

5-22-1972

## Faze 1, 1972-05-22

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Faculty and Staff Newsletter  
Office of Communications  
Governors State University  
Park Forest South, Illinois 60466

TEACHING

To Identify and Reward Talented  
Many Tough Decisions Must Be Made

May 22, 1972

Vol. 1, No. 33

**BOX SCORE - FIFTH SESSION ENROLLMENT**

Undergraduate.....	424
Undergraduate full-time.....	73.1%
Graduate.....	280
Graduate full-time.....	32.2%
Total students.....	704
Minority.....	23.2%
Full-time equivalent students...	567

**GETTING OLDER?... "The Aging Game" will be the third free public lecture in the CCS Community Council Lecture series. The director of mental health for sub-region 14, Art Dykstra of Tinley Park, will speak Tuesday, May 23, at 8 p.m. in room 30B of the mini-campus. The presentation includes a showing of "Less Alive at 65," a video-tape.**

**POTTERY AND ELECTRIC ART... A pottery demonstration by Phil Mundt of Rich East high school will take place Monday, May 22 at 1:30 p.m. and Wednesday, May 24 at 7 p.m. at the mini-campus. Mundt has had a one-man show at the Park Forest Art Center gallery, and has taken first place in the Park Forest Summer Art fair. He has been represented in galleries in Winnetka, Northbrook, Waukegan, and Park Forest, Ill., and La Crosse, Wis.... On June 5 at 10 a.m., Philip L. Morton of Chicago will demonstrate a machine called an "image processor," which essentially is to video what a sound synthesizer is to audio. Morton is at the School of**

the Art Institute of Chicago and has his own professional activity referred to as VIDEO E/S. Mundt's and Morton's appearances are part of the GSU artists and lecturers in residence program given a matching grant by the National Endowment for the Arts.

**ACTING CCS DEAN... DANIEL BERND has been appointed Acting Dean of CCS 5/11-9/15 at the request of Al Sherman who will be spending much of that period with the USO show. DELORIS SAUNDERS, Vice Chairman of the University Assembly, has been asked to represent the University Assembly in the President's Advisory Council while Daniel represents CCS.**

**A DISPLAY OF BALANCE... HERMAN SIEVERING has arranged for BALANCE, the GSU environmental club, to sponsor a display by the Illinois Environmental Protection Agency. The display will be in the Commons the week of May 22nd.**

**MINI-CAMPUS TOUR... Attached to this week's FAZE 1 is a copy of the self-guided tour given visitors to the Mini-campus at the Open House last week. Supplies of these are available from the Office of Communications. You may find these useful as hand-outs for individuals or groups visiting the Mini-campus.**

**WHO TO CALL:**  
Module scheduling... Bob Hauwiler (236)  
Non-instructional Events... Elaine Strauss (219-220)

## TEACHING

# To Identify and Reward Talented Teachers, Many Tough Decisions Must Be Made

By **KENNETH E. EBLE**

What to do about the reward system to make it more favorable to teaching? The question was raised in my last column, and here I will attempt to give some suggestions.

First, institutions and departments within them need to define more precisely what is expected of faculty members, to find more precise ways of evaluating performance, and to have the integrity to make fair and tough decisions.

Institutions do not very precisely set forth either their values or their goals. If they stick to words and traditional phrases, there may be no way of going beyond the statements in college catalogs. Figures might be more revealing: clear, black, definite sums showing precisely where an institution's money goes, thus indicating where its values and priorities lie.

Departments are crucial to identifying and rewarding faculty competence. As protective and parochial as departments often are, they do provide a working group in which there is some chance—if faculties are willing to give more time and attention to it—of identifying, encouraging, and rewarding diversely talented professors. Development and support of great teachers should be as consciously pursued as the development of winners of Nobel prizes and Guggenheim awards. The one need not rule out the other.

### University Professorships

Second, the influence of outside forces, chiefly in the past decade the influence of research funds, must be countered by forces inside and outside the university that will attract faculty members to teaching and will effectively argue the value of excellence in teaching.

A useful and not very costly counterforce would be the creation of university professorships, teaching positions which for certain periods of time would make some of the best faculty members responsible for undergraduate teaching rather than for disciplinary graduate work.

Teaching awards may or may not be useful measures. Although institutional awards are fairly common, they often seem to arouse faculty jealousies, provoke quarrels over selection procedures, and raise the suspicion that the one-shot cash award is the administration's way of avoiding more meaningful salary increases.

Creating more national recognitions for teaching

excellence within disciplines and at large may be a way out of this difficulty. A National Academy of Distinguished Teachers would not be out of the question.

Third, research must be looked at as an aspect of scholarly, creative, and professional competence rather than as the primary expectation of all faculty. As a term, research fails to describe the highest accomplishments of many professors. The painter, composer, poet—to name the most obvious exceptions—are ill-served by the term. In the majority of departments, including the sciences, the demand that scholarly and creative excellence be measured by the single standard of published work along traditional, disciplinary lines is a narrow concept.

### Published Research Is Poor Measure

Good teachers need to know their stuff, their arts and crafts and sciences, but published research will not tell you much about their total worth.

If research were removed as the apex of the trinity, were made only one measure of scholarly and creative accomplishments, the reward system might not only be more responsive to excellence in teaching but to that diverse excellence which indicates that a professor has something worth professing.

Fourth, support of faculty development needs to accompany an increased attention to faculty evaluation. Until institutions allot funds from the general budget specifically for development of faculty members as teachers, teaching will not be well served.

Finally, among the toughest of decisions institutions must make are those involving what the available resources enable it to do and what it can do well. Research, teaching, and service may not be uniformly supportable at a high level of excellence, either for individual professors or for institutions. Some research is as important as other research is trivial; some kinds of teaching are more important than others; some university services are more vital than others.

Few college and university people would quarrel with these general assertions. Yet, few university or college communities have hammered out choices based on a close examination of the values of what goes on in their midst. The most common choice is to go on doing everything that has always been done and doing much of it poorly.

# EVENTS

## MONDAY, MAY 22, 1972

10:30 a.m. - 12:00 noon  
1:30 p.m.  
1:30 p.m. - 3:30 p.m.  
3:30 p.m. - 5:00 p.m.  
4:00 p.m.  
7:30 p.m.

A & R Staff (Mini-conf.)  
Pottery demonstration by Phil Mundt (CCS)  
Committee on Fiscal Resources (Planning Building)  
Operations Subcommittee (Planning Building)  
ICC Staff Meeting (Preview Room)  
Jazz Band Rehearsal (Planning Building)

## TUESDAY, MAY 23, 1972

8:30 a.m. - 10:00 a.m.  
1:30 p.m.  
1:30 p.m. - 3:00 p.m.  
3:00 p.m. - 3:30 p.m.  
4:00 p.m. and 8:00 p.m.  
7:30 p.m.  
8:00 p.m.

Vice Presidents meet with President (Mini-conf.)  
LRC Staff Meeting  
Academic Wing (Mini-conf.)  
Subcommittee of Physical Resources Committee  
meets with President (Mini-conf.)  
HLD Films (244)  
"Carl Rogers on Facilitating a Group" and  
"Carl Rogers Conducts an Encounter Group"  
European Choir Rehearsal (Planning Building)  
CS Community Council Lecture Series (308)  
"The Aging Game" (speaker-Art Dykstra)

## WEDNESDAY, MAY 24, 1972

8:30 a.m. - 10:30 a.m.  
10:00 a.m. - 12:00 noon  
7:00 p.m.  
7:30 p.m.  
8:00 p.m.

CEAS Steering Committee (802)  
MIS Advisory Group (Planning Building)  
Pottery demonstration by Phil Mundt (CCS)  
Jazz Band Rehearsal (Planning Building)  
Citizen Education (326)

## THURSDAY, MAY 25, 1972

9:00 a.m. - 12:00 noon  
10:00 a.m.  
1:30 p.m. - 3:00 p.m.  
4:00 p.m.  
7:30 p.m.

CEAS Faculty Meeting (830)  
Human Services Resource Center Staff (Ch. Hts.)  
CBPS Staff Meeting (Mini-conf.)  
University Assembly (308)  
Jazz Band Rehearsal (Planning Building)

## FRIDAY, MAY 26, 1972

8:30 a.m. - 10:00 a.m.  
9:00 a.m. - 10:30 a.m.  
12:00 noon - 1:15 p.m.  
1:30 p.m. - 2:30 p.m.

PAC Meeting (Mini-conf.)  
Urban Teachers Education Work Group (840)  
Executive Committee (Mini-conf.)  
R & I Faculty Coordinating Committee (Mini-conf.)

## SATURDAY, MAY 27, 1972

10:30 a.m.

Popular Chorus Rehearsal (Planning Building)

EVENTS

-COMING EVENTS-

MONDAY, MAY 29

University Closed - Memorial Day

SUNDAY, JUNE 4

GSU Community Singers and the Flossmoor  
Community Church Concord Choir (Commons)

WEDNESDAY, JUNE 7

HLD Films (244)  
"Individual Psychology in Counseling and  
Education" and "Individual Psychology: A  
Demonstration with a Parent, Teacher, Child"

TUESDAY, JUNE 20

CCS Community Council Lecture Series (302)

WEDNESDAY, JUNE 21

HLD Films (244)  
"Three Approaches to Psychotherapy"

SUNDAY, JUNE 25

Commencement.

MONDAY, MAY 22, 1972

10:00 a.m. - 12:00 noon  
1:00 p.m.  
1:30 p.m. - 3:00 p.m.  
3:30 p.m. - 5:00 p.m.  
4:00 p.m.  
7:30 p.m.

TUESDAY, MAY 23, 1972

8:30 a.m. - 10:00 a.m.  
1:30 p.m.  
1:30 p.m.  
1:30 p.m.  
4:00 p.m. - 8:00 p.m.

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8:00 p.m.

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1:30 p.m. - 3:30 p.m.

SATURDAY, MAY 27, 1972

10:30 a.m.