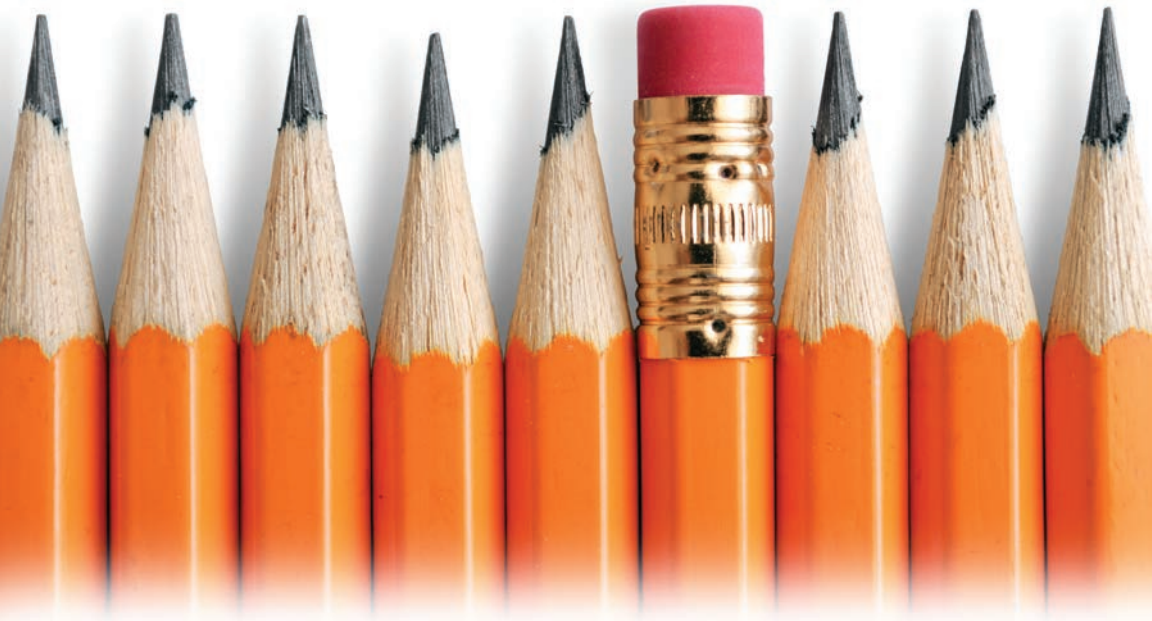
Redefining the Paradigm

Faculty Models to Support Student Learning



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Redefining the Paradigm

Faculty Models to Support Student Learning

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Redefining the Paradigm:

Faculty Models to Support Student Learning

Working to support and strengthen liberal arts education, The Teagle Foundation supports projects to improve student learning in the arts and sciences. The New American Colleges and Universities thanks The Teagle Foundation for providing a grant to fund this monograph. The views expressed in this publication do not necessarily reflect the views of The Teagle Foundation.

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The New American Colleges and Universities
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TABLE OF CONTENTS

Introduction

David A. Salomon

President Obama recently called higher education "the best ticket to upward mobility." Over the course of the past two years, sixteen members of the New American Colleges and Universities (NAC&U), with the support of a grant from The Teagle Foundation, have worked toward a common goal of improving the structure of academic units and further ensuring that students receive the best educational experience possible. The result of this work is a recommendation for a new way of organizing departments and programs—what we are calling "the holistic department"—along with a recommendation for a new process of evaluating faculty called "the learning centered paradigm." This monograph represents the thinking and conclusions of the participating institutions, which are designed to improve student learning, more accurately reflect faculty work in the 21st century, and continue moving our institutions forward in the age of technology and changing modalities of teaching and learning.

The New American Colleges and Universities are particularly interested in integrating the liberal arts with professional programs to enhance the learning enterprise for all students, and we believe that the holistic department we envision not only will reflect the current life of the faculty member more effectively than the outdated model we have worked under for almost a century, but also will advance the fundamental work of educating future citizens. We are looking to re-engage with students, in the classroom as well as in undergraduate research, experiential learning, internships, and service learning. Additionally, we take into account the vast, and relatively new field of digital scholarship. In that light, we reexamine the areas of scholarship so well-defined by Ernest Boyer in 1990. Boyer, one of the founders of NAC&U, suggested four types of scholarship: discovery, integration, application, and scholarship of teaching. Although we still find this delineation helpful, much of the work in this monograph is aimed at breaking down boundaries among types of scholarship, as well as among the three traditional activities on which faculty are evaluated—scholarship, teaching, and service.

We have come to realize that those three activities are much less well-defined in the 21st century, given the shifts in the nature of faculty work, than they were in previous decades. The professor who teaches two classes, attends a

department meeting, and then retires to his or her research lab or research carrel in the library is no longer a reality at our institutions. The faculty member is now engaged with many communities, on and off campus, in a concerted effort to further the institutional mission.

In *How We Got To Now* (2014), Steven Johnson recalls the early successes at Bell Labs, "an organization that would play a critical role in creating almost every major technology of the twentieth century" (p. 100). Johnson notes that the labs' success was contingent on three philosophical factors: desire for diversity of talent, tolerance of failure, and the willingness to make big bets (p. 100). In order to see success in the current environment, in which higher education is under almost daily attack for irrelevance and aloofness, we in higher education need to embrace those same three dynamics. We must continue to seek out and rely on the diversity of academic talent, resisting government/public pressure to focus on one or two areas of specialization. Our administrations need to tolerate failure when innovation is less than a booming success. And institutions have to be willing to take chances on innovative approaches to teaching and learning, as well as new approaches to departmental structure and hierarchy.

John Dewey asked in 1899 in *The School and Society* for a "complete transformation" in education in order for it to "have any meaning for life." He noted that, "To do this means to make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society and permeated throughout with the spirit of art, history, and science" (p. 28-29). A century later, we renew the call for Dewey's "transformation," particularly through engaging the liberal arts with professional programs in an integration that might truly result in Dewey's "embryonic community life"—that is, the college would become a site of incubation, of discovery, of cooperation among teachers and learners, resulting in the creation of new knowledge that will make bold and important contributions to the future of a democratic society.

As Andrew Delbanco notes in his 2012 *College: What it Was, Is, and Should Be*, college is now less "a respite" from "the real world" than very much a part of that real world, which includes the busy lives of students and a broadened definition of a faculty member as one who is increasingly engaged with a variety of communities both on and off campus and perhaps embraces a role as a respected public intellectual.

The increased focus on assessment in higher education has resulted in microscopic examination of student learning. We believe that the new structure endorsed in this monograph can only improve student learning, partially by refocusing the responsibility for that learning from the faculty member as "the

sage on the stage" to the student as "a learner with liberty." As part of a democratic society, we believe it is time to reframe the classroom and the learning environment in a way that invites students to become more active learners, with the freedom to explore and discover, in the true spirit of higher education.

In the first section, Ira Harkavy, recipient of the 2015 NAC&U Ernest L. Boyer Award, provides an historical context for our current work stretching from Benjamin Franklin's founding of the University of Pennsylvania to the work of Ernest Boyer.

The second section first examines the concept of a "holistic department" and its place in the 21st century college. Such a department is responsible for accomplishing certain tasks, but how it does so may differ from department to department as faculty strengths are deployed. That is, in a given year one faculty member may be completing a large research project while another focuses on service to the institution or the discipline; another faculty member particularly engaged in teaching may take on a heavier teaching load. The result is not a faculty that is equal, but instead a faculty with an "equitable" workload, always with an eye toward the central goal of any institution of higher education—the advancement of student learning. The third section then looks at a new way of evaluating faculty work in light of the holistic-department model. We call this new model of evaluation learning-centered paradigm and stress particularly the faculty member's interactions with students in various environments, in an effort to more fully represent what a faculty member does in today's college or university.

In the A.A. Milne classic, when we first meet Winnie-the-Pooh, he is coming downstairs riding on the back of Christopher Robin: "It is, as far as he knows, the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it." In this monograph, we have taken a break from "bumping" along as usual and devoted time to reflection and conceptualization of "another way" of effecting improved student learning in American higher education, with resulting benefits for American society. We hope our analysis and conclusions will spark serious discussion on the campuses of NAC&U institutions and beyond, at any institution seeking to revitalize institutional life, and student learning and attain a healthier and more sustainable academy.

Context for Re-imagining Faculty Work

In 1990, Frank Wong, then vice president for academic affairs at the University of Redlands, gave a speech at the University of the Pacific in which he lamented the Carnegie classification applied to Redlands and the University of the Pacific as comprehensive colleges. Labeling these colleges as "comprehensive," he said, did not adequately define Redlands and other small colleges with similar missions. He called Redlands and other small comprehensives the "ugly ducklings" of higher education and determined to claim a new definition for Redlands and other institutions by bridging "the schism in higher education between the liberal arts ideal and the training for work in the professions," (Wong, 1990). Wong went on to gather together a group of academic vice presidents from other small comprehensive universities to talk about how they defined their mission as liberal arts colleges with professional and adult programs.

Ernest Boyer joined the conversation that eventually led to a Wingspread Conference in August 1994 and the founding of the Associated New American Colleges, now the New American Colleges and Universities. Boyer defined the characteristics central to the New American College as (Wilde, 1994, p.92):

1. A new definition of *scholarship*, learning (rather than publication)-based, which supports the primacy of the faculty teaching role.
2. A focused campus *mission* that captures the unique values, dimensions, and potential of the institution, and its role in service to the wider community.
3. A *reward system* that matches the college mission and is flexible enough to respond to differing faculty strengths over a lifetime.
4. A *learning* community, in which the elements of scholarship and learning-discovery, application, integration, and teaching-are modeled by faculty but also embraced by students and staff.
5. An integrated institution committed to *connections*, in academic and non-academic life (student services), across academic disciplines and general and specialized areas of knowledge, between faculty and students, and the campus and the larger world.

The New American Colleges & Universities (NAC&U) are indebted to Ernest Boyer for his ideas of a New American College and for the name of our organization. Since 2011 NAC&U has given the Boyer Award to individuals who, through their outstanding contributions to and sustained impact on the field of higher education, exemplify the ideals to which Ernest Boyer was committed. In January 2015 NAC&U presented the Boyer Award to Dr. Ira Harkavy. We have included Dr. Harkavy's presentation in this monograph about faculty governance and evaluation because he traces the history of the ideals of Ernest Boyer and NAC&U from the founding of the University of Pennsylvania by Benjamin Franklin to the present day. Harkavy makes an impassioned call for colleges and universities to embrace education in service to the wider community.

Dr. Harkavy is associate vice president and founding director of the Barbara and Edward Netter Center for Community Partnerships at the University of Pennsylvania, where he also teaches. As director of the Netter Center since 1992, Dr, Harkavy has helped to develop academically based community-service courses as well as participatory action research projects that involve creating university-assisted community schools in Penn's local community of West Philadelphia.

Creating the Connected Institution: Towards Realizing Benjamin Franklin's and Ernest Boyer's Revolutionary Vision for American Higher Education

Boyer Award Lecture 2015
Washington, D.C.
January 23, 2015

Ira Harkavy
Associate Vice President and Founding Director or the Barbara and Edward Netter Center for Community Partnerships, University of Pennsylvania

Both the University of Pennsylvania's founder Benjamin Franklin and the great American pragmatic philosopher John Dewey emphasized that education and the schooling system, more than economics, politics, or anything else, primarily determine the character of a society. As Franklin wrote in 1750 "… nothing is of more importance to the public weal, than to form and train up youth in wisdom and virtue. Wise and good men are, in my opinion, the *strength* of a state: much more so than riches or arms, which, under the management of Ignorance and Wickedness, often draw on destruction, instead of providing for the safety of a people" (Franklin, 1962, p. 162-164.)

This belief that education--that what and how we teach and learn--shapes a society and its future was also an animating idea for Ernest Boyer. For him, education was the foundation of democracy itself:

> We saw that if we hoped to build a democracy, we needed to have an education that was broad-based, and we determined it had to be universal. Every one of our Founding Fathers knew that if we wanted to move toward a government that was run by the people, they had to be enlightened. Surely, they have to work; surely, they have to be responsible as producers as well as consumers. But the larger purpose of education in this country is always driven by the fact that we need people to be civically engaged, intellectually and educationally well informed, or else we were opening the doors to tyranny (Novak, 1995).

Franklin's proposal to establish a college in Philadelphia was, as I will discuss momentarily, unique among colonial colleges because of its focus on education for service rooted in the values of the Enlightenment, not religion. He also understood, however, that colleges were institutions that had other impacts; and he appealed for support for his proposal by also emphasizing the significant

economic benefits it would bring to the city. Using current terminology, Franklin, in effect, saw the college functioning as an anchor institution for Philadelphia.

For Boyer, colleges and universities also had broad societal functions, with "more intellectual resources than any other institution in our culture" (Boyer, 1994). Boyer, in effect, would agree with Harvard's President Derek Bok when he identified "the modern university as the central institution in post-industrial society" (Bok, 1990, p. 3).

The beliefs that education and schooling significantly determine the character of a society and that higher education has broad societal impacts, including helping to shape the rest of the schooling system, lead logically to the core idea that unites Franklin's and Boyer's work and serves as the basis of their revolutionary vision for higher education. That core idea, simply put, is this: The primary purpose of higher education is service to society for the progressive betterment of the human condition. And to realize that purpose, Franklin in 1749 and Boyer 245 years later, in 1994, each wrote, in effect, proposals to create the New American College.

In 1749, Benjamin Franklin drafted his *Proposals Relating to the Education of Youth in Pennsylvania*, which described the purposes and curriculum of the "Academy of Philadelphia," later named the University of Pennsylvania, "as consisting in an *Inclination* join'd with an *Ability* to serve Mankind, one's Country, Friends and Family" (Franklin, 1962, p. 150). While Franklin founded Penn as an Enlightenment-inspired secular institution to educate students in a variety of fields, the other colonial colleges were largely created to educate ministers and religiously orthodox men capable of creating good communities built on religious denominational principles. Deliberately unaffiliated with any religious denomination, and therefore radically differing from existing institutions of higher education in America or Europe, the College of Philadelphia was dedicated to the advancement of scientific learning and knowledge for the benefit of humanity.

While Boyer, a 1948 graduate of Messiah Bible College (now Messiah College), an evangelical Christian college, had a radically different religious orientation from the Deist Franklin, he could not have agreed more with Franklin's view that American higher education had a social mission. And for Boyer, that mission specifically was realizing America's founding democratic purpose. In 1994 in his extraordinarily influential "Creating the New American College," he wrote: "Higher education and the larger purposes of American society have been—from the very first—inextricably intertwined" (Boyer, 1994, p. A48).

The history of American higher education strongly supports Boyer's claim.

I have already briefly described the civic purpose of colonial colleges. That purpose became even more prominent in the 19th century. Service to society and fulfilling America's democratic mission were the founding purposes of the land-

grant universities. Established by the Morrill Act of 1862, land grant colleges and universities were designed to spread education, advance democracy, and improve the mechanical, agricultural, and military sciences. The spirit of the Morrill Act was perhaps best expressed at the University of Wisconsin, which designed programs around the educational needs of adult citizens across the state.

In 1912, Charles McCarthy, a graduate of the University of Wisconsin and the first legislative reference librarian in the United States, coined the phrase "The Wisconsin Idea" to describe a concept that had been in practice for a number of years. The Wisconsin Idea's goal was to make "the boundaries of the university … the boundaries of the state" (Stark, 1995, p. 1-2). When asked what accounted for the great progressive reforms that spread across the Midwest in the first two decades of the 20th century, McCarthy replied, a union of "soil and seminar" (Maxwell, 1956, p. 147-148). McCarthy's answer captures the essence of the Wisconsin Idea—focusing academic resources on improving the life of the farmer and the lives of citizens across the entire state.

The private urban research universities founded in the late 19th century also made service to community and society a central goal. In 1876, Daniel Coit Gilman in his inaugural address as the first president of Johns Hopkins, the first modern research university in the United States, expressed the hope that universities should "make for less misery among the poor, less ignorance in the schools, less bigotry in the temple, less suffering in the hospitals, less fraud in business, less folly in politics" (Long Jr., 1992, p. 184). Following Gilman's lead, the abiding belief in the democratic purposes of the American research university echoed throughout higher education at the turn of the twentieth century. In 1899, the University of Chicago's first president, William Rainey Harper, characterized the university as the "prophet of democracy" and its "to-be-expected deliverer"(Harper, 1905, p. 19, 12). And in 1908, Charles W. Eliot, the president of Harvard proclaimed: "At bottom most of the American institutions of higher education are filled with the democratic spirit of serviceableness. Teachers and students alike are profoundly moved by the desire to serve the democratic community" (Veysey, 1970, p. 119).

University presidents of the late nineteenth and early twentieth centuries, during the so-called Progressive Era, worked to develop the American research university into a major national institution capable of meeting the needs of a rapidly changing and increasingly complex society. Imbued with boundless optimism and a belief that knowledge could change the world for the better, these captains of erudition envisioned universities as leading the way toward a more effective, humane, and democratic society for Americans in general and residents of the city in particular. Progressive academics also viewed

the city as their arena for study and action. Practicing what today would be called engaged scholarship, they seized the opportunity to advance knowledge, teaching, and learning by working to improve the quality of life in American cities experiencing the traumatic effects of industrialization, immigration, and large-scale urbanization.

As the statements from presidents Gilman and Harper in particular indicate, the idea that universities have the potential to be powerful resources for solving highly complex urban and metropolitan problems is longstanding. Engaged scholarship largely vanished, however, from the academy after 1918. World War I was the catalyst for a full-scale retreat from action-oriented, reformist social science. The brutality and horror of that conflict ended the buoyant optimism and faith in human progress and societal improvement that had marked the Progressive Era.

Indeed, despair led many social scientists to turn to a narrow scientistic approach. "Sociology as a science is not interested in making the world a better place in which to live, in encouraging beliefs, in spreading information, in dispensing news, in setting forth impressions of life, in leading the multitudes or in guiding the ship of state," University of Chicago sociologist William F. Ogburn declared in his 1929 presidential address to the American Sociological Society. "Science is interested directly in one thing only, to wit, discovering new knowledge"(Bulmer, 1984, p. 182).

What the sociologist Robert Nisbet termed a "Seventy-Five Years War" helped keep American institutions of higher education focused on global, as opposed to local, concerns. In 1997, my colleague Lee Benson put it this way:

> In the decades after World Wars I and II, American higher eds… increasingly concentrated on essentially scholastic, inside-the-Academy, problems and conflicts rather than on the very hard, very complex problems involved in helping American society realize the democratic promise of American life for all Americans. As a result, they increasingly abandoned the public mission and societal engagement that had powerfully, productively inspired and energized them during their pre-World War I formative period of great intellectual growth and development (Harkavy, 1999, p. 14).

The 1960s did see something of a return of higher education working with their neighbors. From 1965-1968, the U.S. Department of Health, Education, and Welfare, under the leadership of John Gardner, provided hundreds of millions of dollars to universities to develop projects and programs with their

cities and communities. During the same period and into the 1970s, the Ford Foundation made a similar investment to higher educational institutions. Unfortunately, these funds did not produce the desired result. Treating urban and metropolitan engagement as a mere add-on, colleges and universities applied little, if any, effort to changing their core teaching and research functions. They resisted making the internal changes needed to work effectively with government, foundations, and other organizations and contribute to the improvement of their local communities and cities.

The fall of the Berlin Wall and the end of the Cold War in 1989 had a profound impact on creating a climate that encouraged democratic community engagement. The emergence of a new type of college and university is perhaps most credibly explained, however, as a response to the poverty, physical deterioration, crime and violence of the American city. Moreover, the problems of the American city were often visible in the very shadows of higher educational institutions, affecting these institutions' ability to recruit and retain faculty and students. After the Cold War ended, the situation became increasingly obvious (and obviously immoral) and troubling. In short, after 1989 the combination of external pressure and enlightened self-interest spurred an increasing number of American higher educational institutions to begin to engage democratically with their local communities.

Since that time, something like a higher education democratic civic and community engagement movement (a movement that New American Colleges & Universities is part of and has helped to shape) has developed across the United States and around the world to better educate students for democratic citizenship and to improve schooling and the quality of life. Service-learning, community-based participatory research, volunteer projects, institutional investment and support, as you all know, are some of the means that have been used to create mutually beneficial partnerships designed to make a profound difference in the community and on the campus.

Over the past two and a half decades, the academic benefits of community engagement have also been illustrated in practice—and the intellectual case for engagement effectively made by leading scholars and educators, including Ernest Boyer, as well as John Gardner, Derek Bok, and the University of Pennsylvania's president, Amy Gutmann. That case can be briefly summarized as follows: When institutions of higher education give very high priority to actively solving real-world problems in and with their communities, a much greater likelihood exists that they will significantly advance learning, research, teaching, and service and thereby simultaneously reduce barriers to the development of mutually beneficial, higher education-community partnerships. More specifically, by focusing on

solving universal problems that are manifested in their local communities (such as poverty, poor schooling, inadequate healthcare), institutions of higher education will generate knowledge that is both nationally and globally significant and be better able to realize their primary mission of contributing to a healthy, democratic society.

In recent years, colleges and universities are being increasingly called on to do the right thing and engage with their communities, but in order for them to engage effectively, they must overcome the burden of tradition. In his attempt to create a new, innovative college in and for the New World of America, Franklin was keenly aware of that burden.

Soon after the college began operation in 1751, Franklin left Philadelphia on a variety of missions that essentially kept him in Europe for more than thirty years. During his long absence, the men who controlled and conducted the college were strongly committed, both in theory and in practice, to the traditional classical model. Nothing resembling Franklin's proposed radical reformation of higher education, therefore, was ever put into practice in Philadelphia. Shortly before he died in 1790, Franklin angrily denounced the Trustees of what by then had become the University of Pennsylvania for their conservative and destructive approach. Franklin explained their intellectual inertia by asserting: "there is in mankind an unaccountable prejudice in favor of ancient Customs and Habitudes, which inclines to a Continuance of them after the Circumstances which formerly made them useful, cease to exist" (Reinhold, 1968, p. 224). A "prejudice in favor of ancient Customs and Habitudes," in my judgment, continues to function as a primary obstacle to the radical transformation of colleges and universities into engaged, democratic, civic institutions.

Although a primary obstacle, it is by no means the only one. In my judgment, the forces of commercialism and commodification, misplaced nostalgia for "Ivory Towerish," traditionally elitist, traditional liberal arts, and intellectual and institutional fragmentation also function as significant obstacles to needed change. Let me briefly explain.

Education for profit, not virtue; students as consumers, not producers of knowledge; academics as individual superstars, not members of a community of scholars are all examples of the commercialization of higher education. Perhaps the most important consequence of the commercialization of higher education is the devastating impact it has on the values and ambitions of college students. When higher educational institutions openly and increasingly pursue commercialization, their behavior legitimizes and reinforces the pursuit of economic self-interest by students and contributes to the widespread sense that they are in college exclusively to gain career skills and credentials. Student

idealism and civic engagement are also strongly diminished when students see their universities abandon academic values and scholarly pursuits to function openly and enthusiastically as competitive, profit-making corporations. Commercialism also powerfully contributes to higher education being seen as a private benefit, instead of a public good.

In part as a response to galloping commercialism, some have made the case for a preservation of and/or return to traditional liberal arts education —an essentialist approach with roots in Plato's anti-democratic, elitist theory of education. Boyer's call for creating the New American College was, to a significant extent, also a call for, what Carol Schneider has termed, "a *new liberal art*" involving "integrative learning—focused around big problems and new connections between the academy and society [emphasis added]"(Schneider, 2005, p. 13). That concept is effectively expressed in NAC&U's description of the ideas celebrated by the Boyer Award: "Boyer's quest for a common learning, connecting theory to practice and thought to action, in and out of the classroom, continues to inspire The New American Colleges & Universities, as well as other colleges and universities throughout the country, to creatively integrate liberal and professional studies with community engagement" (The New American Colleges and Universities, 2010).

A 1982 Organization for Economic Cooperation and Development (OECD) report entitled *The University and the Community* claimed, "Communities have problems, universities have departments" (Center for Educational Research and Innovation, 1982, p. 127).

Beyond being a criticism of universities, that statement neatly indicates another major reason why colleges and universities have not contributed as they should. Quite simply, their unintegrated, fragmented, internally conflictual structure and organization impede understanding and developing solutions to highly complex human and societal problems. Colleges and universities need to significantly decrease the fragmentation of disciplines, overspecialization, and division between and among the arts and sciences and professions, since these departmental and disciplinary divisions have increased the isolation of higher education from society itself.

So what is to be done to reduce the negative effects of the dead hand of dysfunctional traditions, as well as commercialism and commodification, "Ivory Tower nostalgia," and intellectual and institutional fragmentation? To help answer that question, I turn to one of John Dewey's most significant propositions: "Democracy must begin at home, and its home is the neighborly community" (Dewey, 1954, p. 213). Democracy, Dewey emphasized, has to be built on face-to-face interactions in which human beings work together cooperatively to solve

the ongoing problems of life. In effect, I am updating Dewey and advocating this proposition: Democracy must begin at home, and its home is the engaged neighborly college or university and its local community partners.

The benefits of a local community focus for college and university civic engagement programs are manifold. Ongoing, continuous, interaction is facilitated through work in an easily accessible location. Relationships of trust, so essential for effective partnerships and effective learning, are also built through day-to-day work on problems and issues of mutual concern. In addition, the local community provides a convenient setting in which a number of service-learning courses, community-based research courses, and related courses in different disciplines can work together on a complex problem to produce substantive results. Work in a university's local community, since it facilitates interaction across schools and disciplines, can also create interdisciplinary learning opportunities. And finally, the local community is a democratic real-world learning site in which community members and academics can pragmatically determine whether the work is making a real difference, and whether both the neighborhood and the higher education institution are better as a result of common efforts. Indeed, I would contend that a focus on local engagement is an extraordinarily promising strategy for realizing institutional mission and purpose. Or as elegantly expressed by Paul Pribbenow, President of Augsburg College, the "intersections of vocation and location" provide wonderful opportunities for both the institution and the community (Pribbenow, 2014, p. 158).

In his 1749 proposal to establish a college, Franklin called for local engagement, making the extraordinarily radical suggestion for the times that students visit and learn from "neighbouring Plantations of the best Farmers" (Franklin, 1962, p. 148). And Boyer, of course, placed local community engagement at the very center of his 1994 proposal to create a New American College. In a paragraph focused on the responsibility of higher education to help solve significant urban problems (in which he kindly quotes me), Boyer wrote: "And what about our cities? Urban America is where the nation's fabric is now experiencing its most serious strain. Violence, unemployment, poverty, poor housing, and pollution often occur at the very doorsteps of some of our most distinguished colleges and universities. How can the nation's campuses stay disengaged? Ira Harkavy … warns that "universities cannot afford to remain shores of affluence, self-importance, and horticultural beauty at the edge of island seas of squalor, violence, and despair" (Boyer, 1994, p. A48).

To support the Franklin-Boyer position, I turn to the example I know best—Penn's work with West Philadelphia, a largely disadvantaged area of approximately 200,000 people.

Since 1985, the university has increasingly engaged in comprehensive and mutually beneficial university-community-school partnerships. Coordinated by the Barbara and Edward Netter Center for Community Partnerships, more than 200 Academically Based Community Service (ABCS) courses (Penn's approach to service-learning) have been developed. ABCS courses integrate research, teaching, learning, and service around action-oriented, community problem-solving. Penn students work on improving local schools, spurring economic development on a neighborhood scale, and building strong community organizations. At the same time, they reflect on their service experience and its larger implications (e.g., why poverty, racism, and crime exist). In 2013-2014, approximately 1800 Penn students (undergraduate, graduate, and professional) and more than 50 faculty members (from 26 departments across nine of Penn's 12 schools) were engaged in West Philadelphia through 65 ABCS courses. (This represents significant growth since 1992, when three faculty members taught four ABCS courses to approximately 100 students.)

At the core of many of Penn's Academically Based Community Service courses are ongoing faculty action research projects. For example, in 1991, Professor and then-chair of the anthropology department Dr. Francis Johnston revised his undergraduate seminar on medical anthropology to focus on community health in West Philadelphia. Over the past twenty-four years, students in this course, as well as Johnston's other courses, have addressed the strategic problem of improving the health and nutrition of disadvantaged inner-city children by doing systematic in-depth research designed to understand and help improve the education and nutritional status of youth in West Philadelphia. Professor Johnston, whose work had previously largely concerned nutritional problems in Latin America, found that his seminars on West Philadelphia were not only more enjoyable to teach, but they also contributed to his own scholarly research.

To carry out the nutrition project, which in 2007 was named the Agatston Urban Nutrition Initiative (AUNI) thanks to a gift from Arthur and Sari Agatston (parents of a Penn alumnus), it is necessary for Penn undergraduates and public school students to collect, organize, and interpret a relatively large and complex body of data directly relevant to Johnston's longstanding research interests. The data that he and the students have produced has become the main basis of a series of peer-reviewed articles and presentations at scientific meetings, as well as a book *The Obesity Culture*, which I co-authored with Professor Johnston in 2009 (Johnston & Harkavy, 2009). Currently, faculty members in political science, psychology, nursing, the Wharton School, as well as some of Johnston's colleagues in anthropology, teach and have research projects connected to AUNI—16

courses this past academic year—which has become the Netter Center's largest project with over 20 full-time employees working in university-assisted community schools in West Philadelphia, as well as in other sections of the city.

The Access Science program further exemplifies the reciprocal, democratic partnerships that Penn is developing through academic partnerships with the West Philadelphia community. Begun in 1999 with initial support from the National Science Foundation, Access Science works to improve science, technology, engineering, and math (STEM) education of both K-12 students and undergraduate and graduate students at Penn. Renamed Moelis Access Science in 2006 to acknowledge a gift from Ron and Kerry Moelis, a Penn alumnus and his spouse, the program involves faculty and students from across numerous Penn departments—including biology, mathematics, environmental science, physics, education, chemistry, engineering, and computer science—working in local West Philadelphia public schools. Student fellows provide content-based professional development for teachers and direct classroom support for implementing quality hands-on laboratory exercises and small group activities. Approximately a dozen Academically Based Community Service courses related to the program are now offered each year.

For example, "Community Physics Initiative" is an ABCS course taught by Dr. Larry Gladney, the Associate Dean for the Natural Sciences and recent chair of the Department of Physics and Astronomy, that links the practical and theoretical aspects of fundamental physics and is aligned with the School District of Philadelphia's curriculum for introductory high school physics. By creating and teaching weekly laboratory exercises and classroom demonstrations at a nearby high school, Penn students are learning science by teaching science to high school students while making contributions to physics education research and practice.

While an assistant in Penn's Wharton School, W.E.B. Du Bois in his 1899 classic *The Philadelphia Negro* wrote that the purpose of his research was to "serve as the scientific basis of further study, and of practical reform" (Du Bois, 1899/1996, p. 4). Both Johnston's work with the Agatston Urban Nutrition Initiative and Gladney's work with Moelis Access Science highlight the benefits to scholarship and society that result when research and teaching are focused on solving local school and community problems.

The Netter Center has also been working for over 20 years on the idea of university-assisted community schools. Community schools bring together multiple organizations and their resources to educate, activate, and serve not just students but all members of the community in which the school is located. This idea essentially extends and updates a theory John Dewey developed

from his close association with Jane Addams and other Hull House settlement workers struggling to improve the quality of life for the immigrant residents of the poverty-stricken Chicago neighborhood in which Hull House was located. Jane Addams in Chicago and Lillian Wald in New York City, as well as other socially concerned, feminist settlement house workers, recognizing that though there were very few settlement houses, there were very many public schools, pioneered the transfer of social, health, cultural, and recreational services to public schools of major U.S. cities at the turn of the twentieth century.

Inspired by their innovative ideas and impressed by their practical community activities, John Dewey in 1902 presented a highly influential and prophetic address, "The School as Social Centre," in which he described his theory that the neighborhood school can function as the core neighborhood institution—the one that provides comprehensive services, galvanizes other community institutions and groups, and helps solve the myriad problems communities confront in a rapidly changing world. Dewey recognized that if the neighborhood school were to function as a genuine community center, it would require additional human resources and support. But to my knowledge, he never identified universities as a key source of broadly based, sustained, comprehensive support for community schools. My colleagues and I emphasize "university-assisted" because we have become convinced that universities, indeed "higher eds" in general, are uniquely well-positioned to provide strategic, comprehensive and sustained support for community schools.

University-assisted community schools engage students, grades pre-K through 20, in real-world community problem-solving designed to have positive effects on neighborhoods and help develop active, participating citizens of a democratic society. University-assisted community school programs occur during the school day, after school, evenings, Saturdays, and summers. Penn students taking ABCS courses (such as Johnston's and Gladney's courses that I have just described), work-study students, and student interns and volunteers (a total of 2,400 students in all) provide vital support for these programs, serving as tutors, mentors, classroom fellows, or activity and project leaders. The Netter Center is working with a network of five university-assisted community schools in West Philadelphia, involving approximately 4,000 K-12 children, youth, and their families each year.

It is important to emphasize that the university-assisted community schools now being developed at Penn and elsewhere—such as Indiana University-Purdue University Indianapolis, Florida International University, Johns Hopkins University, Richard Stockton College of New Jersey, Seattle University, University at Buffalo, University of California-Los Angeles, University of Connecticut, University of Dayton, University of Maryland-Baltimore, University of New Mexico-Albuquerque, University of Tennessee-Knoxville, and

Widener University—have a long way to go before they can fully mobilize the powerful, untapped resources of their own institutions and of their communities, including those found among individual neighbors and in local institutions (such as businesses, social service agencies, faith-based organizations, and hospitals). This will require, among other things, more effective coordination of governmental and nonprofit funding streams and services. How to conceive that profound organizational change, let alone bring it about, poses extraordinarily complex intellectual and social challenges.

With its focus on how to make connections between and among various organizations and individuals, it is a problem tailor made for the New American College called for by Boyer. At its core, the New American College is, as Boyer wrote, "a connected institution … committed to improving, in a very intentional way, the human condition" (Boyer, 1994, p. A48). Developing and connecting knowledge to the world for human betterment was, as I have discussed, also central to Franklin.

"Only connect!" the powerful evocative epigraph in E.M. Forster's classic novel *Howard's End*, captures the essence of Franklin's and Boyer's strategy for change. "The scholarship of engagement," Boyer wrote, "means connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities… Campuses would be viewed by both students and professors not only as isolated islands, but as staging grounds for action" (Boyer, 1996, p. 19-20).

To conclude and highlight a primary theme of my talk, by focusing on solving universal problems that are manifested in their local communities, institutions of higher learning will be better able to reduce the "ancient customs and habitudes" impeding college and university community engagement, advance research, teaching, learning, and service, and better realize Benjamin Franklin's and Ernest Boyer's revolutionary vision for higher education of active engagement and service. I am convinced that *if* American higher education realizes that revolutionary vision, American society will be able to realize the revolutionary founding democratic promise of America for each and every American.

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Re-imagining the Academic Department: Conceptualizing a Holistic Department

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Executive Summary

The academic department is the basic building block of every institution of higher education, and its work is fundamental in the process of higher education. Yet the structure of our academic departments often hinders their work. Sometimes one person (the chair) takes on the majority of the department's administrative service tasks. Elsewhere, all faculty are expected to fill all departmental functions (teaching, scholarship, service) all the time. It is often understood that some work (scholarship) is more highly prized than other equally important activities (service), which advantages those who are allowed to take on reduced service loads. We consider in this monograph how departments, through an integrated "holistic" structure, can more effectively and efficiently accomplish the work necessary to successfully educate students. We suggest a list of requirements for organizing a holistic department and then offer some examples from our institutions or departments that have moved in this direction. We believe that the holistic structure might enable academic departments to accomplish their increasingly varied and numerous activities, while also honoring each member's talents and preferences.

Introduction:

Higher education is under significant strain and operates in possibly the most difficult environment for colleges and universities in forty years. The challenges include a recent economic crisis that resulted in reduced support from government and philanthropic organizations; a decline in the ability of graduates to get jobs in a very competitive marketplace; a growing demand for accountability to demonstrate that higher-education costs are "worth it"; and an affordability crisis that makes colleges compete through huge discounts and results in loss of tuition revenue. This list could also include the existential challenges from MOOC's (massive open online courses) and new online universities, as well as the demographic challenge of declining numbers of high-school graduates. Additionally, applicants are increasingly "majority-minority" students who generally come from families less able to afford college. Taken together, these circumstances could imperil the future of those colleges and universities that are unable to swiftly adapt to the new reality.

Given this environment, many observers have called into question the business model of higher education. In particular, some have focused on the inability of colleges to nurture an effective leadership model for governance that can promote change. As Richard Morrill, former president of The Teagle Foundation put it:

> *… below that system of autonomy and its strengths is an accompanying resistance to change and a cumbersome method of making decisions. Every campus knows the problem of fragmented decision making driven by decentralization of authority in departments and programs that are largely self governing. … What is often called the "independent contractor" model of faculty work, in which disciplinary identification takes precedence over organizational citizenship, suggests a whole set of personal and professional prerogatives that complicate change. (Morrill, 2013, p.13).*

Interestingly, in his role as leader of a major foundation that supports higher education, Dr. Morrill has located much of the problem in dealing with change in the basic unit of the college, the academic department. This is where the rubber hits the road, so to speak, in delivering the educational program to students. If the department is not aligned with the institution's goals and mission and if it sees its role as distributing privileges and preferences to tenured faculty, rather than serving as the main avenue for the education of students, needed change is unlikely to happen.

Many of the difficulties that Morrill cites are due to structural arrangements, rather than to any inherent resistance of faculty to fostering a dynamic educational environment dedicated to student learning. Faculty workload and responsibilities have expanded greatly—faculty face increasing demands from administrators to, among other things, participate in recruitment of new students, develop online offerings, assess courses and programs, and cope with increased advising loads. However, as we shall discuss in detail later, much of this work does not "count" toward tenure, promotion, or salary decisions. Faculty members thus are less committed to these activities, given the weight usually accorded to scholarship and teaching in faculty evaluations.

So this leaves us with two questions: How do we harness the vitality of the faculty and academic departments to achieve the changes necessary to improve the university? Secondly, how can we provide faculty with work environments that enrich their lives and reward them for the work needed to respond to the changing environment of higher education?

Current Efforts to Reform Departmental Organization

A number of observers have recently commented on the growing differences in culture between the modern world of work and the way colleges and universities are organized. Yet as Debra Humphreys at the Association of American Colleges and Universities (AAC&U) has pointed out, "just as in the business community, today's challenging environment in and for the higher education sector demands more collaborative leadership" (Humphreys, 2013).

Unfortunately, most of the literature on college departments focuses almost exclusively on the department chair, who is certainly a key person in any model of departmental organization or attempts to change it. This literature rarely refers to the growing importance of teamwork and collaboration among faculty members. Humphreys states:

> *If we are to meet increasing demands for a more highly educated populace while also maintaining quality and navigating changes in technology, funding patterns, accountability frameworks, and the diversity of our student bodies, we urgently need more effective and collaborative leadership (Humphreys, 2013, p.4).*

Building on this theme emphasizing more collaboration and teamwork, Jon Wergin (2002) called for a new way of thinking about the basic academic work unit and called it "The Collaborative Department." When he presented his

ideas in 1994, he was kidded by colleagues who said that "it was the only book of pure fantasy ever published by the American Association of Higher Education." Similarly, Richard Edwards notes that:

> *The department is arguably the definitive locus of faculty culture, especially departments that gain their definition by being their campus's embodiment of distinguished and hallowed disciplines. … [W]e could have expected that reformers would have placed departmental reform at the core of their agenda; yet the opposite has occurred. (Edwards, 1999, in Saltmarsh, et al, 2005)*

Clearly, both Wergin (2004) and Edwards (1999) challenge the basic assumption we make about faculty and departments. They remind us that faculty members come to their roles seeking not only professional autonomy but also to be part of a "community of scholars" and not necessarily and inevitably as the "lone wolves" described by critics (Hower, 2012). Indeed faculty often complain that their expectations of becoming part of a community are not met or are even frustrated (Hower, 2012). Wergin therefore calls for reforms designed to develop:

1. An atmosphere of critical inquiry among faculty about the work they do.
2. A shared understanding of faculty work that leaves behind the privatization of work and instead includes commonly known individual work plans and trust.
3. Differentiated faculty work, which allows the department to respond to changes in faculty lives, interests, and skills so that "faculty members can identify how they might have the greatest impact and, conversely, which [tasks and roles] they might de-emphasize."
4. A shared understanding of how the department adds value to the institution. This assumes that departments might contribute to the good of the institution in vastly different ways, but requires them all to align with the overall mission of the college or university.

Similar to the calls for more collaboration and teamwork in the academy and at the departmental level, John Saltmarsh (2005) and others have called for an "engaged department." This effort has its roots in Campus Compact and other organizations that have been supporting the service-learning and civic-engagement movement in higher education. It is related to Boyer's (1996) call

for support for the "scholarship of engagement" in faculty life. Like Wergin, Saltmarsh et al are interested in departments that flourish with less hierarchy, more collaboration, and a clear commitment to student learning rooted in relevance and the promotion of positive community change. Saltmarsh (2005) calls for faculty to shift from discussing "my work" to "our work." But in this context the work is not just an alignment with institutional goals; indeed, more radically, the "engaged department" is about moving the whole institution in the direction of collective responsibility for the community and its population. Boyer (1996) makes the same argument and relates it to the need for faculty to undertake (and be rewarded for) engaged scholarship.

Another strand in the discussion about departmental reform comes from those who have concerns that colleges and universities have not done as well as they should have in "adding value" to student learning. These critics point to retention and graduation rates and to assessment tests that fail to show that real learning is happening in colleges (Arum & Roksa, 2011). Kinzie and Kuh (2007), for instance, call for departments committed to student success. They say institutions oriented toward student success have departments that "hold a talent development view of students and their learning." They also take steps to make sure new faculty understand the performance expectations in the classroom, and they develop learning communities as part of their educational program. Department chairs are seen as critical educational and instructional leaders who support faculty by creating conditions that foster learning, emphasize advising, create opportunities for students to learn from each other, and promote an "improvement oriented climate" (Kinzie & Kuh, 2007).

These calls for reform present some problems, however, and unless they are addressed, they will fail as others have in the past. First, and perhaps most importantly, none of the authors above really come to terms with questions relating to faculty evaluation and how to align the processes they recommend with the way faculty productivity is measured. If we continue to maintain the current "holy trinity" of scholarship, teaching, and service without either adding a fourth category of evaluation or at least broadening our conceptualization of the types of faculty work that constitute scholarship, teaching, and service, not much will happen. This is especially important since at many institutions, the "trinity" is a fiction, and scholarship actually is the coin of the realm. A second flaw is the seeming all-or-nothing nature of many of the suggested approaches to reform. In his follow-up study of collaboration in departments, Hower (2012) discovers resistance to anything that seems to undermine autonomy. Faculty members want both autonomy and collaboration, but they do not want one to completely replace or subsume the other.

Regarding scholarship, it seems to us that unless the college or university embraces the ideas presented by Boyer (1997) and supports a more flexible and wider conception of the scholarship that will be rewarded and counted toward tenure and promotion, all of these ideas for reform are dead in the water. Boyer's call for seeing all four kinds of scholarship (discovery, integration, application, and the scholarship of teaching) as equal is critical to positive change. In addition to these four types of scholarship, Boyer (1996) suggests a fifth category—the scholarship of engagement—that some see as critical to furthering the agenda of a holistic department.

Finally, a last challenge is the realization that many institutions are small and that departments in them may be quite small. In that situation, colleges and departments will need to be even more creative and possibly even more collaborative to attain the minimum size necessary to achieve any of the goals outlined above.

The New American Colleges' Concept of a Holistic Department

The New American Colleges and Universities have been working together with the support of a grant from the Teagle Foundation to see if it is possible to integrate some of the thinking on departmental reform into a model that can be replicated at many institutions. The advantage of the NAC&U work is that participating institutions are all of sufficient size, are committed to the Boyer model of scholarship, and put the student's educational experience first as their major purpose. Our work has led us to develop a model we call the *holistic department.* As we shall describe below, we think it addresses the key issues mentioned earlier, including the need to respond to increasing faculty workloads, alignment of departmental missions with the larger institution, and inclusion of professional development along with teaching, scholarship, and service as the activities on which faculty should be evaluated. We shall argue that none of the reforms we propose can be implemented without corresponding changes in the way we conduct evaluation of faculty.

The basic components of the holistic department are:

1. The department is seen as an organic whole, not just a collection of talented specialists.
2. The department works as a team to ensure that student-learning objectives are appropriate to the mission of the institution and the department and that the curriculum is designed to help students meet these objectives.
3. The department is committed to shared governance and shared responsibility for the work of the department.

4. The department supports and rewards faculty for doing differentiated work to fill institutional and departmental goals, including those expectations beyond traditional definitions of teaching and scholarship.
5. The department makes an effort to respond to changes in the lifecycles, career paths, and special needs of faculty.
6. Faculty work plans are negotiated and made available to all members of the department in order to build community, trust, and transparency, all of which are essential to a community of scholars and teachers.
7. The department recruits new faculty members not only to support the curriculum, but also to pursue other goals such as service learning, undergraduate research, expert use of technology, assessment, and other related tasks critical to a department that puts student learning first.
8. The department is committed to a culture that supports critical inquiry, faculty mentoring, and a sense of shared obligations.

For holistic departments to flourish:

1. The college or university must be prepared to move beyond a "cookie cutter" model for all faculty members that evaluates everyone by the same set of expected outcomes. The "cookie cutter" approach will undermine the idea of using faculty talents creatively and responding to the faculty lifecycle.
2. The department chair will require training and will be seen as more a team leader than in the past.
3. Chairs and deans will need to work together to make sure that each department can develop a plan that aligns its goals with those of the institution and can demonstrate how it adds value to the overall institutional mission.
4. Colleges will need to develop ways to reward departments collectively. Currently, the system is organized only to reward and highlight the success of individual faculty, not their collective work.
5. Program and departmental review procedures will be developed to reflect the new model.

How all this could work and what might be done to implement the holistic department are described in the next section, beginning with a discussion of departmental alignment with the mission of the institution, followed by an extensive discussion of the need to revise faculty-evaluation models to support this reform.

Balancing Supply and Demand: A Model for Faculty Workload

The idea of the holistic department responds to the challenge of documenting and organizing faculty work by more precisely quantifying the faculty effort involved in accomplishing different tasks. Working within a framework involving a clearer understanding of the amount of effort available (*the supply*), and a prioritized inventory of the tasks that the department might like to accomplish (*the demand*) can produce a number of benefits. Besides facilitating alignment of expected contributions with the strengths of individual faculty, a more precise understanding of supply and demand can help departments explain why faculty cannot always do more with existing (or diminishing) resources.

For example, a department of six faculty members might currently have a long list of expectations, including teaching, advising, scholarship, assessment, and professional development. Beyond staffing courses, which other expectations (demand components) are the most important to the university's strategic plan? Similarly, some aspects of supply are more clearly understood than others, since items such as the expected teaching load in credit hours are well-established norms at most institutions. But how do we quantify effort directed at scholarship, beyond simply counting peer-reviewed publications? How do we distinguish between meaningful and trivial service activities? How long should it take an individual faculty member to complete scholarship and service efforts? Where do assessment, professional development, and recruiting fit?

Establishing more precise standards for scholarship, service, professional development, and other activities beyond the classroom, and representing these on a scale similar to that used for determining teaching load is a central requirement for establishing holistic departments. These equivalencies must be decided at each institution, but once they are established, we might understand our supply (the yearly effort of our six faculty members) as, for example, 30 "load hours" each, for a total of 180 load hours. We might imagine that each faculty member is currently expected to teach a 3/4 load (21 hours) and spend time equivalent to one class a semester on scholarship (6 hours) and one class a year in service, development, etc., (3 hours). In the holistic department, the 21-6-3 load can be adjusted to meet the strengths and interests of individual faculty. Demand may be similarly quantified.

When neither demand nor supply are appropriately measured or prioritized, additional work is more easily added. If administrators and faculty have worked together to quantify and prioritize both demand (for example, including program and accreditation reviews, curricular revisions, outreach plans) and the supply of faculty hours available, all parties might more clearly see that the department is being asked to accomplish 220 load-hours of work with 180 faculty load-hours of supply available. This clearer understanding might then, in the absence of adding faculty, lead administrators to adjust priorities. They might say that the department must first teach its classes (126 load hours) and then give priority to finally implementing the departmental assessment plan, which will take the equivalent of one class of faculty effort each semester (6 hours), resulting in reducing the overall scholarship expectations for the six faculty from 36 to 30 hours. The 18 load-hours of effort remaining might be allocated to advising (3) committee service (9) and a successful program review (6). Our faculty now can reasonably make the case that remaining tasks, while important, cannot be accomplished this year with current staffing levels.

This type of data-driven understanding of faculty work is required for successful implementation of holistic departments, and represents our best opportunity to communicate the need for accurate assessments of supply and appropriate prioritization of demand across the institution.

Institutional Alignment

As discussed earlier, at many institutions the pressure to do more (scholarship, quality teaching, student support, assessment) with less (fewer faculty, fewer financial resources) in an evolving social structure (personal, professional, technological)-based on a highly individualized employee model (tenure, faculty independence)-is creating a workplace environment that fails to advance institutional goals and is not personally or professionally satisfying to individual faculty members. We suggest that one solution would be to take a more holistic view of the work that faculty actually do.

Regarding institutional goals, we note that almost all institutions of higher education have strategic plans intended to provide direction and set priorities for the activities undertaken. These plans are assembled via many different processes and generally contain goals and strategies in several common categories: academic achievement, pedagogical methods, financial sustainability, and workplace conditions. After the creation of a strategic plan, implementation of the strategies usually falls to the administration. However, a closer examination of the contents of each category suggests that true ownership needs to be assumed by faculty members at the unit level.

Naturally, capacity to undertake strategic initiatives varies by unit and by initiative. Within the category of academic achievement, strategic plans may call for the creation of new degree programs, for the implementation of an information-literacy curriculum, for students to become global citizens, and/or for preparation of students to undertake careers. These mandates are often accompanied by the requirement that they be implemented across all academic units and with assessment processes to determine their success. Yet not all units are equally ready to implement the required strategies uniformly. A more holistic view of departmental work may seek clearer alignment between particular initiatives and units' capacities/readiness to implement them.

Similarly, academic units and individual faculty are not uniformly ready to implement better, or currently fashionable, pedagogical methods. Thus, while institutional strategic plans may call for the implementation of the AAC&U's ten high-impact educational practices (first-year seminars, common experiences, learning communities, writing-intensive courses, collaborative projects, undergraduate research, global learning, service learning, internships, and capstone courses), not every unit is prepared by the education or past experiences of faculty members or by the nature of the disciplines housed in the unit to contribute to all of these practices. Similarly, individual faculty and academic units are also not equally prepared to implement online or hybrid courses and curricula.

Concurrent with mandating goals for methodology and outcomes, institutional strategic plans also frequently establish financial objectives for both the institution and for students. For the institution, the objective is usually stability and the strategies include generating new sources of revenue, controlling institutional costs, expanding recruitment, and improving retention. The financial goal for students is simple: control their cost of attending college. The institutional strategic plan responds to this goal not only by controlling institutional costs, but also by striving to make on-time graduation possible or, better yet, by reducing the time needed for degree completion. Again, not every academic unit is equally situated to contribute to these types of financial strategies.

Another area often addressed in institutional strategic plans is the working conditions of the staff, particularly those of the faculty. Many strategic plans focus on the relative weighting of scholarship and teaching in evaluating and rewarding faculty. Others have goals relating to the changing demographics of the faculty, with solutions to problems of dual-income families, single parents, and availability of affordable housing. Most plans have goals relating to increasing the domestic and international diversity of the faculty. Given the diverse nature of departmental composition, subject matter, and position within the curriculum, it is perhaps not surprising that units vary in their ability to respond to and implement such initiatives.

Clearly, it is in each academic department's best interest to align itself with the institutional goals and initiatives as described in the strategic plan. But very rarely can a department respond immediately and competently to all of the initiatives set out in the strategic plan. It is thus imperative for the academic department (and division/school/college) to be responsive to institutional priorities by collectively establishing a unit-level plan setting priorities for the unit's activities and allocating its resources appropriately. This work, while demonstrating earnestness to the administration, helps each unit at every level of the hierarchy avoid duplication of effort; it also introduces accountability and transparency into the work of the unit. In addition, such activity helps the administration to ensure that the institution is effectively and efficiently meeting *all* of its strategic initiatives through appropriate specialization of its individual units.

Workload Issues

In higher education, faculty members are called upon to learn, manage, and use an ever-expanding array of new technologies and teaching practices. For instance, faculty may have to manage departmental or course websites, and they

An Existing Holistic Department—Physical Therapy at Arcadia University

Students in Arcadia University's nationally ranked physical therapy program learn there is something different about the program very quickly. The integrative, case-based curriculum is organized by *units*, not courses. And these units are structured by the complexity of the subject matter, not the standard academic calendar or the dictates of the traditional Carnegie credit-hour formula. Moreover, the PT students encounter nearly all of their faculty members as instructors in their first course—and in every course in the curriculum—as well as learning from guest clinicians on the cutting edge of physical-therapy practice. One result is that they develop a more collaborative style of learning that facilitates academic achievement and better mirrors the experience of being a physical therapist than do more traditional models of education. And the PT students know that graduates from the program do extraordinarily well on the physical-therapy licensure exam and that a mere six months after graduation, they have a 100 percent employment rate.

From the faculty members' perspective, the PT curricular model requires deep cooperation and the suppression of professional ego. Each academic unit has a coordinator responsible for scheduling and oversight, but no faculty member "owns" a unit, nor do students associate any particular unit with a single faculty member. An unusual degree of collaboration permeates the program.

When the department of 9 full-time tenure track and 5.5 non-tenure track faculty had a long-serving department chair, she designed and implemented an administrative structure based on sharing of both administrative responsibilities and decision-making authority among faculty. In addition to the chair, there are 10 other director and coordinator positions within the program, with responsibilities as diverse as oversight of entry-level learning assessment and coordination of the orthopaedic residency and musculoskeletal certificate. There are also 9 standing committees and 7 task forces for strategic planning. (Some department faculty members also serve it through playing active roles on university-wide committees, rather than taking leading roles on the departmental panels.)

Arcadia's physical-therapy faculty is characterized by its commitment to working effectively as a team. This shared governance approach protected the department when the long-serving chair became a dean this year. Not only did the new chair already have considerable administrative experience, but also a strong collaborative infrastructure insured that department functions continued operating seamlessly. This approach requires hiring and developing the right faculty members. If teaching is not the primary objective of all faculty members, for example, it might be more difficult to convince them to participate in a coordinated teaching model or to take on administrative responsibilities. Faculty whose advancement depends on research productivity may not have the incentive to collaborate with their colleagues on teaching and administration.

Shared governance and teaching also creates issues when a faculty member must be replaced. A faculty member who left last year had contributed sections on neurology and critical inquiry to each unit and had responsibility for grading students' online exams at the end of each unit. The best candidate for the open position had expertise in neurology but not in critical inquiry, so the department made minor shifts in several other faculty members' teaching assignments to allow the new hire to teach in her areas of expertise. Because the department shields new faculty members from non-instructional responsibilities during their first year so they can focus on their research, responsibility for grading the online exams was assumed by the department chair for one year until the new faculty member could assume her share of administrative responsibilities in the department's collaborative governance structure. For more administrative detail, contact John Noakes (noakesj@arcadia.edu).

may have to learn a new course-management program every few years in order to do so. They may be asked to teach online or writing-intensive courses, each of which is more labor-intensive than traditional courses. Or faculty may have to frame and use a departmental assessment plan.

The standard categories of faculty evaluation—teaching, scholarship, and institutional service—were framed long before any of the new responsibilities cited above existed, and it is not always clear how to fit the new responsibilities into the existing framework. Even in cases in which one might think a new task would fall naturally into an existing category, our paradigms for thinking about those categories pose challenges. For instance, in thinking about institutional service we may tend to focus on committee and administrative work. Maintaining a departmental web page, while clearly important, may not fit an outdated definition of service. As a result, these new forms of faculty work often go officially unrecognized. What's more, this officially unrecognized work detracts from performance in officially recognized work. For instance, the time and energy spent on learning the new course-management system or on updating the website is time taken away from something else, like scholarship.

Similarly, the increasing numbers of letters of recommendation that faculty are asked to write do not neatly fit in narrowly defined categories of teaching, advising, or other forms of service. That is, they do not "count" in departmental service reports or as lines on a CV, even though the number of hours that they take to craft is real and, again, takes time that could otherwise be spent on work that gets recognized. For a discussion of this issue in the Modern Language Association, see the work of Ferguson (2012, 2013). Traditional categories for assessing and rewarding faculty work tend to be too narrow given the expansion of the faculty role. As a result, an increasing percentage of faculty work doesn't "count" toward evaluation. This means, then, that the faculty members who devote time to these important tasks have difficulty keeping up with colleagues who choose more easily recognizable tasks, such as publishing or serving on an established university committee. Clearly, this is not fair. If faculty members are expected to perform these tasks, evaluative categories and standards should be adjusted accordingly.

Similar problems arise from changes in the broader culture, particularly family structure and the distribution of career and parenting responsibilities between spouses or partners. Traditional standards of faculty evaluation were established in an era when it was normal to have only one member of a couple working, typically the husband, and the other in charge of homemaking and childcare. But this is no longer the norm. Nowadays, households with single parents or with two working spouses who share parenting and homemaking responsibilities are more the norm. This clearly affects what levels of teaching,

scholarship, service, and other work are reasonable to expect from a faculty member. Some institutions have begun to recognize that faculty who choose to have a child pre-tenure should have the option of freezing the tenure-clock for a substantial time, either before or after the child's arrival, in recognition of the fact that caring for a new child will take time and energy away from scholarly work. This is one important way in which standards of faculty evaluation are being adjusted in light of the total situation in which faculty now do their work. But, arguably, other adjustments ought to be made as well. They include maternity/paternity leaves and other forms of family-leave policies (paid or otherwise)—along with policies that better insure that faculty whose colleagues receive leave for family issues or for research or sabbaticals are not disadvantaged by having to assume the responsibilities of their on-leave colleagues.

The idea of "holistic departments" encourages departments and colleges and universities to think about faculty work in these broad terms as they consider what adjustments should be made in the evaluation of faculty. More generally, the concept also encourages departments and institutions to develop transparent policies to enable faculty to navigate the changes in workload and family situations over the course of their careers.

Trust and Transparency

The holistic model can be applied piecemeal throughout a university, but to transform an entire institution requires trust among the administration, academic units, and faculty. Building this trust is a significant challenge; it takes time and effort, but it is necessary for the success of a holistic college or university.

The first hurdle to overcome in successfully implementing a holistic department model is quantifying workloads across a variety of faculty members within a department, as well as across a wide variety of departments. Clearly, such work will require a high degree of trust among and within academic units. This "horizontal" trust provides the independence necessary for deans and department chairs to organize their respective units holistically. Distrust among departments breeds resentment and contempt, which often stems from misperceptions of differences in faculty workloads. In the simple scenarios, these misperceptions are simply due to ignorance or being unaware of the true workload of each department. In more complicated situations, the workload imbalance is real, and it must be addressed for the holistic model to be successful.

To build the trust necessary between academic units and faculty, we believe it is necessary that workload-distribution plans be made public. Knowing more about other units helps alleviate the mentality that others are not doing as much. Greater communication among all units is also a fundamental tool to strengthen

How a Department Becomes Holistic—Pacific Lutheran University

To some extent, developing a department in which faculty are expected to contribute in some (but not all) areas of teaching, scholarship, and service each year will depend on the curricular structure of the discipline. Some curricula are based on a cohort model, some offer many general-education courses, and others offer courses that may be taken in any order. This will influence the degree of coordination and collaboration required of department members. Several departments at PLU exhibit some of the following eight criteria characterizing a holistic department, although none exhibits them all.

—The department is seen as an organic whole, not just a collection of talented specialists, often with a core of basic courses many department members are qualified to teach. In some departments each member teaches both basic courses and those in their area of specialization. This helps students and faculty within and outside of the department see it as an organic whole.

—Department members work as a team to ensure that student-learning objectives are appropriate to the mission of the institution and the department—and that the curriculum is designed to help students meet those objectives. All PLU departments have assessment plans, and their faculties meet at least annually to determine how well their current curricula and requirements are meeting their stated goals. This ongoing evaluation helps departments focus on a common core of knowledge and helps faculty see their role as part of a larger whole.

—The department is committed to shared governance and shared responsibility for the work of the department and ensures that all department members understand everything that needs to be accomplished. Larger departments have committees to accomplish departmental work, with a rotation plan to ensure that all department members eventually serve on different committees, ensuring no department member avoids the more time-consuming committees entirely. Other departments do this less formally, organizing work by interest and aptitude, with coordination done in annual department meetings and by agreements between the chair and various faculty members.

—The department supports and rewards faculty for doing differentiated work, although the rewards are typically not financial but count toward fulfilling criteria for tenure and promotion. Course releases and a stipend for department chairs are available. The department attempts to respond to changes in faculty lifecycles, career paths, and special needs on an ad hoc basis. A focus on collaboration can be sought in new hires, and the deans' and provost's offices can help ensure that new faculty members are prepared to work on university-wide initiatives as the newer faculty are mentored and mature.

—Faculty work plans are negotiated and made public to all members of the department in order to build community, trust, and transparency, which are essential to a community of scholars and teachers.

—The department recruits new faculty not only to support the curriculum but also to support other goals such as service learning, undergraduate research, expertise in the use of technology, and skills in assessment and other related tasks critical to a department that puts student learning first. Undergraduate research is a PLU pathway to distinction, and thus plays an important role in determining a candidate's fit for the university.

—The department is committed to a culture that supports critical inquiry, mentoring of faculty, and a sense of shared obligations. The annual pre-tenure evaluations by the department chair, the requirements for a faculty activity report and self-assessment, and curriculum-assessment meetings ensure this. In addition, all faculty members undergo post-tenure evaluation every four or five years.

connections among departments. A third mechanism for building a greater sense of community is creating more opportunities for colleagues from seemingly disparate backgrounds to work together. These potential collaborations do not often happen organically, but, when faculty members are brought together, relationships are developed that foster greater awareness of the challenges facing faculty in each discipline. The development of these relationships helps to establish the mindset that educating students is a team effort.

A "vertical" trust between administrative and academic units is also necessary for a holistic model to be successful. It is important that deans, department chairs, and other organizational managers be given the freedom to distribute the entire unit's workload holistically. This isn't to say that central administration shouldn't provide oversight, but it is necessary for administrators to recognize that they do not have the intimate knowledge of the demands and pressures facing each academic unit. The administration must also be able to trust that leaders of academic units are developing workload-distribution plans fairly. Of course, trust goes both ways. Deans and department chairs must trust that the administration is distributing and will distribute resources wisely/fairly/reasonably. Distrust at this level is compounded by horizontal distrust among academic units. For example, when one unit feels resources have been unfairly withheld or have been unfairly provided to another unit, the aggrieved unit is unlikely to be open to collaboration with other units perceived to be favored. In such situations, the institution must work to re-establish healthy connections between these entities.

One of the main tasks for administration in a holistic institution is to oversee each academic unit's workload distribution and to provide feedback to each unit so that there is a sense of fairness or balance throughout the college or university. This role is a delicate one: Stretching the authority that is necessary can give the perception of micromanaging, whereas not providing enough regulation can hinder the development of trust among units regarding fairness in workload. As with developing trust between departments, the main tool for building vertical trust is greater communication and interaction among personnel. The more interaction we have as colleagues, the more likely we are to realize that we all have the same goals and that we are all doing our jobs to the best of our abilities. For example, a common perception is that the typical faculty member in Department X is getting away with doing less, but when we interact with Bill and Sally, we learn that they actually have similar workloads, even though the distribution of their efforts may vary considerably from what we have in our department.

Similarly, an isolated provost can be perceived as unknowing and unfair, whereas when we interact regularly with Provost Smith and have a better

understanding of Provost Smith's challenges, we can better understand and sympathize with the choices that must be made by the provost's office. Alternatively, if a provost does not really know a department chair, that chair may appear to the provost to be a manager trying to schedule lighter loads for his or her faculty. But it is harder for the provost to imagine that the familiar Julie or Harry would do so intentionally.

Of course, creating time to facilitate this interaction adds to workload at all levels of the institution. But regardless of the levels of interaction, a trusting environment is necessary for the success of a holistic college or university. It is important to keep in mind that it takes time and transparency to build this type of environment throughout an institution.

Faculty Development Through Holistic Departments

Just as faculty have had to adjust to the explosion of additional job responsibilities over the past decades, so too have department chairs been required to manage entire new categories of work, including (but certainly not limited to) recruitment, enrollment management, promotion and marketing, social-media communications, assessment obligations, and strategic planning. At smaller institutions, the role of the department chair is often a rotating position. Understood and counted as service to the institution, a term as department chair is undertaken knowing that creative work, research, and teaching will often be subordinate to the administrative tasks necessary to run an effective department. Building skills as an administrator in an increasingly complex educational landscape requires professional development, support from the institution, and enough time on the job to hone one's leadership style and ability. When the position is rotated among members of a department, unless there has been a clear line of succession established with attendant professional development, the new chair often faces the enormous task of discerning the scope of the job and developing the skills necessary to perform it at the same time he or she has begun carrying out the stated duties of the role.

One immediate benefit of the holistic-department model is that the work of the department chair becomes more transparent to individual faculty members because of their increased involvement in a variety of departmental tasks. Faculty members take ownership of tasks such as recruitment or budgeting. Ferguson (2000) proposes strategies for making budgetary priorities the work of a holistic department, not only to teach faculty about institutional financial practices, but more importantly, to work with faculty on discerning mission and how best to allocate resources to meet departmental goals. Interestingly, the

article immediately following (Billesbach, et.al., 2000) describes a campus experiment in which four departments redesigned faculty-evaluation procedures to accommodate team-based work initiatives within the units. Creative thinking along holistic models is itself not new. This is already happening at many institutions where faculty have become significantly involved in curriculum development and assessment. The best assessment work occurs in departments in which faculty assume the task collaboratively while taking responsibility for it individually. Good assessment and curricular development are not the work of a single individual (i.e., the department chair); rather, they are the collective responsibility of the department faculty members working together to create the best possible structure for the department's curriculum and its students.

Modeled on this type of cooperative endeavor, a holistic department would enlarge the number of issues in which a faculty might engage collaboratively. By participating in a team-oriented approach to departmental initiatives, and by taking on pieces of the larger tasks that fit individual faculty strengths, faculty members are in essence engaging in professional development and on-the-job training that will enrich the pool of skills within the overall department, ultimately making transitions in leadership easier.

Challenges of Holistic Departments

One challenge for institutions that support holistic departments is to recognize and reward valuable forms of work that have no place in evaluation systems based on the narrowly constructed categories of research, teaching, and service. Models of evaluation for promotion that recognize the high-impact teaching practices that prepare our students for a 21st century workplace—or that give weight to increased percentages of work devoted to professional development and work in campus citizenship— can help to bridge the gap. Yet without careful planning within and among departments, such enriched models of evaluation run the risk of not actually reducing faculty workloads; instead, such models could simply normalize the spiraling number of tasks that faculty members are being asked to do. This effect is especially likely if evaluation standards continue to demand the same amount, if not more, of scholarship as traditionally defined. Evaluation standards that value scholarship of various kinds, such as the scholarship of discovery, integration, application, teaching, and engagement—as recognized in Boyer's descriptions of scholarship in the professoriate—allow for an increased range of scholarly work to be counted in meeting research expectations (1997). This approach is consistent with the criteria set forth by Ellison and Eatman (2008) as part of the Imagining America consortium and has the advantage of allowing faculty members to

weave into their scholarship agenda many of their expanded duties associated with teaching and service, such as work in the community.

Yet simply and only rethinking what constitutes scholarship in a changing academic workplace is not enough. Department members who are heavily invested in the scholarship of discovery—for example, in archival or laboratory research—may find their scholarly productivity curtailed when developing the department assessment plan, running an interdisciplinary program, or chairing a national search committee, even if such work presents opportunities for positive evaluation or a different kind of research. Such work on behalf of the department or university should be deemed worthy of note in faculty evaluation, regardless of whether it may properly be classified as scholarship. Thus, a combination of more robust definitions of scholarship, flexibility within departmental units to adjust for shifting academic and familial demands (a book manuscript nearing completion; an aging parent in crisis), and clear-cut, communally considered priorities for the entire work of a department need to be developed in order to keep faculty workloads manageable and allow faculty to remain engaged in their fields even as they grow to meet their institution's strategic plan.

At the outset, drafting an annual department work plan and choosing which priorities to address, especially if this prioritization is accomplished communally, constitutes an *increase* in faculty workload over and above the typical cycle of departmental self-study, external review, and other portions of a departmental assessment plan. This shift in work patterns may be akin to the "backward design" of curriculum that many seasoned professors must learn as outcomes of assignments get determined before the assignments themselves are designed. Ideally, the extra work in establishing goals up front pays off in more targeted learning and assessment later on, just as the time taken to establish a department work plan pays off in more targeted work and evaluation of both individual faculty and departments as a whole. Faculty who are already being asked to do more than they have previously may resist spending time in a decision-making process or resist curtailing work that they value if the department deems it as not in line with its mission. It may seem easier to function as they traditionally have, doing the work that they value most and complaining, as occasion warrants, about the chair or other administrators if those individuals' decisions impinge on their personal goals.

Apart from the issue of workload or identification with the individual contractor model, faculty members' potential resistance to a new pattern of work is understandable when one considers many faculty members' training in fields in which creative work or the research of discovery is rarely efficient or streamlined according to pre-set goals. The sometimes-unpredictable results of archival work, experimentation, close and contextual reading, or composition of

new pieces can seem to run counter to institutional goals of productivity. Messy discoveries—however important, exciting, or compelling—may not fit well into a work plan established months beforehand. Optimally, departmental and individual work plans should allow a degree of flexibility for the unpredictable in scholarly and creative work, as well as in teaching situations, professional development, campus citizenship, and staffing. The challenge, amid the mushrooming demands in all arenas of departmental and faculty work, is to keep time available for the unexpected when traditional methods of quantifying time (teaching credits, course releases for administrative or research time, or possibly, credits for research) are rarely adequate to account for even the expected.

It still may be the case that one department will look at others' work plans and believe that other units do not work as hard or sacrifice as much. But, as is the case with similar comparisons between individual faculty members, such comparisons rarely illustrate the reasons for the discrepancies and how much work each faculty member is actually doing. Individual work plans agreed on in conjunction with the department chair and shared within the department, and departmental work plans agreed to communally and made available to larger college or university units, can help to mitigate any suspicion or tendency toward negative comparisons by making decisions both collaborative and transparent.

Conclusion

This section has laid out the case for reconceptualizing the academic department along "holistic" lines. We believe that this form of organization will more accurately account for the work that is done by faculty in today's colleges and universities. We also contend that this form of organization could streamline the achievement of the institution's strategic initiatives by ensuring that the work of departments, divisions, and schools is made transparent and public. Such transparency, when coupled with increased opportunities for collaborative work within and across departments and increased communication among administrators and faculty, could allow for differentiated assignments that better reflect faculty skills and interests—and honor changes throughout the stages of an academic career and life. The sidebars included provide a model for considering faculty workload and examples of how the holistic model is emerging at some colleges and universities.

Changing Faculty Evaluation

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Executive Summary:

The evaluation of faculty has traditionally been based on teaching, scholarship, and service. Faculty work, however, has been defined by the number of credit hours taught. Yet a significant part of faculty work is not accounted for in the credit-hour workload. The preceding section on the holistic department suggests broadening the definition of workload to be more inclusive of the full range of faculty work. If, as the preceding section describes, the traditional criteria and methods for faculty evaluation no longer capture the complexity of faculty work, how should the evaluation process change? The purpose of this section is to encourage campus conversations about new approaches to faculty evaluation in order to place more focus on student learning. We believe that faculty work has become more integrated and that the distinctions among teaching, scholarship, and service no longer apply. Mentoring undergraduate researchers, for example, includes teaching and may include community service and collaborative publications with students. Under the current structure for evaluating faculty, what criteria would be used to evaluate mentoring of undergraduate researchers? Those for teaching? Scholarship? Service? We

propose an evaluation model that is holistic and that recognizes the convergence of teaching, scholarship, and service.

We call this new approach the *learning centered paradigm*.

Introduction

The learning centered paradigm as we have conceptualized it builds on the revision of Bloom's taxonomy of educational objectives (Anderson, et. al, 2000) and looks forward to innovative modes of teaching and learning that are sure to develop in the next decades. Our paradigm is cyclical in that the activities of creation, evaluation, analysis, application, understanding, and remembering are ongoing, in a constant state of reflection and revision, akin to what Donald Schön described in his 1983 work *The Reflective Practitioner*.

The learning centered paradigm we envision is action-based but contemplation-focused. And it calls for faculty to be evaluated holistically; in other words, the traditional categories of teaching, scholarship, and service have converged so that the totality of the professor's work should be evaluated. A learning centered evaluation suggests that:

- While excellence is expected of every professor, excellence may be demonstrated through different activities and in different ways for individual faculty members.
- Further, the primary focus of evaluation may change from year to year depending on the focus of the professor's work for that year.
- Definitions of what constitutes teaching, scholarship, and service must be expanded to reflect new pedagogies, new ways of communicating scholarship, and service beyond the campus.
- Faculty members continue their own learning process through professional development activities.
- Students and faculty have a new relationship that includes collaborative work in learning, research, and community engagement.
- The pedagogical move toward experiential learning requires more active student involvement in the learning process and directs that students' contributions toward their own learning should be part of the process of faculty evaluation.

Redefining Teaching and Learning for Faculty Evaluation

Twenty years ago Barr and Tagg's work (1995) concerning the "learning paradigm" led the way in shifting the focus on college campuses from teaching

to learning. As NAC&U institutions have increasingly embraced the shift from teaching to learning, the working lives of faculty have changed in fundamental ways. Rather than simply deliver lectures and administer exams, faculty now mentor undergraduate researchers, moderate seminars, facilitate learning communities, collaborate across disciplines, coordinate service and field-learning experiences, and interact with students via multiple media. In this milieu, high-quality teaching is not simply the delivery of existing information and ideas, but "the creating of those circumstances that lead to significant learning in others" (Finkel, 2000, p. 8). The acquisition of knowledge is a dynamic endeavor that requires reciprocity and cooperation between teachers and learners (Hutchings & Shulman, 1999). Effective teaching thus requires continuous reflection, critical thinking, and creative action.

It is the responsibility of the campus and its leadership (faculty and administration) to articulate the role of teaching and learning in the mission and vision of the institution and to evaluate each faculty member's contribution to student learning. Excellent teachers design and facilitate learning activities that:

- provide experiences that encourage active learning (Vygotsky, 1978)
- scaffold the learning process for the individual learner (Wood, et. al., 1976)
- create supportive settings for the individual and group (Collay, et. al., 1998)
- encourage students to construct knowledge through personal experiences (Collay, et. al., 1998)
- encourage the "integration of learning across courses" (Kuh, 2008)
- provide service or community-based learning in which "students can apply what they are learning in real-world settings and reflect" (Kuh, 2008) on their experiences
- immerse "all students in analysis, discovery, problem solving, and communication" (AAC&U LEAP, 2011, p. 10)

Excellent teachers also routinely experiment with new structures and methods that may improve student learning and success, with the new approaches evolving over time (Barr & Tagg, 2005). The weaving together of scholarly pursuits and service experiences can result in the integration of those practices into the learning paradigm, which may produce a number of learning opportunities that promote purposeful integration of liberal education, professional studies, and civic engagement. These include high-impact practices that Kuh (2008) and others have described such as:

- first-year seminars and experiences
- common intellectual experiences
- learning communities
- writing-intensive courses
- collaborative assignments
- undergraduate research
- diversity and global learning
- service and community-based learning
- capstone courses and projects
- interdisciplinary approaches
- integration of professional education and liberal arts,
- development and use of online learning and participatory media

Skilled teaching and facilitation require effectively designing activities and conditions that lead to significant learning, using some of the approaches outlined above. Such conditions include incorporating materials and environments that are authentic to the audience and context. Such meaningful teaching and learning opportunities can be crafted and developed in any number of settings, but any learning space should be inclusive and should motivate learners and promote and support collaboration. Benefits of broadening learning contexts can mean the shift of teacher-centered instruction toward circumstances in which the student is able to make decisions regarding his environment, activities, work, and study (Bowen, 2012), and the learner can actively engage in the learning process (Rogoff, 1993).

With the evolution of innovative technological modes of teaching, the traditional classroom has broadened beyond desks and a whiteboard. The ability to access education from remote locations has altered the experience of the learner and has offered educators the opportunity to be more inventive in both the design of curricula and the pedagogical approaches used. Such diverse learning environments can provide learners with real-life experiences and situations that encourage them to actively derive meaning, critically analyze, and integrate the new information according to their prior understanding. To develop faculty capacity for excellence in teaching, it is important to consider the instructor's shifting role when engaging in the variety of delivery models. Faculty must reflect upon and articulate their personal teaching and learning goals and coordinate them with the approaches and environments that are likely to meet targeted learning outcomes (Mascolo, 2009).

As with any successful practice, the complexity of teaching and learning requires constant review and refinement. Lyons (1998) encourages teachers to

"interrogate their teaching practices and ask questions about their effectiveness and how they can be refined to meet the needs of the learners" (p. 115). Most importantly, as Dewey (1933) described, learning from experience is enriched by reflecting on that experience. This reflective practice is intentional, in an effort to advance individual growth, and supposes that learning is teaching and teaching is learning. Thus, the best teaching is supported by faculty-development centers for teaching and learning, and ongoing training in instructional design. Risk-taking in course preparation and facilitation supports a greater capacity to grow as a teacher and learner. Nothing innovative happens without risk. As a result, teaching innovation should be encouraged, supported, and rewarded in the evaluation process

Teaching can no longer be evaluated only by the cohesiveness of the lecture, the information conveyed to the student, or student test scores. Evaluating teaching within the context of the learning centered paradigm suggests that the pedagogical choices professors make can be a basis for evaluating teaching. Carl Wieman, who focused on the teaching of physics after winning a Nobel Prize, developed a *Teaching Practices Inventory* (2015). He contends that research has shown that certain practices consistently produce improvements in students' achievement of learning outcomes. Faculty can be evaluated, he suggests, on the extent to which these practices are used in a course. While Wieman developed his inventory for science courses, it could be adapted to other disciplines. Such an approach would require faculty to develop an inventory for each disciplinary area and agree on best practices supported by evidence. This approach would encourage faculty to base their pedagogical choices on a broad array of research-supported practices. It will also be important for faculty to discuss how new teaching practices can be introduced and their value verified without risk to the professor's evaluation.

The Role of the Active Learner in Evaluation of Teaching and Learning

Of five points Bonwell and Eison offer to characterize the "active learner," the following point stands out: "greater emphasis is placed on students' exploration of their own attitudes and values" (1991, p. 2). As a result, in addition to the faculty member's reflections on the learning process, the student also should operate within a model of reflection about his or her engagement in learning. Active learning is also learning by doing and thinking about what one is doing, so that the growing area of service learning aligns well with an active-learning model. Active learners assume more responsibility for learning.

And since learning is a reflective activity, at heart, the active learner constantly searches to connect what she already knows with what she is currently learning and to help discover what she does not yet know.

It is imperative that students' evaluation of teaching and learning intrinsically and explicitly include self-evaluation. The keys to successful active learning are attention and reflection. Effective and useful evaluation of teaching and learning looks at education as a two-way street so that the entire responsibility for learning in a course is not laid on the shoulders of the faculty member.

In *Democracy and Education*, John Dewey writes, "Reflection is the acceptance of such responsibility." Later in the same work, he defines responsibility in learning: "By responsibility as an element in intellectual attitude is meant the disposition to consider in advance the probable consequences of any projected step and deliberately to accept them: *to accept them in the sense of taking them into account*, acknowledging them in action, not yielding a mere verbal assent" [emphasis added] (1916/1922).

Harding-Smith points out that collaborative approaches between teacher and student are based on the idea that learning must be a social act. We might look at this as the building of a network within the classroom with the various actors operating as nodes in the network (see Manuel Castells, *The Rise of the Network Society*). This model democratizes the responsibility for teaching, decentralizing the teacher as the focal point and dispenser of knowledge. As in a network of many nodes, the student nodes are as important as the teacher node, and a free exchange of ideas and information flows. A network cannot operate with only a single node (the teacher). The teacher facilitates learning but the responsibility is ultimately the student's.

Student Evaluation of Teaching and Learning

Student evaluations of their faculty members are a standard instrument employed by institutions to evaluate faculty members' teaching for reappointment, tenure, promotion, merit pay, and course improvement, among other assessment purposes (Gray & Bergmann, 2003). As we redefine the evaluation of faculty within the holistic department, it is important to revise how teaching by faculty and learning by students are measured.

A reconsideration of student evaluation involves an awareness of the current shift from teacher-centered approaches to more learner-centered approaches. In the traditional teaching-centered approach, the instructor assumes the responsibility for delivering the knowledge—the so-called "sage on the stage" model—and the learner takes on a passive role; the instructor governs the relationship, and the instructor is considered *a priori* the subject-matter expert.

Therefore, the evaluation process in a teaching-centered approach focuses on critiquing the instructor, without the important acknowledgement of student learning (or responsibility) in the process (Barr & Tagg, 1995). This, of course, is the model of evaluation currently employed at many institutions.

Alternatively, the student-centered approach requires active student learning; the student accepts both responsibility and accountability for learning. Such a learning environment allows for and encourages discovery and constructive learning; the instructor is a facilitator and a collaborator (Barr & Tagg, 1995). Ideally, there is now a greater emphasis on measuring student learning as well as teaching effectiveness, and a revision of the students' evaluation of teaching to reflect this may allow institutions to better assess student learning and successful achievement of learning goals and outcomes.

As we shift toward an active student-centered learning paradigm, our student evaluations logically should change, as well. The basis for student-centered learning requires different and varying pedagogical techniques. The learning environment (which might also include an online or hybrid setting) can foster constructing and discovering. Therefore, the student should not only evaluate the instructor's effectiveness in providing that environment, but should also examine his or her own contributions to the learning process. Further, evaluation should examine the learning outcomes and processes in the particular course.

To further examine learning, it is important to let students know what the established student learning outcomes for the course are so that these outcomes can then be threaded into the evaluation process. The course syllabus is the primary place where a clear articulation of outcomes should be presented to students. And with these outcomes comes a basis for establishing a good course evaluation: "Did you learn what the 'outcomes' suggested you would learn? Why or why not?" The evaluation seeks responses that allow us to determine if we have accomplished the learning "goals." Ultimately, student evaluation is tied to the student-learning outcomes established by the academic unit (Slotnik & McRobbie, 2012). Students should examine and understand the learning outcomes, as stated on the syllabus, early in the course, and then be asked at the end of the course to reflect on their learning and on how successful the course was in helping them achieve the stated learning goals.

When examining the evaluation process, designers may consider these areas for review:

1. Evaluation of the learning environment and the instructor's effectiveness in creating and fostering that environment;
2. Evaluation of the student's assumption of responsibility for learning;

3. Achievement of planned learning outcomes;
4. "Housekeeping" issues important to human-resource management (faculty absence, timeliness, organization, etc.).

And so, while revised student evaluations might have fundamental similarities to traditional evaluations, the questions can be revised to mirror the new student-centered approach to learning, including queries regarding students' recognition of responsibility for their own process of education.

Table 1. Possible Student Questions for Evaluating Faculty*

*(*Adapted from* What the Best College Teachers Do *by Kenneth Bain, 2004)*
1. How were you encouraged to think critically in this course?
2. How did you expand your understanding of ethical issues that apply to your discipline and the topic of this course?
3. During the class, how did you develop an understanding of the subject that may have changed some of your assumptions about the subject matter?
4. How did you develop multiple perspectives on the subject matter of the course?
5. How did the concepts and information you encountered in the course help you to develop your own conclusions about the subject matter?
6. In what ways did you talk about the subject matter of the course outside of class with your friends?
7. How were you able to relate what you learned in this course to other courses?
8. What other reading materials and information beyond the assigned materials did you seek out?
9. What skills did you develop in this course that will help you in your professional life?
10. How did you fulfill your responsibilities as part of a learning community toward the class and your classmates?
11. What contributed to developing a fundamental understanding of the key concepts of the discipline you studied in this course?
12. Do you now have a sense of how scholars or professionals in the discipline think?
13. Of the learning experiences offered in this course, which ones were more effective for you? Why?
14. How frequently did you ask questions in class? Did you feel the course encouraged questions?
15. How did class discussions contribute to your learning and understanding of the concepts?
16. Did you feel the professor had an investment in your learning and success in the course?
17. Did you understand the rationale and learning expectations behind class assignments?

Redefining Scholarship and Its Evaluation

The model of scholarship first proposed and presented by Ernest Boyer in 1990 has had great currency throughout the academy and, particularly, among the New American Colleges and Universities. The four areas of scholarship have spoken directly, for three decades, to the scholarly activity of faculty at NAC&U institutions. As a new era in higher education has dawned—the result of economic, social, cultural, and other factors—it has become evident that an update of the Boyer model of scholarship is needed.

As the NAC&U schools have increasingly integrated professional programs into the liberal-arts environment, the very concept of "scholarship" has shifted away from the prevailing attitude of "publish or perish," that is, seeing as the chief (perhaps only?) indicator of scholarly success the publication of research in a peer-reviewed, discipline-based journal.

Boyer's four categories of scholarship are, we believe, still applicable, although we suggest casting the net even wider than Boyer first suggested. While what have been called the scholarships of discovery, integration, application, and teaching (and we add learning) remain applicable and relevant, the modes of dissemination have radically changed, and many faculty members in the New American Colleges and Universities are more actively engaged in the latter three, less-conventional types of scholarship than purely in the scholarship of discovery. It is imperative that administrators and faculty members come to mutual agreement on definitions, accountability, and assessment of "scholarship," particularly in tenure and promotion decisions.

Faculty must weigh the following aspects when pursuing scholarship:

- the need to remain current and actively engaged in the chosen discipline;
- the mission and goals of the institution and the program to which the faculty member is committed;
- the responsibility to address issues facing the discipline in the context of the academy-at-large and the larger society.

One issue that arises when faculty discuss the definition for scholarship is clarification and re-definition of "peer-reviewed." In an age of ever-expanding technology, faculty are discovering and even inventing new ways to disseminate research beyond the traditional print journal. The number of online only peer-reviewed journals has steadily increased in the last ten years, for example. So, what does "peer-reviewed" mean in this new age? More pointedly, who are our peers? Of course, such identification varies depending on the individual faculty member, discipline, and even institution.

As Eugene Rice noted in 1996, "Research is shared and is public" (p. 13). With the growth in new technologies and new modes of dissemination, the definitions of both scholarship and public have perhaps shifted. In his work, *Future Perfect: The Case for Progress in a Networked Age*, Steven Johnson has eloquently outlined "peer networks" that share similar concepts: They are decentralized, dense, diverse, emphasize open exchange, assign value to products, and often operate in layers, "with new platforms of collaboration and exchange built on top of earlier platforms." The peer networks and platforms may include the wide variety of open-access journals, not to mention Onarbor.com, described as a "crowdfunding university," Petridish.org, and Experiment.com. Digital scholarship clearly marks the future of academe as the traditional practice of publication through disciplinary-association journals transforms. Certainly, as Johnson notes, "Making the transition to these new models will look like devastation and crisis when viewed from the perspective of the older institutions" (p. 100-01). Nonetheless, dissemination of scholarship in the academy is in clear need of the same entrepreneurial spirit that was responsible for developing general-education programs in the early-20th century.

Many electronic venues are not peer-reviewed in the traditional sense of the phrase.The nature of "peer-reviewed" also has shifted as the definition of "peer" has morphed to reflect the widening global landscape, including the growth in online publication and dissemination of all types of scholarly activity.

When faculty submit evidence of scholarship disseminated, they must make the case that the work was disseminated and vetted by peers, whether that peer group is colleagues in the discipline, colleagues in the immediate campus community, or colleagues in the more public arena (as a public intellectual or public scholar). We suggest recognition not only of new modes of disseminating scholarship but also of new types of scholarship, including digital scholarship.

Ed Ayers, the 2014 Boyer Award recipient and a pioneer in digital scholarship suggests it is a way to weave scholarship, teaching and community building together in a new tapestry (2014). He sees digital scholarship as a significant way to integrate Boyer's four areas of scholarship into what he calls "generative" scholarship. "That is," he writes, "scholarship built to generate, as it is used, new questions, evidence, conclusions, and audiences" (6). This type of scholarship may be the new iteration of Boyer's ideas and a way to engage in collaborative and cumulative scholarship that can contribute more broadly to a wider interest in and understanding of the big questions that scholars need to address. Ayers' vision for a new approach to scholarship opens up new possibilities for faculty and student collaborative work and will "ensure the survival of the sustaining spirit of scholarship."

Wikipedia, Google Scholar, the Perseus Project—all are experiments built by peer networks that have in some way revolutionized, in turn, the encyclopedia, the web search engine, the digital library.

It will be important for campuses to discuss what is considered "scholarship" within the context of campus mission and culture. The campus must also discuss how the concept of "peer review" should be applied to the dissemination of faculty scholarship. It is hoped that the goal of these discussions will be to maintain appropriate standards for scholarship but also to encourage new and wider venues for dissemination.

Scholarship of Discovery

This is of course the most conventional and traditional of Boyer's categories. As Boyer wrote in 1990, the scholarship of discovery "contributes not only to the stock of human knowledge but also to the intellectual climate of a college of university" (p. 17). Certainly, the scholarship of discovery continues to be vital to the growth, advancement, and progress of humanity. We do not dispute the continued veracity or relevance of this scholarship. However, as the nature of work at the college or university has changed, so too has the nature of the scholarship faculty activities produce. The scholarship of discovery at many institutions has evolved to include student/faculty collaborative work leading to new discoveries or creative output. Such work needs to be recognized in the evaluation process and may also be disseminated differently from scholarship published solely by faculty members.

Scholarship of Integration

The scholarship of integration has gained ground in this age of multi-, inter-, cross-, and intra-disciplinary activity. This approach to scholarship "that seeks to interpret, draw together, and bring new insight" is clearly applicable in the growing areas of "studies" (e.g., American studies, women's studies, peace studies, environmental studies). Thus, it is only natural that the scholarship should reflect this shift and growth. As Arthur Koestler writes in his *The Act of Creation* "all decisive events in the history of scientific thought can be described in terms of mental cross-fertilization between different disciplines" (230). Steven Johnson refers to this as "cognitive overlap" in *Where Good Ideas Come From* (2010). Faculty members' desire to work outside their discipline of training and/or across disciplines should be encouraged on all levels. Often, the faculty member's career arc moves away from his or her original area of study; that is the nature of the academic and intellectual life that the New American Colleges and Universities look to embrace.

Louis Menand writes "intellectual life should involve taking chances" (*The Marketplace of Ideas*, p. 20). The scholarship of integration is best characterized by risk-taking exploration and connection, whether that is the development of a new course in the literature of mathematics; research collaboration between scholars of spirituality and physical therapy on the role of ritual; or an entrepreneurial partnership between an accounting program and a non-profit agency in need of tax preparation. Menand's appeal to take chances must, however, be rewarded by institutions.

Scholarship of Application

In an important 1994 speech on the "New American College Model," Frank Wong writes of the "disconnected specialization" that had come to characterize so much scholarship of the last decade of the twentieth century (p. 14). This disconnection, was especially noted "between liberal education and professional education" (p. 15). He cites Ernest Boyer's influential 1994 *Chronicle of Higher Education* article in which Boyer "calls for the application of intellectual talent to real life problems so that theory will be tested by practice and practice will inform theory" (Wong, p. 22).

The non-traditional (and usually unpublished) scholarly activity known as "professional practice" most clearly defines Boyer's scholarship of application. As subject-matter experts and professionals in their respective disciplines, faculty members are increasingly asked to contribute to projects such as editorial writing, book reviews, exhibition judging, textbook writing, curriculum assessment, clinical studies, and industry consulting. Quite the opposite of self-serving, these projects are typically the application of technical and/or research skills and knowledge to address problems, and the faculty involved usually endure a competitive selection process that considers competence, field of study, and record of past contributions. In many cases, the very nature of professional practice warrants a distinct parallel to work being accepted in a juried competition or being published in a peer-reviewed journal. When scholarly work does not include a traditional peer-review process, the relevance of the activity/project must be properly documented and articulated for evaluation purposes.

Scholarship of Teaching (and Learning)

This area, which was revolutionary in Boyer's work a few decades ago, has grown exponentially in the last twenty years. Conferences and journals in the scholarship of teaching and learning (SoTL) are now commonplace, but the weight and importance of such scholarship are still often debated in the academy. The New American Colleges and Universities, embracing the Boyer

model from the beginning, must lead the way in advancing the study of teaching and learning in the next decades. To that end, we suggest a reconsideration of the definition of SoTL, particularly for tenure and promotion purposes.

Good teaching has always been defined as a scholarly activity. The "good" teacher is up-to-date in both content and pedagogy and, indeed, can be a leader in new pedagogical practices, resulting in presentations and publications concerning these practices. Journals devoted to teaching in particular disciplines have been around for decades (there are currently more than 80), but publication in those journals is not always valued as highly as publication in the outlets focused on the scholarship of discovery. This needs to change, given the mission of NAC&U institutions, most of which are comprehensive universities with teaching as the core of their mission and goals.

The intersection of professional programs and traditional liberal education provides an ideal opportunity for the scholarship of teaching and learning as faculty investigate new pedagogical techniques, many based in the traditional liberal arts, in professional practices, and beyond. Finally, we suggest that SoTL in the first decades of the new century is evolving, and it is the nature of evolution to experience mutation, natural selection, and even extinction. However, we are confident that the products of this evolution will not only contribute to the advancement of knowledge but also will stimulate new areas of study and create new opportunities for collaboration and collegiality.

Redefining Faculty Service

The spirit behind faculty service is to encourage all members of an institution to share their learning, strengths, and passions on campus and beyond. Most agree that service includes aspects of the institution's overall mission and vision. There also are regional aspects to service, depending on the campus's location and proximity to the needs of communities. All would agree that there is no single description or rubric that can be consistently applied. Service is complex, organic, and valued differently by faculty, administration, students, and accreditors.

Service is an action-based application of scholarship and teaching within the larger learning centered paradigm we are outlining. Service is carried out by faculty members who apply their learning, experience, and expertise to engage in practices of scholarship and teaching, informed by high-impact practices.

The learning centered paradigm for faculty service features contemplation, engagement, and a structure of application that is focused on *making use of knowledge* through activities that *synthesize* the relationships among classroom practices, scholarship, and service in pursuit of *applied activities* that reframe or

recast an area of expertise into a real-world setting. The faculty member who is learning centered demonstrates *creativity* and advances the *value of his or her disciplinary knowledge* in a variety of settings.

One issue that has arisen on some campuses is the distinction between service and the scholarship of application. As one example, say Professor Smith holds a PhD in European history focusing on the history of the Christian Church. She is invited to lecture at the local Baptist Church on the development and growth of Baptist ideology in the southern United States in the late-nineteenth century, a topic about which Professor Smith has recently published several articles. She happens to be a member of this particular Baptist congregation and was asked to provide this talk by the pastor as part of a Sunday service to an anticipated audience of 100 church members. This, in our view, is service to the community, not scholarship.

Although scholarship informs the service, the distinctions here are audience, setting, and intended outcomes. Given the learning centered paradigm suggested, this activity does make use of knowledge through synthesis that results in applied activities. However, the audience members are not peers in an academic or professional sense, the setting is not open to both insiders and outsiders, and the intended outcomes seem to be restricted to dogmatic and religious teaching, not necessarily the advancement of knowledge in the discipline. That is the basis for labeling the talk as service to the community. Professor Smith might give the very same talk to a meeting of historians at a professional conference. In that case, the audience, setting, and intended outcomes shift to make that instance clearly focused on the scholarship of discovery.

It is the responsibility of the campus and its leadership (both faculty and administrative) to agree on how to evaluate faculty service and the role of service in the institution's mission, vision, and overall identity. We suggest such documentation should be integral to the annual review process and should be one of several factors in tenure and promotion review.

To develop faculty capacity for robust service, it is important to consider high-impact practices in a culture centered on learning. Principal among these are:

- encouraging faculty to serve broadly as advisors to student groups, community organizations, and as research directors;
- establishing a community in which faculty select their preferred areas for institutional committee work, including running for elected committee positions in faculty governance;
- engaging faculty in developing expertise within the campus that will enable them to serve as mentors in the community;

- promoting active work in professional organizations with direct impact on the campus community, be it in student or academic affairs or other areas of the academic enterprise;
- and engaging in local community, regional, or national initiatives in which faculty expertise can add value.

When faculty members are engaged in the learning centered paradigm, the integration of service into working life should be seamless and balanced. To be successful, faculty must be recognized and rewarded for a variety of campus and external activities.

As we work to define meaningful service, it is important to strategize how campuses can plan for and enact the learning centered model. And, as we consider how the question of service might inform a new model of professional labor in higher education, we might also look to how we would assess the nature of faculty members' service throughout their academic lives. To that end, we might turn to the "AAC&U Value Rubrics on Civic Engagement, Integrated Learning, and Inquiry and Analysis" and extrapolate the main lines of student assessment to measurements of faculty achievements in service (2010). Questions might include:

- To what extent has the service activity created new ways of knowing for us as faculty members?
- How have we engaged in challenges to our own sense of community and gotten out of our comfort zone intellectually and personally through service? What did that teach us about ourselves and our institution and the meaning of service?
- What has reflection revealed to us about ourselves and our own civic identity?
- To what extent have we been challenged to communicate our core values and beliefs as a college or university through the service we have accomplished?
- How will we transfer and connect what we have experienced in service to our classrooms and campus community? To our scholarship?
- What are the limitations, implications, and design tools necessary to create a service project or activity that makes meaningful connections to our campus mission and vision? To our classrooms and to our academic departments? To our communities?

Faculty service contributes to the overall mission of an institution, as well as to the overall goals of education. Boyer (1994) saw service as a very significant part of faculty work and suggested that institutions "would be committed

to improving in a very intentional way, the human condition. As clusters of colleges formed, a new model of excellence in higher education would emerge, one that would enrich the campus, renew communities, and give new dignity and status to the scholarship of service." NAC&U campuses have taken this hope to heart, and faculty members are engaged in a wide range of service to community, locally and globally. The next step is for service to be recognized as an important part of the faculty workload and appropriately valued in the evaluation process.

Designing the Learning Centered Model

We do not know of an institution that has fully developed an approach to faculty evaluation that considers the integration of teaching/learning, scholarship, and service. We believe that such a transition will not be easy and that it may take several years for a cohesive campus approach to be developed. Our goal is not to suggest a particular model for a holistic approach to faculty evaluation but rather to encourage campus discussion so that each campus can develop an evaluation process that closely reflects its values and mission and honors the breadth of faculty work.

We suggest the following actions for implementing holistic faculty evaluation and departments:

1. Administrators will consider the impact of developing holistic departments on current policies and procedures and determine how the policies and procedures can be changed. A holistic department is an integral part of a holistic approach to faculty evaluation, and administrators must adapt campus policies to allow for the necessary flexibility and transparency of a holistic department. Institutions will begin to revise policies, practices, and norms to encourage the development of holistic departments. This includes leadership training for department chairs. It also includes developing mechanisms, beyond program review, for reporting departmental agendas and accomplishments to the administration.
2. Departments, led by their chairs, will modify their decision-making processes to be more transparent and collaborative, particularly in the development of faculty work plans. Departments also need to develop collaborative processes for departmental agenda-setting and for assessing departmental effectiveness. Departments will approach a holistic management style in different ways depending on the discipline, number of faculty and students, and other institutional factors. Smaller departments may have to be more selective about responding to some

campus-wide initiatives or how they engage in the community beyond the campus. Some departments, such as education, social work, or criminal justice, may be more active in civic engagement than English or philosophy. Departments in the science areas are likely to put more emphasis on proposal writing and collaborative research than humanities departments. The departments will need the flexibility to develop approaches that work for them. Administrators will want to know that departments are meeting their goals and are responding to the institutional mission.

3. Faculty and administrators will need to discuss the expanded definition of faculty workload and come to an agreement on how much flexibility individual departments have in creating work assignments, and which of those assignments will be included in the direct evaluation of faculty productivity. For example, an institution may decide that all faculty members must serve as academic advisors rather than allow department-level negotiation regarding which faculty members do this work (or whether non-faculty academic advisors can be used.) At the same time, the institution may or may not decide to have an annual evaluation of the quality of individual faculty members' work as academic advisors.
4. Institutions will engage in discussions about the ways in which teaching, scholarship, and service have been transformed on their campuses. Each institution has its own culture and mission, and the approach to faculty evaluation must be compatible with that culture and mission.
5. Faculty members will discuss how teaching/learning, scholarship, and service can be merged for evaluation purposes into a holistic process. While a holistic approach to evaluation is a more effective way of recognizing the totality of faculty work, it is a more complex approach to evaluation, and it will be critical for faculty and administrators to understand and agree on new approaches for evaluating faculty activities.
6. Faculty members will revise student evaluations of faculty and courses to include students' self-assessments of their contributions to the learning process. Experiential learning suggests that students need to be more engaged in their own learning process, and they should be held accountable for their own learning. In addition, when students comment on their contributions to the learning process, faculty can develop a better understanding of what pedagogical strategies are most effective for student learning.

Aligning Faculty Evaluation with the Holistic Department—Valparaiso University

Valparaiso University examined its faculty evaluation procedures in 2012-2013, desiring to update a mechanism that had become cumbersome and opaque. Policies had been added over time, but none were deleted. The timeframes for faculty evaluation and raises were not linked, meaning faculty might have to wait two years between an annual review and the pay raise tied to that review. And faculty recognized that their work had changed over time and needed to be approached holistically.

In the new evaluation system eventually adopted, professional development was added to the traditional three categories on which faculty are evaluated annually. Each faculty member is expected to demonstrate a baseline competency or progress across each of the four categories each year, based on evidence presented in an end-of-year activity report.

Teaching: Excellent teaching must be demonstrated, especially in the years leading up to tenure. Evidence can include student course evaluations, peer teaching evaluations, and other evidence linking teaching with fulfilling students' learning objectives and maintaining/improving teaching quality. Engagement with emerging pedagogies and curricular trends in the faculty's discipline also should be demonstrated.

Scholarship and Creative Work: Evidence of scholarship and creative work becomes increasingly important as faculty approach the rank of professor and can include reports concerning ongoing projects and periodic dissemination of work in ways appropriate to the discipline. Faculty members are also expected to be engaged in the larger scholarly community through their professional activities.

Professional Development: This newest category in organizing faculty work asks faculty to identify the activities that demonstrate their professional engagement with local, regional, and national organizations; currency in their field of study or area of practice; attention to pedagogical advances and new methods of teaching; and appropriate service or leadership in professional societies. Items in this category may overlap with, but not actually fit perfectly into, the traditional categories.

Campus Citizenship: Replacing the traditional term "service," campus citizenship encompasses faculty work that serves the campus at all levels, as well as the extended community. It can include membership on campus committees, support for student co-curricular activities, recruiting activities, and other participation in the life of the institution and its surrounding community.

In addition to the annual activity report, each faculty member must submit a work plan for the next academic cycle, outlining the faculty member's future plans for teaching, scholarship, professional development, and campus citizenship. Both documents are produced at the conclusion of the academic year in May. Ideally, the work plans are public documents within the unit that demonstrate how the shared workload is apportioned across the faculty. The faculty member's annual evaluation and the resulting salary recommendation are based in large part on the individual's completion of the work plan. Merit-based raises based on performance take effect within four months of the completed annual evaluation.

Including the work plan in the faculty evaluation cycle is a large step toward the development of holistic departments. Acknowledging that the work of a department may require an individual to concentrate his or her work more heavily in a certain category at particular times, the work plans allow for differentiation of departmental work. They also measure faculty performance against this work, rewarding faculty for activity that fits immediate departmental needs and/or fulfills larger college and institutional objectives.

To aid the revised evaluation process, Valparaiso has carefully created discipline-specific expectations for scholarship (definitions, types, number of publications) and professional development (what constitutes engagement in the professional field at-large) at the department level. Departments are thus defining the workload and measures for success within their individual areas.

A New Hope: The Public Scholar

In the spirit of inclusiveness, we need to reconsider the role of the public scholar in the academy. The public scholar, indeed, represents the intersection of scholarship, service, and teaching. The public scholar may conduct in-depth research that might be published in traditional peer-reviewed journals, but also might conduct studies that are disseminated on a public website that is then referenced in the local newspaper or highlighted on a local news broadcast. The public scholar might lecture on her expertise at a traditional disciplinary conference, but she might also reframe that lecture for a local civic organization.

We suggest that every faculty member in the 21st century should be a public scholar, in the sense that his or her scholarship contributes to and expands the larger discussion in society. This view is consistent with Boyer's belief that scholarship should serve the larger society (1994).

This is the role for what has been conventionally called "the public intellectual," a concept outlined well in Ralph Waldo Emerson's 1837 article in "*The American Scholar*." Such an individual is holistically an intellectual in every aspect of his or her life and may be reflectively engaged and interested in ideas in many arenas of thought. We believe the public intellectual must be brought more deeply into the cultural, educational, and political life of American society.

In a recent piece, "The Role of the Public Intellectual," published on the MIT website, physicist Alan Lightman defines a hierarchy in the activities of the public intellectual. The first level is "speaking and writing for the public exclusively about your discipline"; the second is "speaking and writing about your discipline and how it relates to the social, cultural, and political world around it"; and the third level is "by invitation only." In such work the intellectual has become a symbol, a person who stands "for something far larger than the discipline from which he or she originated" (http://web.mit.edu/comm-forum/papers/lightman.html).

We certainly believe that there is the room in the academy for scholarship produced on all three of Lightman's levels, and we urge faculty and administrators to consider these wide-ranging venues as of equal importance. Boyer's four categories of scholarship can, in the age of global media and interconnectedness, come to true fruition in the guise of the public scholar. However, the categories of engagement need not be mutually exclusive but instead can and perhaps should act as complements to one another.

The public scholar whom we envision has a healthy respect and admiration for what is found along the margins, and he or she often works at those margins—and perhaps is thus forging a new space. Twenty-five years ago Ernest Boyer

noted that the very concepts of research and scholarship were relatively new to the English language of higher education. Boyer wrote, "there is a readiness, we believe, to rethink what it means to be a scholar" (1994, p. 16). And good scholarship and scholarly activity require ongoing reflection, analysis, and interpretation. Thus, there should be a readiness to rethink what it means to be a scholar. The learning centered paradigm can be made fully operational through the concept of the public scholar. As faculty engage in scholarship that involves collaboration with students and possibly the external community, they are very likely to be integrating teaching, scholarship, and service in ways that truly contribute to improving the human condition.

Conclusion

For the past twenty years, NAC&U has been responding to a question posed by Frank Wong, the late provost and vice president for academic affairs at the University of Redlands: "Why is there no clear model of American liberal education?" Wong's question and subsequent discussions with the late Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, set an agenda that has led to this monograph. Wong and Boyer subscribed to John Dewey's view that American education should reflect the democratic foundations of American society. Such an education would not only provide students with cultural knowledge, the ability to think critically and analyze and synthesize, but it would also assist students in integrating and applying their knowledge to address societal concerns.

The new American model for liberal education, integrating liberal education, professional studies, and civic engagement, prepares students to be active participants in American democracy, contribute to community development, and find satisfying and productive careers. Creating this new model for American liberal education has led to significant changes in faculty work. Within the framework of this model, faculty members are involved in the development of the whole student. Teaching at NAC&U institutions involves not only the production of knowledge but also communicating how knowledge is integrated and connected across disciplines, and how it is applied outside the college or university. To teach within this context, faculty members have a deep knowledge of not only their own discipline but also a broad knowledge of the intersection of disciplines. They have a wide pedagogical repertoire and understand how knowledge can be applied to problems of the larger society.

As this NAC&U approach to liberal education emerged, members realized that faculty work has become more complicated and integrated. The typical areas of faculty work—teaching, scholarship, and service—are no longer distinct. The convergence of teaching, scholarship, and service suggests that faculty evaluation must change to reflect the actual work of faculty. As discussed here, NAC&U is developing a holistic approach to evaluating faculty work that we call the *learning centered paradigm*. Within that paradigm, faculty members reflectively engage in the process of facilitating student learning through a wider variety of pedagogies, which may include scholarship and service. By providing periodic flexibility in faculty members' workloads, departments pursuing the

learning centered paradigm will seek to increase faculty/student interaction and collaboration through experiential-learning activities.

The learning centered paradigm also recognizes that students need to thoughtfully engage in their own development as learners, scholars, and citizens. The increased engagement in high-impact learning pedagogies such as undergraduate research and experiential learning suggests that students assume more responsibility for the learning process and that they also assess their own contributions to their learning. We believe that this shift in thinking about faculty work and evaluation, along with greater student engagement in the learning process, will allow NAC&U institutions to address the shifting higher-education landscape and provide rich, meaningful, and relevant education for our students. The holistic department is essential to a new definition of faculty workload and evaluation. Working within the context of a holistic department provides faculty with the flexibility to optimize their contributions to their department, institution, and ultimately to student learning.

Our goal is to provide a balanced faculty work life, creating space for pedagogical innovation, student/faculty scholarship, and application of expertise to solving societal problems in order to prepare students for successful professional, personal, and civic lives. It is our hope that through this process we are answering Frank Wong's question and creating a new model for American liberal education that is no longer an "ugly duckling," but rather has been transformed into a beautiful swan.

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