President's Teaching Scholars Program
Fall Retreat
"Effective Teaching, Engaged Learning"
Oct. 11–12, 2008
Stanley Hotel, Estes Park

RETREAT NOTES

Scholars in attendance:
Brian Argrow, Robert Averbach, Daniel Barth, William Briggs, James Burkhart, Robert Camley, J. John Cohen, Diane Conlin, Fred Coolidge, Anne Costain, Michael Cummings, Alex Cruz, Stanley Deetz, Michael Eisenberg, John Falconer, Laura Goodwin, Mitchell Handelsman, Thomas Huber, Donald Kleier, William Krantz, Clayton Lewis, Steven Medema, Ronald Melicher, James Palmer, Steven Pollock, Ed Rivers, Elizabeth Robertson, James Symons, Klaus Timmerhaus, Shelby Wolf. Also attending were PTSP Director Mary Ann Shea, Regent Stephen Ludwig, Vice President for Academic Affairs and Research Michael Poliakoff and UC Denver Provost Roderick Nairn.

OCT. 11

I. Introduction
Shea introduced the five new Scholars as well as guests Ludwig, Poliakoff and Nairn. She said the fall retreat is a time for the Scholars to be "re-invigorated by the company of this extraordinary community," to think about effective teaching and to discuss "the possibilities, potential and power" of students' engagement in their learning.
Quoting one of her mentors, Eleanor Duckworth of Harvard University, Shea said, "Good teaching is a matter close to the soul." She also quoted writer Eudora Welty, who wrote in One Writer's Beginnings, "As certain as I was of wanting to be a writer, I was certain of not wanting to be a teacher. I lacked the instructing turn of mind, the selflessness, the patience for teaching, and I had the unreasoning feeling that I'd be trapped. The odd thing is that when I did come to write my stories, the longest list of my characters turns out to be school teachers. They are, to a great extent, my heroines and heroes."
She said she recently re-read Ernest Boyer's 1990 publication Scholarship Reconsidered, which causes one to rethink learning and teaching as intellectual endeavors, and to see student engagement, pedagogy and assessing classroom learning as types of scholarship, different from traditional research. Boyer said the terms "research" and "scholarship" were first used in England in the 1870s by reformers who wished to make Oxford and Cambridge "not only a place of teaching, but a place of learning." Boyer said, "In these times — the 1870s — scholarship referred to a variety of creative work carried on in a variety of places, and its integrity was measured by the ability to think, to learn and to communicate."
Shea said the time in which Boyer's book was published and the current period in higher education both call for the practice of not just the narrow and linear versions of research — conducting the research, publishing the research and perhaps conveying the work to the students. Scholarship, as defined in the 1870s and in Boyer's work, is relevant to the realities of 2008, including service learning, internships, study abroad and learning with

the Internet and technology, both inside and outside of class. Shea said the Scholars' hard work in their classrooms and for their students becomes, as Boyer said, "consequential only as it is understood by our students," because they are the learners and because teaching is the highest form of understanding.

Shea said the program members are scholars of teaching and engaged learning, in that they are well-informed and steeped in the knowledge of their field, and they spend many hours studying how students learn best in their discipline. She said teaching is a form of scholarship that is to be revered and rewarded.

II. Current Research

Falconer kicked off the discussion by outlining the main themes of a book the Scholars had read prior to the retreat, *How People Learn: Bridging Research and Practice*, edited by M. Suzanne Donovan, John D. Bransford and James W. Pellegrino. One of those themes, he said, is that "the link between teaching research and teaching practice is weak." Other themes that struck Falconer were that just because teaching is hands-on doesn't mean it's effective, and that students come into coursework with misconceptions that need to be addressed.

Pollock questioned the term "misconceptions," saying that new literature in physics education uses the terms "preconceptions" and even "resources," and advises faculty to not only avoid neglecting those preconceptions, but to use them and build on them. Burkhart agreed that students come into the University with a framework, "and the trick is to get them to step out of that," even though they will probably revert to most of that framework after graduating. "The hope is that years down the line, something you did in that class catches and becomes a permanent part of their lives," he said.

Deetz said sometimes it takes years for a student to realize a tool or lesson they've been given by faculty. He said he got an e-mail from a student he had in class five years earlier, and the student wrote, "Today I got it."

Symons said some student preconceptions may simply be superficial conceptions that need to be deepened, and Camley commented that faculty, too, come into the classroom with a set of conceptions and a certain worldview. "Sometimes I don't understand something correctly," he said. "It's not just one way." Huber agreed. "We keep talking about students as this 'other,' as if we're not the same as them," he said, explaining that faculty need to recall what it was like to be a student and to understand major concepts for the first time.

Barth added that sometimes the students' preconceptions are not about subjects but about themselves, such as whether they are good at math or science.

Medema said he challenges students' preconceptions in part by holding a "mad minute" writing exercise at the beginning of class in which students answer questions such as "Should prostitution be legal?" or "Are big companies harmful to consumers?" The students are asked to answer the question again at the end of the lecture and discussion, and often their original conceptions have changed.

Costain said one key is giving students a big enough toolkit and teaching them how to use different tools to solve different problems. "They need to be willing to put down the hammer and not say, 'I'm going to hammer everything,' " she said.

Eisenberg said the book seems to emphasize the cognitive side of students' preconceptions, but the Scholars' discussion shows that emotion and motivation also play significant roles.

Ludwig asked about what percentage of students are "just trying to get through school." Argrow acknowledged that he once had a student whose intent was getting on to his career and "was just there to take the exams" and get good grades.

Cohen suggested making a course "continually available to the student after it's finished." Instead of closing down access to a course Web site and turning it over to the next class, he asked, why not allow students to return to the site long after the course is over? He said he tells his students that his classes are just an introduction, and that they are welcome to come back to him with questions in the future. "I tell them, 'The course belongs to you for as long as you want to belong to it,' " Cohen said. "Once you come through my course, you're my student forever."

Palmer agreed that many believe in the "vaccination theory of education," that it's a one-shot deal. "They don't believe in boosters," Cohen added.

Poliakoff lauded Cohen's concept and said such strong teaching needs to be rewarded in the same way that strong research is rewarded.

Echoing Cohen's idea, Deetz said that at a previous institution where he worked, faculty would send alumni donors a "recall notice," in the same way that the auto industry issues recalls, to correct or update information that had evolved in the years since they had studied the discipline as students.

Lewis said that when he asks students what they are interested in, they often reply, "You mean in school?" He said students see their school life and their personal life as very separate, and faculty can motivate students and build their interest in coursework by creating ties between those two worlds. "The motivation is you've got to connect the school experience to something they actually care about," he said.

Pollock said that the Colorado School of Mines significantly reduced the percentage of students who dropped out of physics classes by increasing social interaction and having students work on assignments with each other rather than on their own.

Cummings said that in some fields, teaching involves shaking things up and making students doubt their set of views and "purposely leave them hanging." Costain agreed, saying that it involves "making them more confident in their questions than their answers." Robertson added, "That's my goal, to make students uncertain."

Huber countered, however, that such an approach may vary by discipline, citing the fact that his dentist was a student of Kleier, and "I don't want her to be uncertain on my root canal."

On the issue of better linking research to practice, Krantz said he is in the process of building a new house, and he has learned about many advances in recent decades in construction materials. He said that while he was not involved in the research that led to those advances, he is using those materials and benefiting from that research, much the same way that teaching research trickles down in the form of new tools and resources for tradespeople in instruction.

Kleier said he has found that team-teaching with Averbach has been effective at getting students to tune in during class. "We'll take potshots at each other, and students come out of their fog," he said. He added that faculty need to remember that students' minds wander during class, and that he once told his students that he knew they were thinking

about "politics or beer or maybe even orthodontics, and they looked at me like they had been discovered."

Nairn said that when he started teaching for the first time at the University of Michigan, he did not feel well-prepared at all, but he was expected to jump in and do it without any experience or training. He asked if teaching preparation has improved much over the years.

"We know how to teach learners because we are learners ourselves," Medema offered. Lewis countered that many learners don't know how to teach. Burkhart said faculty mentoring has improved significantly in recent years at UCCS, in part because that campus has adopted a model used at the Downtown Campus.

Ludwig asked why faculty have not advocated that all new junior faculty go through a weeklong teaching preparation course before stepping into the classroom. Goodwin said a lot of new junior faculty are embarrassed or afraid to admit that they don't know how to teach; she said the expectation is that if you got your Ph.D., then you know how to teach.

Shea said offering a weeklong teaching course is a good idea, and the demand is growing. She cited a recent Faculty Teaching Excellence Program course called "Teaching the First Day of Class," which five or 10 faculty were expected to attend. More than 85 showed up, she said. "The time is now," Shea said. "Faculty are ready, hungry, and more willing."

She added, however, that a new assistant professor can't learn it all in five days, and that the learning process for them should continue, including in the form of discussions in the hallway, and it must be clearly "validated and endorsed by the institution."

Handelsman agreed that the initial weeklong course would be "a vaccine, not a booster. It's like saying, 'We'll teach you how to get a grant the week before it's due.' " He added that teaching should be on equal footing with research at CU. "I'd like to see people get release time from research to focus on their teaching," Handelsman said.

III. PTSP Professional Practice: Outreach to Honor Public School Teachers, An Initiative

Poliakoff proposed a new outreach opportunity to the President's Teaching Scholars.

Poliakoff said he has spoken to Rosann Ward, president of the Colorado nonprofit Public Education & Business Coalition (PEBC), about getting the Scholars involved in professional seminars that PEBC offers K–12 teachers. The PEBC is a partnership of business and education leaders committed to strengthening public schools and improving students' academic achievement.

The Scholars would be able to design seminars in their own areas of expertise, and PEBC is willing to cover the cost of honoraria the Scholars would receive for their time, Poliakoff said.

Cummings said his wife is a K–12 teacher, and said he is excited by the idea of sharing knowledge in areas like democratic citizenship and ethnicity, which affect students' self-definition. He added that many K–12 teachers would appreciate working with top CU faculty and that even a small contribution of a Scholar's time would make a difference.

Poliakoff said there are other opportunities for the Scholars to be involved with PEBC on an ongoing basis, and that Ward would also like Scholars to meet with superintendents, to discuss their needs. He said the Teaching Scholars are committed to

service to teaching, and "we need to be better engaged with the state. We do extraordinary things, and they often go unnoticed."

Krantz said he knows from his experience teaching in other cultures that it will be important to know where the K–12 teachers are coming from, since they're dealing with students of a different age, for instance. He added that he would also be interested in learning how K–12 teachers are teaching chemistry, for instance.

Shea added that the proposal would tie in well with the concept of "professional practice" in the Iowa State University tenure model recently adopted at UCCS. Cummings agreed, saying that type of service involves using one's skills to practice in the community and help other practitioners.

Poliakoff said that an added bonus might be that teachers could share their experiences with CU faculty and with their students, which might encourage some of those students to attend CU.

Cohen asked for examples of the types of projects the Scholars could take on, and Poliakoff said they could range from a session on how to use a "blog" for education to a freestanding, ongoing program beginning next year. Cummings suggested a one- to two-hour seminar on the topic, "Science Doesn't Have to Be Scary."

Shea said she would disseminate more information to those Scholars who are interested in participating.

IV. Teaching Scholar Teaching

The President's Teaching Scholars got bundled up the afternoon of Oct. 11 and followed Huber around the grounds of the Stanley Hotel, learning about the geography and geology of Colorado mountain environments.

Huber began inside the Stanley by asking the Scholars how they would define geography. "History is to time as geography is to place," he said. Huber added that some students see geography as knowing all the state capitals, but it is more than that.

Outside, on a slope below the Stanley, Huber fielded questions from the Scholars and outlined the series of mountain systems in Colorado, including how and when they emerged. He described the deposition of sediment, alluvial fans and moraines, and how to tell whether rocks were carried by glaciers or water.

Huber asked the Scholars to examine the vegetation and soil where they were standing, and observed that the ground seems overgrazed by elk. Then he led the group uphill, to a slope above the Stanley, where the Scholars were asked to observe the differences. The soil was coarser, the vegetation was different and there were more ponderosas and Douglas fir. Huber noted that the latter tree tends to grow where there is more moisture, like on the north side of boulders and hills, where shade allows less moisture to evaporate.

He explained that the elk population had greatly expanded in the area due to the animal's predators being driven out, and that the elk are diminishing aspen and willow growth, which drives beavers away. Huber also described crystals in rock, and that large crystals likely cooled slowly, under the surface, and then were uplifted.

Back inside the Stanley, the Scholars reviewed Huber's lesson. Kleier described how powerful it was to actually be outside, seeing firsthand what Huber was discussing, rather than learning about it on the computer or in the classroom. Nairn agreed, saying that people retain information longer when it is learned in the context of the discipline. He

lamented that many fields have gotten away from experiential learning, such as teaching in laboratories in the UCD School of Medicine.

In response to a question about his learning goals for the lesson, Huber said he tries to get students excited and interested in the material, then puts material together in logical ways, to make sense of chaos.

Handelsman asked why Huber kept asking the Scholars questions, and Huber said that in addition to getting tired of hearing himself talk, he wants to test the students' conceptions and get a chance to correct them if they are flawed.

Huber said he gives students reading assignments before such lessons, and many of the answers to his questions are in those readings. Argrow asked if there are negative consequences for students who can't answer the questions. Huber said recently a few students asked him for a "makeup" after they missed a field trip, and he told them there was no makeup, they just missed a learning opportunity. "I try not to use grades as a stick," he said.

Several Scholars commented that Huber's genuine interest and excitement in his field was contagious and made them more engaged.

In response to a question, Huber said his typical approach is to give students facts with examples, and then tie it in to the big picture, rather than vice-versa.

Eisenberg said Huber's lesson made him realize how little attention he pays to his surroundings, and how it would be nice to have a Global Positioning System-type device that can not only tell you where you are, but the history of objects you are seeing.

Symons asked Huber if a student has ever challenged his information on religious grounds, and Huber said that has happened a few times after class and that he simply explains the scientific evidence and tries to challenge preconceptions. He said his job is sometimes easier than for faculty who are teaching about social movements, for example, because people tend to be less emotional about rocks and trees. Costain said that in a harassment training course she took, she was advised to warn students at the beginning of a course if subject matter that may be upsetting would be discussed, so that they could drop the class if they wished. Costain said one student in her Gender, Sexuality and U.S. Law course became angry when she heard that Costain had received that advice and said, "All they want to teach us here is rainbows and butterflies." Cummings commented, "Isn't the truth bound to be disturbing some of the time?"

V. New Scholars' Presentations on their Teaching and Learning Projects

Robertson said her research interest relates to students' reading habits. She said she has studied various types of literacies, especially the types found in 14th-century England, and there are many different types of reading, including interrupted reading, passionate reading, oral reading and visual reading. Robertson said she wants her students to learn about past reading practices and trends and then look at their own lives and current reading patterns, whether it's on a computer, at church or socially. She said she plans to incorporate a service-learning component into her project.

Pollock said his research interest relates to recent advances in physics education and new educational approaches. He said that in an introductory physics course, there is typically only a 25 percent gain in knowledge, but research by Eric Mazur of Harvard University has shown that when the educational approach is changed, there is a threefold gain in knowledge. Pollock said his group in UCB physics attempted to replicate Mazur's

study and did not get the same results, although there was a gender gap similar to the one Mazur found. That gender gap may be related to women entering CU having lower math and physics scores than men, he said, adding that he intends to explore the learning environment to find out what women might be perceiving differently than men that would account for that gap.

Deetz said his interest is how the communication process affects collaborative decision-making. He said everyone thinks they are an expert in communication, and it is sometimes difficult to intervene in situations and offer best practices. Deetz held up as an example the recent "un-debate" held at UCB involving the candidates for the 2nd Congressional District seat in the U.S. House of Representatives. That event explored an alternative model for candidates with differing views to reach decisions. "Collaborative political talk — what would that look like?" he asked.

He said he plans to explore exercises for students that can change their native theories and experiment with interventions that can transform a communication setting into one in which problems are solved.

Conlin said she is a historian of Roman art, and in 2003 she branched out from studying art in museums and began working in archeology. She started an excavation in Rome and turned it into a study-abroad program in which students not only help do the excavating but also interpret the data.

Her research project as a President's Teaching Scholar is to assess the value of that international research experience for the students who participated, especially the undergraduates. Conlin said she plans to talk with other students who have done research abroad, to explore not only how it changed them as learners, but also as citizens of CU and their country.

Medema said his research interest arose out of his frustration with the writing skills of his students. He said the field of economics has become very technical and even includes the teaching of calculus in some circles, which makes it more and more difficult for students to master the basics. Medema said that after losing interest in his old, traditional approach to teaching economics, and in an effort to engage the students, he started using more writing in his courses. He started assigning more papers and incorporating writing exercises into class. He said his evaluations from students have improved since he boosted the amount of writing in the course.

In an effort to measure the effects of the added writing, Medema said, he is conducting two sections of a class this semester, one with the writing emphasis and one without. He said he may need to repeat the two-course experiment to get more valid results on if the students benefit from the additional writing.

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VI. Teaching Round Table

Argrow said engaging with students to discuss ethical questions that might surface when students are working in their professions is a topic that has caught his attention. “Our curricula included very little social context,” Argrow told the group. “I have been incorporating discussions of engineering ethics that flow from current events. I want to encourage our students to become ‘engineering citizens,’ along with becoming competent engineers.”

Engineers should be aware of the ethical dilemmas they may face, Argrow said. "Technology can amplify human capability and human intent," he said. He recommended reading *Technology, Power and Social Change,* edited by Charles Thrall and Jerold M. Starr. Although the book was published in 1974, its essays, especially one by futurist Robert Theobald, can shed light on ethical dilemmas posed by advancing technology, Argrow said.

Argrow explained that he uses scenarios to spark ethics discussions among his students. For instance, he said, he might ask his students what could happen if a newly-hired engineer finds that the company he is working for severely underestimated a project's cost, thus allowing the company to win a government contract. Should the new engineer "blow the whistle" on his employer, should he think about the family he has to support and remain quiet, or should he report his findings to his boss? "We need to get our students to think about and discuss the ethical questions they may run across in the working world," Argrow said. "If we as faculty don't do that, who will?"

"But what is the responsibility of faculty?" asked Handelsman. "Do we indoctrinate or incubate the ethical values of the profession?" Perhaps the role of faculty is not to preach to students, but rather to point out the consequences of decisions and facilitate the discussion, Cummings commented.

Cohen said finding a way to allow more people to audit a class is a current dilemma for him. Cohen teaches a graduate course in immunology for non-majors, and usually has many people who want to audit his class. "I have faculty, postdocs and even department chairs who want to audit the class," he told the group.

But Cohen runs into a barricade when he tries to open up the class. "It seems there is a 'regents rule' that prohibits anyone from auditing a class without paying for it," he said. "I personally believe that the education should be free – what you should be paying for is the credit." Cohen said that generally there are about 20 registered students, and 75 to 80 people who want to audit the class.

Ludwig pointed out that the Laws of the Regents do evolve and change. "We should work together to create parameters that we both can live with," he told Cohen.

Conlin said finding a way to engage students and move them beyond their preconceived notions of a topic used to be tougher. Conlin, who teaches courses on the art and architecture of Rome, said her students would start the semester very excited to take the course. "There would be a palpable excitement in my classroom, and then in week four or five, we would lose all the excitement," she told the group. "I would be teaching them terminology – in Latin – and they would lose their excitement."

Conlin said it took her elementary-age son, who one day was ill and came to class with her, to say what her students were thinking. "He said to me 'Mom, this is really boring!'" she said. That moment made her realize that her students had come to class with superficial preconceptions about Roman culture and art based on movies such as *Gladiator* and *Ben-Hur*. "I decided to work with those preconceptions and have fun with them, so now I have my students watch those movies — and then critique them from an architectural point of view," she said.

Conlin told the group it is difficult to teach about Roman art without having any actual objects from ancient Rome at CU to show students. "I had to think creatively about how to present the material, and not just repeat the way I was taught," she said. Artifacts were created by people, Conlin realized, so she found a sculptor who worked in marble and

had her students learn about how to carve marble, so they could understand how ancient artisans created their sculptures. “You have to be very creative to get students’ attention,” she said. She also plans to have her students learn how to make mortar so they can gain some appreciation for what happened on a Roman building site.

“It seems that if we create emotion about a concept for students, it becomes relevant to them,” Handelsman commented.

Discarding a “very dry” text and having his students read primary sources is what Medema said he tried two years ago, to engage students in his introductory economics class. “I had my students read a paperback on broad economic concepts and then created my own reader of primary sources. It worked – sort of,” he said. “I found that many of the students weren’t reading the primary sources.”

Last year, Medema added a requirement that students journal about the primary sources. The students were required to summarize the texts by ancient philosophers — and then relate them to today. “The students really liked that the material could be relevant to their lives. It turns out that they favor the Greeks and the philosophers — even St. Thomas Aquinas,” he said. Medema said using primary sources kindled the students’ imaginations and made for “completely different and much better” class discussions of economic theory. “I find now that they are learning the broad concepts and are also thinking about how those concepts apply to and can change today’s world,” he added.

Learning statistics does not excite students, said Coolidge. “They come into my class and they just sit there,” he said. “They don’t lose their enthusiasm, because they have none to lose!”

Coolidge said he works to engage his students by using real-world examples of statistical concepts. “To explain frequency distributions I use the Challenger space shuttle explosion,” he said. “Many engineers charted frequency distributions for many events, but not one engineer used failure due to temperature.” Relating the material to a relevant event seems to engage more students, Coolidge said.

But he told the group that there are some students that can’t be reached. “I have about a quarter of my class that flunks and is not engaged, no matter what I try,” Coolidge said. Barth said he also has students who flunk. “I used to blame myself and my teaching, but then I found that they are also flunking many, if not all, of their other classes.” Pollock said he has tried different pedagogical approaches, but students flunk anyway.

“Maybe some people don’t belong in college at age 17 or 18,” Eisenberg said. “Maybe it should be age 25 or 30.”

VII. Priority for Great Teaching

What are the incentives and structures needed to keep focused on engaged and effective learning and teaching at CU? Ludwig, Poliakoff and Nairn discussed that question with the Scholars on Oct. 12

“Excellent teaching is not static,” Poliakoff said, “and that makes it harder to create a rewards system to recognize and reward excellence in teaching. It is far easier to recognize and quantify excellent research and scholarship, but it is much harder to describe and discern excellence in teaching.”

However, Poliakoff said, the President’s Teaching Scholars Program and its associated events, such as the fall retreat, are “one way, but not the only way, we recognize the distinguished work that the President’s Teaching Scholars do,” Poliakoff said. “But

perhaps this retreat should be valued most for allowing you all to meet, giving you a forum to discuss your ideas, and then allowing you to take back to your own teaching those ideas from your colleagues that will help you inspire engaged learning with your students."

What, Poliakoff asked the scholars, does an educated student look like? "How do you measure an educated student? Do you look at the longitudinal growth of what you have invested in the student? Do you try to judge what contribution this person will make to his field of study? What is the end we should keep in mind?"

Encouraging a commitment to learning in students is key, Poliakoff said. "We want to inspire our students in the classroom, to create a culture which encourages them to think critically and reason well," he said. However, that might be a tough task for faculty to accomplish, he added, pointing to data from the 2008 National Survey of Student Engagement. The amount of time that students spend on the task of learning "is not reassuring," Poliakoff said. "The national data points to problems in that area. So should we as faculty evaluate whether we are part of the problem or part of the solution? I think we all want to make sure CU is part of the solution by supporting faculty in providing engaged, effective teaching."

Communicating the importance of the PTSP and other programs focusing on teaching and learning to the entire CU faculty is vital, Nairn told the group. "It is important to provide support for programs like this one," Nairn said. "We also must make sure that the scholarship of teaching and learning is rewarded too."

Nairn suggested that the scholars could create a structured program to serve as mentors and pass along "best practices" in teaching to new faculty. "I'm sure that this would be quite valuable to new faculty," he said. Many Scholars do mentor new faculty, but on an informal basis, Shea said.

The medical campus's recent move from outdated facilities on the Ninth Avenue and Colorado Boulevard campus to its brand-new facilities on the Anschutz Medical Campus "brought to light how much facilities can impact teaching and learning," Nairn said. "I think having the best and most up-to-date facilities at Anschutz has made it much easier for faculty to teach and students to learn," he said. "I wish faculty at the Downtown Campus could have the same advantage."

The importance of teaching and learning were deliberately woven throughout the newly adopted UC Denver strategic plan, Nairn said. "Our institution places a high value on engaged learning and innovative education," Nairn said. "We included an emphasis on teaching and learning deliberately."

Ludwig opened the discussion to suggestions from the Scholars. "What, outside of more funding, can we do to encourage engaged learning and effective teaching?" he asked the Scholars.

"How about reducing teaching loads so that faculty can bring more time and energy to their teaching and have the time to try innovative ideas?" asked Camley. "As a faculty member, you just don't have the time to try new things when you have a heavy teaching load."

Medema commented that as much emphasis needs to be placed on rewarding stellar teachers as is placed on rewarding stellar researchers. "Teaching needs to be highly valued," he said.

Several faculty cited an increase in paperwork and regulations that have squeezed the time they could devote to teaching. “The problem is really time, not money,” said Deetz. “All the directives and policies can keep you from doing the human things you need to do.”

“I think there has been a general evolution of the chair position to one of an overload of work,” said Burkhart, who serves as department chair. “Some of the tasks that were done by the dean’s office now fall to the department chair level because of a shortage of resources in the dean’s office. A number of tasks that were completed centrally are now done at the unit level, adding to the time crunch. And there has been an additional burden of work pushed down to the units for compliance and accountability.”

"There has been a jump in the amount of paperwork for just about everything,” added Costain, who is also a department chair. “Much is the result of audits and accounting regulations.”

When Costain hired a new faculty member for the department over the summer, she said she spent an “inordinate” amount of time getting the faculty set up at UCB.

“I had to work through three offices for nearly everything,” she said. “The faculty member was here on a visa, so she had no access to many CU resources. I had to go with her to get her a computer to use. She had no e-mail, so I had to arrange to have that set up and go with her. I had to use my A-card to pay for her move, because she had no access to University resources for anything. She couldn’t even get a key to her own office — I had to go to access services and do that.

“The amount of time I had to spend on that had absolutely nothing to do with teaching or learning. It was all paperwork being done at the department chair level.”

Because of the staff shortage, faculty are being asked to be experts on things they may do only once or twice a year, which makes the tasks take twice as long, Deetz added.

Ludwig acknowledged that compliance and accountability requirements have been greatly increased at CU in the past few years. “I think these additional regulations are due, in part, to the requirements of the Sarbanes-Oxley Act of 2002 which regulates financial practices, an active CU legal team, and some changes made because of the audit of the CU Foundation,” Ludwig said. However, he added, the university needs “to be clear on what is onerous and what is critical.” He pointed to the newly formed task force on efficiency as one way the University is starting to address faculty concerns about burgeoning regulations.

Chronic underfunding for CU contributes to the overload problem, Nairn pointed out. “We don’t have the administrative staff support we need for the department chairs or for faculty, so faculty must spend their time doing administrative work instead of teaching,” he said. “I would argue that we need to help the state and our stakeholders recognize the value that CU brings to this state.” Creating grassroots support for CU is just as important as public outreach, Cummings said.

Fostering faculty collegiality is also a part of promoting good teaching, Symons said. “I think there has been a sad decline in faculty collegiality mostly due to a lack of resources,” he said. He pointed out that there is no longer a designated place for faculty to meet on the UCB campus. “The faculty need to get to know each other,” he said.

Shea told the group that new faculty members and their faculty mentors used to gather once a month for lunch to discuss teaching and learning, along with any questions the new faculty might have, as part of the Faculty Teaching Excellence Program on the UCB

campus. “Unfortunately, funding for those lunches had to be eliminated when CU’s budget picture worsened in 2002-03,” Symons said.

However, Shea said, the mentoring program for early-career faculty has started again because faculty are giving their time to make it happen. “Those faculty are giving of their time, just as you Scholars give of your time because you care about teaching and learning at this institution,” she said.

VIII. UCCS Model for Promotion and Tenure: An Update

The plan for a different reappointment, promotion and tenure (RPT) process for University of Colorado at Colorado Springs faculty sparked lively discussion by members of the President’s Teaching Scholars collaborative.

The proposed changes to the RPT process, which were approved in a vote of the UCCS faculty this fall, set new standards and methods for evaluating faculty, Burkhart told the scholars.

The RPT document grew from a President’s Teaching Scholars’ project two years ago, when a group of CU faculty traveled to Iowa State University to investigate that institution’s reappointment, tenure and promotion system. After returning to CU, Burkhart and Huber discussed their findings with UCCS Vice Chancellor for Academic Affairs Peg Bacon, which then led to formation of a UCCS task force. The UCCS task force looked at the Iowa State model, the Carnegie Foundation for the Advancement of Teaching's work on new interpretations of scholarship, and the recommendations from CU’s advisory committee on tenure-related processes in 2005-06 while drawing up its task force report and recommendations. Many of the proposed UCCS changes are modeled after ISU’s tenure system.

Among the proposed RPT changes at UCCS is a recommendation to broaden the definition of scholarship and its evaluation, and to define scholarship in terms of discovery, integration, application, creative works, and teaching and learning. Professional practice will be allowed as a fourth area of faculty evaluation along with teaching, research (scholarship) and service. Examples of professional service include site observation for teacher development by the College of Education, clinical work done by nursing faculty in the Beth-El College of Nursing and Health Sciences and work done, in general, by the librarians, according to the RPT document. “A lot of faculty tell me about work they have done that has no categorization under the current system,” Burkhart said. “This could change that.”

The changes proposed in the RPT document are expected to be optional for departments to adopt, Burkhart said. “I don’t expect this to be mandated,” he said. “Each department will most likely be able to choose whether to incorporate the changes into its department criteria.”

“The rigid cookie-cutter approach has lost top-notch faculty and the best graduate students,” said Cummings. “This could really be a benefit.”

“Some people have asked how to maintain standards on what constitutes scholarship,” Camley said. “We want people to maintain standards. There are limitations on what you can do. For instance, if you are talking about teaching to a group, it is not scholarship. However, if what you say is peer-reviewed, published and has substantial impact, then it is scholarship.”

The RPT document also includes a faculty responsibility statement (FRS), a contract that would clearly outline a faculty member's work responsibilities. Under the FRS, faculty members could request more flexibility in their workload distribution. The FRS must be agreed to by the faculty member, department chair and dean of the college.

Cohen pointed out that the medical school already has a form of the faculty responsibility statement. “Faculty have a very detailed letter signed by the department chair that outlines the faculty member’s responsibilities,” he said. “For instance, I prefer to teach, so I take on more teaching to let other faculty members in my department have a heavier research load. In other departments, you may find some faculty members who spend 100 percent of their time in the operating room. The FRS is really just getting the bureaucracy to catch up with reality.”