

directions directions directions

VOL. 1, NO. 1

FEBRUARY, 1985

A Faculty Development Newsletter of Red Deer College

"... the most important thing about a college is the quality of the lives of the people who staff it."

S.K. Bailey, The Effective Use of Resources

Faculty Development at Red Deer College - Ed Kamps

As most of you know I have been partially seconded to the College-Wide Professional Development Committee for the period of January to July 1985 as part of a trial project.

My role is one of animator of faculty development and as such I am looking at a range of activities and involvements.

Currently I am conducting a series of in-depth interviews with a random sample of faculty to gauge perceptions of faculty development at Red Deer College and to obtain a sense of direction in planning for on-campus workshops this spring. If you have a particular area of interest or suggestions I would be glad to hear from you.

Later this spring I will be attending the annual conference of the Association of Canadian Community Colleges,

Directions is published by the College-Wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the March Directions is February 22, 1985.

participating in a panel discussion on faculty development in community colleges. ACCC is tentatively planning a national professional development consortium which could serve as a clearing house for information and resources and as a support to individual colleges in their faculty development efforts.

In the meantime the Alberta College-Institute Faculties Association (ACIFA) is conducting a project looking at research in the community college. The project, to be implemented by Fred Miles of Mount Royal College, will survey faculty as to the extent they are involved in various research related activities.

We hope to use the result as a form of needs assessment to plan specific research-related workshops for faculty. As well, the survey should shed some light on the degree to which faculty in colleges and institutes are involved in research.

Over the years a myth has developed which has research taking place only in the universities and college-institute faculty exclusively teaching.

In this regard, I would like to bring to your attention an excellent article entitled "Applied Expertise: A Redefinition of Research in Community Colleges" published in the September, 1982, issue of the Community and Junior College Journal.

The author sets forth some very important arguments for enhancing applied research in community colleges and institutes.

Copies of this article can be obtained from your divisional professional development chairperson.

When the ACIFA research survey arrives this month please give it your thoughtful consideration.

One of the more tangible outcomes of this secondment is this faculty development newsletter. Directions will be published the first week of the month and will feature a wide array of contents relating to faculty development.

Meant to be both informative and somewhat thought-provoking the newsletter will feature news and articles of and by staff of Red Deer College and hopefully will increase the professional development interface among faculty.

As part of this interface, feedback concerning Directions is appreciated.

To be one's self, and unafraid whether right or wrong, is more admirable than the easy cowardice of surrender to conformity.

Irving Wallace

Make the most of yourself, for that is all there is to you.

Ralph Waldo Emerson

If you do not think about the future, you cannot have one.

John Galsworthy

FACULTY ENDOWMENT FUND

Red Deer College has a proud record of outstanding faculty, many of whom are recognized leaders in their fields. Often our permanent faculty wish to enrich their programs for students through exposure to resource persons from outside the College. Our faculty believe that the special knowledge or skill of these other people can greatly enhance the educational experience of their students.

The Faculty Endowment Fund was established to provide funds to enable our faculty to bring in resource persons of their choice.

It is necessary to build a balance of funds that will earn enough interest to finance these enrichment experiences. Help our faculty to provide the utmost in educational challenge and variety to our students. Your support for the Faculty Endowment is vital.

For more information contact
Derryn Yeomans.

The burden of teaching is on the person who wants to teach ... the burden of learning is on the person who wants to learn.

J. Milburn Smith

A man's reach must exceed his grasp, or, what's a Heaven for?

Browning

University of Alberta Bachelor of
Education Program at Red Deer College
- Brad Hemstreet and Pat Pattison

Upon completion of the in-house pedagogy training course in the summer of 1983, inquiries were made of the U of A by the Apprenticeship faculty as to the feasibility of bringing vocational teaching courses to the Red Deer College campus.

The initial response at the U of A was one of excitement and tentative funding provisions were made under the provincial government's "Distance Delivery" program. Unfortunately the response was not quite as enthusiastic at Red Deer College and the funding went to other Outreach programs being offered by the U of A.

Further discussions with instructors and administration at both institutions throughout the 1983/84 year led to a proposal being put forth by the U of A for implementation in September 1984. This proposal was not acted upon until late fall with the end result being a starting date for the program in January 1985.

Red Deer College is one of eight centers across the province benefiting from this program which is specifically designed for educators currently instructing adults.

The goals of the program are to offer those adult educators who do not have a B.Ed. the opportunity to complete the requirements on a part-time basis allowing them to still teach adults in post-secondary or adult vocational training programs.

The students of this program will require varying amounts of time to complete their degrees with some already having completed credit course at Red Deer College and other institutions. Other students are starting with no previous academic credit. Those students who eventu-

ally complete the degree requirements will spend one year in residence at the U of A as opposed to two years as has previously been required.

The initial course (Ed. Ind. 245) is underway with 42 students registered - almost three times the projected number of 15. The large number of students has necessitated dividing the class into two groups of 20/22. Students enrolled are largely apprenticeship instructors but the class is also attended by B.J.R.T. instructors and a member of the college administration.

The program is run with both three hour in-house lectures and one hour teleconference tutorials. Teleconferencing will be handled with voice-activated microphones allowing a more open discussion period than is provided with push button microphones. The remote delivery system is not the only innovative aspect of the program. The courses are completely modularized and rely heavily on students completing the units and projects outside of classroom time. Two spontaneous study groups have developed in the apprenticeship division to meet regularly to discuss and debate issues presented in the course.

Current enthusiasm of the students appears to be unlimited. The program and especially the teleconferencing tutorials are constantly monitored and evaluated by U of A staff to ensure maximum success of this experimental program.

For further information contact Brad Hemstreet at 3477 or Pat Pattison at 3436.

As a field, however fertile, cannot be fruitful without cultivation, neither can a mind without learning.

Cicero

Upcoming Workshops and Conferences

1. Origins and Evolution of the Universe: Evidence for Design? Sponsored by the Royal Society of Canada. May 30 - June 1; McGill, Montreal.
2. Learned Societies Conference. May 26-June 8; Université de Montréal.
3. Adult Education, University of Calgary
 - a. Mini-Workshops for Adult Educators. Wednesday evening series, 7:00-10:00 p.m.
 - i. Super Learning: An Introduction to Suggestive-Accelerative Learning and Teaching (SAIT). April 24.
 - ii. Designing a Better Lesson or Workshop (By Being Recursive). May 8. [ed. note: I have an article by the author on recursiveness and how it relates to course planning]
 - iii. Audiovisual Equipment Operation: A Hands-on Instructional Workshop. May 29
 - b. Participatory Learning in Training and Adult Education. April 10
 - c. New Dimensions in Learning: Suggestive-Accelerative Learning and Teaching (SAIT). May 17
 - d. Learning Styles and Their Application for Teaching Adults. March 25
 - e. Marketing and Promoting Adult Education Programs. March 14,15

(Please let me know if you are interested in attending any of these)

Check the bulletin board in the Faculty Lounge for more news on upcoming professional development events and activities.

Apprenticeship Hosts Andragogical Seminar - Pat Pattison

Over 40 people attended a two-day seminar on Adult Education, January 3 and 4. The two-day session featured Dr. Karel Puffer of the U of A, Department of Vocational Education in discussions of Adult Differences, Learning Theory, Project Method of Teaching and How to Make Lectures More Effective.

Sponsored by the Apprenticeship Professional Development Committee, invitations were extended to the entire teaching staff of the College. Three divisions, besides the trades area, were represented. Greater participation might have occurred had the bulk of the College program not started up after the Christmas break.

The evaluation by those attending generally indicated that Dr. Puffer's style and content were enjoyed, but that the time was too short. Dr. Puffer provided about 130 pages of material in five, well developed Units (Modules) complete with reference material and self diagnostic tests.

It is planned to have a further evaluation of the program in a month or two and there has been some discussion about a future indepth session on a specific area of andragogy.

Everyone is necessarily the hero of his own life story.

John Barth
"The End of the Road"

We are born princes and the civilizing process makes us frogs.

Eric Berne

Alberta Heritage Scholarship Fund

The Alberta Heritage Scholarship Fund awards three annual \$25,000 Sir Frederick Haultain Prizes to outstanding Albertans in specific disciplines, one of which is in the social science category.

The Alberta Department of Advanced Education is seeking nominations, to be made by **March 1, 1985**, for these prizes.

For additional information, contact the Director, Alberta Heritage Scholarship Fund, Students Finance Board, 10th Flr, Baker Centre, 10025-106 Street, Edmonton, Alberta T5J 1G7. Telephone 427-8640.

Professional Development in the LRC - Mary Lou Armstrong

Over the years, the College Learning Resources Centre has developed a healthy collection of works related to faculty professional development; in fact, a few years ago, it was decided to create a special subject heading behind which would be filed all titles deemed to be of professional development interests to Red Deer College instructors. The file of cards behind the subject heading **PROFESSIONAL DEVELOPMENT - RED DEER COLLEGE COLLECTION** is now about 3 1/2 inches long, and brings together more than 200 titles related to instruction, administration and institutional governance—all accessible, of course, by more conventional subject headings as well.

The LRC subscribes to most of the Jossey-Bass publications related to higher education and community colleges. All the titles in the various series are found under the

special professional development subject heading, or by checking the title of each series in the title file. The cards at the very beginning of the professional development subject heading will refer you to the various series titles.

In addition to these approaches to items held in the regular collection, the LRC has set aside a special Professional Development carrel, located upstairs near the "L" (Education) section. Here are located a dozen monographs and 215 (to date) "fastbacks" published by the Phi Delta Kappa Educational Foundation which comprise the George H. Reavis Reading collection, a series that grows at the rate of one monograph and some 15-20 fastbacks each year. Here, too, is a binderful of Innovation Abstracts, a collection of pamphlets, and the Prentice-Hall Teacher Competency Development System, 26 manuals dealing with all facets of instruction.

The carrel was intended as a faculty browsing collection, but all materials may be borrowed, too. We hope you'll take advantage of it and the other professional development materials in the LRC. Remember, instructional media are fully catalogued and accessible through the card catalogue in the same way as print.

Identity is simply a kind of negotiation individuals make with other individuals to give each other the illusion of separate independence.

Chandler Brossard
"Contemporary Novelists" 1976

We only become what we are by the radical and deep-seated refusal of that which others have made of us.

Jean-Paul Sartre



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A Planet for the Taking

An eight part television series "A Planet for the Taking" to be broadcast weekly on CBCTV focuses on the theme of humanity's attitude to nature and presents what program host David Suzuki calls "alternative perspectives".

"Human Nature", the first program in the series, looked back to the very origins of life and the still-mysterious forces that interact to create it.

"Myth Makers", the second program in the series, will be broadcast on CBCTV at 8:00 p.m. on Wednesday, February 13. It examines the role of myth, moving between early civilizations and people today who cling to their belief in the power of myths. It describes the cultural context, the myths from which modern, western science emerged.

"Subdue the Earth", February 20, considers a human-centred explanation of animal behavior and states another view in which peaceful co-existence is the natural order, not external struggle.

"Who Needs Nature", February 27, examines the human compulsion to draft wildlife as props for our own amusement.

An overview of each program, including a bibliography, will be available on the Faculty Lounge bulletin board prior to that program being aired.

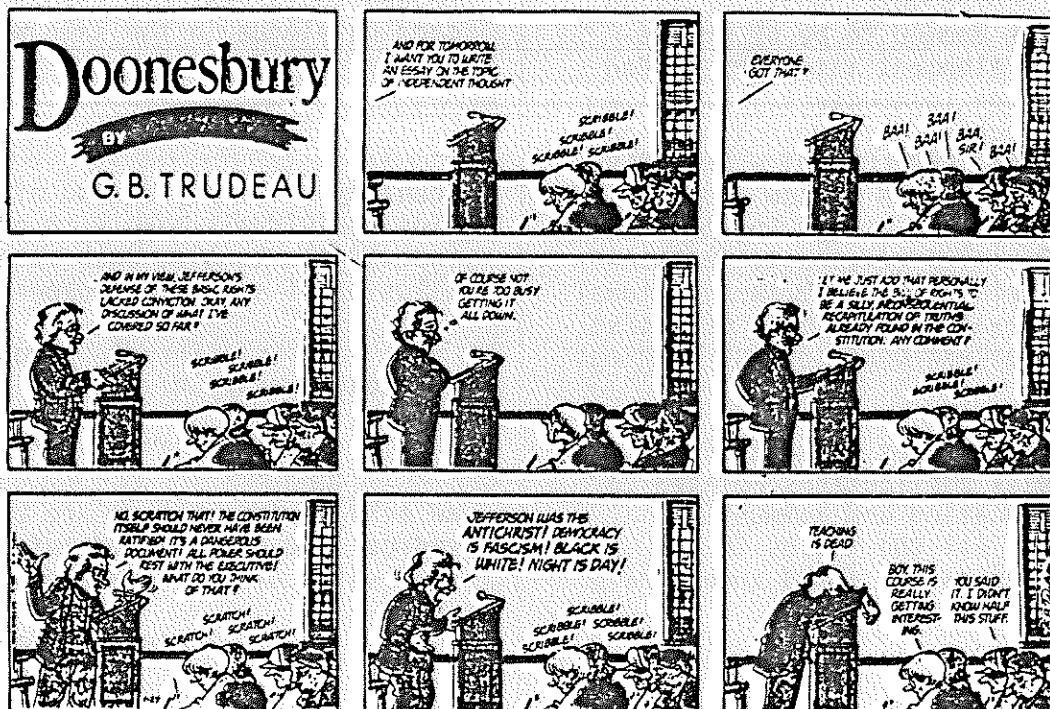
As well, each program will be followed by informal discussion in the Faculty Lounge the next day (Thursday) at 9:30 a.m. and again at noon.

When you feel in your gut what you are and then dynamically pursue it - don't back down and don't give up - then you're going to mystify a lot of folks.

Bob Dylan

Man is nothing else but what he makes of himself. Such is the first principle of existentialism.

Jean-Paul Sartre



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Paul Coutbee

VOL. 1, NO. 2

MARCH, 1985

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"... the most important thing about a college is the quality of the lives of the people who staff it."

S.K. Bailey, The Effective Use of Resources

Red Deer College and Prison Education

Plans are currently being finalized which would see a much greater presence by Red Deer College in prison education at the medium security Bowden Institute and the medium/maximum security Drumheller Institute.

The College Preparatory Program has offered upgrading courses at Bowden Institute since 1982, with instructor Heinz Kaul serving his third year (as teacher).

Under a new three-year contract with Canadian Corrections Services additional staff would be hired as part of an expansion of both the inmate population and the Educational Services at both institutions.

Plans for the new staffing at Bowden include a life-skills coach, instructors in the areas of basic literacy, adult basic education, and high school upgrading.

As well, staff would be sought for a vocational education program and for a Coordinator of prison programs.

The Drumheller Institute would see a similar program development, employing up to twelve people.

Currently the prison programs are being coordinated through the College Preparatory Program of the Science

Division. However, a planned reorganization of the division could result in a separate department for this form of off-campus program.

Meanwhile, Heinz Kaul, CPP instructor at Bowden, will be participating in a study tour this June of the prison system in Britain. The tour, part of a criminology course offered by Douglas College in B.C., will include lectures by criminologists, tours of prisons, and an examination of various models of prison education.

Britain is apparently thought to be a leader in the field of prison education.

Sabbaticals Awarded

Congratulations to the following who were recently awarded sabbaticals for the 1985/86 year.

Al Ferchuk, Phys. Ed., will be undertaking a year of study at the University of Saskatchewan in the M.Ed. Program. He also plans to participate in a number of workshops and seminars pertaining to adult education and hopes to undertake a project which will emphasize delivery systems of adult and continuing education.

Linda Moreau, Teachers' Aide, plans to complete a M.Sc. program at the University of Calgary with a major in Special Education and Rehabilitation.

Pamela Sing, French, will be starting a doctoral program in French Studies at the University of Montreal. While there Pamela plans to take courses in program development and consult with resource people in U of M's Department of "Andragogie" which is the only French Adult Education Department in the world.

Don Snow, Counselling, will focus his study on the phenomena of "corporate culture" in consultation with Dr. Charles Hampden-Turner, in London, England. Dr. Hampden-Turner, former President of American Humanistic Psychological Association has been retained by Royal Dutch Shell to work as their major consultant in their planned corporate interventions and development.

Doug Ure, Business, plans to spend the year at Harvard University and MIT where he will be studying under some of the leading authorities in the field of organization development. Doug plans to include in his program seminars pertaining to strategic planning, conflict and power, and organizational effectiveness.

Tobias to Present Paper

John Tobias, Acting Chairman of the Division of Liberal and Applied Arts, will be giving a paper at the Special Conference on the 100th Anniversary of the 1885 North-West Rebellion.

The conference, to be held May 4 in Saskatoon, traces the origins of treaty rights and Tobais' paper in particular focuses on attitudes of the federal government and the Indians toward efforts to have the treaties revised.

Last year Tobias received national media attention because of an article published in the Canadian Historical Review which questioned widespread assumptions about government-Indian relations in the latter half of the 1800's.

Upcoming Professional Development Events

1. Pacific Northwest Great Teachers Seminar, June 23-27, Oregon
2. Second Annual Summer Institute and Graduate Program on Adult and Community Education, July 2-26, University of Calgary.
3. NISOD National Conference on Teaching Excellence, May 22-25, Austin, Texas
4. Pacific Division, American Association for the Advancement of Science, June 9-14, Missoula, Montana
5. Red Deer College - May/June (tentative)
 - a. Learning Styles and Their Application for Teaching Adults
 - b. Edward De Bono's CoRT Thinking Program
 - c. Working with the News Media
 - d. Superlearning (suggestopaedia)
 - e. Preparing Multiple Choice Exams
 - f. Career/Life Planning
 - g. CAI/CML
 - h. Instructional Skills Workshop

It's people under 30 I don't trust.
It's in the self interest of young people to be active. Better active today than radioactive tomorrow.

Abbie Hoffman

In front of excellence the immortal gods have put sweat, and long and steep is the way to it, and rough at first ...

Hesiod, c. 700 B.C.

Campuses today are a hotbed of social rest.

Abbie Hoffman, 1985

Personalized System of Instruction Tried

A PSI (personalized system of instruction) approach was used in an innovative instruction project conducted last term by Con Ferris in his Math 240 course.

PSI, sometimes referred to as the Keller Plan after one of its originators, has a course design which incorporates an individualized, modularized, mastery approach to student learning.

The "learning experience package" that Con developed for the students included:

1. Ten modules of directions for student reading, sample and practice problems, and explicit behavioral objectives for testing.
2. Two textbooks - one standard format and one of programmed instruction.
3. Four diskettes of computer assisted instruction providing 13 lessons of tutorial instruction and feedback quizzes via the Apple micro lab.
4. Three videos on fundamental concepts of the limit, the derivative and the definite integral.
5. Two instructors in attendance for all regularly scheduled classes.
6. Over 15 hours per week of scheduled office time for student drop-in help.

On the first day of classes students were given an overview of the way in which the course would proceed, which included:

1. An overall external schedule to be maintained by three cumulative exams which were firmly set at that time.
2. Within the external schedule students could proceed through the modules at their own rate. Mastery level (80%+) was required for

credit in a module and sequential progress was mandatory. Unlimited testing was available both in and out of class. Completion of all modules resulted in a guaranteed pass (4) with the final mark based on the three cumulative exams.

3. No formal lectures were scheduled. Instead informal group and individual instruction was provided as required. Students were strongly encouraged (and in two modules forced) to work in small groups - thereby discussing concepts and maintaining efficient learning. Students were also very strongly urged to not miss class and become isolated.

In terms of results Con was somewhat disappointed, particularly as the PSI system resulted in a somewhat lower average final grade. However, the top student of both classes came from the PSI section and three students from that section finished the course before the end of the term.

"If PSI is to work" said Con, "the problem of student procrastination must be dealt with. Students need to be self-directed enough to deal with the resource material largely on their own."

This study was carried out as an innovative instruction project, supported by the College-wide Professional Development Committee.

For more information, contact Con Ferris, local 3379. Con recently completed a Master's thesis which focused on the PSI approach.

Self-control can be viewed as a process through which an individual becomes the principal agent in guiding, directing, and regulating those features of his own behavior that might eventually lead to desired positive consequences.

Goldfried & Merbaum, 1973

Opportunities with CESO

Canadian Executive Service Overseas (CESO) was founded in 1967 for the purpose of expanding on an innovative concept of assistance to developing countries; a face-to-face approach rather than relying on infusions of money or equipment. The underlying idea was to provide leverage in the form of volunteer consultants to industry, institutions, and governments in developing areas.

The original Overseas Program has expanded over the years in both scope and impact. Operating abroad, it has sponsored experts in a great variety of fields and they have completed more than 3,625 projects in 95 countries.

The Canadian Native Program, started in 1969, offers the same broad range of consulting services to the Indians (status/non status), Metis, and Inuit people of Canada and has conducted more than 4,900 projects since its inception.

Overseas projects include fields such as:

| | |
|---------------------|----------------|
| Management | Construction |
| Engineering | Transportation |
| Education | Manufacturing |
| Mining & Metallurgy | |

No salary or fee is paid to the consultant but CESO and the client-company will arrange for living expenses and a daily \$25 nontaxable honourarium.

While many of the participants in the program are recent retirees, opportunities also exist for individuals wishing to take a leave of absence from their normal employment.

For further information contact Ed Kamps or phone Rex Ballard, CESO Manager for Alberta and Northwest Territories at 421-4740.

... The staff of a college is its single greatest resource. In economic terms, the staff is the college's most significant and largest capital investment. In these terms alone, we affirm that it is only good sense that the investment be allowed to appreciate in value and not be allowed to wear itself out or slide into obsolescence by inattention or neglect.

But in a more crucial sense, a college's staff is the expression of its purposes, the collective manager of its missions. As the college's purposes change and adapt to the social needs of its community, its staff deserves - must have - opportunities to adapt and change, too ...

Roger Yarrington,
New Staff for New Students

We make a living by what we get,
but we make a life by what we
give.

Winston Churchill

The Red Deer College Foundation is launching its first annual staff fund-raising campaign in March. Between March 4 and 15, faculty and staff will be approached by volunteer canvassers for a donation to our College Foundation.

Please give these volunteers your consideration and support. After all, if the people most closely associated with an organization do not support it, why should anyone else? Give your endorsement to The Foundation - and help them help you! Your show of support will help The Foundation as it seeks to raise funds from the private sector on a local and national basis.

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"... the most important thing about a college is the quality of the lives of the people who staff it."

S.K. Bailey, The Effective Use of Resources

A Faculty Development Newsletter of Red Deer College

VOL. 1, NO. 3

April, 1985

The Future and Nursing Education - Irene Gataint

The Nursing Department was involved in workshop activity during the first two days of Spring Break. The title of the workshop was "The Future is Now", and the purpose was to provide an opportunity for the department to develop a long range focus for future planning.

Several weeks earlier, an Ad Hoc committee of faculty had been struck to study future directions for the department. With faculty approval, a workshop was designed which involved the total Nursing Department. The objectives defined for the workshop were:

1. To discuss the trends of Nursing education in Alberta and Canada as related to entry to practice for the professional nurse.
2. To discuss the future of Nursing education in terms of the Department of Advanced Education and Red Deer College.
3. To explore the present faculty's beliefs about education and nurses.

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Deadline for submission for the May Directions is April 30, 1985.

Editor: Ed Kamps

4. To discuss recommendations of B.F.S. (Baccalaureate Feasability Study).

Dr. E.J. Ingram from the U. of A., Department of Education Administration was brought in to facilitate the discussions. Other guests included Mrs. J. Sherwood, Education Consultant with the A.A.R.N., Mrs. P. Kober, Director of Nursing at R.D.R.H.C., who sits on the R.D.C. Nursing Program Advisory Committee and J. Foote, R.D.C. Acting Academic Dean.

A preview of trends in Nursing education and an overview of opportunities and constraints in R.D.C. and the College system provided the context for discussion. Small and large group work gave opportunity for exploration of the implications of these factors for the Nursing Department. The feasibility study for a baccalaureate program at R.D.C. was reviewed and small groups explored alternatives for direction.

The conclusion of the workshop was a decision making process through which the faculty made a commitment to direct future program development toward baccalaureate nursing education. The Ad Hoc committee will continue to give leadership in developing long range plans in this direction.

As significant as the planning direction that resulted from this workshop was the climate of interaction that allowed for team building to occur. The Nursing Department is anticipating another of these sessions in the spring to approach long term planning design.

The Giant Leap - Goodbye to Computer Literacy! - Brian McDonald

The Apple Computer Company (Apple) has taken a giant leap with the introduction of the Macintosh (the Mac) microcomputer. The Mac is the computer that everyone can use because almost no computer literacy is required to use it. In fact, for practical purposes we can say that **NO** computer literacy is required to use it. **Apple has set a new standard** and other microcomputer manufacturing companies are going to have to meet that standard in order to survive. We are now in the **computer-literacy-free generation**, and computers can now be used **easily** by **everyone** and soon will be used by **everyone**.

Apple wants the Mac to become the computer of choice in colleges and universities, just as the Apple II is for schools. So Apple looked for six colleges or universities that were willing to make large scale commitments to personal computers by purchasing 1,000 Mac's each. Apple asked the colleges and universities if they would invest at least \$2 million each to be in the Macintosh program. Instead of six, Apple found 24 institutions, including the entire Ivy League, that were willing to make this investment. Apple was producing 40,000 Mac's a month last year and is in the process of increasing its production to 80,000 a month because of the increased demand from colleges and universities as well as a general increase in public demand, and even then they will not be able to meet the demand.

The U of A has purchased a significant number of Mac's (maybe as many as 400) and has made their MTS main-frame computer system compatible with the Mac. The U of A Faculty of Business and Commerce (including the Master of Business Administration Program) has outfitted three labs with 30 Mac's each. In addition,

Apple has opened a one-room dealership on the U of A campus and is selling Apple products to students and faculty for one-third off the retail price. **Red Deer College should see if they could work out a deal with Apple so that our students and faculty could go up to the U of A Apple dealership and get the same purchasing privileges.** U of A has a Mac Users Group that meets one afternoon every two weeks in the Education Building. In addition, U of A has a Mac electronic bulletin board on the MTS for all the Mac hackers.

Michael Allen of Control Data is coming out with one of the first authoring systems for the Mac. Others will follow. Because the Mac is so easy to use, these authoring systems will allow ordinary faculty like you and me to design software (courseware) in our respective disciplines with the help of a CAI design consultant. Because so many faculty at different institutions will be able to produce software, we are going to see an **explosion** occur in **college software** production in the next few years. However, software for the Mac is not compatible with the Apple II series, and so this new software will probably be available for Mac microcomputers only. The new software will take advantage of Mac's mouse-driven menu's and its 32-bit MC68000 microprocessor. At first, most new software will be able to be used on the "thin" Mac (the Mac with 128K) but the time will come when educational software will become so sophisticated that it will require a **Fat Mac** (the Mac with 512K). Anyone with foresight will purchase the Fat Mac and not the thin Mac, in spite of the price difference.

What does all this mean for Red Deer College? What course of action should Red Deer College take in the light of this new leap to microcomputers that DO NOT REQUIRE COMPUTER LITERACY and therefore can be used EASILY by EVERYONE?

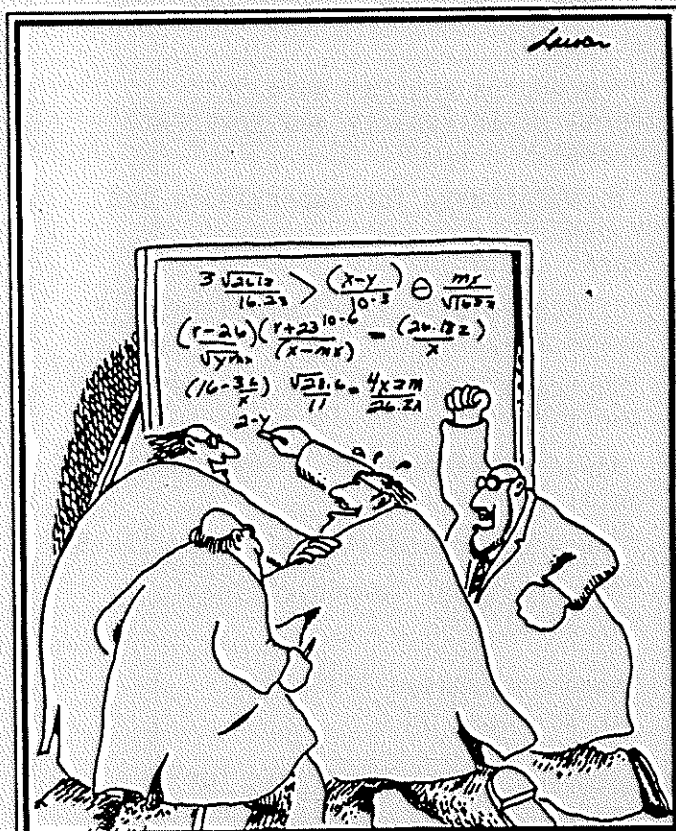
This leap is so profound that Red Deer College cannot afford to ignore it. Besides, Red Deer College should be a **leader** and should keep pace with this exciting development.

Red Deer College should immediately **stop** purchasing more Apple IIe and IBM microcomputers. These microcomputers are already **obsolete!** It is only a matter of time (1 to 2 years) when there will be no demand for college workshops and courses on computer literacy. The **easy-to-use** microcomputers will have taken over.

Red Deer College should start purchasing Fat Mac's and Mac software.

"Everyone must row with the oars he has."

English Proverb



"Go for it, Sidney! You've got it! You've got it! Good hands! Don't choke!"

On-Campus This Spring

The following represents a partial listing of seminars and workshops to be held on campus during May and June. A more detailed registration brochure will be out shortly.

1. Wills and Estates; May 8
Section A: 11 a.m. - 1 p.m.
Section B: 1 p.m. - 3 p.m.
2. Support Systems for Learners at a Distance: An Entry Level Workshop

Open to all individuals interested in distance education. The workshop will take place via teleconferencing across Canada, with print support material. There will be local group discussions. Topics to include training of tutors, student insecurity, designing freedom within the structure, developing student interaction, and administrative systems.

Because of the technical and financial logistics of this workshop an early indication of your interest would be appreciated. Please contact Jo-anne Bucklee in the LRC.

3. What Faculty Should Know About Working With the News Media;
May 9, 9:00-12:00 o'clock

Resource Person: Bev Greene

4. Learning Styles and Their Application for Teaching Adults;
May 13, 9:00-4:30

Leslie Southwick, Proactive Learning Consultant, Calgary

5. "Introduction to Camelot" (tentative); May 14-15

"Camelot" is a microcomputer based system for individualizing feedback to students.

6. "Your Motivational Pattern";
May 21, 11:00-1:00 o'clock
Ed Kamps

This seminar uses an "inventory" to determine your basic motivational pattern and to discuss how it influences behavior and relationships.
7. Life/Work Planning; May 29-30
Don Snow and Dave Hannah,
Counselling Centre.
8. Fitness and Nutrition;
1/2 day, June 4
Kim Druchett, Kevin Sirois Fitness
Centre
9. Superlearning: An Introduction to
Suggestive-Accelerated Learning
Techniques; June 5, 1:00-4:00 p.m.
Elaine Mullen, Mount Royal College
10. Preparing and Using Audio-visual
Materials; 1/2 day, June 11
A-V Staff
11. Preparing Multiple Choice Exams;
1/2 day, June 12
12. DeBono's CoRT Thinking Skills
Program; June 19
Ed Kamps and Don Dixon

Lateral thinking applied to the
classroom.
13. Questioning Techniques;
June 21, 9:00-12:00 o'clock

"Inescapable as freedom maybe, it must be recognized that too much of it and too soon may overwhelm the uninitiated and sometimes cause him to abandon freedom for the security of authority."

John S. Brubacher

Other Conferences and Workshops

Canadian Education Association:
"Youth in the Spotlight";
Sept 17-20, Quebec City

Society for the Promotion and
Advancement of Career Education:
"Transitions...Yesterday, Today, and
Tomorrow";
May 30-June 1, Calgary
Keynote speakers - David Swanson,
Richard Bolles Workshop Staff Member

Impact 85: Mid-America Conference on
Competency Based Education;
June 9-12, Brookfield, Wisconsin

"Computing Knows No Borders",
Co-sponsored by Association for
Educational Data Systems (U.S.) and
Educational Computing Organization of
Ontario;
April 21-26, Toronto

U of C Management Development
Seminars:

"Procedures You Can Work By";
April 15-16 (policy and procedure
books)

"Team Building for Supervisors and
Managers";
April 17-19

"Effective Selection Interviews";
April 22-23

"Business Use of Micro-computers";
April 25

"Advanced Management Communication
Skills"; May 1-3

"Powerful Presentations"; May 13-15

"Interpersonal Communications";
May 30-31

Competency Based Training;
May 21-23, U of C

Team Building: Techniques for
Trainers; April 15-17, U of C

Instructional Techniques for
Trainers; May 7-9, U of C

"Making Sense of Change: Transition Between Economies"; June 6-8, Douglas College, New Westminster

"Family Life '85"; April 18-19, York University

Mathematics 85; May 30-31, York University

Leadership for Educational Change; August 5-11, Bethel, Maine
Sponsored by NTL Institute

Alberta Association for Continuing Education 1985 Spring Conference; April 28-May 1, Jasper

Alcohol, Drugs, and Tobacco: On International Perspective - Past, Present, and Future; August 4-10, Calgary
Sponsored by the International Council on Alcohol and Addiction

Adult Education: A Northern Perspective; August 20-23, Yukon College

1985 National Conference on Teaching Excellence; May 22-25, Austin, Texas

Strategic Grants Available

Strategic grants program guidelines from the Social Sciences and Humanities Research Council of Canada are available from Ed Kamps. These guidelines list an area for "thematic research", rationale and objectives for the area of study, and details as to type and amount of funding.

The research grants vary in terms of time frames and funding amounts and depend in part on the specific proposal.

Current research programs include:

- "The Human Context of Science and Technology"
- "Women and Work"
- "Managing the Organization in Canada"

- "Population Aging"
- "The Family and Socialization of Children"

These strategic grants programs also include seed money to assist in the development of proposals.

As well, funds are available to faculty who wish to organize research workshops.

For more information contact Ed Kamps 342-3396.

"Plus Est en Vous"

"You've got more in you than you think" is the motto of OUTWARD BOUND, now operating in its 44th year.

OUTWARD BOUND's primary goal is to give people opportunities to prove to themselves how resourceful and capable they really are. The name comes from the old seaman's term for a ship leaving the security of the harbour and heading out for the open sea. As the name implies, it is an adventurous understanding - a voyage of discovery.

OUTWARD BOUND is made up of a network of some 30 schools in 15 countries worldwide. They all share the same philosophy of "teaching through doing", though the courses they run are altered by environment (desert, jungle, sea, etc.) and by the needs of the people in those countries. Here in the industrialized world we aim at counteracting the decline in opportunities for individual initiative, self-reliance, and adventure.

Here in western Canada OUTWARD BOUND offers courses in two very different wilderness environments - the mountains of the northern Cascade Range and the islands and fjords along B.C.'s Pacific Coast.

The Mountain School's courses feature mountaineering, rock climbing and whitewater kayaking. In the winter ski mountaineering courses are run.

The Sea Program offers courses that teach sailing or ocean kayaking plus navigation and seamanship.

No matter which course you choose - no experience is required.

For details as to dates, costs, etc. see Ed Kamps.

"Who to Contact for Research Funding Assistance from the Alberta Government in Agriculture, Engineering, and the Natural Sciences"

- a listing of the type of financial assistance available for research as well as a contact list.

- see Ed Kamps, 3396.

Fable of the Activity curriculum or the Differences in Individual Differences - Dr. G.H. Reavis (deceased June 12, 1970), outstanding educator and founder of the Phi Delta Kappa Educational Foundation.

Once upon a time, the animals decided they must do something to meet the problems of "the new world," so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming and flying, and, to make it easier to administer, all the animals took all subjects.

The duck was an excellent student in swimming, better in fact than the instructor, and made passing grades

in flying, but he was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much makeup work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up, instead of from the tree-top down. He also developed charlie horses from overexertion and then got C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In climbing class he beat all others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb and fly a little had the highest average and was valedictorian.

"You can't separate a man from his surroundings and deal separately with each."

J.S. Woodsworth

"Whatever you can do, or dream you can, begin it. Boldness has genius, power and magic in it."

Goethe

directions directions directions

"... the most important thing about a college is the quality of the lives of the people who staff it."

K. Bailey, The Effective Use of Resources

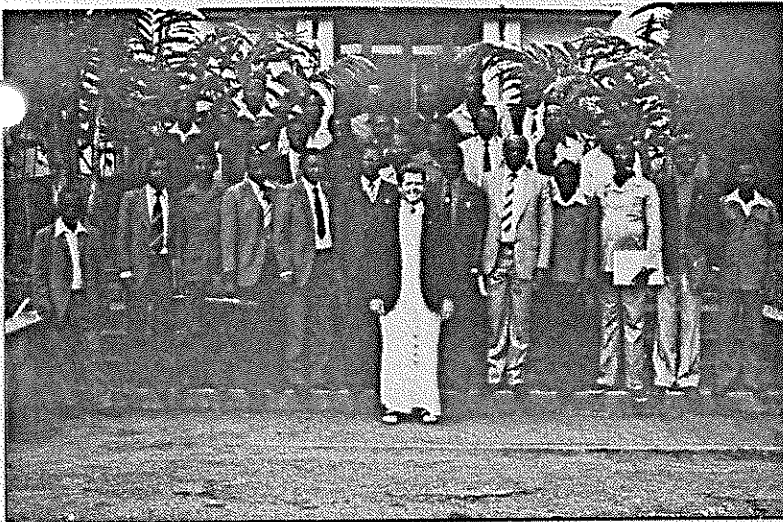
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APRIL/MAY, 1985

A Faculty Development Newsletter of Red Deer College

Reflections on Uganda and Red Deer College

Excerpts from a recent interview with Doug Ure, after a Ugandan college was named after him. Doug spent part of the summer of 1984 working with college officials there.



Directions is published by the College-wide Professional Development Committee of Red Deer College. The views expressed in the Newsletter are those of individuals and not necessarily those of the College-wide Professional Development Committee.

Deadline for submission for the September Directions is August 6, 1985.

Editor: Ed Kamps

ED: ...You were in Kampala. Just briefly, how would you describe their system of post-secondary education there?

DOUG: Disorganized, haphazard... In Uganda there is one university which is in Kampala and there is also one business school (Uganda College of Commerce) - kind of what we would call an arts or business school - at the college and it is also at Kampala. And then the rest of the post-secondary educational system is in colleges or technical institutes and they have different names but they're essentially technical institutes - because what they are trying to do there is train people in, not liberal arts kinds of things, but in very practical kinds of skill areas. There are a number of those colleges spread throughout Uganda. I would assume from my time there that there would be about 25 of those kinds of institutions. Now, some of those things would be actual colleges - you know, with a campus - and some of them would be in straw huts. There were a couple of people at my seminar that said that they were in charge of educational issues for groups of people that almost sounded nomadic. They were just the educator for that group of people.

ED: Distance education, maybe?

DOUG: See, when I went there I was not altogether clear who it was I was going to be working with. I thought that what I was going to do was to be working with a group of administrators from a campus. And when I got over there I found that I had 25 people in a workshop that each represented a different region of Uganda and that were each involved in an institution - they were principles or presidents, whatever you want to call them... So whatever the term, they were all people that represented different divisions or different places in the country and also often represented different tribes. So those people you see in the picture all represent a different institution or a different group of people. The thing that was really fascinating about that is that it was the first time they had ever come together as a group of people. So that's what was really intriguing - after I had been there for a day, I recognized the magnitude of this thing - like it was a really big thing.

ED: So you ended up doing a different kind of workshop than you thought you were going to, perhaps.

DOUG: Well, part of my orientation all along was that - and it is an orientation that I would use here or any place that I work - is that the difference between effective and ineffective organization is in the general ability of people to collaborate around identifying and solving problems. That would be the same in Chrysler or in some college in Kampala.

ED: Speaking of organizations, what kinds of new insights or per-

spectives did you gain about Red Deer College after having gone there and talking to those folks and working with them. Did you see the College in any different way as a result of your experience over there?

DOUG: ...I don't know what kind of academic terms a person could use - You see, I think that the issues that those people deal with are the same issues that we deal with. But we've just come so - we've evolved so much further than they have. Let me give you an example. One thing that could be said about anybody who is a chief executive officer in an organization is that their primary function, in my opinion, is to monitor the boundary between inside their organization and outside their organization. Now here, that means that the chief executive officer here is responsible for communicating relevant information from inside to key groups outside. It might be the community, it might be advanced education, it might be other colleges or whatever. But he is a carrier of critical information from inside to out and from outside to in. And I think that that is the key responsibility of the person... Well, in Uganda the same kinds of things are necessary. But it is just that the kind of boundary control that they live with is so different than what we live with. For example, they establish in each of those institutions entrance requirements. That is a really - put it in a systems kind of language - that is a way of determining who gets in from outside. ie. the student. Well, one of the things that happens in Uganda is that they don't have any control. They have no control

over their boundaries. And so who gets inside - in some institutions, people told me, that up to 75% of the student population that was inside of their institutions didn't have entrance requirements. Some guy shows up, some important person, probably with a gun, and says to this guy "I got these folks that want to come to your institution" and that is it. If you don't do that, you've lost your job in a moment...

ED: If there were one thing that you really wanted to leave with those people, one thing that you really wanted to impress upon them or have them take away with them, what would that have been?

DOUG: A sense of empowerment. I told them about an experiment. This really made a big impression. There is an experiment in psychology where you take a dog - you probably know about this, but anyway - where you take a dog and put him in a cage with an electric grid on the floor and you turn the juice on and the dog yaps and barks, bites at the bars and tries to get out - can't - after a while lays down on the grid and just takes it. Then once the dog does that you take the sides and the top and the ends away so all the dog is doing is laying on the grid - all he has to do is get up and walk off. But you turn the juice back on and he just lies there and whines - won't get off. It's an ugly experiment but it is an experiment in learned helplessness. And when I told those guys that they just loved it because they recognize themselves in that capacity that they've got a surplus of

learned helplessness and what happens is that every time something goes wrong inside of their institutions or none of the stuff that they want to do works out, they whine...

ED: ...What does that mean in terms of the Red Deer College experience; to what extent do we engage in that sort of thing, to what extent do we engage in learned helplessness here?

DOUG: Relative to Uganda, we're doing great... In the absolute sense we could do better, in the relative sense we are not doing bad...

Interested in Writing for Publication? Watch for the Writers' Support Group, beginning this fall.

LUNCH-BAG SEMINARS, 1985/86

Once again the CWPDC is initiating a series of lunch-bag seminars, held the third Tuesday of each month, to provide for the sharing of professional development activities and ideas.

The fall schedule is as follows:



September 17
October 15
November 19
December 17

Room numbers and topics will be announced in the next issue of DIRECTIONS.



Questioning Mac - Pat Pattison

I feel that there is a need to respond to Brian McDonald's article on Apple's Macintosh computer. <"The Giant Leap - Goodbye to Computer Literacy", Vol 1, No. 3, April, 1985>

Mr. McDonald's excitement is quite understandable; the Mac is a very "friendly" machine to work with. The view that there is no longer a need for Computer Literacy is not correct however. I would suggest that abolishment of Literacy programs isn't desirable.

There are a number of levels at which people interact with a computer. At one end of a continuum are those who get served by the computer via income tax, credit cards, etc. and at the other end are those who earn their living developing programs or computer hardware.

Part way along this line are people such as instructors at RDC who may use a computer to mark multiple-choice exams or help students through computer based tutorials.

The common goals of Literacy Programs might be generally classified into various general areas such as to teach people what computers are, their potential and the problems associated with them.

I would argue that this de-mystification of computers is the most important aspect of literacy programs.

The Apple IIe machines were purchased because its predecessor the II+ had been designated as the standard for Alberta Education systems so the exchange of information, etc. could be facilitated. The IBM Pc's were purchased because of a strong trend for this machine to become the business standard. This trend continues and although it might be argued that other machines do it better than IBM the format(s) is the same.

The acceptance of both these machines by the world is clear in the large amount of software available for both of them. This is also true for the PET's the College earlier acquired.

The Mac, on the other hand, has not been bought up in large numbers and is having real problems with acceptance in Business. Steven Jobs (founder of Apple) admitted recently to disappointment in the sales performance of the Mac. And, while reviewers are delighted with the Mac's capabilities, they express doubt that the machine will take off. The Mac's older sister, LISA, was introduced with a mouse driven system a number of years ago and wasn't able to catch on either. If a machine doesn't "catch on" little software will be developed for it.

I would propose that what Red Deer College should do is adopt a utilitarian approach to computers. We have a lab of IIe's and one of PC's; we should buy future computers on the basis of the tasks they are required to do.

If literacy is a goal we can get by with a much cheaper Commodore 64/ Atari type machine which are much friendlier than Apples. They would also be good for the teaching of programming.

If we need Authoring systems for producing tests and learning modules we should look at what's available. We currently have SAIT's Computer Managed Learning (CML) package here at the College and it's not used.

If the need is business applications perhaps an IBM "compatible's" where we get more for our money.

There is an old adage that you should define the purpose - select the programs and then the machine.

The U of A recently had IBM PC Jrs. made available cheaply to professors. These are good machines and will provide good utility despite their having been dropped by IBM.

Fat Macs may have a place at RDC but so do other machines and the decisions about new machines should be made carefully and on the basis of what the need is.

Madan Selected for Summer Institute

Ved Madan has been selected to attend the Summer Institute of the American Mathematical Association of Two Year Colleges to be held this August at Ricks College in Rexburg, Idaho. This selection is quite an honor, since only 20 persons have been selected nationwide (U.S.A. and Canada). Highest priority for selection was based on the participant's plans to disseminate the knowledge gained to other teachers of freshman/ sophomore mathematics and computing science. The Institute will provide participants training for teaching structured PASCAL programming on VAX 11/750 Computers. The Institute is being supported by the Sloan Foundation.

The AMATYC has also selected Ved as Associate Editor for the UMAP - Journal (The Journal of Undergraduate Mathematics And its Applications) sponsored by several mathematical organizations in U.S.A.

CWPDC Funds Projects

Several projects have been funded recently by the CWPDC out of the Innovative Projects Fund.

Doug Swanson (Rehab.) was granted up to \$100 to aid in the preparation for publication of a research report based on a study carried out last year. The study involved the use of "chaining" or sequencing variations in the steps of carrying out a task.

Moh Rattan (Ed. Psych.) has received a course buy out for spring term '85 and a two course release for the fall term to expedite the design and incorporation of computer technology into Ed. Psych. 309: Behavioural Statistics and Ed. Psych 360: Experimental Psychology.

The College Preparatory Program received some \$23,000, primarily for release time to engage in a major departmental project named "Project 50".

The aim of the project is "to design and pilot an integrated/interdisciplinary curriculum at the pre-high school level, to serve as an alternative to the present curricula of English 50, Reading 50, Math 50, Science 50, and Developmental Studies 90."

Curriculum features include:

1. Curriculum will be based on clearly identified competencies in the area of arithmetic, reading, writing, science, computer literacy, study skills, problem solving, and values clarification.

2. Learning will be accomplished through project centered activities involving structured individual, small group, and large group exercises.
3. Projects will be interdisciplinary in nature requiring a variety of competencies.
4. Projects will be based on social, political, and life skill problems and their associated solutions.
5. The generic nature of skills will be emphasized without losing sight of the fact that certain competencies are closely associated with specific disciplines.

The proposal lists the following instructional characteristics of the project:

1. Instructor teams (2 people) will be used. Team members will share some responsibilities while maintaining individual responsibilities in discipline related areas.
2. Instructional/learning techniques will be varied to suit student needs and project demands.
3. A balance between instructor directed and student directed learning will be maintained. A gradual shift toward self-direction will be encouraged.
4. Instruction will change gradually from a discipline orientation to an integrated approach. This will be facilitated by sequencing projects from lower to higher levels of integration.

Mark Ryan (Education) has been granted up to \$2,600 to carry out research related to student teaching. In his proposal Mark describes the purpose of the study as being

"An examination of the role expectations each of the three incumbents in the student teaching triad (student teacher, cooperating teacher, and university supervisor) hold for themselves and for each other.

This research should have a direct impact on our Field Experience Program. The literature indicates that the cooperating teacher (receiving teacher) plays the most significant role of any teacher or supervisor in the preparation of a prospective teacher. However, there is great confusion surrounding this role."

The field experience course and its student teaching component is a key aspect of the B.Ed. program. RDC was one of the first institutions to introduce this experience in the first year of the students' program. Since then other institutions have followed suit.

Paul Williams (Physics) is receiving up to \$5,000 to develop a range of instructional materials (print, media, and hardware) to enhance physics demonstrations in the classroom.

The project with the assistance of Moe Pushak, Harcharan Pardhan, Brian Stackhouse, and Andy Schmidt, will include videotaping demonstrations that cannot readily be done in a classroom and those which require a log set-up time, special equipment, or remote location.

"To know is nothing at all; to imagine is everything."

- Anatole France

"Our life is what our thoughts make it."

- Marcus Aurelius

ORIENTATION '85

New faculty orientation is tentatively scheduled for the week of August 5-9. If you are interested in participating in any of the sessions or in helping in some way, please contact your Dean or Ed Kamps.



Macintosh Computers That Can See Mean Less Work for Faculty- Brian McDonald

There are three optical peripherals on the market NOW for the Macintosh microcomputer (the Mac). Peripherals are devices that can be attached to a microcomputer to expand its capabilities. A brief description of these three peripherals follows.

THUNDERSCAN is an ultra-high-resolution digitizer that fits into the Imagewriter printer in the ribbon cartridge position. One can make an exact electronic copy of any document or picture by placing the document or

picture into the Imagewriter printer and turning on Thunderscan. In minutes an exact copy will be produced as a MacPaint document. MacPaint is a software program that comes free with the purchase of a Mac. The retail price of this optical scanning device is \$229 U.S. The disadvantage of this device is that if you want to transfer text from a book into the Mac, you have to make a xerox copy of each page because a book cannot fit into the Imagewriter printer. However, the Omni-Reader described below overcomes this difficulty.

OMNI-READER is a hand-held, optical character reader that can read and transfer text into a Macintosh word-processing program or some other program of your choosing. Because it is hand-held it can be used directly on books. It is very fast and can read and transfer text material to the Mac at less than four seconds per standard line of text. It consists of a ruler with an electronic scanning head. The ruler is held against the book page while the scanning head zip back and forth and down.

Omni-Reader can read the majority of typewritten material that is composed in common fonts. It can also learn to read nonstandard fonts.

The Omni-Reader can save faculty an enormous amount of time in the preparation of lecture notes. Faculty can effortlessly optically copy desired sections of many different textbooks and then use word processing to edit and reorganize the text into their lecture notes. Omni-Reader cannot copy diagrams. However, faculty can directly record diagrams into their lecture notes by using the other optical device, Thunderscan. Faculty can also use the Omni-Reader to copy multiple choice questions from textbooks directly into a testbank in the Mac.

The Omni-Reader can be used to transfer text between incompatible computer word processing systems without the need for retyping. It can also be used to directly store all the instructional material that the College secretaries have already typed for faculty. The retail price of Omni-Reader is \$449 U.S.

MICRONEYE is a solid-state camera that lets the Mac take pictures which are stored as a MacPaint document. Stored pictures can then be manipulated and customized as though they were original drawings. This camera gives the non-artist a way to get graphics from the real world into the Mac. The MicronEye weighs just 2.5 pounds. The retail price is \$395 U.S.

Colleagueship Among Faculty: The Challenge of Tolerance

An excerpt from: William C. Nelson, (1981), Renewal of the Teacher-Scholar, Washington, D.C.: Association of American Colleges.

Reprinted by permission of the author, who is President of Augustana College, Sioux Falls, South Dakota

In Hawthorne's novel The House of the Seven Gables, there is a scene where the joyful Phoebe walks into the long-neglected garden near the house. Hawthorne's well-chosen words describe the garden's condition as follows: "Besides the rosebush, she had observed several other species of flowers growing there in a wilderness of neglect, and obstructing one another's development (as is often the parallel case in human society) by their uneducated entanglement and confusion."¹

Just like plants human beings have the proven ability to "obstruct one another's development." Unfortunately the same can be said for many of those human beings who serve as

administrators and faculty in our colleges and universities. This is surprising since developing people is what college is all about. Still, obstruction does take place as persons get in each other's way, especially because of intolerant attitudes toward colleagues. The interviews conducted on the twenty campuses were generally very pleasant experiences. One exception was the unpleasantness of hearing the number of times faculty members were too quick to criticize their colleagues in an unhealthy fashion that surely would not promote one another's development.

Just as the previous chapter was directed primarily at administrators, this one is aimed primarily at faculty. As one faculty observer remarked, "The natural tendency of faculty is to be intellectually critical." It is therefore often hard for them to affirm or support their colleagues. Veblen perhaps expressed it best when he said: "Faculty are persons who think otherwise."

One particular interview finally prompted me to write this chapter, for it pointed out so painfully well the intolerant attitude I had encountered too often. This particular faculty member began by criticizing harshly the members of the Faculty Research Committee who were in charge of recommending small study grants on his campus. In the eyes of this faculty member they were "completely lacking in expertise" for their job. It was later I learned that two members of this person's department had been denied grants by the Committee. Lack of expertise in this case meant lack of agreement with his point of view. Concerning the college's Committee on Teaching this same faculty member remarked, "It's a tar baby. What could they talk about?"

This tendency to attempt to build oneself up by putting someone else

down or to quickly criticize an idea or program before trying to understand it appeared more often than was comfortable throughout the interviews. This unhealthy intolerance toward others' opinions and action is perhaps the most disheartening manifestation of the decline in collegueship. In essence what the faculty member who favors a single, narrow model of teaching or scholarship (or faculty behavior in general) is saying, is that "all faculty should be like me," rather than recognizing the potentially rich diversity of professional contributions, all within the model of the teacher-scholar.

What does this attitude of intolerance have to do with faculty development? Simply this. "It is a key factor in "obstructing" the development of faculty colleagues. Many faculty will be left out of development programs which are conceived too narrowly by a small group of like-minded persons. Such was the case with many faculty who testified in interviews that they would not apply for renewal support because the faculty development committee supported only certain kinds of research or teaching. One faculty member, for example, spoke enthusiastically about his research ideas in government but became very despondent when the conversation turned to gaining support from his colleagues for "non-empirical" research differing from their approach. Another faculty member wanted to try out several new ideas in teaching but finally decided not to, because he simply did not want to face the non-supportive criticism of his colleagues.

Renewal of a sense of collegueship will be vitally important to colleges in the coming critical years. If good morale is to be retained or restored on college campuses, not only administrators, but also faculty must provide a supportive atmosphere for each other.

During times of retrenchment - which many colleges will face - there will be a need for some faculty to move to different substantive areas of teaching in order to fill in curricular gaps. This move may mean that certain faculty will be teaching courses they have not taught for a long time or perhaps have never taught. In the few campuses where such shifts had already taken place, those faculty called upon to tackle these new assignments usually did so very willingly. In fact, many saw it as an opportunity to take on something new and exciting - a truly "renewing" adventure. However, they sometimes ran into real roadblocks from colleagues in their own or in other departments who saw them as "not qualified" or worried that they were infringing on someone else's territory. Even in more normal times - when retrenchment is not the order of the day - faculty who gain new interests because of active renewal programs often run into the same roadblocks. But in years ahead faculty will have to move from a defensive, "gate-keeping" posture to support and even encouragement for colleagues willing to take on important new assignments.

Attitudes of intolerance or indifference toward faculty colleagues remove one of the most important motivating factors for faculty renewal, namely, peer support. During the on-campus interviews faculty members spoke very appreciatively of colleagues who showed interest in what they were doing in research or teaching. They saw this type of support as a special sign that their work was worthwhile and were encouraged to work harder. On the other hand many faculty voiced feelings of real isolation, as they pointed out that they had "never heard from a colleague" about their work in either research or the classroom.

For those who are in charge of faculty development programs another kind of tolerance must be emphasized, namely, tolerance toward those who do not take part in the formal renewal program, often for some very legitimate reasons. To be sure some faculty do not enter into formal campus renewal activities because of personal uncertainties and fears, resistance to the unfamiliar, or simple apathy. But others do not always require formal college support for these renewal activities. At each campus I always asked to interview several faculty who had not participated in the college's faculty development program. In interviewing one such faculty member I was surprised to discover that he had not applied for a research grant and had not attended the faculty teaching seminars, not because he was afraid or resistant, but because he was quite self-reliant. He was an active researcher and writer, had virtually no equipment or travel support needs, and was highly motivated toward self-renewal. Not every faculty member requires our formal competitive programs and structures.

All of the colleges I visited as part of the AAC Project on Faculty Development were liberal arts colleges. As such they prided themselves on teaching tolerance toward others' opinions, ideas, beliefs and cultures as a key element in liberal learning. How ironic that we must remind faculty of this same teaching in regard to relations with their faculty colleagues.

Periodic reminders to faculty will not be enough to reduce intolerance and indifference in favor of encouragement and support. However, there were signs during the campus visits that one of the best ways to counter such attitudes is with a vigorous program of faculty development, especially one which provides opportunities for both individual and corporate renewal and is flexible

enough to meet a variety of needs. For example, one faculty member perceived that the active program of grants for professional development and retooling on his campus had made "faculty realize that change was indeed possible." At another campus a faculty member spoke of his new appreciation for faculty development because of his feeling that many of his colleagues "had gained much" from participation in the on-campus program. Other faculty, as reported in an earlier chapter, emphasized the new, more positive attitudes toward their colleagues acquired through participation in group renewal activities. Finally, another indicated that the renewal program had "set new standards for everybody," including enough diversity within those standards to encourage teacher-scholars to be recognized by their colleagues for various types of renewal achievements.

It should be emphasized that while lack of tolerance is a major obstacle which often stands in the way of a supportive renewal atmosphere, there were many faculty who demonstrated strong support for their colleagues, even when their activities differed in either substance or technique. This highly tolerant attitude was epitomized by a chemistry professor at one college who remarked, "I thought that interdisciplinary symposium was a good idea, even though I knew I couldn't personally get involved with it." The type of teacher-scholar who will be most helpful in college renewal efforts is the one who knows the difference between backbiting, jealous criticism and intellectually honest criticism and who will lend support either by joining in or voicing encouragement from the sidelines even when the activity is not his or her cup of tea.

¹Nathaniel Hawthorne, The House of the Seven Gables (New York: New American Library, 1961), p. 69.