

President's Teaching Scholars Program

"The Lore of Teaching"

Nov. 10, 2007 and Nov. 11, 2007

Stanley Hotel, Estes Park

Retreat Notes

Scholars in attendance: Gene Abrams, William Krantz, Don Kleier, Tom Huber, Jim Palmer, Laura Goodwin, Brian Argrow, Michael Eisenberg, Bill Briggs, Jim Curry, Jim Burkhart, Fred Coolidge, Alex Cruz, Mike Cummings, J.J. Cohen, Harvey Segur, Jim Symons, Klaus Timmerhaus, John Falconer, Shelby Wolf, Clayton Lewis, Don Warrick, Marty Bickman and Mimi Wesson. Also attending were Mary Ann Shea, PTSP director; Michael Poliakoff, vice president for academic affairs and research, and Helen MacFarlane, photographer.

I. Introduction

Shea welcomed the Scholars to the retreat and introduced Poliakoff

Shea: I am fortunate to have had so much contact with Vice President Poliakoff, who has been here only since February 2007. We have had eight vice presidents in the program. Given that the president's office has moved to 1800 Grant Street in Denver, it seemed important to me that Michael have a chance not only to read about the program and to talk with me, but to meet guild members. He has been gracious to meet with many scholars on many different occasions involving many issues since the spring retreat 2007. This is his first time at the fall retreat. He will certainly get to know the culture and the sense of humor of the guild.

I have found him to be a comrade in issues and dimensions of teaching and learning, having been a professor of classics. He is a colleague in understanding both change in higher education and in tradition, history and culture. He has compassion for students in the learning process and can describe that from his own experience as a learner. If you were not at the spring retreat and didn't hear Michael tell a story about graduation to black belt in Tai Chi that includes breaking a 2x4 with his hand, please ask him to tell you the story.

"The Lore of Teaching" is the title of this retreat. The title came from a summertime conversation I had with Mike Eisenberg, who used that phrase. It had a ring to it that seemed appropriate. Lore means a body of traditions and knowledge on a subject or held by a particular group, typically passed from person to person by word of mouth. It also means to learn.

On the other hand, the academy is changing. We will hear from three assistant professors on Sunday morning describing their dreams for being a member of the academy. They, I believe, will change the academy. But they also have concerns about work/life issues in the academy.

We also have technology everywhere in our midst. Your students are on facebook, and they live in many other virtual places, even while you are teaching them. Others are in their pajamas at home involved in distance learning. We might not know what streaming video is, but our students do.

Another change is cross-disciplinary work. Bioengineers and molecular biologists work with mechanical engineers and chemists. Likewise there is excitement in the communities of higher education for civic engagement as a complement to learning. Last week on the *Chronicle of Higher Education* web site there was a discussion of "helicopter families," literally families that own helicopters and fly in to visit their students. But it also is a metaphor that families are more engaged in their students' educations — they hover like a helicopter — and those students do better.

A final note: Helen MacFarlane will be taking photos for the PTSP web site during the retreat.

II. Scholar successes

Shea: In response to a request made at recent PTSP retreats that you hear more about each other's teaching, I have asked several members of the guild to describe a new dimension they have added to their teaching repertoire during the fall semester.

Abrams: I took on an experiment after a conversation with Harvey Segur about how the UCB applied math department places high school students in the appropriate math classes when they enter CU as freshmen. The applied mathematics department at CU-Boulder is teaching Calculus I spread over two semesters as a way to refresh the students' pre-calculus skills, and the UCCS math department is doing the same. It's not pedal to the metal; it's a kinder, gentler approach.

As a way to get my students involved, I implemented "orals" in my classes prior to exams. I ask five students at a time during the semester to volunteer to go to the board at the front of the classroom and ask them to solve problems that might be on the exam. They get a real idea of how other students go about solving a problem. They can look at the student to their left or right and see how other people are working the problem.

In the two exams I have given so far, it has been exciting to see how students interact with the material. And the anecdotal evidence from the students has been really great. They say they had no idea how to do a problem correctly until watching the others. I am seeing how their learning process works.

Huber: During a fall conference I met a colleague from California Polytechnic State University at San Luis Obispo who had asked his students to put together a field guide for their campus. Field guides are not that unusual in geography, but this one also includes information about dance troupes on campus, poetry and essays. I am introducing my students to a similar project, and they are producing a field guide for CU-Colorado Springs. The project requires lots of reading and writing on the part of the students, and they have been assigned *Refuge* by Terry Tempest Williams. The students have reacted deeply to the book. It is so different from what I normally teach; I have never seen this kind of intensity before. I am team-teaching the course with my wife, Carole. I have never seen something touch students' lives more than in this class. I really see students maturing in this process. I am going to ask the vice president for academic affairs and research for money to publish the guide. I'll bring in the Cal Poly book to show you. It is beautiful.

Poliakoff: I would be interested in helping to publish such a guide. Tom has been one of the speakers in the VPAAR office's CU Connections program, which involves a series of lectures on the West. Professor Huber gives such great lectures; I put his on my CD player to listen to. I hope your field guide sells well and produces a revenue stream for next year.

Argrow: I am continuing a practice I began last year in one of my graduate classes. What I have been doing is not entirely new; I did it last fall. I open the class up to discussion on any topic and I am the moderator. But this year I am doing something more targeted in my grad class related to professional ethics, because a significant number of the students are already working in the field. One discussion was about writing proposals for work bids and being honest about what is stated in the bid. I give them the example of writing a proposal for NASA contract where the company might be bidding a cost of \$1 billion when it will really cost \$2 billion. Do you sit back and not say anything about the difference? The discussion raised issues such as job security and related concerns. Enough students said this is what goes on already and we don't want to do anything different. Another discussion revolved around religion in the workplace, and students discussed what a female supervisor might face from an employee whose religion does not respect women in authority roles. It was a great experience to see what students think in terms of ethics.

Kleier: I have been using a technique in my seminar classes that has proved to be successful. I tell the students that when the term is finished, my wish would be that they will say to each other, 'That was great! I learned so much!' I ask, 'In order to get to that point, what do I have to do?' I then pass out 3 x 5 cards and ask each student to list one critical piece of information that they want to know from the class and that at the end of the term if I have answered that question they will think I am great. I then have students write their questions on the board and the questions remain there during the term. Sometimes the questions are beyond the scope of the class, but I can point to most of the questions and say the day's discussion deals with this or that issue. Invariably I have covered all of the questions by the end of the course. The process gets at their interests right away. I tell them I don't want to be a talking head and I think it makes the seminar fun.

Wolf: I have made an effort to be more technology-savvy and have found Appleworks™ addresses some issues I have had with PowerPoint™. I also want students to look up and not have their heads down in their computers. The Appleworks™ graphics are beautiful and more sophisticated, and I have been able to convert all of my overheads and the students have said it works well.

Shea gave the Scholars a lengthy reading list of articles and books related to research on learning and teaching. She recommended and gave to each scholar *What the Best College Teachers Do* by Ken Bain.

Shea: Anyone of you could have compiled this book. One piece talks about faculty constructing syllabi and talking to students about what "the promise" of the course is. I suggest you pass this book on to new faculty members or to senior faculty who might be stuck with their teaching.

III. The Pursuit of Excellence

Michael Poliakoff, Vice President for Academic Affairs and Research

Poliakoff: I am much more interested in listening to you than in sharing my ideas. But thank you for inviting me. I want to cover four topics: 1) Never, never give up — a famous quote attributed from Winston Churchill; 2) optimism; 3) things are really bad; and 4) assessment of general education, which in my mind is one of the most crucial topics in higher education. The topics are not quite as much of an unrelated jumble as they might seem.

Legend holds that Churchill made his comment in his old age. He was invited back to Harrow, his old school, where he had not been a good student, to speak at commencement. He approached the podium and all were holding their breath. He started to speak and said only, "Never, never give up!" and sat down. Another story about Churchill is that there was a rumor in Parliament that he was becoming senile. A group of young smarties were sitting in front of him whispering "People say the old guy is daft," and Churchill replied, "And they say he's deaf too." A well documented Churchill bon mot is that disgusted with Prime Minister Ramsey MacDonald's weak policies he recounted "I remember when I was a child, being taken to the celebrated Barnum's Circus, which contained an exhibition of freaks and monstrosities, but the exhibit on the program which I most desired to see was the one described as 'The Boneless Wonder.' My parents judged that the spectacle would be too demoralizing and revolting for my youthful eye and I have waited fifty years, to see The Boneless Wonder sitting on the Treasury Bench!"

I have lived in dread that someone might say that about me.

Yesterday in *The New York Times* was an article about a coach in Smith Center, Kansas. The high school has 154 students but its football team has been state champs three times. The coach is a math teacher and, when interviewed said, "This isn't about football; it's about preparing students for life." I was a wrestling coach for a short time. I always thought long and hard about what college athletics are really for. I was glad to see this insight from a coach with limited resources. A game can be a springboard to larger things, and sometimes we manage to succeed beyond all logical expectations.

There are both optimistic and pessimistic views on the current state of higher ed in the United States. Of the colleges and universities ranked by *The Economist* in 2005, 17 of the top 20 were U.S. institutions. Other evidence that the United States has the best higher education system in the world is reflected in the percentage of Nobel prizes won, number of scholarly articles published, percentage of undergraduate students who are female and percentage of high school graduates who go on to college.

On the other hand, results from the 2003 National Assessment of Adult Literacy are discouraging. For instance, well over two-thirds of those tested who held four-year degrees were rated as intermediate or below in prose literacy, which is a humiliating statistic. In addition, the Organization for Economic Cooperation and Development has found that even though the United States is highly ranked in the percentage of citizens who go to college, it is below average on graduation rates, when compared to the rest of the world. Other studies show that while U.S. middle school students have high confidence levels, their performance on the TIMSS assessment of mathematics and science performance is below that of students in many other countries. We rank 10th among OCED students, behind Belgium, Singapore, China, and other nations. There is often an inverse ratio between our high level of confidence and our lack-luster performance.

I and members of the Board of Regents were a little alarmed by results from the National Survey of Student Engagement, which show that, on average, CU students report doing only eleven to 15 hours of homework a week or less. That is an issue the CU community needs to be aware of, because it relates to the academic culture. No matter how good the teaching is, there is no substitute for time on task, for individual learning.

It is important to set high expectations for students, and I want to praise the recent freshman seminar at the University of Colorado at Colorado Springs in which students were required to read the Apology of Socrates by Plato and Martin Luther King Jr.'s "Letter from Birmingham Jail." When faculty expect more of students, students do well. That experience, in higher education, is not widespread enough. We read to know we're not alone. What we hear from UCCS administrators is that there were no examples of inappropriate behavior from the students during the whole Orientation period, it suggests that when students take themselves seriously and the academic mission seriously, they can take on challenging material and will behave like citizens of the academy.

When people ask, 'Is the American mind really closed?' I can say at the start, "It's not closed; it's cemented shut." When statistics show that roughly two-thirds of those who get a four-year degree are at or below the intermediate level in literacy, we have a grave problem. Colorado doesn't participate in the statewide survey of adult literacy but we can ask ourselves, 'Where would Colorado fall?'

Some of my own efforts to boost academic rigor have been met with resistance. In one of my first teaching experiences, as a graduate student at the University of Michigan, I was scolded by a senior professor for asking students in a classical civilization class to look up original sources for articles in a German encyclopedia and then to find those sources in available English translations. The message from the professor was "if it's not easy, it's our fault." But you can't always connect the dots for them. We need to say, "I'm glad you loved the nest; learn to fly. You have to be better than we are. You have to go further." At Wellesley, I got considerable pressure from the Dean of Students not to push my students so hard. As an experiment, when I taught at Hillsdale College, where students did not enter with the same high SAT scores that one saw at

Wellesley, I gave my students in ancient Greek a midterm that was precisely the same as the exam I used as a final at Wellesley. One paper was almost perfect and another close behind. Students rise and fall to the levels we set. At Bloomberg, I got a grant to buy the Death of Socrates dialogues of Plato for all incoming students. A public affairs office staffer told me the reading level in that book was grade 14 and that most students were at grade 10 level and that if I proceeded with this plan to have them read Plato, I would lower their self esteem and would find the books in the trashcan. I said, "Thank you very much, but you're wrong," and the program worked.

The need for more academic rigor is further accentuated by advances in technology that give students unprecedented electronic access to literature that can be searched by key words, a far cry from scholars in previous centuries who would put their feet in buckets of ice water to stay awake while studying. Students can now study dissection and anatomy virtually. We have literally democratized erudition.

When a student receives a diploma from CU, what makes us confident that he or she will always represent the University well? Are we confident that our students are not pulling down the average on things like the National Assessment of Adult Literacy? Do we know they can write well? If we are not sure, we as an academic community need to do serious talking about how we can reach these goals.

Coolidge: I enjoyed your remarks. I have been at parties where some foreign visitors were disparaging U.S. universities.

Cummings: There is a ray of hope to me. Back 47 years ago, students may have gotten better scores on their verbal, quantitative and writing skills, but my current students at UC Denver are better critical and creative thinkers than my classmates at Princeton University. Very few students asked critical questions when I was in school, and students today are much better at thinking for themselves. In relation to CU's international campuses, we have it all over those places in asking critical questions.

Poliakoff: I agree that it is important to have an infrastructure of skills, but not at the cost of deadening creativity. Abraham Lincoln had only a year of formal schooling and only a few books to read growing up, yet became an excellent orator. With so many more tools available to them, I hope today's students learn to write and interpret documents well, in addition to gaining literacy in science and math.

Timmerhaus: How would you change the education system?

Poliakoff: Faculty tend to specialize, and the area that loses out is often general education. I think if we did a poll in this room, there would be a consensus that students should be able to write. The ability to make one's way through difficult texts, for example legislation, is crucial. If we find students are not at the highest level, at least we can make interventions to ensure they gain those skills.

Bickman: I think the story you tell is one of slippage and decline. A lot of what we talk about is that the problem is with the students. I don't imagine doctors sit around and say that their main problem is that their patients are sick. One must look upward as well as downward, to the political environment as well as the school districts. The No Child Left Behind Act is really "No Child Left Untested." There has been aggressive anti-intellectualism in the federal government in recent years that has cut off funding for education. Being a conspiracy theorist, I don't think it's an accident; having an uneducated population that doesn't question ... is in their political interest.

Poliakoff: That was well said. I was both entertained and saddened by the second presidential debate in 2004, because the candidates were talking on what was at best a fourth-grade level. The access to information has never been better, but the will to use that information is slipping.

Wolf: The danger in teaching reading is the emphasis on decoding. There are initiatives on getting students to read; there aren't many on getting students to want to read. Teachers don't

have time to read to students, to let them they soak in the vocabulary. If you want complex reading skills, you have to start with babies, very early.

Poliakoff: My single most illuminating moment in education was when I visited the state penitentiary in Pennsylvania. One third of the inmates were reading at 4th grade or below; two thirds were reading at 8th grade or below.

Curry: This group is hearing that you are committed to making changes. I have heard of the "helicopter parents" who descend on the University and tell faculty that their child's education is too difficult, and that since they've never used math equations or textual analyses in their own daily lives, their child shouldn't have to learn them. Some of us have been to other countries and we know what can be done if one is committed to change.

Palmer: I want to add a Churchill story. When Churchill was young, his family thought he was slow or retarded because he didn't speak for the first two years. But when he did speak, he spoke in full sentences.

The prevailing view is still that different people have different learning styles, and if so, the educational testing involved in the No Child Left Behind Act means we are doing a great disservice to 80 percent to 90 percent of our students by forcing them to learn a certain way.

Poliakoff: There is a place where the macro policy and individuals don't meet. But macro policy can make sense. Large-scale testing can be useful if it is constructed well and is used as only one of many tools for assessment. Marty's medical model is a good one: Let's get back to the real issue. Doctors could say that the sick patients aren't their fault, that the patients' parents did not provide enough nutrition or exercise growing up. They could say, "We're sorry to say 60 percent died, but it's not our fault, we had bad material to begin with." But that is a very bad argument. What would happen if fourth grade teachers said students' skill deficiencies, that 60 percent are reading below level is not their fault, because the students' parents did not read to them before bedtime? The buck has to stop somewhere.

My father was an old-style family physician who would talk to patients to learn about their family background, in addition to running tests. The diagnostic tests are necessary, but not sufficient. We've gotten a little phobic about the assessment part.

Argrow: I recently saw a badly misspelled sign on campus, left by a repairman to warn people that an elevator was malfunctioning. If the repairman's reading was as bad as his spelling, he would not have been able to use a manual to fix the elevator. But there are no negative consequences for a person not being able to spell: the elevator got fixed and the person got paid.

Poliakoff: Studies show that today's college graduates will likely change jobs seven times and careers three times in their lifetimes, and they will need to be prepared to learn new skills for the job that is a decade away. I think statistics is a liberal art. You need to know when reading the newspaper, if you are being bamboozled by the statistics. A good part of the population has trouble reading graphs.

Wolf: There are assessment systems and there are assessment systems. I spent time in Kentucky, where the court ordered the state to dismantle its school system. Kentucky revamped its K-12 student assessment program with a much more expensive and effective system that, among other things, measures students' improvement in writing skills over the course of a year.

Poliakoff: At King's College in Pennsylvania, students' senior projects are evaluated by faculty who did not teach them, so the students can't ask, "Do I have to know this?" because anything is fair game for the outside evaluators.

Timmerhaus: I am in favor of assessment, but the K-12 testing that is now required prompts teachers to shift their educational approach so that they are teaching toward the test in an effort to gain more funding for their school, which causes teachers to neglect certain areas.

Warrick: Declining literacy rates in the U.S. have an impact on the country's place on the world stage, as other countries are passing us by, and we're not even aware of it. In addition to economic effects such as outsourcing jobs, the situation can have serious social and psychological

impacts on the nation. For those not keeping up to date and keeping literate, the social consequences can be far-reaching.

Poliakoff: It has been a painful period for higher ed in Colorado, with the Colorado Commission on Higher Education admission requirements, which are actually reasonable and lighter than what CU requires. It gets back to the basic question of what kind of leadership is higher ed showing. If higher ed is not setting the expectations high, K-12 will say they don't have to meet the requirements anymore. Whether we succeed in the P-12 dialogue is not the issue. The question is, "When the buck stops at commencement, is our diploma a meaningful diploma that will prepare that student for his or her first job?"

Coolidge: How big a problem is this? Isn't the idea of the U.S. being passed by other countries more a situation of other countries catching up to America in terms of wealth and educational access?

Poliakoff: An increasing number of students in other countries are going to college, but the U.S. still has a problem in its graduation rates, compared to other nations. It's not everybody's problem; it's our problem.

IV. Mentoring

Poliakoff then led a discussion about the idea of the President's Teaching Scholars playing a formal role in mentoring junior CU faculty.

Poliakoff: I have been talking to the campus provosts about how the Scholars can reach out to the rest of the faculty, and one idea that has come up is supporting junior faculty in attaining tenure. While campus-specific mentoring programs seem to be most successful, the PTSP could play a role in a system wide effort to ensure that every new tenure-track faculty member has a mentor. To what degree are the Scholars involved in mentoring? Would you like to take a more organized role in developing such programs on the campuses?

Lewis: I am a mentor to two faculty members, but not because I am part of this group. It is because they are in my department.

Argrow: This group looked into the idea of starting a formal mentoring program a few years ago, but the feedback members received was primarily negative.

Palmer: Some of us might not be good mentors, some don't want to be mentors, and some junior faculty rebuff attempts at being mentored. There are pitfalls and assumptions. We have to be careful when talking about being mentors.

Cruz: We could play a role as resource for the workshops Mary Ann's office offers. Most mentoring is department-based and depends on the desires of individual faculty.

Poliakoff suggested the idea of having a mentoring roundtable at each campus, hosted by the PTSP, where those who want to be mentors or mentored could come for advice and support.

Cruz: Some junior faculty may be more comfortable with being mentored by someone outside of their department, someone who's not going to be voting on you later on.

Curry: It is important to have a group of available mentors, but if we open it up just to this group it might meet resistance.

Poliakoff: What would it look like so the Teaching Scholars are not imposing themselves?

Cummings: The PTSP could have a bank of mentors to serve as consultants and be available to provide assistance from outside a unit, because departmental politics can get toxic. Junior faculty can get embroiled in those politics.

Segur: There would need to be some clarification on what to mentor junior faculty in — whether the approach is about ethics, "keep your head down" or "keep your sword ready."

Falconer: Departments differ greatly, and a member of a department can give a junior faculty person bad advice.

Cohen: All tenure-track faculty in the School of Medicine are assigned mentors, so in some sectors of the University, any additional mentoring could be seen as adding a second, unnecessary level.

Lewis: If we were to undertake this, as an elite program, there would need to be training and different approaches and an assessment of each individual's needs, to avoid duplication of efforts.

Palmer: I would like to ask Mary Ann what she is already doing with the Faculty Teaching Excellence Program at UCB. Would there be an overlap, duplication?

Shea: The College of Arts and Sciences has a mentoring program. There is something in the culture of higher education that faculty members want or need these programs. My question is why? Having a mentor can play an important and positive role in promotion to tenure. I know of tenure cases, and Scholars have been involved in these, where people ask, "Was this person ever mentored?" This requires more senior faculty being involved in the lives of junior faculty. I would not see a university-wide program as in conflict with my program. It is impossible to codify mentoring; it's partly the person being mentored and partly the personality of the mentor.

Symons: I have worked with FTEP and with faculty to prepare their teaching portfolios. We talk about how to present their teaching methods to someone not in their department or discipline, with the VCAC for example. So if you are only mentored in your department, you do not get that guidance.

Goodwin: We have mentoring programs at UCD. In addition to what you get in your department, our mentoring goes across departments. I believe some mentors in that program are Teaching Scholars. Anything the Scholars do at our campus would have to be done in conjunction with that. We need to talk to junior faculty about what help would be most beneficial to them.

Palmer: I agree. I know of a case in which a portfolio of a faculty member in the humanities got the unanimous vote in the department and a split vote at the vice chancellor level, in part because one reviewer was a natural scientist and another was a social scientist, and they weren't familiar with the standards of the discipline. I wrote six pages and then had to write another three pages as an explanation and to address the VCAC concerns. Once that was understood, it was revoted at the VC level and passed 14-0.

Poliakoff: I encourage the Scholars to share any ideas you have on how to improve mentoring at the University. This group has extraordinary talent and experience, and I want to make sure, as an administrator, that no talent is left untapped.

Shea then presented Poliakoff with a copy of the book, *White Swan Express*, and asked Wolf to explain its significance.

Wolf: The novel is about four families who are adopting Chinese children and they stay at the White Swan Hotel. Vice President Poliakoff and his wife have recently adopted a Chinese girl.

V. Film: Explication du Text A critical analysis of teaching and learning from a taped lecture

Moderators: Michael Eisenberg

Eisenberg: I volunteered to talk at the retreat about something of interest to me. It's a bit of serendipity, given what Vice President Poliakoff has said about the CU Connections program of outreach lectures. Filmed or taped lectures might be an outreach device and we might be increasingly interested in taping our lectures.

In introducing this lecture, I will say I am a fan of this company but not an unmitigated fan. It is one of a series of companies doing this kind of recording of college professors on a wide variety of topics.

The scholars then watched a taped lecture on impressionism, *From Monet to Van Gogh*, given by Richard Brettell, a professor at the University of Texas–Dallas.

Eisenberg: There is a lot to talk about; this is a complex phenomenon. This is billed as the best teaching, a wonderful course you can watch and purchase. This lecture is astonishingly organized and crisply delivered. For this company, all the lectures are in the same room at the same podium. There is a stylization of university teaching in this format.

Eisenberg also showed the Scholars the Apple iTunes Web site where 25 to 30 universities have provided entire courses that can be downloaded, with lectures simply recorded as they happened in the classroom.

Eisenberg: One could spend a lot of time poking around these kinds of courses online. The audience for such courses can range from high school students to retired professionals wanting to keep up on their fields. I have purchased a number of cassette tapes of lectures to listen to while driving. I think I have been influenced just by hearing great lectures. The companies say they have the best teachers, who have won awards, but most of my listening has been extracurricular. There is not much in the way of computer science lectures available.

Krantz: Was there an audience in the studio? Years ago I taught public speaking. He should have used some sort of showstopper. He had all sorts of possibilities, instead he was hiding behind his computer screen. He could also dress for the occasion. With all the color of impressionism, he could at least wear a French tie. His body language was about as bad as it can get. He mentions so many specific things, but he had opportunities to use info technology, such as little circles or a pointer. The lecture style bothered me but the content was very good.

Eisenberg: As I said, I am a fan but not an unmitigated fan. When I taught a computer science class for CAETE [Center for Advanced Engineering and Technology Education in the UCB College of Engineering and Applied Science], I was told to stand behind a podium; they put a lot of constraints on me. But my favorite teacher in college was a philosophy professor who paced back and forth. The gestures of this professor are of a caged jaguar. The problem is the producers probably told him not to move around. There is something staid and unadventurous about this format, but I am not sure how much further he could have gone.

Kleier: I own several tapes that range from Chinese history to comparative religions. It's a diversion to listen to them.

Palmer: It reminded me of my beginning years teaching at the University. I was in the same department as Hazel Barnes. I was doing two things at the time: reading Neil Postman's and Charles Weingartner's book *Teaching as a Subversive Activity* and sitting in on Hazel's lectures. They were eloquent and elegant, and I thought how could I match up. My critique would be different from William's: If he is doing impressionism, to not do two or three things about art — such as light or point of view, where you position the viewer — is a mistake. He had limited time; he chose what he chose. I was bothered by the very limited camera techniques used in the tape. On the one hand too much would make it distracting and on the other, he could have done so much more.

Cummings: I have a quick positive and negative. I crave information like this about art, but what this format cannot do is interact and engage students. He tells us, doesn't ask us, what the art *means*; that is the main shortcoming of this format. But for many, this is information people need and can use.

Eisenberg: In a great course on this subject there would be interaction, small group discussions about the painting. To a great extent I would rather he did most of the talking but it would be nice to have an opportunity for some discussion.

Abrams: They call it a teaching company but it is an information spewing company. Couldn't they have worked in a planted question to create some interaction? I tuned it out.

Wolf: I agree. He wasn't looking at us. It started to make me mad. Who is he looking at?

Abrams: He provided no value added as the teacher.

Palmer: A tape is not classroom teaching.

Falconer: In science it is very much show, straight lecture, like the iTunes versions.

Eisenberg: A lot of MIT students download iTunes lectures.

Coolidge: Part of human evolution has involved the need for “shared attention,” and as a result, we will always like the classroom better. We wanted the professor to look at us.

Eisenberg: There is an expectation that we folks at CU will be doing lectures like this. If CU professors were to record their lectures in this manner, is it doomed to failure?

Coolidge: We wouldn't be doomed to failure, but what works for most students is that shared attention.

Eisenberg: If I ask myself could I translate to this, my answer is no. I teach lab courses and do some lectures. I do get something out of the taped lecture but a textbook is more cost-efficient. This DVD cost \$200.

Wesson: One of my criticisms is that the lecture was very technologically primitive. It's so “two years ago.” I have found reading *The New York Times* online; it is so interactive. I could have imagined a product like this that is more like the newspaper. The producers and lecturer could have anticipated the questions students might ask and presented those on the screen for students to click on to get an answer.

Symons: An important question in my field is whether there is still room for live theater or will film take over. It is an issue we deal with all the time. When the actors and audience are in the same place at the same time it adds variety to the experience that you cannot get with film. When people teach in the arts they assume other arts are of interest; this lecturer could have incorporated other arts of the time such as music. Another thing he avoided was empty space. He never once shut up and said, “Look at this painting.” He never once did that.

Abrams: Isn't there some value to be added to be in the room with the professor? At UCCS we are taping courses for viewing on the Web and they are available 24 hours after the class. But in my senior level course, about 90 percent of the students show up regularly. The point is they feel a need to be there. They could see everything that happened on the tape.

Palmer: I disagree that they can see everything that happens in the class on the tape.

Cohen: In the School of Medicine you can see 140 of the 150 students in one person's lecture and another class will have only 11 students. The fact 140 stay home is not just a function of the live encounter.

Lewis asks how many of the Scholars have listened to tapes while driving or falling asleep. There was show of hands

Lewis: I think these taped lectures are mainly a form of entertainment. A lot of time when you have spare intellectual capacity, these are great. The medium allows it to be shared with other activities.

Cummings: Twenty years ago [the activist and comedian] Dick Gregory talked at us for four hours. It was hot but I don't think a single one of us left. Another time I watched a professor write equations on the board and students just copied them down. I asked my friend if the professor ever made mistakes and he said, “Yes, but we just compensate for him.” For that purpose the lecture was effective. There is no one right way to lecture or one wrong way. It depends on the purpose of the lecture.

Eisenberg: What do you think of this as a mode of outreach for the University? In a lifetime of going to the movies I have seen numerous scenes of college classrooms and I have never seen one that looked like the one in the tape we saw. I have never seen a realistic interpretation of a college professor.

Symons: This goes back to the discussion of the morning. If we really want students to learn a lot of data, such taped lectures work. We can say, “It will all be on the quiz.” But when I heard a discussion of *Death of a Salesman* at Princeton, it changed my life forever. If you want to do that, this DVD won't do it.

Eisenberg: The Scholars have previously discussed creating an interactive Web site, where they could download talks or other information. A question to consider would be do we want lectures such as this on a Web site. What level of participation would we want to have?

Shea: In part I would see this as a way for all CU faculty to be involved in teaching and learning and to contribute to the site. I want to hear your ideas.

Curry: I also am hearing about the immediacy of being in the classroom. Maybe there is a way to share that seminar-style immediacy.

Bickman: If you want something available online, our discussion of this tape is more interesting than the tape itself. Perhaps that is a signal of where we could go with this.

Eisenberg: We could start a blog for discussion of teaching, where we could post links to papers on teaching. The audience would be the combined faculty of CU.

Lewis: We would need to agree who would tend the blog.

Segur: Who would be the audience we had in mind, the population of Colorado?

Eisenberg: It would be the combined faculty of CU. If it were a public web site, it could be for a wider population.

Wesson: I like the idea of a blog, but it should be just for CU faculty and there would need to be a faculty moderator, so anyone who logs on would get an answer. If we could contract for tech support, it would not be too much time for us. With uTube we could post videos. There are lots of possibilities here. There is nothing like that at CU now. It would be a genuine contribution we could make.

Eisenberg: We only get together as a group for retreats. We could use something like this to build community within the guild and the program.

Eisenberg, Wesson and Lewis agreed to work to set up the blog and to be the moderators in the first few months. “

Wesson: We will have to provide the beginning content.

Lewis: We could post questions and answers to get it started.

Shea: I promise to get the word out about this blog.

Wesson: The blog content could be lighthearted and entertaining at first, and it could grow into a more serious resource over time.

VI. Kansas State University uTube video

Moderators: J.J. Cohen and Helen MacFarlane

The Scholars watched a short uTbe video. Cohen explained that 200 students at Kansas State University developed a survey and wrote the script for the video. According to the *Chronicle of Higher Education* (Oct. 17, 2007) they were students in a class taught by Michael L. Wesch, an assistant professor of cultural anthropology at KSU. “The four-minute video features the results of a survey of students in Wesch’s Introduction to Cultural Anthropology class last spring,” the *Chronicle* says. The video asks, “If these walls could talk, what would they say?”

In the video students hold up sheets of paper and computer screens showing their responses, on average, to several questions. The students say they complete only half of the readings assigned to them and that only a quarter of the readings are relevant to their lives. They say their average class size is 115, and that only 18 percent of the professors they have had know their names. Other points made in the video are that the average student is occupied 26.5 hours per day with such things as sleeping, working, attending class, studying, eating and using a cell phone or e-mail, forcing them to be “multitaskers.” They say they complete only 49 percent of the readings assigned and believe little of it is relevant to their lives. Students will on average be \$20,000 in debt when they graduate, the video says, and they can spend hundreds of dollars on textbooks they will not open. They also acknowledge that they are they lucky ones and that their laptops can cost more than some people in the world make in one year. They say they will read eight books this year but thousands of Web pages and “facebook” entries. They will write 42

pages for class but more than 500 pages of e-mail. They say they write on facebook through most of their classes and that while they bring their laptops to class, they are not working on class work.

Cohen: Some of the comments received on the web about the video said the students were whiners. They are not whiners.

Cummings: This is a strong argument for small classes.

Symons: I have a large class. But I told them they cannot have laptops open during class. The fault lies with the professors; they are not very good at engaging students with the material.

Wolf: When I visited a large class to observe a professor I sat in the back of the room with about 25 students. Some were playing solitaire, some doing Facebook.

Argrow: Students have to have negative consequences for doing such things if the professor doesn't want that environment.

Lewis: I have done a complete turnaround on this. We had a big meeting with Sun and the classroom was set up to assume all people were on their laptops. The fact most students have a laptop is pure good. One can often find things online that greatly augments what we are talking about in my field; a lot of computer science is online. If another student's question is relevant to you, you listen.

Cummings: I have a great example of students being online in class. We were watching the film, *Who Killed the Electric Car?* and at the end GM claimed electric cars were not in the future. A student went online and found you can purchase all kinds of electric cars, even Porsches, and that fact entered into our conversation. That was fantastic.

Coolidge: I refocused my students' attention when after filling a green chalkboard with information, I sneezed onto the board. I have never seen the class more alert then.

Wesson: I struggle with allowing students to use their laptops in class. I watched a colleague's class from the back of the room where a woman spent the entire time reading her Netflix list. I wanted to ask her why she was there. I have heard of software that can co-opt students' laptops during class, allowing the professor to give short quizzes or illustrate graphs during the lecture. You can claim their laptop. There are ways it can work for you, so I will allow students to use them for a while.

Warrick: I wonder if one has to use technology to be a successful teacher. My answer is, "No, but it helps." I quit using new technology altogether in my classes and it works. I am not suggesting you do that, but I am teaching leadership skills. I asked my graduate students if they would prefer to use [laptops] or not and they said not. By contrast the students in the executive MBA class all have laptops. In that case it is not a laptop issue, it is the age and experience of the students.

Argrow: The problem is not the laptop. It's about not paying attention in class.

Eisenberg: I teach a class on the canon of great readings in computer science. We have a class web site, a class e-mail list and articles are downloaded. In its way it is a classically structured reading seminar.

Cohen: I have a graduate class in immunology. I require students to post comments on the class blog. We have shared the blog with students at the University of Arizona. There is a surprising level of discourse among the students. But what has happened is the blog has taken over the course. I almost feel I don't have to come to class.

Wesson: I only teach graduate law students. And some use their laptops to create transcripts of the entire class. And that precludes other forms of engagement in class. They can't raise their hands if they are typing.

Coolidge: I am a ludite in terms of technology, but sometimes there is no alternative. I used a cartoon in *The New Yorker*, with a caveman standing at the cave opening which has all been rocked over. He says, "I said I'm sorry!" The women in the class said he didn't mean it; and the men said he was sorry. I couldn't draw the cartoon so I put it up on an overhead. We've got 200,000 years of human evolution; we like to be engaged.

Palmer: There's the shadow archetype in films like *Stranger on a Train*. I have a cartoon with two people heading toward a corner. One is a priest with a little devil on a leash; the other is a little devil with a priest on the leash.

VII: Teaching Scholars Teaching

Dream Interpretation

Fred Coolidge

Coolidge: I am wearing my kurta from India. When I did my sabbatical in 2005 in India, I wore this when I gave my lectures. I want to present Vice President Poliakoff with a copy of my book, *Dream Interpretation as a Psychotherapeutic Technique*. We had an interesting conversation at the table about dreams.

We don't mind sharing our dreams. My brother and my children will call me to tell me their dreams. I don't interpret them. My dad asked me once, "Son, this dream stuff you do is academic, but will you be able to get tenure"? The short answer is, yes.

Coolidge outlines the stages of dreams and how brain waves are measured during dreaming.

Coolidge: When we wake up in slow wave sleep, we have trouble knowing where we are. Slow wave sleep is ancient. Stage four sleep is characteristic of animals even reptiles. Lucy, the prehistoric woman, two million years ago probably had slow wave sleep. She slept in trees and had the response to wake up from sleep if she was falling from the tree. There are evolutionary advantages to the pathologies we now have of not being able to sleep. In the first lighter stages of sleep our muscles relax; in rapid eye movement sleep our muscles relax more.

Every culture has dream mythologies: the angel came to Mary in a dream, Jesus's name was given to Joseph in a dream, Pontius Pilate's wife had a dream that he must wash his hands, Gabriel came to Mohammad in a dream, Buddha's mother had a dream of being impregnated by an elephant. There is a Chinese myth of ghost oppression, of a ghost on your chest.

I saw a woman on the Oprah show who had written a book and she claimed to be able to interpret dreams: I dreamed I was in a plane and a plane means this. But psychologically there is not a glossary of dream meanings.

Freud said a dream is like a letter: if it is not opened it is not read. Others have said dreams are divinely inspired and if you don't pay attention to those God will stop talking to you. There also is a new book about nightmares that says with dreams come responsibilities. You can examine your dreams through psychological interpretation, which is useful for patients. If we keep something consciously suppressed, dreams are the only way it can come up. We are less willing to admit our parents have flaws, but more times it will come up in dreams. Dreams are the time we are really honest. Sometimes I wake up and I think, "Boy I'm not going to tell anybody about that one!"

Burkhart: Since cats, dogs, primates, people dream, wouldn't it seem to be nothing more than an atomistic thing going on? We can get insights out of our dreams, but we can get insights out of mountain scenery.

Coolidge: It only applies to the meaning we give it. For example, the anxiety dream such as taking a final exam. Cavemen probably had anxiety dreams. It is how anxiety primes us to be successful and survive.

Cummings: Studies show if people are prevented from dreaming they can go psychotic.

Coolidge: If you are sleep-deprived and have only five hours, you will still get slow wave sleep.

Krantz: I find I can remember very few of my dreams. It's such a cacophony of experiences.

Coolidge: I tell my students to write in a dream notebook every morning. I had a woman student who said she was the only person who wouldn't remember her dreams. I told her to use a dream notebook. The first day she said it wouldn't work. The second day she had a dream with sign "Gone fishing." She said maybe she wanted to "go fishing" from her life. That opened up a litany of her stressful life, her unfinished business and the dream led her straight to it. People remember their unfinished tasks more than their finished tasks.

Falconer: What about people who don't sleep ever?

Coolidge: We rarely ever find that. Have you ever taken a nap and couldn't remember if you fell asleep? Insomniacs take on average eight to 10 minutes to fall asleep. Big deal! The difference is they are more aware and complain more.

Burkhart: What is the most common dream?

Coolidge: It is dreaming you are about to fall and you jerk awake; it's called the hypnic jerk. Remember Lucy in the tree? If she falls asleep in the branch, the hypnic jerk wakes her up. It helps us readjust our position. Falling is the most common dream and falling is not a common threat in our lives. Also being chased is common. When prehistoric man started sleeping on the ground, the dream sleep helped him be prepared. That's why two-thirds of dreams seem to be negative.

Krantz: Can we use our dreams to help ourselves?

Coolidge: If you want to do heavy psychological work, get a therapist.

Symons: What is the relationship between creative work and dreams?

Coolidge: I asked Gene Abrams if he dreams about solutions to math problems. He said no, but in his dreams he comes up with the most wonderful problems. The man who dreamed about spears going into a hole ended up inventing the sewing machine.

VIII: Scholarship Reconsidered

Moderator: Mimi Wesson

Shea: I want to thank Mike Shull, who recommended last fall that we have an opportunity to meet with some early career faculty.

The panel was composed of Mark Lucas of HSC dentistry, Maxine Burkett of UCB law, Tony Robinson of UCD political science and Emily Skop of UCCS geography and environmental studies. Lucas was suggested as a panelist by Don Kleier, Burkett by Mimi Wesson, Robinson by Mike Cummings and Skop by Tom Huber.

Wesson: We could take a whole hour just to talk about these faculty members' careers, but I refer you to their CVs. Most of the Scholars are into the second half of our academic careers. We thought we should ask ourselves what we can do for junior faculty to help their sojourn be more joyful and a better journey.

Lucas: In thinking about the topic, I realized I have been at the School of Dentistry for just over one year but I had earned his D.D.S. degree at CU. I decided I wanted an academic career, and one reason was the environment you have here. What you can do for us is lend your experience and your energy to help us, to deal with the administrative minutiae, but also your perspective of having gone through this process. I also would like senior faculty to maintain their energy for discovery. A retreat such as this re-energizes you, but we also need help the rest of the week, to be reminded of these bigger ideas. In my second year as a faculty member I am aware of the problem of "sophomore slump," and my history with CU faculty has made me well positioned. But I don't always know what questions to ask. It is incumbent on you to ask the questions we don't know to ask.

Burkett: I will first tell a story of my first year at the CU School of Law. A year ago I had the most difficult student I could hope to have. This student made it his job from the first day of class to challenge me. The student chatted through lecture and generally showed disrespect in the

classroom, and I tried to speak with him after class about being a professional as a law student. His image grew for me in the classroom and he became a test for me of how the class was going. I asked my colleagues about his behavior in their classes and they said they had no problem with him. I had come from a very different classroom environment, as a black woman born in Jamaica, raised in New York City and employed as a lawyer in Hawaii. I participated in UCB's FTEP and LEAP workshops. But out of law school I had very little experience in the classroom. It would be a great idea to have a mandatory boot camp for new faculty. We could hear the stories, get tips and suggestions on how to do this better. It would be very valuable for those of you who have demonstrated excellence in teaching to share your experience. And it would be an important statement by the University that teaching is important enough to do something more formal to prepare young academics for the classroom. LEAP and FTEP have found that a lot of women faculty members want help in the classroom. We as a community would want something like [a teaching boot camp]. That first semester was traumatic, but now I don't let that one single student take over. I see there are many students who feel fortunate to be in my class. The students would benefit as well if we were all better prepared.

Robinson: I will paraphrase Will Rogers, who when speaking about the weather said, "The problem is everyone is talking about it, but nobody is doing anything about it." I think that fits with the issue of tenure and I would propose to the Scholars that you help broaden the definition of scholarship at the University. If you are serious about sustaining the joy for young faculty, central to that is redefining what we mean by scholarship. You can look at my vita and the various scholarly journals where I have been published. But I also have published funded research in cooperation with the community, with agencies such as El Centro Humanitario, the Denver Urban Renewal Authority and the Denver Cross-Community Housing Coalition. If we ask if [refereed] research is relevant to society, most often the answer is that it is not. Much of the research printed in scholarly journals is read only by those in the particular field. It doesn't necessarily serve society to do it this way. As an undergraduate and graduate student, I was all about changing the world but that gets domesticated [as an academic]. You get caught in "the snare of preparation" to get tenure first and focus on the scholarship. By that time a lot of your young energy has been domesticated into tracks. CU could be a great university and be a model for other institutions by recognizing the importance of service learning and that a broader research that engages the community can be meaningful.

Skop: I came to CU-Colorado Springs in search of a different culture from what I had experienced at the University of Texas at Austin. I made a conscious decision to come to UCCS. I was on track for tenure at UT-Austin, but I got to the five-year point and realized getting tenure there is all about the individual. Most of us believe getting tenure is based solely on us and on our drive, our abilities. Sure, senior scholars can point out what needs to be done and there's an interest in mentoring, but it really is an individual thing. At UCCS I was swept away by the culture. The faculty are open to different kinds of scholarship, to different views of family. I realized I wanted that climate so much. I had gotten involved in activities at UT such as mentoring students of color. But at the five-year mark, I felt an intense burden on my shoulders and it was incredibly depressing. I realized that if I stayed at a big institution the culture wasn't going to change; it's very fixed. I enjoy the fact that UCCS is a young institution and a campus of innovation and growth. At UCCS I can be a part of setting the institutional culture, to bring in more women faculty, to bring students into my research, to be a stepping stone for students to do great things. An institution's culture loses good people sometimes. If the Scholars could help change the culture, that would be fantastic.

Wesson: Vice President Poliakoff, do you have any questions or thoughts on what these faculty members have said?

Poliakoff: One of the terms I thought was right under the surface was "engagement." By the book, we have a 20 percent service component for assessing faculty performance. I am not

sure we see engagement as getting as much support, but it overlaps with research and teaching. I would like a conversation with the Scholars about what the rest of the state thinks of CU. It is very much in our interests to be a presence in everyone's life in Colorado, to get buy-in from the state. Peer review is a well-established process to establish scholarship. What is the mechanism when we get to engagement? The dots need to be connected.

Wesson: Is anything being done in this area?

Poliakoff: The regents were intrigued by the report from the PTSP visit to Iowa State University. This is a very good time to do some serious talking about that.

Bickman: Tony Robinson's presentation is *déjà vu* for me. We have to look on each encounter as a professional moment. As the service learning director at UCB, I always write letters to be specific and careful to be used by junior faculty as examples of alternative scholarship and service efforts. But teaching is also overlooked. Last year in A&S, no faculty member was granted excellence in teaching.

Wesson: Regarding the lore of teaching in the law school, we don't even set anyone up for excellence in teaching because teaching does not get looked at with the same emphasis as scholarship for tenure.

Robinson: That is the same with service. We hear don't do a lot of it; it will waste your time. That is disturbing. It is the "peer-reviewed" community that reviews your service. The bigger problem is for deans, committees and regents to take it seriously.

Burkhart: I want to thank the panelists for their remarks. You have touched on topics near and dear to us. You are not just trying to knock down windmills. The effort begins with us at the department level. We are fortunate that we have a vice president for academic affairs who wants to listen, but it begins with us. Emily, I am not sure what you are asking us to do.

Skop: You could ask the department of geography what they have done to cultivate this culture that is so absent at UT. They have created opportunities for informal and intimate connections between senior and junior faculty, not just getting everyone together once a year to judge your CV. But it still is such an individualized model to get tenure.

Symons: Since the University Club at CU-Boulder closed, there is no place for faculty to get together like you mention. The University Club was that kind of place; nothing has taken its place. If we have candidates visiting, there is nowhere to take them on campus. I recently visited other campuses, and 11 or 12 of them have a faculty or university club. There is absolutely a low priority at UCB for nurturing a community of scholars.

Skop: It's troubling that I have colleagues at Boulder who are unhappy because there is no community there.

Segur: Getting recognition for teaching can be just as frustrating. If it is not part of the pay structure, it is not taken seriously. Anything you do to improve your teaching, you do on your own.

Palmer: I am interested in what Mark Lucas said about the trajectory of a career and finding the right questions. And Maxine talked about the classroom environment. The other two panelists talked about service learning and community. These are very different problems presented by the four faculty members, and they vary depending on discipline, age and campus. It suggests how extremely complex the issues are when we talk about mentoring. I have encouraged incorporating service learning into courses, but the faculty who guided the service learning were instructors or senior instructors who have a passion for teaching and it didn't affect their work for tenure.

Burkett: The law school does a good job of supporting junior faculty in their research, with Thursdays set aside for junior and senior law faculty to discuss the progress on their work and a Friday colloquium with lawyers from the community.

Lucas: Our research reality at the School of Dentistry is so different because our scholarship is minimal because we treat patients all the time. Because of the diversity of the disciplines these ideas will have to trickle down over time.

Burkhart: The description of the Teaching Scholars has been tightened down but we are advertising for Scholars at a research I university. We need to look at our ad and find more versatile persons.

Skop: I would like to thank the Scholars for having this forum and having senior scholars as our audience. Before it was always graduate students or other junior faculty in the audience.

Shea: Thank you as well. We hope these visitors might be future Teaching Scholars.

IX: Iowa State Plan

Moderator Tom Huber

Huber: The Scholars briefly heard about Iowa State University plan at the spring 2007 retreat. I and several other Scholars had attended a conference session where the plan was presented and we were blown away. ISU has redefined the traditional 40/40/20 research, teaching and service standard for faculty, taking a cue from *Scholarship Reconsidered: Priorities of the Professoriate*, a book by Ernest L. Boyer. They have put Boyer's book into practice. The 40/40/20 split is never explicitly presented at CU but is a myth that departments adhere to. ISU has trashed the research/teaching/service split, and replaced it with the scholarship of discovery, the scholarship of integration, the scholarship of application and the scholarship of teaching and learning. They say, "What faculty should be doing is scholarship and what we should be considering is scholarship in all its forms."

In May 2007, five Teaching Scholars and Mary Ann traveled to ISU to interview faculty and administrators about the new system for defining faculty responsibilities. Scholarship is expected of all tenured and tenure-track faculty at ISU. What a faculty member does is based on a "Position Responsibility Statement," and the percentage weighting given to each of the four forms of scholarship is based on what your department needs. The scholarship is always peer-reviewed and always communicated. The emphasis is on quality.

Cummings presented as summary he had prepared about the Position Responsibility Statement (PRS) as an alternative to the 40-40-20 default.

Cummings: I and other Scholars had met with UC Denver Provost Mark Heckler, who said he would work with interim Graduate School Dean Bob Damrauer and Teaching Scholar and Teaching Scholar Associate Vice Provost Laura Goodwin to present the ISU system to UCD faculty for their consideration.

Underlying every PRS is a much-broadened conception of scholarship as essential to and as integrating the three areas of teaching, research and professional practice. A separate and relatively minor area of responsibility for most faculty is institutional service, which is primarily carried out by administrators or by bodies such as the faculty senate, which played a key role in bringing about ISU's new system. An initial PRS is part of the advertised job description for a new position at ISU, although the final PRS, a legally binding document, may be negotiated and refined at the time of hire. Moreover the PRS may be changed in future years by joint agreement of the faculty member and his or her department. With the PRS as a written contract, the faculty member is less subject to the whims of changing administrators and their advisory committees.

Huber: I want to emphasize that ISU considers teaching as a form of scholarship. Teaching, including keeping up with your discipline, is scholarship. The old yellowed notes used by the senior faculty member don't work. The ISU system also is effective because the university can give tenure to half-time faculty members, for example in the case of two people hired into one position. My guess is they get a lot more work out of two half-time faculty members than one

full-time person. I spoke with the UCCS provost and UCCS will be bringing Olivia Madison, chair of the Committee to Review ISU Promotion & Tenure Criteria and Procedures, to Colorado Springs in December. She has answers to all the concerns expressed by her faculty. Other universities are using the system, including Penn State, Oregon State, Portland State and California State at Monterey Bay.

Cummings: As members of a Tier 1 research university, ISU faculty members were motivated in the 1990s to reform the traditional responsibility-and-reward system. Their concerns included the fact that ISU's undergraduate education fell short in terms of pedagogy and learning outcomes, an overly narrow definition existed of what constituted scholarly research, and the university was having problems attracting and retaining top-quality students and faculty.

Some CU faculty and administrators have expressed concerns that senior faculty used to the 40/40/20 system would be resistant to the ISU plan. Younger faculty and administrators have been pretty excited about it, because of its respect for faculty needs during their careers. And within my own department, when I explained the plan, I was surprised there was no dissent.

I've been at CU for 40 years. That 40/40/20 split never worked for me. My research kicked up later in my career and I haven't taught three classes per semester under 'special deals' because we thought I could be more effective with my research. My main pitch here is that each faculty member is unique with unique things to offer and may not fit into a cookie-cutter model. Let's look at this as a new day. Let's consider how we can best serve the campus, university, community and our professions without prejudice.

Palmer (who also visited ISU): ISU is making sure people doing high-level research are not threatened by the new system.

Huber: The CU group met with many people at ISU, including the chair of the chemical engineering department. He told us he had heard about the PRS plan but that they were not doing it in their department. They were staying with the 40/40/20 split. The PRS is no threat to those who don't want to change but it gives an opportunity to those who want to do it a different way.

Lewis (who also visited ISU): I spoke with UCB academic affairs administrators and they are looking at how it might fit into the current framework at CU. This concept already is part of the differentiated workload policy for tenured faculty. A junior faculty member might get into trouble at tenure time unless the PRS is defined and agreed upon from the start. The ISU plan is important because of the value it puts on teaching and scholarship of teaching. We all know in theory that we value teaching as much as research for tenure. But we also have an odd concept of what is meritorious teaching. We are all obligated to meet that standard but it is vague. At ISU the scholarship of teaching includes being aware of the best practices in one's profession.

Another aspect of the ISU situation that's relevant is that all of this came up through the faculty governance system. When we visited I heard about the powerful role of ISU faculty governance. They have the very same model we do; the difference is they are very involved in faculty government. Our administrative line is often, "Well, it's really the faculty who have to do this." One thing we "have to do" is act like ISU faculty in this situation and make faculty governance the arena where these ideas are pushed. Surveys show faculty as individuals care more about teaching than their behavior shows.

Coolidge: I am concerned that we would value teaching at the expense of research. The first commandment of tenure is publish, publish, publish. Research focuses you in a good way to stay up with your field.

Huber: ISU doesn't use the term research; they say scholarship. That's what the book, *What the Best College Teachers Do*, is talking about. At ISU everyone on the tenure track must do scholarship.

Coolidge: But I know of examples of where faculty members have called paintings scholarship.

Huber: That's where the PRS would come in, to define what is expected.

Cummings: The PRS is not about reduced research; it is about redirected scholarship. It might be about doing more; in my case it is about 60 percent research.

Eisenberg: Is this a Trojan horse to promote people whose research is about pedagogy of their discipline?

Lewis: Mary Ann and I had a meeting with the head of the CU Foundation. It was very encouraging to us how easy it is to raise money for such endeavors such as this plan. We later heard that the foundation must raise money in line with campus priorities, and the campus does not want to do this.

Curry: I am a trustee of the CU Foundation. I know in our department, we try to teach well. We have instructors, core teachers, who teach 45 percent of the courses. They teach extremely well. Every time a tenure/tenure track faculty buys out a course, we only get \$6,400 back; the dean keeps the rest. It's the model working here of how we fund this institution.

Lewis: If you do the numbers, it isn't exactly as you say. Faculty in history are paid less but teach more. If the department is poor, they think it is OK because they don't bring in the ICR grants. People can think their ICR is gravy to poor departments, that it keeps other boats afloat. But prominent researchers are paid handsomely from the general fund. The history department spends 50 cents of every dollar it brings in; a science department spends \$1.50 for every dollar. And in some places, the overhead rates are 100 percent; we are at 40 percent. (Lewis explains that he did a project with UCB academic affairs to track the money for academics, but was not allowed to review the findings once they were complete.) No one is making money off your unit and almost certainly you are being subsidized.

Segur: We actually need the University to spell this out. We need the facts.

Lewis: There are people who do not want these numbers known.

Poliakoff: On a different subject, should a textbook be counted as research?

The Scholars reply in the affirmative.

Symons: I disagree, if it is not addressed to fellow scholars in the field.

Cummings: All the time taken to revise the textbook is also scholarship.

Symons: I am glad you brought this subject of the ISU plan up. We are so slow to change this triumvirate of 40/40/20. Over 15 years as department chair, wrestling with 40/40/20 was painful.

Palmer: Most of us have expressed an insecurity with how we ended up at this table. I've always considered myself as a utility infielder; I'm not a star. I remember when I got tenure my chair expressed my research as "I've never seen a more balanced file presented for tenure." Today that would be the kiss of death. It raises the issue of someone who is better than competent who can't be put forward in every category for excellence.

Segur: Vice President Poliakoff, will you find answers to the 40/40/20 requirement and where the money goes?

Poliakoff: Yes, and President Brown is committed to openness and transparency on these issues. The rubrics of the way things get determined should be very clear to everyone.

Falconer: Is there any data from ISU about their results?

Lewis: There is some data on improved retention. While they hope it will make junior faculty feel more positive about the tenure process, that doesn't show. I talked to someone who was retained as part of the policy and who said he came to ISU because of the plan. They have been doing it for nine years.

Palmer: It talked to faculty in agriculture, an ethanol researcher, and in one in engineering, who later reconfigured his PRS to 60 percent scholarship of discovery. Fairly late in

his career, he is prepared to do a lot of research. They both see the plan as away to reduce their research in favor of teaching and vice versa.

Lewis: I mentioned that I would like to bring this idea to the BFA. Are there volunteers? (Eisenberg and Bickman volunteered.)

X. Conclusion

Shea: I'd like to take this time at the end of the retreat to review what we did. You have already resolved to create an open blog for university faculty. What else?

Poliakoff: The ISU dean is coming to UCCS on Dec. 7 and there will be opportunities to meet with her and perhaps for her to meet with regents.

Wesson: I'd like to reemphasize Maxine Burkett's idea that we support a teaching boot camp for new faculty. There would be issues among the disciplines but I think it is something we can do.

Shea: Boulder Campus Faculty Affairs has one for all schools and colleges. Faculty are so focused their first days on campus, so timing is crucial.

Argrow: One thing I don't understand is the CU system. What are our obligations to the system? Are we in competition with other campuses? How much independence are we allowed and still called a system?

Poliakoff: That is a profound question. I would like to answer that. It is very timely as we try to be more entrepreneurial.

Argrow: I hear comments that people are fine at UCCS but they wouldn't want to be at Boulder.

Lewis: The question of the system is going to matter especially as we learn who the next president is. President Hoffman wanted to connect the campuses; President Brown wants them to be separate.

Shea: As we close the session, reflect as you return Monday to your campuses. I hope you return with hope for the University and your career. Vice President Poliakoff spoke about hope on Saturday morning. Michael, the guild feels quite supported by you. I hope you all are renewed, refreshed and committed to teaching and to your community of Scholars. I hope you realize how much your efforts are appreciated, and I hope you take time to reflect.

The spring 2008 retreat will be on March 7 at CU-Boulder.