

# MIDWEST BIOSCIENCE



ASSOCIATION OF MIDWESTERN COLLEGE BIOLOGY TEACHERS Vol. 5, #2, Jan. 1979

## HONORARY LIFE MEMBERSHIP

At the twenty-second annual meeting at Loras College, Dubuque, Iowa, on October 7, 1978, the members of AUCBT awarded an honorary life membership to Dr. Donald M. Huffman.

Donald Huffman has been an active member of AUCBT from the formation of the organization to the present. He served as program chairman in 1969, as president in 1970, representative to the Board of Governors of AIBS from 1971 to 1974, and has been an active participant in many of the programs of the Annual Meetings. He organized and directed the operation of the Lab File for several years.

Dr. Huffman has published numerous articles in the field of mycology. He has been involved in the development of many computer programs for use as instructional aids in undergraduate biology. His activity is not restricted to academic biology at the college level. He has a long record of involvement with the broader educational problems of his institution and with visiting scientist programs in secondary schools.

In addition to AUCBT, Dr. Huffman is a member of American Institute of Biological Sciences, Botanical Society of America, American Association for the Advancement of Science, American Mycological Society, Sigma Xi, Gamma Sigma Delta, Phi Alpha Theta, and the Iowa Academy of Science. He has held several positions of responsibility in various organizations. Dr. Huffman is currently chairman of the department of biology at Central University of Iowa, Pella.

## NOTES FROM THE EXECSEC

*The Winter of '78, or: Confessions of an Ice-Eater.*

It seems almost impossible in looking at the calendar to believe the date. The rites of spring fast approach, at least for some of us, and yet it seems that only yesterday did the ice and cold and snow first penetrate our bones. Where the time did pass I know not, I only hope some of it was productive, in some areas I know I was not. While it is no excuse, I know now what one aspect of "cabin fever" must surely be. What I kept putting off for one day, until tomorrow when I certainly would be freer, spanned two months. What shook me loose was one of the beautiful events that mark seasonal change. Last weekend while crossing the Missouri river on I-70 at Rocheport, coming back from St. Louis, I sighted two huge V's of Canadas heading north. One was the longest I had ever witnessed. The sun was just setting, it had been a pleasant day in the western part of the state (Cape Girardeau was in the process of getting buried in 24 inches of snow), and I suddenly felt whatever grip winter had on me lessen. The feeling of 'ernui' I had seemed to disappear. This week seemed even more productive and I hope the volume will increase.

Shortly, you will be receiving a membership directory, which had been in the works and is being run off now. Please let me know of any errors, omissions, or corrections, so that these can be tended to properly. Please don't assume someone else will write, you write.

Remember the fall meeting in Louisville, Kentucky, October 11-13. The program progresses and promises to be in keeping with AMCBT tradition of being pertinent, useful, and always on top of matters biological. Any suggestions you might have for the program, please send on to me, or to the program chairman, Bob Satterfield, College of DuPage, Glen Ellyn, IL 60132. We are always looking for labs that work, speaker suggestions, workshop topics, people to present ideas, but most importantly people, people to come. It's YOUR meeting. Plan now to attend and to bring someone else along.

While speaking of meetings of AMCBT, anyone who would like to host a meeting, please notify the ExecSec of same with preferred dates. All will receive consideration. We would like to hold YOUR meeting at YOUR institution.

Hope you all have a happy spring.

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## FACULTY DEVELOPMENT - ST. OLAF COLLEGE

Harold W. Hansen

The Faculty Development Program at St. Olaf is about six years old; it had its origin in a specific charge drawn up by our Review and Planning Committee in 1972 "To take responsibility for initiating programs to improve teaching in the faculty or to seek to discover and propose programs and other means by which current faculty members may continue to learn to teach." This statement is interpreted as meaning that the improvement of teaching must be linked with a larger concept of professional growth and faculty development.

It was an ambitious charge which we received and lofty aspirations are not without challenge or resistance for there are those who believe that an organized and directed activity toward the improvement of teaching somehow violates the trust and confidence we should have in a faculty member; that teaching is an art, a highly individualized activity and you have it or you do not. Or, techniques and skills do not make a good teacher; programs for their improvement are so time consuming that they are self defeating. A final challenge is that improvement implies criticism and is therefore offensive; so-called evaluations would force teachers to violate their own integrity by teaching to the whims of their evaluators.

With foreknowledge of these criticisms, what then can we propose? We recognize that good teaching comes in many forms. We would hope to encourage development of teaching styles which are appropriate for the individual teachers, for their students and their disciplines but not to the exclusion of exposure to alternative styles. Some teachers have not found their appropriate styles; we hope to assist them as we also hope to assist others who are interested in modifying a conventional pattern. The facilitation of this kind of development is of prime importance but it must be in response to an internally felt need on the part of the faculty. This assumes a faculty which is open, alert, excited about teaching and moreover is willing to change. The faculty must have a sense of self, an identity which includes a sharpened awareness of the peculiar tasks of a teacher, those of educator, professor, investigator, debator, counsellor and friend. This kind of development, a renewal and growth of the faculty member, must be shaped in accord with the specific needs of the faculty as individuals, needs which are increased in a non-expanding state of the college and at a time which implies that innovation and change must originate from within the existing faculty rather than depending on the input of new individuals.

To complicate the story, the non-expanding state of college enrollments has brought external pressures of greater accountability for educational results and increased financial responsibility. The homogeneity of our student body has been altered and includes students with a variety of learning needs, accustomed to learning in a variety of ways. Independent study programs require a different type of

faculty orientation; interdisciplinary studies and team teaching present new opportunities. Coincident with these changes we encounter innovations made possible through the use of audio and visual equipment and computers.

We have identified some aspirations which can be considered quite individualistic and others which are broader, extending to college aspirations: how would we cope with such a spectrum? We would hope to build into the college budget a larger item for faculty development. We feel this is essential for the overall development of the college. It would by no means minimize the importance of seeking external funding (we had a Lilly Endowment Grant in the early stages of our program and currently have a Mellon Grant), but would insure an on-going program and moreover would bridge the gaps which frequently exist because external funding may be limited to certain disciplines or certain kinds of activities of the college. The budget would provide for incentive grants and released time, of particular importance as teachers move into new areas and interdisciplinary approaches.

The second major aspiration is the development of a greater sense of collegiality on the part of the faculty. Our program provides for a Teaching/Learning Center, fostering activities which may be less concentrated as far as a particular course is concerned but which reach a larger number of faculty members. The previously mentioned team teaching and the activities of the Teaching/Learning Center both contribute to collegiality. Despite our ascribing to common general goals in teaching, we tend to have little occasion for sharing with one another. The pilot years of our Center demonstrated some possibilities for working together, introducing seasoned, tenured faculty members and neophytes in mutually beneficial experiences which are voluntary and non-threatening. The Center also serves as a haven for new teachers, a place where they may meet to share, compare and seek assistance. We still find that it is common that new teachers have very little contact with non-lecture teaching; graduate schools concentrate on the subject matter of the discipline to the near exclusion of methodology. We hope to continue our informal luncheons with 30 minute discussions at the Center as they have been very successful; the discussions have included Personalized System of Instruction as used in chemistry, self-paced instruction in a foreign language or new approaches to teaching in other disciplines. Some group meetings have been scheduled as minicourses over several weeks; one of the most successful (actually repeated for four separate groups) was a "hands-on" workshop on composition, designed to assist faculty members with their own and with student writing problems. More activities of this type include a series on oral communication. A special consideration of the problems of the freshman year was also undertaken. In addition to improving skills, these sessions provide a wonderful opportunity for obscuring departmental lines and developing a spirit of friendly criticism. Other topics have included discussions of testing, advising, grading and the use of instructional media. The use of the physical facilities of our Teaching/Learning Center for these activities (and even for departmental and division meetings) continues to be a part of a deliberate strategy to bring people into the Center, to make them

aware of its facilities, resources and personnel. The Center is a collecting and cataloging point for literature on teaching and learning and is a clearing house for the identification of resource personnel. Assuming the extreme and unlikely position that no specific benefit could be ascribed to the activities of the Center, much would still have been gained in the fostering of a higher degree of collegiality, a deeper appreciation for the special teaching skills of our colleagues and the creation of a spirit of joint enterprise.

We hope that this collegiality and the developing spirit of openness will enable us to do more with classroom observation and intervisitation. We used the IOTAC (Instrument for the Observation of Teaching Activities in College) workshop system experimentally and became aware of some of its possibilities but are not ready to adopt it totally. We hope a pattern will develop for a less formal intervisitation; again, it would be an expression of individual interest and would be used in a non-threatening way to benefit the individual. We have developed some small units of faculty members who visit the classes of each other, a departure which leads to the discussion of all sorts of teaching problems. Another type of intervisitation has been employed, capitalizing of the proximity of nearby Carleton College. The concept of collegiality has already brought together students and faculty members of the two schools in a workshop entitled "Self-scrutiny": another on the discussion method -- and we hope there will be others. We have used student "observers" in our classes an idea we obtained from our contact with Carleton.

At this point I would like to say a bit more about the Teaching/Learning Center. As a biologist I would speak of the anatomy of the Center being appropriate for its physiology. It is quite central on our campus. It has an informal, relaxed atmosphere, conducive to browsing through the literature available or to chatting with a colleague over a cup of coffee. A Xerox machine, a Thermofax for making transparencies and a preview room for AV materials are added attractions. We hope for greater use of all the facilities. We would likewise hope for a greater use of the part-time staff of the Center, a rather unusual but effective combination of the skills of four individuals, one in library work, one in educational research, one in technological resources, the fourth in the area of student development. We hope that all of these individuals will be able to work more intensively with teachers on a one-to-one basis to design strategies to improve teaching, strategies which will go well beyond the levels of abstraction and generality which may characterize some of the group activities.

A third aspiration involved individual faculty development plans. (Notice I have not used the word "contract" as our faculty members have expressed some concern about the implications of that word.) But surely we would hope that more faculty members would assess their status and identify their goals, outlining the appropriate intervening steps. There can be a real professional satisfaction in checking off the progressive items on such a plan even though the projection has been shared with no one else. Sharing with a colleague, however, might bring the reinforcement and encouragement which often is needed along the way. Collegiality within our faculty and with an adjacent faculty would be conducive to this aspect of faculty development.

A fourth aspiration is the continuation of our program of sabbatical leaves. The faculty has placed a high priority on this facet of development; the program currently involves about 15 faculty members per year. In recent years the scope of sabbatical activities has broadened with an increased number of people involved in projects related to teaching as versus disciplinary research.

The fifth and final item I would mention is an increased opportunity for attendance at professional meetings. We would encourage members of the various disciplines to take greater advantage of those meetings which involve ideas about teaching. Reciprocally, we believe that the experiences of our teachers may be of help to others.

I have identified five aspirations concerned with:

1. released time and incentive grants
2. collegiality - especially through the activities of our Teaching/Learning Center
3. faculty development plans
4. sabbatical leaves
5. professional meetings

We hope that these aspirations will enable us to modestly qualify in our role in higher education as expressed in this quotation from Ruth Eckert:

"Higher education's success in the years ahead depends on developing students and staff who can grapple effectively with the future's large unknowns. The best hope for a renewed society lies in renewed individuals, characterized by the larger vision and competence required to play a creative role in their shaping of tomorrow."

p. 55 - "Evaluating Learning and Teaching" from New Directions for Higher Education, a quarterly sourcebook edited by Jossey-Bass. Winter, 1973.

As an appendix, here are some of the activities which have been or are part of the program:

1. Grants to faculty (individual or 2 or more) for research, scholarship, new course development, workshops, professional travel, career articulation.
2. Observation programs: peer observation, student observers.
3. Internships: faculty assigned for training at one of our four administrative areas: academic, college relations and planning, financial, or student services.
4. Grants to departments for evaluation, enrichment and revitalization.
5. Faculty growth plans, 3-5 year terms, directed towards wishes and needs of the faculty member and the college.

6. Luncheon discussions, 1 day seminars and some longer sessions on:
- a. leave planning
  - b. chemical dependency
  - c. advising (with Harvard's Morimoto)
  - d. grading: "Whatever happened to the gentleman's C?"
  - e. changing sex roles and students
  - f. grants and proposal writing
  - g. critical skills

Some comments from discussion:

The use of "in-house" personnel is an advantage:

- a. Bringing in outsiders is suspect of "capital E" education; they don't know the local "ropes", there is "lag time", it may look like featherbedding.

There is considerable local talent on every faculty. Splitting the task makes it possible to take advantage of local expertise; partial released time from teaching can often be arranged. The appointments can be rotating; turnover can be stimulating and the experience a refreshing one for the appointee.

- b. Committee structures should include a broad spectrum: tenured and non-tenured, old guard and young appointees, various disciplines.

#### CONGRATULATIONS KEARNEY STATE COLLEGE]

An article in KSC's Antelope tells us that KSC's collection of campus trees will gain fame as the campus becomes part of the Nebraska Statewide Arboretum.

GENERAL BIOLOGIST - Early retiree, desires short term appointment, semester, year, or somewhat longer. Major interest - introductory courses. Permanent address: John R. Carlock  
c/o Carroll Kemp  
3223 E. Enos Ave.  
Springfield, IL 62702

Present address: Biology Department  
Millikin University  
Decatur, IL 62522  
217/424-6230

BIOLOGY INSTRUCTOR: M.A. in Biology expected Aug., 1979. Major area - Ecology, teaching experience in Gen. Biol., Anatomy, and Micro. Currently an Instructor in Biology Department at Loras.  
John E. Havel  
Biology Department  
Loras College  
Dubuque, IA. 52001

## RESOLUTIONS

1. We, the members of AMCBT, wish to offer recognition and gratitude to Dr. Raymond J. Hannapel of the National Science Foundation for his contribution to our annual meeting this year. The time and effort contributed for our benefit is greatly appreciated.
2. A second thanks goes to Dr. Jerry J. Nelsen who took the time from his schedule at the Department of Energy to attend our annual meeting and address our membership with an informative and enjoyable presentation. His time and effort contributed to our organization and is greatly appreciated.
3. A thanks of enormous magnitude goes to Loras College - its president, Dr. Pasquale Di Pasquale, Jr., and his staff who contributed their time and facilities for the benefit of our membership.
4. Our deepest appreciation and gratitude goes to the members of AMCBT who made this meeting possible - the organizers whose time and effort cannot be measured:
  - our President, Joe Kapler, the Program Chairman, Austin Brooks, and the Local Arrangements Chairman, Ed Cawley
  - all members who contributed to our group meetings
  - all the organizations who displayed their scientific apparatus and materials for our benefit.
5. Now, a resolution of a most serious nature must be presented to the membership who must be made aware of a new concept in education at the elementary and early secondary levels called "Back to the Basics". These programs may allow students to select and therefore avoid unpopular courses which, in turn, can be de-emphasized through their early education. Such courses include Earth Science, Chemistry and Physics. How sad it is when early education becomes a supermarket without these young individuals really knowing the price of their loss.

Therefore, be it resolved that AMCBT supports a general education in early grades which includes a curriculum of diversified topics including all the sciences as the student proceeds through the various levels of the educational process.

7 October 1978

**POSITION AVAILABLE:**

Instructor of Assistant Professor of Biology, available August, 1979. Instructional duties will involve teaching and coordinating courses in cellular biology, embryology, and evolution. The appointee will also be expected to assist in the teaching of the introductory courses and in directing student research. M.S. degree is required, Ph.D. is preferred, and is required for tenure consideration. Salary will be commensurate with training and experience.

Loras is a private, Catholic, coeducational, liberal arts college. Full time enrollment is approximately 1400 students. The biology department staff consists of five full-time and one half-time members. The program in biology offers students the basics to equip them for graduate work, teaching or entering one of the health science professions.

Interested individuals should send curriculum vitae, copies of transcript, and three letters of recommendation before April 15, 1979. Address correspondence to: Dr. John F. Bamrick, Chairman  
Department of Biology  
Loras College  
Dubuque, Iowa 52001

Loras College is an Equal Opportunity Employer.

*AMCBT Central Office*

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