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Southern Illinois University Edwardsville

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Edwardsville Bulletin

To the Faculty and Staff of Southern Illinois University at Edwardsville

January 4, 1978
Vol. 10, No. 17

TO: Faculty and Staff

FROM: Earl Lazerson, Vice President and Provost *E. L.*

SUBJECT: Academic Affairs Task Force on (Faculty and Staff Development)

American Universities are increasingly being challenged to maintain and improve the quality of their efforts in instruction, research and service. A large number of universities have elected to meet this challenge by implementing programs designed around the concept of Faculty and Staff Development.

A cursory review of the literature will quickly reveal that there is currently no commonly accepted view as to what Faculty and Staff Development means. This finding is not unnatural, for the chief determinants of the characteristics and structure of a Faculty and Staff Development Program need to be derived from goals, programs, and organizational objectives of the local institution. In order to facilitate the examination of this concept for personnel in Academic Affairs, a Task Force on Faculty and Staff Development has been formed. The members of the Task Force are listed below:

William Ahlbrand
Gloria Burgess
James Comer
Viola Daugherty
William Emblom
Sally Ferguson
Jesse Harris
George Henderson
Irving Hudlin
Gary Hull - Chairperson
James Jacobson

Jack Kaikati
Lula Lockett
Don McCabe
Janet McReynolds
Joseph Munshaw
Robert Schutzius
Margaret Sherwin
R. Dale Smith
Elizabeth Tarpey
Robert Ziegler

Recognizing that personnel development in a University setting is characterized by a desire on the part of faculty and staff to improve and update the skills necessary for effective job performance, and recognizing that a system should exist in the institution to encourage and support this desire for improved professionalism, I request this Task Force to address itself to

developing the following matters:

1. Procedures to review and assess current efforts and interest in faculty and staff development as they relate to instruction, research and University and public service.
2. Mechanisms to be followed in establishing support for faculty and staff development.
3. Means by which faculty and staff can be assisted in developing capabilities that relate to the University's mission.
4. Estimates of resources necessary for the maintenance of faculty and staff development programs and for the administrative support of such programs.
5. Initial recommendations regarding reward structures appropriate to participation in professional development.

Among the matters which might be considered in establishing the above would be:

--The availability of resources on the campus to assist in faculty and staff development.

--The sabbatical and professional leave programs directed toward these goals.

--The availability of external consultants having experience in faculty and staff development programs at institutions of higher education, along with the costs of involving such individuals in our program planning.

--The relationships among instruction, research and service in development programs.

--The recognition that professional development is basically a program for the faculty and staff and must be developed with full participation of these groups.

In order to address these extensive questions, I have appointed a Task Force whose members represent broad categories of constituent groups in Academic Affairs. I encourage each faculty and staff member to interact with the Task Force so that their work may incorporate your suggestions, concerns and ideas on these matters.

The Task Force will report preliminary findings during the summer of 1978. A final report is expected in January, 1979.