

**1988 AAHE Research Forum**

**A RESEARCH AGENDA IN SUPPORT  
OF OUR HIGHEST CALLING**

AMERICAN ASSOCIATION FOR HIGHER EDUCATION

**What is the Purpose?** Involvement and critique from educators in dialogue with researchers is a critical element for achieving clarity about what research will benefit educational policy and practice. Since 1985, the AAHE Research Forum has convened annually to involve individuals committed to research and scholarship in higher education. The Forum stimulates educators' involvement in creating a research agenda that speaks to current educational concerns. Because each year's agenda is developed around the conference theme, educators and researchers can continually rely on the Forum agenda as an up-to-date source of research questions of common interest that flow from the year's most central educational issues. The Forum enables educators to provide leadership and support for those researchers who share educators' interests, who speak clearly to educators about their findings, and who actively respond to educators' most pressing questions such that research findings are more useful and better utilized.

**Why AAHE?** AAHE has traditionally brought together a wide range of interested educators, and has been successful in defining current issues and topics that stimulate a broad spectrum of higher education constituencies. There are other forums where research results are presented and discussed, but many of them are not regularly attended by or directed toward higher education administrators and educators. AAHE membership has the desire and potential to stimulate research among its members, and to engage the research community in continual dialogue about research questions and findings that directly relate to educational practices for governance, for teaching and learning, and for student development.

**What is the Research Agenda?** The agenda, a timely, collaborative product of interactive, on-the-spot discussion, is another way of knowing about the professional interests of a wide range of educators. The research agenda is created through a process that captures and articulates the informal conversation that occurs at AAHE meetings about what should be researched. It involves conference presenters who generate research questions on emerging topics in higher education, elicit questions from their colleagues, and then synthesize all questions for an annual agenda. Dissemination and discussion of the agenda with researchers follows.

### **What is the Forum Format?**

- 1. The invitational pre-conference session.** Educators (selected from conference presenters) generate research questions on topics that emerge as central to the conference theme, through a specially designed group process. Experts on each topic serve as groups leaders and synthesizers. Each topic group reviews the current issues around the topic, and dialogues with those who currently, or are likely to, research the year's agenda. On March 9, 1988, 47 conference presenters who work in one of six topic areas generated questions for the agenda. Questions were synthesized in each group, and two session leaders edited and prepared them that evening for distribution.
- 2. The all-conference Forum and panel.** Forum leaders bring the questions generated in the pre-conference session to the attention of the conference membership and involve the larger audience in discussion. Forum leaders also elicit discussion of research questions by a panel comprised of experts on the year's conference theme. The 1988 theme was "The Highest Calling: Teaching to Rebuild the Nation." The March 10, 1988 panelists were Harlan Cleveland, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, and K. Patricia Cross, Graduate School of Education, Harvard University.

3. **The all-conference discussions and the research agenda.** Group discussions on each topic follow the panel and allow for more focused critique and discussion. A range of educational leaders are invited to attend in advance of the session. Participants generate questions via a worksheet, and review, critique, expand, and improve the pre-conference questions in discussion. Experts on the topic serve as leaders and synthesizers in each group. Thus, discussion among the Forum leadership, panel members, conference presenters, specially invited participants and other members of the audience occurs. Following the session, two Forum leaders edit and integrate questions from topic group syntheses and individual worksheets for a final agenda. In 1988, 223 persons attended this session. Of these, 133 participated in the topic groups, for a two-session total of 180 individual contributions to the final agenda.
4. **Dialogue with researchers.** The agenda is most often disseminated and discussed with researchers at the American Educational Research Association. On April 7, 1988, a Forum leader (Mentkowski) discussed the agenda (1) as a panelist at a Town Hall Meeting, "The Agenda for Professions Education Research," conducted by Division I (Education in the Professions), and (2) presented the agenda to members of Division J (Postsecondary Education) at their April business meeting, at the AERA annual meeting in New Orleans.
5. **Dissemination.** The agenda is disseminated to all contributors; a participant list is attached. Advisors to the research forum process and heads of other associations/groups in higher education also receive the agenda. The history and rationale for the American Association for Higher Education Research Forum and the 1986 Research Agenda are described in M. Mentkowski and A. W. Chickening, "Linking Educators and Researchers in Setting a Research Agenda for Undergraduate Education," *The Review of Higher Education*, 1987, 11(2), 137–160. The 1987 agenda, "*The Classroom Researcher's Research Agenda*," and the 1988 agenda are available from Marcia Mentkowski, Alverno College, 3401 S. 39<sup>th</sup> Street, Milwaukee, Wisconsin 53215.

## 1988 FORUM LEADERS

*Arthur Chickening*  
Memphis State University

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## TEACHING

Teaching refers to those activities faculty members pursue when working with groups of students in regular courses and classes. Teaching, as it is currently practiced, typically aims to transmit information, concepts, inquiry methods, and the perspectives of a given discipline or area of professional preparation. Teaching is also understood to be oriented toward developing specific skills, more generic and transferable abilities and competences, and other personal characteristics and abilities.

### On Teaching As A Profession

What is “teaching”? How do we define it?

What abilities cross effective teaching, leading, and learning?

What abilities that characterize excellent teaching cross disciplines, graduate/undergraduate levels, class size, the mix of student demographics and characteristics, etc.?

How can we effectively teach the practice of excellent teaching to faculty? What is the role of videotaping, peer coaching, seminars, etc.?

How do we professionalize teaching? What makes it a profession?

What leads to a faculty and institutional perspective that college and university teaching is a profession? What teaching abilities lead to the perception of teaching as a valued activity?

What makes up professional development? What does professional development mean to a college professor? How can we measure “self-actualization” over a faculty career? How do different types of professional development activities improve teaching?

How are teachers taught to teach? How do we “train” college faculty? How do we develop the faculty of the future?

What do graduate school departments, including higher education departments, claim to prepare students for? What do they actually prepare them for? What types of positions do graduates seek and/or accept after graduation from advanced degree programs? What kind of career development information and assistance is provided as a component of graduate programs?

What teacher behaviors make explicit and operational what we now know about learning and knowing?

To what degree is teaching discipline-bound? What benefits occur when faculty are able to cross conventional disciplinary boundaries? How do we measure these benefits?

What factors most attract young people with high potential to college teaching, and how can these factors be used in recruiting and developing new faculty?

What is the relative influence of extrinsic and intrinsic (e.g., “shared culture”) motivators to enhancing good teaching?

## On Faculty Time

How do faculty use their time? Do they use more time developing the process for learning versus the content? Do they spend more time preparing lectures or preparing exercises? What is the minimum amount of time required for various teaching strategies?

Can teaching and research be conducted simultaneously, given the attributes of each task? How should each be evaluated?

Are there dichotomies between research/teaching/scholarship? If yes, why? If not, why do we promote such separation? Is faculty research necessary? How much good does it do? What are realistic time expectations for given research or writing tasks? What kinds of faculty research are more or less likely to be associated with increased teaching effectiveness?

What decisions do faculty make about how to use their time? What values do these decisions reflect?

## On Perceptions and Expectations

What are faculty members' philosophies of education? What do they think they do? Why do they think they do it?

How do faculty understand why they are teaching what they are teaching? How does such understanding enhance teaching and affect methodology? What are the best ways to develop and communicate this understanding?

What is the relationship between teachers' philosophy, assumptions and practice of teaching, and the organizational/administrative context?

What is the congruence between teachers' espoused purposes and students' perceptions of faculty purposes?

What are faculty perceptions of their impact? What ways of obtaining information would yield a more verifiable basis for these faculty perceptions?

Do teachers' expectations for teaching and learning differ across national, cultural, and religious groups?

What are faculty members' expectations for "things" to be learned outside their particular discipline?

How does the personality of the teacher affect learning outcomes versus what is taught?

What external cues or sources of information and what internal psychological mechanisms do faculty members use to sustain their sense of achieving enduring outcomes with students?

What enhances/impedes a shift to a greater emphasis on active learning?

## On Goals, Practices, and Outcomes

What are the skills, competences, and attitudes faculty hope to teach? Given that teaching results in learning, how can we ensure that learning outcomes are “good”?

How do we encourage faculty to take responsibility for outcomes which are not discipline specific and cross the curriculum (e.g., critical thinking, writing, ethical development)? Should specific outcomes be taught separately from broader ones?

To what extent do the inclusion of cross-curricular learning goals in a course (e.g., writing skill development) enhance or detract from the successful accomplishment of content learning goals?

How do teachers help students see how areas of knowledge interconnect?

Do students understand content better when they are directly, actively, and experientially engaged with it?

Is genuine “owning of information” best fostered through a collaborative and active-learning emphasis?

In what ways does experiential education promote collaboration among faculty and students?

Which effective teaching practices lead to improvement of the individual self-directed learner?

What are the most effective ways to prepare students to learn from field experiences?

Are some skills, abilities, and attitudes better learned outside the classroom, especially when faculty and student affairs personnel teach these outcomes collaboratively?

What teaching practices strengthen students’ ability to make connections between formal learning outcomes and students’ own lives? How can faculty become more involved in students’ community service experiences and help students develop a greater capacity for considered reflection and social/civic responsibility?

What contributions to liberal education outcomes, such as critical thinking, appreciation of arts and sciences, ethical and intellectual development, are made by internships and study abroad programs?

## On Feedback and Assessment

What are the ways that teachers give students feedback in the classroom? What is the impact of different kinds of feedback?

What is the optimum context or preparation for feedback? What steps need to be taken before student and/or colleague feedback is shared? Why?

What is the basis for faculty self-assessment? How does a faculty member conclude that a day, a week, or a month was well-spent?

What kind of ongoing process would encourage regular reflections by faculty? Do teachers model learning in their teaching? What effective information can be used to provide feedback to teachers?

## ASSESSMENT

Assessment of student learning outcomes is a process of generating, judging, and communicating information about student performance. Whether it addresses individual student learning or program effectiveness, assessment takes place continuously throughout the college experience, in individual classroom assignments and examinations, as well as in end-of-program comprehensive exams and performances. Faculty must identify performance outcomes in terms of what students should know and be able to do with their knowledge, then use multiple sources of evidence, from multiple assessors wherever possible, to gauge students' levels of success in achieving the specified outcomes. Providing feedback to individuals about their performances is a powerful pedagogical strategy. Information about the collective performance of groups of students can be used in establishing effectiveness and suggesting directions for improvement of both programs and institutions.

### On Purposes and Definitions

What are current definitions of assessment? Ongoing during projects, in classes, across a department, curriculum, or institution?

What are the multiple purposes of assessment? How does assessment help the learner learn? Help faculty, institutions improve programs?

What are the purposes and definitions that distinguish assessment of individual student learning and program and institutional assessment? How do these affect assessment efforts? How do we distinguish between assessment for individual student learning and for aggregate or program/ institutional effectiveness? What distinctions help faculty clarify differences between assessment as part of the process of teaching/learning versus certification of already achieved knowledge?

How do we avoid isolation of assessment issues from other issues? If assessment does become isolated, how do we work toward reintegration?

### On Links Between Student and Program Assessment

What are effective ways to link program evaluation with assessment of individual student learning? To initiate the assessment process, assuming that both levels (institutional and individual student) are of interest? To implement an assessment program? What steps, in what order, produce the most successful program?

### On Outcomes

What are we trying to assess, people or qualities? How can we ensure that the essential purposes of assessment are addressed before addressing assessment itself?

The issue of common agreement on performance criteria and ultimate objectives is difficult, especially in complex disciplines with diverse subject matters and perspectives. How does one obtain common criteria, common purposes from faculty (even in a single department)? How does one get faculty to think about such things, and to deal with political issues?

How can we better define and assess outcomes, such as “learning to learn,” that are expected to last?

What is the effect of identifying and specifying certain outcomes for assessment, on student learning in other areas not so clearly identified? Does specifying outcomes narrow faculty and student expectations and/or curricular goals?

What are our students accomplishing? What are students and faculty accomplishing? In what circumstances?

### **On Method, Process, and Instruments**

How do we best distinguish between actual versus expected outcomes from students? From programs?

How do we measure outcomes from serendipitous learning?

How do we ensure that criteria for assessment allow for and do not limit the student’s full expression of an ability/outcome, and how the student self-assesses the ability/outcome?

What do employers and graduate school faculty think of college graduates? What are the best techniques for getting good data?

What is the range of reliable/valid variables that can be used in assessment (e.g., outcome, educational experience, student characteristic)?

What is the range of reliable/valid research and evaluation strategies, techniques, and methods that can be used for effecting the purposes of assessment (e.g., assessment of individual student learning, assessment of institutional outcomes)?

What is the nature of the comparisons that we make in our assessment process?

What are effective models of assessment? What is the range of assessment models available for evaluating student outcomes? Which are appropriate for what purposes? What is the impact of the assessment model on the observed results?

What are effective alternatives to tests? How can we build on effective classroom assessment techniques (e.g., unobtrusive measures)?

How do we best measure student variability in learning across similar situations?

Assessment is not merely an instrument, but a complex process which is very interdependent with other essential components of the teaching/ learning process. How do we research the process of assessment?

What are effective strategies/instruments for continuous assessment in classes, in projects, in campus-wide performance assessment?

What is the relationship between defining learning outcomes and designing effective assessment?

How can we better measure how our students are learning?

What are the measures to be used to assess “growth” in classroom learning, values, and moral development?

What functions can accrediting agencies perform in evaluating institutional assessment programs? In assisting institutions?

Is objectivity in assessment a plausible goal?

Who owns and generates instruments for assessment? How does this ownership relate to the form and goals of assessment instruments?

### On Implementation

Given there are limited resources for assessment, how best could available resources be expended?

What research training do institutional specialists in assessment need?

What are the priorities for researching assessment?

Where institutional assessment examines *aggregates* of student learnings or performances, what are the best climates/structures in which to motivate students to “perform” best on the assessment instruments?

What can the higher education research community do to keep assessment in perspective and serving improvement of learning as a primary mission?

### On Self-Assessment and Feedback

What makes a student an effective self-assessor? What are the appropriate expectations, the strategies needed for this initiative? How are the conditions of assessment related to student motivation?

Given that self-assessment also involves students’ own criteria and their frame of reference, their perspective for judging, how best can we use open-ended student self-assessment as feedback for various levels of educational accomplishment?

What are the appropriate forms and environments that provide for most effective feedback?

How can feedback be provided in a useful and non-threatening way to faculty who are faced with a top-down mandated assessment program, where the reporting of summative information to an external board or agency is primary?

### On The Student’s Experience of Assessment

How do students understand the experience of assessment—especially vis-à-vis ongoing learning and development?

How do students understand the rationale and purposes of assessment of their classroom learning? Of broad outcomes used for program evaluation?

How are students motivated to perform on instruments used for assessment of individual learning? On instruments used primarily for program evaluation?

How have students experienced assessment already in place in college learning? How does this differ from individual student assessment? Institutional assessment?

How can we better understand what our students are learning?

### **On Faculty Experience of Assessment**

What is the faculty experience in assessment, and what is its impact on faculty members?

Given that assessment is very much an educational process for faculty, how is this faculty development operation to be managed?

For assessment to work, what are the necessary steps to assure faculty that assessment data will be/is reliable and useful?

Is assessment used by administrators to influence the behavior of faculty members, and vice versa? How?

### **On Linking Assessment to the Learning Context**

Given assessment of learning outcomes, how do we tie learning outcomes to various contextual mechanisms?

How do we tie learning outcomes to various in class and co-curricular experiences? To various student characteristics and learning styles? To reasons why some students achieve and some do not?

What is the relationship between teaching and assessment in the learning context? Between student learning and assessment?

What assessment processes and contexts lead to desired outcomes? Which do not?

What aspects of the institution (e.g., curriculum, climate for learning) need to be measured in order to relate learning outcomes to learning contexts?

What is the impact of the environment on assessment?

### **On Using Assessment to Improve Student Learning and Institutional Effectiveness**

For what purposes have assessment data been used *so far*?

Who uses assessment data? Under what conditions, and how? What is the result?

What kinds/configurations of assessment data/information are most likely to lead to improvement of teaching and learning? To positive changes within institutions?

What is known about the impact of qualitative/quantitative results from assessment and their relative power to produce change?

What evidence do we have that student learning is critically improved in institutions which have implemented assessment?

What administrative structures and policies provide for the most effective use of assessment information by faculty? How are faculty to be enabled to use assessment information so they can make changes and perhaps self-correction? Are there particular forms of assessment that lend themselves more than others in moving faculty to effect positive change?

Do the informational benefits of assessment warrant the costs in time and resources?

What effective means exist for teachers to share information from assessments of individual students?

How can we bring together and relate the various kinds of assessment data available (student outcomes, faculty effectiveness, program evaluations, etc.) to develop an overall assessment of institutional effectiveness?

How can the principles of organizational communication be applied to disseminating information about assessment? How can communication audit techniques be applied to evaluate how institutions (provost to teacher) receive and use assessment information?

What institutional actions or structures increase the acceptance and utilization of assessment?

## COLLABORATION AND INTERDEPENDENCE

Collaboration calls forth an atmosphere of involvement and engagement. In higher education, collaboration is often defined by the interactive learning that occurs among interdisciplinary faculty who are building integrative curricula, and among students and faculty in interactive learning groups. Collaborative learning builds understanding of the need for community and interdependence, and seeks to break down hierarchical strategies and to emphasize collaborative mechanisms. Student and faculty learning experienced within a collaborative college community can be a powerful catalyst for awareness of one's own interdependence and consequent responsibility for the college, community, national, and global environment.

### On Definitions and Purposes

What is collaborative learning? What is collaboration? Is it a means or an end? Goal oriented or process oriented? A process, a content, or both?

What are the dimensions of effective collaboration? By teachers? Students? In interaction?

What kinds of collaboration are there? What kinds of collaborative activities are going on? Why? Are there qualitatively different kinds of collaboration given differences in structure, technology, or professionalism?

Why do we encourage collaboration and why should we?

Does collaboration require a common world view? If not, what substitutes for a common value system?

Is collaboration counter to the academic model of individualism?

To what degree is collaborative learning a universal learning model?

### On Student Learning

How do students learn how to learn collaboratively?

What factors impede or contribute to students' abilities to maximize their own learning in a collaborative environment?

How does collaboration develop among learners with a wide disparity of knowledge and/or ability? How do we balance homogeneity and heterogeneity?

Are there individual differences in student characteristics, cognitive development, reasoning, and learning styles that interact with collaborative learning as a strategy? How does a collaborative environment affect and interact with these student differences? For example, does collaborative learning interfere with learning among dependent or independent learners?

If styles of learning lead to participation in collaborative projects, are there changes in the intellectual development cycle as the result of participation, and are they different for different learning styles?

How does participation in collaborative projects influence career development?

### On Teaching

What kinds of learning result from collaborative teaching strategies?

Does collaborative teaching lead to collaborative learning?

Is collaboration in learning valued more in remedial/developmental situations?

How can we promote teaching in modes other than “lecture-discussion”? How do we reward teachers who generate simulations, “games,” and other forms of participative learning?

How do we best teach *each* discipline from a broader and broader perspective (college, community, national, and global)?

How can we better “seed” the reflective process in student learning?

How do we facilitate leadership within collaboration to prevent the individual from becoming subsumed by the group?

How can we assist students who learn only in a competitive mode to value and participate in collaborative learning?

### On Assessment

How do assumptions implied by the practice of collaborative learning/teaching influence how individual students are assessed? Are we evaluating mastery of goals consistent with how we teach?

If students use collaboration as a learning activity, as part of course goals, do we test students collaboratively?

What special assessments fit collaboration?

What kind of feedback works with collaborative activities?

How can we evaluate students on their ability to contribute to the success of their peers in the learning process?

How do we best involve people from other cultures (foreigners, farmers, inner-city dwellers, Native Americans, etc.) in evaluations to permit “broad-based” evaluation?

Collaborative modes of learning appear to take significant time before the full weight of what is learned is realized. How then do we seed awareness, and then harvest insights, in reliable and reproducible ways?

## On Process And Outcomes

What happens in the process of collaboration? What happens if collaboration is itself viewed as “content” as well as “process”?

How do student and faculty teaching and learning frameworks affect the collaboration process? How does leadership style influence collaboration?

What causes conflict in collaboration? What are the failure rates?

Does the group process inevitably succeed more than an individual process? What kind of feedback works with collaborative activities?

What happens to students moving out of collaborative programs into conventional programs?

Does collaboration lead to trivialization, to diminished disciplinary rigor?

What are the implications for collaboration as a method of organizational innovation?

How does collaboration assist the integration of some forty discrete courses into a larger entity called “an education”?

What does the experience of collaboration do to perceptions of core curriculum?

Do the points of contact between disciplines form a new workable core? A replacement for a core?

Does general education curriculum revision lead to greater interdisciplinary collaboration?

How does collaboration affect the participants (students, faculty and administrators), and in what ways? The institution, and in what ways? The community, and in what ways?

To what degree are the results of collaboration transferable to other settings? Are they retained?

## On Implementation

What models of collaborative learning are available? Where is it taking place? Given available resources, how can we predict what kind of organizations engage in collaborative projects?

What kinds of collaboration work best in which settings? When and for whom? What are effective governance mechanisms? What are environmental and other constraints and barriers? Can they be overcome?

What models of collaboration cost how much? Does collaboration cost more? What is the cost/benefit?

How do we best communicate about collaborative activities? What kinds of dissemination work best?

### On Institutions

How do institutions indicate collaboration as a philosophy?

How do we reward collaboration of faculty and students?

How do structures of institutions, governments, even local cultures, contribute to or hinder collaboration? If an institution is organized hierarchically, how does this influence collaboration? If many aspects of the university environment are based on competition and individualism, how does this influence implementing collaboration and interdependence in teaching and learning?

What kinds of higher education groups (e.g., department, task force) engage in collaborative projects? Does collaborative work among faculty require a special structure?

What collaborative structures work best in terms of faculty/ administration collaboration? Does size of faculty and administration influence collaboration? Does leadership make the difference? Why?

How do university support services (e.g., libraries, student services) work collaboratively with faculty? What is the role of these services in collaboration?

### On Community and Global Outcomes

Do the results of collaboration promote social responsibility? How? Why?

What is the value orientation of students toward collaboration outside the classroom? Do the results of collaboration translate into taking responsibility for issues in the community, nation, world? How? Why?

What continuing relation is there between a student's sense of self as an agent of change and "activism" in community when the collaborative enterprise has ended? How can we encourage collaboration between academics (students, professors) and non-academics (e.g., "community")?

What is the relationship between the larger cultural milieu and collaborative learning?

How does collaboration in an educational setting foster greater awareness of/acceptance of/comfort with the reality of an interdependent, global community?

## MINORITY DEGREE ACHIEVEMENT

Following efforts to achieve equal access in higher education, questions now abound regarding the practices, policies and programs that support or impede degree achievement. What curricular elements, institutional policies, and support services enhance or hinder minority degree achievement? What issues concerning diversity in learning and cultural frameworks need faculty consider as they educate students from minority groups? We need improved understanding of how minority students experience learning in higher education, and what they need to maximize their personal and professional goals.

### On Students

Do minority students learn in different ways than non-minority students do?

Are there differences in the educational aspirations of individuals from different age, gender, and/or minority groups? How do they originate?

What are patterns of peer interactions among students from different cultural backgrounds? How do these patterns affect peer learning in the classroom?

Do minority students follow different career choice paths? Why?

What ways best convey to minority students that their backgrounds and values can be reflected within institutions?

Is a critical mass of minority students necessary for degree achievement on a given campus? If so, what institutional characteristics determine how many is enough?

What will the potential college population be in the future with respect to groups that are currently racial/cultural minorities?

Do demographic shifts in the potential student pool translate into comparable shifts within different multi-cultural strata (e.g., Texas)?

How do multi-cultural institutions respond to minority degree achievement issues?

### On Faculty

What are the attitudes, beliefs, biases and practices of faculty that enhance or diminish the achievement of minority students? How can those perceptions be changed if they have a negative impact on minority degree achievement?

How can faculty best learn to make learning relevant to each student's cultural and value perspectives on learning?

What is the relationship between minority student achievement and minority faculty presence and longevity?

## On Assessment

How do colleges determine the range of preparation among minority students they admit for which their programs and services represent an appropriate match?

How can we evaluate alternative/differential assessment processes to determine their level of sensitivity to minority populations?

What multiple assessment techniques provide a more comprehensive profile than any singular device? How can we encourage investigation of these techniques?

What research of assessment mechanisms is necessary to prevent potential test bias against minority students? How can we facilitate such ongoing research?

How is information gained through assessment best used by faculty to enhance minority degree achievement?

How can research questions on minority groups be disaggregated to ensure appropriate findings for the various groups that fall under that category?

How do we ask research questions about minority degree achievement such that the questions do not stereotype minority groups?

## On Institutional Practices, Policies and Programs

How does minority student presence change an institution?

What must institutions do to prepare for the emerging presence of minorities in the classroom?

In what ways can institutions broaden the range of minority students they serve effectively without giving up their basic character?

What practices reward and/or punish departments that do not hire minority faculty members?

What factors must be present in an institution in order for students from minority groups to perform well academically?

How can institutional structures be modified to make institutions more concerned about and responsive to minority group concerns?

What institutional factors seem to account for more versus less racism on a given campus?

How can institutions be proactive about the quality of social environment they offer to under-represented minorities rather than reactive to the specific problems?

Are there examples of particularly effective uses of residence halls in promoting minority student retention and achievement?

How can collaboration between colleges and universities and the public schools be used to alter the opportunities for persistence and achievement of minority students in postsecondary education?

Are there examples of particularly effective collaborations between two and four year colleges in the interest of promoting minority student achievement? What is the effect of community college location or consolidation on access?

What is the effect of state policy on minority group access to higher education? Does state-level policy tend to integrate or segregate the new majority of minorities?

## WAYS OF KNOWING

Learners are diverse in their ways of knowing and being in the world. Educators seek to clarify patterns of thinking about knowledge that can structure learning within and across disciplines and both educators and researchers work to describe perspectives on learning and making meaning out of the learning environment. These patterns can also help move us toward better understanding of gender and minority group differences and similarities. Learners, while affirmed in what they know and in their processes of knowing, are encouraged to develop other approaches to knowledge and to their own learning. Learners need to be challenged to learn through the creative tensions among different ways of knowing.

### On Epistemology

Can a “way of knowing” typology be developed? How broad a conception is useful for creating research agendas?

What assumptions about knowledge/knowing do teachers use to create a learning environment? How do we identify these assumptions?

How do teachers’ assumptions about knowing influence their assumptions about learning?

How do we differentiate the teaching of *ways* of knowing versus *what* to know?

How does socio-economic class affect faculty assumptions about *what to know/learn*? What are the “class” implications for *ways of knowing*?

What assumptions about knowledge/knowing do students use to create meaning out of a learning environment? How do we identify these assumptions?

Are multiplistic approaches to learning, multiple ways of knowing, better?

What is the influence of the historical roots of education as socialization? What *is* socialization?

Are there “majority culture” epistemologies at play in teaching, in the disciplines? How do we define and measure their presence and degree of influence?

Have non-traditional programs in higher education been shaped by a different way of knowing? For example, women have predominated in program leadership and student bodies in contrast to traditional programs. What are administrative ways of knowing? Are they gender specific? Do gender differences explain the peripheral nature of many of these programs within larger educational institutions?

Are there political implications of different epistemologies? For example, are “intuitive” ways of knowing valued in the academy? If not, what systematic changes are necessary?

## On Students

What is the impact of psychological type on ways of knowing? Is a way of knowing an integral aspect of the person, or do we select ways of knowing depending on setting and situation so that we can be flexible?

How does learning style and/or intellectual or developmental stage influence how students develop ways of knowing in the classroom? In what ways are students influenced by the learning styles of their instructors?

How do such variables as age, gender, and race influence how students develop ways of knowing in the classroom and through co-curricular activities?

What effect does exposure to gender sensitive materials have on male and female students? What is the impact on females and males from participation in a “feminist” classroom?

How are gender differences communicated in teaching and administrative styles? How is authority experienced and acknowledged between genders?

Do women continue choosing “traditional” fields? If so, why? Are more students from minority groups dropping out? If so, why? What policies best address these questions, and how do we set policy?

## On Teaching Ways of Knowing

How do we encourage teachers to reflect on their assumptions about their roles, their cultural orientation, and their views of knowledge? How do we encourage teachers to analyze how they translate these assumptions into their teaching?

Are there ways of teaching that include diverse ways of knowing? What conditions influence whether classroom learning experiences foster multiple ways of knowing?

How do we come to understand that students *have* ways of knowing that may *not* be deficient? How do teachers affirm other ways of knowing in the classroom? When is our goal to change, and when to respond to, ways of knowing or learning styles of students?

How do faculty assumptions and epistemologies about ways of knowing impact students’ epistemologies? How can teaching facilitate students’ acquiring a variety of ways of knowing and learning styles?

How does the teacher evoke in the student a consciousness of ways of knowing, acknowledge the value of each individual’s thought, yet still move the agenda of the course?

Given that students have diverse ways of knowing (i.e., some learn better in one way than another), how does a faculty member teaching a class of 250 students (with perhaps 250 individualized learning styles) cope with this dilemma?

How does the *specific context* (of a content and/or classroom) affect *general* ways of knowing?

Are interdisciplinary courses more conducive to facilitating complexity of thought than discipline-based courses?

How is active learning associated with developing ways of knowing? What are some of the resistances to active learning?

In peer groups, do persons with different approaches to knowing learn effectively from each other? How do we know?

Are there particular kinds of text materials that are more or less sensitive to alternate ways of knowing? Does content analysis of textbooks help define ways of knowing and their assumptions in the disciplines? How is choice of text related to a faculty member's epistemology? How does the use of textbooks as a teaching strategy influence the development of students' ways of knowing? How does lecture?

How do we describe and measure the culture in a classroom? How do we incorporate different cultures into classroom learning? For example, how can a teacher effectively bring "class" issues into an homogenous, white, suburban context?

How can we learn from faculty who appear to be very good at helping students to learn (know)? What are effective ways for them to help other faculty learn these processes?

What influences does a teacher's own modeling of ways of knowing have in the classroom? How aware are faculty of the power of their own modeling? How might such awareness alter their teaching behaviors?

How much change in pedagogy do faculty see as necessary for our higher education system to remain competitive?

### On the Disciplines

What is the historical evolution of ways of knowing within each discipline taught in higher education? Do we need to rethink liberal education and emphasize the ways of knowing related to particular disciplines in relation to discipline content?

What is the culture of the discipline? How does a discipline influence cultural expectations about what knowledge is and how it should be taught? Are "disciplines" (per se) inherently welcoming or hostile to new ways of knowing?

How do different disciplines examine and develop their own ways of knowing? How do we encourage the disciplines to ask questions about the ways of knowing that are inherent in each discipline?

How do different disciplines cope with fragmentation in their fields? Who, within a discipline, receives status and recognition from peers? Is it someone who integrates the field? Someone who is highly specialized (e.g., How would you define an outstanding biologist)? How can the structures of the disciplines and ways of inquiry be made explicit to students (e.g., How does one learn to think like a sociologist, a biologist, a philosopher)?

How do the structure and ways of knowing of the discipline influence how students develop ways of knowing in the classroom?

How does a discipline define its subcultures? How do we help empower learners to protect themselves from over-socialization until they can be self-reflective about themselves as learners with diverse ways of knowing?

What is the nature of interdisciplinary inquiry? How “permeable” are the boundaries of various disciplines?

### On Assessment

How might we assess student ways of knowing?

How do we assess, or come to know, the perspectives and frameworks students use when they are learning?

How might we assess how students develop different ways of knowing?

How do faculty learn about their own assumptions about knowledge, their own ways of knowing, and how does the developmental position of the teacher or administrator influence his or her ability to be self-reflective about ways of knowing?

How do we encourage teachers to examine ways of knowing involved in their courses, and make these ways of knowing explicit and an object of examination for students?

How do we measure basic assumptions about knowing and learning that teachers use?

Why “should” faculty pay attention to different learning styles? Does a learning style reflect a stable pattern or is it changeable? Does self-conscious awareness of ways of knowing on the part of faculty have an impact on what the student learns? What is the impact?

## CLASSROOM RESEARCHER/TEACHER AS RESEARCHER

How can teachers evaluate the effectiveness of their own teaching for student learning? The classroom serves as a primary source for more immediate and useful feedback on what students are learning and how they are responding to learning activities. In the process of obtaining feedback from the learning environment, teachers clarify their teaching objectives and their criteria for student performance. The results of this reflection are used to improve teaching and are shared with colleagues.

### On Definitions

How can the definition of Classroom Researcher/Teacher as Researcher be made most inclusive for teachers and students?

What perceptions of the term Classroom Researcher/Teacher as Researcher are held by faculty? By students? By administrators?

When does the concept of Classroom Researcher/Teacher as Researcher include learning-teaching processes beyond the setting of the classroom?

What criteria should guide Classroom Researchers/Teacher as Researcher in their efforts?

### On Faculty Involvement

What assumptions do faculty hold about research and inquiry? In what ways do these assumptions promote or hinder their roles and behaviors as classroom researchers? Which faculty are most likely to be active researchers about their own teaching process and effectiveness? Faculty who teach experientially? Faculty who involve students in community-based action research? Faculty who teach research?

What research/inquiry approaches and techniques are accessible to teachers in terms of their skills, their time, their disciplines, and what is useful? How can discipline-based methods of inquiry be used effectively by classroom researchers?

What motivates faculty to think critically on their own about the teaching-learning process? What would be extrinsically rewarding to classroom researchers while sustaining their focus on improving teaching?

Does engaging in classroom research increase a faculty person's vitality (aliveness)? If so, does that increased vitality improve the learning outcomes of students?

What barriers presently impede faculty, who are inclined to engage in this kind of activity, from being classroom researchers?

### On Student Involvement

What elements frame research in the classroom such that a diversity of students participate?

What elements characterize classroom research such that students are not studied as research objects or subjects?

How can teachers promote students becoming active inquirers into the teaching-learning process?

What impact does students' active involvement in classroom research have on their learning and performance?

### On Institutional Involvement

How can we build and utilize effective support systems for classroom research?

What are the pros and cons of institutionalizing classroom research? How do views compare among faculty members, administrators, and students?

In what ways can models derived from other educational systems (e.g., secondary education) be of use to college faculty engaged in research?

How can we tie activities of classroom researchers productively and synergistically to the institutional mission, in that results support and promote shared objectives?

In a research university, what is the administrative attitude (e.g., vice president, graduate dean) toward faculty members who focus on classroom research? How can common ground be established, and how do we move to establish it?

### On Dissemination of Findings

How can the *findings of* classroom researchers be used creatively and constructively in their own settings to improve learning?

How can we collaborate across institutions to share and build on the experiences and *findings of* classroom researchers?

What elements of research on teaching for learning enhance faculty *communication rather* than rewarding the "self-contained classroom"?

Does *concern about* "self-exposure" inhibit teachers from doing and sharing the results of their inquiry about learning in their classrooms?

What can be learned from our colleagues who are successful at research on teaching for learning?

What kinds of public dissemination should there be about the findings of faculty who engage in classroom research? When and how should these findings be made public, and to whom?

## Some Questions For The Classroom Researcher/Teacher As Researcher

What can be learned about effective teaching by focusing on less successful as contrasted with more successful learners?

How best can faculty members rate the ability of the student-as-assessor in order to use this as a qualifying factor in drawing conclusions about peer performance?

Can student assessors render ratings in an objective way despite the grade he/she anticipates?

How can teachers measure the effects of conventional (e.g., lecture) versus alternative (e.g., active experiential learning, computer-assisted) modes of instruction with students?

How can teachers assess the means and degree to which they are fostering students' development of broad learning abilities and perspectives (e.g., lifelong learning, self-initiated inquiry, critical thinking)?

How can teachers assess students' long-term retention of what they learn in classrooms/learning projects?

How can teachers assess the effects of various teaching methods on student attitudes?

What impact do learning tools (e.g., textbooks) have on student learning?

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