

*Background on other publications
bearing on the problem of
faculty growth and development.*

additional resources

norbert ralph
mervin freedman

No associations or agencies as yet specialize in helping create faculty development programs of the type described in this sourcebook—nor to the best of our knowledge do any of the consulting firms active in higher education. Among the authors of the following materials, however, are individuals who may be of assistance to an institution working on the problem.

This annotated bibliography of books and articles is not intended to be exhaustive but rather to serve as a point of departure. For those who want more extensive sources, we suggest *The World of Higher Education* by Paul Dressel and Sally Pratt. San Francisco: Jossey-Bass, 1971.

Brawer, Florence B. *Personality Characteristics of College and University Faculty: Implications for the Community College*. ERIC Clearinghouse for Junior College Information, AAJC monograph series. Washington, D. C.: American Association of Junior Colleges, 1968.

One of the best summaries of sociological and psychological research on college faculty. The areas covered are the general characteristics of college teachers, faculty types, faculty selection,

teacher training, innovation, and student-teacher interactions. Like most eclectic summaries, it seems a bit disjointed, at times. One may, of course, consult the primary sources if more detailed information is needed.

Brown, J. W., and Shukraft, R. C. "Personality Development and Professional Practice in College and University Professors." Unpublished doctoral dissertation. Berkeley: Graduate Theological Union, 1971.

The research project described in this joint Ph.D. dissertation is the basis for much of the empirical work described in this issue of *New Directions for Higher Education*. It provides useful additions to the ethonography of faculty cultures. Several chapters also explicate faculty development in relation to theories of personality development in adults. The dissertation contains an extensive bibliography.

Clark, Burton R. "Faculty Culture." In *The Study of Campus Cultures*. Berkeley: Western Interstate Commission for Higher Education and Center for the Study of Higher Education, 1962.

In this article Clark undertakes a sociological analysis of faculty culture. He presents a four-fold typology of faculty orientations and determinants of these sociological types. He also discusses trends which point to increased pressure toward cosmopolitan and professional orientations in faculty. A thoughtful analysis.

Cottle, Thomas J. "The Pains of Permanence." In Bardwell L. Smith (Ed.), *The Tenure Debate*. San Francisco: Jossey-Bass, 1973.

Well-known to readers of *Change* magazine, Cottle here evokes the feelings of a young academic from the time he moves into his Harvard office as an assistant professor until he leaves for another university just before the time that he expects, like most other junior faculty at Harvard, to be told he has not been given tenure. The young academic is Cottle himself, and the account is ironic, even shameless. In short, it openly describes the fantasies, fears, and jealousies that hardly any academic has a chance to discuss, even if he (or she) becomes conscious of them; and it likewise charts some strategems and rationalizations developed in the quest for tenure and in the denial of that quest. Since academics watch

the struggle for promotion and mobility as avidly as others cheer quarterbacks or bet on horses, Cottle's revelations, like some recent autobiographies of sporting heroes, will be greeted with dismay and no little curiosity. Apart from novelists, Cottle is among the few writers who, negotiating their authenticity, take us behind the official face of the academic world.

Eble, Kenneth E. "The Recognition and Evaluation of Teaching" and "Career Development of the Effective College Teacher." Reports of The Project to Improve College Teaching. Washington, D. C.: The Association of American Colleges and the American Association of University Professors, 1971; *Professors as Teachers*. San Francisco: Jossey-Bass, 1972.

Sponsored by two national associations, funded for two years by the Carnegie Corporation, advised by a distinguished board, The Project to Improve College Teaching searched the "literature," visited a wide variety of campuses, circulated a questionnaire, and held a number of regional conferences. The purpose of this activity was to "study the recognition and evaluation of teaching, the career development of effective college teachers, and the development of optimum working conditions for effective teaching." Many of the recommendations are useful, but the study is vitiated by its blandness. Eble writes as follows, for example: "I cannot say that my visits of the past two years have made me join those, like Paul Dressel, who locate many of the ills of the university in the departmental structure. Yet, I respect that position, for one cannot work very long in the university without becoming aware of the baneful influence of the department." What should be done? Well, in this case, the department should simply be subverted by its chairman! Eble does not say why a chairman would be motivated to try this or how he could go about it. As a well-intentioned and practical guide to the reforms possible in teaching without seriously altering any of the basic relationships within higher education, these writings deserve close study.

Evans, Richard I. *Resistance to Innovation in Higher Education*. San Francisco: Jossey-Bass, 1967.

An intensive study of an attempt to implement an innovative teaching technique, instructional television, in a metropolitan university. The author addresses the general issue of resistance to and

diffusion of educational innovation. The theoretical and methodological sophistication of the work is unique in this area. Since the primary target group for innovation is university faculty, the book is highly relevant reading for those wishing to undertake programs of faculty development. The author's method-centered approach sometimes prevents the reader from seeing the real significance of his research.

Light, Donald W., Jr. "The Structure of the Academic Professions." Introductory essay by the editor of a forthcoming issue of *Sociology of Education*.

Most striking in this generally useful essay is Light's sharp critique of the description of the academic profession as put forth by Talcott Parsons and Gerald Platt. So far a draft of their material has circulated in mimeograph form and fragments have appeared in a number of journals; when published as a whole, it will undoubtedly have a wide influence, if only because of the status of its senior author. Light argues, however, that the work by Parsons and Platt, far from being a neutral description, is an ideological defense of a certain set of elitist universities, and that to this end the authors draw misleading conclusions even from their own survey data. For example, the data are said to demonstrate faculty concern for teaching, an assertion that presumably rebuffs critics of undergraduate education; yet, as Light shows, what the respondents in fact say is that they want to spend more time with disciplinary apprentices, not with college students. Elsewhere, Light extends Alvin Gouldner's well-known distinction between locals and cosmopolitans on the faculty, rearranges a typology of institutions proposed by Fulton and Trow, and proposes a distinction among disciplinary scholars (whoever employs them), holders of academic appointments (regardless of whether they are productive in a discipline), and the intersection of these two categories, namely, research-oriented academics. He also insists on the obvious but widely neglected point that academics are professionals not in their teaching but only in their various disciplines; contrary to most writers, he asserts that no academic profession, as such, exists. To judge by Light's introduction, this whole issue of *Sociology of Education* will be valuable.

Mann, Richard D. *The College Classroom: Conflict, Change and Learning*. New York: Wiley, 1970.

This is the most intensive and insightful work written on classroom interaction. It analyzes the natural history of four discussion sections and examines how feelings and affects can be constructive or disruptive to the task of classroom learning. The book shows that the mundane and seemingly insignificant give and take of classroom interaction is in fact highly significant and critical in achieving the primary task of a course. The author holds that no one style of teaching or classroom procedure is most effective; a style of teaching that is successful at the beginning of a term may fall flat later on. The work has profound implications for college teaching.

Morimoto, Kiyo. "Supervising Teachers in Groups." Cambridge: Bureau of Study Counsel, Harvard University, 1970 (mimeographed).

This paper provides an excellent model for training college professors as teachers. Tape recordings of actual classroom interactions serve as a basis for discussions with graduate student teaching assistants. In the relaxed climate of these groups graduate students are able to consider a range of alternatives in teaching behavior and begin to develop their own individual styles. A word of caution: implementation of this approach to teaching is subject to the same types of manipulative, shallow, or faddish applications that have plagued T-groups or sensitivity groups. Individuals who assume leadership of such activities should have adequate training or supervision.

Perry, William G., Jr. *Forms of Intellectual and Ethical Development in the College Years: A Scheme*. New York: Holt, Rinehart and Winston, 1970.

This is the most original work on personality development of college students to appear since the field was founded twenty years ago. The book outlines a series of stages which describe the evolution of the forms of students' epistemological assumptions about the nature of knowledge and values. The scheme traces a transition from simple dualistic world views, which divide the world into good and bad by some authority, to viewpoints where commitment can be found within a relativistic field. The book is an intellectual effort of the first caliber and has major implications for the art of teaching.

Riesman, David. "The Academic Career: Notes on Recruitment and Collegueship." *Daedalus*, 1959, 88, 147-167; *The Academic Revolution* (with Christopher Jencks), Garden City, N.Y.: Doubleday, 1968, especially Chapter Twelve, "Reforming the Graduate Schools"; *Academic Values and Mass Education* (with Joseph Gusfield and Zelma Gamson), Garden City, N.Y.: Doubleday, 1970, especially Chapters Four through Nine; "An Academic Great Depression?" *University Quarterly*, Winter 1971, 26:1, 15-27; and "Notes on Educational Reform," *The Journal of General Education*, 1971, 23:2, 81-110.

Drolly observant, broadly informed and sinuous, playing with received wisdom, including his own, like a cat with yarn, Riesman displays the tensions that shape academic life and are missed by single-minded writers. As is evident from the date of the first of these papers, Riesman has long been working up an ethnography of higher education, and these samples from his steady output provide a rich context for any consideration of faculty development. Here a reader can find many elements of the academic life cycle: recruitment, graduate training, collegueship, efforts at educational reform, a variety of settings, eroded expectations. A complement to the primarily psychological studies done at the Wright Institute, Riesman's sociological and historical insights go to both the need for and the vagaries of academic reform. Some readers mistrust his thought because, like the flight of a wasp or a butterfly, it is hard to take notes on; they want to pin him down to a position. For many other readers, however, Riesman provides the most substantial and suggestive ethnography we have in this field.

Rothwell, C. Easton. *The Importance of Teaching: A Memorandum to the New College Teacher*. New Haven: The Hazen Foundation, undated.

A good pamphlet for the beginning teacher, offering useful suggestions in a number of areas including choice of institution, teaching procedures and strategies, evaluation, and the ideal teaching environment. The suggestions on teaching strategies lack the complexity of Mann's book, but overall the pamphlet is a good resource.

Sanford, Nevitt (Ed.). *The American College: A Psychological and Social Interpretation of the Higher Learning*. New York: Wiley, 1962.

This collection of twenty-nine essays is one of the classic works on American higher education. A wide range of issues is explored. The essays most relevant to faculty development are Robert Knapp's "The Changing Functions of the College Professor," W. J. McKeachie's "Procedures and Techniques of Teaching: a Survey of Experimental Studies," and Joseph Adelson's "The Teacher as Model."

Sofer, Cyril. *The Organization from Within: A Comparative Study of Social Institutions Based on a Sociotherapeutic Approach*. London: Tavistock Publications, 1961.

Sofer, an organizational consultant, presents three case histories of organizations, one of which is an analysis of a program of faculty development. He provides an excellent description of the complexity and vicissitudes of such programs, as well as appropriate strategies for their conduct. A good text for individuals concerned with consultation in higher education.

Veysey, Laurence R. *The Emergence of the American University*. Chicago: University of Chicago Press, 1965. Also available as a Phoenix paperback.

At a time when "futurologists" distract us with new charts following the failure of unruly events to conform to their last set of predictions, one hesitates before recommending a history of old-fashioned developments between 1865 and 1910. Yet Veysey's book, unlike futurology in education or elsewhere, has the density of life as we know it. It is useful both to those who imagine the American university was created in its ideal form just before they became aware of it and to others who, feeling the pain and waste in this institution, imagine that if only they were in power they could change it with one stroke. Alert not only to the themes thickly tangled in the development of American universities, but also to the "silences" that suggest what could no longer or not yet be said by aspiring academics, Veysey thinks with a vigor and complexity that put most current books on higher education to shame. His remarkable display of political sense offers as much reward to the reader as his agility in following cultural developments.