

CALIFORNIA POLYTECHNIC STATE UNIVERSITY  
SAN LUIS OBISPO

Executive Committee, Academic Senate

Minutes May 7, 1974

- I. The meeting was called to order at 3:13 by Chairman Robert Alberti.
- II. The minutes of the March 28 meeting were approved as submitted.
- III. Members in attendance were as follows:

Robert Alberti	Robert Burton	John Rogalla	Paul Scheffer
Robert Andreini	Marcus Gold	Arthur Rosen	Larry Voss
Roger Bailey	Leslie Labhard	David Saveker	
Sara Behman	Barton Olsen	Harry Scales	

- IV. Guests in attendance were as follows:

Frank Coyes	Bill Krupp
Harry Fierstine	Gerald Sullivan
Jeff Fischer	

V. Business Items

A. Curriculum Committee

The Curriculum Committee will have curriculum recommendations ready at the May 14 Senate meeting for the Schools of Agriculture and Natural Resources, Engineering and Technology, and Communicative Arts and Humanities. The Master Plan will also be ready.

Committee members discussed methods of resolving curriculum conflicts and the procedures for the Curriculum Committee in considering late proposals.

B. Sabbatical Leave Policies and Procedures (See Attachment II-A, Academic Senate Executive Committee Agenda, May 7, 1974.)

It was moved and seconded (Saveker/Rosen) to accept the revised CAM sections 385 and 386 (as worked out by Frank Coyes and Don Shelton), as being within the spirit of the Senate's original proposal. The motion carried.

The following proposed change in sabbatical leave policies and procedures (written by R. Elberton Smith) was distributed by Sara Behman:

"I. The attached draft (Attachment II-A of May 7 agenda) is considerably better than the one submitted last Fall. However, I suggest that Sections 386.2A and 386.2B be changed as follows:

A. Purpose (Change to read):

Leaves of absence with pay will be granted faculty members for purposes of study, research, and travel which will improve and update their capabilities or otherwise enhance their value to the University and the students thereof.

B. Retirement (Insert the following new sentence right after the first sentence):

The faculty member may, however, receive full credit by making a compensatory deposit to the retirement fund.

II. The reasons for the above suggestions are partly obvious:

As it now stands, the 386.2A statement is unduly narrow and may well be more restrictive than required by statute. The general purpose of the sabbatical system is to stimulate optimal performance by faculty throughout their entire careers. This, of course, redounds to the benefit of universities and their students before as well as after such leave. An explicit limitation of the purpose solely to post-leave benefits is to negate the value of the whole sabbatical system in eliciting the best efforts of faculty throughout the long years before they become eligible for sabbatical leave.

The modification of Section 386.2B is simply to alert faculty members to a privilege which apparently already exists. I confirmed this in a discussion with Mary Smith of the Personnel Office."

It was moved and seconded (Behman/Rogalla) to endorse I-B of this handout and to ask Frank Coyes to go back to Don Shelton and see if that can be worked into the agreement. The motion carried.

It was moved and seconded (Rosen/Labhard) to refer the calendar for processing sabbatical leave applications to the Personnel Review Committee for possible suggested revision. The motion carried.

A minor error was noted in Section 386.5.F.2 (calendar) of the proposal (Attachment II-A). "October 20" should not be underlined. "October 1" in Section 384.5.F.1 should be underlined.

C. Non-Classroom Activities Survey (See Attachment II-C, Academic Senate Executive Committee Agenda, May 7, 1974.)

It was moved and seconded (Burton/Labhard) to submit the Instruction Committee's report on non-classroom activities to the Senate as a business item. The motion was defeated. The receipt of the report was acknowledged with appreciation for the Instruction Committee's efforts in conducting the survey and preparing the report.

D. General Education Committee Report (See Attachment II-C, Academic Senate Executive Committee Agenda, May 7, 1974.)

It was moved and seconded (Scheffer/Gold) that the General Education and Breadth Committee proposal for changes in the 1977-79 catalog be considered an agenda item for the next Academic Senate meeting. The motion carried.

VI. Discussion Items

A. Faculty Ranks in Catalog

Larry Voss explained that a question has come up since the Academic Senate approved the listing of faculty ranks in the faculty directory. The question is whether or not the listed ranks should be all traditional or all vocational (if they are such) rather than splitting them up into part traditional and part vocational. The Executive Committee members felt that the ranks should be listed as either traditional or vocational, depending upon School/Department choice, as noted in the Senate's February 13, 1973, recommendation to the President.

B. Senate Office Elections

Joe Weatherby has been nominated for vice chairman of the Senate, and Sara Behman has been nominated to the Executive Committee from the School of Business and Social Sciences. Bob Hooks, Chairman of the Election Committee, has requested that the Executive Committee assist in suggesting possible nominations for Senate offices. Chairman Alberti asked that Executive Committee members submit nominations to Bob Hooks as soon as possible.

C. Faculty Participation in Commencement

Chairman Alberti read a memo from President Kennedy to School Deans, which stated in part:

"Since the Senate did not propose a change in the current campus procedures, no recommendation was transmitted to me. It is my desire to assist in increasing the significance of the ceremony. Within that framework, this memo is being directed to you for subsequent discussion with and dissemination to the departments on campus. It is my feeling that at least half of the full-time faculty of each school should actually participate in the academic procession as part of the Commencement ceremony itself. It is assumed, of course, that all of the department heads, associate deans, and deans will be participating in the Commencement ceremonies in academic regalia.

It may be that one or more of you will want a larger proportion if not all of the faculty members in the school to participate in the Commencement procession and/or other activities connected with Commencement. I do not object to such plans if that should be your desire."

The item was discussed at length, with members noting that the Personnel Policies Committee, after its consideration of the subject, stated that they would consider future issues concerning Commencement as problems arise. It was moved and seconded (Rosen/Bailey) to refer this item back to the Personnel Policies Committee for consultation and recommendations relative to future commencement ceremonies.

It was moved and seconded (Burton/Labhard) to amend the motion by also informing the President that the Executive Committee objects to the fact that President Kennedy's suggestion that at least half of the full-time faculty of each school participate in the academic procession as part of the Commencement ceremony is being mandated by the various Academic Deans without the benefit of consultation and discussion with the faculty, and that the Executive Committee recommends that no change from prior year procedures be implemented for 1974. The amendment passed.

The motion as amended carried.

D. Professional Development (See Attachment VI-D.)

The attached proposal was distributed to Committee members.

It was moved and seconded (Rogalla/Gold) that the Professional Development Center Proposal be an agenda item for the next Academic Senate meeting. The motion carried.

VII. The meeting was adjourned at 5:30 p.m.

# Memorandum

: Executive Committee,  
Academic Senate

Date : May 7, 1974

File No.:

Copies :

From : Robert E. Alberti

Subject: CSUC Professional Development Program Proposal

The attached proposal comes immediately upon the heels of our Academic Senate's decision that "procedures and programs for faculty development" is to be a major area of Senate responsibility. It is my recommendation that the Executive Committee endorse the proposal and submit it for Senate approval, subject to the following provisions:

- 1) A program of professional development for the faculty of CPSUSLO must be endorsed by the Academic Senate on behalf of the faculty.
- 2) Participation in any professional development programs must be voluntary on the part of each individual faculty member. In the event a department, by majority vote of its faculty, may elect to involve itself in any such program, the right of an individual faculty member to exclude himself must be honored.
- 3) The campus "director" of a professional development program must be a tenured member of the Cal Poly faculty, selected by the faculty through the Academic Senate. He/she must be an experienced and effective teacher, knowledgeable and should be skilled in the several areas suggested in the CSUC program proposal (instructional development, seminar programs, evaluation of teaching, skill development, affective development, student learning, faculty retraining).
- 4) An advisory committee to the campus professional development program should be appointed, with a majority of its members to come from the teaching faculty (to be selected by the Academic Senate), and including representation from students, non-teaching staff, and administration.

## Memorandum

MAY 6 1974

CAL POLY-SLO

To : Dr. Robert Alberti  
Chairman, Academic Senate

Date : May 2, 1974

File No.:

Copies : Dr. Fisher  
Dr. Andrews

From : Robert E. Kennedy 

Subject: CSUC Proposal for the Creation of a "Center for Professional Development"

Attached is a copy of a proposal that was submitted January 9 to Ms. Virginia Smith, Director of the Fund for the Improvement of Post-Secondary Education, HEW. Ms. Smith had requested of Dr. David Provost an opportunity to discuss this proposal with a group of the presidents of the system during a conference call. The phone call was held at 11 a.m. Wednesday, May 1. The presidents involved, in addition to myself, were Messrs. Horn, Pfau, Cazier, Bunzel and Cleary.

The proposal is for a three-year project at a total cost of \$406,000. It involves setting up from four to six campuses where models of professional development programs would be undertaken. The six presidents attempted to reassure Ms. Smith that the system did indeed support the proposal and that the individual campuses selected would be capable of handling the proposed models. I have no idea on what basis Dave Provost selected the six presidents to talk to Ms. Smith; I may have been included because I am chairman of the Council of Presidents; others may have been included because they have already been involved in some kind of campus professional development programs. The biggest issue, evidently, in the mind of Ms. Smith, is the criteria for the selection of the four to six campus models. As a result of that concern we have placed this item on the agenda for the Council of Presidents meeting for May 15-16.

Immediately after this conference call, I called Dave Provost to report back to him on what had happened during the conference call and asked him to be prepared with members of his staff to come to the May 15-16 meeting and present the proposal, with emphasis on the criteria to be used. I asked him whether they had criteria already in mind and he said they did; it would be based on having some institutions large, some small, some rural, some urban and some with specialized programs. It is obvious that we might be one of those that could be selected.

Dr. Robert Alberti  
Chairman, Academic Senate

- 2 -

May 2, 1974

I need to find out as soon as possible and certainly prior to May 15 what our position would be should we be given an opportunity to operate such a program for three years at this campus. I am, of course, personally in favor of it but unless the total administration and faculty are behind it, my endorsement would be meaningless.

I would appreciate it take this matter up with the Academic Senate, or the appropriate committee of that body, and give me the position of that group on the matter.

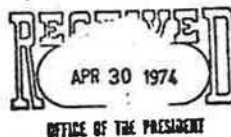


# THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

5679 WILSHIRE BOULEVARD • LOS ANGELES, CALIFORNIA 90035 • (213) 938-2981

THE CHANCELLOR

January 9, 1974



Ms. Virginia Smith  
Director  
Fund for the Improvement of Postsecondary  
Education  
Department of Health, Education and Welfare  
400 Maryland Avenue, S.W. - Room 3139  
Washington, D.C. 20202

Dear Ms. Smith:

I am pleased to submit to the Fund for its review a Final Proposal in the New Incentives Structures Program Category. The proposal, which is that of the CSUC Foundation, would provide for the creation of a Center for Professional Development to serve The California State University and Colleges system and, thereby, encourage and facilitate teaching improvement and faculty development among each of the nineteen campuses of the system. We believe that this Center, and its proposed activities, will develop model programs for potential duplication throughout our system and will be of interest to other institutions and faculty concerned about the quality and methods of undergraduate education.

We will be most pleased to respond to any questions you and the staff may have concerning the proposal.

Sincerely,

*Glenn S. Dumke*  
Glenn S. Dumke  
Chancellor

GSD:sn

Enclosure

cc: Mr. H. E. Brakehill  
Dr. Alex C. Sherriffs  
Dr. David H. Provost  
Dr. Jerry G. Gaff

## PROPOSAL FOR CENTER FOR PROFESSIONAL DEVELOPMENT IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES SYSTEM

### BACKGROUND

The new realities in higher education emanate from what a Carnegie Commission study by Earl Cheit (1970) has called a "new depression," which includes a leveling off of enrollments, increased difficulties in meeting rising financial costs, and growing concern for accountability in the expenditure of funds. As increasing numbers of institutions are having to cope with a "steady state," they find it more difficult to develop new programs; and because they are becoming "tenured in," many institutions are unable to recruit the young blood to provide the fresh perspectives and new ideas which are essential to the maintenance of a vigorous educational climate.

Faculty members, too, find the going hard. Faced with the tightest job market in memory, they are finding it difficult to find jobs, to change jobs, or even to obtain tenure in their own institutions. Increasingly, faculty careers will be confined to one institution, and they will have to look to that school to provide the enriching experiences they need to grow professionally and personally. Already academics are beginning to regard the 1960's as the "good old days" when higher education was a rapidly expanding growth industry.

There are, however, potential benefits in this new era. Because the pressures associated with numerical growth - constructing facilities, acquiring staff, gaining resources, managing sprawling institutions - are reduced in magnitude, academic leadership may concentrate its energies on improving the quality of its instructional programs. Indeed, improvement of instructional quality will be required if colleges and universities are to compete effectively for students in today's marketplace.

Although the quality of instruction has tended to be neglected during the expansion of recent years, this neglect is, in general, not due - as some have asserted - to a lack of interest in teaching among individual faculty members. On the contrary, there is considerable evidence that professors are, by and large, interested in their teaching, work many hours at it, and derive much satisfaction from it (McGee, 1971; Sanford, 1971; Gaff and Wilson, 1971). Rather, the neglect can be traced in large measure to the fact that college professors, however knowledgeable they may be about their fields of specialization, seldom have been prepared for their roles as college teachers. Few have received training for teaching as a part of their graduate study, and in-service training programs, which are common in other professions, are rare among academics. There is both a need and an opportunity at this time to supplement the education which faculty members have received as physicists, sociologists, or philosophers, for example,



with in-service education and supportive services designed to help them become better teachers.

Recent changes in instructional methods, settings, and clientele require faculty members to alter their traditional teaching practices and adopt new relationships with students. Traditional lecture and seminar methods are being supplemented by such techniques as independent study, self-paced instruction, mediated approaches, and community action projects. Interdisciplinary programs and courses which focus on intellectual themes and social problems are increasingly common; these approaches require faculty members to range beyond their familiar specializations in conventional academic disciplines and to work collaboratively with colleagues in other fields. New structures, such as external degree programs and sub-colleges, are providing new environments for learning and teaching. New students, such as ethnic minorities, first generation college students, and adults require teachers with special sensitivities and with techniques suited to them.

The need to help faculty members improve their teaching and develop their professional and personal competencies in a stable environment is particularly serious in those institutions whose primary reason for existence is to provide an effective education to undergraduate students. The California State University and Colleges is a nineteen-campus system which offers the bulk of the baccalaureate education for students in the State. If this multi-campus system is to accomplish its mission in the years ahead, it will have to develop systematic ways to improve the instruction of students and the continuous renewal of its faculty.

Several promising developments have already taken place within the system which are relevant to this problem and are important to this proposal.

1. Within The California State University and Colleges Office of the Chancellor, the Division of New Program Development and Evaluation was created in 1972 as a mechanism to stimulate innovation within the member campuses. Since that time it has administered a State appropriated Fund for Innovation, from which more than seventy-five separate projects have been conceived, implemented, and evaluated, including major efforts in time-shortened degree programs, self-paced instruction, use of media, credit by examination, independent study, and interdisciplinary studies. This Division continues to serve as a stimulus for innovation within the system by funding short term innovative projects designed to improve the educational process.
2. Several new educational structures have been created within the system during recent years. The new CSUC Consortium is supplementing earlier established campus-based external degree programs and by developing new systemwide outreach programs for non-traditional students. New structures within

individual campuses also have been created, such as the Small College (time-shortened degree program) at Dominguez Hills, the three cluster schools at Sonoma, and New College at San Jose. These contexts provide new opportunities for students and faculty, but they also mean that faculty members will be expected to play new instructional roles.

3. The directors of the media centers on the member campuses recently have resolved to change the names of their offices to Instructional Resource Centers, as a step toward changing their functions, and providing more assistance to faculty members who seek to improve their courses. This change in emphasis and function of media centers is consistent with the national trend for institutions to create special offices with responsibility for faculty development activities. However, competent staff members to fill these new positions are scarce and hard to identify, there being no recognized educational program to prepare staff development personnel.
4. The Project Director for this proposal is currently engaged in a research study of teaching improvement and faculty development centers and their various programs to improve instruction. The study, sponsored by the Exxon Foundation, is designed to identify existing centers in colleges and universities around the country, describe their structure and functioning, analyze their work in relation to current knowledge about teaching and learning, and evaluate their programs. This project should provide valuable knowledge about the different kinds of faculty development efforts currently in use and about the strategies most likely to improve instruction within this system.
5. Considerable campus interest in faculty development has been evidenced. For example, eleven separate proposals were submitted to the Office of New Program Development and Evaluation seeking special project funding.

The time is appropriate for The California State University and Colleges to build upon these several efforts by developing a systemwide program which will assist member campuses to provide, on a permanent and continuous basis, in-service education and supporting services for faculty members.

#### THE PROPOSED CENTER

This proposal made by The California State University and Colleges Foundation on behalf of The California State University and Colleges calls for the establishment of a Center for Professional Development as an organizational framework for facilitating teaching improvement and faculty development programs on member campuses. The Center for Professional Development will seek to achieve the following goals: a) devise alternative models of teaching improvement programs, b) work through campus Instructional Resource Centers or other appropriate offices to implement these models on four to six campuses, c) train staff members from participating institutions

to use a variety of staff development procedures, d) provide supportive written materials for use in campus programs, e) plan and convene meetings of campus faculty development staff members so they may share experiences with each other, f) coordinate a careful evaluation of the impacts of the alternative programs on the quality of teaching and learning in the different institutions, and g) disseminate the results and otherwise assist other schools, both within and outside the system, in adopting effective teaching improvement programs. Because the aim of this plan is to implement systematic, ongoing programs on several member campuses with the aid of a small central staff, the Center for Professional Development either will be phased out after three years, or its mission reconceived.

#### PROGRAM OF THE CENTER

The several facets of the program for the proposed Center will be discussed separately for each of the purposes listed above.

#### A. Devise alternative models.

A survey of current faculty development programs reveals a wide array of activities undertaken for the purpose of improving teaching. The following are examples of rather distinct types of programs that will be further elaborated into the alternative model programs which will be adopted by participating institutions.

1. Instructional development. This model program seeks to enhance instruction by applying principles of the systems approach to courses offered students. The major activities will consist of assisting faculty members to specify behavioral objectives for students, plan course content and learning experiences to achieve those objectives, utilize media and other non-traditional approaches in the learning experiences, and evaluate the achievement of students. Workshops will be held to describe the concept and general approach of instructional development and to assist faculty to develop the skills necessary to apply this approach to improving their own courses. Project staff will work intensively with selected faculty members to apply the instructional development approach to their courses; particularly important will be those courses which are taken by large numbers of students.
2. Discussion about higher education. In order to remedy the limited knowledge among faculty members of teaching and learning techniques and approaches in postsecondary education, one model program will focus on seminars. The content of these programs might vary widely, depending on the interest of participants, but they may include such general topics and themes as the history and philosophy of higher education or the rights and responsibilities of

members of the teaching profession, as well as topics more directly related to the teaching function of faculty members, such as innovations in instruction, alternative teacher-student relationships, and research findings about factors which do, and do not have, an influence on teaching and learning. The implementation of this model involves inviting lecturers to address the faculty on contemporary educational issues, forming formal and informal discussion groups among interested faculty members, and working with interested departments to incorporate substantive educational discussions into their faculty meetings.

3. Skill development. Teaching involves the use of a wide variety of communicative and interpersonal skills. This model program will seek to perfect several of them. Workshops will be held to help faculty members acquire specific communication skills, such as listening and questioning; develop sensitivities to such factors as affective tone and interpersonal dynamics in a classroom; improve common instructional strategies, such as preparing and delivering lectures and leading seminar groups; and adopt new approaches, such as preparing learning contracts or serving as resource persons. In some instances individuals may wish to use micro-teaching as a way to learn certain skills. Possibly a "teaching fair" could be staged for the entire faculty in which several concurrent workshops offering various skill development opportunities would be offered.
4. Teaching evaluation. This model teaching improvement program will emphasize evaluation of teaching by students and/or colleagues. Resting on the assumption that teaching may be improved if faculty members gain accurate feedback about the way their teaching is perceived by others, this program will set up procedures and develop instruments to give faculty the opportunity to learn how others see them. Unlike most current evaluation efforts, however, this model will go beyond the simple measurement of teaching effectiveness and reporting of the results. Teaching evaluation will be viewed as a diagnostic device to identify areas of strength and weakness, and specific follow-on activities will be suggested, in consultation with faculty members, as to how they may improve their performance. Also, because most change and improvement in an activity as complex as teaching is gradual, a system of continuous evaluation will be used to give faculty members information about their progress, stability, or regression over a period of time.
5. Affective development. Some individuals maintain that improving teaching requires more than the mastery of cognitive knowledge or the acquisition of certain skills, as important as these may be. They maintain that the task requires faculty members to become aware of the affective

component of teaching behavior. This model program will seek to make faculty members aware of their values, attitudes, and emotional make-up as these factors affect their teaching practices. Typical activities of this model program will include role playing, gaming, interviewing, and taping teaching episodes, as well as discussions of these activities which will allow faculty members to explore the assumptive and affective bases of their teaching behavior. Such exploration and analysis can help faculty members clarify their feelings and attitudes toward teaching, thus freeing them to grow and change in their teaching roles.

6. Learning rather than teaching. This model program will seek to improve teaching by helping faculty members become sensitized to the learning styles and needs of the diverse student population as well as helping them learn about the mechanisms by which curricular and individual teaching strategies may be responsive to them. Workshops having both cognitive and affective components will be developed to acquaint faculty members with the needs of students who vary in terms of intellectual ability, racial and/or cultural background, learning style and personality orientation. Faculty also will be provided information about techniques designed to individualize instruction, including self-paced learning, independent study, curricular contracts, and criterion-referenced evaluation.
7. Retraining. Some faculty members are faced with the difficult situation of finding their subjects in less demand among today's students. They and/or their colleagues in the same fields find their very futures threatened. Other faculty members seek renewal at certain points in their careers by branching out or developing new fields of specialization. These faculty members will be assisted by programs designed to help them expand their specializations or acquire new ones which may be more satisfying to them and more popular with students. Information will be provided about projected demands for faculty members in different fields, guidance will be provided for individual faculty members who may want to re-tool, and activities will be developed to assist faculty members to master new areas. These activities will consist of encouraging faculty members to sit in on courses taught by their colleagues, holding seminars on different content areas, and developing interdisciplinary, team-taught courses which may facilitate faculty growth as well as provide valuable educational experiences for students.

Although each of these model programs rests on different assumptions, employs different strategies, and requires different kinds of staff expertise to implement, they all seek to improve the knowledge, skills, and sensitivities of teachers in an effort to improve the learning of students. Each model has promise for improving teaching and learning within stabilized institutions and enhancing the professional development of faculty members.

## B. Implement model programs on participating campuses.

In a "pure scientific" sense, it would be ideal for each of the participating campuses to adopt different models to provide a clear test of the consequences of each. However, these models are not mutually exclusive, and in reality the several programs may complement and reinforce each other. Therefore, the Center staff will work with each campus to determine the most appropriate model program, or combination of programs, for it.

Four to six campuses will be selected for this demonstration project. This number is large enough to test the several alternative models in different geographical settings, but small enough to allow the Center staff to concentrate its limited resources on a few schools.

To select campuses for participation and to plan their activities, soon after the Center for Professional Development is established, each president of the CSUC campuses will be invited to indicate his interest in having his campus participate in the project. Campuses will be selected on the basis of the following criteria: support of the campus administration, support of the campus faculty, willingness to work with the Center for a period of at least three years, and commitment to allocate the necessary human and fiscal resources to the project. The latter means the appointment of a full-time director of the campus program, allocation of at least one other full-time equivalent professional staff position, and provision for supportive services and materials.

When a school is selected, it will be expected to appoint a representative campus advisory body - a group of key administrators and faculty members - to provide support and guidance for the program as it evolves and to conduct analyses of the faculty. This latter part will consist of a detailed Needs Analysis to determine faculty interest in, and receptivity for, different kinds of professional development programs and a Resource Analysis to determine specific human and material resources which may be used in the program. These analyses will provide an empirical basis for planning the specific program for each campus. Throughout the life of the project, the major responsibility for planning and operating the various professional development programs will remain with the individual campuses; the Center staff will play a coordinating and facilitating role by providing expertise, indicating the experiences of others, suggesting different perspectives, and generally serving as resource persons to each campus.

## C. Train campus staff.

In so far as possible, campus staff will be selected who possess the necessary professional and personal potential for working with faculty members in teaching improvement endeavors.



However, it is likely that all staff members could perfect whatever skills they have and expand their repertoire of skills. Training of staff members will be done at each campus. Individuals possessing expertise in the activities called for by each model program will be invited to spend two or three days discussing their work with campus staff and their advisory committee members; staff members from other campus programs also will be invited to participate. In addition to discussing the rationale behind their work and their experience with various approaches, the consultants will be expected to demonstrate their techniques by working directly with faculty members at the host campus. Subsequently, they will be expected to supervise the staff members as they attempt to apply the same techniques. A total of six days of staff training will be provided on each campus each year, which in aggregate allows each staff member access to a total of 30 days of training time.

The following is a list intended to be suggestive, rather than definitive, of individuals who, though they have not been contacted, might be asked to help campus staff prepare for their new roles in different model programs.

Instructional development - Irwin Goodman, Brigham Young University; Robert Diamond, Syracuse University

Seminar programs - Frank Vattanno, Colorado State University; Frank Finger, University of Virginia

Teaching evaluation - Robert Wilson, University of California, Berkeley; Donald Hoyt, Kansas State University

Skill development - Kiyo Morimoto, Harvard University; Calvin Taylor, University of Utah

Affective development - John Noonan, Virginia Commonwealth University; Joseph Katz, Wright Institute

Student learning - Mildred Henry, World College West; Arthur Chickering, Empire State College

Faculty retraining - Alan Cartter, University of California, Los Angeles; Keith Schurway, Ottawa University

The above procedure will assure that each campus staff has specific training to implement the primary model programs adopted by their institutions. By involving staff from other campuses in the training sessions, each staff member will be able to develop skills in more than one area. This procedure will constitute the primary training program, but staff members will learn about their work in two additional ways. First, repeated practice in applying their emergent skills in working with faculty members will allow staff to enhance their competencies. Because many will be "learning by doing," it is

important that there be at least two staff members on each campus so that they can share their experiences and make them as educational as possible. Second, staff members from participating schools will be convened regularly by the Center staff so that they may share their problems, successes, and insights. In this way each staff member will learn far more than he would if he were working only within the framework of his own institution.

D. Provide supportive materials.

The Center staff will compile and make available to the campus professional development programs a variety of supportive materials. Bibliographies on selected topics concerned with teaching and learning, descriptions of new educational programs or instructional techniques, summaries of research findings on various aspects of teaching and learning, and reports from other teaching improvement projects around the country are examples of the kinds of supportive materials which the Center will provide. These materials will be useful in each of the campus programs. Because they will be prepared centrally, each campus will have access to more materials without duplication of effort.

E. Convene meetings of campus staffs.

Campus staff members may expect to encounter several problems in their efforts to implement the model programs. How can they motivate faculty members to use their services? How does one break down faculty defensiveness about discussing their teaching practices? How can a program best use limited staff resources to make a maximum impact? In order to provide staff members with an opportunity to discuss problems such as these, the Center will hold regular meetings for the campus staff. These meetings will constitute an important part of the staff training experiences, allow Center staff to be informed of campus activities and permit individuals to address problems as they arise rather than after they become compounded because of inaction.

F. Coordinate an evaluation of campus model programs.

Throughout this project the campus will be the focus of attention, and the Center for Professional Development will play a facilitating role to help campuses improve the quality of the educational experience. For that reason the evaluation, too, will be largely campus based. As specific model programs are planned for each campus, an evaluation plan will be prepared. The Center staff will assist member schools to specify their assumptions about the quality of education on their campuses, indicate their goals and expectations for the faculty development programs which are established, and voice their concerns about possible negative consequences. These articulated assumptions, expectations, goals and concerns will then serve as the focal point of the evaluation design. The Center staff will lend its

expertise in preparing instruments for gathering relevant evidence and will analyze the data on the computer. However, the primary responsibility for evaluating the success of the model programs will rest with the campuses themselves.

The fact that the Center will coordinate the separate campus evaluations gives it a rare opportunity to make comparisons across institutions and across different kinds of teaching improvement programs. This comparative approach to the evaluation will provide valuable information about the consequences of alternative faculty development programs, thereby allowing individuals concerned with improving instruction to make rational choices about effective ways to help faculty members improve their competencies in their central professional role of teaching.

Since the specific evaluation of a given campus program will depend upon its nature and focus, the content of the evaluations cannot be specified at this time. However, a few general characteristics of the campus evaluations may be stated. First, evidence about success will consist of "hard" data, i.e., as objective and behavioral as possible. Second, "soft" data will be utilized to obtain faculty, staff, and administrative views about various aspects of the program so that modifications may be made if necessary. Finally, an attempt will be made to design pre-test and post-test data collections to determine the changes, both cognitive and affective, which take place among individuals served by the programs.

Sample questions which will be addressed by the Center staff in its comparative study of the consequences of the alternative model programs are the following:

1. Which programs hold the greatest interest and generate the greatest use among the faculty?
2. What barriers exist to the full utilization of each kind of program?
3. Which programs generate the greatest changes in the actual teaching practices of faculty members?
4. What kinds of faculty members are most assisted by faculty development programs? What kinds are assisted the least?
5. How do the various programs vary in their cost effectiveness?

Answers to questions such as these will provide an important knowledge base and suggest practical guidelines for several current efforts to enhance the professional competencies and the teaching effectiveness of faculty members.

#### G. Disseminate the results.

The activities of the Center, the activities of the participating campus programs, and the results of each will be communicated

in various ways. A newsletter will be published about three times a year. Although it will be a vehicle for describing the work of this project, the newsletter also will contain information about other faculty development programs, research reports relevant to teaching and learning, and items about innovative educational programs. This newsletter will be available for distribution to all faculty members in the participating schools, to selected other individuals throughout the system and the country, and to interested other individuals and organizations.

The dissemination of the results of the demonstration projects to other campuses within the system will be a special concern of the Center. For that reason, systemwide workshops will be held to acquaint faculty members and administrators from the other campuses of the system with the work of the Center and the participating campuses. These workshops will be conducted by the Division of New Program Development and Evaluation in connection with its workshops on innovative education.

In addition, papers will be delivered at professional meetings, and articles will be written for professional journals and periodicals.

#### ORGANIZATIONAL STRUCTURE OF THE CENTER

The Center for Professional Development will be staffed by two full-time professional persons, will draw upon the services of consultants to carry out its programs, and will have one secretary. Responsibility for conducting and supervising the work of the Center will rest with a director. It is proposed that Dr. Jerry G. Gaff, the primary author of this proposal, be the director. Dr. Gaff's resume is attached.

The Center will be established under the general direction of a Policy Board composed of individuals drawn from system institutions, central administration, faculty, and student body. The Board is comprised of 25 members as follows:

One representative from each campus who is a recognized leader in innovative education, appointed by campus president;

One representative from the Statewide Academic Senate, appointed by the chairman of the Senate;

Three student representatives, appointed by the Chancellor;

The Dean for New Program Development and Evaluation;

The Vice Chancellor for Academic Affairs, who will serve as the chairman.

Because of the necessarily large size of the Board, much of the policy guidance for the Center will be the responsibility of a smaller

**Steering Committee.** The Center Steering Committee will include the following members:

Three appointees of and from the Program Policy Board, representing individual campuses;

The Statewide Academic Senate representative serving on the Program Policy Board;

One director of a participating campus faculty development program;

The Dean for New Program Development and Evaluation, who will serve as the chairman.

This Steering Committee will assist the Center staff in selecting institutions, providing general policy advice and guidance, and assisting the dissemination efforts, particularly to other institutions in the system.

#### EVALUATION OF THE CENTER

In addition to evaluating the consequences of the various reaching improvement models adopted by the individual campuses, the Center itself will undergo an evaluation. Two consultants, with experience in faculty development and program evaluation, will be asked to conduct an evaluation of the several aspects of the Center's work. They will be asked to provide primarily formative evaluations during the first two years of the Center's existence, so that the staff may improve its operation. During the final year, they will be asked to conduct a summative evaluation, so that judgments may be made about the effectiveness of the concept of a Center within a multi-campus system as well as the several aspects of the programs.

Although the evaluators will have the freedom to raise their own questions and obtain whatever data they think relevant, they will be expected to obtain the viewpoints of the Center staff and the Steering Committee members, and on each participating campus, the views of faculty development staff members, academic administrators, and some faculty members.

#### SCHEDULE OF MAJOR ACTIVITIES

Some of the more important milestones of the Center's program during its first year of operation, July 1, 1974 through June 30, 1975, are listed below:

July 1, 1974 - Center is established

Summer, 1974 - Appoint and convene Steering Committee  
Select staff and set up office  
Select institutions

Fall, 1974 - Assist institutions to conduct Needs Analysis and Resource Analysis  
Help institutions plan programs  
Help institutions design evaluations

Winter, 1974 - Conduct initial training sessions for campus staff  
Develop evaluation instruments  
Publish first newsletter

Spring, 1975 - Conduct training sessions for campus staff  
Coordinate campus evaluations  
Conduct evaluation of Center's first year of operation  
Publish second newsletter

Summer, 1975 - Analyze data from campus evaluations  
Reconsider campus programs, making modifications where called for

The activities of the second and third years will follow the general plan for the first year, but they may be modified to reflect the experience and knowledge gained from the earlier efforts.

#### EVIDENCE OF COMMITMENT

Commitment to the Center and to its programs will be made both by the Office of the Chancellor and by the participating campuses. The Office of the Chancellor will provide policy guidance and administrative supervision for the Center, support workshops which will disseminate results to other campuses in the system, and contribute computer programming and computer time to analyze the coordinated campus evaluations.

Each participating campus will demonstrate both institutional support and financial commitment. The campus administration and campus Academic Senate will be expected to indicate support for the project, each of which is a condition which seems to be necessary for the successful operation of campus professional development projects. In addition, each campus will be expected to designate a full-time director of the campus program and to provide at least one additional full-time equivalent staff position for its program. This level of staffing seems to be the minimum required to implement a successful campus professional development program.

#### EXPECTED OUTCOMES

The expected major outcomes of the proposed Center for Professional Development include the following:

1. The delineation of several alternative models of faculty development programs.
2. The implementation of several model programs in four to six institutions of a major state system of higher education.

Although these programs will receive support from the Center for only three years, they will be designed to be a part of the normal functioning of the institutions so that they may continue beyond the life of this project.

3. Reliable knowledge, derived from a systematic and comparative study, of the consequences of alternative approaches to teaching improvement.
4. Dissemination of the results of the several demonstration projects so that other individuals and institutions may make effective use of the knowledge and wisdom gained from this enterprise.

#### REFERENCES

Cheit, E.P., The New Depression in Higher Education, New York: McGraw-Hill, 1971.

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McGee, R., Academic Janus, San Francisco: Jossey-Bass; 1971.

Sanford, N., "Academic Culture and the Teacher's Development," The Wright Institute, Berkeley, California, mimeo, undated.

#### BUDGET 1st Year Only (Use same format for each continuing year)

#### BUDGET ITEM

##### A. Direct Costs:

1. Salaries & Wages	
a. Professional*	\$ 45,384
b. Consultant*	3,000
c. Clerical	12,980
2. Employee Benefits	8,755
3. Travel*	17,550
4. Materials & Supplies	
5. Equipment (Purchase or Rental)*	3,500
6. Production (Printing, Reproduction, Audio-visual)*	3,500
7. Other* (Evaluation)	5,000

B. Indirect Costs: 22,924

TOTAL \$122,593

Institutional Support (1st-year total) \$203,728

2.0 FTEP per participating campus, 4-6 campuses (est. 5 campuses), faculty salaries @\$15,960, Associate Professor, Step III, .44 clerical position per campus (\$3,511) plus staff benefits (15%).

System coordination contributed through Division of New Program Development and Evaluation

\*Items to be detailed in Budget Narrative, if applicable.



BUDGET  
1st Year Only

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages	
a. Professional*	\$ 45,384
b. Consultant*	3,000
c. Clerical	12,980
2. Employee Benefits	8,755
3. Travel*	17,550
4. Materials & Supplies	
5. Equipment (Purchase or Rental)*	3,500
6. Production (Printing, Reproduction, Audio-visual)*	3,500
7. Other* (Evaluation)	5,000

B. Indirect Costs: 22,924

TOTAL \$122,593

Projected Institutional Support (1st-year total) \$200,000

From system and/or campus funding, support will be provided to the project to include the equivalent of two positions per participating institution.

System coordination contributed through Division of New Program Development and Evaluation.

BUDGET  
2nd Year Only  
(Use same format for each continuing year)

BUDGET ITEM

A. Direct Costs:

1. Salaries & Wages	
a. Professional*	\$ 49,921
b. Consultant*	3,000
c. Clerical	14,278
2. Employee Benefits	9,630
3. Travel*	19,305
4. Materials & Supplies	
5. Equipment (Purchase or Rental)*	3,850
6. Production (Printing, Reproduction, Audio-visual)*	3,850
7. Other* (Evaluation)	6,500

B. Indirect Costs: 25,377

TOTAL \$135,711

Institutional Support (2nd-year total) \$224,101

2.0 FTEF per participating campus, 4-6 campuses (est. 5 campuses), faculty salaries @\$17,556, Associate Professor, Step III and .44 clerical position per campus (\$3,862).

System coordination contributed through Division of New Program Development and Evaluation.

\*Items to be detailed in Budget Narrative, if applicable.

**BUDGET**  
3rd Year Only  
(Use same format for each continuing year)

**BUDGET ITEM**

**A. Direct Costs:**

1. Salaries & Wages	
a. Professional*	\$ 54,912
b. Consultant*	3,000
c. Clerical	15,705
2. Employee Benefits	10,593
3. Travel*	21,236
4. Materials & Supplies	
5. Equipment (Purchase or Rental)*	4,235
6. Production (Printing, Reproduction, Audio-visual)*	4,235
7. Other* (Evaluation)	6,500

B. Indirect Costs: 27,696

TOTAL \$148,112

Institutional Support (3rd-year total) \$246,503

2.0 FTEP per participating campus, 4-6 campuses (est. 5 campuses), faculty salaries @\$19,311, Associate Professor, Step III and .44 clerical position per campus (\$4,248).

System coordination contributed through Division of New Program Development and Evaluation.

\*Items to be detailed in Budget Narrative, if applicable.

**BUDGET**  
3rd Year Only

**BUDGET ITEM**

**A. Direct Costs:**

1. Salaries & Wages	
a. Professional*	\$ 54,912
b. Consultant*	3,000
c. Clerical	15,705
2. Employee Benefits	10,593
3. Travel*	21,236
4. Materials & Supplies	
5. Equipment (Purchase or Rental)*	4,235
6. Production (Printing, Reproduction, Audio-visual)*	4,235
7. Other* (Evaluation)	6,500

B. Indirect Costs: 27,696

TOTAL \$148,112

Projected Institutional Support (3rd-year total) \$245,000

From system and/or campus funding, support will be provided to the project to include the equivalent of two positions per participating institution.

System coordination contributed through Division of New Program Development and Evaluation.

BUDGET

Direct Costs	1974-75	1975-76	1976-77	Total
1. Salaries and Wages				
a. Director (A&I IV, Step 1 @ \$2,084/month)	\$ 25,008	27,508	30,258	82,774
b. Assistant Director (A&I II, Step 3 @ \$1,698/month)	20,376	22,413	24,654	67,443
c. Secretary (Clerical III B, Step 1 @ \$665/month)	7,980	8,778	9,655	26,413
d. Temporary help	5,000	5,500	6,050	16,550
Subtotal	61,340	67,473	74,219	203,032
e. Staff benefits (15%)	8,755	9,630	10,593	28,978
Total staff	67,119	73,829	81,210	222,158
2. Consultants for training staff				
a. Honoraria (6 man/days for 5 campuses @ 100. per day)	3,000	3,000	3,000	9,000
b. Travel (3 trips to 5 campuses @ 350. per trip)	5,250	5,775	6,353	17,378
3. Staff travel				
a. In-state (150 trips by Center and campus staff @50. per trip)	7,500	8,250	9,075	24,825
b. Out-of-state (7 trips by Center staff @ 400. per)	2,800	3,080	3,388	9,268
c. Policy Board & Steering Committee Travel (40 man/trips @ 50. per trip)	2,000	2,200	2,420	6,620
4. Office				
a. Equipment: Audio-visual & other	3,500	3,850	4,235	11,585
b. Publication	3,500	3,850	4,235	11,585
5. Evaluation	5,000	6,500	6,500	18,000
Total Direct Costs	99,669	110,334	120,416	330,419
Indirect Costs (23%)	22,924	25,377	27,696	75,997
Total Costs	122,593	135,711	148,112	406,416

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It is requested that the grant be made to The California State University and Colleges Foundation, a non-profit corporation organized to administer grants and contracts from governmental and private sources for research, special programs, and other activities of The California State University and Colleges and for the benefit of that system. The Foundation in turn will execute the necessary agreements with the Office of the Chancellor and CSUC institutions for faculty assigned time and other resources and services necessary to meet the proposal requirements.

JERRY G. GAFF  
425 Spruce Street  
Berkeley, California 94708  
December 1, 1972

Personal Details

Birthdate: February 5, 1936  
Wife: Sally S. Gaff  
Children: David Bradley Gaff, Amy Elizabeth Gaff

Educational History

A.B. DePauw University, 1954-1958 (Psychology)  
Ph.D. Syracuse University, 1958-1965 (Social Psychology)

Work History

Visiting Professor of Psychology, Department of Nursing, California State College, Sonoma	1972-present
Visiting Professor, Center for Educational Research, University of Leyden, Leyden, the Netherlands	1971-1972
Associate and Assistant Research Psychologist, Center for Research and Development in Higher Education, University of California, Berkeley	1967-1972 (on leave 1971-7)
Postdoctoral Research Fellow, American College Testing Program, Iowa City, Iowa	Summer, 1971
Assistant Professor of Social Science (Psychology), Raymond College, University of the Pacific	1964-1967
Instructor, Department of Sociology, Hobart & William Smith Colleges	1962-1964

Professional Societies

American Psychological Association  
American Sociological Association  
American Association for the Advancement of Science

Major Intellectual Interests

Personality and Social Psychology  
Higher Education

PublicationsBOOKS

Gaff, J. G. and Associates. The Cluster College. San Francisco: Jossey-Bass, 1970.  
Hefferlin, J. B. L.; Bloom, M. J.; Gaff, J. G. and Longacre, B. J. Inventory of Current Research on Postsecondary Education 1972. Berkeley: Center for Research and Development in Higher Education, University of California, 1972.

## MONOGRAPHS

- Gaff, J. G. Innovations and Consequences: A Study of Raymond College, University of the Pacific. Final research report to the U.S. Office of Education. Stockton, California: University of the Pacific, 1967.
- Gaff, J. G. The Care of Identified Emotionally Disturbed Children in Stanislaus County. Modesto, California: Stanislaus County Mental Health Association, 1968.
- Gaff, J. G. and Wilson, R. C. The Teaching Environment: A Study of Optimum Working Conditions for Effective College Teaching. Salt Lake City: The Project to Improve College Teaching, 1971.
- Wilson, R. C.; Gaff, J. G.; Dienst, E. R.; Wood, L.; and Bavry, J. L. Making a Difference: The Impacts of Teachers. Berkeley: Center for Research and Development in Higher Education, University of California, 1972.
- Gaff, J. G.; Wilson, R. C.; Wood, L.; Dienst, E. R.; and Bavry, J. L. Teaching and Educational Change: Faculty Viewpoints. Berkeley: Center for Research and Development in Higher Education, University of California, 1972.
- Gaff, J. G.; Crombag, H.M.F., and Chang, T. M. The University as an Environment for Learning: An Empirical Analysis. Leyden, The Netherlands: Educational Research Center, Leyden University, in press.

## INSTRUMENTS

- Wilson, R. C. and Gaff, J. G. Faculty Characteristics Questionnaire. Center for Research and Development in Higher Education, University of California, Berkeley, 1970.
- Wilson, R. C.; Gaff, J. G.; and Bavry, J.C. Manual of Information for Faculty Characteristics Questionnaire. Center for Research and Development in Higher Education, University of California, Berkeley, 1970.

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- Gaff, J. G. "Innovation and Evaluation: A Case Study," Educational Record, Summer, 1969, pp. 290-299.
- Wilson, R. C. and Gaff, J. G. "Student Voice - Faculty Response," The Research Reporter. Center for Research and Development in Higher Education, University of California, Berkeley, 4 (2), 1969. (Reprinted in The Holy Cross Quarterly, Fall, 1969, pp. 20-24; also in Carlos Kruytbosch and Sheldon Messinger (Eds.), The State of the University: Authority and Change. Beverly Hills, California: Sage Publications, 1970, pp. 181-188.

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- Gaff, J. G. "Cluster Colleges as Responses," The Research Reporter. Center for Research and Development in Higher Education, University of California, Berkeley, 5 (4), 1970.
- Gaff, J. G. and Wilson, R. C. "Moving the Faculty," Change Magazine. September-October, 1970, pp. 10-12.
- Wilson, R. C. and Gaff, J. G. "Faculty Supporters of Change," The Research Reporter. Center for Research and Development in Higher Education, University of California, Berkeley, 5 (4), 1970.
- Wilson, R. C.; Gaff, J. G.; Dienst, E. R.; Wood, L.; and Bavry, J. L. "Education in the Real World: Faculty View the Protests," The Research Reporter. Center for Research and Development in Higher Education, University of California, Berkeley, Special Issue, 1970, pp. 4-7.
- Gaff, J. G. "Cluster Colleges and Their Problems," Journal of General Education Vol. XXIII, No. 1, 1971, pp. 21-28.
- Gaff, J. G. and Wilson, R. C. "Faculty Cultures and Interdisciplinary Study," Journal of Higher Education. March, 1971, pp. 186-201.
- Gaff, J. G. "Review of W. W. Clary," The Claremont Colleges. Journal of Higher Education, January, 1971, pp. 79-80.
- Gaff, J. G. "Review of B. R. Clark," The Distinctive College. Contemporary Sociology, January, 1972, pp. 89-90.
- Wilson, R. C. and Gaff, J. G. "Teacher-Student Interaction: The Faculty Viewpoint," Encyclopedia of Education. New York: Macmillan, in press.
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- Gaff, J. G. and Wilson, R. C. "The Teaching Environment," AAUP Bulletin Winter, 1971, pp. 475-493.
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PAPERS

- Gaff, J. G. Absolute Belief Syndrome: Personality Variables Associated with Intergroup Conflict. Paper presented at the meeting of the American Sociological Association, Miami Beach, Florida, August, 1966.
- Gaff, J. G. The Spirit of Innovation. Paper presented at a conference on Improving the University Climate for Higher Learning, Bowling Green University, Bowling Green, Ohio, October 25, 1967.
- Gaff, J. G. Environmental Assessment of an Innovative Cluster College. Paper presented at the meeting of the Association for Institutional Research Annual Forum, San Francisco, California, May, 1968.
- Gaff, J. G. Two Views of Teaching: The Sacred and the Secular. Paper presented at a conference on Teaching the Student of Today, sponsored by the School of Public Health, University of California, Berkeley, April 10, 1969.
- Gaff, J. G. and Wilson, R. C. The Relationship Between Professors' Views of the Formal Incentive System and Their Career Status. Paper presented at the meeting of the Western Psychological Association, Vancouver, British Columbia, June 20, 1969.
- Gaff, J. G. Cluster Colleges and Their Problems. Paper presented at the Workshop on Innovation and Experimentation, University of California, Santa Cruz, March 23, 1970.
- Wilson, R. C. and Gaff, J. G. Characteristics of Faculty Members Who Favor Educational Change. Paper presented at the meeting of the Western Psychological Association, Los Angeles, California, April 18, 1970.
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