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The Faculty Writing Seminar as a Means of Faculty Development: Enhancing Faculty Writing, Improving Instruction, and Fostering Collegiality

Joyce Alton White

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THE FACULTY WRITING SEMINAR AS A MEANS OF FACULTY DEVELOPMENT:
ENHANCING FACULTY WRITING, IMPROVING INSTRUCTION,
AND FOSTERING COLLEGIALLY

by

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Bachelor of Arts, Mayville State College, 1969
Master of Science, Moorhead State University, 1989

A Dissertation
Submitted to the Graduate Faculty
of the
University of North Dakota
in partial fulfillment of the requirements
for the degree of
Doctor of Philosophy

Grand Forks, North Dakota
May
1996

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 Enhancing Faculty Writing, Improving Instruction, and Fostering
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ABSTRACT

University faculty are charged with three major responsibilities: research, teaching, and service. While universities have developed various strategies to assist faculty in balancing these professional demands, minimal institutional effort has been devoted to nurturing faculty writing, despite the fact that scholarly research productivity is in reality the primary criterion for decisions regarding promotion and tenure. In the last ten years, however, several faculty writing support groups have been instituted to address this aspect of faculty development.

This study examined the University of North Dakota Faculty Writing Seminar to determine the effectiveness of the Seminar as a means of increasing scholarly productivity, facilitating instructional improvement, and enhancing collegial relationships. Perceptions of the Seminar participants were collected by means of a written questionnaire and focus group interviews. Facilitators of the Seminars were also interviewed. Data from the 47 faculty participants in the study were analyzed pre-Seminar and post-Seminar for the total sample as well as by gender, junior-senior faculty standing, and academic discipline.

The results indicated that participants in the Seminar significantly increased the number of submissions to refereed journals and the number of book contracts anticipated after the Seminar (1995-96). Differences in perceptions between genders, junior and senior faculty, and members of different academic disciplines were noted.

Participants credited the Seminar with increasing their confidence, comfort, and clarity in writing and with inspiring a stronger commitment to setting and meeting deadlines. They identified perfectionism, procrastination, negative self image, poor organization, and heavy teaching and administrative loads as barriers to productivity.

The Seminar provided a model for peer feedback in the classroom, gave participants greater confidence in making and evaluating writing assignments, and increased their tolerance for differences in writing styles across the disciplines. Participants cited the development of collegiality and interdisciplinary faculty contacts as the most valuable aspects of the Seminar.

CHAPTER ONE

INTRODUCTION

University faculty are charged with three major responsibilities: research, teaching, and service. Although the mission statements of research and doctorate-granting institutions usually imply an even balance in the importance of these responsibilities, research productivity is, in reality, the primary criterion for decisions regarding promotion and tenure (Adams, 1989; Astin, 1985; Boice, 1992; Fairweather, 1993; Seldin et al., 1990). The student population, on the other hand, is demanding greater attention to effective teaching (Centra, 1978; Gaff, 1978; Light, 1992), while the structural framework of the university requires that faculty be highly involved in service functions such as advising, committee meetings, curriculum development, public speaking, professional organizations, and community activities (Harrington, 1991).

These competing expectations exact an especially heavy toll on new faculty (Whitt, 1991), who must demonstrate their competence by quantitative measures--the number of publications and/or citations in refereed journals, the number of grant proposals submitted and grants received, the number of credit hours and size of classes taught, the number of committees on which they serve, the number of students they advise, the number of professional organizations to which they belong, and the number of community organizations to which they contribute their time. Flannery (1995), a junior faculty member at a midwest research university, described the problem vividly:

There is pressure from the department chair to publish. There is pressure from the administration to secure funding. There is pressure from the students to do a good job in teaching and advising. And the routine of class prep and delivery, of testing and grading (followed by the inevitable bellyaching of disgruntled students), of nonproductive faculty meetings, and the ever-present deadline for papers or proposals sometimes makes me ask, "Is this why I wanted to be a professor?" (p. 1)

Even at teaching-oriented institutions, according to Gainen (1993), "new faculty are increasingly expected to publish in good journals while teaching six or more courses each year and becoming contributing members of their department and the larger institution" (p. 91). Less quantifiable measures, such as the learning outcomes of students, the significance of a piece of writing, collegial relationships with other faculty, and the good will of the community, may be under-used in assessing competence and making tenure and promotion decisions (Boice, 1990; Boyer, 1990; Braudy, 1988; Fairweather, 1993; Grogono, 1994; Harrington, 1991; Miller, 1987).

The competing demands for excellence in research, teaching, and service may, in fact, be mutually exclusive. According to Braudy (1988), the need to focus on the creation of an *individual career* through the publication process has become antagonistic to the creation of *collegiality*: "Promotions policies designed to provide security have established a lockstep that undermines academic community in the pursuit of a narrow, and dehumanized, professional self-interest" (p. 19). Thus, new faculty, in their essential focus on surviving the tenure process, may neglect the development of instructional expertise, collegiality, and community involvement.

The stress of role conflict may be even more intense for women faculty than for new faculty as a whole (Billard, 1993; Boice & Kelly, 1986; Dixon, 1992; Drake & Woloshyn, 1994; Gainen, 1993; Reynolds, 1989). Drake and Woloshyn (1994) noted several factors contributing to the greater difficulty women faculty experience in establishing their identity, coping with isolation, finding peer support, and dealing with the pressures of achieving tenure. Among the negative factors they found were lack of female role models during their graduate careers, discounting of their scholarship by male professors, sexual harassment, lack of "mentor-like" relationships in the university community, and a heightened sense of the impostor syndrome reinforced "by the undermining of males" (p. 36).

Citing several recent authors, Gainen (1993) noted that women and minorities often begin their careers lacking "the advantages of rich graduate-school mentoring experiences equivalent to those of White males [and may, as faculty members] continue to receive less mentoring and guidance than their White male colleagues. . . . (S)ome of these new recruits encounter environments that are overtly hostile, racist, sexist, or combative" (p. 55).

Reynolds (1989) found that a majority of women in her study of 19 junior faculty from an elite university "felt like misfits in their departments due to their status as females; this was not the case for men. . . . Also, women expressed having more difficulty than men in coping with the strains of tenure [due] to their status as female" (pp. 5-6).

A study of 174 psychologists in academic settings revealed that women experienced more discomfort about pressures to publish, felt more adversely affected by harsh reviewers, and reported less confidence in their writing than did men (Boice and Kelly, 1986). According to Billard (1993), "women's work is perceived to be of lower quality; women are rarely cited as having made scholarly contributions; and women continue to suffer significant disadvantages throughout their academic careers" (p. 29).

Dixon (1992) quoted a tenured female faculty member in a research university who described her experience in academia as lacking *any* voice in university affairs:

Much of my life as a woman meant that my voice was silenced, discarded, misrepresented, subordinated, and appropriated. I didn't have a lot of reassurance. I had started to doubt whether I had anything to say. (p. 10)

Although the pressures confronting junior faculty in general, and female faculty in particular, are significant, senior faculty who have achieved tenure face different but equally troublesome circumstances (Gaff, 1975). Although the quest for tenure has been satisfied earlier in their careers, senior faculty still are expected to continue the publication process, maintain their vitality in the classroom, provide leadership to their junior colleagues, share their expertise with community agencies, remain current in their discipline, serve as leaders on campus committees, advise graduate students, and, at the

same time, adapt to the changes in focus that maturity brings. Balancing the added responsibilities that accrue to veteran faculty with their increasing concerns for making a significant contribution to their field, leaving a legacy, mentoring junior colleagues, and planning for retirement is a challenge (Baldwin, 1990; Braskamp, Fowler, & Ory 1984; DiLorenzo & Heppner, 1994; Erikson, 1959; Levinson, 1978; Mitchell, 1985; Pazy, 1990). Furthermore, retrenchment and staff reduction result in the remaining members of the department having to "pick up the slack," adding to their workloads (but not to their compensation packages) and increasing the difficulty of meeting research and publication objectives (Adams, 1989).

The difficulties faced by new faculty and senior faculty trying to juggle professional demands while maintaining their competence and vitality are problematic for the retention of a quality faculty. Bowen and Schuster (1989) described the professoriate as "frequently dispirited and disengaged" (p. 61), while Boyer (1990) depicted many of them as demoralized and frustrated. Universities have chosen to address these issues in various ways through the years.

Sabbatical and developmental leaves, financial assistance to attend professional conferences, and stipends, secretarial help, technical assistance, and equipment to undergird scholarly research have been the traditional means of supporting and developing faculty (Bergquist & Phillips, 1975b; Gaff, 1975; Menges & Mathis, 1988). Other approaches have included the development of campus centers for instructional development, instructor-initiated student or peer evaluations, faculty growth contracts, team teaching assignments, faculty exchanges, and mentoring programs (Bergquist & Phillips, 1975a; Centra, 1978; Eble & McKeachie, 1985; Hellyer & Boschmann, 1993).

The success of these strategies in meeting faculty needs is uneven. Gaff (1975) noted that during the 1970s few institutions had faculty development programs and that the few faculty involved were primarily volunteers who participated on a limited and irregular

basis. Budgets and resources were modest, and the major source of funding was "soft" grant monies. Few institutional policies supported teaching improvement or professional development. The faculty development movement was limited to selected institutions and faculty members, and little evidence exists regarding the effectiveness of any of the programs.

Despite Gaff's (1975) observation that modest reforms were undertaken in the 1970s, Boice (1990a) observed that "two decades of calls for higher status of professors as teachers have brought few obvious changes in teaching or in the viability of faculty development programs" (p. 3). Virtually no training or assistance is provided faculty for advising or for managing the numerous committee assignments and community demands. Support for scholarly writing has fared little better. Although scholarly writing is closely tied to promotion and tenure, minimal institutional effort has been devoted to nurturing faculty writing (Harrington, 1991).

With this dismal picture as the background, the emergence of a new form of faculty development shows some promise of improving the situation in the future. During the last decade, a few faculty writing seminars, departmental writing workshops, and collegial writing support networks have been developed. Some of these networks formed spontaneously through natural affinity of participants, while others were instituted by university administrators to provide instructional or research support for departments. According to Boice (1992), typical workshops "involve members in free-writing exercises, in time-management practices, in collaborative support, and in strategies for coping with criticisms. . . . [T]hey benefit by integration of the knowledge of colleagues experienced in editing, publishing texts, and producing grants" (p. 300).

Some groups focus on the concerns of a specific cohort, such as junior faculty women (Gainen, 1993). Other groups are designed to encourage collaborative writing projects (Austin & Baldwin, 1991; McCarthy & Walvoord, 1988; Shreve et al., 1986),

and yet others are structured to provide both writing instruction and collegial support (Emery, 1986). According to these authors, the effect of all such groups has been better faculty writing and an increased sense of collegiality among participants.

A writing support group which combines the purposes and strategies of many of these networks was the Faculty Writing Seminar (Seminar) at the University of North Dakota (UND). As part of the Writing Across the Curriculum Program initiated with a Bush Foundation grant in 1991, the Faculty Writing Seminar received the support of the Academic Affairs division, specifically the UND Office of Instructional Development, to allow faculty to gather regularly to work on their own writing. The published goal of the Seminar was "to help each participant develop one publishable piece of writing. Faculty also are encouraged to draw analogies between their own writing and that of their students" (UND Writing Across the Curriculum 1994-1996) (see Appendix A). Thus, in addition to the goals of the groups previously mentioned, the Faculty Writing Seminar at UND purposefully attempted to influence the quality of student writing through increasing the ability of the faculty to model good writing, thereby encouraging and improving the writing skills of their students.

The fact that the Faculty Writing Seminar sought to impact the quality of student writing as well as that of the faculty participants added a new dimension to this style of faculty development. Prior to the last decade, efforts at faculty development were neither tied to, nor measured by, student outcomes; yet, recent student development literature (Astin, 1993; Boyer, 1987; Centra, 1993; Chickering & Gamson, 1987; Light, 1992; and Wulff, 1985) is clear about what is important to student retention and learning in college: peer interaction and the development of relationships with faculty through rapport, engagement, and faculty-student interaction. By means of the Faculty Writing Seminar's emphasis on skills of modeling and encouraging good writing, faculty may improve student-faculty interaction. The same skills also may help faculty develop a greater sense

of collegiality, of shared purpose, and of enthusiasm and vitality for meeting the demands of the professoriate.

The Need for the Study

Baldwin and Blackburn (1983) challenged universities to "consider how they can derive maximum benefit from their precious faculty resources, how they can create a climate that will stimulate faculty growth and adaptation, and how they can promote professors' self-actualization" (p. 7). This study will assist universities in meeting that challenge to promote and facilitate faculty development.

An immediate beneficiary of this study will be the various University of North Dakota Academic Affairs offices, such as the Office of Instructional Development, the University Writing Program, and the academic deans and chairs. Although recent literature on faculty development acknowledges the desire of faculty for more collegiality, collaboration, and instructional improvement (Eble & McKeachie, 1985), whether or not the faculty at the University of North Dakota in the mid-1990s share these concerns has not been determined. By gathering information from faculty involved in the Faculty Writing Seminar, this study will assist the Academic Affairs offices in structuring a faculty development program purposefully aligned with the current expressed needs and desires of faculty on the UND campus.

Because evaluation is critical to recognizing and understanding both the strengths and weaknesses of any particular program, this study of the Faculty Writing Seminar will be important for helping the University Writing Program assess the benefits of the program. The University Writing Program will be made aware of specific faculty recommendations for procedural changes that may improve the Seminar's effectiveness.

Awareness of the Faculty Writing Seminar will be increased among faculty and administrators as reports of the study's findings are circulated. The increased awareness

will extend the potential participation and influence of the Seminar throughout the university community.

The study may assist the various academic deans and chairs in creating a working environment conducive to the recruitment and retention of a productive, collegial faculty. It may assist administrators in making financial decisions regarding allocation of professional development resources by demonstrating the effectiveness of the Faculty Writing Seminar as a means of faculty development.

Faculty participants in the study will benefit from the opportunity to reflect upon their participation in the Faculty Writing Seminar as no other comprehensive evaluation of this Seminar has been conducted. The study will sensitize faculty to the purposes of both the Seminar and the university, provide them a means of articulating the benefits they received from their participation in the Seminar, and give them the opportunity to express their concerns regarding further professional development generally and the Faculty Writing Seminar specifically. Awareness will be raised among faculty regarding effective communication with students. In turn, student-faculty communication may be characterized by more two-way interaction, facilitating personal and intellectual growth for both the faculty and the student.

Students will also benefit from the study to the extent that lessons learned from the Faculty Writing Seminar study may be applied to student writing groups, including the Graduate Student Writing Support Group at the University of North Dakota. As the benefits of collegial discussions among peers regarding intellectual topics are recognized and publicized, the number of these writing groups may be increased, both within and outside the classroom.

In the larger context, this study will contribute to the limited but growing body of scholarly literature regarding the efficacy of formal writing support groups as a means of faculty development in higher education. It will provide other universities with a detailed

description of the Faculty Writing Seminar model employed at the University of North Dakota. It may also encourage similar assessments of other writing seminars, resulting in cumulative information about this model of faculty development.

The Purpose of the Study

The purpose of this study was to examine the University of North Dakota Faculty Writing Seminar within the context of faculty development literature to determine the overall effectiveness of the Seminar as a means of promoting scholarly activity, facilitating instructional improvement, and enhancing collegial relationships. A secondary purpose of the study was to determine how well the Seminar met its goal of helping each participant (a) to develop one publishable piece of writing and (b) to draw analogies between his or her own writing and that of students.

Research Questions

The following research questions guided this study:

1. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the participants?
2. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?
3. How has the Faculty Writing Seminar contributed to classroom instruction?
4. How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?

Methodology

In this study, participants in the Faculty Writing Seminar were surveyed through written questionnaires and focus groups to determine their perceptions regarding the efficacy of the Seminar in their personal and professional development. Leaders of all Seminar groups were interviewed individually by the researcher. Both qualitative and quantitative research methods were employed to accomplish triangulation of data.

Delimitations

This study was delimited as follows:

1. Although a variety of similar seminars exist at colleges and universities across the nation, this study was delimited to the Faculty Writing Seminar at the University of North Dakota.
2. No other Writing Across the Curriculum (WAC) activities but the Faculty Writing Seminar were included in this study.
3. For the purposes of this study, Seminar participants surveyed were those faculty members who participated in any of the WAC-sponsored, semester-long seminars since 1991, completed at least one full semester of Seminar participation, were still employed at the University of North Dakota during the 1995 summer or fall academic terms, and were available to participate in the study. Although a few graduate students participated in the Seminar, they were not included in the study.
4. Only Faculty Writing Seminar facilitators, not other English Department faculty or others who led other WAC activities, were included in the study.

Assumptions

For this study, it was assumed that (a) faculty development is a necessary component of the educational community; (b) the Faculty Writing Seminar is a form of faculty development; and (c) participants in the Faculty Writing Seminar were forthright in their account of their experiences with the Seminar.

Definition of Terms

The following definitions of key terms will aid in understanding the study:

Cohort. Cohort groups

The term "cohort" refers to "a group of individuals or vital statistics about them having a statistical factor in common in a demographic study" (Webster's Third New International Dictionary, 1976). In this study, "cohort" is used to distinguish specific

groups of faculty based on their gender, junior or senior faculty status, or the technical-scientific or social-humanistic orientation of the disciplines they represent.

Collaboration

Collaboration is the joint preparation and/or presentation of scholarly research through teaching, writing, and other scholarly activities.

Collegiality

Collegiality is the sense of connectedness, caring, and mutual support which provides a foundation for collaborative relationships and professional growth. Finkelstein (1981) identified nine functional components of collegiality, including general intellectual stimulation, interaction related to teaching, social companionship, advice, information sharing, advising, interaction related to research support and the teaching role, sponsorship for academic positions and nomination for professional association and institutional activities and offices, and social/personal friendship (pp. 10-11).

Faculty development

Faculty development refers to the "programs, activities, practices, and strategies that aim both to maintain and to improve the professional competence of individual faculty members in fulfilling their various obligations to a specific institution" (Mathis, 1982, p. 646). It includes the personal, instructional, organizational, and career growth of faculty.

Faculty Writing Seminar (Seminar)

The Faculty Writing Seminar is a project activity of the Writing Across the Curriculum Program at the University of North Dakota.

Focus groups

Focus groups are a special type of structured group interview, composed of four to twelve participants who share certain characteristics common to the topic being investigated. They allow for group interaction in a permissive, non-threatening environment in order to develop insight to why certain opinions are held. They provide a

means of evaluating existing programs as well as improving the planning and design of new programs.

Instructional development

Instructional development encompasses all activities designed to improve classroom pedagogy, including such activities as peer coaching, teaching workshops, and team-teaching experiences.

Junior faculty

The term "junior faculty" is applied to those faculty who have been on the staff of the University of North Dakota for fewer than seven years, regardless of age or tenure status.

Sabbatical leaves

Sabbatical leaves are periods of time granted to faculty with partial or full compensation for scholarly activity apart from usual contract demands.

Scholarly activities

Scholarly activities include using bibliographical and technological resources to remain current with the literature in the field; conducting educational research; presenting research to colleagues in one's own institution and at professional conferences; corresponding orally or in writing with other professionals concerning the outcome of scholarly research; writing grants; preparing manuscripts for publication; publishing research in both refereed scholarly journals and other media; or composing, creating, or designing artistic works and performing, conducting, or exhibiting them at public gatherings.

Scholarly productivity

Scholarly productivity is the rate at which a faculty member produces scholarly writing or other creative work and either presents it at professional conferences, publishes it in professional journals, submits it to granting agencies, or exhibits or performs it at public gatherings.

Senior faculty

The term "senior faculty" is applied to those faculty who have been on the staff of the University of North Dakota for seven years or more, regardless of age or tenure status.

Social-humanistic orientation (Social)

The term "social-humanistic" is applied to faculty from the following UND disciplines: Sociology, Anthropology, English, Humanities and Integrated Studies, History, Languages, Special Education, Elementary Education, Secondary Education, Social Work, Counseling, Health/Physical Education/Recreation, Communication, Music, and Theater Arts. "Humanistic" is defined as "of or relating to humanism or the humanities" (The American Heritage Dictionary of the English Language, 1969). For the sake of brevity, this discipline is referred to as "Social" in all tables.

Technical-scientific orientation (Technical)

The term "technical-scientific" is applied to faculty from the following UND disciplines: Chemistry, Geography, Atmospheric Sciences, Aerospace, Computer Science, Family and Consumer Science, Industrial Technology, Marketing, Economics, Accounting and Business Law, Nursing Professionalism and Practice, Geology and Geological Engineering, Electrical Engineering, Pathology, Occupational Therapy, Physical Therapy, and Medical Education. For the sake of brevity, this discipline is referred to as "Technical" in all tables.

Writing Across the Curriculum (WAC)

This term refers to the organized faculty development effort begun in 1991 at the University of North Dakota with funding from the Bush Foundation to improve the written communication ability of university students by including writing assignments in all courses in the curriculum, not merely in English composition classes.

Writing blocks

Writing blocks refer to the inability of an individual to articulate his or her thoughts on paper. They may be caused by anxiety, fear of failure, perfectionism, time pressures, or a variety of other psychological barriers.

Writing support groups

Writing support groups are collegial networks developed to encourage faculty writing. They may be formed spontaneously through natural affinity or instituted by university administrations to provide instructional or research support for the departments. They may focus on the concerns of a specific cohort of faculty or be open to all faculty. Their purpose may be to produce better faculty writing, to impact instructional development, or to increase the sense of collegiality among participants.

Organization of the Study

Chapter One of the dissertation includes the background of the study, the need for the study, the purpose of the study, the research questions guiding the study, the delimitations of the study, the assumptions upon which the study is based, the definition of terms, and the organization of the dissertation.

Chapter Two reviews the scholarly literature relevant to faculty writing support groups and their efficacy in promoting faculty professional and instructional development. The first section constitutes a brief overview of the evolution of faculty development in the United States. The second section presents criteria for successful faculty development programs. The third section considers support for faculty writing with a concentration on writing groups as one type of faculty development. Finally, this chapter provides a description of the history and status in 1995 of the University of North Dakota Writing Across the Curriculum program and its associated Faculty Writing Seminar.

Chapter Three describes the methodology employed, including a discussion of quantitative and qualitative research (specifically focus groups and structured interviews),

the participants in the research, the instruments used and how they were designed, and how the data were collected and analyzed.

Chapter Four presents the demographics of the participants in the study, the data relevant to each of the research questions, and other interesting findings. Data are tabulated by frequencies and percentages of the entire sample, pre-Seminar and post-Seminar. Data are also presented by gender, by junior or senior faculty standing, and by the technical-scientific or social-humanistic orientation of the faculty participants' respective disciplines. To provide added depth to the responses, qualitative data gathered from focus groups and structured interviews are also presented in this chapter.

Chapter Five includes a summary and discussion of the findings, limitations of the study, and conclusions regarding the efficacy of the Faculty Writing Seminar in promoting scholarly activity, facilitating instructional improvement, and enhancing collegial relationships. Implications of the study for university administrators and faculty concerned with faculty development and suggestions for further research conclude the chapter.

CHAPTER TWO

REVIEW OF THE LITERATURE

The purpose of this study was to examine the University of North Dakota Faculty Writing Seminar within the context of faculty development literature to determine the overall effectiveness of the Seminar as a means of promoting scholarly activity, facilitating instructional improvement, and enhancing collegial relationships. A secondary purpose of the study was to determine how well the Seminar met its goal of helping each participant (a) to develop one publishable piece of writing and (b) to draw analogies between his or her own writing and that of students.

The purpose of this chapter is to review the scholarly literature relevant to faculty writing support groups and their efficacy in promoting faculty professional and instructional development. The first section constitutes a brief overview of the evolution of faculty development in the United States. The second section presents criteria for successful development programs. The third section considers support for faculty writing with a concentration on writing groups as one type of faculty development. Finally, this chapter provides a description of the history and status in 1995 of the University of North Dakota (UND) Writing Across the Curriculum program and its associated Faculty Writing Seminar.

Faculty Development in the United States

The challenges facing college faculty in research, teaching, and service have varied throughout the three centuries of American higher education. Support provided to faculty in the form of faculty development initiatives has been equally varied and questionably effective. Definitions of faculty development are numerous, but all seem to suggest a

comprehensive approach to creating and maintaining professional competence. Millis (1994) noted that the traditional distinctions between faculty development (activities intended to improve the teaching skills of an individual faculty member), instructional development (media support or curriculum design focused on the student, the course, or the curriculum), and organizational development (activities designed to improve institutional resources or climate) overlap, "and virtually all activities affect the individual faculty member" (p. 454).

Among the earliest scholars to articulate the meaning of faculty development were Bergquist and Phillips (1975b) and Gaff (1975). Bergquist and Phillips (1975b) differentiated three types of development: (a) instructional development (changing the process of teaching by means of instructional evaluation, diagnosis of teaching behaviors, micro-teaching training, methodological and technological changes, and curriculum development), (b) personal development (changing attitudes about teaching by means of faculty interviews which stimulate reflection and insight, life planning workshops, interpersonal skills training, personal growth workshops, and supportive and therapeutic counseling), and (c) organizational development (changing the structure of the academic department by improving decision-making and conflict management skills, team building, and management development).

Gaff (1975) emphasized the need to improve the instruction offered to students by focusing on three different entities--faculty, curricula, and the organization. Improvement could be generated by (a) faculty development (helping faculty members to acquire knowledge, skills, sensitivities, and techniques related to teaching and learning); (b) instructional development (preparing learning materials, redesigning courses, and making instruction systematic), and (c) organizational development (creating an effective environment for teaching and learning; improving interpersonal relationships; enhancing team functioning; and creating policies that support effective teaching and learning).

The breadth of the term has expanded over the years to include "the total development of the faculty member--as a person, as a professional, and as a member of the academic community" (Crow, Milton, Moomaw, & O'Connell, 1976, p. 3); the "program activities, practices, and strategies that aim both to maintain and to improve the professional competence of individual faculty members" (Mathis, 1982, p. 646); research and teaching activities, personal health and growth, and the management of a professional career over time (Schuster, Wheeler, & Associates, 1990); and "any systematic attempt to affect the professional practices, beliefs, and understandings of school persons toward an announced goal" (Bradley, Kallick, & Regan, 1991, p. 3). Precisely what that goal should be, what should constitute a strong, successful faculty development program, who should underwrite its cost, why it should be encouraged, who should benefit from it, and who should have access to it lack clear articulation, let alone application.

Faculty development has progressed through several stages which reflect the economic, social, and political history of the United States. From colonial instruction in scriptures and the classics, to the liberal arts emphasis of the early 1800s, to the scientific method introduced in the mid-19th century, to the education of the masses after World War II, to the present concerns with technology, minority and women's rights, and worldwide communication links, the needs and methods of university faculty development have changed throughout the years.

In colonial times, when knowledge was treated as a packaged product delivered to students in sectarian institutions, faculty development consisted essentially of "maintaining spiritual and moral resolve" (Centra, 1985, p. 143). Attendance at church conferences and devotion to private study engaged the off-duty time of the classically-trained clerics who provided the instruction. Adherence to the theological precepts of the sponsoring institution limited the scope of development pursued by the faculty.

"Instructional effectiveness" apparently was not one of the development concerns, according to Cowley and Williams (1991): "The college faculties seemed unable to communicate their own intellectual interest to their students. Some professors were undoubtedly inept, having entered teaching after failing as preachers; but even the competent [faculty] bored students because of their drillmaster conception of teaching" (p. 106). Citing an early description of the teaching style at Yale, they noted that professors "gave instruction" by hearing students recite the textbook verbatim, and the highest marks went to the student whose recitation was presented "most glibly" (p. 106).

As the frontier expanded and the needs and desires of the populace grew beyond having trained "ministers, magistrates, physicians, and other gentlemen" (Cotton Mather, 1702, in Cowley & Williams, 1991, p. 89), methods for increasing and maintaining the vitality and competencies of the professoriate were required. In 1810, Harvard granted the first sabbatical leave to "enable the prospective professor to gain sufficient competence to teach a subject" (Eble & McKeachie, 1985, p. 5). With the establishment of research universities in the late 1800s, paid leaves and sabbaticals became common in order to keep faculty abreast of new knowledge and to increase their research productivity (Centra, 1985; Cowley & Williams, 1991; Gaff, 1975; Menges & Mathis, 1988; Rudolph, 1993). Enamored of the German universities' stress on scholarship and research, American professors on sabbatical leave flocked to Germany and brought back German ideas of scholarship and university structure (Cowley & Williams, 1991; Kelly, 1940; Rudolph, 1993). Returning scholars, according to Cowley and Williams (1991), imported "such devices as the lecture system, laboratory instruction, the seminar, the clinical method, the Ph.D. degree, the elective principle, the semester plan of arranging the academic year, and the methods employed in organizing instruction and research" (p. 136).

Sabbaticals and paid leaves to further research remained the primary means of university faculty development for the next century. As students clamored for more course

options, colleges instituted the elective system, tempered by the requirement of declaring a major area of study. These changes had a direct impact on faculty development:

Students could not begin to major, of course, until professors led the way. Those trained in Germany had been specializing for a long while, but single-subject professors did not come upon the American scene in influential numbers until toward the end of the nineteenth century. Professor Oliver March . . . of Northwestern University . . . taught botany, chemistry, geology, Greek, logic, mineralogy, physics, and zoology, and Professor Allen C. Thomas of Haverford College . . . taught American history, Biblical literature, constitutional law, English history, English literature, political economy, and religion and also served part of the time as librarian and business manager. (Cowley & Williams, 1991, p. 145)

After the development of the system of college majors, the situation of having one professor teach in many disciplines reversed itself remarkably, to the extent that Dean Charles Slichter of the University of Wisconsin Graduate School (C. Slichter, Sigma Xi Quarterly, September 1933, pp. 97-99; cited in Cowley & Williams, 1991) lamented:

We not only have "scientists," we have "chemists." We not only have "chemists," we have "colloid chemists" . . . "inorganic colloid chemists" . . . "aerosol inorganic colloid chemists" . . . "high temperature aerosol inorganic colloid chemists," and so on indefinitely until the scientist is fractionated to a single paragraph of his doctor's thesis. (p. 147)

An outgrowth of this emphasis on specialization was an emphasis on research as the primary duty of the professor. Teaching and service carried less prestige and, with less prestige, less reward. Whereas in the colonial days, with the professoriate being primarily clerics, professors were expected to shepherd their students and show as much interest in "the state of their students' souls as in the contents of their minds" (Cowley & Williams, 1991), the new style of professor had different ideas and other responsibilities:

New-type faculty members . . . rebelled against patrolling the unruly dormitories, praying with the repentant, or punishing the miscreants. They sought the newly-prized label of the professoriate, the doctorate of philosophy, and when they had acquired it, they devoted their time and their energies to research and to their professional societies rather than to students and their souls. Trained in Germany or devoted to German ideals, they formed a vanguard of a great army of college teachers who led the onslaught upon paternalism by leaving students to their own devices. (p. 148)

In 1909, concerned with the state of teaching in the American university and believing that such institutions closely resembled business organizations (H. Pritchett, in preface to Cooke, 1910), the Carnegie Foundation for the Advancement of Teaching invited Morris Cooke, a disciple of Frederick Taylor, the new darling of efficient, "scientific management" of factories, to apply these principles to the "output" of college teaching (Schachter, 1991). Cooke was charged with "the thoughtful examination of college officers, trustees and teachers, as a friendly attempt to contribute to the solution of college problems from the standpoint of one who has to do with industrial efficiency" (H. Pritchett, in preface to Cooke, 1910, p. v).

Cooke (1910) analyzed the physics departments at eight institutions and found a lack of standardization, a lack of intensiveness about academic affairs, and a lack of rigor compared to that found in the business community. More importantly, he found low institutional priority for teaching. Professors wasted valuable time doing tasks that could have been standardized and accomplished by someone of lesser training; they were busy with too many different functions (lecturing, maintaining order and discipline, carrying on research, attending committee meetings, maintaining contact with alumni, etc.); and they worked longer hours than they should (including evenings and weekends).

Cooke (1910) urged universities to rectify their disdain for teaching by developing and rewarding effective teachers. He believed that if a professor wanted to "possess his future in as full measure as is possible, he must invite criticism and help from wherever he can get it" (p. 21). He recommended pedagogical training for graduate assistants, payment to faculty for curriculum development, and monetary rewards for teaching excellence. His proposals were dismissed summarily by university scientists as an "oversimplification" which "showed little appreciation of how a college actually went about educating undergraduates" (Schachter, 1991, p. 86).

In a similar effort, Samuel Capen, a higher education specialist for the United States Bureau of Education, was called upon to advise state government leaders on comparative cost accounting to determine the costs of various functions at several universities "even down to the clock hour costs of individual faculty members" (Cowley & Williams, 1991, p. 165). The outcome of these studies was the establishment of state coordinating boards for higher education, aimed at reducing waste and duplication and improving the delivery of education. Accrediting agencies sprang up, along with various national professional education associations, such as the Association of American Colleges and the American Association of University Professors (AAUP).

The AAUP, headed by John Dewey, was formed in 1916 to promote methodical discussion of educational problems. It created a means for the profession to express its opinion and facilitate possible collective action. By 1917, according to Cowley and Williams (1991), the AAUP "had established twenty committees with responsibilities ranging from honorary degrees to study in South America" (p. 166).

With the country caught up in two world wars in short succession, during which the need for scientific research to support the military effort outweighed concerns for instructional improvement, little thought was given to new forms of faculty development (Kelly, 1940). Support from the United States federal government and private foundations provided additional impetus to the research function of professional and graduate school professors:

Some of this momentum began with the establishing in 1916 of the National Research Council. The Council at its founding and during World War I had a primary commitment to organizing the nation's research effort in behalf of the war but with the signing of the armistice the Council continued in existence and aided in furthering university research. Much of the support for the Council after the war came from the foundations (Geiger, 1986). (Cowley & Williams, 1991, p. 176)

Categorical programs of support by the federal government came to underwrite the research effort in health sciences, space studies, nuclear science and technology, and other

scientific fields, a practice that Babbidge and Rosenzweig (1962) believed would perpetuate because "society needs what colleges and universities have to offer" (p. 187). Cowley and Williams (1991) agreed, noting that the wartime effort of the universities prompted "the realization that the research expertise of American academics, combined with the financial resources of the federal government, could produce outcomes valuable to the well-being of society" (p. 190).

Following World War II, the college population soared, bringing concurrently a flood of new students, a flush economy, and a demand for more and better instructors. The Truman Commission issued a report that mandated a broader curriculum emphasizing worldwide perspectives, equal educational opportunity for blacks and whites, and the extension of educational opportunity at the college level to at least 50% of the population. Further, it cautioned that national priorities must not lean so far toward scientific research that the humanities would suffer (Cowley & Williams, 1991). National Science Foundation money became available "for unrestricted, institutionally determined research equal to 5 per cent of its grants for sponsored research," and the National Institutes of Health offered grants of \$25,000 to \$300,000 to universities for the "general strengthening" of medical and health research and training (Babbidge & Rosenzweig, 1962, p. 190).

Based on this new set of national priorities, government funding for instructional improvement was made available through the Fund for the Improvement of Postsecondary Education. Aid from philanthropic foundations and state appropriations also became available (Centra, 1985; Eble & McKeachie, 1985). The Carnegie Foundation for the Advancement of Teaching, for instance, initiated a five-year experiment to improve undergraduate education. Grants of \$4,000 per year (for colleges) and \$15,000 per year (for universities) were provided for faculty research and creative activities to improve both scholarship and teaching (Lowry & Taesch, 1953). Stimulated by these incentives,

campus centers for instructional development, instructor-initiated student or peer evaluations, faculty growth contracts, team teaching assignments, faculty exchanges, and mentoring programs burgeoned (Centra, 1978; Eble & McKeachie, 1985; Hellyer & Boschmann, 1993).

Although paid leaves, sabbaticals, and travel to attend professional conferences still topped the list of development practices, other methods were also employed. Carnegie Foundation research grants were used to pay for research support, such as photographers and research assistants, summer travel to research sites, equipment purchases, microfilming, typing and other clerical help, and subsidizing publication costs (Lowry & Tausch, 1953).

A 1976 survey conducted by Centra (1978) of 93 university level faculty development coordinators indicated several new strategies for faculty development at reporting universities. They included travel grants to "refresh or upgrade knowledge in a particular field," unpaid leave for "educational or development purposes," temporary teaching load reductions for new faculty or for curriculum development or research, summer grants for instructional or course improvement, performance evaluations, annual awards for teaching excellence, "visiting scholars" programs, and the circulation of newsletters or articles "pertinent to teaching improvement or faculty development" (p. 193). Sixty percent of the institutions had some sort of instructional development program by 1976, including workshops, seminars, or similar presentations; analysis or assessment of instructors by students, colleagues, videotape, or other means; course development activities that involved the use of audiovisual aids and technology; and institution-wide practices such as sabbaticals and annual teaching awards. Personal growth and renewal programming for faculty and organizational development to improve working relationships within departments were also in evidence (Bergquist & Phillips, 1975b; Gaff, 1975).

During the late 1970s, however, programs and funds for faculty development were greatly reduced in most states. Staffs and funding were cut back or eliminated, fewer sabbaticals were granted, and financial support for attendance at professional conferences was cut (Centra, 1985). This reduction in faculty development opportunities was an outgrowth of several factors.

First, the student protests of the 1960s over civil rights and the Vietnam war, combined with student demands for relevancy in the curriculum, a voice in governance, and an end to research which served the military-industrial complex, soured the public on higher education (Mayhew, 1970). Cowley and Williams (1991) described the national mood:

Higher education by this time also attracted attention as a setting where conflict and controversy could rise to levels requiring police intervention and resulting in death and injury. For a good portion of the general public and for the political figures who capitalized on the fears of that public, this more negative image of higher education proved very real. "There has been," reported the Carnegie Commission on Higher Education in 1973, "a basic erosion of affection for and interest in education, including higher education" (p. 6). (p. 196)

Second, the national economy entered a slump. Federal, state, and business support for higher education slowed dramatically, although student financial loans increased, becoming a substantial source of revenue as institutions increased their tuition and fees proportionately. Taxpayer revolts ensued.

Third, declining student scores on admissions tests, scandals over recruitment for athletics, student defaults on government loans, and anti-discrimination suits contributed to public ill-will toward higher education. Tenure came under fire (Mayhew, 1970). Cowley and Williams (1991) discussed the impact of these factors on faculty:

Given the shortage of funding, tensions grew between public and private institutions as they competed for students and for dollars. . . . Faculty members found their positions threatened. . . . Faculty members who had benefited so richly from salary increases in the 1960s now lost ground to increases in the cost of living. The academic job market had stabilized and could no longer absorb the numbers of people produced by the graduate schools. Demand declined, supply increased, and academics paid the price. (pp. 197-199)

The 1980s saw the situation worsen as a conservative philosophy reigned during the Reagan administration. Efforts to reduce inflation, according to Cowley and Williams (1991), "generated a recession probably deeper than anything experienced by American higher education since the 1930s" which resulted in "reduction, reallocation, and retrenchment":

The availability of new money for new programs slowed, forcing college and university leaders to reduce funding in one program if they hoped to increase it in another. Numerous institutions, both public and private, found it necessary to place themselves in a status of financial exigency, leading to the termination both of programs and of faculty and staff. (p. 201)

Financial support for faculty development was one of the victims of retrenchment. University officials, in search of additional funding, pressured faculty to direct their research efforts to industry-funded projects, threatening faculty autonomy and academic freedom. Faculty were increasingly asked "to document that they devote their full effort to the university" (Slaughter, 1987, p. 97). Reduced appropriations and enrollments left administrators with a limited set of choices. Expansion of professional growth opportunities for faculty was not among them. Rather, credit loads increased, compensation packages froze, mobility ended, and morale plummeted (Bowen & Schuster, 1986; Kerr & Gade, 1987).

Low budget allocations and reduced opportunities for faculty development came with a price. According to Centra (1985), the result was "faculty burnout . . . characterized by physical and emotional exhaustion and feelings of being professionally stuck" (p. 155). Schuster, Wheeler, and Associates (1990) observed that despite higher expectations for faculty to deepen their own research and scholarship, enliven their teaching, restore cohesion and integrity to the curriculum, meet industry's needs for a trained workforce, and expand access and assistance to marginally prepared students, funding cutbacks resulted in the following problems:

- Working conditions for faculty deteriorated, evidenced by reduced secretarial support, cramped office space, diminished travel funds, and outmoded research tools.
- Compensation was reduced, with faculty losing 10 percent of its earning power.
- Faculty grew older and "tenured in."
- Mobility diminished, leaving faculty members feeling stuck, "dead-ended in professional cul-de-sacs" (p. 8).
- Career ladders were compressed, dampening motivation.
- Morale slipped, with faculty feeling "unable to participate effectively in the governance process [and] thwarted in efforts to exercise control over their professional destinies" (p. 11).

Support for faculty development has not fared much better in the 1990s. Schuster, Wheeler, and Associates (1990) documented faculty renewal activities at 174 post-secondary institutions across the country and found that few institutions set aside specific percentages of their budgets for faculty development. California community college expenditures for staff development in 1992 was only 1.1% of total salaries and benefits (Smith & Beno, 1995). Hellyer and Boschmann (1993) reported that professional development budgets in their study of 94 higher education institutions ranged from \$2 per faculty member per year to approximately \$300 per faculty member per year, with an average of only \$65 per faculty member per year.

Not only has support for faculty development programming eroded in the last quarter century, but the efficacy of the available programming has been questioned as well. Boice (1990a) reported little improvement in teaching methods despite twenty years of faculty development efforts. Harrington (1991) decried the minimal attention paid to nurturing faculty writing, despite its relevance to promotion and tenure of quality faculty.

In summary, the methods of faculty development have changed along with the needs and priorities of the professoriate, the fortunes of war and politics, and the demands of

students and taxpayers. In recent years, neither institutional support for faculty development nor faculty satisfaction with the strategies and opportunities available has been very substantial. Considering the lukewarm response of faculty and administration toward previous faculty development strategies and the limited funding available for current efforts, the need to identify effective, cost-efficient strategies is critical. In the following section, criteria for successful faculty development programming which have been advanced by scholars are presented.

Criteria for Successful Faculty Development Programming

Several scholars have offered criteria which define a successful faculty development program. The most universally recommended criteria include mutually beneficial outcomes, solid administrative support, cohort-specific design, and a collegial environment. A summary of these criteria follows.

Mutually Beneficial Outcomes

Underlying effective faculty development programming is the need for it to be of mutual benefit to the institution and to the faculty (Gaff & Justice, 1978; Jarvis, 1992; Light, 1992; Rice & Austin, 1988). Jarvis (1992) claimed that the first principle of faculty development is to establish "a firm and well-publicized agreement on the goals of the development program and their value to the institution" (p. 64). Such agreement, however, may be elusive. Whereas faculty goals might include professional advancement, renewed vitality, or personal satisfaction, institutional goals may be more concerned with upgrading faculty credentials to meet accreditation standards, facilitating instructional improvement, and retaining faculty. Students, on the other hand, may be most concerned with quality instruction and opportunity for student-faculty interaction (Light, 1992). In some cases, cautioned Gaff and Justice (1978), faculty development programs are viewed by the faculty as manipulative, particularly if they are used "for generating 'more positive attitudes' . . . or for shifting faculty from less popular to more popular academic areas without their full

or informed consent" (p. 92). Conversely, administrators may view faculty requests for direct grants for research or travel to professional conferences as self-serving.

These varying goals, although seemingly divergent, are not mutually exclusive, as Rice and Austin (1988) noted. Their study of ten small liberal arts colleges with high scores on faculty satisfaction and morale scales found that faculty development programs can make a significant difference by emphasizing currency in the discipline and the incorporation of newly gained knowledge into teaching (Rice & Austin, 1988). In these colleges, research and scholarship were expected to be "embedded in a primary commitment to translate and integrate new knowledge into good teaching. This definition of scholarship allows individuals to build on their own strengths, and it supports the central mission of the colleges" (pp. 57-58). Gaff and Justice (1978) came to the same conclusion: "We believe that the welfare of individual faculty members and of institutions is intimately intertwined. . . . Our evaluation confirms that such a marriage of interests is possible" (p. 92).

In summary, although the specific concerns of administrators, faculty, and students may initially appear multi-focused, in reality the goals of each entity contribute to the welfare of the entire university community. When student desire for quality instruction and faculty-student interaction becomes the focus of the faculty, faculty morale and satisfaction increases along with their professional vitality and opportunity for advancement. A faculty focused on improving their knowledge and instructional capability serves administrative goals as well.

Administrative Support

Numerous scholars described the importance of administrative support to the success of faculty development programming (Armour, Fuhrmann, & Wergin, 1990; Bevan, 1985; Bieber, Lawrence, & Trautvetter, 1991; Boice, 1988; Lucas, 1994; Morgan & Weckmuller, 1991; Wilhite, 1990). Morgan and Weckmuller (1991) claimed that

employees in the general workforce perform best when their work environment is collaboratively structured and entrepreneurial. Such an environment fosters commitment and builds mutual trust and respect, empowering employees to assume personal responsibility for the welfare of the organization.

The same dynamic applies to the educational workforce. A national study of 4400 faculty members by Bieber, Lawrence, and Trautvetter (1991) revealed that "faculty who believe they can affect the outcomes of their labor for work-related matters will give time and effort" (p. 411). Therefore, they advised department chairs to make professional development activities available to faculty:

If it is important for an institution to increase outcomes on research, scholarship, and service, then activities that will make it possible for faculty to increase their competencies should be supported. There should be opportunities for faculty to participate in activities where they can see that what they do genuinely makes a difference. . . . Administrative leadership can enhance faculty growth and performance, outcomes that will benefit the institution as well as the individuals. (p. 411)

Armour, Fuhrmann, and Wergin (1990) studied 1135 senior college faculty at six Virginia institutions to determine faculty attitudes toward their careers. Among the highest correlates of job satisfaction were (a) if the job met their pre-employment expectations and (b) if they received recognition from the administration:

Faculty are clearly tuned into the "business of the business" (Zemsky, 1989). They know what it takes to be successful at their institutions and are keenly aware of the paradoxical nature of rhetoric vs. rewards. They look for signals from the administration as to what is important. . . . Faculty become demoralized when they hear administrators voicing public concern for teaching but then hear only about research at promotion time. (p. 227)

To clarify the message about what is important and to show concern for teaching, Bevan (1985) suggested that academic administrators must create "an atmosphere that will develop faculty members in the profession, keep the profession growing and strongly competitive, and attract strong persons to the profession" (p. 53). Among the general practices he recommended to administrators for positively impacting faculty development

were providing decisive leadership and support, maintaining an informal academic posture, promoting a common understanding of mission and corresponding professional expectations, paying attention to both new and mature faculty, correlating rewards with talent, merit, and accomplishment, and budgeting money for faculty development.

Provosts and deans, stated Bevan (1985), are responsible for establishing the intellectual climate of departments, a climate which "fosters excitement, involvement, and a profound impact of the professor in learning" (p. 50) and "exploits judiciously everyone's highest potential" (p. 51). The faculty development director "is the broker, the negotiator of contracts of various types, and the identifier and coordinator of resources, both human and material" (p. 52). Together with department chairs, these administrators are in the best position to "manipulate the existing institutional structure and its operating systems to deliver effective incentive programs and create the dynamic setting required to bolster morale" (p. 48).

Several researchers have discussed the role of department chair in promoting faculty development. Lucas (1994) described the department chair as a team leader "who creates a shared vision that challenges faculty members intellectually and emotionally" (p. 34). He or she "empowers others by creating a learning environment in which individual self-development, encouraged and stimulated by colleagues, is enhanced through achievement of department and university goals" (p. 34). The department chair must motivate faculty by rewarding productivity, effective teaching, and increased scholarship and service. The chair also must create a "supportive communication climate" (p. 37) and manage conflict in such a way that department faculty come to "a thoughtful, comprehensive decision characterized by ownership and commitment" (p. 38).

Lucas (1994) considered annual goal setting, in which each faculty member generates a written list of professional development goals, to be essential for encouraging faculty development. The chair must then discuss the goals with the faculty member and together

determine ways the chair can assist the faculty member in meeting the goals. Midstream corrections should be expected, followed by annual reviews. Lucas recommended that department chairs "develop faculty ownership in departmental goals through participative decision making" (p. 168).

Wilhite (1990) asserted that department chairs, "as first-line managers in higher education, are in a pivotal position to encourage, support, and recognize the growth and development activities of their faculty" (p. 120). Her study of 30 department chairs deemed by their deans and colleagues to excel at faculty development identified behaviors and practices used to enhance faculty professional growth and development in teaching, research, and service roles. Effective chairs employed the following practices:

- They anticipated and identified potential problems.
- They frequently interacted with their faculty and continually monitored their performance.
- They built on the strengths of their faculties and provided encouragement and support.
- They sometimes used nontraditional solutions to faculty problems.
- They encouraged faculty to "make shifts and pursue new areas of interest, and provided incentives . . . to facilitate such changes." (Wilhite, 1990, pp. 119, 120)

Boice (1988) discussed the importance of encouragement from department chairs in promoting scholarly activity among department faculty. He recommended that the department chair institute regular discussion groups, encourage productive faculty to model ideal writing habits, lead or collaborate on workshops that promote better writing habits, help writers establish discipline, arrange mentoring and collaboration, and become an active model for good writing habits.

According to Bevan (1985), department chairs can promote faculty development by nominating faculty for research and teaching awards, rearranging schedules to permit load reductions for writing and participating in interdisciplinary seminars, encouraging faculty to

apply for summer study abroad seminars or internships arranged by the college, and by discussing and encouraging sabbaticals. Department chairs must balance faculty needs "aggressively and fairly with the needs of their department, of other departments, and of the university or college as a whole. Department members in such a setting sense a cohesive feeling of movement, pride, enthusiasm, and enlightened self-interest" (p. 50).

In summary, top level administrators impact faculty development by setting policies which encourage professional growth and by providing adequate funding to support the activities which devolve from the policies. Department chairs most directly affect the individual faculty member by creating a supportive, collegial, and intellectually stimulating environment and by maintaining frequent personal contact with department members.

Cohort-Specific Design

Clark and Lewis (1985) and Clark, Corcoran and Lewis (1986) emphasized that institutional policy, in addition to providing an environment supportive of the scholarly interests and research activities of the faculty, should provide differentiated support for individual faculty needs. Those needs may vary according to the career stage, academic discipline, and gender of the faculty member (Aisenberg, 1988; Armour, Fuhrmann, & Wergin, 1990; Baldwin, 1990; Baldwin & Blackburn, 1981; Boice & Kelly, 1986; Braskamp, Fowler, & Ory, 1984; DiLorenzo & Heppner, 1994; Drake & Woloshyn, 1994; Gainen, 1993; Mitchell, 1985; Pazy, 1990; Preus & Williams, 1979; and Sandler, 1986). Indeed, according to Preus and Williams (1979), the "single overriding consideration" in a good faculty development program is personalized programming: "Faculty development/growth is an individual, personal phenomenon; it cannot be achieved en masse" (pp. 23-24).

Baldwin and Blackburn (1981) asserted that universities must pay attention to the characteristics and concerns of each phase of the academic career and employ a developmental approach to faculty career growth: "Funds to encourage professional

development should be applied where they will reap the maximum benefit. A variety of in-service development opportunities may be necessary to generate optimal faculty growth" (p. 611).

This assertion by Baldwin and Blackburn is supported by the work of Baldwin (1990), Braskamp, Fowler, and Ory (1984), DiLorenzo and Heppner (1994), Drake and Woloshyn (1994), Mitchell (1985), and Pazy (1990). These researchers discussed the varied needs of faculty as they pass through different career stages and the necessity of tailoring developmental programs to individual needs. These theories are based on the earlier works of Levinson (1978), who discussed the evolution of the adult lifespan as a journey through a succession of stable and transitional periods, and Erikson (1950), who described the adult role as moving toward either generativity or stagnation.

The first stage in a faculty member's professional career was described by Drake and Woloshyn (1994) as being "fraught with trials":

It is a time of feeling overwhelmed, inadequate, isolated and without support (Boice, 1991). New professors tend to feel like impostors; that is, they do not believe that they are smart or capable enough and are worried that someone will surely find out (Brookfield, 1992). High stress levels are experienced from perceptions of insufficient time, inadequate feedback and recognition, unrealistic expectations for publishing and receiving grants, lack of collegiality with other faculty and the difficulty of balancing life inside and outside of work (Sorcinelli, 1992). (p. 31)

Pazy (1990) described early stage employees as motivated by the "self" context; during this stage they must be encouraged by supportive coaching, explicit expectations, and frequent feedback. Braskamp, Fowler, and Ory (1984) noted that "early stage" faculty are motivated by "succeeding at the university" and "becoming good" at their work. They hope to join the establishment eventually and to earn tenure. They primarily commit themselves to "achieving those outcomes [with] instrumental or pay-off value at this institution; i.e., scholarly production" (p. 212).

Faculty who have moved beyond entry level, according to Pazy (1990), are motivated by the social context, and, therefore, they respond well to peer meetings, peer

reviews, and colloquia. Middle to senior level personnel can be motivated by teamwork and career exploration and planning. The threat of professional obsolescence, in Pazy's estimation, is minimized by a management policy that rewards professional growth, by an organizational climate that supports updating, and by supervisors who encourage learning.

"Middle professing" faculty in the study by Braskamp, Fowler, and Ory (1984) were most concerned about retention and promotion. They sought more balance and integration in their personal and professional lives and wanted to fulfill new personal goals as well as maintain their professional goals. They remained primarily direct achievers, regarding their own scholarly production as the most rewarding aspect of their careers. "Late professing" faculty wanted to continue what they were doing and "make a significant contribution" to their fields. They expressed a greater need for "relatedness" and for "helping others" and sought confirmation that they were "doing something useful" (p. 218).

Other, more narrowly defined descriptions of faculty career stages were advanced by Baldwin (1990) and Mitchell (1985). Baldwin (1990) described the career stages as entry (getting into the academic world), early career (settling down and making a name), midcareer (accepting a career plateau or setting new goals), and late career (leaving a legacy).

Mitchell's model (1985) included four stages--apprentice, colleague, mentor, and sponsor. During the "apprentice" stage, the faculty member must learn to prioritize activities, work under supervision, and avoid extended dependence. The "colleague" learns to be self-reliant and to "do well." The "mentor" begins to influence, guide, direct, and develop junior colleagues and to develop his or her own reputation. In the "sponsor" stage, the faculty member defines the direction of the organization by negotiating and interfacing with key persons or elements or developing new ideas.

The stressors faced by faculty in each of these stages differ, and faculty development programming should be tailored to each of these stages (DiLorenzo & Heppner, 1994).

Whether those stages are divided into two (junior, senior), three (early, middle, late), or four (apprentice, colleague, mentor, sponsor or entry, early career, mid-career, late career), Baldwin (1990) suggested that each stage is characterized by its own "distinctive challenges that significantly influence the concerns and performance of workers" (p. 24). Pazy (1990) agreed, noting that the frequent failure of continuing education programs is partly explained by the failure to use a variety of strategies, depending on the career stage of the employee and the consequent appropriate motivators.

In addition to differences between faculty in different career stages, Armour, Fuhrmann, and Wergin (1990) found attitudinal differences among faculty based on the academic discipline to which they belonged. They studied the cohorts of humanities faculties, social scientists, natural scientists, health professionals, and "other" professionals and found the following differences:

- Humanities faculty were the most likely to report entering their profession because of a desire to teach, to have difficulty "drawing the line" between work and leisure, to devote the most time to teaching, to consider teaching their most important accomplishment, and to collaborate the least with colleagues. They were the most likely to report feeling "stuck" in their present jobs and believing that their expectations for the profession differed from their present reality. Humanities faculty and health professionals reported working the longest hours each week. Humanities faculty and natural scientists reported finding their institutional "community" with colleagues other than from their own departments.

- Social scientists were the most likely to report entering their profession because of the academic lifestyle. They were the most likely to report wanting to do more research in the future. They listed research as their most important accomplishment.

- Natural scientists were the most likely to report devoting most of their time to research, finding their institutional "community" with colleagues apart from their own

departments, working "less hard" than others, and expecting to continue their careers inside academia rather than in outside jobs. They listed research as their most important accomplishment.

- Health professionals were the most likely to report devoting the highest percentage of their time to service and the lowest percentage to teaching, spending more time each week in leisure and family activities, and finding coherence between their expectations for the profession and their present reality. They were most likely to collaborate with colleagues on professional matters and to move to other institutions. They, along with humanities faculty, reported working the longest hours each week.

- "Other" professionals (undefined) were the most likely to devote most of their time to creative and other scholarly activities and the least time to research. They reported working fewer hours than other faculty and, along with health professionals, spending more time each week in leisure and family activities than did faculty from other disciplines.

Armour, Fuhrmann, and Wergin (1990) thus concluded that disciplinary differences do occur and may very well be the source of many of the tensions among faculty: "Put simply, members of different disciplines lead different professional lives. They place their emphases differently; they are motivated differently; and they find different avenues to satisfaction" (p. 222). These differences imply a need for discipline-specific programming for faculty development.

Faculty development needs also were shown to differ in regard to gender, according to Aisenberg (1988), Armour, Fuhrmann, and Wergin (1990), Boice and Kelly (1986), Gainen (1993), and Sandler (1986). Stressors also varied according to gender. Gainen (1993) observed that some women find the university environment to be "overtly hostile, racist, sexist, or combative" (p. 55), making them feel unsupported in their scholarly efforts. Aisenberg (1988) referred to women as "outsiders in the sacred grove" of academe. Sandler (1986) described the campus climate for women faculty, administrators,

and graduate students as "chilly" (p. 25). According to Boice and Kelly (1986), women faculty are less confident about their writing ability and more anxious about the publication process than are their male colleagues.

These descriptions are supported by Armour, Fuhrmann, and Wergin (1990), who found that while women spend a higher percentage of their time teaching and less time doing research than do males, they are less likely to claim higher than average influence within their institutions and are less likely to believe they have niches at their institutions. They are more satisfied than male colleagues with their recognition from students but less satisfied with the use of their abilities, pursuit of professional interests, use of time, professional collaboration, advancement, physical working conditions, job security, teaching load, use of leisure time, and community service. They are more likely than males to say that their lives are worthwhile, full, and rewarding but that they feel overworked and pressured.

In summary, as faculty progress through the various stages of their professional careers, they experience different goals and stressors. Moreover, faculty in various academic disciplines experience different development needs, as do male and female faculty. For faculty development programming to be effective, the peculiar needs of faculty in each of these cohorts must be addressed. Armour et al. (1990) concluded that "the major goal of faculty development is to help faculty develop individually. . . . The best faculty development program will be one which understands career issues, midlife changes, and individual differences" (p. 229).

Collegial Environment

Faculty development initiatives tend to wither if not supported by a collegial environment (Austin & Baldwin, 1991; Bess, 1988; Finkelstein, 1981; Jarvis, 1992; Kurfiss & Boice, 1990; Renegar, 1993; Turner & Boice, 1987; Wheeler & Creswell, 1985). Jarvis (1992) articulated four principles essential to successful faculty development:

firm administrative support, good management, an orientation to the future, and collegiality. Citing Smith's definition of collegiality--"the pursuit of truth in the company of friends"--Jarvis (1992) touted collegiality as the most important of the four principles in successful faculty development programs. Conversely, the absence of collegiality is "the most salient and pervasive source of dissatisfaction" in faculty relationships (Turner & Boice, 1987, p. 6). According to Austin and Baldwin (1991), "complete autonomy can be debilitating to a member of the academic profession. It isolates individuals from stimulation offered by colleagues and leaves them confined by the limits of their own knowledge and imagination" (p. 2).

Bess (1988) differentiated between "cultural" collegiality (the values and beliefs surrounding the idea of participative decision making), "structural" collegiality (decentralization and faculty governance), and "behavioral" collegiality (the nature of interpersonal relationships and interactions among colleagues as they engage in teaching, research, and service) (pp. 85-114). "Where collegiality is not present," contended Bess (1988), "role behavior will tend to be stylized, formal, and constrained by rules" (p. 110).

Finkelstein (1981) considered collegial interactions to be "enormously important to professors and their work" (p. 1). Colleagues, he stated, shape the professor's outlook, orientation, and action and "set the standards for academic work in his/her particular discipline and apply those standards to the judgment of the professor's work" (p. 2). He cited research which indicated that "stimulating," "competent," and "congenial" colleagues (a) contribute to faculty research productivity, (b) are the principal "triggers" to activate intrinsic motivation, (c) are a primary source of faculty morale and satisfaction, and (d) are "critical factors in faculty recruitment and retention" (p. 1). Despite the potential benefits of collegial relationships, however, Finkelstein (1981) reported "a distinct dearth of satisfying collegial interaction on campus" (p. 3) and predicted increasing need for collegiality given the reduced opportunity for mobility, travel, and tenure:

Faculty appear to experience considerable intellectual isolation (Blau, 1973), get few ideas for research from their department colleagues (Glueck and Jauch, 1975), and look to "mentoring" relations with their graduate students for what collegial gratification (Blau, 1973) they do get. . . . [I]nstitutions pressed to maximize the productivity of extant faculty resources will need to look to processes such as collegiality as means for promoting faculty vitality and self-renewal. (p. 3)

The development of collegiality (mentoring, networking, providing a sense of belonging, and encouraging junior professors with their research proposals and writing projects) "is a central goal in all of the best-known inter-institutional programs for junior faculty development" (Jarvis, 1992, p. 65). Kurfiss and Boice (1990) surveyed 330 Professional and Organizational Development (POD) Network members to ascertain their preferred developmental practices. Responses indicated a strong preference for a variety of collegial activities, including recruiting senior faculty as teaching mentors for new faculty, facilitating faculty exchanges, employing colleagues as catalysts for evaluating and facilitating teaching, and working with department chairs to facilitate teaching improvement.

A study by Gaff and Morstain (1978) indicated that the greatest percentage of faculty (63%) valued the "increased contact with faculty from other portions of their institutions" (p. 77) that ensued from faculty development initiatives to improve teaching. In addition, 48% believed that these contacts resulted in more productive relationships with their colleagues. Fifty-eight percent reported a broader perspective regarding their work, including a better understanding of their institutions, administrators, and students. "These kinds of changes" concluded Gaff and Morstain (1978) "suggest the importance of faculty development programs in helping faculty become less insulated by their respective disciplines, by their positions, and by other structures within their institutions" (p. 79).

So important is the influence of collegial support to potential faculty, according to Wheeler and Creswell (1985), that graduate students who intend to become university faculty should affiliate "early in their careers with mentors or sponsors who can help them

attain financial assistance for their program, collaborate with them on manuscripts, and assist them in obtaining key faculty positions in leading institutions following graduation" (pp. 13-14). They should also look for other forms of support such as "sponsorship on research projects, dissertation funds, and emotional support from sponsors or advisors" (p. 14).

Renegar (1993) strongly concurred, acknowledging that as a junior faculty member she had been denied tenure because of having "absolutely no notion about how to go about writing for publication" (p. 3). Attending a writers' workshop, she discovered that many others shared her experience, having received little or no experience in graduate school in writing for publication. Those who had published during graduate school "typically did so as a result of mentoring by a faculty member rather than as part of a course" (p. 3). A later research study she conducted confirmed the generalizability of her observations. Only 38% of the 107 assistant professors she surveyed had experienced institutional support for their professional writing efforts. Nevertheless, 75% of her subjects stated that they would have used support services if provided and would have preferred to participate in workshops and/or mentoring programs.

Nelsen (1978) cautioned that faculty development programs "can either enhance the faculty's sense of community or detract from it," depending upon their sense of ownership in their own renewal and administrative support for the programs (p. 81). He added that if faculty development programs are designed to provide both individual and corporate renewal, "some of the tendencies toward isolationism and compartmentalism within our institutions can be countered. Faculty can be brought together for their own renewal and for the development of a vital intellectual community" (p. 81).

In summary, the importance of collegiality to the professional development of faculty cuts across the different career stages, academic disciplines, and genders of the faculty. As

asserted by Jarvis (1992), collegiality is the most important single factor in successful faculty development programs.

In this section, four criteria for effective faculty development programming were presented. Scholarly research was cited which recommended that institutions seeking an effective faculty development program should promote activities that (a) are of mutual benefit to the institution and the faculty, (b) are undergirded by firm administrative support, (c) address the needs of faculty from each career stage, academic discipline, and gender, and (d) support collegial relationships among the faculty. In short, they should create an environment which enhances the personal and professional growth of the teacher-scholar-colleague.

Faculty Writing as One Type of Faculty Development

An important facet of the personal and professional growth of university faculty is the nurturance of faculty writing skills (Boice, 1992). The failure to nurture faculty writing, given its weight in the *troika* of faculty performance standards leading to tenure and promotion, contributes to problems of faculty morale, retention, and productivity (Wheeler & Creswell, 1985; Boice, 1992). Failure to nurture faculty writing can affect the quality of instruction (Boice, 1992), silence the voices of women and minorities (Gainen, 1993), contribute to the professional obsolescence of senior faculty (Wheeler & Creswell, 1985), and limit the influence of the university in public affairs (Harrington, 1991). On the other hand, nurturing faculty writing can increase productivity (Boice, 1992), improve instruction (Fassinger, Gilliland, & Johnson, 1990), contribute to collegiality (Emery, 1986), and give the university a public voice (Harrington, 1991).

Several studies cited by Wheeler and Creswell (1985) indicated that unless faculty establish themselves as prolific researchers and writers in their first five years after attaining their doctoral degrees, they are unlikely to do so during the next five years, if at all. Furthermore, according to Boice (1992), lack of writing productivity correlates with less

effective teaching. His study found that new faculty who remained unproductive as writers during their first four years on campus "generally taught in content-only fashion and did little to involve students as active learners" (p. 98). By contrast, he noted, "the most positive, most collegial, and best teachers among the new faculty . . . were generally productive as writers. Their enthusiasm . . . was general across activities" (p. 100).

Reasons for low productivity in research and writing are varied. Boice (1990b) blamed self-censorship, fear of failure, perfectionism, procrastination, previous "bad experiences" with writing, and "binge" writing (p. 15). Other reasons which have been advanced are related to the "loss of voice," lack of administrative encouragement, restrictive tenure policies, or the practice of writing in isolation from colleagues.

According to Harrington (1991), "the terrible grind of the dissertation and the loss of voice inherent in its form" (p. 190) creates a resistance to writing:

Many faculty tell me that they used to be good writers, had a flair for writing even, until the dissertation. The "robot voice" that they had to adopt, for the most part, robbed them of their own "natural" voices, replaced with voices that they neither recognize nor like. . . . The complete bifurcation of the writing persona from the natural voice troubles a number of new as well as more senior faculty, resulting in a kind of academic schizophrenia. They want to write, add their voices to the field, but resent and resist the voice they must adopt for the dialogue. (p. 190)

Failure to receive administrative support and encouragement for writing may contribute to lack of productivity. In a study where 24 faculty members volunteered for reminders and encouragement as writers by visits from their chairs, Boice (1992) found that after a year "these faculty members averaged some 7.0 pages per week, compared to 1.5 pages for a matched group of faculty members who intended to write more but had no visits about writing from their chairs" (p. 300).

Harrington (1991) blamed tenure policies that recognize only refereed journals for discouraging faculty voices and creating undue anxiety and frustration about writing. The outcome of this policy, Harrington contended, was to narrow the influence of the university to its own circles:

If we do not encourage our "experts" to speak from their own sources of knowledge, if we discourage their voices, we . . . encourage the ivory tower image of universities, allowing significant societal decisions to be made by politicians, the military, and an uninformed public. . . . Academics owe society their knowledge, their opinions, their grasp of information. If we demand that faculty write only narrow specific articles which few read, then we may silence many of them, and we may risk losing their voices. (p. 195)

Boice (1992) contended that "teaching and writing both suffer in ordinary practice from the isolated, collegially unsupported ways in which they are done" (p. 302). He found that faculty who were unproductive in their research and publication efforts "kept writing a painfully private and perfectionistic act," whereas those who showed early success "were proactive in soliciting collegial advice. They were quick to dismiss the idea that they had to figure out the subtle rules of productivity on their own" (p. 103).

Gainen (1993) noted the benefit to junior faculty of programs that encourage faculty development as researchers and writers through a structured collegial process:

Like many individuals seeking to change long-standing habits, junior faculty also benefit from structured social supports to develop and maintain new work patterns. In casual conversations around the department, these faculty may pick up ideas and helpful hints to improve their situation, and some may be fortunate to find a mentor within the institution. Participating in a writing group, though, improves the odds that help will be forthcoming. It legitimizes and creates occasions for frequent, in-depth, confidential, and supportive discussion of each participant's involvement in writing. (p. 99)

Senior faculty, too, benefit from a collegial approach to scholarly writing. Wheeler and Creswell (1985), citing Braxton (1983), Finkelstein (1982), and Parker, Lingwood, & Paisley (1968), noted that at the mid-career and later phases of their careers "faculty experience a strong need for colleague and . . . department support for research. . . . Faculty contacts with colleagues are extremely important in a flourishing research career " (p. 17).

As stated in the previous section, the criteria for successful faculty development programs share four attributes: they are mutually beneficial to the institution and the individual faculty member; they receive strong administrative support; they are specific to

the needs of faculty in various cohorts; and they provide a collegial work environment. One faculty development effort which meets these criteria is the formation of academic writing support networks at institutions of higher education.

Boice (1992) recommended writing support groups for their ability to create a sense of collegiality and promote scholarly writing. Involvement in writing workshops, he claimed, "generates momentum, confidence, and ideas. It even facilitates the writing productivity of the practitioners supporting it among new hires [*sic*]" (p. 182). In other words, according to Boice, by promoting involvement in writing workshops and assisting junior colleagues with their writing projects, senior faculty become more productive in regard to scholarly writing as well. Furthermore, as Wheeler and Creswell (1985) noted, publishing becomes its own reward, encouraging faculty to continue publishing: "One cannot overestimate the importance of being cited for worthwhile publications, being contacted for reprints of articles, and being sought out by graduate students who seek to replicate or extend works. The influence of the printed word is powerful" (p. 18).

Academic writing support networks also appear to be beneficial for fostering collegiality. Harrington (1991) considered writing groups to be instrumental in helping faculty sense their importance as members of an intellectual community:

The more we enlist people in the ongoing discussion of the writing process, the more everyone in the university will become enrolled in it and thus share in one another's success. After some time, writing will no longer be seen as a lone, painful activity, where even occasional success, when it arrives, is often embraced by one; instead, it will be viewed as a shared experience, supported and nurtured by others. (pp. 193-194)

Boyer (1990) remarked on a growing need among faculty to connect with others outside their fields: "Today, more than at any time in recent memory, researchers feel the need to move beyond traditional disciplinary boundaries, communicate with colleagues in other fields, and discover patterns that connect" (p. 20).

Gainen (1993) recognized a special value in collegial writing groups for junior women faculty who are sometimes marginalized within the academic community:

For these "outsiders in the sacred grove," the simple experience of sharing writing conflicts and celebrating both large and small successes may serve to quell self-doubts and strengthen hard-won but sometimes fragile professional identities. And although these groups represent a small institutional investment, they offer promise as a way to strengthen the collegial ties that are so important to a new faculty member's success. (pp. 99-100)

Academic writing support networks may be quite diverse in purpose and composition. Some of these networks form spontaneously through natural affinity (Fassinger, Gilliland, & Johnson, 1990) while a few are instituted by university administrators to provide instructional or research support for academic departments. Some are designed to encourage collaborative writing projects (McCarthy & Walvoord, 1988; Shreeve et al., 1986), and others are structured to provide both writing instruction and collegial support (Emery, 1986; Fassinger, Gilliland, & Johnson, 1990). The most productive groups, according to Boice (1992), are those in which (a) members are pressured by the group to bring and share recent writing, (b) the group discusses maladaptive beliefs and habits of writing, (c) the department chair regularly attends, and (d) the group facilitates collaborative writing (p. 300). According to their founders, the effect of these groups has been to develop better faculty writing (Gainen, 1993; Shreeve et al., 1986), better classroom instruction (Fassinger, Gilliland, & Johnson, 1990), and an increased sense of collegiality among participants (Emery, 1986; Faery, 1993; Gainen, 1993).

A description of five faculty writing support groups follows. They include a cross-disciplinary writers' group modeled on the principles of the National Endowment for the Humanities (NEH) Iowa Institute on Writing, a collaborative departmental writing group from Eastern Washington University, a cross-disciplinary writers' workshop from San Diego (CA) State University, a departmentally organized women's faculty group from

Moorhead (MN) State University, and a junior faculty women's writing support group from Santa Clara (CA) University. The groups are discussed in the order in which they were instituted.

National Endowment for the Humanities (NEH) Iowa Model

After participating in a six-month grant-funded developmental leave in Iowa City at the NEH-Iowa Institute on Writing, Rebecca Blevins Faery (1993) was so impressed with her experience in the Institute's writing workshop that she launched a similar faculty writing group at her university (unnamed) about 1981. The "gathering of friends" met weekly in a comfortable lounge, "cozily ensconced on sofas and easy chairs" (Faery, 1993, p. 33), enjoying refreshments provided by the writing program budget but otherwise unpaid for their participation.

The workshop, part of Writing Across the Curriculum program at Faery's university, was still "going strong" more than a dozen years later. Key to its success, according to Faery, who convened similar groups at two other universities, was the incentive it provided faculty members to reflect critically on their teaching--as well as their writing--in a supportive, affirming atmosphere which created a sense of community among faculty and increased their willingness to include more writing in their courses.

Faery (1993) promoted the structuring of a faculty writing workshop as a cross-disciplinary event in order to build a sense of shared enterprise:

This means providing opportunities for faculty across disciplines to talk together about discourse conventions, what counts as "good writing" in their disciplines, and what the differences might be between students writing to get acquainted with a discipline, [novice writing] and students writing to enter the discipline [apprentice writing]. Discussing these distinctions enables faculty to see themselves as thinkers and writers whose years of work have embedded them in a particular discipline and to see students as people who are initially outsiders to that discipline. Learning to situate their teaching within these distinctions powerfully affects how teachers see their role, not so much as guardians of their discipline but rather as people whose privilege it is to introduce newcomers to the discipline and initiate them into its conventions. (p. 34)

The multi-disciplinary workshop experience, focusing on *faculty* and *their* writing, rather than on student inadequacies, built a "community of scholar-teachers open to and experienced in conversations about writing," according to Faery (1993, p. 35). Her workshop participants agreed, citing their enjoyment of reading and discussing quality scholarly writing of colleagues, as opposed to reading only student writing. Others appreciated the meaningful interaction with other group members, feeling part of the larger college community, and hearing what their colleagues were "up to." Still others valued the personal gains they made as writers:

I like the idea of showing colleagues a draft--the excitement of the risk, I guess. Since we were all more or less in the same boat, it made it easier to be vulnerable and to value the process of writing and of honing an idea, instead of hiding behind a finished product. (Faery, 1993, p. 37)

Another participant wrote about the value of learning to risk asking for feedback:

[T]he most valuable aspects of the writing group were getting a chance to think about my own writing and hearing others' reactions to it. It helped me to take more risks in using my own voice and to break away (somewhat) from the tyranny of the academic style. . . . My participation in the group helped me to think of myself as a writer and to fantasize about doing different kinds of writing--someday. (Faery, 1993, p. 38)

Faery (1993) viewed the workshop as related only tangentially to pedagogy. The focus, she claimed, ought to be on faculty as scholars and writers, giving them insight to sharing their writing with others and having it critiqued supportively "with a heightened awareness of writing as embedded in contexts--of discipline, genre, rhetorical purpose, immediate or potential audience--and as an extended, complex, and multifaceted process" (p. 38). With this insight, participants reported developing better styles of feedback to students; thus, instruction was necessarily impacted by workshop participation.

Envisioning a fully collegial, cross-disciplinary, institution-wide effect of workshop participation, Faery (1993) wrote the following description:

I like to imagine a campus where teachers and students alike think of themselves as *writers*, and both understand and respect the writing process, their own and others'; where no one owns knowledge, but it circulates freely and everyone is willing to share it; where everyone understands that knowledge is not finished and fixed and

passed down from one generation to the next but that teachers and students alike are active in the process of remaking and producing knowledge; and where teachers learn as well as teach, students teach as well as learn. (pp. 40-41)

Eastern Washington University

Eastern Washington University (EWU) in Cheney, Washington, is a state-supported, comprehensive, coeducational university with an enrollment of 8,000 students. Seeking "to create an Eastern Washington University 'voice' in regional and national education issues. . . ; [raise] the credibility of the department in particular and education schools in general; [and] provide a forum for discussion and exploration of topics important to individual members" (Shreeve et al., 1986, p. 20), the chair of the Department of Education invited the 40 members of the department to participate in "team writing." In response to this invitation, seven members of the department formed a writing team patterned after the quality circles in business and industry--work groups which focused on building morale, counteracting hierarchical structures, encouraging non-confrontational problem-solving strategies, promoting quality, and increasing productivity.

In the first two years (1983-1985) of the Eastern Washington University experiment, the group published 34 articles and received two national awards for excellence. Each member was responsible for leading the discussion of one or two articles each year and, in doing so, brought his or her own unique interpretation to the group. The blending of group interpretations was perceived as a gain, stated group member Goetter, "and we're not keeping records of who contributed what to which article" (p. 21). Meetings were held about every three weeks and were used variously for editing, planning future topics, corresponding with editors, or preparing for conference presentations. In the beginning, Department Chair Shreeve convened the group, chaired the meetings, and served as liaison with editors and publishers. Those roles later were rotated among all members. A marketing consultant/writer was hired by members to coordinate research, writing, and

editing tasks, as well as to advise the group on marketing techniques and to assist members with their editorial leadership.

Commitment to cooperative writing has been key to their success in the face of challenges from colleagues regarding the legitimacy of a team approach to research and writing. By emphasizing group brainstorming, cooperative data collection, critical editing, shared clerical responsibilities, and collective honors, the group became very productive. According to charter member Norby, their discussions helped members identify the issues and themes impacting their profession. In addition, wrote Norby, as each of the group exposed his or her "pet ideas" to the scrutiny of other members, the final product often became "more thoughtful--and thought-provoking--than any one of us might develop alone. Those ideas . . . are no less valid because they have been thrashed out in a group" (Shreeve et al., 1986, p. 22).

San Diego (CA) State University Faculty Writers' Workshop

San Diego State University, a coeducational institution with an enrollment of 27,000 students, is part of the California State University System. The Faculty Writers' Workshop started about 1985 after a survey was conducted of all 2000 faculty to assess the level of interest in a writing support group and to determine available meeting times. Fifty faculty from 17 departments came to the initial meeting. Of these 50 faculty, one group of five, working on book-length manuscripts, continued meeting independently. Twenty others met each week on an "as available" basis, averaging six to eight participants per session. At first, writers read their works aloud, enabling them to discover the problems with their writing by hearing their own words. Following the reading, group members discussed the notes they had taken during the reading. Later, however, writers distributed their papers prior to the sessions, allowing other members to prepare their comments in advance. This latter method seemed to be more effective for near-final drafts.

In her report to the annual Conference on College Composition and Communication in New Orleans (March 13-15, 1986) regarding the writers' workshop, Emery (1986) emphasized the collegiality that developed among the participants across many departments as they reviewed one another's work. Unlike scholars who write in isolation, procrastinating from fear of rejection and experiencing guilt from the delay, Emery's group enjoyed having "live readers" and reviewers who "liberated" each other from their "isolated corners" (Emery, 1986, p. 1). Representing different disciplines, group members were able to identify lack of clarity in the presentation of ideas, a deficiency which might have been overlooked by departmental colleagues thoroughly familiar with the writer's subject matter: "Exhilaration seems to come from making progress toward clearer expression, from discovering new layers of ideas, and in many cases from getting an article published" (Emery, 1986, pp. 1-2).

Emery compared the process to "hug therapy": "When we first began meeting, we did not know each other. Now we often eat lunch together before the workshop, feeling almost as encouraged by making friends as we are by making progress with our writing" (Emery, 1986, p. 4). She noted that, through the writing support group, the members began to share a feeling of collegiality and common interests. Emery (1986) concluded her report to the conference with this summary:

A support group, meeting to share writing for publication or presentation, provides a needed boost for faculty across the curriculum. [It] provides an opportunity for thinkers to become writers, capturing and shaping the whirling streams of ideas not yet mastered. . . . the workshop banishes procrastination. . . . Guilt disappears with achievement, and that achievement is what the workshop promotes. (p. 1)

Moorhead (MN) State University Faculty Writing Circle

Moorhead State University in Minnesota is a state-supported, comprehensive, coeducational university with an enrollment of 7,000 students. In 1987, three female members of the sociology and history faculties formed the Faculty Writing Circle to talk about writing in both its formative and advanced stages, to improve their writing skills, and

to develop articles for publication (Fassinger, Gilliland, & Johnson, 1990). Founded on the philosophy that "the process is as important as the product," that relationships should be cooperative and non-hierarchical, and that the group should cultivate opportunities for each member to affirm and empower the others, the Faculty Writing Circle met biweekly, resulting in several presentations at professional meetings, six journal articles, four chapters in edited books, and three national awards. "Our meetings provide social support and an incentive to write something, even a few pages, despite heavy teaching responsibilities and relatively few institutional rewards for scholarly work" (Fassinger, Gilliland, & Johnson, 1990, p. 53).

The authors described the serendipitous effect of instructional improvement which resulted from the Faculty Writing Circle. Reflecting on their years together, the three group members recognized that the writing circle led them to adopt new teaching methods, become more empathetic toward students as writers, and develop greater ability to reach students at different points of intellectual development. They cited several examples of change in classroom instruction.

Believing that writing improves more if the same reviewers observe a writer's work over long periods of time, one of the members created several four-person writing groups in her sociology classroom. She stressed the importance of establishing trust, cooperation, and mutual support in the writing group and of instructing all peer reviewers to identify the strengths of each paper, speaking not of *weaknesses* but of *improvements* that could be made to a written work. Surveyed at the end of the quarter, students admitted to initial feelings of apprehension and defensiveness but felt more self-confident, more capable of thinking critically about published research and, because of their practice in summarizing and critiquing one another's writing, better able to study for tests at the end of the quarter.

Another of the authors sought critiques from her students of an article she had written and published in a classroom textbook. Although somewhat intimidated by the

assignment, the students expressed appreciation for the opportunity to become better acquainted with their instructor by reading her work. They also gained an understanding of the process of scholarship.

The authors' participation in the writing circle also helped them understand and appreciate students' lack of confidence in their ideas and failure to prioritize assignments. By sharing their own writing experiences, the authors demonstrated empathy with student concerns. Second, the authors learned to value and model an affirming environment for writing. Third, becoming more sensitive to the ways their writing was bound by their disciplines' expectations, they became more understanding of students' expressed concerns regarding instructor expectations: "We now are more careful to identify our disciplines' expectations and incorporate them into our assignments' guidelines" (Fassinger, Gilliland, & Johnson, 1990, p. 55). Finally, since forming the writing group, the authors became more cognizant of the concept of "connected teaching" (Belenky, Clinchy, Goldberger, & Tarule, 1986) in which teachers assume that students thrive when treated as knowledgeable adults:

Talking about our writing to students allows us to communicate that our thoughts undergo changes and that writing and research are long, laborious processes. Students then know teachers also struggle to develop ideas. We want to be role models who show that thinking is evolutionary, at times tentative, and within everyone's reach. (Fassinger, Gilliland, & Johnson, 1990, p. 56)

Santa Clara (CA) University Writing Support Group

Santa Clara University is a comprehensive Jesuit university with a strong liberal arts tradition complemented by an "open-door" policy for students seeking individual assistance from the faculty. According to Gainen (1993), Santa Clara faculty are expected to teach two courses per quarter, engage in scholarship, and be "collegial academic citizens" (p. 92). She noted that the Writing Support Group grew from faculty development programs aimed at helping all faculty increase their autonomy in scholarly pursuits.

During a winter retreat for faculty in 1991, participants analyzed their typical time management practices, discussed ways to become more efficient and effective in teaching, and planned for brief writing sessions during the school year. They also scheduled a three-hour workshop with Robert Boice for Spring 1992 to consider scholarly productivity. A month after the workshop, the Writing Support Group was established to discuss progress on scholarly writing, obstacles to writing and strategies for overcoming them, and plans for future writing projects.

Although all workshop participants were invited, only women signed up for the follow-up group meetings. The group met twice per month, following Boice's admonition regarding the importance of regularly scheduled writing. They adhered to the theme that writing is most enjoyable and productive "when completed in brief, daily sessions on work days throughout the academic year. Each of the participants sought, in different ways, to minimize the need for writing 'binges' by making writing a regular part of her weekly schedule" (Gainen, 1993, p. 93). They also discussed social skills and collegial practices related to scholarly productivity and integrated scholarly research with the collective wisdom of the group. Modeling the skill of setting limits, the meetings were limited to one hour.

Gainen served as facilitator and coach, with members taking turns discussing their writing projects and obstacles they were facing, as well as their immediate and long-range plans. Once each quarter, Gainen introduced an "agenda item" to stimulate discussion. These items included a questionnaire to assess possible writing blocks (Boice, 1990), a checklist on successful faculty practices (Boice, in press), and a 1984 article by Jensen and DiTiberio relating writing strengths and weaknesses to personality characteristics assessed on the Myers-Briggs Type Inventory. Regarding the structure of each session, Gainen (1993) made the following observation:

Each of us tries to leave each meeting with a clear plan for the next two weeks' writing tasks, and we report at the next meeting how well we lived up to our plan. We also troubleshoot, assessing each other's strategies for approaching writing tasks and occasionally discussing ways to reduce time spent on other activities (such as grading papers or taking on minor but time-consuming assignments for the department). Occasionally we role-play social skills related to writing and time management (for example, declining a chair's request to coordinate a conference) and we discuss strategies for dealing with writing blocks. We generally do not discuss the content of participants' work other than to identify which of several projects the speaker is referring to. (p. 94)

A major concern for the group was such "time-robbers" as giving feedback on student papers and grading essay exams. Strategies such as using peer review in the early stages of writing to produce a final version of higher quality (which should be easier and faster to grade) and exploring alternatives to essay examinations were discussed. To counteract negative self talk when group members "lost energy and began to doubt the value or originality of their ideas . . . [they] exchanged examples of positive self-talk [and] discussed the importance of setting realistic, manageable goals for writing projects and breaking the project into very small tasks" (Gainen, 1993, p. 95). They also learned that "rejection is normal" and learned how to deal with it by writing to the editor, developing a "tougher skin," seeking early feedback on drafts, and developing "staying power" with manuscripts.

Gainen (1993) observed that participants credited the group with helping them achieve increases in productivity and affirm their identity as scholarly writers. Gainen also noted that the group contributed to the formation of informal writing partnerships outside the group, stimulated plans to establish a departmental writing group, and "lent momentum to [her] own writing projects and increased [her] understanding of issues faced by junior faculty related to writing as well as teaching" (p. 99).

In summary, these five examples of faculty writing workshops represent varying emphases on instructional improvement, scholarly productivity, and collegiality building. In the next section of this chapter, a writing support group which combines the purposes

and strategies of many of the networks described above, yet goes beyond them to articulate a goal of impacting the quality of student writing, is described. That group is the University of North Dakota Faculty Writing Seminar.

University of North Dakota Faculty Writing Seminar

The University of North Dakota (UND) is a state-supported, coeducational research university located in Grand Forks, North Dakota. Oldest and largest of the state's 11 public higher education institutions, the university is considered the "standard bearer and leader" for higher education in the state (UND Undergraduate & Graduate 1995-97 Academic Catalog, p. 2). It has 12,000 students, employs 521 full-time faculty and research staff, and offers majors leading to the doctorate in 16 programs.

To support its faculty in the "improvement of instruction and their continuing professional development as teachers" (UND Undergraduate & Graduate 1995-97 Academic Catalog, p. 17), UND opened the Office of Instructional Development (OID) in 1980 under the direction of Robert Young. The OID initiated a Writing Across the Curriculum (WAC) Program with financial backing from a Bush Foundation grant in 1990. One portion of the WAC program was the development of a faculty writing seminar for the purpose of encouraging faculty to gather regularly to work on their own writing, increasing their ability to model good writing and to encourage and improve the writing skills of their students. The history of the development of the Faculty Writing Seminar is traced in the following section.

Initial Planning for Writing Across the Curriculum

For several semesters prior to the WAC initiatives, an interdisciplinary faculty group met regularly to share ideas about integrating writing in their classes. In the spring of 1989, responding to a call for proposals from the Bush Foundation for faculty development grants, Vice President for Academic Affairs Alice Clark appointed a campus-wide committee to develop a planning grant proposal for the 1989-1990 academic year. The

committee, chaired first by OID director Lucy Schwartz and later by her successor, Daniel Rice, included Patti Alleva (Law), Mary Askim (Home Economics), Joanne Gabrynowicz (Space Studies), Mary Harris (Dean, Center for Teaching and Learning), Carla Hess (Communication Disorders), James Fry (Music), Gene Kemper (Associate Vice President for Academic Affairs), Richard Landry (Measurement and Statistics), Denise Markovich (Finance), Dwayne Ollerich (Anatomy), Thomas Owens (Dean, Engineering and Mines), Cindy Pemberton, (Health, Physical Education and Recreation), Elizabeth Rankin (English), Pat Sanborn (Integrated Studies), Robert Till (Psychology), and Cecilia Volden (Nursing). The planning proposal emphasized the importance of writing in today's world and the university's responsibility to address the limited writing expertise of college freshmen.

Upon the approval of the planning grant in October 1989, the grant writing committee began their work by conducting a needs assessment of the campus community, distributing questionnaires to both faculty and students and holding focus groups with faculty to define the problems to be addressed by the proposal. Faculty who attended focus groups concerning writing at the department or major level expressed need for the following types of support:

- more periodicals for research in certain areas
- writing consultants to departments
- an expanded writing center
- workshops for faculty members
- a course for faculty members on the teaching of writing
- released time or a grant for departments which would like to plan an integrated writing sequence
- a setting in which faculty members of allied disciplines could share their knowledge

- a faculty member skilled in composition, who would be hired as a liaison to departments
- a way of identifying senior students of ability to work with student writing (Focus group minutes, February 8, 1990)

The majority of students responding to the questionnaires acknowledged writing to be an important aspect of learning and career advancement. Nearly all claimed they would like to become better writers, but nearly one-half were unsure or disagreed that their writing had improved while they were enrolled at the university. Other findings from the student survey included the following:

- Over two-thirds believed that writing helped them learn subject matter and develop logical thinking.
- Over three-fourths believed that writing helped them remember better.
- Ninety-two percent indicated that receiving feedback on their writing was very important to them. (Proposal to the Bush Foundation, 1990, pp. 52-53).

Faculty valued writing as well but indicated that they did not see good student writing--especially concise, well-organized writing---at either the entry or exit level. Most faculty agreed that the responsibility for developing student writing belonged to the entire faculty, not just to those of the English Department. They reported that their role of positively influencing student writing--by increasing the number of writing assignments, setting higher standards, providing better feedback, and encouraging students to use writing as a mode of learning in their classes--was restricted by large class sizes, heavy teaching loads, and lack of emphasis on writing across campus (Proposal to the Bush Foundation, 1990, p. 1).

Based on results of the needs assessment, the grant writing committee designed a faculty development program which would enable faculty to integrate writing into their courses as a means of communication and as a mode of learning. They identified the following basic principles:

- Writing, reading, and thinking are activities that mutually support each other.
- Writing improves with practice.
- Writing improves when the student is motivated and when the reasons for writing are clear.
- Students' attitudes toward writing are influenced by faculty attitudes.
- Working together in supportive collegial settings will enable faculty to develop instructionally sound methods of assessing student writing.
- When faculty work together on writing, significant community building and professional growth takes place.
- Studying student writing in well-defined research settings will result in significant contributions to the understanding of writing and its relationship to learning.
(Proposal to the Bush Foundation, 1990, p. 3)

Philosophically grounded in these principles, the committee proposed the integration of two complementary Writing Across the Curriculum (WAC) programs--the "Workshop Model," designed to reach faculty ready to explore ways of integrating writing in their classes, and the "Collaborative Model," designed for faculty needing the assistance of experienced writing specialists. The objectives of the 1990 proposal were (a) to see that faculty gained the knowledge and experience needed to integrate writing into their classes, (b) to see that students were given increased opportunities to write in their classes, and (c) to develop further the leadership skills faculty needed to sustain long-term WAC projects as well as the evaluation and assessment skills needed to determine the project's effectiveness (Proposal to the Bush Foundation, 1990, p. 3).

In October 1990, the committee was notified of the acceptance of their proposal by the Bush Foundation. The program was funded with a budget of \$300,000 over three years. Joan Hawthorne was hired as the first WAC Coordinator and began her duties on January 1, 1991.

Phase 1 (1991-1993)

Four separate projects were initiated during Phase 1 to meet the objectives of the grant. They included workshops and seminars for individual faculty members, linked writing/content courses within and across disciplines, integrative writing projects across departments, schools, colleges, and programs, and training in leadership, evaluation, and assessment.

The workshops and seminars for faculty members consisted of three types of events: (a) two-day workshops for 30 faculty covering such topics as designing writing assignments, responding to student papers, and using "writing to learn" activities in large lecture classes; (b) an annual two-week summer workshop for ten faculty to help them research and produce teaching materials that effectively incorporated writing into particular courses and to develop leadership skills in teaching with writing which they could share with colleagues; and (c) a semester-long faculty seminar in which ten faculty from various disciplines would "meet regularly to work on their own writing in a supportive workshop setting, with the goal of producing at least one publishable professional writing by the end of the semester" (Proposal to the Bush Foundation, 1990, p. 5).

Over 200 UND faculty, representing more than 85% of the university's academic departments, participated in WAC-sponsored activities during Phase 1 of the program (Writing Across the Curriculum Newsletter, Spring 1994, p. 4). A telephone survey of 110 participating faculty (J. White, Summary of telephone survey responses, February, 1994) revealed that a variety of changes in classroom assignments were made in response to faculty WAC participation. Pedagogical innovations and improvements included the following:

- peer review of assignments
- referral to the Writing Center
- more in-class writing

- preparation of guidelines for writing
- more essay quizzes and examinations
- journal writing
- shorter but more frequent writing assignments
- increased emphasis on grammar and style
- improved feedback to students about their writing
- portfolio advising
- encouraging students to write "letters of persuasion" if they disagreed with an assigned grade.

Nevertheless, respondents continued to express dismay at the lack of writing quality exhibited by entry-level students and at student lack of concern for the finished product. Faculty also sought greater administrative support for the work involved in assigning and responding to additional student writing projects (J. White, Summary of telephone survey responses, February, 1994).

Phase 2: 1994-1996

A continuation grant of \$300,000 was funded by the Bush Foundation for 1994-1996. This second phase of the WAC program at the University of North Dakota extended the effort to integrate writing across all disciplines and levels of the university curriculum by moving toward eventual institutionalization of Writing Across the Curriculum at UND and funding of the WAC program through university resources rather than through grant funding. Four goals were articulated: (a) to increase faculty development activities for the improvement of writing in the classroom, (b) to increase writing activities in the classroom, (c) to guide students in critical thinking and effective writing, and (d) to coordinate the various writing efforts across the campus into a unified and cooperative system (Proposal to the Bush Foundation, 1993).

As part of the latter goal, a search for a University Writing Program (UWP) Director was begun. Elizabeth (Libby) Rankin was offered the position in May and became the first UWP Director on August 1, 1994. In the meantime, Joan Hawthorne continued as WAC Coordinator; Dan Rice, as Director of Instructional Development; and Dick Landry, as WAC Evaluation Coordinator. The WAC Advisory Committee was renamed the UWP Advisory Committee and consisted of 14 faculty from as many departments (Report to the Bush Foundation, 1994, pp. 1-2).

To accomplish the four stated goals, projects were organized around the needs of faculty, students, and program administration. They included curriculum development, resources for students, resources for faculty, and program support. Activities planned for each of these projects were described in the UND Writing Across the Curriculum 1994-1996 brochure (see Appendix A). Of particular interest to this study are the resources for faculty. These resources included an annual two-day workshop, an annual one- or two-week interdisciplinary faculty workshop, a monthly "Teaching with Writing" interdisciplinary discussion group, and a semester-long Faculty Writing Seminar (UND Writing Across the Curriculum 1994-1996 brochure).

Dr. Carla Hess, Professor of Communication Sciences and Disorders and acting internal evaluator for Phase 2, conducted an evaluation of the 1994-95 grant year programming. Dr. Hess reported that program goals were being met or surpassed in all four project areas: curriculum development, resources for students, resources for faculty, and program support. Highlights of her evaluation report follow:

- Twelve faculty piloted twenty special writing courses designed to improve student attitudes toward writing. Students in these sections were seen as more enthusiastic about and more attentive to their writing than students in standard sections.
- Forty-eight faculty were involved in curriculum development brainstorming workshops considering such topics as creating student portfolios, developing students' reflective writing, and improving students' general and professional writing skills. Three program development grants expected to impact 375-380 students resulted from the brainstorming sessions.

- Three student writing consultants (peer tutors) were hired and trained to assist in four academic units, Chemical Engineering, Electrical Engineering, Aviation, and Nursing.
- A "Writing in the Major" student brochure template was designed to help academic units develop writing programs within their disciplines. Two departments made use of the brochure service.
- Ten participants attended the two-day workshop which introduced teaching-with-writing theory and strategies and provided a network of support and ideas for faculty.
- Ten faculty from eight departments attended the seven-day extended workshop aimed at course development. Participants received support from colleagues dedicated to increasing the amount of writing that students experience across the curriculum.
- More than 50 different faculty from 32 departments attended the six Teaching-With-Writing discussion groups in which participants shared ideas and developed interdisciplinary networks. (C. Hess, 1995)

The evaluations of Phases 1 and 2 of the Writing Across the Curriculum program did not include a formal review of the Faculty Writing Seminar. The present study addresses the impact on individual faculty participants of the Seminar from its inception in the fall semester of 1991 through the seventh session which was held during the spring semester of 1995. A history of the Faculty Writing Seminar from 1991-1995 follows.

Planning Stage of the Faculty Writing Seminar

The Faculty Writing Seminar was grounded in the ongoing faculty concern for both instructional technique and professional advancement. A comprehensive description of the purposes of the Seminar was given in the 1990 Proposal to the Bush Foundation:

In this advanced seminar on writing, led by a faculty member in the English Department, faculty from various disciplines will meet regularly to work on their own writing in a supportive workshop setting, with the goal of producing at least one piece of publishable professional writing by the end of the semester.

In addition to sharing drafts of their own writing and offering feedback on the work of their colleagues, faculty will read, research, and discuss available literature on professional and academic discourse in general and on the rhetoric of their own disciplines in particular. Throughout the seminar, faculty will be encouraged to draw analogies between their own writing and that of their students, with special attention given to pedagogical implications.

Faculty seminar participants will come away from the seminar not only with a publishable paper, but with ideas for advanced writing seminars for majors in their own disciplines. They will be encouraged to follow through on these ideas via the summer workshops or the small grant program. (p. 5)

According to Elizabeth Rankin, member of the English Department and the grant planning committee, the format for a writing seminar emerged serendipitously from a discussion she had with Dr. Edward White, the WAC assessment consultant from California State University-San Bernardino. During this discussion, White described a semester-long writing seminar he led at Cal State. Rankin assumed he was describing a seminar in which faculty discussed their *own* writing, rather than a seminar for faculty who wanted to learn to help their *students* do writing (as was actually the case). Acting on this erroneous assumption, Rankin wrote a faculty-focused seminar into the grant proposal. When the grant was approved in October 1990, WAC Coordinator Joan Hawthorne was given the task of organizing the first seminar. At this point, Rankin and Hawthorne discovered that they would have to design the program without the benefit of a successful model. "We'll just have to invent it ourselves!" Rankin said. (E. Rankin, personal communication, July 19, 1995)

The framework for the Faculty Writing Seminar was designed by Hawthorne in the summer of 1991. The deans from each of the university's 10 colleges were invited to select one or more faculty members to attend the Seminar. According to Dean Mary Harris of the Center for Teaching and Learning, the deans recruited participants by publishing invitations in weekly departmental memos for faculty to apply for selection to the Seminar and by receiving nominations from department chairs of faculty who might benefit from participation (M. Harris, personal communication, October 10, 1995). Dr. Sue Schmitt, Dean of the College of Human Resources Development, invited her department chairs to nominate faculty to attend. Because so many nominations were presented, Schmitt made her decision based primarily on who was working on a project and had specifically

indicated a desire for help with it. Her secondary selection determinant involved those who were having difficulty with writing. A third consideration was the attempt to achieve a balance of participants across the departments in her college (S. Schmitt, personal communication, October 17, 1995). In addition to accepting direct nominations from the deans, Hawthorne sent a memo to all faculty, inviting them to contact their deans to request nomination if they were interested in participating in the Seminar.

The cumulative membership in the seven sessions of the Faculty Writing Seminar during Phase 1 and Phase 2 of the WAC program totaled 68 faculty. (A few graduate students also participated but are not included in the membership totals nor in this study.) The number of individual faculty served was 59. Seven faculty members participated in two different sessions, and one participated in three sessions. Fifty-one faculty participants (of whom three were away from campus on developmental leave) remained on the faculty of UND at the time of the present study. A list of all Seminar participants is provided in Appendix B.

Facilitators of the Seminars included Kathleen Dixon, Elizabeth Rankin, and Elizabeth Hampsten, all members of the English Department faculty. Initially, the Seminars were to be held during only the fall semester of each academic year for which the grant was funded. Class loads of the facilitators were to be adjusted to compensate for the time devoted to the fall semester Seminar. As the popularity of the Seminar grew and the Seminar was extended into the spring semester, arrangements were made to compensate the facilitators for their additional involvement in the spring semesters. Dixon received a stipend for Spring 1992. Rankin's Spring 1993 involvement was considered a credit overload in exchange for which funds were made available to purchase a computer for the Director of Composition, who was Rankin at that time. Rankin's Spring 1994 involvement was a voluntary contribution. In the summer of 1994, Rankin was appointed Director of the University Writing Program and, as such, her involvement in facilitating subsequent

Seminars was considered part of her job description and was not additionally compensated (E. Rankin, personal communication, January 30, 1996).

The Seminars, their starting dates, and their facilitators are summarized below, followed by a narrative description of each session:

- Seminar I (Fall 1991) - Kathleen Dixon, facilitator
- Seminar II (Spring 1992) - Kathleen Dixon, facilitator
- Seminar III (Fall 1992) - Elizabeth Rankin, facilitator
- Seminar IV (Spring 1993) - Elizabeth Rankin, facilitator
- Seminar V (Fall 1993) - Elizabeth Hampsten, facilitator
- Seminar VI (Fall 1994) - Elizabeth Rankin, facilitator
- Seminar VII (Spring 1995) - Elizabeth Rankin, facilitator
- Seminar VIII (Fall 1995) - Elizabeth Rankin, facilitator
- Seminar IX (Spring 1996) - Elizabeth Rankin, facilitator

Seminar I

Kathleen Dixon, an incoming faculty member in the English Department, facilitated the first session of the Seminar in the fall of 1991 as part of her regular teaching load. The eleven Seminar participants met for two hours once per week for the entire semester.

Members selected a date to present a written work for group feedback and provided advance copies to group members to prepare them for the discussion. In describing this first session of the Seminar, Dixon et al. (1992) wrote the following:

We anticipated--and encountered--difficulties in reading and responding well to one another's work from across our great disciplinary divides. We also discovered that we had different goals: some [of us] had not yet had articles or books published and were seeking greater confidence in ourselves as writers; others were experienced, published writers who were looking to write in a way that would better satisfy ourselves, not just the editors of learned journals. Despite these difficulties and differences (or because of them?), the group forged a strongly supportive identity. (p. 1)

Dixon noted, however, that members grouped themselves by gender. She asked them to consider that action and "deconstruct" themselves as a group. She considered that move to be "the crucial thing" that contributed to the group, "to early on observe the group as a group and have them observe themselves. After that, they were really sharp at being able to do that for themselves And [laughter] then they changed their seating pattern on their own accord!" (K. Dixon, personal communication, August 3, 1995).

Initially, members read one or two books on writing style and discussed sentence patterns in each other's papers, but as the Seminar progressed, members responded to one another's work at the level of content and clarity. "We really were together as colleagues engaged in research," said Dixon (K. Dixon, personal communication, August 3, 1995).

Comments from three of her participants confirm this view:

The most important thing for me was the growth of community, the exploration of ideas, and the amount of time and interest that we each devoted to the work of others.

While the mechanics were certainly a part of the class, the major focus was on clarification of ideas. Part of the clarification came as a result of having to step out of genre or to speak across the genres of various disciplines. This increased my awareness of discourse communities.

Perhaps the most important thing that happened [was] that serious criticism became part of the community to which we belonged in class. Such criticism is an essential part of the wider communities to which we belong. (Dixon et al., 1992, pp. 1, 10)

The original plan of the Writing Across the Curriculum program was to conduct one Faculty Writing Seminar per year, serving ten faculty (Proposal to the Bush Foundation, 1990, p. 5). However, the popularity of the initial session led to the decision to offer a Seminar the second semester.

Seminar II

Dixon led the second session (Seminar II) but found the experience to be less satisfying than the first:

I felt that my second group was very much shaped by the fact that I didn't ask them to look at themselves a group, and . . . more importantly, that they were simply just a different kind of group. They were a group of people who were much more from the

technical fields; there were more men than women; and the men and women who were there aggravated each other (at least some of them did) and it was actually at times, for me, unpleasant, so that's when I decided I would not do this any more, even though I very much liked the first group.

I tried to make this second group be like the first group in that we'd focus on content and clarity--the kinds of things that were really substantive. This group, even more than the first group, professed to be interested in stylistic or grammatical matters and seemed to be more frustrated at the injunction to be looking at each other's substance. Also, literally, they just could not communicate with each other orally. There were some non-native speakers in that group, but it wasn't primarily for that reason. It was cultural, whether they were American-born or not. Cultural by gender, cultural by the kinds of fields they were in, [laughter] and it was a mess! (K. Dixon, personal communication, August 3, 1995)

Dixon noted that the second group tended to treat her not as a facilitator but, following a business model, as a consultant: "[They wanted me to] conduct the sessions [like] a business--just give them axioms or notions of how they could change their writing with a different topic each week . . . and they would just simply do what I told them to do" (K. Dixon, personal communication, August 3, 1995).

Nevertheless, Dixon did not consider Seminar II to be a complete failure: "There was a writing group that . . . spun out of that, and I think people have maintained some collegial connections. I know some people feel that they have written more because of it, have had more publications because of it" (K. Dixon, personal communication, August 3, 1995).

Seminar III

When Elizabeth Rankin returned from developmental leave, she facilitated the next two groups during the 1992-93 school year. Rankin patterned her first group (Seminar III) of eight faculty similarly to Dixon's groups, meeting once per week throughout the semester. She circulated the following letter to her Seminar members to explain the format of each session:

Each week, 1-2 people are responsible for distributing to group members, a few days in advance, up to xx [sic] pages of draft work in progress. The draft is accompanied by a cover sheet which describes the purpose and intended audience of the piece, and explains the kind of feedback the writer wants at this stage. We all read these piece[s] ahead of time, making notes and marginal comments, and come to the seminar prepared to discuss the drafts.

Since we are all from different fields, and since we do not have unlimited time, we would need to agree on some ground rules about how much and what kind of work to bring to the group. Obviously, we cannot read book manuscripts or full-length articles in technical fields. But if we are adequately prepared by the writer, we can probably deal reasonably with opening chapters or short sections of even difficult material. And we may be willing to handle somewhat longer pieces of work intended for less technical audiences. I see no problem, either, with some people bringing very early draft work and others bringing near-final drafts. As long as we know what we're reading, we can give useful responses.

The WAC office has purchased for each of you two books that focus on style-related issues in writing: Joseph Williams' Style: Ten Lessons in Clarity and Grace, and Richard Lanham's Revising Prose. If people are interested, we can work with this book in the second half of the seminar each week, using our own writing as examples to edit for style. (FWS description, Fall 1992)

In actual practice, Rankin maintained a dual focus for each session, spending the first hour reviewing a work in progress and offering suggestions and comments. After a short break, they focused on style, using Williams' (1994) handbook entitled Style: Ten Lessons in Clarity and Grace.

Rankin's implicit goal for the Seminar was based on her sense that faculty felt insecure about their writing and needed support for their professional scholarly writing. She sought to make faculty feel "more at ease, more relaxed, more confident about their own writing" and to help faculty learn "in a comfortable environment about how writing works, so that when they work with students on their own writing, they would feel less rule-driven, less format-conscious, more interested in encouraging writing in positive ways with their students" (E. Rankin, personal communication, July 19, 1995). With this concern for a non-threatening environment in mind, Rankin initially asked for volunteers to offer a work for discussion but later considered that approach to be a mistake because participants lacked commitment to a date for presenting their writing.

A second goal articulated by Rankin was to increase collegiality among faculty of different disciplines. The two goals were both hindered and furthered by the intra-disciplinary nature of the group:

There is an intimacy in sharing writing. It makes you very vulnerable to bring a rough piece of writing, a draft, to a group, and you have to work toward that. When you put a group together, it's important to get people to volunteer to be first, who feel comfortable doing that. . . . I sense that the less confident writers sign up for later because they want to wait until that trust has built up. When the group works, and when they see that they're not being attacked by the other members of the group (we focus on saying something positive before we move into saying the critical things) . . . it's a bonding experience.

The other thing that I think is part of the bonding experience is the sense of just escaping from [one's] department. We can come out of our departments, with all the politics, where we have to live and work regularly, and we come into this thing which is just once a week, and for just two hours, and [we] can leave that stuff behind, get away from all that everydayness. We don't have to deal with the bad stuff together. We don't have to compete with anyone in that group [whereas] within a department, [we are] always feeling a sense of competition. There's none of that in this kind of group. (E. Rankin, personal communication, July 19, 1995)

Seminar III, though Rankin considered it "very positive," was hampered by irregular attendance and the time constraints and tensions generated by the restructuring process at the university:

We'd only get maybe six people there at a time instead of the 10-12 on a regular basis. People had to miss. A couple [of] people disappeared. Others would be in and out irregularly. . . . I think there was a lot of static going on at the university at that time that made it hard for them to focus. Also, just the dynamic--what makes the group click--that you can't account for. . . . [but perhaps] if they could all [have been] there every time, that group might have been able to click too. (E. Rankin, personal communication, July 19, 1995)

Seminar IV

Seminar IV began with a membership of eleven interdisciplinary faculty members led by Rankin. According to Bill Jackson, Assistant Professor of Aerospace Sciences and member of Seminar IV, "Each classmate represented a different department and widely different fields of academic pursuit and interest; however, each came with a desire to improve their personal ability to communicate through writing" (Jackson, 1995, p. 5).

Seminar IV focused only on works in progress due to the amount of time participants wanted to spend on the discussion of the papers presented. "Everybody had to bring one paper--that's one thing I learned," commented Rankin. If there were unclaimed days in the semester, participants could volunteer for open dates if they wanted additional feedback on

a paper. "And people always claimed the blanks!" Rankin asserted. This group declined to disband at the close of the semester and continued to meet every other week on a regular but more informal basis. It became known as "The Writing Seminar That Wouldn't Die."

"There's something about the group that is just a social group, although we still meet to talk about the writing," stated Rankin. "There are [those] who want support for their writing, but who are not doing it as actively as they would like to be doing it. In some ways, the social function of [Seminar IV] has almost overtaken the writing" (E. Rankin, personal communication, July 19, 1995). One of her Seminar members, Roger Schauer, Director of Predoctoral Medical Education and Family Medicine, concurred:

I hope my writing has improved, but that has become a secondary issue. Interdisciplinary networking opportunities, both social and professional, have probably been the most rewarding aspects of the seminar. Focus on positive and constructive feedback has led to changes in my teaching style and my review of student work. Doing collaborative work, reading drafts aloud, and seeking interdisciplinary critique are some of my recommendations to students and colleagues. This seminar has been the most enriching faculty development opportunity I've experienced. (Schauer, 1995, p. 2)

Mary Cutler, Assistant Professor of Theater Arts, agreed:

First and foremost, I enjoy our camaraderie. We are a terribly fun bunch of "mixed" . . . professorial types who are bonded for the betterment of all. . . . After many tests of the "writing waters," I am discovering that this group cares about me and hopes I get my work published because they think my ideas are promising. So that's one way I love this group--for the acceptance and encouragement I find there! (Cutler, 1995, p. 4)

Thomas Steen, Associate Professor of Health, Physical Education, and Recreation, summarized his experience with the group by highlighting the benefits of a diverse group of faculty strongly focused on writing:

It was like nothing else in my faculty experience. First of all, the seminar brought us together: a group of like-minded faculty from all across the campus, at a time when that kind of thing didn't happen much at all. We were from different departments, from very different academic disciplines, and we found ourselves sort of thrown together in the same room to talk, think, critique, debate, and most importantly, to help each other do something we all cared about: write. What I liked about the experience was that it taught me that genuine faculty collegiality could extend beyond my own department and my own disciplinary interests. I suppose you could say it broadened my notion of what it meant to be a "colleague."

Writing is what held the group together—we worked on it, critiqued each other's, and learned how to do it better. And although we certainly ranged pretty far in some of our sessions, writing was at the center of our work together. (Steen, 1995, p. 7)

Rankin was unable to identify positively the source of the cohesion experienced by Seminar IV. The personalities involved and their research interests were very dissimilar, and their bonding was unrelated to common social interests: "No!" said Rankin. "It's not that kind of friendship thing; it's definitely a group! That group dynamic, I don't know how that happens. Some of them tell me that I helped [make] that happen . . . but I don't know exactly how" (E. Rankin, personal communication, July 19, 1995).

Seminar V

Seminar V was conducted by Elizabeth Hampsten, a 30-year member of the English Department faculty and extensively published writer. Hampsten's group of seven faculty met weekly for the first five or six weeks of the fall semester 1993, during which participants each presented a first draft of a paper. They were to present either a second draft or a second paper later in the semester. In addition to helping faculty improve their own writing and get ideas for addressing student work, Hampsten's rationale for structuring the seminar in this manner was to give faculty a sense of how complicated writing is—"the whole psychological, social environment that builds up in a piece of writing"—as well as to develop their expertise in giving and receiving feedback. "I think it takes practice reading other people's work The more you understand how to read somebody else's work, the more you appreciate what somebody can do reading yours," said Hampsten (E. Hampsten, personal communication, September 4, 1995).

Some of Hampsten's Seminar V members "had a considerable problem taking suggestions or really thinking of readers. Some of the more technically predisposed people . . . seemed to have the idea of writing as being rather formulaic, . . . with just one structure, one way [to] do it." As Hampsten attempted to expand their ideas of how to communicate with their readers, she was surprised at the defensiveness shown by some of

the members: "There was one who would get very hostile against other people's papers, and then when it came to his, you couldn't touch him":

I remember taking one [page of a paper] just as an example and rewriting it and then asking the writer, "Is there anything incorrect here?" And he had to say no. The material was all there, but the style was much more accessible--understandable--than what he had done. . . . Some people (not just the technical fields) have some sort of notion about magic or voodoo that if it isn't complicated and obscure, it's not important. If it's clear and you can understand it, it can't be much use. . . . Sure, if it's technical material, you have to have some technical terms, but that doesn't mean the sentences all have to be in the passive voice. It's like a mantra, making the sounds just to be making the sounds. I really don't think they're thinking about readers or how this affects other people. (E. Hampsten, personal communication, September 4, 1995)

Hampsten recalled one Seminar V member who profited significantly from the feedback of other members. On the advice of the Seminar group, she revised a draft of a speech into a publishable paper by reversing the order of her presentation, starting with a description of casework and alluding to the literature review only after she had caught her audience's attention and interest:

She had a real struggle, because in all her graduate work she had just finished, she had been taught pretty much the opposite. . . . The first version of this paper was a boiled over dissertation, and then she worked it as a paper, and I thought it came out pretty well. It was wonderful to see her develop and grow in this experience. . . . That's exactly what I wanted to happen. (E. Hampsten, personal communication, September 4, 1995)

Despite some successes, Seminar V disbanded at mid-term. "It was a bad semester," Hampsten explained, citing "endless meetings in every department" because of university restructuring. "People had a very hard time getting there, and quite a number of them dropped out for all sorts of reasons. . . . I think it did help some people, but it was a very distracting semester," Hampsten concluded. (E. Hampsten, personal communication, September 4, 1995).

Seminars VI - VII

Seminar VI became a second "continuing" group for Rankin. Beginning in Fall 1994, Seminar VI was broadly interdisciplinary. As done formerly, faculty were invited to

nominate themselves for participation by contacting the deans of their colleges, and the remainder of the openings in the Seminar were filled after personal contact by the facilitator. Eleven faculty members participated in the Seminar (Report to the Bush Foundation, 1994, p. 7).

Rankin characterized Seminar VI as having more people who were active, committed, professional writers than Seminar IV (The Writing Seminar That Wouldn't Die) had, with four or five people regularly doing scholarly professional writing and bringing it for group feedback. Others in the group, though less active as professional writers, remained with the Seminar in order to share their feedback with the active writers (E. Rankin, personal communication, July 19, 1995). Rankin continued to meet with members of Seminar VI who were completing writing projects during the summer and fall semesters of 1995.

Some of the Seminar VI members dropped out of attendance during the semester to attend to specialized university assignments, but they planned to rejoin the group later. Four new members joined the remaining members of Seminar VI to form Seminar VII in Spring 1995, a group which Rankin viewed as primarily an extension of Seminar VI. "The four new members were not nominated by the deans," she explained, "but were recruited by existing members" (E. Rankin, personal communication, January 30, 1996).

In an article co-authored by seven Seminar VII participants, the continuing appeal of the Seminar to its members was explained:

Because the structureless nature of our academic lives feels overwhelming at times, many of us joined the faculty writing seminar initially in an effort to manufacture writing deadlines for ourselves. Further, during the formative stages of professional writing projects, it is difficult to imagine readers. . . . Participating in the seminar gives us a real audience. The actual responses of the seminar participants help shape our revisions and bring structure and organization to our work.

We all agree that we have gained much more than deadlines from participation in this writing group. The multifaceted benefits of the seminar far outweigh the necessary time commitment. Of course, learning that our writing styles do not immediately evoke the curiosity of all potential readers can be a blow. But when previously less than enthusiastic publishers or editors compliment our writing style, we realize it has been worthwhile. (Twohey et al., 1995, p. 4)

Seminar VI-VII participants also stressed the impact of the Seminar experience on their classroom instruction (Twohey et al., 1995). They credited their Seminar facilitator with modelling effective group (classroom) leadership through her "comfortable and collegial style" (p. 7). In addition, they reported that receiving peer feedback gave them a better sense of how to critique the written work of their students:

The writing seminar informs everything we do as teachers. We are continually surprised at how many ways there are to read a work. Initially, we tend toward the one and only reading. But in the writing group we watch people from other disciplines analyze the same material from multiple, sometimes competing, but usually peacefully co-existing perspectives. We become more humble about our own perspectives, inevitably improving our relationships with students. Further, in enjoying our time together, we take ourselves and our own work more seriously. (p. 7).

Seminar VIII began in Fall 1995 with a new group of faculty and continued intact into Spring 1996 as Seminar IX. Members of these two Seminars were not included in the present study.

Uniqueness of the UND Faculty Writing Seminar

Over the course of time, the explicit purposes of the Seminar described in the 1990

Proposal to the Bush Foundation were narrowed to read as follows:

Faculty continue to have an opportunity to gather regularly over the course of a semester to work on their own writing. The goal for the seminar is to help each participant develop one publishable piece of writing. Faculty also are encouraged to draw analogies between their own writing and that of their students. (UND Writing Across the Curriculum 1994-1996 brochure)

Nevertheless, the UND Faculty Writing Seminar maintained its original dual focus which included both promoting faculty writing and impacting the quality of student writing. The articulation of this dual focus set the UND Faculty Writing Seminar apart from other models previously described.

In summary, the unique format of the UND Faculty Writing Seminar, with its emphasis on the skills of modeling, articulating, and encouraging good writing among faculty peers, was designed help faculty develop a greater sense of collegiality, of shared

purpose, and of enthusiasm and vitality for meeting the demands of the professoriate, including scholarly publication. It also may help faculty acquire an effective means of student-faculty communication regarding written assignments and learning objectives. Whether or not the UND Faculty Writing Seminar accomplished its purposes was the focus of the present study. In the next chapter, the methodology of the study is described.

CHAPTER THREE

METHODOLOGY

The purpose of this study was to examine the University of North Dakota Faculty Writing Seminar within the context of faculty development literature to determine the overall effectiveness of the Seminar as a means of promoting scholarly activity, facilitating instructional improvement, and enhancing collegial relationships. A secondary purpose of the study was to determine how well the Seminar met its goal of helping each participant (a) to develop one publishable piece of writing and (b) to draw analogies between his or her own writing and that of students.

The following research questions guided this study:

1. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the participants?
2. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?
3. How has the Faculty Writing Seminar contributed to classroom instruction?
4. How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?

Because this study depended on the use of human subjects, the study design was submitted to the Institutional Review Board of the University of North Dakota (UND) for approval. After approval was granted, participants of the Faculty Writing Seminar were surveyed through written questionnaires and focus group interviews to determine their perceptions regarding the efficacy of the Seminar for their personal and professional development. The researcher interviewed Seminar group leaders (facilitators) individually.

Prior to beginning the data collection, the researcher participated in one semester of the Faculty Writing Seminar, reviewing manuscripts submitted by the other members and presenting her own manuscript for review by the group. The purposes of participating were to learn about the process used in one Seminar and to experience group feedback. In requesting permission to participate in the Seminar, the researcher explained to the group that, subsequent to her participation, she would begin data collection regarding all the Seminars for her doctoral dissertation as well as for the evaluation of the Seminar project for the Writing Across the Curriculum program. She assured the members that she would not be collecting and recording data formally while attending the Seminar but would be using the experience to sharpen her own writing and observational skills. After discussing the possibility of her attendance, the group informed the researcher that they would welcome her participation.

To gain needed background information about the Faculty Writing Seminar, the researcher gathered historical data from planning documents, minutes of committee meetings, task force reports, newsletters, and grant proposals. The researcher also sought background information through interviews with selected deans, program directors, evaluators, and advisory committee members.

The purpose of this chapter is to describe the participants for the study and the quantitative and qualitative research methods employed. The design and development of the survey instrument are described, as well as the methods used for collecting and analyzing the quantitative data. The qualitative research procedures, including the focus group and structured interviews, are also described.

Participants in the Study

The quantitative portion of this study was conducted by means of a survey of the study participants. Survey research, using a predetermined questionnaire with primarily closed-ended response choices, is considered to be an economical, systematic method of

data collection (Borg & Gall, 1983), which yields quantifiable data in a reasonably short period of time from a large number of participants. As the initial step in this study, a questionnaire designed by the researcher was employed to obtain self-reports by Faculty Writing Seminar participants regarding their publication records pre-Seminar and post-Seminar and their attitudes toward scholarly writing and the efficacy of the Faculty Writing Seminar as a means of increasing interest in scholarly writing, scholarly writing productivity, and instructional effectiveness in the classroom. Participants' perceptions of their writing habits, work loads, support networks, and productivity pressures were also solicited.

All Faculty Writing Seminar participants who remained on the UND faculty in 1995 and were present on campus when data were collected for the study were surveyed. The 48 study participants were from the list provided by the Writing Across the Curriculum program director of the 59 Faculty Writing Seminar participants (see Appendix B) from fall 1992 through spring 1995. The 59 Seminar participants were the population for this study. Of these 59 participants, eight had left the campus for other employment or retirement before the study began, and three were away from campus on developmental leave at the time of the study. The remaining 48 faculty participants who were present on campus at the time of the study became the sample for the study, allowing the findings to generalize to future UND Seminar participants.

Design of the Questionnaire

The questionnaire (see Appendix C) was designed by the researcher to answer the specific research questions guiding the study. Based on the research design of Robert Boice (1992), who has conducted extensive studies of writing as a means of faculty development, the questionnaire was first presented to Dr. Carla Hess, interim internal evaluator of the WAC program at UND, to ensure that it met her needs for program evaluation. After minor revisions, the questionnaire was piloted in May 1995 with five

faculty members, each representing one of the five years of the Faculty Writing Seminar's existence. The questions then were clarified and refined, and the final version of the survey was approved by the researcher's committee and the UND Institutional Review Board.

The questionnaire was comprised of specific items to be rated, counted, or checked. Additional comments regarding each section were also solicited. The questionnaire contained the following elements:

- a four-point Likert scale ("Not at all" to "Highly") of the degree to which the participant perceived various attitudes and behaviors about scholarly activity, instructional effectiveness, and collegial relationships applied to himself or herself before and after participation in the Seminar.
- a numerical report of the scholarly works which the participant had submitted or published during the academic year prior to participation in the Seminar as well as plans for scholarly submissions or publications during the 1995-96 academic year.
- a Likert scale ("Not at all" to "Highly") of the degree to which the participant perceived the Faculty Writing Seminar contributed to his or her interest in scholarly activity, scholarly productivity, and instructional effectiveness.
- a report of the participant's involvement in writing support groups other than the Faculty Writing Seminar.
- open-ended requests for the participant's opinions of the most valuable aspect of the Seminar, ways in which participation in the Faculty Writing Seminar impacted his or her students' writing, and changes or additions to make the Seminar more helpful to faculty.

Collection of Quantitative Data

Quantitative data were collected from June through September 1995. The questionnaire, accompanied by (a) a cover letter describing the purpose of the study and instructing the recipient to return the questionnaire to the researcher and (b) an identification

card eliciting demographic information about the participant, was distributed to summer session faculty by intra-campus mail in June 1995. Summer session faculty who had not returned the questionnaires by July 1, 1995, were contacted by voice mail. Questionnaires were distributed during the first week of September to faculty returning for the fall semester. Follow-up calls were made and/or letters were sent to those faculty who had not returned the questionnaires to the researcher by September 15. By October 1, 1995, 47 of the 48 available faculty had returned their questionnaires. An additional phone call and a duplicate copy of the questionnaire failed to elicit a response from the one remaining Seminar participant. No further attempts were made. A letter of appreciation was sent to each of the respondents. Copies of correspondence with survey participants are in Appendix D.

Analysis of Quantitative Data

Based on evidence from the scholarly literature on faculty development that differences may exist in the needs and preferences for certain types of professional development activities among various groupings of university faculty, the researcher analyzed the data according to the sample as a whole as well as by cohorts. The responses of the total sample were broken into cohorts of male and female, junior faculty and senior faculty, and technical-scientific faculty and social-humanistic faculty. Responses of males ($n = 23$) were compared to responses of females ($n = 24$); responses of junior faculty ($n = 23$) were compared to responses of senior faculty ($n = 24$); and responses of faculty from technical-scientific oriented disciplines ($n = 22$) were compared to responses of faculty from social-humanistic oriented disciplines ($n = 25$). Responses related to pre-Seminar scholarly behavior, attitudes, and productivity were compared to responses related to post-Seminar scholarly behavior, attitudes, and predicted productivity.

The rationale for designating faculty disciplines as "technical-scientific" or "social-humanistic" was two-fold. First, the research of Armour, Fuhrmann, and Wergin (1990)

indicated a difference in the value placed on research activities by social and natural scientists compared to the value placed on research activities by humanities and other professionals. They also found differences in behaviors and attitudes toward teaching and collegial interactions. These variations in value systems suggested that a parallel difference might be expected in research productivity, attitudes toward teaching, and patterns of collegiality among faculty in different disciplines. However, presenting the data for each of the disciplines individually would have compromised the anonymity of the participants due to the small, sometimes singular, number of study participants in each discipline. Thus, a theoretical base was sought for combining the disciplines into two categories for analysis. The Map of College Majors (1985), a two-dimensional classification system developed by the American College Testing Program, categorized college majors as featuring "things-related" or "people-related" activities. Therefore, the Map of College Majors appeared to be an appropriate method of grouping the participants. The Map of College Majors is depicted in Figure 1.

Twenty-two UND disciplines were categorized as technical-scientific, and 25 UND disciplines were categorized as social-humanistic. "Occupational Therapy" and "Family and Consumer Science" (not listed on the Map of College Majors) were included with technical-scientific disciplines. "Nursing Professionalism and Practice," located near the borderline between the two categories on the Map of College Majors, was included in the technical-scientific category with other medicine-related disciplines. "Marketing," also located near the borderline between the two categories, was included in the technical-scientific category with other College of Business and Public Administration disciplines.

The survey data were run on the IBM ES9000-320 mainframe at the University of North Dakota using the Statistical Package for the Social Sciences (SPSS-X) software. Frequencies, percentages, means, and standard deviations were calculated for all levels of data. Paired t-tests were used to analyze interval data for the total sample pre-Seminar and

Map of College Majors
(1985 Revision)

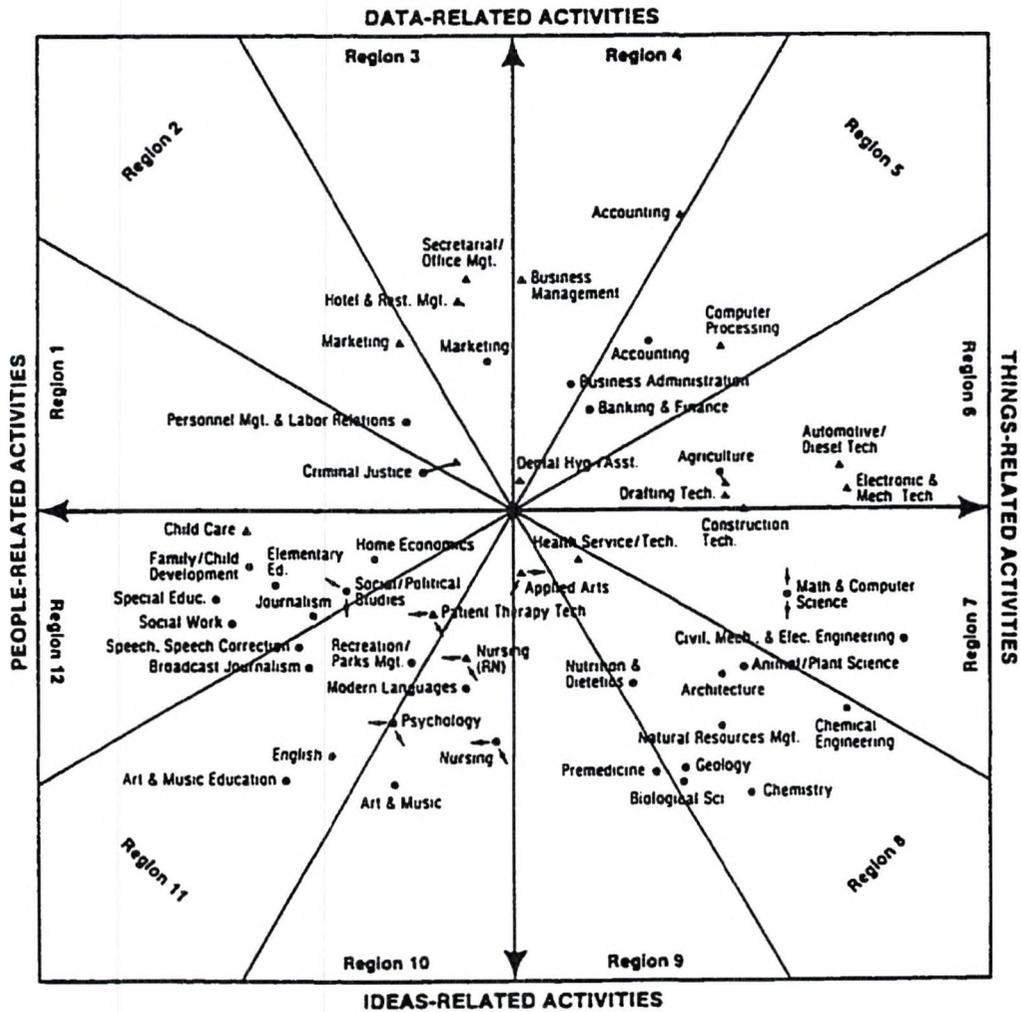


Figure 1. Map of College Majors depicting academic disciplines arranged horizontally by their orientation toward "people-related" activities (left side of figure) and "things-related" activities (right side of figure). From American College Testing Program, 1985, Iowa City, IA: American College Testing Program. Copyright 1985 by American College Testing Program. Used with permission.

post-Seminar. The SPSS-X program Oneway was used to analyze differences on interval data between cohorts on pre-Seminar and post-Seminar variables. An alpha of .05 was defined as the level at which the results could be considered significant.

Frequencies and percentages were calculated for the questions regarding motivations for scholarly writing and perceptions of desirable types of scholarly writing support. Selections were rank ordered according to the frequency of responses of the total sample as well as for frequency of responses of each of the cohort groups.

Qualitative Research

In addition to quantitative research, several qualitative research methods were employed in this study. The purpose of using both quantitative and qualitative research methods was to triangulate the data, thus "increasing the probability that the findings and interpretations will be found credible" (Lincoln & Guba, 1985, p. 305). According to Salvin (1992), "The two methods together provide triangulation of research methods, in which the findings of each enriches and informs the other" (p. 72).

Triangulation can be accomplished by using different sources of data and different methods of data collection (Lincoln & Guba, 1985; Miles & Huberman, 1984). In this study, the different sources of data included Faculty Writing Seminar participants and Seminar facilitators. The different methods of data collection included surveying the Faculty Writing Seminar participants, holding structured interviews with Seminar facilitators, conducting focus group interviews with Seminar participants, and gathering published articles written by Seminar participants and facilitators about the Seminar experience.

The qualitative investigation in this study focused on the perceptions of the Faculty Writing Seminar faculty participants and group facilitators regarding three aspects of the Faculty Writing Seminar activity: the process, the outcomes, and the impact on instruction, publication, and the development of collegial relationships within the university

community. The qualitative research, as Berg (1995) predicted, provided a means of accessing "unquantifiable facts" about the subjects of the research and helped the researcher learn how the subjects made sense of their experience "through symbols, rituals, social structures, social roles, and so forth" (p. 7).

Collection of Qualitative Data

Qualitative data were collected from July through November 1995 and in January and February 1996. The primary means of collecting qualitative data were focus group interviews with Seminar participants and structured interviews with Seminar facilitators. Copies of correspondence with focus group participants are in Appendix E.

Focus groups. As described by Krueger (1994), focus groups are a special type of structured group interview, composed of four to twelve participants who share certain characteristics common to the topic being investigated. They "allow for group interaction and greater insight into why certain opinions are held" (p. 3) and provide a means of evaluating existing programs as well as improving the planning and designing of new programs. Focus groups are designed "to obtain perceptions on a defined area of interest in a permissive, nonthreatening environment. [In this setting, participants] influence each other by responding to ideas and comments in the discussion" (Krueger 1994, p. 6). In the present study, the shared characteristics of the participants were (a) full-time faculty status at the University of North Dakota and (b) voluntary participation in a Faculty Writing Seminar designed to help participants reach a similar goal (publication of an article).

Focus group guide questions (see Appendix F) were piloted during May 1995 in a graduate student writing seminar patterned after the Faculty Writing Seminar. The questions were revised on the basis of group recommendations.

For the purposes of this study, two focus groups were scheduled during the fall semester 1995 with representative samples of Faculty Writing Seminar participants who were available for interview. Two additional focus groups were conducted in January and

February 1996 to pursue issues raised by the survey data as well as the previous focus group interviews. Males and females were selected for each group in proportion to the total number of available participants.

Focus Group A was held in October 1995. From a random list of each Seminar's participants, the first male and the first female junior faculty participants were invited by telephone to attend the focus group session. Calls to the next person on the list continued until eight faculty members, four male and four female, agreed to participate and gave permission for the session to be tape recorded. Anonymity was guaranteed. Each participant was sent a follow-up letter confirming the time and location of the focus group. The night before the session, each one was reminded on university voice mail of the time and location of the upcoming session. Two faculty members, one male and one female, attended. A light lunch was provided.

Focus Group B was to consist of all available members of "The Writing Seminar That Wouldn't Die," a Seminar group formed in the spring of 1993. This group chose to remain together following the close of their first Seminar experience, continuing their collegial writing support without sponsorship or assistance from the University Writing Program. Apart from their identification as members of that particular Seminar, participants were promised anonymity. The focus group was scheduled for one of the regular November meeting times of the Seminar. One member who anticipated not being able to attend was interviewed individually in advance, using the same interview questions. Three faculty attended the group interview. Lunch was provided.

Focus Group C and Focus Group D consisted of both junior and senior faculty across all seven Seminars. Both focus groups were held in February 1996. Participants were selected at random from each of the Seminars, with an effort to achieve a near balance of male and female participants. After receiving participants' verbal agreement to attend, the researcher sent each participant a letter detailing time and location of the session, as well

as the guarantee of anonymity and the plan to tape record the session to guarantee accurate verbatim transcription. The night before each of the sessions, the participants were contacted on university voice mail and reminded of the time and location. Three faculty members (two senior and one junior) attended Focus Group C, and two faculty members (one senior and one junior) attended Focus Group D. Lunch was provided to both groups.

One other focus group was attempted. It was scheduled to consist of all the members of a second ongoing Seminar group (Seminar VI). Each participant had agreed to the terms of tape recording of the session and anonymity of responses. The session was to take place during the second half of the two-hour regular meeting of the group, but members were so engrossed in providing feedback to one another regarding presented works that too little time remained to conduct the focus group. Difficulties arose with rescheduling because of the Thanksgiving vacation and the approaching end of the semester, so this focus group interview did not take place.

The total number of participants in the focus group interviews and the one individual interview was 12. Only Seminar III was not represented in any of the interviews.

Structured interviews. In addition to focus group interviews with Faculty Writing Seminar participants, structured interviews were conducted with the three facilitators of the Faculty Writing Seminars, Elizabeth Rankin (July 19, 1995), Kathleen Dixon (August 3, 1995), and Elizabeth Hampsten (September 4, 1995). The questions were devised by the researcher in cooperation with the program evaluator, Carla Hess, to learn about the group facilitators' experiences with the Faculty Writing Seminar, the number of Seminars each had conducted, the structure and format of their sessions, their attention to issues of gender and voice, their reasons for conducting the Seminar, their perceptions of the participants' growth as writers, and their suggestions for changes in the Seminar. The interviews lasted 60-90 minutes and were tape recorded with the permission of the participants. A copy of

the guide questions for the structured interview with Seminar facilitators is provided in Appendix G.

Analysis of Qualitative Data

Analysis of data collected during the focus groups and structured interviews was by tape-based, inductive analysis. Tape-based analysis "involves careful listening to the tape and the preparation of an abridged transcript" (Krueger, 1994, p. 143). After completing the transcriptions, the researcher coded the data, sorted the data into coding categories, and summarized emergent themes.

In addition to focus group data, the written comments on the questionnaire provided some qualitative data. Comments were coded by major themes and entered into an IBM computer using WordPerfect 5.1. The software program Ethnograph was used to analyze the data and prepare a printout organized by thematic codes. The frequency of responses related to each theme was noted and compared.

In summary, both quantitative and qualitative methods were used in this study to increase the credibility of the data and their interpretation. Miles and Huberman (1984) observed that if one deliberately or "self-consciously" sets out "to collect and double-check findings, using multiple sources and modes of evidence, the verification process will largely be built into the data-gathering process, and little more need be done than to report on one's procedures" (p. 235). The data thus gathered are presented in Chapter Four.

CHAPTER IV

PRESENTATION OF THE DATA

The purpose of this study was to examine the University of North Dakota Faculty Writing Seminar within the context of faculty development literature to determine the overall effectiveness of the Seminar as a means of promoting scholarly activity, facilitating instructional improvement, and enhancing collegial relationships. A secondary purpose of the study was to determine how well the Seminar met its goal of helping each participant (a) to develop one publishable piece of writing and (b) to draw analogies between his or her own writing and that of students.

The purpose of this chapter is to present the data collected to answer the four research questions of the study:

1. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the participants?
2. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?
3. How has the Faculty Writing Seminar contributed to classroom instruction?
4. How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?

Data were gathered by means of questionnaires sent to Faculty Writing Seminar participants, focus group interviews of Seminar participants, and structured interviews with the three Seminar facilitators. Additional data were collected from university newsletters, evaluation reports to the funding agency, and other published articles about the Seminar.

Questionnaires were sent to the 48 Faculty Writing Seminar participants who were on the faculty of the University of North Dakota and were present on campus at the time of the study. Forty-seven of the 48 Seminar participants completed the questionnaire for a response rate of 98%. The total number of participants in the focus group interviews was 12 and included representatives of all Seminars except Seminar III. Focus Group A consisted of junior faculty participants. Focus Group B consisted of members of "The Writing Seminar That Wouldn't Die." Focus Groups C and D consisted of a mix of junior and senior faculty. The three Seminar facilitators were interviewed individually using a structured interview format.

The chapter is divided into three major sections. In the first section, the demographics of the study participants are presented. In the second section, data relevant to each of the research questions are presented. For each of the questions, data are tabulated by frequencies and percentages of the entire sample pre-Seminar and post-Seminar. Data are also presented in cohorts by gender, by junior or senior faculty standing, and by the technical-scientific or social-humanistic orientation of their respective disciplines. Results of statistical tests for significance appropriate to the level of data are presented. To provide added depth to the responses, data gathered from focus groups and structured interviews are also presented in this section. Other data of interest are presented in the third section.

Demographics of the Study Participants

Participants in the study represented nine of the colleges of the University of North Dakota (UND). There were 13 survey respondents from the College for Human Resources Development, 8 from the College of Fine Arts and Communication, 7 from the College of Arts and Sciences, 4 from the School of Medicine, 4 from the Center for Teaching and Learning, 4 from the College of Business and Public Administration, 3 from the Center for Aerospace Sciences, 2 from the College of Nursing, and 2 from the School of Engineering

and Mines. Faculty from the School of Law did not participate in the Faculty Writing Seminar and, therefore, were not represented in the study. Twenty-three junior faculty (fewer than 7 years on the UND faculty) and 24 senior faculty (7 or more years on the UND faculty) completed the questionnaire. Twenty-three males and 24 females responded to the survey. The mean number of years that participants had been engaged in teaching at the postsecondary level was 11.3 with a range of 1-30 years. The mean number of years that participants had been on the faculty of the University of North Dakota was 8.8 with a range of 1-23 years.

Data in Table 1 depict the academic rank by gender of participants at the time of their first participation in the Seminar and at the time of the study. Because throughout this chapter, all percentages are rounded to the nearest whole number, total percentages may not equal 100. Also, because not all participants answered every question, the "n" will vary throughout the chapter.

At the time of participation in the Seminar, 4 respondents held the rank of Instructor, 30 respondents held the rank of Assistant Professor, 11 respondents held the rank of Associate Professor, and 1 respondent held the rank of Full Professor. One respondent did not answer the question of rank at the time of the Seminar. At the time of the study, 1 respondent held the rank of Instructor, 24 respondents held the rank of Assistant Professor, 19 respondents held the rank of Associate Professor, and 3 respondents held the rank of Full Professor.

For purposes of data analysis, faculty were divided into two groups according to the technical-scientific or the social-humanistic orientation of the disciplines in which they were engaged. Disciplines included in the technical-scientific (Technical) category were Accounting and Business Law, Aerospace, Atmospheric Sciences, Chemistry, Computer Science, Economics, Electrical Engineering, Family and Consumer Science, Geography, Geology and Geological Engineering, Industrial Technology, Marketing, Medical

Table 1

Seminar Participants by Gender and Academic Rank

Rank at time of first Seminar participation	Total participants		Gender	
	<i>n</i>	%	Male (<i>n</i>)	Female (<i>n</i>)
Total	47	100	23	24
Instructor	4	9	0	4
Assistant Professor	30	65	16	14
Associate Professor	11	24	6	5
Full Professor	1	2	0	1
missing cases	1	-	1	0

Rank at time of study	<i>n</i>	%	Male (<i>n</i>)	Female (<i>n</i>)
Total	47	99	23	24
Instructor	1	2	0	1
Assistant Professor	24	51	9	15
Associate Professor	19	40	12	7
Full Professor	3	6	2	1

Education, Nursing Professionalism and Practice, Occupational Therapy, Pathology, and Physical Therapy. Disciplines included in the social-humanistic (Social) category included Anthropology, Communication, Counseling, Elementary Education, English, Health/Physical Education/Recreation, History, Humanities and Integrated Studies, Languages, Music, Secondary Education, Social Work, Sociology, Special Education, and Theater Arts.

Data in Table 2 depict the gender and junior/senior faculty standing of members of each category. The data indicate that males and females were represented nearly equally in each of the discipline categories. However, the technical-scientific category consisted primarily of senior faculty (64%; $n = 14$), whereas the social-humanistic category consisted primarily of junior faculty (56%; $n = 14$). The senior technical-scientific

faculty were primarily female (35% male; 64% female), whereas males and females were nearly equally represented among senior social-humanistic faculty (45% male; 55% female).

Table 2

Technical-Scientific and Social-Humanistic Categories of Faculty Writing Seminar Participants by Gender and Junior/Senior Faculty Standing

Category	Males (M)		Females (F)		Junior (J)		Senior (S)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Technical (<i>n</i> = 22)	11	50	11	50	8	36	14	64
	(6J; 5S)		(2J; 9S)		(6M; 2F)		(5M; 9F)	
Social (<i>n</i> = 25)	12	48	13	52	14	56	11	44
	(7J; 5S)		(7J; 6S)		(7M; 7F)		(5M; 6F)	
Total (<i>n</i> = 47)	23		24		22		25	

Note. Faculty standing refers to the number of years the faculty member had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

Data in Table 3 depict the tenure status of participants by gender pre-Seminar and post-Seminar. Data are presented by frequencies and percentages.

At the time of participation in the Seminar, 30% of the subjects (*n* = 14) were tenured. At the time of the study, 45% of the subjects (*n* = 21) were tenured. Prior to the Seminar, nearly twice as many females as males were tenured. Following the Seminar, the number of tenured males and females was nearly equal.

Table 3

Tenure Status of Seminar Participants by Gender Pre-Seminar and Post-Seminar

Gender	n	Pre-Seminar				Post-Seminar			
		Non-Tenured		Tenured		Non-Tenured		Tenured	
		n	%	n	%	n	%	n	%
Total Sample	47	33	70	14	30	26	55	21	45
Male	23	18	78	5	22	12	52	11	48
Female	24	15	63	9	38	14	58	10	42

Research Questions

The research questions were answered on the basis of responses to the Faculty Writing Seminar Participant Questionnaire, focus group interviews, structured interviews with Seminar facilitators, and artifacts such as university newsletters and reports, as well as publications by Seminar participants and facilitators descriptive of their Faculty Writing Seminar experiences. The data are presented in both tabular and narrative form.

Research Question 1: How has the Faculty Writing Seminar contributed to faculty scholarly activity?

The responses to the Faculty Writing Seminar Participant Questionnaire provide a quantifiable overview of faculty perceptions of the efficacy of the Faculty Writing Seminar. In this section, data regarding the scholarly writing productivity levels of the faculty are presented. Mean scores were determined for each of the pre-Seminar and post-Seminar measures of productivity reported in the questionnaire (manuscripts in progress, submissions to refereed and non-refereed journals, publications in refereed and non-refereed journals, books or book chapters contracted, grant proposals prepared, and

conference presentations made). Levels of significance in the differences between pre-Seminar and post-Seminar productivity rates are reported for the sample as a whole as well as for each of the cohorts.

In addition, perceptions of the faculty participants about the effect of the Faculty Writing Seminar on their research productivity are presented. Data are organized around the themes of scholarly writing productivity spurred by the Seminar, as well as behavioral and attitudinal changes related to scholarly productivity impacted by participation in the Seminar. Mean responses are tabulated, and the results are supplemented by verbatim comments from the participants.

Perceptions of Seminar Impact on Scholarly Productivity

The actual rates of scholarly productivity by the faculty during the academic year prior to their participation in the Faculty Writing Seminar (pre-Seminar) were compared with anticipated scholarly productivity rates for 1995-96 (post-Seminar). Data in Table 4 depict the pre-Seminar and post-Seminar productivity rates of the total sample and for each of the cohorts. Paired *t*-tests were used to determine the significance between pre-Seminar and post-Seminar ratings. The range of scholarly products was 0 to 9 with "9" representing 9 or more products.

There were significant differences in two measures of scholarly productivity pre-Seminar to post-Seminar for the sample as a whole. There was a significant increase in the anticipated mean number of manuscripts to be submitted to refereed journals during the 1995-96 academic year ($p < .01$) compared to the actual mean number of manuscripts submitted to refereed journals pre-Seminar. There was a significant increase in the anticipated mean number of book contracts to be awarded during the 1995-96 academic year ($p < .05$) compared to the actual mean number of book contracts awarded pre-Seminar. There were no other significant differences in scholarly productivity measures pre-Seminar to post-Seminar for the sample as a whole.

Table 4

Pre-Seminar and Post-Seminar Mean Ratings of Scholarly Productivity Measures

Measure	Mean Number of Activities During Year Pre-Seminar	SD	Mean Number of Activities Anticipated in 1995-96	SD	t	df	p
Manuscripts in Progress Pre-Seminar / Post-Seminar (1995-96)							
Total	1.5	1.1	1.7	1.2	1.28	46	.207
Male	1.5	1.0	1.8	1.1	-1.58	22	.129
Female	1.5	1.1	1.6	1.3	-.54	23	.597
Junior	1.7	1.1	2.2	1.1	-1.69	22	.106
Senior	1.3	.9	1.3	1.2	-.16	23	.873
Technical	1.1	.8	1.6	1.1	-1.94	21	.066
Social	1.8	1.2	1.8	1.3	-.15	24	.885
Manuscripts Submitted to Refereed Journals Pre-Seminar / Post-Seminar (1995-96)							
Total	.9	1.5	1.6	1.1	2.77	46	.008**
Male	1.0	1.9	1.7	1.1	-1.46	22	.157
Female	.8	1.0	1.5	1.1	-2.70	23	.013*
Junior	.8	.9	2.0	1.1	-4.70	22	<.001***
Senior	1.0	1.9	1.2	.9	-.33	23	.743
Technical	1.0	1.9	1.3	.8	-.79	21	.438
Social	.8	1.0	1.8	1.2	-3.46	24	.002**

Table 4 (continued)

Measure	Mean Pre-Seminar	SD	Mean 1995-96	SD	<i>t</i>	<i>df</i>	<i>p</i>
Manuscripts Published in Refereed Journals Pre-Seminar / Post-Seminar (1995-96)							
Total	.8	1.7	.8	1.0	.30	45	.769
Male	1.2	2.2	1.8	1.2	.00	21	1.000
Female	.4	.8	.5	.7	-.72	23	.479
Junior	.7	1.4	1.2	.1	-1.91	22	.069
Senior	.8	2.0	.4	.7	1.00	22	.328
Technical	.8	2.0	.8	.9	.00	21	1.000
Social	.8	1.4	.9	1.2	-.53	23	.601
Articles Submitted to Non-Refereed Journals Pre-Seminar / Post-Seminar (1995-96)							
Total	.4	.7	.7	.2	-1.68	46	.100
Male	.5	.9	.5	.7	.00	22	1.000
Female	.3	.5	.9	1.5	-1.90	23	.070
Junior	.4	.8	.6	1.2	-.64	22	.528
Senior	.3	.6	.8	1.2	-1.70	23	.102
Technical	.4	.7	.9	1.4	-1.44	21	.164
Social	.4	.8	.5	.8	-.85	24	.405
Articles Published in Non-Refereed Journals Pre-Seminar / Post-Seminar (1995-96)							
Total	.4	.8	.5	.9	.68	46	.498
Male	.6	1.0	.6	.8	.00	22	1.000
Female	.2	.5	.4	1.1	-.87	23	.396
Junior	.5	1.0	.7	1.2	-.74	22	.468
Senior	.3	.5	.3	.5	.00	23	1.000
Technical	.3	.6	.5	1.1	-.68	21	.505
Social	.4	.9	.4	.7	-.23	24	.824

Table 4 (continued)

Measure	Mean Pre-Seminar	SD	Mean 1995-96	SD	<i>t</i>	<i>df</i>	<i>p</i>
Book Chapters Accepted For Publication Pre-Seminar / Post-Seminar (1995-96)							
Total	.1	.5	.2	.6	1.14	46	.261
Male	.0	.0	.1	.3	-1.45	22	.162
Female	.2	.6	.2	.7	-.57	23	.575
Junior	.0	.2	.1	.5	-.44	22	.665
Senior	.1	.6	.2	.7	-1.45	23	.162
Technical	.1	.6	.2	.7	-1.00	21	.329
Social	.0	.2	.1	.4	-.81	24	.425
Book Contracts Awarded Pre-Seminar / Post-Seminar (1995-96)							
Total	.0	.2	.1	.3	2.07	46	.044*
Male	.0	.0	.1	.3	-1.45	22	.162
Female	.0	.2	.1	.3	-1.45	23	.162
Junior	.0	.0	.1	.3	-1.45	22	.162
Senior	.0	.2	.1	.3	-1.45	23	.162
Technical	.1	.2	.1	.2	.00	21	1.000
Social	.0	.0	.2	.4	-2.14	24	.043*
Grant Proposals Submitted Pre-Seminar / Post-Seminar (1995-96)							
Total	.9	1.1	.8	.8	.35	46	.726
Male	.9	1.2	1.0	.9	-.30	22	.765
Female	.8	1.0	.6	.8	.93	23	.364
Junior	.7	1.2	.8	.8	-.32	22	.753
Senior	1.0	1.0	.8	.9	.87	23	.396
Technical	.8	1.1	1.0	.9	-.48	21	.329
Social	.9	1.2	.6	.8	1.03	24	.313

Table 4 (continued)

Measure	Mean Pre-Seminar	SD	Mean 1995-96	SD	<i>t</i>	<i>df</i>	<i>p</i>
Conference Presentations Pre-Seminar / Post-Seminar (1995-96)							
Total	2.5	2.5	2.2	2.0	.95	46	.349
Male	2.5	2.7	2.1	1.7	.68	22	.502
Female	2.5	2.4	2.2	2.3	.65	23	.524
Junior	2.6	3.0	2.5	2.2	.17	22	.864
Senior	2.3	2.0	1.8	1.8	1.28	23	.213
Technical	2.6	2.7	2.1	2.4	.97	21	.341
Social	2.3	2.4	2.2	1.6	.31	24	.760

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Among the cohort groups, there was a significant increase for female ($p < .05$), junior ($p < .001$), and social-humanistic faculty participants ($p < .01$) in the anticipated mean number of manuscripts to be submitted to refereed journals during 1995-96 academic year compared to the actual mean number of manuscripts submitted to refereed journals pre-Seminar. There was a significant increase for social-humanistic faculty participants ($p < .05$) in the anticipated mean number of book contracts to be awarded during the 1995-96 academic year compared to the actual mean number of book contracts awarded pre-Seminar. There were no other significant differences in scholarly productivity measures pre-Seminar to post-Seminar for other cohort groups.

Productivity differences between cohorts. To further define the differences in scholarly productivity of the sample population, oneway analyses of variance were used to analyze the productivity data for each of the cohorts pre-Seminar and post-Seminar. Data in Table 5 depict the variance between male and female faculty. Data in Table 6 depict the variance between junior and senior faculty. Data in Table 7 depict the variance between technical-scientific (Technical) and social-humanistic (Social) disciplines. Pre-Seminar means are the average number of activities actually accomplished; post-Seminar means are the average number of activities anticipated during the 1995-96 academic year.

There was a significant difference between male and female faculty in the anticipated mean number of manuscripts to be published in refereed journals during the 1995-96 academic year ($p < .05$). Male faculty anticipated having significantly more manuscripts published in refereed journals post-Seminar than did female faculty. There were no other significant differences in productivity rates between male and female faculty pre-Seminar and post-Seminar.

There was a significant difference between junior and senior faculty in the anticipated mean number of manuscripts in progress during the 1995-96 academic year ($p < .01$). Junior faculty anticipated having significantly more manuscripts in progress post-Seminar

Table 5

Differences Between Genders on Pre-Seminar and Post-Seminar Measures of Scholarly Productivity
(Range=0-9).

Productivity Measure	Gender	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>Manuscripts in Progress</i>							
	Male	23	1.5	.0411	23	1.8	.3291
	Female	24	1.5		24	1.6	
<i>Manuscripts Submitted to Refereed Journals</i>							
	Male	23	1.0	.3256	23	1.7	.1214
	Female	24	.8		24	1.5	
<i>Manuscripts Submitted to Non-Refereed Journals</i>							
	Male	23	.5	1.7549	23	.5	1.0926
	Female	24	.3		24	.9	
<i>Articles Published in Refereed Journals</i>							
	Male	23	1.2	2.8849	22	1.2	5.6886*
	Female	24	.4		24	.5	
<i>Articles Published in Non-Refereed Journals</i>							
	Male	23	.6	3.3599	23	.6	.4869
	Female	24	.2		24	.4	
<i>Book Chapters Accepted for Publication</i>							
	Male	23	.0	1.5729	23	.1	.5649
	Female	24	.2		24	.2	
<i>Book Contracts Awarded</i>							
	Male	23	.0	.9574	23	.1	.1718
	Female	24	.0		24	.1	
<i>Grant Proposals Submitted</i>							
	Male	23	.9	.0124	23	1.0	1.8994
	Female	24	.8		24	.6	
<i>Conference Presentations Made</i>							
	Male	23	2.5	.0007	23	2.1	.0176
	Female	24	2.5		24	2.2	

**p* < .05

Table 6

Differences Between Junior and Senior Faculty on Pre-Seminar and Post-Seminar Measures of Scholarly Productivity (Range=0-9).

Productivity Measure	Faculty Standing	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>Manuscripts in Progress</i>	Junior	23	1.7	2.5840	23	2.2	7.3116**
	Senior	24	1.3		24	1.3	
<i>Manuscripts Submitted to Refereed Journals</i>	Junior	23	.8	.3448	23	2.0	9.0293**
	Senior	24	1.0		24	1.2	
<i>Manuscripts Submitted to Non-Refereed Journals</i>	Junior	23	.4	.2366	23	.6	.2880
	Senior	24	.3		24	.8	
<i>Articles Published in Refereed Journals</i>	Junior	23	.7	.0117	23	1.2	7.8330**
	Senior	24	.8		23	.4	
<i>Articles Published in Non-Refereed Journals</i>	Junior	23	.5	1.0495	23	.7	2.8088
	Senior	24	.3		24	.3	
<i>Book Chapters Accepted for Publication</i>	Junior	23	.0	.3666	23	.1	.5649
	Senior	24	.1		24	.2	
<i>Book Contracts Awarded</i>	Junior	23	.0	.9574	23	.1	.1718
	Senior	24	.0		24	.1	
<i>Grant Proposals Submitted</i>	Junior	23	.7	.4584	23	.8	.0962
	Senior	24	1.0		24	.8	
<i>Conference Presentations Made</i>	Junior	23	2.6	.1397	23	2.5	1.4145
	Senior	24	2.3		24	1.8	

Note. Faculty standing refers to the number of years the faculty member had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. ** $p < .01$

Table 7

Differences Between Technical-Scientific and Social-Humanistic Disciplines on Pre-Seminar and Post-Seminar Measures of Scholarly Productivity.

Productivity Measure	Discipline	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>Manuscripts in Progress</i>							
	Technical	22	1.1	4.9778*	22	1.6	.5052
	Social	25	1.8		25	1.8	
<i>Submissions to Refereed Journals</i>							
	Technical	22	1.0	.1304	22	1.3	2.8602
	Social	25	.8		25	1.8	
<i>Submissions to Non-Refereed Journals</i>							
	Technical	22	.4	.0550	22	.9	1.3274
	Social	25	.4		25	.5	
<i>Publications in Refereed Journals</i>							
	Technical	22	.8	.0007	22	.8	.1136
	Social	25	.8		24	.9	
<i>Publications in Non-Refereed Journals</i>							
	Technical	22	.3	.1317	22	.5	.0478
	Social	25	.4		25	.4	
<i>Book Chapters Accepted for Publication</i>							
	Technical	22	.1	.5120	22	.2	.1446
	Social	25	.0		25	.1	
<i>Book Contracts Awarded</i>							
	Technical	22	.1	1.1398	22	.1	1.6014
	Social	25	.0		25	.2	
<i>Grant Proposals Submitted</i>							
	Technical	22	.8	.0360	22	1.0	1.6963
	Social	25	.9		25	.6	
<i>Conference Presentations Made</i>							
	Technical	22	2.6	.1839	22	2.1	.0117
	Social	25	2.3		25	2.2	

Note. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines. * $p < .05$

than did senior faculty. There was a significant difference between junior and senior faculty in the anticipated mean number of manuscripts to be submitted to refereed journals during the 1995-96 academic year ($p < .01$). Junior faculty anticipated submitting significantly more manuscripts to refereed journals post-Seminar than did senior faculty. There was a significant difference between junior and senior faculty in the anticipated mean number of articles to be published in refereed journals during the 1995-96 academic year ($p < .01$). Junior faculty anticipated publishing significantly more articles in refereed journals post-Seminar than did senior faculty. There were no other significant differences in productivity rates between junior and senior faculty pre-Seminar and post-Seminar.

There was a significant difference between technical-scientific and social-humanistic faculty in the mean number of manuscripts in progress pre-Seminar ($p < .05$). Social-humanistic faculty reported having significantly more manuscripts in progress pre-Seminar than did technical-scientific faculty. There were no other significant differences in productivity rates between technical-scientific and social-humanistic faculty pre-Seminar and post-Seminar.

In summary, on the various measures of scholarly productivity for the sample as a whole, there were significant increases from pre-Seminar to post-Seminar in the anticipated mean number of book contracts to be awarded ($p < .01$) and of manuscripts to be submitted to refereed journals ($p < .01$). Female, junior, and social-humanistic faculty demonstrated significant increases from pre-Seminar to post-Seminar in the anticipated mean number of manuscripts to be submitted to refereed journals. Social-humanistic faculty demonstrated significant increases from pre-Seminar to post-Seminar in the anticipated mean number of book contracts to be awarded during the 1995-96 academic year.

There were significant differences pre-Seminar and post-Seminar between cohorts in selected productivity rates. Male faculty anticipated having significantly more articles published in refereed journals post-Seminar than did female faculty ($p < .05$). Junior

faculty anticipated having significantly more manuscripts in progress, manuscripts submitted to refereed journals, and articles published in refereed journals post-Seminar than did senior faculty ($p < .01$). Social-humanistic faculty reported having significantly more manuscripts in progress pre-Seminar than did technical-scientific faculty ($p < .05$). There were no other significant differences between cohorts in productivity rates pre-Seminar to post-Seminar.

Participant Perceptions of Seminar Contribution to Scholarly Productivity and Interest

In addition to reporting their productivity levels, participants were asked to rate the contribution of the Faculty Writing Seminar to their scholarly writing productivity and to their interest in scholarly writing. The data in Table 8 indicate the degree to which participants indicated that the Faculty Writing Seminar contributed to their scholarly writing productivity. Ratings are presented in percentages; means and standard deviations were computed for the total sample as well as for each of the cohort groups. Verbatim comments from the questionnaires provide additional insight to the responses. *T*-tests were used to determine significant differences between cohorts.

The mean response of the sample as a whole was 2.6 on a scale of 1 to 4 with "1" being "Not at all" and "4" being "Highly." There were no significant differences in ratings of the Seminar's contribution to writing productivity between any of the cohorts.

Written comments from participants reveal their rationale for asserting that the Seminar did or did not contribute to their scholarly writing productivity. Participants cited their publication records and emphasized that increased confidence, deadlines, and collegial relationships increased their productivity:

After that seminar and the Grant Writing Workshop I took, things began to really take off for me--15 grants (\$32,000 in 3 years), 5 articles, a book chapter, multimedia products, etc.

Joined writing group as a result; became much more productive; gained in confidence.

Everything I wrote for writing seminar has been published except one thing. I co-authored an article that was rejected for the exact reasons the writing group said it would. My co-author didn't want to listen to the group--unfortunately I listened to him.

I worked on a large project--for me: three chapters, lots of figures and tables. It was finished in much better shape than without the FWS. If I join the seminar next semester I will probably work on something new--if not, I won't.

The deadlines help me greatly. I'm a procrastinator so committing to a deadline to share a draft has helped a lot!!

Table 8

Summary of Participants' Ratings of the Seminar's Contribution to Scholarly Writing Productivity

Cohort	n	Percentage Rating Contribution on Scale of 1 - 4				Mean	SD	t
		1	2	3	4			
Total Sample	44	21	25	32	23	2.6	1.1	
Gender								
Male	22	27	27	27	18	2.4	1.1	-1.28
Female	22	14	23	36	27	2.8	1.0	
Faculty Standing								
Junior	22	23	14	32	32	2.7	1.2	.99
Senior	22	18	36	32	14	2.4	1.0	
Discipline								
Technical	20	18	27	18	27	2.6	1.1	.860
Social	24	20	20	40	16	2.5	1.0	

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Faculty standing refers to the number of years the faculty member had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

Other participants observed that their productivity problems were beyond the Seminar. They cited heavy teaching and administrative loads as well as other unspecified factors as barriers to productivity:

Teaching load of 12-14 hours per semester prohibited productivity.

Productivity problems are related to my teaching/administration loads--not my desire/motivation or skill level.

Main problem is finding the time to write!

My writing productivity has not increased because of many factors unrelated to the Seminar.

The data in Table 9 indicate the degree to which participants indicated the Faculty Writing Seminar contributed to their interest in scholarly writing. Rating data are presented in percentages; means and standard deviations were computed for the total sample as well as for each of the cohort groups. Verbatim comments from the questionnaires provide additional insight to the responses. *T*-tests were used to determine significant differences. Nearly 70% of the participants indicated that participation in the Seminar contributed moderately highly or highly to their interest in scholarly writing. The mean response of the sample as a whole was 2.9 on a scale of 1 to 4 with "1" being "Not at all" and "4" being "Highly." There were no significant differences in ratings of the Seminar's contribution to interest in scholarly writing between any of the cohorts.

Written comments from several participants explained how the Seminar contributed to their increased interest in scholarly writing. Typical comments referred to an increase in confidence, comfort, and clarity in writing. Others noted the interdisciplinary nature of the Seminar which encouraged collegiality, facilitated "connections" with other faculty, provided exposure to different types of writing, and encouraged a commitment to the discipline of writing.

Table 9

Summary of Seminar Participants' Ratings of the Seminar's Contribution to Their Interest in Scholarly Writing

Cohort	n	Percentage Rating Contribution on Scale of 1 - 4				Mean	SD	t
		1	2	3	4			
Total Sample	46	13	17	41	28	2.9	1.0	
Gender								
Male	23	13	17	44	26	2.8	1.0	-.15
Female	23	13	17	39	30	2.9	1.0	
Faculty Standing								
Junior	23	17	13	39	30	2.8	1.1	-.15
Senior	23	9	22	44	26	2.9	.9	
Discipline								
Technical	22	9	18	41	32	3.0	1.0	.18
Social	24	16	16	40	24	2.8	1.0	

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Faculty standing refers to the number of years the faculty member had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

The following verbatim comments illustrate the positive contributions of the Seminar to participants' increased interest in scholarly writing:

It [the Seminar] has given me the sense that there may be a more creative niche in my discipline for me than I had thought.

Meeting with colleagues from other disciplines and discussing drafts has been most stimulating.

My own voice [was] encouraged.

The participation in WAC stimulated me to experiment with my own writing.

I feel confident about writing and my skills for writing. I offer to write articles for newsletters. I am also working as research assistant and am writing quite a bit.

Gained more confidence that my writing is "good" enough; It's also helped to challenge the stuffiness of academic writing--writing sounds like more fun now.

I have more self confidence; I feel I understand better the step-by-step process of scholarly writing; I have obtained the practical tools.

On the other hand, many participants indicated they had always valued scholarly writing highly; the Seminar merely reinforced that commitment. One participant claimed no effect from the Seminar:

I don't have a great deal of interest in scholarly writing. I find the publishing system a real "racket" that is very hard for young scholars to break into. I feel like I'm beating my head against a brick wall. I would be happy not trying to publish at all. The seminar has not changed my attitude.

Focus group participants gave several examples of the ways the Seminar contributed to their scholarly activity. They included the efficacy of committing to a deadline, viewing writing more from the vantage point of style and content rather than technical details, considering the audience to whom the writing is directed, and respecting their own "voice":

I got several publications as a result of this group that I probably wouldn't have had, first of all because of the feedback. The group has helped improve the quality of the publications definitely. I also think that belonging to a group like this has forced me to say, "OK, I'll bring something on such and such a date." I know that one last year would never have been written, but I just wracked my brain to think of something to write about.

I felt fairly good about my writing coming into this group, but I think it's improved. . . . I tended to look at little things a little more, and I've learned to look at my writing and other people's writing from a much bigger picture--does it flow? are you developing ideas? . . . I was so much more technical in thinking about writing.

The sense I get, most of the comments [from the Seminar group] are to the effect, "Can you be clearer? Can you be more direct? Can we distill this? Do we have to dance around this? Can't you just say this?" And it's almost always better to do that.

In my mind [prior to the Seminar] evaluating writing was more technical. Now, when I write something . . . I can just almost hear people [in my writing group] say, "You need to develop this more."

Sometimes we talk about audience. Is this appropriate for the audience you're writing for? Helping somebody think about specifically the particular audience they're writing for, the journal or grant proposal or something. What would they be expecting here? Make people think about that.

I think another theme has been beginning to feel more free about hearing our own voice and stating our own [viewpoint], taking a stand on it, and not just reflecting what the literature says, but then doing something with what you're writing about, your own voice. I think that's been helpful.

If you just got your dissertation out of the way, you're used to talking kind of high and mighty, trying to show people that you know your area. And to write well, you really have to resist that and just say, "This is what I want to communicate." Most of the comments have been to that effect--how do you communicate more efficiently?

In summary, there were no significant differences in participant ratings of the Seminar's contribution to writing productivity or interest in scholarly writing. However, participants' written comments and verbal responses credited the Seminar with enhancing their scholarly activity by giving them confidence, forcing them to commit to deadlines, and establishing collegial relationships.

Seminar Impact on Scholarly Attitudes and Behaviors of Participants

Two additional indications of the Seminar's contribution to scholarly activity concerned behavioral and attitudinal changes from pre-Seminar to post-Seminar. The data in Table 10 depict the pre-Seminar and post-Seminar ratings of the total sample and each of the cohort groups regarding attitudes and behaviors related to scholarly writing.

Participants rated each item on a Likert scale of 1-4 regarding the degree to which the statement described the respondent's attitudes or behaviors with "1" being "Not at all" and "4" being "Highly". Paired *t*-tests were used to determine the significance between pre-Seminar and post-Seminar ratings.

Significant differences pre-Seminar to post-Seminar were found in the sample as a whole for all but three of the measures of scholarly attitudes and behaviors. Although the differences can not be shown to have been the result of only the Seminar, the increases in positive attitudes and behaviors and the decreases in negative attitudes and behaviors post-

Table 10

Pre-Seminar and Post-Seminar Mean Ratings of Scholarly Attitudes and Behaviors

Measure	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	t	df	p
<i>"I shared my writing attempts with a colleague"</i>							
Total	2.1	1.0	3.0	.9	-6.35	42	<.001***
Male	2.1	.9	3.1	.8	-5.60	19	<.001***
Female	2.1	1.1	3.0	1.0	-3.89	22	.001**
Junior	2.1	1.0	3.1	.8	-5.27	21	<.001***
Senior	2.1	1.1	2.9	1.0	-3.70	20	.001**
Technical	1.8	1.0	3.0	1.2	-4.52	19	<.001***
Social	2.4	1.0	3.1	.7	-4.71	22	<.001***
<i>"I developed close ties with campus colleagues"</i>							
Total	2.0	1.0	2.9	1.1	-6.68	41	<.001***
Male	1.9	.9	2.9	1.0	-6.19	19	<.001***
Female	2.1	1.1	2.8	1.1	-3.73	21	.001**
Junior	1.8	.9	2.9	1.0	-5.75	20	<.001***
Senior	2.1	1.0	2.8	1.1	-3.84	20	.001**
Technical	1.9	1.1	2.7	1.1	-4.00	19	.001**
Social	2.0	.9	3.0	1.0	-5.37	21	<.001***

Table 10 (continued)

Measure	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	t	df	p
<i>"I felt good about my writing accomplishments"</i>							
Total	2.2	1.1	2.8	.9	-4.76	42	<.001***
Male	2.1	1.1	2.8	.9	-3.94	19	.001**
Female	2.3	1.1	2.8	.9	-2.87	22	.009**
Junior	2.1	1.1	2.9	.9	-4.01	21	.001**
Senior	2.2	1.0	2.7	.9	-2.68	20	.014*
Technical	2.3	.9	2.8	.9	-2.44	19	.025*
Social	2.0	1.2	2.9	1.0	-4.23	22	<.001***
<i>"I set realistic, manageable goals for writing"</i>							
Total	2.0	1.0	2.6	.9	-5.73	41	<.001***
Male	2.1	1.0	2.8	.8	-4.27	19	<.001***
Female	1.9	1.0	2.5	.9	-3.81	21	.001**
Junior	2.0	1.1	2.7	.9	-4.18	20	<.001***
Senior	2.0	1.0	2.5	.9	-3.87	20	.001**
Technical	2.0	1.0	2.4	.8	-2.93	19	.009**
Social	2.0	1.1	2.8	.9	-5.24	21	<.001***
<i>"I experienced 'writing blocks' "</i>							
Total	2.6	1.2	2.1	.9	4.19	40	<.001***
Male	2.5	1.2	2.1	1.0	2.39	18	.028*
Female	2.7	1.1	2.2	.9	3.46	21	.002**
Junior	2.4	1.3	1.7	.9	3.84	20	.001**
Senior	2.9	1.0	2.6	.8	2.04	19	.055
Technical	2.5	1.1	2.6	.8	2.35	18	.031*
Social	2.7	1.3	2.1	1.0	3.48	21	.002**

Table 10 (continued)

Measure	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	<i>t</i>	<i>df</i>	<i>p</i>
<i>"I doubted my ability as a writer"</i>							
Total	2.6	.9	2.1	.6	3.86	43	<.001***
Male	2.7	.9	2.0	.6	3.11	19	.006**
Female	2.5	.9	2.2	.7	2.33	23	.029*
Junior	2.4	.9	2.0	.5	2.25	21	.036*
Senior	2.7	1.0	2.2	.7	3.20	21	.004**
Technical	2.5	.9	2.3	.6	1.42	19	.171
Social	2.6	1.0	2.0	.7	4.00	23	.001**
<i>"I procrastinated in regard to writing"</i>							
Total	2.8	1.2	2.4	.9	2.66	43	.011*
Male	2.3	1.3	2.4	.9	-.22	19	.825
Female	3.3	1.0	2.5	.8	4.39	23	<.001***
Junior	2.5	1.2	2.1	.8	1.50	21	.148
Senior	3.2	1.2	2.8	.8	2.34	21	.029*
Technical	2.9	1.3	2.6	.8	1.24	19	.230
Social	2.8	1.3	2.3	.9	2.50	23	.020*
<i>"I established a regular time for writing"</i>							
Total	1.4	.7	1.8	.8	-3.17	41	.003**
Male	1.5	.7	1.9	.8	-2.65	19	.016*
Female	1.3	.8	1.7	.7	-1.89	21	.073
Junior	1.4	.7	2.0	.8	-3.01	20	.007**
Senior	1.4	.7	1.6	.7	-1.42	20	.171
Technical	1.2	.4	1.7	.7	-3.68	19	.002**
Social	1.6	.9	1.9	.8	-1.50	21	.148

Table 10 (continued)

Measure	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	t	df	p
<i>"I was able to find time for writing"</i>							
Total	2.1	1.0	2.4	.9	-2.24	41	.031*
Male	2.2	1.1	2.5	.8	-1.42	19	.171
Female	2.1	1.1	2.4	1.0	-1.70	21	.104
Junior	2.3	1.1	2.6	.8	-1.24	20	.229
Senior	2.0	1.0	2.3	1.0	-2.07	20	.049*
Technical	1.9	.9	2.3	.9	-2.18	19	.042*
Social	2.3	1.2	2.6	.9	-1.10	21	.285
<i>"I used writing as an instructional tool in the classroom" ("I used writing more often as an instructional tool in the classroom")^a</i>							
Total	2.6	.8	2.9	.8	-1.67	41	.102
Male	2.5	.7	3.2	.6	-3.91	19	.001**
Female	2.7	.9	2.7	1.0	.15	21	.880
Junior	2.3	.9	3.0	.8	-2.44	20	.024*
Senior	2.9	.7	2.9	.9	.00	20	1.000
Technical	2.5	.9	3.0	.7	-2.13	19	.047*
Social	2.7	.8	2.8	1.0	-.48	21	.633
<i>"I felt a strong interest in research and writing"</i>							
Total	3.1	.9	3.4	.7	-2.61	42	.013*
Male	3.2	.9	3.4	.7	-1.31	19	.204
Female	3.0	.8	3.4	.7	-2.61	22	.016*
Junior	3.1	.9	3.4	.7	-1.23	21	.234
Senior	3.1	.8	3.4	.6	-3.16	20	.005**
Technical	2.7	.9	3.3	.6	-3.24	19	.004**
Social	3.4	.7	3.5	.7	-.37	22	.714

Table 10 (continued)

Measure	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	<i>t</i>	<i>df</i>	<i>p</i>
<i>"I was satisfied with my style of feedback to students" ("I changed my style of feedback to students")^a</i>							
Total	2.3	.8	2.4	.8	- .78	40	.438
Male	2.1	.8	2.4	.8	-1.24	18	.230
Female	2.4	.7	2.4	.9	.00	21	1.000
Junior	2.1	.8	2.4	.8	-1.24	19	.230
Senior	2.4	.8	2.4	.9	.00	20	1.000
Technical	2.3	.8	2.6	.9	-.93	19	.367
Social	2.2	.8	2.3	.8	-.18	20	.858
<i>"I kept records of my writing time"</i>							
Total	1.0	.2	1.1	.3	-1.78	41	.083
Male	1.1	.2	1.2	.4	-1.45	19	.163
Female	1.0	.0	1.1	.2	-1.00	21	.329
Junior	1.0	.0	1.1	.3	-1.45	20	.162
Senior	1.1	.2	1.1	.3	-1.00	20	.329
Technical	1.1	.2	1.2	.4	-1.45	19	.163
Social	1.0	.0	1.1	.2	-1.00	21	.329

Note. ^aPostSeminar wording of measure

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Seminar indicate that participation in the Seminar contributed to the changes. Statistically significant differences for the sample as a whole were reported in the following scholarly attitudes and behaviors:

- increased sharing of writing attempts with colleagues ($p < .001$)
- increased development of close ties with campus colleagues ($p < .001$)
- increased good feelings about their writing accomplishments ($p < .001$)
- increased setting of realistic, manageable goals for writing ($p < .001$)
- decreased experiencing of "writing blocks" ($p < .001$)
- decreased doubts about ability as writers ($p < .001$)
- increased establishing of regular times for writing ($p < .01$)
- decreased procrastination in regard to writing ($p < .05$)
- increased ability to find time for writing ($p < .05$)
- increased interest in research and writing ($p < .05$)

There were no significant differences in the mean scores pre-Seminar to post-Seminar for the sample as a whole regarding keeping records of writing time, the use of writing as an instructional tool in the classroom, or satisfaction with the style of feedback to students.

There were significant differences pre-Seminar to post-Seminar in a positive direction for all cohort groups on the following measures of scholarly attitudes and behaviors: sharing writing attempts with colleagues, development of close ties with campus colleagues, good feeling about writing accomplishments, and setting of realistic, manageable goals for writing. All cohort groups except senior faculty demonstrated significant reduction pre-Seminar to post-Seminar in regard to experiencing "writing blocks." All cohort groups except technical-scientific faculty demonstrated significant reductions pre-Seminar to post-Seminar in regard to doubting ability as writers. Female, senior, and social-humanistic faculty demonstrated significant reductions pre-Seminar to post-Seminar in regard to procrastination in writing. Male, junior, and technical-scientific

faculty demonstrated significant increases pre-Seminar to post-Seminar in regard to establishing a regular time for writing. Senior and technical-scientific faculty demonstrated significant increases pre-Seminar to post-Seminar in regard to the ability to find time for writing. Male, junior, and technical-scientific faculty reported significant differences pre-Seminar to post-Seminar in their use of writing as an instructional tool in the classroom. Female, senior, and technical-scientific faculty demonstrated significant increases pre-Seminar to post-Seminar in regard to their interest in research and writing. There were no other significant differences in scholarly attitudes and behaviors pre-Seminar to post-Seminar for any of the cohort groups.

Pre-Seminar and Post-Seminar Differences Between Cohorts On Measures of Scholarly Attitudes and Behaviors

To further define the differences in the scholarly attitudes and behaviors of the sample population, oneway analyses of variance were used to analyze attitude and behavior data for each of the cohorts pre-Seminar and post-Seminar. Data in Table 11 depict the differences between cohorts.

There was a significant difference between male and female faculty regarding procrastination in regard to writing projects pre-Seminar ($p < .01$). Female faculty reported more tendency to procrastinate pre-Seminar than did male faculty. There were no other significant differences in scholarly attitudes or behaviors between male and female faculty pre-Seminar and post-Seminar.

There was a significant difference between junior and senior faculty in regard to procrastination about writing projects pre-Seminar ($p < .05$). Senior faculty reported more tendency to procrastinate pre-Seminar than did junior faculty. There was also a significant difference between junior and senior faculty in regard to procrastination about writing projects post-Seminar ($p < .01$). Senior faculty reported an even greater tendency to procrastinate post-Seminar than did junior faculty. There was also a significant difference

Table 11

Differences Between Cohorts on Pre-Seminar and Post-Seminar Measures of Scholarly Attitudes and Behaviors

Attitude/Behavior Measure	Cohort	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>"I shared my writing attempts with a colleague(s)"</i>							
	Male	20	2.1	.0018	20	3.1	.0297
	Female	23	2.1		23	3.0	
	Junior	22	2.1	1.006	22	3.1	.6491
	Senior	21	2.1		21	2.9	
	Technical	20	1.5	3.4263	20	1.8	.2237
	Social	23	1.5		23	1.6	
<i>"I developed close ties with campus colleagues"</i>							
	Male	20	1.9	.4052	20	2.9	.0088
	Female	22	2.1		23	2.9	
	Junior	21	1.8	1.5881	22	3.0	.2006
	Senior	21	2.1		21	2.8	
	Technical	20	1.5	.1053	20	1.8	1.1459
	Social	22	1.5		23	1.6	
<i>"I felt good about my writing accomplishments"</i>							
	Male	20	2.1	.4297	21	2.7	.1533
	Female	23	2.3		23	2.8	
	Junior	22	2.1	.2092	23	2.	.1533
	Senior	21	2.2		21	2.7	
	Technical	20	1.5	.6391	21	1.8	.5092
	Social	23	1.5		23	1.6	

Table 11 (continued)

Attitude/Behavior Measure	Cohort	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>"I set realistic, manageable goals for writing"</i>							
	Male	20	2.1	.2041	20	2.8	2.0277
	Female	22	1.9		23	2.4	
	Junior	21	2.0	.0233	22	2.7	.3665
	Senior	21	2.0		21	2.5	
	Technical	20	1.5	.0256	20	1.8	2.2362
	Social	22	1.5		23	1.6	
<i>"I experienced 'writing blocks'"</i>							
	Male	19	2.5	.4815	19	2.1	.3020
	Female	22	2.7		24	2.2	
	Junior	21	2.4	1.7066	22	1.7	11.4121**
	Senior	20	2.9		21	2.6	
	Technical	19	1.5	.1797	19	1.8	.0134
	Social	22	1.5		24	1.6	
<i>"I doubted my ability as a writer"</i>							
	Male	20	2.7	.2821	20	2.0	.7343
	Female	24	2.5		24	2.2	
	Junior	22	2.4	1.3108	22	2.0	.8842
	Senior	22	2.7		22	2.2	
	Technical	20	2.5	.1955	20	2.3	2.3328
	Social	24	2.6		24	2.0	

Table 11 (continued)

Attitude/Behavior Measure	Cohort	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>"I procrastinated in regard to writing projects"</i>							
	Male	21	2.2	9.4170**	20	2.4	.3374
	Female	24	3.3		24	2.5	
	Junior	23	2.4	5.5084*	22	2.1	8.3628**
	Senior	22	3.2		22	2.8	
	Technical	21	2.8	.0022	20	2.6	1.4638
	Social	24	2.8		24	2.3	
<i>"I established a regular time for writing"</i>							
	Male	20	1.5	.3352	20	1.9	.8079
	Female	22	1.3		23	1.7	
	Junior	21	1.4	.0000	22	2.0	2.2634
	Senior	21	1.4		22	1.6	
	Technical	20	1.2	2.4212	20	1.7	.5529
	Social	22	1.6		23	1.9	
<i>"I was able to find time for writing"</i>							
	Male	20	2.2	.2267	20	2.5	.0029
	Female	22	2.1		23	2.4	
	Junior	21	2.3	1.0793	22	2.6	1.2210
	Senior	21	2.0		21	2.3	
	Technical	20	2.0	1.7213	20	2.3	.9114
	Social	22	2.3		23	2.6	

Table 11 (continued)

Attitude/Behavior Measure	Cohort	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>"I used writing as an instructional tool in the classroom"</i> ^a							
<i>"I used writing as an instructional tool more often in the classroom"</i> ^b							
	Male	20	2.5	1.1795	20	3.2	2.7439
	Female	22	2.7		23	2.7	
	Junior	21	2.3	4.5660*	22	3.0	.3147
	Senior	21	2.9		21	2.9	
	Technical	20	2.5	.4988	20	3.0	.2608
	Social	22	2.7		23	2.9	
<i>"I felt a strong interest in research and writing"</i>							
	Male	20	3.2	.1580	20	3.4	.0663
	Female	23	3.0		23	3.4	
	Junior	22	3.1	.1100	22	3.4	.0073
	Senior	21	3.1		21	3.4	
	Technical	20	2.7	9.1600**	20	3.3	1.3067
	Social	23	3.4		23	3.5	
<i>"I was satisfied with my style of feedback to students"</i> ^a							
<i>"I changed my style of feedback to students"</i> ^b							
	Male	19	2.1	1.5884	20	1.8	.3291
	Female	22	2.4		23	1.6	
	Junior	20	2.1	1.8799	22	1.8	.3291
	Senior	21	2.4		21	1.6	
	Technical	20	2.3	.0638	20	2.6	.3630
	Social	21	2.2		23	2.4	

Table 11 (continued)

Attitude/Behavior Measure	Cohort	Pre-Seminar			Post-Seminar		
		<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>"I kept records of my writing time"</i>							
	Male	20	1.1	1.1028	20	1.8	.3291
	Female	22	1.0		23	1.6	
	Junior	21	1.0	1.0000	22	1.8	.3291
	Senior	21	1.1		21	1.6	
	Technical	20	1.1	1.1028	20	1.2	.0212
	Social	22	1.0		23	1.2	

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

^aPreSeminar wording of attitude/behavior measure.

^bPostSeminar wording of attitude/behavior measure.

* $p < .05$ ** $p < .01$

between junior and senior faculty in regard to the experiencing of "writing blocks" post-Seminar ($p < .01$). Senior faculty reported more experiencing of "writing blocks" post-Seminar than did junior faculty.

There was a significant difference between junior and senior faculty in regard to the use of writing as an instructional tool in the classroom pre-Seminar ($p < .05$). Senior faculty reported more use of writing as an instructional tool pre-Seminar than did junior faculty. There was no significant difference between junior and senior faculty in the use of writing as an instructional tool more often in the classroom post-Seminar. (However, determination of significant difference for this measure was problematic in that the wording

of the statement was not identical in the pre-Seminar and post-Seminar rating scale.) There were no other significant differences in scholarly attitudes and behaviors between junior and senior faculty pre-Seminar and post-Seminar.

There was a significant difference between technical-scientific and social-humanistic faculty in regard to strong interest in research and writing pre-Seminar ($p < .01$). Social-humanistic faculty reported a stronger interest in research and writing pre-Seminar than did technical-scientific faculty. There was no significant difference in regard to strong interest in research and writing between the two groups post-Seminar. There were no other significant differences in scholarly attitudes and behaviors between technical-scientific and social-humanistic faculties pre-Seminar or post-Seminar.

In summary, on the various measures of scholarly attitudes and behaviors for the sample as a whole, there were significant increases from pre-Seminar to post-Seminar for all but three of the measures of scholarly attitudes and behaviors (writing as an instructional tool in the classroom, style of feedback to students, and records of writing time). There were also significant differences between cohorts on several measures of scholarly attitudes and behaviors. There were significant differences pre-Seminar between male and female faculty on the measure of procrastination, between junior and senior faculty on the measures of procrastination and using writing as an instructional tool in the classroom, and between technical-scientific and social-humanistic faculty on the measure of strong interest in research and writing. There were significant differences post-Seminar between junior and senior faculty on the measures of procrastination and the experiencing of writing blocks.

According to the perception of the participants, the Faculty Writing Seminar impacted the participants as a group positively on several measures of scholarly productivity, attitudes, and behaviors. There were significant pre-Seminar and post-Seminar differences between and within cohort groups on several measures of scholarly productivity, attitudes,

and behaviors as well. In the following section, the perceptions of the Seminar facilitators regarding the impact of the Faculty Writing Seminar on faculty scholarly activity are presented.

Research Question 2: How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?

The three group leaders (Seminar facilitators) did not participate in the written survey. Data regarding this research question were gathered by means of structured interviews with Seminar facilitators. Three members of the English Department conducted the seven Seminars in which faculty participated prior to the study. They were Dr. Kathleen Dixon, Dr. Elizabeth Rankin, and Dr. Elizabeth Hampsten. Excerpts from interviews with each of the three Seminar facilitators are presented here.

Interview with Kathleen Dixon

Kathleen Dixon facilitated the first two Faculty Writing Seminars in the UND Writing Across the Program. In the first Seminar, Dixon used her role as facilitator to help participants "deconstruct themselves as a group," an activity which helped them become aware of attitudes they held about cultural, departmental, and gender differences and freed them to discuss those differences as they affected their writing. In this group, she discouraged people from seeking validation from the group for their writing but encouraged them to use the group as a testing ground:

This is the place where you might feel that somebody will challenge you sharply, so that then, once having gone through this with people that you respect and can talk with afterwards in a friendly way, then I think you might feel that you . . . could go out and do it elsewhere.

Her concern centered on the need for establishing a sense of rigor in scholarly writing and on helping participants think of themselves as "rhetors," as "academics engaged in highly intellectual matters." She sought to make the group "a place of very strong collegial

argumentation" so that members would bond, not merely as congenial friends, but as academics.

In the level that we're working at we want to be thinking that we're academics, that we're engaged in highly intellectual matters, and that we are trying to extend ourselves as intellectuals and that our writing is a special kind of writing. Our writing is scholarly writing. Our writing is the writing of intellectuals. . . . people who are making public, scholarly arguments to particular audiences, audiences of their colleagues. But really, everybody who's here is already a scholar, so really they just need to have that enacted. They need to enact it. They need to be enacting it as much as possible. And so those groups allow people to enact that in ways that generally actually are complementary to their previous experience of enacting scholarship. . . . And almost everybody has told me that that was a very strong benefit for being in that group.

Dixon stated that she accomplished these goals in her first group, which experienced the "group deconstruction" activity and were quite homogeneous in the first place. In that group "people were really able to engage. In fact, our last session was a session of high drama wherein people were arguing in raised voices about [the content of] a particular piece that we were looking at." The author of the piece later told her, "I've [written] a lot and published a lot because of being in that group, and I remember the conversations that I had with people in that group." His statement affirmed Dixon's belief that collegiality has a greater impact on "people's sense of satisfaction . . . in our actual practical output of writing more and in getting more accepted. It's working with each other that [helps] us work with our colleagues who are editors elsewhere." A department writing group led by one of the Seminar participants has sprung from that Seminar.

The second Seminar, a much more culturally diverse group, preferred to function in the "consultant-workshop" style; they simply wanted to be told what to do, Dixon said. Reflecting on the two groups, Dixon noted several factors in the second group which may have contributed to the inability of the participants to become a productive working group. These factors included an imbalance in the number of male and female participants and in the number of technical-scientific and social-humanistic faculty, with a preponderance of male, technical-scientific participants. In addition, the participants had difficulty

communicating with one another regarding the substance of their writing, preferring to concentrate on technical, stylistic, and grammatical concerns. Nevertheless, Dixon reported that some participants increased their writing and publication productivity and maintained some collegial connections.

Interview with Elizabeth Hampsten

Elizabeth Hampsten, facilitator of the fifth Faculty Writing Seminar, emphasized the potential benefits to Seminar participants of exchanging feedback about scholarly writing during the Seminar. Through hearing the differing styles of expression used by members of other disciplines, participants were taught to be more responsive to the reader's needs for clarity and simplicity of expression.

Hampsten voiced special admiration for a group member from Social Work who brought in a version of a conference presentation which she hoped to turn into a publication after the conference. With group input, stated Hampsten, the member succeeded in producing an interesting and effective presentation and publication:

She had a lot of bibliography, a lot of theory and review of everything everybody else had ever said on the subject. [When] she finally got down to the casework that she was doing . . . everybody sort of woke up and pointed out to her how much more interesting all that was than this review of the literature and whatnot, and suggested to her that she turn it all around and begin with the cases and then if she had to put the review of literature [back in], tack that on at the end.

[She] came back so excited from her meeting that everybody was really taken with what she had said. It was a great success. . . . And she was so pleased to find how strongly "real people" responded to exactly the opposite of the style she'd been taught or had to do when she wrote her dissertation. . . . It was wonderful to see her develop and grow in this experience and begin to see how to do it.

That she could talk directly about [real cases and real people] that was for her a revelation. She could see the whole rest of her life doing this and a great freedom that it gave her. It wasn't typical of that group, but it was certainly very satisfying for me. That's exactly what I wanted to happen.

Hampsten also noted the difficulty that several members, "especially several men in technical fields," had in receiving feedback on their work. "I think it takes practice reading other people's work . . . it's circular. The more you understand how to read somebody

else's, the more you appreciate what somebody can do reading yours," said Hampsten. The group experience had the potential of giving them practice in exchanging feedback, but "with this particular group, because there was so much else going on campus, the most difficult ones weren't able to keep up for very long. It didn't work."

Interview with Elizabeth Rankin

Elizabeth Rankin facilitated the third, fourth, sixth, and seventh Faculty Writing Seminars. She reported that her Seminar members profited from her concern with "voice" and from the analogies she drew between faculty and student writing:

"Voice" itself, without so much of the gender component, is a major issue for me. . . . It's not something I would have said was a goal of mine at the beginning--helping faculty find their voices--and yet, thinking back on it now, that's been an implicit goal. It's been something that has constructed itself as we go along. I think it's maybe the thing that's given me the most sense of satisfaction. They feel very supported by that. It sounds like it's something people have not spoken to them about before, and that when we do start talking about voice, it's like, "Ooooh!" It's a meaningful concept to a number of them.

I think another thing that pleases me is when I hear people in these groups say . . . "This helps me so much with students' writing." (And they do say that frequently.) . . . I started [drawing analogies from their writing to apply to that of their students] without even meaning to . . . because I'd catch myself realizing, "Whoa! I do this with students, too." And then I'd think, "Hey! this is a good thing to do!" So I think of that as kind of popping up to a mental level once in a while, just popping up and making a quick observation, and not pushing it, not forcing it.

Rankin also reported that the interdisciplinary groups "spawned" some discipline-specific writing groups when original groups phased out. "I'd like to see some more of that. But you really need somebody who will take the lead," she explained.

In summary, the group leaders agreed that the Faculty Writing Seminar contributed to the scholarly activity of the participants by awakening participants to their own "voices" and styles of writing, by identifying groups of colleagues interested in rigorous scholarship and able to provide challenging feedback to each other, by modeling methods of response to student writing, and by spawning discipline-specific writing groups.

Research Question 3: How has the Faculty Writing Seminar contributed to classroom instruction?

In this section, data regarding the effect of the Faculty Writing Seminar on the participants' classroom instruction are presented. Data are organized around the themes of participants' perceptions of the overall contribution of the Seminar to their instructional effectiveness and their perceptions of specific changes in instructional attitudes and behaviors pre-Seminar to post-Seminar. Mean responses to questionnaire items concerning classroom instruction are tabulated for the sample as a whole as well as for each of the cohorts. Verbatim comments from the participants on the written questionnaire and in focus group interviews supplement the statistical data.

Perceptions of Seminar Contribution to Effectiveness in the Classroom

The data in Table 12 depict the degree to which participants indicated that the Faculty Writing Seminar contributed to their effectiveness in the classroom. Rating data are presented in percentages; means and standard deviations were computed for the total sample as well as for each of the cohort groups. *T*-tests were used to determine significant differences between cohort groups. Written comments from the questionnaires provide additional insight to the responses.

The mean response of the sample as a whole was 2.4 on a scale of 1 to 4 with "1" being "Not at all" and "4" being "Highly." The mode for each of the cohort groups was "3". Over 50% of the participants reported that the Seminar contributed moderately highly or highly to their classroom instructional effectiveness. There were no significant differences between genders, junior and senior faculty, or technical-scientific and educational-social science faculty regarding the contribution of the Seminar to classroom instructional effectiveness.

Written responses to the survey questions, "In what ways has your participation in the Faculty Writing Seminar contributed to your effectiveness as an instructor?" and "How

Table 12

Summary of Seminar Participants' Ratings of Seminar's Contribution to Their Instructional Effectiveness

Cohort	n	Percentage Rating Contribution on Scale of 1 - 4				Mean	SD	t
		1	2	3	4			
Total Sample	46	20	28	41	11	2.4	.9	
Gender								
Male	23	17	30	39	13	2.5	1.0	.31
Female	23	22	26	44	9	2.4	.9	
Faculty Standing								
Junior	23	26	26	39	8	2.3	1.0	- .95
Senior	23	13	30	44	13	2.6	.9	
Discipline								
Technical	22	9	32	50	9	2.6	.8	1.10
Social	24	28	24	32	12	2.3	1.1	

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Faculty standing refers to the number of years the participant had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

has your participation impacted your students' writing?" provided several examples of the instructional impact from the Seminar:

I have included ideas from colleagues and also was inspired by them to reach students in new ways.

Encourage students to collaborate, read each other's work. Less critical of minutiae, more focus on content, flow, ideas.

I provide more opportunities for re-writes and submission of work in process during the semester. I don't want there to be any surprises for the students. Developing their ideas involves time--that is an important part of writing.

I work on helping students discover their own writing style more conscientiously.

My instructions are clearer--therefore their writing is better; I've also introduced peer review before I see their work.

I am encouraging them now to avoid developing the stuffy jargon-filled passive prose they think sounds "academic" and "professional."

Six participants indicated they were not sure of the impact of the Seminar on their instructional effectiveness, and five indicated "not much" or "none" or "too soon to tell." Those participants who reported little impact from the Seminar on their classroom instruction pointed to their previous training and experience in using writing in the curriculum, the difficulty of making changes due to time constraints, or the belief that instructional effectiveness and using writing in the curriculum are not correlated:

I focus on writing a lot (when I'm not overwhelmed with students).

I find it hard to incorporate additional writing into the courses I teach. It seems to make me more disorganized--also harder to find the time to correct it. It'll work out some day.

My effectiveness as an instructor has very little to do with my writing or my ability to engage my students in writing experiences.

Changes in Instructional Attitudes and Behaviors

Two additional indications of the Seminar's contribution to classroom instruction concerned behavioral and attitudinal changes in regard to using writing as an instructional tool and in giving feedback to students about their writing. The data in Table 13 depict the pre-Seminar and post-Seminar ratings of the total sample and each of the cohort groups regarding attitudes and behaviors related to classroom instruction. Participants rated each item on a Likert scale of 1-4 regarding the degree to which the statement described the respondent's attitudes or behaviors, with "1" meaning "Not at all" and "4" meaning

Table 13

Pre-Seminar and Post-Seminar Differences in Attitudes and Behaviors Related to Classroom Instruction

Cohort	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	<i>t</i>	<i>df</i>	<i>p</i>
<i>"I was satisfied with my style of feedback to students"^a</i>							
<i>"I changed my style of feedback to students"^b</i>							
Total Sample	2.3	.8	2.4	.8	-.78	40	.438
Gender							
Male	2.1	.8	2.4	.8	-1.24	18	.230
Female	2.4	.7	2.4	.9	.00	21	1.000
Faculty Standing							
Junior	2.1	.8	2.4	.8	-1.24	19	.230
Senior	2.4	.8	2.4	.9	.00	20	1.000
Discipline							
Technical	2.3	.8	2.6	.9	-.93	19	.367
Social	2.2	.8	2.3	.8	-.18	20	.858
<i>"I used writing as an instructional tool in the classroom"^a</i>							
<i>"I used writing more often as an instructional tool in the classroom"^b</i>							
Total Sample	2.6	.8	2.9	.8	-1.67	41	.102
Gender							
Male	2.5	.7	3.2	.6	-3.91	19	.001**
Female	2.7	.9	2.7	1.0	.15	21	.880
Faculty Standing							
Junior	2.3	.9	3.0	.8	-2.44	20	.024*
Senior	2.9	.7	2.9	.9	.00	20	1.000
Discipline							
Technical	2.5	.9	3.0	.7	-2.13	19	.047*
Social	2.7	.8	2.8	1.0	-.48	21	.633

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Faculty standing refers to the number of years the participant had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

^a Pre-Seminar wording of the measure. ^b Post-Seminar wording of the measure.

p* < .05 *p* < .01

"Highly". Paired *t*-tests were used to determine the significance between pre-Seminar and post-Seminar ratings.

There were no significant differences in the sample as a whole in either of the measures of scholarly attitudes and behaviors regarding classroom instruction from pre-Seminar to post-Seminar. Male faculty reported a significantly higher use of writing as an instructional tool in the classroom post-Seminar ($p < .01$). Junior faculty reported a significantly higher use of writing as an instructional tool in the classroom post-Seminar ($p < .05$). Technical faculty reported a significantly higher use of writing as an instructional tool in the classroom post-Seminar ($p < .05$). There were no other significant differences within the cohort groups from pre-Seminar to post-Seminar.

Analysis of variance was used to determine significant differences between cohorts on pre-Seminar and post-Seminar responses to questions concerning changes in attitudes and behaviors in regard to classroom instruction. Data in Table 14 depict the differences between cohorts.

There was a significant difference between junior and senior faculty on the use of writing as an instructional tool in the classroom pre-Seminar ($p < .05$). Senior faculty reported a significantly higher level of using writing as an instructional tool in the classroom pre-Seminar. There were no other significant differences between cohorts on any of the measures of classroom instruction pre-Seminar or post-Seminar.

Specific reports of increased use of writing in the classroom after the Seminar were provided by written comments on the questionnaires:

I have made writing a part of every class I teach!

I use portfolios, daily writing assignments, large papers, writer's groups for independent studies regularly.

I assign more writing so the amount of writing is the aspect impacted the most.

Table 14

Differences Between Cohorts on Pre-Seminar and Post-Seminar Measures of Attitudes and Behaviors Related to Classroom Instruction

Cohort	Pre-Seminar			Post-Seminar		
	<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
	<i>"I was satisfied with my style of feedback to students"^a</i>					
	<i>"I changed my style of feedback to students"^b</i>					
Male	19	2.1	1.5884	20	1.8	.3291
Female	22	2.4		23	1.6	
Junior	20	2.1	1.8799	22	1.8	.3291
Senior	21	2.4		21	1.6	
Technical	20	2.3	.0638	20	2.6	.3630
Social	21	2.2		23	2.4	
	<i>"I used writing as an instructional tool in the classroom"^a</i>					
	<i>"I used writing as an instructional tool more often in the classroom"^b</i>					
Male	20	2.5	1.1795	20	3.2	2.7439
Female	22	2.7		23	2.7	
Junior	21	2.3	4.5660*	22	3.0	.3147
Senior	21	2.9		21	2.9	
Technical	20	2.5	.4988	20	3.0	.2608
Social	22	2.7		23	2.9	

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly".

^a Pre-Seminar wording of the measure. ^b Post-Seminar wording of the measure.

* $p < .05$

Participants also listed several improvements in their style of feedback to students and their own satisfaction with the changes:

I'm a much better corrector of written work. The seminar has helped me focus beyond micro issues (spelling, grammar, etc.) to macro issues (idea development, organization, etc.)

I certainly feel more competent to chair thesis committees and to analyze and critique undergraduate term papers.

I see things in students' writing that I did not see before.

I feel better equipped to give feedback. I see the need for writing and assignments--I ignored them before. I have seen that other faculty have the same problems with student assignments.

They get more encouragement and less time pressures.

Made me more cognizant of problems in student writing! Helped me in responding in a positive fashion to student writing. Helped me understand some "blocks" to writing which allowed me to help students.

Focus group participants elaborated on the effects of the Faculty Writing Seminar on their classroom instruction and their feedback to students. As one stated, "I think by my growth as a writer I can help [my students] grow as writers more. . . . I think I can just guide them better." Furthermore, their Seminar experiences became models for their classroom instruction as evidenced by the following anecdotes:

The considerable help I received in terms of mentoring my students' writing--that has changed tremendously over the time that I've been working with the Seminar. . . . [Student] skills were pretty poor in my estimation, and I needed to help them more than to hang up the goal [and] whip them until they get there. It just wasn't making much sense, so by hearing [the group leader] whom I respect highly as a writing mentor and as a teacher of writing, seeing how she's able to focus with me, that was good modeling. Then also we'd talk in group about how are we doing this with our students, so I've got some better ideas about how writing can be taught today. I'm not going to say that I've got the bottom line on this--that I've got it by the pants--but certainly I'm better now than I was five or six years ago in terms of how I teach my students to write.

One thing I really picked up on in guiding my own students is listening for the strength of the paper and listening for the most integrated aspects of the paper. . . . So many times [the leader] has been able to say to all of us in the group, "This sounds like what you really want to write. I like that idea. You sound like you really want that. Well, why don't you write about that rather than the other seven pages that you've got going here that don't sound like anything and don't have any click for

you." I've kind of developed that in my own students, the ability to see where they really got engaged with the material and encourage them to go with that as a paper topic or as a continuation of their study versus trying to make them focus on the less enjoyable parts of the paper that they've written for me or for the gods of style or whatever it is.

I've gained a really valuable perspective on the kinds of writing students are being asked to do in other disciplines. And the other thing I noticed myself doing a lot is I draw parallels from the Faculty Writing Seminar as a way of talking about writing. When I'm talking with my students about writing, I'll say, "Now that's an issue that came up in our faculty writing group. . . . And I like telling students about that because I want to make it clear to them that writing is something that we all do. It's not a menial activity or something they should have learned in high school but that we all continue to work on our writing, we continue to help each other. That's a positive thing . . . to think of themselves as writers rather than as [General Studies] 101 students.

In summary, there were no statistically significant differences pre-Seminar to post-Seminar in the sample as a whole in regard to the contribution of the Seminar to classroom instruction. Senior faculty reported a significantly higher use of writing as an instructional tool in the classroom pre-Seminar than did junior faculty. There were no other statistically significant differences between cohorts on either of the questionnaire measures of classroom instruction. However, participants reported greater awareness of writing projects across campus; greater confidence in making writing assignments; gentler, more reflective, insightful, and concrete styles of giving feedback to students; more writing activities; more acceptance of differences in style; and greater use of peer feedback.

Research Question 4: How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?

In this section, data regarding the effect of the Faculty Writing Seminar on the development of collegiality among participants are presented. Data are organized around participants' reports of specific changes in collegial attitudes and behaviors pre-Seminar to post-Seminar. Mean responses to questionnaire items concerning collegiality are tabulated for the sample as a whole as well as for each of the cohorts. Verbatim comments from the

participants on the written questionnaire and in focus group interviews supplement the statistical data.

Four questionnaire items served as indicators of the development of collegiality among participants. The indicators were sharing writing attempts with colleagues, developing close ties with campus colleagues, being motivated by colleague collaboration on writing projects, and desiring more time to talk with colleagues.

Collegial Behaviors of Participants

The data in Table 15 depict the pre-Seminar and post-Seminar ratings of the total sample and each of the cohort groups regarding the collegial behaviors of sharing writing attempts with colleagues and developing close ties with campus colleagues. Participants rated each item on a Likert scale of 1-4 regarding the degree to which the statement described the respondent's attitudes or behaviors, with "1" meaning "Not at all" and "4" meaning "Highly". Paired *t*-tests were used to determine the significance between pre-Seminar and post-Seminar ratings.

There were significant increases post-Seminar in the sample as a whole in both measures of scholarly behaviors related to collegiality ($p < .001$). Male, junior, and social-humanistic faculty reported significant increases post-Seminar in both measures related to collegiality ($p < .001$). Female, senior, and technical-scientific faculty reported significant increases post-Seminar in both measures of collegiality ($p < .01$).

Analysis of variance was used to determine significant differences between cohorts on pre-Seminar and post-Seminar responses to questions regarding scholarly behaviors related to collegiality. Data in Table 16 indicate there were no significant differences between cohorts on either of the measures of collegiality pre-Seminar or post-Seminar.

Table 15

Differences Between Seminar Cohorts on Two Measures of Collegiality Pre-Seminar to Post-Seminar

Cohort	Mean Rating Pre-Seminar	SD	Mean Rating Post-Seminar	SD	<i>t</i>	<i>df</i>	<i>p</i>
<i>"I shared my writing attempts with a colleague(s)"</i>							
Total Sample	2.1	1.0	3.0	.9	- 6.35	42	<.001***
Gender							
Male	2.1	.9	3.1	.8	- 5.60	19	<.001***
Female	2.1	1.1	3.0	1.0	-3.89	22	.001**
Faculty Standing							
Junior	2.1	1.0	3.1	.8	-5.27	21	<.001***
Senior	2.1	1.1	2.9	1.0	-3.70	20	.001**
Discipline							
Technical	1.9	1.1	2.7	1.1	-4.00	19	.001**
Social	2.0	.9	3.0	1.0	-5.37	21	<.001***
<i>"I developed close ties with campus colleagues"</i>							
Total Sample	2.0	1.0	2.9	1.1	-6.68	41	<.001***
Gender							
Male	1.9	.9	3.0	1.0	-6.19	19	<.001***
Female	2.1	1.1	2.8	1.1	-3.73	21	.001**
Faculty Standing							
Junior	1.8	.9	2.9	1.0	-5.75	20	<.001***
Senior	2.1	1.0	2.8	1.1	-3.84	20	.001**
Discipline							
Technical	1.9	1.1	2.7	1.1	-4.00	19	.001**
Social	2.0	.9	3.0	1.0	-5.37	21	<.001***

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Faculty standing refers to the number of years the participant had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

**p* < .05

***p* < .01

****p* < .001

Table 16

Differences Between Seminar Cohorts on Two Measures of Collegiality Pre-Seminar and Post-Seminar

Cohort	Pre-Seminar			Post-Seminar		
	<i>n</i>	Mean	<i>F</i> ratio	<i>n</i>	Mean	<i>F</i> ratio
<i>"I shared my writing attempts with a colleague(s)"</i>						
Gender						
Male	20	2.1	.0018	20	3.1	.0297
Female	23	2.1		23	3.0	
Faculty Standing						
Junior	22	2.1	1.006	22	3.1	.6491
Senior	21	2.1		21	2.9	
Discipline						
Technical	20	1.5	3.4263	20	1.8	.2237
Social	23	1.5		23	1.6	
<i>"I developed close ties with campus colleagues"</i>						
Gender						
Male	20	1.9	.4052	20	2.9	.0088
Female	22	2.1		23	2.9	
Faculty Standing						
Junior	21	1.8	1.5881	22	3.0	.2006
Senior	21	2.1		21	2.8	
Discipline						
Technical	20	1.5	.1053	20	1.8	1.1459
Social	22	1.5		23	1.6	

Note. Mean score indicates the average response on a Likert scale of 1-4 regarding the degree to which the statement applied to the respondent, with "1" meaning "Not at all" and "4" meaning "Highly". Faculty standing refers to the number of years the participant had taught at UND. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

Participant Perceptions of Seminar Contribution to Collegiality

Thirty-four of the 47 participants in the study stated on the questionnaire that the building of collegial relationships was one of the most valuable aspects of the Faculty Writing Seminar. Verbatim comments in response to the request to list the most valuable aspect of the Seminar follow:

The academically-focused camaraderie of our group.

Collegiality; safe place to submit writing; positive support of others.

Contact with other faculty from a variety of fields; Seeing that these others have the same problems with writing mechanics; What a help everyone is to one another--very supportive.

Meeting colleagues, sharing ideas with them, and getting useful feedback from peers.

Contacts made; encouragement; seeing myself as a writer; modeling of instructors; I would say the FWS is the single most important part of my work/life at UND.

Focus group interviews yielded similar comments about the value of collegiality in the Seminar. Participants joined the Seminar with varying expectations from specific objectives to vague notions about what the group might accomplish for them, and collegiality was not a major expectation:

I wanted to be more successful at getting published.

I went with the expectation of learning a little bit about what was going on within [the leader's mind] about the learning process and how to somehow or other encourage students . . . to have good experiences with writing.

I don't think I really thought about [the purpose of the group] going in. I just thought this would be . . . a good opportunity to meet some people outside [my department].

[I wanted] to get support for an article I was writing: "That was the hook, really--come and work on those articles that you need to get done for promotion and tenure."

Once in the group, however, whether they had entered to become better writers or better teachers, nearly all participants commented on the camaraderie they experienced as members of the Seminar:

I think it's a good place to get feedback, and this is a great place, a great forum. You get lots of encouragement, and it's kind of fun. For me, that's what does it.

We've continued. We got along. We had fun together. We enjoyed one another. We were able to tease about one another's foibles, the stylistic needs as well as our disciplines and so on. And we did enjoy one another as people.

One participant, echoing the comments of the group leader, found the interdisciplinary constitution of the group to be somewhat frustrating:

I would say it was less than stimulating. . . . We were at so many different levels in terms of representing so many different areas of expertise . . . that our particular needs were pretty darn specific and I felt that, for example, the gentleman in [a technical field] was not getting the kind of help that he needed from the people in social sciences, or he felt that their help was irrelevant--they just didn't know how to write for a [technical] journal! And then when it would come to his time to critique somebody in social sciences, it was vice versa--Well! You don't know how to write! I mean, make it more concise! More to the point!

On the other hand, others were pleased with the diversity of the Seminar participants:

[I] call to mind a computer science colleague who would bring his papers in and of course we would all just freak! "What do you expect from us?!" And yet he would be a wonderful reader for the rest of us; he'd be very enthusiastic about the group; and we'd make good-hearted fun, teasing him about it, and he would do the same for us. So I think there was a nice camaraderie that developed in our bunch, of acceptance for this person and for who and what [he] had to offer and for the problems that [he] had in [his] own discipline, having to write in a certain fashion, publish in a certain way.

It's more interesting when you have to read the papers from the various fields. It would maybe get a bit monotonous always from the same field.

That was a whole new mind-blow to me, to be able to experience other people's stylistic needs. I've only been doing academic writing in [my field]. I've not been aware, except head knowledge only, about the fact that other people have to write in different styles for their disciplines. So that was like a new area that opened up to me. It's like, "Oh my goodness! This is why there are different disciplines, I guess!"

It is nice to have the different varied viewpoints coming from different disciplines, but I think the key is honest feedback. Wherever that comes from, it's good.

In addition to facilitating feedback, support, and camaraderie, the Seminar provided the members with professional links to the rest of the university. "I just think it's been a real neat connection. It does interest people in this group in other campus things," stated one participant. Furthermore, the Seminar helped increase participants' appreciation for the concept of "university":

I think it's been a really strong bonding experience for me with this university and very, very helpful in terms of my teaching and my own ability to reach out--networking has extended through this.

For me . . . what has turned out to be [an] utterly unexpected and fascinating thing is just to find out what other people do! We have colleagues all over the university, but I had no idea . . . what they're doing. . . . It has given me a much broader, mature, and deeper understanding of the university as a whole. . . . We may tend to undervalue what people in other areas are doing or to dismiss it or think that it's not important work. I have been very, very interested in seeing what other people are doing and finding respect for the kinds of work that people are doing, seeing the kind of commitment people have in their fields. It makes me think about the university as a whole as my home more so now than usually.

In summary, there was a significant increase in positive responses by the sample as a whole and by each of the cohorts pre-Seminar to post-Seminar on the Faculty Writing Seminar's contribution to the development of collegiality. There were no significant differences between cohorts on behavioral measures of collegiality. Written and oral comments focused strongly on the value of the Seminar for building collegial relationships by encouraging camaraderie, providing positive support, facilitating interdepartmental contact, and increasing the bond with the university as a whole.

Other Data of Interest

Seven other categories of interest to this study were part of the survey: (a) scholarly writing habits of the participants, (b) barriers to scholarly productivity, (c) strategies taught in the Seminar for overcoming these barriers, (d) motivation for scholarly writing, (e) types of support needed for scholarly activity, (f) assessment of the Seminar's most valuable aspects, and (g) suggestions for improvement of the Seminar.

Scholarly Writing Habits

Participants were asked to identify their preferred time of day and location for scholarly writing. Seventeen of the participants reported that they did their scholarly writing at home (not necessarily by preference but of necessity due to such distractions at the university as lab work and supervision). Seven reported using their university offices for scholarly writing. One used the library.

Thirteen participants preferred writing in the morning; eight preferred evenings; five preferred either late night or early morning; and one each preferred writing in the afternoon, on weekends, or summers only. Twelve participants reported that they preferred writing "whenever" or "wherever" possible. One participant preferred writing "any time I'm in the mood." Six participants reported needing a substantial block of time and a quiet environment to accomplish any scholarly writing. Six participants reported a preference for writing at the computer.

Barriers to Scholarly Writing

Written comments on the questionnaire and discussions during focus group interviews revealed writing weaknesses and other behavioral and attitudinal barriers to scholarly writing productivity discovered through participation in the Seminar. The most commonly reported barriers to writing were perfectionism and procrastination, followed by negative "writing-self" image and disorganization. In addition, problems with writing technique surfaced, including passive construction, long sentences, reliance on "other" authority rather own "voice," use of jargon, poor grammar, and poor organizational skills.

Typical responses are reported verbatim:

I used to have the notion that the first draft had to be perfect. I now see that this hinders productivity.

[I] worry too much about grammar and punctuation so that it blocks creativity.

Rigid view of style.

Tendency to edit too early, before the thought is fully formed.

Not setting timelines.

Fears about being "good enough."

Speaking in academese versus own voice.

Locked to sources.

Disorganization; too many ideas/too broad spectrum.

Strategies for Surmounting Scholarly Writing Barriers

Techniques for surmounting many of these barriers were addressed in the Faculty Writing Seminar. Participants reported that the Seminar taught them the strategies of using peer review, writing journals, using computer and other technological aids to assist in the technicalities of the writing process, free-writing, creating publication plans, setting deadlines, and "just doing it." The following suggestions were typical of participant responses:

Talk to a microphone; talk to a colleague.

Get peers to review final draft.

Sit down and write even if you don't feel like it.

Leave editing to very end. They said just put it down and then revise. I have done that and it helps immensely.

Set a time to write and stay with it!! Believe that I can do it!

Begin with something so the paper isn't bare; Don't weaken ideas by overstating them; Be concise.

Make a writing/publication plan.

Set deadlines.

Outline. Focus on limited number of issues (develop more papers).

Motivation for Scholarly Writing

Participants were asked to identify factors which motivated them to engage in scholarly writing. Participants were instructed to select "all that apply" from a list of six motivational factors and to list additional factors of their choice. Data in Table 17 depict the motivational factors which participants reported contributing to their involvement in scholarly writing. The data are presented by percentage of affirmative responses to each of the factors.

Table 17

Motivation for Writing for Publication

Cohort	n	Motivating Factors (%)					
		Personal interest	Department pressure	Tenure requirement	Promotion requirement	Colleague collaboration	Financial reward
Total	47	83	55	45	70	43	21
Male	23	83	44	44	65	35	26
Female	24	83	67	67	75	50	17
Junior	23	78	61	78	74	44	22
Senior	24	88	50	13	67	42	21
Technical	22	86	50	50	55	32	23
Social	25	80	60	40	84	52	20

Note. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

"Personal interest and enjoyment" was listed as a motivation for writing for publication by 83% of the sample as a whole and by at least 78% of the cohort groups.

"Promotion requirements" was listed as a motivation for writing for publication by 70% of the sample as a whole and by at least 65% of the cohort groups except technical-scientific faculty. "Financial reward" was listed as a motivation for writing for publication by only 21% of the sample as a whole and by no more than one-fourth of any of the cohort groups.

"Tenure requirements" was listed as a motivation for writing for publication by 78% of junior faculty but only 13% of senior faculty.

Other motivating factors identified by written comments on the questionnaire included social change, competition, self esteem, personal and professional integrity, and the

opportunity to "share with the scientific community knowledge of the world around us."
Two participants identified a sense of obligation: "Research and writing is part of the job."

Support Needed for Scholarly Activity

Faculty Writing Seminar participants were provided a checklist of factors that would support scholarly writing and were asked to select all factors they considered desirable for their engagement in scholarly writing activity. Data in Table 18 depict the percentage of affirmative responses to each of the factors.

"More time to write" was listed as a desired factor by the highest percentage of the sample as a whole (87%) and by each of the cohort groups. "More research support" was listed as a desired factor by the second highest percentage of the sample as a whole (57%) and by over half of each of the cohorts except senior faculty (46%). "More time with students" was listed as a desired factor by the lowest percentage of the sample as a whole (26%) and by less than one-third of each of the cohorts except junior faculty (35%) and technical-scientific faculty (36%). Other desired factors identified by participants included time for other types of creative development, less time with students, better computer equipment, and developmental leave or other "chunk" of time to finish current writing projects.

Value of the Seminar

Participants were asked to identify the most valuable aspect of the Seminar. Responses exceed the number of participants because some respondents listed more than one valuable aspect of the Seminar. The ten most frequent responses are tabulated in descending order in Table 19.

Collegial contacts was identified by the greatest number of participants (34) as the most valuable aspect of the Seminar. The opportunities to meet colleagues across the campus and to exchange feedback about scholarly writing were identified by 11 participants as the most valuable aspects of the Seminar.

Table 18

Factors Desired for Scholarly Writing

		"I wish I had more . . ." (%)				
Cohort	<i>n</i>	Support for my research	Word processing skills	Time to talk with colleagues	Time to write	Clerical support for writing
Total	47	57	19	43	87	40
Male	23	61	9	44	83	30
Female	24	54	29	42	92	50
Junior	23	70	9	35	91	44
Senior	24	46	29	50	83	38
Technical	22	55	18	46	91	23
Social	25	60	20	40	84	56
		"I wish I had more . . ." (%)				
Cohort	<i>n</i>	Skill with writing	Recognition for my scholarship	Time with students	Financial reward and support for scholarship	
Total	47	49	36	26	51	
Male	22	57	44	22	52	
Female	22	42	29	29	50	
Junior	22	44	48	35	52	
Senior	22	54	25	17	50	
Technical	22	59	27	36	32	
Social	25	40	44	16	68	

Note. Junior = fewer than 7 years on the UND faculty. Senior = 7 or more years on the UND faculty. "Technical" refers to faculty in the technical-scientific oriented disciplines. "Social" refers to faculty in the social-humanistic oriented disciplines.

Table 19

Participant Assessment of Most Valuable Aspect of Seminar

Valued Aspect	Number of Responses
Collegial contacts	34
Interdisciplinary contact with colleagues	11
Giving and receiving feedback	11
Self concept as a successful writer	6
Learning about the process of writing	5
Increased confidence	4
Identifying and committing to deadlines	4
Psychological value of sharing fears and successes	4
Encouragement and support	4
Facilitator's expertise and assistance	3

Suggestions for Improving the Seminar Experience

Seminar participants were asked for suggestions on how the Seminar could be improved. The most repeated comment was "Fine as is--keep it up!" Other common themes were tailoring Seminars to different career stages and different departments, addressing classroom instruction, varying the format of the sessions, and tracking the writing process through to publication. Selected verbatim written comments from the survey identify changes or additions to improve the Seminar experience:

More direct feedback on writing issues and mechanics (not personal topics or personal agendas in the discussion). In general the workshops I have been involved with were terrific, and I am very, very grateful for them.

It takes longer than one semester to change. I would like to have time to be involved in more on-going (learning) activities.

Vary the format and structure so it's not always reviewing research/book publication. Small group exercises, discussion on some topics, assigned readings?

Examples of poor writing that the class would re-write; A grammar review; Techniques for helping students improve their writing.

I think it would be more useful to present it to a more homogeneous group of scholars who share, at least to some extent, the same jargons. For example, scholars from economics, finance, banking, marketing, and various fields of business rather than from nursing, geology, economics and education.

Keep it up! Add an emphasis on finishing projects (especially for on-going seminars).

As it is now, it's an "intro" class. I would like to see "Writing I," Writing II," etc.

The writing seminar focuses too much on the humanities. It was difficult to get input on technical writing.

There should be writing seminars for faculty in all stages of their career. The seminar I took was too remedial (o.k. for beginning faculty, but not appropriate for senior faculty). Writing, and its development, should be a part of all faculty development—more interaction with senior faculty would have helped this group.

An open-door policy initiated. Instead of signing up for a semester, it would be beneficial, for myself, to be able to enter and exit when I need the assistance.

I wish I had known that the seminar was not built for 25-30 page articles in selective journals. It would be helpful if there were more faculty who understood a variety of research methods.

Summary of the Findings

In regard to Research Question 1 (How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the participants?), there were significant increases post-Seminar in several measures of productivity for the total sample. There were significant increases post-Seminar in attitudes and behaviors defined as beneficial to scholarly productivity and significant decreases post-Seminar in attitudes and behaviors defined as unfavorable to scholarly productivity.

In regard to Research Question 2 (How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?), group leaders reported that scholarly activity was enhanced by participants identifying their own "voices" and styles of

writing, identifying colleagues to provide feedback on their scholarly efforts, learning methods of responding to student writing, and becoming more tolerant and appreciative of the needs and contributions of faculty in other disciplines. Participants extended the Seminar experience to other faculty by starting "discipline-specific" writing groups.

In regard to Research Question 3 (How has the Faculty Writing Seminar contributed to classroom instruction as perceived by the participants?), some participants used writing as an instructional tool in the classroom more often after participation in the Seminar. Participants also reported that the Seminar increased awareness of writing projects assigned to students in other disciplines, modeled better ways of providing feedback to students, and inspired greater tolerance for other writing styles.

In regard to Research Question 4 (How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?), the participants reported that strong camaraderie developed among Seminar colleagues. They commended the support given by Seminar leaders and participants and the opportunity for interdisciplinary contact.

A summary of the research findings and a discussion of their implications for faculty development are provided in the next chapter. Conclusions are presented, and suggestions for further research are offered.

CHAPTER V
SUMMARY, DISCUSSION, CONCLUSIONS,
LIMITATIONS, AND RECOMMENDATIONS

The purpose of this study was to examine the University of North Dakota Faculty Writing Seminar within the context of faculty development literature to determine the overall effectiveness of the Seminar as a means of promoting scholarly activity, facilitating instructional improvement, and enhancing collegial relationships. A secondary purpose of the study was to determine how well the Seminar met its goal of helping each participant (a) to develop one publishable piece of writing and (b) to draw analogies between his or her own writing and that of the students.

In this chapter, a summary of the study and a discussion of the research findings are presented. Conclusions based on the data are made and limitations of these conclusions are explained. Finally, recommendations for faculty development policy and implementation of the study findings as well as recommendations for further research are presented.

Summary of the Study

In view of the many demands on university faculty regarding research, teaching, and service, the need for effective methods of professional development is critical. Throughout the history of higher education in the United States, several strategies have been initiated by universities to try to address this need. Sabbatical leaves to allow faculty to increase their expertise in new areas of study and funding for faculty travel to attend professional conferences appear to be among the oldest forms of faculty development practiced in the United States. Other methods have included providing clerical, technical, and financial support for research; structuring work loads to allow team teaching and other collaborative

efforts; rewarding teaching or research excellence; and establishing instructional development offices to support teaching.

These efforts have received varying degrees of administrative support and faculty approval. Funding cutbacks since the 1970s have reduced the availability of many faculty development initiatives, yet public demands for instructional effectiveness, research productivity, and faculty service have not decreased. One of the newer strategies developed in the last ten years to try to alleviate the lack of budget support for faculty development and to enhance the performance of faculty on the three traditional measures of faculty merit is the formation of faculty writing support groups.

An example of a writing support group is the University of North Dakota (UND) Faculty Writing Seminar which was begun in 1993 with funding from a Bush Foundation Writing Across the Curriculum grant. The Faculty Writing Seminar grew from the need expressed by UND students for better feedback on their writing, coupled with the desire expressed by faculty for assistance in addressing student writing problems. The Bush grant proposal written in 1990 aimed to help faculty gain the knowledge and experience needed to integrate writing into their classes and to develop their own leadership, evaluation, and assessment skills. Two \$300,000 grants for Writing Across the Curriculum program were funded by the Bush Foundation, one for 1991-93 and one for 1994-96.

This study examined the Faculty Writing Seminar to determine how well it met its stated goals. The following research questions guided this study:

1. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the participants?
2. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?
3. How has the Faculty Writing Seminar contributed to classroom instruction?

4. How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?

The four research questions were answered on the basis of responses to the Faculty Writing Seminar Participant Questionnaire, focus group interviews, structured interviews with Seminar leaders, and artifacts such as Writing Across the Curriculum newsletters and reports, and publications by participants and group leaders descriptive of their Faculty Writing Seminar experiences. Questionnaires were sent to the 48 Faculty Writing Seminar participants who were on the faculty of the University of North Dakota and were present on campus at the time of the study. Forty-seven of the 48 Seminar participants surveyed completed the questionnaire for a response rate of 98%.

The data showed the following general trends:

- There were significant increases pre-Seminar to post-Seminar in the mean number of articles to be submitted refereed journals.
- There was a significant increase pre-Seminar to post-Seminar in the mean number of book contracts to be awarded.
- There was a significant increase pre-Seminar to post-Seminar in mean number of manuscripts to be submitted to refereed journals by female, junior, and social-humanistic faculty.
- There was a significant increase pre-Seminar to post-Seminar in the mean number of book contracts anticipated by social-humanistic faculty.
- Male faculty anticipated having significantly more articles published in refereed journals post-Seminar than did female faculty.
- Junior faculty anticipated having significantly more manuscripts in progress, manuscripts submitted to refereed journals, and articles published in refereed journals post-Seminar than did senior faculty.

- Social-humanistic faculty reported having significantly more manuscripts in progress pre-Seminar than did technical-scientific faculty. There were no significant differences between these cohorts post-Seminar.

- Perfectionism, procrastination, negative "writing-self" image, and poor organization were identified as barriers to writing productivity.

- Strategies taught in the Seminar to surmount writing barriers included using peer review, keeping journals, practicing "free-writing," creating publication plans and deadlines, and "just doing it."

- Seminar facilitators credited the Seminar with awakening participants to their own "voices" and styles of writing, modeling methods of response to student writing, identifying colleagues interested in scholarship and capable of providing feedback regarding scholarly writing, and spawning discipline-specific writing groups.

- Participants reported that the Seminar increased their awareness of writing projects across campus, built greater confidence in creating writing assignments, promoted more reflective, gentle, insightful, and concrete feedback to students, increased tolerance for differences in writing style, and modeled the use of peer feedback.

- Nearly three-fourths of the participants indicated that they used writing as an instructional tool in the classroom more after participation in the Seminar.

- Participants expressed strong appreciation for collegial, interdisciplinary faculty contacts resulting from the Seminar.

- Personal interest and enjoyment of writing and promotion requirements were the strongest motivating factors for scholarly writing.

- "More time to write" and "research support" were the most desired types of scholarly support expressed.

- Suggestions for improvement of the Seminar included tailoring Seminars to different career stages and different departments, addressing classroom instruction more

specifically, varying the format of the sessions, and tracking the writing process through to publication.

In summary, in the perception of the participants, the Faculty Writing Seminar significantly increased their scholarly writing productivity. Participants reported using techniques modeled in the Seminar as instructional tools in their classrooms. They also acknowledged the impact of the Seminar on their awareness and appreciation for faculty from other disciplines.

Discussion of the Findings

The Faculty Writing Seminar had varying effects on participants' scholarly activity, classroom instruction, and sense of collegiality. A discussion of the findings follows, organized around each of the four research questions.

Research Question 1. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the participants?

Productivity Increases

There were significant increases in productivity as measured by submissions to refereed journals and book contracts awarded. Participants' written and oral comments strongly credited the Seminar with producing attitudinal and behavioral changes which positively impacted their writing productivity.

Comparison of male and female faculty. Although nearly two-thirds of the female respondents rated the Seminar's contribution as "moderately high" to "high," less than half of the male respondents rated it on the positive side of the scale. Apparently female participants regarded the Seminar as a stronger source of support for their writing productivity than did their male colleagues. This finding may indicate that male participants had access to other sources of expertise and motivation, such as collegial mentoring, departmental collaboration, and previous graduate school experience with research and publication. Such an interpretation supports Gainen's (1993) assertion that women and

minorities not only begin their careers with fewer of the mentoring experiences than their white male colleagues receive in graduate school but that they also continue to receive less mentoring and guidance in their first faculty appointments.

Nevertheless, a significant increase in submissions by both male and female faculty to refereed scholarly journals occurred following participation in the Seminar. This increase supports the study of Boice and Kelly (1986) which showed that female faculty in research institutions make the same work investments as do male faculty.

Although both male and female faculty anticipated submitting significantly more articles to refereed scholarly journals following the Seminar, male faculty anticipated significantly greater success at actual publication than did female faculty. Despite the claim of Boice and Kelly (1986) that male and female faculty publish articles at an equivalent rate, this finding suggests that female faculty at UND do not expect the same success in publishing as do their male colleagues.

Comparison of junior and senior faculty. There were several significant differences in the productivity measures of junior and senior faculty, with junior faculty more often showing greater rates of increase post-Seminar than did senior faculty. The percentage of junior faculty planning to conduct conference presentations during the 1995-96 academic year increased to 91%, whereas the percentage of senior faculty anticipating presentations declined to 75% post-Seminar.

The percentage of both junior and senior faculty with manuscripts in progress pre-Seminar and post-Seminar remained unchanged. Junior faculty, however, anticipated submitting more manuscripts to refereed journals while senior faculty anticipated submitting more manuscripts to non-refereed journals.

These differences can be explained by the fact that junior faculty had fewer years of involvement in postsecondary education and, therefore, had not had the opportunity to establish publication records prior to participation in the Seminar. The need for junior

faculty to establish successful publication records in order to attain tenure may have provided additional motivation to increase their productivity in refereed journals.

The reduced productivity on the part of senior faculty might be due to lack of motivation (reduced tenure/promotion pressure); negative feelings, burn-out or depression; or reduced vitality (Clark & Lewis, 1985). On the other hand, it may be due to heavier responsibilities for administration, particularly the demands on their time related to the restructuring process. Other factors claiming the attention of senior faculty include broader involvement in campus and community service and participation in mentoring programs for new faculty (Braskamp, Fowler, & Ory, 1984).

Alternative publication interests inspired, perhaps, by the interdisciplinary discussions taking place in the Faculty Writing Seminar, as well as by the discovery of a personal "voice" (Rankin, 1995) may have contributed to reduced emphasis on the traditional refereed publication route for senior faculty. Perhaps senior faculty, freed from the mandate to publish in refereed journals in order to attain tenure, may be enlarging their circle of targeted journals (Harrington, 1991). Senior faculty, while not discounting the importance of peer-reviewed research (publication in refereed journals still outranked that in non-refereed journals) may be more willing and free to invest time and effort in the service function of the professoriate, thereby providing the non-academic world the benefits of their scholarship, as Harrington (1991) advocated.

Comparison of technical-scientific and social-humanistic faculty. Social-humanistic faculty showed a significantly higher rate of manuscripts in progress prior to the Seminar. Following the Seminar, however, there was no significant difference between the two cohorts on this measure of productivity. Social-humanistic faculty also increased significantly in their anticipated submissions to refereed journals and in book contracts awarded post-Seminar. Sixty percent of the social-humanistic cohort were junior faculty, which may help explain their stronger publication showing.

Changes in Attitudes and Behaviors

Participants identified several behavioral and attitudinal barriers to scholarly writing productivity; they received help from the Faculty Writing Seminar for overcoming many of these barriers. Among the negative behaviors identified were procrastination, failure to set realistic, manageable goals for scholarly writing, and failure to manage the demands of the professoriate. These findings support the contention of Harrington (1991) that time constraints and perfectionism are the major writing inhibitors for faculty. In this study, the number of participants who set realistic, manageable goals for scholarly writing doubled post-Seminar, and, for most participants, procrastination and "writing blocks" became significantly less as problems after participation in the Seminar. Apparently the Faculty Writing Seminar group leaders dealt appropriately with the problem of procrastination by telling participants to "just do it!" This technique is supported by Burns (1989), who contended that "motivation doesn't come first--productive action does. You have to prime the pump by getting started whether you feel like it or not. Once you begin to accomplish something, it will often spur you on to do even more" (p. 170). Participants attested to the benefits of that approach.

There was a significant increase in the percentage of faculty who reported feeling good about their writing accomplishments after participation in the Seminar. This positive attitude may be expected to improve productivity even further, according to Burns (1989):

The greatest motivating force in the world is a feeling of excitement and satisfaction in what you do. . . . People who are highly successful and productive usually give themselves credit for what they do. Because they think about their work in a positive way, they feel excited and involved. (p. 177)

Interest in Scholarly Activity

Nearly 70% of the participants indicated that participation in the Seminar contributed moderately or highly to their interest in scholarly writing. Typical comments attributed the increase to greater confidence, comfort, and clarity in writing. Others noted the

interdisciplinary nature of the Seminar which encouraged collegiality, facilitated "connections" with other faculty, provided exposure to different types of writing, and encouraged a commitment to the discipline of writing.

In summary, participants perceived that the Faculty Writing Seminar improved their attitudes and behaviors regarding scholarly activity and contributed significantly to their writing productivity on several measures. They cited the development of collegiality as the most beneficial aspect of the Seminar experience.

Research Question 2. How has the Faculty Writing Seminar contributed to faculty scholarly activity as perceived by the group leaders?

The Seminar facilitators described several ways that the Faculty Writing Seminar contributed to the scholarly activity of the participants. In their perspective, the Seminar enhanced scholarly activity by awakening participants to their own "voice" and style of writing (Rankin), by identifying a group of colleagues interested in rigorous scholarship who could provide challenging feedback to a participant's scholarly efforts (Dixon), by modeling methods of response to student writing (Rankin), and by spawning discipline-specific writing groups post-Seminar (Hampsten). All three facilitators commented on the benefits, as well as the difficulties, inherent in the interdisciplinary structure of the Seminar.

Research Question 3. How has the Faculty Writing Seminar contributed to classroom instruction?

The Seminar contributed to classroom instruction in several ways, according to Seminar participants. Student learning was perceived to be enhanced because of increased faculty awareness of writing projects across campus and increased faculty tolerance for differences in writing styles resulting from the interdisciplinary nature of the Seminar experience. The Seminar was also credited with encouraging gentler, more reflective, insightful feedback and stimulating greater use of peer feedback. Participants also reported

increasing the number and variety of classroom writing activities after participating in the Seminar but acknowledged that other projects of the Writing Across the Curriculum program bore an equal measure of responsibility for the greater variety.

Nearly three-fourths of the participants indicated that they increased their use of writing as an instructional tool in the classroom after participation in the Seminar. Ways in which participants used writing as an instructional tool included writing portfolios, daily writing assignments, peer groups for independent studies, and peer review of in-class and outside writing projects. Several participants commented on their increased ability to offer effective feedback to students about their writing, having experienced effective feedback in the Seminar.

Research Question 4. How has the Faculty Writing Seminar contributed to the development of collegiality among the participants?

When asked what was been the most valuable aspect of the Faculty Writing Seminar, three-fourths of the participants mentioned the building of collegial relationships. Participants reported appreciating the camaraderie of the group, the positive support and encouragement, the interdepartmental contact, the knowledge that colleagues experienced similar frustrations, and the opportunity to learn more about the university and to feel more bonded to it. Furthermore, the measures which concerned the development of collegiality received the highest ratings of any of the attitudinal and behavioral changes post-Seminar.

Regarding participants' motivation to engage in scholarly writing, "Personal interest and enjoyment" received the highest percentage of responses among all cohorts except social-humanistic faculty, who rated "promotion requirements" slightly higher. "Financial reward" was a motivating factor for less than one-fourth of the participants in any cohort. Whether the low rating for financial reward as a motivator was occasioned by scholarly idealism or by the reality that very few disciplines or colleges offer financial reward for publication efforts is not certain. (It is interesting to note that "financial reward and support

for scholarship" was high on the "wish-list" of participants, even though it was not considered a motivational factor.)

More female than male faculty were motivated by "departmental pressure." More female than male faculty and more social-humanistic than technical-scientific faculty were motivated by the "opportunity for colleague collaboration on writing projects." This finding substantiates other studies that suggested collegial relationships are of great importance to the professional growth of female faculty, a cohort whose graduate school opportunities for collegial mentoring are reported to be limited (Aisenberg, 1988; Belenky, Clinchy, Goldberger, & Tarule, 1986; Fassinger, Gilliland, & Johnson, 1990; Gainen, 1993; Gilligan, 1986; Sandler, 1986). The higher rating given "opportunity for colleague collaboration on writing projects" by social-humanistic faculty than the rating by technical-scientific faculty is consistent with the Map of College Majors (1985) but is inconsistent with the findings of Armour, Fuhrmann, and Wergin (1990) who found humanities faculties less interested in colleague collaboration than faculty of other disciplines. It may be that the nature of the research conducted by technical-scientific faculty on the UND campus or the requirements of the scholarly journals in their field already provide more opportunities or incentives for collaborative writing than are currently available to social-humanistic faculty.

Predictably, there was a significant difference between junior and senior faculty regarding the motivational effect of tenure requirements. Also, social-humanistic faculty were motivated by promotion requirements, while technical-scientific faculty were motivated by tenure requirements. This finding is understandable because less than one-third of the technical-scientific faculty were tenured, compared to nearly two-thirds of the social-humanistic faculty.

Senior faculty's higher rating of "time to talk with colleagues" and "time to write" reflect the more mature career stage discussed by Gaff (1975), Braskamp, Fowler, and Ory

(1984), and Pazy (1990). Their low desire for "more time with students" combined with their very high desire for "time to write" suggests that they may have heavy teaching and advising loads and may need some adjustment of their work loads to balance their activities in a manner appropriate to their career stage.

In summary, participants reported significantly higher interest in collegial scholarly activities post-Seminar and identified the building of collegial relationships as the most valuable aspect of the Faculty Writing Seminar. Personal interest and enjoyment was the strongest motivating factor for engagement in scholarly writing for the total sample. Time to write and time to talk with colleagues were high on the list of desired support factors.

Conclusions

The data from this study lead to the following conclusions:

1. The Faculty Writing Seminar at the University of North Dakota met its stated goal of helping each participant develop one publishable piece of writing; therefore, scholarly writing and research have been enhanced among participants.
2. The Faculty Writing Seminar at the University of North Dakota met its stated goal of helping each participant draw analogies between his or her own writing and that of students; therefore, students have benefited from faculty participation in the Seminar.
3. The Faculty Writing Seminar at the University of North Dakota fostered collegiality among the participants, an outcome which participants regarded as the most valuable of its benefits; therefore, satisfaction with one aspect of the work environment has increased among participants.
4. The Faculty Writing Seminar at the University of North Dakota is an exemplary program of faculty development and provides a model for faculty development at universities of similar size and similar missions throughout the United States.

Limitations of the Study

The generalizability of the findings of this study is limited by several factors. They include the size and composition of the sample, the ambiguity of selected terminology in the survey, and the limitations inherent in qualitative research.

The small sample size, although it represented 98% of available participants and 76% of all Seminar participants since the inception of the program, was not large enough to allow sophisticated statistical analysis. The data reflect the perceptions of only the participants in the study and are not necessarily typical of all UND faculty nor of university faculty in general. Due in part to unforeseen scheduling conflicts, the sample of participants in attendance at the focus groups was much smaller than planned. Although participation in the focus groups was lively and yielded valuable insights about the spirit of the seminars, the level of group interaction for which focus groups are known was not maximized.

The failure to explore the perceptions of faculty who had withdrawn from the Seminar or had left the campus hindered a comprehensive view of faculty associated with the Seminar. Only those who were sufficiently satisfied with the Seminar to continue their membership for an entire semester were included in the study. The reasons for early withdrawal of some faculty from the Seminar were not clear. Furthermore, the contribution of the Seminar to the career progress of faculty who assumed new positions apart from UND was unknown.

Participants appeared to be confused by the wording of the question dealing with membership in other writing support networks; therefore, the degree to which the Seminar spawned new writing networks was not determined. Some participants indicated uncertainty about the meaning of the term "writing blocks"; therefore, the success of the Seminar in addressing that phenomenon could not be measured accurately. Other word choices, such as "*strong* interest in research and writing," "*close* ties with campus

colleagues," "*regular* time for writing," and "felt *good* about writing accomplishments" were highly subjective and may have been interpreted differently by individual participants.

Finally, the nature of qualitative research is strongly reliant on subjective perceptions of the participants. Even the survey data regarding the number of presentations, publications, proposals, and other scholarly writing produced by the participants was subject to participant error in remembering or reporting the figures accurately. Further, because some of the pre-Seminar data had to be recalled from as far back as 1991 and post-Seminar data were primarily speculative, comparisons can be viewed only as approximate.

Recommendations for Faculty Development

Despite these limitations, the findings hold several implications for administrators charged with promoting faculty development. Suggestions for policy and practice are presented below.

Office of Instructional Development

The UND Office of Instructional Development (OID), as it seeks to structure a faculty development program closely aligned with the needs and desires of faculty on the UND campus, can be assured that UND faculty who participated in the Seminar share the concerns cited by Eble and McKeachie (1985) for collegiality, collaboration, and instructional improvement. Participants have found in the Faculty Writing Seminar and other projects of the Writing Across the Curriculum program considerable support for these concerns. They have also found that the collegial process of the Seminar assisted in their efforts to publish their scholarly writing. Their appreciation for the camaraderie, friendship, and bonding to the campus community that occurred as a result of their participation suggests that faculty development on the UND campus is strongly aided by the group process. The OID should consider the following recommendations:

1. Conduct student evaluations of faculty writing assignments and provide the results to faculty.

2. Publish news of scholarly publication achievements of Seminar participants.

3. Publish instructional techniques developed by participants in response to their own experience with the Seminar.

4. Provide deans and department chairs with more information about the Seminar. Encourage their support (monetary and congratulatory) of participants' accomplishments.

Academic deans and department chairs

Academic deans and department chairs, in order to create a working environment conducive to the recruitment and retention of a productive, collegial faculty, should lend strong support to the Faculty Writing Seminar and other programs which help build a sense of intellectual community, improve instructional technique, and encourage scholarly productivity. To "derive maximum benefit from their precious faculty resources, . . . create a climate that will stimulate faculty growth and adaptation, and . . . promote professors' self-actualization" (Baldwin and Blackburn, 1983, p. 7), deans and chairs should consider the following recommendations:

1. Re-order priorities to provide faculty with more time to write. Provide assistance with task and time management. Build release time for scholarly writing into both senior and junior faculty loads.

2. Create a collegial, supportive intellectual environment. Encourage collaborative teaching and writing. Model collegiality.

3. Reward scholarly productivity.

4. Reward instructional excellence.

5. Follow the suggestions of Boice (1992) for increasing scholarly productivity:

- Facilitate informal, but focused, discussion groups.
- Enlist senior faculty to serve as models for scholarly activity.
- Make brief, casual visits to faculty offices.
- Organize and lead writing workshops.

6. Promote the continuance of the Faculty Writing Seminar.

7. Provide funding for celebrations when members of the department achieve research, publication, or instructional success.

8. Consider Adams' (1989) admonition to department chairs and tenured faculty to "assume extra committee memberships to spare their non-tenured colleagues from labor that goes unrewarded." Non-tenured faculty should attend to "developing manuscripts for publication, writing proposals for extramural funding, conceptualizing a program of research, formulating new courses, documenting teaching effectiveness, and upgrading aspects of classroom instruction that student evaluations cite as problematic" (p. 56).

University Writing Program

The UND University Writing Program (UWP) can be assured that the Faculty Writing Seminar does, indeed, assist participants in publishing their scholarly efforts and does help participants draw analogies between their own writing and that of their students. To maximize the effects, the University Writing Program should consider the following procedural changes:

1. Develop additional writing seminars of both interdisciplinary and intra-disciplinary constituents.

2. Encourage and facilitate the transferral of long-term group members into leadership roles within new groups to extend the reach and influence of the program to more faculty.

3. Develop writing seminars for graduate students. Such seminars would counteract the perfectionistic tendencies and loss of voice common to graduate students and spur their early entrance into the world of scholarly research and publication, increasing the likelihood of their publication success as new faculty.

Graduate Faculty and Advisors

Given the importance of faculty mentoring and early success in publication to the career productivity of potential university faculty, advisors should provide collaborative writing opportunities for their graduate students. Advisors should consider the following recommendations:

1. Encourage two-way interaction, facilitating personal and intellectual growth for both the faculty and the student.
2. Invite student reaction to faculty writing.
3. Invite student collaboration on journal articles.
4. Encourage student collaboration with faculty on conference presentations.
5. Strengthen the instruction in research methodologies by modeling and requiring appropriate research and writing techniques in all class assignments.

In conclusion, university administrators and faculty can look to faculty development strategies such as the Faculty Writing Seminar at the University of North Dakota as a mutually beneficial means of promoting the welfare of the campus constituents. By promoting collegiality, the Seminar increases the faculty's sense of bonding to the university and the respect for the concerns and accomplishments of colleagues across the disciplines. By exposing and addressing barriers to writing and providing support, encouragement, and constructive peer feedback to its members, the Seminar increases the scholarly productivity of the faculty, contributing not only to their quest for tenure and promotion but to the expansion of knowledge and the prestige of the university as well. By modeling effective peer feedback, the Seminar contributes to the improvement of instruction and the increase of faculty-student interaction.

Baldwin and Blackburn (1983) wrote that the "convergence of individuals' career goals and the organization's development plans can promote growth beneficial at both the

individual and the institutional level" (p. 8). The Faculty Writing Seminar at the University of North Dakota appears to be a prime example of such convergence.

Suggestions for Further Research

In this first in-depth study of the Faculty Writing Seminar at the University of North Dakota, much was learned about the productivity of the Seminar participants as well as their attitudes toward scholarly writing. A longitudinal study of participants' scholarly writing productivity rates, changes in attitudes and behaviors toward scholarly writing, instructional techniques, and sense of collegiality with the campus community is in order. Replication of the current methodology, with minor clarifications in the survey instrument, would add valuable insight to the direct and indirect effects of the Seminar. In addition, a comparison study of other types of writing seminars in other universities, using this study's survey instrument, could provide direction to the University Writing Program in revising the current format for the Seminar.

The following questions prompted by the study deserve further exploration:

1. How do the productivity rates of Seminar participants compare with the productivity of faculty who have not participated in a Seminar? who have participated in several on-going Seminars?
2. How does the sense of bonding to the university differ between Seminar participants and non-participants?
3. How do instructional techniques differ between Seminar participants and non-participants?
4. How do students perceive the changes in instructional technique resulting from their professors' participation in the Faculty Writing Seminar? How do the perceptions of classroom instruction differ between students of participants and students of non-participants?

5. What type of mentoring experiences are provided to UND graduate students in regard to professional publication and presentations? Do male and female graduate students receive similar opportunities for collaborative experiences with faculty?

6. Do female faculty hold lower expectations regarding their success in publication than do male faculty? A follow-up study should examine the possibilities of editorial bias, limited professional networks, and differential experiences with publication during graduate school.

7. Why are senior faculty beginning to target non-refereed journals more than before? What effect does this interest in more "popular" outlets have on the university's influence on public thought and policy?

8. Why does there appear to be a decline in the number of senior faculty making conference presentations? How does the lower productivity of senior faculty on some measures affect relationships within and between departments?

9. Does the achievement of tenure status correlate positively with reduced scholarly productivity?

The answers to these questions are important to understanding the influence of faculty development strategies such as the Faculty Writing Seminar. They are also key to defining the most advantageous direction for future faculty development movements in regard to potential as well as established faculty.

APPENDIX A
UND WRITING ACROSS THE CURRICULUM BROCHURE

UND Writing Across the Curriculum

1994 - 1996

The UND Writing Across the Curriculum (WAC) Program has received funding from the Bush Foundation to sponsor a second phase, which will build on current WAC activities and add new programs as well. Four kinds of projects, described below, are planned. For more information on any of these programs call the WAC Office at 777-3600.

PROJECT 1: CURRICULUM DEVELOPMENT

Model Projects Program: This program is designed to build on the strengths of existing clustered, linked, and special emphasis courses. Faculty from various disciplines are encouraged to involve themselves in planning courses (especially for courses that meet the needs of their own majors). Students will be able to complete the second semester of their GER writing requirement in their sophomore or junior year, possibly through one of these special courses.

Grants: Grants are available for half-day brainstorming workshops and for program development. Some of the grant funds will be reserved for specified applications, like projects related to portfolios or projects related to development of Model Projects courses.

PROJECT 2: RESOURCES FOR STUDENTS

Enhancement of the University Writing Center: Two new kinds of training provide support for the Writing Center. Workshops to train Writing Center tutors, as well as faculty who are interested in one-on-one work with student writing, will be offered each year. In addition, a "Writing Center/Research Center" course is offered to strengthen the tutoring that is conducted through the center, and encourage development of research skills that can complement the tutorial activities.

Writing Mentors within the Disciplines: The Mentors program is basically Writing Center outreach offered through specific academic

units. Departments can apply for WAC funding to hire a mentor (ideally, a student from within the discipline) who will serve as a peer tutor for writing within that academic unit.

"Writing in the Major" Student Brochures: A template for a "Writing in the Major" brochure is available through the WAC office. The template includes basic information on the Writing Center, Writing Mentors, study skills courses, and library orientation courses. Interested departments may add a statement about the writing expectations in their own disciplines, and copies of the finished brochure will be provided for distribution to students.

PROJECT 3: RESOURCES FOR FACULTY

Two-day Workshop: One two-day WAC workshop is offered each year. These may be general, introductory workshops, or they may be used for specific purposes like training faculty for portfolio evaluation, or providing specialized training for faculty who plan to teach new, upper division writing courses.

Extended Workshop: One extended workshop is offered each May. Over a one or two week period, faculty have an opportunity to work directly on course development while influenced and supported by colleagues across the disciplines who are committed to integrating writing into their courses.

Teaching-with-Writing Discussion Group: The once-a-month noon discussion group continues to meet regularly. In addition to providing a forum for sharing ideas, the discussion group keeps faculty connected with others who are interested in teaching with writing.

Large-Scale Faculty Development: At least once during the second phase of the WAC program, faculty from across campus will be invited to read and discuss portfolios of student writing. Ideas generated through this process may serve as the basis for small grants projects or for model curriculum projects.

Faculty Writing Seminar: Faculty continue to have an opportunity to gather regularly over the course of a semester to work on their own writing. The goal for the seminar is to help each participant

develop one publishable piece of writing. Faculty also are encouraged to draw analogies between their own writing and that of their students.

PROJECT 4: PROGRAM SUPPORT

Implementation of the University Writing Program: In order to implement the program described, and to build a cohesive structure that can sustain the projects post-Bush, a revised administrative structure is being implemented. The goal is to coordinate UND writing programs (WAC, the Writing Center, and writing-in-the-disciplines "model projects" courses).

WAC Newsletter: The newsletter continues to be published, but on a two or three times per semester basis. This will make it a more effective publicity tool for writing programs, and also improve readability.

Material and Resource Center: The WAC office houses a collection of faculty-generated materials like assignment sheets and syllabi, as well as published materials like books and journal articles that relate to teaching with writing.

APPENDIX B

LIST OF FACULTY WRITING SEMINAR PARTICIPANTS

FACULTY WRITING SEMINAR PARTICIPANTS

FALL 1991 - SPRING 1995

Seminar I - Fall 1991:

Patty Jo Bellamy (left campus)
 Jeri Dunkin (left campus)
 Barbara Lewis
 Jun Wang (on leave 1995)

Jane Berne
 Dan Jacobson
 Cliff Staples

Bob Bode (left campus)
 Pat Kerr (left campus)
 Bev Uhlenberg

Seminar II - Spring 1992:

Fatholla Bagheri
 Phil Gerla
 Steve Rendahl
 Denise Twohey

Judy Euler (left campus)
 Mohammad Hemmasi
 Erin Simunds
 Alexander Tyree

Kevin Fire
 Jacob Manakkalathil
 Jeff Stith

Seminar III - Fall 1992:

Abdul Alkezweeny (left campus)
 Ray Diez
 Arnold Johnson

Mary K. Askim
 Leola Furman
 Gary Towne

Joy Bostrom
 Barbara Handy-Marchello

Seminar IV - Spring 1993:

Shelby Barrentine
 Bill Jackson
 Glenn Olsen
 Carol Sedgwick (on leave 1995)

Mary Cutler
 Bev Johnson
 Roger Schauer
 Jane Berne (repeat)

Kevin Flannery
 Helen Melland
 Thomas Steen

Seminar V - Fall 1993

Carl Barrentine
 Donald Naismith (retired)
 Sonja Haagenstad

Deb Byram
 Roy Rodenhiser

Myrna Haga
 Dee Watson

Seminar VI - Fall 1994:

Victoria Beard
 Cindy Juntunen-Smith
 Linda Larson

Xiaozhao Huang
 Doug Knowlton
 Denise Twohey (repeat)

Charlotte Humphries
 Melinda Leach

Seminar VII - Spring 1995

Kathy Norman
 Cec Volden
 Cindy Juntunen-Smith (repeat)
 Melinda Leach (repeat)

Kathy Perrin
 Victoria Beard (repeat)
 Charlotte Humphries (repeat)
 Denise Twohey (repeat)

Lothar Stahl
 Doug Knowlton (repeat)
 Linda Larson (repeat)

APPENDIX C
FACULTY WRITING SEMINAR PARTICIPANT QUESTIONNAIRE

FACULTY WRITING SEMINAR PARTICIPANT QUESTIONNAIRE

1. In the academic year *prior* to your participation in the Faculty Writing Seminar, to what degree did the following descriptions apply to you?

(Not at all) 1 - 2 - 3 - 4 (Highly)

- ___ I felt a strong interest in research and writing.
 ___ I doubted my ability as a writer.
 ___ I shared my writing attempts with a colleague(s).
 ___ I was able to find time for writing.
 ___ I felt good about my writing accomplishments.
 ___ I kept records of my writing time.
 ___ I developed close ties with campus colleagues.
 ___ I used writing as an instructional tool in the classroom.
 ___ I established a regular time for writing.
 ___ I experienced "writing blocks."
 ___ I set realistic, manageable goals for writing.
 ___ I procrastinated in regard to writing projects.
 ___ I was satisfied with my style of feedback to students about their writing.

2. *After* your participation in the Faculty Writing Seminar, to what degree did the following descriptions apply to you?

(Not at all) 1 - 2 - 3 - 4 (Highly)

- ___ I felt a strong interest in research and writing.
 ___ I doubted my ability as a writer.
 ___ I shared my writing attempts with a colleague(s).
 ___ I was able to find time for writing.
 ___ I felt good about my writing accomplishments.
 ___ I kept records of my writing time.
 ___ I developed close ties with campus colleagues.
 ___ I used writing as an instructional tool more often in the classroom.
 ___ I established a regular time for writing.
 ___ I experienced "writing blocks."
 ___ I set realistic, manageable goals for writing.
 ___ I procrastinated in regard to writing projects.
 ___ I changed my style of feedback to students about their writing.

3. In the academic year *prior* to your participation in the Faculty Writing Seminar, please list your involvement in scholarly activities:

	(Number)
Conference presentations made	___
Manuscripts in progress	___
Manuscripts submitted to refereed journals	___
Manuscripts published in refereed journals	___
Articles submitted to non-refereed journals	___
Articles published by non-refereed journals	___
Grant proposals submitted	___
Book chapters accepted for publication	___
Book contracts awarded	___
Other (Please specify): _____	

4. Please indicate your scholarly activities plans for next year (1995-96):
 (Number)

- Conference presentations to be made _____
- Manuscripts to be written _____
- Manuscripts to be submitted to refereed journals _____
- Manuscripts to be published in refereed journals _____
- Articles to be submitted to non-refereed journals _____
- Articles to be published by non-refereed journals _____
- Grant proposals to be submitted _____
- Book chapters to be submitted for publication _____
- Books under contract _____

Other (Please specify): _____

Please answer the following three questions on a scale of 1-4 with 1 = "Not at all" and 4 = "Highly"

5. How much has your participation in the Faculty Writing Seminar contributed to your interest in scholarly writing?

(Not at all) 1 - 2 - 3 - 4 (Highly)

In what way(s)?

6. How much has your participation in the Faculty Writing Seminar contributed to your scholarly writing productivity?

(Not at all) 1 - 2 - 3 - 4 (Highly)

In what way(s)?

7. How much has your participation in the Faculty Writing Seminar contributed to your effectiveness as an instructor?

(Not at all) 1 - 2 - 3 - 4 (Highly)

In what way(s)?

10. I wish I had more:

(Check all that apply)

- Research support
- Word processing skills
- Time to talk with my colleagues
- Time to write
- Clerical support for scholarly activities
- Writing skills
- Recognition for my scholarship
- Time with students
- Financial reward/support for my scholarship
- Other _____
- Other _____
- Other _____

11. The most valuable aspect of the Faculty Writing Seminar has been:

12. Ways in which your participation in the Faculty Writing Seminar has impacted your students' writing:

13. The Faculty Writing Seminar would be more helpful to faculty if the following changes or additions were made:

Thank you !

Please Return To: Joyce White
Box 7189 - Bureau of Educational Services
University of North Dakota

-- Identification Card --

Name _____

*(Names will be removed
from the questionnaires
when all have been collected
and focus groups assigned.)*

Phone _____

Number of years employed at UND _____

Number of years engaged in teaching at the post-secondary level _____

Current faculty rank _____

Faculty rank at time of participation in seminar _____

Tenure track appointment? Yes No Current tenure status _____

Tenure status at time of participation in seminar _____

Seminar attended:*(Circle all that apply)*

- Fall 1991 (Dixon)
- Spring 1992 (Dixon)
- Fall 1992 (Rankin)
- Spring 1993 (Rankin--continuing group)
- Fall 1993 (Hampsten)
- Fall 1994 (Rankin)
- Spring 1995 (Rankin)

APPENDIX D

CORRESPONDENCE WITH SURVEY PARTICIPANTS

- 1. Sample Cover Letter for Questionnaire**
- 2. Card of Thanks to Survey Participants**

UNIVERSITY OF  NORTH DAKOTA

EDUCATIONAL ADMINISTRATION
PHONE NUMBER (701) 777-4255
FAX NUMBER (701) 777-4365

CENTER FOR TEACHING AND LEARNING
P.O. BOX 7189
GRAND FORKS, NORTH DAKOTA 58202-7189

July 18, 1995

Assistant Professor, Chemistry
Box
University of North Dakota

Dear Professor

As a participant in one of the UND Faculty Writing Seminars, you are invited to assist in identifying the strengths and weaknesses of the Seminar in order to improve its effectiveness as a means of professional development for faculty.

I have been asked by Dr. Carla Hess, program evaluator for the Writing Across the Curriculum project, to conduct the present study as a means of informing the University Writing Program of any procedural changes needed in the Faculty Writing Seminar. In addition, data from the study will be used in my dissertation research for the Ph.D. in Educational Administration.

The evaluation consists of two phases. In the first phase, you are asked to complete and return the enclosed questionnaire to the Bureau of Educational Services, Box 7189, University of North Dakota; ATT: Joyce White. Specific comments will not be attributed to any of the participants.

In the second phase of the study, selected participants will be asked to share additional insights and impressions regarding the Faculty Writing Seminar during a focus group activity this summer or fall.

If possible, please return your questionnaire by July 31 through campus mail. Feel free to call me at 777-3244 if you have any questions. Thank you so much for your assistance.

Sincerely,

Joyce A. White
Graduate Research Assistant
UND Writing Across the Curriculum Project Evaluation

CARD OF THANKS TO SURVEY PARTICIPANTS

Thanks for completing the Faculty Writing Seminar questionnaire. Your assistance will greatly help the University Writing Program in the evaluation and improvement of the Seminar--as well as furthering my dissertation research. Watch the UWP Newsletter for results of the survey. I wish you a pleasant and productive fall semester!

APPENDIX E

CORRESPONDENCE WITH FOCUS GROUP PARTICIPANTS

- 1. Sample Letter of Request for Fall Semester Participation**
- 2. Sample Letter of Request for Spring Semester Participation**
- 3. Card of Thanks to Focus Group Participants**

To:

From: *Joyce White*
Box 7189 - Center for Teaching and Learning

Date: *September 20, 1995*

Thank you for your response to the recent Faculty Writing Seminar survey.

Please accept the invitation to participate in a focus group to discuss the Seminar in greater detail. The first group, representing each of the seven seminars completed so far, and consisting of a sample of the participants who have been on the UND faculty fewer than seven years, is tentatively scheduled for Friday, September 29, at twelve o'clock noon. It will be held in CTL Room 208.

A complimentary light lunch will be provided, and you can be on your way by 1:30 p.m. It should be an enjoyable, informal, and worthwhile experience yielding deeper insight than the written questionnaire could elicit.

Participation is voluntary, but your perceptions are important to the study, so I look forward to your positive response. If this date is not possible for you, I will contact you regarding other opportunities to be scheduled in early October.

.....
If you are replying by campus mail, please check the appropriate response and return to me at Box 7189. Voice mail may be recorded at 777-3244. (Please specify that the message is for Joyce White.)

I will attend the focus group on September 29 at 12:00 noon in CTL Room 208.

Sorry, I can't make this one. I prefer to participate in a group in early October.

Name _____

To:

From: *Joyce White*
Box 7189 - Center for Teaching and Learning
Phone 777-3584; 777-3244

Date: *February 1, 1996*

Thank you for agreeing to participate in a Focus Group activity regarding the Faculty Writing Seminar experience.

The session will be held on Wednesday, February 7, from 2:00 -3:00 p.m. I will contact you next week to inform you of the meeting room, but I anticipate it being held in the Memorial Union. Refreshments will be served.

One or two members from each of the seven FWS sessions (Fall 1992-Spring 1995) will be present. The session will be tape-recorded to ensure accurate transcription, but individual comments will not be attributed to any one person.

In the relatively limited time we have available, we will focus on the effects of the Seminar experience on your scholarly activity, your teaching, and your collegiality with campus associates. I will also solicit your suggestions for improvements to the Seminar format.

Once again, thank you for your assistance. I look forward to visiting with you.

CARD OF THANKS TO FOCUS GROUP PARTICIPANTS

Thank you for participating in the Faculty Writing Seminar focus group interview. Your insights contributed greatly to my understanding of the impact of the Seminar on UND faculty. I will share the results of the study with you as soon as possible.

APPENDIX F
GUIDE QUESTIONS FOR FOCUS GROUP INTERVIEWS

FOCUS GROUP GUIDE QUESTIONS

Membership

What prompted you to become a member of the Faculty Writing Seminar?

What were your expectations for the Seminar when you entered?

Session Format; Leadership Style

Describe the session format and style of leadership in the group(s) in which you participated.

Effectiveness of Seminar

In what ways was the Seminar most effective for you?

Probe Questions: Writing skills?
 Tenure/promotion?
 Publication?
 Collegiality?
 Teaching?

What benefits do students receive from your participation in the Seminar?

Recommended Changes

What changes might increase the effectiveness of the Seminar?

Other Insights

APPENDIX G
STRUCTURED INTERVIEW WITH SEMINAR FACILITATORS

STRUCTURED INTERVIEW WITH SEMINAR FACILITATORS

1. How many Faculty Writing Seminars have you conducted at UND?
2. What prompted you to lead a Faculty Writing Seminar?
3. How did you structure the time period?
 - a. How often did you meet?
 - b. How long was each session?
 - c. Where did you meet?
 - d. How many papers were suggested?
 - e. Which books or other group resources did you use?
 - f. Other?
4. What gains or successes did your group members report?
5. What was key to your group's success?
6. What was your goal for your seminar group?
7. How did you deal with issues of gender and voice (if at all?)
8. What benefits did you derive from your participation as leader?
9. What would you do differently if you were to lead another Faculty Writing Seminar group?
10. Do you have any other insights to share?

APPENDIX H
PERMISSION LETTERS

Box 7189
University of North Dakota
Grand Forks, ND 58202

February 15, 1996

Dr. Patricia Farrant
Assistant Vice President of Corporate Operations
American College Testing
P. O. Box 168
Iowa City, IA 52243-0168

Dear Dr. Farrant:

I am conducting a study of faculty development practices at the University of North Dakota for my dissertation research. I find the Map of College Majors (from Using ACT on Campus, 1978-79, p. 29) helpful as a theoretical base for dividing the faculty into two groups.

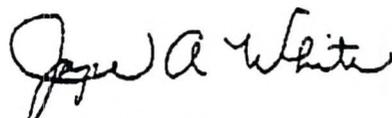
I would like permission to reprint the Map of College Majors in my dissertation. It will not be sold or further used by me without written authorization from ACT.

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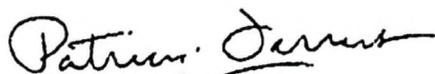
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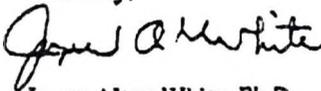
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