

One "freshly minted PhD," Dr. Jones, with an extremely good academic record was described by his chairperson, Dr. Jackson, as "a little arrogant," and this was impeding the faculty member's effectiveness with students and colleagues. This behavior was especially detrimental in the classroom, and the Dr. Jackson knew that he needed to target it for change. The Dr. Jackson intended to implement two strategies in an effort to enable him to "confront the issue straight on." First, he manages the department in such a way that there is a tone of "trust and openness and confidence on the part of all faculty." Second, he views the faculty as the "front line troops" and serves the faculty "by providing them the environment, the resources, what they need to get the job done." Within this helpful environment, the Dr. Jackson talked with Dr. Jones directly about the situation and his concerns.

We didn't beat around the bush....We just sat down and chatted about it. Then the question is, what can we do to effectuate some change? It turns out that there were on-campus and off-campus training programs available for Dr. Jones. One of them dealt with teacher effectiveness; the other dealt more with interpersonal relationships. So we agreed that it would be a good thing for Dr. Jones to take some time and money and do some of those things.

In addition to identifying and supporting these faculty development opportunities, the Dr. Jackson visited with Dr. Jones on a regular basis. The department head continued:

We chatted about how things were going and what else needed to be done to improve the situation. Over the next couple of years, those student evaluations began to slightly improve but not at the rate that I had hoped. I needed to find another intervention.

Dr. Jackson did not ignore Dr. Jones's research responsibility which was 50% of his appointment. Dr. Jackson was concerned about Dr. Jones's committee assignments, providing resources for a graduate assistant, and allocating sufficient operating money. Dr. Jackson has been informed by his Dean that Dr. Jones has 24 months to significantly improve or risk not receiving tenure. You are a faculty development expert. What suggestions would you make to Dr. Jackson in order to improve Dr. Jones's behavior both inside and outside the classroom?