

1990 AAHE Research Forum

**THE FUTURE OF THE  
PROFESSORiate  
A LOOK IN THE MIRROR**

**Research Agenda**

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. The AAHE Research Forum is 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. Since 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.

Since 1985, the AAHE Research Forum has provided leadership from educators for bridging the gap between research and practice, and enabled educators and researchers to define the kinds of contexts that need to be reshaped within colleges and universities for research findings to benefit students.

**Why AAHE?** AAHE has traditionally brought together a wide range of interested educators, and has been successful in defining current issues that stimulate a broad spectrum of higher education constituencies. A recent survey shows the AAHE annual conference to be the most stimulating meeting of its kind. 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 Forum Format?**

1. **The invitational pre-conference session.** Educators (selected from conference presenters) generated research questions on topics that emerged as central to the conference theme, through a specially designed group process. Experts on each topic served as group leaders and synthesizers. Each topic group reviewed the current issues around the topic, and dialogued with those who currently, or are likely to, research the year's agenda. On April 1, 1990, 49 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 brought the questions generated in the pre-conference session to the attention of the conference membership and involved the larger audience in discussion. Forum leaders also elicited discussion of research questions by a panel comprised of experts on the year's conference theme. The 1990 theme was "The Future of the Professoriate: A Look in the Mirror." The April 2 panelists were Eugene Rice, Senior Fellow, Carnegie Foundation for the Advancement of Teaching and Professor of Sociology, Princeton University; and Donald Schön, Ford Professor of Urban Studies and Education, Massachusetts Institute of Technology.
3. **The All-Conference discussions and the research agenda.** Group discussions on each topic followed the panel and allowed for more focused critique and discussion. A range of educational leaders were invited in advance to attend the session. Participants generated

questions via a worksheet, and reviewed, critiqued, expanded, and improved the pre-conference questions in discussion. Experts on the topic served 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 occurred. Following the session, two Forum leaders edited and integrated questions from topic group syntheses and individual worksheets for a final agenda. In (1990, 146 persons attended this session. Of these 98 participated in the topic groups, for a two-session total of 147 individual contributions to the final agenda.

4. **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. Chickering, "Linking Educators and Researchers in Setting a Research Agenda for Undergraduate Education," *The Review of Higher Education*, 1988, 11(2), 137–160. The 1987 agenda, "*The Classroom Researcher's Research Agenda*," the 1988 agenda, "*A Research Agenda in Support of Our Highest Calling*," and the 1989 agenda "*Improving the Odds for Student Achievement: A Research Agenda*" are available from March Mentkowski, Alverno College, 3401 S. 39<sup>th</sup> Street, Milwaukee, WI 53215.

## 1990 FORUM LEADERS

*Marcia Mentkowski*  
Alverno College

*Catherine Marienau*  
DePaul University

*Arthur Chickering*  
George Mason University

*K. Patricia Cross*  
University of CA-Berkeley

## PROFESSOR AS TEACHER, LEARNER, ASSESSOR

What questions need to be researched in order to develop these three aspects of the faculty role? What forms do these roles take to ensure the integration of teaching, learning and assessment? How might we reflect the integration of these roles—teacher, learner, assessor—in practice?

What does it mean to be a teacher? What is “expert” teaching and what do we need to learn in order to be a good teacher? How is good teaching developed? Where teaching is the fundamental activity of the professor, what implications does that have for other roles?

How is the professor’s role as learner similar to or different from the student’s role as learner, especially in a collaborative learning environment where the faculty member is a partner in learning? What does it mean to be an expert in multicultural student learning and development? How does “faculty learning” relate to “student learning?” For example, how does disciplinary inquiry shape student learning strategies in the major?

What does it mean to be an expert judge or assessor of student work? What is the faculty role in creating assessment theory and practice? How do faculty best assess their own learning and professional performance? What is the professorial role as assessor of the performance of the curriculum, programs and institutions we shape as faculty? How best do faculty become invested in institutional assessment?

### On Professor as Teacher

How can “teacher” be redefined to better reflect the centrality of the learner?

How can students’ voices best be included in the teaching—learning process?

What are the specific competences teachers need in order to recognize and respond to individual differences among students?

What can be done to facilitate faculty responses to diversity, so that faculty excel at recognizing diversity, at understanding diversity, at appreciating diversity, at using diversity as a resource in the learning process, at teaching to diversity? To what extent *can* a teacher adjust to individual differences?

How can teachers *use* diversity among students to promote learning for all?

How can the goals of education be redefined to be more inclusive of student diversity?

How can teachers help students appreciate and grow in different learning situations through different modes?

What is the basis for professors’ emphasis on content as a basis for instruction? How best might faculty incorporate additional perspectives?

What are teachers’ expectations of students’ learning? What is the desired goal?

How can faculty be helped to understand the importance of encouraging cooperative learning in the classroom?

What strategies assist young and seasoned teachers alike to adopt more student-centered and developmental perspectives?

What curriculum in graduate programs will best prepare students to be good teachers?

What doctoral programs have incorporated pedagogy into the graduate curriculum as support for development of teaching skills?

How can undergraduate schools better prepare prospective graduate students to be effective college teachers?

What are ways tenured faculty demonstrate caring about teaching?

What strategies support and develop the motivation of tenured faculty to place greater value on teaching?

What are common patterns of events in the teaching careers of faculty?

How are faculty value systems shaped

What are effective patterns of faculty socialization? How are they best promoted? What are the sources of conflict surrounding faculty socialization strategies?

What are the effective reward systems for teaching?

What is the role of the disciplines in establishing expectations and models for good teaching? What is the role of professional associations?

What perspectives on classroom culture do various disciplines offer?

How can faculty best demonstrate for students *how* they deal with the content of their discipline/field?

Which departments and disciplines are more oriented to the teaching and care-taking of future professors? What compels them toward this orientation?

### On Professor as Learner

How aware are faculty of their own learning processes?

Where and how do faculty learn effective teaching strategies?

How best might faculty develop self-reflection and transference of self-knowledge? What role might faculty understanding of the history of the professoriate play in self-reflection and expectations for change?

How can faculty awareness of self as learner best be encouraged toward being co-participants in the learning process?

How do faculty transfer what they know about their own learning processes and styles to their teaching? What organizational structures facilitate this transference, especially across disciplines?

What effective models exist to educate teaching assistants?

What promotes faculty to continue their own learning? What hinders their learning?

What do faculty need to learn in order to function effectively as teachers? What domains of knowledge are important?

How best does a professor as teacher put theory into practice?

### On Professor as Assessor

How do faculty view assessment and their role in it? What are the advantages of faculty investment in assessment? How do faculty come to enlarge their view of assessment and their knowledge of approaches?

What questions do students bring to the assessment arena?

How can students and faculty become more involved in generating questions for assessment?

How best do faculty assess their own learning?

How do faculty know when they are effective in their teaching? How can faculty document effective teaching?

How can students be involved as assessors themselves?

What is the role of students in assessing teacher as a learner?

What is the relationship between assessment and learning? In what ways might assessment inhibit learning?

What kinds of assessment tools can be used to improve faculty's classroom instruction?

### On Integration

To what extent would faculty define these roles as areas of responsibility?

How are "teacher," "learner," "assessor," related? Do effective faculty integrate these roles? If so, how?

What is the relationship between personal assessment, peer assessment, and the improvement of teaching?

How can course content and learning-teaching strategies best be integrated?

How can environments best be created which value and reward the diverse talents of students and faculty?

What exchanges between college teachers and public school teachers are desirable? possible?

What ongoing coalitions can be built among Teacher Education, teachers, and college faculty?

## PROFESSOR AS INQUIRER/RESEARCHER

How will the meanings of scholarly inquiry/research change and how will this affect our definition of the role of professor as inquirer/researcher? Powerful trends toward broader conceptions of research argue for redefining forms of inquiry and for rethinking the role of researcher, for example, the move toward qualitative methods, cognitive inquiry (what goes on in the “black box” of the mind), and a search for understanding as opposed to perhaps “objective” description. How will the introduction of new forms of inquiry change our view of how professors create new knowledge about teaching and learning and what methods are most appropriate? How is the developing concept of “reflective-practitioner,” “practitioner-based research,” “classroom research” or “teacher as researcher” related to inquiry in the discipline? What will potential changes in concepts and practice imply for teaching and for service? What are the implications for characterizing “disciplines” in higher education?

### On Definitions

How best might faculty rethink the dimensions of research and shape inquiry to include examinations of the nature of teaching and learning?

How might faculty reshape inquiry in the disciplines to incorporate greater diversity of research models?

How best might faculty redefine or define competence in the disciplines and/or mastery of methodologies of the disciplines to assess learning in the disciplines effectively?

What models facilitate communication and cooperation across disciplines, and between the academy and the community, such that pressing research questions are identified?  
What are the distinguishing features of practitioner research?

### On Describing Trends in the Redefinition of Scholarship

What are current reconfigurations of the nature of knowing, thinking processes, and methodologies of the disciplines?

How has greater sensitivity to issues of gender and ethnic diversity influenced prevailing “ways of knowing?”

To what extent are experienced faculty viewing their role and their work from broader or more informed perspectives?

What pressing social, health, or environmental problems are redefining scholarship? Which of these issues shape faculty relationships with practitioners in related fields? How?

How do current trends in working collaboratively with students shape patterns of faculty inquiry?

What rapidly expanding communications technologies are likely to help redefine scholarship? How might this happen?

What is the impact of current faculty shortages on a broader description of research and teaching as a scholarly activity?

What will be the impact of teaching-related research (teaching professors) on undergraduate and graduate education?

### On Methods of Inquiry/Research

What changes in graduate education requirements for research might affect expectations future faculty have of doing research?

How might faculty inquirers best reflect on their own research and experience and ethical issues within (and beyond) the institution of higher education—its practices, policies, and disciplinary constraints?

How best can professors introduce students to a variety of modes of inquiry? How best might faculty help students discover/explore unfamiliar modes of inquiry?

What are promising alternatives to the traditional dissertation?

What is the basis for determining reliability and validity of classroom research before introducing the results in the broader arena?

Where in a faculty member's career do "new questions" about content/methodology/pedagogy/interdisciplinary interaction, and/or ethical issues occur? What forums are there to air the "puzzles" as they occur to faculty?

How can existing methodologies, which are compatible with different ways of knowing (e.g., participatory research, action research, participant observation), be incorporated into the research repertoire of faculty?

How can faculty contribute to the cases and data that address Lee Shulman's request for discipline/problem-specific pedagogy?

### On Climates for Redefining Creativity and Scholarship, and Reward Systems

How can new definitions be built into current reward systems?

What are effective strategies for overcoming conservatism in faculty research?

What specific political strategies will help effect research reform? Who is most appropriate for spearheading the effort at various systemic levels (e.g., national organizational, institutional, departmental)? What incentives are there to change for institutional leaders such as presidents and provosts?

To what extent will changes in organizational climate and institutional structures, in support of alternative forms of research, need a corresponding transformation in current theories and practices in the change process?

What models integrate (rather than balance) research and teaching?

What forums best bring together disciplinary specialists, service providers, and policy makers to identify critical research questions and information gaps?

What are points of *readiness* for faculty to embark on alternative forms of research? What models of support invite faculty to take risks?

How can faculty be stimulated to continue research after tenure?

How might senior faculty serve as research mentors to junior faculty?

How can faculty involved in alternative research communicate its practice and results to colleagues within the institution and within the field?

In what ways does the revolution in communications technology create opportunities for research?

What structures and strategies in public and private foundations are likely to shape the professoriate's research agenda?

## PROFESSOR AS SERVICE PROVIDER

This topic considers the role of the professoriate in providing service. What changes would we anticipate? How will the role of professor as consultant change? If we redefine that faculty role, how will this affect our conceptualization of the role of service provider? Who will we serve (e.g., experts in teaching may teach their peers to teach)? What will be the links between service, teaching and research?

### On Definitions

What is service? What does “professor as service provider” mean (e.g., discipline-based service or consulting service; on university committees; service as effective citizenship)?

To what extent is service built on an economic model? on a consultation model? on a provider/consumer model?

What does “provider” mean? Is “service provider” the best term to use?

What do faculty have to know to provide service? What do faculty know about a problem? about a “client?”

To what extent do members of the higher education community view service as mutually beneficial for the “provider” as well as the “client?”

### On Service as a Mutually Beneficial Activity

How do we best coordinate various roles professors play in providing-service?

What is the nature of the dialogue between professor as service provider and her/his clients?

In what ways is a professor who is a service provider also a learner?

What is the impact of involvement in professional service on effectiveness in the classroom?

What opportunities exist within the service category for faculty and students to work together to provide service?

### On “Institutional” Service

Who and in what ways do members of the faculty provide service to the institution? How does this affect the quality of the service? How does it affect these professors’ other activities and their success (tenure, etc.)?

What are the motives for institutions’ requiring service from faculty, particularly community service?

Does service improve/not improve teaching and research? Are there ways it could?

## On the Development of Service as an Aspect of Faculty Role

What in the definition of the college or university requires faculty to be a service provider?

How do altruistic motives often associated with service develop during graduate school?

How do these early motivations connect to the role of professor?

How do current faculty model service for each other? for students? for new faculty?

## On Support for Service

If the service function of the professorial role becomes more salient, what kinds of reporting and reward systems need to be introduced to support and strengthen it?

What kinds of service have priority? How is this decided?

What kinds of institutional contexts currently reward and acknowledge service (in addition and equal to publication, research, etc)? Where are the concrete examples?

## On Assessment

What are criteria for service? How do we measure its impact? How do we evaluate it?

What “outcomes” have to be considered in any service provided?

## PROFESSOR AS PROFESSIONAL

This topic considers the professoriate as a profession, and probes the issues surrounding the development of the professor as a professional—beyond disciplinary membership. Just who is a professor and where will they come from? How will demographics shape our response to this question? How will the profession prepare professors and relate this preparation to the professional development prescribed by the disciplines (where most faculty find their primary allegiance)? How will we define “reflective practitioner” in this context? How will the faculty member’s performance be assessed—and self-assessed? How will the roles of teaching, research and service be framed in the future?

### On Definitions

What do we mean by “professional?” Do faculty think of themselves as members of a profession?

What are the prerogatives and prerequisites of a profession?

What are the elements of a shared professional identity among faculty?

What do we mean by educator vs. member of a discipline?

To what degree is a move from faculty member to administrator seen as professional advancement?

### On Characterizing the Faculty

How different are younger and older cohorts of faculty in their interests and values? In their allegiance to a discipline vs. an institution?

What are the self-perceptions of faculty as professionals across discipline, age, and length of service?

Are rates of mobility (inter-institutional) changing? Among junior faculty? Senior faculty? Emeritus faculty?

How are institutional needs for diversity impacting the careers of underrepresented faculty? To what degree? Are institutional needs causing institution hopping, or undue burdens for underrepresented faculty?

What information is available, not only “recruitment and hiring rates” for underrepresented faculty, but also on success rates (e.g., promotion, tenure)? How can these rates best be obtained separately by department?

How can colleges better recruit, pay, reward, and integrate part-time faculty?

What is the extent and impact of “raiding” today? To what extent are “grow your own” strategies for recruitment developing, especially among systems?

### On Enhancing Diversity

What are current barriers to entering the academic profession for graduate students? for women? for underrepresented groups?

Do younger generations of women faculty have more favorable perceptions than other women faculty of their chances for success in academe? Are success rates improving?

To what extent are problems of morale and ambivalence about the faculty role at “second tier” institutions, especially where many of these faculty were trained at more prestigious schools?

How are institutions treating dual career academic couples? How can equity be advanced where “protected class” is undefined? When does a protected class cease to be protected?

### On Establishing a Professional Community

What are the challenges and supports to identification of “professor as professional?”

How do hierarchies based on differential resources or salaries affect identification of faculty as professionals?

What are the barriers to establishing an atmosphere of professionalism? for part-time faculty? for minority faculty?

Can faculty effectively prepare students for the professoriate by using “an apprentice” system (when other professions have abandoned this approach)?

What is the effect of the absence or presence of faculties knowledge about teaching adults on the status and effectiveness of teaching as a profession?

## THE PROFESSORIATES VALUE AND ETHICAL BASE

This topic considers the ethical and value frameworks underlying the multiple roles of the educator as professor. What values bind us to these roles and what are the value conflicts? What are ethical issues? What are the moral dilemmas that constrict professional performance? What student and societal attitudes challenge our cherished views of our profession?

### On the Professoriate's Value and Ethical Base

How are values determined? By external codes? By ethical codes of the community? How should codes be a reflection of whole academic communities? How do many sides of the issues get included?

Should there be codes of ethics for various domains of the professoriate?

What are the value and ethical bases of the professoriate? Where are areas of common consensus on standards of scholarship, teaching, service and research?

What are the emergent value and ethical frameworks that currently shape and inform the discourse in the disciplines, the purposes of the professoriate and the goals of students?

What are the ethical frameworks that impact decisions a professor makes?

How does one's discipline, institution, training, experience, race or gender affect the value and ethical base of the professoriate?

What is the responsibility of faculty to make students aware of the political and cultural uses of knowledge?

Is it possible to "teach values" without advocating particular values? Is it desirable?

How can ethical codes be applied to all disciplines while acknowledging diverse styles and approaches?

### On Changes in Value and Ethical Perspectives

What moral values and ethical issues are new professors bringing to the professoriate?

How is the ethical and moral base of the professoriate changing as we move into the 21<sup>st</sup> century?

What are the moral and ethical responsibilities of the professoriate in a national context (e.g., improvement of undergraduate education)?

What are the responsibilities of the professoriate as "agent of social change?"

How is the professoriate's ethical responsibilities shared by the other parts of the academic community?

How can the professoriate bilaterally connect the academy's mission with the various ethnic and racial cultures in a mutually supportive, meaningful way?

What is the place of "social responsibility" in the profession of professing?

### On Ethical Issues in Research

Why do professors choose their particular areas of scholarship and research? How do faculty consider the ethical and moral consequences of selecting research topics? What ethical and moral concerns, questions, and frameworks shape one's choice of research?

What is the interaction between "freedom of thought" and other value frameworks within which we conduct research?

### On Ethical Conflicts Inherent in the Professoriate

How does the professoriate resolve conflicts at the intersection of the values of the individual, responsibility to the institution, and public demands and expectations?

Is there a dichotomy between ethical vision and loyalty? Where? Why?

What values do administrators, students, and the wider system of higher education force on the professoriate?

What are the problems surrounding an ethic of connectedness and an ethics of the individual? What are the influences of an individual on social groups, of groups on individuals, and influences of individuals and groups on "outside" structures and organizations?

Are there differences between professors' "professed moral and ethical values" and those upon which they act?

How do the values inherent in the reality of students' life choices and constraints interact with professors' values and commitments to their disciplines and the institution?  
How do professors handle the *tensions of* the sometimes conflicting roles of student advocate and administrator?

Can professors legitimately assess the *learning of* their students without a conflict of interest?

To what extent does the professor take responsibility for the educational experiences provided by the institution for individual students as opposed to the entire student population?

## On Current Ethical Issues

Are faculty and administrators ethical about how programs are advertised? Does the higher education community deliver what it promises to students?

What are the responsibilities of the professoriate for sustaining “truth” and “justice” regarding what is taught?

What are ethical ways to diversify the faculty for the 21<sup>st</sup> century?

What is the relationship between economic *constraints and* ethical judgments in tenure decisions?

What is the relationship between official and implicit values?

What kinds of *training are* necessary if concern for values is to be incorporated into the curriculum?

## On Sustaining the Value and Ethical Base of the Professoriate

How do organizational reward systems support the moral values of the professoriate? How do they sustain or undercut its ethical base?

What professional organizations exist to sustain moral and ethical values of the professoriate? What are the sources of acculturation?

To what extent do professional *organizations/guilds deal* with the values and ethics of the professoriate?

## THE PROFESSORiate'S INSTITUTIONAL CONTEXT

This topic considers the kinds of environmental factors and institutional structures that currently constrain and facilitate the development of the professoriate. What will we need to know in order to meet the challenges of increased need? Who will make up “the faculty?” What will we need to know about faculty demographics to respond to that question? How will faculty become involved in teaching? What does “faculty development” mean in an arena of increased demand for professors? What kinds of institutional supports ensure continuing commitment from the professoriate?

### On Faculty Diversity and Recruitment

What are effective strategies for recruiting and retaining diverse faculty, including minorities and women, and those with nontraditional credentials? What institutional environments will sustain and support these new faculty? What institutional criteria are involved in faculty recruitment?

How best might members of the higher education community invite more diversity into the academy, via minority persons in graduate programs and recruitment of women?

How can *more* minority faculty be recruited without simply swapping among campuses?

How best are minority faculty involved beyond tokenism, as full members of the academy?

How best are positive institutional environments established *prior* to recruiting minority faculty?

What are the effects of diversity on campus? What are the institutions' effects upon diversity?

What are effective criteria for hiring?

In recruiting new faculty, what strategies can prevent divisiveness between those hired in time of scarcity and earlier faculty hires?

What are the consequences of alternative credentialing? Expanding via practitioners? Reclaiming Ph.D.'s who left or were blocked out? Creating flexible appointments, e.g., alternative, joint appointments? Making differential commitments? What resources are needed to compete with the private sector job market for potential faculty? How might they be obtained?

What strategies best retain technical faculty in community colleges and keep them stimulated and involved in a field?

How best is affirmative action established for institutional improvement? for faculty development?

## On Faculty Commitments

How is faculty commitment to an institutional mission developed? How are potential conflicts between institutional and disciplinary reconciled?

How are divergent views of faculty and community—whose business the university is conducting, best reconciled?

What are the economic influences on faculty motivation?

## On Faculty Development

What strategies are needed to effect faculty development and whose responsibility is it to do so? Who defines the goals? Where are the obstacles? What relationship does faculty development have to institutional and faculty quality?

What strategies enable an institution to remove obstacles to faculty development by clarifying expectations of faculty, and identifying resources to support faculty?

What resources support faculty learning about areas other than their own discipline? What helps develop new pedagogies, and take advantage of new capacities? What are the common and contrasting responsibilities of institutions, graduate schools, individual faculty?

How does knowledge of stages of development enable faculty development? E.g., how do faculty sustain passion for teaching over time? What do with faculty whose interest in higher education is primarily scholarship rather than teaching—find an integration of these roles?

How can different ways of knowing be incorporated into institutional processes, such as promotion and tenure and planning?

What kinds of orientation programs work effectively with new faculty? How can participation be encouraged?

How has the development of today's senior faculty been influenced by what happened to them 10–15 years ago?

What applications can be made to new faculty from the literature on socialization of freshman?

## On Faculty Careers

What are emerging models for faculty careers? How can institutions identify and support them?

Are career models for faculty, consciously articulated and offered as alternatives, effective? To what extent are analogies to student retention models applicable?

How is research knowledge on faculty careers best applied?

How have faculty who have made successful career changes (e.g., from a teaching focus to a research focus) done so? What factors have enabled a successful change in career focus?

### On Faculty-Institutional Compacts

Who are the faculty? Who is the institution? Who is the *we* in institution?

What are the relationships between institutional and faculty agendas—e.g., in defining the curriculum, fulfilling institutional mission, promoting and supporting one's discipline, serving the larger community?

How do institutions handle different types of appointments for different roles, e.g., appointments for teachers, appointments for researchers?

Can we close the theory/research gap by *applying* the knowledge we have about institutional and personal development?

Who determines objectives of faculty development—individual faculty, or institution, or both?

Who owns curriculum in highly interactive institutions? Does faculty ownership have the potential to become insular and threaten the viability of the institution?

How is institutional responsibility (rather than just department or college) for the quality of faculty developed? When and how do faculty accept the legitimacy of a particular institutional role?

What can be done to resolve discrepancies between institutional goals (e.g., to increase ethnic diversity) and departmental needs and realities?

What can faculty do to help deans and department heads identify good faculty candidates? to contribute to faculty development and the goals of diversity?

What will be the impact of changing organizational forms on faculty identities, e.g., centers, institutes, other cross-disciplinary structures? What are faculty reactions to these new forms? Do these promote a sense of community for some and not others? How can higher education help overcome the deficiencies of the K–12 area?

### On Change

How can members of the higher education community effect change in higher education? What motivational strategies are helpful in achieving success in change? How does the institutional reward system contribute? What impact are new organizational forms having on faculty identities and enthusiasm for change?

Who are the advocates for the “new scholar” concept (e.g., institutional leaders, faculty, external groups)? What roles can faculty and institution play in implementing this new

model of the professoriate? How best do faculty and administrators learn what keeps the institution moving on its current course, despite awareness that changes are needed?

In recognition that higher education cannot engage in just business as usual, and given challenges to its credibility, how can its members convey and respond to the urgency to change? What keeps one stuck and unable to do so? Is higher education likely to be forced to change or is it likely to change on its own?

What is the impact of institutions undergoing change on faculty life and work? Will institutions with changing missions face more difficulty in recruiting and retaining faculty?

What is the impact of the change process and institutional service obligations on faculty governance and participation?

What leadership styles and strategies will be most effective in different institutional contexts? What are the needs for institutional leadership for change, and at what levels will it be effective? Can shared leadership involve teachers/scholars/leaders?

Given the impending volume of retirements, how can higher education effectively maximize the opportunity to effect improvement?

Given change as constant, how best might institutions remove obstacles to faculty development by clarifying expectations of faculty, and alerting them to sources of support?

What are the motivations of faculty to change, to effect change within the institution when opportunities outside beckon? Other than money, what is motivating? How might institutions best create useful reward structures? Might flexibility built into the system accommodate faculty need for alternative involvements?

## INVITATIONAL PRE-CONFERENCE SESSION PARTICIPANTS

**Ann E. Austin**  
Vanderbilt University

**Roger G. Baldwin**  
College of William and Mary

**Laverne Barrett**  
University of Nebraska-  
Lincoln

**Virginia M. Barry**  
Plymouth State College

**Denise Bartelo**  
Plymouth State College

**\*Robert T. Blackburn**  
University of Michigan

**\*\*Arthur W. Chickering**  
George Mason University

**Ralph Davis**  
Albion College

**Will Davis**  
University of California-Davis

**\*Robert M. Diamond**  
Syracuse University

**Michael Dooris**  
Pennsylvania State University

**\*Elaine El-Khawas**  
American Council on  
Education

**Sandra Elman**  
New England Association of  
Schools and Colleges

**Ann Ferren**  
American University

**Martin Finkelstein**  
Seton Hall University

**Judith Gill**  
Western Interstate  
Commission for Higher  
Education

**Steve Golin**  
The Woodrow Wilson  
National Fellowship  
Foundation

**Judy Grace**  
CASE

**\*E. Jean Harper**  
Wright State University

**James C. Herbert**  
National Endowment for the  
Humanities

**Garry Hesser**  
Augsburg College

**David Holmes**  
FIPSE

**\*Theodora J. Kalikow**  
Plymouth State College

**\*Michael A. Kerwin**  
University of Kentucky  
Community College System

**Vernon E. Lattin**  
Arizona State University

**G. Gregory Lozier**  
Pennsylvania State University

**\*Ernest A. Lynton**  
University of MA-Boston

**\*Jean MacGregor**  
The Evergreen State College

**William Maehl**  
Fielding Institute

**\*\*Catherine Marienau**  
DePaul University

**Robert McCabe**  
Miami-Dade Community  
College

**Daina NcGary**  
Capital University

**\*\*Marcia Mentkowski**  
Alverno College

**David Mitchell**  
North Seattle Community College

**Judith Moore**  
Yakima Valley Community College

**Caryn McTighe Musil**  
University of Maryland

**Sharon Parks**  
Harvard Business School

**\*David Potter**  
George Mason University

**Shirlev Ronkowski**  
University of CA-Santa Barbara

**John Russell**  
Southeastern MA University

**Judson Shaver**  
Seattle University

**\*Ellen S. Silber**  
Marymount College-  
Tarrytown

**\*Barbara Leigh Smith**  
The Evergreen State College

**Karl Smith**  
University of Minnesota

**Manilla Svinicki**  
University of Texas at Austin

**Jill Mattuck Tarule**  
Lesley College Graduate  
School

**Kathleen Taylor**  
Union Institute

**Mena Villarelo**  
University of California-Davis

**\*William R. Whipple**  
University of Maine

\* Interest Group Leaders/Synthesizers

\*\* Session Leaders

\*\*\* Panelists

## PARTICIPANTS LIST

**Barry Abrams**  
St. Mary's University

**Mariarosa Allodi**  
Utica College of Syracuse  
University

**\*Ann E. Austin**  
Vanderbilt University

**Judy Bailey**  
University of Delaware

**Lillian Barden**  
St. Mary's College of  
California

**Connie Bauer**  
Antioch University

**Janet Bennett**  
Intercultural Communication  
Institute

**Daniel Berg**  
Northwest Nazarene College

**Martin Berlinrood**  
Ithaca College

**Robert Bing**  
William Paterson College

**\*Robert T. Blackburn**  
University of Michigan

**Bernice Braid**  
Long Island University

**Howard Busby**  
Gallaudet University

**\*\*Arthur W. Chickering**  
George Mason University

**Robert Christopher**  
Ramapo College of New  
Jersey

**William E. Coffey**  
California State University

**Edith Conn**  
Ventura College

**\*\*K. Patricia Cross**  
University of California –  
Berkeley

**Miriam Deitsch**  
State University of NY -  
Farmingdale

**\*Robert H. Diamond**  
Syracuse University

**\*Michael Dooris**  
Pennsylvania State University

**Lawrence Dotolo**  
Virginia Tidewater  
Consortium

**Tyra Duncan-Hall**  
City College of San Francisco

**Elaine El-Khawas**  
American Council on  
Education

**\*Sandra Elman**  
New England Association of  
Schools and Colleges

**Mei-fei Elrick**  
University of Guelph

**Reynold Feldman**  
Metropolitan State University

**Nancie Fimbel**  
San Francisco State  
University

**Jo Formicola**  
Seton Hall University

**Rick Foster**  
University of Nebraska

**J. Bruce Francis**  
Walden University

**Peter Frederick**  
Wabash College

**Margarita Garcia-Roberts**  
University of Michigan

**Judith Gill**  
Western Interstate  
Commission for Higher  
Education

**Larry Glenn**  
South Connecticut State  
University

**Madeleine Goodman**  
University of Hawaii

**June Gordon**  
Western Washington University

**Lee E. Grugel**  
University of Wisconsin-  
Eau Claire

**Cyril M. Gulassa**  
Foothill College

**Garry Hesser**  
Augsburg College

**Glen Ross Johnson**  
Texas A & H University

**\*Theodora J. Kalikow**  
Plymouth State College

**Mango Kasdan**  
San Francisco State University

**\*James, P. Keen**  
Monmouth College

**Diana Kelly**  
Fullerton College

**\*Michael A. Kerwin**  
University of Kentucky  
Community College  
System

\* Interest Group Leaders/Synthesizers

\*\* Session Leaders

\*\*\* Panelists

***Dorothy Knoell***

California Post-Secondary  
Education commission

***Vernon E. Lattin***

Arizona State University

***Kathleen Leigh***

University of Maine

***Charles Lenth***

State Higher Education  
Executive Office-Denver

***Elizabeth Logan***

West Chester University of  
Pennsylvania

***Maria Lopez***

University of Northern  
Colorado

***Donald Lumsden***

Kean College of New Jersey

***Norman Lyster***

Hartwick College

***\*William Maehl***

Fielding Institute

***\*\*Catherine Marienau***

DePaul University

***Daina McGary***

Capital University

***\*\*Marcia Mentkowski***

Alverno College

***Charles Miller***

St. Mary's University

***\*David Mitchell***

North Seattle Community  
College

***Mary Ann Murray***

Berea College

***Steven Nellson***

Rollins College

***Benedict Njoku***

Rust College

***Yvonne Palka***

Antioch University

***Eileen Pennino***

Norwalk Community  
College

***\*David Potter George***

Mason University

***\*\*\*R. Eugene Rice***

Princeton University

***Douglas Robertson***

Portland State University

***Shirley Ronkowski***

University of California-  
Santa Barbara

***Charles Salzberg***

Utah State University

***Margaret Schadler***

Union College

***\*\*\*Donald Schön***

Massachusetts Institute of  
Technology

***Ronald Shafer***

Indiana University of  
Pennsylvania

***Katrina R. Shaner***

Berea College

***Judson Shaver***

Seattle University

***David Sherrill***

University of Hawaii-Manoa

***\*Ellen S. Silber***

Marymount College

***Ed Simpson***

Northern Illinois University

***\*Barbara Leigh Smith***

The Evergreen State College

***Gary Smith***

Capital University

***Ronald Smith***

Concordia University

***Terry Smith***

Northeast Missouri State  
University

***James Sutton***

Iowa State Education  
Association

***Anne Swanson***

College of St. Catherine

***\*Jill Mattuck Tarule***

Lesley College Graduate  
School

***\*Kathleen Taylor***

Union Institute

***Zaida Vega***

Inter-American University of  
Puerto Rico

***Faye Vowell***

Emporia State University

***Patricia Ward***

Wheaton College

***William M. Welty***

Pace University

***Daniel W. Wheeler***

University of Nebraska-  
Lincoln

***\*William R. Whipple***

University of Maine

***\*Barbara Wright***

AAHE

***Donald H. Wulff***

University of Washington

\* Interest Group Leaders/Synthesizers

\*\* Session Leaders

\*\*\* Panelists