

FACULTY DEVELOPMENT AT EVERGREEN
Recommendations of the Faculty Evaluation DTF

The Faculty Evaluation DTF advances as its primary recommendation that faculty development at Evergreen be made the number one institutional priority for the next five years.

Evergreen is fortunate in that its curricular arrangements, including interdisciplinary coordinated studies and collaborative teaching teams, go a long way in fostering faculty development by their very nature. Measured by our own standard of excellence in the teaching arts, the Evergreen faculty is a well-developed faculty. But there are clear and apparent gaps in the range of opportunities for development currently available for our faculty. We must not be content to rest on our past achievements, considerable as they may be. Our continuing vitality as an institution demands that we take a significant next step in the development of our most critical institutional resource -- the faculty.

The Faculty Evaluation DTF views faculty development at Evergreen as occurring at four distinct levels: the institution, within interdisciplinary specialty areas, within academic programs, and individually, as self-defined by each faculty member. Our recommendations fall within each of these areas:

I. INSTITUTIONAL

- A. Recommendation One (Primary Recommendation): Faculty Development at Evergreen should be made the number one institutional priority for the next five years. Faculty development at the institutional level is the arena in which the greatest strides have been made in recent years, but it is also the arena in which the greatest gaps remain.
- B. Recommendation Two: The college, through a combination of private fund-raising and enhancement of legislatively controlled formulas, should double the number of quarters of paid, professional leave by 1992.

Time is the single greatest need for faculty members' development. Paid professional leaves (or sabbaticals) at Evergreen are a scarce resource, and their allocation among faculty has become, paradoxically, an intensely competitive, largely discipline-bound enterprise. All faculty at Evergreen need time away from the rigors of teaching at predictable intervals in order to crystallize what they have learned and to open themselves to fresh approaches to teaching and inquiry.

themselves to fresh approaches to teaching and inquiry. At Evergreen, on average, one quarter of paid, professional leave has been made available for every 7.7 years of service. Doubling the quarters of leave (to two quarters per 7.7 years of service) is still far from an optimal level, but would do more to promote faculty development at Evergreen than any other single action that we can think of.

C. Recommendation Three: The primary responsibility of one of the Academic Deans should be faculty development.

Inasmuch as the College will be gaining a fifth Academic Dean, one of the deans, whose position is defined as coming from the faculty, should be designated as the Development Dean. This dean will provide the institutional locus for the promotion of faculty development. It will be the responsibility of the Development Dean to generate opportunities for faculty development, to be the institutional advocate within the administration for faculty development, and to foster and promote development within specialty areas and programs and with individual faculty members. This dean is successful to the extent that faculty clamor to take advantage of the opportunities made available by her or his efforts.

The College has made considerable progress in recent years in increasing the professional travel allocation and in creating resources for sponsored research. The Development Dean would work to continue and enhance such efforts. The Development Dean might also work to put together programs such as the Danforth visitor model, whereby one faculty member, released from other obligations, visits another's academic program on a sustained basis, in order to offer developmental advice and insight. Another model that the Development Dean could pursue is a College Faculty Forum, in which individual faculty, once in an eight-year contract period, might elect to make a major presentation (retrospective, prospective, or both) to the College community. These presentations could carry a stipend of \$1,000. Ideas abound: it is the role of the Development Dean to realize and promote them.

Inasmuch as decanal evaluations of faculty will henceforth address faculty's competency, as largely distinct from their developmental efforts and interests, faculty will learn less from reading deans' portfolios about other faculty's standards and interests and have less chance to identify colleagues with whom they might enjoy teaching. The Development Dean should, therefore, seek to find new means to help faculty know of

each other: perhaps beginning a centrally located collection of program syllabi; perhaps regular publication of the "Research and Artistry at Evergreen" initially produced this year by the provost's office.

- D. Recommendation Four: One of the responsibilities of The Development Dean will be to construct an elaborated version of the present orientation system for faculty new to Evergreen.

All faculty new to Evergreen need to learn our ways. Increasing numbers of young, less-experienced faculty members will need the help of the Evergreen community in developing their skills in team teaching and in interdisciplinary teaching. There are many ways these needs can be met (e.g., the buddy system or a resource group of senior faculty). The responsibility for meeting these needs rests with the Development Dean.

II. SPECIALTY AREAS

While it is sensible to make specific recommendations for faculty development at a college-wide level, as we move to smaller units, such as specialty areas, the Faculty Evaluation DTF is reluctant to make uniform prescriptions.

Recommendation Five: Each of the College's Specialty Areas should determine a means, which suits its own needs and proclivities, to foster the development of its affiliated faculty members as a group.

An alive and vital Specialty Area has some means to promote the intellectual vitality of its members. The possibilities are many, but might include a colloquium series, such as Science, Technology and Health has had on occasion. The Development Dean should provide assistance and resources for the Specialty Areas, as they seek to discover a direction that works for them.

Faculty within a specialty area should consider exchanging their portfolios to become acquainted with the interests, activities and standards of their specialty area colleagues, and to find new, convivial teammates.

III. ACADEMIC PROGRAMS

Academic Programs have been, and will continue to be, the heart and soul of faculty development at Evergreen. We do not need to redouble our efforts here, nor do we need to institute new requirements. We need only to continue what we have done in the past. Faculty development in the teaching arts is intrinsic to the way coordinated studies programs are structured at Evergreen. Planning interdisciplinary programs, team-teaching, and faculty seminars

provide Evergreen faculty with numerous opportunities to deal with new material, to observe different teaching philosophies and techniques, and to try different ways of teaching and learning.

Recommendation Six: Academic programs at Evergreen should articulate in their faculty covenant how faculty development is embedded in their program activities.

We do not want faculty in academic programs to do extra work for development; we do want faculty in programs to consider, more directly and self-consciously, how their program activities can be constructed to enhance their professional development. Faculty seminars, mutual attendance of program activities, in-house evaluations, and letters of reflection are examples of how most programs are already engaged in development. We encourage faculty team members to exchange portfolios, perhaps at the start of their teamwork together. We encourage programs to use "down weeks" and other scheduling mechanisms to give each faculty member a week each quarter free from the usual program responsibilities, in order to prepare for some special program event, or to crystallize thinking on an important program theme, or to plan mid-quarter adjustments to the program's curriculum (and so on). Teams will doubtless invent a myriad of ways for faculty development to unfold. We want them to.

IV. Individual Faculty Development

An individual faculty member's professional development, by definition, cannot be institutionally specified or mandated. It is a uniquely individual process and a matter of personal, professional judgment.

Recommendation Seven: It is the responsibility of each Evergreen faculty member to consider carefully her or his professional development, and to choose a course for that development accordingly.

How each faculty member develops professionally is his/her business; that we all develop is absolutely vital to Evergreen. The role of the institution is to tempt faculty with an irresistible array of developmental opportunities.

Can faculty meet the standards of reappointment without a personal program of professional development? The question is misplaced. The correct question is: how can Evergreen create a thousand opportunities for professional development so that faculty can remain excellent? Tentative answers to the question appear above. Individual faculty will avail themselves of these opportunities in delightfully individualistic ways. Some faculty will be systematic and will

write elaborate professional agendas. Some will choose to keep Development Portfolios; some will ask for yearly development conferences with the Development Dean.

With regard to a faculty member's personal, professional development, we might well offer the injunction: Be selfish. That would surely be good advice for many faculty here who have given so selflessly. But a different injunction perhaps fits us all: Be caring. If faculty development at Evergreen is to be the number one institutional priority for the next five years, it is incumbent on each and every one of us to be caring of our own, and of each other's, development.