

Recruiting a Good Teacher

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Hiring a Good Teacher

WESTERN CAROLINA UNIVERSITY

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Dear Workshop Participant:

I am pleased you chose to attend this workshop on Hiring a Good Teacher. The workshop includes three major segments dealing with different aspects of Hiring a Good Teacher:

- Planning (Turning Inward)
- Influences On and Facets of Good Teaching
- The Search (Turning Outward)

Each module presented a brief overview followed by detailed information and exercises relevant to Hiring a Good Teacher. In order to facilitate your thinking about Hiring a Good Teacher as you plan your next recruitment, we are providing some additional materials and summary reading.

The complete presentation may be found in the book
Recruiting Good College Faculty: Practical advice for a Successful Search
authored by myself and Lee I. McCann, 1996, Anker
Publishing, Bolton, MA.

After the workshop concludes if you would like to talk or ask questions please telephone or e-mail me and I will be more than happy to assist you in any way I can.

Sincerely,

Baron Perlman
Professor

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Introduction

- It has never been more important that we do everything we can to hire and retain good teachers.
- Ideas and material provided come from our own recruiting experiences, those of colleagues at our and other institutions, and from the literature.
- This notebook has three parts:
 1. Planning - A look at your department - where this good teacher will work and what resources you can provide.
 2. Defining Good Teaching - A look at good teaching - knowing what it is you want someone to be able to do and making sure you recognize the various elements in good teaching.
 3. The Search - The process of hiring a good teacher - how to run a smooth and successful search.
- The outcome of reading these materials should be a familiarity on your part with:
 - The usefulness of strategic planning in learning about your department and its teaching environment.
 - The many influences on, and facets of, good teaching, and their relationship to your specific needs.
 - The ability to contribute to the recruitment of a good teacher for your department.
- The meaning of the term "Department." Throughout the notebook we will use the term "department." For those of you in very large departments this term may best mean an "interest group". For those in small institutions the academic unit may be a multi-disciplinary division, not a traditional department.
- There is a great deal of information. No one recruitment would incorporate all of what is here. We recommend that you pick what is useful and relevant for you.

A Few Observations

- The process of recruitment requires a great deal of patience and hard work. Keep this in mind. A successful recruitment takes the diligence of a coal miner and the patience of a saint.
- The issue really is quite important. If a colleague is recruited and stays you are making a \$1,000,000 decision.

A question to ponder

If your present department had a position that emphasized good teaching, would you accept an offer to become a member of the faculty?

Please rate your answer on the following 5-point scale

- 1 Absolutely not, you would have to be crazy to expect to do good teaching here. There are no supports, no environment conducive to good teaching, etc.
- 2 = Probably not. I'd look closely at other job openings. In the long run it would be too difficult to teach well here.
- 3 = I really don't know. I'd be ambivalent. This can be a good place to teach and work but the expectations are high. Some young faculty leave or are greatly stressed because of these expectations. Is it better elsewhere?
- 4 = Probably yes. IF I stayed focused and had good mentoring I could teach well and meet other responsibilities.
- 5 = YES. This is a good place to work and one can do good teaching. Our students are motivated, and facilities and colleagues are good.

If you answered 1, 2, or 3 there may be work your department needs to do before it can recruit and retain a good teacher.

Turning inward: The planning

Take a few minutes and jot down some thoughts on the following. List 2 or 3 items under each heading.

What are the **strengths** of your department and institution which would allow and support a new colleague's good teaching?

What are the **weaknesses** of your department and institution which would interfere with and defeat a newly hired colleague's efforts to be a good teacher?

Looking down the road, what **opportunities** exist in your department and institution to increase the chances that a new colleague will develop as a good teacher?

Looking to the future, what departmental and/or institutional **threats** could hinder your new colleague's development as a good teacher?

Now, read your description of the situation into which you will bring a new colleague. Are you depressed, concerned, satisfied this person has a good chance to succeed?

You are bringing in a new colleague like a seedling, to plant in your existing garden. What are your soil conditions? Can you do anything to improve the soil chemistry? Can you chop out or discourage the weeds? Do good teachers thrive in your garden? Can factors interfering with good teaching be controlled or coped with?

Put these notes aside. You will need them later.

You need to analyze your current conditions and plan any steps that may improve your situation.

We will present some ways to conduct an organized review of your current situation so you can better answer candidates' (and Dean's) questions, and show you how to create a decision making process to identify and retain your strengths and ameliorate your weaknesses.

*Thinking about your
department*

Introduction to Planning

- Recruitment can be an unexpected and unappreciated Opportunity - a chance to "Turn Inward."
- You can also apply these ideas to other department problems and concerns. If planning does not strike you as an essential part of recruitment, we hope to change your mind. We have enjoyed and profited from planning immensely as we have learned to use it in addressing issues in our own department.
- By departmental planning we do not mean "planning the nuts and bolts of the recruitment search." We mean:
 - Evaluating your situation and getting your house in order.
 - Identifying and making decisions about your goals, values, and curricular offerings.
 - Developing a sense of the strengths and weaknesses of your department.
 - Deciding how much good teaching is valued and supported in the department.
- Planning helps define the type of position to be filled and the type of person, professional specialization and pedagogical skills or potential needed to fit into your current and future department.
- In some cases, this "turning inward" may not be needed.
- But planning rarely takes place. We are usually dealing with the trees, and missing the forest. Thus we argue for a thoughtful pause before recruitment.
- Even if the position is well defined, there are many questions related to the department and to recruitment that should be reviewed, and in many cases you may not be allowed to fill enough positions to meet your curricular needs. A department can continue to "plod along," plugging holes in a leaky dike, or action can be taken, a long range plan or goal can be identified, and decisions can be made which lead to a good solution.
- Planning does not ensure that all your problems will be solved and all your wounds healed, but your department will be better off than it might have been, and you have some idea of where you are going and what needs to be done first in order to get there.

Let us first differentiate between a typical departmental program review and departmental planning.

Typically, Department Program Reviews are:

- required by the institution.
- completed regularly.
- not designed to answer the questions that are of most interest to your department.
- quantitative, statistical, and highly rational, using a great deal of data.
- weak in the critical area of implementation.
- often dependent on unavailable resources to address identified problems.

Departmental Planning:

- is voluntarily and carried out as needed.
- may focus on specific questions of immediate concern.
- gives a department some feeling of control and shared purpose.
- serves as a specific assessment of particular department issues.
- assists a department in arriving at a broad understanding of its past, present, and at consensus on its future.
- concentrates on the most relevant data.
- allows for honest discussion, which in itself may be new in a department, and healthy.
- is much more easily translated into outcomes. Sometimes only a gradual or incremental process is possible, but this is progress nonetheless.
- seems a lot more fun, and is almost always more focused and useful than institutionally required planning.
- is inclusive of people, politics and good data.
- allows the department to actively select and influence one future out of many alternatives.

- There are at least 3 ways to gather information helpful in hiring a good teacher.

I. Read

- It is amazing how much you can learn and how often you can avoid remaking the wheel if you merely read what has already

*A Department
"Program Review"
Versus "Departmental
Planning"*

*How to Plan:
Techniques for
Gathering Information*

been written about your department, its curriculum, and its programs.

We suggest you read your:

- University catalog.
- Department handouts to students describing programs and faculty.
- Department budget for this year and last year.
- Current faculty's vitas, especially their areas of teaching, collaborative work with students and scholarly interests.

II. Use of a Consultant External to the Department

(We thank Jack Wakeley, Acting Chancellor for Academic Affairs at Western Carolina University for assisting with this section.)

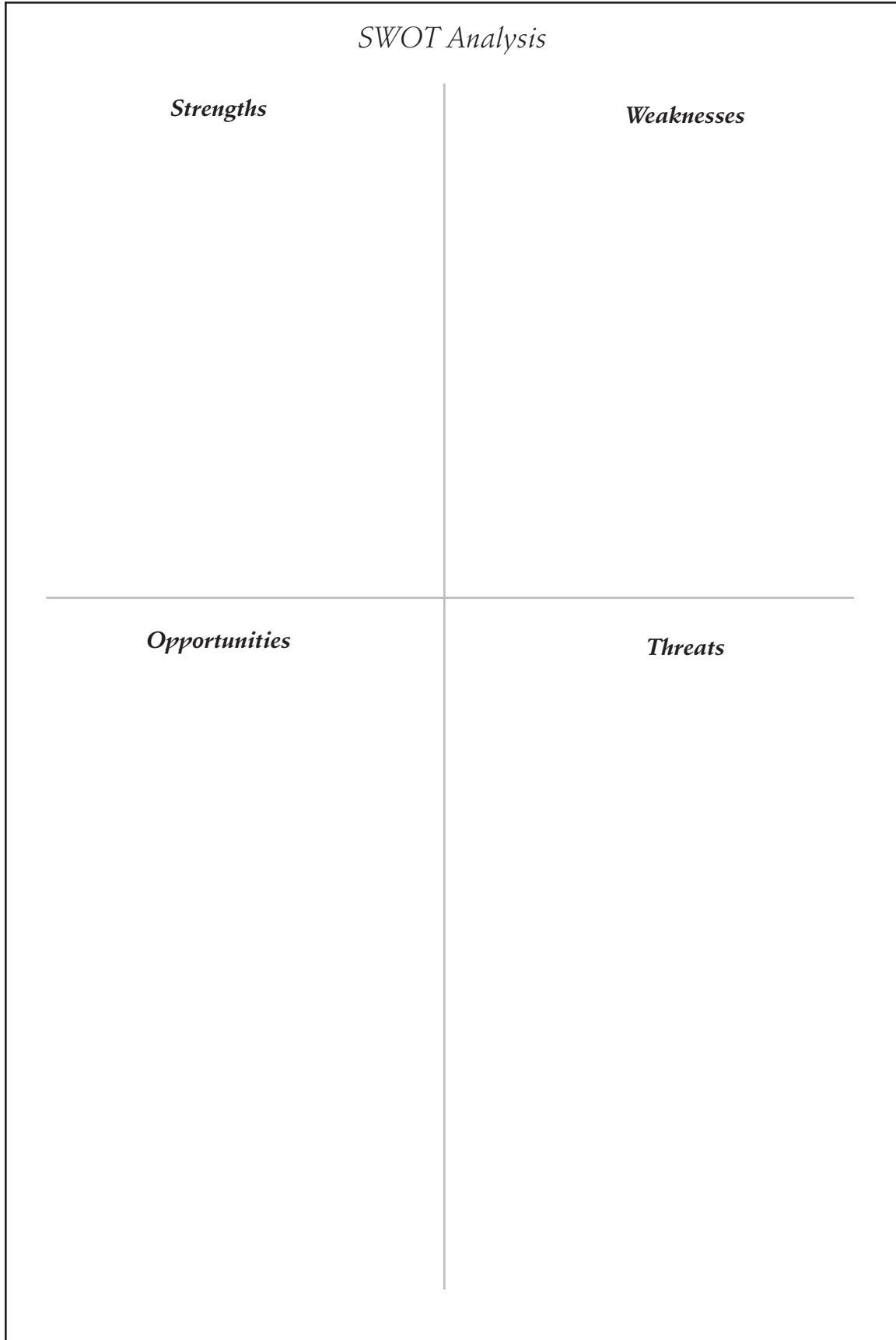
- Program reviews often use external consultants but such individuals gather very different data than a strategic planner would, meet with the department in different ways, and have different goals.
- A consultant for strategic planning can be someone from off campus or a respected individual from on campus. In either case this person can help with a wide variety of departmental issues, or can be asked to focus specifically on good teaching.
- An external consultant can sample opinion, lead discussions, and provide input from someone neutral and experienced in the practical problems of planning.
- Such a person may be used for:
 - Teaching about general planning.
 - Defining the identify for your department.
 - Helping faculty decide what decisions need to be made in order to move forward from today.
 - "Belling the cat" in ways which are useful and not threatening (identify problems which are already present or coming).
 - Controlling vocal, difficult, and powerful colleagues so that everyone can contribute and so the best decisions are made.
- When done the consultant should have helped the department describe its:
 - History
 - Current situation
 - Current issues and problems

- Areas of agreement
 - Areas of disagreement
 - Concluding observations and suggestions
- Finding someone to work with your department may not be easy. In our experience most consultants are familiar with program reviews, not necessarily planning as we describe it.
 - You need someone familiar with both academia and teaching, and planning. Unfortunately, neither APA or APS may be in a position to be terribly helpful.
 - You may need to talk with College of Business Faculty, Industrial/Organizational faculty, etc.

III. Structured Techniques for Planning (for use with or without a consultant)

The SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis

- A blank SWOT analysis form, ready for the definition of the problem to be brain stormed, may be found on the next page.
- SWOT stands for Strengths, Weaknesses, Opportunities, and Threats.
- You have already been exposed to a SWOT analysis see Page 3). The first thing we asked you to do was a SWOT analysis of your department from the perspective of supporting a newly hired good teacher.
- A SWOT analysis allows you to scan both the department's internal and external environments. It is a structured, brainstorming, problem solving exercise well suited to department planning.
- A SWOT analysis provides valuable information to help identify what needs to be done in a department.
- It can be done with an external consultant or with a facilitator from your own department.
- It can be used to analyze any specific issue or problem. For example:
 - What type of specialty psychologist to hire in a recruitment?
 - Even something as commonplace as advising lends itself



SWOT Analysis

Strengths

- Organization of the major; requirements, structure
- Strong methodological core
- Experimental psych. lab
- Rigorous pre-requisites
- General Education requirements
- Strong advising
- Saving space in classes for majors
- Good faculty
- Facilities
- Electives (for minors and others)
- Undergraduate research opportunities (independent study, seminar, honors)
- Library facilities (e.g. CD-ROM)
- Separate section of General Psych. for majors
- Co-ed faculty
- Attractive major
- Prepares student for graduate school
- Students
- Decent size classes- contingent upon the class
- No TAs
- Ad hoc and part-time faculty are qualified
- Psi Chi, Psychology Club
- Continuity/Role Model of Graduate Program
- Participation in University Scholars program
- Scholarships
- 9 credit teaching load
- Strong faculty commitment for undergraduate

Weaknesses

- Faculty shortage (e.g., cognitive, child, social); also, can offer honors courses
- Budget problem (equipment, lab, classroom)
- Films -- old
- Entering students -- poor preparation
- No systematic follow-up of graduates
- Don't offer courses often enough
- Juniors and seniors have to take lower level courses
- Drop-out rate: lack of information
- Poor morale among older faculty
- Faculty do not set good examples
- No teaching credit for independent study
- Poor office space
- Bookstore doesn't meet our needs
- Testing services are unresponsive to our needs
- Need more scholarships and assistantships
- 9 credit teaching load: class size too big
- Poor facilities for teaching
- Don't offer upper level honors courses
- Lack of ancillary space (e.g., no lounge, library, informal gathering place)
- Lack of human subject research area

Opportunities

- Reexamine the scheduling of speakers (i.e., Psi Chi)
- Develop ancillary facilities (e.g., lounge, library, small group facilities)
- Establish department honors programs
- Follow-up on graduates—longitudinal data (e.g., how many go to graduate school, degree, jobs, evaluation of the major)
- Solicit alumni for funds
- Manage curriculum (e.g., course, class size, frequency)
- Determine causes of attrition (e.g., nature of students leaving the major)
- Utilize Academic Program Review for showing the need for resources
- Make contact with high schools (e.g., State Social Studies Convention)
- Increase contact with 2 year campuses
- Increase contact with vocational educational schools
- Improve facilities (i.e., human subject lab, teaching, office)
- Get more students involved in undergraduate research
- Write grants to improve teaching and facilities

Threats

- Insufficient faculty
- Increased demands of service courses
- Decreasing supply and support budget for teaching
- Turnover of fine, young teachers
- Increased emphasis on scholarship for tenure
- Increased teaching load with same expectation for scholarship

well to a SWOT analysis. Advising takes time, and is critically important to students. We did a SWOT analysis of advising in our department which led to an advising notebook for faculty, still used after several years.

- A SWOT analysis of our curriculum shows an example of the wealth of information which can be gathered (see Page 9).
- The benefit of doing a SWOT analysis is that all ideas and people offering ideas have validity and equal standing and power and an equal opportunity to look foolish.
- The goal is to elicit many different ideas to have the broadest selection from which to work.

Moving From SWOT To Action

- After you have listed your Ss, Ws, Os, and Ts, put them into categories under specific headings. In our curricular review we ended up with SWOTs for each of the following:
 - Curriculum itself (courses, prerequisites, etc.)
 - Resources (students, faculty, facilities, etc.)
 - Out of Classroom Learning (Psi Chi, collaborative scholarship, etc.)
 - Data (do we know # of majors, minors, service students, job success of graduates, etc.)?

- Guidelines for Picking Where to Begin. Choices include
 1. The most pressing and important issue.
 2. Something which will not take much time where success is certain.
 3. A topic where you will succeed.

We recommend # 2. Build up good feelings and successful experience.

- Pick a topic and have a small group of colleagues propose solutions and do the work. As noted above, in our case, we developed an advising notebook for faculty.
- As you have the time and energy, move on to the next chosen topic.

Find your SWOT notes from earlier when we asked you to jot down some notes on the strengths, weaknesses, opportunities, and threats to your department's support for a new colleague's teaching.

Look at the weaknesses and threats to supporting a good teacher.

What are the 3 biggest problems your department faces in supporting a new colleague's good teaching.

Of these 3, which one would you attempt to fix first? Why (Easy success, most important, etc.)?

You have just defined a problem your department should attempt to fix.

- **A candidate for a faculty position may ask a variety of questions related to any of the following. Strategic planning allows the department to know the answers. And even if the candidate does not ask, you want to know the answers! How else are you going to improve your teaching environment?**

Where the Department Has Been - History

- In no more than 2 pages provide a history of the department and its description, including its growth or decline in campus influence, and its academic reputation.
- Excluding your joining the department, what are the five or six most significant events in its history? Are any related to teaching or the curriculum?

How is The Department Doing?

- What are the department's strengths and weaknesses?
- What should the department guard against changing? What is it doing well?
- How well is it fulfilling its role and mission?

Department Identity and Constraints on What it Can Do

- What do department members value?
 - What is the department's role in the institution?
 - How would a departmental mission statement read?

Thinking about your department - part 2

Questions Planning Will Help Answer

- What are the real limits on the department?
 - Internal to the department?
 - Internal to the institution but external to the department?

Issues of Change and the Future

- What two or three issues do you feel are essential to address now to strengthen the department?
- What things need to be changed in the department? What needs to be the first, second, etc.?
- What will be the direction of future development?
 - Can colleagues agree on what the future is likely to be, or at least the two or three most likely and desirable alternatives?
- Is the department moving forward toward these futures?
- What would be needed to make us the best department in the college?, in the university?
- Does the department have or need a standing "planning committee"?

Resource Questions

- How should the allocation of faculty, resources, and commitment to various programs (e.g., undergraduate major and/or minor, various graduate emphases) be done?
- Once this is decided, how can the department improve resource utilization?
 - What does improve mean - toward what goals?
 - Doing more or different things without additional resources.
 - Faculty as resources
 - Students as resources
 - Dollars as resources
 - Space as a resource
- What new resources does the department want? For what uses?
 - Does the department have a detailed plan including timeline and strategy to obtain more resources.

The Curriculum and Faculty

- What are the practical consequences of a commitment to higher (or lower) quality curricular offerings?
- What can the department do to retain tenure line positions and avoid hiring ad hoc instructors?

The Curriculum

- Where are the intellectual/curricular roots of the department?
- How do your core courses relate to each other and to the overall curriculum?
- What is the most important course in your curriculum and why?
- What are the most important curricular changes, if any, made in the past 10 years?
- How strong is the curriculum now and what changes are needed?
- Has the department been growing or declining in majors?

Does the Department Culture Support Good Teaching?

- Generally speaking, does the department value strong undergraduate teaching? Support your answer.
- Does the department do a good job of assessing teaching?
- Does the department reward good teaching?
- Interpersonal - do department members talk about teaching and offer each other assistance and support? Why or why not?
- Intellectual - does the department sponsor and support intellectual enterprises outside the classroom (e.g., brown bag seminars)? Why or why not?
- Does the department have good ways of resolving conflicts with students?

Planning Questions Specifically Related to Recruiting a Good Teacher

Recruitment

- What fault, problem or weakness in a new colleague's teaching would cause you and your students the most trouble?
- How does the hiring of a new faculty fit the department's values and goals?
 - What traits and experiences does the department want in its new colleague, and why?
 - What can this person bring to the department that is new and will be welcomed?
 - What does the department need in a new colleague which some faculty may resist? For example:
 - Woman or minority
 - Certain courses taught or specialty area
- Why is the department recruiting now for a certain type of psychologist?
- How does the specialty sought fit into the department?
- Other factors must be considered in deciding what you will look for in a candidate. (What kind of person do you want?)
Criteria may include:
 - Scholarship
 - Teaching
 - Affirmative Action
 - Desires of Dean, Provost, etc
 - Age/Experience
 - Administrative Ability

Summary

Planning helps us:

- Know where we have been.
- Know where we are going.
- Examine where we could be going.
- Get to where we want to be.

Good Teaching

Think of the best teachers you ever had.

What made their teaching so good?

Now that you are thinking about good teaching we will present some influences on good teaching.

1. The absolute teaching load - teaching expected of a faculty

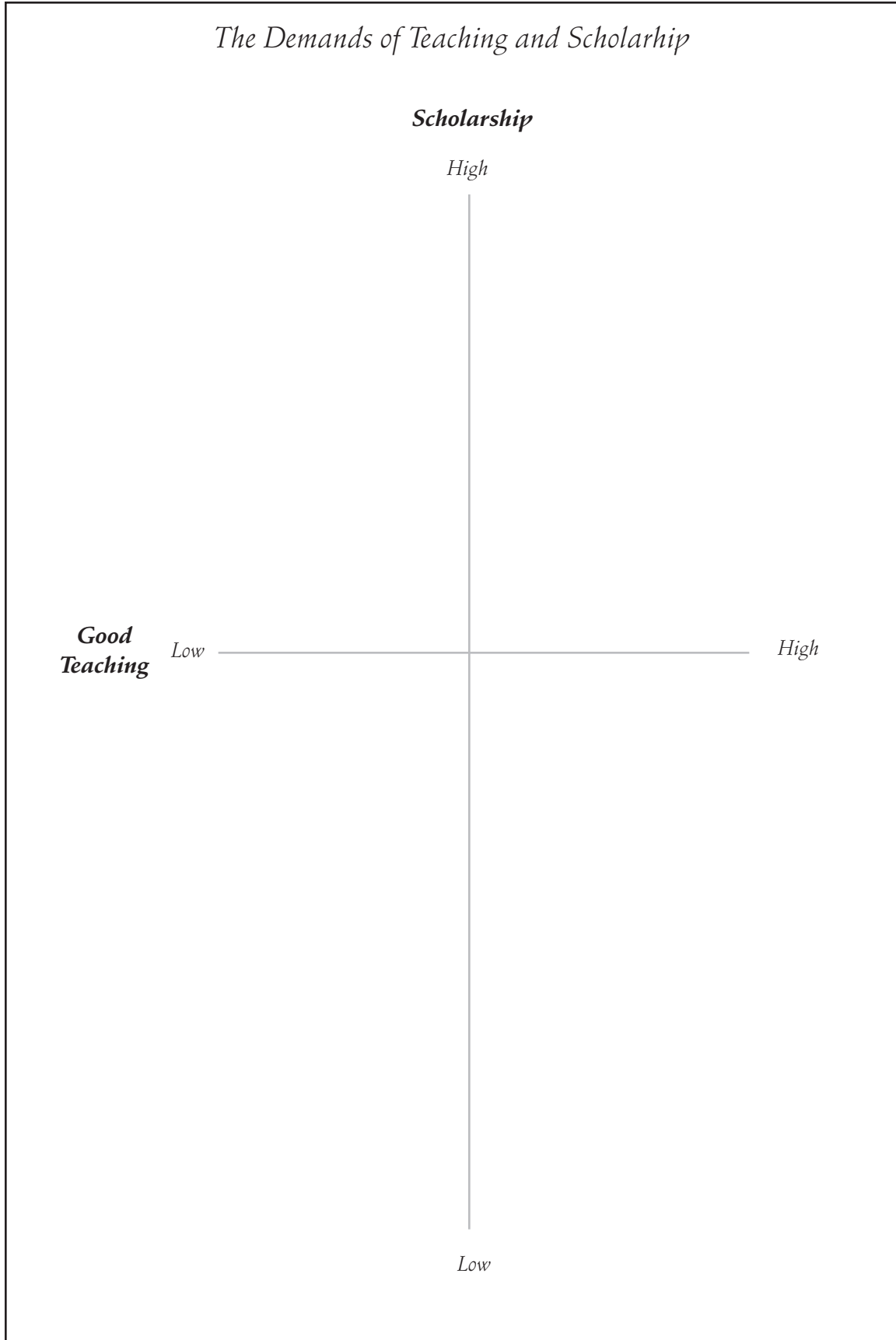
- Teaching loads and the emphasis on teaching vary widely in the day-to-day work of a faculty.
- Your teaching load influences what good teaching means. Teaching 18 credits/semester at a junior college is a different type of teaching than teaching 3 credits/semester at a research institution.

2. Competing demands for a faculty's time

- Scholarship, Service and other activities are expected in addition to teach.
- For example, many institutions require scholarship (service, etc.) for tenure and promotion.
- Faculty positions differ in their requirements of scholarship and its effects on teaching.
- As you can see on the following page, we have prepared a model of competing demands for a faculty's time, using scholarship and teaching as the two dimensions.

A question to ponder

4 important considerations in selecting a good teacher



- This model can be useful when you recruit.
 1. What is the Nature of Your Current Faculty)?
 - You could also use this model to describe your department, placing an "x" in the model for each of your colleagues. These are the people with whom your new recruit will work.
 - Do you want to hire someone similar? YES or NO?
 - What do you need to best complement what you have?
 2. What is The Nature of the Job You Are Offering?
 - Think of your curriculum and the needs of your students. Place an "X" in your model which best represents what your program needs. This could be High-High person, or someone high in teaching and low in scholarship or vice versa. We are assuming you do not want to recruit a "low - low" person!

3. Perception is reality!!

A definition of workload is influenced by perception.

- What "high" means for either teaching or scholarship is based on how it feels to the faculty member.
- Teaching 2 courses/semester can seem like an incredibly difficult task if you are a new teacher (especially if you are expected to do scholarship or other things as well.)
To experienced teachers, such a teaching load might seem like a "vacation."
- A regional university which for 100 years required no published articles for tenure and now requires one may feel like a very high scholarship demand place in which to work.
- Boice (1991, 1992), Getman (1992) and others reported that new faculty usually experience a reality shock during their first 2 years. Class preparation and teaching require unexpected time and energy. The result is disillusionment, frustration, and dissatisfaction with academic life, a situation benefiting no one. You want to prepare new colleagues for this experience, and help them through it.

4. The issue of fit

• How Does Teaching Fit?

What are the teaching interests and needs of the candidate, do they fit in or not?

- **How Does Scholarship Fit?**

You must also ask what type of scholarship you need (e.g., to work in an established lab, collaborative with students?)

Scholarship which does not involve students may be a poor fit, regardless of the productivity of whom you hire.

- **How Do the Candidate's Expectations Fit?**

A candidate who is focused solely on scholarship may not be a good fit, even if he or she is a good teacher.

The obverse is also true, a candidate who really wants to teach may not be a good fit in a department in which scholarship is required.

Summary

The absolute teaching load, Competing Demands for Time, Perceptions of Load, and Fit all influence what excellent teaching is and how it is displayed in your department.

Is the context of the job compatible with good teaching?

Recognizing good teaching

- Having dealt with context and perception, let's look at some commonalities to good teaching.
- You have assessed your department and decide you can hire a good teacher.
- *Our goal here is to provide some ideas and structure for the identification of good teaching.*
- A good teacher does many things well.
- **You want to have an idea of what these many things are.**
 1. Candidates will excel or be interested in areas of pedagogy you are not. You want to be knowledgeable when assessing their teaching abilities and potential. You do not want to overlook important elements of good teaching.
 2. One should be open to the wide variety of teaching styles and models.

- The following information may help in:

- assessment of candidates' credentials, especially the teaching portfolio,
- talking with candidates about teaching

3. As you recruit you will find yourself educating applicants about what is required to teach well and to survive in academe. For some, this will be an eye opener. People need to know what they are getting into when they decide to teach in academe.

For example, some candidates may need to understand that being a good teacher is a developmental process, not something mastered in their first 2 or 3 years so attention can be turned to scholarship or other interests.

Let us now provide 3 structures for thinking about good teaching.

3 approaches to good teaching

1. McFadden and Perlman model

<i>A MODEL OF EXCELLENT TEACHING</i>			
<i>Elements</i>	<i>Intellectual</i>	<i>Emotional</i>	<i>Moral</i>
Self-Efficacy	Intellectual strengths and contributions	Ability to manage effect	Competence to resolve moral questions
Interpersonal Skills	Intellectual engagement and cooperation	Responses to emotional issues	Conduct with colleagues and students
Pedagogy	Integration of scholarship and teaching	Responses to the affect of teaching	Commitment to ethical conduct

- This or other models of good teaching provide a framework within which to think about good teaching and evaluate the teaching credentials of applicants.

2. Consider the various facets of teaching

- All of the following categories are involved in teaching and make for good discussion and questions for candidates.
- For each section we present an example of a question to consider asking candidates. We are sure you will come up with better ones in your recruitment efforts and we would love to hear about them.

A. Course preparation

The candidate must be able to

Set Goals and objectives

Decide on Course Content

Set course difficulty

Design the course and course policies

Select Course materials: Text, readings, etc.

Develop syllabi

Prepare lectures

Question to Candidate

How do you decide on what content to put in or leave out of General Psychology, or any course for that matter?

B. Classroom work

Candidates should be able to

Motivate students to learn

Build rapport and classroom climate

Lecture

Lead discussions in class

Conduct discussion groups or review sessions

Give Classroom Demonstrations

Supervise laboratories

Teach the large class

Handle difficult questions

Deal with problem situations

Question for Candidate

Do you structure your lectures to end with the end of the class period or continue them into the next class period if needed? Why?

C. Delivery of instruction

The candidate will need to become familiar with

- Use of computers for teaching
- Use of multi-media presentations when teaching
- Use of videotapes/films when teaching
- Other audiovisual techniques
- Use of games, simulations, case methods, etc.)

Question for Candidate

What balance do you prefer between lecture and videotape/film etc. in presentation of course material? Why?

D. Teaching in the laboratory

Laboratory teaching includes

- Laboratory issues (animal care, safety, etc.)
- Library and computer research services
- Purchase and maintenance of equipment, etc.

Question for Candidate

How do you accommodate a student who states he/she cannot do required animal work in your course because of ethical or religious beliefs?

E. Teaching within a context

Candidates must be able to alter the focus and content of a course depending on whether it is taught in a Liberal Arts curriculum, a pre-professional major, or graduate school preparation track.

Question for Candidate

What are the differences between an excellent introductory psychology course and the best graduate course you ever had?

F. Teaching across the curriculum

In preparing course content, the candidate should learn to consider:

- The Teaching of Science
- The Teaching of Writing
- The Teaching of Critical Thinking
- The Teaching of Ethics
- The Teaching of Cultural Diversity

Question for Candidate

How would you teach science and the scientific method in an undergraduate course?

G. Assessing student learning

The candidate should be prepared to (and aware of):

- Create and Grade Assignments: Papers, presentations, etc.
- Issues of penalties for late assignments
- Issues of allowing rewriting of papers
- Issues of grading initial paper drafts, rewrites, etc.
- Techniques of course evaluation
- Prepare exams
- Grade exams
- Assign grades and grade distributions

Questions for Candidate

How do you decide if examinations are cumulative or not in course content? Would your exams be cumulative? Why or why not?

How would you handle a student who comes to you and believes he/she deserved a higher grade on a paper? They feel you graded them unfairly.

H. Out-of-classroom work

Much of teaching occurs outside the classroom. The candidate will have to become familiar with issues involving:

- Available university services for students
- Students' rights and responsibilities
- Ethics of Student-Faculty relations
- Office hours
- Advise/Counseling of students
- Advising Psi Chi or Psychology Club
- Collaborative scholarship with students

Question for Candidate

What potential ethical issues concern you in your interactions with students outside the classroom?

Summary

We have presented 8 categories addressing what teaching entails and what teachers do.

While candidates may not have experience in all, or have excelled in all, you need to be aware of the many different things that teachers do if you are to successfully assess good teaching.

3. The life long process: becoming a good teacher - a developmental approach

A. Directly Related to Classroom Teaching

Becoming a good teacher may involve:

- Video taping teaching and observing oneself teach
- Co-Teaching
- Being mentored as a teacher
- Using student evaluations
- Talking with students and colleagues about one's teaching and classes
- Mastery in subject matter
- Awareness of Ethical Issues in Teaching

Question for Candidate

You receive low student teaching evaluations in a course.
What do you do?

B. Other Ways To Develop and Survive as a Good Teacher

New colleagues may need your help in the following:

- What and where to read about teaching
- Mentoring someone else who is teaching
- Developing a philosophy of teaching
- Time/task management
- Stress management
- Collegiality with colleagues
- Developing a comfort with Academic Freedom as it relates to one's teaching
- Knowledge of Grants/financial support for teaching
- Attendance at Teaching Workshops- National Teaching forums
- Becoming Committed to Teaching
- Awareness of Ethical Issues in Teaching

Question for Candidate

Where would you read about teaching?

Summary

1. We have briefly looked at 4 important considerations in thinking about the nature of good teaching.
These were the absolute teaching load, competing demands for a faculty's time, the issue of perception in influencing how heavy a load feels, and the issue of fit.
Can you hire a good teacher with these competing demands and expectations?

2. We looked at ways to recognize good teaching and the fact recruitment helps you educate candidates to what good teaching is.
3. We looked at 3 approaches to good teaching (model, facets of teaching, and a developmental approach) to help recruitment committee members look at teaching from a variety of perspectives.

Throughout, we presented questions to think about that can also be asked of candidates.

Turning Outward: The Search

- We have considered the need for planning and the need to develop a working knowledge on what good teaching is.
- In this section we turn to the "nuts and bolts" of a search.
- We will emphasize the place of good teaching for in each of the components of the search process.

Introduction

- What degrees are required?
- What rank or experience level is sought?
- What specialization do you want?
- What teaching load will this person have?
- What are the full duties and responsibilities of the successful candidate?
- What courses will he/she teach, might he/she teach?
- What experience do you require?
- Determine if department will lose the position if it is not filled during the current search. Can you "roll" the position over until the next fiscal year if necessary?

Define The Position

Hiring a Good Teacher

- Will you require teaching experience? Certain types or amounts?
- Do you want to emphasize past teaching excellence, or future teaching potential, or both?
- How important is good teaching versus scholarship, administrative and other responsibilities? Be honest.

The Position Description

- Should be complete and well written
- How will you describe your department? university?
- What date is the position available?
- When may screening of applications begin?
- What does your dean or college require in your ad (e.g., writing of grants, scholarship, affirmative action statements, etc.)?
- Where must you advertise?
- Where do you want to advertise?
- Who must approve your position and its description?
- Who pays for the ads: department, college?
- **Affirmative action considerations?**
 - Ad placed in National Association of Black Psychologists newsletter.
 - Contact Office of Ethnic Minority Affairs at APA
 - APA's Minority Fellow Program
 - Contact APS
 - Do not exclude protected groups

Hiring a Good Teacher

- How will you indicate that you want to hire a good teacher?
- How will you indicate that your department, college or institution values good teaching?
- Will your position description require that applicants submit a statement on teaching?
- What other teaching related information do you want?

Getting the Word Out

- Print advertisements?
- Use of conventions' placement bureaus (who will go, etc.)?
- Ads placed on E-Mail bulletin boards
- Ads mailed directly to other departments, colleges or universities?
- Phone calls placed to faculty at other institutions

Hiring a Good Teacher

- Try to reach faculty who value good teaching you have met at teaching institutes or conferences, on TIPS electronic bulletin board, etc.

Getting Started

- Size of recruitment committee? In our experience 3 to 4 members is fine. This number provides for different viewpoints.
- Have a working recruitment committee which agrees to put in the time and effort needed for a good recruitment.
- Find and agree on recruitment committee meeting time(s) before recruitment begins.
- Begin the recruitment process "early" so expected delays, e.g, (placement notices appearing) will not hamper the search.

Early Steps for the Recruitment Committee to Take

- If you are going to recommend departmental planning, be sure it begins early enough to be useful.
- Gain approval on description of position from department, dean, and anyone else in the loop.
- Talk with secretary who will be handling correspondence and letters so she/he knows how much work will be expected and when. Invite to early organizational meetings for input and to include in the process.
- Get this secretary a gift from the committee before all of her/his work begins. (You can reward during and after the search as well.)
- Decide if you want a data base of applicants and how you want this data base to look (e.g., alphabetical).
- Prepare various form letters.
- Prepare to mentor new colleague.
- Get Chamber of Commerce materials, campus materials and maps, etc. for campus visitors.

Evaluation of Candidates

- Discuss criteria to be used in rating candidates (files, phone calls, visits, etc.).
- Make up form(s) for initial rating of files.

The Recruitment Committee

- Develop a form or data base to keep track of materials:
 - Letters of recommendation received
 - Transcripts received
 - Cover letter and vita received
 - Teaching materials, if required, received, etc.
- Decide how files will be circulated so people have access when they want but so the files remain secure when not being read.
- Decide if you want official graduate and undergraduate transcripts for serious candidates sent as soon as possible. Many University Records Offices are very slow about this. Will you accept informal transcripts for the screening of the first group of serious candidates.
- Allot enough meeting time that recruitment committee members can thoroughly discuss each candidate. You may get wide variability in a 1 to 5 rating of a candidate. Some committees, after weeding out applicants who clearly do not meet requirements, leave enough time for several passes through the remaining applications.

Campus Visit Issues

- Do you want to bring one candidate to campus, make a decision and either offer her or him a contract? Or do you want to bring several candidates to campus and then make a decision?
- Determine good times for guest lectures and colloquia to be held so students and faculty can attend.

Hiring a Good Teacher

- Decide what teaching information will be required.
- Tell the Dean or whoever hires a new faculty that the department is making a special effort to hire a good teacher. Detail what this means. Find out if this is acceptable.
- Meet with entire department to discuss recruitment strategy for hiring a good teacher and iron out differences and gain approval before recruitment begins.
- Make clear that hiring a good teacher allows for hiring an excellent scholar; the two are not mutually exclusive.
- Decide on a model for initial acceptance or rejection of candidates.

A typical model is that a candidate must show excellence (demonstrated or potential) in scholarship to be considered. Will you adopt the same criteria for teaching?

- Talk with institution's Affirmative Action Officer early to get details of what is needed and the parameters of your search.
- Candidates do not have to make their nationality, gender, and ethnicity known in an application but you will get this information on many. Keep a detailed list of the reasons known minority candidates are rejected. You may need it.
- For Affirmative Action, consider moving minority candidates who are on the border up to the next level, and so note in records.
- Decide who on the committee will keep in touch with your Affirmative Action Officer.
- Make sure selection criteria do not inadvertently exclude a "protected" group.
- Learn about your institution's affirmative action plan. (There may be extra monies, incentives, and other resources or rules to help your department meet affirmative action goals.)

Hiring a Good Teacher

- Determine if years and types of teaching experience are valid criteria for whomever you recommend for the position.
- Determine if types of mentoring, TA training, and professional work as a teacher are valid criteria for whomever you recommend for the position?
- Make sure teaching responsibilities do not inadvertently exclude a protected candidate (e.g., lab teaching can be done in a wheelchair, etc.).

- Make decisions on use of E Mail to acknowledge receipt of materials, correspond with applicants, ask for additional information, etc.
- How soon do you want to notify candidates they are no longer in the running? (Advice, as soon as you know.)
- Form Letter to candidate: Thanking them for applying and informing them you had many qualified candidates (specialization, degree, teaching) and they were not selected.

Hiring A Good Teacher

- Letter to candidate: We cannot consider your application because of an incomplete file, no teaching statement or references, etc.
- Letter to candidates who pass first screening: We need additional information, ask for further teaching portfolio materials.

Affirmative Action

Correspondence With Candidates

Require a Teaching Portfolio

- You would not ask for all of the following information, it would be overwhelming. But some of this information will be useful for your specific department and search.
- A teaching portfolio documents teaching experience and includes:

Breadth, Depth, and Expertise

- Specialty and Teaching Areas:
 - Ability to teach a wide variety of courses (breadth).
 - Description of specialty content area
 - Desire to teach specific courses
 - Statement on expertise in subject matter

Teacher Preparation and Experience

- Past teaching - high school, adult education, etc.
- Past teaching - college level
- List of past courses taught with sole responsibility, courses team taught, courses assisted as TA, etc.
- Comments on courses taught (philosophy, size of class, how class went, what would do differently next time)
- Experience as a Teaching Assistant
- Systematic TA training program
- Enrollment in a graduate level teaching seminar

Instructional Materials

- Course syllabi and reading lists
- Exams
- Student evaluations of teaching
- Videotape of candidate teaching for finalists prior to campus visits may be very useful.

Candidate Statement on Teaching

- Includes candidate's awareness, philosophy, and ethics of teaching.
- What have they learned from TA training, seminar on teaching, past teaching?
- What is the best article/book the candidate has read in the past six months on teaching and why?
- Describe the person who has been the biggest influence on your motivation to teach?

- Specific types of questions you can ask regarding a candidate include the following:

Letters of Recommendation

Questions on Teaching

- What is your assessment of the candidate's teaching ability and the quality of his/her interactions with students?
- On what do you base this assessment?
- Have you had many opportunities to see this individual teach?
- Will he or she be effective teaching both in large (100+ students) and small classes?
- Does this person have breadth as well as depth in her knowledge of psychology?
- Is this person interested in other content areas, even outside his/her specialty area?
- Is this person aware of the ethical dilemmas which can arise in teaching and research? For example, does this person behave responsibly with students outside the classroom, is grading done objectively and fairly, etc.
- Does this person really want to teach? Would this person be happiest in a Tier One institution doing primarily scholarship, or has he talked about wanting to work closely with students both in and out of the classroom?
- What is this candidate's level of emotional maturity in interacting with students and colleagues?
- What is this candidate's capacity of pursuing career goals while maintaining respect for confidentiality and tolerance of others' points of view?

Questions on Research and Scholarship

- Will she be able to continue or develop her own independent research program? Could she collaborate with other faculty?
- Will she be able effectively to work collaboratively with undergraduates (graduate students) in her scholarship?
- Will she be able to maintain research productivity with a ___ credit teaching load and various service responsibilities?
- What equipment and space is needed? Can she set up a laboratory from scratch? Can apparatus be shared?
- Will she publish?

Questions on Service and Being An Academician

- Does he understand the structure of a college or university, and know about salary, merit, renewal, tenure, rank, and other processes with which he may be asked to assist?
- Does he have any idea how much work it is to be an academician?
- Will this person work effectively with colleagues of many varying interests?
- Will this person be a good department citizen?
- What is the most significant weakness you see in this candidate?
- Will this candidate seek interaction with and the friendships of other faculty?
- Will this person devote as much time and energy to his department and institution as he will to relationships with others across the country and to national organizations?
- Will this person be effective and satisfied with a career at a regional university (liberal arts college, major research university) rather than at (list other types of institutions).
- Does this person really want a career in academia?
- Does this person own an academic gown and hood, and would you advise them to buy one?

Hiring a good teacher

- Try to get as much information about teaching from letters of recommendation as is possible.
- Have individuals writing letters of recommendation respond to specific questions you have. Send each a letter with these questions (and insist on getting answers).
- Require letters of recommendation from individuals familiar with the candidate's teaching (if the candidate has taught).

Telephone Calls

A question to ponder

What question(s) could a candidate for a position ask you which would be the most difficult for you to answer honestly?

- Telephone calls are often used to get additional information from candidates who have passed a first or second screening.
- If phone calls will be made determine if recruitment committee members can call from home but be reimbursed by the department.

- Make sure each recruitment committee member has times available for return calls.
- If you are going to be making phone calls, make up a form with questions which each candidate will be asked. For example:
 - If no PhD. timetable for its completion
 - Interest and motivation for coming to your department, institution and community.
 - What opportunities being sought here?
 - Research interests and requirements (space, equipment)
 - Teaching interests and requirements.
 - Sales Pitch (nature of department, facilities, undergraduate and/or graduate education, Psi Chi, teaching load, support. Be honest but not defensive.
 - Tell candidate how you recruit (visits, timetable on decisions, etc.)
 - If any application materials lacking, ask for them
- Do not hesitate to call writers of letters of recommendation to get additional information.

Hiring a Good Teacher

- Do not hesitate to emphasize teaching responsibilities during phone calls.
- Do not hesitate to ask questions about any of the materials in the candidate's teaching portfolio.
- Listen closely. Some candidates will pause, hesitate, and give you other signs that teaching is not their first priority. (What is vital is their scholarship but if they have to teach in order to do their research, they will).

- Think about mentoring a new colleague before you begin recruitment.
- Does your institution have a mentor program? Is it any good?
- Does your department mentor new faculty?
- Do you know what information, experiences, and support new faculty need in mentoring?
 - In general.
 - Specific to your department.
 - Specific to the candidate you hire (e.g., woman, minority, new teacher, etc.)

Mentoring

Hiring a Good Teacher

- Teaching must be mentored.
- How will you mentor teaching? Formal or informal mentoring? Feedback from student evaluations? Required readings, classroom observation, discussion, teaching excellence center, etc.?

Campus Visit

- Decide on materials to send candidate prior to a visit:
 - College/University Catalog
 - Departmental Program Descriptions
 - Campus Maps
 - Materials used to recruit students
 - Photos and layouts of laboratories
 - Create a package of materials for person hired - Renewal and Tenure guidelines, fringe benefits, and other relevant materials. Provide a name of someone in personnel with whom to talk.
 - Description of faculty development and grant opportunities and support • List of equipment provided to new hires (e.g., computer, phone, E-Mail hookup, etc.
 - List of supports available for faculty (e.g., unlimited duplicating, free and speedy inter-library loan procedures, own phone, department answering service for phone, etc.)
 - Description of library and journal holdings in psychology
- The Candidate Needs to Know
 - When does the department meet to decide if an offer will be made?
 - When will the candidate be notified of his/her status?
 - If selected, how much time will he/she have to respond?
 - How many candidates have been and will be invited to visit before a decision is made?
 - Who can offer the candidate a contract, discuss salary?
 - Will an offer be made during the visit?
 - When does this occur during the visit? Sometimes it occurs during a ride to the airport before returning to home.
 - Will credit be given toward tenure or associate professor if someone has some experience?
 - How is previous experience computed?

- Decide on your use of time for a campus visit for candidates?
 - Who do they see?
 - How full a schedule do they have? (Our advice is not to schedule a candidate for every minute they are on campus.)

- Prepare an events time-table for the visit and distribute to faculty, administrators, and the candidate. Include the names and titles of those to be seen.

- Who the Candidate Visits
 - Recruitment Committee
 - Department Chair
 - Interest Group or Department Faculty (individually or small groups).
 - Dean and other administrators
 - Grants Officer
 - Personnel person about fringe benefits
 - Know when medical coverage begins. If it does not begin the moment the person begins work with you have very detailed information on coverage which can be purchased in transition.
 - Technology/Information Services

- Typically a candidate:
 - Has one or more dinners with faculty and spouses
Be judicious. There are Affirmative Action issues relevant here. Some questions cannot be asked.
 - Puts on a colloquia of research
 - Meets with the Dean,
 - May meet with a grant's officer,
 - Meets with faculty in other units if closely related in scholarship or other interests,
 - Meets with someone about mentoring,
 - Tours the campus, and
 - Teaches a class
 - May want a tour of the community for information on schools, homes, etc.
 - Meets with undergraduate students in Psi Chi and/or Psychology Club, Graduate Students, etc.

Lodging

- Where do you want the candidate to stay? A suite motel, if low priced is genteel. Have a bowl of fruit or something similar for the candidate, a small local gift (in our case perhaps an Oshkosh By-Gosh Bandanna).

The Schedule Itself

- Decide on length of visit. If relevant, can it be scheduled to take advantage of cheaper air fares over a weekend.
- Does the candidate want an hour or 2 for physical exercise?
- How much free time would they like before presenting the colloquia or guest lecture?
- What materials do they want sent to them before the visit?
- You are attempting to balance (a) a good use of their time when they visit versus (b) obtaining maximum information from them and communicating maximum information to them, versus (c) avoiding their collapse on the plane when they leave.

Reimbursement

- Clearly communicate what is and is not paid for the candidate before the visit.
- If travel forms must be filled out, designate someone (secretary) they see about this and put on their schedule. Have a form begun with their name, social security number, address, purpose for visit, etc. ready when they visit your campus. Attach to the travel form an example of a completed one, and a list of everything they must attach to it for it to be accepted (e.g., last copy of plane ticket, receipts of various types, etc.). Also attach to it a stamped addressed envelope. Recommend that the candidate complete the form on the plane flying home and mail it in the airport upon arrival.

Hiring a Good Teacher

- Have candidate meet with someone from teaching center if you have one.
- Have candidate guest lecture, i.e., teach a class. You could ask a candidate to prepare one introductory psychology lecture and give it to a real class, to a meeting of Psychology Club and Psi Chi, etc.
Get feedback on teaching from faculty and students who attend the lecture.
- At some point after the lecture talk with candidate about her or his perception of how it went, and his or her abilities intellectually, pedagogically and ethically.
- Ask candidate to describe his or her greatest assets for promot-

ing the intellectual and personal growth of students.

- What conclusions does the candidate's draw about his/her teaching experiences, strength, and need for growth, etc.?
- What plans does the candidate have for improving his/her teaching?
- Discuss mentoring with candidates.
- Make sure candidate has time with Psi Chi, Psychology Club, and/or graduate students. Obtain feedback from students on candidate's interpersonal abilities, liking of students, etc.
- When faculty meet with candidate, include discussion of teaching.
- Does candidate have any knowledge of the history and present status of higher education and the place of teaching?

A question to ponder

What about your department might a candidate find different or unusual?

- Mail information about as much of this as possible before the campus visit.
 - Salary Levels
 - Fringe Benefits
 - Multiple Year contracts
 - Start Up Equipment (Computer, laboratory equipment, etc.),
 - Laboratory Space
 - Moving Expenses
 - Summer Pay
 - Lowered teaching load for first year or two
 - Office(s)
 - Space/support for scholarship
 - Research and student assistants
 - Travel monies for grants, conferences, etc.
- The Recruitment Committee Needs To
 - Be clear that initial space, teaching loads, student assistance, capital equipment, teaching specific courses, etc. may be modified after the candidate is employed.
 - Nothing is forever but is offered in good faith.

A Contract and Other Inducements

Hiring a Good Teacher

- Supports for Teaching
- Lowered expectations for scholarship and service the first year or two.

Community Issues

- Send as much of this information before a visit as possible.
 - Quality of life
 - Diversity
 - Taxes
 - Housing opportunities, costs, and general cost of living
 - Crime
 - Cultural opportunities
 - Nearby universities
 - Career opportunities for dual career couples
- If the chamber of commerce or visitor's bureau has a video of the community, get a few and send one to each candidate who will be visiting. Get information on housing.

Reading List

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Professional Development
