



Faculty development in the Montana University System from 1980 to 1987
by Larry Joseph Baker

A thesis submitted in partial fulfillment of the requirements for the degree of Doctor of Education
Montana State University

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Abstract:

The problem of this study was three-fold: (1) to describe faculty development as it existed in the Montana University System from 1980 to 1987 and in three representative types of institutions within that System, (2) to determine if a relationship existed between participation in faculty development activities and the variables of academic rank and subject-matter affiliation, and (3) to assess how faculty perceived the effectiveness of faculty ' development activities.

Faculty development at the System level consisted of the Faculty Vitality Project, a three-year grant from the Northwest Area Foundation. The project, administered from the Office of the Commissioner of Higher Education, funded development in the six units in the System, especially those activities that encouraged inter- and intra-institutional cooperation. Faculty development at the institutional level consisted of a variety of activities that provided assistance to the faculty to conduct research, to design instruction, and to pursue other areas of personal and professional development. These activities included competitive grants to the faculty, sabbatical leaves, and travel to professional meetings.

The population consisted of 544 faculty members at the three institutions of higher learning. A random sample of 192 was drawn for the purpose of conducting semi-structured interviews. Sixty-five (33.9%) faculty members agreed to be interviewed.

Participation in faculty development was independent of academic rank and subject-matter affiliation at Eastern Montana College and Montana College of Mineral Science and Technology. Participation was not independent of academic rank and subject-matter affiliation at Montana State University. Faculty perception of effectiveness of faculty development activities was independent of academic rank, subject-matter affiliation, and participation. Faculty members participated in development activities in order to remain current in the profession and to avoid professional isolation. The majority of the respondents suggested that faculty development was effective, but inadequate. The perception was that faculty development was encouraged by faculty and administrators, but the necessary resources were limited or nonexistent. The limited resources created tensions among faculty members and institutions in the System.

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MONTANA UNIVERSITY SYSTEM**

FROM 1980 TO 1987

by

Larry Joseph Baker

**A thesis submitted in partial fulfillment
of the requirements for the degree**

of

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**MONTANA STATE UNIVERSITY
Bozeman, Montana**

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APPROVAL

of a thesis submitted by

Larry Joseph Baker

This thesis has been read by each member of the graduate committee and has been found to be satisfactory regarding content, English usage, format, citations, bibliographic style, and consistency, and is ready for submission to the College of Graduate Studies.

5/8/90 *Earl Strohmeier*
Date Chairperson, Graduate Committee

Approved for the Major Department

5/7/90 *Donald Robson*
Date Head, Major Department

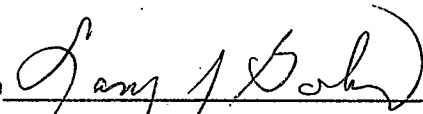
Approved for the College of Graduate Studies

May 24, 1990 *Henry L. Parsons*
Date Graduate Dean

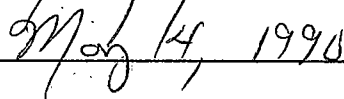
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ABSTRACT

The problem of this study was three-fold: (1) to describe faculty development as it existed in the Montana University System from 1980 to 1987 and in three representative types of institutions within that System, (2) to determine if a relationship existed between participation in faculty development activities and the variables of academic rank and subject-matter affiliation, and (3) to assess how faculty perceived the effectiveness of faculty development activities.

Faculty development at the System level consisted of the Faculty Vitality Project, a three-year grant from the Northwest Area Foundation. The project, administered from the Office of the Commissioner of Higher Education, funded development in the six units in the System, especially those activities that encouraged inter- and intra-institutional cooperation. Faculty development at the institutional level consisted of a variety of activities that provided assistance to the faculty to conduct research, to design instruction, and to pursue other areas of personal and professional development. These activities included competitive grants to the faculty, sabbatical leaves, and travel to professional meetings.

The population consisted of 544 faculty members at the three institutions of higher learning. A random sample of 192 was drawn for the purpose of conducting semi-structured interviews. Sixty-five (33.9%) faculty members agreed to be interviewed.

Participation in faculty development was independent of academic rank and subject-matter affiliation at Eastern Montana College and Montana College of Mineral Science and Technology. Participation was not independent of academic rank and subject-matter affiliation at Montana State University. Faculty perception of effectiveness of faculty development activities was independent of academic rank, subject-matter affiliation, and participation. Faculty members participated in development activities in order to remain current in the profession and to avoid professional isolation. The majority of the respondents suggested that faculty development was effective, but inadequate. The perception was that faculty development was encouraged by faculty and administrators, but the necessary resources were limited or nonexistent. The limited resources created tensions among faculty members and institutions in the System.

CHAPTER 1

INTRODUCTION

American higher education from the mid-1950s to the mid-1980s encountered dramatic changes, unparalleled in history. Student enrollments increased from 2.5 million in 1955 to 6.8 million in 1974 as the "Baby Boom Generation" moved through colleges and universities. This rapid increase in enrollments precipitated growth in personnel and facilities. Demand for faculty grew from 266,000 in 1955 to 633,000 in 1975 and the physical facilities for higher education doubled during this same time (Keller, 1983). By the mid-1970s, however, enrollments at most institutions began to stabilize or drop. Financial resources, which were directly related to enrollments, declined as well.

From the mid-1970s to the mid-1980s higher education continued to experience declining enrollments and diminishing resources. The fixed costs of salaries and services increased while funding often fluctuated from one year to the next. An obvious result has been the reduction and elimination of faculty positions, programs, and services. Forecasts indicated that many of these conditions would prevail into the 1990s (Cameron, Whetten, Kim & Chaffee, 1987; Hansen, 1985). As a consequence, higher education in the

United States encountered difficulty adjusting to change. Institutions shifted from long-range planning for program expansion to strategic planning for survival, with a significant impact on the faculty (Keller, 1983).

Socio-economic conditions affected institutions of higher education in such a way as to make faculty less mobile. Job mobility, which had been considered to be a primary factor in faculty promotion and performance, all but disappeared (Shulman, 1983). The annual turnover rate in tenure-track positions in the 1960s was about eight percent. That figure dropped to two percent in the 1970s and declined further in the 1980s. As the options for job mobility decreased, faculty and institutions made more long-term commitments, and the professional careers of the faculty became more closely tied to the institution. Hansen (1985) suggested that most faculty were likely to remain in their current positions until retirement. The resulting phenomenon has been called "the graying of the professoriate" (Levin & Stephan, 1989). Corwin and Knepper (1978) reported that the median age of faculty in 1978 was 47 years. Within the next decade that age could climb into the upper 50s (Hansen, 1985). Loss of job mobility and decline in new hires created a closed institutional climate (Gaff, Festa & Gaff, 1978). Fewer faculty members had the option of moving from one institution to another.

There continued to be widespread agreement among scholars in higher education, however, that the faculty is at the heart of an institution (Smith, 1978). In the performance of their duties, faculty members give meaning and

identity to colleges and universities. Institutional prestige or reputation, whether in teaching or research, resulted from the faculty's efforts, and the well-being or vitality of the faculty often indicated the health of the institution (Dressel, 1981).

Thus, institutions of higher learning, including public institutions in Montana and the northwest region, were confronted with finite resources and declining student enrollments. Economic instability generated concern about adequately funding quality education (Commissioner of Higher Education, 1986). Institutions needed to make decisions critical for maintaining faculty vitality in times of instability. Such decisions have been subsumed under the general term faculty development.

The Montana University System promoted faculty development (also called renewal or vitality) in two specific areas: the Faculty Vitality Project in the University System as a whole, and faculty development activities at each of the six institutions comprising the System. The Faculty Vitality Project, a grant from the Northwest Area Foundation, funded a System-wide effort for renewal in three areas: (1) faculty retraining and reallocation, (2) faculty exchanges, and (3) instructional improvements responsive to shifting student needs and interests within the state (Rice, 1985). The development activities at the six institutions in the Montana University System were intended to support the respective needs of each faculty. Thus, efforts for vitality have

been at the System and the institutional levels, although System support has dwindled over the past few years.

Faculty development, a concept that has become popular in higher education circles in the last two decades, had no one universally accepted definition (Gaff et al., 1978). A wide range of activities and programs occurred under any of the definitions. Moreover, Centra (1976) found that different types of faculty development programs existed at different types of colleges and universities. For example, large universities tended to use such traditional practices as sabbatical leaves while smaller colleges emphasized instructional improvement programs.

Research indicates that faculty development existed for the general purpose of improving faculty performance (Bergquist & Phillips, 1975; Mathis, 1980; Menges, Mathis, Halliburton, Marincovich & Svinicki, 1988). Performance measures ranged from simply counting the number of research publications at one extreme, to determining a "service" component by faculty membership on institutional committees at the other extreme. Between these extremes were such measures as student ratings of teaching effectiveness and the dollar amounts of grants received. Blackburn, Pellino, Boberg and O'Connell (1980) and Lawrence and Blackburn (1988) suggested that faculty who are productive are productive in all areas. Allison and Stewart (1974) found that productive faculty members remained productive throughout their careers.

Studies demonstrated that faculty attitudes and behaviors intended to improve performance were influenced significantly by such characteristics as academic rank (Braskamp, Fowler & Ory, 1982), age (Baldwin & Blackburn, 1981), and subject-matter affiliation (Stark & Morstain, 1978). Thus, many attributes affected faculty performance; i.e., faculty are not monolithic, and differences must be taken into account.

Research findings (Baldwin, 1985; Baldwin & Krotseng, 1985; Bland & Schmitz, 1988; Centra, 1985) identified a comprehensive list of incentives for enhancing faculty vitality and improving performance. The list emphasized the need to create a climate conducive to vitality, to maintain flexibility that allows for individual faculty differences, and to strengthen the important role of academic leadership. Yet different types of institutions of higher learning must choose from this list only those incentives or activities which seem most likely to be effective for their own respective climates. Such choices or decisions must take into account differences not only in faculty characteristics, but also differences in and among campus climates.

Statement of the Problem

The problem of this study was three-fold:

- (1) to describe faculty development as it existed in the Montana University System from 1980 to 1987 and in three representative types of institutions within that System;

- (2) to determine if a relationship existed between participation in faculty development activities and the variables of academic rank and subject-matter affiliation; and
- (3) to assess how faculty perceived the effectiveness of faculty development activities.

Need for the Study

This study was intended to contribute to the research literature in the following ways:

- (1) by providing information about the commitment to faculty development at two levels -- the institution and the state system;
- (2) by providing information about the relationships between the variables of academic rank, subject-matter affiliation, and participation in faculty development activities; and
- (3) by providing information relevant to faculty effectiveness in public institutions that are not major research universities in urban or suburban settings, but instead are smaller, regional institutions of higher learning in a rural setting.

Conrad and Blackburn (1985) identified a need for research about faculty in colleges and universities which are neither prestigious nor major research institutions in relatively large urban areas. Blackburn (1985) suggested that

future research examine the relationships between selected variables and subsequent faculty performance.

Research in the area of faculty development may affect decision-making at the state and institutional levels by indicating whether or not faculty development is perceived as being successful and/or effective with whom and under what conditions. Since institutions of higher learning in the state of Montana serve a diverse and sparse population that is predominantly rural, research in the area of faculty development in a rural setting adds a potentially important context for understanding faculty behavior and productivity. The importance of investigating faculty development could help plan for the future of higher education in the state (Blackburn, 1985; Bland & Schmitz, 1988; Centra, 1985; Smith, 1978).

General Questions to Be Answered

The general questions to be answered in this study were:

- (1) What types of activities constituted faculty development at the System level in the Montana University System from 1980 to 1987?
- (2) What types of activities constituted faculty development at the three representative institutions from 1980 to 1987?
- (3) What were the characteristics of the population who participated in faculty development activities from 1980 to 1987 at each institution in terms of academic rank and subject-matter affiliation?

- (4) What were the characteristics of the population who did not participate in faculty development activities from 1980 to 1987 at each institution in terms of academic rank and subject-matter affiliation?
- (5) How did the respondents define faculty development?

The following null hypotheses were tested at the .05 level of significance:

- (1) Participation in faculty development activities is independent of academic rank.
- (2) Participation in faculty development activities is independent of subject-matter affiliation.
- (3) Faculty perception of effectiveness of faculty development activities is independent of academic rank.
- (4) Faculty perception of effectiveness of faculty development activities is independent of subject-matter affiliation.
- (5) Faculty perception of effectiveness of faculty development activities is independent of participation.

General Procedures

The general methodology employed both empirical and anthropological inquiry. Research was conducted during 1987 at three institutions in the Montana University System: (1) Eastern Montana College (EMC), (2) Montana College of Mineral Science and Technology (TECH), and (3) Montana State University (MSU). The data for this study came from a comprehensive review

of the documents relevant to faculty development activities at the System level and at each institution. Also, data were gathered from interviews with selected members of the faculties as they described their own campus culture and from observations made during the interviews. The general procedures were the following:

- (1) Obtain permission from the three institutions to conduct the research.
- (2) Conduct a review of the documents relevant to faculty development activities at each institution.
- (3) From these documents describe the characteristics of the participants and the non-participants according to the variables of academic rank, and subject-matter affiliation.
- (4) Identify and interview selected members of the faculty at each institution so as to elicit information about the perceived effectiveness of the faculty development activities for improved performance.
- (5) Analyze the data from the document reviews and the interviews using descriptions of the programs, content analysis, and Chi-Square Test of Independence.

Limitations and Delimitations of the Study

- (1) This study focused on only three institutions in the Montana University System: Eastern Montana College (EMC), Montana College of Mineral Science and Technology (TECH), and Montana State University (MSU).

These three institutions were chosen to provide a representative set of colleges and universities in the Montana University System and similar types of institutions in American Higher Education (Carnegie Council, 1980). Those selected for purposes of this study were EMC, a liberal arts college with an academic focus on teacher education; TECH, a professional school which serves the mineral sciences and related areas; and MSU, a doctorate-granting university in the land-grant tradition.

- (2) Only those faculty development activities in existence from 1980 to 1987 were considered part of this study.
- (3) The collection of the data was delimited to documents available through the three institutions of higher learning, the Office of the Commissioner of Higher Education of Montana, and interviews with selected members of the faculty currently in residence.
- (4) The size of the sample was potentially small depending on the number of faculty in residence being served by the faculty development activities.
- (5) This study was delimited to those faculty who had a terminal degree and who held the academic rank of assistant professor, associate professor, and full professor. Non-tenure track, part-time faculty, lecturers, instructors, and faculty who were on leave were not included in the population.

Definition of Terms

- (1) Academic rank. Synonymous with professional rank, i.e., assistant professor, associate professor, or full professor. (The term does not include instructor or lecturer.)
- (2) Anthropological method. In anthropology, field work (data gathering) and analysis proceed almost simultaneously. The researcher makes contact with a social group and attempts to understand and describe it by talking with group members in order to identify primary respondents. In turn, interviews with primary respondents literally make sense of the group's social behaviors so as to enable the researcher to perceive the structure of cultural norms and patterns. The purpose of the anthropological method is to understand and describe a culture in terms of itself and not in terms of an externally imposed structure (Fetterman, 1982).
- (3) Culture. Defined as what groups of people do, how they do it, and sometimes why they do it (Tierney, 1988).
- (4) Faculty Vitality Project. A multi-institutional grant from the Northwest Area Foundation to the Montana University System. The project funded faculty renewal in three central areas: (1) faculty retraining and reallocation, (2) faculty exchanges (between campuses), and (3) instructional improvements within the system.

- (5) Montana University System. The Montana University System, established by Congress in 1881, is governed by a Commissioner of Higher Education and a Board of Regents. There are six university units in the System: (1) University of Montana at Missoula, (2) Montana State University at Bozeman, (3) Montana College of Mineral Science and Technology at Butte, (4) Western Montana College of the University of Montana at Dillon, (5) Eastern Montana College at Billings, and (6) Northern Montana College at Havre (Montana Code Annotated, 1989, Sec. 20-25-201, pp. 357-358).
- (6) Non-participants in faculty development. Those faculty members who did not participate in faculty development activities on campus or in the System.
- (7) Participants in faculty development. Those faculty members who participated in faculty development activities on campus and/or in the System.
- (8) Productivity. In this investigation this term is more broadly defined, rather than limited to a counting of published articles, monographs, books, and the like. Here, productivity means publications, research in progress, teaching effectiveness, course or program development, and service to the institution and the profession.
- (9) Subject-matter affiliation. Defined as academic area, not academic discipline or department. That is, this study assumes four subject-matter affiliations (Stark & Morstain, 1978):

- (a) Humanities -- an academic area composed of the following subject-matters: English, Rhetoric, Foreign Languages, History, Speech-Theatre, Art, and Music.
- (b) Social Science -- an academic area composed of the following subject-matters: Psychology, Sociology, Anthropology, Speech Communication, and Economics.
- (c) Natural Science -- an academic area composed of the following subject-matters: Chemistry, Biology, Microbiology, Physics, Math, and Geology (Earth Science).
- (d) Professional Studies -- an academic area composed of the following subject-matter fields: Business, Education, Engineering, and Health Professions (e.g., Nursing).

The first procedure in this study was to conduct a review of the literature and related research. This review is found in Chapter 2.

CHAPTER 2

REVIEW OF LITERATURE

The review of literature is organized into three categories: (1) recent trends related to declining enrollments and diminishing resources in American higher education, (2) faculty characteristics, and (3) faculty development.

The first category focuses on societal trends pertinent to this study and is relatively complete. However, the review of literature for faculty characteristics draws primarily from Martin J. Finkelstein's (1984) The American Academic Profession. Finkelstein has undertaken a review of the systematic studies in an otherwise enormous body of literature. Similarly, and for the purpose of this study, the review of literature related to faculty development prior to 1980 concentrates on Barbara Stordahl's (1981) Faculty Development: A Survey of the Literature of the '70s and Claude Mathis' (1982) Faculty Development. The body of literature concerning faculty development and faculty characteristics is immense and the complexity would tend to confound the reader.

Recent Trends Related to Declining Enrollments
and Diminishing Resources in American
Higher Education

The literature on American higher education from the early 1970s to the mid-1980s revealed declining student enrollments and diminishing resources. Centra (1980) found that student enrollments began to shift as the "baby-boom" population moved through the 18 to 22 year-old age bracket. Although enrollments in institutions of higher learning had more than doubled during the 1960s, there had been a modest two to four percent increase by the end of the 1970s. Centra projected enrollments, across institutional types, to decline from eight to nine percent during the 1980s. Parker and Zammuto (1986) found that enrollment decline in their sample of 56 institutions of higher education averaged 12 percent.

Peterson (1984) and Mortimer, Bagshaw and Masland (1985) suggested that a number of environmental factors contributed to the scarcity of resources available to higher education. Declining student enrollments and the economy at the federal and state levels were critical. Enrollment and funding at most public institutions were directly related. A decline in available students precipitated a reduction in financial resources.

Other studies found that the changing educational climate adversely affected administrators and faculty. Shulman (1983) determined that administrators faced loss of flexibility in the performance of their duties and that they

tended to focus on student-faculty ratios and finances. Faculty, on the other hand, confronted job dissatisfaction, stressful working conditions, and loss of the prospects for advancement (Caffarella, Armour, Fuhrmann & Wergin, 1989; Cameron et al., 1987; Kanter, 1979).

According to Furniss (1981), career opportunities for the faculty diminished over the past decade. Fewer positions at most institutions limited the chance for faculty to move from one position to another. Nelson (1983) suggested that this loss of mobility produced two concerns: (1) it forced faculty and institutions to make more long-term commitments, and (2) it threatened faculty morale. Harshbarger (1989) found that faculty commitment to the institution was U-shaped in distribution. Full and assistant professors had identical mean scores of high commitment while associate professors had significantly lower levels. He identified associate professors as being at risk for commitment and low morale.

The Carnegie Council on Policy Studies in Higher Education (1980) revealed that approximately 40 percent of tenured faculty in four-year colleges and universities were between the ages of 36 and 45. These data were projected to change to 40 percent between the ages of 46 and 55 by the year 1990, and 45 percent between the ages of 56 and 65 by the year 2000. The demographic data suggested that the trend was clearly in the direction of older faculty. The resulting phenomena was labelled "the graying of the faculty" (Hansen, 1985; Schuster, 1985).

A body of literature projected the current trends into the year 2000. Glenny (1980) and Peterson (1984) represented a consensus of opinion that the climate in American higher education will be unstable well into the 1990s. With the loss of mobility and a stressful working environment, the aging faculty will require institutional assistance to remain vital and productive (Hanson, 1985; Nelson, 1983; Peterson, 1984; Rice, 1985).

Faculty Characteristics

Related research on faculty characteristics expanded enormously during the 1960s and 1970s as higher education shifted from growth to reduction. Finkelstein (1984) completed a comprehensive review of this literature. He found that much of the research focused on faculty workload (what faculty do when they do what they do). He noted that the variables which influenced the performance of professional tasks included academic rank, age, institutional type, and subject-matter affiliation.

While most studies reported that faculty workload primarily involved teaching and research, the focus of effort was on the former. Finkelstein (1984, p. 87) concluded:

The American academic profession is essentially a teaching as opposed to a scholarly profession. By a three-to-one majority, American professors have consistently reported their interests as focusing more on the teaching than on the research component of their role. . . .

Fulton and Trow (1974) found that institutional context significantly influenced faculty workload. Faculty at research universities reported an integrative role. They tended to teach, to do research, and to be involved with administration. Faculty at most other institutions served in a more fragmented role. Different faculty did different things; some taught, some conducted research, and others were involved in administration.

Studies by Borland (1970) and DeVries (1975) concluded that faculty members determined the particular emphasis that they wanted to place on various professional activities, either in teaching or in research, and in making such decisions faculty were influenced more by internal standards than anything else. External incentives to perform various tasks appeared to have little effect. McKeachie (1979) supported the hypothesis that faculty behavior was motivated more by intrinsic factors than by external rewards.

Finkelstein (1984) found that publication activities and teaching were mentioned most often when reporting workload. The type of institution and its prestige were found to be significant predictors of publication activity and research productivity (Blackburn, Behymer & Hall, 1978; Blau, 1973; Fulton & Trow, 1974; Long, 1978; McGee & Ford, 1987). For example, university faculty at a prestigious institution tended to publish more often than their peers at a less prestigious college.

In addition to institutional type, the related research showed that academic rank, age, and subject-matter affiliation influenced publication activity. Blau

(1973) and Fulton and Trow (1974) reported that natural and social scientists were more oriented to research than faculty in education, humanities, and professional studies. McGee and Ford (1987) concluded that most productive researchers represented the social and biological sciences. In terms of number of publications, the natural scientists tended to be the most productive, followed by the social scientists and then faculty in the education, humanities, and fine arts areas (Blackburn et al., 1978; Blau, 1973; Coltrin & Glueck, 1977; Fulton & Trow, 1974).

Blackburn et al. (1978) and Fulton and Trow (1974) found that faculty at the higher ranks tended to publish at a higher rate. Senior faculty published more often than their junior colleagues, albeit these findings did not fully explain the reasons why. Fulton and Trow (1974) provided some explanations: job constraints, less opportunity, and knowledge of publication procedures.

While publication activity increased with rank, several studies showed that it declined with age (Bayer & Dutton, 1977; Behymer, 1974; Blackburn et al., 1978; Fulton & Trow, 1974; Roe, 1972). Bayer and Dutton (1977) noted that publication activity over time was not linear. They found that the curve of best fit was bimodal or "saddle-shaped." In general, faculty tended to publish early in their careers (about 10 years after award of the doctorate) and just before retirement. Parsons and Platt (1968) suggested that research priorities of faculty shifted with age from empirical to theoretical studies. Levin and

Stephan (1989) concurred with Parsons and Platt in that faculty research emphasis changed over time. However, chronological age was a weak predictor of faculty performance.

Finkelstein (1984) concluded that teaching, like publication activity, was related to the variables of institutional type, academic rank, age, and subject-matter affiliation. Gaff and Wilson (1975) found that institutional type accounted for more variance in teaching practice than individual faculty preferences. Therefore, institutional context influenced teaching practice. Different kinds of institutions had different expectations.

Stark and Morstain (1978) concluded that educational goals for teaching varied by subject-matter affiliation. The approach to teaching depended, in part, on the academic discipline. They found that faculty in the natural sciences were stronger advocates for career preparation while humanities faculty were least likely to support career preparation. Faculty in the social sciences were the strongest proponents for general education, and the natural scientists the weakest.

The related research clearly supported the hypotheses that relationships existed between faculty workload and selected variables of academic rank, age, institutional type, and subject-matter affiliation.

Faculty Development

Faculty development is not a new phenomena in American higher education. Mathis (1982) suggested that leaves of absence and financial assistance for travel represented two ways that institutions helped faculty improve scholarship. Stordahl (1981) found that faculty development expanded during the 1970s to include activities for personal, professional, and organizational improvement. Mathis (1982) identified three major factors that stimulated the literature: (1) student protests in the 1960s that concerned improvement in teaching, especially at the undergraduate level; (2) decline in student enrollment; and (3) the changing nature of traditional careers in higher education.

Mathis (1982) and Stordahl (1981) identified different models for faculty development programs. Stordahl reported that more than 50 percent of the institutions of higher learning had established programs by the mid-1970s. These programs ranged from the very practical (e.g., faculty review their own courses for change) to the more theoretical (e.g., systematic design and implementation of instruction). The type of program varied from one institution to another. However, certain practices were common among the different institutions; for example, most programs addressed instructional and/or personal development.

Translating the principles earlier set forth by Mathis into models, Bergquist and Phillips (1975) proposed a model for faculty development which incorporated three major components: (1) personal development, (2) instructional development, and (3) organizational development. The authors explained:

Since piecemeal efforts to improve college and university teaching have generally proven ineffective, we must turn to a comprehensive approach to faculty development, through which we can develop new methods of evaluation and diagnosis, find viable ways of introducing new technology and curricula, and explore new approaches to instructional improvement. Faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus become essential to faculty development. (Bergquist & Phillips, 1975, p. 177)

For Bergquist and Phillips an effective faculty development program required change at three levels: attitude, process, and structure.

Toombs (1975) proposed another model for faculty development that emphasized three dimensions: (1) the professional dimension, (2) the curricular dimension, and (3) the institutional dimension. He attempted to link the career stages of faculty with the program. As the faculty progressed through different career patterns, they had different needs for development. Toombs argued that the effective program tried to meet those changing needs.

Francis (1975) presented still another, multistage model for program implementation that also emphasized three stages: (1) the consciousness

raising stage, (2) the focal-awareness stage, and (3) the subsidiary-awareness stage. Stage one challenged the attitudes of faculty to increase awareness of development. Stage two concentrated the attention of faculty toward new attitudes of development, and stage three established more firmly the new attitudes. Francis (1975, p. 730) stated:

It is possible that, in large institutions, the stages of awareness will be different in smaller subdivisions such as colleges, faculties, even departments. Knowing this may lead program planners to design different approaches for different units, or to spend extra time and effort establishing a homogeneous awareness level throughout the institution.

Various other models for faculty development have been utilized. Simerly (1977) proposed a multilevel model that included more faculty involvement in program planning. Bergquist and Shoemaker (1976) used the case study approach for their model. Gaff (1975) encouraged student assessment of teaching effectiveness in his model for faculty development.

Mathis (1982) found that the expansion of faculty development programs in the 1970s was supported primarily by foundation monies. A majority of the related research was a result of the evaluation of these projects. In 1971 the Carnegie Commission supported a project by Eble (1971) to determine effective and ineffective teaching practices in American colleges and universities. In 1975 the Exxon Foundation funded a study by Gaff that identified 200 institutions of higher learning that had programs to improve instruction. The Fund for the Improvement of Post Secondary Education (FIPSE) supported

a major project by the Center for the Study of Higher Education at the University of Michigan in 1978. The Bush Foundation funded faculty development programs in the mid-1980s at colleges and universities in Minnesota, North Dakota, and South Dakota (Jorde & Young, 1987; Wood, 1985). The Northwest Area Foundation funded a series of faculty vitality grants from 1979 to 1984. The Montana University System was a recipient of the second phase of the Northwest Area grants.

While working on a grant from the Exxon Foundation, Centra (1976) identified four types of faculty development programs: (1) those with high faculty involvement, (2) those with an emphasis on instructional assistance, (3) those with traditional practices, and (4) those with an emphasis on assessment. Approximately 60 percent of the institutions surveyed by Centra had faculty development programs. Small four-year colleges established programs that were run by faculty and had high involvement. Public rather than private institutions were more likely to focus on instructional assistance. Programs that offered the traditional practices of visiting scholars, sabbatical leaves, and instructional grants were found in universities and large four-year colleges. Two-year colleges had faculty development programs that emphasized assessment.

Traditionally, faculty development programs provided faculty members with opportunities to improve instructional practices (Creswell, 1985). Although a variety of faculty development models were proposed (i.e., models

developed by Bergquist and Phillips, Toombs, and Simerly), the majority of the programs focused on instructional development. Faculty preference for faculty development activities included sabbatical leaves, professional travel, and assistance with instructional design (Sorcinelli, 1986; Uhlig & Haberman, 1987).

Faculty participation in faculty development activities was voluntary (Centra, 1985; Clarke, Corcoran & Lewis, 1986). Research suggested that those faculty members who needed the most help with improvement in teaching and research were the least likely to participate (Boice, 1985). Universities had lower participation rates than two- or four-year institutions (Centra, 1985).

As institutions of higher education confronted the continued decline of student enrollments and diminishing resources, financial support for faculty development programs decreased (Blackburn, 1984). Activities that were adversely affected by the budget cuts included sabbatical leaves and travel to professional meetings. At some institutions the faculty development programs were discontinued. Many institutions were unable to support faculty development after foundation monies were distributed.

The dilemma for most colleges and universities was the inadequate funding of faculty development during periods of decline (Centra, 1985). Prioritization of diminishing financial resources and budget cuts created an increase in job-related stress for most faculty members (Baldwin & Krotseng,

1985; Schuster, 1985). Stress was related primarily to inadequate rewards, unclear job expectations, and time constraints (Gmelch, Wilke & Lovrich, 1986). The resulting concern for faculty burnout (Brown et al., 1986; Centra, 1985; Melendez & deGuzman, 1983) called for renewed institutional efforts for maintaining the vitality of the faculty through faculty development programs.

Original Findings of the Faculty Vitality Project

The Faculty Vitality Project (FVP) was a three-year grant from the Northwest Area Foundation (NWAf) totaling \$228,000. This project, funded in the Spring of 1980, was one of six proposals funded by NWAf which focused on faculty vitality from multi-institutional efforts (Rice, 1985). The Foundation provided grant funds to cooperative groups of colleges and universities or statewide systems to collaborate in their efforts to address faculty vitality. The primary motivation for collaboration was to ensure continuation of the programs after Foundation funds were depleted. It was anticipated by the Foundation that activities proven to be successful would be continued by institutional or system efforts (Rice, 1985).

The project was the result of efforts made by the Office of the Montana Commissioner of Higher Education (Bergquist, LaTrielle & others, 1983). Responding to a request from NWAf, Commissioner John Richardson appointed a staff member, Dr. Joseph Sicotte, to coordinate the preparation of a proposal. Dr. Sicotte, Director of Labor Relations for the System, called

on representatives from various campuses in the System to assist in the writing of the proposal. Also, Dr. Wayne Kirschling, Deputy Commissioner of the Indiana Postsecondary Commission, served as an outside consultant for the preparation of the proposal. The final draft was submitted to the NWAFF by Dr. Sicotte, Professor George Shroyer from Montana State University, and Professor Ronald Perrin from the University of Montana.

According to the 1980 Faculty Vitality Proposal, the project was based on two concepts: (1) that an individual faculty member's vitality and vitality on a campus as a whole were closely related, and (2) that the System should mobilize resources existing in the State of Montana to solve Montana problems. The predominant theme was "Montanans Helping Montanans." It was postulated by the writers of the grant that inter- and intra-institutional cooperation could bring about shared resources and expertise in the System (Rice, 1985).

During the three years of operation of the Faculty Vitality Project, an extensive evaluation was conducted. At the end of the first year of the grant, a formative evaluation was completed for the general purpose of measuring the project's ongoing progress. In May 1983, a final evaluation was completed for submission to the Northwest Area Foundation. External evaluators, Drs. William Bergquist of the Wright Institute and Jack LaTrielle of the University of Montana Law School, were hired as principal investigators. They assembled 12 faculty members, two each from the six units in the System, to

evaluate the FVP. This evaluation team conducted more than 120 interviews with faculty and staff at all colleges and universities in the System, researched appropriate documents at the System and institutional levels, and recorded numerous observations from on-site visitations (Bergquist et al., 1983).

The evaluation team identified environmental factors in the state of Montana that significantly affected higher education and the Faculty Vitality Project. The first major factor concerned the geographical isolation of the state. The predominantly rural nature of Montana presented difficulty for most faculty in the System in maintaining contact with peers in the profession and in keeping abreast of professional activity in their fields of study. The perception of the majority of faculty interviewed during the evaluation of the FVP was that they were isolated from colleagues in the field -- locally, in the System, and nationally. The faculty had little or no critical mass of peer support with whom to concur on professional matters.

The second environmental factor referred to a "deep split in the state" (Bergquist et al., 1983, p. 7). Historically, there had been divisions within the state of Montana between the prairie region of the east and the mountain region of the west. These two regions had different histories, different cultures and, at times, conflicting interests. The Montana University System encountered these differences in attempting to promote a unified approach to higher education in the state.

Bergquist et al. (1983) found that a third environmental factor concerned the Montana University System and its governance. The perception of the faculty interviewed for the evaluation of the FVP was that the System was becoming more "managerial." The locus of control for decision-making had shifted from the faculty to central administration and to the Commissioner's Office. Faculty perceived that they were being removed from the decision-making process and that they were losing their collegial culture. Accompanying the change in culture was a more adversarial role between faculty and administration as collective bargaining became a major factor in four of six institutions (and one of the three in this study).

A fourth environmental factor related to the "newness of leadership" in top administrative positions in higher education in the System. There were changes in personnel at the Office of the Commissioner, including the Commissioner himself, the Deputy Commissioner for Academic Affairs, and in other key positions. Moreover, at all six institutions there had been changes in central administration, and five of the six presidents had been in office fewer than five years (Bergquist et al., 1983).

After defining a context for Faculty Vitality in the Montana University System, the evaluation team addressed the organization and administration of the grant. The project originated and remained under the supervision of the Commissioner's Office. The project was administered by an Executive Group and a Steering Committee. The Executive Group consisted of Dr.

Joseph Sicotte from the Commissioner's Office, Professor Ronald Perrin from the University of Montana, and Professor George Shroyer, Assistant Dean of Education from Montana State University. The Executive Group managed the FVP from the preparation of the final draft of the proposal that was funded by the Northwest Area Foundation to the completion of the Final Evaluation.

According to Bergquist et al. (1983), the role of the Executive Group in the project caused some administrators and faculty members to question project ownership. The Executive Group was perceived as being "administration oriented." While the Group made decisions which affected all six institutions, the four colleges had little input into the decisions that were made which affected their campuses. A point of contention with the project surrounded the role of Dr. Sicotte. His primary responsibility as Director of Labor Relations for the System conflicted, at times, with his responsibilities to the FVP. This dual role of negotiator for faculty contracts and facilitator for faculty vitality sent conflicting messages to many faculty and administrators. Often, his loyalties were questioned. Whom did he represent, the faculty or the Office of the Commissioner?

The Steering Committee members, composed of one faculty member and one administrator from each of the six units, were chosen by an administrator on campus, providing additional support for the perception that the FVP was administration-oriented. The Committee, as a whole, was responsible for the promotion of the FVP at the six units in the System. Also, it reviewed and

