

Leadership Coalition Faculty Conference “Faculty Leadership as a Necessary Component for Sustaining Change in the Academy”

*Wednesday, January 20, 2010
Washington, DC
Marriott Hotel 22nd & M*

CONFERENCE PROGRAM

Welcome to the Leadership Coalition Faculty Conference.

Your interest and earlier suggestions have been essential to the planning of this one-day conference. Today’s gathering will serve to build a common understanding of challenges and possible actions, as well as provide a venue for gaining insights from others--insights that are transferable to one’s own institutional context and planning.

We have gathered here together faculty and academic leadership representatives from each of the 53 Leadership Coalition institutions. This is the first time that all of the institutions have representation “in the same room”. The focus of this gathering will be to discuss and participate in the planning of how we might be of help to your campus, and all of the campuses collectively, launch programs, resources, and other opportunities that give attention to the faculty and their leadership in bringing about the changes that strengthen the cultures for learning on our campuses.

This one-day conference has two distinct but complementary sets of objectives: (1) to present and discuss a limited number of issues that are most relevant to the concerns of faculty; to present an example of an illuminating and innovative action being taken that addresses one of the identified concerns; and to assure attendees that regardless of their location on any arc of change at their institution, they will “take away” some useful and transferable insights; and (2) to gain from the attendees their own perspective of what the key issues are; how the Coalition could begin the work that would assist (reinforce, amplify, underscore, or facilitate) them in addressing those issues on their campus; and how the Leadership Coalition could be most effective as a Coalition.

Our intent is to take what is offered over the course of this conference, perhaps make some adaptations to fit available resources, and then have those suggestions be the core, the substance, of the agenda for the Leadership Coalition at least for 2010 -2012, making them the “years of attention to faculty perspective”.

With the generous support of the S. Engelhard Center, the Charles Engelhard Foundation, the Christian A. Johnson Endeavor Foundation, and the Lumina Foundation, the Bringing Theory to Practice Project, an independent project in partnership with the Association of American Colleges and Universities, is committed to encouraging your plans and initiatives wherever your location on an “arc” of change. We extend congratulations and profound respect for the institutional achievements you have already gained and in anticipation of the recognition of your work.

Tuesday, January 19, 2010

8:00-9:00 pm **Reception for early arrivals**
Salons F&G

Wednesday, January 20, 2010

8:00 am **Registration and continental breakfast available**
Hallway

9:00 am **Welcome and Introductions**
General Session *Sally Engelhard Pingree, President S. Engelhard Center and Don Harward,*
West End Ballroom: *Director BTtoP*
Salons ABC

9:15 am **Preview of Conference and the Leadership Coalition Agenda**
West End Ballroom: *Don Harward*
Salons ABC

9:45 am **Session I: "Introduction to the Issues, Challenges, and Bases of Understanding and Evidence That Surround Faculty Leadership in Initiating and Sustaining Transformative Changes on Our Campuses"**
West End Ballroom: **A moderated panel. Each of the presenters of the concurrent discussions that will occur in the morning and afternoon will make brief (5 min.) introductions of their presentation and objectives: The attendees will then have the opportunity to respond with some expectations and observations that can be subsequently addressed during, or after, the concurrent presentations.**
Salons ABC

10:45 am **Break**

11:00 am **Session II: Three Concurrent Discussion Sections Regarding Practices and Policies That Either Suggest or Impede Change and a Culture for Learning on our Campuses**

Break-out Space I: **(A) The "Teacher/Scholar" Paradigm Revisited: Pedagogy; High Impact Practices; and Interdisciplinarity in the Curriculum and in Research. What Do We Learn from Them That Suggest Change?**
West End Ballroom: *Moderator: Prof. Lee Knefelkamp, Teachers College, Columbia University*
Salon D *Presentation: Prof. Tom Daniel, University of Washington*

General Session Rm. **(B) Community-engaged Teaching and Scholarship: Making it Count in Promotion and Tenure**
West End Ballroom: *Moderator: Prof. Ken Bain, Vice President, Montclair State University*
Salons ABC *Presentation: Prof. Cathy Jordan, University of Minnesota*

Break-out Space II: **(C) Barriers/Constraints to Faculty Involvement in Change: Several "Hidden Issues" Including Implications of Organizational Structure and Professional Socialization in Disciplines**
West End Ballroom: *Moderator: Jill Reich, VPAA and Dean of Faculty, Bates College (former leader of Div. of Educ. at Amer. Psych. Assoc.)*
Salon E *Presentation: Prof. Adrianna Kezar, University of Southern California*

12:00 pm **Reconvene: Panel with moderators' summations and observations; responses from whole group**
West End Ballroom:
Salons ABC

12:45 pm **Session III: Luncheon Presentation**
West End Ballroom: **What Do Faculty Currently Say and Think? Perspectives on the Key Issues From a Survey of Leadership Coalition Faculty Regarding Engagement and Rewards**
Salons ABC *Presentation: Ashley Finley, Director of Assessment for Learning, AAC&U and BTtoP National Evaluator*

2:00 pm **Session IV: Concurrent Discussion Sections:**

Break-out Space I: **(A) Faculty Roles in Creating and Sustaining Transformational Change in High Education: The Twin Elements of Learning: Knowledge and Judgment (Practice)**
West End Ballroom: *Moderator: Barry Checkoway, University of Michigan*
Salon D *Presentation and Discussion: William Sullivan, Carnegie Foundation for the Advancement of Teaching, California*

General Session Rm. **(B) Transforming the Culture for Learning**
West End Ballroom: *Moderator: Prof. John Ford, Dean of Campus Life, Emory University*
Salons ABC *Presentation and Discussion: Richard Keeling, Principal, Keeling and Associates, New York*

3:15 pm **Break**

3:30 pm **Session V: How Does the Conversation Regarding These Matters Move Beyond Superficiality (and the Apprehensions Associated With any Consideration of the Implications of Change) to Meaningful Planning, and Action. How do we "Support, Communicate, and Sustain Change Through Faculty Leadership?"**
West End Ballroom: *Conversation moderated by Prof. Rebecca Herzig, Bates College and member of the BTtoP Advisory Board.*
Salons ABC

4:45 pm **Session VI: Beyond the Campus**
West End Ballroom: **"What might sets of action steps look like if collective resources from the Leadership Coalition (and perhaps several other national organizations) were to be focused on how Faculty Create and Sustain a Campus Culture for Change?"**
Salons ABC *Facilitated table consideration will be given to suggestions emerging from the attendees. The objective will be to frame an agenda for the next two years of attention and resources focused on faculty roles and responsibilities in affecting transformative change.*
Facilitated by Don Harward, Caryn McTighe Musil (EVP, AAC&U), Sally E. Pingree, Ashley Finley, Barry Checkoway, and moderators of earlier concurrent sessions

5:45 pm **Concluding Reception**
Hallway

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SPEAKERS, PANELISTS, MODERATORS & FACILITATORS

Ken Bain

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Ken (Ph.D., University of Texas at Austin, 1976), Professor of History, has been the founding director of four major teaching and learning centers: the Center for Teaching Excellence at New York University, the Searle Center for Teaching Excellence at Northwestern University, the Center for Teaching at Vanderbilt University, and the Research Academy for University Learning at Montclair State University. He came to Montclair in 2006. He was at NYU from 2001 to 2006, at Northwestern as director of the center and professor of history from 1992 to 2001, and director and member of the history faculty at Vanderbilt from 1986 to 1992. In the 1970's and early 80's he was Professor of History at the University of Texas--Pan American, where he also served as director of that school's University Honors College and as founding director of the History Teaching Center, a pioneering program sponsored by the National Endowment for the Humanities to promote greater collaboration between history teachers on the secondary level and university and college research historians. From 1984 to 1986, he served as director of the National History Teaching Center, which had a similar mission on the national level.

Barry Checkoway

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Barry serves as Professor of Social Work and Urban Planning at the University of Michigan. His research projects include "Involving Young People in Community Change" (Ford and Kellogg Foundation), "Community Initiatives to Promote Health of Older People in Latin America" (HelpAge International), "Leadership and Management of Community Health in Africa" (World Health Organization), and "Community Participation in Health Planning" (National Academy of Sciences). He is the founding director of the Edward Ginsberg Center for Community Service and Learning, and of the Michigan Neighborhood AmeriCorps Program involving graduate students and community-based organizations in Detroit neighborhoods. He previously taught at the University of California at Berkeley and University of Pennsylvania, and was a visiting scholar at the London School of Economics and Political Science and at the Hebrew University of Jerusalem.

Tom Daniel

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Tom is professor of Biology and holder of the Joan and Richard Komen Endowed Chair, Member of the Neurobiology and Behavior Faculty, Adjunct Professor in the Department of Bioengineering at the University of Washington, and is serving as the Associate Dean for Research for the College of Arts and Sciences at the UW. He has been a faculty member since his initial appointment in 1984. Prior to that, he was the Myron A. Bantrell Postdoctoral Fellow in Engineering Sciences at the California Institute of Technology. He received his PhD degree from Duke University. Awards for his research and teaching include selection as a MacArthur Fellow and multiple teaching awards from the University of Washington (Distinguished Teaching Award, Distinguished Graduate Mentor Award). He is on the editorial boards of the Philosophical Transactions of the Royal Society (Biology Letters) and PLOS Computational Biology. He is also on the Board of Directors of the Allen Institute of Brain Science, the Experience Music Project and the P. G. Allen Experience Learning Community. His research and educational programs focus on biomechanics, addressing questions about the physics, engineering and neural control of movement in biological systems. He has recently focused on the dynamics and control of flight in insects.

Sally Engelhard-Pingree

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Sally is a Trustee of the Charles Engelhard Foundation. A graduate of Trinity College, her areas of interest have been health, education, and environmental affairs. She has served in public relations at the American Heritage Publishing Company and the Board of Trustees of the Potomac School (Virginia), St. Andrew's School (Delaware), Boston College, the Carter Center, and the African Wildlife Foundation. She is a member of the Advisory Council of AAC&U's/Campus Compact's Center for Liberal Education and Civic Engagement, the National Gallery of Art, and the Mental Health Task Force of the Carter Center.

Ashley Finley

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Ashley is the Director of Assessment for Learning at the Association of American Colleges and Universities and the National Evaluator for Bringing Theory to Practice where she oversees assessment protocols and the implementation of evaluation strategies on project sites, and has primary responsibility for the aggregation and dissemination of national findings. Before AAC&U, she was an Assistant Professor of Sociology at Dickinson College. Her current research focuses on the impact of engaged learning initiatives, such as learning communities, on college students' civic development and well-being, and the institutional-level costs of assessing forms of student disengagement on college campuses. Dr. Finley's previous research has focused broadly on issues of gender inequality, with specific emphasis

on the interplay of relative poverty assessments and female-headed households in Mexico. She teaches courses in social inequality, gender issues, and quantitative methods.

John Ford

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John is the Chief Student Affairs Officer at Emory University, a member of the BTtoP Advisory Board, a Director of the Education Realty Trust, Inc., and a Trustee of the University of the South. Dr. John L. Ford became Senior Vice President and Dean for Campus Life at Emory in January 2001. He was previously Robert W. and Elizabeth C. Staley Dean of Students and Professor of Policy Analysis and Management at Cornell University since 1992, having been a faculty member with teaching and research interests in health care policy and an academic department chair at Cornell since 1974. Born in Chicago, Dr. Ford received a bachelor's degree in philosophy and psychology from Boston University, and a master's in social work, masters of public health, and doctorate from the University of Michigan.

Donald W. Harward

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Don served as President of Bates College from 1989 thru June 2002, when he was appointed President Emeritus. Before taking office at Bates, Harward served as Vice President for Academic Affairs at the College of Wooster, Ohio; preceding his tenure there, he taught and served in the Department of Philosophy at the University of Delaware, and subsequently designed and led the University Honors program. He holds a Ph.D. in philosophy from the University of Maryland. He is currently a senior advisor for the ACE Fellows Program and a Senior Fellow with AAC&U. He serves as a consultant for the Center for Liberal Education and Civic Engagement, a joint project of AAC&U and Campus Compact. President Harward also serves on a variety of foundation and educational boards.

Rebecca Herzig

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Rebecca is Chair of the Program in Women and Gender Studies at Bates College in Lewiston. A specialist in nineteenth-century U.S. history, her work has appeared in a range of journals including *Technology and Culture*, *Feminist Theory*, and *American Quarterly*. Her most recent book, *The Nature of Difference: Science, Race, and Gender in U.S. History*, co-edited with Evelyn Hammonds of Harvard University, was published by MIT Press in 2009. She is a member of several professional boards, and has served on the executive councils of the Society for the History of Technology, and the Society for the Social Studies of Science, and the International Committee for the History of Technology. The recipient of teaching awards from Bates College and the Massachusetts Institute of Technology, she is devoted to engaging broad public audiences in reflection on the social dimensions of science, technology, and medicine.

Cathy Jordan

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Cathy, Pediatric Neuropsychologist by training, is Director of the Children, Youth, and Family Consortium and an Associate Professor of Pediatrics at the University of Minnesota. Through her two large, longitudinal community-based participatory research (CBPR) projects she became intensely interested in models of research that aim to address community-defined needs and contribute to social and political change yet enhance scientific methodology and contribute valid information to our knowledge base. Her CBPR experience highlighted the multiple barriers that researchers and community members face in conducting collaborative research, as well as the powerful role collaborative research can play in effecting real change in communities.

Richard P. Keeling

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Richard leads Keeling & Associates, LLC, a strategic and international consulting practice in higher education which works with colleges, universities, and professional organizations to promote student learning and strengthen institutional effectiveness. The Company believes that learning should be transformative, that learning must be at the core of the mission of colleges and universities, and that sound processes of institutional renewal can enable campuses to improve learning in its broadest sense. Dr. Keeling serves on the Board of Directors of the Council for the Advancement of Standards in Higher Education (CAS) and has been president of four professional organizations. He has received the highest awards of both the American College Health Association (ACHA) and the National Association of Student Personnel Administrators (NASPA).

Adrianna Kezar

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Adrianna, Associate Professor for Higher Education, University of Southern California and associate director for the center for higher education policy analysis. Kezar holds a Ph.D. 1996 and M.A. 1992 in higher education administration from the University of Michigan and a B.A. 1989 from the University of California, Los Angeles. She joined the faculty at USC in 2003. She was formerly an assistant professor at the University of Maryland and George Washington

University. Kezar was editor of the ASHE-ERIC Higher Education Report Series from 1996-2004. Recent books include: Rethinking the "L" Word in Higher Education: The Revolution of Research on Leadership (2006), Higher Education for the Public Good (2005) and Creating Organizational Learning in Higher Education (2005) both with Jossey Bass Press and a national report published by the American Council on Education: Leadership Strategies for Advancing Campus Diversity.

Lee Knefelkamp

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Lee is a Professor of Psychology and Education at Teachers College, Columbia University; she teaches in the programs of social-organizational psychology and higher education, and she has also held administrative posts as program coordinator and department chair. Lee also directed the student development graduate program at the University of Maryland, served as dean of the school of education at American University, and as academic dean of the faculty at Macalester College. For thirty years, Lee has researched and written about: student intellectual and ethical identity and intercultural development; curriculum transformation; issues of race, ethnicity, and gender; campus climate assessment; and the psychology of organizational change and resistance to change. She also serves as a senior scholar with AAC&U.

Caryn McTighe Musil

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Caryn is currently Senior Vice President at the Association of American Colleges and Universities (AAC&U) in charge of the office of Diversity, Equity, and Global Initiatives where she focuses on diversity, civic engagement, and women's issues in higher education. She is also co-director of AAC&U's Center on Liberal Education and Civic Engagement recently launched in partnership with Campus Compact. She has a long-time professional commitment to empowering students as critical, reflective learners who have voice and agency, which is why student-centered pedagogies, faculty development, and curriculum transformation have been special interests of hers. Dr. Musil received her B.A. from Duke University and her M.A. and Ph.D. in English from Northwestern University. Before moving into national level administrative work in higher education, first as Executive Director of the National Women's Studies Association, she was a faculty member for eighteen years. A frequent keynote speaker and educational consultant at numerous colleges and universities, Dr. Musil has been writing, teaching, and speaking on how to build inclusive, engaged academic learning environments throughout her career.

Jill Reich

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Jill has been Vice President of Academic Affairs and Dean of the Faculty at Bates since 2000. As Dean, she is responsible for the College's academic programs and curricula; faculty appointments; review, promotion, and tenure; and programs for faculty development, including funding for student-faculty research. As Vice President, she is a member of the College's senior staff, involved in the college's long-term policy issues and strategic planning, and she works closely with the Office of College Advancement to develop funding for academic programs, and oversees the Harvard Center for Community Partnerships, the Department of Athletics, the Imaging Center, the Mathematics and Statistics Workshop, the Museum of Art, Office of the Registrar, and the Peer Writing Program and Writing Workshop. Dean Reich received her B.A. from Regis College and her Ph.D. in Experimental Psychology from Dartmouth. She went on to build a distinguished career in developmental psychology at Loyola University of Chicago. Her research has focused on the long term development of babies born at risk. Dean Reich served as Executive Director of Education for the American Psychological Association and as Dean of the Faculty at Trinity College in Connecticut.

William M. Sullivan

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William is co-director of the Carnegie Foundation's Preparation for the Professions Program. This is a project studying the comparative aspects of education for the professions of law, engineering, the clergy, medicine, and nursing, drawing out common themes and identifying practices distinct to various forms of professional education. The author of *Work and Integrity: The Crisis and Promise of Professionalism in America* (2005) and a coauthor of *Habits of the Heart: Individualism and Commitment in American Life* (1996), Sullivan also works on the link between formal training and practical reflection in effective education. He has co-authored *Educating Lawyers: Preparation for the Profession of Law* (2007), and most recently, with Matthew S. Rosin, *A New Agenda for Higher Education: Shaping a Life of the Mind for Practice* (2008). Prior to coming to Carnegie, Sullivan was a philosophy professor at La Salle University. He earned a Ph.D. in philosophy at Fordham University.