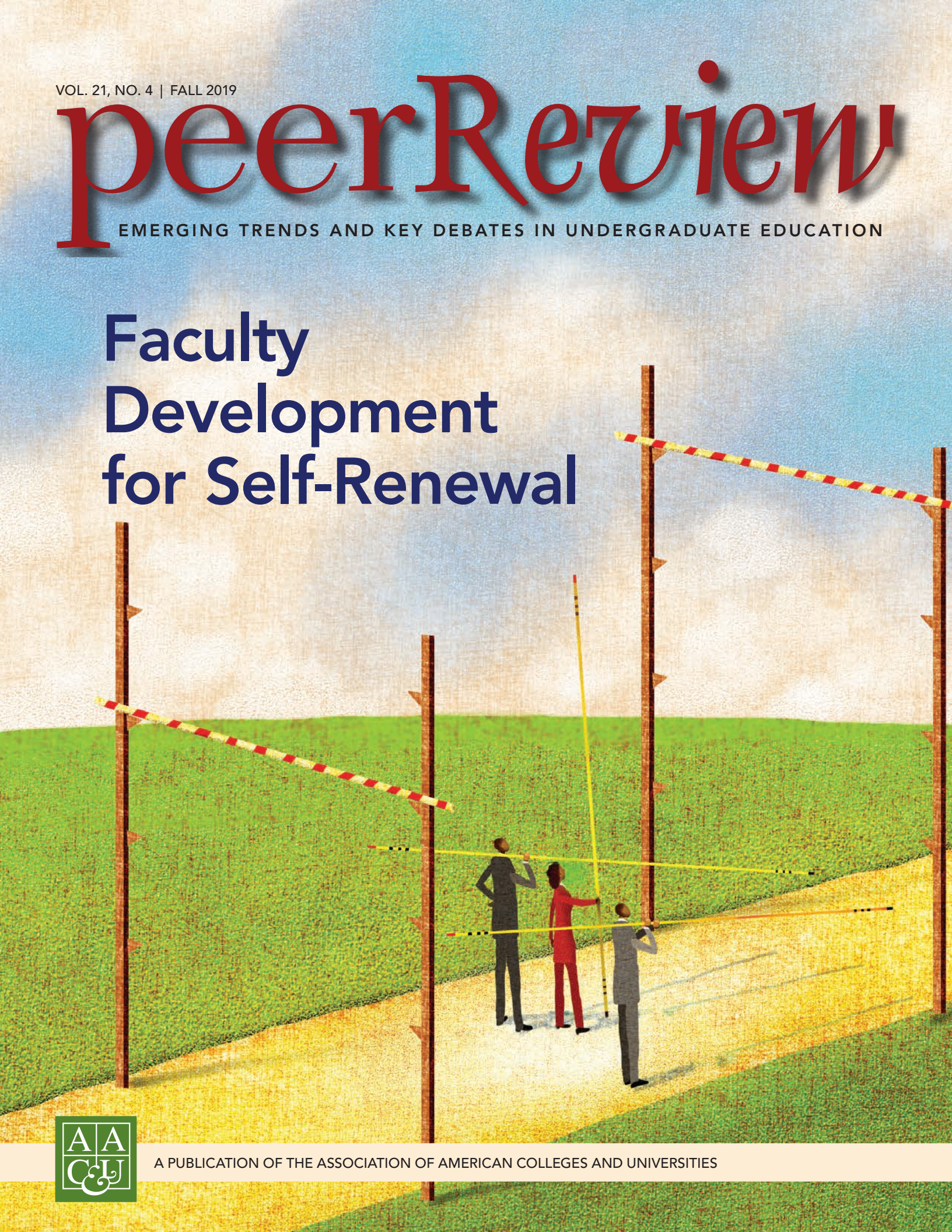


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EMERGING TRENDS AND KEY DEBATES IN UNDERGRADUATE EDUCATION

Faculty Development for Self-Renewal



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"I wonder what teachers make."

"A difference Peppermint Patty, they make a difference!"

—Peppermint Patty and Charlie Brown,
Charles Schulz's *Peanuts*

It's true that teachers make a difference at any time, but nothing highlights their importance, their adaptability, and their dedication like a global pandemic. This issue of *Peer Review* headed to print just as statewide stay-at-home orders were imposed, upending the economy and people's lives and, perhaps, changing higher education forever. It seems now that the title, "Faculty Development for Self-Renewal," was prescient. There has never been a better time for faculty, instructional designers, and professional development experts to think about positive change and reinvention.

The articles in this issue provide a unique perspective and practical strategies for reinvigorating and reinvesting in faculty self-renewal to improve teaching and learning. These efforts are even more vital as online instruction has moved from optional pedagogy to the new normal.

C. Edward Watson begins the issue with a historical overview of why good teaching matters and how investing in faculty can help institutions respond to declining public support for higher education and to closer scrutiny of learning outcomes and career success. These imperatives are even more real as economic conditions worsen and institutions face increasingly difficult decisions.

Faculty seeking to leverage this moment to find new connections for their content will get encouragement from Jennifer Keys and Jennifer Jackson's advocacy for "Unbounded Teaching"—the freeing of faculty to escape disciplinary confines and renew their love of teaching. Jackson, Keys, and their colleagues at North Central College have created Cardinal Conversations courses that allow teams of mid- to late-career faculty to explore their passions, which range from ice cream to civil-rights history to the mathematics of square dancing.

Moving to online environments has also forced faculty to reexamine how to engage students and encourage active learning. This

issue may provide much-needed inspiration. A team of STEM faculty at Capital University discuss how they have increased faculty and student engagement by incorporating "POGIL" active learning strategies in their classes. At Skidmore College, a faculty-driven initiative called Project VIS illustrates the development of an array of projects focused on a new visual literacy learning outcome that has energized faculty teaching and collaboration.

The remaining articles address opportunities for renewal as institutions move through—and ultimately emerge from—these challenging times.

Faculty from Portland State University detail the "Cultivating Your Professional Identity" initiative, a way for the University Studies general education program to reframe "faculty development" as "faculty support." Faculty come together through meetings and mentorship opportunities, develop public-facing professional ePortfolios, and celebrate each other's accomplishments.

Researchers at the University of California–Berkeley recognize that the first step in developing faculty is hiring faculty. Their examination of university employment searches has uncovered an array of promising practices for generating diverse candidate pools with highly qualified women and faculty of color.

The article by Tamara Beauboeuf-Lafontant, Karla Erickson, and Jan Thomas, "Thriving After Tenure," reminds us that it's never too late for self-renewal. Faculty at all stages of their career path can find inspiration, provide much-needed mentorship, and serve as campus champions for professional development efforts.

Adrianna Kezar closes the issue by urging campuses to remember their non-tenure-track faculty. These faculty often teach the most difficult classes while benefitting the least from existing professional development opportunities—a sobering reminder that as faculty have scrambled to move online and create the highest quality learning experiences for their students, non-tenure-track faculty do so over a chasm of resource inequities.

As Linus once noted to Charlie Brown, "Life is like a ten-speed bicycle . . . most of us have gears that we never use!" A time of renewal, whether spurred by personal desire or a pandemic, is about finding new ways forward. That might take creating a few new gears, but it might also mean we start using the ones already there.

—BEN DEDMAN

Faculty Development's Evolution: It's Time for Investment in Higher Education's Greatest Resource

► **C. Edward Watson**, Associate Vice President for Quality, Pedagogy, and LEAP Initiatives and Chief Information Officer, Association of American Colleges and Universities

This issue of *Peer Review* highlights innovative faculty development practices and signals the arrival of a moment for renewed engagement and investment in faculty development across higher education. Completion, quality, and affordability are among the greatest challenges facing higher education students and their success. At the same time, the public is increasingly questioning whether higher education is delivering on its promises.

Across higher education, there are compelling narratives showing how institutions have responded to these challenges by developing portfolios of solutions. For example, Georgia State University (n.d.) has developed interventions based on predictive analytics, implemented a new GPS advising program, provided financial management support, and offered retention grants to address completion and affordability concerns. These strategies have had a positive impact on the university's completion rates and attainment gaps on its campus. Arguably the more difficult challenge to address is quality learning outcomes. While initiatives developed by administrators are key elements of an institution's portfolio, the primary way institutions change and improve is through the imagination, pedagogy, and scholarship of its faculty. At this current moment, our understanding of how students learn has developed significantly, and evidence-based faculty development strategies have been verified. As we contemplate ways to positively address quality student learning in our current context, faculty development opportunities should be central to our efforts.

A review of the history of faculty development is also a review of the student success challenges that higher education has faced. That history reveals a great deal about how faculty development has evolved in concert with institutional efforts to address concerns

about quality within a larger national narrative, and this history also provides meaningful context for our current moment.

FACULTY DEVELOPMENT SINCE THE 1960s

For the vast majority of institutions, prior to the 1960s, faculty development comprised sabbatical leave, guest lectures, financial assistance to attend conferences, aid to complete advanced degrees, and research support. Very few organized faculty development programs were in place, although Columbia University had a program that resembled modern faculty development as early as the 1920s. For the most part, the focus through the first half of the twentieth century was on assisting faculty in their attempts to increase their knowledge of their academic specializations (Gaff 1975). A number of national trends helped to change this focus.

Between the late 1800s and the mid-1960s, there was little change regarding the roles and expectations of college faculty; however, as the 1960s progressed, enrollments in colleges and universities were driven higher by the postwar baby boom and public policy that strongly promoted higher education. In the twenty years prior to 1972, US college enrollments increased by 223 percent to 8.4 million students (Mulkeen 1981). Coupled with this growth was a feeling that "traditional curricula and teaching approaches were not responsive to the insistent demands of the new generation of college students" (Brookes and German 1983, 4). Students, empowered by the Free Speech Movement at the University of California and related protests that followed, were becoming more comfortable voicing their concerns, which parents and legislators often echoed. During the late 1960s and early 1970s, a realization emerged that good teaching did not happen by default or by being an expert in a given domain or field, and Freedman and Sanford went so far as to



say that “higher education [had] virtually no pedagogy” at that point in its history (1973, 3).

These problems became more acute as college enrollments leveled off and higher education experienced a general decline in its rate of growth. As a result, faculty mobility decreased somewhat, and fewer new faculty—who could have brought new vitality to institutions—were hired. Although faculty development was of little concern to faculty and administrators before the 1970s, the increasing societal pressures to improve postsecondary instruction, coupled with a clear sense that existing faculty would have to embrace new instructional practices, resulted in what Gaff and Justice called the “decade of faculty development” (1978, 85).

As a gauge of growth during this period, Centra’s (1976) survey of faculty development practices in the United States found that more than one thousand institutions (approximately 60 percent of respondents) had or were developing faculty development programs. At the same time, the Professional and Organizational Development (POD) Network was formed as one of the results of an American Association of Higher Education convening. While pressure on higher education to change created a supportive climate for the creation of faculty development centers, it is unlikely that the rate of growth could have been as quick or as great without help from several federal agencies (e.g., the National Education Association, the National Endowment for the Humanities, and the Fund for the Improvement of Postsecondary Education) and private foundations (e.g., Danforth, Kellogg, Ford, Exxon, Mellon, and the Lilly Endowment).

As the 1970s concluded and the 1980s began, some in higher education voiced concerns regarding the effectiveness of faculty development programs. This perception of ineffectiveness likely contributed to Gustafson and Bratton’s (1984) findings

that, in a random sample of seventy-two faculty development centers, 28 percent had closed in the late 1970s or early 1980s. While the literature often cites this study as an indicator of faculty development’s decline in the 1980s, Erickson’s (1986) survey replicating Centra’s (1976) study found a slight increase in the overall number of centers across higher education in the United States. With that said, the growth of faculty development in the 1980s by no means matched the pace of the 1970s.

Faculty development in the 1980s was also responding to a new set of needs. In 1977, the Carnegie Foundation for the Advancement of Teaching stated that general education within higher education was a “disaster area” (Gaff 1999). The fallout that followed contributed to the education reform movement of the 1980s, which resulted in institutional efforts regarding larger curricular issues. Among these broader needs were reconsidering general education, reviewing majors and minors, embedding writing across the curriculum, addressing diversity issues, and incorporating international perspectives. Faculty development again was tapped as one of the mechanisms to foster the needed institutional change. During this time, due to significant targeted funding from the Sloan Foundation, cognitive theories of learning were beginning to challenge behavioral views in higher education. As a result, faculty development programs focusing on teaching strategies began to discuss mental processes and conceptual constructs in addition to overt student behaviors.

In the 1990s, the emerging Information Age and new educational reform efforts contributed to growth patterns in faculty development that were similar to the 1970s. During this time, there was also an emerging recognition of higher education’s diversifying student body. Millis (1994), for example, raised the concern that current teaching practices might not effectively reach students who may be under-

prepared, ethnically diverse, or part-time. Emerging teaching practices, built upon cognitive research on learning, became more student-centered and embraced the notion of socially constructed knowledge. Barr and Tagg’s article “From Teaching to Learning—A New Paradigm for Undergraduate Education” (1995) may be the most recognized work from that decade highlighting this shift. General education reform efforts evolved with the recognition of the instrumental role faculty play, as their “commitments and capabilities make or break the implementation of curricular change, and they are central to sustaining program vitality” (Association of American Colleges 1994, 44).

As the 2000s began, many noted that the challenges acknowledged in the previous decade were becoming more pronounced. James Duderstadt, who was the recently retired president of the University of Michigan, made the following observation:

There is also a rapidly growing gap between today’s generation of students and the faculty responsible for teaching them. Today’s students come from very different backgrounds than their teachers; they have different intellectual objectives, and they think and learn in different ways. They are far more diverse in every human characteristic—race, gender, nationality, economic background—than the rather homogeneous faculty that teaches them. This mismatch between instructor and student is an important factor in the new tensions surrounding teaching, particularly at the undergraduate level. (Duderstadt 2000, 22)

AAC&U’s Liberal Education and America’s Promise (LEAP) framework emerged later that decade as a practical, evidence-based, and applied response to these concerns, giving faculty development professionals new opportunities to address quality student learning within and beyond the classroom.



THE CURRENT QUALITY CHALLENGE

While faculty development efforts in higher education today often address every aspect of the faculty career arc, including future faculty preparation, improving quality learning outcomes is still a persistent, significant, and ongoing challenge. In addition to the quality concerns that have emerged over the past half century, the current quality challenge is exacerbated by evolving and more demanding employability patterns. For example,

- 91 percent of employers say that “the challenges their employees face are more complex than they were in the past.”
- 93 percent of employers say that they are asking employees to “take on more responsibilities and to use a broader set of skills than in the past.”
- 93 percent of employers say that “candidates’ demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than their undergraduate major.”
- 95 percent of employers put “a priority on hiring people with the intellectual and interpersonal skills that will help them contribute to innovation in the workplace” (Hart Research Associates 2013, 4).

In light of evolving employer expectations and an increasing national focus on completion efforts, AAC&U’s board of directors voiced concerns about quality a decade ago. Consisting largely of university presidents, the board summarized the notion of a quality imperative by concluding that “the quality shortfall is just as urgent as the attainment shortfall” (AAC&U 2010, 1). This concern recently was echoed by the Commission on the Future of Undergraduate Education, which stated as its first national priority to “ensure that all students—whatever their program of study—have high-quality educational experiences that prepare them for success in the twenty-first century” (2017, 22). Indeed, quality education is a national imperative for

higher education that grows in importance and complexity with each passing semester.

The largest initiative associated with quality in higher education to date has been AAC&U’s LEAP initiative, in which high-impact educational practices and authentic assessments of student learning are cornerstone components (AAC&U, n.d.). High-impact practices, when done well, are exceptionally efficacious in terms of deepening learning and closing equity gaps. As a result of the research supporting their effectiveness, higher education is striving to find ways to take these practices to scale (Kuh and O’Donnell 2013).

The vast majority of students’ educational experiences while in college, however, take place in or result from assignments and approaches employed in traditional classroom settings. Extensive meta-analyses of higher education teaching conclude that good teaching matters. It really matters. Across all outcomes . . . (including those related to persistence and degree attainment) . . . good teaching is the primary means through which institutions affect students. In addition, high-quality instruction was generally more effective in promoting the learning, cognitive, and educational attainment outcomes of students from historically underserved populations than those from majority groups. Importantly, these practices also promote desired outcomes for all students. (Mayhew et al. 2016, 592)

This summation of the value of teaching in higher education has been well-documented in K–12 settings as well. In that context, research more than two decades ago concluded that “the most important factor affecting student learning is the teacher,” and “if the teacher is ineffective, students under the teacher’s tutelage will show inadequate progress academically regardless of how similar or different [the students] are regarding their academic achievement” (Sanders, Wright, and Horn 1997, 63).

Instructional preparation, training, and improvement are built into the K–12 profession. A key tenet of the National Education Association (NEA) is that professional development is a requirement for those who teach throughout their career. The organization believes that “to have high standards for students, there must be high standards for the staff members who work with them” (NEA, n.d.).

Some suggest that those who teach in college lean heavily on the models of teaching that were used to teach their younger selves. While this likely oversimplifies the sources of higher education teaching expertise, without a doubt, professional teaching training in higher education lacks consistency and rigor. In some contexts and disciplines, this training is nonexistent, even though copious research shows the fundamental relationship between teaching competency and student success. Research also provides clear direction for teaching practice based upon what we now know regarding how humans learn.

There likely are myriad causes for the disconnect between classroom practice and what we know about learning. Today, the majority of doctoral programs focus, sometimes entirely, on preparing students as researchers, often with little emphasis on or opportunity for teaching preparation. As doctoral students become faculty members, they often arrive at institutions with reward structures that place little emphasis on success in the classroom. Further, there are greater numbers of short-term, non-tenure-track instructors teaching at the undergraduate level who, because of their institutional status, received little training, mentoring, or support in their roles as instructors. Little progress has been made regarding these concerns, even though

- public opinion regards teaching excellence as the most important factor in what makes the “best” university (Pizmony-Levy and Pallas 2017);



- calls continue for instructional improvements in the service of quality learning (e.g., AAC&U 2010; Commission on the Future of Undergraduate Education 2017; Winter, Kent, and Bradshaw 2018); and
- the evidence base is growing regarding higher education pedagogical practice that results in the achievement of defined student learning outcomes (e.g., Bowen and Watson 2017; Brown, Roediger, and McDaniel 2014; Eylar 2018).

A MOMENT FOR RENEWING INVESTMENT

Since the 1970s, the practices and research base of faculty development have diversified and matured as well. Significant research has shown the efficacy of specific faculty development approaches (e.g., Cox 2000; Cranton 1994) and verified the connections between faculty development and student learning, including helping faculty to develop practices intended to foster specific student learning outcomes, such as writing, critical thinking, and quantitative reasoning (Condon et al. 2016). Researchers have developed and documented roadmaps for Centers of Teaching and Learning (CTLs) to engage in similar assessments of their impact (Beach et al. 2016; Haras et al. 2017), and a robust tool for evaluating CTLs across seventeen domains and three levels is freely available online (American Council on Education and POD Network 2018).

Within the context of diminishing public opinion about higher education and data-informed calls for quality student learning outcomes, redoubling efforts in the service of students and student success—including quality learning—continues to be a central imperative for colleges and universities today. With a deeper understanding of how students learn, coupled with an emerging era of evidence-based faculty development, the moment has come for more investment in higher education's greatest resource—its faculty and future faculty. ■

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Unbounded Teaching: The Creative Course as a Lever for Senior Faculty Connection

► **Jennifer Jackson**, Associate Professor of English, North Central College

Jennifer Keys, Assistant Provost for Teaching and Learning, Director of the Center for the Advancement of Faculty Excellence, and Professor of Sociology, North Central College

“A liberal education is about gaining the power and the wisdom, the generosity and the freedom to connect.”

— William Cronon

In *The Courage to Teach*, Parker Palmer states simply, yet profoundly, that “good teachers . . . are able to weave a complex web of connections between themselves, their subjects, and their students, so that students can learn to weave a world for themselves” (2017, 11). Palmer’s moving arguments about teachers feeling restored by the moments they risk and the lives they encounter sparked our curiosity about how an imaginative course structure might inspire regenerative opportunities for senior faculty to (re)connect with students and their passion for teaching.

At North Central College, our Cardinal Conversations courses invite faculty to engage in creative ways with students outside the familiar classroom walls, maximizing our location in a thriving suburb just west of Chicago. The architect of this initiative, R. Devadoss Pandian, sought to capture his experiences as a young student in India, where he had spent many pleasurable hours learning in a relaxed setting on the broad verandas of his university. In a place where inner and outdoor space intersected, the reflective yet social atmosphere enriched intellectual relationships. Indeed, some of the most valuable educational experiences emerge from spontaneous conversations arising in a community of learners.

Persuaded by these insights, North Central committed to building a Cardinal Conversations course shell for pedagogical innovation. Since 2009, the college has offered more than 130 sections, mostly taught by senior faculty. Applications for new courses must demonstrate that the immersive learning will diversify our comprehensive liberal arts

curriculum and appeal to a broad range of students. Everything we do begins with our students; that is our Cardinal Rule. We pride ourselves on inspired instruction by 151 full-time (108 tenure-track) faculty who love to teach and mentor students, with average class sizes of twenty and a student/faculty ratio of fourteen to one.

Our Center for the Advancement of Faculty Excellence uses evidence-informed best practices to support faculty at every stage of their careers. Its founding director, Jennifer Keys, a professor of sociology for twenty years, helps create optimal conditions so faculty can thrive. Faculty development efforts are often focused on junior faculty, but professors in their second, third, or even fourth decade of teaching also benefit from support and encouragement to take pedagogical risks. Keys is collaborating with Jennifer Jackson, an associate professor who has taught English for thirty-nine years, to gather stories that reveal how inventive “pop-up” courses can be a lever for senior faculty connection and continued growth.

Cardinal Conversations are open to the unpredictable possibilities inherent in experiential learning. Operating outside rigid course schedules facilitates more vibrant, in-depth exchanges, while removing conventional assessment with pass/no pass grading leads to less hierarchical and more pleasurable encounters with students. Faculty stretch within and beyond their disciplinary expertise to learn alongside students, and they report that seeing the world through students’ eyes is academically and personally stimulating. This flexible structure offers significant value to faculty and has great potential for other institutions.

METHODS

Our qualitative study spotlights faculty experiences teaching Cardinal Conversations, including what inspires faculty to design



creative courses and what they find rewarding about such unconventional teaching experiences. Despite some occasional logistical challenges, the courses are popular and deeply gratifying for faculty. Unbounded teaching opportunities have the potential for a powerful effect on teaching and can be especially liberating and transformative for senior faculty.

To collect data systematically, we arranged two interviews and held three focus groups with fifteen participants, mostly associate or full professors who had designed a Cardinal Conversations course. In lively one-hour exchanges, we discussed the facets faculty most enjoyed, whether the removal of traditional assessments led to stronger connections with students, and if interacting outside normal time constraints and in different locales helped (re) invigorate teachers' passion. Participants enthusiastically bounced ideas off each other, reminding us how energizing collaborative reflection on teaching can be. Our institutional review board granted an exemption under Category 1 (Education Research), and participants gave permission to credit their designs.

Following full professional transcription, we used open coding procedures to develop a grounded theory. The exploratory nature of our inquiry allowed new research questions to emerge—most notably, how might creative courses transform faculty notions of pedagogy? As our research focus narrowed, we reached out to senior colleagues to deepen our understanding. From these experienced voices, key elements of innovative course design and execution emerged.

KEY ELEMENTS OF THE CREATIVE COURSE

We are intrigued by the creative design elements and engaged learning practices in Cardinal Conversations. Yet the development of a clear operational definition of “creative teaching” is challenging

because creativity is inherently elusive. In a special issue of *Student Engagement in Higher Education Journal* examining creative and engaging teaching practices, Chrissi Nerantzi stresses the importance of creativity for professional and personal development, writing that “individuals who feel passionate about the power of creativity . . . immerse themselves and their students in imaginative learning activities, embrace uncertainty, risk-taking, and playfulness, recognizing the difference these can make” (2019, 261). Faculty can spark memorable connections with students and each other when they feel able to design out-of-the-box experiences and celebrate novel, technology-enhanced, and disruptive pedagogical approaches.

As we began to examine Cardinal Conversations and discern common features, the imaginative and broad range of themes in course titles first captured our attention, including *Frozen Assets: A Multidisciplinary Exploration of Frozen Treats in Naperville*, taught by Sheryl Finkle and Eric Doolittle, and *Keeping Score: Exploring Great Film Music*, taught by Jonathon Kirk. Creative flourishes in these titles indicate faculty interest and are a great promotional hook for students.

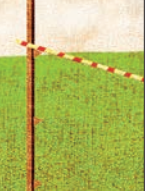
By design, Cardinal Conversations display unique approaches to experiential learning. Some do so by venturing into unfamiliar territory, such as *Face to Face: Connecting Cultures . . . Crossing Borders*, taught by Sheryl Finkle and Jack Shindler. Others do so by exhibiting “serious play” in the course design, making courses enjoyable but also goal-oriented, allowing “participants to view or experience familiar problems in a new way and [create] a safe space for experimenting with novel solutions” (Hinthorne and Schneider 2012). As one example, Jon Mueller and Daniel VanHorn set up a fantasy researcher league in which students choose five active researchers, track the researchers' publications, and have fun earning prizes while

learning more about the field. In another course, *Contemporary Art in Chicago*, Hale Ekinici “challenges preconceived notions of what art is.” Having non-majors in the course who bring “totally unexpected, different perspectives” makes Ekinici “look at the art differently” and shift from her customary explanations. She adds that it is also “satisfying” and “beneficial for my own artistic practice” to have a reason to visit free art installations and galleries.

The central activities in courses are purposeful. Students in *Movement, Music, and Math: Modern Western Square Dancing* learn one hundred dance calls and ten math modifiers that illuminate their “puzzle-solving, mathematical-analytic side.” David Schmitz describes his pedagogical process: “I had to figure out algorithms to make it work. And it's good for students to see me struggle.” For the course's “exam,” he brings one of the top callers in the country to orchestrate students' final square dance.

Another common element among creative courses is curiosity, both professors' ongoing pursuit of knowledge and their effort to captivate students' imaginations. Mara Berklund asks intriguing questions in the *Romantic Dyad: Dating and Interpersonal Communication* course. Berklund speaks candidly about her experimental approach and desire to remain relevant:

I think much of the time senior faculty feel displaced a bit. What we do research-wise is no longer seen as cutting-edge, or, at least, it doesn't appear to be so when compared with new PhDs. I feel it's my job to hold the line on rigor and disciplinary fundamentals. Junior faculty, often similar to students' age and life perspectives, seem to have a better handle on student interests and perspectives. Cardinal Conversations are a chance for senior faculty to take a risk because they're short-term and casual in approach. What I found is that I *do* know what interests students,



which encouraged me to learn more course-enhancing technology and gave me an excuse to dive into research I hadn't had time to touch in a few (um, many) years, such as flirting and break-up communication.

Berkland's insight suggests that creative pedagogies can prompt faculty self-discovery and growth. Distilling the key elements of the creative course makes it possible to expand opportunities on our campus and allows others to successfully replicate aspects at their institutions.

CONNECTING WITH OTHERS

Creative courses can be organized in ways that make relationships central to learning. Faculty offered similar accounts of how they connected differently and more deeply with students, bonded with coteachers, and strengthened ties with community partners. Our data show that these social aspects enrich the professional lives of senior faculty. Patricia Bayona speaks of the "pleasure" of watching students "relaying their own experiences with code switching" in her Language Cocktails: Mixing Languages with Taste course. She notes how the open format afforded new pedagogical possibilities, allowing her to "let go of my control and connect with students, giving me hope that teaching could actually be fun."

For others, relationships make these experiences memorable. In the Sankofa Experience: Student Leaders of the Civil Rights Movement in the Mississippi Delta Region, Will Barnett and Suzanne Chod get out of the classroom and travel with students to important sites from the civil rights movement. Barnett enjoys seeing students experience "personal journeys of understanding race in America and where they fit into the world." Grappling with inequalities is justifiably "upsetting to [students], and takes some processing . . . in deep discussions that went on for days, . . . so it rocks their foundations a bit," Barnett says. According to Chod, "Students would

start crying as they stood on the balcony where Dr. Martin Luther King was killed. They were in deep conversations with one another, so I could just watch their experience unfold, and that doesn't happen as much in the classroom." Students get to "see a different side" of their teachers, Barnett said, including that he is fond of southern BBQ. Chod also sees students become interested in her personal story. "They felt more comfortable relating to me on a human level. . . . I took my guard down a little to help them have a transformative experience by showing I was having the same reactions," she says.

Cardinal Conversations also foster interdisciplinary connections. Keys values the rich collaboration with her colleague, Stephen Maynard Caliendo, in their *Orange Is the New Black: Sociopolitical Realities of Women's Incarceration* course. As fans of the show, Keys explains, "we'd been analyzing on-screen interactions from our own disciplinary perspectives and shared specialization in gender studies. We wanted to reveal the inner workings of the prison industrial complex, the ways it controls and regulates inmates' daily lives." Caliendo echoes, "The excitement for me was the constant intellectual exchange with my colleague. I would have enjoyed teaching the course alone but wouldn't likely have seen some of the readings that ended up central to our discussions." Meetings held in the library, a chapel, and the kitchen echoed key settings in the show. Students experienced first-hand how sharing food can build community, and the use of the federal prison menu prompted students to wrestle with privileges they enjoy from "living on the outside." Students met with formerly incarcerated women and were given opportunities to engage in positive social change efforts.

Cardinal Conversations served as an outlet for early adopters of community-engaged learning. Now a general education

requirement at the college, this high-impact practice offers faculty new ways to teach material and to contribute their expertise to pressing societal issues. In *Building a City*, forty first-year students traveled to New Orleans to work in community kitchen projects and rebuild homes in the wake of Hurricane Katrina. A team of five faculty offered unique courses from their disciplinary perspectives, including Jennifer Jackson's literary tour, Lou Corsino's exploration of the textures of city life, and Karl Kelley's examination of identity issues in doing "good work." All experienced a renewed sense of purpose from hanging drywall and stocking pantries. They journaled about collective efforts to make real contributions. Jackson recalls standing in the Lower Ninth Ward where the levee had breached, hearing a geologist describe the rising water in a way that felt detached and academic. Later, a community organizer shared that "somebody's grandma lived over there, and we found her up in this tree—the rest of the family made it out, but she died right here in this tree." Students and faculty grasped the horror. This unscripted moment was "transformational" in revealing the inadequacy of any one disciplinary account of this tragic event. For Corsino, "working with others in a communal sort of way created bonds that I have not replicated easily outside of that. I carry those experiences forward."

Back on campus, Nicole Rivera designed a Cardinal Conversations course on Research in Informal Learning Spaces. She explains that "we can talk about museum objects in a classroom, but when students experience authentic spaces where the work is done, it is powerful. Seeing behind the curtain is exciting. It's also a thrill to introduce students to places important to me. I foster professional connections to facilitate the class and continue to build those relationships." These illustrations show how Cardinal Conversations deepen faculty connections with students



and colleagues, expand their involvement with civic institutions, and strengthen institutional ties with community partners.

(RE)CONNECTING WITH OUR PASSION FOR TEACHING

Most faculty recall how invested they were in building new courses when they first became professors. Over time, many experience moments of disconnect; teaching can stagnate as earlier passion gives way to isolation. We agree with Michael Zeig and Roger Baldwin (2013) that the graying professoriate should not be discounted or ignored. Certainly, “many senior faculty desire more support and encouragement from administrators and peers to help them remain vital, productive, and engaged” (Trower 2011, 11). Unbounded pedagogy can be a powerful way to (re)connect senior faculty with their passion for teaching.

We asked our participants, “What sparked your interest in teaching this course,” and “In what ways was the experience of the course intellectually and personally stimulating for you?” A pattern emerged. Teachers clearly want to tap into a passion that a brief, intense course can provide. Kirk speaks about the joy of conveying his love of music: “Well, I loved it. Yeah, I’d do it again. I like the fast-paced model because of that interest.” Mary Beth Ressler wanted to express her respect for rural life, conservation, and sustainability by taking students to the family farm where she grew up. Her title speaks to the stereotype she wanted to debunk: Not Hicks! Introduction to Agribusiness.

In *Flash Playwriting: Writing and Performing the 10-Minute Play*, Zachary Jack finds joy in giving students the experience that writers often have at a weeklong conference or retreat where they are freed from the normal time constraints.

We’d meet for a few hours, which was great; they had time to craft creative artifacts together. That gave us a chance to establish a bond quickly. Writing,

workshopping, and performing pieces all in one day, in one space, added more momentum, too, without interruptions as in a regular class. That evening, in a theatre-like setting with all new material written that week, they began performing as faculty and staff wandered in to listen. Then we went to the city to watch independent theatre. It was so nice. I’m drawn to the innovation the format offers, the way you can think and dream and feel less confined by classroom boundaries. [The short burst of intensive interaction] gives you a chance to connect with students and they with one another.

Cardinal Conversations also deepen passion by bringing faculty into closer, less hierarchical encounters with students. As Leila Azarbad explains, “I think it makes it much more enjoyable when you don’t have to assess. I mean, because you still get that connection with the students, which for me is the draw. . . . It just takes the pressure out of the learning environment, so it’s almost like you are teaching but you’re not calling it that, so the students come in more open.” Karl Kelley, professor of psychology, echoes that sentiment: “We invite students to join us on a journey where we share some experiences and impart some wisdom. The voluntary participation by both faculty and students fundamentally changes the social dynamic. Faculty are sharing an interest beyond their formal expertise, leveling the playing field.” Kelley concludes, “Senior faculty want to engage students and be engaged themselves.”

RECOMMENDATIONS

North Central College President Troy Hammond built the concept of “developing a culture of creativity and risk-taking among faculty and staff for the purpose of improving student learning” into the college’s strategic plan. Should more senior faculty delay retirement, colleges and universities will need to provide support for

their continued engagement and vitality. Both from an institutional and scholarly perspective, we have asked how we can leverage opportunities for pedagogical innovation to enrich the professional lives of senior faculty who have so much to offer in the later stages of their careers. Creative design structures such as those in *Cardinal Conversations* facilitate experiential learning outside traditional classroom spaces and unsettle traditional teaching practices. Students and the institution stand to benefit—perhaps faculty even more so. As our provost, Abiódún “G-P” Gòkè-Pariolá, reflects, “Even as higher education is pressed on all sides to serve some interests and not others, our deepest commitment is to engage and support the scholarly and social-emotional lives of all in our diverse community of learners. Thoughtful, carefully resourced programming like our Cardinal Conversation courses and a host of other exciting initiatives at our college give evidence we are fulfilling our mission.” We hope the voices of our senior faculty embolden longstanding interests to connect over a niche topic and spark new ideas for teaching in more liberated ways. ■

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POGIL in the Classroom: Using Active Learning Strategies to Re-energize Post-tenure Faculty

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Paula Federico, Associate Professor, Department of Mathematics, Computer Science, and Physics, Capital University
Christine Anderson, Associate Professor, Department of Biological and Environmental Sciences, and Merl and Margaret Primmer Distinguished Professor in Biological Sciences, Capital University
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Maintaining post-tenure faculty's enthusiasm for teaching can be difficult for any number of reasons; the most common are comfort with existing teaching methods and a lack of time. However, renewing tenured faculty's excitement about teaching can be very rewarding, especially for the students in their classrooms. One way to motivate faculty to invest in teaching is to turn the focus from faculty-centered to student-centered learning.

At Capital University, a new provost and his team placed an emphasis on student learning in all aspects of student and academic affairs. They provided available data on student learning to faculty and charged them with providing evidence that students were meeting the outcomes of the programs. Data that showed the percentage of students earning D, F, W (withdraw), or I (incomplete) grades in a particular class and among specific student populations were particularly illustrative of the shortcomings in some of our teaching strategies. For us, openly talking about student learning and using data to demonstrate the gaps among different student populations were powerful ways to motivate faculty to get excited about teaching again.

To emphasize student learning, classes need to be more focused on the learner. Student-centered active learning is a great technique that can be daunting, but once professors are trained in how to incorporate it into their courses, they become enthusiastic

about the learning they see in their classrooms. There are many ways to implement more active, student-centered learning. A large meta-analysis of various active learning techniques showed that any form of active learning is better for students than traditional lecturing (Freeman et al. 2014). In particular, “highly structured active learning”—in which instructors guide students through preparing before class sessions, actively participating in discussions and activities, and completing low-stakes weekly assessments of their learning—has been shown not only to improve student performance on exams but also to decrease the achievement gap between students from privileged and nonprivileged backgrounds (Haak et al. 2011).

At Capital University, one way to reenergize post-tenure faculty was implementing active learning across disciplines. One of the authors of this article, Tracey Arnold Murray, had already implemented Process-Oriented Guided Inquiry Learning (POGIL) strategies in her courses, so this was a natural form of active learning to disseminate at Capital. In addition to having someone on campus who was using the method, POGIL had a number of advantages over other active learning methods, as explained below.

THE POGIL METHOD

POGIL is a student-centered learning philosophy built upon the learning cycle and constructivist theories, which view learning as



something that students construct rather than receive from a faculty member. Students in a POGIL classroom work in small teams (three to five students) on material that has been designed to allow them to construct their own understanding of the topic. One key to a good POGIL activity is the presentation of a “model”—an image, data table, figure, graph, or short section of text—that the students “explore” to start the activity. Exploration questions that direct students’ attention to important points in the model then lead to questions that ask students to start “inventing” a concept, or whatever idea, theory, definition, or relationship that the activity is covering. Once the questions help establish the concept, students are asked to apply that idea to a new situation, completing the learning cycle (Farrell, Moog, and Spencer 1999; Simonson 2019).

In addition to content, POGIL activities and classrooms are intentionally designed to build certain process skills, also called soft skills, that include management, communication, teamwork, problem solving, information processing, critical thinking, and metacognition. All students have specific roles that allow them to practice one or more of these process skills, and the roles rotate through the team. As a result, each student gets the chance to develop the skills that go along with each role. Questions are also worded to encourage the development of process skills by directing students to have a team discussion before writing their answers or to write reflective explanations of their answers. These intentionally designed activities and the structure of the POGIL classroom allow students to be aware of their development of process skills. This is something that sets POGIL apart from other active learning methods where this may be expected of students but is not necessarily a visible emphasis of the class.

In addition to POGIL being an example of the “highly structured active learning” highlighted by Haak et al. (2011), The POGIL Project (www.pogil.org) is a national nonprofit organization that hosts faculty development workshops at national meetings, at individual institutions, and at disciplinary conferences to help faculty learn how to implement the philosophy in their classrooms *and* how to improve the implementation once they begin. At these workshops, instructors have the opportunity to develop as POGIL implementers, share their experiences and data with other faculty, and facilitate workshops

To emphasize student learning, classes need to be more focused on the learner. Active learning can be daunting, but once professors are trained in how to incorporate it into their courses, they become enthusiastic about the learning they see in their classrooms.

to teach others to use POGIL in their own classrooms. This creates an active “community” of POGIL practitioners who can answer questions, provide feedback, give ideas, and work together to improve student learning across the country. This continuing faculty development and community are part of what has made The POGIL Project so successful.

For any change in teaching pedagogy to “stick,” community is important. Studies have shown that if instructors have a community of like-minded implementers with whom to share, they are more likely to implement change and are more likely to stick with and expand that implementation (Henderson, Beach, and Finkelstein 2011; Kezar, Gehrke, and Bernstein-Sierra 2018). Recently published data also show that students in active learning classrooms do

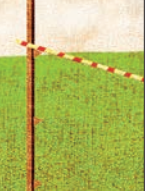
learn more than their peers in traditional lectures, but these students feel they have learned less (Deslauriers et al. 2019). This means that faculty may need more support from their community to implement student-centered strategies when there is student resistance to using active learning.

Since Murray was the first POGIL implementer at Capital, that community came from outside the university: biochemists who were implementing POGIL in their classrooms at institutions across the country. She was part of a group that met seven times in ten years to work together on materials, assessments, and

data to improve the implementation of active learning in college biochemistry. In addition, Murray became active in The POGIL Project, attending the organization’s yearly national meeting, and she became a facilitator for POGIL workshops. Her involvement provided the necessary community as she implemented POGIL in her classes, and attending the national meeting became the most “invigorating” thing she did each year to stay excited about teaching and learning in her classes.

CAPITAL UNIVERSITY’S EXPERIENCE

As faculty at Capital were getting more information about student learning and achievement gaps in their classrooms, an increasing number of colleagues became interested in using active learning strategies. However, they faced some barriers,



including a lack of experience with active learning and the absence of funding to travel to POGIL workshops. To combat these barriers, Capital's provost agreed to provide the necessary funding for five faculty to travel to a workshop to learn how to implement POGIL in their classrooms. Of these faculty, two were pre-tenure and three—Christine Anderson, Paula Federico, and Leigh Johnson—were post-tenure. All were in STEM fields; two faculty members were from biological and environmental sciences, two were from mathematics, and one was from health and sports sciences. Murray (chemistry and biochemistry) also attended the meeting as a facilitator for The POGIL Project. The provost's financial backing sent the message that the institution was supportive of new teaching strategies, with the

Johnson already had incorporated active learning into her classes because of a background in math education. Seeing how other faculty were using specific roles to make sure all students were engaged in the activity allowed her to improve her implementation of active learning.

RESULTS

Each post-tenure faculty member who attended the workshop has implemented more POGIL activities in her classes. Using published materials that include POGIL activities designed and tested by experts (Moog and Farrell 2017), Murray began implementing POGIL in general chemistry, which was not a class she had taught using POGIL prior to the workshop. Johnson has been modifying existing activities in her statistics classes

a new style, especially if faculty need to write their own materials. However, even small changes can have an impact. For example, after just eight days of POGIL activities during the semester, more than 50 percent of students in Federico's Calculus I class agreed or strongly agreed with the statement that "figuring out the concept through the activity helped them retain the information better compared with just listening to lecture." After completing just one POGIL activity focused on statistics and graphing, Anderson's students responded qualitatively that they "preferred this way of learning over lecture" and "enjoyed working in a group." In addition, 89 percent of students agreed or strongly agreed that they "felt more comfortable with data analysis than they did prior to the activity," and 63 percent agreed or strongly agreed that they "were glad they learned about statistics or graphing this way instead of sitting through a lecture."

Going to the POGIL workshop as a team established a community of active learning professors at Capital. Johnson noted that seeing faculty in the halls or copier room for just a few minutes provided a motivational boost to keep implementing the change—especially when other demands on faculty time made that difficult. Furthermore, the opportunity to present POGIL findings together at meetings kept all of us moving forward and feeling excited about continuing our implementation of POGIL strategies. All of the faculty who attended the original POGIL workshop have collaborated on the dissemination of our experiences at two conferences in the ensuing years (Murray, Johnson, and Beard 2019; Murray et al. 2019). This collaboration allowed us to share and discuss our student data and encouraged us to support each other in furthering our implementation.

An unexpected bonus we noticed at Capital is that as more people on campus

Having more colleagues who are implementing active learning not only helps the faculty build community, but it has also lessened student resistance to the method.

understanding that fully implementing the methodology in the classroom and getting students on board with the changes would take a few semesters.

Attending this workshop gave the faculty the necessary training to begin implementing POGIL in their classes. Anderson and Federico attended the workshop shortly after coming back from sabbaticals, and they returned to campus with more enthusiasm for teaching after a break from their responsibilities. Both had tried activities for certain topics in class before and had been excited by the results. Getting more formal training on how to effectively use active techniques and how to write activities for better student learning and process skill development was very helpful.

using the POGIL framework. Federico has been able to use published POGIL activities for Calculus I (Straumanis et al. 2013) and is slowly adding more each year, with plans to write some for courses that do not have published materials. Anderson's courses also do not have published activities, so she has been writing a few each year to add to her classes. The existence of published materials for some courses is beneficial because faculty have access to previously written, quality activities to use in class. Faculty were able to implement more POGIL activities into classes when there were available materials. When inspiring faculty enthusiasm for change, it is important for them to know that it will take time to completely convert a class to



begin to implement active learning, the students start to experience POGIL in more than one class. For example, students who had Murray for general chemistry might then have Federico for Calculus I and then have another POGIL-trained professor in a genetics class. Because students are seeing this teaching style in more than one situation, they are becoming more accepting of it. Students also have experience with the teaching strategy and method of learning, so each time they see it, they take less time to become accustomed to it, and the students are more successful. Having more colleagues who are implementing active learning not only helps the faculty build community, but it has also lessened student resistance to the method. Some students even seem to prefer this method of teaching over regular lectures. As an example, since Murray began implementing POGIL in both semesters of general chemistry, hers has been the only full section of the second semester of the course. Students knew that the class would be taught using the POGIL method and were excited to take chemistry using that learning style.

CONCLUSION

A provost-initiated emphasis on student learning and decreasing gaps in DFWI rates among certain populations led to the financial support of faculty development in evidence-based, student-centered active learning. The resulting training and community building caused a real change in faculty teaching practices at the university. We continue to implement POGIL activities in more of our own classes and to encourage our colleagues to implement POGIL and other active-learning strategies. As students repeatedly encounter the POGIL method, we have noticed a decrease in student resistance and an increase in their preference for classes taught using active methods. We

have also observed an increase in our own focus on and excitement about teaching that has reinvigorated our classrooms and our feelings about teaching. ■

To learn more about
The POGIL Project, visit
www.pogil.org

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Visual Literacy across the Disciplines: From Faculty Engagement to General Education and Beyond

► **Paul Benzon**, Assistant Professor, English, and Primary Investigator for Project Vis (2017–18), Skidmore College
Katherine Hauser, Associate Professor, Art History; Director, Media and Film Studies; and Director, Visualization Forum (2016–17), Skidmore College

Visual literacy is critical to communication and citizenship in today's image-saturated global society. Our students live and learn in a world in which creating, manipulating, circulating, locating, and analyzing images are increasingly necessary skills. Images affect every dimension of contemporary life, from social identity to statistical data to geospatial wayfinding. Inspired by this new cultural landscape, Skidmore College faculty have evolved over the past fifteen years by changing pedagogies, course content, and general education requirements in order to promote visual literacy. Faculty and administrators collaborated effectively to obtain grant funding, develop and support new structures on campus, and bring about substantive change in the college's intellectual culture.

Bringing this work to fruition entailed wrestling with a paradox across Skidmore's faculty and student populations: while we were committed to enhancing students' abilities to code and decode images and thus create, interrogate, disseminate, and utilize visual knowledge, we also recognized that many faculty felt unequipped to address visual literacy in their pedagogy. Thus, we committed to facilitating these skills and approaches, catalyzing faculty engagement with visual texts and literacies across departments and disciplines.

Our efforts benefitted from a number of grants, including a significant one from the Andrew W. Mellon Foundation. The grant fortuitously ran concurrent to discussions about revising the general education curriculum, making the inclusion of a visual literacy requirement a logical development of the work established during the grant period.

PREHISTORY: VISUAL LITERACY RESOURCES AT SKIDMORE

Several campus resources, including the Frances Young Tang Teaching Museum and Art Gallery, have provided crucial support for Skidmore's efforts to develop faculty engagement with visual literacy. Opened in 2000, the Tang primarily exhibits contemporary art, but its staff has

made a concerted effort to support interdisciplinary and transhistorical efforts in teaching with visual material. The museum has incorporated faculty-curated exhibits on topics ranging from maps to patterns to sugar as a global commodity, and it supports museum-based teaching in departments across the college.

To support faculty from diverse departments to profitably engage with the new museum, in the early 2000s, the college received a three-year grant from the Henry Luce Foundation to support the Program in Object Exhibition and Knowledge. Under this grant, distinguished visiting fellows shared their creativity and expertise in exhibition design with faculty, exposing museum exhibition neophytes to the processes and challenges of curating shows.

From 2008 to 2013, faculty benefited from a Mellon Foundation challenge grant, "Teaching, Learning, and Museum Exhibitions," to support interdisciplinary teaching and learning through the exhibitions and collections at the Tang. An ongoing component, "Interdisciplinary Teaching and Learning through Museum Exhibitions," consists of a faculty seminar that travels to museums across the country and a semester-long workshop on the potential of using museums to support teaching. Faculty from most departments on campus have taken advantage of this resource, engaging with modes of object-based teaching that necessitate visual analysis well beyond the traditional disciplinary realms of art and art history.

In addition, Skidmore's Geographic Information System (GIS) Center for Interdisciplinary Research, founded in 2005, supports faculty whose research and teaching draws on the ability to visually present, analyze, and interact with data that has spatial and geographical dimensions, including work across a wide variety of disciplines. The diversity of pedagogical work sponsored by the Tang and the GIS Center speaks to the potential interdisciplinary reach of visual literacy across the campus.



PREHISTORY: CULTIVATING FACULTY ENGAGEMENT IN VISUAL LITERACY

A number of initiatives, driven and motivated by energetic faculty and supportive administrators, established the groundwork that ultimately led to a campus-wide commitment to strengthening students' skills in visual literacy.

In 2009, when the faculty endorsed the college's Goals for Student Learning and Development, they made one goal—effective communication—intentionally broad. The faculty already had a strong commitment to developing excellent written and oral communication skills but realized that visual communication needed more attention. During the 2010–11 academic year, faculty and administrators, with the support of the Committee on Educational Policies and Planning, launched a multi-year initiative around visual communication, including an assessment project and the exploration of a potential visual literacy requirement.

In a faculty assessment workshop that year, a group of faculty from across the disciplines determined that excellent visual communication skills should include both “reading” images and effectively producing visual texts. The discussion revealed that faculty were teaching visual communication skills with both overlapping and diverging vocabularies and approaches. This realization helped prompt further discussion in the 2011–12 academic year, including a daylong symposium for thirty faculty and staff from a wide range of disciplines to explore establishing common ground on which to teach visual communication. This symposium, which took place at the Tang, included talks on both teaching and research, along with hands-on workshops and demonstrations of specific technologies and their applications.

Building on the momentum from this event, Skidmore faculty began to develop a common vocabulary for visual literacy in venues both on- and off-campus. Also in 2011, a small group of faculty (including one of this article's coauthors, Katherine Hauser)

presented to the board of trustees on visual communication, and the faculty assessment coordinator developed a Blackboard Campus Edition website with resources for faculty teaching with visual components. In 2012, a group of faculty and Tang staff presented on object-based teaching and learning at a Mellon-funded conference, “Visual Learning: Transforming the Visual Arts,” at Carleton College. Two years later, a team from Skidmore presented on “Teaching with the Tang” at the AAC&U annual meeting, in a session that emphasized our students' need for visual literacy.

FACULTY DEVELOPMENT AND PROJECT VIS

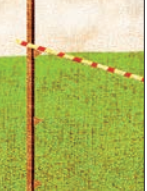
All of these efforts, each of them initiated and sustained through faculty and administrative collaboration, led to the successful application for a major grant to support visual literacy at Skidmore. The college received a three-year, \$750,000 matching grant from the Andrew W. Mellon Foundation from 2014 to 2017, with a one-year extension from 2017 to 2018 to spend all remaining funds. Titled “Project VIS: Enhancing Visual Communication and Understanding through Creative Pedagogy and Integrative Learning,” this grant supported strengthening, consolidating, and expanding visual literacy across the college's curriculum. Project VIS consisted of three main endeavors: the creation of an interdisciplinary minor in Media and Film Studies, the creation of a documentary studies collaborative (the John B. Moore Documentary Studies Collaborative, or MDOCS), and a Visualization Forum/Visual Literacy Forum (VIS Forum). While the VIS Forum ended its work with the completion of the grant, the two other programs created through Project VIS resulted in a visible, widespread, and continuing commitment to visual literacy on campus.

Media and Film Studies. Support from the Mellon grant allowed us to capitalize on interest in the development of a Media and Film Studies program that had been building

for more than a decade, leading to the introduction of a minor in the 2015–16 academic year. One key step in this development was the creation of a two-year position for a Mellon fellow with expertise in the critical analysis of visual material. In addition to working with the program director and affiliate faculty to develop the program's course offerings, the Mellon fellow designed and delivered the first iterations of Introduction to Media Studies, the core course in the minor. Since its inception, the minor has flourished, largely thanks to energetic faculty engagement across the curriculum.

The interdisciplinary nature of the minor means that faculty in all four of Skidmore's disciplinary divisions—Humanities, Social Sciences, Visual and Performing Arts, and Natural Sciences and Technology—offer courses that count toward minor requirements. To date, faculty have offered more than 150 individual courses counting toward the minor. While many of these existed prior to the development of the minor, Project VIS also offered stipends through the VIS Forum for faculty developing new courses focusing on visual literacy, infusing the program (and the college curriculum as a whole) with new visually focused courses. Thanks in large part to this diverse array of courses focusing on visual literacy, student interest in the minor has developed rapidly, from fifteen graduating minors in 2016 to thirty-one in spring 2020.

The John B. Moore Documentary Studies Collaborative (MDOCS). This program supports faculty and student work in documentary arts and studies both inside and outside the classroom. The collaborative offers a wide range of more than twenty-five classes—all of which count toward the Media and Film Studies minor—on topics ranging from three-dimensional interactive storytelling to documentary film production, enrolling more than one hundred students per semester by the end of the grant's original three-year term. Another two-year Mellon fellow trained in documentary practice taught



a range of these courses as well as directing the DocLab, the collaborative's dedicated lab space. The DocLab provides workshops to both faculty and students on crucial technical skills of documentary practice, including photo and video editing, camera technique, and film production.

MDOCS staff also work closely with faculty in departments across the college to design and deliver documentary-based assignments, infusing a range of disciplines with rich work in visual literacy. Outside the classroom, MDOCS is a substantive ongoing presence in campus programming, inviting visiting documentarians for short-term residencies, screening documentary films, and hosting the Storytellers Institute, a high-impact summer program in which faculty and students work alongside invited fellows to conceptualize and develop documentary projects.

VIS Forum. While it was more ephemeral than the other two branches of Project VIS, the VIS Forum was crucial in developing needed faculty expertise in issues and skills related to visual literacy in vital and enduring ways. The forum sponsored on-campus lectures addressing a range of topics including visual journalism, comics and visual communication, and more. It supported faculty attending off-campus professional development opportunities on topics ranging from intellectual property and emergent markets to social justice within visual narrative, and it facilitated on-campus workshops on topics including assessing student visual work, using GoPro cameras in the classroom, designing science posters, zine-making, and the politics of data visualization. Through partnerships with departments including anthropology, English, gender studies, psychology, and studio art, these on-campus workshops furthered the grant's interdisciplinary approach and supported opportunities for interaction among faculty who shared an interest in visual literacy but taught in different disciplines.

Perhaps the most lasting effect of the VIS Forum, in both content and process, was its support for the development of new

courses primarily focused on visual matters. Thanks to this support, faculty both within and outside of media and film studies and documentary studies were able to offer visually focused courses, thus supplementing the limited staffing of those still-developing programs with a much more widespread array of involved faculty.

Besides funding faculty proposals for new classes, the VIS Forum further enhanced faculty interaction and engagement by adopting two new structures for supporting course development: in one round of funding, faculty developing or reworking a course with robust visual content were supported to work in "visual pedagogy clusters" of three or four colleagues from across different departments and disciplines, while in a second round, experienced visual literacy teachers were paired with faculty new to visual literacy in a mentor-mentee relationship. These initiatives brought visual literacy into the curriculum in areas including English, sociology, American studies, world languages and literatures, chemistry, classics, Asian studies, health and human physiological sciences, and the college's interdisciplinary first-year experience. In addition, the pedagogy cluster model developed by Project VIS served as the course development structure for a range of literacies (including, but not limited to, the visual) within our new general education curriculum.

At the conclusion of each academic year, the forum organized a seminar for participants in grant-related activities and any other interested faculty—an overall group of twenty-five to sixty attendees per year—to discuss best practices and future directions for visual literacy at Skidmore. These collaborative moments helped to ensure forward-looking faculty engagement over the life of the grant and beyond.

VISUAL LITERACY WITHIN GENERAL EDUCATION

As early as 2013, the college's Committee on Educational Policies and Planning supported assessment projects in visual literacy,

exemplifying the mutually inflective (and necessary) collaboration of administrators and faculty as we worked toward a general education requirement in visual literacy. As Skidmore submitted the Mellon grant for Project VIS, the college was simultaneously examining its general education curriculum, paying attention to core competencies and literacies. This concurrence created an unexpected opportunity to consider how to integrate visual literacy into the curriculum. The college passed a new general education curriculum in April 2017. This curriculum requires visual literacy as one of five new competencies to be achieved in the major (alongside information literacy, technology literacy, oral communication, and written communication), solidifying it as a core element of every Skidmore student's learning.

Although each department can determine how its students will satisfy the visual literacy competency, some general guidelines suggest that a visually literate individual should be able to

- determine the nature and extent of the visual materials needed;
- find and access needed images, objects, and visual media effectively and efficiently;
- interpret and analyze the meanings of images and visual media;
- evaluate images, objects, and their sources;
- use images, objects, and/or visual media effectively;
- design and create meaningful images, objects, and/or visual media; and
- understand many of the ethical, legal, social, and economic issues surrounding the creation and use of images, objects, and visual media, and access and use visual materials ethically (Association of College and Research Libraries 2011).

All of the groundwork established by enthusiastic faculty and administrators during the 2000s and Project VIS in the mid-2010s was crucial in supporting the wide-ranging interest on campus in visual literacy that made



this requirement possible. The enthusiasm for visual literacy developed from the ground up through faculty engagement and exchange, rather than by top-down, administrative fiat. While it would be impossible to have all faculty members make substantive changes to incorporate visual literacy in their courses, the genuine enthusiasm we have seen in faculty committed to this work suggests a promising future for visual literacy at Skidmore.

BEYOND PROJECT VIS: RUBRICS AND ASSESSMENT

One of the major goals of Project VIS was the creation of rubrics for assessment of student visual literacy, modeled on AAC&U's VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics. Among the sixteen existing VALUE rubrics, none cover visual literacy. Thus, we saw the creation of such a rubric as a valuable contribution to teaching and learning that other institutions could productively adopt.

Faculty worked with our assessment staff to develop two rubrics, one addressing student analysis of visual materials and one addressing student work on visual presentations. In this two-faceted approach, we brought to fruition the understanding of visual literacy first developed in our earliest faculty conversations around the assessment of this skill.

We constructed these rubrics through a recursive, iterative method. In the case of the visual analysis rubric, core faculty in Project VIS first developed a draft version and then offered a stipend to faculty across the college to teach an assignment incorporating analysis of a visual object in a spring 2016 course that would be evaluated with this draft version by a faculty member working with the project. At the conclusion of the semester, faculty from a range of disciplines met to conduct this evaluation, which also conversely served as an opportunity to evaluate and further revise the rubric itself.

Similarly, in the case of the visual presentation rubric, Project VIS faculty drafted a

rubric for assessing visual communication in student PowerPoint presentations and then worked with interested faculty to teach a presentation-based assignment in the 2016–17 academic year. At the conclusion of the year, interested faculty met to evaluate this student work and in turn to revise the rubric based on their findings.

Skidmore faculty who developed these rubrics presented them to interested faculty for discussion and adoption in fall 2017, and also successfully presented them at panels at the AAC&U Conference on General Education and Assessment in 2017, 2018, and 2019. With these tools in hand, we hope Skidmore faculty will be more informed and better trained to assess visual analysis and visual communication in their courses and thus be more empowered and encouraged to teach these vital skills. As with all rubrics, these tools also can serve as a basis for conveying the fundamental elements of effective visual communication.

While crafting a rubric on visual analysis seems relatively uncontroversial, we understand the resistance some may have to the apparent sanctioning of PowerPoint usage by establishing a rubric to evaluate its use for visual communication. While this rubric could be used to evaluate other presentation software, PowerPoint dominates presentation software use, and a practical view to helping our students succeed in their classes and beyond college demands attention to the most common construction of visual materials shared by nearly all our students. It also has facilitated a common vocabulary among students and faculty to talk about crafting visual material, whether the presentation makes a data-supported case for using solar panels or explains the meaning of William Blake's poems and images. Thus, we see visual communication as transcending any particular software or platform to constitute a broader set of aptitudes and awarenesses.

With these rubrics, we hope to achieve our goal of enhancing visual literacy not only at Skidmore but also beyond the campus.

CONCLUSION

Skidmore is in the enviable position of having a teaching museum and receiving numerous grants dedicated to achieving visual literacy that in part resulted in two new, flourishing programs (media and film studies and MDOCS). Nevertheless, a synergy between faculty and administrators motivated the development of a visual literacy requirement and could be replicated on other campuses. We now see visual teaching and learning taking place at Skidmore within and across departments and disciplinary divisions, inside and outside of the classroom, with both faculty and students studying and creating visual materials. The fact that every major soon will incorporate work on visual literacy is testimony to the transformative impact of both the Tang and our Mellon grants. Moreover, it attests to the dedicated energy of many faculty and staff from diverse departments and areas of the college who persisted over at least fifteen years to make visual literacy a foundational component of undergraduate learning. ■

ACKNOWLEDGMENTS

We are grateful to our Skidmore colleagues Sarah Goodwin and Jeffrey Segrave for their encouragement and support. A number of Skidmore colleagues contributed to crafting the rubrics. We appreciate their assistance.

To learn more about Skidmore's rubrics visit
www.skidmore.edu/cltl/documents/VisualAnalysisRubric2-Sept2019.pdf
www.skidmore.edu/cltl/documents/Visual-Communication-Rubric-Sept2019.pdf

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Thriving After Tenure: An Interactional Pathways Model for Mid- to Late-Career Faculty

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As secure members of their institution, post-tenure faculty ideally should feel empowered, energized, and well-poised to capitalize on their occupational privilege, accrued experiences, and awareness of their capacities and areas for growth. Instead, studies reveal evidence of misdirection, uncertainty, ambivalence, and even decline in the years after tenure (Baldwin, Lunceford, and Vanderlinden 2005; Jaschik and Lederman 2015). Without strategic attention to their intellectual goals and guidance from mentoring networks, too many mid-career faculty find themselves detached from their scholarly and creative work and overwhelmed with service. The resultant state of exhaustion, disappointment, and stasis is the “mid-career malaise” (Beauboeuf, Erickson, and Thomas 2017; Schmidt 2017).

We enter into this discussion about the mid to late career from our experiences as post-tenure faculty with administrative experience in faculty development. We have observed the marked disappointment among post-tenure faculty described in previous research, but we have also witnessed colleagues who have experienced renewal and ongoing productivity. Research we undertook in 2015–16 built on those two observations to explore how ongoing interactions between person and place affect the long-term engagement of post-tenure faculty. We found that post-tenure faculty were experiencing their careers in very different ways because they were on different “pathways.” Drawing on our data, we conceptualized a model of the mid-career that reflects four possible pathways shaped by two factors: (1) the sense of connection faculty felt to their institution and its values and (2) their degree of career satisfaction. After briefly describing our study, we draw on our findings to identify ways institutions can encourage and support faculty to pursue satisfying post-tenure pathways.

METHODS

Our research focused on the experiences of mid- to late-career faculty at three small, private, exclusively undergraduate residential liberal arts campuses. Although we were interested in learning whether they felt a sense of “mid-career malaise,” we also wanted to know what keeps faculty growing and engaged in their work. Attending to the possibility of interactional histories between faculty and institution as playing a key role in mid- to late-career satisfaction, we conducted a survey of post-tenure faculty on the three campuses and then conducted interviews to follow up on emergent themes.

The majority of the 239 survey and fifty-five interview respondents were full professors and almost evenly divided between men and women, with slightly more men responding to the survey and slightly more women participating in interviews (see table 1; pseudonyms have been used). The survey response rate of 54 percent was similar across the three institutions, and approximately one-third of the respondents came from each institution. Across the two phases of data collection, participants closely reflected the divisional distribution of post-tenure faculty on their campuses. Additionally, respondents, especially interviewees, were predominantly white, a fact that reflected the faculty demographics across the institutions.

FINDINGS

A Conceptual Shift: From Personalities to Pathways

Although we were tempted to see individual faculty characteristics driving their mid-career engagement, a more complex picture emerged from our data. This led us to think less in terms of “successful” or “unsuccessful” faculty and to consider whether institutions provided adequate pathways for faculty success. In speaking about their careers, participants focused on two primary themes:



their degree of satisfaction with how their careers had unfolded and their sense of connection to their institution and its values. As we read through the data for these two measures of institutional connection and career satisfaction (see figure 1), we came to a model of four post-tenure pathways (Beauboeuf-Lafontant, Erickson, and Thomas 2019). As we discuss below, gender and race deeply affect these pathways.

The Pathways of Synergistic and Weary Citizens
 Faculty members on the “synergistic citizen” pathway had high career satisfaction and high institutional connection. They also shared experiential likenesses in terms of curiosity, a sense of control over their careers, and a feeling of campus belonging. They spoke of finding, creating, or being afforded opportunities for the ongoing

development and growth of their skills and capacities. The ability to reinvent oneself was important for those on this pathway, and they welcomed taking on new roles and projects.

Faculty on this pathway undertook “leadership service,” including administering centers, revitalizing departments, and shepherding new initiatives on standing committees. Synergistic citizens not only tended to be successful in their labors and receive recognition for them, but they also enjoyed experiences that allowed them to develop a sense of competence and authority on their campuses. Demographically, synergistic citizens were disproportionately, although not exclusively, white men. This is not a surprising finding given that most institutions of higher education have been designed with the comfort, security, and ambitions of white men in mind (Ahmed 2012).

In contrast, faculty on the “weary citizen” pathway were disproportionately women. These faculty members carried much of the “internal service” that maintains an institution’s “mission, operations, and cultural life” (Neumann and Terosky 2007, 283). Rather than thinking they were moving forward through “channels” of institutional opportunities, they were more likely to believe they were stagnating in “trenches” of unrewarded work. In “The Ivory Ceiling of Service Work,” Misra et al. refer to this phenomenon as the “gendered gully of service” (2011, 24).

The service of synergistic citizens was more visible, while much of the service of weary citizens was “invisible” labor that took place in the “private service sphere” (Kaplan Daniels 1987). Faculty on this pathway sustained institutional relationships by organizing social events, meeting with new or prospective students and majors, taking on advising overloads, mentoring students and junior faculty, and advocating for groups historically under-represented or marginalized in higher

TABLE 1: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS AND ALL ASSOCIATE AND FULL PROFESSORS BY INSTITUTION

	SURVEY RESPONDENTS N (%)	INTERVIEW RESPONDENTS N (%)	ALL HEARTLAND COLLEGE ASSOCIATE AND FULL PROFESSORS N (%)	ALL MEADOWLAND COLLEGE ASSOCIATE AND FULL PROFESSORS N (%)	ALL HILLSIDE COLLEGE ASSOCIATE AND FULL PROFESSORS N (%)
RANK					
Associate	89 (37.2%)	17 (30.9%)	71 (38.8%)	61 (52.1%)	50 (35.7)
Full	146 (61.1%)	38 (69.1%)	112 (61.2%)	56 (47.9%)	90 (64.3%)
Other	4 (1.7%)	0	0	0	0
TOTAL	239 (100%)^a	55 (100%)	183 (100%)	117 (100%)	140 (100%)
DIVISION					
Humanities and Fine Arts	111 (46.4%)	18 (32.7%)	81 (44.2%)	48 (41.0%)	63 (45.0%)
Natural Sciences	65 (27.2%)	24 (43.6%)	52 (28.4%)	29 (24.8%)	37 (26.4%)
Social Sciences	52 (21.8%)	13 (23.6%)	41 (22.4%)	40 (34.2%)	40 (28.6%)
Interdisciplinary/Other	11 (4.6%)	0	9 (5.0%)	0	0
TOTAL	239 (100%)	55 (100%)	183 (100%)	117 (100%)	140 (100%)
SEX					
Female	96 (45.9%)	29 (52.7%)	78 (42.6%)	52 (44.4%)	61 (43.6%)
Male	109 (52.2%)	26 (47.3%)	105 (57.4%)	65 (55.6%)	79 (56.4%)
Other	4 (1.9%)	0	0	0	0
TOTAL	209 (100%)^b	55 (100%)	183 (100%)	117 (100%)	140 (100%)
RACE					
White	173 (82.0%)	48 (87.3%)	147 (80.3%)	91 (77.8%)	99 (70.7%)
African American/Black	7 (3.3%)		12 (6.6%)	8 (6.8%)	12 (8.6%)
Hispanic or Latino/a	8 (3.8%)		6 (3.3%)	7 (6.0%)	9 (6.4%)
Asian	8 (3.8%)		17 (9.3%)	5 (4.3%)	11 (7.8%)
Other	15 (7.1%)		1 (0.5%)	6 (5.1%)	9 (6.4%)
Total Faculty of Color	38 (18.0%)	7 (12.7%) ^c	36 (19.7%)	26 (22.2%)	41 (29.3%)
TOTAL	211 (100%)^b	55 (100%)	183 (100%)	117 (100%)	140 (100%)

^a Due to rounding, some totals may add up to less than 100%.

^b Totals for sex and race are lower because some respondents declined to answer.

^c Due to small numbers of faculty of color, only the total is shown.

education. While faculty on this pathway believed their work was important to the life of the institution, their labors often took them away from their scholarly work and did not advance them in institutions' traditional reward structures. Thus, rather than experiencing a sense of growth and reward, weary citizens were more likely to describe feeling unappreciated, depleted, and eventually resentful.

The Pathways of Independent Agents and Discouraged Isolates

Two pathways speak to faculty who had become disconnected from their institution and its values: "independent agents" and "discouraged isolates." Like synergistic citizens, independent agents experienced a high degree of job satisfaction, which they sustained despite their experiences with colleagues and administrators at their institutions.

The independent agents in our study disproportionately included faculty who were minoritized or treated as newcomers to the academy, institution, or discipline. These included racially minoritized faculty members in majority white departments, women in men-dominated programs, and

faculty with interdisciplinary interests within much more disciplinarily organized departments and programs. With painful detail, several faculty members from underrepresented racial groups recounted difficult tenure and promotion cases. In discussing such impactful moments during their campus careers, they evidenced a cumulative and costly "battle fatigue" from encountering the common institutional belief that "a single person of color [or a woman] represents 'diversity'" (Arnold, Crawford, and Khalifa 2016, 891).

As an audience member observed during our first presentation of this material at the Association of American Colleges and Universities annual meeting in 2017, independent agents are "flight risks" because they are aware of their own value and its recognition by other extra-institutional entities. In a more supportive context, they might easily be on the pathway of synergistic citizens. Given the disproportionate presence of minoritized faculty on this pathway, their experiences offer a cautionary tale to those concerned with the retention of professors generally, and particularly for faculty from underrepresented racial groups.

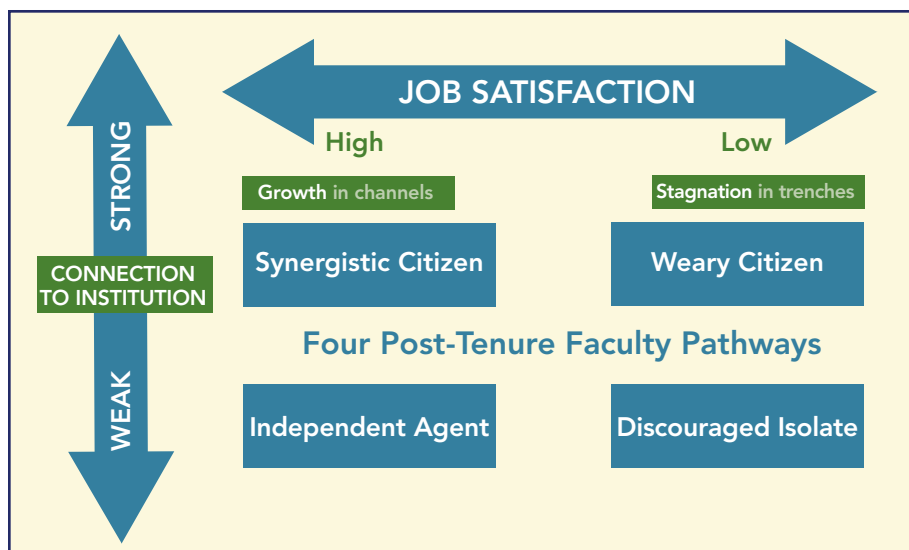
Our last pathway of "discouraged isolates" included faculty with unfulfilled career goals and concerning levels of resentment toward their institutions. Such faculty typically had spent many years as independent agents or weary citizens. Early career disappointments, difficult transitions, or other painful experiences that had gone unresolved over the course of a career gradually led to cynicism and withdrawal. For those with years of weary citizenship, feeling unappreciated and unrewarded for service to the institution while being unable to resume a research agenda fueled their bitterness.

SUGGESTIONS FOR POST-TENURE THRIVING

Our post-tenure pathways model centers on the interactional histories between individual faculty and their institutions. We believe that in shifting the focus from the perceived attributes of particular faculty—whether "stars" or "deadwood"—administrators can better understand how opportunities and reward structures affect faculty members' thriving or lack of engagement. Based on our data and our own experiences with faculty development at our institutions, we offer these suggestions for encouraging faculty toward post-tenure engagement, connection, and satisfaction.

In our initial survey, post-tenure faculty called for less service and for a qualitatively different kind of engagement with their institutions. These faculty members wanted to be engaged in *meaningful* service, something they identified as providing them with a sense of growth, contribution, and accomplishment. They sought service opportunities that would align their values and goals with those of the institution. In the presence of such alignment, faculty experience institutional service as "channels" of opportunities that create momentum and forward movement. In the absence of such alignment between their efforts and recognized rewards,

FIGURE 1: THE FOUR POST-TENURE FACULTY PATHWAYS





faculty perceive themselves as stuck in institutional “trenches,” a placement that can lead to feelings of career stagnation (Beauboeuf-Lafontant, Erickson, and Thomas 2019).

Although leadership service can be a tremendous growth opportunity, it is often offered to those faculty who have already demonstrated such abilities. Open calls for vacancies and new initiatives can inform administrators about actual faculty interest. To help cultivate faculty competence for leadership service, administrators also can use evidence of faculty interest to sponsor on- or off-campus leadership workshops, higher education book discussion groups, or an issues-based speaker series.

Institutions also need broader recognitions of service contributions that are currently invisible within reward structures. Crucial to this endeavor are review criteria that explicitly value disproportionate service loads related to institutional house-keeping, informal and affinity advising and mentoring, and supporting twenty-first-century students through inclusive excellence efforts. Remaining silent regarding the disproportionate burden that faculty of color and some white women face discounts the crucial contributions of these “invisible” labors.

Faculty also benefit from having reflection points in their post-tenure careers. Opportunities to create three-to-five-year career plans can encourage faculty to articulate their aspirations for teaching, scholarly work, and service while generating discussions with peers or administrators regarding their plans and ambitions. One of our institutions recently implemented a post-tenure review at the mid-point of tenure and promotion to full professor (generally, year ten). This review allows the faculty member and the provost to jointly review progress toward promotion, discuss any course corrections, and consider upcoming opportunities and support needs.

To foster a culture of continued growth and risk-taking, faculty development programs can also sponsor a variety of peer-led workshops. Successful workshops on our campuses have included on-site writing groups; luncheons to help faculty prepare for a sabbatical and then reintegrate after a leave; and seminars to develop skills such as writing for wider audiences, rebuilding professional networks, retooling for new modes of inquiry, reinventing the scholarly self between tenure and promotion to full professor, and “how I did it” sessions that normalize risk-taking after tenure. These can be safe spaces for faculty to articulate, refine, and develop their plans so they exert agency in charting their paths rather than having their careers steered by other forces.

Finally, we also recommend that institutions seriously consider the need for “alternative pathways to full professorship” (Monaghan 2017). Doing so requires adopting a dynamic view of faculty and their work, and recognizing that sustained worth and excellence as a faculty member could include expertise in service learning, public scholarship, and newer pedagogies that reflect and support the diverse learning needs of students. Broadening the acceptable criteria for continued scholarly and creative liveliness can allow more faculty to demonstrate important, and currently overlooked, synergies between their labors and their impact on the institution, academy, and beyond. And while we believe formal recognition and reward structures need to be shifted beyond the current privileging of the scholarship of discovery (Boyer 1990), we also know that everyday acts can show faculty that their contributions are not completely invisible at their institutions. Notes of appreciation and congratulation can make faculty feel their work is recognized, valued, and respected on their campuses.

Our pathways model of the post-tenure period begins with the assumption that

faculty members do not start their careers disaffected. Our typology highlights the possibility of individual change and the obligations institutions carry to support faculty through their entire careers, not just the pre-tenure period. Thus, the four pathways are a heuristic for diagnosing apparent faculty behavior and determining potential causes and possible remedies. We hope our model helps guide institutional interventions and fosters new areas of scholarly inquiry. ■

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Cultivating Your Professional Identity: Supporting Faculty Professional Development across Rank and Discipline

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Portland State University’s signature general education program, University Studies (UNST), piloted a faculty support series titled “Cultivating Your Professional Identity” (CYPI) during the 2017–18 academic year. The series intended to provide space and collegial support for faculty across institutional ranks and departmental affiliations to hone their professional aspirations, intentionally pursue formative professional development opportunities, and curate and communicate their professional identities through the creation of an ePortfolio. Faculty applied to participate in the yearlong program; engaged in large-group, small-group, and one-on-one meetings with other participants and with program cofacilitators; and reflected throughout the year on their experience. The program emerged from the rearticulation of UNST’s vision and mission statement, created through a collaborative process during the preceding academic year:

Challenging us to think holistically, care deeply, and engage courageously in imagining and co-creating a just world, University Studies’ inclusive pedagogy provokes students to build self-efficacy through relational learning across difference; encourages a community of educators to practice engaged teaching for transformative learning; and advances civic engagement, reflective practice, and the scholarship of teaching and learning.

Inspired by this animating vision and mission to work collaboratively as faculty against prevailing notions of academic individualism, and to engage in and promote reflection on our own roles as

academic practitioners, five members of the UNST faculty support team (the three authors of this article, along with two colleagues) developed the guiding ethos, objectives, and approaches to CYPI and cofacilitated the program. On behalf of this facilitation team, we share our experiences, insights, and takeaways below.

CULTIVATING CONNECTION

As members of UNST’s faculty support team, we recognized our faculty members’ deep desire for robust faculty support initiatives that could speak not only to their continually evolving needs as engaged instructors, but also to their interest in developing a holistic sense of their work as academic professionals. Since the establishment of UNST twenty-five years ago, and through both intentional action and coincidental factors, the program has developed a highly relational culture marked by a productive collegiality both within and outside the classroom. In fact, to honor the experience and wisdom of faculty as the agents of their own ongoing growth and continuous formation, we have intentionally chosen to reframe “faculty development” as “faculty support,” reflecting the foundational ethos of UNST: we are all in this together, learning with and from each other in fully relational ways.

The faculty who teach University Studies courses represent adjunct, full-time teaching, and tenure-related faculty from a wide array of academic disciplines on campus. Wanting to involve a diverse and inclusive group of faculty participants in CYPI, we sought to operationalize our reframing of professional development by asking faculty to set the agenda for their own



professional work. For many of our non-tenure-related faculty, in particular, we suspected that CYPI would provide an opportunity to claim and incorporate modes of professional engagement (including, for example, community-engaged work and creative endeavors) that might exist beyond traditional academic boundaries and, thus, be rendered professionally invisible within the institution. At the same time, many of our tenure-related colleagues (including tenured faculty and those on the tenure line) were experiencing pressure to produce scholarship within their fields while juggling the demands of the dynamic general education teaching environment. The task of making sense (to themselves and to their reviewers) of their professional identities in an integrated way posed a different set of challenges to own and frame a narrative that reflected their complex commitments to both their fields and their students.

With CYPI, we intended to serve all of these faculty through a sustained initiative in ways that disrupted notions of academic individualism, envisioning an environment where faculty work collaboratively to share ideas and resources across ranks and departments. We started developing the program by identifying three primary process- and outcome-oriented objectives. Faculty participants would (1) identify and articulate their professional agenda and intentionally participate in activities that further that agenda; (2) document their professional efforts, accomplishments, and aspirations; and (3) share their work with colleagues and other interested parties via group interactions and public presentations. Through these means and to these ends, we identified a variety of resources that faculty could choose to access, both on campus and beyond, and created opportunities for faculty to reflect on their work both collectively and individually.

Over a number of planning meetings, the structure and design of the program took shape. In our call for participants, shared widely through numerous communication channels, we outlined that faculty would be required to engage in the following ways:

Attend and participate in four ninety-minute whole-group meetings over the academic year. To avoid conflicts with teaching schedules, the meetings took place on Fridays at times that accommodated the full group. We conducted scheduling polls to determine common availability among participants.

Communicate with a cohort colleague for mutual support and feedback. These “buddies” were assigned randomly at first. Participants were asked to schedule at least one phone or in-person sharing session between each whole-group meeting.

Develop a professional, public-facing ePortfolio. Participants were free to choose the platform they preferred; most developed their ePortfolios using PebblePad, Portland State’s institutional ePortfolio platform.

The task of making sense (to themselves and to their reviewers) of their professional identities in an integrated way posed a different set of challenges to own and frame a narrative that reflected their complex commitments to both their fields and their students.

Engage in two professional support activities per term. In the initial call, we noted that these activities included, but were not limited to, participating in other faculty support events either on or off campus, inviting a classroom observation and engaging in reflection on the feedback from the observation, intentionally documenting and reflecting on an aspect of the faculty member’s teaching, attending a conference related to the faculty member’s interests or field, and identifying and reading materials to support the faculty member’s professional development.

Meet one-on-one with at least one of the program facilitators each term, with the expectation that the participant would meet with at least three different facilitators over the course of the year.

Present insights and artifacts at an end-of-year faculty gathering. This celebration of the academic year includes faculty and administrators from all levels of UNST.

As we developed the program, we were mindful of faculty members’ varied and extensive commitments, hoping to create an initiative that would enhance rather than limit their ability to participate in other activities. We also wanted to recognize and honor participants’ time and effort in a material way. With the support of UNST’s executive director, we were able to secure a small stipend for each faculty member who completed the program.

As noted above, we sought to bring together a representative mix of faculty teaching across different levels of the program, disciplinary frames, and academic ranks. Since we were especially interested in including faculty who had

not participated in faculty support efforts in the past, we publicized the initiative through several channels and announced it at the end of the prior academic year. In all, thirteen faculty were accepted into the program, with participants reflecting a variety of ranks and disciplines. Four of the participating faculty were adjunct instructors, seven were full-time non-tenure-track faculty, and two were in tenure-related positions. Of these original thirteen, one tenure-track faculty member left the group at the end of the fall term because of competing departmental pressures and college-level commitments. The remaining twelve participants completed the program.

FINDINGS

At the end of the spring term, after completing the program components outlined above, participants were invited to engage in a short (twenty-to-thirty-minute) in-person or phone conversation with one of the facilitators to share their takeaways and suggestions for the future. Nine of the twelve participants (75 percent) chose to engage in this final reflection. Participants described the deep benefits they experi-

enced from the program and the ways these benefits extended through many aspects of their work.

Participants identified how the program assisted them in deeply examining the breadth and depth of their scholarly practice and how this deep reflective appreciation for their expertise contributed to greater confidence and a sense of professional purpose. This increased confidence led several participants to start writing for scholarly publications, including the recently released special volume of the *Journal of General Education* dedicated to Portland State's UNST program (Carpenter and Hamington 2018). In fact, of the twelve participants in the group, seven (58 percent) proposed articles for the journal (along with all five of the cofacilitators). Others drafted articles for additional journals and, for the first time, proposed and presented conference sessions in both higher education and the community-engaged fields in which they operate.

In addition, comments about ways in which participants see themselves differently—and the power they experienced in crafting a personal statement of professional identity—reflected the theme of professional confidence and purpose. Many participants, particularly the adjuncts, who were teaching in multiple places or engaged in varied forms of work across multiple contexts, experienced elements of their careers as distinctly separate from one another. The broad invitation to focus on professional identity, which can encompass but need not solely focus on

promotion, allowed space for participants to name connections and practice integration among seemingly disparate elements of their professional careers.

Participants expressed great appreciation for the “buddy” aspect of the program. These pairings were tremendously fruitful, all told, with many duos going far beyond the expected one meeting per term to create solid collegial relationships that have continued beyond the end of the program year. When identifying the benefits of the buddies, participants talked about collaborating, feeling less isolation, and meeting with people they otherwise were unlikely to encounter. A key aspect of the beginning of the buddy process was a random assignment of initial buddies. This meant that participants were paired across rank, status, and department. The facilitators were not sure whether participants would express a preference for being linked with someone professionally similar to themselves, but none of the participants expressed that in the feedback.

When thinking about the structure of the program, a large number of the respondents noted that the required nature of program elements was helpful. Some mentioned that they would not have created an electronic portfolio if it had not been required. One talked about “forced professional development” but indicated how helpful it was to be required to participate in two professional development activities per term and how, because of the program, these professional development activities felt necessary and meaningful, rather than a luxury that could easily be skipped or cut out of a schedule. Another participant, noting that they “had to” participate in something each term and had received a list of suggested on- and off-campus activities, reported feeling encouraged to experience forms of professional development that were new to her. Interestingly,





even though the program required participants to meet at least once each term with at least one of the cofacilitators, several participants expressed reluctance to request these meetings, saying they did not want to ask for the time of colleagues they perceive to be overly busy.

TAKEAWAYS

We find it interesting that each element of the program was called out by some participants as distinctly helpful and by others as distinctly less helpful, suggesting the importance of creating sufficiently diverse approaches in faculty support programming that meet the needs of all participants. For example, while many people appreciated the end-of-term reflections we asked them to submit, at least one person thought there was too much reflection. Almost all participants appreciated the buddies, but a few pairings were not successful, for scheduling or other reasons. Some duos changed from term to term, and others decided to remain paired over the course of the year; each of those approaches was viewed as helpful. The large group meetings largely felt useful to the participants, but there were a number of suggestions to make them more effective. Several people were happy to finally have a professional online presence through the ePortfolio, and at least one person would have liked the option to continue to use a paper portfolio. Thus, while each element of the program likely can be improved, this set of feedback indicates that each element of the program felt useful to a majority of participants, though not all elements seemed equally productive or useful to all.

Participants overwhelmingly articulated a desire to see the program continue and to include, if possible, a way for program “graduates” to engage in a second-level cohort or to serve in leadership roles in CYPI and in UNST more generally. (Several participants

have, in fact, assumed both formal and informal leadership roles in UNST following their completion of CYPI.) Participants offered ideas for improvements to the program, including a desire for more large-group gatherings. Many participants wished they had started building their ePortfolio from the beginning and suggested work sessions at the end of each large-group meeting to support a more scaffolded approach to building the ePortfolio. (Toward the end of the program, one of the facilitators scheduled ePortfolio workshop sessions, which about half of the participants attended.) Several participants also suggested a mini-workshop format for the large meeting, tapping into facilitator and participant expertise.

As the cofacilitators reflected on these follow-up conversations, we discussed ideas and potential challenges for moving forward. If the program moves forward, we know organizers must determine a stipend structure that both reflects the current budgetary challenges at the university and rewards full participation and completion of the program. While UNST will retain a commitment to include faculty across ranks, the organizers also perceive the relative inequity in benefits available to non-tenure-related faculty, especially adjuncts, and the challenges in rewarding their participation in faculty support efforts because of structural issues related to the collective-bargaining agreements.

Another consideration is the name of the program. One participant suggested changing the name so that it is more attractive on CVs. While “Cultivating Your Professional Identity” is descriptive and very clear relative to the purpose of the program, we may want to develop another name to ensure the program serves as a marker of professional development in a way that is legible within the academy.

The organizers were surprised, as related above, that participants were hesitant to ask facilitators to share time outside the group meetings. This seems to reflect the culture of scarcity that permeates the university, a culture that UNST intentionally tries to disrupt. Should we offer this program again, the organizers will work more directly to name this dynamic and embed strategies for participants to get the full range of collegial support to which they are entitled.

Finally, it is worth noting that the program affected the facilitators in important ways as well, indicating a truly relational process. In fact, envious of the opportunity that CYPI participants were enjoying, nine members of the UNST faculty support team (including the authors) decided to form a group we called “Cultivating Our Professional Identity” (COPI), which organically became a space in which we engaged in mutual support, encouragement, and peer coaching once a month. As a result of this development, one participant (a CYPI cofacilitator) wrote a successful Fulbright application and spent a sabbatical in Japan on that project, another dedicated herself to the writing and revision of a memoir, and a third decided to request a promotion and has just submitted her portfolio. In these turbulent times in institutions of higher education and in the larger world, we have experienced both the power of collaborative action and collegial support, and a deep sense of gratitude for it. That, to our hearts and minds, is one way we might—as our mission statement urges—“think holistically, care deeply, and engage courageously,” for the good of us all. ■

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Searching for a Diverse Faculty: What Really Works

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Faculty renewal and development are inseparable from the process of searching for new faculty. Depending on how institutions carry out this critical practice, they can either stagnate or improve. Institutions aiming to improve will benefit from bringing in new faculty from diverse backgrounds with fresh viewpoints and interests.

More and more colleges and universities have been recognizing that attention to faculty diversity is crucial if they are to honor their institutional values of inclusion and equity and hire outstanding candidates regardless of their gender or ethnicity. Institutions are also recognizing that the benefits of diversity include fostering creativity, innovation, better-functioning groups, and smarter problem solving. In academia, where a diverse faculty brings these benefits to both research and teaching endeavors, it is important to know what practices actually show the most promise. Thanks to a wealth of empirical data from four years of searches for tenure-line faculty, the University of California–Berkeley has been able to zero in on search practices that hold special promise for making a difference.

None of these practices are easy. All may mean doing things in new ways. But each has empirical evidence that points toward its value. Above all, we are now confident that conventional search practices are not enough for consistent success in hiring top women and members of underrepresented minority groups.

DATA AND METHODS

Our study uses data drawn from three sources. First, we used Berkeley’s data from the University of California (UC) online search system, which allowed us to collect information about the gender

and ethnicity of our applicants and then to track them through the successive stages of the search process. Second, we drew upon national data from the National Science Foundation’s Survey of Earned Doctorates (2019) to determine the demographics of the pool of available applicants within relevant disciplines or fields. Third, we asked the chairs of search committees to complete a survey stating which commonly recommended practices their respective committees used. We made it clear that we did not have a view about which practices we thought they should use, and we emphasized that we simply needed their help in generating useful data. We were pleased to find that the survey response rate was 91 percent, and the 220 searches for which we received survey data represented 94 percent of the 29,832 applicants for Berkeley positions from academic years 2012–13 through 2015–16.

Our survey asked about 55 practices that fall into four broad areas:

- position specifications
- active recruitment
- reduction of implicit bias
- departmental commitment to diversity

Using our three sources of data, we compared the demographic composition of applicants for positions at UC Berkeley to the national pool of available applicants and then tracked the demographics of the candidates as searches moved from one stage to the next. The survey data allowed us to look at the demographic patterns for searches that *did* use a practice and compare them with the patterns for searches that *did not* use that practice. Through the use of regression analyses and careful review of the data, we assessed the promise of each practice. While our main goal in this



article is to present practices that are truly promising, we also describe our less positive findings concerning some practices that are often recommended.

Several caveats are in order. The large number of practices our search committees used in each search means that statistical associations between a single practice and search outcomes will not always be clear. We especially want to stress that studies of this kind do not establish causation; they can only show positive or negative statistical associations.

THE MOST PROMISING SEARCH PRACTICES

The really promising search practices we identified involve activities that take place before a search begins or at its very outset. At most universities, the first practice a department takes is thinking about its general priorities, including the research areas in which it wishes to search and the capabilities in other important areas that successful candidates should have. Typically, the next activity would be to appoint the search committee. Finally, one of the search committee's earliest tasks should be to identify especially promising candidates and encourage them to apply.

Shaping Job Descriptions

Of all the practices we studied, linking job descriptions to issues of gender, race, or ethnicity had the most impressive positive association with greater diversity. A fictional example of using this practice would be to describe a position as focusing on “labor history, including women’s labor history” rather than just on “labor history.”

In figure 1, we show the proportions of women and members of underrepresented minority groups (URMs) in the national pool of available applicants and at progressive search stages, comparing searches that used this practice with those that did not.

The orange lines show percentages for departments that *did* couple the subject

area with diversity issues, and the yellow lines show percentages for departments that *did not* do this. The top two graphs in figure 1 suggest a clear statistical association between using this practice and increasing proportions of both women and URMs under consideration as searches moved toward completion. By comparison, committees that did not use this practice saw an increasing proportion of white men under consideration as their searches progressed.

Although our data do not allow us to conclude *why* these patterns appear when job descriptions are coupled with diversity issues, anecdotal evidence suggests several explanations. To return to our fictional example, if women were especially well-represented among scholars of women’s labor, then this search practice would probably encourage more women to apply, thus providing a larger pool of women from which the strongest applicants might emerge as the selected candidate. Indeed, by giving women in traditional subfields of labor history greater confidence that the department thinks inclusively, this type of description might encourage more of them to apply.

Related strategies may be available in many areas where this particular way of shaping job descriptions cannot be used. For example, our past research has shown that women and URMs are better represented in subfields focusing on societal improvement, especially for underserved populations (Goulden, Stacy, and Mason 2009). This can suggest ways of shaping job descriptions. For example, a position might be described as focusing on “architecture and urbanism, including affordable housing” or “infectious diseases, including those affecting vulnerable populations.” While not as dramatic, the statistical associations between diversity and the use of this strategy are clearly positive, as figure 2 shows.

In some disciplines—mathematics, for example—it may be hard to see how any of these shaping strategies might be used.

Even there, however, a committed department might find creative ways to shape job descriptions. For example, a 2013 report by the National Research Council on the mathematical sciences concludes that their continued academic health depends on their fostering deeper connections with other fields, including engineering, the life sciences, and the social sciences—broad fields within which public or engaged scholarship has an established place. And, of course, in many disciplines, it may be possible to observe that there are sub-areas in which women or URM candidates tend to cluster, perhaps for historical reasons. Job descriptions with explicit links to these sub-areas may help departments increase the proportions of women and URMs whom they can consider.

It is not always easy for departments to think outside of traditional disciplinary structures, but our data strongly suggest that this is an effort well worth making when departments want to be sure they are attracting the broadest pools of strong applicants.

Departmental Priorities

The faculty of a department will usually have recurring opportunities to step back and think strategically about the most pressing needs they hope to meet in future hiring. At UC Berkeley, the exercises that call for this kind of reflection include periodic reviews of departments and annual requests for approval of faculty hiring lines. Some departments may use their annual retreats to discuss their long-term needs.

In addition to considering the research areas in which they hope to search, departments can prioritize other capabilities that candidates may have, for example, readiness to teach a particular kind of course. We found that some departments also explicitly prioritized hiring faculty who will be able to make strong contributions to the departmental goals for advancing diversity, equity, and inclusion. Our data display a

pattern for URM candidates that suggests this practice is promising, and we also found that searches that did not use the practice had higher percentages of white men in the later search stages compared with searches that did use the practice. The pattern for women, however, did not show a clear positive statistical association (see figure 3).

Our study is not able to explain why the outcomes of this practice were different for URM and women. We speculate that departments find it easier to recognize the absence or near absence of URM from their faculties than to recognize the underrepresentation of women, including women who are URM. Clearly, this is an area for further research, and our full

report includes more detailed findings and additional nuance (Stacy et al. 2018).

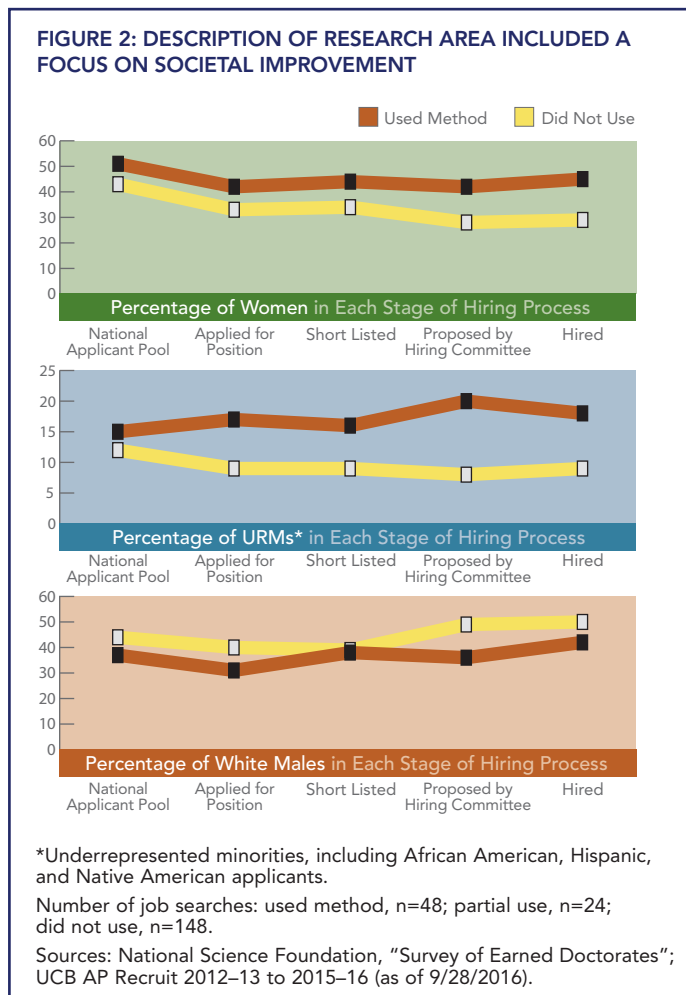
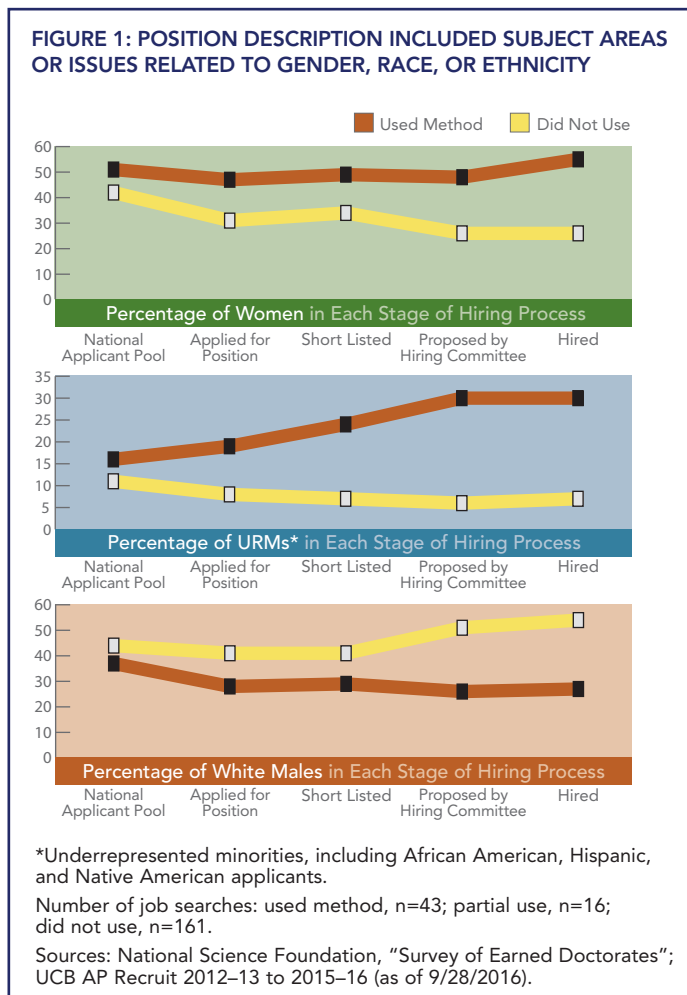
Search Committee Composition

Departments must take many considerations into account when they appoint search committees, including the members' areas of scholarly expertise. We were curious to explore possible correlations between the committee members' gender or URM status and the outcomes at successive stages of the searches. We compared committees with at least 40 percent women faculty with those having less than 40 percent, and we also compared committees with at least one URM member with those having none.

Looking at figures 4 and 5, we see somewhat different patterns. Compared

with search committees that did not have at least 40 percent women, those that did were more likely to have higher percentages of both women and URM under consideration at each search stage. Compared with search committees that did not have any URM members, those that had at least one were more likely to have higher percentages of URM at each search stage. At best, however, a weak statistical association with the use of this practice appeared for women candidates.

These are intriguing results, and we discuss them further in our full report (Stacy et al. 2018). The statistical associations we observed encourage us to recommend that departments aim to diversify the demographics of their search committees. Where this could lead to overburdening women or





URM faculty members with service duties, departments should take care to offset search committee service with reductions in other service areas or with course relief.

Targeted Outreach

Our research also confirmed the promise of several kinds of targeted outreach that encourage applications from a small number of unusually strong candidates who also would advance the department's diversity and equity goals. This effort typically will pay off with better representation of women and URMs in later search stages, rather than in the applicant pool, where a small uptick in applications from targeted women or URMs would not make a significant difference. While the search committee members

or chair would often be the ones to reach out to women and URM candidates, other departmental faculty might be asked to make calls or write emails.

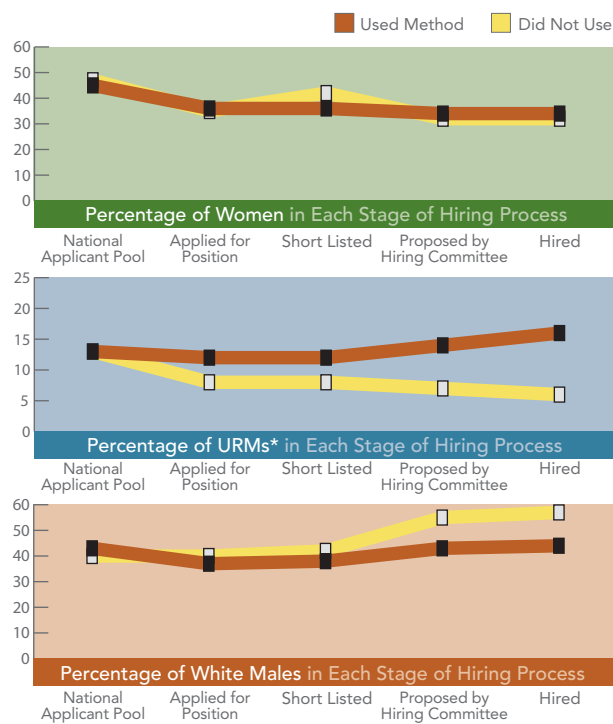
Figure 6 provides data concerning searches that did and did not include emails or phone calls from departmental faculty to possible women and URM candidates, encouraging them to apply. As would be expected, the first bump in percentages of women and URM candidates appears at the short-list stage.

One search committee chair commented, "This was a remarkably successful exercise; most people we emailed applied." Search committees can do considerable homework ahead of time to generate the lists of scholars to whom they want

to reach out. Our data did not support traditional practices such as getting the names of new PhDs from a few leading departments or asking those departments to encourage women or URM candidates to apply. Such practices are unlikely to be as effective as, for example, seeking out "underplaced" scholars who might not even be thinking of applying for jobs. Also helpful to committees is reading articles in journals that publish work connected with the subfields the department is using to shape its job description or reading traditional journals with an eye toward strong early-career scholars who are not yet established.

Another way to identify individuals who should be encouraged to apply is

FIGURE 3: DEPARTMENT OR UNIT CLARIFIED AND PRIORITIZED THEIR DIVERSITY NEEDS

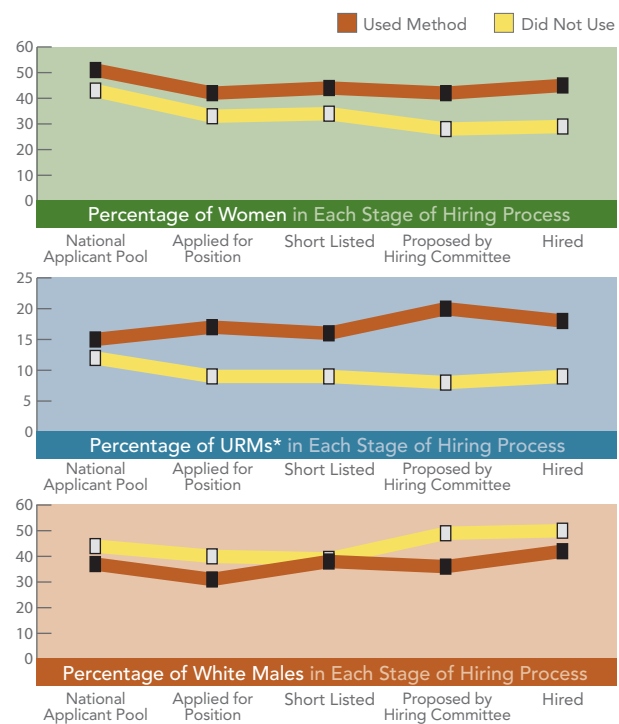


*Underrepresented minorities, including African American, Hispanic, and Native American applicants.

Number of job searches: used method, n=128; partial use, n=32; did not use, n=60.

Sources: National Science Foundation, "Survey of Earned Doctorates"; UCB AP Recruit 2012-13 to 2015-16 (as of 9/28/2016).

FIGURE 4: SEARCH COMMITTEE INCLUDED 40% OR MORE FEMALE MEMBERS



*Underrepresented minorities, including African American, Hispanic, and Native American applicants.

Number of job searches: 40% female committee members, n=52; less than 40%, n=112.

Sources: National Science Foundation, "Survey of Earned Doctorates"; UCB AP Recruit 2012-13 to 2015-16 (as of 9/28/2016).

to tap an established pipeline. At UC Berkeley, departments had information about the system-wide UC President's Postdoctoral Fellowship Program (PPFP). This program provides postdoctoral fellowships to "outstanding scholars in all fields whose research, teaching, and service will contribute to diversity and equal opportunity at UC." Information about past and current fellows is provided in an online directory that is publicly available. There, search committees can learn about highly qualified individuals in an exceptionally broad range of disciplines, with fellowship dates ranging from 1996 onward. Using a pipeline like this proved to be a very promising search practice.

Targeted outreach can be time-consuming, especially for committees that do their homework ahead of time. But the results can be gratifying.

POPULAR PRACTICES NOT SHOWING CLEAR PROMISE

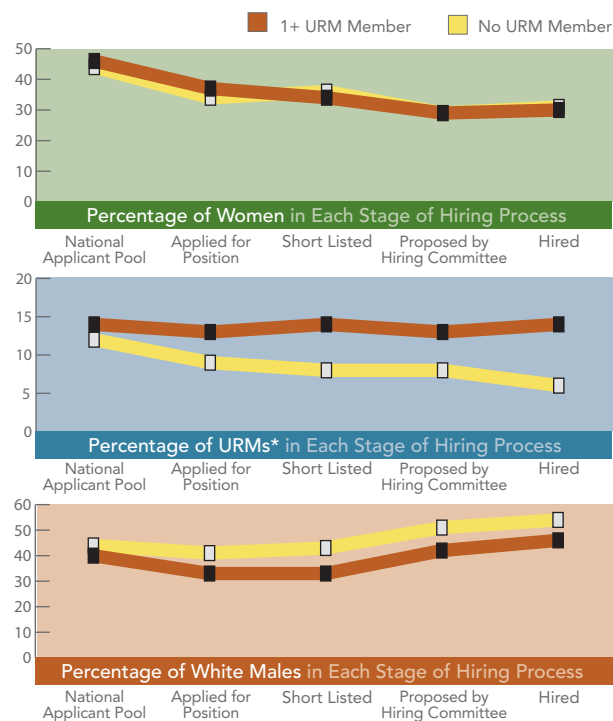
Our data did not provide support for using three search practices that often are recommended or mandated: reviewing comparative data, taking steps to counter implicit bias, and requiring applicants to provide evidence of their commitment to diversity. Still, we believe the success of these practices may depend on how they are implemented, and they deserve especially close study going forward.

Using Comparative Data

Some of our search committees used one or more kinds of comparative data, including their department's demographic hiring patterns compared with those of peer departments in the same field; their department's own hiring patterns over time; and the national availability and applicant pools for their recent recruitments.

Our data for using comparisons with peer departments generated the most striking set of negative statistical associations that we found anywhere in our study. These data show a negative statistical association between using the practice and diverse outcomes at every stage of the search process, and they show a positive

FIGURE 5: SEARCH COMMITTEE INCLUDED AT LEAST ONE URM* MEMBER

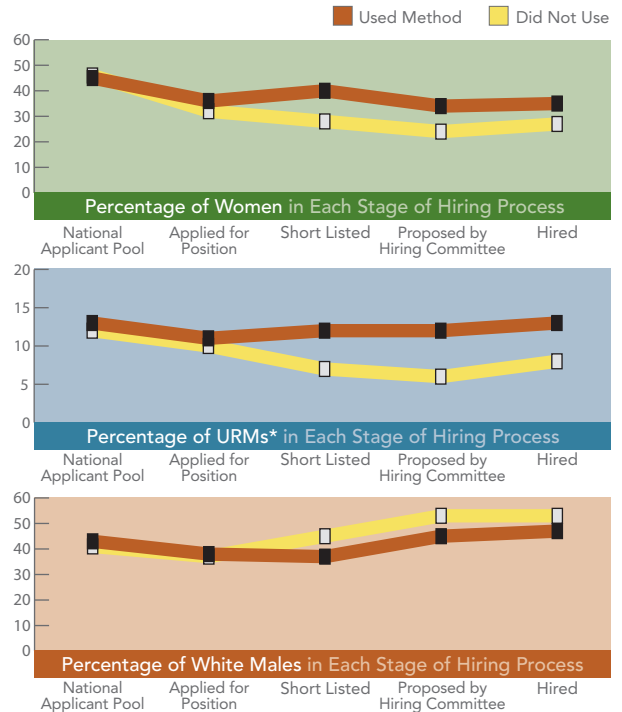


*Underrepresented minorities, including African American, Hispanic, and Native American applicants.

Number of job searches: at least one URM* member, n=61; no URM member, n=103.

Sources: National Science Foundation, "Survey of Earned Doctorates"; UCB AP Recruit 2012-13 to 2015-16 (as of 9/28/2016).

FIGURE 6: SEARCH COMMITTEE CALLED/EMAILED POSSIBLE CANDIDATES WITH DIVERSE BACKGROUNDS AND ENCOURAGED THEM TO APPLY



*Underrepresented minorities, including African American, Hispanic, and Native American applicants.

Number of job searches: used method, n=144; partial use, n=19; did not use, n=57.

Sources: National Science Foundation, "Survey of Earned Doctorates"; UCB AP Recruit 2012-13 to 2015-16 (as of 9/28/2016).



association between using the practice and hiring white men. In speculating about the reasons for these results, we wonder whether this practice might lead departments to believe they are doing as well as their peers. Such a perspective might, in turn, mean that departments see no reason to invest time and energy in using new practices that might help them diversify their applicant pools and short lists.

We found that the practice of using data about the department's own hiring patterns over time also had a negative statistical association with gender and URM diversity at some search stages. We speculate that this may reflect a natural reluctance to cast a critical eye on past searches that resulted in the hiring of current colleagues.

The practice of looking at national pools of available applicants did not yield negative associations, but neither did it yield any clearly positive associations. Here we note that faculty members are often uninterested in national pools because they regard their needs or expectations as exceptional. Thus, it may be that search committees felt that considering more women or URM candidates at various search stages would entail slighting important dimensions of their search goals.

Making Efforts to Counter Implicit Bias

Our survey asked whether the search committee discussed implicit bias and, in a separate question, whether it encouraged committee members to take campus training to counter implicit bias. Our data for both practices showed no notable differences between searches that did and did not make one or both of these efforts to counter implicit bias. Thus, the patterns displayed by our data are in line with those found in some other studies (Dobbin and Kalev 2018), and they point to the conclusion that these training practices, at least as they were carried out at UC Berkeley during the four-year period of this study, do not show clear promise.

These results are perhaps unsurprising given the lack of convergence in the research literature on conclusions about implicit bias, training designed to counteract it, and effects on hiring from a diverse group of candidates. Different kinds of training currently are being offered at campuses across the UC system and across the United States. Classifying and studying the different types of training may reveal that some are promising while others are not. For example, some anecdotal evidence suggests that training by faculty peers is more likely to be associated with greater diversity at various search stages than training by non-faculty individuals.

Requiring Applicants to Demonstrate Contributions to Diversity, Equity, or Inclusion

This practice specifies that in assessing applicants, departments will consider an individual's promise or accomplishments in making contributions to diversity, equity, or inclusion. While there are many ways to do this, a popular one is to require applicants to provide "equity and inclusion statements" with their other application materials. Versions of this practice are increasingly being recommended and adopted nationwide, and indeed most UC campuses (though not UC Berkeley at the time of the study) now require diversity, equity, and inclusion statements from candidates.

At the application stage of the process, our data do show some differences between searches that used this kind of practice and those that did not. Beyond that stage, however, we found no clear and consistent patterns in the data that would suggest a positive statistical correlation between this practice and diversity.

We suspect that the promise of this practice depends upon *how* search committees actually assess and use the evidence that their candidates present. For example, one department that requires a diversity statement might treat it as only a single document among many in a dossier; another

might treat it as a tiebreaker; and yet another might put candidates on their short list only if their statements provide strong evidence about their ability to advance diversity, equity, and inclusion. In the future, we hope to be able to look separately at different ways of implementing this general kind of practice to see whether positive associations with diversity emerge for some versions of the practice and not others.

CONCLUSION

Departments and hiring search committees invest large amounts of time and effort in identifying the scholars they wish to recruit. We hope the study we conducted will help to identify practices that can move departments closer to their goals for a strong and diverse faculty. In this way, institutions will be able to accelerate their processes of renewal and development. ■

Readers who would like to see the authors' full report can find it at

www.ofew.berkeley.edu/sites/default/files/searching_for_a_diverse_faculty_data-driven_recommendations.pdf

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Faculty Development for All: A Broader Vision for Supporting Non-Tenure-Track Faculty

► **Adrianna Kezar**, Dean's Professor of Leadership, Wilbur-Kieffer Professor of Higher Education, Director of the Pullias Center, and Director of the Delphi Project on the Changing Faculty and Student Success, University of Southern California

Surprisingly, when we talk about faculty development, the perspective is almost always from tenured and tenure-track faculty, even though they represent only 30 percent of faculty nationally. Contingent full- and part-time faculty, who now make up 70 percent of all faculty (52 percent part-time and 18 percent full-time non-tenure-track), typically are ignored when we consider professional development (American Federation of

non-tenure-track faculty (NTTF), or, when offered, it is at times they are less likely to make it—the middle of the day when they are teaching—and through challenging modes that require them to participate in person rather than online. NTTF are usually not paid to attend the sessions, leading to economic challenges. In addition to the lack of professional development, there are few formal mentoring opportunities. Contingent faculty

faculty are frequently left without a compass for their teaching.

In addition to being excluded from professional development, dozens of policies and practices negatively affect the ability of NTTF to be quality teachers—last-minute hiring; lack of stable teaching appointments that permit effective planning and preparation; and exclusion from departmental meetings, curriculum development, and book selection. NTTF typically have limited understanding of the course goals and their relationship to broader program or college goals. The lack of professional development invested in NTTF, along with poor policies and practices, interferes with their ability to be excellent educators. The accumulation of poor working conditions and lack of support has led to a phenomenon called “lack of opportunity to perform,” essentially creating an environment in which NTTF are barred from educating to their potential and frequently experience burnout from overcompensating for poor support for their teaching (Kezar 2013).

Yet, some pioneering campuses are beginning to consider ways to support NTTF in their teaching. Consider the recent winners of the Delphi Award, presented by the Delphi Project on the

Contingent faculty must hope (if they even have the time for concerns about growth) that they can find individuals around them who are willing and able to share insights and invest time in them.

Teachers 2009; Finkelstein, Conley, and Schuster 2016). This is particularly problematic because they have the most challenging teaching assignments—remedial education, large introductory courses, and general education.

The reality is that professional development is not offered to most

must hope (if they even have the time for concerns about growth) that they can find individuals around them who are willing and able to share insights and invest time in them. NTTF often do not receive any teaching evaluations and have few opportunities to discuss student evaluations and plan for improvement. Thus, contingent



Changing Faculty and Student Success in partnership with the Association of American Colleges and Universities (AAC&U). Santa Monica College set up an adjunct mentoring and support committee that used a survey to identify professional development needs. It now offers comprehensive professional development on

- syllabus creation;
- course management software;
- pedagogical practices;
- campus resources;
- adjunct rights and responsibilities; and
- instruction and assessment strategies.

The college also hosts an annual Spring Flex Day, a daylong professional development event for faculty. Classes are canceled on Flex Day, which signals Santa Monica College's commitment to professionally developing its instructors.

Harper College has developed a new evaluation system that allows faculty to choose how they will be evaluated, in ways that are much more developmentally oriented, such as peer observations, portfolios, and other such processes. And this year, the leadership of the Delphi Project and AAC&U were excited to provide the award to Penn State University. The institution is committed to professionally developing the non-tenure-track scholarly community across its twenty-four cam-

pus. Two key initiatives demonstrate this support.

The Innovative Teaching at Penn State (ITAP) Lunch Series highlights innovative teaching across disciplines, departments, and campuses, and specifically includes NTTF. It aims to build a community of faculty, staff, and administrators interested in improving student learning. Topics in the past year have included "How Improv Theatre Can Improve Your Classroom" and "Combining the Tools of Research/Scholarship with the Practice of Teaching to Improve Your Teaching."

The Teaching and Learning with Technology Center is also offering Faculty Learning Communities for NTTF. Typically, learning communities are groups of faculty that meet regularly to discuss their teaching practice. They often last a year or two and involve a combination of reading together and engaging in changes to professional practices such as teaching techniques or curricular approaches. At Penn State, these small communities are formed around specific topics. Faculty learning community leaders receive a \$500 stipend and another \$500 for resources and meetings. Topics include "Mentoring Undergraduate Student Researchers" and "Scholarship of Teaching and Learning in Chemistry."

This successful strategy of faculty learning communities is also the topic

of another important project. AAC&U's Project Kaleidoscope, in partnership with the Pullias Center and the Delphi Project, recently received a grant from the National Science Foundation to work with campus teams to develop learning communities for NTTF. This project, Scaling Support for Non-Tenure-Track Faculty in STEM through Learning Communities and Design Teams, will explore how to make this key strategy work for time-pressured NTTF in STEM disciplines.

In summary, I hope more campuses will consider a broader vision of professional development as represented by the Delphi Award winners and that *Peer Review* readers will follow the work of the Pullias Center and AAC&U in the coming years. ■

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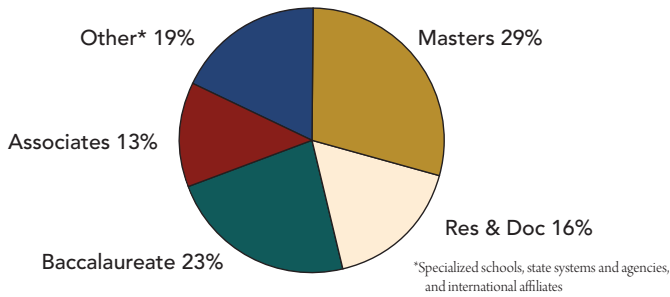


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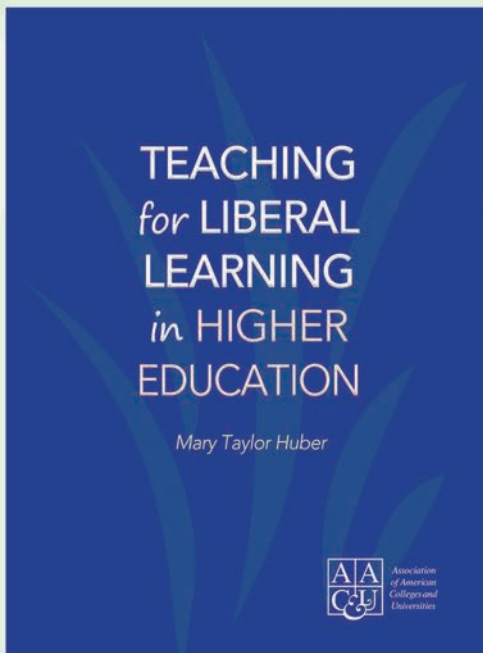


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