



Rethinking faculty development

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Abstract. Faculty development is designed to forestall faculty obsolescence, but determining how to provide for the developmental needs of a diverse faculty is problematic. At the University of Cincinnati a Faculty Development Program was organized around competitive proposals and university institutes.

The developmental grant proposals were for individual faculty, groups of faculty, and departments and also provided funds for institutes for collaborative groups of faculty who had shared developmental needs and goals. More than 800 faculty members (42% of the total faculty) applied for these funds over a three-year period. Nearly 400 faculty were funded.

The question remaining, following this initial cycle, was “Did this support for faculty development make a significant difference in the way learning, scholarship, and research was conducted?” To better ascertain the extent of the project’s influence on the institution, a survey was distributed to all 1,925 faculty at the university – regardless of whether or not they received support. The returns of the survey were sufficient to allow for an analysis.

The results held both anticipated results (e.g., upgraded skills and increased use of technology) and unexpected results (e.g., cooperation among faculty from diverse disciplines and multiplier effects on scope and nature of the projects). The results of the survey, regarding the Faculty Development Program’s impact, clearly show that it has changed the way interdisciplinary faculty collaborate and it has significantly facilitated the ability of faculty to address specific developmental needs.

Introduction

In the study of human behavior, the term development broadly refers to changes in individuals over time (Feldman 1998). More narrowly, in an organizational context, development means targeted enhancement of an individual or a collective set of individuals to serve better the mission of the organization.

Change, in many ways, is the engine that drives the academic enterprises of colleges and universities; and it is a cardinal responsibility of faculty to be the primary innovators and initiators of change in academe. This is, however, a discordant time for higher education – a time influenced, in part, by accelerated technological advances, expanded globalization (Millis 1994), and declining financial resources (Elbe and McKeachie 1985). According to Drucker (1980), during such turbulent times “. . . the first task of management

is to make sure of the institution's capacity to survive, to adapt to sudden change, and to avail itself of new opportunities" (p. 1).

Meanwhile, the general public, state and federal legislatures, and media have increasingly voiced apprehension about the competence of colleges and universities to meet these challenges and to address effectually the evolving needs of society (DiLorenzo and Heppner 1994). Concerns that administrative and organizational structures of higher education academies have become obsolescent in today's world are commonly expressed. Consumers (e.g., students, parents, employers, etc.) are demanding higher levels of accountability than ever previously encountered. The mystique of the *ivory tower* has largely been replaced with an insistence for practical credibility and an education that is a good investment.

Faced with the demands of accountability, high quality performance by the consumers of education and confronted by rapid changes in knowledge, technology, and even by the way academic work is being conducted (i.e., in teams, electronically over great distances, etc.), higher educational institutions must redefine themselves and, in essence, that means the faculty must either face obsolescence or continuously be participating in developmental activities. The question becomes, "What are colleges and universities doing to keep their faculty from becoming obsolete?"

The assumption has long been that a scholar (i.e., faculty member) would and could easily self-educate to keep abreast of new developments and to maintain high skill levels. To make this presumption today or in the next millennium is to ignore the swiftness at which knowledge and understanding are advancing. For each area of study, the life span for the standard of excellence grows shorter and shorter; and the likelihood that either junior or senior faculty members can maintain distinctive levels of performance without the full support of their college or university is preposterous. Higher educational institutions must develop a sustained long-term faculty development strategy.

Perspectives of faculty development

As described by Nelson (1983), faculty development refers to any endeavor "...designed to improve faculty performance in all aspects of their professional lives – as scholars, advisers, academic leaders, and contributors to institutional decisions" (p. 70). The goal of faculty development is, according to Sikes and Barrett (1976), to make "...college teaching more successful and more satisfying" (p. 1). A study by Riegle (1987) found that, although representative of different aspects of the topic, a number of descriptors are used interchangeably with the term "faculty development." Among these phrases are:

1. *Instructional development* which emphasizes the development of faculty skills involving instructional technology, micro teaching, media, courses, and curricula.
2. *Professional development* which emphasizes the growth and development of individual faculty in their professional roles.
3. *Organizational development* which emphasizes the needs, priorities, and organization of the institution.
4. *Career development* which emphasizes preparation for career advancement.
5. *Personal development* which emphasizes life planning, interpersonal skills, and the growth of faculty as individuals (p. 54).

Faculty development has long been an integral part of higher education's strategy for self-renewal and increased vitality. Although sabbatical leaves were available in American universities from the early 1800s (Riegle 1987; Schuster 1990), faculty development has typically been concerned with the advancement of subject matter competence and the mastery of one's own discipline as it related to teaching (Sullivan 1983). In more recent times, professional development for faculty has continued to focus primarily on cultivating greater expertise in a specific discipline (Gaff and Simpson 1994) and has been somewhat limited to activities such as orientation of new faculty, visiting professorships, academic leaves, reduction of course loads (Schuster 1990). Later it was expanded to include workshop presentations, travel, and teaching effectiveness programs (Baiocco and DeWaters 1995). Supposedly, these strategies were directed at better ensuring the survival of the faculty member at the institution. According to Schuster (1990), the 1970s were a pivotal time for changes in faculty development approaches. Changes in demographics and declining numbers of students, rising costs, and altered professional expectations began to affect significantly the institutional climate in which faculty worked (Blackburn and Lawrence 1995). McMillen (1987) described traditional faculty programs as "...becoming marginal to what's really important on many college campuses ... " (p. 15). In order to be truly effective in contemporary society, faculty development was required to integrate all aspects of development: personal, professional, and organizational (Schuster et al. 1990). Faculty development programs were no longer specific to individual faculty fields of expertise or teaching skills but, also, were related to "... faculty wellness and institutional quality of life and opportunities for personal growth and career renewal" (Hageseth and Atkins 1988; North 1991 as cited in Hubbard and Atkins 1995, p. 120). Bland and Schmitz (1990) stressed that the dynamics of faculty and institutional vitality are closely affiliated and stated, "Whether faculty activities are considered productive (vital) or not depends on whether they relate to both the faculty

member's personal and professional goals and to the institution's mission" (p. 45).

Both the personal and professional well-being of faculty and the organizational structure of institutions have been affected by the changing nature of higher education. One notable change from past years is that faculty are "graying and staying" – which is to say that they are growing older and becoming increasingly tenured (Schuster 1990). One possible outcome which may result from the reduction of faculty mobility and the subsequent re-examination of the role of faculty development within institutions is that colleges and universities are less able to bring in new faculty members "...to infuse new ideas, provide leadership potential, or to introduce innovative teaching techniques" (Sullivan 1983, p. 21). With a more static population, there is an increased likelihood of a loss of vitality and job satisfaction among faculty. Clark and Lewis (1985 as cited in Bland and Schmitz 1990) referred to vitality as "...essential, yet, intangible, positive qualities of individuals and, institutions that enable purposeful production" (p. 43). Vitality is difficult to maintain if the faculty experience a loss of purpose in their work or if a sense of collegiality is supplanted by a counter-productive competitive spirit spurred on by a day-to-day struggle to survive in an environment lacking proper support systems.

Mid-career and senior faculty, under these circumstances, are encouraged to "...expand their views and to grow professionally" (Millis 1994, p. 455). Both the faculty and institutions must not only seek out the means of *rekindling* faculty energies and forestalling *burnout* but they must, also, develop strategies which promote opportunities for life-long learning and self-renewal activities. One reality is absolute, if higher education environments are to continue to be relevant, faculty development programs must evolve or faculty will become outdated in the rapidly changing work environment.

New strategies for faculty development

As previously indicated, early efforts of faculty development were principally concerned with advancing the specific disciplinary expertise and pedagogical skills of individual faculty members (Hubbard and Atkins 1995). Over the past couple of decades, this traditional – somewhat narrow perspective of professional development – no longer adequately benefited the needs of faculty and institutions in our fast-paced technological, globally-connected society (Millis 1994). Contemporary approaches of faculty development are more committed to addressing issues of vitality and renewal which expand personal awareness (Hubbard and Atkins 1995), strengthening relationships among colleagues (Gaff and Simpson 1994), supporting stated institutional

missions (Schuster and Wheeler 1995), and dealing with both the faculty member's and institution's "capacity to survive" (Blackburn and Lawrence 1995).

Newly-designed faculty development programs are intended to initiate, infuse, and sustain change in targeted faculty (Sullivan 1983); and, furthermore, such strategies better enable the faculty and institution to create an enriched environment which expands faculty "awareness of new emerging information" and is directed at "understanding the complexity of higher education" (Hubbard and Atkins 1995, p. 118).

Support for travel, teacher training, workshops, and such are still important components of faculty development and institutions are, in many ways, obligated to provide routinely these activities and services to faculty. Progressive institutions, however, will need to more explicitly tie their mission goals to the requisites of the faculty. College and university administrations must recognize that faculty, at various stages of their lives and careers, have different objectives in faculty development which require diverse strategies (Weldman and Strathe 1985). Additionally, faculty, at some personal and professional risk, must be willing to self-assess their shortcomings and to engage in revitalizing professional development programs. As indicated by Hynes (1984), faculty development is a continuous process "... leading us ever beyond today's accomplishments" (p. 32) and such initiatives should primarily come from an evolving plan. For the present and beyond, faculty development must become "anything and everything" (Riegle 1987) providing a broad array of opportunities for both individuals and institutions.

University of Cincinnati faculty development initiative

The University of Cincinnati, established in 1819, is a Research I institution with an enrollment of over 36,000 students: approximately 26,000 undergraduates and 10,000 graduate students. The University is comprised of 18 colleges, schools, and divisions, including three two-year access colleges and the Colleges of Evening and Continuing Education and Applied Sciences. There are the professional Colleges of Law, Medicine, and Pharmacy, and the College-Conservatory of Music, the College of Design, Architecture, Art & Planning, and the School of Social Work. Additionally there are the Colleges of Allied Health Sciences, Arts and Sciences, Business Administration, Education, Engineering, Nursing, and Research and Advanced Studies.

The University has 1,925 full-time faculty engaged in research, teaching, and services. The University offers standard faculty development programs (i.e., travel support, workshops, sabbaticals, etc.) found at most other insti-

tutions of its caliber and scope. During the 1980s, the University expanded its menu of faculty development activities and initiated several specialized projects. These efforts included *Writing Across the Curriculum*, *Learning Across the Curriculum*, All-University Faculty Retreats, the *Project to Improve and Reward Teaching (PIRT)*, the University Research Council, the Center for Academic Instructional Technologies, and the Library Technology Assistance Group. Collectively, more than half of the total faculty and administrators have participated in and benefited from these efforts.

In 1994 the University began funding the *Faculty Summer Institute* which sought to introduce a variety of technological tools to novice and intermediate academic users and to examine the application of those tools to specific instructional problems. Each summer, approximately 30 faculty have the opportunity to participate in the Institute. During the two-week session, faculty are provided with an introduction to a variety of technology products, then develop an individually-designed project. Faculty participants receive a voucher for computer hardware and software and are expected to demonstrate a completed instructional project accomplished as a result of attending the Institute.

A major advantage of the Institute is the interdisciplinary approach to problem solving, with users representing a spectrum of skill levels (University of Cincinnati Publication 8998 1998, p. 8). Various sessions are offered throughout the year in multiple locations at the University and its branch campuses. Each quarter, workshops are offered in multimedia applications to provide faculty with individualized training to develop multimedia projects. Once a year, a day-long program is scheduled to showcase creative instructional technology applications being used around the campus. The multimedia series includes such activities as *Presenting the Microsoft Power Point*, *Interactive Learning Techniques*, and *Preparing Images for Computer Delivery*. The Web and Basic Services include sessions such as *Electronic Library Resources*, *Using Existing WWW Resources*, and *Authoring Tools for the Web* (University of Cincinnati 1998, p. 9).

The Summer Institute was supplemented with a year-long technology workshop that was created to meet the needs of developing faculty in areas of instructional technology. Seminars are offered in multimedia, Web, and basic services and include both demonstration and hands-on experiences.

Given the high level of interest in and the general success of these advanced programs, the University began exploring other ways to enhance faculty vitality and ameliorate faculty skills.

In 1995, a notable and innovative agreement on Faculty Development was reached between the administration and the faculty, as represented by the American Association of University Professors (AAUP), at the University of

Cincinnati. Article 24.7 of the *1995 to 1998 Collective Bargaining Agreement* stated that, “The University shall provide \$1,500,000 **for each of the three years of this contract** to fund professional development” (p. 67).

The primary function of this fund was to expand dramatically the scope of professional development opportunities for faculty at the University – *beyond the funds and expectations of routine faculty development as provided through “ordinary” channels* which support efforts to “. . . improve the quality of the teaching, research, and service . . .” (p. 67).

Any comprehensive faculty development program must consider the needs of faculty who are at different stages of their individual careers. This agreement identified three separate and explicit foci of professional development including:

- relief strategies to facilitate the work of active researchers, and engaged, effective teachers and Librarians;
- recharging strategies designed for the researcher/scholar, teacher, or Librarian in need of stimulation;
- redirecting strategies to offer individuals a new start (p. 68).

It was the aim of the University that, provided with these additional funds, faculty would self-design and self-initiate progressive professional development activities. This project was devised to get the institutional systems out of the *reactive* approach to professional development and into a *visionary* mode. As stated by Steger (University of Cincinnati 1998), “We must remember that the university is not only a community of learning, but also a learning community. We must provide opportunities for this learning to occur throughout the institution” (p. 1).

Procedures in faculty development awards process

As specified in the agreement, a Faculty Development Committee (FDC) was assembled. The FDC consisted of the President of the University, as Chair, three senior-level administrators appointed by the President, and three members of the faculty. The faculty, nominated from collective-bargaining unit members, were elected by the All-University Faculty Senate. It was the responsibility of this panel to develop the policies and procedures to be used in this process and to disburse the designated funds.

Following several plenary sessions, the FDC determined that faculty development activities should be specifically related to previously-articulated institutional themes of pedagogical improvements or innovations, use of technology, interdisciplinary collaborations or programs, globalization, and facilitation of the needs of diverse student populations. Additional conditions stated that preference would be given to projects that had an ongoing impact

on the academic mission of the University and that projects be completed within twelve months of funding.

The FDC, in its initial funding sessions, attempted to devise a variety of strategies which would reach the maximum number of faculty, demonstrate the greatest fiscal responsibility, and encourage the most creative planning. As described in a University of Cincinnati brochure on faculty development, the FDC supported several types of projects including:

- *Individual Grants of up to \$5,000*: These awards are primarily designed to be used by individual faculty in development activities related to pedagogical, scholarly, and research initiatives which will enhance faculty skills, knowledge, techniques, teaching, interactions with students, and other professional development needs. These awards may be sought by individuals or teams of faculty.
- *Collaborative Grants of up to \$100,000*: These awards are primarily designed to be used by teams of faculty to enable them to enhance skills to do research or improve pedagogy at the University. These awards should result in significant and ongoing impact on the academic mission of the University. Interdisciplinary collaboration, at this level of funding, was strongly encouraged.
- *Departmental Grants of up to \$100,000*: The primary focus of these awards is a comprehensive departmental or interdepartmental plan for enhancing the development of the faculty in the unit. The plan should demonstrate how the developmental activities align with existing programs and the academic mission of the University.
- *Faculty Summer Institute*: As previously described, the Institute supports the participation of approximately 30 faculty members in a workshop on instructional technology.
- *Technology Workshop Series*: As previously stated, this topical workshop series is offered during the academic year to provide faculty with the opportunity to expand skills in areas such as multimedia, electronic mail, electronic library services, Web, distance learning, and math/statistical tutor packages.
- *Endowment*: With the sanction of the AAUP, the Faculty Development Council – for each year of the collective bargaining agreement – decided to set aside \$200,000 a year of faculty development funds in an endowment for future faculty development activities. These funds have been matched with funds from the Office of the President (University of Cincinnati 1998, p. 3).

Calls for proposals were issued on a staggered basis throughout the academic year. Proposals had to follow a prescribed format (e.g., project description, budget technical assistance, etc.), had to be submitted by the

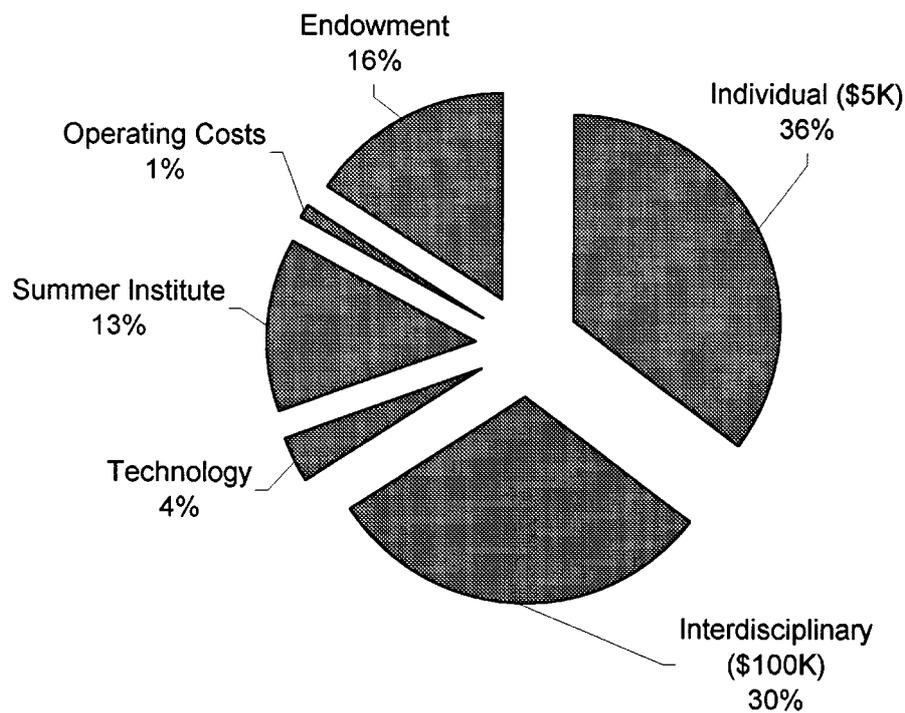


Figure 1. Faculty development funds, 1995–1998 (\$1.5 million each year for three years).

prescribed time, and were reviewed by each member of the FDC. The number of \$100,000 awards was limited to five-to-ten grants per award period – dependent upon quantity and quality of the proposals, amount of awards, and level of commitment expressed by other funding agencies. Individual faculty were not restricted as to the number of proposals that could be submitted.

Faculty development awards disbursement

Money designated for faculty development efforts within the Collective Bargaining Agreement (see Figure 1) were distributed among seven broad categories. The total amounts awarded over three years for each of the primary categories were:

- Individual Awards up to \$5,000/\$1,290,191
- Interdisciplinary Awards up to \$100,000/\$1,117,798
- Technology Series Awards/\$122,570
- Summer Institute Awards/\$497,532
- Operating Costs/\$28,394

- Endowment Contribution/\$600,000 (total of \$1,200,000 when combined with University funds)
- Roll-Over Funds (directed to Endowment Fund)/\$839,909

Note: During the course of the Agreement, especially the initial year, there were unassigned funds and returned funds; these monies were “rolled-over” into the Endowment Fund. The Endowment was created to supplement the Professional Development Fund and to ensure that projects could continue – even if the fund were not renewed in the next Collective Bargaining Agreement.

There were 1,925 Bargaining Unit members covered by the *Collective Bargaining Agreement*. Throughout the course of the agreement, 815 different individuals, or 42% of all Bargaining Unit members, applied for the Individual or Collaborative type professional development funds. The total number of distinct faculty who actually had projects funded was 390. This represented approximately 20% of all Bargaining Unit members and 48% of all the faculty who applied for the funds. In addition to these figures, 88 faculty were funded more than once – but were only counted once in the total number.

For Individual Funding (up to \$5,000), 854 proposals were submitted, and 410 (48%) proposals were funded. Approximately 30% (570) of all faculty applied for Individual Awards. Out of this number, 346 separate faculty were funded. The average amount requested by those who were funded was \$3,689, while the actual amount funded to Individual Awards was \$3,110 or about 84% of the sum requested.

For Collaborative Awards (up to \$100,000), 179 proposals were submitted, and 25 (14%) proposals were funded. Approximately 22% (425) of all faculty applied for Collaborative Awards. Out of this number, 83 different faculty were funded as principal or co-principal investigators. The average amount requested by those who were funded for Collaborative Awards was \$71,920, while the average amount funded was \$44,521 or around 62% of the monies requested.

Clearly some faculty were more “ambitious” than others. As noted, 390 individual faculty received funding. Out of that number, 48 individuals were funded *two times*, 31 were funded *three times*, 6 were funded *four times*, 1 was funded *five times*, and 2 were funded *six times*. It should also be noted that some 150 faculty have participated in the Summer Institutes.

Examples of faculty projects for institutional themes

Pedagogical improvements and diverse populations

- Twelve faculty from business and engineering were trained by the multinational Siemens Corporation in supply chain management. This training demonstrated the need for integrated ways of doing business, and is now being used as an innovative pedagogical tool in the classroom, and has given faculty ideas that can be used in research.
- Between 50 and 75 people attended sessions during a two-day workshop organized by the German Department titled, "Implications of Different Learning Styles for Teaching." Follow-up meetings in the department allowed faculty to discuss the ramifications of different learning styles for their own classrooms.
- The entire faculty in the Nursing Department participated in three days of workshops to learn about recent research on effective teaching and to develop their skills in using strategies that promote participation and active learning in the classroom. By the end of the academic year all faculty had significantly changed their approach to classroom teaching.

Use of technology

- Two faculty in English are acquiring the skills to collaborate on the creation of an interactive tutorial for writing in literature classes. This tutorial has the potential to contribute to enhanced learning in all classes with a writing component.
- Three library faculty collaborated to increase their collective knowledge base and experience with digital library issues, in particular, access, content, and delivery issues. As a result, an on-line course to be taught entirely via the Web was created to teach electronic access to and presentation of engineering information. Students learn about the virtual library in a virtual classroom.
- Two interactive classrooms will allow faculty across the mathematics, science, and engineering disciplines to collaborate in order to enhance faculty technical skills in using interactive textbooks and programs such as Mathematica. These new skills will be utilized in the classroom and in research. Drawing on departmental expertise, mini-courses on the use of existing software and issues about effective use of interactive classrooms will be made available to faculty across the campus.

Globalization

- Faculty in Marketing, History, and Political Science are working together to enhance their collective skills to develop prototype courses which provide students with a “virtual immersion” experience by utilizing international teams of students working on the same project through the Internet. These core faculty will train faculty in the use of a variety of distance learning technologies and motivate and challenge faculty in other disciplines to offer also virtual immersion courses.

Interdisciplinary collaboration

- Faculty from Biology, Engineering, Mathematics, Physics, and Geology have formed a steering committee to examine issues in the expanding field of women, gender, and science. The committee has identified 52 faculty who share interests in this area, collected qualitative and quantitative data in undergraduate women science majors at the University of Cincinnati, and sponsored external speakers. Work will continue in these areas, as well as in identifying funding sources for programs on women in science and in gathering data on women science faculty.

Survey results

In the Spring of 1998, all 1,925 Bargaining Unit members were sent a questionnaire regarding their experiences with the professional development fund. A total of 338 useable responses were returned by the stated deadline. This represented about 18% of the total eligible faculty.

This return rate is slightly deceiving. First, there were more than twenty surveys that were excluded due to incompliance with survey instructions; second, due to end-of-the-term scheduling problems, a relatively brief period was provided for the return of surveys. And third, there were noticeable differences among faculty who completed the survey. Of the 385 useable surveys, 245 were returned by individuals who had applied (either successfully or unsuccessfully) for funds. In other words, this response rate represents over 30 percent of the 815 faculty who applied for funds; but it represents only 8 percent ($n = 93$) of the 1,110 faculty who never applied. As indicated in the Survey Results section of this paper, faculty who were funded were most likely to return surveys.

Nearly half of the respondents came from two colleges within the University, the College of Medicine (23%) and the College of Arts and Sciences (23%), which represents half the faculty. Other than the College of Education

(9%), none of the remaining fifteen colleges accounted for more than 5% of the responses. The respondents were roughly equally distributed among the ranks of assistant, associate, and full professor. Nearly two-thirds (62%) were tenured with five years being median length of time in rank.

Of those individuals who returned the questionnaire, 73% of the respondents had applied for faculty development funding – at least once. The breakdown for the different types of respondents for this survey were: faculty who had *never applied* for funds (n = 93/27% of the total returns); faculty who had *successfully applied* for funds (n = 177/53%); and faculty who had *unsuccessfully applied* for funds (n = 68/20%).

Responses of faculty who never applied for funding

Interestingly, almost half (45%) of all the individuals who never applied for funding – but who completed the survey – were from the College of Medicine. Other units with notable responses were the Colleges of Arts and Sciences (19%), Education (7%), and Nursing (5%).

The primary reason given by respondents for not applying for the developmental funds was that they had been too busy or had no time (26%). Additional factors were that the program did not address their personal needs or was too narrowly focused (16%), faculty preferred to concentrate on more scholarly programs (7%), and lack of interest in faculty development activities (6%).

Among the respondents who did not seek funding, 40% of the 65 responses portrayed a positive response and only 14% conveyed an overall negative impression. Other responses were related to general comments about the restricted scope of the definition for faculty development and lack of awareness of or publicity about the project.

This group made 35 suggestions for future considerations in the operation of the fund. In order of frequency mentioned, these included: a wider range of activities, better distribution of information, increases in the amount of awards, and more selective guidelines.

Responses of faculty who unsuccessfully applied for funding

The Colleges of Medicine (21%) and Arts and Sciences (19%) accounted for the greatest number of responses of the 68 faculty who applied for but did not receive funding. Although not funded, 16% of the respondents reported that they benefited indirectly, in some way, from awards to other faculty.

Of the 74 comments concerning overall impressions about the faculty development program, one-out-of-four (24%) expressed the opinion that the review and selection process was unfair or biased. However, approximately the same number of faculty (22%) expressed a general praise of the program. Other stated concerns included that the program goals were confusing or unclear, definitions of faculty development were too restrictive, and awards were just too difficult to obtain.

The unsuccessful applicants made 46 suggestions for improving the program. In order of occurrence they were: to establish fairer review procedures; to develop clearer guidelines; to fund a broader range of activities; and to provide better information about the program. Nine respondents indicated that the program should be “radically” revised or ended.

Responses from faculty who were successfully funded

As previously stated, 390 faculty were funded for at least one project. Questionnaires were returned by 177 faculty who were successfully funded. Although not a direct correlation, this would indicate that nearly half (45%) of funded faculty returned the survey. Of those faculty who successfully applied for funds, most responses came from Arts and Sciences (26%), Business (7%), Education (10%), and Medicine (13%).

Respondents indicated receiving one or more different types of funding. The results were: 88% were awarded individual funding; 20% were awarded collaborative funding; and 28% attended one of the Summer Institutes.

Forty-seven percent of the respondents reported that they had also indirectly benefited from an award made to someone else. This percentage is *triple* the rate of the contact made with faculty who were unsuccessful in obtaining developmental funds.

Faculty who received funding made a total of 162 comments about their overall impressions of the program. Overwhelmingly, these comments involved general praise of the project (67%). Other views in descending order were: unclear goals (7%), general criticism (6%), and limited definitions (5%).

Successfully funded faculty were asked to respond to a rating scale ranging from 0 (“Not at all”) to 5 (“Very much”) on which they rated the importance of the program in selected aspects of their professional work. Themes of teaching, research, technology, curriculum development, diversity, and collaboration were noted. The impact was greatest for pedagogical skills and was least for the creation of a new course. The ratings are depicted in Figure 2.

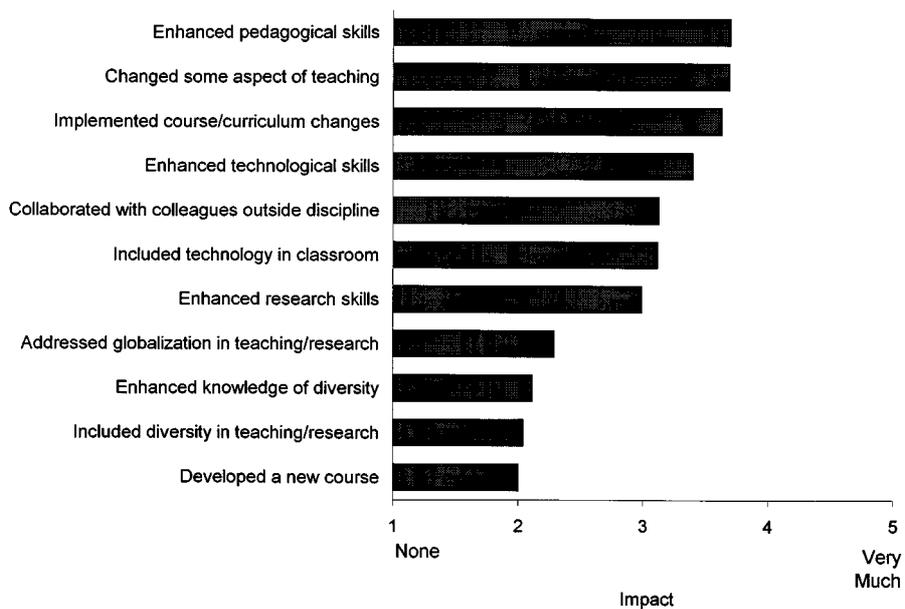


Figure 2. Impact of faculty development funding on faculty activities.

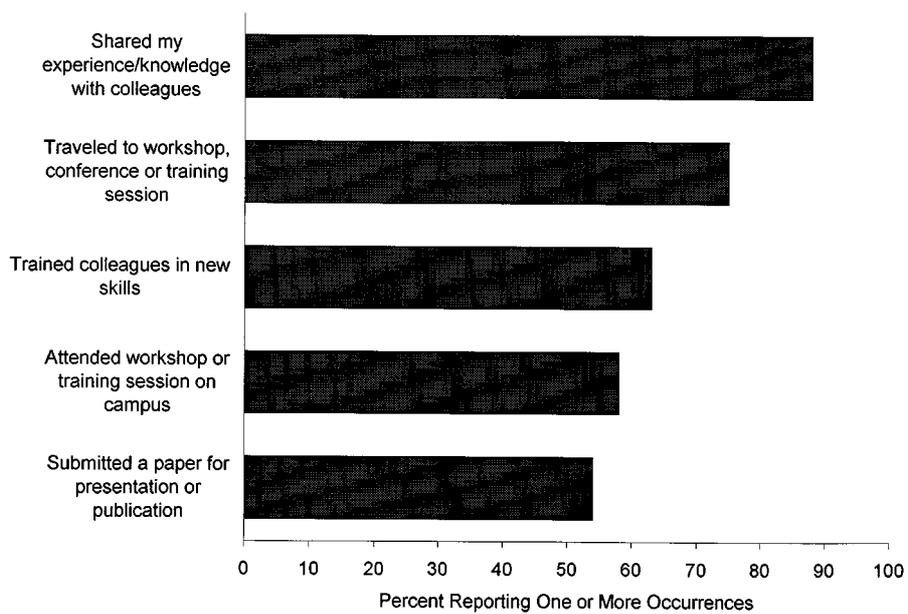


Figure 3. Results of faculty development funding.

Respondents were also asked to indicate the number of times they had engaged in certain activities as a result of faculty development funding. In order of rated importance, more than half of them indicated that they had shared experiences or knowledge, traveled to a professional event, trained colleagues, attended an event on campus, or submitted papers for presentation or publication. The displayed items may be slightly inflated due to the fact that a zero category was not included in this section although some respondents did note the omission and indicated no activity (see Figure 3).

Of the 107 suggestions made by this group for future considerations, the most frequent suggestions included: make no changes (22%), use clearer guidelines (15%), and fund a wider range of activities (14%). Other areas of concern were to develop a more focused program, to use fairer review procedures, and to provide more grants over \$5,000.

Summary

There is no debate that faculty development is a significant key to the continued success of higher education. The faculty and administrators of this institution, however, feel that it must be within the strategic vision of the institution. As one can see, the model initiated at the University of Cincinnati is changing the way the University functions. This is not to argue that it is the only way; but it has produced outstanding results in a short number of years. The multiplier effect is astounding, literally affecting hundreds of faculty.

The Faculty Development Program's origin began during negotiations between the AAUP and the administration while discussing a savings in health care costs. In a conversation with the faculty representative, the President of the University suggested negotiators might want to think of using this savings for faculty development. The AAUP representative immediately agreed and both continued the discussion with the intent to accomplish the establishment of such a fund and the mechanism for its granting. Thus, the Faculty Development Fund became a part of the University of Cincinnati-AAUP Contract. Currently, the University is in a second three-year contract from the original establishing of the Faculty Development Fund, and it appears that it has become an integral part of our academic initiatives to enhance faculty skills and effectiveness.

The impact is best summed up by a comment made on the faculty survey by a professor in the College of Medicine while referring to the Faculty Summer Institute, "The aggregate knowledge I have gained attending conferences, meetings, and mini-courses over my twenty-year tenure at the University of Cincinnati does not equal the positive effect that this two-week course had engendered in me."

As with any first-time project, it has been a learning process. End of project reports have detailed the impact of the program on individually sponsored faculty but they have done little to illuminate the impact of these projects on other faculty, students, pedagogy, or research. Another survey has been constructed by the authors to specifically examine the ways that the professional lives and practices of faculty have been influenced by the availability of these developmental funds and to better document their ongoing effects.

It is expected that the program will continue to evolve and expand and, given a longer time frame to assess its impact, we will be better able to determine the role that faculty development played in the accomplishment of the University's strategic agendas.

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