota," (unpublished report, Minnesota, August, 1960) 13 pp.

A later study of the same nature conducted in 1947-48 identified seventeen factors influencing promotion. But, teaching, research, and publication received the greatest mention. Eckert found teaching and research tied as prime factors in promoting faculty. These were followed closely by publications and supervision of graduate students. Results of all three studies showed no basic change in the primary bases by which faculty members are evaluated.

Integrated Approaches

Most recent studies on faculty growth and development include made use of "facultty development" as a concept which/a wide range of practices/procedures and conditions which promote the effectiveness of the faculty member as a member of an institution. Miller and Wilson specified faculty development with an "institutional reference," as the major emphasis in the SREB study. They claimed that faculty development has also an individual reference.

Two studies referred to above were those conducted by Grundstein in 1960 and the survey of faculty development procedures in small colleges carried out under the auspices of the Southern Regional Education Board. The difference between the two studies is that the Grundstein study involved studies of faculty development practices/procedures undertaken by individuals and by institutions. Among these were

those reviewed by this writer when they were still in their initial stages -- McCall's and the SREB. Completed studies were those of Tracy, Eckert, Gustad, and the Pennsylvania study. The SREB study involved small colleges in the southern region. These two studies will be referred to from time to time in the succeeding text.

FACULTY DEVELOPMENT: A CONCEPT

The integrated approach to faculty development is a development of the early sixties. The use of "faculty development" itself as a concept has been given more attention by educators. Grundstein in his study mentioned among others, orientation, in-service training, improvement of working conditions, study of faculty's problems, and adequate communication as aspects of faculty development. But according to Miller and Wilson "the concepts of faculty development' are varied." And that "the area does not appear to have been systematically delimited either by virtue of institutional practice or in the literature." Effetive use of the term faculty development is not possible unless clear definitions of the components of the term are available to the educator. Until its goals are spelled out and its essential characteristics delineated, further discussions of approaches and programs will not provide a common ground for understanding the philosophy behind their implementation.

Miller and Wilson, <u>op</u>. <u>cit</u>. p. 8

The purpose of this conceptualization of the term "faculty development" is to provide the common ground for understanding the philosophy for the institution of a faculty development program and to aid in the planning of adequate procedures for the achievement of its goals. As part of this conceptualization, it is important that "faculty" and "development" be well understood together with the environmental setting in which the faculty member works.

The Faculty

which refer to "the body of persons responsible for the administration and instruction in a school, college, or university." Its "authority and prestige vary considerably among the different colleges, usually being gfeater at the larger universities than at small institutions." Faculty members are of different ranks. And since "most colleges are autonomous, there is considerable variation among colleges with respect to such matters as salary, conditions of appointment, requirements for promotion, tenure, and provisions for leaves of absence and retirement."

The faculty as organization members. The faculty is made up of individuals who are highly specialized in many fields. Most of them are committed intellectually and career-wise to a discipline or profession rather than the institution

26 loc..cit.

York: McGraw-Hill Book Co., 1959) p. 22

Harry N. Rivlin and Herbert Schueler, (eds.) Encyclo-Pedia of Modern Education (N. Y.: Philosophic Library, Inc., 1943)p.15

of which they are a part. "Others are unconcerned, even naive about institutional goals and objectives, and still others have well developed ideas regarding the purposes of college which conflict sharply with those of the college where they 27 are employed." But although the interests of the university or the college and the faculty are not identical, usually they are highly interrelated.

Like professionals in other enterprises, faculty members expect to have raesonable amount of self direction in their work. They also expect to participate in decision making processes involving the conditions under which they work.

28
But "professors are influenced by their environments."

29
According to Wilson they do and have to operate within an institutional framework. He said that:

Even though academicians are professional men and women enjoying a high degree of independence as specialists, they function within an institutional framework which evaluates, ranks, and rewards them in terms of their presumed value to the organization. ... This runs counter to the body-of-equals tradition, but apparently there is no organizational substitute for it, not only as an incentive device, but also as a means of ordering the allocation of limited ends.

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Miller and Wilson, op. cit. p. 30

Richard H. Shryock, (ed.) The Status of University

Teachers (Paris: UNESCO, 1961) p. 9

Logan Wilson, "nature and Sources of Faculty-Administrative Tensions," Frank C. Abbott, Faculty-Administrative Relationships (Washington, D.C.: American Council on Education, 1958) p. 11

A similar view expressed by the Educational Policies

Commission and the American Association of School Adminis30

trators states that:

Each member of a faculty while holding allegiance to the scholarly discipline which draws him into the university, cannot escape an equal responsibility for the total character, and quality of the college way of life. His help is essential in developing a sound institutional life. ... An individual who joins a faculty is no longer a free lance scholar. He has particularly, the responsibility of seeing the relation of his own and other disciplines within the academic framework. He has an obligation to participate in the complex enterprise of building a curriculum for higher education in terms of the objectives of the institution which employs him.

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Presthus contends that members of an organization accommodate to the demands of the organization in three ways —— upward mobility, indifference, and ambivalence. To this writer's view, the faculty as organization members may act in like manner. Accordingly, according to Presthus, they are: (1) upward mobile — they are the most successful organization members. They feel friendly toward their superiors and believe the latter feel the same toward them. They have little difficulty in making decisions in conflict situations because they accept the organization's values as decisive;

The Educational Policies Commission and The American Association of School Administrators, Higher Education in a Decade of Decision (Washington, D. C.: NEA, 1967) pp. 83 & 84

Daniel E. Griffiths, (ed.) Behavioral Science and Educational Administration (Chicago: Illinois: The National Society for the Study of Education, 1964) p. 115

(2) indifferent - they refuse to compete for the organization's favors. Some enter the organization with great expectations but are unsuccessful and react to the organization's demands by turning their backs on the organization. They accommodate to the organization's demands by doing their work, arriving on time, and leaving on time. But they develop their interests outside the organization. They sell their time for a certain amount of hours and guard the rest; and (3) ambivalent - they are a small minority who can neither resist the appeals of power and success nor play the role required to gain them. They find it hard to get along with authority and cannot play the organization's game. Compared with the upward mobiles, they place individual friendship above the good of the organization. Confronted with a conflict, they decide in favor of the individual against the organization.

Wilson on the other hand, singled out a group of faculty members whom he termed as misfits. He characterizes them as:

those who insist on playing the roles other than the ones in which they are cast as teachers, scholars, or scientists. They are typically less interested on the pursuit of truth than in missionary activity.

... They regard the classroom and the faculty meeting less as places to solve problems and examine different points of view than as sounding boards for a particular gospel. Regardless of the sincerity of their motives, the net effect of their actions is often to involve the institution in controversies which seriously impedes its support and formal movement.

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Faculty-administrative relationships. Tead would like to believe that there are no basic differences in interests between faculty and administrators. But the existence of such a situation is generally acknowledged. He said that ways must be found to transcend such tension toward unity of high purpose and the accommodation to necessary changes. Stone believes that frustrations and disunion which crop up in college affairs are traceable to assumptions that: (1) prerogatives of faculties must be rigidly protected against "college administrators" and trustees. (2) delegation of final authority for discussions on general administrative matters to faculty organs is democratic, and (3) faculty members should share in all decision making processes or should be represented in the making of such decisions. In view of these there is a strain toward great conflict between the administration and the faculty. Clark states that, "the expert located in the organization is subject to the authority, the influence, the appeal to loyalty of both his organization and his professional group." He states further that although Professionals strain toward self-regulation, they continue to be subject to organization control.

33

Ordway Tead, "Faculty Freedom: Administratively Viewed,"

The North Central Association Quarterly, 30:190, 1955

Donald C. Stone, "Perspective of a President on the Rights, Responsibilities, and Relationships of a College Faculty," The Educational Record, 37:285, 1956

Burton C. Clark, "The Role of the Faculty in College Administration," Logan Wilson, et. al., <u>Studies of College Faculty</u> (Western Interstate Commission for Higher Education, Berkeley, California, December, 1961) p. 90

The main function of the faculty. "Two major functions performed by most staff members of major institutions are teaching and research, so that the average man finds occupational advancement along one or both avenues." However, 37 according to Wilson, "teaching and research don't constitute the whole of the professor's job. A college or university has a tendency to multiply function and utilize its personnel for carrying them." He also is called upon to perform many other services outside the college community. He takes part in local, state, and national professional activities. Thus the faculty member performs a "classroom role," a "professional role," and an "institutional role."

The Problems and Processes of Occupational Development

Havighust defines developmental task as one which arises at or about a certain period in the life of the individual. Successful achievement leads to happiness and failure leads to his unhappiness. For the faculty, their development is tied to the institution's control of statuses and ranks, conferred over a period of time under a system of rewards and penalties. Failure by any faculty to get promoted from

Fred B. Millet, Professor (N. Y.: Macmillan Co., 1961)p.114

Logan Wilson, The Academic Man (Oxford College Press, 1942)
p. 76

Robert J. Havighurst, "Life and Learning: Introduction to the Developmental Task Concept," W. A. Fullagar, H. G. Lewis, and C. F. Cumbee, Readings for Educational Psychology (New York: Thomas Y. Crowell Co., 1956) p. 154

one rank to another within certain stages or periods in his career produces unhappiness and discontent. According to 39 Caplow and McGee, non-promotion causes involuntary termination or other similar effects. They said that:

Nonpromotion as a cause of involuntary termination is similar in effect to refusal to grant leave. Among associate professors, it often results in resignation. ... The associate professor who was one of four assistant professors promoted at the same time is unlikely to remain in the department when the other three are given further promotion and he is left behind."

The process of development may also be perceived as occuring within a time distributed sequence of characteristic psychological and vocational life stages.

The career development process. Super states that the term career pattern originated from the field of sociology but it parallels closely the psychological concept of life stages. The sociological pattern fefers to the sequence of occupations in the life span of the individual. And this sequence may be analyzed to ascertain the major work periods which constitute a career. The psychological concept of life stages is derived from the analysis of life histories in

Theodore Caplow and Reece J. McGee, The Academic Marketplace (basic Books, Inc., 1958) p.41

Donald E. Super, The Psychology of Careers (New York: Tarper & Row, 1957) 362 pp.

which the major events in life group themselves. These events vary from one stage to another, justifying the classification of life into a sequence of characteristic stages.

The professorship, compared to other professions, is a late-entry and normal leaving career. In general, faculty members have also varied initial work experiences and they tend to proceed immediately from college preparation to stable professional employment. Like most professional workers they skip the trial and floundering period in vocational development.

Age limits within each sequential psychological and vocational life stages vary considerably from person to person. "Most academic man enter the labor market today at about thirty, upon receipt of the PhD., and since the usual age of compulsary retirement is about seventy, a man of fifty can still look forward to as many working years as lie 41 behind him."

Faculty development in the exploration stage. Faculty development commences with the exploration and establishment stages. This period occurs during the graduate years of professional preparation and the initial entry into the academic community. This has been the subject of many studies - survey

Caplow and McGee, op. cit. p. 73

of orientation practices, survey of problems of new faculty members, assistance provided in the initial assumption of teaching duties, and procedures in helping the faculty

42 members obtain an advanced degree. According to Grundstein, in the exploration stage, the process of development centers upon the need of the faculty member to work out a pattern of personal commitment to: (1) the occupation of academician, (2) the organized profession of academics, and (3) the university as an institution where work and personal growth and career are subject to a system of governance. He said further that the last objective is by-passed in the approach to faculty development; that new recruits have not, generally, been considered as potential contributors to the rational-ization of university governance.

Faculty development in the stabilization and advancement stages. The stabilization and advancement period presents a different problem when the faculty strives for recognition, promotion, and tenure. During this period, the individual knows more specifically what he wants to do and where he may be able to do it. He makes choices as to what direction his development will take, investigates possibilities of transfer to other activities which appeal to him, ascertains avenues which are more appropriate and promising, and detremines where advancement would be most readily available. He becomes active in professional organizations to demonstrate his

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ability and makes contact for better job opportunities.

Establishment in a career ends floundering but does not end mobility. In many instances advancement in a career involves movement from one job to another. An administrator 43 at Clark'College, stated that:

A faculty member at Clark has the freedom to better his condition in a professional and ethical manner. It is only natural to improve his status, and for other institutions to seek the services of our top and most promising members of the faculty. We strive, however, to make our total situation such that most of these persons are inclined to stay with us.

Faculty development at later stages. From age forty five onward the faculty member is generally well established in his career. Typically, he reaches the maintenance stage. Generally, he makes no attempt to break new grounds or open new fields of work. He has the tendency to keep on doing the kind of work that helped him get established. He has found and made his place in the world of work. Institutional provisions for faculty development at this period is tied up with the whole complex of university operations - committee work and other aspects of university governance, including the improvement of the conditions of work.

The maintenance stage is one of fruition or frustration.

The faculty member makes choices between competing for new gains in his field of work or simply hold on. Perfect

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equilibrium is never reached. And professional development becomes a continuous process. At this stage, however, work becomes less arduous because a pattern of activity has been established. The fulfilled individual gains a perspective which makes him serene, better able to handle difficult problems, and better able to set his own rather than accept other's pace.

The period of decline becomes noticeable in the middle sixties, earlier in some and later in others. As the individual recognizes and accepts the changes in him or as his colleagues recognize them, changes are made in his job. The individual may initiate this himself by developing a new role. Decline may not mean retirement nor change of job but a modification of present job.

Faculty Development: Characteristics

Faculty development is tied with the development of

the institution. That the institution has character has

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been well emphsized. Dennison stated that this sets the

direction for the development of both the institution and

those who participate in it. He said in part, that:

The character of the institution sets the boundaries within which participants may define or redefine its reason for existence and the activities to be performed. It is this character which establishes the guidelines for rational discussion of critical decision about educational programs, admission of students, selection of

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faculty, and related matters that make the instituttion what it is.

A faculty development program should open the way for minimizing to the point of manageability the disequiliberating effects of contradicting demands on the faculty by his discipline and his institution. The commitment of the institution should provide the direction and basis for faculty development and the development of the faculty should be intertwined with designing the institution.

Faculty development involves the delineation of certain problems and their resolutions to serve as reference points for choice in quiding the design of a faculty development program. Three criterion problems have to be resolved before any faculty development program may be instituted—the autonomy criterion, the ethical criterion, and the 45 effectiveness criterion. Grundstein's elucidation on this subject merits study and support.

The faculty member's claim for <u>autonomy</u> is buttressed by his specialization in a discipline and his professional status. University organization must accommodate to these. However, if the faculty's demand for accommodation becomes absolute, as one educator comments, "the institution may 46 exhibit a tendency to fragmentation." In Dressel's view, he would be inclined to conceive of planning which will

Grundstein, op. cit. pp. 19-29

⁴⁶ Ibid, p. 20

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start from the individual and the departmental levels in specifying the kind of development programs they would like to contribute. These, he said, could be related to budgetary considerations and the purposes of the institution. In his view, with this approach, it would be possible to find out if what the faculty member wants to do is in consonance with the demands of his department, college, or university. Finally a program could be planned whereby an individual could be rewarded for what the institution asks and expects rather than base rewards on publication as is commonly practiced in many institutions.

The ethical criterion hinges on the faculty's expectancy of success in his profession. He wants a high correlation between what he does and the realization of his expectancy—to become professor or "professor administrant." Institutions should be able to allow members of the faculty to range as far as their interests and abilities and the recurces of the / institution could go. It should be able to build a diversified reward system around a principle of differential worth.

The <u>effectiveness criterion</u> rests upon the assumption that an <u>academic marketplace</u> exists and that institutions are not interchangeable. Some institutions are slated for top positions while others are destined for the bottom. Institutional prestige may be gauged by how much and what kinds of faculty members it can draw from the <u>academic marketplace</u>.

This in part is determined by the effectiveness of its faculty development program, the faculty's subscription to it, and the joint determination of the faculty and the administration to be in a desirable competitive position.

Faculty development involves the controlled movement of the faculty member in an organizational setting over a period of time, which movement is tied to the organization's control of faculty ranks and statuses. A university is concerned with safeguarding the standing of ita academic ranks from depreciation in the academic marketplace. This is important for purposes of recruitment and retention of the faculty and the replacement of graduate students. "A full professor at any university must be regarded - for some 47 purpose - as the equal of a full professor anywhere else."

An ideal pattern of work for a faculty member is one that contributes to the maintenance of individual competence to the kind and level of work associated with a particular academic rank and which facilitates the acquisition of the norm for the next higher rank.

Faculty development occurs within a time-distributed

sequence of characteristic psychological and vocational life

stages. A full discussion on this based on Super's con
ception of the developmental process in the world of work

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Caplow and McGee, ep. cit. p. 126

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has been presented. In addition Caplow and McGee state that,
"an academic man's career is normally half over at the age
of fifty." And that, "prestige is usually the stronger lure
for men on the way up, whereas security and authority become
more attractive to men on the way down." A different viewpoint
resulting from a recent study they conducted, was expressed
49
by Ingraham and King. They stated that, "A man's cultural
life and social usefulness does not end by decree at age 68
or 70. An institution which turns out educated bachelors but
fossilized emeriti has failed in one of its educational
function."

Faculty development is a continuous process of promoting the growth and development of the faculty member from "selection" to "separation". Each psychological and vocational life stage of the faculty member needs varying provisions to promote their development. And that differential provisions to meet varying needs and problems of the faculty should cease only upon separation.

Faculty Development: Defined

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Faculty development is the process by which a faculty member achieves his personal and professional goals within

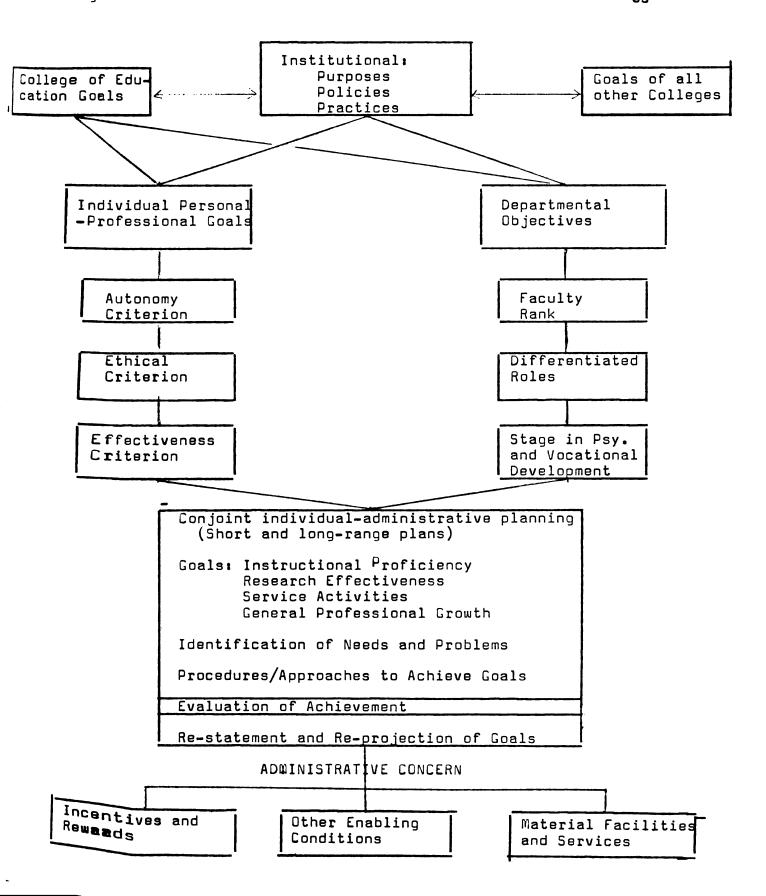
Caplow and McGee, op. cit. pp. 73 & 125

[&]quot;ark H. Ingraham and Francis P. King, The Outer Fringe: Benefits Other Than Annuities and Insurance (Madison and Milwaukee: University of Wisconsin Press. 1965) p. 84

an institutional framework over a period of time. It occurs through a progression of sequential stages in the psychological and vocational life of the faculty member, distributed over time from initial entry into the academic community until his separation. retirement or movement to another career pattern. The work content is influenced partly by the commitments of the institution and the direction towards which it is projected and the faculty member's own goals, varying in emphasis on teaching, research, and service. It provides for the accommodation of the faculty member's autonomy inherent in his status as a professional and his specialization in a discipline, by the institution, within the framework of rewards and penalties. It also provides for the accommodation of institutional goals and commitments by the faculty member, that the former may achieve the purpose for its existence. Finally, it involves the provision of enabling conditions by the administration for the rationalization of faculty achievement of the conjoint goals of the faculty and the institution. The foregoing conceptualization may be schematically represented in Figure 2.1.

SUMMARY

This chapter presented a review of current approaches
to faculty development. Many of the studies which were looked
into also provided the background materials from which some



of the interview questions and the checklist items for faculty development utilized in this study were drawn. Also from this review of the literature an analytic study of the components of the term "faculty development" was made possible. Finally, an appropriate concept of the term "faculty development" was generated." This concept will later be made use of in Chapter V/ to determine how adequate are the faculty development practices in the seven colleges in this study.

CHAPTER IV

COLLEGE IMAGE AND FACULTY PROFILE

Two of important things to consider in faculty development are: character of the college and faculty characteristics. Among the various aspects of the colleges investigated are; type of control, size, primary orientation,
program level, personnel policies, and availability of funds
for faculty development. Faculty characteristics considered
were: age, rank, educational attainment, experience, and
institutional, professional, and other scholarly activities.

Attempt was made also to compare faculty characteristics in the study with those drawn nationally from technical and four year colleges and universities, public and private. This may have some implications for the adoption of any faculty development program suitable to the colleges in the study.

THE COLLEGES IN THE STUDY

The seven colleges are governed by varying boards of Control whose members are either elected by popular vote of the people in the state of Michigan or appointed by the Governor and confirmed by the legislature. Their main

financial support comes from legislative appropriations.

for the purpose of this study, the seven colleges of education were dichotomized by size into three large and four small colleges. The division was based on three factors: total enrolment in the institution, faculty size, and variety and level of program offerings. The large colleges offer both the doctor of education and the doctor of philosophy degrees. The smaller colleges, however, offer only as far as the specialist degree. One of them recently introduced the doctoral program, but it is not as yet fully operative. The smaller colleges developed from state normal colleges. They are fast becoming multipurpose universities; yet they still reflect the liberal arts background and strong emphasis on teacher education of their earlier years. The three large colleges have for their goals the implementation of a more Or less balanced program of research, teaching, and service.

College Orientation

Teaching is the primary orientation of all the colleges. One of the deans stated during the interview that, "If you go to the legislature and you will tell them that you will stop teaching, this institution will be closed." Eut another dean stated that research is expected of every faculty member in his college, that "each faculty member has research time built-in in his faculty load, so that he will always have

time to do some research activities." In his college more research time is given to full professors than to those at are at lesser ranks.

Personnel Policies

Teaching and research. Interview results produced varying responses as to how much time is devoted by faculty members to the various functions - teaching, research, and service. The average faculty work load in all colleges is twelve hours teaching load or its equivalent. per week, either in a quarterly, semestral, or trimestral program of organization. The time devoted to research varied considerably between the large and small colleges. Two deans stated that their faculty members devote a range of no time at all for research to a reduction of one or two semester hours with a mean of five percent of a faculty member's time de-Voted to this purpose. In the large colleges, the time de-Voted to research ranged between 15% to 25% of a faculty member's work load. However, there were faculty members who were engaged in either full-time teaching or full-time research. This holds true with Woodburne's observation:

The problem of faculty advancement is not constant from one institution to another. Its components vary as the task and the teaching responsibilities vary with the college or university... A university with a large percentage

Woodburne, op. cit. p. 20

of graduate students must place greater weight on the research and scholarly activity of the members of its staff.

He further stated, however, that the university cannot afford to ignore the question of teaching effectiveness and the small colleges are clearly interested in scholarly activity and research.

Service activities. Between teaching and research are various service activities that vary not only from institution to institution but also in the emphasis given to each in the same college. Common tasks included: advisement of students, committee work, consultation with schools and colleges, supervision of dissertations, and various services to institutional, state, and national organizations. The smaller colleges have a lesser defined region which the deans claimed to be their main sphere of activity and service. One dean commented that their community responsibility was localized in the particular region where they are situated.

In the large colleges, student advisement is generally Considered to be an integral part of teaching load. But on the whole, informal advisement, in the absence of an advisement center, is part of the instructional function of all faculty members in addition to their work load. Dean's responses with regard to the amount of time devoted to the advisement of students varied. They ranged from 10% of

faculty work load to any amount of time when formal advising is considered.

The specific amounts devoted to other services could not be determined precisely. The time faculty members devote to committee work, administration, and community services was 25% or less of the faculty's work load.

Other policies and practices. All deans and 90% of the faculty members were in agreement on the availability of written policies on tenure. Thirty three or 85% of the faculty members interviewed were aware of written policies on leaves of absence. Four or 10% said that they did not know of the existence of such written policies.

Twenty nine or 74% were aware of the availability of written policies on promotions. Two or five percent said they did not know about such policies. And, the rest said that there was definitely no such policy. Despite a clear stipulation of promotion policies in the faculty handbook, available in the six colleges, some faculty members were not aware of them. One faculty member interviewed, stated that, if he needed to know about a certain policy, he had to borrow the faculty handbook of his colleague.

Adequacy of Faculty Devalopment Program

Faculty members were asked whether they have a well-Planned and executed faculty development program. Six or 16% of the faculty members said "Yes." The same number said that their institutions had fairly well-planned and executed programs. But twenty six or 66% said that their programs were never well-planned. Some of those who responded that they had planned programs referred to their orientation programs, instructor-internship program, or programs where money could be made available. Others qualified their "yes" answers as conditioned by the availability of either time or money. Those who said that their activities were not well-planned stated that, whatever provisions for faculty development were available, were provided as the need arose, were informally prosecuted activities, were things that just happened, and were those which placed everybody on his own.

In general, faculty members were in agreement that most activities were initiated by them. But there were also many activities which were jointly planned by faculty and administrators. Three or eight percent of the faculty believed that all faculty development activities were initiated by them. Only one said that he did not know who initiates them. Thirty five or 90% believed that either the faculty or the administrators could initiate programs for faculty development.

Time for professional development. With respect to the availability of time for their professional development twenty five or 64% of the faculty said that it was insufficient.

Ten or 26% thought that they have sufficient time and four or

10% were undecided as to how much time they could consider as sufficient.

Criteria for professional growth. Criteria or standards for the achievement of certain activities served both as goals and guide for the persons involved in such activities. Twenty or 51% of the faculty members were aware of the availability of standards or criteria for teaching, either written or verbally communicated to them. Three or eight percent did not know whether such standards or criteria were available. Sixteen or 41% were sure that these standards existed. Those who stated that some kind of standards were available were in agreement with the deans that criteria for effective teaching, stated in general terms, were available.

There was more variation among faculty members than among deans with regard to their perception of the availability of criteria for research. Fifteen or eight percent of the faculty were aware of the existence of some criteria for research, five or 13% were not sure if they were available, and nineteen or 49% were definite that these were not available. Une dean stated that no criteria whatsoever existed, while the rest of the deans said that criteria for research, expressed in general terms were available either in writing or through verbal communication.

There was more agreement among faculty members with respect to their perception of the availability of criteria

for general professional growth than among college deans..

Twenty eight or 72% of the faculty were aware of some criteria, only one was not or did not know, and ten or 25% were very certain that no such criteria were available.

In five of the colleges, the faculty handbook specify standards of achievement for the foregoing activities. It was noted that in the colleges where such standards were available some faculty members were not aware of their existence.

Availability of funds. Most faculty members and deans were agreed on the insufficiency of funds for program activities. Seventy five percent of the faculty stated that funds were insufficient. Two or five percent believed that their institutions had sufficient funds, and the rest did not know whether thay had sufficient funds or not. Only one dean expressed with confidence that funds were always available and sufficient. When interviewed, his response was, "Yes, I think we do have sufficient funds. We have not been stopped from doing what we want to do for lack of funds." A faculty member in the same institution also expressed confidently that funds were always available. A closer examination of the situation revealed that both of them were involved in carrying out the same program of activities. On the other hand, another dean in the same institution stated, "The university does not

designate funds for faculty development as such. Incidentally funds are provided. If we are willing to do the job for travel to meetings and do with oublic service, we don't have one third enough money to do reasonably an adequate job."

CHARACTERISTICS OF THE FACULTY

Thirty nine faculty members were in this study. Thirty two or 82% were men and seven or 18% were women. This constituted the same proportion of men to women involved in a survey of 13,017 faculty members conducted by the United States Office of Education on the national level on the status and 2 career orientation of faculty members during Spring, 1963. Other similarities or differences in characteristics between the sample drawn from colleges and universities - public and Private - on the national level with those of the sample in this study may be noted. This may have some implication for the adoption of any faculty development program appropriate for the faculty members in this study.

Interview results revealed the following inventory of faculty characteristics in this study. Of thirty nine faculty members, three or eight percent started college teaching during the "exploratory stage in vocational development," ages ranging from about fifteen to twenty five. Thirty two or 82% started during the "establishment stage," ages ranging from twenty five to forty five. And only four or 10% started during

[.] Dunham, Wright, and Chandler, op. cit.

the "maintenance stage," ages ranging from forty five to sixty five. Currently, twenty four faculty members are in the agerange twenty five to forty five, eighteen are in the agerange forty five to sixty five, and only two are sixty five and over. Each stage of development according to Super presents different needs and problems.

The faculty members in the Office of Education study had a median age of forty two. Those in this study had forty five. In the former, institutions included four year colleges. All colleges in this study have graduate programs. The study conducted on the national level revealed that "the graduate faculty was older and held more doctorate than upper division 4 faculty."

Educational attainment. Without considering the time involved and the circumstances through which the faculty members were able to obtain a higher degree, the following is indicative of their educational advancement.

Three faculty members or eight percent were initially appointed when they had only their bachelor degrees. Of these, one subsequently obtained the master's degree and two the doctorate. Twenty four or 62% held the master's degree at employment. Sixteen or 66% subsequently completed the doctorate. Twelve or 30% held the doctorate when they were initially employed.

Refer to Super's discussion of the developmental process in Chapter III

⁴ Dunham, <u>op</u>. <u>cit</u>.

Rank. Seven or 18% of the faculty were initially appointed at rank of assistant professor. All have advanced in academic rank. These were promoted to: three assistant professors, one associate professor, and three full professors.

Seventeen or 44% were initially appointed at the level of instructor. Six or about 35% have been promoted to full professors, three associate professors, and four to assistant professors. Four have not advanced in academic rank. One of these had four and three had one or two years of experience.

Twelve faculty members were initially appointed assistant professors. Four each have become professors and associate professors. The other four have not advanced in academic rank. One, initially appointed full-time lecturer has been promoted to associate professor. The rate of advancement varied from rank to rank and from individual to individual.

In the Office of Education study, referred to earlier, slightly more than one half or 51% of the faculty had ranks of associate or full professor. Similarly in this study, slightly more than one half of the faculty had the same ranks.

Experience. Twenty-three or 59% of the faculty did not have any experience in other institutions. Three of these were new recruits, six had two years, three had three years, and twelve had more than six years of experience in

their previous institutions.

The study revealed further that of sixteen who had experiences in other institutions, nine had less than three years, three had four to six years, and four had seven or more years of experience in previous institutions. The reason for the mobility of those who came from other institutions were not explored. It was previously mentioned, however, that mobility is characteristice of the development process.

The present situation show nine or 23% of the faculty had one to three years of experience. The same number had four to six years, seven or 18% had seven to fifteen, and fourteen or 36% had more than fifteen years of experience.

Faculty assignments. In the Office of Education study, 90% of the faculty were primarily teaching. In this study 82% were in that category. The same percentage, eighty two, liked this assignment. However, it did not follow that these were the same individuals. Of three whose primary assignment was teaching, one preferred to do more research, one more student advising, and the other, more community service. Five or 13% were primarily in administration. Only two of these preferred this work. One wanted to do more research, and two more teaching. Only two of the faculty members were primarily in research. Of these, one preferred to teach.

On the basis of the foregoing, some faculty members do not like certain activities. An activity, least like by the faculty was committee work. Sixteen or 41% expressed dislike for this. Woodburne gives a clue to this situation. He stated that:

Some committee work can give to faculty members a feeling of participation in the large enterprise. They can grow to know the problem of an entire college or the larger aspects of a university. This is worthwhile because it places their own individual efforts in the proper framework of an institution. It is doubtful, however, whether committee assignments are made on this basis.

Administration was disliked by twelve or 31% of the faculty. Research was disliked by six or 15%; community service and student advising were disliked by two or five percent each. In contrast to the faculty's dislike for certain activities, three or eight percent of them like research more than any other activity. One each liked student advising and community service more than others.

Twenty eight or 72% taught both graduate and undergraduate students. Six or 15% taught graduates only and five or 13% undergraduates only. Those who were primarily in research taught graduates only. And, of those who were primarily in administration, one taught graduates only, the others both graduates and undergraduates.

Scholarly activities. More than one half, 55% of the

Woodburne, op. cit. p.147

faculty did not undertake any research work during the schoolyear 1966-67. Thirty six percent had two research projects each, five percent had three or four each, and one only had more than four research projects. However, when the total years of service in the institution was considered, the situation changed. Only fifteen or 38% of the faculty did not conduct any research project, 31% had one or two, five or 13% had three or four, and seven or 18% had more than four.

Similarly, the publication efforts of the faculty during the past five years were investigated. Nineteen or 49% did not publish any paper, seven or 18% published one or two, six or 15% had three or four, and seven or 18% had more than four.

Only nine or 23% authored or co-authored a book. Two of these had three or four books and seven had one or two. This did not include those whose work were in the process of publication.

Scholarly recognition. Only nine faculty members received some kind of honors or academic awards.

Thirty did not. Four obtained fellowships from either a business or professional organization. Three received faculty awards for outstanding achievement in their line of specialization.

And two received scholarships, one a Fulbright travel grant to a foreign country.

SUMMARY

Two aspects of the colleges were investigated - the character of the colleges and the characteristics of the faculty. Both of these give directions to faculty development efforts.

The overview of the status of the faculty also provided a background information on: (1) what had been going on with respect to faculty development in the colleges, institutionally provided or not, (2) what were the statuses of those who appraised the activities for faculty development, and (3) what kinds of policies and programs for faculty development may be adopted.

The closeness or dissimilarities of the characteristics of the sample in this study to those which were drawn nationally from four year colleges and universities, public and private, may have some implications for the adoption of any faculty development program suitable to the colleges in this study.

CHAPTER V

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FACULTY APPRAISAL OF INSTITUTIONAL PROVISIONS FOR FACULTY DEVELOPMENT

Faculty members appraised the helpfulness of institutional provisions for faculty development in three ways:

(1) judging the helpfulness of a list of selected practices perceived available in their colleges, (2) giving practices which in their opinion have proven consistently helpful, and (3) suggesting specific improvements they believe would be most useful in improving a faculty development program. In addition, they identified the faculty members who benefited most from specific practices and suggested which practices should be improved or maintained.

FACULTY APPRAISAL OF SELECTED PRACTICES

Faculty members rated a list of 84 institutional provisions for faculty development shown in Table 5.1. Each
provision was rated four ways, one for each of four variables:
availability of practice, extent of faculty use, helpfulness
to faculty generally, and helpfulness to faculty himself.
Each of these was rated with one of four structured responses scaled from a highly positive to a negative response.

Provision may be used interchangeably with practice or procedure.

Table 5.1

1 Part.

Rated Values of Institutional Provisions for Faculty Ddvelopment*

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generally, ((2) helphiness to faculty member hisself, D - faculty helped most, and E - suggestion. For explanation of rathin spabols and now rating was done, refer to the end of the table. 83

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22	Departmental meetings/conferences to share knowledge of teaching methods	_	_	-	-	-	_
-	and techniques	1	H	- E	-	*	_
23	Organised committees specifically designed to undertake experimentation	_	-	-	-	-	_
-	and innovation in teaching	×	E	×	 W	*	_
172	Faculty deliberations in committees on new developments in anstructional	_	_	-	-		
-	methods and techniques	1	H	×	M	_	_
25	Personal conference/meeting with the dean on the improvement of instruction	1	M	×	M	- *	_
56	Personal meeting/conference with the department chairman on the improvement		-	-	-	-	
-	of instruction	M	M	×	- W	3*1	_
1 12	Preparation of course outline of subject to be taught and filed with the		_	-	-	-	
-	office of the dean	1	L	-	1	*	~
88	Planned teamwork between experienced and inexperienced faculty members	1	×	H	- H	-	_
82	Systematic inter-class visitation in the college/school of education	н	M	×	. W	_	_
8	Inviting "experts" to campus to talk on new developments in various		-	-	-		
-	curricular areas	H	×	- H	- H	-	_
12	Use of effectiveness in teaching as a criterion for promotion	×	×	×	- W	_	_
22	Giving rewards to those who bring about instructional innovations	1	1	-	-	_	_
2	Administrative financial support to do innovative instructional work	1	×	H	- 1	-	_
オ	Provision of teaching assistants	×	M	H	W .	÷	_
35	Faculty access to student records for better understanding of student problems	S H*	×	H	- H	-	~
38	Access to departmental secretarial services by faculty members without		-	-	-	-	
-	Secretaries	H	H	H	-	_	_
37 1	Prompt attention given to request for teaching supplies and materials	H	H	H	H	_	_
88	Facilities for duplicating materials: thermofax, ditto, mimeograph, offset,	-	-	-	-	-	
-	and photo-11tograph	H	H	H	-	_	_
38	An advisament center for undergraduate academic advising to relieve faculty	_	-	-	-	-	
-	members of the routine aspects of student advisement	×	H	н	- H	-	_
2	Forms to guide advisors with regards to procedures for admission to a degree	H	H	H	. H	_	_
111	An adviser's handbook apart from a faculty handbook	1	M	H	H	Ŧ.	_
42	Making graduate advisement of students a part of the teaching load	1	×	=	- H	**	_
	Utilization of student appraisal of teaching effectiveness	×	×	H	- H	 *	_
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1 94	University-wide funds for research	1 H	T	H	×	2*8	-	-
147 8	College/school-wide funds for research	IL	M	H	W	5*1	Н	-
- 84	Offices for research both in the university and the college/school of edu-	_	-	-	-	-		-
-	cation to assist faculty members in securing research grants	×	×	H	×	₹,	н	_
- 64	Granting special leave privileges for faculty members who have research grants	×	×	H	=	<u>.</u>	-	_
8	Encouragement of faculty members to read widely and carry out small research	_	-	-	-	-		_
-	projects with a small amount of financial asistance (seed money) from the	_	-	-	-	-		-
-	college/school of education	1	×	_ H	×	7	-	_
- ط	Provision of built-in research time in every faculty member's teaching load	_	-	-	-	-		-
-	so that he will always have time for research	1	×	-	×	,	-	-
-	Giving some amount of time to enable faculty members to undertake research	_	-	-	-	-		-
-	work outside the institution while performing regular work or full time job	1	×	=	×	<u>.</u>	-	-
53	Granting research assistantships other than what is provided by funded research	_	-	-	-	-		-
-	projects where the strongs with trades by	1	ä	*	×	ž	-	-
大	Providing clerical service other than what is provided by funded research	_	-	~	-	-		-
-	projects	1	×	×	×	7	-	_
55	Free access to the service of the departmental secretary in the absence of	_	-	-	-	-		-
-	individual secretarial help	×	H	=	=	į	~	_
*	Provision for a well-equipped and up-to-date library	- -	=	=	- -	_	~	=
57 1	Ease of inter-library loan facilities	×	×	=	=	_	-	_
- 03	A Charles on A property of the Control of the Contr					- ;	•	- -
	Hawkershire to commend these at this fact that and here for a discretion	4 10	4 1		4 10		20	
3.8	Randaring community sarricas		×	- ×	×	-	10	
19	Oversitation of special "task forces" or committees to take a hard look		-	-	-	-	-	_
-	at how teacher education can be improved	M	×	H	-	*	н	-
7 29	Formulation of a long range faculty career plan, e.g., a five year plan,	_	-	-	-	-		_
-	member goals	11	×	×	H	7	-	-
9	Periodic provision of reviews of research work to interested faculty members	×	×	H	H	₹,	-	
\$	Listening to off-campus speakers who have been invited to report on current	_	~	-	-	-		-
-	research activities	M	M	H	H	1	-	

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Lam No.	ecklist; Institutional Provisions/Practices	A .	18	(6)	A	141	
COM NOS	ATTAMENT OF THE PARTY OF THE PA	1	1	-		1	4-
1 - 65	Raculty seminars in which research achievements of faculty members are shared	~	-	•	_		-
	with collegues	1	=	HIR	7	-	-
8	Recognition of advanced degrees in the salary schedule	-	H	HIH	-	7	-
69	Reducing a faculty member's teaching load while on full pay to allow him to	-	-	-	_		-
_	complete an advanced degree	1	×	H I H	<u>.</u>	-	_
8	Adjustment of a faculty member's time schedule to allow him to complete a	-	-	-	_		-
	degree while on full time employment in the institution	1	×	HIR	_	-	_
8	Permission to audit classes freely when this is desired	- *	×	HIM	¥	-	-
2	Sending of periodic netices to faculty members on the acquisition of new	-	-	-	_		-
_	library books and periodicals	=	-	HIH	-	-	-
77	Granting of an honorarium for attendance at professional meetings/conferences	-	-	-	_		-
	in addition to travel and fee expenses	н	×	HIM	7	-	-
72	Bnosuragement to attend local, state, and national conferences/meetings of	-	-	-	_		_
	professional organizations without any financial assistance	=	H	H . H	7	-	-
2	Encouragement to attend local, state, and national conferences/meetings of	-	-	-	_		-
		M	H	H I H	7	-	-
2	College/school-wide uncommitted funds for meeting unforseen professional		-	-	_	82.	-
	needs of faculty nembers	1	×	MIM	7	-	-
22	Provision to undertake consultative services during the workweek under	-	-	-	_		-
	certain cenditions	×	×	HIH	*	~	-
2	A liberal sabbatical leave for faculty on temmre for their professional	-	-	-	_		_
_	advancement	×	×	HIH	- 2	-	_
2	Periodic faculty peer evaluation; e.g., evaluating one another, eace a	_	-	_	_		_
	year per perception of merit	H	7 H	H I M	7	Н	-
28	Submission of an annual individual self-appraisal report	н	H	MIM	- 3	-	_
2	Faculty retreate or workshops	1	-	HIH	7	-	_
V- 80	Faculty participation in policy-making decisions concerning the regulation of	-	-		_		_
	faculty behavior	н	×	H : H	7	-	_
8	Faculty participation in the determination of the direction which the university	-	-	-	_		-
_	ty should take	×	×	H I H	7	-	-
85		-	-	-	_ :		_
	administration and the faculty	E	E	=	-	-	-

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Checklist	Institutional Provisions/Practices for Faculty Development	1 A 1 B 1 C 1 D 1 B 1 1 1 1(1)1(2)1 1 1
88	Provision of adequate fringe benefits to boost faculty morels Provision of an adequate remard system to minimize faculty thrower	
Each of response, "1" column were a to a total por for that column total ported ported points.	Each of four response categories in each column, A through C was a given a weight of: "O" for a negative response, and "I" for not sure responses, "O" for less than highly positive responses, and "I" for highly positive responses. Each weight was multiplied by the number of responses for each category. The pointer for "each then in each column wave added to get values: H = High, M = moderate, L = low, and I = instigntificant, For column 8, "H" correspond to a total points of 7% and shove of 3 (maximum weight for a given response) multiplied by the number of respondents for that column, "H" corresponds to 20% to 7% and "I" corresponds to 20% of 20% of for the points.	of: "O" for a negative "9" for highly positive the points per each them in each tt, For column A, "H" correspondants ed by the number of respondents corresponds to 0 to 24% of

For Columns B and C. same procedure was fellowed but basis of total points was the number of respondents who perceived the practice/provision as available. In columns D and E, the percentage of respondents answering each category was taken. (*) means that the practice is helpful to everybody but but that a greater percentage of those who believe otherwise believe the practice to be more helpful to the group represented. "I" majors everybody, "2" means experienced members, and "3" means inexperienced nembers.

In column E "1" means intensify Some kind of improvement is needed) and "2" maintain the status quo.

 A highly positive response of 3 is given a weight of 3 points and a negative response is given a weight of 0 point. In between, a response of two is given 2 points and a response of the lambda which may either be "not sure" or none either gets a point value of 1 or 0.

The ratings of each provision are in any combination of four values: "H" for high, "M" for moderate, "L" for low, 2 and "I" for insignificant. Out of 256 possible combinations, tabulated data resulted in only 22 combinations which appear in Table 5.2 below.

Table 5.2 Relationship of ratings of four variables for each of eighty four listed provisions

No. of Combi- nations	Faculty R ati ngs		Combi- Inations	Faculty Ratings	INo. of IEach ICombi-Inations
1 3 4 5 6 7 8 9 10	H-H-H-H M-H-H-H L-H-H-H H-M-H-H M-M-H-H M-H-H-M H-H-M-H M-M-H-M L-M-H-M	1 17 5 1 4 4 1 10 1 1 1 1 1 5 1 5 1 1 1 1 1 1 1 1 1	1 12 1 13 1 14 1 15 1 16 1 17 1 18 1 19 1 20 1 21 2 22	M-L-H-M M-L-H-M I-M-H-H I-H-M-H I-H-M-M H-M-M-M M-M-M-M L-M-M-M I-M-M-M I-M-M-M	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

From the foregoing table, it will be noted that 17

Practices received four "high" ratings. Each practice is

"high" in availability of practice, extent of faculty use,

A meaningful explanation of how the ratings were arrived at may be found at the end of Table 5.1.

helpfulness to faculty members genenerally, and helpfulness to faculty member himself. A total of 49 practices, combinations numbered 1 to 6, are all "high" in helpfulness for faculty members generally and faculty member himself. Only two practices. combination numbered 22. are "low" in helpfulness for all faculty members who perceived the practice as available. These are: II-27, preparation of a course outline of subject to be taught and filed with the office of the dean and II-32, giving rewards to those who bring about instructional innovation. One faculty member stated that outline of subjects to be taught were filed in the office of the department chairman instead of the dean's office. Also, while the practice of giving rewards to those who bring about instructional innovation received "low" ratings in helpfulness, II-33, administrative support to do innovative instructional work, received "high" helpfulness ratings for both faculty members generally and faculty member himself.

A more detailed appraisal of the helpfulness ratings of the faculty based on the availability of the practices in all colleges and participation of the total faculty, resulted in the ranking of the provisions shown in Table 5.3. The ranking was arrived at by adding the point values of helpfulness to faculty members generally and helpfulness to faculty member himself.

Development, Ranked According to Helpfulness of Faculty Use as Perceived by Faculty* Institutional Provisions for Faculty Based on Availability and Extent Table 5.3

Checklist! Item No. !	Nature of Provisions/Practices	Faculty Ratings	Weighted Points	Rank
11-38 1	plicat			
	mimeograph, off-set, and photo-litograph	нннн	1 227 1	1.0
I-5	rovision for a well-equipped an	нннн 1	1 210 !	2.0
11-37	pt attention given to request for teaching supp	_		
	materials	НННН	1 203 1	3.0
II-36 !	s to depart			
	members without secretaries	нннн	1 188 1	4.0
II-35 1	iccess to stud		_	
	ig of student p	ншнн	1 185 1	2 • 0
IV-73 1	ment to attend loc			
	inces/meetings of professional organi			
	n travel and fee allowances	HHHU I	1 185 1	5 5
1	y-wide student newspaper pu	нннн	1 182 1	•
II-18 !	es for research, teaching, and learning			
	embers could consult and			
	istance such as reading and language	_	-	
	oratories, laboratory on instructional			
	ining systems institute, educational resources			
-	er, etc	НННН	1 180 1	8.0
II-40	s to gui		_	
	mission to a degree	HHHH	2	•
I-5	ersonal conference/meet		1 176 !	10.5
7-6	cognition of advanced degrees in the salary sc	HHHH	2	•
IV-70	ending of periodic notices to faculty members			
	cquisition of new library bo	HHHH	1 173 1	12.0
I-9	emoranda from the office of the department c	нннн	1 170 1	14.0
II-30 !	iting "experts" to campus to			
-	vel	1 ншин	1 170 1	14.0
* Ran		to	faculty members	ers

naimainy was arrived at by adding the point vagenerally and helpfulness to faculty member himself.

Checklist Item No.	Nature of Provisions/Practices	Faculty Ratings	¶Weighted Points	Rank
5			-	
 	acoiry participation in the determination o direction which the university should take	HHHH	2	4.
•	ersonal conference/meeting with the dean	Н Н Н Н	1 169 1	16.0
V-83 1	vision of adequate fringe benefits			
	morale	жинн Н	166	17.0
N-80	culty participation in policy-making decis			
	concerning the regulation o	НШНН	9	œ
8	emoranda from the office of the dea	НННН	163	19.5
1	aking professional grouth a criterion for p	НННН	9	9
•	epartmental orientation meetings/conferenc	HHÄHH	9	7
ı	ublication of a university-wide facu	HHHH	S	2.
7	ublication of a university-wide newslett	工	വ	2.
III-57	e of inter-library loan fa	нным	വ	4.
V - 5	embership in com			
	school of education	HHHH	151	25.0
I 92-VI	iberal sabbatica			
	heir orofessional advancement	HHWW	1 148	26.0
V-82	ell-organized communicati			
	administration an	нншш	1 147	27.0
II-39	dvisement center for undergraduate academi			
	dvising to relieve facult		_	
	aspects of academic advis	нннш 1	1 145	28.5
1	dering community services	HEIGHH I	4	в
I-4	ffices for research both in the university a	_		
	ollege/school of education to assist f			
	members in securing research	MWW I	1 143	30.0
IV-64	ning to off-campus speakers who ha			
	to report on current research activities	HHWW	141	31.0
IV-72	ouragement to attend local, state, and nation			
	onferences/meetings of profess			
-	ithout any financ	ншн 1	1 138	32.5

Checklist! Item No.	Nature of Provisions/Practices	Faculty Ratings	Weighted Points	Rank
	Provision to undertake consultative services durino			
	the workmeek under certain conditions	1 ммнн	1 138	32.5
I-2 1	ege/school-wide faculty orientatio			
•	conferences	инни	135	34.0
II-43 1	lization of ffectivenes	II E	ווידדו	ار
1-3	rovision of teachir	MHM MHM	1 131 1	36.0
II-20 !	nstration teaching on the use of ne			
	iques including th			
	materials and teaching machines	HHEE	1 126	37.0
IV-61	nization of special "task forces" or co	gma (
	o take a hard loc			
	improved	HHWW I	1 122	38.0
III-46	iversity-wide funds for research	I WLHM	1 121 1	9
II-4	ranting special leave privile			
	members who have research grants	I MINHO	120.	40
11-23	ed committees specifically de			
	perimentation and innovation in teaching	เ พพ.พพ 1	1 118 1	41.0
I-1 I	larly organized university-wide		_	
	etings/conferences prior to the opening	_		
		I MHHM	1 112 1	42.5
11-22	rtmental meetings,			
	ching methods and techniques	LHHH	1112	42.5
II-31 :	of effectiveness	· •••		
	for promotion	. พฅฅพ	1000	44.5
III-55	e access to the service of the departme			
	n the absence of individual secretarial	HHHW	1 109	44.5
II-42	ate advisement of students a part			
	teaching	LMHH	108	46.0
V-94	vision of an a			,
-	faculty turno	HHE I	1 107 1	47.5
IV=Z9	Faculty retreats or workshops	I LMHH	1 107	47.5

Checklist! Item No. !	Nature of Provisions/Practices	Faculty Ratings	Weighted Points	Rank
11-26	sonal conference/ hairman on the im	1	1 102 1	49.5
IV-65 !	lty seminars in which research achieve			•
	aculty members are shared with colle	I LMHH	102	49.5
III-44	ing research production a criterion for pr			
:	salary increase/ advancement in rank/ tenure	. MLMM	101	51.0
IV-63	iodic provision of revie		· ·	C
7	interested faculty ublication of colle	EMHH MMKM	007	52°0 53°0
	lege/school-wide funds for research	1 LMHM	1 96 1	4.
IV-6	ermission to audit classes freely wh	1 MMHW	1 95 1	ъ
1-1	ublication of departmental brochures	I LMMH	1 89 1	9
3	dministrative financial support		 .	
	nstructional wor	LMHH	68	ė
III-45	lication of faculty research wor	I MMHM	98	58.0
I-1	ublication of college/school-wide bullet	I LMHM	1 81 1	9
7	rovision of a basic course specially de			
	aculty members on the use of the compu	I MLMM	80	0.09
IV-68	istment of a faculty member's time schedule t			
	llow him to complete a degree whi			
	employment in th	- LMHH	1 28 1	61.0
IV-54 !	viding clerical service other tha			
	provided by funded research projects		1 22	62.0
11-24	ulty deliberations in committees o			
	in instructional methods and	1 เหตุกา	1 74 1	63.5
11-28	nned teamwork be			
	faculty members	LWHH	74	63.5
IV-50	ouragement of faculty members to read widely			
	arry out small research projects with a smal	•		
	nount of financial assistance (seed money) f			
	the college/school o	L MHM	73	65.0
II-17 I	oaration o	1 СННН	1 72 1	6.

dl Kank I		•	68.0	•	c	ر•n/	1 70.5		2	73.5	•			1 75.0		5.97		ė	•	1 78.5	•		81.0		81.0	:	ದಿ. ಕ್ರಾಂ		
Weighted Points			68 7			7 0	1 61			1 51				20		40				37			33		33		31		מס
Faculty Ratings	20 G1 G1	<u> </u>		<u> </u>	3		HHT		ררור	LHHH	LMHH			LEHE		LEEH			HHH I	IHEM	MHMI 1		MHWI		INHM	;	LWWH		5 5 5 5
Nature of Provisions/Practices	nal conference/meeting	rovement of wistroct. Trewards to those wh	innovation hlication of departmental hulletine	some amount of time to enable faculty member	indertake research work outside the instit	le perrorming regular work or full-time) ion resparch assistantshins other than wh	provided by funded research projects	ration of course outline of subje	and filed with the office of the dean	ublication of a school/college-wide faculty	/iser°s handbook apart from a faculty handbo	rovision of built-in research time in every	oer's teaching load so that he wil	have time for research	lation of a long range faculty career plan, e.	a five year plan, to identify faculty member goals	ing a faculty member's teaching load while on	pay to allow him to complete an advanced d	ublication of a college/school-wide newslett	ubmission of an annual individual self-	nentation of an instructor internship prog	ranting of an honorarium for attendance at profe	meetings/conferences in addition to travel an	dic faculty peer evaluation; e.g., evalu	another, once a year per perception of meri	je∕school-wide uncommitted funds for meetin	unforseen professional needs of faculty m	matic inter-cla	מיולים שלי בייקי
Checklist Item No.	11-25	11-32		10-52		11/153	•	11-27		I-7	II-41	I-5	•		IV-62	•	10-VI		7	7-7	11-21	V-7	•	1V-77		IV-74		11-29	

Most Helpful Provisions

Among 75% of the ranking helpful provisions, rank 1 to 21, in Table 5.3, seven -- II-38, 37, 36, 35, 18, 40, and 30 -- are aimed to achieve instructional proficiency; six -- I-16, 5, 9, 4, 8, and 3 -- are aimed to promote understanding of institutional purposes, policies, and practices; four -- IV-73, 65, 70, and 58 -- are aimed to promote general professional growth; three -- V-81, 83, and 80 -- are aimed to boost faculty morale; and only one, III-56, provision for an adequate and up-to-date library is aimed to promote research and scholarship. The last one, however, is one which is helpful in achieving all the other objectives.

From another point of view, the foregoing practices may be arbitrarily dichotomized into those provisions which are aimed to improve working conditions of faculty members and those which have real relevance to faculty development. Provisions, ranked 1 through 5 may be designed to improve working conditions and those which rank 10 and 21 to develop the faculty directly.

Least Helpful Provisions

Some practices have "high" helpfulness for both the faculty members generally and the faculty member himself; yet, they may rank lower than those with "moderate" or "low" helpfulness when all colleges and faculty members in the

study are considered. This is evidenced by the following results.

Among the 20 least ranking provisions, rank 65 through 84 in Table 5.3, four --III-50, 52, 53, and 51 are aimed to promote research and scholarship; seven --II-17, 25, 32, 27, 41, 21, and 29 are aimed to promote instructional competency; three --I-15, 7, and 11 are designed to promote understanding of institutional purposes, policies, and practices; and six --IV-52, 67, 78, 71, 77, and 74 are designed to promote general professional growth.

Five of these least ranking provisions - II-17, I-15, I-7, II-41, and I-II are "high" in helpfulness for faculty members generally and faculty member himself. And three of these: II-17, preparation of an instructor's calendar year plan, I-7, publication of a college/school-wide faculty handbook, and I-11, publication of a college/school-wide newsletter are also "high" in extent of faculty use. Their "low" availability accounted in part for the low ranking which they obtained. Provision I-15, publication of departmental bulletins and II-41, an adviser's handbook apart from a faculty handbook are both "low" in availability and "moderate" in extent of faculty use of the provisions. Similarly, their "low" rankings are due partly to these last two mentioned variables.

Other Helpful Provisions, Not Adequately Provided

From Table 5.3, it will be observed that there are many practices which have "high" helpfulness ratings for faculty members generally and faculty member himself which ranked lower than some of those which have either both "moderate" ratings for faculty generally and faculty himself or one "moderate" and one "high" interchangeably for the two. Four provisions which did not rank high in the list despite their "high" helpfulness ratings for both faculty generally and faculty himself and also their "high" faculty participation are:

		Rank
11-39	An advisement center for undergraduate academic advising to relieve faculty members of the routine aspects of academiadvisement	28.5
I-2	College/school-wide faculty orientation meetings/conferences	34.0
II-22	Departmental meetings/conferences to share knowledge of teaching methods and techniques	42.5
III - 55	Free access to the service of the departmental secretary in the absence of individual secretarial help	42.5

Provision II-22 is "low" in availability while the three others are "moderate." The problem of having too many undergraduate students to take care of for academic advising is felt heavily by the small colleges. However, different steps are now being taken to partly remedy the situation. One dean stated that one or two faculty members are being relieved of

their teaching assignments to devote their time to advising students. Another dean said that they could not afford to relieve faculty members of their teaching load but the students are given early assistance, prior to the opening of classes when faculty members are not yet saddled with classroom duties.

Except in one of the big colleges where no program of faculty orientation meeting seems to be carried out whether in the college or the university level, all other colleges hold orientation meetings/conferences before or at the opening of classes. But both deans and faculty members in the small colleges seem to agree that this activity could be improved to make it more effective in helping the new faculty. A dean would like to improve the program content while some faculty members would like to increase the number of days allotted for the meetings. A faculty member commented that many topics were hastily taken up because there simply was not enough time, to discuss them thoroughly.

The discussion about methods and techniques of teaching on the departmental level do not seem to be carried out in the two big colleges but faculty interviews revealed that it is a strong program in one of the big colleges and one of the small colleges.

In only four of the colleges do the faculty feel that

secretarial services are available to them when needed. The service appears to be more available in the smaller colleges than the big ones and is most available in one big and one small college.

Seven other provisions which are "high" in helpfulness to faculty members generally and faculty member himself
but are all "low" in availability appear below. These are,
however, "moderate" in extent of faculty use.

•• 40		Rank
II-42	Making graduate advisement of students ä part of the teaching load	46.0
V-84	Provision of an adequate reward system to minimize faculty turnover	47,5
IV-79	raculty retreats or workshops	47.5
IV-65	faculty seminars in which research achievements of faculty members are shared with colleagues	49.5
II-33	Administrative financial support to do innovative instructional work	56.5
IV-68	Adjustment of a faculty members time schedule to allow him to complete a degree while on full time employment in the institution	61.0
II-28	Planned teamwork between experienced and inexperienced faculty members	63.5

An implication that may be drawn from the foregoing situations is that in view of the "high" helpfulness of the provisions for the faculty who make use of the practice, such provisions should be made more available to them.

Helpfulness of Provisions in Relation to Faculty Experience

faculty members were asked as to who are helped most by each of the 84 listed practices in Appendix 3. Their responses based on the raw data in Appendix C, appear in Column D, Table 5.1. From the table, it appears that all 84 provisions except the following which are deemed most helpful only to less experienced members are helpful to every faculty member.

- I-1 Regularly organized university-wide faculty orientation meetings/conferences prior to the opening of school
- I-2 College/school-wide faculty orientation meetings/conferences
- II-21 Implementation of an instructor-internship program
- II-28 Planned teamwork between experienced and less experienced members
- IV-68 Adjustment of faculty member's time schedule to allow him to complete a degree while on full time employment in the institution

Inexperienced members polled the highest percentage of responses for the above provisions among: (1) everybody, (2) experienced members, (3) inexperienced members, and (4) not sure. For the rest of the provisions (1) everybody polled the highest percentage as the "group" helped most by the provisions. A further differentiation was made by observing the difference between percentage polled by (2) experienced members and (3) inexperienced members if the highest percentage of responses is polled by 1) everybody. If a significant difference

exists between the two groups (2) experienced and (3) inexperienced members, based on how much majority is polled by
everybody, the group which received a higher percentage was
perceived to be helped more than the other.

Provisions helpful to experienced members. Un the basis of the above criterion, a total of 24 provisions are deemed more helpful to experienced than to less experienced members. These provisions, grouped according to the five objectives in the checklist are categorized below.

Objectives

Provisions

Out of 14 provisions designed to promote research and scholarship, 11 are deemed more helpful to experienced than to less experienced members. Out of 15 provisions designed to promote understanding of institutional purposes, policies, and practices, only one is deemed more helpful to experienced members.

Provisions helpful to less experienced members. In addition to the five provisions which are deemed helpful to less experienced members only, on the basis of the same criterion used above, the following provisions are deemed

more helpful to less experienced than experienced members.

Ubjectives Provisions

I ----- 3, 5, 6, 7, and 13

II ----- 22, 26, 27, and 43

III ----- 0

IV ----- 67, 69, and 79

V ----- 0

If the above provisions were considered together with five others which were previously considered helpful to less experienced members only, out of 16 practices aimed to promote understanding of institutional purposes, policies, and practices, eight are more helpful to less experienced members while only one, I-4, is more helpful to experienced members. In contrast, most provisions designed to promote research and scholarship are more helpful to experienced than less experienced members. None of such provisions are deemed more helpful to less experienced members.

Provisions equally helpful to all faculty members. All other provisions, not considered above, are deemed helpful to both experienced and less experienced members. Among five provisions designed to promote faculty morals, only <u>V-34</u>, <u>provision of an adequate reward system to minimize faculty turnover is more helpful to the experienced faculty members.</u>

Equally helpful to all members in promoting instructional competency are: II-17, 18, 20, 24, 31, 32, 33, 35, 36, 37, 38, and 40. Only three provisions designed to promote research and scholarship are equally helpful to all faculty members.

These are: III-54, providing clerical service other than what is provided by funded research projects; III-56, provision for a well-equipped and up-to-date library; and III-57, ease of inter-library loan facilities. One half of the 22 provisions intended to promote general professional growth:

IV-58, 60, 64, 65, 66, 70, 71, 73, 77, 72, and 79 are equally helpful to all faculty members. The other half are split in two, five of these help experienced members more and four help less experienced members better.

Twenty six provisions polled a majority of the faculty members opinion that they are helpful to everybody. But such majority was based on the appraisal of less than 50% of the total number of respondents. And eight of these were appraised by less than 25% of the total number of respondents. The eight provisions are:

- I 11 Publication of a college/school-wide newsletter
- II 21 Implementation of an instructor-internship program
- IV 67 Reducing a faculty member's teaching load while on full pay to allow him to complete an advanced degree
- IV 71 Granting an honorarium for attendance at professional meetings/conferences in addition to travel and fee expenses
- IV 74 College/school-wide uncommitted funds for meeting unforeseen professional needs of the faculty members
- IV 77 Periodic peer evaluation; e.g., evaluating one another, once a year per perception of merit
- IV 78 Submission of an annual individual self appraisal report

The foregoing simply indicates that the practices are not generally available in the colleges.

Faculty Suggestions With Reference to Appraised Provisions

Faculty member's response to structured interview schedule, Column E, Appendix B, was limited to four structured response categories: intensify, maintain status quo, eliminate, and not sure. During the interviews some faculty members requested that they be allowed to comment outside the structure of the interview. They were not encouraged to do so but some faculty members did give some suggestions outside the structure of the interview. These were not considered in the analysis of data.

A summary and interpretation of faculty responses to this part of the interview can be found in Table 5.1, Column E. Faculty members wanted 68 provisions intensified and only 16 maintained. For some provisions there are about the same number of faculty members who suggested "intensify" as those who suggested "maintain status quo." Une provision, II-43, utilization of student appraisal of teaching effectiveness, obtained same percentage of members who suggested "intensify" as those who suggested, "maintain status quo." This, however, was included in the group who suggested "maintain status quo." Fourteen other provisions which have about equal number of faculty who suggested "maintain status quo" and "intensify"

were classified in either group even if the difference in percentage between the two groups is very small.

A very significant finding of this part of the study is that, III-44, making research production a criterion for promotion--salary increase/ advancement in rank/ tenure, was suggested by 23% of 38 respondents to be eliminated. The only other provision which obtained the next highest percentage of faculty members who suggested its elimination is IV-72, encouragement to attend local, state, and national conferences/meetings of professional organizations without any financial assistance. In spite of the fact that this provision ranks 32.5 in Table 5.3 and has a composite rating of HMHH, 10% of 39 respondents suggested that it be eliminated. Compared to a similar provision, IV-73, which stipulates the allotment of funds for fees and travel while attending professional meetings/conferences, the latter, although rated MHHH by the faculty, obtained a ranking of 5.5.

On the basis of the number of faculty members responding to each particular provision and the percentage difference of those who suggested that the practice be intensified or maintained, faculty members felt very strongly on the intensification of the following:

II- Centers for research, teaching, and learning where faculty members could consult and get technical assistance, etc.

• •

- II-23 Organized committees specifically designed to undertake experimentation and innovation in teaching
- II-22 Departmental meetings/conferences to share knowledge of teaching methods and techniques
- II-30 Inviting "experts" to campus to talk on new developments in various curricular areas
- II-34 Provision of teaching assistants
- III-46 University-wide funds for research work
- III-48 Offices for research in the university and the college/school of education to assist faculty members in securing research orants
- III-56 Provision of a well-equipped and up-to-date
 library
 - IV-54 Listening to ff-campus speakers who have been invited to report on current research activities
 - IV-73 Encouragement to attend local, state, and national conferences/meetings of professional organizations with travel and fee allowances
 - IV-76 A liberal sabbatical leave policy for faculty on tenure for their professional advancement
 - V-83 Provision of adequate fringe benefits to boost faculty morale
 - V-84 Provision of an adequate reward system to minimize faculty turnover

From the above, it will be observed that most of the provisions pertain to the promotion of instructional competency. With respect to research, the need is the improvement of conditions with which it could be carried out. In the

study conducted under the auspices of the Southern Regional Education Board, IV-73, IV-64, and IV-76 all have high values for faculty development as viewed by administrators. Among these, however, only financial assistance to meetings is widely implemented. Percent using sabbatical leaves and visiting lecturers are both low.

CONSISTENTLY HELPFUL PRACTICES

Faculty opinion was solicited to answer an open-ended question: What activities and services do you believe have constantly proved most useful? With one to three responses each, faculty members gave a total of 23 activities/services, listed in Table 5.4 with their corresponding frequencies and degree of helpfulness ranked in decreasing order. The six ranking activities/services, arranged in decreasing order of helpfulness appear below.

Implementation of a sabbatical leave policy Opportunity to attend professional conferences on the national, regional, and state levels Released time to enable faculty to undertake projects Opportunity to undertake research through adequate assistance Departmental/divisional meetings Opportunity to finish an advanced degree

All the above activities/services are in the checklist of provisions which the faculty members individually evaluated. All of them have real relevance to faculty development. Although it is not the emphasis in this study, it is noted

Miller and Wilson, op. cit. p. 19

Table 5. Activities/Services Consistently Proven Helpful*

T	able 5. Activities Services Consistently Proven H	erbint.	
ī	Nature of Activities/Services	Frequency	Rank
1		of Mention	
ī		1	
i	Implementation of a sabbatical leave policy	16	1.0
i	Opportunity to attend professional conferences	1	
i	on national, regional, and state levels	10	2.0
;	Release time to undertake individual or insti-		
•	tutional projects	9	3.0
•	Opportunity to undertake research projects through	• 7)) (
•	grant of funds, consultative assistance, and		
ı	availability of technological facilities	8	4.0
ı		•	5.0
I	Departmental/divisional meetings	1 7 1	
I	Opportunity to finished an advanced degree	5, 1	6.0
I	Inter-departmental, inter-college, or inter-	1 1	~ ~
ı	disciplinary committees	1 4 1	7,5
ı	Opportunity to listen to and exchange ideas with	1	
1	"experts" in various fields of specialization	1 4 1	7.5
ı	Sufficient freedom to undertake any creative	1	
ı	activity	1 3 1	9.5
ı	Adequate means of communication between faculty	1 _ 1	
1	and administrators	1 3 1	9.5
ı	Opportunity to participate in international	1	
1	programs	1 2 1	12.0
1	Seminars or workshops for beginning faculty	1 1	1
ı	members	1 2 1	12.0
Q	Off-campus retreats for discussion of educational	t 1	}
ı	problems or program evaluation	1 2 1	12.0
1	Opportunity to observe programs of other	1 1	!
1	institutions	1 1	18.5
t	Opportunity to provide consultative services to	t 1	}
1	schools	1 1	18.5
ı	Availability of a faculty handbook	1 1	18.5
ı	Opportunity to participate in extension courses .	1 1	18.5
1	Adequate library	1 1	18.5
ı	Adequate technological laboratories for ins	1	}
ı	structional and research activities	1 1	18.5
1	Organized lecture-concert series	1 1	18.5
1	New faculty relieved of too much committee work .	1 1	18.5
ĺ	Opportunity to audit classes without charge		18.5
i	General encouragement by administrators for	į	
i	faculty to improve themselves	1 1	18.5
i		1	
_			

^{*} Responses to interview question No. 116 (Appendix B). Thirty nine respondents mentioned one to three activities/services.

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• • . . • that the ranking provisions in Table 5.4 differed from those in Table 5.3 in that the latter are designed to improve working conditions of the faculty.

SUGGESTIONS FOR PROGRAM IMPROVEMENT

Suggestions for improving faculty development programs were also solicited. Faculty members were asked: What specific improvements do you think would be most helpful to improve your faculty development programs? Twenty two suggested practices appear in Table 5.5. Many of these are identical to those services/activities which faculty members believed consistently helpful and those which they rated in the checklist. However, the two suggestions which obtained the highest frequency of mention have never been mentioned before in this study. These two, together with the other four ranking suggestions are:

More activities which give greater insight into educational programs of other departments/colleges/universities

, More individualized activities/programs for new faculty

Liberal released time for all faculty members

More funds for attendance at professional meetings

Making known to faculty all available services
and facilities

Provide time for research in faculty's teaching load

Table 5.5 Specific Suggestions to Improve Faculty Developmet*

Nature of Previsions/Activities	Frequency of Mention	Rank
More activities which give greater insight into	1 10	l l 1.5
educational programs of other departments/college	Y	
More individualised activities/programs for new	2	1
faculty	1 10	1.5
Liberal release time for all faculty	7	3.0
More funds for attendance at professional meeting/	1	
conferences Make known to faculty all available services and	5	4.5
facilities	5	4.5
Provide time for research in facility's load	5	6.0
Hore assistance for faculty to undertake research		
activities	1 3	8.0
Adequate secretarial or elevical services	3	8.0
More eppertunities for faculty involvement in policy making decisions in academic and adminis-		
trative matters	3	8.0
Publish a faculty handbook	ĺź	13.0
Implement a widely distributed sabbatical leave	•	
policy	2	13.0
Set up standards for teaching and professional	-	120
growth More specific help on how to teach	1 2	13.0 13.0
Adequate office space	1 2	13.0
Elevate quality of programs to encourage faculty	i	
participation	2	13.0
Evaluate faculty perfermance, specially from the	1	
standpoint of the new faculty	2	13.0
Plan program to enable faculty to have something		70.5
specific to do rather than grope along More expesure to experts in various fields of	1	19.5
specialisation	i	19.5
Reques size of department to provide closer rela-	i	
tionship between faculty and department head	1 1	19.5
Adjust teaching lead to provide blocks of time	t :	l .
to enable faculty to undertake worthwhile		1 70 5
prejects Mere effective communication from president to	! 1	19.5
last individual in the academic organisation	1	19.5
Continued encouragement by administration for	- ·	-,-,-,
faculty to participate in faculty development	1	
astivities a little push to keep them going	1	19.5

^{*} Thirty-nine respondents provided one to three suggestions in response to interview question No. 117 (Appendix B).

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SUMMARY OF MUST HELPFUL PROVISIONS

An analysis of the provisions/practices/services for faculty development in three tables: (1) Table 5.3, where faculty members appraised 84 listed practices/provisions, (2) Table 5.4, where faculty members expressed their opinions about consistently helpful services/activities, and (3) Table 5.5, where faculty members gave specific suggestions for improvement of their faculty development programs, was made. By examination of these three tables, the following which are not necessarily arranged in the order of helpfulness are deemed most helpful by the faculty.

More funds for attendance at professional meetings Implementation of widely distributed sabbatical leave policy More exposure to "experts" in various fields of specialization Adequate clerical/secretarial help Departmental/divisional meetings/conferences Released time policy for all faculty Adequate library Activities which give greater insight into the programs of other departments/colleges/universities Effective communication between faculty and administrators More involvement in policy making decisions in academic and administrative matters A faculty handbook More assistance for research work

Other practices which are "high" in helpfulness although they are not consistently mentioned are: individualized
programs for new faculty members, provision of research time
in faculty's teaching load, adequate facilities for duplicating

materials, teaching aids, and technical assistance. The last consists of three provisions, ranked 1, 3, and 8 in Table 5.3.

THE FACULTY MEMBER CUMMENTS

Faculty members have their own ideas about how their growth and development may be promoted. Some were happy and contented with the way things went on in their institutions.

Some were indifferent with an "I don't care attitude," to what was going on. A negligible number was bitter about the prevailing atmosphere in their college. Most important causes of dissatisfactions were: crowded office space, inadequacy of clerical services, lack of time for personal improvement, and leave policies.

Availability of time. A long term faculty member saw the need for a faculty room where he could do creative work. He said, "There must be some specific time and room where the faculty could go in to see and dream and do something." One young faculty member attributed lack of time to too much work in his department. He said, "Departmental needs are so great that it is difficult to participate in activities of other departments." Another attributed lack of time to a shortage of faculty. He said, "We have no time for meetings. We are too busy with students. Faculty/student ratio should be cut down." A final comment was, "Conditions are available but there is lack of time to do any creative work."

The need for adequate communication. The inadequacy of communication between faculty and administrators, among faculty members, between departments, colleges, and institutions have been the subject of many comments. Two new faculty members commented about departmental activities.

"There is very little communication between departments.

There are many activities within the departments but not between. I think we do not develop within one department alone, but within the college." The other one said, "There should be more information about what other people and departments are doing. Each one doesn't know the other."

Sometimes, knowing that facilities are vailable was not sufficient for one to take advantage of them. An experienced professor commented, "Our institutes have little value in helping those that are engaged in teaching. The communication between them and the faculty is bad." On the other hand, the availability of certain facilities may not be known. An associate professor said, "To make faculty aware of what is available will surprise us to see how much this would help them."

The importance of adequate communication between the faculty and the administrator was commented on by a lady professor. "Administrators may not know what is happening to their faculty. They should find out what they are assigned to do and what they are doing." And finally in a lighter vein a professor commented, "The communication system is

adequate but I don't think it is complete."

Faculty leave policies. Sabbatical leave policies did not seem to work out well in some colleges. Some comments on these were:

- "Our sabbatical is only a token amount. We had only three this year."
- "They (referring to administrators) have sabbatical in theory. It is hard in practice. There is no released time policy, too."
- "Sabbatical leave should be open to all faculty members with no strings attached. There is none for our institution."

Any policy on leave of absence is generally appreciated because, "The leave of absence is helpful. You always have a job to come back to. You get a feeling of security." And one young associate professor said, "They should release more people part of the time to allow them to develop projects."

The needs of the new faculty. The old faculty members expressed their concern for their neophyte members. Some of these are evidenced by the following remarks: "The new persons are not helped much. Soon they join the cliques, "The uncertainty of the new faculty may be remedied by having "some system of evaluation for new faculty members. They do not know where they stand." And a director of student teaching said, "There is a need to work with the incoming faculty to

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make them realize what their relationship with students should be. An unfortunate incident happened here because of the lack of understanding on the part of the new member about what he was supposed to do."

Cn program implementation. A faculty member saw the need for "more coordination among administrators and among programs. This would be very helpful. There is so much going on but they don't seem to have good direction." Related comments were: "Have some more specific and precise goals."

Let us see the whole first." And, "Have more central focus on the field of education rather than the subparts."

The faculty members who made the foregoing comments were concerned with too much fragmentation occuring in the college of education. They did not limit their concern to coordination of activities in their own institutions but "inter-institutional exchange of information regarding activities will be valuable to all faculty."

SUMMARY

raculty members appraised the helpfulness of institutional provisions for faculty development through (1) judging the value of designated practices which were available in their colleges, (2) giving practices which in their opinion have consistently been helpful, and (3) suggesting specific activities/services which could help improve their

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faculty development programs. Considering all three ways by which the faculty mede known what they consider to be helpful faculty development practices, the following are found to be most helpful.

Funds for attendance at professional meetings A widely distributed sabbatical leave policy Exposure to "experts" in various fields of specialization Adequate clerical or secretarial services Involvement in policy making decisions Assistance in underatking research work Ease of communication between faculty and administration Departmental/divisional meetings/conferences An adequate faculty handbook Adequate and up-to-date library Released time policy for all faculty members Greater insight into the programs of other departments, colleges, and universities Individualized programs for new faculty members Available technical assistance when needed Adequate equipment and materials for teaching

There were practices which were considered very helpful although a few make use of them. Generally speaking, most helpful to experienced members are those designed to promote research and scholarship while for less experienced members those that promote understanding of institutional purposes, policies, and practices. Except for five provisions which are deemed helpful to less experienced members only, all others of the 84 listed provisions for faculty development are perceived to be helpful to all faculty. Among these are twenty six practices which were appraised by less than 50%

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of the total number of respondents. And of these twenty six provisions eight were appraised by less than 25% of the respondents.

Faculty members suggested that 68 of the provisions be intensified or improved and 16 be maintained as they now prevail. There are fourteen provisions where the two groups of faculty members are almost even in suggesting that the practices be intensified or maintained. The use of competency in research as a criterion for promotion was suggested by 23% of 38 respondents to be eliminated. Similarly, 10% of 39 respondents wanted the elimination of the practice of encouraging faculty to attend meetings/conferences of professional organizations if there are no allowances for fees and travel.

CHAPTER VI

FACULTY DEVELOPMENT: PROGRAM IMPLEMENTATION IN THE SEVEN COLLEGES

INTRODUCTION

When this study was in its initial planning stage, an administrator in-charge of the academic program of the institution, made the following remark when he was interviewed, "You will not find any faculty development program among the colleges. You will work on and on and you will find yourself placing your head against a blank wall." This statement has since been refuted. Interviews with deans revealed different but strong reasons for their faculty development efforts. A dean stated, "I don't know how any institution can operate without one (referring to faculty development); to allow the faculty to fail, in their attempt to improve themselves in the procress of the university, just would be unthinkable." Another dean stated that faculty development will "retain a stable faculty, will help faculty take a university-wide view, and will make them emotionally affiliated to the institution." "With a faculty development program," said another dean, "capabilities will increase." And referring to young faculty members, still another dean said, "Young people don't know the why's and wherefore of university life. Many do not 118

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understand their place in the scheme of things. A development program should open their eyes to the scheme of things."

This chapter will present in detail the various practices/ procedures and conditions which promote faculty development in each of the seven colleges in this study. It was previously mentioned that the adequacy of these practices/procedures will be measured against a conceptual framework of "faculty development" generated in the latter part of Chapter III. Some of the elements involved in the "faculty development" concept are graphically presented in Figure 2.1. These are: the long-range career plans coupled with short-range plans of individual faculty members (planning is expected to be done in consultation with department chairmen); the identification of needs and problems relative to the achievement of the plans (goals), provision of the necessary conditions for the achievement of individual goals, a continuous process of evaluation of individual achievement, and a re-planning or re-projection of individual goals.

Information presented in this chapter was taken from interviews with deans and faculty members, documentary materials -- faculty handbook, college or university bulletins, brochures, and institutional reports to professional organizations, and personal observations. Differences in views between deans and faculty are indicated. Opinions expressed by individual deans or faculty are noted, and reference materials from which information was obtained are cited.

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COLLEGE A

College A is governed by a Board of Trustees, operates under the semester system, and offers the Specialist in Education degree as its highest degree program.

Teaching is the general purpose of the institution and its seven colleges. Emphasis in the college is on elementary and secondary education. The specialist degree program offers six fields of specialization.

Regular faculty load is twelve teaching hours a week or its equivalent. Research is not emphasized as teaching is; but faculty load is oftentimes reduced by one to three hours per week if one engages in research activities. Departmental duties relieves the chairman of one third of the regular faculty load. Opportunities to render community activities is entirely left to faculty's discretion. Each faculty member is encouraged to participate in community services as citizens.

Administrative Responsibility for Faculty Development

main responsibility for faculty development in the institution is vested in the Vice President of Academic Affairs, deans of colleges, and department chairmen. Amount and nature of their responsibilities are clearly stipulated in a recent revision of the university's faculty handbook. The greater part of faculty development activities are undertaken at the

university and departmental levels. Series of conferences and meetings are carefully planned and scheduled during the year on the university level, at which faculty members are expected to attend. The dean cooperates with the Vice President of Academic Affairs and his department chairmen in promoting developmental programs. He acts as a sounding board for his department chairmen and interprets to them the Board's policies and those of other university administrators. Organized committees of the university senate, specially the professional problems committee assist also in faculty development efforts.

<u>Understanding Institutional Purposes, Policies, and Practices</u>

Urientation meetings/conferences. Crientation meetings and conferences on the university and college levels seemed to have good attendance. The dean suggested improvement of these by taking up only matters which could not be taken up by the departments. He felt topics which departments can take care of crowd out important topics for discussions, resulting in too much subject matter taken up in a short time. Leaving out what department chairmen could handle would give more room for essential topics that should really be discussed on the university level. Urientation sessions are continued in the departments.

Other useful sources of information are personal conferences with the dean and/or the chairmen of departments,

memoranda from their offices, the university newsletter, and the campus newspaper. College brochures are in most cases available.

New faculty members are befriended by one or two experienced faculty. The latter provide assistance in the adjustment of the former to their new job.

Promotion of Instructional Competency

Criteria for teaching are clearly stipulated in the faculty handbook's supplement. 'aculty is also made aware of varied instructional methods and techniques through general faculty and departmental meetings. The dean felt that interaction among the faculty is great.

Not all faculty members concur with the dean that all instructors are free to intervisit classes. All agreed that they are free to do anything with respect to improvement of instruction. They simply have to inform administration what they are attempting to do.

Displays of instructional equipment are nade from time to time. Sometimes these are sponsored by the producers of such equipment.

Demonstration teaching on the use of new methods and techniques including use of various types of audio-visual materials and teaching machines are available. Faculty deliberations in committees on new developments in

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instructional methods and techniques are undertaken. Also held are departmental meetings and personal conferences with the dean on the improvement of instruction.

Promotion of Research and Scholarship

Faculty members view research production as strong criterion for promotion, although the dean stated that research is not given emphasis in college in particular, nor in the institution in general. Opportunities provided by the institution for such activity are also meager. Despite the foregoing, faculty are encouraged to read widely and carry on small research projects with small financial assistance by the administration. Interviews with faculty members revealed they did not take advantage of such opportunity.

Other opportunities extended to faculty for research are: released time if they have a major project and additional payment is given for hours taught if they teach. Personnel assistance through students in work study programs and access to the departmental secretary are provided. Furthermore, faculty are assisted in securing research grants from government, in writing proposals, and in securing titles from the Office of Education.

Promotion of General Professional Growth

Study leaves without pay are provided. While policy states that no one may get paid for taking up a doctoral

program, this does happen. A faculty member may be paid and relieved part of his load to enable him to complete a degree. This happens in such circumstances when one is close to completion of his dissertation or when results of his studies will be useful to the institution or the staff.

Attendance at professional meetings/conferences. The institution is not liberal in this aspect. No one, generally, is allowed full payment of expenses for more than one travel. Recommendation to attend such conferences and meetings are made by the department chairmen to the Vice President of Academic Affairs through the dean. Usual practice is to pay workshop or conference fees plus expenses.

Provision for Faculty Morale

General conditions of work. Conditions of work cover a wide range of situations -- adequacy of communication, incentives and rewards, provision for physical and personnel aid facilities, etc.

One faculty member claimed he did not have enough space and privacy in his office. He shares his office with a colleague. Much has been done in providing assistance in providing student help for secretarial work but this has not been adequate.

With committee work done on top of faculty load and advisement of students, it was the faculty's opinion that it was not possible for them to have adequate time for research and other scholarly work. Assistance to undertake research was not very much available and neither do the faculty take advantage of what little was available.

Criteria for teaching, professional or scholarly achievement, research, etc. are all stipulated in writing. The requirements for each rank are clearly spelled out in the faculty handbook.

Participation in policy making decisions. Faculty members have adequate opportunity to voice their cpinion with regards to curriculum and other policy making decisions. This is possible through committee activities of the faculty senate. Various departments are represented, pro rata.

<u>Faculty fringe benefits</u> are conditioned by availability of funds. They range from insurance and retirement benefits to mere acquisition of tickets to cultural activities. Sometimes certain benefits extend to family members.

Summary and Appraisal for the College

Despite the professed <u>allergy</u> of the dean to a hierarchical organizational structure with respect to the administration of a faculty development program which he claimed did not exist in the institution, it was evident that such an organizational set-up prevailed. This was shown by the fact that on the institutional level the Vice President of Academic

Affairs organizes a series of meetings cutting across colleges. Four faculty meetings, two for each semester, presided by the president is part of this program. As institutional leader, the president exerts his leadership by acquainting faculty about goals, policies, etc. On the college level the deans have their own roles and responsibilities. On the depart—

of mental level where most/the faculty development efforts fall, the chairman of the department has also specified responsibilities. A faculty problem committee assists in finding out what the problems of the faculty are. These are referred to the department chairmen, deans, or Vice President of Academic Affairs for resolution.

A program of helping the faculty finish an advanced degree leave much to be desired. This may be possible without financial considerations on the part of the college nor drain in needed personnel. Also more assistance to the new faculty in his initial teaching duties and his full understanding of his roles could be strengthened. It is realized that improvements in these matters including more provision for attendance at professional meetings are conditioned by available funds.

Except for the preparation of course outlines, faculty planning of their respective activities were not noted or revealed by interviews. To some extent two faculty members

made use of student evaluation of teaching effectiveness. No other means of evaluating faculty achievement was observed.

Un the whole the college environment was informal and friendly. 'aculty members associated with one another with ease and informality. 'aculty cooperation during the interviews and the tours of the classrooms and instructional resources center were evidence of the way with which the dean exerted his leadership, a friendly and democratic manner.

COLLEGE &

College B is governed by a Board of Control, observes the semester system, and offers the Master's degree as its highest degree program.

The institution is primarily oriented to teaching with a heavy emphasis in the undergraduate program. The graduate level emphasizes the preparation of school administrators. The college participates in an inter-university program for community school directors. Faculty members are expected to devote 75,3 of their time to teaching.

Research activities in the institution have been historically weak. During the last three or four years, it was being strengthened. The new objective is to nurture more and more research.

Administrative Responsibility for the Program

Responsibility for faculty development in the college resides in the dean. Much of the work, however, is undertaken by the department chairmen. In the university, responsibility resides in the Vice President of Academic Affairs. It was he who initiated a two-year program of curriculum reform which involved the whole institution. On the institutional level emanate minutes of undergraduate and faculty meetings, the blue sheet, and such all-university programs of sabbatical leave (new and very recent), by-week-ly colloquia, lecture series, and faculty research grants.

On the college level are informal staff meetings. According to the dean, the strength of their faculty development program is "related to the strength of the leadership of the department chairman."

Program Support.

In general, funds for any facet of faculty development has never been sufficient. In recent years, funds have been sufficient for certain programs only. In most cases, the college has been restrained in new areas or field of activities. But fund allocation for conference travel is considerably more than for other colleges in the institution.

Understanding Institutional Furposes, Policies, and Practices

Faculty orientation meetings/conferences. The orientation

of new faculty members starts before they arrive in campus.

They come to know the university and college through readings.

A two-day formal orientation session on the university level is regularly held in Fall for all faculty, most specially for new ones. This seems to be a more regularly organized and better attended program than one on the college level. University and college orientation sessions are followed by informal staff meetings and conferences in the college and departments, mostly the latter. The department chairman serves as the key to the continued familiarization of the faculty with the workings of the institution. He interprets the institution to his faculty on a continuing and an individual basis.

Other sources of information. faculty members were free to consult with their dean and chairman on matters of concern and interest to them. They revealed the existence of a one to one relationship with them. Memoranda and brochures are more available from the department than on the college level. And the campus newspaper was considered by the dean as a very helpful medium of providing the faculty about what students are about.

<u>Developing Instructional Competency</u>

Interviews with department chairmen and administrators

revealed the availability of criteria for teaching. These are communicated verabally to faculty in their respective departments. None are available on the university level.

Help for new faculty in their initial teaching efforts was available through meetings and conferences with department chairmen. Results of undergraduate committee meetings and the opportunity to listen and exchange ideas with "experts" about new development in various curricular areas were available for all. The latter seemed to be a strong program.

The instructional center is available to those who would want to produce instructional materials. Assistance is provided to interested members who would avail themselves of this opportunity. Faculty members are encouraged to utilize new technological devices and are provided with all sorts of audio-visual equipment. From the dean's viewpoint, it is simply a matter of initiative on the part of the faculty to make use of what is available.

No systematic means of evaluating faculty effort in teaching is being done. Most common practice is to utilize student evaluation of teaching. This is widely practiced.

Promotion of Research and Scholarship

That research is traditionally weak in the institution is due in part to the character of the institution. It is devoted more to teaching undergraduates. Fund for research

in the institution is very little although faculty members are encouraged to undertake small research projects with a small amount of financial assistance. A faculty member has the opportunity to apply for summer research grant from university funds.

The library leave much to be desired. The dean frankly stated, "It is not very adequate." However, funds for the purchase of books and magazines for faculty's shelf are provided. In addition, faculty members are given the opportunity to suggest what books to purchase for library use.

To encourage further research the university maintains a publication which gives information where research funds are obtainable. Members with grants are given released time depending on the judgment of the department chairman or dean. The institution also publishes research work which cannot have an opportunity to be published elsewhere.

<u>Promotion of General Professional Growth</u>

Acquisition of advanced decree. The college or university has no definite policy with reference to assisting
faculty in acquiring advanced degree. Normally, the faculty
member is "pushed out and promised a number of rewards." The
dean stated that increments build up during his absence.
faculty revealed, "There is no lightening of work load to
enable a faculty member acquire an advanced degree although

sometimes this happens." The only real opportunity given to faculty is the inclusion of summer within the employment period which can be used for continued academic work.

Attendance at professional meetings/conferences. Funds have always been available and considered fairly adequate. Compared to other university faculty, those in the college of education have been allotted more funds.

Inter-institutional consultation and exchanges. During the last year or two, the college has had an inter-institutional program of consultation with a nearby university. The objective is to look at the total college organization and the organizational set-up and offerings of the departments. It has no exchange program with respect to faculty members.

Sabbatical leave. This was a newly instituted program.

Interviews revealed such leaves were few. Both faculty and dean were agreed, full operation of the program is conditioned by available funds and faculty who could absorb released time.

<u>ment.</u> Faculty members were restrained in this respect. "The door is not opened wide like other institutions," according to the dean. No specific policy regarding this matter prevailed. However, when programs of consultation occurred, especially one related to schools, the faculty member received salary plus fees for consulting. "Part of the money goes to the institution."

Colloquia. A program of fortnightly colloquiom has given young faculty members chances for visibility and growth in the profession. While the dean viewed this as a very useful program, not all faculty members shared that view.

membership in committees. Little committee work seemed to be done on the college level regarding improvement of instruction. If there were, these were not revealed. Most committee work participated in by faculty were university-wide. New members are assigned in committees "to give them a place in the sun."

Educational tour. Unly one had an opportunity to go on a tour. Tenured and non-tenured faculty could participate in this activity. Denerally, this relates to sabbatical leave. The institution was developing a program on international education.

Provisions to Foster Faculty Morale.

General conditions of work. Clerical/secretarial services are available and considered adequate. The dean, however, feels that some faculty offices leave much to be desired.

The library may be inadequate but instructional centers and audio-visual devices for faculty's use are available. As previously mentioned, funds are available for books and magazines for faculty shelf.

Faculty seem to lack time for self-improvement activities.

Some would want the reduction of faculty/student ratio. A faculty member stated that they were so busy with students that no time is left for themselves.

participation in institutional planning and decision making.
While some faculty members claimed this to be so, others complained that they didn't have as much opportunity as others in the determination of policies even about faculty behavior.

Summary and Appraisal for the College

The main job of assisting faculty in all facets of their roles is undertaken by the department chairman. The strength of the faculty development program then depends upon the strength of the leadership of the chairman.

Faculty members and administrators interviewed favor the organization of well-planned and integrated programs of activities for faculty development. They claim this is not now available. However, continuing assistance to faculty by department chairman on group and individual bases was evident. One strength of the college's program is the ease and freedom with which faculty members could confer and consult with their dean and chairman.

There was much evidence of short term planning of faculty activities. Planning for long term career goals, however, was not noted. Student evaluation of teaching has been

adequately made use of.

Lack of funds and the fact that the institution is still in a stage of transition from its early orientation to a multi-purpose institution precluded, in the opinion of school administrators, the implementation of an adequate program.

One faculty member remarked, "Professional atmosphere of the college is good if not excellent." This writer shares that view. The dean was in his first year of office. He was working hard and his staff knew it. The interview with him was held in the evening. He had no time during the day. The cooperation he and his staff members extended to this writer exceeded her expectations.

CULLEGE C

College C is governed by a Board of Regents consisting of eight members elected by the people of Michigan for an eight year term. The president of the university serves as ex-officio member, without vote.

The college operates on a trimester system and offers the Doctor of Education and Doctor of Philosophy degrees. On the graduate level, it has a unique departmental organization. It has a group of departments with an elective chairman but without a budget.

The college is oriented primarily to teaching and secondarily to research. This is true to the whole university. In

addition, service to the university and the community both locally and possibly nationally is expected of all faculty members. The choice as to what type of service may be rendered is self-selective. On the average 56% of faculty time is devoted to teaching, 16% to research, and 23% to committee work and administration. Professors are generally allowed 18% of their time for sponsored or other kinds of research. Student advisement on the graduate level is part of teaching load. According to the dean, research time is built-in in every faculty member's load so that he will always have time for research.

On the surface, there are no planned programs for faculty development in the college except what are available to all staff members of the university. These consist of conference travel grants, sabbatical and other leaves, assistance to undertake research through available university funds, personnel aids, material facilities, and other equipment for research, teaching, and writing.

The dean sees to it that all policies and priorities for various services in relation to the above are communicated to each new faculty member. On top of this, the faculty member submits an annual personnel report which reflects a faculty's achievements along three major areas of the university's concern -- teaching, research, and writing. The scope of each of these is clearly specified and standards

of achievement are provided.

<u>Understanding of Institutional Purposes, Policies, and Practices</u>

Interview with deans and faculty revealed that no regular orientation meetings or conferences are held for incoming faculty. According to the dean, only social and get acquainted informal meetings are held to welcome them. Each newly employed member is simply given a pocket of materials about the university and its community setting. He also is given a manual of information which is in the nature of a faculty handbook. Additional information he gets comes through words of mouth, minutes of meetings, and the campus newspaper.

The faculty handbook is for the college of education only. The majority of the faculty members don't seem to be aware of one on the university level. The handbook provides the faculty member complete information about the governance of the college and its committee structure and how the committees function. It provides information about the requirements for each rank and how promotion from one rank to another is achieved. Rules and regulations about leaves, consultation work outside, travel, and policies regarding the utilization of personnel and other services and facilities are provided.

In addition, orientation meetings are available in some departments. The university newsletter is very much available and one faculty member said it is very useful. Occasionally, personal conferences with the dean and chairman of department are resorted to.

Promotion of Instructional Competency

The preparation of a calendar year plan is expected of and resorted to by all faculty members. This is a college policy stipulated in the faculty manual of information. Faculty responses revealed that this is carried out. All physical facilities for teaching and research, materials and supplies, teaching assistants, student records, forms to quide advisers for admission to a degree are all provided. Such activities which have real relevance to faculty development as a basic course on the computer, demonstration teaching on the use of new technological devices, committee deliberations on instructional methods and techniques, and utilization of student appraisal of teaching are resorted to. Found very helpful, too, is the practice of inviting "experts" to campus to talk on new developments in various curricular areas. Teaching is viewed by faculty as a strong criterion for promotion.

The real strength, however, of the development of the faculty as the dean himself sees it, lies in the involvement

of the faculty members in committees. Faculty members are rotated. Sometimes membership lasts only a year in some committees. Involvement of the faculty extends up to 67% to 68% of all members. Understanding of experiences becomes very widely spread.

Promotion of Research and Scholarship

The Committee on Educational Research directs the offices of research service which extend consultation work to students and faculty in any aspect of research work. Research funds are very much available from the university. But according to the dean, not everyone who applies is given. Research production like teaching is also a strong criterion for promotion but the latter is viewed by faculty as more favorably considered. The college also publishes faculty research work.

Research time is built-in in faculty's load and clerical services and to some extent assistantships are available from university funds. Leaves are readily granted for those who have grants for research. And the library is considered by the faculty as very adequate.

<u>Promotion of General Professional Growth</u>

Three very strong programs in this respect are: sabbatical leave, faculty yearly peer evaluation, and committee memberships. Professional growth is viewed as a criterion for promotion but not as strongly as faculty view research and teaching.

Advanced degrees are given recognition in the salary schedule and faculty members time schedule may be adjusted to enable one to complete a degree. Une faculty member who has only a master's degree had so much free time that she remarked, "It is great."

raculty members attend professional meetings/conferences with or without grant of fess and travel allowances. Generally, they are given only \$60.00 for out-of-state travel. This amount is not sufficient. It covers only the cost of travel. Some are assisted by the Bureau of School Services of the institution for housing as well as travel. Some also get honorarium as well as travel. For in-state travel, there is no limit to the number of meetings a faculty could attend. Expenses are provided although the amount involved is generally very little.

Regulation for outside work specifies the approval of the dean. It is granted on condition that it will enhance the individual's usefulness and/or the work is distinctly of a public nature or that the institution wishes to be actually engaged in its furtherance.

Promotion of Faculty Morale

The reward system is viewed by faculty as more adequate than their opportunity to participate in the policy making decisions of the university. Each faculty member is provided with a brochure containing all available fringe benefits for all faculty members.

Not all faculty members believe that the communication between them and the administrators is adequate. During the visits to the institution, it was observed that the dean is too far out and isolated from his faculty. This observation may or may not be contributory to the professed inadequacy of communication by the faculty.

The committee on general welfare of the faculty in the college sponsors a series of conferences for faculty. One of these is the periodic appraisal of the college every five years. This is generally held off-campus where faculty members can state any dissatisfaction and provide suggestions how things may be made better. Anyone who wants to attend is welcome.

Summary and Appraisal for the College

Many activities for faculty development on the college level are carried on an informal basis. The dean's view is

for him to rely more on a strong recruitment program rather than have internal development. He would want, in his own words, "to preserve the independence of the faculty for their own development." On the other hand, he looks at the committee structure and its functions as very helpful to the development of his faculty. The system of rotation in membership makes sufficient room for the involvement of no less than two thirds of the faculty, the experiences derived therefrom, redounds to their professional growth.

In the absence of structure or organization of many activities, there has been adequate planning of activities not by individual faculty members although such plans are/long ranged. The yearly planning of activities which are tied up to college expectations of the faculty and the faculty members' own goals is accompanied by a system of annual peer evaluation of achievements. The yearly evaluation of faculty activities and the periodic evaluation of the college evry five years make up a strong program of evaluation.

This writer is prone to conclude that despite the informality of the activities and the absence of structural organization of such activities, the college promotes adequately the development of the faculty. This may be attributed to the adequacy of facilities and the strong

program of evaluation supported by adequate planning of activities.

COLLEGE D

College D is governed by a Board of Trustees whose members are elected by the people of Michigan for a term of eight years. The president of the university is a member ex-officio of the board. The college operates on a quarterly system and offers the Doctor of Education and Doctor of Philosophy degrees as its highest degrees.

College orientation. From the point of view of one dean the college is oriented to all three: teaching, research, and service. From all others interviewed, it is teaching. One faculty member stated that from the central office, the orientation of the college is teaching but from the dean's office, it is research.

Faculty work load. There was no unanimity as to how much time is devoted by a faculty member to his various functions. The most accurate information obtained was based on the activities of the total faculty. Out of 179 faculty members, 120 full time equivalent was engaged in teaching, 22 was in research, and 25 full time equivalent was in committee work and administration. As a matter of policy, however, the faculty handbook states that a faculty member is expected to devote 12 hours a week to teaching or lecture or 20 hours to

laboratory work. Advisement of students is considered part of teaching load. Over and above this would be an overload.

Administrative Responsibility for the Program

with the office of the dean. The dean is assisted by his faculty advisory staff. On the departmental level, it is the responsibility of the chairman. Institution-wide, it would be the responsibility of the provost and the faculty affairs committee.

A unique aspect of thefaculty development program in the college is the development of a five year career plan and a specific plan for the first year of the five years. This plans are expected to be reviewed and updated yearly by the faculty member possibly with the assistance of his department chairman and/or others who could help him.

As a matter of policy a cummulative record of each faculty member is kept in the dean's office. These records are updated annually in relation to the yearly appraisal of faculty accomplishments based on a yearly projection of goals. Faculty plans are expected to be prepared jointly by the faculty member and his chairman. The chairman in turn keeps in close touch with the dean so that he will be kept informed about university goals and its direction towards the future. These are expected to be taken into consideration in the

faculty member's plan.

Interviews revealed that four out of six faculty members observe the practice. Three prepare the annual appraisal report. Two who did not prepare the plans were both new. One was in his first year, the other in his second year. But both did prepare an annual individual self-appraisal report. Another faculty member commented that he wanted more assistance with regards to the evaluation of his plans and his accomplishments so that he would know whether he was doing what is expected of him.

Deans stated that both faculty and administrators can initiate any program through the faculty affairs committee. One of them hoped that the faculty will have the initiative in setting programs.

Program Support.

No fund is specifically designated for faculty development, except for leaves and travel and to some extent for research. But in many ways the college do get funds for development programs. One dean was supported in his view by a faculty member that there were always funds for whatever activities they undertook. The other dean said that if they wanted to do a good job of travel and service they would not have one third enough money to do these.

Understanding Institutional Purposes, Policies, and Practices

Urientation meetings and conferences. Both deans agreed that they have planned orientation sessions in Fall which are specially designed for the new faculty. Old time faculty members generally help as orienters. One of the deans said that perhaps they have not done enough in orienting the great number of faculty that come in. Faculty responses show that the orientation sessions on the college level are well attended. One half of the respondents also found them very helpful. The other half did not find them as helpful as the others did.

Orientation sessions continue on the departmental level.

Also, following are personal conferences with both the dean and chairman. The former is not taken advantaged of although available.

Faculty <u>handbooks</u> are available both on the university and college levels. One faculty member had both copies but he had not looked over the contents of one. He had no idea that what he got was the college handbook until his attention was called to it. He was, however, familiar with the university handbook. In general, all the faculty members interviewed find both handbooks helpful.

Other sources of information about policies and practices are: memoranda from deans and chairmen, college and university

newsletters, college bulletins, departmental brochures, and notices. The campus newspaper, especially the Fall term issue has been a very useful material for orienting not only the students but new faculty as well.

Promotion of Instructional Proficiency.

Faculty members are encouraged to do any kind of innovative instructional work. According to the dean this is expected but nothing is written about it. An old time faculty member stated that those who bring about instructional innovation is rewarded.

With reference to the improvement of instruction, faculty members find the improvement of working conditions more helpful than committee deliberations on techniques and methods of teaching, personal conferences about instructional innovation, planned teamwork with experienced faculty, etc. More helpful to them are provision of teaching assistants which are not well provided for, availability of secretarial services, prompt attention given to request for teaching supplies and materials, making graduate advisement a part of teaching load, etc. The adviser's handbook is still useful to half of the respondents but one faculty member said that it has become obsolete and needs revision.

Those with real relevance to faculty development which faculty members found useful are the provisions of basic

course on the use of the computer, demonstration teaching on new methods and techniques, talks by "experts" invited in campus, student appraisal of teaching effectiveness, and demonstration of use of teaching machines.

An old time faculty member believes that the institutes designed to assist faculty are not helpful. He said tha communication between the institutes and the faculty is bad.

Majority of the other members interviewed believed otherwise.

Promotion of Research and Scholarship

compared to teaching, research is given much less emphasis although faculty views it as a very strong criteria for promotion. Adequate facilities are available to anyone who would like to undertake research. The offices of research on the university and the college levels assist anyone who needs help. Not many faculty member take advantage of them. An old time faculty member gave the information that research funds of the university come from appropriations for special projects. These are distributed to the colleges and anyone who applies is granted if he has demonstrated the ability to do good work. He can also get teleased time.

Some faculty members have built-in research time in their work load. To a certain extent the institution do publish faculty research work. Majority of the faculty were not sure whether this is done as a matter of policy.

One faculty member stated that a great weakness of the research program is the lack of personnel assistance-- clerical and assistantships--and that the institution suffers in comparison with other universities without special funds from government and foundations.

Many of the faculty members view library facilities as inadequate. Three of the faculty members don't seem to know about the availability of the inter-library loan facilities.

General Professional Growth

Deans and faculty were in agreement that no special arrangements are made for faculty members to acquire advanced degrees. Very rarely the arrangement of the faculty's time is made on an informal basis to allow him to complete a degree. Generally, the faculty member is on his own. He could go on leave without pay.

Attendance at professional meetings/conferences. Encouragement for faculty members to attend professional meetings without financial assistance is not as welcome as when fees and travel allowances are provided. Faculty members are given opportunity to choose one out-of-state travel with financial assistance. There is no limit to the conferences they attend in-state. Funds are provided because the expense involved is small.

Consultative services. Faculty members are allowed two

days a month or twenty four days a year to render consultant services with pay provided it is done within their field of specialization, will enhance their professional growth, or will benefit the institution. Government and schools are preferred to business and industry when such consultation work is extended.

Sabbatical and other leaves. Professional advancement of one granted the leave is the goal of the program. Generally sabbatical leave is granted to those who have served six years. But one faculty member stated that it is also possible to get a term off after three years of service.

Educational tours. Educational travel is related to sabbatical leave. But some have opportunities to travel when they get a Fulbright grant or are given overseas assignment in relation to the international program of the institution.

Promotion of Faculty Morale

Faculty members are unanimous that fringe benefits in the institution are adequate. In the words of the dean, "It is clearly as good as the best, a lot better than most institutions."

Summary and Appraisal for the College

Some faculty members stated that they have well planned programs. Others don't agree. There is more agreement among

deans that their programs are fairly adequate to meet the needs of their faculty. Deans and faculty are in congruence with respect to the advisability of having a well planned and organized program for faculty development.

From observations the faculty members are receptive to particiaption in any kind of developmental activities. This in spite of the fact that they enjoy very much freedom in the institution. According to an old time faculty member, one of the strength of the development programs is the freedom which they enjoy. More than one faculty members agreed that the program's great weakness is the insufficiency of assistant—ships and secretarial services.

The program implementation in the college comes closest to the concept of faculty development generated in Chapter III. The format of the two are almost identical. Much is left in the implementation.

COLLEGE E

College E is governed by a Board of Governors consisting of eight members who are elected for an eight year term by the people of Michigan. The college operates on a quarterly system and offers the Doctor of Education and Doctor of Philosophy degrees as its highest degree programs. Its primary orientation is teaching. Faculty members devote 60% to 70% of their time to teaching, 10% to 20% to research, and about

20% to committe work and administration. All are involved in informal advisement of students. If formal advisin and counseling are considered, no more than 5% of the faculty are involved. All faculty members are also expected to involve themselves in community activities.

Faculty members .are expected to perform three main functions: teaching, research, and service. While the dictum "publish or perish" is not observed in the college, faculty members are encouraged to undertake research. Research about community service in relation to schools and the university is preferred. Such activity, however, is not demanded of faculty.

It is/determined precisely whether on the university level thare are attempts to assist faculty perform their work more effectively other than the all institution orientation for faculty and the centralized services provided to all -- library, audio-visual production center, computer data and processing center, etc. And similarly, what all other institutions in this study provide -- sabbatical leave, travel to professional conferences, and invitation of speakers to campus. On the whole the Vice President for Academic Administration is responsible for carrying out the academic program and the university council takes charge of faculty welfare.

Administrative Responsibility for Faculty Development

The dean would not separate himself apart from faculty. He wanted no distinction between administration and faculty. In their college everyone teaches a class. He also teaches one. He claims all are members of the faculty assembly and work clsoely together. Faculty members are made responsible for developing objectives and the administrators provide the facilities for carrying them.

<u>Understanding of Institutional Purposes, Policies,</u> and Practices

Orientation programs. Orientation sessions are carried out on three levels; institution-wide, college-wide, and department-wide. Faculty responses revealed that of the three, departmental sessions are most helpful; the one on the university level as least helpful.

Personal conferences. Deans seem very accessible to faculty members for conferences and consultations. All faculty members except one have had an opportunity to consult with the dean and only one did not have any opportunity to confer with his department chairman. All find such personal contacts very helpful.

<u>Publications</u>. A number of publications are utilized to familiarized faculty with what could not be communicated in face to face sessions. The institution-wide faculty

handbook, a 1966 revision, is very much available. A close examination of this document revealed that it does not provide information as to what kind of teaching, research, or service is expected of each faculty member. Attempt was made to find out whether the information being sought is published in other university publications. There was no success. It is not concluded, however, that such information is not found elsewhere. Other information sought was about faculty ranks, the requirements for each and how each may be achieved. This, was not available either. No further attempt was made to find out where such information is given. On the whole faculty members find the handbook very helpful.

Memoranda from the office of the deans and department chairmen are very available. Faculty members find those from the deans offices more helpful and more in number too.

No newslotter is available on the college level. One on the university level does not seem to be helpful. Departmental brochures are deemed more helpful than those from the college level. The reverse is true for bulletins.

<u>Promotion of Instructional Competency</u>

<u>Instructional facilities</u>. Teaching supplies and materials, duplicating machines, and laboratory, research, and educational resources centers are considered by faculty as very adequate. Faculty responses showed they take full advantage

of them.

Instructor-internship program. College E is the only one which implements this type of program. Two participants of the program were interviewed. Program participants posses at least a master's degree. Program is generally completed within a period of four years. At the close of the fourth year, the individual has had the experience of being a faculty member and at the same time obtained a doctor's degree.

On methods and techniques of teaching. Improvement in methods and techniques of teaching is more effectively done through demonstration teaching which is less available than faculty deliberations in committees and personal conferences with deans and chairmen of departments. It is also more helpful when the subject is taken up in departmental meetings and conferences. Strong encouragement is provided for faculty to initiate innovation in teaching. Committees are specifically organized for this purpose. Rewards are given to those who are able to offer something new. Encouragement is for faculty to experiment/new things within the regular program.

During the year, five "task forces" with eight faculty members in each were organized to see how teacher education could be appreciably improved. Practically, all faculty members have had a chance to get involved in the activities.

Teaching assistantship. Teaching assistantship is arely available. Only one of the respondents had had a chance

to avail of this opportunity.

Teamwork between experienced and less experienced

faculty. To a certain extent this is utilized to help the

new faculty. Faculty members feel that this is very helpful

of
but it is not taken full advantage/in practice.

Inviting "experts" to campus. One faculty member finds this program very helpful. She, however, realizes that monetary considerations are involved. Despite the expense, she and the other faculty members view this as a very effective means of helping the faculty keep up with expanding knowledge.

Evaluation of teaching. Faculty responses revealed the inadequacy of planning for the year's work but some sort of evaluation of the effectiveness of teaching is being done through student appraisal. Faculty responses revealed that the practice is very helpful.

Faculty members don't view teaching as a strong criterion for their promotion.

Promotion of Research and Scholarship.

Research is not demanded of faculty, yet faculty responses revealed that the institution looks more to research than teaching as a criterion for promotion. Members would want the two to be given equal weight when promotions are considered.

A faculty member may obtain a small amount of money

from university funds to get research started before getting

outside funds. The college considers this exploratory or beginning research.

A faculty member is assigned approximately full time to research and grantsmanship. He spends as much time in Washington as in campus. He has the responsibility for keeping up-to-date possible sources of funds for research. A faculty member who gets a grant gets 50% of his salary from his funded research project. The institution also publishes research work for some individuals. Faculty don't find this very helpful. Very few participate in this activity.

The library facilities are fairly adequate per faculty appraisal and the inter-library loan facilities are very much availed of.

Workshops and seminars in computer technology are offered to interested faculty. According to the dean, a way by which faculty is encouraged to do research is to keep them constantly interacting with those who are engaged in research. Workshops and seminars will foster such interactions.

Promotion of General Professional Growth

Sabbatical leave. University policy states that this is specifically designed for the faculty's scholarly and professional achievement for the mutual benefit of the university and grantee. Those with continuing tenure are given one, two, or three terms off. A faculty member is granted 80% of

his salary for a leave of one term, 70% for two terms, and 60% for three terms. Any faculty member who becomes eligible is encouraged to go on leave.

Achievement of an advanced degree. Whether this is essentially part of the instructor-internship program or its supplement was not determined. Two ways by which faculty is helped are: (1) to give full load and full pay with arranged schedule and (2) to give full pay with part of load used to study.

Uther provisions. Faculty members are helped to keep up with expanding knowledge through: periodic provision of reviews of research, bringing speakers to campus, seminars in which research achievements of colleagues are shared, privilege to audit classes, periodic notices on the acquisition of library books and periodicals, encouragement to attend professional meetings and conferences, and opportunity to provide consultative services outside.

Promotion of Faculty Interests and Institutional Goals

Faculty involvement in decision making on the college by level is very great. This is taken care of/the widespread membership in committees. They, however, feel that the system of rewards is not quite adequate.

Fringe benefits are considered adequate. A long list of these are provided in the faculty handbook.

Summary and Appraisal for the College

Assistance extended to faculty to enable them to carry out their roles -- teaching and research -- effectively, emanates from all three levels institution-wide, college-wide, and department-wide. Strong tie-up between department leadership and faculty or among faculty in a department was not observed. This was the dean's complain during the interview. On the contrary faculty members find communication from deans offices more helpful than its counterpart from the department. This is true with respect to bulletins and memoranda. It is hard to conclude whether the many informal and uncoordinated services and programs of assisting faculty are adequate but it is evident assistance has been extended in many forms.

The instructor-internship program and the widespread involvement in committees of a great number of faculty members could be singled out as the college's own way of providing a mode of assistance to faculty, different from others.

While some faculty members stated that their activities are well-planned, others did not share that view. One stated that things just happen. Those who said their activities are planned mentioned the instructor-internship program and other activities where money was available.

Perhaps better planning of activities with specific goals in mind in assisting faculty coupled with faculty's own plans and subsequent evaluation of achievement will help

achieve better results.

COLLEGE F

College F is governed by a Board of Trustees consisting of eight members who are appointed by the governor for an eight year term. The president of the university serves as ex-officio member of the board. The college operates on a semestral system with the specialist degree as its highest program offering.

Like all other colleges in this study, it is oriented primarily to teaching. A faculty member devotes 66% to 75% of his time to teaching, about 5% to research, approximately 10% to committee work and administration, and approximately 10% to the advisement of students. Community activities are participated in by faculty on their own free time. Most faculty involve themselves in teaching Sunday schools, with the boy scouts, in community agencies, and with campaigns.

<u>Understanding Institutional Purposes</u>, <u>Policies</u>, and Practices

A three-proned orientation session for all staff members is held during the Fall semester. The first, is a general meeting with top administrators. This is followed by sessions in the colleges in various ways. In large colleges further orientation is left with the departments.

Further familiarization of new faculty with the institution is through the faculty handbook, bulletins and news-letters, and a history of the university which is provided to all prospective members.

New faculty members are assisted by experienced faculty in making their initial adjustments to their new job.

Promotion of Instructional Competency

A seminar in college teaching is offered every semester.

This is part of the program in the preparation of teachers.

Faculty members are encouraged to sit in, in this seminar.

It is observed that many do during the Fall semester.

Criteria for teaching are available in writing in the faculty handbook and also communicated verbally by the Vice President for Academic Affairs as part of orientation session. Provisions to enable faculty to teach effectively include the availability of educational resources center, periodic faculty meetings concerning instructional methods and techniques, and as the dean put it, "most develop in coffee clubs." Others include demonstration teaching on new methods and techniques and use of teaching machines.

Authorities in different fields are brought to campus as a means of in-service education. This is found very helpful by all faculty members.

Utilization of student appraisal of teaching effectiveness is resorted to but is not generally practiced.

Promotion of Research and Scholarship

Research effectiveness is viewed by faculty as a strong criterion for promotion. University funds are available and applied for, through the university research council. Amount of grant is up to \$500.00. Only one in the university has a research assistant. This is stipulated in his contract of employment.

Those requesting for grants are assisted by two offices in preparing and evaluating research proposal. Seminars are held for those with research papers to share ideas with colleagues. And faculty research work is publicized in house organ called "footnotes."

The library seems to be adequate for faculty needs and inter-library loan facilities are adequately made use of.

Promotion of General Professional Growth

Acquisition of advanced degree. This is taken at the faculty's own time. In the last three years, eighteen faculty members were able to finish the dostoral program without assistance from the institution. One of these was interviewed and he felt that the college could have helped him obtain his degree.

Participation in off-campus professional activities.

The college has some amount of uncommitted funds which could be used for unexpected professional needs of the faculty. In the last year that amount was utilized for activities dealing

with professional negotiations.

Opportunities to assist faculty in attending meetings of professional organizations are very little. Money appropriated for that purpose is not adequate to help all faculty members. Amount given for travel is only \$35.00 to \$50.00.

Sabbatical leave. This seems to be relatively new. One long-term faculty member said she had never taken advantage of it. She said that it is not easy to request for one because of certain requirements. One faculty member who got a leave of absence had a fulbright grant.

Consultation work outside. Faculty participation in this type of activity is generally confined within the area of school buildings and plants, not in business and government. Une day a week is allowed for such activity provided work does not conflict with the faculty's work in the institution.

Summary and Appraisal for the College.

The dean exerts much influence in the way policies are implemented. His philosophy is, "Orient them to the job, let them go out and cut their own destiny."

Faculty members interviewed would like to have more coordination of activities and clearer goals to pursue. Une faculty member commented that they don't have set programs. "I have heard individual professors say we have to do this but (referring to organization of set programs) has never been followed. The dean said, "If you do your job of

teaching your class and are in committees, you are fulfilling your job. If you do your job, we leave you alone!"

From the point of view of the dean, the goal is to avoid becoming impersonal. Interest is shown for every faculty member in campus. The "open door policy" is being well implemented.

There are varied activities to promote the professional growth of the faculty. Most of these according to the dean are the same for all faculty members in the institution. There is not much difference between what the university, the college, and the departments provide. In the absence of individual planning related to faculty's differentiated goals and subsequent evaluation whether goals are achieved, it is hard to tell whether the activities are developmental in nature with reference to individual faculty members. Procedures, activities, or provisions could be considered developmental if they are related to career goals of individual members. Interviews revealed that only two faculty members made use of student evaluation of teaching effectiveness. No other mode of evaluation and faculty planning was observed.

COLLEGE G

College G is governed by a Board of Regents consisting of eight members who are appointed by the governor for a term of eight years. It operates on the semester system with the Specialist degree as its highest degree program.

The college is primarily oriented to teaching. The dean ruled out research as part of the work of the faculty.

He views the roles of his faculty as teaching, advising students, committee work, and participation in the academic community. Faculty members are expected to devote 80% of their time to teaching, and 20% to committee work and administration. As for research, he said it is <u>nil</u>. Community service is not a requirement but he considers it very important.

<u>Understanding Institutional Purposes, Policies</u>, and <u>Practices</u>

Orientation meetings/conferences. A three-pronged orientation session is held on three levels--university-wide, college-wide, and department-wide. The orientation for the whole staff is held before the university opens in Fall. One is held afterwards in the college. But much of what are taken up are left to the departments. Faculty responses revealed that both sessions on the university and college levels are well attended and fairly helpful.

Publications. The faculty handbook provides adequate information about the history of the institution, governance of the university, colleges, and departments, faculty ranks and how each may be achieved, salary schedule, criteria for teaching, fringe benefits, etc. It can be considered sufficient to provide a new faculty an adequate understanding of what his roles are and how he may be able to perform them within

the institutional framework.

Memoranda from dean and departments are very much available and helpful. The university newsletter, none on the college level, is also considered as a very good source of information. Bulletins and brochures both in college and departments are not as sufficiently available as memoranda. They are not generally helpful. The campus newspaper is only fairly helpful in providing faculty additional information.

Promotion of Instructional Competency

<u>Provision of facilities</u>. Centers for teaching, language laboratories, educational resources, etc. are considered by faculty as very helpful but not adequately provided for.

Teaching supplies are fairly provided for. Duplicating machines are also fairly provided. But secretarial services are adequate for faculty needs.

Some released time is given for undergraduate advisement. Graduate academic load is reduced to eight hours instead of twelve. Twenty five is the ordinary number of advisees.

To help faculty keep up with new developments in various curricular areas outside speakers are invited to campus.

Personal conferences with the dean and department chairmen and departmental meetings concerning instructional methods and techniques are made use of. To some extent

demonstration teaching on the use of new audio-visual materials and teaching machines are undertaken. The faculty find these only fairly helpful. Not much incentives are provided for faculty to undertake instructional innovations.

Teaching assistants are fairly provided for.

The utilization of student appraisal of teaching is not generally practiced and no other means of evaluating teaching effectiveness or faculty achievement in general was noted.

Promotion of Research and Scholarship

Research production is viewed by faculty as a very strong criterion for promotion. This is inspite of the fact that the dean stated it is not expected of faculty to undertake research. No provision whatsoever is provided for the activity in the faculty's work load. Research offices, however, are available to assist those who would like to get research grants from outside sources. One faculty member, however, mentioned that some people who are in charge of promoting research are "if not research people, they are anti research." The university has a small amount of funds for research purposes.

The library is centralized and faculty consider it fairly adequate. Notices of new acquisitions of books and periodicals are periodically sent to faculty. No individual faculty shelf is provided but the department get allotment

from the budget which can partly be utilized for the purchase of books. The inter-library loan facilities is adequately made use of.

Faculty members interviewed suggested that some amount of released time be allowed to enable faculty to undertake certain projects and that blocks of time be provided when schedule of classes of faculty is made so that he will have snough time to undertake any creative work.

Promotion of General Professional Growth

Attendance at professional meetings/conferences. Very limited travel funds are provided for faculty to attend professional meetings and conferences. Utilization of funds allotted for this purpose vary from department to department. A department may either send representatives to specific conferences or may divide funds by extending to all members equally the opportunity to attend such conferences.

Acquisition of an advanced degree. No reduction of load is made to allow time to study but adjustment of faculty's time schedule is made to allow him to complete a degree.

tended only to public schools. The division of field services requests and refers such request to faculty. Rates for hono-rarium are set up. The faculty gets honorarium, travel, and his regular pay. By and large this is in addition to faculty's regular load.

Sabbatical leave. This is a very relatively recent provision. The dean considers it as one of the strength of their faculty development efforts. But faculty members interviewed who have not had enough years of service to avail themselves of such leave commented that it would take time before they could enjoy the privilege. They would have preferred a very liberal released time policy for all faculty members.

Provision for Fostering Faculty Morale.

To some extent, faculty members are involved in policy making decisions involving regulation of faculty behavior.

To a lesser extent, they are involved in policy making decisions about administrative policies concerning the direction which the university should take.

The faculty council, which represents the faculty, advises the president on all matters of faculty welfare as well as matters of curricular improvement. Within the college, mostly curricular matters and not so much of faculty welfare are considered, according to the dean.

Certain fringe benefits are partially provided by the university, such as insurance and credit unions. Faculty responses showed that both fringe benefits and the reward system made available to them are not adequate.

Summary and Appraisal for the College

The dean stated that their faculty development program was not particularly good. He considered the newly instituted sabbatical leave program as particularly good. This, however, was not unique to the college but an institution—wide provision. Faculty members interviewed also preferred a liberal released time policy for all faculty members than the sabbatical leave because the latter would apply only to those with six or more years of experience. The dean also considered "lack of coercion" as one of the strengths of their program. At the same time he thought that this could also be a weakness. A second weakness would be, "Perhaps we have not done enough."

A more adequate evaluation of faculty achievement based on career goals of faculty could provide a good means of communicating faculty needs to administrators who had the responsibility to provide needed facilities.

Appraisal of Program Implementation in the Colleges

This study was concerned with provisions for faculty development, programmed or not. It was evident that all colleges did well in communicating to faculty, institutional purposes, policies, and practices through orientation sessions. memoranda, bulletins, newsletters, the campus paper, etc..

University-wide provisions for faculty development were generally the same for all colleges, except that many of them specially those which involved expenditure of funds -- sabbatical leave, travel, and research -- were better implemented in large colleges. As a general rule, the three large colleges had better provisions for faculty development than the small colleges. Even the much needed provision for assisting young faculty members to finish an advanced degree was better implemented in the large colleges. There, more faculty could absorb released time and more funds could be utilized for full payment for part-time teaching and part-time studying.

It was noted that provisions for faculty development were generally conditioned by the availability of funds but more specially by the philosophy held by deans with respect to the way they viewed their roles as administrators and/or the faculty as professionals and specialists in their own disciplines. No college had any fund specifically allotted for faculty development as such except those for sabbatical leaves, travel, and research activities. But some activities could be provided with funds from other sources.

Any provision for faculty development could be considered developmental only when they could be related to the achievement of the career goals of individual faculty members. The concept of faculty development generated in this study with

which the colleges were appraised, provided among others, the statement of faculty career plans jointly planned by him and his department chairman. These were expected to be evaluated from time to time to find out whether they were achievable. A continuous process of re-planning or re-projection of goals should be characteristic of the development process. It was observed that as a matter of institutional policy, two colleges were implementing this.

In the small institutions many provisions which accrued to faculty members were institution-wide. One dean stated that what the college and departments provided were no different from what the university provided for all faculty members.

More planning and evaluation of faculty career goals were predicated on the assumption that this would provide a good means of communicating faculty needs to administrators, would make evident whether career goals were achievable within the time and facilities available; would enable faculty to relate personal goals to institutional goals; would facilitate appropriations of needed funds within the budget; would determine whether what the individual would want to do was what the institution expected; would provide a better basis for basing rewards.

CHAPTER VII

SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS Purposes of the Study

This study was concerned with three main purposes; (1) it generated a conceptual framework of faculty development, (2) it conducted a study of the provisions for faculty development in seven tax-assisted colleges of education in Michigan with emphasis on the helpfulness of such provisions to faculty members, and (3) it made a recommendation as to what kind of program for faculty development may be implemented by any college of education -- large or small.

Conduct of the Study

- 1. A review of the literature was conducted for three reasons: (a) to become familiar with studies which have direct relevance to faculty development, (b) to obtain supplementary information which could be generated into a checklist, and (c) to gain adequate information which can be generated into an appropriate concept of "faculty development."
- 2. Two survey instruments were prepared for two separate sets of interviews. One was an interview schedule for
 college deans, administrators, and long-term faculty members.
 Another was a two-part interview schedule for faculty members
 -- an 84-item checklist of institutional provisions for

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faculty development and an inventory of faculty characteristics. The interview schedule for deans were used to survey
provisions for faculty development available in the colleges.

- 3. An overview of the faculty 's appraisal of the most helpful provisions for faculty development was presented.
- 4. Each of the seven colleges was taken individually and prevailing practices/procedures were viewed in the light of the conceptual framework of faculty development generated in the study.
- 5. Finally a suggested program for faculty development which could be implemented in all colleges of education -- large or small -- was presented.

FINDINGS AND CONCLUSIONS

- 1. The concept of "faculty development" generated in this study involved the following elements:
 - a. Faculty's understanding and acceptance of institutional goals and policies and the institution's accommodation of faculty's personal goals
 - b. Long and/or short-ranged career planning possibly done jointly by faculty member and his department chairman
 - c. Institutional provisions of enabling conditions for faculty member to achieve career goals
 - d. Progressive evaluation of faculty achievement
 - e. Re-planning and or re-projection of faculty member s career goals

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2. An analysis of the thre-pronged appraisal of provisions for faculty development by faculty resulted in the
identification of the following as most helpful provisions.

These are not necessarily arranged in the order of helpfulness.

Funds for attendance at professional conferences didely distributed sabbatical leave privileges Exposure to "experts" in various fields of specialization Adequate clerical or secretarial services Involvement in policy making decisions Assistance in undertaking research work Ease of communication between faculty and administrators Departmental or divisional meetings and conferences Adequate faculty handbook Adequate library Realeased time policy for all faculty Greater insight into the programs of other departments, colleges, and universities Available technical assistance when needed Adequate equipment and materials for teaching Individualized programs for new faculty

distinction should be made between provisions which had specific relevance to faculty development and those which were aimed to improve working conditions of the faculty. The provision for duplicating machines was contributory to the promotion of instructional competency of the faculty and had no direct relevance to faculty development, per se. The high ranking it obtained in the 84-item checklist was due in part to its general availability in all the colleges and its general helpfulness to all teaching faculty. It should be noted that a provison would be "highly" helpful to only two faculty members and yet this would rank lower in helpfulness

than a provision which would be of "low" helpfulness to twenty faculty members. These two aspects of helpfulness specifically and helpfulness generally should be noted.

- 4. Provisions for faculty development were conditioned by the following factors:
 - a. availability of funds administrators in one college stated that lack of funds precluded the implementation of an adequate program for faculty development
 - b. size of the colleges the large colleges had better provisions than the small colleges. They had more faculty who could absorb released time and they had more time for research and other scholarly activities
 - c. philosophy held by deans and other administrators with respect to their roles as administrators and/ or the roles of faculty as professionals and specialists in their respective disciplines
 - d. prestige of the institution large and prestigious institutions could draw highly qualified faculty members who could be more self-directive. They would need less assistance than those with lesser abilities and educational qualifications.
- 5. Many provisions for faculty development were informally implemented, uncoordinated, and unplanned. Some deans and faculty members held the view that there should be more planning and coordination of these activities for them to be effective and to encourage faculty participation in them. Planning and adequate programming of these activities would certainly help in having them organized.
- 6. All deans held the view that a faculty development program was important to consider in helping them retain their faculty but they held different views on how such a

program would be implemented. A suggestive approach to the implementation of a program for faculty development for any college could utilize the essential aspects of faculty development generated in this study as the nucleus.

A SUGGESTIVE PROGRAM FOR FACULTY DEVELOPMENT

There are five basic elements which should be taken into consideration in the formulation of a faculty development program.

- 1. The specification of program noals. Among common purposes which could be adopted by any institution for organizing a faculty development program are:
 - a. To provide a mechanism for the reconciliation of personal career goals and departmental program objectives, and for the recognition of the contributions of the individuals toward the realization of the departmental objectives
 - b. To develop full acceptance and understanding of the institutional standards of excellence, their interpretation and implementation in the many different scholarly areas
 - c. To provide a framework within which a faculty member will consciously strive to improve his professionsl qualifications and will seek appropriate recognition
 - d. To make recruitment more systematic, through providing administrators a record of present strengths and undeveloped talents of the faculty and through providing candidates for positions more information about opportunities inherent in their employment

[&]quot;Faculty Development Program," (unpublished manuscript) University of Pittsburgh, 1960 12 pp.

- e. To provide a means for recognition of attainments of the faculty as a whole, as well as of the individuals who comprise it.
- 2. The establishment and interpretation of standards.

 Common understandings of what is expected give direction and purpose to faculty accomplishment and minimize uncertainties on the part of the faculty as to the kind and quality of work expected.
- 3. The development of individual program plans. Such factors as: experience, rank, educational attainment, and specific type of activity of faculty differentiated goals, procedures for attainment of goals, and incentives of faculty. will affect considerably individual planning.

The literature has consistently recommended the development of individual short-term and long-term career plans for teaching, research, travel, and other aspects of professional advancement so that budget provisions and other arrangements could be made related to other departmental planning; also individual goals and needs can be related to college projection and goals.

The conjoint planning of the faculty and department chairman has also been given much attention to determine which goals could be realized within facilities and conditions currently available.

Procedures, practices, services, etc. to carry out individual goals will necessarily vary not only from college to college but from individual to individual in the same college.

Solutions to common problems could be taken up inter-departmentally or college-wide.

- 4. The periodic appraisal of individual progress.

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 According to Miller and Wilson the assessment of growth in the performance of various roles by the faculty is part of evaluating the performance of the faculty; both are related to the problem of evaluating the effectiveness of a faculty development program.
- 5. The review of standards and their implementation. A periodic review of standards set, is necessary to determine whether they are possible of attainment based on faculty achievement. This should necessarily be followed by a restatement of individual short-term and long-term goals.

The department chairman's most essential roles in helping his faculty should be to:

- 1. provide understanding of the institution's standards of excellence and program objectives of the department
- 2. identify the resources and assistance needed by the individual
- 3. give encouragement
- 4. follow through with observations of progress

Administrative factors--provisions of materials facilities and services, adequacy of rewards and incentives, and other enabling conditions are important to consider in the success of any faculty devalopment program.

² Miller and Wilson, <u>np</u>. <u>cit</u>.

SUGGESTIONS FOR FURTHER STUDY

This and the only two other studies which dealt specifically with "faculty development" procedures/practices included among others, conditions of work which help faculty development such as, good offices, secretarial services, and adequate library. It is suggested that a study be made only about those provisions which have direct relevance to "faculty development."

This study included among the 84-item checklist for faculty development certain conditions of work which promote teaching, research, and general professional growth. Because of the widespread availability of some of these provisions in all colleges and the general usefulness of these to all faculty members, it appeared that they were the most useful provisions, although they don't have direct relevance to faculty development. Those that have direct relevance to faculty development were not delineated. This situation became apparent when faculty members were asked to suggest what provisions could improve their faculty development programs and what activities/services proved consistently helpful. In their responses, improvement of working conditions were subordinated to those procedures/activities which had direct relevance to "faculty development" such as attendance at professional meetings/conferences and sabbatical leaves.

2. A subsidiary objective of this study was to find out how certain controllable administrative factors such as, size of the institution and certain faculty characteristics were related to observed provisions for faculty development. This study delineated a few provisions which were helpful to less experienced members only. None was found to be helpful to experienced members only. Other faculty characteristics were not considered.

To some extent, it was observed that big colleges had better provisions than small colleges. It also seemed that the size of the college was closely related to the availability of funds. It is suggested that the foregoing be further investigated.

- 3. Further investigation should be made reagarding the attitudes of administrators and faculty members towards the implementation of a well-planned and well-organized faculty development program. This study revealed that some deans and faculty members, especially the new ones, were strongly in favor of having a well-organized and planned program. Uther deans would like to leave their faculty members to develop by themselves. Some professors, likewise, chose to be left alone. A more detailed study on this aspect of faculty development should be undertaken.
- 4. A study of the helpfulness or effectiveness of specific programs, like sabbatical leave or retreats should be made.

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Appendix A

SURVEY OF FACULTY DEVELOPMENT PROGRAMS INTERVIEW SCHEDULE (For Deans)

			•	•				
Nan	ne of	Institutio	n:					
Int	tervie	ewee:						
	Pos	sition:						
	No.	of years	of exper	ience in	academi	.c admini	stra	tion:
	No.	of years	of exper	ience in	present	positio	n: _	
1.	Whom	do you con	sider to	be full	-time fa	culty me	rsdm	?
2.	What	do you con	sider to	be the	principa	l roles	of a	full-
	tin	ne faculty	member?					
3.	What	percentage	of your	faculty	time is	devoted	to	
	tea	aching?						
4.	What	percentage	of your	faculty	time is	devoted	to	research?
5.	What	percentage	of your	faculty	time is	devoted	to	
	con	nmittee wor	k and ad	ministra	tion?			
6.	What	percentage	of vour	faculty	time is	involved	in	the

- 6. What percentage of your faculty time is involved in the advisement of students?
- 7. Are faculty members expected to involved themselves in community services?
- 8. In general, what does the institution do in the area of faculty development?
- 9. What does the college/school of education do over and beyond that which is provided by the institution?

- 10. What does the department do over and above that which is done by the college/school of education?
- ll. With respect to the availability of funds, if there is any, which the institution provides for faculty development programs, would you say that it is:
 - a. sufficient?
 - b. insufficient?
 - c. not available?
- 12. What is the primary orientation of this institution?
 - a. teaching?
 - b. research?
 - c. community services?
 - d. other?
- 13. Similarly, does the college/school of education emphasize certain field/fields of specialization? If so, what is/are it/they?
- 14. How are newly-recruited faculty members familiarized with the philosophy and objectives of the institution in general and those of the college/school of education in particular?
 - a. Are orientation meetings and conferences regularly planned activities for them?
 - b. Are ther faculty periodicals magazines, brochures, bulletins, and newsletters?

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- c. Is there a faculty handbook?
- d. Are there other faculty orientation materials?

 15. What understandings have been arrived at between the administration and the faculty with reference to:
 - a. Who is expected to initiate programs the administration, the faculty, or both?
 - b. Will time be provided by the administration for program activities when asked for?
 - c. Will financial needs for supplies and materials be provided when needed?
 - d. Will personnel assistance, like special clerical services, technicians, assistantships for the promotion of research and scholarship, etc. be provided?
- 16. Ate faculty members made aware of locally agreed upon:
 - a. criteria for teaching?
 - b. criteria for research?
 - C.criteria for professional growth?
 - d. policies on tenure, promotion, and leaves of absence?
- 17. Are the conditions just mentioned stipulated in writing or communicated verbally?
- 18. How are faculty members encouraged to adopt varied instructional methods and techniques, such as directive and non-directive teaching, individual and group procedures, laboratory and non-laboratory methods, and others?

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- 19. How are faculty members familiarized with and encouraged to utilize new technological devices, if appropriate, such as closed circuit television, various types of projectors, the computer, the desk calculator, tape recorders, and others?
- 20. What provisions are provided to enable the faculty members to participate effectively in the advisement of graduate and undergraduate students?
- 21. How are faculty members encouraged and helped to keep up-to-date with the expanding knowledge in various fields of study, especially in their respective fields of specialization?
- 22. How are faculty members motivated to produce new knowledge through research?
- 23. What research opportunities are provided with reference to:

 a. released time?
 - b. availability of funds?
 - c. personnel assistance clerical, graduate assistantship. etc.?
 - d. securing research grants from government and private concerns?
- 24. What provisions and incentives are provided to encourage the acquisition of advanced degrees and post-doctoral studies?

- 25. What provisions and incentives are provided to encourage undertaking educational tours?
- 26. Are faculty members encouraged to participate in interinstitutional consultation and exchanges? If so, how is this program implemented?
- 27. Are faculty members encouraged to participate in offcampus professional activities such as attendance and
 active participation in professional meetings and
 conferences? If so, what assistance is extended to
 them to enable them to participate effectively in
 these activities?
- 28. Are faculty members encouraged to provide outside consultation work of high caliber in business, industry, and/or government? If so, how are they assisted to perform their work effectively?
- 29. What other provisions are there to foster faculty morale and satisfaction?
- 30. What professional needs of the faculty members are not generally met by your faculty development program?
- 31. What do you believe is the principal strength of your faculty development program?
- 32. What do youmbelieve is/are its weakness/weaknesses?

 Could #his/these be improved? If so, how? If not, why?
- 33. Are you in favor of having a well-organized and adequately financed faculty development program in your institution,

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- if you don't have one now? In the college/school of education? In every department?
- 34. What value is a faculty development program for your institution, if available? What value would one be, if not available?
- 35. What value does a faculty development program have for the administration?
- 36. What value does a faculty development program have for the faculty member?
- 37. Do you have any comment or any additional information to give with reference to what we have dealt with or with other related matter to the subject?

THANK YOU FOR YOUR COOPERATION

Арр	endi	× B		INTERVIEW S	CHEDU	LE .		
85.	Sex:	0 - Ma	ale	(For F a	culty	/) 1 - Fema	ale	85
Pers	onal	Backgro	und Informatio	on				
			r age at init: aculty member		ent			86
		_ no. of	years	co	ode:	0 1 2	18 to 24 25 to 44 45 to 59	
87.	How o	old were	you on your	last birtho	lay?			87
		_ no. of	years	cc	xde:	0 1 2 3	18 to 24 25 to 44 45 to 59 60 and over	
			highest degre ployed as a co				were	88
		⁰	bachelor master			3	doctor other	
89.	What	is the 1	nighest degree	e you have	obtai	ned at pi	resent?	89
		⁰	bachelor master			2	doctor other	
			rank at initaculty member		ment			90
		0	assistant in	structor		2	assistant	
		1	instructor			3	professor associate professor	
91.	What	is your	faculty rank	at present	?			91
		0	instructor			2	associate professor	
		1	master ass	1. Poloci		3		
			total number of faculty member		erien	ce		92
		_ No. of	years	co	xde:	0	1 to 3 4 to 6 7 to 15 16 and over	

93.	How many years of experience have college faculty member in previous			93
	no. of years	code:	0 none 1 1 to 3 2 4 to 6 3 7 and over	
94.	How many years of experience have had in this institution?	you		94
	no. of years	code:	0 1 to 3 1 4 to 6 2 7 and over	
95.	What is the level of your teaching	g assign	ment?	95
	0 graduate only 1 both graduate & unde	rgraduat	2 undergraduate only	9
96.	How many professional organizationare you presently a member of?	ons		96
	0 none 1 1 to 3		2 4 to 6 3 more than 6	
97.	How many research projects have y	ou under	taken this year?	97
	0 none 1 1 or 2		2 3 or 4 3 more than 4	
98.	How many research projects have y since you came to this institution		rtaken	98
	0 none 1 1 or 2		2 3 or 4 3 more than 4	
99.	How many papers have you publishe	d in the	e past five years?	99
	0 none 1 1 or 2		2 3 or 4 3 more than 4	
100.	How many books have you authored	or co-au	thored?	100
	0 none 1 1 or 2		2 3 or 4 3 more than 4	
101.	List and describe principal award	ls, honor	es, fellowships, etc.	

109 ____

l ____ Don't know No

		12			197
Facu	lty Perception	n of His Job			
102.		consider to be your main a faculty member?			102
	0	teaching research	3 4 5 6	community service committee work administration other	
103.	Which of the	following do you prefer	most doi	ng?	103
	0 1 2	teaching research advisement of students	3 4 5 6	community service committee work administration other	
104.	Which of the	following do you like le	east?		104
	0 1 2	teaching research advisement of students	3 4 5 6	community service committee work administration other	
105.		e of any locally formulat verbally communicated, ge			105
	0	Yes	1	Don't know No	
106.	Are you aware	e of any locally formulat	ed stand	ard for research?	106
	0	Yes	1	Don't know No	
107.	Are you aware professional	e of any locally formulat growth?	ed stand	ard for	107
	0	Yes	1	Don't know No	
108.	Is there a w	ritten policy on promotic	on?		108
	0	Yes	1	Don't know	

109. Is there a written policy on tenure:

0 ____ Yes

110.

111. k

112. H

113. E

114. I:

115. I

116. C:

117. Wr

110.	Is there a written policy on leaves of a	absence?		110
	0 Yes	1	Don't know No	
111.	Who is expected to initiate programs or for faculty development?	activitie	s	111
	0 the faculty 1 the administration	2	either don't know	
112.	How much money is available for faculty or activities in your institution? Is i			112
	code:	0 1 2	sufficient insufficient don't know	
113.	How much money is available for faculty or activities in your college/school? I			113
	code:	0	sufficient insufficient don't know	
114.	In general, is the time provided for factories development activities sufficient? Why?	,		114
	code:	0 1 2	sufficient insufficient don't know	
115.	In general, do you consider that the col has a well-planned and executed faculty			
116.	Of all the activities and services that in faculty development in your college/s you believe have constantly proved to be been benefited by this/these activity/ac	chool, wh most hel	ich one/ones do pful? Who has	s)?
117.	What specific improvements in the facult activities do you believe would be most		ment programs on	c

n de la companya de l Esta de la companya de la companya

QUESTIONNAIRE: On Faculty Development

DIRECTIONS:

are six columns in which you are requested to check the appropriate mark requested. Column A refers to the extent to which the practice, outstan, or confliction is evaluable in your institution. Column B refers to the frequency to which you participate in the activity or service available. Columns C refer to your appraisal of their value for you and the faculty in general. Column D refers to your appraisal as to who is helped most by each practice or service. And Column E refers to your appraisal as to who is helped most by each practice or service. And Column E refers to your suggestion for each of them. The various items in each column are categorized from 3 to 0. Please fill in, each of the columns Below are practices, customs, and conditions designed to promote group and individual faculty mem ber's professional growth and/or help them perform their roles effectively. To the right of each item

opposite every item with any of the categories depending upon your appraisal of the practice or condition in question. Fill in Columns B, C, D, and E only if you choose 3 or 2 for Column A.

A	Availa-	bility of of	Unstons,	etc.	SUFFICIENTLY AVAILABLE STATEMENT AVAILABLE STATEM	3 2 2	I - Understanding Institutional Purposes, Policies, and Practices Through:	Regularly organized university-wide faculty organized university-wide faculty ordented in meetings/ conferences prior to the school	College/school-wide faculty orientation meeting/
m	Extent	of	raculty		never occasionally requenty	0 3 0			
O	Value to:	Faculty Faculty Helped	ractice, radity remoers remoer ustoms, Use Gener- Himself	ally	not sure not serve n	3 3 3 3 3			
a	Faculty Sug-	Helped	MOST		Especially everybody Especially everybody	0 5 3			
1	-gng	gestion			Vlienstri oup sutsts distrism etsminste	0 2 3			

	V	В)	C	D	Ξ	
	Availa-	Extent	Value Facilty F	Facilty	Faculty	Sug- gestion	٥
	Practice,	Faculty	Members	_	Most	253	3
	Customs, etc.	Use	Gener- ally	Himself			
	OIL			OTZ E	이디지	<u>Ο</u> Ι/Ν ε	위
3. Departmental orientation meetings/conferences							
Personal con							
Personal conference/meeting							
Publication of a university-							
Publication of handbook/manual							
8. Memoranda from the office of the dean							
9. Memoranda from the office of the dept. chm.							
10. Publication of a university-wide newsletter							
11. Publication of a college/school-wide newsletter							
12. Publication of college/school-wide brochures							
13. Publication of departmental brochures							
0							
University-wide student news							
- Promotion of Ir					·		
. Preparation of an instructor							

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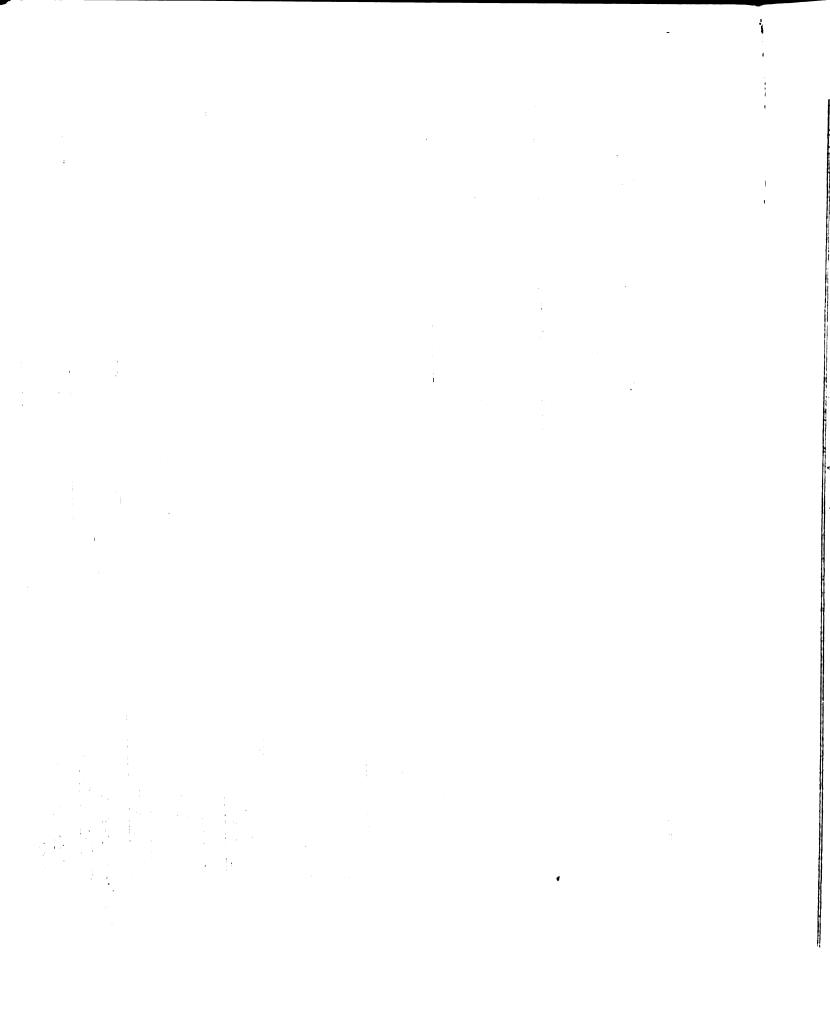
		A	B	0		Q	E	
		Availa- bility of	Extent of		Value to: Faculty Faculty Faculty Helped	Faculty Sug- Helped gesti	Sug- gestion	8
		Practice, Faculty Customs, Use etc.	Faculty Use		Member Himself	Most		
		3210	3270		0 1 2 2 3	3210	3 27	0
18.	18. Centers for research, teaching, and learning where faculty members could consult and get technical assistance such as reading and language arts labo- ratories, laboratory on instructional technology, learning systems institute, educational resources center, etc.							
19.	19. Provision of a basic course specially designed for faculty members on the use of the computer							
20.	20. Demonstration teaching on the use of new methods and techniques including the use of audio-visual materials and teaching machines							
21.	Implementation of an instructor intership program							
22.	Departmental meetings/conferences to share know-ledge of teaching methods and techniques							-
23.	Organized committees specifically designed to undertake experimentation and innovation in teaching							
24.	Faculty deliberations in committees on new developments in instructional methods and techniques							
25.	Personal conference/meeting with the dean on the improvement of instruction							
26.	Personal conference/meeting with the department chairman on the improvement of instruction							
7.	27. Preparation of course outline of subject to be taught and filed with the office of the dean							

		A	В		0	Q	E	
		Availa- Extent Value to: Faculty Faculty Faculty Practice, Faculty Members Member Customs, Use Gener Himself etc.	Extent of Faculty Use	Valu Faculty Members Gener- ally		Faculty Helped Most	Sug- gestion	u o
1		0 T 2 3	0 1 2	0 T 2		0 T 5	2 3	위
28.	28. Planned teamwork between experienced and inexperienced faculty members							-
63	29. Systematic inter-class visitation in the college/school of education							
30.	30. Inviting 'experts' to campus to talk on new developments in various curricular areas							
7.	 Use of effectiveness in teaching as a criterion for promotion 							-
25.	32. Giving rewards to those who bring about instructional innovations							
33.	33. Administrative financial support to do innovative instructional work							-
#	34. Provision of teaching assistants						1	-
5	 Faculty access to student records for better understanding of student problems 							-
9	36. Access to departmental secretarial services by faculty members without secretaries							
37.	37. Prompt attention given to request for teaching supplies and materials							

		A	В	0		Q	E	
		Availa- Ext bility of of	Extent	Value to: Faculty Facu		Faculty Sug- Helped gesti	Sug- gestion	6
		Customs, etc.		raculty Members Use Gener- ally	Member Himself	Most		
-		0 Σ Σ	3270		0 Σ Σ	3210	3	10
38.	38. Facilities for duplicating materials: thermofax, ditto, mimeograph, offset, and photo-lithograph							-
39.	 An advisement center for undergraduate academic advising to relieve faculty members of the routine aspects of student advisement 							-
40.	 Forms to guide advisers with regards to procedures for admission to a degree 							-
4.	41. An adviser's handbook apart from a faculty handbook							-
42.	42. Making graduate advisement of students a part of the teaching load							-
t 3.	43. Utilization of student appraisal of teaching effectiveness							-
E	III - Promotion of Research and Scholarship Through:							11
#	44. Making research production a criterion for promotionsalary increase/ advancement in rank/ tenure							-
15.	45. Publication of faculty research work							
.91	46. University-wide funds for research work							
17.	47. College/school-wide funds for research work							

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	A	B			Q	= E	
! ₹; . (Availa-	Extent	Value to:	to:	Faculty		
0.00	Practice,	Faculty	Faculty Members	raculty raculty Members Member	Most	gestion	 F
<u></u>	Qustoms, etc.	Use	Gener- ally	Himself			
	3 N I	이디지대	0 1 1 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	0 L N E	0 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	0 て こ の に	0
48. Offices for research both in the university and the college/school of education to assist faculty members in securing research grants							
49. Granting special leave privileges for faculty members who have research grants							
50. Encouragement of faculty members to read widely and carry out small research projects with a small amount of financial assistance (seed money) from the college/school of education							
51. Provision of built-in research time in every faculty member's teaching load so that he will always have time for research							
52. Giving some amount of time to enable faculty members to undertake research work outside the institution while performing regular work or full-time job							
53. Granting research assistantships other than what is provided by funded research projects							
54. Providing clerical service other than what is provided by funded research projects							
55. Free access to the service of the departmental secretary in the absence							
56. Provision for a well-equipped and up-to-date library							



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		A	B		0	D	-	ı
		Availa- Extent Value to: bility of of Faculty Faculty Practice, Faculty Ambers Member Oustoms, Use Gener- Himself etc.	Extent of Faculty Use	Valu Faculty Members Gener- ally	Value to: Faculty Faculty Faculty Helped Members Member Most Gener- Himself ally	Faculty Sug- Helped gest Most	Sug- gestion	5
1		10 5 3	0 T 2	T 5	0 T T T T T T T T T	0 Σ 3	Σ 2	0
I A	57. Lase of inter-library loan facilities IV - Promotion of Professional Growth Through:							
58.	58. Making professional growth a criterion for promotion							1
59.	59. Membership in committees within/without the college/school of education							
60.	60. Rendering community services							
61.	 Organization of special "task forces" or committees to take a hard look at how teacher education can be improved 							
62.	Formulation of a long range faculty career plan, e.g., a five year plan, to identify faculty member goals.							
63.	Periodic provision of reviews of research work to interested faculty members							
. 49	64. Listening to off-campus speakers who have been invited to report on current rearch activities							
95.	65. Faculty seminars in which research achievements of faculty members are shared with colleagues							
.96	66. Recognition of advanced degrees in the salary schedule							
37.	67. Reducing a faculty member's teaching load while on full pay to allow him to complete an advanced degree							

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		Availa- Extent Value to: Dility of of Faculty Faculty Practice, Faculty Members Member Oustoms, Use Gener- Himself etc.	Extent of Faculty Use	Valu Faculty Members Gener- ally	Value to: Faculty Faculty Fac	Faculty Sug- Helped gesti Most	Sug- gestion	ioi
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98	68. Adjustment of a faculty member's time schedule to allow him to complete a degree while on full-time employment in the institution							
.69	69. Permission to audit classes freely when this is desired							
70.	70. Sending of periodic notices to faculty members on the acquisition of new library books and periodicals							
77.	71. Granting of an honorarium for attendance at pro- fessional meetings/conferences in addition to travel and fee expenses							
72.	72. Encouragement to attend local, state, and national conferences/meetings of professional organizations without any financial assistance							
73.	 Brocouragement to attend local, state, and national conferences/meetings of professional organizations with travel and fee allowances 							
74.	College/school-wide uncommitted funds for meeting unforeseen professional needs of faculty members							_
5	 Provision to undertake consultative services during the workweek under certain conditions 							-
76.	76. A liberal sabbatical leave for faculty on tenure for their professional advancement							-

	A	В	0		Ω	E
	Availa- Extent Value bility of of Paculty Practice, Faculty Members Customs, Use Generetc.	Extent of Faculty Use			Faculty Helped Most	Sug- gestion
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77. Periodic faculty peer evaluation; e.g., evaluating one another, once a year per perception of merit						
78. Submission of an annual individual self-appraisal report						
79. Faculty retreats or workshops						
V - Rapproachment of Faculty Member's Interests and Achievement of Institutional Goals Through:						
80. Faculty participation in policy-making decisions concerning the regulation of faculty behavior						
81. Faculty participation in the determination of the direction which the university should take						
82. A well-organized communication network between the administration and the faculty						
83. Provision of adequate fringe benefits to boost faculty morale						
84. Provision of an adequate reward system to minimize faculty turn over						

Raw Data; Summary of Faculty Members' Coded Responses to Structured Interview Schedule*

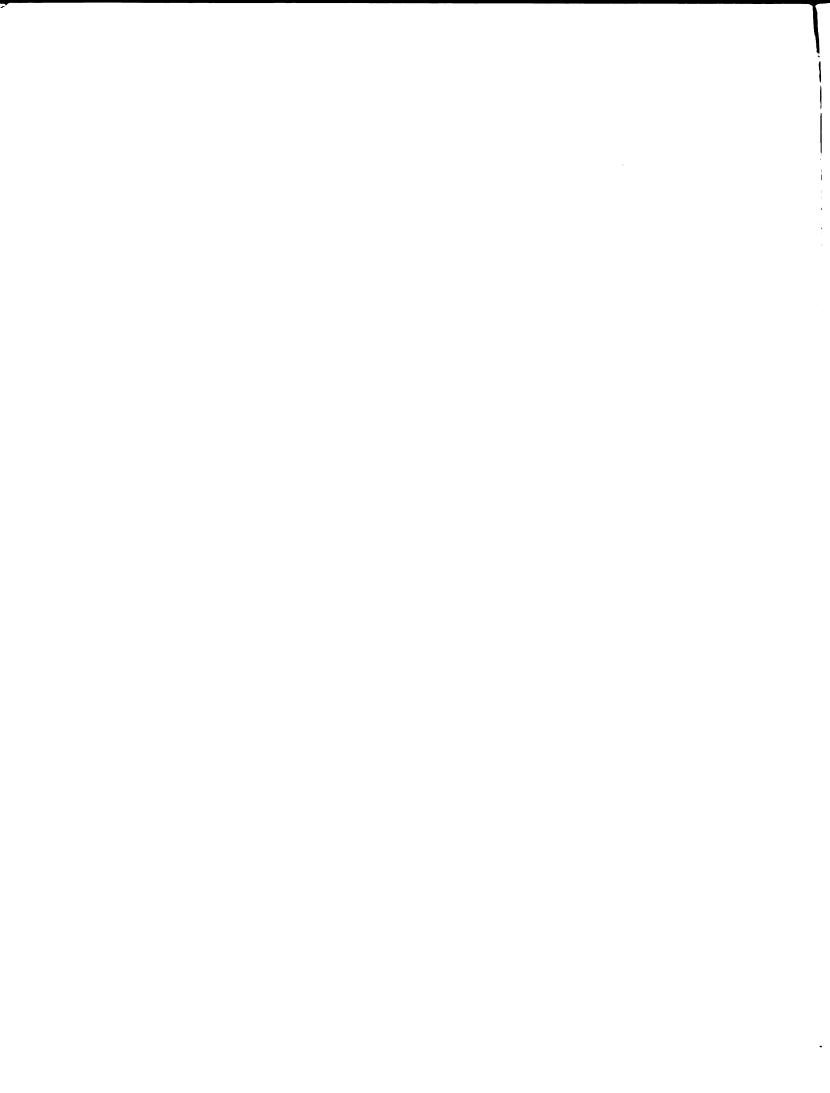
Appendix C

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								 - Understanding Institutional Purposes, Policies, and Practices Through: 	Regularly organized university-wide faculty orientation meetings/ conferences prior to the opening of the school	 College/school-wide faculty orientation meeting/ conference
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Responses to two open-ended questions, 116 and 117, are separately treated in Tables 5.4 and 5.5, Chapter V.

	A	В		0	Q	E	
	Availa- bility of Practice, Customs, etc.	Ext of Fac Use	1	Value to: Faculty Faculty Members Member Gener- Himself	Faculty Whelped Most	Sug	ion
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3. Departmental orientation meetings/conferences	25/03	23.72	13.134	2 22 8 4/	124/11	51715	1
4. Personal conference/meeting with the dean	241031814	111418	198	42613	1474	8 1279	w
5. Personal conference/meeting with the dept. chm.	27711	8133	265	23461	217474	11	2
6. Publication of a university-wide faculty handbook	25 68	14/15	100	142371	181.56	9181	3
7. Publication of a school/college-wide faculty handbook/manual of information	8 3211	4	7	2 53 2	6 1 3	4	
8. Memoranda from the office of the dean	24852	6,133	12052	52172	2 23 45	1219	
9. Memoranda from the office of the dept. chm.	30432	2293	247/	42462	234123	7 11 22	-
10. Publication of a university-wide newsletter	31 422	222831	200	4 26 8 3	8 / 20 6	1915	2
11. Publication of a college/school-wide newsletter	7 4344	100	7	8 8	2 2	8	8
12. Publication of college/school-wide brochures	121114	48104	11 72	2 1353	10/5	5 13 6	3
13. Publication of departmental brochures	119162	1626102	9	2 124	1233	108	1
14. Publication of college/school-wide bulletins	1261558	128	10 5	111311	13 21	8	13
15. Publication of departmental bulletins	76265	722	101	1	7/2/	8	+
16. University-wide student newspaper publication	3/52	24/102	10182	22662	130213	19	9
II - Promotion of Instructional Competency Through:							+
17. Preparation of an instructor's calendar year plan	8 5234	5224931	8	1	1	Y	_

Harding and teaching methods and teaching the use of audio-visual meterials and teaching methods and teaching use fearing meterials and teaching methods and teaching are teaching and elevation in the department of instructional reducation in \$ 9 \times 1 \times 1 \times 2 \times 1 \times 2				A			В	=			ပ			_	D			M	
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13	100	Provision of a basic course specially designed for faculty members on the use of the computer	1	1 3	5	14	0	1	0	1 4	00	4	1 3	a	7	0	1 4	1 4	1 3
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		Preparation of course outline of subject to be taught and filed with the office of the dean	1	a,	X	V	1	-	X	-	1	<i>a</i>	7	V	- 1	R	X	0	3



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28.	Planned teamwork between experienced and inexperienced faculty members	20	102/3	<u>~</u>	8	m	ģ	9			78		8	9	\	1	X	
29.	Systematic inter-class visitation in the college/school of education	e) D	29.4	3	7	6	À			7			9			1	7	
30.	Inviting 'experts' to campus to talk on new developments in various ourricular areas	15 20	2	8	22		20/2	2	/	20/2	7	/	01 pc	9		25	A	• 9
31.	31. Use of effectiveness in teaching as a criterion for promotion	15 85	8	6	8	¥	63	3	77	261	7	8.1		8	×	86	- 30	
32.	32. Giving rewards to those who bring about instructional innovations	9	817	2	7	X	Ó	X		~	9		,	7	\	9	. 7	4
33.	Administrative financial support to do innovative instructional work	5 13	716	20	00	19	4	*	\	18	4 2		3	8	7	N		
34.	Provision of teaching assistants	68101	2	9	4	8	8	4	7	60	7	7	8	0	n	न्न		1
35.	35. Faculty access to student records for better understanding of student problems	278	8		<i>i</i> ,	M	3	3	X	303	6		2	7	9	12/1	- 5	18
36.	36. Access to departmental secretarial services by faculty members without secretaries	22 4	7		7/10	7	7	7		9	9		Z Z	7	Y	न	7	19
37.	37. Prompt attention given to request for teaching supplies and materials	24/2		23	9		4	7		8	6		3/3		7	23 /3	- छ	7
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38. Facilities for duplicating materials: thermofax, ditto, mimeograph, offset, and photo-lithograph	7/2×	<u>2</u>	ィ	37 /		200		*	п	2	3		
39. An advisement center for undergraduate academic					-					-		├-	
advising to relieve faculty members of	,												
routine aspects of student advisement	18 8 18	1753	10	2/2	+	22	2	3	7	ST.	03	+	
40. Forms to guide advisers with regards to													
procedures for admission to a degree	24861	246	1	28.2	1	8	7/7	77	23,	1/2	\$	-1	
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42. Making graduate advisement of students a part	,	-	7	2		é	-	í		-	•		
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43. Utilization of student appraisal of teaching effectiveness	13/1/24	7/8/1	8	13/1	7	8	7	\$	27.5	<u>ئ</u> م	\$		
III - Promotion of Research and Scholarship Through:					-					-		-	
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44. making research production a criterion for pro- motionsalary increase/ advancement in rank/													
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46. University-wide funds for research work	82245	14/12	38	B	2	হ	3/0	7/10/	6	7	5	4	
47. College/school-wide funds for research work	8 8	8 3	N X	8	\	\$	7	18		b	X	<u> </u>	212
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48. Offices for research both in the university and the college/school of education to assist faculty members in securing research grants	6	6 4	7	0	85 5		7	8	n	765	- 2	X	8	a	X	2	V	9
49. Granting special leave privileges for faculty members who have research grants	29	3	S.	7	8	6	2/3	3			6	6	3	9	J.	হ	9	8
50. Encouragement of faculty members to read widely and carry out small research projects with a small amount of financial assistance (seed money) from the college/school of education	P	*	6	2	2	3	w w			0	<i>2</i> ,	7	Q	8		$\hat{\omega}$	60	
51. Provision of built-in research time in every faculty member's teaching load so that he will always have time for research	R	77 0	9	w	8		200	7		7	7 7		90 D			à	<i>w</i>	
52. Giving some amount of time to enable faculty members to undertake research work outside the institution while performing regular work or full-time job	X	8	8603	<i>D</i>	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	\	7		\	00	7	\	<i>b</i>		\	9	5	
53. Granting research assistantships other than what is provided by funded research projects		হ	0	3	5	7	6	7		6	7		2			0	5	
54. Providing clerical service other than what is provided by funded research projects	K	7/10	7	N	2		9	52			2		- 2	त	77	*	9	
55. Free access to the service of the departmental secretary in the absence	0	9	N	6	7		%	W		10	<u>~</u>		र्छ	5		9	4	- }
56. Provision for a well-equipped and up-to-date library	22	59		28.7			33	3	7	333	-		2			22	7	

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57. Ease of inter-library loan facilities	23 57	9	/2/	242	1	33		2 33	€)	7	1	
IV - Promotion of Professional Growth Through:										11	48	
58. Making professional growth a criterion for promotion	3//8	2	52	8		33	7	8	7		2	
59. Membership in committees within/without the college/school of education	293	7.209	9 2	1313	-	781	D	2 196		5	3	8
60. Rendering community services	37 42	11/19	T	178	7	2	1	7	//	89	6/1	*
61. Organization of special "task forces" or committees to take a hard look at how teacher education can be improved	9 11	7	77	- 19		9	79		¥	4	\$ \$	
62. Formulation of a long range faculty career plan, e.g., a five year plan, to identify faculty member goals.	5 5289	و بر	78	A 2	7	5 8		X	2 2	2/	73	
63. Periodic provision of reviews of research work to interested faculty members	00	6	2	8	. <i>w</i>	18 S	7	4	ی	7	5	4
64. Listening to off-campus speakers who have been invited to report on current rearch activities	79/21	21017	8	18	<u>v</u>	6	3	Ø		7 20	9	<u>Ga</u>
65. Faculty seminars in which research achievements of faculty members are shared with colleagues	7 1313,	7511	9	2		82	\Rightarrow	19		3	4	
66. Recognition of advanced degrees in the salary schedule	294	6253	3	30	7	2371	*	79	7	18	10	
67. Reducing a faculty member's teaching load while on full pay to allow him to complete an advanced degree	6 2/	2 8		52		5 2		<u> </u>	€.		7	

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68.	Adjustment of a faculty member's time schedule to allow him to complete a degree while on full-time employment in the institution	ú	12 4 67 663	1	0	4	-	2 12 22 12 13 1 6 2 9	7	77	1		0	0		2		4
.69	Permission to audit classes freely when this is desired	61	9361158811411611414	2	00	-	*		9	2	1	X	18	,0	55108	0	-	7
70.	Sending of periodic notices to faculty members on the acquisition of new library books and periodicals	23	78184	4	*		7	7	B	2 26	*		/ 30		1 20 8	2	-	7
71.	Granting of an honorarium for attendance at professional meetings/conferences in addition to travel and fee expenses	18	525642	,9	4		6	18/		5	-		0			5	3	
72.	Dhoouragement to attend local, state, and national conferences/meetings of professional organizations without any financial assistance		24 55511 1421 1872 11322	3	1	7	100	- N		19	1		1 2	- 4	7	A	414103	-
73.	 Encouragement to attend local, state, and national conferences/meetings of professional organizations with travel and fee allowances 		155190	- 5	3	-	284	1		25.3	9		200	-		1 29 4	7	
74.	College/school-wide uncommitted funds for meeting unforeseen professional needs of faculty members	8	2 6181331141	8	ч	-	A	-	2	A		m	A		3	10	-	
75.	Provision to undertake consultative services during the workweek under certain conditions	22	57511241	5	ú	1	Po	1168	_ \	0	19512175	7	- EK	-	6	5/1/3	2	. 9
76.	76. A liberal sabbatical leave for faculty on tenure for their professional advancement	19	16 13641011442621	1		3	7	7		à		4	- 0	10/2/82		6		6 1 3 61

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	Availa- bility of Practice.	Extent f of Faculty		Value Faculty	(1)	Faculty	Faculty Helped	5	Sug- gestion	8
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77. Periodic faculty peer evaluation; e.g., evaluating one another, once a year per perception of merit	2 2 2 2 2	2	*	7	6	\	X	7	4	
78. Submission of an annual individual self-appraisal report	7 2273	7 / 9	- C)	7	2	7	b	*	7	
79. Faculty retreats or workshops	5 11 27	6 1/ 2	7	6	79		19	7	7	
V - Rapproachment of Faculty Member's Interests and Achievement of Institutional Goals Through:								·		
80. Faculty participation in policy-making decisions concerning the regulation of faculty behavior	21/134	7865	8/	00	22	7	29.31	ŋ	8	ŋ
81. Faculty participation in the determination of the direction which the university should take	6 526	1595	776	5	1256		23 23	A	8	18
82. A well-organized communication network between the administration and the faculty	166101	6 6 6	3	e	25		7 70	4	8	
83. Provision of adequate fringe benefits to boost faculty morale	12 1791	7 82	2,2		27		7		577	
84. Provision of an adequate reward system to minimize faculty turn over	7 14117	4117882	1/63	<i>w</i>			653		7	

SURVEY OF	FACULTY DEVELOPM INTERVIEW SCHEDU	•	217
85. Sex: 0 - Male = 32	•	1 - Female = 1	85
Personal Background Informat	ion		
86. What was your age at ini as college faculty member			86
no. of years	code:	0 3 18 to 24 1 32 25 to 44 2 45 to 59	
87. How old were you on your	last birthday?	r.	87
no. of years	code:	0 0 18 to 24 1 20 25 to 44 2 15 45 to 59 3 4 60 and over	
88. What was the highest deg initially employed as a			88
0 3 bachelor 1 24 master		2 12 doctor 3 0 other	
89. What is the highest degr	ee you have obtai	ned at present?	89
0 <u>o</u> bachelor 1 <u>//</u> master		2 28 doctor 3 0 other	
90. What was your rank at in as college faculty member			90
0		2 /2 assistant professor 3 / associate professor 4 / fuer professor 5 / fuer time de	or ctives
0 / instructor		2 <u>9</u> associate professor full professor	
1 <u>//</u> master		3 15 full professor	
92. What is the total number as a college faculty mem		ice	92
No. of years	code:	0 9 1 to 3 1 9 4 to 6 2 7 to 15 3 14 16 and over	

93.	3. How many years of experience have you had as a college faculty member in previous institutions?			
	no. of years	code:	0 <u>23</u> none 1 <u>9</u> 1 to 3 2 <u>3</u> 4 to 6 3 <u>4</u> 7 and over	
94.	How many years of experience had in this institution?	have you		94
	no. of years	code:	0 <u>/3</u> 1 to 3 1 <u>7</u> 4 to 6 2 <u>/9</u> 7 and over	
95.	What is the level of your tea	ching assign	nment?	95
	0 6. graduate only both graduate &	undergraduat	2 undergraduate ce only	
96.	How many professional organizare you presently a member of			96
	0 <u>0</u> none 1 <u>//</u> 1 to 3		2 /6 4 to 6 3 /2 more than 6	
97.	How many research projects ha	ive you under	rtaken this year?	97
	0 <u>22</u> none 1 <u>14</u> 1 or 2		2 2 3 or 4 3 / more than 4	
98.	How many research projects has since you came to this instit	•	rtaken	98
	0 /5 none 1 /2 1 or 2		2 <u>5</u> 3 or 4 3 <u>7</u> more than 4	
99.	How many papers have you publ	ished in the	e past five years?	99
	0 <u>/9</u> none 1 <u>Z</u> 1 or 2		2 6 3 or 4 3 7 more than 4	
100.	How many books have you author	ored or co-au	uthored?	100
	0 30 none 1 7 1 or 2		2 <u>2</u> 3 or 4 3 <u>0</u> more than 4	
101.	List and describe principal a 0 30 rone 1 1 0 Chola		rs, fellowships, etc.	

1 de ocholar skip 2 de feundskip 3 de faculty award 4 de Tultright 5 - Research award

	Faculty	Perception	of	His	Job
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102.	What do you consider to be your main activity as a faculty member?		102
	0 32 teaching 1 2 research	community service committee work administration other	
103.	Which of the following do you prefer	most doing?	103
	0 32 teaching 1 3 research 2 1 advisement of students	3 / community service 4 o committee work 5 2 administration 6 o other	
104.	Which of the following do you like le	ast?	104
	0 teaching 1 research 2 advisement of students	3 2 community service 4 /6 committee work 5 /2 administration 6 / other	
105.	Are you aware of any locally formulat (written or verbally communicated, ge		105
		-	
	0 <u>20</u> Yes	1 3 Don't know 2 16 No	
106.	Are you aware of any locally formulat	ed standard for research?	106
	0 <u>/5</u> Yes	1 5 Don't know 2 79 No	
107.	Are you aware of any locally formulat professional growth?	ed standard for	107
	0 <u>28</u> Yes	1 / Don't know 2 / No	•
108.	Is there a written policy on promotio	n?	108
	0 <u>29</u> Yes	1 S Don't know 2 S No	
109.	Is there a written policy on tenure: 0 35 Yes	1 2 Don't know No	109



110.	10. Is there a written policy on leaves of absence?				
	0 <u>33</u> Yes		1 4 2	Don't know No	
111.	Who is expected to initiate programs for faculty development?	or ac	ctivitie	s	1111
	0 3 the faculty 1 0 the administration		2 <u>35</u> 3 <u>/</u>	either don't know	
112.	How much money is available for facul or activities in your institution?				112
	cox	de:	0 2 1 28 2 9	sufficient insufficient don't know	
113.	How much money is available for facul or activities in your college/school?				113
	c cc	de:	0 <u>2</u> 1 <u>28</u> 2 <u>9</u>	sufficient insufficient don't know	
114.	In general, is the time provided for development activities sufficient? V		Lty		114
	eoc	de:	0 10 1 25 2 4	sufficient insufficient don't know	
115.	In general, do you consider that the has a well-planned and executed facul		evelopme		
116.	Of all the activities and services the in faculty development in your college you believe have constantly proved to been benefited by this/these activity	ge/sch o be n	ay be of nool, who	fered to assist ich one/ones do pful? Who has	•

117. What specific improvements in the faculty development programs or activities do you believe would be most helpful?

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Appendix D THE FACULTY MEMBERS IN THE STUDY

Number of Respondents! I 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Age 63 62 58 63 53	Degree ! Master ! Doctotate! Doctorate!	Experience 36 33	Rank
! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! !	63 62 58 63	 Master Doctotate! Doctorate!	36	
1 2 1 1 3 1	62 58 63	Doctota t e! Doctorate!		
	58 68	Doctorate	33	Drofessor I
	68	·		, , , , , , , , , , , , , , , , , , , ,
1 4 1	-		32	Professor
	53 1	Doctorate!	30	Professor
1 5 1	<u> </u>	Doctorate!	28	Professor
1 6 1	51	Doctorate	28	Professor
1 7 1	59	Doctorate!	24	l Professor l
! 8 !	50	Master !	22	l Asst. Professorl
1 9 1	5 2	Doctorate!	20	Professor
1 10 1	55	Doctorate!	18	Professor
1 11 1	52 I	Doctorate!	18	Professor
1 12 !	4 9	Doctorate!	18	Professor
1 13 !	46	Doctorate!	17	Professor
1 14 1	65 1	Doctorate	15	Asso. Professor!
1 15 !	51	Doctorate!	13	Professor
1 16 1	43	Doctorate!	13	Professor
1 17 1	40 1	Doctorate!	13	Professor
1 18 1	4 5 !	Master !	12	Asst. Professor!
l 19 l	45	l Doctorate!	10	AssO. Professor!
1 20 1	41 1	Master !	8	Asst. Professor!
! 21 !	41 1	Doctorate!	7	l Asso. Professorl
1 22 1	44	l Doctorate!	6	l Asso. Professorl
1 23 1	43	Doctorate!	6	l Asso. Professorl
1 24 1	3 8 !	Doctorate!	6	l AssO. Professor!
1 25 1	31 !	Doctorate!		Asst. Professor
1 26 1	30 !	Doctorate!	5	L Asso. Professor!
1 27 1	35 I	Doctorate!	4	Asst. Professor!
1 28 1	39	Master !	3	Instructor
! 29 !	37	Doctorate!	3	Asst. Professor!
1 30 1	35	Doctorate!		AssO. Professor!
1 31 !	23	Master !	2	Asst. Professor!
1 32 1	25	Doctorate!	2	Asst. Professorl
1 33 1	30	Master !	2	Instructor !
1 34 1	30	Master !	2	Asst. Professor!
1 35 1	30	Master	2	Instructor !
1 36 1	28	Doctorate	2	Asst. Professor!
37	55	Master !	$\bar{1}$	Asst. Professor
1 38 1	49	Master !	$\bar{1}$	Instructor
1 39	36	Doctorate!	ī	Asst. Professor
1		1		1

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