

FACULTY DEVELOPMENT PRACTICES IN SOUTHERN BAPTIST
INSTITUTIONS OF HIGHER EDUCATION IN
THE UNITED STATES

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CHAPTER I

THE RESEARCH PROBLEM

Introduction

Faculty development has emerged in recent years as a subject of significance due to certain trends in the growth and direction of higher education in the last decades of this century. Certain of these trends could be more precisely described as "no growth" and/or decline; and these trends have their own unique impact on faculty development. Institutions facing or experiencing decline during the decade of the 1970s numbered among their ranks many from the private sector, and the impact of austere times on the system of higher education as a whole was the subject of more than one study during the decade. To think that the impact of a threat to survival for an institution should be localized to the admissions office or the president's office and not filter throughout the institution to faculty, students, alumni and other interested publics is naive. How these segments of the institution respond to such a threat is an important determinant of the institution's future.

The current study does not focus on the question of survival or non-survival. Instead the question addressed is how the faculty of an institution organize for change. In other words, the study addresses the question of proactive planning along the lines explored by faculty development practitioners.

When one considers the types of change that are likely to occur in higher education in the latter decades of the twentieth century, certain systemic trends appear highly probable. One of these trends is the likelihood of an older faculty. Another is the probability of an older student body. Although some institutions will certainly make up this shortfall in traditional freshmen by fresh recruits from the nontraditional ranks, they will be the well-publicized exception rather than the rule. With fewer students entering institutions of higher education the longterm effect will be fewer faculty being recruited; and - barring any major changes in retirement or retention policies - the consequence of this is an aging faculty. Additional consequences are probably: (1) the tendency of retained faculty to be less willing to risk tenure by moving, and, (2) once tenured, to "hold on" regardless of promotion possibilities.

In addition to the foregoing trends, certain patterns that have long been recognized as important in higher education will continue to concern institutional officers, faculty, and staff. The ability of institutions to respond to changing patterns of student populations will remain a high priority item. The additional need for recruiting the most highly qualified faculty the institution can afford will remain a primary goal of institutional officers. The need for creating an environment where all segments of the institutional community are reasonably well satisfied with the mission of the institution and their roles in achieving that mission will continue to command the attention of all participants. Along with these traditional goals of higher education is the challenge of instructional excellence as an ideal to pursue conscientiously and persistently.

Faculty development seeks to address these issues by a systematic approach to gathering relevant information, analyzing the information

gathered, and presenting alternatives to the consumers of such information. Such an approach attempts to apply scientific methods to what has often been a very human process - "human" in the sense of being open to error and criticism. At the outset it should be stated that a faculty developmental approach does not claim to eliminate the human element in such a process; rather, it attempts to assure that the process of decision-making in such areas as personnel within academe is based on as much relevant information as is possible.

Statement of the Problem

The object of the study was to determine whether faculty development (as currently conceived in the literature) has been accepted as a necessary component of institutional programming in Southern Baptist institutions of higher education. Despite the rather recent emergence of the construct of faculty development in the literature, an abundant body of material has been developed in the last decade addressing the topic.

Purpose of the Study

The purpose of the study was: (1) to provide the researcher with an in-depth knowledge of the segment of higher education being surveyed; (2) to provide a profile of faculty development practices in Southern Baptist institutions of higher education in the United States; and (3) to determine whether faculty development practices have been accepted by the institutions as necessary components of institutional programming.

Value of the Study

Contributions of the study include: adding to the literature of faculty development; providing a profile of faculty development practices in Southern Baptist institutions; development of a case study on one of the most exemplary institutions of higher education in the population surveyed; assisting in the development of meaningful data regarding the construct of faculty development as applied to Southern Baptist institutions of higher education.

An additional contribution of the study is in the area of research methodology. Although numerous studies have been published describing faculty development programs, few studies have had as their object the development of a systematic empirical base; the lack of that base in the area of faculty development is one of the severe shortcomings of its representatives. One of the areas addressed in this research has been the consideration of what constitutes a reasonable research design for the assessment of faculty development, a program impacting a complex system.

Assumptions

For the purpose of the study, certain assumptions regarding faculty development were made:

1. The level of support for faculty development in an institution is related to the number of faculty development practices engaged in by the institution.

2. Practices engaged in by an institution of higher education are necessary for a faculty development program to exist. That is, where there are no practices, there is no program.

3. The Centra "Survey of Faculty Development Practices" (Appendix A) lists most of the practices considered necessary for a faculty development program to exist in an institution of higher education.

4. While the existence of practices is necessary for a program to exist, practices alone are not sufficient to assure a vibrant faculty development program.

5. The widespread technique of survey and feedback concerning faculty development practices assists in raising the awareness of administrators and faculty of an institution.

Limitations

A limitation of the study is that it applies specifically to Southern Baptist institutions; therefore, generalizations concerning other institutions and groups of institutions should be made with caution.

Definition of Terms

Faculty Development: The term has been interpreted a number of ways in the literature. For the purpose of this study it was defined as either (1) any organized program or set of activities that has as its objective the improvement in faculty attitudes towards one's career, or (2) the improvement in classroom instruction by exposure to methods or technologies that facilitate greater student learning through improved climate for learning or better instructional techniques.

Institutional Development: The result of activities by individuals and groups aimed at the improvement in effectiveness and efficiency of the total organization.

Instructional Development: A series of activities having as their goal the improvement of instruction by individual faculty members through technical assistance in the diagnosis of teaching improvement needs, and in the design and evaluation of solutions.

Organizational Development: A series of activities having as their objective the support of teaching improvement through such activities as institutional diagnosis, feedback, action planning, team building, goal clarification and role definition.

Professional Development: A series of activities organized to assist professionals in reducing personal obstacles to teaching effectiveness and strengthening opportunities for personal and professional advancements related to teaching.

Reward Systems: A cluster of both formal and informal events that recognize individual and group (example: departmental) efforts to increase professionalism of faculty members within and outside their disciplines.

Staff Development: A series of activities having the objective of updating the professional knowledge and practice of both faculty and staff of an institution in support of the institutional mission.

Summary

This study surveyed faculty development practices in Southern Baptist institutions of higher education in the United States utilizing Centra's (1976) "Survey of Faculty Development Practices" (Appendix A) and the researcher's "Survey of Coordinator Characteristics" (Appendix B) as the instruments. This study attempted to determine: (1) Have the institutions accepted a faculty development program as necessary for the maintenance of quality instruction?; (2) Have faculty development

practices been instituted in the institutions surveyed?; (3) If such practices have been instituted, then what is the status of the coordinator and the office of coordinator, and what was the composition of the practices engaged in by the office?; (4) Are the practices of the coordinator's office reviewed on a systematic and regular basis?; and (5) Are the faculty development practices in the institutions given sufficient profile and support within the community to assure their success?

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The term "faculty development" is not a new term in the literature. There is, however, more than one generally accepted interpretation of the meaning of the term. For example, there is a body of literature that interprets the term as referring to how a faculty member passes through various stages of chronological maturation. Another distinct body of literature interprets the term as referring to attitudinal and intellectual change due to exposure to particular types of process regardless of one's chronological age. This segment of the literature emphasizes the impact of ascribed and achieved roles of faculty members and borrows heavily from the literature of management theory. Yet another segment of the literature considers the teacher-learner interaction as the central theme in faculty development. This segment emphasizes the role of the teacher-scholar and theories of learning, evaluation, and behavior in the classroom. Yet another segment of the literature emphasizes the institutional level in discussing faculty development. Much of the literature on organizational development is found applicable to this view. It is based on the premise that in order for faculty development to exist and to be effective it must be generalizable to other institutions and departments. The unit of measurement is certainly an important factor in the research on faculty development.

It is not the purpose of the author to designate one of these interpretations as the correct interpretation of faculty development. They are complementary views; each permits an alternative interpretation of what faculty development is. Each also supplements the other viewpoints in understanding a complex phenomenon of higher education: the growth and change of faculty in higher education. Some of each of these interpretations of the term follow in the review of the literature. Any attempt to deal exhaustively with any one of these interpretations would be a promethean task.

Early Approaches: The Institutional- Evaluative

The term "faculty development" was used by Miller and Wilson (1963) in their study of prevalent practices in small Southern colleges. As used by them, the term encompassed a number of philosophical perspectives that have gained wide acceptance within academe: mastery of content alone does not necessarily make a good teacher; there is more than one "best" style of teaching; "effective teachers" have a self-accepting view of themselves and their abilities (Combs, 1969).

The 1970s witnessed a major expansion in the area of faculty development. This expansion rested heavily on the efforts of a number of persons who were engaged in research on college teaching (McKeachie, 1969; Combs, 1969; Hildebrand, Wilson and Dienst, 1971; Centra, 1979, 1976). One consequence of this research was a major reevaluation of the criteria utilized to distinguish "good" teaching from "bad" teaching.

In the Miller and Wilson (1963) publication, the researchers engaged in extensive interviewing in an attempt to determine what matters were of concern to academic officers.

Hildebrand, Wilson and Dienst (1971) were concerned in their widely publicized research with measuring effective teaching. The traditional student surveys were supplemented by collegial ratings and self-evaluations in order to attempt to determine if "effective teachers" could be adequately recognized by rating instruments.

The question of the accuracy of rating instruments has been addressed by Hoyt and Howard (1977) through the attempt to norm items used by one of the largest samples of students to date. The IDEA system developed at Kansas State University has been widely publicized in the literature.

These and similar efforts have focused on instructional development, which is certainly a valid segment of faculty development. However, to conclude that instructional development is the only legitimate subject of faculty development is to ignore that teaching is not the only activity that faculty engage in professionally.

The Developmental View

Another approach to the subject of faculty development is seen in the efforts of some researchers (Freedman and Sanford, 1979; Baldwin, 1979; Ralph, 1978) to place the topic of faculty development within the context of the developmental field. Borrowing liberally from the works of Levinson (1978), Maslow (1970) and others, this approach has been widely publicized. Where this formulation has been developed by credible authorities such as Hodgkinson (1974) it has been largely accepted.

Ralph's (1978) conceptualization of the developmental model is very different from that of Hodgkinson. While Hodgkinson (1974) sketches a series of stages based on chronological maturation as the underlying factor, Ralph (1978) uses the developmental concept of stable structures of personality as his construct. Ralph's approach requires more than a little specialized training in order to apply; this has caused it to be not very extensively tested or accepted.

The Continuing Evaluative Tradition

Much of the literature of the 1970s regarding improvement of teaching (Greenwood et al., 1973, McKeachie, 1975; Erickson and Erickson, 1979) reflects an emphasis on the empirical approach to evaluating instruction - an approach that owes much to the work of Remmers (1927, 1962) at Purdue and a host of others who have accepted the view that whatever is present in some degree must be measurable. Part of the argument for the use of such ratings of instruction has been that administrators need some criteria for the comparative evaluation of instruction. The personal challenge for many administrators has been to avoid using the results of student ratings as the sole criterion for personnel decisions. At the same time knowledge of such instruments as the IDEA system has not been as widespread as some would desire (Siegel, 1980). This lack of dissemination of instructional innovations perplexes many (Menges, 1980).

Current Concerns

The late 1970s and early 1980s have witnessed a tremendous interest in faculty development, despite the lack of a single theorist/practitioner's dominance of the field. Much of the literature emphasizes "who's

doing what" (Gaff, 1975; Lindquist, 1979; Smith, 1976; Nelsen and Seigel, 1980; Doersom, 1980), and this is an excellent means of disseminating information regarding model programs. Another consequence of this consciousness-raising activity is the potential that it creates for faculty development activities to expand beyond those who are presently benefiting. A key element of the Bergquist-Phillips (1975) model was the three-pronged approach to an effective development program:

significant changes must take place at the three levels of attitude [personal], process [instructional] and structure [organizational]. A change effort focusing on only one of these levels will rarely achieve success (p. 5).

It is important to reassert the time-honored truth that very little in education persists in a vacuum; most programs are the result of the observation of exemplary programs by others and the adoption and adaptation of such programs to one's unique situation. Sikes and Barrett (1976) articulated this in their premises for faculty teams:

1. lasting change cannot be imposed from the top;
2. the greater the investment of faculty time and energy in designing and implementing a program, the greater will be the chance of success;
3. the commitment of trustees, administrators, and faculty is essential for effective change (p. iii).

In "Faculty Development: Promises, Realities and Needs" Nelson and Siegel (1980) describe the "pioneers' mistakes":

1. paternalism;
2. over-estimation of the power of their ideas to bring about change; and
3. the assumption of the posture of therapists administering to care to a suffering faculty (pp. 1-4).

These are pitfalls for any educator to beware of. The literature of faculty development abounds with warnings about this. Gaff (1975) spends a great deal of time warning about the dangers of particular vocabularies alienating faculties. A lack of sensitivity at this point is more than

disastrous; it can quash a budding program at the outset. Pilon (1979, p. 63) presents a "How Am I Doing?" form for the consultant that directly addresses this issue with such questions as, "I informed the client by my manner, dress, and language that I am 'one of you'". Despite the therapy-oriented term "client" in the question, it is a succinct statement of the need for identification of the "consultant" with the target group.

The Nelson and Siegel (1980) study of 20 liberal arts colleges replicated in many ways the Sikes-Barrett work of 20 liberal arts colleges in 1974-75. The need for a "critical mass" of faculty involvement emerges from both projects. Professional development tended to be the most successful emphasis, and this should be defined very broadly. The area that Centra (1976) defines as "high faculty involvement" tends to match this category. Workshops, seminars, personal counseling, and informal assessment dominate these activities. In the Sikes-Barrett (1976) study, the successful activities included: team-sponsored faculty coffees, workshops, retreats, and campus visits by outside resource persons. Though Nelsen and Siegel's category does not identically match the two previous tables of activities, the clustering of interest is apparent. The Nelsen-Siegel professional development activities were: individual study and research projects, attendance at professional meetings, taking courses outside one's original discipline, writing long-term growth contracts, taking study leaves for the development of new skills, taking a colleague's course on campus, and participating in interdisciplinary course development.

An interesting addition in the Nelsen-Siegel work is a rating of effectiveness by the director and assistant director. The vehicle in their study was the administration of an Andrew Mellon Foundation grant program. A description of the effectiveness of the usage of these grants

in the twenty campuses is included. Their rating of "seven factors for success" (pp. 135-144) are summarized in Table I. It should be noted that these results do not coincide very well with those of Centra (1976). Centra's ratings of effectiveness found instructional assistance practices rated first in effectiveness. This difference in ratings could be the result of a bias in the raters. In Centra's case the rater is an institutional officer; in the Nelsen-Siegel case the raters are officers of an external funding agency. This is not a minor distinction.

The present study adopted the Centra methodology since the internal perception of the effectiveness of a program is vital to its continuance.

Summary

The literature of faculty development presents a diversity of interpretations of the meaning of the term, depending on one's philosophical and experiential background. This variety is healthy in higher education in general and in the area of faculty development in particular. It permits the proponents of faculty development to address very different faculties and to interact with them within their own unique circumstances. The richness of the literature of faculty development enhances its portability and applicability; yet, at the same time, it generates a certain amount of confusion when one gets to the point of terminology.

TABLE I
 RATING OF SIGNIFICANT FACTORS FOR SUCCESS OF ANDREW W. MELLON
 GRANTS USAGE IN TWENTY LIBERAL ARTS COLLEGES REVIEWED
 BY WILLIAM NELSEN AND MICHAEL SIEGEL

Factor	t score	.05 level t	r^2
Planning and preparation	1.6	1.7	.1297
General Institutional Management and Adminis- tration	1.2	1.7	not provided
Grant Program Management and Administration	4.8	1.7	.5687
Clarity of Purpose	3.12	1.7	.352
Spectrum of Involvement	1.9	1.7	1.92 (sic)
On-campus Communication	2.65	1.7	.281
Role of Department Heads	-0.954	-1.7	not provided

CHAPTER III

METHOD AND PROCEDURE

Introduction

The current study used the Centra (1976) "Survey of Faculty Development Practices" (Appendix A) and the researcher's "Survey of Coordinator Characteristics" (Appendix B) to develop a profile of such practices in Southern Baptist institutions of higher education. Various descriptive statistical techniques were applied to the data in an attempt to confirm or refute the hypotheses which follow.

Finally, a case study was undertaken by personally visiting one of the institutions that appeared to have one of the best programs, in order to determine if other factors not addressed in the survey phase of the study may have an impact on the results obtained in the analysis phase.

Population

The population for this study consisted of all 54 Southern Baptist institutions of higher education in the United States. The unit of measurement was the institution. The sources of data for the study consisted of the results of two questionnaires addressed to the chief academic officers of the institutions, information from the National Center for Educational Statistics, information from the Education Commission of the Southern Baptist Convention in Nashville, Tennessee, and information from some correspondence and public records.

Instrumentation

The researcher used the questionnaires and supplementary public and private records to attempt to determine the status of faculty development practices in Southern Baptist institutions of higher education. The strength of the Centra (1976) instrument (Appendix A) lies in the depth with which it asks questions regarding what are often the typical practices of faculty development programs in institutions. Balanced against the "approximate use" question is a question of the practice's "effectiveness." Such an approach is probing in nature, requesting the responder to evaluate in a realistic manner the question's content. The questions on page 4 of the Centra instrument attempt to determine the program's level of funding, involvement with external consortia, and institutional size and control.

The researcher's "Survey of Coordinator Characteristics" (Appendix B) attempted to elaborate on some of the Centra questions with regard to the coordinator's academic rank, community profile, and academic background, as well as some questions that are relevant to the extent of participation of departments in the existing program.

Research Hypotheses

The study attempted to address a number of hypotheses regarding faculty development practices in Southern Baptist institutions of higher education in the United States. The hypotheses were:

H1: Institutions with low levels of concern for faculty development are significantly different from institutions with high levels of

concern for faculty development when measured on the attributes of faculty development coordinators.

H2: There is a significant relationship between the size of an institution and the existence of a faculty development program.

H3: In those institutions where no faculty development on-campus person or unit exists, a larger part of the faculty is part-time and fewer systematic evaluations of instruction are practiced.

Analysis of Data

Since the hypotheses elaborated above question two or more characteristics of faculty development between institutions (as opposed to within) the study should be categorized as relational in format (McCallon and McClaron, 1974).

In the following discussion the operational definitions used in analyzing the data using the previous hypotheses is elaborated.

H1: Institutions with low levels of concern for faculty development are significantly different from institutions with high levels of concern for faculty development when measured on the attributes of faculty development coordinators.

In hypothesis one the phrase "attributes of faculty development coordinator" was operationalized by using items C and D of Section I of the researcher's Survey of Coordinator Characteristics (Appendix B). The term "levels of concern" was operationalized by using Centra's instrument section II under "practices." The series of 13 questions is composed of a dichotomy where the practice either exists or doesn't exist. "Low levels" of concern was operationally defined as referring to the situation where fewer than one-third of the practices in section II exist for a particular

institution. "High levels" of concern was operationally defined as the situation where greater than two-thirds of the practices exist for a particular institution. Since the Centra data in section II are nominal and the researcher's data are ordinal, the statistical test of preference was the contingency coefficient.

H2: There is significant relationship between the size of an institution and the existence of a faculty development program.

Hypothesis two related "size of institution" to the "existence of a faculty development program." The first variable is interval and the second variable is dichotomous (existence/nonexistence). The first variable was derived from enrollment data from the National Center for Educational Statistics. The second variable was operationalized by using item VI.A of the Centra instrument (Appendix A). The statistical test of preference was the biserial correlation.

H3: In those institutions where no faculty development person or unit exists, a larger part of the faculty is part-time and fewer systematic evaluations of instruction are practiced.

Hypothesis three related existence/nonexistence of a faculty development on-campus unit or person (i.e. item VI.A of Centra's instrument) to the analysis or assessment of instruction (section I.B of the Centra instrument) and percent of part-time faculty (derived from item III.C of the Survey of Coordinator Characteristics). The first variable is nominal. The variable part-time faculty is interval. The variable systematic evaluations of instruction was operationalized by summing all responses to Centra section I.B that were other than "not used", i.e. all other than "not used" responses were given a value of 1 and the section totalled by institution. Since there were three variables being considered in the

hypothesis, of which one was nominal, the statistical test of preference was the discriminant analysis.

Profile of Institutional Practices

In addition to the research hypotheses addressed in this study, the data collected were summarized by percentages utilizing particular practices and their rating of the effectiveness of those practices. The category "effective" for each practice was composed of all respondents rating a particular practice as either "effective" or "very effective."

The researcher had originally considered also summarizing the results by level of institution, i.e. two-year colleges, four-year colleges, and universities. However, the small number of respondents for the two-year and university categories made such an effort questionable at best.

Case Study

Subsequent to the collection and analysis of the data, the researcher made an on-site visit to one of the institutions which appears to have one of the most exemplary programs of faculty development of the population surveyed. The purpose of the visit was, in part: (1) to determine if other factors may effect the research results; (2) to determine the influence of individual personalities in the development and continuance of an exemplary program; (3) to gain insight into the existing program, and to receive feedback from administrators regarding the cogency and clarity of the survey instruments; and (4) to develop a fuller portrait of the faculty development at the institution to be shared by subsequent researchers in this area.

CHAPTER IV

ANALYSIS OF THE DATA

Introduction

The analysis of the data was done in two phases. The first phase was an analysis of the research hypotheses previously addressed. The second phase of the analysis of the data consisted of a series of descriptive summaries of the responses to the questionnaires.

Description of the Respondents

The respondents to the survey were the chief academic officers for the institutions. Of the 54 institutions surveyed 34 responded. This represented 63 percent of the institutions in the population. Based on recently reported numbers of faculty for the surveyed institutions, the 34 institutions responding also represents roughly 61 percent of the faculty in the Association of Southern Baptist Colleges and Universities institutions of higher education. Table II details the percentages described above.

The Statistical Tests

The researcher analyzed the received data using the three research hypotheses discussed in the previous chapter. The following discussion elaborates the results of the three statistical tests applied.

TABLE II
 PERCENTAGE OF RESPONDING SOUTHERN BAPTIST
 INSTITUTIONS BY STATE AS PERCENTAGE
 OF TOTAL FACULTY REPRESENTED

State	Approximate Number of Faculty/State	Number of Institutions Responding	Percentage of Convention Faculty Represented By Respondents
Alabama	298	1	0.61
Arkansas	121	2	2.60
Arizona	52	0	0.00
California	37	1	0.80
Florida	158	2	3.40
Georgia	334	5	6.14
Kentucky	204	3	4.40
Louisiana	63	1	1.36
Mississippi	210	1	2.90
Missouri	201	2	3.40
North Carolina	1056	4	6.80
Oklahoma	100	1	2.16
South Carolina	296	1	3.05
Tennessee	267	3	5.77
Texas	916	5	16.20
Virginia	313	2	1.66
TOTAL	4626	34	61.25

Hypothesis One

Hypothesis One states that "institutions with low levels of concern for faculty development are significantly different from institutions with high levels of concern for faculty development when measured on the attributes of faculty development coordinators." Utilizing the operational definitions previously described in the Analysis of Data section of Chapter III, the researcher applied the contingency coefficient test to the data. The results of that test are elaborated in Figure 1.

	"Concern"	LOW	HIGH	Row Total
		less than 4	more than 8	
"Attributes"	LOW	1	9	10
	HIGH	1	9	10
	Column Total	2	18	20

Contingency Coefficient = 0.0
 Number of Missing Observations = 14

Figure 1. Contingency Coefficient For Levels of Concern Versus Attributes of Faculty Development Coordinators

The derived value for the contingency coefficient is not significant at the .05 level. That is, the hypothesis that institutions with low

levels of concern for faculty development are significantly different from institutions with high levels of concern, using the operational definitions applied here, is not supported by these data.

Hypothesis Two

Hypothesis Two states that "there is a significant relationship between the size of the institution and the existence of a faculty development program." Utilizing the operational definitions previously described, the researcher applied the biserial correlation test to the data. The results of that test are shown in Figure 2.

	Size	N=34
	r= -0.3788	
Existence	p= 0.014	

Figure 2. Biserial Correlation for Existence/
Nonexistence of Faculty Development Program Versus Size of
Institution

As shown in Figure 2, there is a moderately negative but statistically significant relationship between the size of the institution and the existence of a faculty development program, based on the data received.

Hypothesis Three

Hypothesis Three states that "in those institutions where no faculty development on-campus person or unit exists, a larger part of the faculty

is part-time and fewer systematic evaluations of instruction are practiced." Utilizing the operational definitions previously described, the researcher applied a discriminant analysis test to the data. The results of that test are elaborated in Figure 3.

	Actual Group	No. of Cases	Predicted Exists	Group Member Doesn't Exist
Unit Exists	1	6	3	3
Unit Does Not Exist	2	23	9	14

Percent of "Grouped" Cases Correctly Classified: 58.6%

Discriminant Function	Eigen- value	Canonical Correlation:	After Function	Wilks' Lambda	ChiSq	D.F.	Sign.
1	0.08117	0.2739945	: 0	0.9249	2.03	2	0.36

Figure 3. Discriminant Analysis of Existence/Nonesistence of Faculty Development Unit, Percent Part-time Faculty, And Level Of Systematic Evaluation of Instruction: Classification Results and Canonical Correlation

As shown in Figure 3, the ability to predict group membership (institutions having or not having a faculty development unit) based on the criteria of percentage part-time faculty and level of systematic evaluation of instruction in the surveyed institutions of higher education is not supported by the data. The ability to classify institutions correctly at the percentage rate shown above, based on these criteria, does not achieve significance when entered into the discriminant analysis.

Indeed, the larger the Wilks' Lambda, the less discriminating power exists, and the value in Figure 3 is definitely excessive.

Use and Effectiveness of Developmental Practices

The Centra questionnaire (Appendix A) lists 45 practices grouped into five categories to which the respondents answered two questions regarding each practice: (1) the extent to which the practice is used at the respondent's institution, and (2) how effective the practice appears to be at the institution. The five categories into which the practice are grouped are: workshops, seminars, and programs; analysis or assessment practices; media, technology and course development practices; miscellaneous practices; and institution-wide practices. In addition, the researcher's Survey of Coordinator Characteristics (Appendix B) queried the respondents concerning characteristics of the institutional officer "in charge" of faculty development when such an officer exists and the level of participation by the departments of the institution. The following discussion and accompanying tables elaborate on the results of the survey along these lines. Throughout this discussion "effective" refers to those program elements to which the respondents indicated either "effective" or "very effective."

Rating of Section IA: Workshops, Seminars and Programs

Table III elaborates the responses to this category. Reviewing Table III, two results stand out. The most effective workshops, seminars and programs are those that emphasize: subject matter in a field; institutional

TABLE III

ESTIMATED USE AND EFFECTIVENESS OF DEVELOPMENT
PRACTICES: WORKSHOPS, SEMINARS, PROGRAMS

Practice	Estimated Extent of Faculty Use ^a					Estimated ^b Effectiveness	
	Not Used	Less Than 5%	5-20%	20-50%	Over 50%	%	Rank Order
Workshops, seminars, programs							
1. That explore various techniques of instruction	9	18	39	15	18	47	4
2. Subject matter	12	18	45	15	9	60	1
3. Curricula	30	21	21	15	12	45	6
4. Test and Evaluation	36	21	21	9	12	50	3
5. Institutional Goals and Student Types	9	9	27	18	33	57	2
6. Academic Advising	9	9	24	30	24	46	5
7. Research and Scholarship Skills	45	24	15	3	3	27	10
8. Improving Departmental Management	36	36	12	3	6	44	7
9. General Trends In Education	33	24	9	18	12	42	8
10. Affective/Group Skills	33	12	36	9	3	37	9

^a"No response" ranged from 0 to 9 percent.

^bPercentage based on institutions where practice exists.

goals and student types; or testing and evaluating student performance. The least effective workshops are those that attempt to improve faculty research and scholarly skills. In addition, the institutional goals and student types workshops are more heavily used than the subject matter-oriented workshops.

Rating of Section IB: Analysis or Assessment

Practices

As Table IV presents, the most commonly used practice in the category of analysis or assessment practices is systematic ratings of instruction by students. However, only 45 percent of the respondents viewed this practice as effective or very effective.

The least used practice in this group was that of a faculty member requesting an instructional resource person to visit a class and follow up the visit by diagnosis of the faculty member's teaching.

Rating of Section IC: Media, Technology, and

Course Development Practices

Looking at the usage and effectiveness of media, technology, and course development practices responses in Table V, one of the results that is readily apparent is that most of these practices are not widely used by the responding institutions. Only the use of media specialists and some instructional technology are somewhat widely used. One of the reasons for low usage in this category is probably the high costs of purchase and maintenance of the technical equipment required.

TABLE IV
ESTIMATED USE AND EFFECTIVENESS OF DEVELOPMENT
PRACTICES: ANALYSIS OR ASSESSMENT PRACTICES

Practice	Estimated Extent of Faculty Use ^a				Estimated ^b Effectiveness		
	Less Than Used	5-20%	20-50%	Over 50%	Rank %	Order	
Analysis of Assessment Practices							
1. Faculty Rating By Students	3	3	3	6	85	45	9
2. Formal Peer Assessment	54	15	18	6	6	73	1
3. Informal Peer Assessment	18	24	33	15	6	43	10
4. Faculty Rating By Administrator	45	15	6	12	21	58	3
5. Faculty Self-Assessment	27	9	9	9	45	54	6
6. Instructional Diagnosis	70	18	9	3	0	50	7
7. Video-Tape Analysis	48	36	12	0	0	56	4
8. Peer Consultation	30	33	18	9	3	55	5
9. Master-Apprentice Teaching	48	18	21	6	3	47	8
10. "Growth Contract"	57	12	3	12	15	67	2

^a"No response" ranged from 0 to 6 percent.

^bPercentage based on institutions where practice exists.

TABLE V
ESTIMATED USE AND EFFECTIVENESS OF DEVELOPMENT
PRACTICES: MEDIA, TECHNOLOGY
AND COURSE DEVELOPMENT

Practice	Estimated Extent of Faculty Use ^a				Estimated Effectiveness ^b		
	Not Used	Less Than 5%	5-20%	20-50%	Over 50%	Rank %	Order
Media, Technology And Course Development							
1. Media Specialists	27	12	24	18	15	74	1
2. Computer Assisted and Instructional Technology	24	27	30	6	12	48	4
3. Test Construction Assistance	60	15	9	3	3	45	5
4. Course Design Development Assistance	54	15	15	6	3	50	2.5
5. Teaching-Learning Strategies Assistance	64	15	12	6	3	46	6
6. Simulated Procedures	76	12	3	3	0	50	2.5
7. Professional Library Accessibility	45	15	18	6	9	24	7

^a"No response" ranged from 0 to 9 percent.

^bPercentage based on institutions where practice exists.

Rating of Section ID: Miscellaneous Development Practices

Under the category of miscellaneous practices shown in Table VI are five practices. These practices are not extensively used by the responding institutions; yet they are perceived as relatively effective when practiced.

Rating of Section II: Institution-Wide Policies Or Practices

Table VII elaborates the results of the responses to this category of practices. The usage of these practices range from 100 percent for travel funds to professional conferences to only 12 percent for a light load for first year faculty.

The range of perceived effectiveness is nearly as broad as that of usage in this category. Summer grants are perceived as effective by 90 percent of those institutions using this practice, and a lighter load for first year faculty is only considered effective by one-third of the users of this practice. The one dramatic contrast is the usage and effectiveness of a teaching improvement newsletter. While over two-thirds of the institutions indicated they have such a practice, less than one-third of them perceive the practice as effective.

Section IV: Extent of Faculty

Involvement

Table VIII elaborates the estimated extent of involvement in faculty development practices by the responding institutions. It should be noted

TABLE VI
ESTIMATED USE AND EFFECTIVENESS OF DEVELOPMENT
PRACTICES: MISCELLANEOUS PRACTICES

Practice	Estimated Extent of Faculty Use ^a				Estimated Effectiveness ^b		
	Less		Over		Rank % Order		
	Not Used	Than 5%	5-20%	20-50%			
Miscellaneous Practices							
1. Grants For Course Development of Change	21	27	33	9	6	68	1
2. Visitation To Other Institutions	9	36	39	6	3	59	2
3. Faculty Exchange With Other Institutions	76	15	6	0	0	43	4
4. Faculty Take Courses From Colleagues	15	36	45	3	0	58	3
5. Personal Counseling On Career Goals	60	24	9	3	6	42	5

^a"No response" ranged from 0 to 6 percent.

^bPercentage based on institutions where practice exists.

TABLE VII

USE AND ESTIMATED EFFECTIVENESS OF INSTITUTION-WIDE
POLICIES OR PRACTICES IN DEVELOPMENT OF SOUTHERN
BAPTIST INSTITUTIONS OF HIGHER EDUCATION

Practice	Percentage of Institutions Where Practice Exists	Percentage Indica- ting Practice Is Effective or Very Effective	Rank Order
Institution-Wide Policies Or Practices			
		%	
1. Annual Teaching Excellence Awards	64	68	7
2. Teaching Improvement Newsletter	67	30	13
3. Professional Development Calendar	39	46	11
4. Periodic Performance Review	82	62	10
5. Sabbatical Leaves With At Least Half Salary	64	76	3
6. Unpaid Leaves For Educational Purposes	82	64	9
7. Light Load For First Year Faculty	12	33	12
8. Load Reductions For Professional Growth	48	73	5
9. Travel Grants To Update Knowledge	61	74	4
10. Travel Funds For Professional Conferences	100	82	2
11. Visiting Scholars	54	72	6
12. Summer Grants For Instructional Improvement	70	90	1
13. A Campus Committee On Faculty Development	73	67	8

TABLE VIII

ESTIMATED EXTENT TO WHICH VARIOUS FACULTY GROUPS
HAVE BEEN INVOLVED IN DEVELOPMENT ACTIVITIES

	Percentage of 34 Southern Baptist Institutional Respondents Indicating:				
	Very Few	Some	About Half	No Most	Response
Extent of Faculty Involvement By:					
1. Younger faculty in their first years of teaching	9	33	21	36	0
2. Faculty with over 15 or 20 years of teaching	18	48	30	3	0
3. Nontenured faculty	3	36	30	21	9
4. Tenured faculty	15	30	42	3	9
5. Good teachers who want to get better	3	18	33	45	0
6. Faculty who really need to improve	30	54	9	6	0
7. Other	0	0	0	0	100

that the seven categories of this portion of the questionnaire are not necessarily mutually exclusive.

One point to be noted in the results of the survey is that the perceived primary participating group is "good teachers who want to get better." In addition, about half of the younger faculty (i.e. 21% + 36%) were perceived as involved in the activities. Older faculty were perceived as less involved than younger faculty in the activities.

Recognizing the fact that for most institutions the activities would be voluntary, one of the results of the survey is the perception by the respondents that most of the faculty who "really need to improve" tend not to participate in the activities.

Section V: Funding and Organization

As Table IX indicates, the largest source of funding of faculty development activities for the responding institutions was the institutional general fund. In addition, Table X indicates that the amount of funding for faculty development practices in the institutions surveyed has either remained about the same or increased during the past two years.

Finally, regarding organization and funding, Table XI indicates that the majority of the respondents do not have an on-campus unit for faculty development; but where such a unit or person exists it has an average age of about five years.

Participation

The researcher's Survey of Coordinator Characteristics (Appendix B) attempted to expand on the information provided in the Centra instrument along three dimensions: (1) a more elaborate understanding of the

TABLE IX
 FACULTY DEVELOPMENT FUNDING SOURCES:
 PERCENTAGE OF SOURCE BY TYPE

Source	Percentage of Funding By Source ^a				
	0-20%	21-40%	41-60%	61-80%	Over 81%
1. Institutional general fund	18	3	9	18	48
2. Grants from federal government or foundation ^b	76	3	6	6	6
3. Direct funds from state ^c	97	0	0	0	0
4. Other	85	3	0	3	6

^aPercentage indicates number of institutions responding by category.
 Example: "18" = 18% of 34 institutions responded for the category.

^bThis figure will almost exclusively indicate private foundations due to the institutions surveyed.

^cThis figure will be essentially zero percent due to the institutions surveyed.

TABLE X

FUNDING CHANGE IN THE PROPORTION OF THE ANNUAL INSTITUTIONAL BUDGET
USED FOR FACULTY DEVELOPMENT DURING THE PAST TWO YEARS

Change	Type of Institution		
	All Institutions (N = 34)	Two year Colleges (N = 3)	Four Year Colleges And Universities (N = 31)
Increased	14	0	14
Decreased	1	0	1
Remained About The Same	19	3	16

TABLE XI

AGE OF FACULTY DEVELOPMENT ON-CAMPUS UNIT FOR
RESPONDENTS INDICATING SUCH A UNIT EXISTS

A. Does your institution have an on-campus person or unit(s) for faculty development of instructional improvement?

"Yes" N=7

"No" N=27

C. How long has it (have they) existed?

Institution	Age of Unit
Baylor University	3 years
Furman University	7 years
Gardner-Webb College	2 years
Mars Hill College	7 years
Mercer University-Atlanta	9 years
William Jewell College	6 years
Truett-McConnell College	2 years

Average: 5.1 years

background of the faculty development coordinator; (2) an open-ended question regarding a faculty development program's elements; and (3) information regarding the level of participation by departmental units of the institution, instead of aggregate faculty as one unit.

Prior to using the instrument described above, the researcher distributed it to a group of colleagues for assessment of the relevancy of the content. Some modifications were made based on their feedback.

The most quantifiable portion of the Survey of Coordinator Characteristics is the question regarding the amount of participation of departmental units. Table XII elaborates the responses to this question. As shown in the table, over one-third of the respondents perceived the amount of participation in the faculty development program as exceeding 75 percent of the departments at their institution.

Summary

The responses to the survey when grouped and tabulated demonstrate a number of significant points regarding the population surveyed in the area of faculty development practices. The primary concern of the respondents appears to be in the area of instructional improvement, and practices that emphasize this objective are perceived as more effective than other practices. At the same time, workshops on research and scholarly skills, access to a professional library, the use of faculty exchange with other institutions and some other practices that enhance the scholar side of the instructor-scholar role of faculty are among the least used of the practices surveyed. The perception that such practices are less effective than others, even where used, is probably in part the

TABLE XII
LEVEL OF PARTICIPATION BY DEPARTMENTS
IN FACULTY DEVELOPMENT PROGRAMS

Level	Number of Respondents	Percentage of total Respondents
1. Less than 10 percent of the departments	6	20.69
2. From 10 to 40 percent of the departments	3	10.34
3. From 40 to 60 percent of the departments	3	10.34
4. From 60 to 75 percent of the departments	4	13.79
5. Over 75 percent of the departments	13	44.83

result of the lack of immediate benefit that such practices may be perceived to contribute.

CHAPTER V

THE CASE STUDY

Introduction

Following a preliminary analysis of the data provided by 29 of the respondents, the researcher arranged to visit one of the most exemplary programs of the surveyed group in order to further elaborate the content of the study. During the last week of March, 1982, the researcher traveled to Furman University. The results of this trip are the focus of the chapter.

The Historical Backdrop

Furman University's program of faculty development is one of the oldest and most well developed in the Association of Southern Baptist Colleges and Universities. The initial vehicle for the program was a W.K. Kellogg Foundation proposal of June 1975 (Hipps and Winstead, 1978) entitled "Faculty Development in Academic Planning: An Approach to Institutional Self-Renewal." As noted in the title, the primary focus of the Kellogg project was in the area of academic planning. The summary of the Kellogg project indicates that although the Kellogg project's three year cycle had witnessed good impact in the area of academic planning, two needs emerged from the project: one in the area of instructional

development, and one in the area of professional renewal for mid-career faculty.

Prior to the establishment of an office of faculty development in April, 1978, Furman proposed and received funding for two externally-funded faculty development programs: (1) "The Scholar As a Teacher: The Development of the New Faculty Member" (McKnight, 1981) and (2) "The Development of Mid-Career Faculty: A Systematic Approach" (Winstead, 1981). Both of the programs final reports were published in the spring of 1981. The researcher, having received copies of these final reports from Furman and recognizing that nearly a year had passed since these fundings had ended, was interested in determining a number of things in visiting Furman in the spring of 1982.

First, the researcher was interested in determining if the faculty development program at Furman had essentially survived the end of external funding in approximately the same form as it had been a year earlier -- recognizing that Furman's program appeared to be one of the strongest of those surveyed. Second, the researcher was interested in determining whether the salient features of the Furman program were unique to the institutional context or were portable to other situations. Third, the researcher was particularly interested in determining if the faculty development program at Furman was in large part dependent on one individual's influence for maintenance. What follows is, in part, the researcher's impressions and understandings of these and a number of other questions posed by the experience of conducting research in the area of faculty development.

The On Site Visit

The researcher visited Furman University on April 1, 1982. The site of Furman is in a rural section of South Carolina a few miles north of Greenville on Interstate-25. The campus is fairly new, having been built in the 1950s to accomodate the institution's move from downtown Greenville. Furman is one of the oldest insitutions of higher education in the Association of Southern Baptist Colleges and Universities, having been founded in 1826.

One's initial impression of the campus is that of a well-landscaped institution whose beauty is only hinted at in the early days of spring when the on-site visit was made. The visitor to the campus drives through a main gate onto a loop that passes an auditorium and around the loop to the administration building parking lot. The administration building is attached to a classroom building in which the business administration department's classes appear to occupy a place of prominence to a first-time visitor.

The faculty development coordinator's office is situated on the third floor of the James B. Duke library. This building is in the center of the campus and, consequently, readily accessible from most portions of the campus.

Dr. Philip C. Winstead is the current director of faculty development programs, coordinator of Institutional Planning and Research, and professor of education. A mature educator, he has been at Furman for a decade and originally came to Furman as an administrator. He is not the original coordinator of the faculty development programs at Furman. As noted in the three publications previously cited, G. Melvin Hipps, the

former Associate Dean for Academic Affairs at Furman, was co-director of the Kellogg project with Dr. Winstead and director of the Lilly and Mellon grant programs until his resignation on August 31, 1979.

The researcher's initial impression of Dr. Winstead is that of a sensitive and capable administrator whose office is organized with economy of activity as an essential component. During our visit, (which moved from Dr. Winstead's office to the Charles E. Daniel dining hall, to a quick tour of the Rose Garden and Watkins Student Center), Dr. Winstead took the opportunity to counsel a faculty member in regards to designing an individual growth plan that would incorporate the faculty member's initial request -- funding for travel to a professional meeting -- into the plan. During this meeting, the faculty member -- who had recently joined Furman's faculty from a college in Indiana -- indicated that the New Faculty Orientations at Furman had been especially meaningful to him.

The consequence of these meetings for the researcher was an impression of accessibility and collegiality between Dr. Winstead and the faculty. Despite this impression, the one disappointment of my on-site visit was that it was limited to Dr. Winstead and the few faculty members to whom I was introduced. This situation was complicated by my need to be in Nashville the following morning.

Outline of Furman's Program

The Furman University faculty development program has gone through a number of stages during the period since its inception. Current funding for the faculty development program, according to Dr. Winstead, while utilizing half as many dollars as during the grant period, is funded at twice

as many dollars as it was during the period prior the the grants. This level of funding reflects increased administrative support of the program along a number of lines. The three primary lines of support and funding are: (1) Dean's office support of travel to professional meetings; (2) a Research and Professional Growth committee's support for traditional research activities and sabbaticals; (3) the Faculty Development Committee's support for such activities as mini-grants for New Faculty projects for the improvement of teaching, mentor-novice projects, and group activities.

In addition to the specific details of the current program, a review by the researcher of copies of the Furman faculty development program newsletter reveals a number of post-grant activities that are indicative of the strength of Furman's program:

1. In May and October of 1981 the faculty development committees of Anderson College, Furman University and North Greenville College met to pursue cooperative efforts.

2. In March of 1982 "Effective Planned Change Strategies " (G. Melvin Hips, Editor) was published by Jossey-Bass Inc., as a part of the New Directions for Institutional Research Sourcebook Series.

3. In February of 1982, Professor Hazel Harris represented Furman at the Southern Regional Faculty and instructional Development Consortium in Blacksburg, Virginia.

These activities are indicative of the perceived strength of the Furman program.

Finally, as elaborated in the researcher's conversation with Dr. Winstead, Winstead's perception of the faculty development program's strength at Furman is closely related to the fact that faculty growth plans encourage individual faculty to consider how their growth plans

support departmental and/or institutional goals. In addition to this emphasis on goals convergence process, there has been a conscious and persistent effort to keep the faculty development program separate from the administration's evaluative structure. Faculty who wish to have their activities in the faculty development program considered in this area must make a personal effort to have the material forwarded to the appropriate official.

Conclusion

This case study of Furman University's faculty development program has assisted the researcher in understanding some of the complexities of developing and maintaining a viable faculty development program. As the literature suggests and the Furman experience confirms, one of the key ingredients of these programs is faculty ownership. Another ingredient mentioned in the Furman reports is a respect for the institutional past and a spirit of expectancy for the institution's future; that is, the institution's perception of the future is one of challenges that can be overcome. Both of these ingredients are clearly apparent in the case of Furman University.

CHAPTER VI

SUMMARY AND CONCLUSIONS

Summary

This study was concerned with developing an in-depth profile of faculty development practices in the 54 institutions of higher education affiliated through the Association of Southern Baptist Colleges and Universities, testing a set of hypotheses regarding faculty development programs on the population surveyed, and elaborating the results of an on-site case study of one exemplary faculty development program. The institutions surveyed are situated in the southern tier of states in the continental United States, extending from coast to coast. They represent a large segment of the private institutions of higher education in the region and comprise both young and old institutions.

Research Conclusions

Three hypotheses were considered in this study. The conclusions previously drawn regarding the research hypotheses, based on the survey respondents, are: (1) there are no differences between institutions with high levels of concern for faculty development and institutions with low levels of concern for faculty development when measured on the attributes of faculty development coordinators; (2) there is a moderately negative but statistically significant relationship between the size of the institution and the existence of a faculty development program; (3) one cannot

predict the existence or nonexistence of a faculty development unit in an institution by using the criteria of percentage of part-time faculty employed by the institution and the level of systematic evaluation of instruction for a given institution.

Usage and Effectiveness Summary

As previously noted in Chapter IV, the respondents use and perceive as effective or very effective a number of the 45 practices of the Centra questionnaire. When one looks at the usage pattern of the 45 practices, certain practices stand out as more commonly used or more effective.

Few of the practices in Section I are used by greater than 20 percent of the faculty in the majority of the institutions. Only two workshops shown in Table III are used by a majority of the institutions responding: workshops to acquaint faculty with institutional goals and student types, and workshops or programs to help faculty improve their academic advising and counseling skills. Of these two types of workshops only the one dealing with institutional goals and student types is perceived as effective by a majority of the responding institutions. As noted in the preliminary comments to the Centra questionnaire, a practice may be effective yet used by a small portion of the faculty. In the case of the practices listed in Table III, subject matter oriented workshops and testing and evaluation of student performance workshops while low in usage are perceived as effective.

Under analysis or assessment practices (Table IV), only two practices are used by more than 20 percent of the faculty in over half of the institutions responding: systematic ratings of instruction by students, and a system for faculty to assess their own strengths and areas needing

improvement. Again, low usage and perceived effectiveness are not synonymous. In the case of analysis or assessment practices, seven out of ten practices are perceived as effective by the majority of the institutions using them. Leading these practices in perceived effectiveness are: formal assessment by colleagues and the "growth contract." And ranked next to last in perceived effectiveness is the most prevalent practice: systematic ratings of instruction.

Again, media, technology, and course development practices are not widely used by the institutions in the survey. Of this group of practices only media specialists and the use of instructional technology as a teaching aid (Table V) could be considered prevalent. Yet three of the seven practices are perceived as effective in the institutions where they are used.

The miscellaneous practices listed in Table VI are not widely used by the faculty in the institutions surveyed. However, three out of the five practices are perceived as effective when practiced. The most effective practice is grants for course development. The least effective is personal counseling on career goals.

In summary, the following practices are used by over 20 percent of the faculty in over half of the institutions surveyed: workshops on institutional goals and types of students enrolled; workshops on academic advising and counseling skills; and a system for faculty to assess their own strengths and areas needing improvement. The following practices are considered most effective: subject matter oriented workshops; testing and evaluation of student performance workshops. Seven of the ten analysis or assessment practices listed in Table IV are perceived as

effective. Three of seven media, technology and course development practices are perceived as effective by over half the respondents: the use of media specialists; course design development assistance; and simulated procedures which enable faculty to learn and practice specific teaching skills. Three of the five miscellaneous practices listed in Table VI are considered effective by over half of the respondents: grants for course development, visitation to other institutions; and faculty taking courses from colleagues.

Of the institution-wide practices surveyed in section II of the Central questionnaire, 10 of the 13 practices summarized in Table VII are used by over half of the institutions surveyed. However, a specific calendar period for professional development, a lighter than normal teaching load for first year faculty, and a temporary teaching load reduction to work on a new course are not used by a majority of the responding institutions.

Funding, Participation and Growth

As noted earlier, the majority of the institutions fund faculty development (Table IX) programs out of the institutional general fund. In addition, the perceived involvement of the aggregate faculty by institution (shown in Table VIII) favors younger faculty, nontenured, who are "good teachers who want to get better." And almost one in five (Table XII) of the programs involve less than 10 percent of the departments.

Also, for those institutions where a faculty development on-campus unit exists (Table XI), the age of the unit ranges from two to nine years, with an average of about five years.

Finally, as shown in Table X, funding support during the past two years for a majority of the institutions has remained stable.

Comparative Summary To The Centra
Report

A look at the results of the current study in comparison to the findings of the Centra (1976) study reveals many parallels along with a few contrasts. In Table XIII the researcher presents a selection of ranked comparisons of effectiveness between the current results and Centra's (1976) results. In each category presented in the table, the largest difference in rank between the two studies is shown. In addition, some of the categories of equal rank are presented for comparative purposes.

As shown in Table XIII, workshops and seminars in the area of subject matter rank first in the two studies. The largest difference in ranks between the two studies in section IA is in the area of workshops on testing and evaluation. In section IIA of the instrument, the largest difference in ranks between the two studies is in the area of formal peer assessment. In section IIIA the largest difference in ranks between the studies is in the area of simulated procedures. In section IVA the largest difference in ranks between the two studies is in the area of career goals counseling.

Finally, in section II of the instrument the largest difference in rank between the two studies is in the area of teaching excellence awards. As shown in the table, these awards are perceived as more effective among the respondents in the current study. In addition, the ranking of teaching improvement newsletters was perceived as least effective of the institution-wide practices in both studies, while summer grants are perceived as most effective of this group of practices in both studies.

TABLE XIII

RANK ORDER COMPARISON OF PERCEIVED EFFECTIVENESS OF SELECTED
FACULTY DEVELOPMENT PRACTICES BETWEEN THE CURRENT
STUDY AND THE CENTRA STUDY OF 1976

Section	Practice	Centra Rank	Current Rank	Difference In Rank
IA.	Instructional Methods	2	4	2
IA.	Subject Matter	1	1	0
IA.	Testing and Evaluation	7	3	4
IA.	Research and Scholarship Skills	10	10	0
IA.	Departmental Management	4	7	3
IIA.	Formal Peer Assessment	9	1	8
IIIA.	Simulated Procedures	6	2.5	3.5
IVA.	Career Goals Counseling	3.5	5	1.5
II.	Teaching Excellence Awards	12	7	5
II.	Teaching Improvement Newsletters	13	13	0
II.	Summer Grants	1	1	0

Institutional Recommendations

The results of the current study indicate a number of points regarding faculty development practices in Southern Baptist institutions of higher education that should be considered by the institutions. Of the 13 practices of a institution-wide nature listed in section II of the Centra instrument (Appendix A), the range of usage by the respondents should be considered in the light of the particular faculties of the institutions. That is, it would be useless for an administrator to advocate the initiation of practices that a particular faculty did not see the need for. Lindquist (1979) addresses this point, along with 12 others, in stating the need to "build on institutional and individual concerns" (pp.270-274). The cited article is an excellent summary of how to get started in the business of maintaining and improving a faculty development program in an institution of higher education. One of the results of this study, listed in Table XI, is the recognition that within the Association of Southern Baptist Colleges and Universities is a core of experienced facilitators - Dr. Philip Winstead being an excellent example - who may be available for consulting with sister institution's officers or faculty. A word of caution is, of course, appropriate here. That caution is spelled out in the Lindquist (1979) quotation just cited. What a particular faculty does not perceive as an institutional or individual concern will travel a rocky road if initiated by administrative fiat.

Along these same lines, is the point made in the Sikes and Barrett (1976) study and cited in Chapter II. Sikes and Barrett (1976) advocate the development of faculty teams for the same reason that Centra (1976)

asked if a campus committee on faculty development exists (Section II, question 13): the value of more than one perspective, and the maintenance of energy and interest that results from a team/committee effort. A committee can add vision and direction to the institution's faculty development effort, provided it is active, visible, and given sufficient administrative support. The danger of such a committee should also be recognized: it can wander off track and remain there; it can squander resources more usefully applied somewhere else; and it can ponder a myriad of possibilities without ever investing sufficient energy and focus to achieve anything worthwhile. These pitfalls are endemic to the committee system and are sufficiently well-known to indicate another need: periodic review of the membership and performance of the committee for the purposes of change in membership; redirection of its purpose when appropriate; and a reaffirmation of its need.

Sikes and Barrett (1976) summarized "hindrances to team progress" (p. 45-49) that should be repeated here: (1) lack of involvement; (2) lack of motivation and follow-through; (3) lack of unity in the institution; (4) lack of clarity or agreement about institutional purposes; (5) lack of communication between the team and other groups in the institution; (6) lack of appropriate and supportive settings for the faculty to talk about professional concerns; (7) lack of money; and (8) lack of time for the team work. To restate these positively, a successful faculty development committee should have: commitment/ownership by the members; energy to get started and "keep on keeping on;" clear purposes and acceptance of the opposition's point of view as worthy of consideration; administrative support in terms of money, time and facility.

Finally, if one should find that the establishment of a committee on faculty development doesn't appear probable in the light of the administrative atmosphere (remember that one in four of the respondents to the survey did not have one: Table VII), then a strategy of consciousness raising is appropriate. And, in conjunction with such a strategy, another Lindquist (1979) quote is relevant: "start small but think big" (pp. 270-274). This will require one to invest time in becoming aware of the plethora of literature on faculty development that is available. "Thinking big" would also entail being patient about change among one's colleagues. One must remember that one's colleagues have invested a considerable portion (if not all) of their adult lives becoming experts within their disciplines; and to involve themselves in activities that cut across such disciplines may constitute a threat if presented poorly. In addition, one of the obvious deterrents to faculty involvement in developmental activities is that such activities are often outside the traditional reward structure of one's discipline. The consequence of this is that one engaged as an organizer of such activities must recognize that it will often be a lonely and, sometimes, thankless task.

General Conclusions

A number of conclusions can be drawn from this study. One of them should certainly be that there clearly are varieties of approaches to faculty development within the surveyed population. Two of the three hypotheses utilized in this study were not supported by the data. The hypothesis regarding size of the institution and the existence/non-existence of a faculty development unit was significant and moderately negative in magnitude. That is, these data indicate that smaller

institutions are more likely to have such a unit than larger ones. This result is viewed by the researcher with some degree of caution.

Discussion

Among the results of this study that are useful to subsequent researchers is the tabulation of current practices by the responding institutions. This information is most useful on a comparative basis to the individual institutions who participated in the study when it is considered in a relative rather than an absolute perspective. That is, individual institutions should view the tables as indicative of typical usage and perceived effectiveness. In addition, it should be recognized that the officers who responded to the questionnaire (i.e. Academic Deans) tend to see their institutions in a more positive light than do the typical faculty members of the same institution. Although there are signal exceptions to this, typical faculty members in an institution interact more with students and their disciplinary counterparts than do academic officers, and these interactions weigh heavily in their perceptions of the institutional condition. Nevertheless, and as elaborated in the assumptions of the study, institutions having few practices have weak faculty development programs; and such institutions offer less to the faculty and institutional community than those with stronger programs.

Concluding Comment

It is hoped that this study has contributed to an understanding of faculty development practices in Southern Baptist institutions of higher education in the United States. In addition, where the results of this

study can help individual administrators to compare their institution's practices to the sampled population, this study may be helpful in making administrators and faculty consciously aware of the "why" for particular choices of program planning. As the study has attempted to demonstrate, a viable faculty development program must be predicated on faculty ownership as well as administrative support in terms of funding, rewarding, and promoting.

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APPENDIXES

APPENDIX A

CENTRA QUESTIONNAIRE

SURVEY OF FACULTY DEVELOPMENT PRACTICES

Return to: Mr. Glen E. Jones
Oklahoma State University
Stillwater, OK 74078

Code No. _____

- I. Listed below are a number of practices that might be used to help faculty develop in their variety of roles, particularly as teachers. Would you please indicate the extent to which the practice is used at your institution and your estimation of how effective it has been as a development practice. The extent of use is, of course, not necessarily equivalent to how worthwhile it has been. A practice may be very effective even though used by only a small portion of the faculty (or vice versa).

Extent to which it is used at your institution.

- 0 Not used (or not available)
 1 Used by fewer than 5 percent of the faculty
 2 Used by about 5-20 percent of the faculty
 3 Used by about 20-50 percent of the faculty
 4 Used by over 50 percent of the faculty

If used, how effective or worthwhile do you think it has been at your institution as a development practice.

- 0 Absolutely no idea of its effectiveness
 1 Not very effective (or worthwhile)
 2 Somewhat effective
 3 Effective
 4 Very effective (or worthwhile)

Practice
 (If you would like to comment about any practice,
 please do so below)

Approximate Use
 (Circle one response
 in each row)

Estimation of Effectiveness
 (Respond only if used)

- A. Workshops, Seminars, Programs (Disregard box at left of each practice until you reach Part III of the questionnaire.)

- | | | | | | | | | | | | |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|
| <input type="checkbox"/> | 1. Workshops or presentations that explore various methods or techniques of instruction. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 2. Workshops, seminars, or short courses that review subject matter or introduce new knowledge in a field. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 3. Workshops or seminars dealing with new or different approaches to develop curricula. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 4. Workshops or seminars on testing and evaluating student performance. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 5. Workshops, seminars, or program to acquaint faculty with goals of the institution and types of students enrolled. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 6. Workshops or program to help faculty improve their academic advising and counseling skills. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 7. Workshops or seminars to help faculty improve their research and scholarship skills. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 8. Workshops, seminars, or program to improve the management of departmental operations. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 9. Workshops or presentations that explore general issues or trends in education. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |
| <input type="checkbox"/> | 10. Workshops or program in faculty <u>effective</u> development--improving their interpersonal skills or their ability to work effectively in groups, exploring educational values, and similar topics. | 0 | 1 | 2 | 3 | 4 | 0 | 1 | 2 | 3 | 4 |

Other workshops, seminars, etc. (please list and comment on use and effectiveness).
 Comments about above practices:

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-2-

Approximate Use
(Circle one response
in each row)

Effectiveness
(Respond only if used)

Practice

(If you would like to comment about any practice,
please do so below.)

B. Analysis or Assessment Practices

	Not used	Fewer than 5%	About 5-20%	About 20-50%	Over 50%	Absolutely no idea	Not very effective	Somewhat effective	Effective	Very effective
<input type="checkbox"/> 1. Systematic ratings of instruction by students used to help faculty improve.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 2. Formal assessments by colleagues for teaching or course improvement (i.e., visitations or use of assessment form).	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 3. Informal assessments by colleagues for teaching or course improvement.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 4. Systematic teaching or course evaluations by an administrator for improvement purposes.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 5. System for faculty to assess their own strengths and areas needing improvement.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 6. Classroom visitation by an instructional resource person (i.e., a development specialist), upon request, followed by a diagnosis of teaching.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 7. Analysis of in-class video tapes to improve instruction.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 8. Faculty with expertise consult with other faculty on teaching or course improvement.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 9. "Master teachers" or senior faculty work closely with new or apprentice teachers.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 10. Professional and personal development plan (sometimes called a growth contract) for individual faculty members.	0	1	2	3	4	0	1	2	3	4

Other types of analysis or assessment practices (list with estimates of use and effectiveness). Comments about above practices:

C. Media, Technology, Course Development

<input type="checkbox"/> 1. Specialists on campus to assist faculty in use of audiovisual aids in instruction, including closed-circuit television.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 2. Assistance to faculty in use of instructional technology as a teaching aid (e.g., programmed learning or computer-assisted instruction).	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 3. Specialists to assist faculty in constructing tests or evaluating student performance.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 4. Specialists to assist individual faculty in instructional or course development by consulting on course objectives and course design.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 5. Specialists to help faculty develop teaching skills such as lecturing or leading discussions, or to encourage use of different teaching-learning strategies such as individualized instruction.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 6. Simulated procedures which enable faculty to learn and practice specific teaching skills (e.g., micro-teaching).	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 7. Special professional library readily accessible to faculty dealing with instructional methodology, teaching skills, psychology of learning, and similar topics.	0	1	2	3	4	0	1	2	3	4

Other types of media, technology, or course development practices. Comments about above practices:

-3-

Approximate Use Effectiveness
(Circle one response in each row)(Respond only if used)

D. Miscellaneous Practices

	Not used	Approximate Use				No idea	Effectiveness			
		< 5%	5-20%	20-50%	> 50%		Not very	Somewhat	Effective	Very Eff.
<input type="checkbox"/> 1. Use of grants by faculty members for developing new or different approaches to courses or teaching.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 2. Visitations to other institutions (or to other parts of this institution) to review educational programs or innovative projects.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 3. Faculty exchange program with other institutions.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 4. Faculty take courses offered by colleagues.	0	1	2	3	4	0	1	2	3	4
<input type="checkbox"/> 5. Personal counseling provided individual faculty members on career goals, and other personal development areas.	0	1	2	3	4	0	1	2	3	4

Other miscellaneous practices. Comments about above practices:

II. Please indicate whether your institution has each of the following practices or not. If yes, estimate its effectiveness on the same scale of one to four.

Respond only if practice exists

Practice (If you would like to comment about any practice, please do so below.)	1 = Practice exists 2 = Practice does not exist		0 Absolutely no idea of its effectiveness 1 Not very effective 2 Somewhat effective 3 Effective 4 Very effective				
	<input type="checkbox"/> 1. Annual awards to faculty for excellence in teaching.	1	2	0	1	2	3
<input type="checkbox"/> 2. Circulation of newsletter, articles, etc. that are pertinent to teaching improvement or faculty development.	1	2	0	1	2	3	4
<input type="checkbox"/> 3. A specific calendar period is set aside for professional development.	1	2	0	1	2	3	4
<input type="checkbox"/> 4. There is a periodic review of the performance of all faculty members, whether tenured or not.	1	2	0	1	2	3	4
<input type="checkbox"/> 5. Sabbatical leaves with at least half salary.	1	2	0	1	2	3	4
<input type="checkbox"/> 6. A policy of unpaid leaves that covers educational or development purposes.	1	2	0	1	2	3	4
<input type="checkbox"/> 7. Lighter than normal teaching load for first year faculty.	1	2	0	1	2	3	4
<input type="checkbox"/> 8. Temporary teaching load reductions to work on a new course, major course revision, or research area.	1	2	0	1	2	3	4
<input type="checkbox"/> 9. Travel grants to refresh or update knowledge in a particular field.	1	2	0	1	2	3	4
<input type="checkbox"/> 10. Travel funds available to attend professional conferences.	1	2	0	1	2	3	4
<input type="checkbox"/> 11. Visiting scholars program that brings people to the campus for short or long periods.	1	2	0	1	2	3	4
<input type="checkbox"/> 12. Summer grants for projects to improve instruction or courses.	1	2	0	1	2	3	4
<input type="checkbox"/> 13. There is a campus committee on faculty development.	1	2	0	1	2	3	4

Other practices. Comments about above practices:

III. Are there practices that have not been adopted or are not widely used at your institution that you would consider essential to faculty development? Please use the list of practices provided under Parts I (A thru D) and II and select up to five by putting a check (✓) in the box to the left of the particular practice. Add any others here:

IV. What proportion of each of the following groups of faculty members would you estimate has been generally most involved in development activities?

	Approximate Proportion (Circle one in each row)			
	Very	Some	About	Most
	few		half	
1. Younger faculty in their first years of teaching.	1	2	3	4
2. Faculty with over 15 or 20 years of teaching experience.	1	2	3	4
3. Nontenured faculty	1	2	3	4
4. Tenured faculty	1	2	3	4
5. Good teachers who want to get better	1	2	3	4
6. Faculty who really need to improve	1	2	3	4
7. Other (specify) _____	1	2	3	4

V. Funding

A. Approximately what proportion of the total money spent for faculty development activities at your institution during the past year has come from each of the following sources. The total should add to 100 percent.

	Write in approximate percentage
1. Institutional general fund	_____ %
2. Grant from federal government or foundation	_____ %
3. Direct funds from the state	_____ %
4. Other _____	_____ %
Should add to: 100%	

B. What percent of the total annual institutional budget does #1^{*} above represent. (Circle one.)

- | | |
|---------|-------------|
| 1. 0-1% | 4. 8-10% |
| 2. 2-4% | 5. Over 10% |
| 3. 5-7% | |

C. Has the proportion of the annual institutional budget used for faculty development (circle one):

1. Increased over the past two years?
2. Decreased over the past two years?
3. Remained about the same?

VI. Organization

A. Does your institution have an on-campus person or unit(s) for faculty development or instructional improvement (e.g., Office of Faculty Development, Instructional Resource Unit, Teaching Improvement Unit, etc.)?

1. Yes
2. No

B. If yes, please list the title of the unit(s) and the number of full-time equivalent professional staff involved.

title	number
_____	_____
_____	_____

C. How long has it (have they) existed?

_____ (number of years)

-4-

VII. Is your institution part of a consortium or regional group that concentrates on faculty development?

1. Yes
2. No

If yes, give the name. _____

VIII. Has there been an evaluation of the faculty development program or activities at your institution?

1. Yes
2. No
3. Only in part

If yes or in part, could you describe it below or provide a copy of the report if available?

IX. Institutional Characteristics (Circle one in each category)

- A.
 1. Two-year institution
 2. Four-year college
 3. University (with doctoral programs)
 4. Professional school, specify _____
- B. Source of control:
 1. Private
 2. Public
- C. Religious affiliation:
 1. None
 2. Protestant
 3. Catholic
 4. Other religious group
- D. Total student enrollment (full-time):
 1. Under 1000
 2. 1000-2500
 3. 2500-5000
 4. 5000-10,000
 5. 10,000-20,000
 6. Over 20,000

we invite you to include additional comments about the faculty development program or practices at your institution--its basic strategy or emphasis, its most critical problems, etc. If there is a document that describes your program, you may want to forward a copy to us. Comments may be made on a separate sheet of paper.

Please be sure to complete the survey instrument regarding coordinator characteristics.

APPENDIX B

SURVEY OF COORDINATOR CHARACTERISTICS

SURVEY OF COORDINATOR CHARACTERISTICS

A coordinator for faculty development ^A does exist ^B does not exist at this institution.

If you checked B above, skip to section II below.

Section I. Your coordinator for faculty development (please circle all that apply):

A. Has the rank of:

1. Instructor
2. Assistant Professor
3. Associate Professor
4. Professor
5. Dean, Director, or Department Head

B. In terms of tenure:

1. Is in a tenure-track position.
2. Holds tenure.
3. Has an administrative rank.
4. (Tenure does not exist at this institution).

C. In terms of academic experience, has substantial background in (circle all that apply):

1. Classroom instruction.
2. Curriculum development.
3. Evaluation of programs and design of new programs.
4. Coordination of programs in one discipline.
5. Coordination of programs in two or more disciplines.

D. In order to fulfill the duties of coordinator:

1. Has been appointed to the position in addition to normal academic duties.
2. Is given released time from instructional duties.
3. Occupies two positions with time specifically devoted to both.
4. Works in a full-time capacity in the position of coordinator.
5. Other (describe): _____.

Section II. A faculty development program

The three most important elements of a faculty development program are (describe):

1.

2.

3.

Please complete the other side.

The amount of participation that the faculty development program has at your institution:

1. Less than 10 percent of the departments.
2. From 10 to 40 percent of the departments.
3. From 40 to 60 percent of the departments.
4. From 60 to 75 percent of the departments.
5. Over 75 percent of the departments.

* * * * *

Approximately ____ percent of the institution's faculty are employed full time by this institution.

Thank you for your cooperation.

APPENDIX C

SURVEY COVER LETTERS

EDUCATION COMMISSION

ASSOCIATION OF SOUTHERN BAPTIST COLLEGES & SCHOOLS

ARTHUR L. WALKER, JR.
Executive Director-Treasurer

THE SOUTHERN BAPTIST CONVENTION □ 460 JAMES ROBERTSON PARKWAY □ NASHVILLE, TENNESSEE 37219 □ (615) 244-2362

January 7, 1982

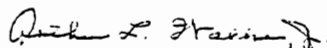
To the Academic Deans or
Chief Academic Officer of
the Colleges holding membership
in the Association of Southern
Baptist Colleges and Schools:

Mr. Glen E. Jones is a candidate for the degree of
Doctor of Education at Oklahoma State University.
He is doing a study of the faculty development
practices of the senior colleges which are members
of our association. Such a study could be of great
value to all of us. I encourage you to respond to
his request for information.

When we receive the results of his study, I will
provide these for all institutions.

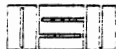
Thank you for your cooperation.

Sincerely,



Arthur L. Walker, Jr.

ALW:jw



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 CUNDERSEN HALL
(405) 624-7244

Dear Dr.

The decade of the 1980s is recognized by many as both a time of declining enrollments in institutions of higher education and, also, a time of pressing need for faculty renewal. In order for private institutions of higher education to be able to face these challenges, accurate and timely information about faculty renewal and development practices will be required.

As people greatly concerned about the future of private higher education, we want to be of help. Specifically, this research will focus on faculty development practices and preferences in the fifty-four institutions affiliated with the Southern Baptist Convention.

The enclosed questionnaires are part of an effort to gather useful information. Since relatively few institutions are involved, it is essential that each institution be included in order to get an accurate assessment. We would appreciate it if you would please take time to complete the questionnaires and return them to us. Of course, your responses will be treated with professional confidentiality.

If you desire a summary of the research findings, please complete the enclosed postcard and return it to us. We hope the findings will be useful to you and your institution.

Thank you very much for your interest and support in this important undertaking.

Sincerely,

Thomas A. Karman,
Professor and Head

Glen E. Jones,
Researcher



Oklahoma State University

DEPARTMENT OF EDUCATIONAL ADMINISTRATION
AND HIGHER EDUCATION

STILLWATER, OKLAHOMA 74078
309 GUNDERSEN HALL
(405) 624-7244

Dear

The response to our survey of faculty development practices in Southern Baptist institutions of higher education has been tremendous. We are excited about the results of the survey and expect the summary to be of both interest and use to you and the officers of the Association of Southern Baptist Colleges and Universities.

If you have not already done so, we request that you take a few moments to complete and forward the survey to us, in order that we might have the benefit of your thinking.

Thank you again for your assistance in this vital matter.

Sincerely,

A handwritten signature in cursive script, appearing to read 'T. A. Karman'.

Thomas A. Karman,
Professor and Head

A handwritten signature in cursive script, appearing to read 'Glen E. Jones'.

Glen E. Jones,
Researcher

APPENDIX D

SOUTHERN BAPTIST INSTITUTIONS PARTICIPATING
IN THE STUDY

SOUTHERN BAPTIST INSTITUTIONS PARTICIPATING
IN THE STUDY

Averett College
Baylor University
Belmont College
California Baptist College
Campbellsville College
Carson-Newman College
Cumberland College
East Texas Baptist College
Furman University
Gardner-Webb College
Georgetown College
Hardin-Simmons University
Houston Baptist University
Howard Payne University
Judson College
Louisiana College
Mars Hill College
Mercer University - Macon
Mercer University - Atlanta
Meredith College
Mississippi College
Oklahoma Baptist University
Ouachita Baptist University
Palm Beach Atlantic College
Southwest Baptist University
Stetson University
Tift College
Union University
William Jewell College
Wingate College
Brewton-Parker College
Southern Baptist College
Truett-McConnell College

VITA

Glen Edward Jones

Candidate for the Degree of

Doctor of Education

Thesis: FACULTY DEVELOPMENT PRACTICES IN SOUTHERN BAPTIST
INSTITUTIONS OF HIGHER EDUCATION IN THE UNITED STATES

Major Field: Higher Education

Biographical:

Personal Data: Born in Miami, Oklahoma, July 7, 1946, the son of
Aden Maurice Jones and Albertina Mae Jones.

Education: Graduated from Muskogee Central High School, Muskogee,
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requirements for the Doctor of Education degree at Oklahoma
State University in July, 1982.

Professional Experience: Data processing operations supervisor,
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minister, 1975-1977; Graduate assistant to Director of
Testing, Central Missouri State University, 1978-1980;
Graduate research associate, Oklahoma State University,
Department of Applied Behavioral Studies in Education,
1980-1982.