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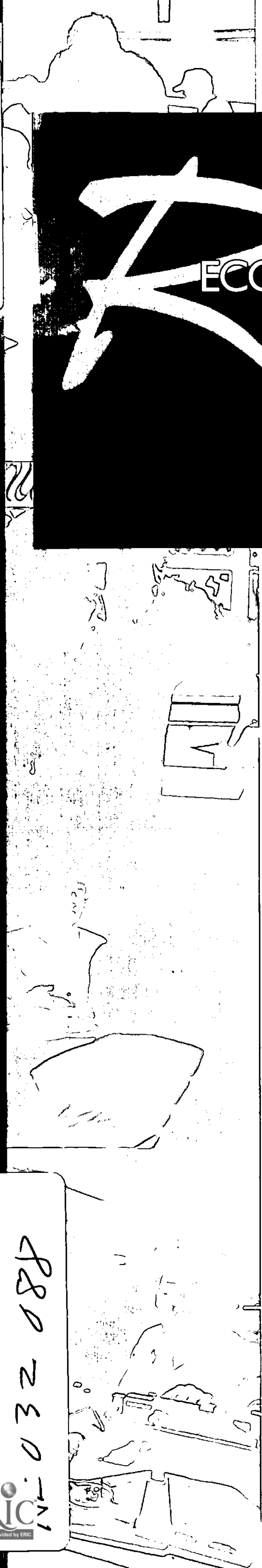
ABSTRACT

This report presents conclusions of a grant program of the Consortium for the Advancement of Private Higher Education (CAPHE) which provided grants to help the 22 participating institutions bring congruence between institutional mission and existing faculty roles and reward structures. Following an introductory section, Section 1 identifies and briefly discusses some of the future challenges of higher education that are most frequently mentioned in the CAPHE grant project final reports. Section 2 identifies the common denominators of the grant project case histories, noting not only the most noteworthy formative changes at specific institutions but also general approaches that seem to work in almost any type of institution. Section 3 focuses on the six most important issues with which the grantee institutions chose to grapple: (1) learning and assessment, (2) redefining scholarship, (3) faculty development, (4) faculty evaluation and rewards, (5) collegial governance, and (6) instructional technology. Section 4 summarizes practices (theoretical, process, and application) which have proven to be most effective for successfully addressing the issues undertaken. Appendices include author biographies, a list of project contacts, and a description of a study of faculty perceptions. (Contains 12 references.) (DB)



Reconsidering Faculty Roles and Rewards

Promising Practices for Institutional Transformation and Enhanced Learning

Kenneth J. Zahorski & Roger Cognard
authors

Michelle D. Gilliard
general editor

A Report on CAPHE's Faculty Roles, Faculty Rewards, and Institutional Priorities Grant Program

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COUNCIL OF INDEPENDENT COLLEGES

Reconsidering Faculty Roles *and* Rewards: Promising Practices for Institutional Transformation and Enhanced Learning

A Report on CAPHE's Faculty Roles, Faculty Rewards, and Institutional Priorities Grant Program

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The members of the Council of Independent Colleges (CIC) work together to support college leadership, advance institutional excellence, and enhance private higher education's contributions to society. CIC provides ideas, resources, and services that assist institutions to improve leadership expertise, educational programs, administrative and financial performance, and institutional visibility. CIC was founded in 1956. In 1993, the Consortium for the Advancement of Private Higher Education (CAPHE) was integrated into CIC as an identifiable operating unit. CIC's membership includes some 460 colleges and universities, and more than 30 state, regional, and national associations as affiliate members. Nearly 100 corporations and foundations support CIC's work.

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ACKNOWLEDGMENTS

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The success of this grant program, in large measure, is a result of the appreciation, dedication, and commitment numerous individuals hold for student learning, faculty development, and the contributions of smaller private liberal arts colleges and universities to American higher education. We offer a special thanks to Ann Austin, Peter Frederick, and Kenneth Zahorski, the grant program's consultants who assisted with the design and delivery of a comprehensive technical assistance program that was provided to each of the twenty-two participating institutions. We would also like to thank all those who provided advice and counsel, including the program's evaluators, Robert Diamond, Peter Gray and the staff at Syracuse University's Center for Support of Teaching and Learning (formerly, the Center for Instructional Development); the program's Advisory Committee—Ann Austin, Richard Chait, Zelda Gamson, and Alan Guskin; and other advisors, including Edward Barboni, L. Dee Fink, Joan North, R. Eugene Rice, Marilla Svinicki, and Mary-Mack Callahan (former Managing Director of CAPHE). Each of these individuals made important contributions at different times throughout the program.

We wish to thank the twenty-two participating institutions (listed below), their presidents, faculty, administrators, and staff for their willingness to ask hard questions and challenge long-held assumptions about faculty roles and reward structures and for sharing with us their struggles and triumphs along the way. Without their candid observations regarding the nature of their projects and the processes they employed to meet their individual goals and objectives this report would not have been possible.

Lastly, we acknowledge the authors of this report, Kenneth Zahorski, director of faculty development and professor of English, St. Norbert College, and staff associate for the *Faculty Roles* program; and Roger Cognard, professor of English and director of the *Faculty Roles* project at Nebraska Wesleyan University. These two individuals spent countless hours reviewing and analyzing project reports and have produced a document that provides a rich and comprehensive account of the *Faculty Roles* grant program. We thank them for their time and dedication.

Allen P. Splete
President
Council of Independent Colleges

Michelle D. Gilliard
Executive Director
Consortium for the Advancement of Private Higher Education,
General Editor

Faculty Roles, Faculty Rewards, and Institutional Priorities Grant Program
Participating Institutions

Avila College
California Lutheran University
College of Notre Dame (Calif.)
College of St. Catherine
The College of St. Scholastica
Connecticut College
Eckerd College
Franklin & Marshall College
Hamline University
Hampshire College
Hartwick College
Heritage College
Illinois Wesleyan University
Le Moyne College
Madonna University
Millikin University
Mount St. Mary's College (Calif.)
Nebraska Wesleyan University
Rust College
Salem College
Stillman College
Whitworth College

FOREWORD

Faculty Roles and Institutional Development: An Historical Overview

This report on the Consortium for the Advancement of Private Higher Education's *Faculty Roles, Faculty Rewards, and Institutional Priorities* grant program (1996-1998) represents the most recent installment in what is already a long and distinguished history of published work by the Council of Independent Colleges on the evolving definitions of faculty work and institutional development. For over twenty years, the Council of Independent Colleges has provided the higher education community with seminal documents describing the nature of faculty work and faculty development and the ways in which institutions can be transformed through thoughtful and deliberate support of college faculty. These works include *A Handbook for Faculty Development* (1975), by William Bergquist and Steven Phillips; *Designing Teaching Improvement Programs* (1979), edited by Jack Lindquist; and *A Good Place to Work: Sourcebook for the Academic Workplace* (1991), by Ann E. Austin, R. Eugene Rice, Allen Splete, and Associates.

Continuing in that tradition, this report is an account of what can happen to institutions and the academic process when learning is placed at the center of faculty work. The overarching goal of the *Faculty Roles* grant program was to foster institutional transformation to support learning. The program's objective was to help bring congruence between institutional mission and existing faculty roles and reward structures. As the narrative of this report reveals, the twenty-two institutions that participated in the program made significant, demonstrable progress toward meeting these and other goals and objectives.

Changing institutional culture, however, does not occur overnight. It is a long and laborious process with numerous highs and lows along the way. Of the many important successes witnessed during the grant program, this report documents a sea change in institutional climates regarding traditional notions of faculty work and reward structures.

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Carrying on the work of such noted higher education leaders as Boyer, Rice, and Guskin, we heard stories of faculties engaged in honest (and sometimes difficult) dialogue about learning and the contexts in which students learn best, and of faculties and administrations struggling to find ways to honor and reward the ever-expanding set of responsibilities that constitute faculty work today.

The report reveals a process for bringing about institutional change, and it identifies promising practices developed along the way. In acknowledgment of the experiences of those charged with the undertaking, the report is replete with examples and quotations from participating faculty and administrators. Weaving the experiences of many into a single tale, the report provides a framework that helps the reader understand what we have discovered to be important process strategies for bringing about institutional change and the common issues institutions may address when they put learning at the center of faculty roles and reward structures. Our intent in organizing the report in such a manner is to make applicable what we have learned from this program to a broad range of institutions of higher learning. For most campuses, learning and teaching remain at the center of the educational enterprise. We present this report with that basic tenet in mind.

Michelle D. Gilliard
Executive Director
Consortium for the Advancement of Private Higher Education,
General Editor

INTRODUCTION

The Faculty Roles Grant Program

In January of 1998, twenty-two institutions of higher learning submitted *Final Reports* detailing what had been accomplished through the Consortium for the Advancement of Private Higher Education's grant entitled *Faculty Roles, Faculty Rewards, and Institutional Priorities,* a project underwritten by a lead grant of $1 million from The Pew Charitable Trusts. The reports, candid and detailed, documented superb achievements as well as challenges faced but unresolved; described triumphs and frustrations; and, without exception, expressed something akin to surprise at how profound an effect a relatively small grant could have on an entire academic community. One Project Director, for example, described the grant as a "catalyst" that had given the institution "an ambitious agenda for years to come"; another wrote that the grant project had "clearly changed the nature of the conversation on campus"; and still another stated that grant-generated discussions had "helped to clarify the values of the institution." These are but a few of the several significant legacies bequeathed by the CAPHE grant project. The CAPHE grant story is not only exciting and enlightening but uplifting and inspiring as well. It is a story well worth the telling.

Clarifying the relationship of institutional mission and priorities to faculty roles and rewards remains one of the most compelling issues currently facing institutions of higher learning. Virtually every other recent concern—e.g., improving teaching and learning, meeting financial challenges, applying new technologies, or assessing learning outcomes—is tied to institutional mission and faculty roles. Some of the factors contributing to the current focus on faculty roles and rewards are as follows:

➤ Changes in faculty responsibilities beyond the traditional ones of teaching-learning, advising, scholarship, and service—such as added roles in institutional governance, student recruiting, student advising, and fund raising—have significantly expanded the concept of "faculty work."

➤ Changes in student needs resulting from such factors as more diverse student populations, more dysfunctional backgrounds, increased work and family responsibilities, and greater need for remediation have altered student/faculty interactions.

➤ Individual differences in faculty expectations over the course of their careers have magnified over the past decade.

➤ Colleges and their faculties are faced with profound changes in higher education, including the emergence and use of new technologies in teaching and learning, new perspectives on tenure, downsizing and restructuring, ever-increasing numbers of adjunct faculty, distance learning, and new educational providers.

➤ Colleges need to develop new approaches to assessing broader forms of scholarship and teaching in order to provide comprehensive and meaningful parameters for faculty reward systems. Further, the ways in which scholarship undergirds teaching are still not clearly understood.

➤ Faculty are being challenged to respond to the shift from a teaching to a learning paradigm, with implications for assessing learning outcomes.

➤ Faculty continue to enter the professoriate at liberal arts colleges with diverse expectations instilled in their graduate school experiences at research universities.

These and other serious challenges facing institutions of higher learning generated the concept of the *Faculty Roles, Faculty Rewards, and Institutional Priorities* project. The program, in short, was born out of need, a need felt throughout academe, but perhaps most strongly by the small, independent liberal arts colleges and universities served by CAPHE. Thus, the CAPHE grant project was designed to:

➤ assist independent colleges in clarifying faculty roles and reward systems in the context of institutional missions;

➤ examine how scholarship and teaching are defined, supported, and assessed in participating institutions;

➤ promote the enhancement of teaching-learning as well as the academic infrastructure that makes such improvement possible; and

➤ enhance institution building by addressing these issues from an institutional (as opposed to a departmental or disciplinary) perspective.

While faculty roles and reward initiatives have become rather familiar features on academe's landscape during the decade of the '90s, the CAPHE grant project is noteworthy for its holistic approach. Rather than focusing on separate academic and administrative units, the program aims at encompassing and involving the entire institution, thus both contextualizing change and providing a nurturing institutional climate in which it can occur.

At the heart of the grant project are the guiding tenets that change must be congruent with institutional mission and that the entire academic community should be invited to participate in substantive change initiatives. Consequently, grantee institutions were urged to form project teams which included as many different voices as possible, including junior and senior faculty, faculty representing a wide variety of disciplines, adjunct and part-time faculty, and academic administrators (including the president). Given the large-scale institutional change efforts that were to be undertaken, all cohorts of the academic community needed to be at the table and to have a voice in planning and decision making.

Another key operating principle of the project was that institutions were to be given the opportunity to define for themselves those issues related to faculty roles, faculty rewards, institutional priorities, and student learning that *they* believed were in need of attention, given their unique institutional identities and their past history of work on these issues. Accordingly, as this report will document, institutions addressed a wide range of issues within the generous parameters of the grant project.

The form of the following report is funnel shaped, moving from the general to the specific and from more universal questions and matters of process to specific grant outcomes and promising practices. Thus, Section I, "Meeting the Challenges of the New Millennium," identifies and briefly discusses some of the future challenges of higher education most frequently mentioned in the CAPHE grant project *Final Reports*. Section II, "Managing Change: Requisites for Success," is somewhat more specific, identifying the common denominators of the grant project case histories reflecting the most noteworthy formative change but keeping the discussion broad by incorporating other approaches for managing change which seem to work in almost any type of institution of higher learning. Section III, "Common Issues," is the narrow end of the funnel, focusing on the six most important issues with which the grantee institutions chose to grapple: learning and assessment, redefining scholarship, faculty development, faculty evaluation and rewards, collegial governance, and instructional technology. Finally, Section IV, "Promising Practices," continues in the vein of specificity, summarizing practices (theoretical, process, and application) which proved most effective for successfully addressing the issues undertaken.

Although it is impossible to generalize meaningfully about the broad spectrum of grantee undertakings and outcomes, at least one result is incontestably clear: institutions participating in the *Faculty Roles, Faculty Rewards, and Institutional Priorities* grant program completed their work knowing their institutions much more intimately than they had before beginning the enterprise. Even if this had been the only accomplishment, the grant investment would have provided generous dividends.

SECTION I

Meeting the Challenges of the New Millennium

It was the best of times, it was the worst of times, . . .
it was the spring of hope, it was the winter of despair.
—A Tale of Two Cities—

This section identifies and briefly discusses some of the challenges that higher education faces, filtered through experiences reported in the CAPHE grant project Final Reports. *Among other important topics, the authors explore the continued migration toward a student-centered learning paradigm, the changing role of the student, the evolving faculty workload, the need to prepare our academic workplaces for continuous change, and such aspects of the academic infrastructure as faculty development, reward structures, the academic calendar, the campus physical environment, and technology.*

Academe, as it races toward the new millennium, mirrors the paradox embedded in the memorable opening lines of Dickens' classic novel. In many regards, our nation's system of higher education is the envy of the world. Outstanding faculty, attractive campuses, professional growth programs, well-equipped labs, academic freedom, student accessibility—we set the standards to which other countries aspire. And yet, what would seem "the best of times" is fraught with challenges so profound that many would suggest that substituting "worst" for "best" paints a more accurate portrait. Fiscal austerity, downsizing, heavy faculty workloads, underprepared students, a growing cohort of nomadic adjunct faculty, a tenure system under fire, a demand for greater accountability and productivity from a disenchanted public: is this the description of a "spring of hope" or a "winter of despair"? The best answer is probably "both."

Even in the best of times the realm of academe has been far from Edenic. But most would agree that there are significant differences between previous times and now. Never before have we experienced the kind of change currently rocking our society. Change of this magnitude has a way of exacerbating even commonplace problems. But eclipsing even the difficult enough workaday issues in higher education is a fresh batch of more complicated ones, e.g., keeping up with technological change, accommodating a rapidly changing student population, meeting the challenge of "new providers" such as the University of Phoenix, and the list goes on. Alvin Toffler appears to have been right on the mark when he predicted that one of the most severe tests we would face in the coming decades would be learning to adjust to incredibly rapid, disorienting change.

The repertoire of issues challenging academe is extraordinarily broad and weighty, requiring all the ingenuity, industry, and resourcefulness the higher-education community can muster. Our objective in this section is not to take on this daunting national agenda but rather to identify and briefly discuss a few of the challenges most frequently mentioned in the CAPHE *Final Reports.*

Continue Moving Toward the Learning Paradigm

For several years but especially since Barr and Tagg's "From Teaching to Learning: A New Paradigm for Undergraduate Education" (*Change*, Nov./Dec. 1995), college viewbooks, mission statements, strategic planning documents, and grant proposals have been laced with references to "active," "student-centered," "interactive," "collaborative," and "experiential" learning. If we are to believe the rhetoric, nearly all institutions have already substituted the "learning" for the "teaching" paradigm—or at least are in the process of doing so. The reality, though, seems a bit less impressive than the rhetoric. Lip service does not always lead to transformative action.

Considerably more active learning is going on in higher education than ever before but much work remains to be done. Workshop suggestions must be translated into actual classroom practices. Cooperative learning, debates, simulations, group discussions, and the like must be incorporated into the daily classroom regimen. Still more creative ways of putting students at the center of the learning process and of leading them into productive critical thinking must be found. More collaborative exercises that result not only in enhancing problem-solving skills but in developing the crucial ability to work in teams must be devised.

We also face the challenge of balancing the repertoire of teaching-learning skills and approaches. The healthy move toward the "learning paradigm" has not been without its attendant problems. When timely issues demand attention, there is frequently a dramatic pendulum swing away from the status quo. We see this in nearly every reform movement. The present move from a "teaching" to a "learning" paradigm is no exception. We have witnessed a bold pendulum swing away from the traditional modes of teaching.

The main target of attack has been the lecture, with predictable resistance by both faculty who have used the method effectively and thus strongly believe in it, and those who have spent their careers emulating graduate school mentors who employed the lecture method with power and compelling effect. Perhaps it is time to nudge the pendulum back toward center. Perhaps it is time to suggest that the key to enhancing teaching-learning success is not to ban the lecture but rather to demonstrate how it can be effectively used in combination with other more interactive modes of teaching-learning. We have paid a substantial price for demonizing the lecture in the form of alienating thousands of colleagues who believe in its efficacy. The lecture is not the villain; rather, the problem lies with the myopic outlook that sees the lecture as the only viable teaching-learning approach.

Still more creative ways of putting students at the center of the learning process and of leading them into productive critical thinking must be found.

Further, the time also seems ripe for allaying the apprehensions of many faculty who fear that the pervasive emphasis upon interactive learning, with its concomitant disdain of the word "teaching," not only devalues their time-honored roles as "teacher" but thrusts them into what they perceive as the role of a technocratic "manager" of classroom activities. In sum, it is a time for healing, a time for clearing up injurious misconceptions, and a time for ameliorating the many suspicions and apprehensions accompanying the move from the "teaching" to the "learning" paradigm.

However, the need for transforming rhetoric into reality in the realm of teaching-learning goes beyond classroom practice. For example, instructors and administrators must resolutely and aggressively (and courageously) work at controlling grade inflation, one of the most insidious and potentially damaging examples of academic dysfunctionalism in higher education. In addition, we must do a better job of connecting faculty rewards to student learning. We must develop effective tools for assessing student learning outcomes, a process that is moving ever so slowly in our disciplines, while accrediting associations are moving ever so quickly from "inputs" to "outcomes" as assessment touchstones.

And, finally, we must continue working energetically toward making our craft more public. For decades, prominent educators such as Lee Shulman and Parker Palmer have reminded us of the terribly limiting effects of "privatizing" the educative process. If we are to significantly enhance the teaching-learning process we must learn to be more open and sharing about our craft. In particular, we must change our mindset about the "personal" nature of the classroom and open the doors of our classrooms to visits from our colleagues.

Students and How They Learn

While most mission statements and college catalogues preach the gospel of student centeredness, the reality has not quite caught up to the rhetoric. We must do even better at involving and empowering our students, at giving them venues for expressing their views, at listening to what they have to say, and at making them true partners in the teaching-learning enterprise.

We have probably done the most notable work in achieving this dynamic involvement in the classroom. Walk down the corridors of nearly any college classroom building and instead of seeing an unbroken succession of traditional classrooms with neat rows of chairs facing a podium, you will see a refreshingly wide variety of configurations and activities. Interactive learning is alive and well in higher education as are experiential and, as to a lesser extent, service learning.

Although impressive progress is being made, many areas still await our attention. Something we should do far more than we have, for example, is to demystify the teaching-learning process, i.e., more regularly explain to students what we are doing and why we are doing it, help students learn about learning, and help students become metacognitively aware of what is going on in the learning process. This is one way of establishing true learning partnerships with our students. For centuries we have treated the teaching-learning process like some mysterious, mystical rite—a rite which only the privileged initiates (i.e., the instructors) can—or should—understand. It is time to further empower our students by inviting them to join us in the heretofore walled-in Realm of Pedagogy.

But student participation must extend beyond the classroom. We must also involve students in pedagogical, curricular, and programmatic change. Students can serve as valuable resources on a variety of committees dealing with a broad spectrum of issues, ranging from general education programs to the development of strategies for assessing student learning outcomes.

We often talk about the importance of faculty development but overlook the possibility, and promise, of instituting "student development" programs. Here is how one aspect of such a program might look in action. Nearly every institution—large or small, private or public—is grappling with the issue of how best to assess teaching-learning. Many hours are spent refining the instruments used for student evaluation of teaching. The new instrument is then distributed with the blithe assumption that the students understand the academic terminology used and concepts implied. Wouldn't it be prudent to prepare students for formally assessing faculty? Shouldn't we explain the rationale behind the questions asked, define specialized terms, and explain the objectives of particular survey items? Surely such preparation, in actual training sessions, would produce more meaningful results, as, of course, would rewriting evaluation form questions to reflect a learner-centered set of values.

While we prepare instructors—through activities such as workshops, seminars, and peer visitation programs—to become better practitioners of active learning, how much time do we spend explaining the fundamental concepts of this approach to our students? Through such venues as summer orientation sessions and first-year common experience courses we could introduce students to the principles of active learning and help them acquire the skills (and mindset) necessary to participate productively in this learning mode.

Something we should do far more than we have, for example, is to demystify the teaching-learning process, i.e., more regularly explain to students what we are doing and why we are doing it, help students learn about learning, and help students become metacognitively aware of what is going on in the learning process.

In brief, we must not only invite student participation and involvement but must listen more carefully and respectfully to their stories and to what they have to share about learning as they have experienced it. Further, we must try to get to know them better, perhaps through vehicles such as faculty development conferences devoted to discussing the backgrounds, expectations, needs, anxieties, and dreams of our students. Only when students and faculty get to know each other better can they begin exploiting the rich possibilities of true student-faculty learning partnerships—a possibility which has become reality at Mount Saint Mary's College, where one faculty member remarked regarding the many complexities of the student-learning enterprise that "students and faculty [were] figuring out things together."

Reconsideration of Faculty Roles

Few issues in American higher education are more pressing, pervasive, and provocative than that of faculty workload. While workload issues have always been a familiar feature of higher education's landscape, they have never before been so prominent. Indeed, the workload issue now carries with it unprecedented urgency. And perhaps most worrisome is a ripening sense of existential despair, even fatalistic acceptance, about the inevitability of oppressive time and work demands.

The implications of this growing passivity are ominous: not only are poor morale and disillusionment the result but the oft-repeated refrain, "My plate's already too full," frequently translates into an unwillingness (or bona fide inability) to embark on fresh initiatives and a reluctance to undertake pedagogical innovation and experimentation. Risk taking wanes, stagnation sets in, and a vicious, and debilitating, cycle commences. Without doubt, workload is a fulcrum issue with serious cause-and-effect consequences. In many instances it simply will be impossible to undertake major academic initiatives until the workload issue is ameliorated. What can be done?

In fact, many institutions are already grappling with the workload issue with various degrees of success. Most are just now taking the initial step of constructing some type of workload study instrument, usually in the form of a survey distributed to faculty asking questions related to teaching (e.g., number of students taught, number of course preparations), scholarship (e.g., time spent on scholarly activities per term, grant writing, need for released time), advisement (e.g., number of advisees, average amount of time spent on each advisee per term), and collegial activities (e.g., committee responsibilities, admissions work, advising student groups). A few have gone a bit further, having distributed the instruments and compiled the results. And some have taken a different tack, using more unconventional methods such as "job shadowing" (Heritage College, for example).

The motivation for these studies varies and can be an important factor in determining their value. Some institutions have been forced to look at workload because of legislative mandates requiring information on faculty workload and compensation. Accountability is the operative word. These forced studies are probably less productive and meaningful than those freely undertaken and motivated by a desire to learn more about faculty roles, the time spent in each, and how these roles affect the teaching-learning enterprise. Empirical evidence suggests that the most beneficial studies are motivated by two key objectives: (1) a desire to help instructors use their time more efficiently, with the ultimate goal of freeing up more time for helping students learn; and (2) a desire to give faculty more time for reflecting upon (and planning) the process of teaching-learning as well as upon the nature and needs of their students.

Some institutions have identified the ever-growing burden of committee duties as the prime culprit in the workload issue, and thus have concentrated their efforts on reducing the duplication and inefficiency of their committee systems, often with striking results.

In fact, *efficiency* and *systems analysis* studies are probably needed more than some of the standard, and frequently unrevealing, workload surveys currently being administered. The committee system offers a case in point. Some institutions have identified the ever-growing burden of committee duties as the prime culprit in the workload issue and thus have concentrated their efforts on reducing the duplication and inefficiency of their committee systems, often with striking results. Streamlining an institutional committee system, several grantee institutions report, can be done expeditiously and with modest expenditures of time and money. An added bonus is that removing committees already widely regarded as "deadwood," and thereby freeing up hundreds of hours of precious faculty time, can do wonders for morale. This is just one area to which attention must be given. Workload studies, in order to be truly meaningful, must take into account the broad (and ever broadening) spectrum of official and unofficial faculty responsibilities, ranging from traditional teaching-learning duties to recruiting students.

Faculty and administrators must work together to adjust workload, to devise creative time-reallocation strategies, and to rearrange fiscal priorities... [so] that our students will be the ultimate beneficiaries...

But conducting a study is one thing; acting upon the results is quite another. While it is true that the very process of devising and administering a questionnaire may serve some useful functions, the more substantial benefits come from the next three steps. First, the results should be carefully studied by someone experienced in analyzing and interpreting survey data. Next, the analytical report should be shared and discussed with the campus community. And, finally, action should be taken based upon the survey results and input gleaned from the discussion sessions. If the collated results of workload studies end up moldering in some file case the end result is simply more time gobbled up with little to show for the effort.

Attention must also be paid to *reprioritizing* workload components. Some tough questions will need to be asked. For example, should *special* consideration be given to instructors who take on extra duties that center on strengthening the learning enterprise (e.g., supervising independent study projects, initiating student-faculty research partnerships, and developing disciplinary tools for assessing student learning outcomes)? Should special rewards, including released time, be given to instructors taking the initiative to discover ways of using instructional technology to enhance learning? And what about instructors going beyond the call of duty in working on pedagogical and curricular innovation? In other words, should teaching, long the poor cousin of scholarly endeavor, finally be rewarded not only as fully as its pampered relative but perhaps even more richly, particularly in light of the centrality of teaching-learning in our institutional mission statements?

Without question, developing equitable and effective workload policies in a time of fiscal belt tightening is remarkably difficult. Considerable tension and conflict already exist between faculty who wish to practice interactive and experiential modes of learning and administrators who are determinedly seeking greater productivity (often at the demand of powerful external constituencies) and cost-cutting approaches to education—productivity and cost cutting that often depend upon ratcheting up student-faculty ratios and class enrollments.

No matter how difficult, however, faculty workload issues *must* be grappled with in partnership. Faculty and administrators must work together to adjust workload, to devise creative time reallocation strategies, and to rearrange fiscal priorities in order to release sufficient monies for hiring enough faculty to ensure at least minimally acceptable student-faculty ratios and course enrollments. Keeping in mind that the goal of these difficult negotiations will be optimal student-centered learning and that our students will be the ultimate beneficiaries of the difficult work may not make the job any easier but it should make it more palatable, while also providing a powerful and uniting motivating force for completing the task.

Provide a Strong Academic Infrastructure

The concept of infrastructure is so complex as to make one hesitate to grapple with the topic. However, it is simply too important to pass over. Without adequate academic infrastructure, many of the ideals toward which we aspire in our quest to improve the learning environment may well elude us. Without the essential resources which constitute infrastructure, for instance, instructors quickly bump up against a kind of ceiling that severely limits their endeavors to improve learning conditions. A few—the list is far from definitive—of the key components of academic infrastructure are listed below.

FACULTY DEVELOPMENT

If faculty are to meet the challenges of moving from a teaching to a learning paradigm and of discovering the best methods for utilizing instructional technology to enhance student learning, institutions must offer opportunities for faculty growth in these and other such vital areas. This initiative means instituting holistic professional development programs rather than sporadically supporting a set of activities; sponsoring in-house workshops aimed at helping faculty enhance their teaching-learning skills; providing funds to help support faculty attendance at off-campus meetings where an exchange of ideas with colleagues from other institutions can take place; and offering strong sabbatical, released time, and faculty exchange programs. And, of course, this initiative means supporting faculty development programs adequately, from dedicated institutional hard monies, so that the programs have the staff, materials, and monetary resources necessary to meet the ever-growing demands for their services.

REWARD STRUCTURES

Institutional reward structures provide the blueprint for how faculty spend their time. If an institution wants to be known for its teaching mission, for example, it must find ways of rewarding faculty for those activities that enhance teaching and student learning. Unfortunately, catalogue rhetoric and actual reward practices are not always congruent. While most mission statements emphasize both the centrality and primacy of teaching, scholarship often still reaps the richest rewards. This disparity between promise and reality creates confusion and ill-will among faculty as well as between faculty and administrators. If instructors are hired to teach, then they should be evaluated and rewarded according to how well they practice their craft and not on how many publications they generate, although the latter is certainly worthy of reward as well. "Publish or perish" must be relegated to the trash heap of outmoded concepts rather than remain a realistic description of what is likely to happen to faculty who choose not to play by the subtextual rules of today's often skewed and inequitable reward structures. In short, only when reward structures accurately reflect, and strongly support, the teaching-learning mission will an institution nurture and sustain the environment of trust, support, and opportunity requisite for a sound academic infrastructure.

FLEXIBILITY IN COURSE SCHEDULING, SEQUENCING, AND CURRICULUM

If we are to continue to move vigorously toward enhancing the way we help students learn, we must provide an infrastructure of support, both moral and monetary, for innovation, experimentation, and risk-taking not only in our classroom methods but also in our curricular and programmatic approaches. While many of our conventional academic practices are both practical and efficacious, others hold their places not so much because of their effectiveness but because of unquestioned tradition. Why, for example, do we insist on incarcerating ourselves, and our students, in fifty-minute cell blocks? Is the standard class schedule of four, fifty-minute class periods per week sacrosanct? Is it the best we can offer? Have we spent enough time reexamining its suitability for optimal active and experiential learning? Are there other kinds of schedules inherently more compatible with the dynamic approach to learning-teaching being taken today? Given the interconnectedness of our global society and of our learning disciplines, are we offering enough interdisciplinary, service learning, team-taught, and cluster courses? For that matter, is the "course" even the best way of packaging our institutional learning goals? And what about the exciting potential of living-learning nexus approaches in which we use residence-hall settings or the community for classes? These and a myriad of other questions about scheduling, sequencing, and curricular and programmatic approaches must be asked and grappled with, but it is difficult to do so in an environment that does not welcome and support innovation.

Preparing our academic communities for change promises to be perhaps the greatest of the many challenges in the decades ahead.

PHYSICAL AND TECHNOLOGICAL ENVIRONMENT
Most obviously, institutions must develop a physical and technological infrastructure strong enough not only to support but to nurture and enhance the teaching-learning enterprise. We sometimes forget that learning-centered initiatives can be profoundly affected by the most basic physical resources and layout. One of the most logical and economical starting points in the quest for enhanced physical infrastructures is a learning-space audit, that is, an examination of all buildings on campus to determine just how "learner friendly" they really are.

The first target, of course, should be the classroom. Flexibility, adaptability, and comfort should be assessed. Are the chairs easily moved to form a variety of configurations? Is there sufficient, and reasonably soft, lighting? Can temperature be adequately controlled? Is there enough board space? This is but a start, of course, but answers to these fundamental queries may then be translated into requests for change which may not cost much but which can dramatically influence the teaching-learning environment.

Although classrooms ought to have the highest priority, other potential learning spaces must not be neglected. Residence halls provide not only living space but also study space for students. What can be done to make this environment more conducive to learning? How can the lounges be made as suitable for learning as they are for socializing? And when new residence halls (and classroom buildings) are designed, do faculty and students make up part of the architectural team responsible for designing them? Winston Churchill once observed that "We shape our buildings; whereafter they shape us." Instructors know from personal experience how true this is. Auditing current buildings and carefully planning those about to be built are just two of many ways we can help shape structures which will in turn shape the teaching-learning enterprise in a positive fashion.

Technology, of course, presents its own unique set of challenges. Certainly one of the most difficult is finding the necessary resources to support a minimally adequate technological infrastructure. Just as important, though, is hiring the staff needed to provide faculty with the requisite training to use the technology available. And in some ways it is even more important to build an ongoing strategy to determine how technology can best be used to enhance learning. Our objective should not be technology for technology's sake but rather to use technology for the sake of facilitating learning. One of the institution's primary responsibilities, then, is to help faculty and staff integrate *effective* instructional technologies into the learning process.

Prepare for Change

"And we learned, again, just how deep-seated the fear of change is." This observation, taken from one of the CAPHE *Final Reports*, reminds us of the daunting challenge which lies before us in an age characterized by unprecedented change. Preparing our academic communities for change promises to be perhaps the greatest of the many challenges in the decades ahead.

Learning to live with change will be difficult enough, of course, but it will not be the key to how well institutions of higher learning prosper in the new millennium; rather, the determining factors will be whether they can prosper while undergoing change, whether they can capitalize on change, and whether they can turn change to their advantage. Here, for example, is merely one of a myriad of change issues confronting many liberal arts colleges. More and more of these institutions are adding graduate and professional programs to their repertoire of academic offerings. The increasing importance of these programs has the potential to bifurcate the faculty (perhaps even into "classes") and create an ongoing conflict over resources. Indeed, the tension between professional school faculty and their colleagues in the Arts and Sciences is already felt on many campuses. Even when these tensions are not openly articulated one can often sense them simmering just below the surface. How these institutions handle this complex and sensitive issue will in large part determine the health of their institutional culture for years to come.

Learning to deal with these kinds of changes will not happen automatically or easily. Administrators and faculty leaders must take the initiative in helping prepare others in the campus community for change. In the difficult years ahead we will not have the luxury of harboring adversarial relationships between faculty and administrators. Wrestling with exquisitely complicated change issues will demand all the time and ingenuity available. Indeed, those academic communities which survive will have found ways of learning and working together. These "learning communities" will prosper in the new millennium because of their flexibility, adaptability, and resourcefulness. They will carry Donald Schon's call for more individual "reflective practitioners" to the collective, community level, where as teams they will engage in reflective decision making.

In many institutions, significant structural, procedural, administrative, and governance questions will need to be answered. Does the institution have structures which allow for good channels of communication? Is there a carefully designed process paradigm in place? Is there effective information management? Academic leaders will have to begin thinking differently about how we structure and govern ourselves. For example, given technological advances, should we now merge libraries, computer services, and media services into a single unit instead of maintaining their discreteness?

Offices of faculty development may be able to provide even more valuable contributions to the change process than they have in the past. Many faculty development professionals already play key roles in the areas of personal and professional development; this seems an opportune time for them to become even more active in organizational development. Organizational development possesses great potential for generating constructive change, but this potential has not yet been fully exploited by the faculty development community. By taking the lead in organizational development initiatives, for example, faculty development professionals can help restructure governance systems, conduct time and efficiency studies, create more effective reward systems, inaugurate in-house funding sources, and help develop learning community cultures. And this is but an illustrative listing. However, in order to lead these kinds of initiatives, those involved in faculty development must be willing to assume the role of change agents, moving from a primarily facilitative function to a more strongly proactive leadership mode.

Conclusion

Will, in the coming millennium, an institution experience the "best" or the "worst" of times? Will it enjoy the "spring of hope" or suffer "the winter of despair"? Much will depend upon how successfully it responds to the kinds of challenges discussed in this report. Indeed, the story of academe in the coming millennium will feature two distinct types of institutions, one far more likely to succeed than the other because of a primary defining trait: a nurturing institutional culture. While a nurturing institutional culture is a common characteristic of small colleges, all institutions possess the requisite potential, and the following are a few of the key common denominators these nurturing institutions will possess.

First, one can expect to find a collaborative spirit, a spirit of cooperation and partnership, in nurturing institutions. Not only will faculty and administrators be found harmoniously working together on institutional problems, they will have succeeded in building strategic bridges between vital sectors of the academic community. Particularly evident will be a productive working relationship between academic affairs and student life. The suspicion and even disdain frequently characterizing the relationship between these two integrally related sectors will have been replaced by a respect for what they as a team can do to improve the institutional learning environment. Successful institutions will realize that in order to enhance teaching-learning significantly and build a fertile campus culture, academic affairs and student life colleagues must work together toward creating a living-learning nexus that encourages and promotes learning throughout the academic community: not only in classrooms, but in residence halls, the student union, and the various meeting places throughout campus, whether inside or outside the buildings. In brief, they will realize that if we are to do more than provide lip service to the concept of *holistic learning*, we will have to master the craft of bridge building first.

Successful institutions will realize that in order to enhance teaching-learning significantly and build a fertile campus culture, academic affairs and student life colleagues must work together toward creating a living-learning nexus.

Second, the nurturing institutions will encourage and reward experimentation, innovation, and risk taking. They will know that in order to prosper in the difficult decades ahead, issues will have to be approached innovatively, unconventionally, and perhaps radically. Tradition, as Tevye lyrically points out, can be a wonderful thing, and without question it is vital to institutional culture, but the unquestioning acceptance of tradition and convention in pedagogical, curricular, programmatic, and governance areas may in some cases become more of a ball and chain than a cultural anchor. There was a time when institutions could confidently sail the seas of change like ponderous Spanish galleons, depending upon the weight and power of tradition and convention to propel them to their destinations. Speed and maneuverability were not prized qualities then; however, they are not only prized now but are necessary for survival. And, thus, the institutions which can nimbly tack and turn, frigate like, on the rough waters which lie ahead are more assured of making safe port.

Third, the nurturing institutions will find ways of honoring and rewarding exemplary teaching, scholarship, and collegial service despite severe financial constraints. Inevitably, there will be times when fiscal exigency precludes the awarding of appropriate salary increases, merit raises, released time, and stipends for outstanding teaching and scholarship. During these belt-tightening periods creativity and ingenuity will be needed. Innovative alternative practices and reward paradigms will have to be developed. If, for example, there is no money for an outstanding teaching award that does not mean that a "Certificate of Excellence" cannot be presented at a major academic convocation. Perhaps a series of student-sponsored awards could be established. Examples of outstanding scholarship and pedagogical/curricular achievement could be displayed in an exhibit to which faculty and students are invited. And if fairly large in-house grants are out of the question, a series of mini-grants might help sustain an environment of hope and possibility. Dollars do help in the nurturing process, but they are not prerequisites. Any faculty member who has received a commendatory note (even if brief) from a president, dean, or departmental chair may attest that such an act has as much power to motivate and energize as any stipend or honorarium.

Finally, the nurturing institutions will succeed in maintaining their focus on their very reason for being—student learning—despite the fierce distractions of a myriad of pressing challenges. They will never lose sight of the centrality of the student and of their honorable mission of helping that student grow personally, morally, and intellectually. If we hope to meet the challenges of the future we will do so through the learners, young and old, now attending our institutions of higher education. Those of us currently laboring in the vineyards of academe will be responsible for deciding whether the future of higher education will be the "best" or the "worst" of times, but it is our graduates who will have the even more awesome task of determining, through their decisions and actions, which of the two terms will more accurately describe the global society of the new millennium.

SECTION II

Managing Change: Requisites for Success

To climb steep hills
Requires slow pace at first.
—Shakespeare—

This section focuses on the process of bringing about institutional change and discusses successful change strategies at grantee institutions. Among the shared experiences at the institutions, this section explores such factors as the imperative of a meaningful institutional mission statement; the key role that shared ownership and strong leadership play in the success of campus change initiatives; the significance of planning; the value of focusing on carefully defined goals; and the importance of ongoing, widespread communication throughout change processes.

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Success does not happen by chance. Nor does it come into being fully formed, like Venus from the sea foam of the Mediterranean. Rather, success evolves slowly by accretion, one layer of productive endeavor building upon another, until a foundation is formed which is solid enough to support the crowning structure. Far from being accidental, success results from prudent and purposeful planning and from good communication, hard work, and vision. In short, success is the child of effective process.

Not surprisingly, careful attention to process surfaced as the defining trait, the very hallmark, of the most successful CAPHE grant projects. Indeed, those teams that realized from the outset that fruitful process, like climbing steep hills, requires "slow pace at first," flourished precisely because of the deliberate tempo set during the initial stages of their initiatives. Patiently, and painstakingly, they set about their tasks with judicious deliberateness: asking the right questions, identifying key goals and objectives, devising strategic plans, and inviting wide participation from members of the academic community. Although striving for substantial outcomes, the teams found that a constructive and nurturing collegial process—one that promised good results without creating divisiveness and attenuating the spirit of community—was just as important.

While the strategies employed varied, depending upon need and campus culture, the project case histories of those institutions taking the longest strides toward formative change revealed common denominators. This section not only identifies these denominators but also broadens the discussion by including some other approaches for managing change which seem to work almost everywhere.

Most institutional mission statements rhapsodically describe the centrality of the student and of the teaching-learning enterprise. If this is indeed so, and more than hollow rhetoric, is it not reasonable to assume that rewards will be congruent with the stated mission?

Institutional Mission

The first question which should be asked when deciding whether to assume a major change initiative is "Will this undertaking, and the resultant outcomes, be compatible with the mission of the institution?" Honestly dealing with this fundamental question can be an extraordinarily valuable, and illuminating, exercise. It can also be frustrating, painful, and disappointing. If dealt with forthrightly, however, it may not only help campus leaders determine whether to proceed with the project under consideration but also help them decide whether it is necessary to embark on some major soul searching in regard to institutional mission. How is this so?

To begin with, the question will force a rereading, a reexamining, of the institutional mission statement. And this review may in turn reveal whether the charter is truly a living, formative force or merely catalogue rhetoric. Discovering that the latter is the case can be profoundly troubling, of course, but it can also be potentially epiphanic and productive. If, indeed, the institution no longer has a meaningful mission statement, the sooner that is discovered the better. Significantly, several grantee institutions report that what began as a pointed conversation about project viability frequently evolved into a larger-scale collective self-reflection about the institution's direction and guiding tenets.

It is important to note that when determining whether there is congruency between institutional and project goals both product and process must be considered. For example, if institutional mission emphasizes collegiality and community (and most mission statements do), project leaders must devise a strategy for change which honors those qualities. Thus, project rationale should articulate as goals and objectives not only the tangible outcomes of the project but also the processes which will be utilized to achieve them. Recognizing and stating these guiding principles of mission in the early stages of the initiative can have a powerful effect on the process itself, while having the additional benefit of renewing the academic community's understanding of its institutional mission.

Bringing the mission statement to bear on proposed project outcomes can be equally determinative. Let us suppose, for instance, that the mission statement clearly defines the institution as being a liberal arts college, but a proposed initiative aims at introducing a set of professional or graduate programs which are significant enough to change the character of the institution from "college" to "university." Embarking on such a project may engender a change which is antithetical to the essential character of the institution. Leaders are now faced with a difficult decision. Does one honor the mission statement or proceed despite the incongruity? The decision may have to be made based on considerations which go beyond what is contained in the mission statement, but at least the stated mission can serve as a dependable touchstone, perhaps serving as the ultimate test of whether the project should be launched.

One of the key questions addressed through the CAPHE grant was whether the faculty reward system accurately reflected mission priorities. Few questions carry with them more importance. The implications are obvious. Most institutional mission statements rhapsodically describe the centrality of the student and of the teaching-learning enterprise. If this is indeed so, is it not reasonable to assume that rewards will be congruent with the stated mission? Put into actual practice, this approach would mean that good teaching is to be the most highly valued quality of the instructor and thus the most richly rewarded. If this is not done, either the mission statement ought to be changed to reflect reality or reality ought to be changed to reflect mission.

Instead of glittering generalities designed to attract donors and prospective students, mission statements should be concrete and up-to-date articulations of the principles an institution stands for, documents as central to institutions of higher learning as the Bill of Rights is to the Constitution. Indeed, an institution's charter should not only describe lofty goals and ideals but serve as a trusty guide for decision making. Like a trusted reference text it should be kept near at hand and consulted regularly. Revisiting the institutional mission statement at the beginning of a grant project should constitute standard operating procedure, a principle put into practice by Heritage College (see box below).

Heritage College
Quizzing the Faculty on Institutional Mission

Realizing that faculty roles and reward systems should be refined or reconstructed in the context of institutional mission and that this can be accomplished only if there is a common understanding of the stated mission, Heritage College began its CAPHE grant initiative by testing faculty understanding of institutional mission. A consultant was brought on campus to conduct this exercise in understanding. Interviewing about twenty-five of the forty full-time faculty, the consultant "asked each faculty member to explain the mission of Heritage College." According to Heritage College's CAPHE Coordinator, "the consultant reported that each faculty member responded with an accurate paraphrase of this statement: 'The mission of Heritage College is to provide quality, accessible higher education to a multicultural population which has been educationally isolated. Within its liberal arts curriculum, Heritage College offers strong professional and career-oriented programs designed to enrich the quality of life for students and their communities.'" The satisfying results not only indicated the academic community was ready to begin working on the roles and rewards project in the context of its institutional mission but reminded project team members of the importance of using mission to "set goals" and assess project results. One of the final points made by the Project Coordinator was that "[one of] the strengths of the Heritage College CAPHE project continues to be the unity of vision shared by faculty and the administration regarding the mission of the College and the centrality of students."

A Spirit of Shared Ownership

The authors of the CAPHE *Final Reports* seem to agree that nothing is more crucial to ensuring the successful outcome of a major academic initiative than generating a robust spirit of shared ownership. As one Project Director put it, "Local ownership of ideas and initiatives is essential for real progress to occur." Further, the *Final Reports* also make it clear that there are no short cuts to achieving this crucial objective. Invariably, considerable time and energy must be invested. This, in part, explains the frequent, and often fatal, tendency to gallop past this critical phase in order to get to the more exciting steps of deliberation, debate, and decision making. The garbage heap of failed initiatives is strewn with projects doomed from infancy either because of this haste or because of a "top down" approach which omits ownership building. Constructing bridges of understanding, communication, and trust takes time, but without them it may be impossible to cross into the realm of productive deliberation and consensus building.

Timing is of the utmost importance in creating ownership. Faculty and other cohorts who, at one stage or another, will play a role in the project should be consulted from the idea stage on—well before (not after) grant proposals are submitted. *De facto* notification simply will not do. Once the proposal is funded, leadership teams should, as their first task, plan strategies for building awareness and support among all campus constituencies. In short, a well-defined *process* should be devised and implemented.

Clearly, faculty support is essential and should be pursued with bulldog-like tenacity. But just as important as tenacity is inclusivity. This means that both junior and senior faculty are contacted, that the untenured are given as strong a voice as the tenured, that part-time and adjunct colleagues are embraced by the collegial process, and that there is generous cross-disciplinary, cross-cultural, and cross-gender representation. Far too often, project teams are comprised almost entirely of male, mid- to late-career, tenure-track faculty, thus excluding the vitally important voices of other critical cohorts, including younger untenured faculty, women, and culturally diverse colleagues who bring significantly different perspectives to the conversation.

Tenacity and inclusivity, while vital ingredients in the formula for engendering a spirit of shared ownership, become even more potent when applied in conjunction with a carefully planned and implemented ownership-building strategy. The efficacy of this unified approach was not lost on *Faculty Roles* participants. Several grantee institutions effectively orchestrated their efforts to gain institutional buy-in, as nicely illustrated by Illinois Wesleyan University (see box below).

Illinois Wesleyan University
Learning About, and Engaging, the Faculty

"Over the two years of the grant," writes the Illinois Wesleyan University Project Director, "we conducted a major statistical analysis, five faculty surveys of varying degrees of comprehensiveness, a historical study of faculty committee service, and numerous faculty fora and focus groups, each one devoted to giving us a better understanding of the institution's reward system and our faculty's work life, professional beliefs, attitudes and values. As our June 1997 report to the entire group of [grantee institutions] stated, the [CAPHE Project] team considers the methodical, scholarly approach we took to learning about our faculty to be our most significant contribution to this national conversation on faculty roles and rewards . . . . [The CAPHE Project team] spent literally hundreds of hours . . . attempting to understand what our faculty's concerns, desires, needs, and hopes for the future are, then to recommend programs and policies that are consistent with our mission as a liberal arts college. They have been consistently good-humored, keenly intelligent, and highly ethical in their dealings with everyone. I believe that the strategies for data collection and analysis the team developed together were ideal for the project, and were we to start over again, I do not believe I would change a thing about our process. Indeed, some of our most notorious curmudgeons on the faculty have written to express their pleasure with the extensive efforts that the team made to listen, to collect information, and to respond with sensitivity."

But the involvement must not end with faculty. If there is to be genuine and meaningful campus ownership, the dialogue must also involve other campus cohorts. Chief academic officers (CAOs), members of the Office of Student Life staff, and students, for example, must also become active partners in the process of change. Ownership is egalitarian, not elitist; inclusive, not exclusive; and, above all, it is collegial and communal.

While there is not a "one size fits all" approach to achieving broad collegial involvement resulting in a sense of shared ownership, the *Final Reports* of grantee institutions identify several valuable and productive approaches with potentially universal applications. Avila College, for example, provides a particularly helpful summation of such strategies (see box below.)

Avila College
Successful Strategies for Generating Ownership

The Project Director points out that "several strategies were responsible for the success of this project. First, the project was based on needs identified by the faculty and supported by the administration. Second, the project built upon trust in one another. Third, each activity within the project followed a similar process. When possible, the work group identified best practices or did a literature search, compiled results, and shared them with the entire faculty. Before any major work was done, the entire faculty participated in processes to determine needs, priorities, and directions. Frequently, each faculty member was asked to write for 1-3 minutes in response to a question or issue and then discuss their responses with colleagues. Many times issues were discussed in small interdisciplinary groups so all faculty had an opportunity to share and hear faculty opinions from other departments. Written responses were always collated and reported back to the entire faculty so that everyone was aware of the opinions of the entire faculty. Task forces and Committees used the faculty's written responses to determine priorities and directions which guaranteed a smoother adoption process. Proposals and recommendations were submitted to faculty at a faculty meeting for review and revision. Votes for adoption were never taken on the day the proposal or recommendation was presented. Throughout the process, faculty and administration were in communication and in many instances were collaboratively developing the policy, model, or recommendation."

In brief, project leaders should be as concerned about process as they are about product. Work on an initiative should not be launched without a plan of action outlining a process for involving all stakeholders in conceptualizing and discussing the issues, and in making decisions. Of what long-term benefit is a project, even when successfully completed, if it leaves in its wake a divided and disillusioned academic community? It is better by far to attain a more modest final product with a nurturing legacy of collegiality and community. While major academic initiatives possess tremendous potential for strengthening institutions, if not planned and handled with care they may actually weaken the fabric of community.

Leadership

Crucial at the beginning of the project and crucial as the project becomes part of the College committee structure is faculty leadership in designing the process, the goals, the objectives, and the activities of the 'Faculty Roles' Project.
—Heritage College's Project Coordinator—

"If the blind lead the blind, both shall fall into the ditch." Placing Matthew's sage caveat in bold print on the first page of every grant project master plan might serve as a helpful reminder that strong, visionary leadership is not only vital to a major initiative but in large part determines whether it succeeds or fails. Evidence of this truism clearly manifests itself in the CAPHE *Final Reports*, where phrases like "exemplary leadership" and "strong personal commitment" characterize those narratives reporting particularly high levels of success.

The *Final Reports* also make it clear that one person can actually make a difference. The energy, attitude, and sheer determination of a first-rate leader can dramatically improve the chances for success. And, as might be expected, the leadership potential of the Project Director is particularly important to the fate of a project. If the Project Director holds the respect and trust of colleagues, practices strong organizational and interpersonal skills, and has the enviable ability of motivating and inspiring through example, the prospects for the project are bright indeed. Lacking these requisite qualities, Directors can frequently do more harm than good.

Severe time constraints are always a fact of academic life, and while it is essential to get initiatives off and running in timely fashion, CAOs faced with the critical task of making key appointments would do well to heed the Latin motto, *festina lente,* "Make haste slowly." More specifically, appointments which have the potential of determining the future of a project must be made with care *and* consultation. Because CAOs cannot be expected to have intimate knowledge of the qualities and capabilities of all members of the academic community, they should consult with mid-level administrators and faculty leaders who work more closely, often on a daily basis, with faculty and staff. Divisional and departmental chairs, program directors, and chairs of prestigious standing committees can be invaluable sources of information about the leadership qualities of prospective appointees.

In addition, they can help the appointing officer form a well-balanced and representative team reflecting multiple perspectives. While harmony and cooperation are without question attractive qualities for a team or committee, sound decisions are reached not through the automatic head noddings of a think-alike, homogeneous committee but rather through vigorous debate among committee members representing a multiplicity of backgrounds, experiences, ideas, and viewpoints. So important is the appointment process that the selection criteria and appointment procedures ought to be shared with the wider academic community through administrative memo or announcement. Such an approach fosters trust and confidence.

But what about the linchpin position? What leadership qualities should a CAO look for in a Project Director? Once again, the *Final Reports* offer some valuable suggestions. Certain qualities are absolutely essential, including honesty, personal integrity, fairness, openness, high energy, commitment, dependability, and articulateness. An intimate familiarity with the institutional culture and its politics and formal governance system is also critical. Even relatively small institutions can have labyrinthine governance structures and procedures. Knowing how to find one's way through the crinkum-crankum paths of governance bureaucracy without getting lost or encountering too many cul de sacs is a truly serviceable skill. In addition, having some knowledge of the history and makeup of influential campus cliques and interest groups can save many months of frustrating delay. Embarking on a major initiative without understanding an institution's history and culture is a bit like setting out on an expedition through a large uncharted forest without a compass or guide. Walking in is easy; walking back out having accomplished one's purpose is another matter altogether.

The Project Director must also be a team builder. The person in this leadership position must possess the ability to harness the talents of others and to get the very best out of each member of the team. "Cooperation" and "collaboration" must be the watchwords of a Project Director hoping to form a productive team. Even careful attention to language is of vital importance. If one is to build a team, one must talk team. The personal pronoun "I" must be made conspicuous by its absence. Instead, "we" must become the operative word. The team spirit must also be demonstrated in the way work is delegated. Equity and fairness must prevail. Not all the "juicy" assignments should go to the Project Director and chairs of committees, leaving the less exciting work for committee members.

Further, a good director-leader must, from time to time, be willing to play the roles of intermediary, conciliator, and negotiator. Fractiousness and incivility are not uncommon in vigorous debates on crucial institutional issues and often result in bruised feelings and sometimes even petulant silence. Frequently, only the intervention of a diplomatic director can restore harmony—or at least start the words flowing again. Serving as a

Project Director often involves a balancing act that even the most accomplished high-wire performer would admire. And although it isn't easy maintaining one's footing on the tight rope of collegial diplomacy, with determination, prudence, pluck, a dollop of sanguinity, and the judicious use of one's knowledge of institutional culture, it is not only possible to reach the safety of the opposite platform, but, with a little bit of luck, perhaps even elicit the plaudits of those watching the feat.

Presidential involvement increases the legitimacy of the project and helps to create a climate that embraces wide-scale institutional change.

Perhaps most indispensable, however, is a commitment to the collegial process. The grant project team leader must constantly strive for an egalitarian and democratic approach to deliberation and decision making. All voices must be given an opportunity to be heard, input must be honored, and colleagues—even those most stridently criticizing the project—must be treated with sensitivity and respect. "Community" and "civility" must be more than mere rhetoric to the project leader.

And, finally, a Project Director must possess a certain toughness of character and a gift for not taking things too personally. As mentioned above, debates about key, transformative (and sometimes "turf") issues often assume a passion and abrasiveness that result in hurtful words. In these uncomfortable situations, the quality of rugged durability (perhaps even indomitability) is highly desirable. Managing, and living with, conflict comes with the leadership territory. While it may not be much of a consolation at the time of strife, experience teaches us that conflict, which is inherent in all group work, frequently results in constructive change. In one sense, then, a certain amount of conflict (of ideas, not personality) should be welcomed but carefully controlled so as not to reach the point of creating hostility and impasse.

Good leaders, like good teachers, are not born with all the qualities which make them exemplary; instead, they cultivate their admirable qualities through study, experience, observation, and training. Just as institutions should provide opportunities for professional development, so, too, should they provide activities that nurture and cultivate leadership potential. This is precisely what Salem College did. At the very beginning of the CAPHE grant project, the Faculty Roles and Rewards Committee (FRRC) "participated in a two-day retreat at which staff from R. J. Reynolds Department of Research and Development led [the group] in team-building and consensus-building activities." As Salem's CAPHE Project Director reports, the retreat not only "began a process of developing the leadership skills of the FRRC team," but was also an "essential step in building a cohesive [unit] made up of the President, Dean, tenured faculty, and untenured faculty." In addition, the retreat provided the FRRC with "a set of operating rules and procedures," "helped [them] build trust among [them]selves," and supplied them with a repertoire of "brainstorming and consensus-building activities" they later used effectively as the spectrum of campus involvement broadened.

Although the emphasis thus far has been on the importance of leadership qualities in Project Directors and their project team members, exemplary leadership must also be modeled by CAOs. Directors and their committee colleagues may possess sterling leadership qualities and still fail in their endeavors if top administrators do not exhibit the very qualities they seek in project leaders. Like the beam from a beacon, leadership must shine forth from those who hold the highest administrative positions. Part of a CAO's leadership responsibility is to convince the college community that a particular project should be undertaken, and in so doing he or she must be able to explain, in cogent and compelling terms, why the project is important, why it should be completed in a timely fashion, and how it enhances the institutional mission. An institutional leader must, in short, have the ability to articulate a vision so compellingly that it becomes one that faculty and staff will enthusiastically support and strive to achieve.

Evidence of how important the CAPHE Grant Planning Team considered administrative leadership is embedded in the grant guidelines, which state that the presidents of participating institutions must be involved, at some level, in the project. Indeed, this presidential involvement encompassed not only on-campus grant activities but also those off-campus, including participation in the first grantee conference, held June 1996 in Kansas City, Missouri. CAPHE's decision to mandate the presidents' participation had a positive, sometimes even a dramatic, effect on the success of individual grant projects. Presidential involvement increases the legitimacy of the project and helps to create a climate that embraces large-scale institutional change.

A Strategy and Structure for Change

Beginning a grant initiative without a carefully thought-out strategic plan is like beginning an extensive trip without a road map. While the mapless trip may be ripe with adventure, it will also most certainly be filled with wrong turns, bumpy roads, and plenty of dead ends. There is also the good possibility that the targeted destination will never be reached—or that it will be reached only after much wasted time, spent fuel, and frayed nerves. In short, institutions embarking on major projects without an itinerary and reliable guide may end the trip with a disgruntled group of travelers, an empty gas tank, and a final destination far from the one originally set. Creating a strategy and structure for change can prevent some, perhaps most, of these mischances and make the trip not only productive and enriching but even memorable and enjoyable. What kind of project road map is necessary? What do the requisite strategies and organizational structures look like?

Each institution, because of its uniqueness, requires its own special set of strategies and structures. However, one approach which seems to have nearly universal applicability is the ad hoc Project Coordinating Committee. Working in tandem with regular standing committees, to which particular project assignments are made, the Coordinating Committee does not make policy but rather oversees and coordinates activities, preventing duplication of effort and ensuring that communication channels among all participating committees are kept open. In addition, under this model the Coordinating Committee is a representative body comprising not only faculty but top administrators (usually either the president or academic dean, or both), student life staff, and perhaps even a student representative or two. Through this broad representation of multiple constituencies, direct lines of communication among all important campus cohorts are maintained.

Although most grantee institutions agreed that some type of steering committee was necessary to guide and coordinate the multifaceted activities of a major initiative, many also cautioned against adding layers of bureaucracy (see box below).

Millikin University
Avoiding Unnecessary Layers of Bureaucracy

Millikin University's Project Director recounts that "in the initial stage of the CAPHE Project [the core leadership group] planned to create a series of distinct units to be known as CAPHE Teams." They quickly realized, however, that because of the institution's "ongoing" debate on faculty roles and rewards "most of the interested faculty were already fully engaged in the project." Thus, "to impose an additional structure and boundary upon their activities would have simply complicated the issue." Quite naturally, then, and "without fanfare or change in strategy," faculty already engaged in the discussion of grant issues became, *de facto*, "participants in the grant." Millikin's *Final Report* then goes on to explain that "the synergy between the CAPHE grant, a series of ongoing initiatives, and several other grants provided that concentrated effort that produced measurable results," concluding that the university succeeded in meeting its initial goal of merging the CAPHE project "seamlessly into a series of ongoing projects."

Nebraska Wesleyan reported equally good results using a similar approach, observing that its "central strategy" was to work, through its standing committees, "toward legislation which would enable [the] faculty to implement new ideas and procedures suggested and developed in grant-connected discussions," concluding that "the strategy appears to have been successful, as the proposed amendments to our handbook and constitution, as well as our newly created teaching portfolios, testify."

Although most grantee institutions agreed that some type of steering committee was necessary to guide and coordinate the multifaceted activities of a major initiative, many also cautioned against adding layers of bureaucracy.

It is not surprising that a model built on the use of existing structures should be both popular and productive. A project can get off to a quick start when an organizational and deliberative structure is already in place and operational; creating new structures takes time and energy. Perhaps the most compelling reason for embracing this model, however, is its promise of economy. Given the workload crunch throughout academe, many institutions are attempting to streamline flabby committee systems. If unneeded, why add more committees?

At least three other observations on institutional strategies and structures need to be made. First, institutions should seek ways of harmoniously, and creatively, wedding the resources from two or more grant sources. Doing so not only makes it possible to enlarge the scope of a project but also opens the possibility of creating a kind of gestalt in which the more broadly inclusive initiative becomes truly larger (and more potentially transformative) than the sum of its parts. Mount Saint Mary's College, for example, dovetailed a Teagle Foundation Grant with the CAPHE grant with excellent results; California Lutheran University achieved a similar merger of its Aid Association for Lutherans and CAPHE grants, with equally good effect; and Illinois Wesleyan University, under the joint aegis of the CAPHE team and the Mellon Center Advisory Committee, not only accomplished the grant objectives of "improving the criteria and processes by which [the] annual merit system and resulting salary structure assess and support faculty work," but also examined "how well [its] new Mellon Center for Faculty and Curricular Development was supporting the pedagogical and curricular imperatives that arose as [they] implemented both a new May Term and a new General Education Program." Successful blending does not happen without careful planning, of course, and institutional leaders must always make absolutely certain they maintain the integrity of each grant.

Second, institutional culture, and especially politics, should never be taken lightly when making strategic plans. One grantee institution reports, for example, that an important college-wide committee shut down for nearly two years because of political embroilments. Still another acknowledges that despite the hard and decidedly fruitful work of a committee studying faculty rewards, "campus issues beyond the control of the team brought [their] work to a temporary halt." Unfortunately, these are not atypical stories, but they do not necessarily reflect dysfunctional campus families. Rather, they authentically reflect political reality on most campuses: thus, the crucial importance of appointing a Project Director possessing political savvy about departmental, divisional, school, and institution-wide politics. One must become intimately familiar with the political landscape in order to move comfortably about it while leading a group of colleagues through its sometimes rough and rocky terrain.

Third, and finally, the hard truth must be faced that at some institutions a grant project (or any endeavor involving significant change) might be difficult, perhaps even impossible, to undertake successfully if there isn't first a significant restructuring of the existing governance system. Among the many signs that a system needs repair is what one Project Director termed the "black hole syndrome." Just how does this "syndrome" manifest itself? First, committee chairs and Project Directors regularly submit proposals and reports to administrative officers for either response or approval, but no response follows. A few months (or perhaps years) later, other groups commence work on the same (or similar) projects, once again submitting their recommendations, only to see their products once again sucked into the infamous "black hole." This futile pattern of submission and disappearance leads nowhere and produces nothing except distrust, disillusionment, and poor morale. Administrative systems characterized by these kinds of unresponsive, energy-draining operations are decidedly broken and in need of fixing. Nothing short of wholesale repair will suffice.

Avoid Multiple, Diffuse Goals

Most of us have had the frustrating experience of discovering that we have overextended and overcommitted ourselves. Six months into the future all the days seem relatively unencumbered, our appointment calendars resplendent with white space. Then, somehow, inexplicably it seems, we realize that we have penciled in too many appointments. After the initial shock of realization, anxiety sets in. How will we do it all? Something very similar happens during the drafting of grant proposals. At the time of planning and writing, all seems possible. Fresh and exciting ideas shoulder out the practical realities of time constraints, limited resources, and overextended faculty and staff. Optimism reigns supreme; indeed, it often runs rampant.

The unfortunate result is that many fine grant proposals are simply too ambitious: often only a small percentage of what is proposed can actually be accomplished during the projected time span. If the grant is approved, the ensuing scenario is predictable. In an attempt to honor the terms of the proposal, too many activities are taken on concurrently thus diluting energies and focus. Pessimism now reigns where optimism once ruled. How can this be prevented?

The most obvious solution, of course, is to avoid setting unrealistic goals in the first place. But we all know that this is easier said than done. Goals and objectives are set in a flush of sanguinity, keeping conservative projections at bay. In fact, most unrealistic expectations do not seem so at the time and are articulated because they are honestly thought to be doable. It is usually only after launching an activity, especially during the process of parceling out assignments, that project leaders can clearly see that the project will spread resources too thin.

The key is to make necessary adjustments as soon as the problem is encountered, rather than to proceed doggedly forward even though there is little hope of succeeding. Once it becomes apparent that trying to accomplish all that has been projected will dilute the project to such an extent that the outcomes will lack substance, pride must be swallowed, reality faced, and the approach modified. The sign of a good project team is a willingness to readjust its thinking and procedures. It is better to narrow the scope of the project and trim the list of objectives and then do what remains well and in depth.

One classic approach that served grantee institutions particularly well was the pilot project. Indeed, this mechanism turned out to be a virtual touchstone of success. Almost all institutions reporting particularly positive outcomes identified the pilot project as a central mechanism in their project strategy. The College of Saint Scholastica, for example, developed several pilot classes; Nebraska Wesleyan University piloted a teaching portfolio program involving nearly a dozen faculty; Hamline University provided small initiative grants for eight in-house projects ranging from "Learning Research Methods in English" to "Exploring

Statistics Across the Disciplines"; The College of St. Catherine introduced "two pilot initiatives for evaluating faculty in new ways, [including] the revision in the evaluation process for faculty on rolling contracts and the pilot implementation of [a] new evaluation form"; Heritage College provided support to ten faculty for participating in individual faculty development projects aimed at enhancing the teaching-learning process; Mount St. Mary's College created pilot groups of faculty to find answers to the question: "How will [computer] technology better serve the learning and teaching needs of our educational community?"; and Connecticut College instituted a "pilot seminar series for first-year teachers aimed at "designing and implementing a series of workshops about teaching."

There is something eminently sensible and sound about beginning on a small scale, carefully monitoring the activities, working out the bugs, and then incrementally expanding both the scope of the project and the number of participants involved.

Further, grantee institutions utilizing the pilot project approach strongly voiced their belief in its efficacy. Millikin University, for instance, stated in its *Final Report* that since its faculty "are more influenced by observing visible successes than by seminars or visits from consultants" the project leader provided opportunities, "to as great an extent as possible," for faculty "to pilot test or model the activity they were promoting." The Millikin *Final Report* concludes with the observation that as a result of the projects, and an informal sharing of information and results through "coffee room and departmental discussion in the early stage," "there has now been created a climate of acceptance and curiosity about a number of these projects and so the timing now seems appropriate for the on-campus seminars we had initially planned for the early stages of the project."

Predictably, the pilot project has received high marks from those employing it: after all, the approach has several valuable qualities to recommend it. First, such an approach focuses efforts and resources, thus helping avoid the dilution of energy and resources. Second, the pilot project helps prevent the tendency to push aside important, and often desperately needed, projects until there are adequate resources. Most of us know from painful experience that enjoying a time of "adequate resources" is about as likely as witnessing Sisyphus finally roll the rock to the top of the hill. Starting small, but at least starting something, seems to be a better approach than perpetually delaying a project. While it may not be feasible to train every faculty member in the use of the teaching portfolio within a year or two, for example, it may well be possible to begin with a small pilot project of perhaps eight to ten faculty who then serve as mentors for their colleagues. The ripple effect may be relatively slow, but it is sure and eventually spreads across the entire academic community. Third, and probably most obviously, the pilot project allows an institution to test out a program on a small scale before investing substantial resources in a full-scale version. And, finally, a pilot project, if successful, creates interest and curiosity among colleagues who hear about it, thus generating not only visibility and credibility but also enthusiasm, and possibly support, for the more comprehensive program.

In sum, well-designed pilot projects have a great deal to offer, including particularly high success rates. There is something eminently sensible and sound about beginning on a small scale, carefully monitoring the activities and working out the bugs, and then incrementally expanding both the scope of the project and the number of participants involved. Such initiatives have focus, a clear sense of direction, limited expense and risk, and dependable monitoring, assessment, and quality-control devices. Perhaps most importantly, they often generate the crucial "small victories" that help stoke the fires of motivation and enthusiasm.

Strong Webs of Communication

Unfortunately, on many campuses effective communication is "a custom/More honour'd in the breach than the observance." The gravity of this perennial problem is difficult to exaggerate. Good communication is essential not only for cultivating a strong sense of shared ownership but also for engendering trust, cooperation, and high morale. It's not for lack of attention, or of trying, that the issue of ineffectual communication goes largely unresolved. Indeed, on campuses nationwide administrators conduct all manner of communication audits and surveys, external consultants determinedly seek (and all too frequently find) faulty channels of communication, and faculty leaders make impassioned speeches about communication breakdowns between administration and faculty. No, the issue remains unresolved not because it goes unrecognized and unheeded but because it is so sensitive, complex, and pervasive. Fortunately, positive steps can be taken; strategies can be developed to ameliorate the situation. And those institutions which make honest attempts at improving communication in turn vastly improve their chances for successfully carrying out their grant projects.

As one Project Director candidly observed, 'We... sought to listen to and involve resisters without allowing them to derail our activities.'

The first step in the quest for improved communication should be to build an action plan covering all phases of the project. For example, during concept formation, CAOs should invite input from key faculty leaders and all other campus cohorts likely to be affected by the projected grant program. In addition, the wider community should be informed about the work on the project and then be given periodic progress reports, either through memos or oral presentations at campus-wide community meetings. This open and broad-based communication early on minimizes misunderstandings and helps prevent rumors from forming about "hidden agendas" and other assumed administrative conspiracies. When faculty and other stakeholders are notified of grant proposals only after approval, is it any wonder the result is "Why wasn't I consulted?"

Once a grant proposal has been funded, or a major academic program approved, task force and committee chairs should develop strategies for regularly communicating not only with their constituencies but also with the entire academic community. Memos and other types of written reports will probably form the core of such information sharing, but these should be supplemented with other dissemination modes, including open forums, colloquia, and surveys, so that others may enter more actively into the dialogue. This campus-wide involvement is invaluable for eliciting new ideas, strengthening cross-disciplinary conversation, nurturing the spirit of community, and, perhaps most importantly, for fostering trust in the collegial process.

Nor should members of leadership teams overlook arguably the most effective communicative mode of all: the one-on-one office visit. Nothing, absolutely nothing, is more meaningful, and potentially productive, than sitting down in a colleague's office and engaging in a direct and candid conversation about sensitive grant project issues. Such visits constitute a potent antidote to the distrust, uncertainty, confusion, and suspicion which sometimes poison the atmosphere surrounding initiatives. During these office visits, colleagues will usually reveal the questions and concerns that are *really* bothering them—the questions and concerns they probably wouldn't feel comfortable sharing in a more public forum. Thus, the personal office visit offers an exceptional opportunity for demystifying a project or initiative. And taking the mystery out of an issue represents the first step toward understanding and advocacy. As one Project Director candidly observed, "We . . . sought to listen to and involve resisters without allowing them to derail our activities." The office visit offers a near-perfect venue for accomplishing this important goal.

But good communication demands a broad spectrum of approaches. Project leaders shouldn't stop with the more commonplace tactics already mentioned. Low-tech practices like the personal office visit, for instance, are nicely complemented by high-tech instruments now available on most campuses. At Madonna University, for example, the CAPHE leadership team made extensive use of the campus e-mail system, making information available to all faculty on a regular basis, noting that this "significant communicative activity" provided a "consistent information flow to the faculty." The College of St. Catherine also used e-mail to solicit "questions and feedback" about the CAPHE initiative, getting additional faculty input through a Lotus Notes discussion group program. Salem College's use of e-mail enabled it to "try ideas before finalizing them"; one of the project leaders concluded that "open communication has been an essential component of trying to build trust."

Part of that "open communication" at Salem College involved the distribution of a newsletter, *CAPHE Capers,* specifically designed to share information about grant project activities with the entire campus community. Salem's creative use of the newsletter reminds us that we should not always rely solely upon conventional channels of communication (especially if they don't seem to be working very well to begin with), and that with a little imagination and creativity we can assign new functions to a workhorse medium like the newsletter. *CAPHE Capers* clearly offered an exceptionally effective, and economical, instrument for promoting, publicizing, and making more visible project activities, while also helping personalize the initiative. Additionally, through the newsletter the leadership team injected a bit of levity into the project, perhaps the greatest benefit of all.

While communication between the administration and faculty, and between the leadership team and other campus cohorts, is crucial, so too is an exchange of information among other groups working on the project. One would like to think that this kind of intraproject sharing takes place naturally, much like friends conversing about a subject of mutual interest. However, *Final Reports,* on-site visits, and anecdotal evidence reveal that institutions are often better at forming committees than at devising strategies for maintaining meaningful communication among these key deliberative bodies. Unfortunately, project teams often work in isolation as though miles, rather than buildings, separate them. Engaged in similar work and pursuing similar goals, they move down parallel (rather than intersecting) tracks, seldom communicating with one another. The result? Duplication of effort and inefficiency to be sure. But perhaps even more serious is the absence of the dynamic synergy which often develops from the cross-pollination of ideas nurtured by substantive dialogue. Less likely, too, is the possibility of achieving a fruitful Hegelian synthesis generated by energetic debate. Can anything be done to ameliorate this devitalizing insularity?

One commonly used approach is to arrange a meeting of all team leaders at the start of the process, with the intent of scheduling periodic meetings thereafter. This rudimentary organizational strategy involves only a modest investment of time and energy but can produce stunning dividends. Complementing these meetings should be periodic joint meetings of all the committees, thus allowing for even broader-based discussion. These joint sessions not only serve the project well, especially by helping create collective team identity, but have the added benefit of fostering a spirit of collegiality and community that will help maintain high spirits through the trying times which invariably come with any major academic enterprise. Lest too much harmony results in groupthink, however, the project leader should consider periodically implementing energizing devices, such as inviting outside authorities in to challenge the views and conclusions of the group or having at least one member of the committee-of-the-whole assume the devil's advocate role.

A final point: as any communication textbook will point out, listening constitutes one of the most important of the interactive skills. The importance of practicing this essential skill in the early ownership-building stages of an initiative cannot be overstated. As one Project Director wisely noted, "We learned that listening at [an early] stage would have been much more helpful than giving our own ideas." This discovery should be kept in mind when planning the broad array of informational sessions and forums used in the first stages of a project.

While admittedly crucial for disseminating information, these gatherings should also readily enable participants to discuss and debate that information. Consequently, these sessions should be carefully designed to provide participants generous opportunity to ask questions, to share ideas, to object and debate, and to voice their opinions, no matter how strongly opposed to the initiative under discussion. Further, a recorder should be assigned to take notes so that important suggestions are not lost. These notes, in turn, should be regularly consulted as the leadership teams deliberate and make decisions. Also, in keeping with the spirit of collegial discussion, the collected notes should be reproduced for distribution to the wider academic community. Few activities generate greater credibility and trust than paying attention to, and (better yet) actually incorporating, colleague input.

In conclusion, perhaps no better use of time could be made at the beginning of an initiative than having all project participants attend a workshop on enhancing listening skills and at the same time reminding other members of the academic community that communication is truly a two-way street. No matter how diligent project leaders may be in sharing information broadly, unless colleagues respond in some form to the memos and invitations they receive, communication will languish.

Conclusion

Readers of this section have no doubt noted the heavy emphasis upon process, time, and pacing. The "steep hills" of grant projects do indeed "require slow pace at first." By its very nature, the collegial process of generating shared ownership is deliberate and slow moving. Even the most generous estimates of anticipated time on task usually fall short of what is needed. Nowhere is this more frankly acknowledged than in the grantee institution *Final Reports.* One Project Director writes "clearly, we were over-optimistic in believing that such a mammoth undertaking could be accomplished within the grant period"; another admits that "when we designed the grant, we envisioned things working much faster"; and still another echoes the point with "what we thought we could accomplish within the timeline of the CAPHE project is going to take much more time." Perhaps the documents entitled *Final Reports* might have been more appropriately termed *Progress Reports.* This change in wording would not only more realistically reflect the lengthy timeline needed for substantive academic change initiatives but would also emphasize one of the most significant results of the CAPHE project—the *ongoing* nature of change and collegial conversation generated by the grant.

While grant projects and other types of change initiatives demand resolute attention to projected timetables and must move ahead with deliberate speed, some things simply cannot be rushed, and one of these is the process of involving the entire academic community in the deliberations and decision making that go into the formation of new policy and programs. To rush this process is to dishonor the spirit of collegiality and community, which should be stronger, not weaker, at project's end.

SECTION III

Common Issues

A little learning is a dangerous thing.
—Alexander Pope—

How would we do things differently if we put learning first?
—Norma Strickland, Rust College—

In the process of reconsidering faculty roles and rewards to support learning, grantees in the Faculty Roles *program designed independent courses of action appropriate to their institutions. Over the course of the project, the approaches of the twenty-two grantee institutions evolved such that several of the institutions ended up working within one or more of six broad categories: learning and assessment, redefining scholarship, faculty development, faculty evaluation and rewards, collegial governance, and instructional technology. This section explores some of the commonalties and differences of the college and university approaches in these categories.*

Few of us in higher education regard learning as dangerous. Yet we have treated it as though it were. We have controlled it by confinement: confinement to the lecture, confinement to the test, even confinement to the classroom and to "seat time," implying to our students that the real world is actually the mythic ivory tower, where the pursuit of ideas is sheltered from the "girdling city's hum." Education has often been handled carefully, like nitroglycerin, lest it explode.

Yet occasionally it does explode, and when it does, learning is released. It explodes when thinkers like Jacob Bronowski, writing in *The Ascent of Man*, lament the incongruity between what we know and how we behave: "We must find ways to teach better," Bronowski says, "and to learn." Historically, education exploded following the seminal work of innovators like Piaget and Dewey; and it is exploding today, if we may trust the observations of commentators such as Alexander Astin and the late Ernest Boyer.

Trust them we do. We have, frankly, been forced to because our classroom experiences verify the sweeping pressure for change to which they and others have responded. In the age of the explosion of information, our students want to learn, need to learn in new ways. They expect an education relevant not only to who they are and who they might become—the traditional focus of the liberal arts—but also to what they will do and how they will do it. They want knowledge and skills, value and efficiency. They want to learn in ways that engage them; they need to learn in ways that involve them.

Finding these ways and cultivating them in this explosive new era of education was the central challenge of CAPHE's *Faculty Roles, Faculty Rewards, and Institutional Priorities* grant program. The primary focus of each participating institution's initiatives was, and continues to be, the enhancement of learning. Approaches and outcomes varied widely, of course, but the final reports from all institutions clearly indicate that efforts to improve how learning occurs and to measure its effectiveness cut across the strata of each institution, affecting its programs, its policies, and the very definition of its faculty's work. Consequently, this section of the report—Common Issues—is divided into six parts: (1) Learning and Assessment; (2) Redefining Scholarship; (3) Faculty Development; (4) Faculty Evaluation and Rewards; (5) Collegial Governance; and (6) Instructional Technology.

The primary focus of each participating institution's initiatives was, and continues to be, the enhancement of learning.

As we will demonstrate in this section, every issue impacts every other; the improvement of learning never happens in isolation but resonates throughout the structure of a college. To change how learning happens at a college or university is, in the metaphor of our consumption-oriented students, to change how the institution does business. The charge to the CAPHE grantees was to find amid this explosive change the wisdom to harness and direct its energy most effectively.

Learning and Assessment

The central goal . . . is to move teaching and learning beyond old familiar habits to new models of educational effectiveness and efficiency.
—Garvin Davenport, Hamline University—

Most of us are products of graduate schools whose programs imply that learning occurs while students sit before the professor and, for the most part, listen. But our own students, in their most candid moments, suggest otherwise. Our students seek a variety of ways to learn, including computer-assisted instruction, service learning, journaling, interning, and "shadowing" professionals in their major fields. Overtly or implicitly, they tell us, for example, that working in teams teaches them not only to appreciate various interpretations of shared information but also to value and develop tolerance and effective oral communication skills. They tell us that collaborative research can generate ideas as well as enthusiasm. They emphasize the importance of organization to a successful team effort. They point out that being responsible to a team obliges them to learn how best to manage their time; it also requires them to synthesize information efficiently and to present arguments persuasively. In teams, they demonstrate the need to listen, to accept criticism, to rethink positions, and to revise. They learn that knowledge comes alive when it becomes interactive.

Teaching portfolios, with which many institutions worked during the grant period, provide an outstanding vehicle for improving learning, primarily because they provide an immediate motivation (often reinforced by their use in faculty evaluation) to document how and what students learn. Portfolios focus faculty efforts by affording us the opportunity to render our theories concrete and to achieve for our paradigms "a local habitation and a name."

In addition to talking about the importance of revision to our students, for example, we can—encouraged by the use of a portfolio—design specific rewriting assignments calculated to direct students toward particular goals and to provide focused learning experiences. Such assignments might emphasize invention, or thesis development, or syntax, regardless of our discipline.

Similarly, instead of facing class after class, year after year, without reconsidering our teaching philosophy, we are provided by the teaching portfolio with a formal, systematic repository for a paper—however brief or long—in which we may make our evolving philosophy of education clear. In fact, the teaching portfolio cannot help but sharpen our reasons for teaching, at least when developed in accordance with Peter Seldin's guidelines in *The Teaching Portfolio*. At its core, a personal reflective statement outlines our teaching philosophy, strategies, and major objectives. The very organization of the portfolio obliges us consciously to redefine, restructure, and even reevaluate how we conduct the learning process. Thus, the portfolio not only organizes and articulates our work but it reinvigorates it. The direct result is better learning, for us and for our students—learning that can be documented for personal, formative purposes or for the more formal purposes of summative evaluation.

. . . the [teaching] portfolio not only organizes and articulates our work, but it reinvigorates it. The direct result is better learning, for us and for our students—learning that can be documented for personal, formative purposes, or for the more formal purposes of summative evaluation.

Emphasizing learning rather than teaching is difficult. Teachers are by nature performers of a sort; our familiar question, therefore, is introspective: "How can we project ideas more provocatively to our students?" But our task, of course, is not primarily to enhance what we project; it is, instead, to facilitate what our students discover, or even invent. As a profession we are aware of the need to shift the paradigm; as professors we have been slow to do so. We have moved from the teaching to the learning paradigm, at least on paper and in college catalogues—but the product is not so obvious.

Institutions beyond our twenty-two grantees may very well have experienced, or may expect to discover, this same disjunction between talking about the problems of learning and doing something about them. Action in academe occurs slowly. But because we are committed to our students' interests, it does happen. Some institutions, outstanding in their efforts to improve learning, have shown us the way. (See, for example, the box about Hamline University below, and the box about The College of St. Scholastica at the far right.)

How can we know that our efforts in improving learning are effective? How can we gauge the merits of another institution's approach for our own students? Intuition and anecdotal evidence may seem appealing, but a growing number of institutions are turning to assessment, now a familiar (if not always popular) word in academe.

Hamline University
Exchanging Old Habits for New Models of Learning

At the core of Hamline's grant activities was its faculty's determination to create "new models of . . . effectiveness and efficiency" in learning. In the process, its understanding of faculty work changed from teaching to learning, from professing to facilitating, collaborating, and advising. CAPHE funds supported eight projects involving "approximately 35 instructors, hundreds of students, and 12 departments"—in other words, nearly half the university community.

The projects were wide-ranging. A newly designed Workshop Physics course asked of students a new central question: not "What do you know?," but "How do you know what you know?" Two English Department projects strengthened how students learn research skills and facilitated collaborative writing and peer feedback via a new software program. The Departments of Biology, Art, Mathematics, Psychology, Management and Economics, and Sociology studied ways to integrate computers in key areas of their curricula, especially to eliminate course redundancies and to achieve "more useful, more student-centered ways of using . . . faculty time." Faculty in French united to revise their Department's program, providing for "maximum use of student-faculty interaction time" and "a great deal of student-student interaction." And the Education Department, committed to strengthening its Teacher Preparation Program, studied the advantages of portfolios for advising and evaluating its students, as well as positioning them with a professional product suitable for use in a job search.

The results have affected positively how students learn, virtually across the curriculum. Faculty at Hamline discovered that moving from a teaching to a learning paradigm is "innovation that makes sense, that meets a need, that strengthens a program's position, that affects faculty work in such positive ways as fewer hours, better learning, [and] an increased sense of ownership."

All of us assess students' work. We're reminded of this inescapable fact of academic life whenever we face a sheaf of exams or essays, lab reports, or term projects. But assessing a student's work is not necessarily commensurate with assessing what he or she has learned or with assessing how the learning was achieved.

How can we discover such information? How can we be sure that we measure not how well students conform to our assignments but rather how well they understand new material and can articulate its significance to themselves and to others? Can we determine how much, or how well, students invest themselves in their studies? Can we detect when—or if—their ability to organize, integrate, and synthesize information generates original ideas? Can we even discern, perhaps, the transformation of understanding into wisdom?

Assessment of learning requires us to look at what our students do in new ways. It requires us, in effect, to put ourselves in the place of our students. Such an empathetic approach does not minimize the important insights provided by student performance portfolios nor does it obviate the merits of pre- and post-tests, or of student self-assessments, or of longitudinal employment studies of our graduates. But it does mean that we must attempt to see how students learn from students' perspectives.

One way to achieve our goal is to put our peers in our classrooms as students. At Nebraska Wesleyan University, for example, students often learn side-by-side with one of their professors, who is taking a course from a colleague. The "student" professor models attitudes and behavior which directly influence how his or her fellow students regard the learning process. Dan Bernstein, a psychologist at the University of Nebraska-Lincoln, advocates the approach as one which moves beyond teaching as a "performance art," to a substantive review by our peers of what they see students doing in our classrooms. Behavior manifests understanding or at least signals the conditions in which understanding can occur. Are our students moved to ask questions? What is the nature of their inquiry? How do our students share information with each other? To what extent are our students developing original thought? And do our students care about what they learn?

When our peers participate as students in our classrooms—when they see us not only as colleagues in the professoriate but as companions in the enterprise of discovery and creation—they are in a position, literally and figuratively, to articulate to us what and how well they and their fellow students (i.e., the regular members of the class) are learning. For example, one "peer student," a mathematics professor participating in Nebraska Wesleyan's "Colleague-Scholar" Program in 1997, wrote of his experience in a colleague's Secondary Methods course:

Student interaction was encouraged through the use of prompted writing (pausing in 'lecture' to have students develop or write thoughts out), having students lead class discussion of topics, and good questioning—often directed at a specific student. This allowed solicitation of feedback from specific students and actively engaged them . . . This contributed to a more relaxed class environment, which should be conducive to learning.

Advising has also emerged as a venue not only for directing learning but for assessing learning as well. The system works best when allied, as in some institutions, with a formal course. Some institutions now link a course in general education with the advising process; typically the course instructor serves as the academic advisor to the students who are enrolled. After earning the students' confidence in the classroom, the instructor/advisor is often able to elicit students' frankness in private conferences, enabling him or her to assess students' strengths and learning styles in depth. Typically, for example, students in such a circumstance will speak openly about study habits, exam preferences, and even personal academic concerns.

Mentoring, an adaptation of advising, is gaining ground as a means of assessing as well as stimulating learning. Millikin University, for example, has developed several strategies to promote "the apprentice/mentor model of scholarship,"

The College of St. Scholastica
Redesigning Students' Responsibilities as Learners

The centerpiece of St. Scholastica's grant proposal consisted of four pilot courses in which "teachers radically redesigned their roles as teachers and the students' responsibilities as learners." Four courses received funding during the fall quarter, 1997: Cell Biology, Principles of Management, Individual Tax Accounting, and Developmental Psychology. Innovations ranged from the use of animated graphics, on-line testing, and e-mail discussion groups to role-playing, group projects, and case studies.

Motivated to change his pedagogy by his "belief that lecture [while an opportunity . . . to perform enthusiastically] is not an effective or efficient way for people to learn," the management professor restructured his course around the mode of investigative journalism, requiring students to simulate teams of new liberal arts graduates hired to investigate emerging changes in business. The approach merged classroom learning with skills and information required on the job.

The result? The students' course evaluations say it all. "I learned how to complete a project with people I didn't even know before," writes one; another responds, "I have retained more information in this class than in any other. The info . . . facilitates a growth in one's world view." A third student even implies a comparison to a traditional method of instruction: "I learned that it [working in teams] can be a lot of work, but the results are much greater than individual work . . . . Overall, I learned a lot about recent changes in organizations and what to expect in the future business world (when I enter it)."

St. Scholastica's redesigned Developmental Psychology course proved no less dramatic in its effect on both students and teacher. In his own evaluation of the course, the professor writes, "A major discovery for me was how difficult it was to change my teaching role . . . . I believe that I successfully made important initial steps toward changing my role to one more consistent with . . . how students learn, but it was a struggle (with myself) all the way." And although preparing a web site, a study guide, videotaped mini-lectures, group projects, and case studies was a lot of work, the professor reports that what he learned "is very much worth the effort." With a satisfaction rarely derived from students' responses to lectures, this innovative instructor moved, in his words, "from being a 'performer' (i.e., a lecturer providing information) to becoming a designer of learning activities, provider of feedback on student performance, and evaluator of learning outcomes." Here is a person who has put learning at the center of his work.

including a five-member team sent to the Council on Undergraduate Research Workshop, the establishing of a Summer Undergraduate Research Program, and pilot projects in a variety of disciplines merging teaching and scholarship. Millikin faculty have invested in the notion that learning shared between students and faculty is learning that can be assessed mutually, a natural product of collaboration. (For another example of mentoring, see the box below.)

California Lutheran University
Developing the Student Career Advising Portfolio

At California Lutheran, the Student Career Advising Portfolio (SCAP) was designed "to help faculty transform their advising role to a mentoring role." The SCAP defined the faculty mentor as one who guides students to acquire competencies in written and oral communication, leadership, and critical thinking by engaging them in a variety of activities, including coursework, internships, and extracurricular programs. Faculty support for the portfolio plan was achieved through feedback and suggestions from faculty during the pilot year, resulting in a "freshman seminar class using the SCAP as the text." In addition, California Lutheran conducted a workshop for faculty from all departments, asking them to modify the SCAP for use by their majors.

The result included "adding discipline specific competencies and/or activities and materials about careers or post-graduation education for [California Lutheran's] majors," following models provided by the CAPHE Project Director. The Freshman Career Advising Seminar "passed with an overwhelming majority vote of the faculty," and California Lutheran reported that "we had more faculty volunteer to be Freshman Advisors than we could use."

In the words of a faculty member at Whitworth College, "Assessment's no longer a dirty word; it's now part of the conversation." The conversation, of course, is ongoing and sometimes difficult. How is assessment of learning best achieved? To what extent do differences among disciplines affect how learning may be assessed? Whitworth attempted to answer these questions by supporting ten faculty from various disciplines to design new assessment systems for at least one class and then to meet frequently to discuss problems and successes. Whitworth's dialogue, like those at many other colleges, has begun, informed by hands-on attempts to discover what works and what doesn't.

What will work at other institutions? What roadblocks lie in the path of reform? Virtually all faculty will discover some indifference, if not antipathy, to accommodating new ways of learning and assessment. Change comes hard. Administrators are reluctant to spend institutional revenues without an assurance of meaningful (and often quantifiable) returns. Faculty often shrink from fixing a system which appears to be adequate. But adequacy is not enough. To realize or, even more, to create new ways of learning entails risk. The process courts danger. A little learning, when isolated from other fragments of learning, is indeed a dangerous thing; but when the fragments are shared, joined, and made whole, the resulting union empowers students and fulfills the goals of the academy.

Redefining Scholarship

. . . the work that faculty most value and feel is worthwhile is teaching, advising, mentoring, collaborating with, and interacting with students. This is where the faculty passion is . . . .
—The College of St. Catherine—

And gladly would he learn, and gladly teach.
—The Canterbury Tales—

Chaucer's Clerk of Oxford, although a fictional character, is a model of the scholarly attitude. It's not simply that the Clerk is a lifelong learner; it's that he is gladdened by learning and eager to share it with others. One can be a lifelong learner for many reasons, some of which are bound up with faculty rewards: one can learn for money; one can learn for the visibility the product may provide; one can seek for promotion, even for authority, on the basis of one's scholarship. But Chaucer's Clerk would have none of these: he is a scholar because scholarship expresses who he is. Its pursuit gives joy to his life.

What is scholarship? What kinds of intellectual pursuits give joy to our lives? And under what circumstances does our scholarship define, or partially define, our roles as members of a faculty? These questions and others bore directly on the work of the participating institutions. Grantees' *Final Reports* made clear that the enhancement of learning could not be realized without a new understanding, a new definition, of scholarship, especially as considerations of scholarship impinged on the rewards of the profession, such as tenure, promotion, and merit pay.

The perceptions among junior faculty of the nature and importance of scholarship have amplified, if not precipitated, nationwide discussion of this issue. One of the grantee Project Directors pinpoints the issue directly:

For years we have hired and evaluated faculty on the premise that "we are a teaching institution." At the same time, the Faculty Evaluation Committee has signaled to candidates for Full Professor that they must have something in print for an external audience, even if they're master teachers. More recently, younger faculty have bumped up against these mixed messages.

Without redefining scholarship, without understanding how it functions in our work, we cannot anticipate clear expectations from our colleagues and students regarding our professional roles, nor can we expect equitable extrinsic rewards.

For this reason, then, a discussion of scholarship occurred, in some form and in various forums, among most of the grantees. Many began with Ernest Boyer's *Scholarship Reconsidered*, using it as a blueprint for their discussions. Some, like Avila College, conducted a bibliographic search on the topic, compiling summaries of relevant articles and sharing their information with colleagues. At Avila the Task Force on Scholarship asked faculty to respond to two questions: "What activities constitute scholarship at Avila College?" and "What are the qualities that make these activities scholarly?" Avila reports that the Task Force collated responses and "developed a collaborative process which engaged teams of faculty from different disciplines in defining scholarship at the College," resulting in a formal document. (See box below.)

Avila College
Scholarship Redefined

Scholarship at Avila College is a multifaceted endeavor that takes various forms and involves discipline-based knowledge and rigor. Scholarly activities incorporate essential elements such as expertise, discovery, higher-level thinking, creativity, synthesis, integration, application, and accessibility to peers and students. Tied closely to teaching and learning, scholarship takes different tracks reflecting the diverse activities, interests, and skills across the disciplines and in response to individual faculty growth and development.

Avila's work, like that of many others, determined that learning and teaching are inextricably bound by scholarship—and often by activities which transcend more traditional definitions of scholarship. Although writing for publication continues to rank high on the list, other endeavors have been equally compelling, especially given their necessity in "keeping up" with the profession: giving or attending workshops and presentations; reading professional and primary source literature; performing; authoring grant proposals; conducting clinical practice; serving on editorial boards; consulting; revising old courses and developing new ones; creating internships; reforming department or university curricula.

No longer are the boundaries of scholarship narrow; they have broadened in response to the explosion of information, to the changes in how information is disseminated, and—most importantly—to the shift from the teaching to the learning paradigm. Our students require more than our mode of lecturing and testing, researching, and publishing once gave them.

For that matter, we require more as well. Like the Clerk of Oxford, we need—especially in the wake of tighter tenure requirements, slower promotions, and more stringent budgets—the freedom to pursue the joy of learning wherever it leads. We must find ways to cultivate our personal and professional academic interests at the same time that we support the public and fiduciary interests of our institutions. We must affirm the kinds of scholars we are. We must demonstrate that scholarship and the zest for understanding are synonymous. As the report from The College of St. Catherine puts it: "If the College aims to educate [students] from all walks of life to be influential in shaping the world in which they live, then the creation of an intellectually engaging campus culture is essential. Scholarship from this vantage needs to be understood and publicly recognized..." (See box about Whitworth College at left.)

The interconnection between redefined scholarship and evaluation is evident throughout the *Final Reports*. At Le Moyne College in Syracuse, New York, for example, the Faculty Committee on Rank and Tenure has adopted "broader general conceptions of scholarship for tenure and promotion decisions," conceptions which include "not just publications, but also presentations and participation at academic conferences, and research and scholarship on teaching and pedagogy (including classroom research on student learning and assessment)." Implicit in the Le Moyne statement is the centrality of learning to scholarship, and even the suggestion that faculty scholars in the next century will read, write, study, and interpret not primarily for the traditional, limited audience of professional journals but for—and even with—the broader, less specialized audiences composed of their students, their colleagues in multiple disciplines, and even the public beyond academe. Greater public insistence on accountability in higher education is directly tied to the redefinition of scholarship, a redefinition that melds knowledge and service and theory and practicality in ways valued by both those who support higher education and those who make their living within it.

Making a living and making a life can both be served by scholarship. Traditionalists will (as some institutions remind us) sometimes argue that academe must rigorously maintain the received definition of scholarship, which requires those who labor under it to publish—or perish. But recent attention to learning, and to how it is best forwarded, exhorts us to supplement the traditional view with one that is more eclectic, more responsive to real human needs, and, frankly, more frequently satisfying. To "gladly teach," we ourselves must gladly learn; in an age of inclusion and

Whitworth College
Producing a "White Paper" on Scholarship

"The most significant result of this grant project," writes Project Director Tammy Reid, "is a paper . . . on the role of scholarship at Whitworth College," because newer faculty encountered "one set of expectations from the... Dean, another from the department, and still another from the Faculty Evaluation Committee." In short, many faculty members were confused about which definitions of scholarship would apply when they faced tenure and promotion.

The "white paper" on scholarship resulted from over a year of discussion informed by two consultants, a faculty survey, and a faculty report on central issues. The process took a long time, but the pay-off was ownership involving "one hundred percent of the faculty, and the white paper passed the Faculty Assembly . . . with no more than five nay votes." Based on Boyer's scholarship of discovery, connection, teaching, and application, the new Whitworth definition says:

Scholarship . . . is defined as systematic, focused attention on a question, problem, or idea characterized by expertise, originality, analysis, and significance. Scholarship results in a product that is shared with appropriate peer audiences within the wider academic community through mediums such as publication, performance, exhibition, presentations, and workshops.

The new definition affects directly the procedures of both faculty development and faculty evaluation.

cooperation, we may most certainly gladden our academic spirits by sharing our scholarship in diverse but equally fulfilling and useful ways. Scholarship must become its own best reward.

When scholarship is its own reward—and thereby motivates us to pursue it—other benefits automatically accrue. Faculty morale rises when, through the process of redefining scholarship, colleagues develop greater appreciation for work outside their own disciplines. As Ernest Boyer puts it in *Scholarship Reconsidered*, "Surely American higher education is imaginative and creative enough to support and reward not only those scholars uniquely gifted in research but also those who excel in the integration and application of knowledge, as well as those especially adept in the scholarship of teaching. Such a mosaic of talent... would bring renewed vitality to higher learning...." As this "mosaic of talent" is cultivated and rewarded, the ways by which faculty may demonstrate competence and eligibility for promotion multiply. Faculty feel better about their work and more confident about their ability to contribute to effective learning.

They also become more engaged in the most difficult but urgent area of redefining scholarship: the scholarship of teaching. "When defined as *scholarship*," says Boyer, "teaching both educates and entices future scholars." Classroom research becomes exciting; faculty across the disciplines write articles not only about their own subjects but about pedagogy as well. The benefit to students and to the profession is incalculable.

The tangible benefits to individual faculty result from institutions amending their policies for tenure and promotion to reflect the changing definition of scholarship. Several institutions have already begun the process. Heritage College, for example, now includes in its scholarship criteria for its promotion evaluations "the range and variety of [faculty members'] intellectual interests," as well as "their success in training students in scholarly methods." Similarly, Nebraska Wesleyan proposes to amend its criteria to include the "promotion of student learning" as an integral component of scholarship. By such specific changes to official policies institutions signal their intent to encourage and reward a broad-based approach to scholarship; however, the most important benefit is the redefined attitude which a broad approach to scholarship engenders, an institutional attitude which nurtures scholarship and recognizes it as prerequisite to learning.

Faculty Development

Ongoing faculty development is sustaining our efforts to meet the needs of a changing student population and a changing world.

—Mount St. Mary's College—

Until the middle of the twentieth century, professional educators could expect to end their careers largely as they began them, teaching the same subjects and using the same methodologies. Humorous stories of aging professors shuffling yellowed lecture notes were commonplace. Instead of retiring with forty years of experience, many faculty members retired with one year of experience multiplied forty times. It was easy to be what one had been.

Not any longer. Of course technology has caused us to change, even in the most staid disciplines, and economic pressures have forced substantive revisions in how and for whom we facilitate learning. But the single most important reason that we cannot teach as we once did is that students are no longer what they once were: passive receptors of knowledge. How learning happens has changed—indeed, is changing; to remain vital and effective, the professoriate must change with it.

How this change is accomplished is called faculty development. The process of faculty development (for it is a process more than a product) is predicated on the rhetorical notion that ongoing discourse not only discovers new meaning but creates it. By reexamining what we do and how we do it, we reinvent who we are; we create new ideas and find new ways to communicate them. Faculty development, which provides professors the time, the money, and the resources to effect change, has shifted from being a peripheral pedagogical interest to being an essential element in an institution's learning environment.

Faculty development begins, ideally, when faculty members start their first jobs. Many grantee institutions have established faculty mentoring programs in which new faculty are introduced to the campus culture by older colleagues. Some of the interaction is social (mutual attendance at concerts, plays, or athletic events), but most of it is pedagogical. At Eckerd College, for example, senior-junior faculty pairs read and discuss books and articles about higher education, meet together with experts in pedagogy, and visit model programs at other institutions. At some institutions, colleagues trade ideas for stimulating learning, and even visit classrooms visits to see firsthand how these ideas work in practice. A program at Mount St. Mary's, for instance, serves as a "vehicle for linking teachers with particular expertise and novices seeking to develop that pedagogical skill." In the Mount St. Mary's program, even established faculty are given "the opportunity to request a mentor experienced in active learning, service-learning, or effective use of technology in the classroom." The goal, according to the Project Director at Stillman College, is to create "a climate of collegial sharing."

Two by-products appear to derive from faculty mentoring. First, mentoring—usually a function of new faculty orientation programs—becomes actually reciprocal; that is, although older faculty typically tutor the younger, younger faculty are often able to infuse innovations into the work of their more established colleagues. The mentoring process legitimizes, and even encourages, cooperation and respect between senior and junior faculty. In a time of uncertainty about faculty roles among new teachers, this reciprocity builds trust and focuses colleagues' efforts on clarifying professional expectations, thereby leading to the second by-product of faculty mentoring: collegiality. By sharing ideas under the aegis of a mentoring program, faculty work together not only for their own improvement but for the improvement of learning campus wide.

Some of the grantee institutions began or realized plans to establish a faculty development committee (e.g., Connecticut College, Illinois Wesleyan University, Mount St. Mary's College, and Whitworth College). Development committees typically administer funds for professional activities, obtain and distribute current materials on learning and scholarship, sponsor workshops on pedagogy and colloquia on faculty research, and, in some cases, review the performance of tenured full professors with a view toward reinforcing these professors' work within a reward structure in which such professors typically no longer participate. Even more central to faculty needs is the development committee's vital role as a "think tank" for innovation: committee members, usually representative of the college's major divisions, monitor the faculty's development needs and devise creative, efficient programs to meet them. In doing so, committee members achieve their most collegial goal: to help their fellow faculty take full advantage of opportunities to improve learning.

Hartwick College
Developing Portfolios as Tools for Learning

Hartwick's Conference on Teaching and Learning in June 1996 devoted a workshop to teaching portfolios. The following fall, faculty from the workshop began to develop their own portfolios—compendia of learning materials, student projects, personal reflections, assessments, and other data—an activity "which has sparked," in the words of Hartwick's CAPHE Coordinator, "significant conversations about the complexity of documenting student learning." The following year, Hartwick faculty and administrators attended a hands-on workshop on teaching portfolios and student evaluations of teaching.

The Hartwick community's discussions of teaching portfolios "raised questions about the criteria used at the College for tenure decisions. These conversations have led . . . the Dean to ask for college-wide discussions about the qualities of effective teaching and scholarship . . . . Eventually, these revised qualities will be incorporated into the tenure section of the Faculty Handbook and into guidelines for biannual faculty evaluations."

One of the tools cultivated with increasing frequency by development committees is the teaching portfolio. Although used at some institutions for several years, teaching portfolios are only now commanding widespread attention as nearly indispensable tools for documenting students' learning. Some colleges, like Hartwick, have begun to take the value of teaching portfolios very seriously, realizing that they impact not only faculty development but also faculty evaluation—and even the criteria on which evaluation is based. (See sidebar at far left.)

The Hartwick model makes clear that faculty development, especially as manifested in the teaching portfolio, is integrally linked with the definition of faculty roles and with professional rewards for those who best facilitate learning. Integration of teaching portfolios into faculty development and faculty evaluation ensures thorough participation in each process because a product, chronicling both endeavor and assessment, becomes a professional necessity. The instrument is particularly useful for the periodic review of long-serving, tenured faculty at the full professorial rank, i.e., faculty who no longer prepare for evaluations but instead enjoy the satisfaction of effort measured only against personal expectation. These faculty will likely prove the source of the richest, most practical, and most reflective portfolios in the profession.

One grantee, Connecticut College, devised a unique integration of the goals of portfolio use and the goals of professional assessment. Because one of its CAPHE team members had become familiar with pedagogical colloquia at the American Association for Higher Education conference on faculty roles and rewards in early 1997, the leader of Connecticut's Portfolio Team organized a pedagogical colloquium for members of the College's search committees, at the time charged with filling sixteen tenure-track positions. Playing the role of job candidate, the team leader submitted and discussed course syllabi and narrative essays from his portfolio, answering questions devised by the other team members. Several of the College's chairs later adopted the colloquium approach in their departments' actual candidate searches.

Appropriately, the impetus for Connecticut's Portfolio Team project derived more broadly from the College's recently launched Teaching Resource Center. The portfolio team galvanized the College's longtime desire for a teaching center and made the center a reality in 1997. It was no accident that the director of the new center doubled as a member of the College's Portfolio Team. Indeed, teaching resource centers, although called by various names, are becoming key components of faculty development programs. (See sidebar on Mount St. Mary's below and Illinois Wesleyan University on the next page.)

Mount St. Mary's College
The Benefits of Faculty Development Centers

Mount St. Mary's faced an unusual dilemma: how could faculty on its Chalon and Doheny campuses be served by two resource centers without duplicating efforts and driving up costs? The answer came in sharing the computer support position, dividing the teacher/technician's time between the two sites. "This arrangement," says President Karen Kennelly, "will greatly facilitate continued skills development in technology among the faculty," because the contact person "will be highly visible and accessible both formally and informally."

What other services will the Faculty Development Centers provide? The list is impressive: in addition to skills development forums, workshops, and seminars conducted in teleconferencing and computer classrooms, the Centers will house "teaching aids and tips, bulletin boards with conference announcements, filing cabinets, and bookshelves for collections on technology and its effective pedagogical uses." The rooms will even have "comfortable chairs and work tables. The goal is to make these spaces relaxed and inviting environments," environments conducive to small faculty dinners and informal discussions of books, trends, and new ideas.

Mount St. Mary's experience underscores not simply the value of development (or resource) centers, but the need for training in the use and consequences of instructional technology. As more campus facilities are networked and more computer-literate students matriculate, more faculty recognize the efficiency—and even intrigue—that technology-aided instruction creates. Most members of the professoriate want to know how they can use technology to better serve their students' learning.

Faculty development centers can and do meet these professional needs but so do faculty mentors in technology. At Hartwick College, for example, science and humanities faculty receive stipends as "curricular technology mentors" to colleagues. Mentoring occurs either in private conferences or informally at brown-bag lunches, covering such topics as "using the Web, specific software, visual imaging, composition, use of scanned images, and data analysis." Hartwick's approach typifies that of institutions both within and without the group of grantees, for the importance of technology to learning is no longer front-page news; what is newsworthy, however, about the experience of the CAPHE grantees is that many have reflected on the impact of technology on faculty roles. Caution must be exercised; technology can, in some cases, increase faculty members' workloads, obliging them to mentor themselves in order to meet the learning needs of their students. Faculty must develop programs and assignments, especially for new courses built around technology, which substitute for, rather than merely supplement, older modes of learning.

For that matter, a broader caveat regarding faculty development began to emerge as grant participants studied the issue. Some faculty believe that, in the words of one Project Director, "improving teaching and learning may go against . . . administration's attempts to define our role for us. . . . This year," says the Director, "in light of administrative pressures to expand our teaching and service loads while limiting funds for research and scholarship, some faculty members feel that an emphasis on development may undermine our roles as teachers-scholars." Such an environment can, in some cases, "generate resistance to . . . efforts to enhance faculty development. . . ."

Such sentiments should not surprise us. Yet they also should not discourage us. College budgets are tight, and expectations of faculty are high but ingenuity is free and innovation of the most fundamental stripe is often surprisingly affordable. (See box about Heritage College at right.)

Heritage College emphasizes "embedding faculty development into . . . institutional structures," which is, of course, what academics achieve when learning predominates. Development can, and should, inform curricular revision, technological advancement, the assessment of learning, and faculty evaluation. Learning and its measures and teaching and its methods are integral to faculty development—so much so, in fact, that those institutions which best accommodate learning will become, *de facto*, those institutions in which faculty development will flourish. Already, faculty development committee efforts have strengthened learning throughout the academy; in less than a decade they have:

Illinois Wesleyan University
Supporting Curricular Imperatives through a Development Center

Illinois Wesleyan's new Mellon Center for Faculty and Curriculum Development focuses support for the changes in curriculum necessitated by its new May Term and its new General Education Program. The Center unites responsibility for academic assessment with that for curriculum and faculty development in one person, the Associate Dean of Faculty, who is also the Center's Director. "Accordingly," in the words of the CAPHE Project Director, "the Center not only offers workshops, grants, and other forms of support for curriculum and faculty development in the General Education area, but it is also the locus of assessment activities for those programs." Over time, the University intends to use information gathered by the Center to improve "both student learning and student satisfaction."

➤ codified long-standing but unstructured development practices among individual faculty and elevated those practices to actual programs with financial support;

➤ established Faculty Development Centers, even on campuses with serious space constraints (or established Faculty Development Committees and/or Directors);

➤ reformed earlier, administration-dominated paradigms for faculty development, especially with regard to the distribution of funds (now usually in the hands of the professoriate); and

➤ coordinated counseling procedures whereby development specialists may mentor faculty who wish to address needs emphasized by recent evaluations.

Students benefit directly from these achievements, and they will be even better served as faculty development personnel learn to accommodate students' needs more completely.

Heritage College
Doing a Lot with a Little

Like most colleges, Heritage endures budget restrictions, which are sometimes severe. But in hiring an Academic Vice President with expertise in both faculty development and grant writing, Heritage positioned itself to cultivate new funding sources for improving how faculty help students learn. Its accomplishments with its CAPHE funds served as a model. With only $600 apiece, but with a great deal of ingenuity and enthusiasm, ten faculty "bought books, software, improvements in hardware . . . , special graphing calculators, attended conferences specifically related to their stated objectives, and purchased release[d] time from regular duties to research/design workshops for adjunct faculty." Led by the new Vice President, the College remains confident it can achieve similar results with even modest grant income in the future.

One particularly innovative way its faculty will realize its goals involves the creation of a faculty development support position, rotating among professors as a quarter- to half-time-released appointment, held for two years. "All [members of the CAPHE project team] felt that having a faculty member working with other faculty members would promote collegiality, . . .learning and change," and at minimal cost. The "faculty learning time" generated by this approach can create rewards which transcend any monetary measure. Even additional, faculty-wide "learning time" is proposed, featuring a period during each week when no classes are scheduled and faculty can gather for "discussions, training, and other teaching and learning focused ideas."

Faculty Evaluation and Rewards

Academic politics are so vicious because the stakes are so small.
—Source unknown—

The paradox of faculty evaluation—in some measure a process touched by campus politics at every institution—is that, although its resultant tangible rewards are usually small, the impact of the process itself on faculty morale, collegiality, and, ultimately, on the prevailing attitude which informs learning is enormous. We teach primarily for the intrinsic satisfaction it provides, to be sure. Most of us are perennial students for whom teaching is but another name for discovery and creation, i.e., for learning; we are comfortable in our roles as thinkers, sporting slightly out-of-fashion cardigans and tweeds, trading ideas with younger, usually novice scholars who remind us of who and what and how we once were.

But we are human and want more. Authorities during our own early scholastic lives told us to be the best; and the state of the academic job market over the last quarter-century convinced us that being "the best" was crucial to "getting ahead," a process signposted by tenure and promotion. We learned to compete for job security; and once that was achieved, we learned to scrap for professorial rank, even though a promotion probably translated into a net tangible gain of only a few score dollars a month. As the few but coveted extrinsic rewards for teaching became harder to win, we wanted to be doubly sure that those who got them deserved them. We wanted fairness. We wanted objectivity.

We wanted a direct connection among effort, recognized quality, and reward.

Programs in faculty evaluation attempt to deliver what we want yet with various degrees of success. The process always occurs amid tension and involves strong forces with an interest in the outcome. The experience of one institution in New England offers an excellent case in point. (See sidebar about Hampshire College at left.)

How are the strong, contending forces within the faculty evaluation process to be treated equitably? Who should arbitrate disputes? The answers may at times divide us, but the attempts to address such questions, as at Hampshire College, more often unite; they even strengthen collegiality and, in the process, learning. Most of the grant participants have evaluation committees served by faculty of equally representative ranks and/or divisions; all provide for some means of student involvement in the evaluation process, and at least one even mandates a student, as well as an untenured professor, as voting members of its faculty evaluation committee.

In fact, many of our grantee institutions have in some measure attempted to review evaluation policies and reconcile them with their institutional mission. Their aim is to bring the criteria by which faculty facilitation of learning is assessed squarely in line with the central aim of the institution, which always promotes the intellectual (and, in many cases, emotional, social, and spiritual) growth of its students. Such institutional reviews affect the very structure of faculty governance. They raise key questions about the nature and function of faculty committees. Should evaluation be allied with faculty development? To what extent should faculty participate in evaluating their own effectiveness? And who should establish the criteria against which faculty performance is measured?

The experience of Heritage College mirrors that of many other grantees. Faculty governance, development, and evaluation are inextricably linked and to examine one of these elements is to discover the concatenation of issues among them all. (See sidebar on facing page.)

Despite some sentiment that they should not be, faculty evaluation and faculty development are the most directly connected issues. Several colleges noted the connections made explicit by Whitworth: "the need to link expectations of faculty with

Hampshire College
Negotiating the Evaluation of Learning

Negotiation defines much of the educational process at Hampshire. The Dean of the Faculty writes, "A central part of our educational system is the negotiation that takes place between divisional [academic] committees and students." She observes that, "faculty must be talented negotiators who can show students the joy of learning subjects in which they think they have no interest. . . ." A positive result, of course, is that, "much learning takes place as the faculty member and the student negotiate over what must be required to complete the [academic requirements of] the Division I project."

A knottier result, however, is that the same students who negotiate their project requirements "developed their own . . . evaluation system known as the LOGO, . . . a high quality assessment tool that developed naturally . . . from [Hampshire's] educational system." The system's development, however, clashed head-on with the SUMMA evaluation system, already in place, which the Dean urged the Educational Policy Committee (EPC) to continue. SUMMA evaluations were designed "to improve teaching and to assess effectiveness in the classroom," she argued, whereas LOGO functioned "more as a popularity test." The Dean "feared that faculty interests would be subsumed by immediate student interests."

Debate between proponents of the two systems continued. "Discussions on EPC were friendly and spirited": supporters of the LOGO system "argued for combining efforts," convinced that "this change would lead to institutionalization of their efforts." Ultimately, however, the EPC rejected LOGO, worried that the system would "lose its independence if the faculty's need for control over the kinds of questions asked were recognized." The committee resolved that in the next semester it would "take up the task of finding a new vendor or designing an in house tool."

faculty development and faculty evaluation," even to the point of creating a new administrative position—Director of Faculty Development—"to provide ongoing attention to these issues." The College's evaluation committee, prompted by suggestions from a summer CAPHE "think tank" and the institution's evolving perception of learning, recommended "tightening connections between *formative* first and second year evaluations and *summative* evaluations in the fourth and sixth years" (italics added). The College even provides newly arrived faculty with a casebook clearly explaining the revised evaluation process. Here development and professional assessment coincided within the work of a single committee.

One of the most popular instruments among grantee institutions for achieving development/evaluation symbiosis is the teaching portfolio. Discussed earlier in this report's Learning and Assessment and Faculty Development segments, teaching portfolios are equally pertinent to evaluation, especially as they impact the learning process. Madonna, Hartwick, Nebraska Wesleyan, and several other institutions emphasize the universal importance of portfolio use: it is central to faculty development counseling; it enables us to become more reflective (and effective) practitioners of our art; it documents and explains how we achieve learning in the classroom. How could it not help evaluation committees assess teaching and scholarship?

At Nebraska Wesleyan, for example, proposed revisions in how the Evaluation Committee gathers information mandate that faculty members under review will meet with the Committee to analyze the contents of their teaching portfolios before the Committee sends its recommendations to the administration. Here the portfolio not only impacts evaluation but also (and more importantly) stimulates dialogue among colleagues about effective strategies for learning.

The "living" quality of teaching portfolios accounts, in fact, for their clear popularity over faculty "growth contracts." Implicit in the experience of grantee institutions is the notion that growth contracts—which require specific goals projected over one to three years—are more difficult than portfolios to devise and execute during this period of change and revision in the academy's definitions of faculty roles and its assessment of how we fulfill them. As our colleges' reform of assessment and development nears completion, faculty growth contracts will likely complement, and even become integral with, the use of teaching portfolios.

What will happen to tenure? Will growth contracts signal the demise of this long-standing institution? Although some boards of trustees among the participating institutions are reexamining tenure's benefits, the effects of portfolios and growth contracts on the future of tenure are, at this

Heritage College
Revising Documents to Guide Evaluation

Realizing the need for a common understanding of faculty roles at Heritage in order to better inform the evaluation process, leaders of the Faculty Senate, the President of the College, and the CAPHE Planning Team drafted "The Key Characteristics of Highly Effective Faculty and Measures of Faculty Success," based on data collected through classroom visits, job shadowing, and faculty activity inventories. The faculty realized that creating such a document was "crucial as the project [became] part of the College committee structure . . . ." Indeed, discussions of the "Key Characteristics" document culminated in "formal adoption on February 20, 1997, by the Faculty Senate, [which] forwarded the document to the ad hoc faculty and administration committee that was revising the faculty handbook." The result was dramatic and far-reaching:

> *The "Key Characteristics/Measures" document was referenced in the revised Faculty Handbook under the faculty evaluation and promotion sections. The Handbook was adopted by the Senate on May 5, 1997, and by the Board of Directors on June 12, 1997. These actions have changed our governance approach to evaluating and promoting faculty, laying the groundwork for a continued process in which faculty review their own performance and plan for their development during their annual performance review...*

The College of St. Catherine
Forging a Meaningful Learning Assessment Tool

The "process used for evaluation" at St. Catherine "did not adequately encompass the new and diverse kinds of work faculty are doing," writes the Project Director. The teaching evaluation form, for example, "revealed little about how much student learning occurs in courses." Consequently, the College focused on revising the form as a major component of its CAPHE project.

An interested group of faculty members volunteered to resolve the issue, studying survey results from both students and faculty in addition to course evaluation forms from several other colleges and universities. The new form generated by its work, an "Evaluation of the Teaching/Learning Process," measures "not only teaching effectiveness but also student participation in the learning process." These efforts have moved the College closer to "meeting the goals of linking faculty evaluation to student learning and encouraging students to take more responsibility for their learning."

Divided into two parts, the new form allows students the opportunity to comment directly on the quality of their learning experience. For example, Part I presents statements with which students may (strongly) agree or disagree, such as: "The instructor provides a learning environment where I feel free to ask questions," "The instructor facilitates my achievement of course objectives," and "The instructor encourages me to take learning seriously and to think critically." Part II encourages students to write at length about how the course affected their learning: its first open-ended prompt reads, "The aspects of the course or instructor that have helped my ability to be actively involved with the course content and the learning process are:," and a follow-up prompt says, "The learning that I did in this course is/is not important to me because . . . ."

Clearly those charged with faculty evaluation at St. Catherine have taken seriously the importance of assessment which determines whether students have learned rather than simply whether professors have "performed." The Project Director concludes that "many faculty see it [the new form] as one mechanism by which we can talk openly about teaching and learning as a partnership between students and faculty."

point, difficult to predict. What is clear, however, is that these instruments will play a greater role in evaluating tenured full professors. Hartwick College states the matter directly: each tenured full professor will be afforded an "opportunity for faculty development" through the use of "a plan for improvement"; however, if such a faculty member "refuses to engage in action to improve," his or her post-tenure review by the Committee on Appointments, Tenure, and Promotion "can result in dismissal."

Clearly, changes in the instruments of evaluation are at hand. The trend is toward instruments which reveal quality rather than measure frequency and which explain how learning is achieved rather than merely certify that it has happened. The *Final Report* from Salem College in North Carolina, for example, emphasizes this trend *vis-à-vis* student-written course evaluations. "When revising our Student Opinion Survey," says the writer, "we will need to bear in mind the desire for more open-ended questions . . . which cause students to reflect upon their own learning and their own responsibility in the learning process." Many institutions echoed this sentiment, including—and especially—the College of St. Catherine, a small college for women in central Minnesota (see sidebar at left).

Even the most carefully constructed evaluation of faculty is hollow without rewards. Several participant institutions developed reward systems which, although tied to salary in some instances, offer faculty a wide range of tangible benefits in compensation for work well done. At Avila College, for example, in addition to increasing salary increments for promotion, the institution is expanding the number of private offices, upgrading faculty computers, and "highlighting faculty accomplishments in campus and alumni publications." Similarly, the College of Notre Dame addressed inequities and inadequacies in released time, insufficient funds for research and professional travel, and inadequate access to hardware and software.

However, the most difficult issue involved in faculty rewards is, without doubt, merit pay. St.

Scholastica's report expresses the problem succinctly: ". . . although some faculty are frustrated by our across-the-board approach to faculty pay raises, . . . the majority of faculty have consistently voted against moving to a merit pay system, or even combining merit pay with across-the-board raises. In part, this . . . reflects the fear that merit pay will divide the faculty and engender unhealthy forms of competition." The faculty of Hamline concur. "Efforts to institutionalize a performance-based [salary] reward system," the Hamline report states, "have met with wide resistance"; "attempts to rethink faculty work are complicated when they are overlaid by unrest regarding the basic wage and merit systems."

It is not necessarily the case, however, that merit pay has no future. Some of our grantee institutions, like Rust College in Mississippi and Franklin and Marshall in Pennsylvania, seek to develop criteria for merit pay structures; and some institutions, notably Eckerd and Illinois Wesleyan, actively apply them. Eckerd provides "an additional salary increase" for those faculty who regularly teach in its general education curriculum, and Illinois Wesleyan has refined its long-standing merit pay system so that "it recognizes the rhythms of faculty careers by allowing someone to be designated outstanding through outstanding teaching and either outstanding scholarship or outstanding service, but not both."

Will merit pay become popular if academe begins to resemble even more closely the model of American business? Those who fear it will argue that in such an environment faculty will enable students as consumers rather than learners. Those who fear it won't argue that, in a profession marked by traditionally low wages, merit pay offers the strongest possible incentive for faculty to maximize learning. How will the discussion end? It is far too early to tell, but one point seems clear: although often small when measured against those of corporate America, the financial stakes within the academy appear sufficiently important to generate lively debate over who should win them and how.

In the meantime, we will focus on key questions about faculty evaluation and rewards which the experiences of our grantee institutions have raised. How can we effectively apply what we learn in the student assessment process to the faculty evaluation process? What are the most efficient and responsible ways to use technology in evaluation? How can we best foster a broad spectrum of sources for information in the evaluation process and reduce the tendency of institutions to weight student evaluations of professors too heavily? And amid increasing demands on limited financial resources, what regular rewards—and what intrinsic rewards—can we devise to recognize those who are most successful in promoting learning without violating the sensibilities of a professoriate which appreciates, but does not work for, material gain? For, ultimately, we do not teach for rewards nor do we evaluate ourselves solely in order to receive them; rather, we value the equitable distribution of our rewards and the quality of the work we do to merit them.

Collegial Governance

The CAPHE initiative has sensitized us and we are finding better means by which to do some of our work.
—College of St. Catherine—

We must all hang together or assuredly we shall all hang separately.
—Benjamin Franklin—

Franklin's sentiment suggests an exaggerated but striking definition of collegiality. As did the Continental Congress, college faculties have a great deal to gain from cooperation and cohesiveness, both among themselves and with their administrations. They do not necessarily have to be congenial; in fact, congeniality—which suggests the absence of disagreement and debate—often renders the functioning of collegiality impossible. To be collegial is to share responsibility for inquiry and decision making, to exchange ideas freely, and to foster respect despite inevitable differences. To be collegial is to work, with various motives, toward common goals. To be collegial is to hang together.

Our grantee institutions have found that hanging together is best achieved through carefully constructed and operated faculty governance. Questions of balance almost always obtain. Which decisions should be in the hands of the administration and which should be the province of committees? To what extent can e-mail discussions replace meetings? How can committee work be streamlined to reduce faculty workload and maximize time for learning? Such questions are best answered when they are addressed by "all constituencies of the college," which was the approach at Mount St. Mary's, where the CAPHE grant project "helped to support a comprehensive strategic planning process."

The key to effective governance at Mount St. Mary's was open discussion in various formats, including a strategic development retreat involving faculty, administrators, trustees, and staff as well as students and alumnae. As members of the College struggled to "synthesize their vision of the College's future, they identified important trends in society, established goals reflective of the College's educational mission in a new time, and explored the ramifications of these goals for various constituencies." Significant in the Mount St. Mary's effort was not only the development of a five-year Strategic Plan, but the very way by which the plan was generated. Broad-based, unrestricted communication fostered collegiality and produced ownership; in fact, the Mount St. Mary's initiative stands out as unique because it actively involved the College's trustees. Almost all members of the College had a stake in its future and in the governance necessary for that future to be realized.

At Nebraska Wesleyan University the faculty experimented with a series of faculty symposia focusing on specific elements affecting faculty governance. Chief among these elements was collegiality itself, a term which the Wesleyan community struggled to define in the early months of its grant period. The faculty determined that collegiality in its broadest sense meant mutual acceptance of the responsibility for governance, including not only committee service but also the professional activities necessary for the faculty to remain intellectually vital and current. Subsequent meetings targeted growth contracts and their potential impact on the procedures of the Development Committee and examined the use of teaching portfolios in the work of the committee charged with faculty evaluation. A final, and most unusual, meeting resulted from the entire faculty's reading May Sarton's *The Small Room,* a novel about cheating on a liberal arts campus in New England. The ensuing discussion, spirited and punctuated by disagreement, raised new questions about how Nebraska Wesleyan's community can most effectively deal with plagiarism.

North Carolina's Salem College generated collegiality in a similar venue to that of Nebraska Wesleyan. Faculty who had received development funds made informal presentations to their colleagues in a program christened the Salem Salon. The presentations, focused on scholarship, new courses, and new pedagogies, became integral to the broader collegial debate over faculty roles at Salem and the impact of putting learning at the center of all faculty endeavors.

At Mount St. Mary's, Nebraska Wesleyan, and Salem, open and honest communication proved essential to initiate real change in faculty governance. At times, the changes wrought by such collegial discussions can be dramatic. Avila College provides an excellent case in point. Prompted by responses to questions about faculty workloads and frequent observations about "too many meetings," the Academic Dean urged the faculty to "examine ways to address this issue . . . . One of the first recommendations was the formation of an official faculty group on campus. The result was the creation of a Faculty Assembly." As a new structure in Avila's system of governance, the purpose of the Assembly is "to establish and maintain a forum for the discussion of, and decision making on, the roles, rights and responsibilities of the faculty. The Faculty Assembly will establish and maintain an ongoing dialogue concerning these issues with the administration."

Even more dramatic is what happened next at Avila: the faculty committee workload actually diminished. Within three months of the formation of the Faculty Assembly, the Faculty Assembly Committee—through e-mail, departmental, and faculty-wide discussions—"reduced twelve committees to seven," and the "number of faculty needed to serve on committees was reduced from seventy-one to forty-five."

Freeing faculty time has become a crucial issue in collegial governance. To maximize attention to learning, "that government is best which governs least," i.e., which so streamlines its functions that the process of governance becomes far less important in the daily work of faculty than attention to their disciplines. At the College of St. Catherine, for instance, "the Faculty Personnel Committee revised its process of reviewing faculty evaluation materials so that a three-day job was reduced to a one-day job." Committee members believed that the revised approach, which generated summaries of specific faculty cases under review before the Committee met, "was much more respectful of their time while providing just as thorough a review of faculty being evaluated for tenure, promotion, and contract renewal." St. Catherine's experience reflects, in the words of Stephen Pelletier in the September/October, 1997, *CIC Independent*, "a growing sense that we must be more realistic in our expectations of what faculty can accomplish within the constraints of time. Already overflowing, the faculty work portfolio cannot accept more 'add-on' responsibilities. At the same time, institutions are expecting their faculty to do more. How can we strike a workable balance?" (See sidebar at right.)

Ironically, freeing faculty time takes time. Specific handbook changes are necessary to ensure that new procedures in governance and who is responsible for them are clear. Madonna University, for example, rewrote the responsibilities of department chairs, specifying as one of them the "assessment of majors in cooperation with the Director of Assessment," replacing the old handbook's less-directed requirement of a "program review." In effect, changes in governance may require not only collegiality but months, even years, of effort as well. In the end, however, the effort pays off: faculty and administration achieve mutual respect through cooperation and understanding; faculty enjoy greater time and freedom to pursue their first, and perhaps only, professional love; and students learn better than ever before. In the complex equation of learning and time, students are the direct beneficiaries of considered, responsible reform of faculty governance.

The College of St. Scholastica
Striking a Workable Balance in Governance

Faculty at St. Scholastica were unhappy with their structure of governance. Seventy-three percent felt that the College had "too many committees," and sixty percent thought "too much time [was] spent in meetings." Consequently, CAPHE Team members surveyed the faculty, asking members to respond to five statements about each standing faculty committee and each institutional committee requiring faculty representation. The statements were as follows.

1. I think this committee is essential.
2. I have a clear conception of what this committee does.
3. I value this committee's mission.
4. I value this committee's output.
5. The work of this committee could be handled by the staff/administration.

Proposals based on the survey's results led to the faculty's eliminating two standing committees and agreeing to discuss the elimination of required faculty representation on several institutional committees. St. Scholastica reports that "the effects of the discussions about committees have been substantial. On one level, the discussion has led to a thorough examination of the operating codes of all committees; faculty are also seeking ways to . . . conduct business more efficiently." But at a deeper level, says the *Final Report*, "the discussion has led to the revitalization of the faculty role on some crucial institutional committees, such as Admissions and the Institutional Marketing Group." Faculty were crucial on these last two committees especially because St. Scholastica had discovered that those who create an environment for learning often best articulate its benefits to students, parents, and donors, and thus, faculty energy and time, formerly dissipated in a raft of obsolete governance structures, could now be channeled, in part, into key committees whose activities were central to building an environment for learning.

Instructional Technology

Mediated education is here, it is here to stay, and it will affect the life of every faculty member and administrator in the near future.
—Greg White, College of Notre Dame—

In academe, technological change happens quickly and is adopted slowly. Grantee colleges were often aware of innovations in instructional technology yet lacked the resources or the know-how to implement them. Further, some uncertainty about the efficacy of instructional technology has slowed things down a bit not only at grantee institutions but throughout academe.

The amount of time required to master technology has proved to be as much an obstacle as the lack of funds. Hartwick College, for example, supported a program of faculty mentors in technology with money from its CAPHE grant. "Faculty in science and in humanities received stipends totaling $3,000 for functioning as curricular technology mentors to colleagues, leading conversations at brown-bag lunches [a popular method among grantee institutions of sharing information] and demonstrating techniques one-on-one in individual conferences." The mentors offered "creative approaches and practical advice about using the Web, specific software, visual imaging, composition, use of scanned images, and data analysis."

But a small group of faculty at Hartwick, asked by the vice-president and dean of academic affairs to "assess the impact on faculty workload of changes away from 'traditional' methods of teaching," concluded that, "in spite of the promise of information technology, the immediate impact has been to *increase* faculty workload." The newness of the courses and their team-teaching approach accounted for some of the extra time required but the "most profound impact," concludes the *Final Report*, was the "time spent mentoring students outside of the traditional classroom," because "faculty had to devote substantial time to developing the programs, assignments, and the like, as part of their routine teaching tasks *in addition* to time spent as mentors."

Clearly, key questions about the role of technology in learning must be addressed. Is instructional technology appropriate—and effective—in all courses? If so, is the learning which technology facilitates superior to that of the traditional classroom? If it is, should courses which do not lend themselves to "mediated" instruction be abandoned? (Should faculty who do not adopt mediated instruction be abandoned?) If becoming technologically literate requires too much time, should we reserve substantive teaching and learning only for those who have already mastered the necessary media? Would doing so create a technological "underclass," a sort of "slow-learning" group who would continue to learn with traditional methods? Conversely, is it possible that, in the long run, those who learn in traditional ways will master the content of their subjects, whereas those in mediated instruction will master the use of the media? Or, to paraphrase Marshall McLuhan, have the media become the massage as well as the message? What *is* "the canon" these days? What ought it to be? And through what media is it best learned?

The College of Notre Dame has begun to address some of these questions. "The first major outcome of the technology prong of the CAPHE project," says the College's *Final Report*, "was . . . a collection of presentations on the current state of technology at the College [and] what is going on at other colleges. The presentations concluded with an activity to begin the process of forming a philosophy to guide the use of educational technology at the College . . . . One of the important outcomes . . . is the beginning of . . . a 'technology community.'"

The work has had some immediate impact on faculty development and on how students learn. Professors in art, communication, and computer science, for example, collaborated to teach a course in design for Web sites. The College became persuaded that mediated education—the use of computers, multimedia, and the Web in or out of the classroom—"can be of higher quality and/or lower cost than traditional education," emphasizing that "the key differentiator of computerized media is the potential for interactivity."

Similar issues have been the focus of study and debate at other institutions. Le Moyne College, for example, conducted a workshop on "Technology and Pedagogy" for its entire faculty in the spring of 1998. In fact, the workshop approach has gained considerable favor in the face of burgeoning information in educational technology. Mount St. Mary's College's account offers an excellent case in point. (See sidebar at right.)

The possibilities of technology for advancing learning, for Mount St. Mary's College and for all the institutions in our grant program, are "virtually" endless. And as these possibilities emerge, they must become part of the fabric of our institutions and given permanence and prominence through publication in our institutions' governing documents. The Salem College *Faculty Handbook*, for example, drafted in 1997, includes an extensive section on instructional technology available through the College's library, ranging from CD-ROM and online indexing and abstracting services to instruction in library research, including workshops and individual consultations.

Indeed, more opportunities for learning than we can imagine await us. Our challenge, our responsibility, will be to study those opportunities carefully, to evaluate their potential for meeting the educational needs of our individual institutions, and to ensure that new technologies will only enhance, and never devalue, the process of learning for our students. Moreover, to capitalize on these opportunities, it is imperative that institutions provide through their reward systems incentives for faculty to train in the use of technology, thus helping ensure that we use technology not for its own sake but rather for the sake of our students' learning.

Mount St. Mary's College
Achieving Active Learning through Technology

Guided by the question, "How will . . . technology better serve the learning and teaching needs of our educational community?," Mount St. Mary's College (MSMC) launched a series of faculty development workshops, featuring guest speakers and consultants who addressed key issues. Workshop topics included: (a) How Students Learn: Active vs. Passive Teaching; (b) Teaching in the New Computer Classroom: The Possibilities; (c) Distance Learning: A Conference Report; (d) Learning through Writing via Electronic Conferencing; (e) Using the Internet in Teaching; (f) Building Communication Skills Using Technology; (g) Web Page Development; (h) Student Advising and the Use of On-line Resources.

As a follow-up to the workshops, members of the MSMC faculty served on a Faculty Mentoring Committee, which established guidelines for developing the use of instructional technology campus-wide. The program provides a means by which "established College faculty members are given the opportunity to request a mentor experienced in active learning . . . or effective use of technology in the classroom." The MSMC report emphasized that, in the College's modes of inquiry into the uses of technology, "the technology itself has not obscured the central [importance] of student learning."

Results of MSMC's faculty development program in technology are evident in "the growing numbers of faculty members who teach in the computer classroom." Indeed, the number has tripled since the program began; in addition, when the college's new Doheny learning complex, with its own computer classroom, is completed, MSMC expects that tripled number to double. Disciplines already represented in the use of computer classrooms at MSMC include art, business, chemistry, English, mathematics, nursing, psychology, religion, and sociology. In fact, MSMC's new Faculty Development Centers on both of its campuses (discussed earlier under "Faculty Development") make computer stations, scanners, and printers available to all of its faculty. Every department (both academic and administrative) even has its own Web page, enabling it to "communicate important information in a timely fashion to the College and the community," including announcements of department events, changes in curriculum, and course syllabi.

The MSMC report concludes that "the possibilities which lie before us in the arena of technology and teaching are enormous. Simulations in biology and chemistry may allow our students to construct molecules or dissect a cadaver—virtually . . . . Teleconferencing will enable us to teach courses concurrently at both campuses, conduct virtual faculty meetings, and establish communications with other colleges on academic subjects of mutual interest or focus."

SECTION IV

Promising Practices

This section summarizes the practices—theoretical, process oriented, and applied—that proved most effective for project institutions.

We conclude this report with a collection of promising practices. For those who are engaged in or contemplating institutional change, the following paragraphs offer a few suggestions and strategies to consider. Because enhancing learning has been the context in which institutional change has been pursued throughout the grant program, this theme provides the overarching context for our remarks. At the same time, many of the ideas presented here transcend boundaries and are relevant to any institutional change initiative.

Process, Process, Process

Of the many important findings of this grant program, a key to success is contained in one simple word—process. In our analysis of project reports, we were reminded that careful and thoughtful consideration of how an institution goes about the business of institutional change must not be taken for granted. For the change process to be successful it must incorporate open communication and a focus on mission.

Open Communication

From its inception, the *Faculty Roles, Faculty Rewards, and Institutional Priorities* grant program was designed to ensure that each of the twenty-two participating institutions would give attention to the process of implementing their grant projects. CAPHE required presidential involvement and encouraged participation by faculty leaders across rank, discipline, and full-time/part-time status. This prerequisite provided a framework within which each institution constructed a grant project leadership team. Particular organizational and administrative structures and communication processes, however, varied from campus to campus. Even so, open, honest, and ongoing communication, particularly when dealing with sensitive issues, tended to calm the most violent storms.

For those institutions working on changes to institutional policy or practice, such as revising faculty handbooks, redefining scholarship, or developing new strategies for assessing student learning, the ways in which they communicated the changes being considered had a significant effect on their colleagues' acceptance of the changes. Institutions that developed communication systems that provided regular or frequent updates regarding the nature and direction of the discussion, with periodic and structured opportunities for feedback, tended to be quite successful in making their desired changes. And although most grantees would not describe the communication process as consistently smooth, those that worked to keep the dialogue open and honest would be more likely to say that their communication strategy was effective.

Mission centeredness

The grant program required that attention to institutional mission be the primary consideration in the process of bringing about change. By definition, the program was designed to assist private liberal arts colleges and universities in bringing congruence to their faculty roles and reward structures within the context of their mission as teaching institutions. The process of doing so became instructive, even cathartic, for several project institutions. Through an examination of their faculty roles and reward structures grantee institutions identified similarities and differences between what they claim to be and how they operate. While the degree of incongruence varied from campus to campus, each institution found ways to improve upon its current condition. The process also encouraged faculty to think about their work and their colleagues' work in a larger context.

Different Voices, Common Vision

Who was sitting at the table and thus whose voices were being heard became important determinants for the kind of change that occurred. Again, it was part of the CAPHE strategy to encourage the participation of as many people and the generation of as many perspectives as possible. When new voices were added to the conversations, they often complemented and rounded out the discussions, filled in the gaps, and provided members of the academic community an opportunity to envision the totality of an institution's efforts to connect with students and encourage learning. Grantee institutions discovered that diversity of voice and perspective is better and that to do without is to be incomplete and unfulfilled.

LEADERSHIP

Who provides the leadership is one of the most important decisions campuses have to make. The project director position is highly politicized, so it is important to identify a person who possesses the trust and the respect of the faculty, along with the requisite skills to be diplomatic, even-handed, and not desirous of the spotlight. Of the project director's many responsibilities, facilitation, consultation, and bringing together people and ideas are particularly important. Whether the position is held by the dean of the college, a faculty member, or shared between two faculty members, it is helpful for the individual(s) to have worked at that particular institution for a period of time, to have held positions that generate visibility and respect, and to have developed an understanding of the existing institutional culture and processes.

A full discussion about the institutional change process grantee institutions undertook can be found in Section II. The discussion contains examples of strategies employed and successes achieved.

Enhancing Student Learning: Six Common Issues

The third section of this report describes the six common issues grantees pursued in their attempts to enhance learning and bring congruence to their faculty roles and reward structures. Several promising practices across these common issues enabled the institutions to meet their goals. In the paragraphs below, we highlight a few of the practices.

LEARNING AND ASSESSMENT

Using the teaching portfolio, redesigning the roles of teachers and students, and mentoring were three practices that were particularly helpful in addressing issues of learning and assessment. For each of these practices, the focal point is a critical examination of what faculty do and how they interact with students. The teaching portfolio was again proven to be a useful tool for enhancing both faculty and student performance. By providing an opportunity for reflection and contemplation, while bringing organization and structure to the learning process, the teaching portfolio helped grantees examine the direct connections between faculty activity and student learning.

Several institutions successfully redesigned the roles of teachers and students. Sometimes the redesign took the shape of faculty moving from "sage on the stage" to "guide on the side." In other instances, faculty themselves became learners and modeled the learning process for students. What is interesting and helpful to know is that when the roles of student and teacher were redesigned, more learning occurred. Students tended to exert more control over their learning, and faculty were able to put more energy and effort into providing feedback and evaluating learning outcomes versus the delivery of content.

The student-faculty mentoring relationship, as implemented by some of the participating institutions, was used to build trust between faculty and students. Through this relationship students and faculty began to see each other as human beings engaged in a complex and sophisticated enterprise. During the most productive conversations, students and faculty had frank and open discussions about the learning process, thus permitting faculty to make formative assessments of students' learning strategies and provide feedback and direction for improvement.

Redefining Scholarship

Many colleges and universities around the country are expanding the definitions of scholarship, and the institutions participating in the *Faculty Roles* grant program are no different. Each of the grantee institutions that developed new definitions of scholarship clearly articulated the changes to their promotion and tenure policies in their revised faculty handbooks. Many of the new definitions, which can be generally characterized as emanating from the ideas presented in Boyer's *Scholarship Reconsidered*, empower (and even encourage) faculty, particularly those in teaching institutions, to pursue various forms of scholarly activity outside the narrow confines of disciplinary studies, and be rewarded for their efforts. Broader conceptions of scholarship reinvigorate the intellectual life of the faculty, stimulating them to make new and important connections between their work and student learning.

Faculty Development

Providing faculty with the opportunity, time, and resources to consider how they teach and how students learn, continue to be key ingredients for enhancing learning. Thus, as might be expected, faculty development became an issue common to each of the twenty-two grant projects. Promising practices employed by grantees included the analysis of teaching portfolios as a diagnostic tool for faculty development efforts as well as a mechanism for evaluating learning and faculty performance. Additionally, and possibly most important for these small, tuition-driven institutions, establishing or building a faculty development infrastructure emerged as a vitally important promising practice. Although there was considerable variance from one institution to another, the strongest featured bona fide programs—complete infrastructures with a director of faculty development, a faculty development committee, and a teaching-learning center. The latter was of particular importance, providing a permanent location where resources (human and material) could be centralized and focused to enhance and sustain the intellectual health of faculty and subsequently improve the quality of learning.

. . . possibly most important for these small, tuition-driven institutions, establishing or building a faculty development infrastructure emerged as a vitally important promising practice.

Faculty Evaluation and Rewards

Many evaluation efforts focused on how faculty promote learning. A promising practice used by several grantees was to once again turn to the teaching portfolio. As we have already seen, the portfolio reveals the essence of faculty work. Accordingly, its use provided the context for discussions about faculty roles and reward structures and the changes to be made.

Finding alternate ways to reward faculty for the roles they fill and the work they do remains a challenge for most institutions. It is particularly challenging for private institutions of modest means as merit pay may not automatically be an option. A few of the promising practices employed by participating institutions included upgrading and enhancing everything from computers to offices. As most faculty pursue an academic career for its intrinsic value, changes to the physical environment which enhance the teaching-learning process matter. Thus, while salary increments and promotion remain the foundation of reward systems, finding additional ways to let faculty know that they are appreciated and that their work is valued is important.

Collegial Governance

An institution's governance structure is often criticized and challenged, but seldom significantly changed. Happily, substantial change became reality at several grantee institutions, with the committee system becoming one of the most common targets. Indeed, at some institutions major restructuring occurred, including the elimination of long-standing committees. Changes like these, however, could only be made when there was open and honest dialogue about perceived problems and when faculty took ownership of the process and accepted their shared responsibility for making the governance structure work.

INSTRUCTIONAL TECHNOLOGY

Technology is here, and it's here to stay. The question is, how and when can technology enhance learning? Some of the grantees who explored the connection between technology and learning discovered that although technology didn't necessarily make teaching and learning simpler or less time consuming, it did alter the connection. Technology changes the relationships among students and faculty, students and material, and faculty and material. Some of the grantee institutions that embraced new technologies developed guidelines for how, when, and why the institution would offer technology-enhanced learning environments; what it hopes to achieve; and how the community would be supported and assisted in learning the various programs and procedures.

A full discussion of the common issues grantee institutions pursued can be found in Section III: Common Issues. The discussion contains examples of the promising practices employed and the successes achieved.

Conclusion

The *Faculty Roles, Faculty Rewards, and Institutional Priorities* grant program has been a catalyst for institutional change at twenty-two private liberal arts colleges and universities. The grant program enabled institutions historically committed to teaching and learning to reassess the connection between their institutional mission and their faculty roles and reward practices and policies. With the help of expert consultants, the grantees developed new and enhanced conceptions of what it means to be a teaching institution and began the long and difficult process of restructuring themselves accordingly. Although much work remains to be done, most institutions are finding ways of reinvigorating their commitment to teaching and learning.

APPENDIX A

Biographies

Roger Cognard

Roger Cognard has taught English at Nebraska Wesleyan University for 28 years. He was the project director for Nebraska Wesleyan's *Faculty Roles* project. Although teaching consumes most of his time, he is a veteran in Wesleyan's system of faculty governance and has authored articles on Ben Jonson and John Donne. An Anglophile, Dr. Cognard takes student groups to Stratford, England, every two years to study Shakespeare.

Michelle D. Gilliard

Michelle D. Gilliard is executive director of the Consortium for the Advancement of Private Higher Education (CAPHE), a grant-making operating unit of the Council of Independent Colleges (CIC). CAPHE programs bridge the needs of private colleges with the philanthropic interests of foundations and corporations. Over the years, CAPHE has directed more than $16 million in grants to approximately 200 different independent colleges and universities nationwide. As executive director, Ms. Gilliard is responsible for the design and development of grants and technical assistance programs and consults with corporations and foundations on their grant programs for private colleges and universities. She oversees all CAPHE programs and provides technical support to select CIC programs. Ms. Gilliard holds a Ph.D. in education (Higher Education Administration) from the University of Michigan.

Kenneth J. Zahorski

The director of faculty development and professor of English at Saint Norbert College, Dr. Zahorski served as a staff associate for the Council of Independent Colleges' *Faculty Roles, Faculty Rewards, and Institutional Priorities* program. Chair of the Task Force for Defining Scholarship at Saint Norbert College (1991-92), he has also served as a consultant to faculty development efforts at numerous additional colleges in the United States and Canada. He is the editor of *The Beacon*, the newsletter of the St. Norbert College Office of Faculty Development, and has written several articles and been a frequent presenter on issues of faculty development, teaching, and learning, including "Honoring Exemplary Teaching in the Liberal Arts Institution," in *New Directions for Teaching and Learning* (Jossey-Bass, 1996). Dr. Zahorski is the author of *The Sabbatical Mentor: A Practical Guide to Successful Sabbaticals.*

APPENDIX B

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APPENDIX D

Study of Faculty Perceptions

With the assistance of the Center for Support of Teaching and Learning at Syracuse University, an analysis of the perceptions of faculty roles and reward structures was conducted for each participating institution. At the beginning and end of the grant program, each institution distributed two surveys to faculty and administrative staff. The first survey assessed individuals' perceptions of the relative importance of teaching, working with students, scholarly research, and other professional activity at the institution within five contexts: current administrative policies, current administrative practice, ideal reward system for the institution, current personal situation, and ideal situation for the respondent. The second survey assessed perceptions of faculty roles and reward practices. The evaluation was designed to capture changes in institutional policy and practice resulting from the institution's participation in the grant program. A report on the surveys' aggregate findings is being prepared as an Internet document, and will be published on CIC's Web site at www.cic.edu.

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