



Network for Academic Renewal

SHAPING FACULTY ROLES IN A TIME OF CHANGE: Leadership for Student Learning

April 2-4, 2009 | San Diego, California

As the end of the first decade of the 21st century approaches, AAC&U invites faculty and other campus leaders—as individuals and as teams—to consider what is at stake for the future of undergraduate education and its faculty in a time of increased splintering of roles, contingency of status, and workload demand. How do these issues vary across sectors and from institution to institution in both 2- and 4-year schools? What are individual faculty, faculty groups, departments and disciplines, and whole institutions doing to creatively and thoughtfully respond in the face of change and conflict?

This conference will engage participants in examining the priorities and even the definition of the 21st century faculty, with a particular focus on undergraduate education. The goal is to better understand changes in teaching, learning, research, service, and shared governance and to learn from the most promising practices that allow faculty to strike a balance across multiple roles and responsibilities. Graduate students, early career faculty, and later career faculty, both part time and full time, are urged to join with other campus leaders in articulating a new and more inclusive vision of the faculty that connects individuals across a range of institutions and professional situations.

In addition to focusing on the issues outlined above, participants are invited to present and explore together such issues as inclusion, equity, and diversifying the faculty; expanding roles in governance for contingent faculty; the increasing expectations for faculty research productivity; budget constraints; and preparing future faculty for these reshaped roles and responsibilities.

AAC&U's April 2-4, 2009 conference in San Diego is the first in a series offering a national forum on the current state of the higher education faculty and the changes needed to strengthen undergraduate education. A second conference to highlight new models for faculty will be held in Philadelphia, March 25-27, 2010. Plan now to organize a campus team to join others from across the country in both national conversations about these critical faculty issues.

Major themes for 2009 include:

- Responsibilities for learning
- New approaches to community, academic freedom, and shared governance
- Faculty work and leadership
- Balancing the many roles of the faculty
- Movement toward a new conception of the profession

PLANNING COMMITTEE

AAC&U acknowledges and thanks the following individuals who contributed to the development of this conference.

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LIBERAL EDUCATION AND AMERICA'S PROMISE CAMPUS ACTION NETWORK SESSIONS

The conference sessions listed below are designated as *LEAP Campus Action Network Sessions*. LEAP is AAC&U's primary vehicle for advancing and communicating about the importance of undergraduate liberal education for *all* students. The Campus Action Network (CAN) component brings together campuses and organizations that are committed to liberal education; helps them to improve their efforts to ensure all students achieve the essential outcomes; and highlights practices that work. To see if your campus is a CAN partner, or for more information about signing up, stop by the registration desk or visit www.aacu.org/LEAP.

Friday, April 3, 2009 2:30 – 3:45 p.m.

CS 15: Shaping the Academic Affairs Office to Meet Changing Faculty Needs

Salon B

Indiana University-Purdue University Indianapolis (IUPUI) has pursued a number of different approaches to faculty work, and some have worked better than others. One promising initiative has re-shaped components of the Dean of the Faculties' office to allow faculty to participate more fully and more often in faculty development activities. A re-defined office presents faculty with a central unit that appoints and welcomes them, guides and supports their progress through high-stakes advancement reviews, manages the internal processes which recognize and honor their achievements, and ensures that the legacy they leave upon retirement is recognized and celebrated. The integration of faculty support and development with central appointment and advancement decisions offers a model for ensuring a cohesive and satisfying environment for successful faculty work. Pulling together these varied responsibilities for supporting and recognizing faculty work enabled the campus to engage faculty in a conversation about their connections to campus values and priorities. Participants will learn more about the IUPUI process and consider strategies for shaping their own academic affairs offices to meet changing faculty needs.

Carol J. McGarry, *Assistant Dean of the Faculties*, **Mary L. Fisher**, *Associate Vice Chancellor for Academic Affairs and Professor of Nursing*, **Richard C. Turner**, *Faculty Fellow for Academic Affairs and Professor of English*, and (contributor, not in attendance) **Kristine Grefsheim**, *Director of Programs, Faculty Appointments and Advancement—all of Indiana University-Purdue University Indianapolis*

Saturday, April 4, 9:15 – 10:30 a.m.

CS 30: Actively Embracing Multicultural Classrooms and Campuses to Enhance Learning

Salon H

In this workshop, diverse facilitators affiliated with the CSU, Dominguez Hills graduate program in Negotiation, Conflict Resolution and Peacebuilding (NCRP) will: (a) share research-based criteria for evaluating optimal multicultural learning and leadership, (b) highlight and describe their learning experiences, focusing on how diversity specifically enhances learning, comparing less and more diverse classrooms, (c) identify and describe curricular activities that students identify as instrumental to the best learning in a multicultural classroom, and (d) share ideas and tips for teaching in a wide range of institutions, including small and large, public and private.

Nancy D. Erbe, *Associate Professor of Negotiation, Conflict Resolution and Peacebuilding—California State University-Dominguez Hills*; **Katlin Choi**, *Community Partnerships Coordinator—California State University, Long Beach and NCRP Student—California State University, Dominguez Hills*; and **Margaret Manning**, *NCRP Student—California State University, Dominguez Hills and Former Lecturer—Sydney Institute of Technology, Australia*

NETWORK FOR ACADEMIC RENEWAL STAFF

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Please contact us at your convenience to learn more about our conferences and the ways in which you can be involved. Phone: 202.387.3760

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**Your comments about the conference are important to us.
Please complete your conference evaluation form and
return it to the conference registration desk or fax to Siah Annand, 202.265.9532.**

FUTURE NETWORK FOR ACADEMIC RENEWAL CONFERENCES

| | | |
|-------------------------------------------------------------------------------------------------------|----------------------|-------------------------|
| EDUCATING FOR PERSONAL AND SOCIAL RESPONSIBILITY: Deepening Student and Campus Commitments | October 1-3, 2009 | <i>Minneapolis, MN</i> |
| INTEGRATIVE LEARNING: Addressing the Complexities | October 22-24, 2009 | <i>Atlanta, GA</i> |
| GENERAL EDUCATION AND ASSESSMENT | February 18-20, 2010 | <i>Seattle, WA</i> |
| SHAPING FACULTY ROLES IN A TIME OF CHANGE | March 25-27, 2010 | <i>Philadelphia, PA</i> |
| DIVERSITY, LEARNING, AND INCLUSIVE EXCELLENCE | October 21-23, 2010 | <i>Houston, TX</i> |

SCHEDULE AT A GLANCE

Thursday, April 2, 2009

- 10:00 a.m. – 7:00 p.m. **Conference Registration**
- 2:00 – 5:00 p.m. **Pre-conference workshops***
- 7:00 – 8:30 p.m. **Keynote Address:**
A Resilient Faculty for Turbulent Times
*Gertrude Fraser, Michael Gress, R. Eugene Rice,
Mary Deane Sorcinelli*
- 8:30 – 9:30 p.m. **Posters and Reception**

Friday, April 3, 2009

- 7:45 – 9:00 a.m. **Roundtable Discussions and Continental Breakfast**
- 9:15 – 10:15 a.m. **Plenary:**
Examining Possibilities and Moral Perils of the Professoriate
William Sullivan
- 10:45 a.m. – 12:15 p.m. **Concurrent Sessions**
- 12:30 – 2:15 p.m. **Luncheon Panel Discussion:**
Restructuring Academic Work; New Career Paths for Faculty *
Gary Rhoades, Gloria Thomas
- 2:30 – 5:30 p.m. **Concurrent Sessions**

Saturday, April 4, 2009

- 7:45 – 9:00 a.m. **Roundtable Discussions and Continental Breakfast**
- 9:15 – 10:45 a.m. **Concurrent Sessions**
- 11:00 a.m. – 12:30 p.m. **Plenary:**
**Shaping Faculty Roles in a Time of Change:
Perspectives from Faculty**
Ann E. Austin, Timothy K. Eatman, Mary Huber, Mark Wade Lieu

****Separate Fee and Registration Required***

THURSDAY, APRIL 2, 2009

10:00 A.M. – 7:00 P.M.

Conference Registration

2:00 – 5:00 P.M.

Pre-conference Workshops

Separate registration and fee required

WORKSHOP 1: Crafting Faculty Work Lives that Address Both Faculty and Institutional Needs

Salon A

Faculty members and administrators are connected by their commitment to advancing learning, yet the national narrative regarding faculty work and rewards positions faculty interests and institutional interests in opposition to each other. As the landscape of education changes, faculty and administrative leaders need to create shared agreements that promote faculty and student growth. Participants will discuss new research findings; consider strategies to reform appointment, renewal and tenure systems; and map the road ahead at their own institutions.

KerryAnn O'Meara, Associate Professor of Higher Education—University of Maryland, and **David Rosen**, Senior Vice President for Academic Affairs—Woodbury University

WORKSHOP 2: New, More Powerful Pedagogies and Getting Faculty to Use Them

Salon B

Facilitators will discuss how to develop interest and motivation on the part of faculty to use new, more effective teaching strategies. Specifically, participants will learn about: (a) seven new pedagogies in higher education, (b) organizational practices that support or hinder faculty in learning about new ways of teaching, and (c) programs that have been successful in engaging faculty to effectively use new pedagogies that drive more powerful student learning.

L. Dee Fink, Senior Associate—Dee Fink and Associates, and **Stewart Ross**, Director, Center for Excellence in Teaching and Learning—Minnesota State University Mankato

WORKSHOP 3: Exploring the Alignment of Institutional Rewards with Faculty Work in Community-Engaged Scholarship

Salon C

A central question that emerges in discussions of the engaged campus is how institutional policies and cultures can create supportive conditions for community engagement across faculty roles. Facilitators will highlight findings from three studies exploring faculty work in the scholarship of engagement and its place within institutional reward systems. Participants will examine the implications of engaged scholarship for teaching, research, and service and receive examples of promotion and tenure guidelines that encourage faculty work in the scholarship of engagement.

John Saltmarsh, Director, New England Resource Center for Higher Education—University of Massachusetts Boston, and **Lorilee R. Sandmann**, Associate Professor of Adult Education—University of Georgia

WORKSHOP 4: Emotional Labor in Diversity Work: Faculty Retention, Mentoring, and Inclusive Practices

Salon F

This workshop will provide a theoretical and conceptual framework for emotional labor as it relates to social identity and institutional norms that contribute to exclusionary climates.

Participants will analyze case studies based on research and scholarship on emotional labor in the lives of women of color faculty with a focus on racialized and gendered dimensions of evaluation. Individuals will participate in a facilitated dialogue on policies and best practices for

inclusion utilizing current research from intercultural communication and social psychology on intellectual and affective empathy.

Kathleen Wong (Lau), Assistant Professor of Communications—Western Michigan University

WORKSHOP 5: Making Learning Visible: Representing the Intellectual Work in Teaching

Salon G

This workshop will examine the “teaching as scholarship” metaphor in the development, representation, and evaluation of teaching. Participants will generate a brief analysis of an existing course based on the framework outlined by The Carnegie Foundation for the Advancement of Teaching in *Scholarship Assessed* (1997). They will examine course portfolios that document inquiry into successful learning and discuss the quality of the teaching and learning; the value of the inquiry; and the effectiveness of the representations. Participants should bring writing supplies or a laptop. Background links to help prepare for this workshop:

University of Kansas Gallery: <http://www.cte.ku.edu/gallery/>

Visible Knowledge Project: <http://cndls.georgetown.edu/crossroads/vkp/>

Carnegie Foundation Gallery: <http://gallery.carnegiefoundation.org/>

Dan Bernstein, Director of Center for Teaching Excellence—University of Kansas

WORKSHOP 6: Changing Responsibilities: Learning and Faculty Roles

Salon H

The current focus on assessment of learning, research findings in the neurosciences, and the transition of the academy’s purpose from cultivating a life of the mind to nurturing competence in specific skills challenge beliefs about learning. Participants will examine an environmental scan of these challenges and explore changes in the roles and responsibilities of faculty necessitated by them.

Beth Barnett, Provost and Vice President for Academic Affairs—Ramapo College of New Jersey;

Ellen Whitford, Vice President and Dean of Faculty—Armstrong Atlantic State University; and

Ernest Rose, Senior Vice President and Chief Academic Officer—Loyola Marymount University

Sponsored by the American Conference of Academic Deans

7:00 – 8:30 P.M.

Keynote Address

A Resilient Faculty for Turbulent Times: Setting the Context, Framing the Issues

Rio Vista Grand Ballroom DE

Who are today’s faculty and what are their responsibilities? Can there be a profession with a common, coherent mission, or has the faculty role become so “unbundled” that it is no longer possible? How can future faculty be prepared to meet the learning needs of students in a highly complex and interdependent world? This panel will identify the most pressing issues facing faculty in a time of widespread change in American higher education.

Gertrude Fraser, Associate Professor and Vice Provost for Faculty Advancement—University of Virginia; **Michael Gress**, President—Association for General and Liberal Studies and Professor

of Philosophy and English, Coordinator of General Education—Vincennes University; **R. Eugene**

Rice, Senior Scholar—AAC&U; and **Mary Deane Sorcinelli**, Associate Provost for Faculty

Development—University of Massachusetts at Amherst

Posters and Reception*Rio Vista Pavilion**Responsibilities for Learning***Poster 1: By Us, For Us: Using the Community of Inquiry Approach to Transition Faculty to Blended Learning**

This poster will share lessons learned in an effort to transition all faculty at a small campus to a new form of teaching: blended pedagogy. The poster will define blended pedagogy and explain the university's rationale for adopting this method. In particular, the session will highlight a "by us, for us" community of inquiry approach to the pedagogy, analyze its successes and failures, and discuss ongoing efforts to assess and develop faculty skills in this area.

Julie Hagemann, Academic Dean of General Education, **Christine Lewinski**, Senior Professor, and (contributor, not attending) **Christopher Roe**, Academic Dean of Business Programs—all of DeVry University-Addison Campus

*Balancing Faculty Roles and Responsibilities***Poster 2: Effective Teaching and Assessment Practices as Criteria for Faculty Rank and Promotion**

This poster will highlight how Alverno College utilizes criteria for effective teaching and assessment of student learning to help faculty develop their skills as educators and gain tenure and promotion. The poster will describe how the criteria for effective teaching and assessment are developed with faculty members and integrated into annual review processes with chairs. The presenters will provide background on Alverno's outcomes and assessment-based curriculum and explain how sustaining this curriculum requires a culture of good teaching practices and effective student assessment. This poster should be of interest to college and university teachers, department chairs, deans and other administrators committed to supporting faculty seeking recognition for their teaching and assessment practices when applying for tenure and promotion. Handouts will be available.

Daniel L. Leister, Associate Professor of Religious Studies, and **Chris Young**, Associate Professor of Biology—both of Alverno College

*Responsibilities for Learning***Poster 3: Learning Stories of Faculty Recasting Their Roles**

The challenges facing teaching and learning in higher education have been well documented and discussed. Increasing enrollments and diverse student needs combined with technology's push to innovate and invigorate the curriculum, make the work of teaching a slippery slope. Recasting the role of professor/teacher as course designer is one way to approach these challenges. This poster will illustrate this process at a large, urban, public university. The Course Design Institute (CDI) at San Diego State University encourages faculty collaboration with one another, their departments, and learning professionals to change the nature of student learning by changing the nature of teaching. By taking risks and measuring their successes and failures, faculty themselves are developing the capacity to become 21st century learners. The poster will highlight lessons learned from the CDI, evolving approaches to faculty development, and benchmarks regarding institutional impact.

Suzanne Aurilio, Assistant Director, pICT - People, Information and Communication Technologies—San Diego State University

*Responsibilities for Learning***Poster 4: A School-University Partnership Model that Explores Expectations for Student Learning and Builds Relationships across Educational Levels**

Teachers at all levels in the U.S. education system find themselves under pressure to improve student achievement. At the same time, higher education faculty are teaching a growing student population that is poorly prepared for college work. In this context, the notion of seamless preschool to college (P-16) education has garnered considerable attention, including the establishment of state-level P-16 councils. This poster will feature a "bottom-up" P-16

professional development model that has the advantage of addressing major policy concerns while engaging teachers in examining their own students' work. Guided by a skilled facilitator, secondary and postsecondary faculty in core content areas, such as life sciences, mathematics, and writing, examine samples of student work using K-12 content teaching standards and community college and university learning outcomes. By examining student work, faculty at all levels come to understand not only students' strengths and weaknesses, but also gaps in curricula that impede student learning. The model provides insight into common challenges students face in learning content. Just as important, the model provides a respectful way for faculty at different levels to collaborate around student learning and common teaching dilemmas.

Audrey Kleinsasser, *Professor and Director, Wyoming School-University Partnership—University of Wyoming*

Balancing Faculty Roles and Responsibilities

Poster 5: “What Do I Do Now?” Managing Diversity Flashpoints in Higher Education

Faculty, though well-schooled in their academic specialties, are not typically trained to manage interpersonal differences related to cultural identity. This poster will feature strategies for recognizing and effectively responding to diversity “flashpoints”—difficult interpersonal situations that originate from an area of identity difference (e.g., race, class, gender, ethnicity, sexual orientation, language, religion, ability/disability). These incidents are described by students as ranging from less significant (isolated or less hurtful events) to very significant (repeated events or singularly devastating behaviors causing students to withdraw from college). The poster will be of special interest to faculty developers who are seeking to help faculty and staff turn such incidents into opportunities to support differences.

Karen J. Hoelscher, *Professor of Elementary Education—Western Washington University*

Balancing Faculty Roles and Responsibilities

Poster 6: Faculty Development from a University System Perspective

This poster will highlight the way in which the University System of Georgia's central office is promoting faculty development across its 35 universities and colleges. The poster includes a brief summary of activities that include: (a) linking faculty development to strategic planning, (b) establishing a statewide teaching and learning consortium, (c) sponsoring targeted workshops to enhance the effectiveness of campus-based teaching and learning centers, (d) establishing a system-wide faculty council, and (e) tracking data and trends related to faculty (e.g., use of contingent faculty, recruitment and retention of minority faculty, etc.).

Linda Noble, *Assistant Vice Chancellor of Faculty Affairs, Board of Regents—University System of Georgia*

New Approaches to Community, Academic Freedom, and Shared Governance

Poster 7: Prior Learning Assessment and Recognition and Community Outreach: Methods to Meet the Needs of Adult Learners and Community Partners

In a time when community colleges are under pressure from budget shortfalls, decreasing enrollments, and stiff competition from both private and public post-secondary institutions, faculty are looking for innovative ways to ensure program viability. For the past two years, the Classroom and Community Support Department at Douglas College has offered a flex-track option and a community outreach program, both of which can address these challenges. The flex-track option includes prior learning assessment and recognition opportunities for experienced practitioners who are interested in being credentialed in their respective fields. The community outreach program brings the classroom to worksites to better meet the needs of community agencies and current workers. These efforts have been recognized as both novel and sustainable, and they have resulted in an FTE windfall for the college. This poster will highlight both initiatives and engage participants in thinking about how they can utilize these strategies to strengthen their academic programs and increase their attractiveness to adult learners and to community partners.

Wendy Parry, *Coordinator of Classroom and Community Support Department, and Lori Woods*, *Coordinator of Classroom and Community Support Department—both of Douglas College*

FRIDAY, APRIL 3, 2009

7:45 – 9:00 A.M.

Roundtable Discussions

Responsibilities for Learning

Discussion 1: Getting Faculty More Involved in the Globalization of American Colleges and Universities: A Conversation

Salon A

In the effort to globalize American colleges and universities there is evidence that the faculty are lagging behind. A number of us are initiating new programs aimed at coordinating the growing international work on campus. This is a discussion session for sharing information and considering strategies that are proving effective.

Ann E. Austin, *Erickson Professor of Higher, Adult, and Lifelong Education—Michigan State University*; **William M. Plater**, *Chancellor's Professor of Public Affairs, Philanthropic Studies, English, and Informatics—Indiana University-Purdue University Indianapolis*; and **R. Eugene Rice**, *Senior Scholar—Association of American Colleges and Universities*; and

Balancing Faculty Roles and Responsibilities

Discussion 2: The Influence of Academic and Administrative Cultures on Collaboration for Student Learning

Salon B

Despite more than a decade of efforts to foster greater collaboration between academic and administrative/student affairs units, there remains significant divides within and between these groups. Roles and responsibilities regarding students, teaching, learning, research, service, and governance are framed by the powerful interplay of occupational and institutional cultures. Dialogue has proven to be a powerful tool in assisting individuals and organizations in overcoming barriers to increased cooperation and collaboration. In this roundtable, participants will examine some of the current research on academic and administrative cultures and their influence on collaboration. Discussion will focus on: (a) the distinct nature of academic and administrative/student affairs cultures; (b) culture clashes and how these distinctions can serve as barriers to collaboration; (c) the influence of institutional mission on these cultures; and (d) strategies for increasing effective collaboration to enhance student learning.

Robert Beodeker, *Associate Dean of Student Affairs—Suffolk Community College*

Balancing Faculty Roles and Responsibilities

Discussion 3: "Lost in Busyness": A Roundtable on Vocation and the Academy

Salon C

Faculty members' roles have never felt more frenetic, and in the throes of such busyness, it is easy to forget why this work matters. This discussion will focus on vocation, in that word's richest sense. Participants will (a) discuss recent writings on vocation and the academy; (b) share reflections on their own vocations; and (c) brainstorm strategies that institutions might use to put vocation at the center of campus-wide conversations about professional development, faculty leadership, and issues of work–life balance. Participants will identify resources to guide these conversations at their respective institutions and articulate commitments and values that should inform new policies concerned with supporting the professional and personal lives of faculty.

Jeffrey B. Kurtz, *Associate Professor and Chair of the Department of Communications—Denison University*

Moving Toward a New Conception of the Profession

Discussion 4: From a “Boutique” to a “Concierge” Model of Faculty Development: Meeting Individual Faculty Needs

Salon F

This discussion will explore the importance of designing faculty development to support "the whole faculty member." After decades of isolated programming focusing on teaching, research, instructional technology, and engagement, many institutions are rethinking faculty development as an institution-wide responsibility targeted to the needs of faculty based on career stages, tenure status, career aspirations, and personal needs. This new model for faculty development services will be especially important for the generation of faculty now entering the academy, although it can also better serve the needs of mid-career and senior faculty whose needs for support and development change dramatically across their careers. Participants will hear about efforts at one research university to refocus faculty development on "the whole faculty member" based on a comprehensive study of existing programs and services.

Betsy E. Brown, Vice Provost for Faculty Affairs—North Carolina State University

Moving Toward a New Conception of the Profession

Discussion 5: Technocracy in Higher Education: How Should Faculty Do Public Work with Students and Community Partners?

Salon G

The next stage of the civic engagement movement in higher education will need to transform the subtle and not-so-subtle “technocratic” practices that are a part of the everyday culture of university life and that lead faculty members to sometimes see students and communities as deficient and needy, rather than as full of talent and potential. This roundtable discussion will focus on technocratic practices in higher education and how they can be shifted toward asset-based ways of working with students and community partners. Generated from the viewpoints and experiences of a student, administrator, faculty member, and community partner, this discussion will examine these issues from theoretical and practical contexts and through the experiences and insights of the facilitator and participants.

Thomas Knecht, Assistant Professor of Political Science—University of Denver

Responsibilities for Learning

Discussion 6: The “Bimodal” Classroom

Salon H

As campuses move toward courses with non-lecture formats, professors face a dilemma in the classroom that has a mixed gravitational (and generational) pull: an older, more work-experienced group of students that seeks team work, projects, and problem-based learning (seeking application of theory) and a younger group that, due to a lack of extensive work experience, prefer a more lecture-driven format (seeking theory before application). How is academia responding? How are faculty members prepared to teach an increasing and unevenly prepared student population where millennial students and returning adults are asked to interact in the same classroom environment? What do students expect and need from faculty? What do faculty members expect and need from students? From the perspective of faculty development and teacher training, how does one approach this situation of the bimodal classroom? This roundtable will highlight faculty and student interview data related to classroom adaptations based on the needs of diverse learners. Participants will then be invited to share their experiences with bimodal classrooms and generate theoretical and practical insights to address this challenge more expeditiously and effectively upon returning to campus.

Paul W. Decker, Executive Director, Institute for Excellence in Teaching and Learning—Woodbury University

9:15 – 10:15 A.M.

Plenary
Examining Possibilities and Moral Perils of the Professoriate

Rio Vista Ballroom DE

Dr. Sullivan will examine the evolution of faculty roles and the implications for creating effective faculty development practices. He will identify the possibilities amid today's challenging environment for faculty to develop professional identity, assume leadership roles in promoting student learning, and foster among themselves and their students a stronger sense of civic responsibility within higher education and in the larger society.

William Sullivan, Senior Scholar, *The Carnegie Foundation for the Advancement of Teaching*

10:45 – 12:15 P.M.

Concurrent Sessions

Balancing Faculty Roles and Responsibilities

CS 1: Mentoring Networks and the New Professoriate

Salon A

Mentoring is a critical component of successful entry into academia, especially for women and faculty of color. Yet mentoring—both in the literature and in practice—is typically defined as a one-on-one relationship in which a senior colleague takes a newcomer “under his/her wing,” where mentors are expected to share knowledge and protégées are expected to receive it. In this interactive session, the facilitators will: (a) highlight an innovative model of mentoring that expands on the best features of traditional mentoring to create a new, more flexible, network-based model of professional development; and (b) share examples of how faculty can create diverse networks of mentoring partners across cultures, disciplines, career stages, and career competencies. Participants will develop strategies for designing network-based mentoring partnerships that support the professional development and personal well-being of new and underrepresented faculty on their own campuses.

Mary Deane Sorcinelli, Associate Provost for Faculty Development—*University of Massachusetts Amherst*

Moving Toward a New Conception of the Profession

CS 2: The Future Professoriate: Who Will They Be and What Will They Do?

Sierra Room 5&6

Fundamental changes have occurred in America's academic workforce that threaten to separate faculty into very different classes of workers. In this session, the panelists will discuss key issues related to today's professoriate and what might be done to retain some sense of a common “profession” across institutional types and categories of academics, at a time when the academy is seeking common ground through the foundation of a liberal education for all college graduates. The facilitators will also engage participants in considering what changes in faculty work and workplaces might better meet institutional and faculty needs today.

William M. Plater, Chancellor's Professor of Public Affairs, *Philanthropic Studies, English, and Informatics—Indiana University-Purdue University Indianapolis*; **Judith M. Gappa**, Professor Emerita of Educational Administration—*Purdue University*; and **Jack Schuster**, Professor of Education and Public Policy—*Claremont Graduate University*

CS 3: How Centers for Teaching and Learning Can Build Faculty Community in Support of Student Learning

Salon B

Faculty members are life-long learners by design—they have to be if they expect to stay current in their fields. How can campuses ensure that faculty become critical practitioners of their teaching to improve student learning as they struggle to balance competing demands to publish, advise students, refine courses, and serve on committees? How do colleges and universities share expectations about faculty continuing to develop and expand their classroom pedagogies? And finally, given concerns about student learning assessment, what role can centers for teaching and learning play in assisting faculty in translating assessment information into sound practice? The presenters, all current or former directors of centers for teaching and learning, will facilitate discussion related to these questions. They will also highlight successful practices and propose approaches to sharing assessment information so that faculty utilize that information as they refine pedagogy and curriculum.

Michael Reder, Director, Joy Shechtman Mankoff Faculty Center for Teaching and Learning—Connecticut College; **Paul J. Kuerbis**, Professor and Director, Crown Faculty Center—Colorado College; **Kim Mooney**, Interim Provost and Vice President for Academic Affairs—Franklin-Pierce University; and **Richard Holmgren**, Executive Director of Learning, Information, and Technology Services—Allegheny College

Faculty Work and Leadership in the Engaged Campus

CS 4: Rewarding Community-Engaged Scholarship

Santa Fe Room 3&4

College and universities are incorporating civic engagement more prominently into the academic experience in ways that reshape not only core faculty work and student learning outcomes but also institutional cultures and purposes. This session will highlight findings from three studies examining the alignment of institutional reward policies with community-based research, teaching, and service. Findings are drawn from: (a) a discourse analysis of more than 100 award nominee essays from the Campus Compact Thomas Ehrlich Engaged Faculty Award, examining how faculty position their engagement work; (b) an analysis of the cumulative scholarship published in the *Journal of Higher Education Outreach and Engagement* from 1996 to 2007, aimed at understanding the conceptual development of the scholarship of engagement; and (c) a study of the applications of the recipients of the 2006 Carnegie Community Engagement Classification, analyzing the promotion and tenure policies at community-engaged institutions. Findings will be presented as a way of facilitating discussion among participants regarding the extent to which institutional reward policies on their own campuses reward community-engaged scholarly work. Participants will review examples of revised tenure and promotion policies and explore processes for bringing about change in institutional cultures. The session is designed for faculty and administrators interested in deepening civic engagement on their campuses through re-shaping roles and rewards to include the community-engaged scholarly work of faculty.

John Saltmarsh, Director, New England Resource Center for Higher Education—University of Massachusetts Boston; and **Lorilee R. Sandmann**, Associate Professor of Lifelong Education, Administration, and Policy—University of Georgia

Moving Toward a New Conception of the Profession

CS 5: Facilitating High-Stakes Dialogue in the Classroom

Salon C

Today's classrooms are far more heterogeneous than ever before. Increased diversity can lead to increased learning; however, as the number of value systems, ideologies, religions, and cultural values increases, so does the opportunity for having conversations outside of faculty members' comfort zones. The session will engage participants in increasing their effectiveness at handling sticky, diversity-related moments in the classroom. The session facilitator will introduce a number of methods for handling "hot" conversations in the classroom, and then participants will analyze and discuss mini-case studies and participate in activities designed to help them practice responses to a myriad of realistic classroom situations. The session will culminate with an archive of the collective best-practices.
J. Goosby Smith, Associate Professor of Management, California State University-Channel Islands

Responsibilities for Learning

CS 6: Teaching Today's Students: Faculty Perspectives and Student Expectations

Salon F

The diversity of today's students, along with differential levels of college preparedness, demands that faculty respond to and engage with students in ways that are pedagogically unfamiliar and uncomfortable for some. Using nationally representative data from the UCLA Higher Education Research Institute's 2007 Faculty Survey and 2008 Freshman Survey, this session will begin with an examination of the current pedagogical practices of faculty and their attitudes toward the teaching and learning process, especially as relates to the complexities of serving students with varying levels of academic preparedness. Data from students about their level of academic preparedness and their expectations regarding the teaching and learning process will also be shared. The session will conclude with a discussion regarding how to best facilitate a learning process that serves the needs of both students and faculty.

Linda DeAngelo, Assistant Director for Research, Cooperative Institutional Research Program—University of California-Los Angeles

Responsibilities for Learning

CS 7: Linking Assessment to Professional Service: Engaging Faculty in the University Assessment Cycle

Salon G

This session will use an example of a small, private, liberal-education-focused university that engages faculty in the whole assessment process to assist participants in: (a) designing their own scoring rubrics for faculty to use; (b) determining a timeline for an assessment cycle that includes and values faculty input; (c) brainstorming ways to encourage faculty participation; and (d) discussing use of the process as a springboard for enhanced assessment and professional service. The iterative process at Oklahoma City University will be used as a starting point for the highly interactive session. The main goal is for participants to develop a system that will educate and engage faculty in a manner that is not often used—as reader/responder to other faculty programs. This non-gatekeeper role also stimulates that faculty person's own assessment efforts.

Jacci L. Rodgers, Professor and Chair of Accounting and IT, Faculty Liaison for Assessment, and **Michael W. Jackson**, Director of Institutional Research and Assessment—both of Oklahoma City University

Moving Toward a New Conception of the Profession

CS 8: The Contingent Faculty Win-Win Equation: Using Research Findings to Develop Effective Practices for Non-Tenure Track Faculty

Salon H

In this session, facilitators will use findings from two national studies to discuss the role of non-tenure track faculty on today's campuses, including perceptions about contingent faculty and

strategies for successfully integrating non-tenure track faculty into academic departments. Beginning with recommendations stemming from research conducted by the University of Michigan's Center for the Education of Women, participants will also discuss best-practice examples from their own experiences and the types of concerns/solutions arising at different types of institutions. Attendees will be able to compare their institutions with others and explore how best to accommodate non-tenure track faculty for the benefit of all higher education constituents. The session is designed for both tenure-track and contingent faculty, for chairs and other administrators, and for anyone else interested in the issues surrounding the increasing presence of non-tenure track faculty on today's campuses.

Jean Waltman and Louise August, *Research Specialists, Center for the Engagement of Women—University of Michigan*

12:30 – 2:15 P.M.

Plenary and Luncheon

Restructuring Academic Work; New Career Paths for Faculty

Separate registration and fee required; lunch included

Rio Vista Ballroom DE

Dr. Thomas and Dr. Rhoades will share their latest research on organizational change and faculty recruitment and retention and discuss what the data might portend for restructuring academic work and creating new approaches to faculty rewards and development.

Gary Rhoades, *General Secretary—American Association of University*, and **Gloria Thomas**, *Director, Center for the Education of Women—University of Michigan*

2:30 – 3:45 P.M.

Balancing Faculty Roles and Responsibilities

CS 9: Faculty Views on Teaching and Community-Based Learning over Three Years: Benefits, Barriers, and Policy Imperatives for Future Engagement

Salon A

Faculty at the University of Wisconsin-Parkside are surveyed each semester after completion of courses that include a community-based learning (CBL) component. This session will highlight faculty views over a three-year period on the benefits of CBL for themselves and for students, as well as perceived barriers to future participation in CBL. Over time, data point to an increasing comfort with CBL and an emerging awareness of its benefits for students and community partners. Moreover, the types of faculty involved in CBL has changed over time, with more new faculty (untenured) and those in the natural sciences taking on CBL projects. On the other hand, while faculty recognize learning outcomes for students, they see fewer benefits for themselves. This is punctuated by concerns about tenure, given little existing recognition for CBL in the tenure and promotion process. Participants will have a chance to discuss how university cultures may be modified to provide institutional supports for CBL and credit faculty for engagement.

Helen Rosenberg, *Faculty Co-Director, Community-Based Learning and Research—University of Wisconsin-Parkside*; and **Anne A. Statham**, *Director of Service Learning—University of Southern Indiana*

Faculty Work and Leadership in the Engaged Campus

CS 10: Supporting Faculty in Community-Engaged Courses

Salon C

This session will focus on how institutions can provide strong administrative support for faculty in community-engaged courses. The presenters will describe Tulane University's administrative support programs and show how they also enhance university life and enrich course offerings for students, enabling them to expand their knowledge of communities, social challenges, and cultures. Specifically, the session will focus on two programs: (a) the Faculty Seminar on Service

Learning, which aims to provide faculty members who are new to service learning with an introduction to theory and practice, Tulane's policies, and best practices, and (b) the Public Service Fellows program, which develops student leaders who assist faculty members with the coordination of service-learning courses. Participants will receive materials related to both programs, learn about refinements made based on findings from pilots, and consider how they can implement administrative support initiatives for community-engaged courses on their own campuses.

Agnieszka B. Nance, Assistant Director for Faculty Training, and **Katie Houck**, Assistant Director of Student Training and Leadership Development—both of the Center for Public Service at Tulane University

Faculty Work and Leadership in the Engaged Campus

CS 11: Regenerating the Faculty Workforce: Focusing on Pre-Tenure Faculty

Sierra Room 5&6

A confluence of demographic shifts in faculty and student populations provides higher education with an unprecedented challenge and opportunity to not only replace faculty as they retire, but also regenerate the faculty workforce for the 21st century. In this session, facilitators will: (a) discuss a framework that encompasses a new conception of the profession built upon the premise of regeneration; (b) delineate the role of tenure-track faculty in it; and (c) highlight findings from a national study suggesting institutions are embracing the opportunity to effect change while also identifying areas for improvement. The facilitators will share examples of colleges and universities, both public and private, from across the U.S. that have participated in the Collaborative on Academic Careers in Higher Education (COACHE) research study, which focuses on tenure-track faculty work-life issues and job satisfaction. More than 100 public and private four-year colleges and universities have elected to participate in the study over the past three years.

Cathy Ann Trower, Research Director, Collaborative on Academic Careers in Higher Education—Harvard University; and **Valerie Martin Conley**, Associate Professor of Higher Education—Ohio University

Moving Toward a New Conception of the Profession

CS 12: What Makes A Great College to Work For: Lessons Learned for Recruiting and Retaining Faculty

Salon H

At a time when colleges nationwide are intensifying their recruiting efforts to prepare for the coming wave of baby-boomer retirements, institutions need to know more about what faculty members value about their particular workplace. In this session, the facilitator will: (a) share key findings from the first-ever "Great Colleges to Work For" survey conducted by *The Chronicle of Higher Education* in 2008; (b) explain industry trends in compensation, benefits, and other employment issues and put them in context for what they may mean for different types of institutions; and (c) engage participants in a discussion about strategies that colleges can employ to better attract sought-after candidates and reduce turnover in key areas.

Jeffrey Selingo, Editor—*The Chronicle of Higher Education*; and **Richard K. Boyer**, Principal and Managing Partner of ModernThink LLC

Moving Toward a New Conception of the Profession

CS 13: Educating Students for Personal and Social Responsibility: Not My Job?

Salon G

What is the role of faculty in educating students for personal and social responsibility? Should this be assigned to other professional staff? Only to particular disciplines? Or does such education flow logically as part of academic expectations for all faculty as scholars and educators? In this session, presenters will highlight new data focusing on faculty responses to teaching students about ethical responsibilities to self and others and discuss how this data compares with other national data. Participants will explore some of the hesitations faculty have related to academic freedom and teaching values. Throughout the session, participants will learn

about promising work being done by a leadership consortium of institutions involved in AAC&U's signature initiative, *Core Commitments: Educating Students for Personal and Social Responsibility*, and describe what faculty are doing on their home campuses.

Caryn McTighe Musil, Senior Vice President and Director, *Core Commitments*, and **Nancy O'Neill**, Director of Programs and Assistant Director, *Core Commitments*—both of AAC&U

Balancing Faculty Roles and Responsibilities

CS 14: Supporting Faculty in Service Learning: The Administrator's Role

Salon F

This session will address how academic administrators can prepare and support faculty as they work with community partners to advance both student learning and the public good. The ethical challenges presented by service learning and civic engagement affect not only students and faculty, but also college and university administrators. Drawing on their collective academic and administrative experiences and their book, *Service-Learning Code of Ethics* (2005), the facilitators will lead a discussion on the responsibilities of faculty and administrators with regard to service learning. Participants will use a six-step ethical decision-making model as the framework for resolving several case studies involving dilemmas often encountered by students, faculty, and administrators engaged in service-learning projects. Participants will also discuss the risk management process as it applies to service learning.

Carole Wells, Vice Provost—Kutztown University of Pennsylvania; **Andrea Chapdelaine**, Provost and Vice President for Academic Affairs—Albright College; **Ana Ruiz**, Professor of Psychology and Counseling, and **Judith Warchal**, Professor of Psychology and Counseling—both of Alvernia College

Moving Toward a New Conception of the Profession

CS 15: Shaping the Academic Affairs Office to Meet Changing Faculty Needs

Salon B

Indiana University-Purdue University Indianapolis has pursued a number of different approaches to faculty work, and some have worked better than others. One promising initiative has re-shaped components of the Dean of the Faculties' office to allow faculty to participate more fully in faculty development activities. A re-defined office presents faculty with a central unit that appoints and welcomes them, guides and supports their progress through high-stakes advancement reviews, manages the internal processes which honor their achievements, and ensures that the legacy they leave upon retirement is recognized and celebrated. The integration of faculty support and development with central appointment and advancement decisions offers a model for ensuring a cohesive and satisfying environment for successful faculty work. Pulling together these varied responsibilities for supporting and recognizing faculty work enabled the campus to engage faculty in a conversation about their connections to campus values and priorities. Participants will learn more about the IUPUI process and consider strategies for shaping their own academic affairs offices to meet changing faculty needs.

Carol J. McGarry, Assistant Dean of the Faculties, **Mary L. Fisher**, Associate Vice Chancellor for Academic Affairs and Professor of Nursing, **Richard C. Turner**, Faculty Fellow for Academic Affairs and Professor of English, and (contributor, not in attendance) **Kristine Grefsheim**, Director of Programs, Faculty Appointments and Advancement—all of Indiana University-Purdue University Indianapolis

Balancing Faculty Roles and Responsibilities

CS 16: Developing Future Faculty: Responsive Approaches to Academic Career Preparation

Santa Fe Room 3&4

This session will feature two academic career preparation programs and describe how the programs address the development of professional competencies needed by future faculty given the changing nature of the professoriate and trends in higher education. Participants will experience program activities designed to raise awareness and promote reflection of differences in institutional cultures and changes in higher education such as interdisciplinarity, increased

diversity of students, and faculty work–life balance. A graduate student will discuss how one program aligned with her academic preparation in the discipline, address program successes and challenges, and outline how program participation prepared her for the academic job market. Participant feedback on the programs will be presented and lead into a discussion of the steps participants might take to foster a comprehensive approach to graduate student professional development in preparation for faculty careers.

Gabriele Bauer, Assistant Director, Center for Teaching Effectiveness, and **Gina Henderson**, Doctoral Candidate, Geography and HETC Fellow—both of University of Delaware; **Linda von Hoene**, Director, GSI Teaching and Resource Center, and **Sabrina Z. Soracco**, Director of Academic Services, Graduate Division—both of University of California-Berkeley

4:15 – 5:30 P.M.

Responsibilities for Learning

CS 17: Defending Against Challenges to the Faculty’s Expertise and Autonomy

Salon B

This session stresses the importance of a proactive defense of academic freedom, peer review, and shared governance as standards of academic excellence and observes that these professional standards are currently endangered. Hamilton will stress the importance of educating new and veteran faculty about these standards as part of the profession’s social contract with society and argue that professional autonomy is jeopardized if the academy does not understand and defend these standards. Gaff will indicate that these standards have served tenured and tenure track faculty well but in the “new academy” these hallmarks of professional practice must be altered to apply to all college teachers who cultivate intellectual inquiry among students.

Jerry Gaff, Senior Scholar, AAC&U; and **Neil W. Hamilton**, Professor of Law and Director, Holloran Center for Ethical Leadership in the Professions, University of St. Thomas

Faculty Work and Leadership in the Engaged Campus

CS 18: Engaging STEM Faculty in P-20 Partnerships: Findings from an NSF Partnership Program

Salon A

In response to national and international comparisons that raise alarms about U.S. competitiveness in science, technology, engineering, and mathematics (STEM) fields, the federal government has established several incentive programs to help “prime the pump” and encourage colleges and universities to participate in P-20 STEM education reform. But what are the factors that really matter in terms of faculty engagement in this reform? Since 2002, the presenters have been involved in these efforts through an NSF Math and Science Partnership that involves higher education faculty from multiple institutions. After providing an overview of the project, the presenters will share research findings on the impact of partnership activities on STEM faculty, drawn from surveys, interviews, site visits, and quantitative data analyses from a community college, a master’s level university, and two research universities. The presenters will then engage participants in a case study in order to ground the discussion of findings about faculty leadership and involvement. A summary discussion will offer research-based recommendations for best practices for engaging faculty in P-20 STEM education reform.

Dewayne Morgan, Research Analyst, **Lynn Harbinson**, Project Manager, *E=mc² -- Education Equals Mentoring, Coaching and Cohorts*, and **Danielle Suskind**, P-20 Program Specialist—all of University System of Maryland

Moving Toward a New Conception of the Profession

CS 19: Improving Faculty Worklife by Conceptualizing New Faculty Roles

Salon G

With a Board mandate to improve faculty conditions, Antioch University confronted the need to re-define faculty roles and responsibilities, to address equity and accountability issues, and to improve faculty contracts and the ability to attract new faculty to a non-tenured, multi-campus

system. In this session, facilitators will describe how Antioch faculty worked across campuses to re-conceptualize faculty workload into new categories of student learning, scholarship, practice, and university citizenship. This process helped faculty think creatively about new ways to integrate their academic, professional, and personal lives with the institution, and to make faculty roles more attractive in recruiting and retaining new faculty. The facilitators will also share Antioch's experience with creating an inclusive and representative process, particularly in the absence of a university-wide faculty senate or other faculty body. Finally, facilitators and participants will discuss how to help faculty and units balance their roles and responsibilities across career stages, particularly in light of changing trends in academia.

MeHee Hyun, Core Faculty, Bachelor of Arts in Liberal Studies Program, **Anne M. Prouty-Lyness**, Director of Clinical Training for the Marriage and Family Therapy Programs, **Laurien Alexandre**, Vice Chancellor of University Academic Affairs, and **Betsy W. Geist**, Core Faculty, Graduate Programs in Whole Systems Design, Center for Creative Change—all of Antioch University

Balancing Faculty Roles and Responsibilities

CS 20: “Everyone Wants a Piece of Me”: Re-envisioning the Academic in Mid-Life

Salon C

Recent studies have indicated a growing dissatisfaction among professors in the middle of their careers, particularly among associate professors and faculty from traditionally under-represented groups. Anxieties revolve around increased service expectations, the difficulties of combining family and work (especially in those who have put off having children until after tenure or who face elder care), and research pressures. Those who do not enter administration may find themselves locked into a single area of research due to the traditional disciplinary boundaries. This session will begin with a brief review of research on this topic, outlining major areas of concern and introducing a few solutions. The bulk of the workshop will be interactive, with participants identifying key concerns for their campuses and developing models for alleviating the situation.

Amy K. Levin, Director, Women's Studies—Northern Illinois University

Faculty Work and Leadership in the Engaged Campus

CS 21: Connecting the Dots with Community Engagement: Teaching, Scholarship, and Service

Santa Fe Room 3&4

Western Carolina University has recently instituted campus initiatives to support community engagement through: (a) adopting the Boyer model of scholarship, which includes the scholarship of engagement; (b) implementing WCU's institutional plan, “Synthesis: A Pathway to Intentional Learning”; and (c) redesigning the Coulter Faculty Center for Excellence in Teaching and Learning. In this session, the facilitators will highlight each of these important initiatives and discuss how they relate to each other in transitioning to an engaged university—addressing the hard questions and facilitating thoughtful, difficult, and inspirational campus conversations. Participants will draw from their own experiences to share the anticipated challenges they would face or have faced in transitioning to an “engaged university” and explore the valuable lessons learned.

Beth Tyson Lofquist, Associate Provost, **Carol Burton**, Assistant Vice Chancellor for Undergraduate Studies, and **Anna McFadden**, Director, Coulter Faculty Center for Excellence in Teaching and Learning—all of Western Carolina University

Moving Toward a New Conception of the Profession

CS 22: Fostering Supportive Academic Workplaces for Diverse Faculty

Sierra Room 5&6

Significant changes are affecting faculty careers and workplaces, including changes in faculty demographics, appointment types, the nature of faculty work, and societal perspectives about work/life balance. In this context, colleges and universities committed to attracting and retaining a diverse and productive faculty benefit from fostering supportive academic environments.

Research studies highlight several essential elements that characterize such academic workplaces: mutual respect, equity, collegiality, opportunities for professional development, academic freedom, and flexibility. What elements need to be present in academic work and workplaces to attract and retain diverse and talented faculty members who are committed to fulfilling institutional missions? What policies and practices are effective in embedding these elements in institutional culture? This session will focus on these questions and will draw on ideas presented in the facilitators' recently published book, *Rethinking Faculty Work* (2007). **Ann E. Austin**, Erickson Professor of Higher, Adult, and Lifelong Education—Michigan State University; and **Judith M. Gappa**, Professor Emeritus of Higher Education Administration—Purdue University

Responsibilities for Learning

CS 23: Students as Collaborators in Assessing Academic Programs

Salon H

Within writing studies, there has been a great deal of discussion recently about how to get students more involved in assessment—from rubric design to course and program review. To date, however, there have been very few attempts at actively incorporating students into program evaluation or accreditation. In this session the facilitators will: (a) discuss the benefits of using students as collaborators in assessment; (b) discuss two research projects from different campuses as examples of how students can be involved in assessment; and (c) recommend ways that faculty and administrators can include students in assessment processes using available resources. Participants will be introduced to student reflections from these projects and discuss the advantages and challenges involved in this kind of collaboration.

John V. Wittman, Assistant Professor of English, and **Mariana Abuan**, Graduate Assistant—both of California State University-Stanislaus

Faculty Work and Leadership in the Engaged Campus

CS 24: Leadership along the Way: Preparing Faculty Leaders through Faculty Development

Salon F

Just as graduate programs must attend to their obligation to prepare graduate students to teach, colleges and universities must take greater responsibility for preparing faculty to assume leadership roles. Faculty provide coherence and integration for colleges and universities, and faculty development programs, academic administrators, and the faculty governance system must therefore form productive partnerships to help faculty acquire the knowledge, experience, and skills that are essential for effective academic leadership. In this session, the facilitators will lead participants in a discussion of what constitutes leadership in an academic context, how and when faculty with leadership capacity are identified, and whether all faculty have an obligation to lead. Then, the facilitators will describe a “stealth” leadership development program within an existing multidimensional faculty development program. Finally, they will help participants identify existing resources on their campuses that can support leadership development, effective strategies for integrating leadership into faculty development, and tactics for cultivating campus partnerships that support leadership development.

Mariangela Maguire, Academic Dean and Associate Professor of Communication Studies, **Laura L. Behling**, Director, Kendall Center for Engaged Learning and Associate Professor of English—both of Gustavus Adolphus College

SATURDAY, APRIL 4, 2009

7:45 – 9:00 A.M.

Roundtable Discussions

Moving Toward a New Conception of the Profession

Discussion 7: Innovative Approaches to Preparing Future STEM Faculty: The Center for the Integration of Research, Teaching, and Learning (CIRTL)

Salon A

Doctoral education, especially in STEM fields, typically emphasizes research preparation, with much less systematic attention to preparing future faculty members as teachers. This roundtable discussion will focus on strategies for preparing future faculty members, particularly in STEM fields, who are prepared to be excellent teachers as well as excellent researchers. The roundtable will highlight the work of the Center for the Integration of Research, Teaching, and Learning (CIRTL), a National Science Foundation Center. CIRTL uses graduate education as the leverage point to prepare doctoral students to be STEM faculty members committed to implementing and advancing effective teaching practices for diverse student audiences as part of successful professional careers. Participants will learn about innovative strategies that prepare future faculty in STEM fields for careers that include both teaching and research and for careers that occur across institutional types and discuss ideas concerning effective faculty preparation.

Ann E. Austin, *Erickson Professor of Higher, Adult, and Lifelong Education—Michigan State University*

Responsibilities for Learning

Discussion 8: Improving Teaching and Learning through Shared Governance: Creating a Culture of Inquiry, Collaboration, and Collegiality

Salon B

This roundtable discussion will engage participants in a case study analysis of shared governance at two partner liberal arts institutions. In this setting, the faculty governance committee responsible for student outcomes assessment and disciplinary program review has effectively and productively worked with the provost and director of academic assessment to dramatically improve the policies, procedures, and practices of continuously improving pedagogy and curricula. Participants will be guided through discussions and exercises related to bringing "lessons learned" back to their respective campuses to improve shared governance and, consequently, the teaching and learning process.

Philip Kramer, *Director of Academic Assessment and Assistant Professor of Education*, and **Rita Knuesel**, *Provost—both of College of Saint Benedict and Saint John's University*

Moving Toward a New Conception of the Profession

Discussion 9: Faculty Work: Doing Good and Doing It Well

Salon C

As colleges and universities move forward into much changed economic and cultural environments, including greater attention to accountability and assessment, faculty need to trust that their work is understood as in some respect contributing to a greater good. This session will focus on recognizing and supporting the philanthropic dimensions of faculty work alongside more traditional—and increasingly pressure-filled—faculty leadership responsibilities. Participants will first describe their own experiences with philanthropy and then connect that history to the values and aspirations of their colleagues and their institutions. The goal is to generate new perspectives on what have been seen as problematic demands on faculty and create new opportunities for faculty success. Participants should leave the session with a mechanism for exploring values and issues at their own institutions as well as strategies to help move their campuses toward a more positive sense of faculty work.

Richard C. Turner, *Professor of English and Philanthropic Studies—Indiana University-Purdue University Indianapolis*

Discussion 10: Creative Co-Learning: Transcending Traditional Faculty–Student Roles

Salon F

Why do some faculty members and undergraduates seek environments that support alternative approaches to learning and community? This roundtable will highlight one such environment—the Bailey Scholars Program at Michigan State University, an interdisciplinary, egalitarian, peer-led learning community—and report on a study of the motivations of faculty members in the program. Faculty members described wanting space for authentic teaching and learning, emotional and intellectual engagement, holistic development, and meaningful interactions with students in a community of learners. In this interactive session, facilitators, one an undergraduate, will share the findings and then ask participants to: (a) articulate their overarching beliefs about teaching and learning, (b) describe common impediments to collaborative education at their institutions, (c) consider how to develop a community of faculty members interested in “co-constructed” learning, and (d) identify ways to incorporate this type of learning into their classrooms.

Carole F. Robinson, Assistant Professor of Education, **Kent Workman**, Director of Student Affairs, Lyman Briggs College of Science, and **Patrick Gaulier**, Undergraduate Student, College of Education—all of Michigan State University

Responsibilities for Learning

Discussion 11: Which Assessment Approaches Make Sense For Your Institution? A Rubric for Evaluating Assessment Alternatives

Salon G

As colleges and universities continue to work creatively to assess and improve student learning, the array of assessment alternatives—from portfolios to performance tasks, from nationally-normed to homegrown, from holistic to analytic—continues to grow. At the same time, institutions are enjoined to promote faculty “ownership” of assessment. But how can faculty who are not necessarily experts in assessment methods make informed recommendations for or against a particular approach? With support from the Teagle Foundation, a consortium of liberal arts institutions has developed and piloted a simple rubric for describing, evaluating, and comparing assessment instruments. The rubric can be adapted to any type of institution and any assessment tool, and can be used not only by disciplinary faculty, but by staff and administrators as well. This roundtable will introduce the rubric, provide participants an opportunity to apply it to two different assessment instruments, and seek feedback on its effectiveness.

Jo M. Beld, Professor of Political Science and Director of Evaluation and Assessment—St. Olaf College

Responsibilities for Learning

Discussion 12: Faculty Learning Communities as a Mechanism for Strengthening General Education and Assessment

Salon H

In this interactive discussion, participants will learn about a participatory process used by Texas Christian University to develop a faculty-led core curriculum that exemplifies its mission, vision, and values and that incorporates student-learning outcomes and an assessment process. TCU designed faculty learning communities to develop appropriate and meaningful assessment tools for categories within the core curriculum. Participants will learn about the benefits of these learning communities in terms of better discussions about teaching and learning, and will be encouraged to consider developing faculty learning communities to enhance curriculum change and assessment on their own campuses.

Edward McNertney, Director, Core Curriculum and Associate Professor of Economics—Texas Christian University

Discussion 13: Shifting Faculty Roles for New Learning Environments

Sierra Room 5&6

Washington State University has explored SharePoint (MOSS) as a lightweight learning management system (LMS) and SharePoint Mysites as an ePortfolio platform, supplemented with social networking tools and strategies. Integration between course spaces and portfolios has been done in a “hub and spoke” model. New strategies for facilitating and assessing learning necessitate a substantial change in faculty roles. In this session, participants will explore the critical and integrative thinking skills that students will need in 21st century Web 2.0 learning/work environments and use this exploration to reflect on novel assignments and faculty roles needed to facilitate this learning.

Nils Peterson, *Assistant Director of The Center for Teaching, Learning, and Technology—Washington State University*

9:15 – 10:30 A.M.

Concurrent Sessions

Responsibilities for Learning

CS 25: A Helping Hand? Undergraduate Peer Mentors and First-Year Courses

Salon A

In recent years, there has been an effort to recognize and utilize excellent undergraduates in classrooms through tutoring, peer mentoring, and supplemental instruction. From a faculty perspective, this collaboration with students can be exciting and rewarding while also raising concerns about time constraints and classroom authority. In this session, Wittenberg University faculty will present quantitative and qualitative research from an ongoing pilot project that utilizes peer mentors in first semester seminars. The bulk of the session will focus on questions regarding the practical effectiveness of peer teachers, faculty buy-in and training, choice and preparation of peer mentors, and larger implications for classroom management. Finally, participants will spend time discussing the time commitment, perceived “payoffs”, and challenges of peer mentor programs.

Ty Buckman, *Faculty Development Administrator and Associate Professor of English*, **Tammy Proctor**, *Professor of History*, and **Miguel Martinez-Saenz**, *Assistant Provost for First-Year Experience and Associate Professor of Philosophy—all of Wittenberg University*

Responsibilities for Learning

CS 26: Transforming Part-Time and Adjunct Faculty into a Cohesive Work Team

Salon B

Virginia Commonwealth University offers a six-credit, skills-based course sequence, Focused Inquiry, that forms the basis of the university’s new core curriculum. All first-year students take this course in clusters of 22, and they remain with the same instructor for the year. With learning outcomes the top priority for this course, campus leaders have recruited a team of 46 non-tenure line faculty to teach more than 140 sections of Focused Inquiry each semester. This session will describe the program, emphasizing the faculty experience within it. The singular goal of improved learning has focused the faculty on sharing and working together to ensure program success. All 280 sections are assessed using a value-added approach that includes a number of rubrics for each skill area. This has fostered a communal approach and a sharing of information and teaching techniques. The facilitators will discuss several examples of teamwork that have evolved out of this format. In addition, the faculty have developed their own system of evaluation, which will be presented and elaborated upon. The facilitators will also share data from the first year of assessment as well as data on the continual evolution of the curriculum.

Joseph Marolla, *Vice Provost for Instruction and Interim Dean of University College—Virginia Commonwealth University*

Faculty Work and Leadership in the Engaged Campus

CS 27: From the Tower to the Streets: Engaging University Faculty in Partnerships with K-12

Salon C

The University System of Maryland (USM) functions as a catalyst for faculty engagement in K-12 schools by creating opportunities for faculty members from the system's thirteen colleges and universities to move into high-need schools throughout the state of Maryland. Drawing on a USM partnership with the Baltimore City Public School System, this session will offer evidence of transformational partnership programs, supported by a federal grant from the U.S. Department of Education. Institutional and departmental challenges may still exist for faculty who wish to participate in K-12 partnerships, but for those faculty who are committed, multi-institutional partnership projects offer a rewarding professional and personal community.

Dewayne Morgan, *Research Analyst*, **Lynn Harbinson**, *Project Manager, E=mc² -- Education Equals Mentoring, Coaching and Cohorts*, and **Danielle Suskind**, *P-20 Program Specialist—all of University System of Maryland*

Moving Toward a New Conception of the Profession

CS 28: Re-Fashioning Careers for STEM Faculty

Salon F

Institutions of all types face the challenge of recruiting and retaining women faculty and faculty of color in STEM departments. This session brings together representatives of universities and a research collaborative to demonstrate how using multiple approaches and data sets has helped these institutions to: (a) better understand the lack of diversity among STEM faculty and (b) design interventions to effect more inclusive recruitment and retention of STEM faculty.

Susan L. Carlson, *Associate Provost for Faculty Advancement and Diversity—Iowa State University*; **Cathy Trower**, *Research Director, Collaborative on Academic Careers in Higher Education—Harvard University*; **Patricia Hyer**, *Associate Provost for Academic Administration—Virginia Tech*; and **Diana Bilimoria**, *Professor of Organizational Behavior—Case Western University*

Responsibilities for Learning

CS 29: Towards Student Engagement: A New Model for Teacher/Scholars

Salon G

Student learning and success through engagement is compelling institutions to reinvigorate and extend faculty–student interactions, particularly those beyond the lecture hall. San Diego State University is adopting a series of initiatives that support enhanced involvement between students and faculty, including experiential learning—community service learning, project-based study abroad, and undergraduate research. This session will address how engagement initiatives can bridge an important gap between the reappointment, tenure, and promotion process and the advancement of student learning. The facilitators will share a teacher/scholar model that demonstrates how these interactions can increase student success while also increasing teaching competence, sustaining research agendas, and contributing through service to the advancement of the university. Participants will first identify current practices that enhance faculty–student engagement. The facilitators will then present their model, share examples of implementing the model, discuss an evaluation of outcomes in the first phase, and reflect on the findings. Finally, the participants will use the model to outline an action plan for engaging students and faculty in academic activities best suited to their own educational contexts.

Eniko Csomay, *Director of Undergraduate Research and Associate Professor of Linguistics*, and **Jose Preciado**, *Director of College Readiness Programs—both of San Diego State University*

CS 30: Actively Embracing Multicultural Classrooms and Campuses to Enhance Learning

Salon H

In this workshop, diverse facilitators affiliated with the CSU, Dominguez Hills graduate program in Negotiation, Conflict Resolution and Peacebuilding (NCRP) will: (a) share research-based criteria for evaluating optimal multicultural learning and leadership, (b) highlight and describe their learning experiences, focusing on how diversity specifically enhances learning, comparing less and more diverse classrooms, (c) identify and describe curricular activities that students identify as instrumental to the best learning in a multicultural classroom, and (d) share ideas and tips for teaching in a wide range of institutions, including small and large, public and private.

Nancy D. Erbe, Associate Professor of Negotiation, Conflict Resolution and Peacebuilding—California State University-Dominguez Hills; **Katlin Choi**, Community Partnerships Coordinator—California State University, Long Beach and NCRP Student—California State University, Dominguez Hills; and **Margaret Manning**, NCRP Student—California State University, Dominguez Hills and Former Lecturer—Sydney Institute of Technology, Australia

Faculty Work and Leadership in the Engaged Campus

CS 31: Building Faculty for the Engaged Campus

Sierra Room 5 & 6

A critical issue facing higher education today relates to institutionalizing and sustaining community-engaged learning and research so that they become core values and practices on campus. To address this issue, it is important to have a cadre of faculty with the commitment and competencies to undertake community-engaged scholarship. In this session, participants will learn about a set of core competencies and a series of activities used to plan faculty development activities related to community-engaged scholarship. The facilitators are part of Faculty for the Engaged Campus, a national initiative that aims to strengthen community-engaged career paths in the academy by developing innovative competency-based models of faculty development, facilitating peer review and dissemination of products of community-engaged scholarship, and supporting community-engaged faculty through the promotion and tenure process. Using an interactive approach, the presenters will facilitate group discussion and targeted activities so that participants leave with specific strategies to apply on their own campuses.

Lynn W. Blanchard, Director of the Carolina Center for Public Service—University of North Carolina at Chapel Hill; and **Sherril Gelmon**, Professor of Public Health—Portland State University

11:00 A.M.– 12:30 P.M.

Closing Plenary

Shaping Faculty Roles in a Time of Change: Perspectives from Faculty

Rio Vista Grand Ballroom DE

What new dimensions should be included in a vibrant and inclusive concept of faculty identity? How can the academy prepare the next generation of faculty who understand the core values that have defined academic work and can respond effectively to the changing context for higher education? How are the expectations, values, and hopes of the new generation of faculty shaping the academic profession? Panelists will begin to frame a definition of a 21st century professoriate that includes the values, core knowledge, and roles that are essential parts of faculty identity across diverse demographic characteristics, institutional contexts, and appointment patterns.

Ann E. Austin, Professor of Education Administration—Michigan State University; **Timothy K. Eatman**, Research Director—Imagining America and Assistant Professor of Higher Education—Syracuse University; **Mary Huber**, Senior Scholar—The Carnegie Foundation for the Advancement of Teaching; and **Mark Wade Lieu**, Vice President of the Academic Senate for California Community Colleges and Professor, English as a Second Language—Ohlone College

