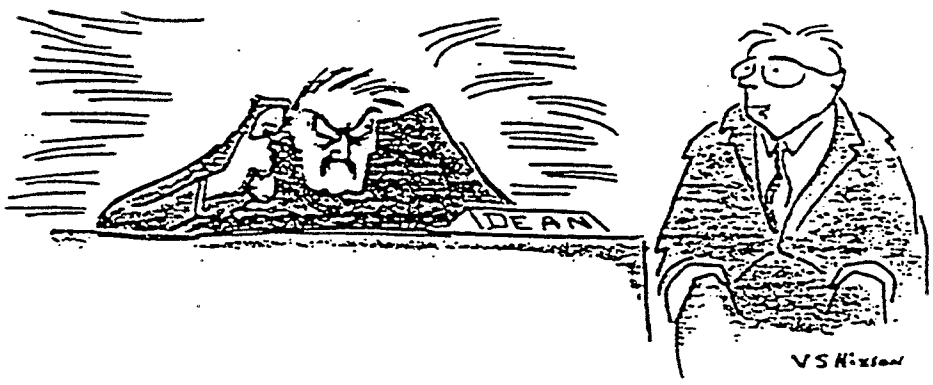
Academic leadership is dependent on the ability of a dean, director or chair to give attention to often-contentious constituencies. Staff, faculty and students demand attention in significantly different ways. Building a relationship with each of these on the terms of the constituency is essential to effective leadership. However, as in any relationship, the essential ingredient is a regular honest exchange of ideas.

Recognizing the Constituencies of Leadership

Staff: where the service is.....

Faculty: where the power is .....

Students: where the action is .....



"I'm getting tired of teaching. I'm thinking of transferring into administration so I can relax for a couple of years."

THE CHRONICLE OF HIGHER EDUCATION

Recognizing the Constituencies of Leadership

Staff: where the service is.....

An academic community is often almost exclusively defined by the credentials and accomplishments of the faculty. It is true that the performance of the athletic teams frequently serves as the front porch of the institution but in almost every other sense what demonstrates that the institution values the individual and treasures the student has much to do with an almost invisible constituency, the staff. Yet this constituency is most frequently the first point of contact with students, they are the underpinning of programs and services, and the face they present to the public is often the measure of the University in the most difficult situations.

An academic leader must give careful attention to this constituency. The very quality of the programs and services that are delivered is dependent on their commitment and ability.

An academic leader must be able to walk in the shoes of a staff member in order to provide them leadership.
Marvin J. Malecha

Workshop Agenda:
Managing Work Assignments and Talents and the Importance of Appreciation
Staff Incentives
Staff Development

Relevant Reading:
What a new boss should tell the staff
Joan Lloyd
The Five Constituencies of a Deanship
Marvin J. Malecha
Compass
NC State University

Dilbert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HE CALLS US "KNOWLEDGE ASSETS" NOW. HE MUST THINK WE'RE COMPLETE MORONS.
IT'S AN UNMISTAKABLE MESSAGE.

Faculty: where the power is .....

One of the greatest challenges lies in the field of faculty development. This responsibility extends beyond the tenure-track probationary period to the whole of an individual's career, through annual reviews, further promotions and ultimately, the transition to a different level of relationships between individual and school after retirement. The administrator can point out opportunities in teaching, research, and service creating new possibilities. Support can be political (letters of reference) or moral, giving each individual the chance to talk about long-term goals. Regular meetings with faculty (once a year?) keep the channels of communication open. The personal touch makes a difference including notes of congratulation. Discussions of the individual's teaching or personal interests demonstrates concern and can inspire faculty. Bob Greenstreet

Workshop Agenda:

Faculty Development
Incentives for Continuing Growth
The Balanced Life
Teaching, Scholarship, Service
Faculty Governance
Understanding Academic Responsibilities

Relevant Reading:

Reappointment. Promotion and Tenure Case Studies
Bob Greenstreet
Rusty Nails
Bob Greenstreet
Faculty Development in Architectural Education
Bob Greenstreet
Advice to Aspiring Faculty
Marvin J. Malecha
Judging Others – Judging Yourself
Marvin J. Malecha
Cultivating a Teaching Persona
Chronicle for Higher Education
Documenting Excellence in Teaching
The Teaching Professor
UW-Milwaukee Faculty Mentoring Program guidelines
University of Wisconsin-Milwaukees
Mentoring Support for Junior Faculty Women
University of Wisconsin-Milwaukee
Affinity, Joint and Transferal of Faculty Appointments
Marvin J. Malecha
Faculty Salaries
Marvin J. Malecha
Faculty Practicum Appointment
NC State University
The Junior Faculty Handbook
Malecha, Greenstreet, ACSA
Changing Lanes: The Administrator's Role in Faculty Retirement
Bob Greenstreet

Students: where the action is .....

Students represent the heart and soul of each school and efforts should be made to ensure a rewarding experience for each individual beyond the simple confines of the curriculum. Administrators should try to work with student groups (AIA-S, M=magazines, bookstore, volunteers, organizational support) and help them undertake their activities. This may need financial support or political muscle. Student extracurricular activities should never be undervalued. A healthy school should a plethora of social and educational activities (field trips, lecture and film series, visits to practice, mentoring programs, exhibitions, competitions). Such activities create a great sense of spirit within each program, and actually enhance the academic environment. If students want to hang around it is both educational and enjoyable. Administrators should be mindful of the fragility of volunteerism. It is rare in a busy group and needs to be nurtured, fostered, protected, and rewarded. It also needs to be maintained beyond a single academic year, to prevent a highly successful AIAS chapter, for example, from disappearing when key characters graduate. Volunteers are, as we know, thin on the ground and every effort should be made to connect the student groups with other volunteer organizations (local AIA, alumni associations, university student union, etc.) They may be able share ideas, co-sponsor events, pool limited funds or just work together on activities that benefit all in the architectural community.

Bob Greenstreet

Workshop Agenda:

Beginning where the Students are
Understanding the generating impulses and origins
Communication, Communication, Communication
Getting Things Going
Activities
Organizations
Keeping Things from Falling Apart
Understanding shared Organizational Responsibilities
Shared Governance
Honor Code

Relevant Reading:

Sharing Governance with Students
Marvin J. Malecha
Campus Life
Ernest Boyer
Honor Code
University of Wisconsin-Milwaukee
Right of Inquiry
NC State College of Design

What a new boss should tell the staff

Joan Lloyd

I'll bet there are times when you wish you could be a fly on the wall. Remember when you were promoted to manager? Don't you wish you could have listened in on the gossip in your new work group? Don't you wish you could have read their minds? I'll bet you spent some time fumbling around before you settled into your new role. No doubt your new team was tiptoeing around you while you smiled and appeared in control. Next time I'll be smarter, you say. Will you? Every new group creates the same anxieties. Will you act differently?

Here's how: Next time, don't hesitate. Wipe that frozen smile off your face and call your team together. Next, tell them how important it is for the team to begin to know one another. Then start a dialog on these questions your new team really wants answers to:

- What jobs have you held in the past? How do they compare with this one?
- Have you ever been a supervisor or manager before?
- What is your management style?
- Do you prefer to communicate by memo or informal note?
- What are your feelings about chair-of-command communication?
- Have you ever worked with an all-male (or all-female) staff?
- Are you willing to go to bat for us?
- Are you willing to level with us and say no?
- What are your goals and expectations of us?
- How do you handle stress?
- Do you have a temper?
- Will you treat our team the same as other teams who report to you?
- Who will take over when you're gone?
- Do you understand our jobs?
- Will you respect the work we've done in the past?
- Will you keep us informed on issues that affect us, so we're not the last to know?
- Will you ask us for our input prior to making decisions we'll have to implement?
- Will you give us specific feedback at performance appraisal time? (Will you tell us what you see as our strong points as well as areas that need improvement?)
- Will you give us feedback throughout the year – not just at performance appraisal time?
- Will you hold regular meetings with us?
- Will you ask us to share information about the group's personality?
- Will you ask us about any problems or challenge we face?
- Will you try to get to know each of us personally?
- Will you be fair?
- Do you have any special "hot buttons" we should know about?
- Are you organized?
- Can we tell you what's bothering us without fearing your reaction?
- Do you have a sense of humor?
- What is your vision of this group's future?
- Will you give us opportunities to grow?
- Will you trust us?
- Are you moody?
- Will you let us have some fun?
- Will you confront poor performance and poor work habits?
- Are you decisive?
- Will you have influence with those above you?

How do I know these are the questions work groups want answered? Oh… a fly on the wall.

November 1995
Association of Collegiate Schools of Architecture, Administrators Conference
Milwaukee, Wisconsin

Handling the Troops:
The Five Constituencies of a Deanship

Marvin J. Malecha, FAIA, Dean
NC State School of Design

Prologue

Academic leadership is founded on trust and respect rather than power and authority. The sword, helmet and shield you have been issued along with your academic regalia are no more than rubber painted to simulate steel; if you choose to ever use these weapons you will find yourself in the arena unarmed. Leadership in the academy is dependent on the ability to act in reflection while incorporating the ideas of a diverse community. Selflessness rather than ego propels a successful deanship. Fundamentally, the academic leader is called on to provide leadership to those who wish no such individual and resist any single vision. This reality is in conflict with the expectations of a dean or department head to construct a strategic plan and the need to make tactical choices related to appointments and the expenditure of resources. The academic leader must operate from the position that there are many ways of doing the right thing.

Five Constituencies: Five Perspectives

The academic leader is challenged to walk along the paths of divergent interest groups. While each of these groups together comprise the community of a college or school, they are essentially different from each other. Each looks to the academic leader to address the specific concerns of the group, convince the other elements of the community of the validity of the demands of the individual group, and at the very least incorporate aspects of the individual group into all community policy and practices. Five major groups comprise the academic community; students, faculty, staff, senior administration, alumni and friends. Each require a different response from the academic leader. Each expect different outcomes from the effects of academic leadership. Each group will expect you to walk in their shoes. An academic leader is an individual dedicated to tireless communication. Communication defined for a dean is listening. This is only accomplished by becoming fully familiar with the academic context. An academic leader is must know their place. The academic leader is responsible to set the tone of the discourse within the community. The five perspectives and the related expectations of the constituencies within the academy require the individuals who accept leadership responsibilities to facilitate open discourse and to seek shared aspirations. While seeking to understand the context of the School of Design the writing of Eugene Brooks was brought to my attention. His presidency at NC State University was characterized by his contributions to student governance. Brooks Hall, the home of the School of Design, was named after him. Therefore, his contributions seem to be particularly relevant to our design community.

Eight Point Program of Eugene Clyde Brooks :
for student government and a guide for the Future
NC State President 1923-1934

1. *To be able to disagree without resorting to personal abuse*
2. *To be free to criticize but without becoming libelous or malicious and striking at character.*
3. *To be humorous, but without being course or vulgar.*
4. *To point out defects without arraying class against class.*
5. *To condemn wrong doing, but to base condemnation on truth and not on mere rumor.*
6. *To use public funds legally, and to be conscious of a public duty in the expenditure of these funds.*
7. *To place all business with the public on a sound business bases that will square with good business ethics.*
8. *To make honor grow from an inward desire to be honorable, for everyone has the possibility of becoming what he thinks he is, and most people think they are honorable.*

The Students

Each of the constituencies declare the importance of the trust the academic leader holds regarding the specific perspective of the group. However, it is the students who place the most trust in a dean, associate dean or department head. Their time is golden, it cannot be repeated. An academic leader can not lose the connection with the students. This connection lost is the end of leadership.

The students expect from the curricular experience relevancy, topicality and preparation to enter the design professions; but truly they expect more. Students expect to have meaningful participation in the governance of the school. True participation in the determination of paths of study and an interactive relationship with teachers reflects the demand for greater individual responsibility. The student population is more mature and more consumer oriented than at any time before in our history. Students today expect a curricular experience that is diverse in nature, critical in practice and continually renewing. The generation of students arriving on campus are more visually sophisticated than ever before. Traditional teaching methods often fall short of the demands of students. Students expect an interactive relationship with their education. They critique the performance of teachers, the relevancy of curricula, and the perceived value added quality of their coursework.

The Faculty

The academic leader is a member of the faculty. An entire career is built on academic accomplishment preparing the individual to accept the charge of leadership. Each step of a career is the ground for the difficult decisions that accompany the role of a dean or department head. The academic leader must maintain a professional or scholarly life beyond administrative duties. The line some would draw between

administration and teaching is entirely artificial. The academic leader must resist this characterization or risk being isolated from faculty colleagues.

The faculty expect recognition, support and appreciation. They equally expect to share in the governance of the community. A fragile balance of power exists between the faculty and academic leadership. The diversity of the interests of the faculty must be contained within an ordered perspective. Freedom is dependent on order.

The dean or department or department head is in a position that requires selflessness. Deanship is characterized by helping others to achieve career aspirations. The faculty are dependent on this essential aspect of leadership.

The Staff

The staff of a School or a college is most often overlooked as an important aspect of the community. These individuals often work in a second class or servant status within the academy. Frequently, they are the one constituency that is least academically qualified and therefore without advanced credentials in an atmosphere of credentials. Usually this group is without representation regarding the operating policies or priorities school or college. Yet, this is the constituency which must carry out the administrative duties. The staff perform professional duties and as such demonstrate professional behavior to students on a first hand basis. Their role as advisors and advocates for the students must not be underestimated. Any doubt of their importance to the well being of the institution is quickly dispelled by alumni who repeatedly remember the importance of these individuals to their experience in school. The staff also expect a mature consulting relationship in the management of the school. The dean must consider and advocate for the staff as the senior staff person in the school.

The Senior Administration

The academy is responding to the transformations underway in society. Repeated attempts at continuous quality improvement (CQI) and total quality management (TQM) have had the effect of changing the operational paradigm of the academic environment. The overriding operational paradigm of the University has been collegial. The pursuit of knowledge was the cause, means and end of the academy. This organizational principle was tempered by the Morrill Act, establishing the land grant tradition, but the proclivity of the university remained collegial. Today university management has adapted the corporate model of institutional assessment. Programs must demonstrate demand for their subject matter, an efficient method of delivery, easily understood measures, and a clear value added component to curricular paths.

An academic leader must move comfortably in the management environment.

The Alumni and Friends

The alumni and friends of the professional program have vested interests beyond the academic program. They are vested by their own involvement with the program. They are vested as clients of the program receiving the recent graduates as an extended family. They are clients, investors, tax payers, and family. They are vested by the pursuit of knowledge related to their discipline.

This is a group that must be actively pursued for their involvement with the program as much as for the resources that may brought to the institution. The alumni must be met on their own terms within their own environments. The academic leader must build a relationship with the constituency outside of the academy to be effective.

Promoting Discourse, Valuing Openness

The free and ordered environment defined by A. Bartlett Giametti inspires the fundamental responsibility of the academic leader to lead the discourse of the academy. Only through openness is it possible to conduct and promote discourse.

A Community of Ideas

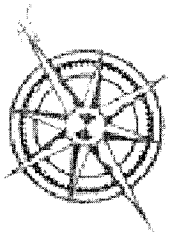
Leadership is defined by inclusion rather than an individual vision. Each of the five constituencies expect participation in determining the ideas that define the aspirations of the community. Just as there is a need to develop shared ideas it is also important to recognize that individuals within the community may have ideas worthy of study. An academic leader must work toward the incorporation of the shared and individual visions in an overall notion about the community.

Engendering Trust and Respect

Trust and respect underlie academic leadership. Trust is fostered by clarity and consistency even as it is tempered by openness. Respect is garnered by firmness of action as well as it is proven by accomplishment.

Closing

Ultimately, success in academic leadership is dependent on the strength of the individual. The confidence to solicit and incorporate the ideas of the entire academic community is established by a clear record of individual achievement. Handling the troops therefore is less a matter of discipline than it is continuous communication guided by clear thinking and firm action.



HR Training Services

The Compass

Plot Your Course

Fall 2003 Spring 2004

NC STATE UNIVERSITY

This publication is a resource guide to training and educational opportunities, as well as various campus resources, including policy awareness, management, and professional development for North Carolina State University Employees.

This guide is available at http://www2.acs.ncsu.edu/hr/compass

Human Resources - Training Services, is committed to identifying and addressing university, departmental, work team, and individual development opportunities. To meet that commitment, we have created a new professional development guide called "The Compass."

The Compass is a resource to inform you about the programs and services we offer to develop knowledge, skills, and abilities. Training Services offers high quality programs, services, and courses that meet the needs of our customers.

From communications, to team building, to policies and procedures, we have a learning solution to meet your needs. By using ***The Compass***, we challenge you to plot your course!

Table of Contents

Professional Development and Skill Building: Development Tracks

Training Services is often asked to recommend specific courses to employees who want to develop a broad or foundational set of skills within a particular area of development. The six development tracks below will enable you to plot a course focusing on the knowledge and skills within a specific area of development. Identify the track in which you wish to focus. Then using the Participant & Course Matrix, on page three, find the individual course that offers you the skills and knowledge you want to target for development.

NOTE: Not all courses are available in Fall 2003. Check individual course listings for details.

Leadership

Directs the activities of others in the best interest of the University. Influences and persuades others in a desired direction. Models ethical behavior, champions change, and focuses on short and long-term strategy.

- Coaching for Success
- Influencing Skills
- Leading with Impact
- Management and Planning Tools
- Motivating Your Team
- Inspiring a Shared Vision
- Negotiating
- Organizational Change
- Strategic Thinking

Building Effective Teams

Motivates team members to achieve University goals. Works collaboratively as part of a team to accomplish tasks, problems, or projects. Inspires, motivates, and fosters commitment and team spirit.

- Team Fundamentals
- Interpersonal Communication
- Introduction to MBTI
- Motivating Your Team
- Conflict Resolution
- Team Problem Solving
- Team Decision Making

Managing the Business

Uses knowledge of general business principles, practices, and key business strategies to achieve goals and objectives within the University. Understands why the organization exists, how it works and roles and responsibilities within the organizational context.

- Achieving Excellence in Customer Service
- Business Ethics
- Introduction to Project Management
- Management and Planning Tools
- Process Flowcharting
- Team Problem Solving
- Team Decision Making

Managing People

Uses both written and oral interpersonal skills to communicate, resolve conflict, and coach. Respects, values and seeks out diversity. Develops leadership in others through listening, coaching, rewarding, and giving feedback to employees.

- Behavioral Based Interviewing
- Coaching for Success
- Conflict Resolution
- Cultural Exploration Series
- Giving and Receiving Feedback
- Intercultural Communication
- Management Models & Practices
- Interpersonal Communication
- Introduction to MBTI
- Negotiating
- Understanding Diversity

Managing Policy and Procedures

Possesses knowledge of and implements Federal/State laws, University policies, procedures, and guidelines to recruit, select, develop, appraise and reward employees. Manages performance and creates a safe and effective work environment.

- Americans with Disabilities Act
- Successive Disciplinary Procedures
- Equal Employment Opportunity and Affirmative Action
- Work Plan Development
- Hiring EPA Personnel
- Performance Management
- Position Management
- Recruitment and Selection
- Workers' Compensation
- Safety in the Workplace
- EPA and SPA Policy Administration
- Unlawful Workplace Harassment
- Workplace Violence Prevention

Self-Improvement/ Personal Development

Actively pursues self-development; seeks feedback from others, and opportunities to master new knowledge. Recognizes own strengths and areas for development. Fosters own learning and development for current and future job.

- Assertive Communication
- Basic Presentation Skills
- Look Who's Laughing
- Taking Risks
- Cultural Exploration Series
- Effective Business Writing
- Intercultural Communication
- Introduction to MBTI
- Introduction to Project Management
- Understanding Diversity

If you have an idea for a course or area of development that is not represented in The Compass, please contact Training Services at 919-515-7844 or e-mail: hr_training@ncsu.edu

Plot Your Course

Which course is right for you? Not every course offers the right mix of skills and knowledge for each of our customers. Therefore, Training Services has developed a Participant & Course Matrix to assist customers in plotting their course for personal development. Use the Matrix to determine which course(s) offer the appropriate skills and knowledge for the role in which you currently work. Then, for each course identified, use the page number provided to get more detail about the specific skills and knowledge offered within each course.

Course	New Employees	Non Supervisory Employees	Program/Project Managers	Managers/ Supervisors	Page Number
Achieving Excellent Customer Service	X	X		X	14
Assertive Communication		X	X	X	14
Basic Presentation Skills		X	X	X	15
Behavioral Based Interviewing		X		X	15
Business Ethics			X	X	16
Coaching for Success			X	X	16
Conflict Resolution		X	X	X	17
Cultural Exploration Series: Exploring the Middle Eastern Cultures	X	X	X	X	17
Effective Business Writing	X	X	X	X	18
Giving and Receiving Feedback		X		X	18
Influencing Skills		X	X	X	19
Inspiring a Shared Vision	X	X		X	19
Intercultural Communication	X	X	X	X	20
Interpersonal Communication	X	X	X	X	20
Introduction to Management: Models & Practices			X	X	21
Introduction to Myers-Briggs Type Indicator® (MBTI)	X	X	X	X	21
Introduction to Project Management		X	X		22
Leading with Impact		X		X	23
Look Who's Laughing	X	X	X	X	23
Management and Planning Tools				X	24
Motivating Your Team			X	X	24
Negotiating		X		X	25
Process Flowcharting			X	X	25
Taking Risks	X	X		X	26
Team Fundamentals				X	26
Team Decision Making			X	X	27
Team Problem Solving			X	X	27
Understanding Diversity: Valuing Differences	X	X	X	X	28

Note: Strategic Thinking and Organizational Change have not been developed at this time. They will possibly be developed by Spring 2004.

Pathways Leadership Development Program

First, find a process that you believe needs to be improved the most. Next, share your vision in words that can be understood by your followers. Give followers the tools and methods to solve the problem. Then, when the process gets tough, get your hands dirty; a leader shows others how it can be done. Finally, share the glory with your followers' heart. -- from "The Leadership Challenge" by James M. Kouzes & Barry Z. Posner

Who is eligible to attend Pathways: Only full-time SPA employees are eligible and must be nominated by their Chancellor, Provost or Dean. The nomination process begins in January with each Chancellor, Provost, or Dean making nominations for their College or Division. A letter of acceptance notifies participants that they have been selected into the program. For further information regarding Pathways, contact Training Services at 919-515-6371.

Program Cost: $150 per participant

Pathways Leadership Development Program Description:
Pathways is a year long leadership development program that links leadership development to organizational needs. As part of the Pathways Program, participants complete a 360-degree leadership assessment to assess key leadership skills. Based on the assessment data, participants, with the support of their supervisors and advisors, set leadership development goals to accomplish within the year. In addition to their daily work, participants complete approximately 33 hours of required traditional classroom instruction and approximately 9 hours of web-based instruction, as well as seek "on the job" opportunities to apply their new knowledge and skills.

What does a participant learn:
During the six years in which Pathways has been offered, participants of this leadership development program report an increased understanding of a leader's role and the challenges of leadership, increased confidence to lead people and projects, and an increased understanding between leadership and the bottom line.

As part of the Pathways program, participants will:

- Complete the 360-dgree Leadership Practices Inventory® feedback assessment to identify individual areas of strength and areas for development.
- Collaborate with their supervisors, to write goals which link individual leadership development to organizational needs.
- Develop an Individual Training Plan incorporating a variety of learning methods including traditional classroom instruction, web-based learning, and on the job learning, to achieve their goals.
- Complete a Pathways Project related to goals set for the year.
- Evaluate opportunities to apply their new skills within their organization.

"The Pathways Program provided me with a tremendous opportunity for both personal and professional growth. It enabled me to insightfully identify my strengths while simultaneously revealing and working to overcome areas in which I needed further development. Completion of the program, coupled with the support of my supervisor, has helped me to become an emergent leader within the College and given me direction as I look to the future."
Diane Baker, College of Agriculture and Life Science

"What I find most interesting is how all the classes I took meshed so well together…I don't think I would have achieved what I have in the past year had it not been for the valuable and enthusiastic coaching of the Pathways instructors, my Director, and the other Pathways participates."
Paulette Jaeger, Industrial Extension Services/College of Engineering

"As a result of this extraordinary Pathways experience, my accomplishments, and the progress I have made in my position, I was the recipient of the College of Agriculture and Life Sciences Award for Excellence in March. I am proud of this accomplishment and recognition, and I am more motivated to pursue further professional development opportunities. Pathways has given me the confidence, resources, and skills to successfully pursue my professional and personal goals."
Melissa Massengill, Soil Science

Supervisory Series

Who should attend: New and existing supervisors; employees responsible for administering policy, or employees currently working in a personnel role

Program Cost: $50 per participant

Program Description:
Supervisors are a critical link between organizations and work groups. Therefore, supervisors must be trained with the knowledge, principles, and policies to ensure effective, safe, and productive work environments for their organizations and for their employees.

The Supervisory Series is designed to:

- Introduce new and current supervisors to the fundamental policies and procedures necessary to effectively supervise staff at NC State University
- Provide an opportunity for participants to learn from subject matter experts
- Build a network of peer support by attending courses with other NC State supervisors

As a result of attending this series, supervisors will be able to:

- Explain the role of a supervisor and the scope of a supervisor's job
- Administer key University policies and procedures within their work group
- Explain the legal and organizational impact of their actions and behavior
- Identify key challenges in today's ever changing work environments

Required Courses For Certification:

Schedule for Fall 2003

Supervisory Series Orientation	September 2, 2003, 1:30 p.m. - 4:30 p.m.
Position Management	September 9, 2003, 9:00 a.m. - 12:00 p.m.
Recruitment and Selection	September 16, 2003, 1:30 p.m. - 4:30 p.m.
EPA and SPA Policy Administration	September 23, 2003, 1:30 p.m. - 4:30 p.m.
Equal Employment Opportunity and Affirmative Action	September 30, 2003, 1:30 p.m. - 4:30 p.m.
Americans with Disabilities Act (ADA)	October 7, 2003, 1:30 p.m. - 4:30 p.m.
Unlawful Workplace Harassment	October 14, 2003, 1:30 p.m. - 4:30 p.m.
Performance Management	October 21, 2003, 9:00 a.m. - 3:00 p.m.
Successive Disciplinary Procedures	October 28, 2003, 9:00 a.m. - 3:00 p.m.
Workplace Violence Prevention	November 4, 2003, 1:30 p.m. - 4:30 p.m.
Safety in the Workplace	November 11, 2003, 1:30 p.m. - 4:30 p.m.
Workers' Compensation	November 18, 2003, 9:00 a.m. - 12:00 p.m.
Program Close	November 18, 2003, 1:30 p.m. - 4:30 p.m.

See Spring 2004 schedule on the next page.

To enroll: Fill out the course enrollment form in The Compass or visit the Training Services website: http://www.ncsu.edu/human_resources/ts/course_enrollment/enrollmentform.html

Questions regarding this program should be directed to Training Services at 919-515-7844 or e-mail: *hr_training@ncsu.edu*

Schedule for Spring 2004	
Supervisory Series Orientation	February 3, 2004, 1:30 p.m. – 4:30 p.m.
Position Management	February 10, 2004, 9:00 a.m. – 12:00 p.m.
Recruitment and Selection	February 17, 2004, 1:30 p.m. – 4:30 p.m.
EPA and SPA Policy Administration	February 24, 2004, 1:30 p.m. – 4:30 p.m.
Equal Employment Opportunity and Affirmative Action	March 2, 2004, 1:30 p.m. – 4:30 p.m.
Americans with Disabilities Act (ADA)	February 9, 2004, 1:30 p.m. – 4:30 p.m.
Unlawful Workplace Harassment	February 17, 2004, 9:00 a.m. – 12:00 p.m.
Performance Management	March 23, 2004, 9:00 a.m. – 3:00 p.m.
Successive Disciplinary Procedures	March 30, 2004, 9:00 a.m. – 3:00 p.m.
Workplace Violence Prevention	April 6, 2004, 1:30 p.m. – 4:30 p.m.
Safety in the Workplace	April 13, 2004, 1:30 p.m. – 4:30 p.m.
Workers' Compensation	April 20, 2004, 9:00 a.m. – 12:00 p.m.
Program Close	April 20, 2004, 1:30 p.m. – 4:30 p.m.

To enroll: Fill out the course enrollment form in The Compass or visit the Training Services website: http://www.ncsu.edu/human_resources/ts/course_enrollment/enrollmentform.html

Questions regarding this program should be directed to Training Services at 919-515-7844 or e-mail: *hr_training@ncsu.edu*

Performance Leadership

Who should attend: Managers, Project Managers

Preferred Experience: Managing People, Project Teams, and/or completion of the Supervisory Series

Program Cost: $150 per participant

Textbook: Included in the program cost, participants will receive *The Successful Manager's Handbook* (6th edition).

Program Description:
Managers must have a large tool kit, containing a variety of tools and skills, in order to effectively do their job. "Hard" skills such as industry knowledge help managers get their work done. However, it is the "soft" skills, which define how *well* managers do their job. Often, these soft, or interpersonal skills are underestimated as necessary skills to manage and lead people or teams. Interpersonal skills enable managers to build, develop, and lead employees and teams to perform effectively and include skills such as:

- Communication - clearly conveying a message verbally or in writing
- Talking Straight - giving constructive and timely feedback on performance
- Coaching - enabling self-sufficiency in employees to make decisions and take action
- Leading - determining employees' ability and willingness to perform specific tasks

This certification program focuses on eleven interpersonal skills and knowledge areas, necessary for any manager to lead effective employee or team performance.

Required Courses For Certification:

Schedule for Fall 2003

Performance Leadership Orientation Intro to Management: Models and Practices	August 7, 2003, 9:00 a.m. – 5:00 p.m.	Scott Hall, Room 216
Business Ethics	August 21, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Interpersonal Communication	August 28, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Giving and Receiving Feedback	September 11, 2003, 9:00 a.m. – 4:30 p.m.	Room 216, Administrative Services Center
Conflict Resolution	September 25, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Coaching for Success	October 9, 2003, 8:30 a.m. – 12:30 p.m.	Scott Hall, Room 216
Negotiating	October 23, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Management Planning Tools	November 6, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Effective Business Writing	November 20, 2003, 9:00 a.m. – 4:30 p.m.	Room 216, Administrative Services Center
Understanding Diversity	December 4, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Built in Contingency Date	December 11, 2003, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Team Fundamentals Program Close	December 18, 2003, 8:30 a.m. – 4:00 p.m.	Scott Hall, Room 216

See Spring 2004 schedule on the next page.

Schedule for Spring 2004
(Tentative Schedule)

Performance Leadership Orientation	January 15, 2004, 9:00 a.m. – 12:00 p.m.	Scott Hall, Room 216
Introduction to Management: Models and Practices	January 29, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Management Planning Tools	February 12, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Business Ethics	February 26, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Interpersonal Communication	March 11, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Giving and Receiving Feedback	March 25, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Conflict Resolution	April 15, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Negotiating	April 29, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Coaching for Success	May 13, 2004, 8:30 a.m. – 12:30 p.m.	Scott Hall, Room 216
Effective Business Writing	May 27, 2004, 9:00 a.m. – 4:30 p.m.	Scott Hall, Room 216
Understanding Diversity	June 3, 2004, 8:00 a.m. – 12:00 p.m.	Room 216, Administrative Services Center
Team Fundamentals	June 10, 2004, 8:00 a.m. – 12:00 p.m.	Room 216, Administrative Services Center
Program Close	June 10, 2004, 1:30 p.m. – 4:30 p.m.	Room 216, Administrative Services Center

To enroll: Fill out the course enrollment form in The Compass or visit the Training Services website: http://www.ncsu.edu/human_resources/ts/course_enrollment/enrollmentform.html

Questions regarding this program should be directed to Training Services at 919-515-7844. E-mail: hr_training@ncsu.edu

Campus Cultural Diversity Resources

In coordination with the Office of Equal Opportunity, and the Office of International Scholar and Student Services, Human Resources offers numerous programs and activities of interest that relate to diversity.

Office of International Scholar and Student Services

Intercultural Communication
This course is designed to improve the overall quality of communication and relationships between employees of different cultural backgrounds. Emphasis is on taking action steps to increase communication among people of different cultures. See course description on page 20.

Cultural Exploration Series
In this course, participants will learn about cultures of other countries and the underlying values that define their cultures. The Cultural Exploration Series will enhance your knowledge of other cultures and positively influence relationships among members of our diverse campus population. See course description on page 17.

→For more information, please contact Hanya Redwan (hanya_redwan@ncsu.edu) at 919-515-2961, or visit http://www.ncsu.edu/oisss/

The Office of Equal Opportunity

Equal Opportunity Institute
The Equal Opportunity Institute (EOI) is a unique certificate program open to all NC State University faculty, staff and students, and to the general public. The Institute is designed to provide participants a means for developing a comprehensive understanding of equal opportunity issues. Participants learn about equal opportunity, diversity, affirmative action, discrimination and harassment, and university policies and procedures through their completion of an individually designed education plan.

National Coalition Building Institute
The National Coalition Building Institute (NCBI) has stated that an effective diversity-training program must teach conflict resolution skills; effective listening; how to manage dialogue across group lines and a rationale for creating a welcoming workplace that becomes everyone's responsibility. This program is interactive and makes a great impact on all involved. This program is open to all NCSU faculty, staff and students.

Study Circles on Race and Ethnic Relations
Study Circles on Race and Ethnic Relations provides an opportunity for NCSU students, faculty, staff, and administrators to improve the racial and ethnic climate of the campus through dialogue and action. A study circle is a small, diverse group of 8 to 10 individuals who meet once a week for five weeks to share individual stories, learn from others, and take actions steps to improve race relations. It invites people with varied experiences to share their stories. The intent is to get people listening to others, which can lead to greater understanding and joint efforts of action.

→For more information on any of these programs, please visit the following websites or contact Beverly Jones Williams (beverly_williams@ncsu.edu) at 919- 513-3836:

The Office of Equal Opportunity: http://www.ncsu.edu/equal_op
The Equal Opportunity Institute: http://www.ncsu.edu/equal_op/eoi
National Coalition Building Institute: http://www.ncsu.edu/equal_op/ncbi
Study Circles on Race and Ethnic Relations: http://www.ncsu.edu/equal_op/education/study_circles.html

Course: Look Who's Laughing
This course supports learning and awareness of Americans with Disabilities Act (ADA) issues. Participants will learn and discuss disability issues based on the experiences of several well-known comedians with disabilities. Look Who's Laughing is a comical and enlightening documentary about the lives, experiences and humor of six working comedians who have various types of disabilities. An ADA subject matter expert facilitates the course. See course description on page 23.

→For more information on ADA, please contact Greg Holden (greg_holden@ncsu.edu) at 919-515-7258, or visit http://www.ncsu.edu/equal_op/disability.html

Human Resources

Understanding Diversity: Valuing Differences
Diversity goes beyond topics of race and gender. In this workshop, a broad definition of diversity is explored including such characteristics as ethnicity, age, religion, disability, sexual orientation, values, personality characteristics, education, marital status, and beliefs. By exploring differences, we can begin to understand how people perceive the world differently. It is through the reconciliation of differences that we begin to raise our awareness to function effectively in a diverse work group. For more information on course content, please go to page 28.

English as a Second Language

Who should attend: This course is available only to NCSU employees and International Scholars.

Dates: Tuesdays and Thursdays starting Tuesday, September 9th through Thursday, December 11th

Location: The course location cannot be determined until after academic courses have been set. Please contact the Office of International Scholar and Student Services 208 Daniels Hall or #919-515-2961 to identify the location during the week of September 9.

Cost: No cost to NCSU employees and International Scholars.

Course Description: This class is offered at the beginning, intermediate level and is for Internationals who have fair to good oral skills in English. Participants will be able to improve the speaking, listening, reading and writing skills that are necessary to live and work in the United States.

The English-as-a-Second-Language course is made possible through the coordinated efforts of Wake Technical Community College, the Office of International Scholars and Student Services (OISSS), and Human Resources at North Carolina State University.

El Curso De Ingles Como Un Segundo Lenguaje

Horario: Tuesdays and Thursdays (Martes y Jueves) 5:00 PM-6:30 PM

Fecha: Septiembre 9 hasta Diciembre 11

Lugar: El lugar del curso no se puede determinar hasta que después que los cursos académicos se hayan puesto. Contacte por favor la Oficina de Erudito y Estudiante Internacionales Atiende a 208 Vestíbulo de Daniels o #919-515-2961 para identificar el lugar durante la semana de septiembre 9.

Costo: Admision gratis para empleados de la universidad (NCSU) y eruditos Internacionales

Esta clase ha sido creada pensando en nuestros estudiantes internacionales que tengan el deseo de mejorar sus habilidades orales en ingles. El curso se centrara en mejorar sus habilidades para comunicarse, vivir y trabajar en Los Estados Unidos de Norte America.

Informacion:

Un curso para estudiantes que deseen aprender ingles como segundo idioma se ha hecho possible gracias a los esfuerzos coordinados de la comunidad tecnica universitaria del condado de Wake, de la Oficina de Eruditos Internacionales, de la Oficina de Servicios Para Profesores ye Estudiantes Internactionales, y de La Oficina de Recursos Humanos en La Universidad Estatal de Carolina del Norte.

Spanish for the Workplace

Dates: 5:00 p.m. - 7:00 p.m. Every Thursday beginning September 16, 2003 through Thursday, October 30th, 2003.

Course Number: 24200

Location: To be announced three weeks prior to class

Cost: $55 for course registration made payable to Wake Technical Community College
$33 for the workbook made payable to the instructor to be named three weeks prior to the course

Course Description: Learn how to communicate with your Spanish-speaking employee. In partnership with Wake Technical Community College, the Spanish for the Workplace class will be offered this semester.

Participants completing this class will be able to:

1. Complete paperwork needed to hire an employee
2. Ask questions and provide directions basic voluntary and verbs

This course will give you a basic understanding of Spanish; basic sentence structure, commonly used verb tenses, and provide some vocabulary needed to converse with your employees in the workplace.

Because this course is not registered through NC State University, you will need the following logistics completed by your first class.

Registration will be made payable to Wake Technical Community College for the sum of $55. In addition, a sum of $33 will be made payable to the instructor. Class participants will receive the workbook upon completing registration.

→ A minimum of thirteen participants is required to conduct the class. Confirmation of the class beginning will occur three weeks prior to the first class date.

Please contact Mike Zeinstra (Mike_Zeinstra@ncsu.edu) at 919-515-6847 with any questions or suggestions about this course.

All permanent employees, part-time and full-time, must attend a New Employee Orientation (NEO)** session within their first 30 days of employment. Orientations for new employees should be scheduled within the first week of employment to allow them ample time to select their benefits. Orientation sessions are held several times per month at the Administrative Services Center for both SPA and EPA employees.

The purpose of orientation is:

- To welcome new employees to NC State University, orient them to University policies and procedures, and provide them with available resources for their questions and needs.
- To explain NCSU employees' rights and responsibilities
- To explain the Unlawful Workplace Harassment policy
- To explain and enroll in employee benefit programs
- To explain OSHA required safety information
- To provide information on diversity initiatives at NCSU

How To Register:

Employees can be registered for an orientation session by completing an orientation scheduling form. This form is available online at http://www7.acs.ncsu.edu/benefits/per_rep_corner/forms/orientation_form.asp Questions about the program should be directed to Marc Kushinsky, Orientation Coordinator, at 919-515-4313 or via email at mark_kushinsky@ncsu.edu.

** Part-time employees working less than 30 hours per week, but more than 20 hours per week, are eligible for some voluntary benefits paid fully by the employee. Part-time employees who are eligible for voluntary benefits may stay for the Benefits portion of the orientation. However, all employees, part-time or full-time, including Post-Docs must attend all other portions of the University's New Employee Orientation program.

SPA Employee Orientation Dates:	
	Mondays
July	14th, 21st, 28th
August	11th, 18th, 25th
September	8th, 15th, 29th
October	6th, 13th, 20th, 27th
November	3rd, 10th, 17th
December	1st, 8th, 15th

EPA Employee Orientation Dates:		
	Thursdays	Fridays
July	10th	18th, 25th
August	14th, 28th	1st, 8th, 22nd
September	18th	12th, 26th
October	9th	24th
November	13th	7th, 21st
December	18th	5th

The Equal Opportunity Institute
The Equal Opportunity Institute (EOI) is a unique certificate program open to all NC State University faculty, staff and students, and to the general public. The Institute is designed to provide participants a means for developing a comprehensive understanding of equal opportunity issues. Participants learn about equal opportunity, diversity, affirmative action, discrimination and harassment, and university policies and procedures through their completion of an individually designed education plan.

The Institute is sponsored by the Office for Equal Opportunity in conjunction with the Center for Student Leadership, Ethics and Public Service and Division of Human Resources. The program takes place each year from September through May. Registration is open July through early September.

If you are interested in participating in this program, or would like to learn more about it, please visit our web site at http://www.ncsu.edu/equal_op/eoi If you would like additional information, contact Beverly Jones Williams (beverly_williams@ncsu.edu) at 919-513-3836.

Building Bridges: A Prejudice Reduction Workshop
The National Coalition Building Institute (NCBI) has stated that an effective diversity training program must teach conflict resolution skills; effective listening; how to manage dialogue across group lines and a rationale for creating a welcoming workplace that becomes everyone's responsibility. This workshop follows a model developed by the National Coalition Building Institute. It has been offered on many college campuses across the United States.

Participants will engage in a set of activities designed to celebrate their similarities and differences; identify the misinformation that they have learned about other groups; identify and heal from internalized oppression; claim pride in their own group identities, and gain empowerment by learning concrete tools for changing bigoted comments and actions. This program is interactive and makes a great impact on all involved. This program is open to all NCSU faculty, staff and students.

For more information visit: http://www.ncsu.edu/equal_op/ncbi

Study Circles
Study Circles on Race and Ethnic Relations provides an opportunity for NCSU students, faculty, staff, and administrators to improve the racial and ethnic climate of the campus through dialogue and action. A study circle is a small, diverse group of 8 to 10 individuals who meet once a week for five weeks to share individual stories, learn from others, and take actions steps to improve race relations. It invites people with varied experiences to share their stories. The intent is to get people listening to others, which can lead to greater understanding and joint efforts of action.

For more information visit: http://www.ncsu.edu/equal_op/education/study_circles.html

Some thoughts on the first NCSU Study Circle held in Spring of 2003:

" Study Circles has been instrumental in helping me to understand the varied opinions and ideas regarding race and ethnicity. It has made me aware of concerns about racism that I didn't realize were out there." --Carrie McLean, First Year College Academic Adviser

"This is not just a "head" experience; it engages the "heart" and "soul" and "gut" as well. Real work gets done when students become the teachers - that's what happens in a study circle where everyone's experience and perspective is respected."--Roger Callanan, Undergraduate Affairs

Campus Recreation
The Department of Campus Recreation provides a variety of activities to meet your recreational needs. These include: Intramural Sports, Fitness/Wellness, Outdoor Adventures and Club Sports, with a healthy dose of special events scheduled throughout the year.

Carmichael Gymnasium
The Department of Facilities & Operations in the Carmichael Complex manages all aspects of the complex. A variety of space, both indoor and outdoor, offers basketball and racquetball courts, weight rooms, swimming pools, recreational fields, tennis courts and rock wall to name a few. For information on gym privileges or to obtain membership, please contact the office of Facilities & Operations at 919-513-3684 or stop by the office in room 2012 Carmichael Gymnasium.

For more information, or to learn how to sign up for activities, check out the website http://www.ncsu.edu/campus_rec, call 919-515-3161, or come by the office located in room 1000 Carmichael Gymnasium.

Athletic Events
Attention Wolfpack sports fans! Did you know that there are 23 NC State varsity sports? Don't forget to check out http://gopack.ocsn.com to find out the latest schedules, results, and season ticket information.

Fall Sports	Winter Sports	Spring Sports
It's that time of year again, and the Wolfpack is out in full force! This fall you can catch Volleyball, Cross Country, and Men and Women's Soccer. Volleyball – FREE for everyone Cross Country – FREE for everyone M/W Soccer – Faculty/Staff FREE with campus ID Adult Ticket - $5.00 Youth 17/Under - FREE And let's not forget about football. Faculty and Staff are offered discounted season tickets. Be on the lookout for your special faculty/staff postcard in the spring.	Winter sports begin in November and include Wrestling, Swimming and Diving and Rifle. Rifle – FREE for everyone Wrestling – FREE for everyone Swimming and Diving – FREE for everyone Gymnastics – Faculty/Staff FREE with campus ID Adult Ticket - $5.00 Youth 17/Under – FREE Faculty and Staff are offered discounted season tickets to both Men's and Women's Basketball. Be on the lookout for your special faculty/staff postcard in the fall.	Don't forget our spring sports! The exciting competition in baseball, softball, tennis, and golf will leave you on the edge of your seat! All four of these sports will have new state-of-the-art facilities within the next 2 years. M/W Tennis – FREE for everyone Track and Field – FREE for everyone Baseball – Faculty/Staff FREE with campus ID Adult ticket - $7.00 Youth 17/under – FREE Softball - TBA

Call 865-1510 or 1-800-310-PACK to reserve your seats now, or check out http://gopack.ocsn.com/!!

WOLFPERKS – Employee Discount Program
The Human Resources Division is excited to introduce WolfPerks, an employee discount program. The program is a partnership with local, statewide and national businesses that offer discounts or other incentives to NC State University employees who have a valid University identification card. All NC State employees are invited to take part in the WolfPerks employee discount program. To use the program, identify yourself as a NC State employee by showing a valid NC State picture ID card at the time of purchase at the participating business. As an employee you are eligible for all discounts offered through the program.

Participating partners can be identified by going to http://www.ncsu.edu/hr/wolfperks Some discounts will require membership cards, account numbers, brochures, order forms, or other information. To attain additional information, please contact Employee Relations at 919-515-4282 or 919-515-4295 or visit the WolfPerks website.

The University Club
The NC State University Club was dedicated in 1965. The University Club's mission is to promote, develop and carry on recreational, social, entertainment, and amusement activities for members, their families and guests. All resident full-time and adjunct faculty, staff, students, alumni and University Affiliates of NC State University are eligible to join. For further membership information, or to setup a facility tour, please call 828-0308.

Key Haven Camping and Picnic Area
Key Haven is located on a secluded, wooded point at Kerr Reservoir approximately 50 miles North of Raleigh. It is available for use by faculty, staff, and their families. The annual membership fee is $15 per family, and a one-time key charge of $5. Facilities include picnic shelters, tables, pit toilets, boat ramp, camping space, and beach areas for swimming. There is no water or electricity on the property. For further information, contact Shoshana Serxner at 919-515-5697.

Adult Basic Education: High School Equivalency Preparation
To begin or continue your basic educational development, Facilities Operations offers an Adult Basic Education/GED program. This program is conducted by Wake Technical Community College. Please contact Pat Grantham at 919-515-2181 for further information.

Environmental Health and Safety Center
The Environmental Health and Safety Center provides occupational safety and health training to university employees both on a routine basis and upon request of individual supervisors. To schedule or inquire about training sessions or workshops, call the Safety Trainer at 919-515-6870, or go to http://www.ncsu.edu/ehs

Ergonomics
The goal of ergonomics is to match worker and job to increase productivity and decrease health or safety problems. Environmental Health and Safety provides ergonomic assessments, consultations and course. For more information, contact Environmental Health and Safety at 919-515-6871.

Disability Income Plan Workshop
This workshop is designed to provide information about the Disability Income Plan of NC (DIPNC). The plan is designed to provide a benefit if you become disabled and cannot perform your job duties prior to your eligibility for retirement. It is beneficial to all employees who want to gain a better understanding of how the plan works and how to apply for the benefits. Please check the following web-link for updated Benefit Information:
http://www7.acs.ncsu.edu/benefits/homepage.asp

Industrial Extension Service – College of Engineering
The Industrial Extension Service (IES), College of Engineering, is located on Centennial Campus and in offices across the state. Created in 1955, IES is the oldest service of its kind in the nation. IES provides education, training, and technical assistance to businesses and industries. As an extension of the University-with its long-standing tradition of engineering research, knowledge and experience-IES reaches into the offices and factory floors of North Carolina's small to medium-sized companies to help them stay competitive through a variety of programs. Noncredit courses are available in areas of Energy and Facilities, Lean Enterprise, Quality and Standards, Environmental, Health, and Safety, and Construction. IES also offers on-site assessments and training, and video and online distance learning. IES manages the NC Entrepreneurial Development Center on Centennial Campus, offering business support resources and services designed to accelerate the growth and success of entrepreneurial companies that will commercialize critical new technologies and strengthen local and national economies. Discounts may be available to NC State employees in some programs. For more information, please consult the web site at **http://www.ies.ncsu.edu**

Communication Technologies

Telephone System Training: The Communication Technologies Department provides end-user telephone training upon request on all new telephone systems just prior to their installation. End-user refresher training is also provided on all existing telephone systems. Please contact a telecommunications specialist at 919-515-7099 and "PRESS 3" to request any refresher training or to inquire about other telecommunication needs.

Voice Messaging Service Training: The Communication Technologies Department provides training for all Voice Message Services. Training will be provided upon request for anyone obtaining a new Voice Mail Box as well as those individuals who are seeking to refresh their voice messaging skills. Call a telecommunications specialist at 919-515-7099 and "PRESS 3" to obtain more information. Their web site is http://www.fis.ncsu.edu/telecom/acad-admin.htm

The Division of Continuing Studies

The McKimmon Center for Extension & Continuing Education located at the Jane S. McKimmon Conference & Training Center (919-515-2277), provides access to the expertise and resources of North Carolina State University to meet continuing education needs. For further information about these opportunities, please access the web site at http://www.mckimmon.ncsu.edu/

North Carolina Cooperative Extension Service

The North Carolina Cooperative Extension Service, based at North Carolina State University, is part of a nationwide educational service funded by federal, state and local governments dedicated to improving the quality of people's lives. Extension relies on research-based information from NC State and North Carolina A&T State University to develop educational programs to serve the needs of the state's communities and citizens. Educational materials, such as videos and fact sheets, are available on campus and in county centers. Special program circulars are available upon request. For more information, call 919-515-2811.

Women's Center

The North Carolina State University Women's Center is open to women and men. The Center provides resources for students, faculty, and staff at a time when gender issues continue to change both within the NC State University community and society at large.

We offer informal advising and consulting on advocacy issues and referrals to campus and community resources. Specific programs, events, and services are designated to provide women with peer support, informal advising, and role modeling to ensure women students successfully complete their education. In addition, the Women's Center offers support and assistance for sexual assault, rape, dating or relationship issues, and sexual harassment.

The Center acts as a central coordinating unit to assist the campus and Raleigh community in utilizing women's resources and provides space for groups to meet in a safe, supportive, and confidential atmosphere. In all of its activities, the Women's Center strives to promote an awareness of racial, cultural, and ethnic perspectives both locally and globally. For more information, visit us at http://www.ncsu.edu/womens_centeror contact Frances D. Graham, Ph.D., Assistant Vice Provost for Gender Affairs and Director for the Women's Center, at 919-515-2012 or via email: Frances_Graham@ncsu.edu.

Waiver of Tuition and Fees for Faculty and Staff

University employees who contribute to the Teachers' and State Employees' Retirement System of North Carolina are eligible to enroll in one curriculum course, tuition free, during the spring, summer, and fall semesters. Employees may enroll in courses on this campus or any campus of the University of North Carolina system. Application for Faculty & Staff Tuition Waiver forms are available from your supervisor, the University Cashier's Office, 919-515-2986 or may be downloaded from http://www2.acs.ncsu.edu/hr/pdf/tuition_waiver.pdf

*Depending upon prevailing tax laws, the value of the tuition waived may be considered reportable taxable compensation subject to social security, federal and state tax withholding, unless the course is deemed job related.

- You must have prior supervisory approval to participate.
- Courses do not have to be job-related but they should not interfere or conflict with employment obligations.
- The Tuition Waiver Program doesn't pay for transportation, graduation fees, textbooks or supplies. A small processing fee is charged for the course.
- Each applicant must submit a completed and properly endorsed form entitled "Application for Faculty/Staff Tuition Waiver" to the University Cashier's Office prior to registering for a course each term.
- If you're enrolling in a course at another UNC institution, submit a completed application to the appropriate office of the enrolling institution.

Educational Assistance Program
The State of North Carolina's Educational Assistance Program allows University departments to reimburse permanent employees for the costs of job-related courses. Eligible courses are those that are:

- Beneficial to both the employee and the University
- Directly related to the employee's present responsibilities or field of work
- Are required to complete an academic degree program directly related to the employee's field of work

To apply for this program, an approved Application for Educational Assistance (Form DP 136) must be forwarded to Human Resources prior to taking the course. Application forms are available from Employee Relations and Training Services (919-515-7844) or may be downloaded from www.osp.state.nc.us/forms/edasst.pdf

Computer Training
Please refer to any one of the following for computer training resources:

Information Technology Division (ITD): The Information Technology Division offers training on Desktop Applications, Internet/Web development, and Multimedia in such applications as Dreamweaver, PowerPoint, Excel, and Photoshop. Training typically lasts 2.5 hours and is free to NC State Faculty, Staff and Graduate Students. For more information, go to ITD's web site: http://www.ncsu.edu/it/education/ or contact ITD by phone at 919-515-HELP (4357).

Computer Training Unit (CTU): The Computer Training Unit offers a wide variety of computer training opportunities. In addition to the industry standard Microsoft Office 2000 Suite, CTU offers individual and complete program courses in such areas as Web Design, Server Administration programs and Office productivity. The cost of most 1-day in class offerings is $75 for NCSU employees, but there are online course offerings as well. For more information on upcoming schedules and registration for individual courses and Certification Programs, visit CTU's web site http://www.ncsu.edu/ctu or contact CTU by phone at 919-515-8163.

Office of State Personnel (OSP): The Office of State Personnel, in partnership with Wake Technical Community College, offers training in Microsoft Windows, Microsoft Office 2000, and Web Design courses. OSP is also a Microsoft Office Specialist Testing Center. The cost of 1-day courses is $85 and 2-day courses are $125. Free "Lunch Time Learning" sessions are also available. Check OSP's web site for schedule and registration information http://www.osp.state.nc.us/train.htm or contact OSP by phone at 919-733-8338.

Recognizing the Constituencies of Leadership

Faculty: where the real power is .....

One of the greatest challenges lies in the field of faculty development. This responsibility extends beyond the tenure-track probationary period to the whole of an individual's career, through annual reviews, further promotions and ultimately, the transition to a different level of relationships between individual and school after retirement. The administrator can point out opportunities in teaching, research, and service creating new possibilities. Support can be political (letters of reference) or moral, giving each individual the chance to talk about long-term goals. Regular meetings with faculty (once a year?) keep the channels of communication open. The personal touch makes a difference including notes of congratulation. Discussions of the individual's teaching or personal interests demonstrates concern and can inspire faculty. Bob Greenstreet

Workshop Agenda:

Faculty Development
Incentives for Continuing Growth
The Balanced Life
Teaching, Scholarship, Service
Faculty Governance
Understanding Academic Responsibilities

Relevant Reading:

Reappointment. Promotion and Tenure Case Studies
Bob Greenstreet
Rusty Nails
Bob Greenstreet
Faculty Development in Architectural Education
Bob Greenstreet
Advice to Aspiring Faculty
Marvin J. Malecha
Judging Others – Judging Yourself
Marvin J. Malecha
Cultivating a Teaching Persona
Chronicle for Higher Education
Documenting Excellence in Teaching
The Teaching Professor
UW-Milwaukee Faculty Mentoring Program guidelines
University of Wisconsin-Milwaukees
Mentoring Support for Junior Faculty Women
University of Wisconsin-Milwaukee
Affinity, Joint and Transferal of Faculty Appointments
Marvin J. Malecha
Faculty Salaries
Marvin J. Malecha
Faculty Practicum Appointment
NC State University
The Junior Faculty Handbook
Malecha, Greenstreet, ACSA
Changing Lanes: The Administrator's Role in Faculty Retirement
Bob Greenstreet

"We may as well go home. It's obvious that this meeting isn't going to settle anything."

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Reappointment, Promotion and Tenure Case Studies

Bob Greenstreet

CASE 1

The Department of Curriculum and Instruction, like many of the University's departments, has been successful in adding women and minority faculty members in recent years. Out of the fifteen full-time faculty members, four are women, including one Hispanic woman. One woman was just tenured; the others are untenured.

During department meetings, several of the male faculty members seem to dominate, always having a strong opinion about whatever topic. Sometimes, debate is heated, with criticism of ideas mixed with criticism of individuals. On this Thursday, the group was discussing changing the scheduling of classes, so that Fridays would be reserved for students to visit local schools.

The idea met initial skepticism from one of the vocal faculty members, who jumped in right away when the idea was introduced. A few senior faculty members asked questions about the idea and another vocal faculty member insisted that the questions missed the point. A new female faculty member argued in favor of the change.

The third vocal faculty member objected, saying that the department was always responding to trends. The discussion continued for another ten minutes. Finally, the chair concluded that three was not support for the idea and moved to the final agenda item.

After the meeting, one of the vocal men was heard remarking, "I really like the way we can chew o issues in these meetings and get ideas out on the table and in the end, we all agree." Someone responded, "You got the right, buddy. We really go at it...And it's a shame that the women don't have anything to say." "Yah, except for that new Loud Mouth who never shuts up".

Later, behind the closed door of her office, one of the new women faculty members shook her head in frustration, and said to another, "I'd rather stick pins in my fingers than attend those department meetings! You don't dare express a contrary opinion or you really get cut down. We seem to operate as if we're enemies here. Why is there always only one answer: Theirs! And did you hear Jill arguing with them? She'd better watch out: it's a long road to tenure."

Her colleague agreed, "Coming from these meetings, I feel as if I've been railroaded. I barely have time to think about what my reaction is to an issue by the time one of them has pounced on it. Do they have an answer for everything? Well, I'm not going to live like this until 65; I'm going to find a better work environment somehow."

But first that colleague took the initiative to give you, as chair some feedback on the disappointment with your ruling and with the tenor of departmental discussions. Now that you are aware of the women's concerns, what do you do in response?

Case II

As the chair of the Economics Department, a specialist in the economics of discrimination, you receive a letter of complaint from a black student in Professor x's introductory Principles of MicroEconomics course last semester, and says that he discovered through an informal survey that most of the black students in the course received grades of D or F. He says that he believes that the professor discriminated against the black students I the course, and he requests that you conduct an investigation. The student's letter was copied to the dean and the chancellor.

You ask Professor x to come in and discuss the complaint with you. After you describe the gist of the complaint, you ask Professor x if he has any observations to make about it. Professor x says that he does not keep data on how well students do in his course on the basis of race. He asserts that his grading is "color blind" and that he sets a single standard for all they would fail – just as white students who do not meet the standard would fail. Professor x points out that all are invited on the syllabus to meet with him during his office hours. He does not see that there is an issue here, and he urges the chair to dismiss the request for an investigation.

What should the chair do at this point? Should there be an investigation? If so, who should conduct it? Should the chair consult with others before taking further action? With whom? The department, the dean, others? If there is no investigation, or if the investigation does not establish the discrimination has occurred, has this situation raised other questions about Professor x's teaching? If so, should the chair address them?

Case III

You are a chair in a social science department. Faculty from other social science departments have been working on an interdisciplinary program and they have recently received a federal grant to support its development. The committee that is developing the program has approached a number of members of your department to recruit their participation in the program. For a variety of reasons, each of them has declined to become involved.

The dean of the college calls you in to discuss the newly developing interdisciplinary program in the social sciences. She makes it clear that this program is very important to her, and that it will make a substantial contribution to the prestige of the university. She points out that the program is weakened without participation from your discipline since it addresses issues that are currently much discussed in your field. She notes that two or three of your faculty have scholarly interests that touch on the program's central focus. The dean wants your department to participate.

When you take the dean's message back to the department, several of the department members become quite angry. They regard the dean's request as an effort to strong arm the department into something it does not wish to do. One of the senior department members takes this opportunity to disparage department's high academic standards. After a rather long tirade against the dean, the senior member suggests that the department go on record as refusing to participate in this program.

What should the chair do? Should you try to prevent the matter from coming to a vote at this meeting? Should you invite the dean to a department meeting? Should you work with individuals to find a member for the interdisciplinary team?

Rusty Nails

Bob Greenstreet

You chair the Department of Animal Husbandry at the University of Wisconsin-Toulouse. Rusty Nails has been an assistant professor in the department under a series of consecutive academic year probationary contracts beginning six years ago. Rusty's initial appointment letter stated that tenure would be based upon performance in the areas of teaching, research and service as defined and explained in department, college and university level documents. Further, tenure would be based upon other factors including but not limited to programmatic need in he department and the department's financial ability to add another tenured position. Subsequent appointment letters referred to these factors.

From time to time, Rusty has consulted with you about data needed for renewal and tenure review. You have counseled Rusty to provide student evaluation summaries, sample syllabi, a list of university and community committees of which Rusty has been a member, and copies of a book review that Rusty has had published in a professional journal.

During Rusty's third, fourth, and fifth years of employment, the department recommended reappointment and "early" tenure. The chancellor joined in making the reappointments but declined to grant "early" tenure, stating that the university prefers to defer tenure decisions until the "up or out" year.

This is Rusty's "up or out" year. As it had the past four years, the Dean's office has provided data to the department which suggest that there are insufficient resources to support another tenure position in the department. The date have been obtained, organized and disseminated under a "tenure management plan" adopted by the Faculty Senate several years ago. Once again, the department recommends Rusty for tenure.

The chancellor has received the department's recommendation. Having asked for the department's written criteria for tenure, the chancellor is advised that the department has relied on custom, tradition, and close communications among faculty colleagues to advise probationary faculty of the criteria; they are not in writing.

The chancellor evaluates the recommendation and decides not to renew Rusty's appointment, citing the department's tenure density problem as the basis for the decision.

Advised that the chancellor declines to recommend tenure and, instead, has decided not to renew the appointment, Rusty comes to you for assistance. "I intend to appeal this. If I have to, I'm going to take this to the Supreme Court! Can you give me your best, most candid assessments of the strengths of my case? What are the weaknesses?"

If Rusty has to appeal the chancellor's decision under section UWS 3.08, how formal a hearing is Rusty entitled to? How much "due process" is required?

Faculty Development in Architectural Education

Bob Greenstreet

I was talking on the telephone to Marvin Malecha a few weeks ago and, when we'd finished sharing gossip and trashing the other past presidents we got to talking about faculty development. Marvin made what I thought was a great observation. It's a pity he's here today or I would've claimed it as my own. He said that, in the long run, Deans can only really make a lasting impression on a school in two ways — through the raising of endowment and the hiring of faculty — both are, by the nature of conditions usually attached to gifts and the durability of the tenure system, around for the long haul and cannot easily be dismantled, ignored or removed once the administrator has moved on, like so many of our other bright ideas.

This is a profound, albeit marginally depressing notion, but it is bang on — both faculty and endowments represent investments in the future and, like the securest of investments, they are safe from prying hands.

We readily recognize the importance of our faculty in the long term success of our schools, and have developed rigorous procedures in both the recruitment and tenure processes to ensure the best possible pool of colleagues.

And I think we recognize that, if we pursue the investment analogy a little further, that it is necessary to keep an eye and nurture our assets, to provide strong, wise guidance and enhance retention of the best and brightest. An investment, if not properly managed, may wither or just not reach its full potential and we as keepers of the investment are responsible if this happens.

ACSA has tried to play a positive role in the investment cultivation process, initially through the development of the Junior Faculty Initiative. This, as you may remember, consisted of the creation of the New Faculty Teaching Award, the Junior Faculty Fellowship Program, The Junior Faculty Handbook and annual Junior Faculty Workshops. As an initiative it was, I believe, quite successful, but this after all was the easy bit — the first six years of the careers of young, highly motivated and energetic scholars who have the added incentive of termination if they don't make the tenure hurdle are a pretty responsive group to work with.

The real challenge for us is to view the investment concept way beyond the tenure period to the full extent of a faculty person's career — a long term asset that can extend to another thirty-five, possibly forty-five years, making the tenure period, the one where we lavish so much care and attention, seem like a mere blinking of the eye.

The notion of Dean as banker, trying to maximize the yield on a long term investment, is useful for a number of reasons. It should resonate with our spirit of leadership and our sense of professionalism and collegiality as we attempt to help individuals reach their full potential. The benefit to our programs is obvious in all theaters of activity — teaching, research and service. The obverse is equally obvious; An abandoned investment may wither — a disgruntled curmudgeon may at best disconnect, feel disenfranchised and fade away. Sad, but nowhere near as bad as the saboteur who is out, willfully, to disrupt and destroy. We all know or have heard about these characters — they're bad news but how much of the responsibility of their behavior should we attribute to ourselves if we failed to nurture, to watch, to guide that individual over the course of a long career? Pragmatically, we are foolish to ignore anyone who is here for life, who can contribute but who may not — faculty development strategies thus become a vital component in maximizing our resources.

However, faculty development is not a new concept, as Gaff and Simpson in their 1994 Innovative Higher Education paper relate; Professional standards in academia were established in the first part of the century and various mechanisms, all of them standard today, were introduced to encourage faculty to excel — sabbaticals, research programs stimulated by reduced teaching loads and attendance at scholarly meetings being the most obvious. By the 1970's, in the face of lower faculty turnover due to economic retrenchment and student dissatisfaction, faculty development turned towards teaching improvement and a slew of new programs were introduced. A third phase of development began in the 1980's, centered on the curriculum, specifically the strengthening of general education, diversity, internationalization and the introduction of writing and critical thinking across the curriculum. Throughout the country today in our 3,500 institutions of higher learning, we can see the results of over twenty years of exploration of mechanisms used to promote greater abilities in teaching in the fields of faculty, instructional and organizational development. In the first, programs focus on faculty members, helping them learn about the art of teaching, their students, their institutions and the skills they needed to expand their craft. Instructional development deals with the teaching process and helps establish educational objectives, design alternative learning experiences and measure the achievement of goals, while the third area emphasizes the need for a supportive environment in which teaching can thrive, dealing with collegial relationships, leadership training, policy development and the positioning of teaching in the reward system. Of late, this has led to post tenure review procedures, improved faculty evaluation systems and new outcome assessment models.

In addition to campus generated initiatives funded by external sources such as FIPSE or the Pew Charitable Trust (although increasingly by the 1980's with campus reallocation) several professional associations such as the American Sociological Association and the

Mathematical Association of America have established programs that support faculty teaching. Their activities include creating special interest groups on teaching, working sessions on teaching at annual meetings and the development of curriculum material for national distribution.

ACSA has also done its part with regard to faculty development with its Junior Faculty Initiative, and the Post Tenure Development activities dealing with the bit between tenure and death. Current attempts to establish a senior faculty exchange program and a national mentoring program are still in their fledgling stages and of course I am delighted that the chairs of this particular conference have chose as their theme the role of faculty engagement to continue and strengthen our dialogue. However, in all the flurry of national activity, studies indicate that, as yet, there is little evidence of its overall effectiveness in improving teaching and learning, primarily because a relatively small percentage of faculty take advantage of the existing programs and those that do participate are probably the ones who need helping the least. This may be compounded by increasing interest from beyond the academy that concentrates on 'review' and 'accountability' rather than simply 'development' and is likely to be more responsive to issues of increasing workload and enrollment rather than expanding academic excellence. However, we all have individual success stories as each of us has addressed the challenge, in different ways with differing perspectives and we are here to share those ideas in the next couple of days on a campus by campus level. We in Wisconsin where, due to a mindboggling 100% tenure rate since 1980, have a hefty senior faculty mostly aged between 45 and 55. We're all good, but we've all been doing roughly the same thing for 20 years, and in a tenured system with state-controlled pay plans, there are precious few carrots and virtually no sticks to move things along.

How do you get a good solid performer to fly a little higher and go a little faster? We've tried a few different things this year. All faculty have been invited to undertake a Faculty Exhibition of their work — scholarly, practice, whatever — for a one month display in the main gallery of the School. I pay for the installation, an opening reception and publicity, providing not only an opportunity to demonstrate to an ever-changing student body and local profession the corpus of a faculty member's work over time, but also an opportunity for personal reflection not on the past, but the future. Two highly successful shows this semester so far, and already a waiting list for next year.

We have also created a Faculty Travel Award — $5,000 banked in the Foundation to go anywhere in recognition of demonstrated outstanding service to the department, the university, the discipline, the profession or the community during the academic year. The prize, raised externally, has created a flurry of activity, all of it good and all expanding and refocussing the traditional concept of academic performance that has been challenged by Ernest Boyer in his view of architectural education in the next century.

We have also upgraded faculty computers, providing the most powerful units on campus, a deal which comes with strings attached — mandatory training, to specifically enhance teaching capabilities — again funded by outside money. I also meet with every member of faculty, one on one, ostensibly to discuss the future of the school but also to get a better idea of the interests, and aspirations of the person, and to see where I can help.

These of course are just a feeble scratching on the surface of the many programs that I'm sure exist in our member schools as we hear about workshops and programs that enable faculty to learn new content (such as the perspective of women and ethnic minorities), to design new courses (such as those with an interdisciplinary or international focus) or learn new instructional techniques, such as computer technology and distance learning and their consequent impact upon architectural education. So I suggest that we now break up into groups of 10-12, share our experiences and try to identify, in each group, three best strategies which you feel can enhance faculty development. We'll report back in 35 minutes, when the group leader of each session can enthrall us with your findings.

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Judging Others, Judging Yourself

An admonition to those who must act in a decision role for faculty review, reappointment, promotion and tenure.

Marvin J. Malecha, FAIA, Dean, NC State University School of Design

> A person comes as a rich raw material of creation. Not just the public notables whom Plutarch celebrated among the Greeks and Romans, but the idiosyncratic everyday person. Everyone is a subject, no act of feeling too intimate, too trivial, to be shaped into biography - or autobiography. Not only the soul, which has engaged saints and priests and prophets, but the self in all its vagrancy. The wilderness within is not only a jungle of hopes and frustrations, but a place of mystery and beauty, of epic memories, bitter struggles and exhilaration, where the whole history of the human race is reenacted. From this vantage point are vistas never seen or revealed before.
>
> From: *The Creators*, Daniel J. Boorstin, Random House Inc. p.553

Prologue

Judging the performance of others is a difficult task that is often interwoven with the personal experiences that have defined the career of the individual who must accept the responsibility for review, reappointment, tenure and promotion decisions. The review of the performance of faculty and staff requires a higher level of reflection than any other responsibility of a senior administrator within the academy. The assessment of the performance of others is the most obvious aspect of this reflective behavior. Less obvious, but perhaps even more important, is self-reflection. An individual cannot begin to understand the circumstances that lead to performance without coming to understand the influences which have shaped his or her own career.

Judging oneself in order to judge others is a necessary foundation for leadership.

The career of a faculty member within an institution often exceeds twenty years. Faculty involvement spans across the terms of senior university administrators. The decision to grant tenure and promotion is an investment in the future of a program. It is such decisions that measure the effectiveness of an academic leader.

Seeking Honest Self-Assessment

The evaluation of others begins with honest self-assessment. The admonition from Shakespeare to know thyself is perhaps the most important qualification to serve in a role of responsibility in personnel matters. Every experience that defines an individual also acts to explain the bias and expectations that are

reflected in actions related to review, reappointment, promotion and tenure decisions. The roots of actions must be reflected on in order to avoid unfair or unwise actions. Understanding the interaction of personal experiences and the experiences of others is critically important. This is particularly true at a time in the academy when those who are to be evaluated have had distinctly different experiences not only in their timing, but also from the differing perspectives of gender, culture and race. This understanding only proceeds from honest self-reflection. Students are often advised to keep a journal as a tool to record the thinking that underlies the design process. Individuals who wish to lead in the academy should take the time to create the equivalent of such a journal, either as a form of regular entries or as a series of remembered events, to understand the underlying forces of a professional career.

The individual who is in the position to judge the performance of others should expect to be held to the same expectations to which he holds others . The credibility of the judge is founded on the record of accomplishment that informs the judgment. Leadership by example is both meaningful and effective.

Nurturing Critical Relationships

The relationship between those who assess performance and those who are evaluated must transcend the personally familiar. There is an inherent dilemma in the actions of an academic administrator who wishes to build a team. This dilemma lies in the desire to choose individuals who will become friends as well as professional colleagues. Rather than friendship, the relationship with faculty in the review process must be founded on critical discourse. Such a discourse must be undertaken regularly. It is important to base the critical relationship that is to be fostered on a mutual desire for success. The responsibility for the success or failure of a faculty member in the review, reappointment, tenure and promotion process is shared by the judged and the judge. The academic leader as a judge establishes the nature of the relationship by providing the criticism necessary to promote the welfare of the individual while matching individual strengths with the needs of the program. The junior faculty member as the judged must honestly assess the demands of the program with personal interests and strengths. Tenure demands that each party make a serious commitment to the other. Such a commitment demands that decisions be founded on reasonable expectations, the support and opportunity to meet such expectations, and honest performance.

The academic leader must insist on regular assessment of faculty performance and in the cases relating to reappointment a serious effort to provide true assessment as it relates to the tenure action to follow. Fair, honest, and regular assessment provides the basis for later more important decisions. The responsibility of leadership demands that decisions regarding appointments be guided by clearly articulated expectations and the fair assessment of performance related to those expectations rather than friendship.

Accepting Differences from Personal Experience

It is necessary to accept differences of experience among those who are assessed and those who must evaluate. There is a tendency among those who evaluate to reward those experiences that are most personally familiar. Such experiences are those shared by the evaluator at an earlier time. Similarly, it is common for those who evaluate to expect that all of the hardships and obstacles experienced as he or she achieved tenure to be similarly overcome by the junior faculty member.

Such an attitude on the part of the senior members of a community reveals three important aspects to the junior - senior faculty relationship. First, it is important to accept differences of experience and circumstance among the faculty. Second, the senior members of the faculty should act to break the cycle of unfair expectations and circumstances rather than promote the continuance of such experiences only because they once had to be overcome as a form of a disturbed legacy. Third, the process of faculty advancement involves seeking the inner value of others. The wilderness within, articulated by Daniel Boorstin, is where the hopes and dreams of an individual lie. The hopes and dreams of an individual define his or her value to an academic program. Hopes and dreams provide a window into the potential of an individual. This potential is the most important aspect of an appointment that could continue for a lifetime.

Articulating Expectations with Clarity

All assessment of faculty begins with the clarity of expectations. The clear articulation of expectations for the performance of faculty seeking reappointment, promotion and tenure is among the most important responsibilities of an academic administrator. The individual who is responsible for academic leadership must carefully establish employment conditions following rigorous consultation with those individuals who have the ability to influence important personnel decisions. Expectations are a form of understanding that will translate a process that is normally quite vague into one with measurable achievement.

Academic leadership begins with the establishment of fair expectations.

Respecting the Need for Time

There is no substitute for providing candidates the time to meet the expectations of a position. Equally there is no substitute for allowing enough time to elapse so that proper reflection on the accomplishments of individuals and their place within an academic community may be realized. Often, both candidates and administrators give consideration to early actions as a bargaining point of a hiring action. Such an attitude toward the process, no matter how seemingly attractive as a recruitment strategy, is unwise. Candidates need time to assume the duties of an academic assignment while continuing to teach and produce creative work.

Time allows for the reflective component of a career to mature. The demonstration of self-reflection is perhaps the most important characteristic trait that indicates the continuing productivity of an individual within the academy. The ability to assess performance with the intent to provide the opportunity for success requires time for the individual to respond to criticism. Equally the true value of an individual cannot be easily assessed without the time to observe the outcomes of his or her contributions.

Success and Failure of Academic Appointments Begins with the Earliest Actions

The earliest understandings among senior faculty, academic administrators, and new faculty establish the possibility for success in reappointment, promotion and tenure actions. There is a tendency among the academic community to leave the appointment of new faculty somewhat unresolved. This is the result of the opinion that new faculty must be prepared to step into a variety of roles from teaching and committee work to the expectations for research and creative activity. The process of appointment is a time to establish understandings for the expected role of the individual as he or she joins the faculty. The more clarity that can be brought into this time of reasonable negotiation the greater the chance of success. A lack of clarity at this time plants seeds that will cause difficulty as decisions must be reached.

Reflecting and Enhancing the Legacy of an Academic Program

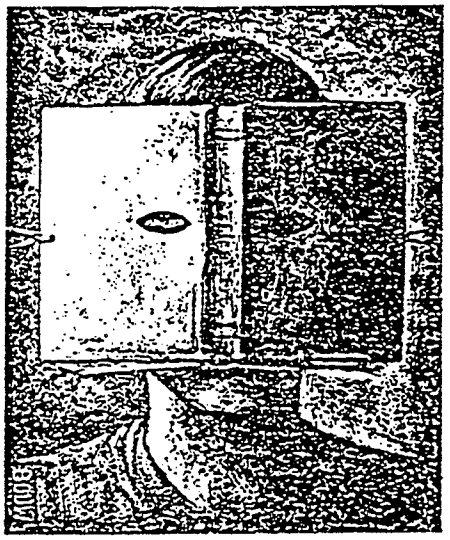
Decisions regarding the review, reappointment, promotion, and tenure of faculty must be made within the context of the legacy of the entire academic program. Frequently those responsible for the appointment of faculty consider the selection of new faculty as the opportunity to make both an administrative and philosophical impact on the program. The addition of individuals to a faculty must take into account both the long term legacy associated with the program, and the fit of the individual into the plans either to reinforce the thrust of the community or to make complementary change. The academic leader must understand that those who are chosen for tenure will, in many instances, remain on the faculty for many years.

Summary Closing

Academic leadership is fully involved with the relationship between people and the performance that is expected of them. The dreams of a curriculum can only be realized by those who see to its delivery. If the process of the review, reappointment, promotion and tenure of faculty fails to recognize this fundamental principle, it is a process without meaning. The creative spirit requires critical discourse to thrive. Without criticism even the most mature individuals fall into complacency. The intentions of this position paper set forward a series of observations that effect the decisions relating to faculty appointments. In summary, these observations follow:

Point of View *By Jay Parini*

Cultivating a Teaching Persona



Nobody just walks into a classroom and teaches without some consideration of self-presentation, just as nobody sits down to write a poem, an essay, or a novel without considering its tone and texture, the voice behind the words. Teachers, like writers, need to invent and cultivate a voice that serves their personal needs, their students, and the material at hand. It's not easy to find this voice, in teaching or in writing, and it helps to have models in mind.

Teachers who are unaware of their teaching personas might get lucky; that is, they might unconsciously adopt and adapt something that actually works in the classroom. But most of the successful teachers whom I've known are deeply aware that self-presentation involves the donning of a mask.

This taking on of a mask, or persona (from a Latin word implying that a voice is something discovered by "sounding through" a mask, *per/sona*), is no simple process. It involves artifice, and the art of teaching is no less complicated than any other art. Yet young college teachers are often tossed into the classroom with little or no preparation for what will be the central professional activity of their lives.

The analogy between writing and teaching seems almost uncannily apt. A writer begins with an impulse to create, then casts about for appropriate forms, ways to "give airy nothings/A local habitation and a name," as Shakespeare wrote in *A Midsummer Night's Dream*. When you first begin to write, say, poems, you tend to sound just like your favorite poets; this makes perfect sense, given that you learn to write by imitating good writing. Gradually, the poet's voice separates from his or her precursors, becomes distinct, although you can almost always tell the lineage of a poet. When I read the Irish poet Seamus Heaney, for instance, I can still hear in every line the harsh, alliterative thrust of the Anglo-Saxon poets, the "sprung" rhythms of Gerard Manley Hopkins, and the compressed, visionary lyricism of William Butler Yeats. The voice of Heaney has swallowed up, digested, these precursors; but they remain ingredients of his own voice. His originality is a product of the way he has been able to use what went before him to absorb and extend a particular tradition.

The same is true of teaching. You learn to teach by listening closely to your own teachers, by taking on their voices, imitating them, digesting them so that they become part of your own voice. This has been vividly true for me.

I was influenced by several teachers, as were most of us who spent much of a decade preparing for a teaching career. But two teachers in particular "spoke" to me in such a way that I was able to adapt aspects of their personas to my own classroom ends. In a sense, these two professors represent the emotional and stylistic poles of my own teaching, and I still find myself enlivened by the rich memory of their classroom presentations. Some days, I still hear their voices.

The first taught me at Lafayette College, in Pennsylvania, where I was an undergraduate in the late '60s. Jim (as I was allowed to call him only after I graduated) taught Shakespeare and Milton—the center of the English curriculum. And his teaching spilled over beyond the classroom. I can still recall sitting at his kitchen table into the wee hours, hovering over Milton's sonnets. Jim could not *stop* teaching, and I felt immensely privileged to be in his company. It was apparent he cared passionately about what he was doing. Poetry and drama played a huge role in his own emotional and intellectual life. He taught me how to use literature; that is, how to let one's heart be instructed by a text.

I'll never forget the day Jim [illegible] "Solitary Reaper" in class. We were not even studying Wordsworth at the time, but he saw a connection to Milton. We were transported by the way he read aloud. Jim's vocalization of poetry was a form of *Lectio Divina*—or "holy reading." I suddenly understood that here was the Word made flesh, given voice. I saw for the first time that one of the functions of a literature professor is to embody the voices of the past, to represent them and perform them, showing how a speaking voice breaks against the meter. This reading aloud is, as it were, one of the holy offices of the profession.

Jim didn't enter a classroom, he swept into it. His eyes were intense, never meeting those of anyone in particular until the class was genuinely under way; he was somehow pregnant with the material at hand, preparing to give birth. We sat up, eager; we knew that what was coming was going to be good. After a brief pause, he would catch someone's eye. At that moment, everyone in the room felt caught. It was uncanny.

A tall blond man, with longish but neatly combed hair, he conducted the class a bit like a conductor might work an orchestra. He would ask questions that demanded answers, good answers; but the answers were always buried expertly in the questions. Jim knew how to direct our attention to specific lines, and how to make us understand that these lines constituted evidence for a given argument. We were not allowed to get away with easy answers. This was part of the way that he took us seriously. And he did not hesitate to dismiss an ill-considered response as beneath contempt. Fear of that contempt kept us awake.

Jim would mix lectures with discussion in a manner all his own, using a witty remark to cut off a student who was moving along the wrong track, then rising from his desk, pacing back and forth like a caged panther (he seemed to pace in order to think). Then he would halt abruptly, glare at someone, and start to lecture for a bit; always a vivid manifestation of what Emerson called "Man Thinking."

I learned from watching these manifestations how a cultivated mind confronts a text. I began to comprehend the many layers of association that good reading encourages; to see that a reader must proceed carefully, never putting more interpretation on a symbol than it can legitimately bear. Most important, I also learned that enthusiasm (from the Greek word for madness) is essential to good teaching; a teacher must be transported, even maddened, by a text.

DURING MY JUNIOR YEAR ABROAD, at the University of St. Andrews in Scotland, I encountered the other great teacher in my life. In 1968, he was a young don, in his late 20s. His sharp features and lean, angular aspect were quintessentially English. He had, I learned, recently come to St. Andrews from postgraduate study at Oxford and had quickly made a name for himself as someone whose lectures were a crucial experience for anyone genuinely interested in literary studies.

I was lucky to get him as my tutor. I went to every lecture he gave, whether or not I was actually enrolled in the course, and I looked forward eagerly to our weekly tutorials, where his sly wit and wry manner struck me as wonderful. I could not get enough of him.

He read each of his lectures word for word from a prepared text—something I hesitate to do, although at times it does actually seem to work, especially when the material demands a kind of close analysis that is almost impossible to achieve extemporaneously. Whenever I resort to reading a lecture, I imagine myself as my former teacher, and even hear myself adopting certain of his tones and inflections.

He was, in short, peerless. He gave students immense latitude in putting forward their own interpretations, and he held his guns (his considerable learning, his intelligence, his wit) in reserve until we had exhausted our own resources. Students tried to match him, and he took great pleasure in their attempts. There was, indeed, a warmly skeptical quality to those seminars that, three decades later, I still try to emulate.

My mentor in Scotland was in some ways the opposite of my mentor at Lafayette. Where my teacher in the United States was brash, outgoing, almost overbearing at times, his counterpart in Scotland was reserved, shy, and hesitant. I later learned that both these self-presentations were fictions: Each man had developed a persona that worked for him, that allowed him to teach in a way that seemed authentic and that proved highly functional as a rhetorical device—that is, each got certain reactions from the class as a consequence of his persona. Each of these teachers had forged a distinct voice.

When I began teaching, in the mid-'70s, I was perhaps more uncertain (owing to a natural shyness) than many young teachers, unsure of my own classroom voice. I remember one day, before a class on Milton's *Paradise Lost*, actually calling Jim to ask a question about how to present some passage in class, hoping to plunge myself into his sensibility. I wanted to be near his way of thinking about poetry and to absorb his mental energy. He made some suggestions, and as I recall, the class went especially well that day, and I was able to live off that energy for the rest of the term.

But both teachers and writers must be clear about what energy is their's and what is derived from other sources. Achievement as a writer involves processing different voices, coming to a point where you are aware of your influences and can manage them in such a way that your own authenticity is no longer the issue. In teaching, you must also come to terms with prior voices, mentors, influences; the long evolution of a particular and effective teaching voice is the result of years of trial and error, of periods when you do not feel in possession of a singular voice, of dark moments when you question your ability to teach at all.

Few outside the profession understand the courage that it takes to step into a classroom. It requires a certain bravura, and the deliberate assumption of a mask that, in the early years, especially, may not feel authentic. My guess is that almost all of us who choose this particular path have specific mentors in mind, parallel selves who haunt us in our early years in the classroom, who merge and reappear at various points in our careers. These figures serve as guides, pointing a way that, in the end, we must make our own.

Jay Parini is a professor of English at Middlebury College. His fifth novel, Benjamin's Crossing, *was published in May by Henry Holt and Company.*

An excerpt from The Teaching Professor (October 1991), a monthly newsletter for those interested in pedagogic methodology.

Out of Class

Documenting Excellence in Teaching

How should we measure instructional excellence? Not just with end-of-course ratings, many faculty respond. And we agree. There's something incomplete, almost incongruous about evidence of effectiveness that's entirely quantitative and exclusively from a single source, students. For most faculty, student evaluations simply don't tell the whole story. However, many faculty have difficulty identifying other ways to measure or document teaching performance.

Several years ago the Canadian Association of University Teachers proposed the idea of a "teaching dossier," a qualitative assembling of evidence of good teaching. They say that "it is to a professor's teaching what lists of publications, grants, and academic honors are to scholarship." Kathleen Brinko, Coordinator of Faculty and Academic Development at Appalachian State U., used the CAUT document to develop the following list of items which might also demonstrate instructional excellence. This list appeared in an Appalachian State newsletter, *The Center* (vol. 4, no. 1), and is reprinted here with permission.

A "teaching dossier," a qualitative assembling of evidence in support of good teaching, "is to a professor's teaching what lists of publications, grants, and academic honors are to scholarship."

I. The Products of Good Teaching

1. Students' scores on teacher-made or standardized tests.
2. Student laboratory workbooks and other kinds of workbooks or logs.
3. Student essays, creative work, and project or field-work reports.
4. Publications by students on course-related work.
5. A record of students who select and succeed in advanced courses in the field.
6. A record of students who elect another course with the same professor.
7. Evidence of effective supervision of honors or master's theses.
8. Setting up or running a successful internship program.
9. Evidence of the effect of courses on student career choice.
10. Evidence of help given by the professor to students in securing employment.
11. Evidence of help given to colleagues on teaching improvement.

II. Material From Oneself

A. Descriptive material on current and recent teaching responsibilities and practices:

1. List of course titles and numbers, unit values or credits, and enrollments with brief elaboration.
2. List of course materials prepared for students.
3. Information on professor's availability to students.
4. Report on identification of student difficulties and encouragement of student participation in courses or programs.
5. Description of how computers, audiovisual equipment, or other nonprint materials were used in teaching.
6. Steps taken to emphasize the interrelatedness and relevance of different kinds of learning.

B. Description of steps taken to evaluate and improve one's teaching:

1. Maintaining a record of the changes resulting from self-evaluation.
2. Reading journals on improving teaching and attempting to implement acquired ideas.
3. Reviewing new teaching materials for possible application.
4. Exchanging course materials with a colleague from another institution.
5. Conducting research on one's own teaching or course.
6. Becoming involved in an association or society concerned with the improvement of teaching and learning.
7. Attempting instructional innovations and evaluating their effectiveness.
8. Using general support services such as the Education Resources Information Center (ERIC) in improving one's teaching.
9. Participating in seminars, workshops, and professional meetings intended to improve teaching.
10. Participating in course or curriculum development.
11. Pursuing a line of research that contributes directly to teaching.
12. Preparing a textbook or other instructional materials.
13. Editing or contributing to a professional journal on teaching one's subject

III. Information From Others

A. Students:

1. Student course and teaching evaluation data which suggest improvements or produce an overall rating of effectiveness or satisfaction.
2. Written comments from a student committee to evaluate courses and provide feedback.
3. Unstructured (and possibly unsolicited) written evaluations by students, including written comments on exams and letters received after a course has been completed.
4. Documented reports of satisfaction with out-of-class contacts.
5. Interview data collected from students after completion of a course.
6. Honors received from students, such as being elected "teacher of the year."

B. Colleagues:

1. Statements from colleagues who have observed teaching, either as members of a teaching team or as independent observers of a particular course, or who teach other sections of the same course.
2. Written comments from those who teach courses for which a particular course is a prerequisite.
3. Evaluation of contributions to course development and improvement.
4. Statements from colleagues from other institutions on such matters as how well students have been prepared for graduate studies.
5. Honors or recognition, such as a distinguished teacher award or election to a committee on teaching.
6. Requests for advice or acknowledgement of advice received by a committee on teaching or similar body.

C. Other sources:

1. Statements about teaching achievements from administrators at one's own institution or from other institutions.
2. Alumni ratings or other graduate feedback.
3. Comments from parents of students.
4. Reports from employers of students (e.g., in work-study or an internship).
5. Invitations to teach for outside agencies.
6. Invitations to contribute to the teaching literature.
7. Other kinds of invitations based on one's reputation as a teacher (for example, a media interview on a successful teaching innovation).

Tests should be more for learning and for motivating than for measuring.

Clarify test objectives both before and after, with yourself and with students.

Be imaginative as well as careful, balanced, and precise.

Testing: Straight Talk

The late Kenneth Eble, whose work and ideas appear in various forms in our publication, concludes his chapter on tests in *The Craft of Teaching* (2nd ed., p. 151) with a concise set of suggestions that underscore much of what we know about the constructive use of exams. It's the sort of list that belongs where we will regularly confront its sound advice.

— Use a variety of testing methods.
— Always give feedback, promptly if possible.
— Tests should be more for learning and for motivating than for measuring. All three are useful.
— Regard the absolute worth and accuracy of testing with suspicion.
— Reduce in any way you can the threat tests pose.
— Don't grade all tests.
— Clarify test objectives both before and after, with yourself and with students.
— Be honest, open, and fair. Discuss tests both before and after.
— Let students be makers as well as takers of tests.
— Don't stress the trivial just because it is so easy to test.
— Surprise quizzes and tests which can't be completed in the given time may serve the teacher's ego more than the students' learning.
— Be imaginative as well as careful, balanced, and precise.
— Be generous.

UW-MILWAUKEE FACULTY MENTORING PROGRAM TRAINING GUIDELINES

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Here are a few ideas for items to discuss with your mentee:

- Ask about and encourage accomplishments
- Provide honest criticism and informal feedback
- Review teaching, research, and service priorities
- Discuss specific "difficult" situations faced by one's mentee and suggest follow up actions she might take to turn an unfortunate circumstance into an opportunity for opening a dialogue with colleagues.
- Discuss appropriate "behavior" in a variety of settings including, but not limited to, attendance at departmental meetings, taking sides in hotly debated issue, discussing family matters with colleagues over a cup of coffee, and manners of speaking and dress. Discuss the consequences of not conforming to "cultural" norms.
- Review important dates that the mentee should be aware of and discuss how she can prepare for them. Such dates might include interviews for Graduate School research proposals, submission of materials for annual peer reviews, preparation of materials to the department for annual written progress evaluations, and tenure materials.
- Discuss balancing work and personal life demands.

*Adapted from "Guidelines for Mentors," UW-Madison Women Faculty Mentoring Program

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Mentee Protocols

(The following guidelines are culled from a variety of sources)

- Do ASK for advice and welcome constructive criticism. Do not assume that advice will be offered if it is not solicited. Be as specific as possible when asking for advice. A good mentor will offer both criticism and suggestions for your work. Be open to both.

Mentor and Mentee Training

In Addition to simply learning the ropes of academia there are many additional sources of stress that junior faculty face. A few include:

- Lack of Time
  - Teaching preparation
  - Course development
  - Dealing with students
  - Personal/professional balance

- Unrealistic Expectations
  - Set unreasonable self-expectations
  - Expect high levels of initial success
  - Expect close collegial ties
  - Expect high intellectual stimulation

- Feelings of Isolation
  - Colleague indifference
  - Chair's lack of support
  - Unfamiliarity with institutional process and culture
  - Lack of access to information

- Inadequate Feedback And Recognition
  - Poor student evaluations
  - Lack of clear expectations about performance
  - Little participation in department decisions
  - Salary

•••••

"Advise on publications. [Mentor] would guide me on publications which include writing an article critically editing it, setting deadlines and discussing channels for publications."

". . . . to discuss progress on various activities including publishing efforts."

"Getting one article ready for submission to a journal."

". . . . will talk about [mentee's] on-going effort to write a book based on her dissertation as well as scholarly articles. [Mentor] will read and react to drafts as someone who can ask 'outsider' questions, whenever this seems helpful – and we think now that it will be helpful."

C. INSTRUCTIONAL DEVELOPMENT

Mentor will "share teaching strategies."

Mentor will "offer support and guidance in developing teaching [a specific course]."

"Try to obtain control of the courses to be taught to minimize the number of different preparations]."

"Identify personal/professional goals related to instruction, coursework, and program development; discuss strategies to address instructional goals; draft long-range instructional plan; review draft of plan; meet for exchange of ideas on draft of plan; revise plan as desired; review implementation if plan."

D. SERVICE PRIORITIES

"Understanding departmental expectations with respect to service."

"Discussing how service can be wrung out of my academic interests."

"Need to ascertain the priority of and attempt to become involved in various service activities such as service to the: department, university, community, academic profession. It is also useful to serve

G. PROFESSIONAL NETWORKING

"To initiate her [mentee] to functions which may be potential opportunities to meet faculty from other disciplines and to engage in networking."

"Networking . [Mentor] will introduce [mentee] to people in similar fields or with similar interests."

" . . . . to discuss progress on various activities, including campus visibility."

"Informally, I [mentor] attempt to include her in profession l discussions with visitors outside her own department who have common research themes. I have a fairly large circle of colleagues who visit campus, and [mentee] is invited to lunch/dinner if she shows an interest and has the available time. Because she is somewhat isolated in her department, I also inform her of seminars and receptions in my college."

"[Mentor] has put [mentee] in touch with a writing group – people to whom she can send draft to read once a week."

H. TIME MANAGEMENT/ OVERCOMMITMENT

"Learn to implement substantive scheduling changes in order to develop a more realistic workload, thereby increasing ability to complete my projects on time and decreasing my stress level."

"Her [mentee's] biggest liability results from one of her great strengths. Because she is so competent, she is asked to take on too many administrative tasks. She needs to develop strategies for unburdening herself from some of these, as well as for enabling herself to say 'no' to future requests."

"The major constraint is becoming comfortable saying 'no.' Also, to refuse future offers to participate in 'outside income' activities to the degree possible given my [mentee] current financial obligations."

ADVICE TO TENURE TRACK FACULTY
M.Davis, draft January 1996

First, I think it is important to establish a clear primary identity, which interrelates your teaching efforts and creative work and research. I think this identity is never fixed, but evolves as you grow personally and professionally. I also believe this identity needs to be self-defined, and not super-imposed by others, including myself. Thus, keep in mind that recommendations from me and others need to be synthesized and carefully considered. I would recommend that you not follow recommendations blindly.

Secondly, I think it is important to build a track record of significant concrete accomplishments that are consistent with your self established objectives. These accomplishments might include publications, exhibitions, presentations, awards, grants, and the like. I think it is important to gain peer recognition (and in a sense, validation) beyond the School of Architecture itself. In this regard, JAE and the ACSA are really important, impartial forums for allowing the work of emerging architects and educators to find a larger audience. On campus, the various faculty development grants are competitive, but can be an important form of recognition (and support) for promising faculty. You must take the initiative in this. You need to be your own promoter.

Thirdly, I would generally recommend that you work on a number of interrelated initiatives simultaneously, rather than focusing on a single grand project...From the date of the original abstract to the final publication, it can take well over a year for even a small article to appear in a journal. Therefore, it is important to keep different initiatives at different stages of development in the career "pipeline." If you are working on a single major project (such as a book or huge design project), you might consider breaking it into components (such as chapters or articles) which are published, exhibited, or presented incrementally before the final grand project is completed. Design work can always be broken into smaller components by writing about it, exhibiting it, and submitting it for awards. Pace your work so that you have a consistently good track record during your tenure review years.

At the other extreme, I would recommend that you focus your energies in a primary (self-defined) dominant direction, rather than initiating many diverse unrelated "interesting" studies. For a person who is beginning an academic career, too many unrelated areas of exploration usually gives an impression of aimlessness and superficial engagement. Different interests should be interrelated and complementary.

In teaching, it is important to work for self improvement. Your teaching assignments should relate to personal interests. Because so much teaching in architecture is in the public realm, I advise you to consider the following:

-invite and include jury members (even for pin-ups) from the entire faculty:
inviting someone for a half class is usually very reasonable.
-make yourself available when other faculty invite you to their reviews.
(even if this means rescheduling your own class.)
-your studio space itself should be a type of teaching exhibit; it should look energetic:
post design assignments, precedents, student projects, etc.

Every one has a different teaching style; different students respond differently to different styles. It is important for you to find your own, most effective style.

I would also advise you to solicit your own teaching evaluations, asking for qualitative responses, recommendations and suggestions. No one needs to see these evaluations, and they can be very helpful. Ask students what they think are the three most positive and the three most negative aspects of the course. This will help you self-identify your personal strengths and weaknesses in teaching. Work on improving weaknesses. Many mandatory, uniform evaluations do not necessarily give you the type of input you need for improvement. The UT Learning Research Center will also help you develop your own, customized teaching evaluation; I think they will also tabulate the results for you.

Finally, since you are part of a School, it is important to participate in the life of the School. Your presence in formal school events is important, as is good faith participation in faculty governance and committees. Informally, it is important to get to know the senior faculty, as well as to welcome new faculty and help them become acclimated to the School. This is greatly appreciated.

I think it is useful to imagine the metaphor of a "career trajectory". This trajectory may vary over time, but it should have two important characteristics: it should have a clear direction, and it should have a clear sense of ascendancy.

MENTORING NEW FACULTY IN THE BEGINNING DESIGN STUDIO
The Role of Senior Faculty

Marleen Davis, Associate Professor
Syracuse University School of Architecture
1992

It is no secret that many new design teachers are placed in the first year design studio as an appropriate place to "start out". This pairing of new teachers with new students is common in many disciplines. Matching the most inexperienced teachers with the most inexperienced students seems rationally appropriate. However, one could also make the case that this results in "the blind leading the blind".

Most schools address this problem by having a First Year Coordinator, Studio Head, or similarly designated "senior faculty" directing a teaching team with new faculty and teaching assistants. The teaching team follows the same unified program, so that the new teacher is alleviated of the burden of inventing and structuring the pedagogy of an individual studio. The new teacher becomes acclimated and contributes in an appropriate way, assisting in the writing of problems and the delivery of lectures. Thus, the first year design studio often provides a training ground for new teachers.

The First Year Coordinator not only sets the pedagogical agenda, but manages the logistical complexity of structuring and evaluating numerous design problems with a large class and teaching team. In addition, the First Year Coordinator often also has the unacknowledged responsibility of developing the teaching abilities of new faculty. The goal of this paper is to talk about how this responsibility can be met. I want to foreground what is typically a background issue.

A. THE IMPORTANCE OF ROLE MODELS IN DEVELOPING A TEACHING STYLE

I believe that to be a good teacher, one has to have experienced good teaching. Furthermore, there are as many different types of "good teaching" as there are good teachers. Trying to define an optimal teaching style and superimposing that definition on a new teacher would be counterproductive.

New faculty arrive with a pre-formed role model of good teaching to which he/she aspires. This model is usually based on the inspiring teaching experienced as a student, combined with a self perception of one's own personality. Thus, a good teaching style is unique: more than one type of "good teaching" can coexist in a program. Indeed, the coexistence of differing models of good teaching ultimately contributes to a healthy intellectual atmosphere.

Recommendations:

The new faculty's preconceived teaching model is inherently one-dimensional, because it is based primarily on one's student memories. The senior faculty, then, must reveal those additional dimensions of good teaching not necessarily perceived by the student.

1. Senior faculty should provide a role model for good teaching behind the scenes.

2. New faculty should be included in all course planning decisions.
In formalized, weekly planning sessions new faculty can come to appreciate the complexity involved in setting the stage for meaningful learning experiences.

3. Pedagogical clarity in all aspects of course planning must be established.
This would include:
-the formulation of design problems
(goals, length/scope of assignment, degree of freedom, requirements, type of evaluation, etc.)
-the testing of design problems before they are issued to the class
-the impact of logistic concerns on the course
(e.g. the availability of materials for a large class often pre-determines the requirements.)

It is not enough to have a well structured course: new faculty should understand how and why the course is well structured. In the case where a fixed, pre-established program is in place, the coordinator must explain how and why all the various components of that pre-established program meet the curricular goals of the school. All suggestions made by new faculty should be welcomed and addressed in pedagogical terms.

C. THE COEXISTENCE OF PEDAGOGICAL DIFFERENCES (continued)
Recommendations:

1. An atmosphere of respect for the pedagogical biases of all faculty should be established

2. All decisions and their pedagogical implications should be explained.

3. Pedagogical differences should be challenged and discussed in straightforward planning sessions.

4. Consensus, rather than polarization, should be a goal.

5. Exploit, rather than purge, differences: identify and maximize individual strengths.
For example, Critic A is product fixated, believing that the primary accomplishments of a beginning student will be expressed in beautifully crafted models and drawings of which the student is proud. Critic A wants plenty of time for project execution. Conversely, Critic B is process fixated, believing that the beginning student must learn about a creative process and the end result is of little consequence. These differences could become so entrenched that neither can agree to an appropriate design problem and schedule.

The senior faculty could defuse the situation by exploiting the respective strengths of both design critics. Critic A could be asked to demonstrate good craftsmanship to the class. Critic B could be asked to develop short design exercises within the larger design problem which structure the process. The experienced faculty member must be sensitive to differences and look for ways to reinforce the personal strengths of individual faculty, in such a manner that each person makes an individual contribution.

6. Leeway in how the individual critics structure a common design problem may be appropriate.
All sections may have the same assignment and time frame, but each section may have differing requirements, or emphasis. The senior faculty must oversee such variation, so that it is perceived equitably by the students.

D. ENHANCING THE CREDIBILITY OF NEW FACULTY
New faculty must develop an identity within the school, with both the students and the established faculty. In some schools, new faculty are regarded with skepticism by the students, if not by the faculty.

Recommendations to enhance the credibility of new faculty in the eyes of the students:
1. Avoid consistently asking the new faculty to perform TA-type of tasks.
Tasks, such as setting up slide projectors, carrying projects, or distributing assignments, should be performed equivalently by all faculty involved, or consistently by the TAs.

2. Avoid publicly undermining a new faculty: engage in debate and discourse as colleagues.

3. Give the new faculty appropriate opportunities to establish an identity within the school.
E.g: Students often enjoy seeing the design work of the faculty. You could ask the new faculty to show a project which is related to a current design assignment, either because of its design ideas or representational techniques.

Recommendations to enhance the credibility of new faculty in the eyes of fellow faculty:
1. Senior faculty should help new faculty feel comfortable and acclimated within the new school.

2. Arrange to have new faculty included on juries for other studios and thesis projects.
This is one of the fastest ways of gaining collegial exposure. Senior faculty often view "jury duty" as one more burden, but new faculty usually welcome the chance to participate in juries.

3. Explain school history and traditions regarding issues of faculty governance.
The First Year Coordinator is the "bridge" for new faculty, connecting them to the faculty as a whole, and to the university environment.

4. Recognize the autonomous contributions of individual faculty.

MENTORING NEW FACULTY IN THE BEGINNING DESIGN STUDIO
The Role of Senior Faculty

Professor Marleen Davis
Syracuse University 5/5

SUMMARY

In his book, The University, An Owner's Manual, the former dean of the Faculty of Arts and Sciences at Harvard University, Henry Rosovsky, comes to the conclusion that the most senior faculty should be reserved for the introductory courses. He maintains that through their life work, these faculty have achieved a sufficiently humanistic vision of their respective disciplines.

In different ways, new faculty and senior faculty have a tremendous amount to offer, both to the students as teachers and to each other as colleagues. Senior faculty do have a responsibility to help new faculty reach their full potential as quickly as possible, in ways I have tried to recommend. Ultimately, a stimulating intellectual environment can result, based on collegial diversity and respect.

GEORGIA INSTITUTE OF TECHNOLOGY

POST TENURE REVIEW POLICY

I. PURPOSE:

The post-tenure review is designed to facilitate faculty development and to provide a means of ensuring competent levels of performance in the areas of teaching, research, and service. The mix of those three activities and the particular forms they take may vary among academic units within Georgia Tech and among individuals within those units.

The post-tenure review examines professional activity over a relatively long span of time, thus encouraging the faculty member to undertake projects and initiatives that do not readily lend themselves to annual evaluation. The post-tenure review is prospective as well as retrospective, because it is recognized that different emphases may be appropriate at different points in a faculty member's career. In both regards, the goal of the review is to maximize the particular talents of tenured faculty members within the context of the broad array of talents needed for the effective work of the unit and of the Institute.

As faculty development, the review aims to assist the tenured faculty member in formulating a multi-year plan of professional growth and activity in teaching, research, and service based on his or her individual interests and the needs and mission of the unit and the Institute.

With regard to professional competence, the review aims to assess the tenured faculty member's effectiveness in teaching, research, and service over a multi-year period, thus complementing annual, promotion, and tenure reviews.

The Georgia Institute of Technology recognizes that the practice of tenure for university faculty is an important protection of free inquiry and open intellectual debate. This policy on post tenure review defines a system of periodic evaluation of all tenured faculty which is intended to enhance and protect the guarantees of tenure and academic freedom.

II. PROCEDURE:

II.1 Who:

All tenured faculty will be reviewed (including administrators).

II.2 Frequency:

In accordance with Board of Regents' policy, the following documentation will be included in the post-tenure review of each faculty member: a current c.v., summaries of the annual performance reviews for the years under consideration, prepared by the chair and reviewed by the individual, a statement of one to three pages prepared by the faculty member detailing his or her accomplishments and goals, and evaluations of the faculty member's teaching effectiveness.

II.6 Timing of initial review:

The initial review of all tenured faculty will take place during the first 5 years after the adoption of this policy. The timing for individuals will depend on the time of the last successful review handled by the Institute P&T committee.

Specifically, for those faculty whose last successful review was in a year ending with a 3 or an 8, initial reviews will be held in the academic year 1997-1998; for those whose last successful review was in a year ending with a 4 or 9, the initial review will take place in 1998-1999; for those whose last successful review was in a year ending with a 5 or 0, the initial review will take place in 1999-2000; for those whose last successful review was in a year ending with a 6 or 1, the initial review will take place in 2000-2001; for those whose last successful review was in a year ending with a 7 or 2, the initial review will take place in 2001-2002. (This rule is age independent but could cause an imbalance in the distribution of initial reviews especially in a small unit.) To eliminate an imbalance a unit is permitted to delay initial reviews, with priority given to those whose last review occurred most recently, and move up reviews, with priority given to those whose last review was furthest from the present time.

Exceptions to this initial ordering will be allowed when there are special circumstances, upon agreement between the faculty member and school chair. For example, a faculty member who has recently been appointed as an associate chair might prefer to postpone the review so that it can be based on performance in that position, or a faculty member who has offered a letter of resignation or retirement effective within the five year review cycle would be exempted from the review.

Early in the first year of the post-tenure review process, unit chairs, in conjunction with the unit's steering or advisory committee, will submit to his or her Dean, a 5-year schedule of initial reviews. Faculty must be informed of their position on the schedule and be given opportunity to request a different position if there are special circumstances.

II.7 Review committee:

For all faculty excluding chairpersons, deans and above, the review is done by a review committee of the unit in which the faculty member has a primary appointment. Only academic faculty members holding tenure can serve on such review committees. It is the

uncomplicated cases this plan should be brief and may simply indicate that normal criteria for research, teaching and service are applicable).

This ends the process of most post-tenure reviews. However, the extreme cases, both positive and negative, require further actions as specified in III.2 and III.3. A negative report indicates a finding of major weaknesses or deficiencies in the individual's compliance with the "understanding regarding criteria for the evaluation" as described in Section II.4 of this policy.

III. 2 In cases where the review indicates outstanding performance:

Faculty members who are performing at a high level should receive recognition for their achievements. The results of the post-tenure review for such faculty will be linked to financial rewards and development opportunities. The Institute will give serious consideration to special merit pay increases and study and research leave opportunities for faculty who receive outstanding post-tenure reviews.

III.3 In cases where the review identifies major and chronic deficiencies:

If at least three of the four levels of review, i.e., unit committee, unit chair, dean, and Institute promotion and tenure committee, believe that major and chronic deficiencies leading to unsatisfactory performance exist, the faculty member, unit committee, school chair, and dean will work together to develop a formal plan for faculty development. This plan must include clearly-defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy. The plan must be approved by the President.

If after three years the faculty member has not remedied the identified major deficiencies, as determined by at least three of the four levels of review cited above, and approved by the President, the case will be referred to the Faculty Status and Grievance Committee under Section 2.5.8.5 of the statutes of the Georgia Institute of Technology.

Going for Full

Robert Greenstreet

School of Architecture and Urban Planning

While it may not seem so at the time, scaling the walls of tenure may be a little easier than going for Full Professor. The stakes are obviously higher in tenure track — up or out adds a certain piquancy to the process — although the criteria are pretty well established and the process clearly laid out, with a fixed timeline and regular evaluation benchmarks. It may not be fun, but it is defined, whereas the quest for the next level of promotion is far more nebulous.

When is the right time to go for Full? And more importantly, what are standards you should meet to attain that lofty, if vague, goal of a 'national reputation' that so many criteria demand?

In many instances it is the lack of clarity on these issues that creates a psychological barrier for many qualified Associate Professors that deters them from applying for promotion. In the Department of Architecture in the 1980's, for example, there were two Full Professors and seventeen Associate Professors, many of whom had been at UWM for fifteen or more years. Were they not good enough to go further? On the contrary, once we'd broken the log jam and created a process that positively encouraged promotion, all of

the faculty demonstrated the sufficient quality to pass through the Departmental, Divisional and Decanal hoops to be successfully promoted by the campus and Board of Regents to Full Professor.

Here then are a few ideas on approaching the Full Professor hurdle. They may not be appropriate in all disciplines, but if nothing else, they may form the basis for discussion among you and your colleagues that will help to create a better understanding, and hopefully agreement, on the process ahead of you.

1. Get a Policy

Proceeding through the academic ranks should be a smooth, constructive process where achievement is naturally followed by promotion. It should not be a lonely, personal struggle nor a divisive, internecine departmental battle, and it works a lot better if there is collegial agreement on the process. Remember, tenure requires asking senior colleagues to vote you up to their level, while Full Professorship means that you are asking some of your Executive Committee — the Associate Professors — to elevate you above them. This requires a generosity of spirit in some instances that should be reinforced as clearly as possible with clarified and codified collective expectations. There are two issues that may bear discussion:

a) What is the standard we are seeking?

In some disciplines, the concept of 'national reputation' or

'international influence' may be more or less relevant than in others. Architects that pursue enquiry by design, for example, tend to build regionally rather than internationally, so their influence is closer to home. If a group can collectively agree on some standards, they will help each other and be better equipped to make those arguments at the divisional level.

b) Who's up next?

Think about a nominal schedule of applications to Full. This is by no means a case of everyone taking their turn to be automatically approved by their friends — such applications will not pass muster at the Divisional level — but a collegial way to enable faculty to come forward for a fair, objective review in an orderly, routine way. Some may feel they are not ready and decline from going on the schedule. Others may wish to be considered sooner, maybe within five years from tenure and ask to go on the list as soon as possible. Some may be encouraged by their position on the list and start working harder toward their target date (possibly 2-3 years hence). In any event, it establishes a positive, constructive approach to promotion by getting the issues on the table well ahead of time and creating a culture of encouragement rather than solely judgement.

2. Get a Plan

If you want to go for Full (with or without a departmental plan), don't keep it to yourself. Let your colleagues know you're coming a good, long time in advance so there are no surprises. Announce it at an annual or post tenure review as you outline your future plans. Don't be confrontational but seek support and give your colleagues updates on your progress regularly. When you eventually come up for review, the concept of your promotional consideration will be no surprise, will have been well discussed and will hopefully be just business as usual — if there were any problems, they could have been resolved in the previous couple of years, so that the review can focus squarely on the merits of your case.

3. Get Advice

Buy your colleagues into your case. Ask their advice on your strategy for promotion, on the substance of your work, on your progress and offer the same advice to them if they want it. Creating an internal network of colleagues is helpful scholastically, but also creates a vital network of ultimate supporters who, if they believe you have met the criteria, can effectively argue your case at the Executive Committee level. Don't go it alone.

4. Get a Network

How do you build that golden reputation that spans the globe? Well, a

Nobel Prize helps but, for us lesser mortals, knowing folks is where it starts. As part of your promotion plan, involve as many influential characters as possible. Ask technical advice from Divisional Committee members (past and present), your chair and dean, but make sure you interact with as may peers outside the institution as possible in the years leading up to review. Go to conferences, write to people, e-mail them — ask their advice, send them your stuff. How do you think that national/international reputation is established? Through the opinions of your peers, and their letters of support. This group can also be invaluable in helping you develop your academic profile, inviting you to give papers at conferences, partnering in research projects or identifying opportunities that you may not have heard about.

5. Get a Case

Just like tenure, you need a clearly argued 'legal' brief to accompany your materials. Start writing this way ahead of time, when some of the details may still be unfinished, still in flux or just not begun. The brief, your story if you like, becomes the narrative that argues your Professorial merit and, if done well and regularly updated to encompass new achievements and opportunities, becomes a lucid route map to promotion. It's also a useful document to use in discussions with your rapidly burgeoning network of colleagues and supporters.

Getting Full is not an automatic right. It merits a high standard of academic quality and not everyone is going to meet those standards. However, the process should be solely about academic merit, not misperceptions of the standards, interpersonal rivalries or psychological pressures. The first place to start dispelling these interfering factors is through communication — raise these issues with your colleagues, start discussions on difficult issues, like criteria, and work towards a collective process on moving through the academic ranks, if you don't have one. It may not always be a smooth path, but talking it through, long in advance of any decisions, is always going to be an ultimately better course.

MENTORING: SUPPORT FOR JUNIOR FACULTY WOMEN

Mary K. Madsen, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin
Nadya Fouad, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin
Christa A. Bertram, University of Wisconsin-Milwaukee, Milwaukee, Wisconsin

A junior faculty women's mentoring program was established at the University of Wisconsin-Milwaukee (UWM) in 1993 funded through a partial grant from the University of Wisconsin System Equal Employment Office. The impetus for this program was initiated after examining statistics on the rate of progression toward tenure for women as compared with men. Statistics demonstrated that faculty men were more likely to achieve tenure more rapidly than faculty women and were more successful overall. By examining informal mentoring relationships between same sex faculty, it appeared that tenured men were more likely to mentor untenured men than were tenured women faculty. Is this the "old boys club" in action still?

What is mentoring and how does it work in a university environment? Mentoring is defined as a relationship in which a person of greater rank or expertise teaches, guides, and develops a novice in an organization or profession. Often, the experience has an unusually beneficial effect on the protégé's personal and professional development (Alleman, E., Cochoran, J., Doverspike, J. & Newman, I., 1984).

The Journal of Counseling & Development (1994) published a series of articles on faculty development in the 1990's. Mentoring is a method for enhancing personal and professional development in others. Faculty development often translates into career development. Although there are numerous definitions of faculty development, the common theme is promoting the growth and effectiveness of faculty teaching and research (Heppner, P. & Johnston, J., 1994). The purpose of this paper is to describe the mentoring program developed at UWM, not to describe the philosophy between successful and unsuccessful mentoring programs.

The program at UWM was developed by a female faculty member in the School of Education whose career involved consulting on mentoring practices for professional organizations. The UW System budget provided a one course buyout for the program coordinator and funding for a graduate project assistant. The Provost's office and the Dean in the School of Education provided matching funds. The first step in developing the program was to establish an advisory board which would oversee the program and assist the coordinator in matching mentors with protégé's. Both tenured and untenured faculty were sent an announcement of the program as well as a form to declare their interest in serving as a mentor or protégé.

Faculty
Mentoring
Program
335 Johnston Hall

UWM
Faculty Mentoring Program Newsletter

Bob Greenstreet
AUP
Arch & Urban Planning 241

In This Issue... See the latest mentoring program ideas, faculty experiences, and research!!

Continued: Avoiding Disaster in the Tenure

(Continued from page 6)

Committee, he overly prepared his presentation of my case to the extent that it could have been characterized as slick (so I understand). In short, what could have been a disaster became a relatively easy tenure decision, though not without the usual tension and anxiety.

"One hears horror stories from all around the country of assistant professors being denied tenure. . ."

One hears horror stories from all around the country of assistant professors being denied tenure simply because no one in the department knew what was supposed to be done. One hears other stories of appeals being forced, because someone took a dislike to the candidate and tried to circumvent procedure. In my case, I saw how the very delicate balance between the elements of personality, procedure, and professionalism can work both to one's advantage and disadvantage. Know what is expected. Know how many and what kinds of publications are required. Know how much and what kind of service to your field, to the university and to the community is expected. Balance your commitments. Know what is regarded as good teaching, and how it is judged If these things are not spelled out, they should be. Vagueness does not work even if you are well liked. (You may not know that you are not well liked.) Being bureaucratic about your career and life's work isn't necessarily a bad thing, even for a free spirit.

Mentor-protege pairs were assigned by the coordinator and advisory board based on the following characteristics: Contracts between the mentor-protege pair were established and signed by both parties involved. Separate training sessions were held for both programs which consisted of a brief history of the program, goals for the program, and anticipated changes at UWM. Monthly meetings were held for the mentors and proteges. Topics of the monthly meetings included detailed explanations of the tenure process, grant and research availability, and how to successfully negotiate a tenure track career and a family. After each meeting, evaluative comments were requested from all participants.

During the second semester, separate meetings were held for mentors and proteges. A social event was held for all program participants and a final monthly meeting was held at the end of the academic year. Faculty involved in the campus-wide program were not monitored as closely by the program coordinator as were the "0-3" participants. It was determined that faculty who had been at UWM for more than three years, could best determine what their mentoring needs were. For example, for some participants, the tenure review was some time away, for others it was a matter of weeks. This group of participants tended to be contacted on a less frequent basis by the program coordinator.

After one year, the program was evaluated on its usefulness and success using a five point likert scale with 5 indicating most useful and successful. Eighty percent of the participants rated a 3 or above when asked about the importance and usefulness of the program training session. All respondents marked a 3 or above in rating the general level of satisfaction of the program. Of those individuals, 86% rated a 3 or above when asked about the importance of mentoring to them. All respondents marked a 3 or above when asked to rate the success of their mentoring relationship. All but one respondent rated the usefulness and success of the scheduled monthly meetings at a 3 or above. Seventy-five percent responded that no formal mentoring program had been established in their department. Evaluations provided information on:

- determining how often mentoring pairs met;
- pre and post test on academic self-efficacy; and
- an analysis of successful partnerships based on personality compatibility.

Surveys returned indicated that pairs met an average of six times or more throughout the mentoring year. The only significant variable on academic self-efficacy was on grant writing. There was no significance for personality compatibility.

Testimonials from three of the proteges help illustrate the usefulness of the program:

> "I found [the program] to be very successful. With [my mentor's] urging and guidance, I submitted and was funded for a Research Incentive Program grant...I found [the program] very helpful."
>
> "The program was great for me. [My mentor] was a wonderful role model and motivator..I'm extremely satisfied with the program."

workshop for those individuals interested in promotion to Professor, which will be co-sponsored by the Women's Faculty caucus.

It was decided that mentoring pairs determine their own meeting schedules and times. A suggestion was made that an electronic bulletin board be established to try to maintain communication with all participants via e-mail. Mid-year and end-of-the-year evaluations will be sent to all participants. The coordinator will continue to serve as a trouble-shooter, and will report to the Board on the progress of the program and seek their advice on any concerns.

The budget for the 1994-95 Mentoring Program was estimated as follows:

Coordinator	Replacement $2,100/semester	$ 4,200
Graduate Assistant	Doctoral student (annual)	$23,750
Supplies and expenses		$ 2,000
Total support requested		$29,950

GUIDELINES FOR MENTORS

Because mentoring relations come in all shapes and sizes, the following suggestions should be taken as only a guideline. The role of etiquette in our society is to make other people feel at ease and valued. You may want to review these suggested rules with your mentee to decide which are most important in this relationship.

SUGGESTED "ETIQUETTE" FOR MENTORS*

- You are not expected to evaluate your mentees work. While your professional areas may overlap enough that you feel competent to evaluate his/her work, this not expected of you. Your role is rather one of helping your mentee to find resources to evaluate his/her work and give her feedback.
- Take the initiative in the relationship. Invite your mentee to meet your, suggest topics to discuss, ask if you can offer advice.
- Respect your mentee's time as much as you respect your own.
- Always ask if you can make a suggestion or offer advice.
- Be explicit with your mentee that you are only offering suggestions and that she should weigh your advice along with that received from other mentors.
- Make only positive or neutral comments about your mentee to others. Your mentee must trust that anything she says to you will be held in the strictest confidence.
- If you don't believe that either you or your mentee are able to keep to the terms of your mentoring agreement, don't be afraid to the end the relationship. It may be helpful for you to annually review your mentoring relationship agreement.
- Keep the door open for your mentee to return in the future. If at all possible, try not to end the relationship on bad terms.

his/her advice or consent at some point in the future. Once you are tenured, stay in touch to provide "progress" reports.

Thus, mentors have the right to expect that you will:

- meet as often as originally agreed upon,
- ask for advice,
- listen thoughtfully, and advise mentor about results,
- keep confidences and
- reevaluate the mentoring agreement annually.

You should not *expect* your mentor to:

- spend unlimited amounts of time with you.
- help extensively with personal problems.

The mentor's job is to refer you to resources.

Probably the greatest challenge faced by pairs is finding enough time and energy to meet together. Even finding an hour can be difficult. Use phone calls, e-mail, etc. as ways of staying in touch when your schedules are the busiest.

MENTOR AND MENTEE TRAINING

In addition to simply learning the ropes of academia there are many additional sources of stress that junior faculty face. A few include:

- Lack of Time
  - Teaching preparation
  - Course development
  - Dealing with students
  - Personal/professional balance
- Unrealistic Expectations
  - Set unreasonable self-expectations
  - Expect high levels of initial success
  - Expect close collegial ties
  - Expect high intellectual stimulation
- Feelings of Isolation
  - Colleague indifference
  - Chair's lack of support
  - Unfamiliarity with institutional process and culture
  - Lack of access to information
- Inadequate Feedback and Recognition
  - Poor student evaluations
  - Lack of clear expectations about performance

program development; discuss strategies to address instructional goals; draft long-range instructional plan; review draft of plan; meet for exchange of ideas on draft of plan; revise plan as desired; review implementation of plan.

D. Service Priorities

Understanding departmental expectations with respect to service.

Discussing how service can be wrung out of my academic interests.

Need to ascertain the priority of and attempt to become involved in various service activities such as service to the : department, university, community, academic profession. It is also useful to serve as an outside reviewer for conference papers and journals as well as a member of an editorial board.

E. Tenure Strategies

Share information regarding promotion and tenure.

Think about a time table for getting ready for tenure "even in the first year."

Going through the University's tenure application information, deciding on a preliminary tenure strategy, and starting to build in the mentee's tenure case.

[Mentee] should be sure that her dossier includes both singly and co-authored articles.

....[mentee] recommended keeping current files and an updated curriculum vita in tenure and promotion format.

[Mentee] will obtain a copy of departmental criteria for tenure and promotion; and also the University criteria for tenure and promotion and bring to the next meeting. The criteria will be reviewed to see what is specified and what might also be specified but unwritten.

F. Department Relations

Understanding the changing perceptions of colleagues [due to] transition from nontenure to tenure contract.

We realized in talking that [mentor], mainly by playing the role of sounding board, can help [mentee] analyze the various roles she plays in the department, for example her membership in the department's Strategic Task force (planners of the direction of the department) and her role as the taker of the minutes in department meeting (which sees to be the department tradition for the person hired).

Dealing with a possible sexual harassment situation with a senior male colleague.

G. Professional networking

To initiate her [mentee] to functions which may be potential opportunities to meet faculty from other disciplines and to engage in networking.

Networking. [Mentor] will introduce [mentee] to people in similar fields or with similar interests.

....to discuss progress on various activities, including campus visibility.

Informally, I [mentor] attempt to include her in professional discussions with visitors outside her own department who have common research themes. I have

2002

Advice to Aspiring Faculty

Marvin J. Malecha

Index

To profess is founded on well-formed, but always evolving, beliefs that are clearly communicated.

Our reward for this life is the joy derived from rejoicing in the success of others, all others.

As we pursue our beloved discipline, architecture, we conduct our lives as: teachers, mentors, architects, and academic administrators.

These roles are given meaning by teaching.

Teaching centers us. It is the most noble of human gestures. Through this conscious and reflective act we reach for the light of enlightenment – the luminescence of knowledge.

We reach for what is best in us.

Acceptance Remarks of Marvin J. Malecha on the receipt of the ACSA Distinguished Professor Award, April 2002.

Prologue

This monograph is shared in the spirit of sincere advice with the desire to assist and even facilitate the success of individuals who wish to embark on the journey of the most noble of professions, teaching.

I am sharing thoughts collected in an academic career that has been characterized by serving in the positions of department chair and dean over a period of more than twenty years. During this period I have overseen the hiring, reappointment, tenure and promotion process for many individuals. Over this time I have witnessed success and failure. Over this time I have come to understand that as a senior administrator success is only possible for the junior faculty member if I am a participant in the process rather than a witness to it.

This piece is intended to suggest how the aspiring faculty member can proceed on a path to success. It is intended to set the conditions for a fruitful relationship among the aspiring faculty member, the senior faculty, and the responsible administrator.

I share these thoughts with the aspiring faculty member and hope that they facilitate success.

These thoughts would never have evolved without my interaction with Dean Robert Greenstreet over the last decade. Together we share a commitment to the progress of junior faculty as the true investment in the future of architectural education.

Marvin J. Malecha

" I love beginnings.

I marvel at beginnings.

I think it is beginning that confirms continuing.

If it did not – nothing could be or would be. "

Louis I. Kahn, Writings, Lectures, Interviews, Edited by Alessandra Latour, p. 285. Speech given at the International Design Conference, Aspen, Colorado, 1972

One

The Importance of Beginnings

The most precious moment of opportunity is at the time of the appointment. This is the very moment when the stage is set for all that will follow. It is a moment worthy of careful deliberation and a heightened sensitivity of place and fit. Not only is this the moment to determine compensation and benefits, but it is also the time to consider teaching and committee workload, support for scholarship, equipment and facility support, and the opportunity to initiate new directions as well as meet existing course expectations. This is the moment to match skills, understandings, and interests to the dreams and expectations of an established community.

The Search Process is a Two-Way Street

The Commitment must be mutual.

Do not begin an appointment to which you are not totally committed. Do not accept an appointment at an institution that is not totally committed to you and your success.

Consider:

The Institutional culture is important.

The community will shape you.

The predominant philosophies and pedagogies will structure your work.

The position and its expectations will place boundaries on you.

The faculty community and the related peer group is your primary resource base.

The history of faculty development is an important career indicator.

Be sure of your context. It is important that you are joining a community that shares the desire for the success of your appointment. Beware the split faculty.

The Initial Agreement is an Important Step

Early agreements lead to long-term expectations.

There is no more important time in an appointment than at the very beginning. This is the moment to set a working relationship into motion. This is the time to establish goals and expectations. This is the moment to determine the support for the issues that are most important to you. And, this is the moment to understand the environment you are entering.

Consider: The balance of expected teaching and service assignments will effect long term success.

Salary and benefits provisions must be related to the region's cost of living.

The support for development opportunities indicates the investment in the long-term well being of the faculty.

The expectations of the reappointment, promotion and tenure process (RTP) must be clearly understood.

Request he success rate of the RTP process.

What is the role expected of the new hire within the department?

Set the stage for success; don't be reticent to ask for what you believe is essential to your success. But don't get carried away.

There is Life Beyond the Search

One job leads to another, life goes on.

Personal and professional change and transformation define a career in the academy. While the academy is often home to individuals who have spent a lifetime in a single institution, probably because of tenure, it is more probable that the future will be characterized by greater faculty mobility. This mobility will most likely be founded on research and scholarship interests. It will be further influenced by the competitive interests of large institutions seeking to enhance faculty capabilities and institutional reputation. There is considerable reluctance to tenure track hiring caused by the newfound freedom produced by senior faculty retirements and budget restrictions. This reluctance is resulting in part-time and contract hiring forcing individuals to see beyond the first teaching position. The individual faculty member can take advantage of this reality by building a teaching portfolio and a scholarship agenda that will lead to the next position. When this is understood by the aspiring

faculty one job can lead to another, life goes on and there is a better chance of matching personal goals with the mission of an institution.

Consider: Does this appointment fit an entire life plan?

Is there administrative stability?

Does the fit "feel" right?

Increasingly, collegiality is cited as the reason for a failed hiring and tenure decision. Collegiality is best defined as the fit of an individual into the life of a community.

The Seeds Determine the Nature of the Fruit

Problems begin with the initial appointment.

It is worth repeating this advice over and over: enter an environment where there is broad support for your appointment. A split faculty is difficult to turn around. The group members may be politicized, or they may simply be unsure of their future. In either case it is the junior faculty member who is frequently the sacrificial lamb of peace among the senior faculty. Remember that a split vote will not lead to either tenure or promotion.

Consider: What is the department's (insert other interested parties here) agenda?

What is the support for the appointment among the senior faculty?

Be brutally honest about your own agenda for the appointment.

(A research agenda may not be supported at a comprehensive, private independent or liberal arts institution.)

Do you really believe you can out-last the senior faculty?

A split vote is a significant detriment to tenure and promotion

Can you be a synchronous swimmer?

Synchronous swimming implies that the individual swimmer understands his or her context and adjusts to its ebb and flow. This can lead to new assignments that are identified as priorities by the larger group or by the leader of the institution. Such a situation offers opportunity and pitfalls for the new faculty member. There is an implied willingness to work on goals beyond personal interests when a faculty member joins an institution in a tenure track position. This is the price of gaining status beyond the itinerant scholar. The illusive definition of collegiality is based on this very idea. Collegiality is frequently cited in the failure of candidates to attain tenure and promotion. It is a defendable position in grievance hearings.

Consider:

Is this the community that you want to be associated with?

What is your relationship and agreement with the guiding philosophy of the place?

Is this the region of the country or world where you want to make a life?

Are you comfortable with the people with whom you will associate?

Are you willing to work on the stated goals of the institution you are about to join?

Is this a team that you want to be associated with?

" I live on earth at present,
and I don't know what I am.
I know that I am not a category.
I am not a thing –a noun.
I seem to be a verb,
an evolutionary process –
an integral function of the universe."

I Seem To Be a Verb, R. Buckminster Fuller, Bantam Books, inside cover.

Two
The Importance of Establishing an Identity

An identity is a complex construction.

" To be rather than to seem."

Motto of the State of North Carolina

The path toward appointment, promotion and tenure is made more evident by a well-established identity. To profess requires a fundamental, continually evolving set of values that relate to the discipline. This well constructed and articulately described value system must also be clearly communicated through teaching and scholarship. An identity is a complex construction. It is not enough for an individual to be known only as a great classroom teacher. An individual who aspires to the faculty life must also be a recognized scholar, a good colleague, and a caring student advisor.

" The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself (herself)."

Edward George Bulwer – Lytton, 1803 – 1873, English Novelist

A design for life is required.

The most important design problem, design challenge, is the design an individual conceives for his or her life. The aspiring faculty member should consider a design for life and, as a subset of this, a design for an academic life.

Consider: How do you want to interrelate your personal and professional life?

Think holistically about your life and place your academic aspirations inside of this vision.

Create a Balanced Personality

Identity and potential are related.

It is important that a new faculty member create a balanced identity. To be perceived as a single issue member of the faculty is to communicate an unwillingness to fully interact with the life of the institution. This balanced persona includes a mix of teaching and scholarship issues. It includes a willingness to carry the burden of committee work and to be seen as a dependable colleague. It also includes a willingness to engage the students in venues outside of the classroom and formal advising situations. However, the teaching identity remains the armature on which all else is built.

Consider: Develop a teaching persona.

Identify a specific area of scholarship.
(integration, application, discovery, teaching)

Connect service and committee assignments with the desire to build a collegial identity.

Be Known for Your Work

Your work is your sanity and your salvation.

New faculty members will be assessed by their performance in the classroom and as scholars. It is important that scholarship defines the person. This scholarship can take many forms. It can take the form of teaching, professional practice, community service, or research. In each case there is the ability to generate new knowledge. The development of new knowledge is perhaps the most significant touchstone for an individual in a research or land grant institution. Therefore, it is of paramount importance that new faculty members are known for their work, and that this association remain with them through their lives. Certainly the nature of the work and the means of inquiry will change but the commitment to this search is as important as the outcome. The faculty member who wishes to establish a career in a practicum environment such as the studio must have a base of accomplished work if they wish to gain promotion and tenure. Too often a junior faculty is consumed by this need to generate accomplished work in the early stages of his or her appointment. This effort is often a distraction to the overall need to prove the fit with the University culture. It is better to take the time in professional office settings to accomplish this work prior to setting out on a career in the academy. For those who seek a career in the related disciplines supporting the studio including history, theory, and building systems, the Ph.D. is the currency of the realm. Again the attempt to accomplish this work while holding a position is laden with pitfalls. Take the time to build fundamental credentials before entering a track appointment.

This strategy will significantly enhance the chances for success once an appointment is offered.

Consider:

- Develop a connected strategy between assignments and scholarship.
- Establish a body of recognized work.
- Build a body of accomplished work before entering the academy.

You must be passionate about your work

" Architecture. Sex. Drink. Cigars. AND St. Thomas Aquinas.

A perfectly healthy, meaningful, well-rounded life. I cannot imagine a more proper basis from which to build humane structures.

Arms Around-
C "

A portion of a letter written by Craig Ellwood to Dean Marvin J. Malecha dated 10 April 1986

The truth is in the making.

Avoid Narrow Definitions of Self

Fixed knowledge and fixed People are burdens

As much as a new faculty member must be identified by his or her work, this person must also be prepared to change with the design professions and the academic community. Change is a sign of life. It is a certain aspect of life, even in those areas where the individual is most confident. New technologies, curricular patterns, and a continually evolving group of colleagues transforms the role of an individual within an academic community. The ability to demonstrate intellectual agility is an important characteristic of a successful faculty member.

Consider:

- Connect continual learning with the evolving role of a faculty position.
- Diversify personal interests.
- Balance the expected with the unexpected.
- Balance teaching with scholarship and creative activity.
- Take an interest and a pride in the accomplishments of colleagues.

A life in the academy demands that you remake yourself many times over the course of a career.

" Academic life is a world in motion. Some changes revolutionize fields of study; occasionally new subjects are born; some innovations are ephemeral and quickly forgotten. New ideas can make life miserable for the many who have a stake in the old ways, generating conflict between the adherents of the old and the new. Every scholar has to face these fundamental challenges during his or her lifetime. It is at once a burden, a challenge, and one of the attractions of academic life."

The University: an Owners Manual, Henrey Rosovsky, Norton, P-163

Three

Extend Your Reach

Build Connections Between Self Identity and a Networked Identity

An essential aspect of the potential to succeed in the academic life is the ability of an individual to build and regularly maintain a network of peers and mentors who will inspire continual growth through meaningful discourse and mature criticism. Networks of relationships help individuals bring their knowledge and accomplishments to a larger stage. It is on the larger stage where abilities are amplified and the value of the individual is underscored. The major academic institutions demand faculty who are known players on the larger stage of their disciplines.

" Teachers should be held in the highest honor. They are the allies of legislators; they have agency in the prevention of crime; they aid in regulating the atmosphere, whose incessant action and pressure cause the life-blood to circulate, and to return pure and healthful to the heart of the nation."

Lydia H. Sigourney, 1791 – 1865, American Author

Work is accomplished in social networks

No member of the faculty is an island. The success and failure of the individual is dependent on the network of work that an individual creates around him or her. It is important that colleagues know and understand each other's work. This requires the conscious act of sharing and interacting. It requires openness to the observations of others. However, for a network to be credible it must extend well beyond the borders of campus. It must also include senior members of a related area of study and interest as well as peers. This network advances the work of any individual within it. It amplifies as well as corrects the direction of any single pursuit within it. An aspiring faculty member must begin to build and nurture this network of friends and colleagues immediately. Building a peer network should include individuals at various stages of their careers.

The first level is an individual at the same place in an academic career. Individuals at this network are most helpful as a test group for ideas. Among this group the experimentation is considerably more free.

The second level is an individual considered a senior peer. This individual can offer experience and perspective. It is wise to build a relationship with a senior peer within the same academic unit. This person can become an advisor and an advocate.

The third level is an individual considered a leader in the area of interest. Professors from the graduate school experience, recognized professionals, and academic leaders should be approached to provide this level of networking. These individuals lend considerable credibility to the work of an aspiring faculty member.

Consider:

Share work frequently with campus colleagues.

Build a network of peers and aspirational peers.

Build a constituency for your work including the campus, community, professional associations, and the alumni.

Engage peers and colleagues in teaching assignments.

Make use of conference opportunities to test ideas and build a support network.

Seek a broad constituency for your work including addressing university, professional and community interest groups.

Be a good colleague

" This may be a bit old fashioned in the eyes of a young person today but it is good to be in a relationship where each person knows what to expect of the other. Each person knows that they can depend on the other to watch over certain tasks. Mr. Neutra knew he could look to me to help him not as a servant but as a partner. As an engagement present he gave me a typewriter. My present in return was that I learned to type. Following that together we prepared many letters and texts. Our relationship was strengthened. Each of us benefited from the talents of the other. Each of us grew and matured because of this relationship. We were partners."

From a discussion between Mrs. Richard Neutra (Dione) and Marvin J. Malecha, April 1984.

Four

The Importance of a Personal Plan

A clear idea is the fuel for a career

A career development plan is a roadmap for the evolution of knowledge and skills that relate to teaching and scholarship while providing the direction for the markers of success in an academic career. A personal development plan that is regularly consulted helps to focus energy while recognizing the variable merits of opportunities and assignments that come along the way of a career. A career development plan balances abilities with resources and opportunities in a way that resembles the articulation of a design concept. The career development plan is a design for a life in the academy.

" The true aim of everyone who aspired to be a teacher should be not to impart his (or her) opinions, but to kindle minds."

Frederick William Robertson, 1816 – 1853, English Clergyman

Build a Case

No effort is wasted compiling
the file of achievement.

The new faculty member should make every attempt to keep a thorough record of accomplishments. This file of achievement will be necessary at the time of reappointment, tenure and promotion decisions. It is wise to keep a record of presentations and letters of appreciation. Remember, the documents that lead

to career decisions are the basis for a case that others who are not directly familiar with the individual must be able to comprehend. This is a story that leads to a logical conclusion.

Consider:

- Build a teaching portfolio.
- Build a vitae of accomplishments connecting scholarship, creative activity and teaching responsibilities.
- Maintain a file of peer response to presentations.
- Build a file of course outlines.
- Make best use of annual reviews.

Take the time to build a careful and convincing record of achievement.

Record and Build Upon Milestones

Evolving a Career Plan

So, how do you know you are succeeding?

It is important to identify personal milestones that act as indicators of success or failure. If you are not happy with your own progress you will not be a good colleague. And, in all likelihood you will also begin to form resentments toward the position you are expected to fill and those who oversee your activity. Personal goals, once identified, can be assessed against established institutional expectations. This is the connection between personal measures and the measures of others.

Consider:

- Establish distinguishing goals and objectives (measurables) that are distinctly your own.
- Regularly seek the opinions of others.
- Be aware of and plan against established guidelines.
- Request regular assessments (annual).
- Construct regular self-assessments.

Investment and Sweat Equity

The evolution of a career is a design problem

It is important to construct a plan for an academic career that connects teaching and scholarship. In this sense it is a continuation of the design problem that relates the design for life with a professional career. Careers are largely founded on sweat equity. The aspiring academic must be prepared to invest considerable effort in course, scholarship and professional development. This individual must be prepared to initiate new directions without reward. It is the reward of a career to which sweat equity accumulates.

Consider:

- Personal aspirations must be related to teaching and participation within the department.
- Where are the areas of personal investment of time and energy?

What are the stepping stone activities that have led to other more significant activities?

Apply the design process to your life.

In which area of professional life do you wish to make your greatest contribution?

It is important to invest time and energy to embark in new directions. Don't assume every journey will be supported in advance.

Learn from Failure

Only God is mistake free

Every individual makes mistakes. The test of an individual is not if mistakes can be minimized or eliminated but how this person responds to shortcomings. Much can be learned from mistakes. It is a test of the new faculty member. However, it is also a test of the senior faculty and the administration. A healthy community not only makes allowances for learning but also helps the individual grow within a position. It is equally important for an individual to understand that mistakes are a part of life and to not only learn form mistakes but also to respond to the assessments of others.

Consider: State the problem as you see it, how you feel and what should be done to change the situation.

Discuss one issue at a time without being defensive.

Make sure you agree on what the problem is.

Listen carefully to what the other person is saying, thinking and feeling about the problem.

List different solutions and steps for resolving the problem – don't disregard or reject any ideas.

Discuss possible solutions, listing good points and drawbacks about each situation.

Choose a plan that satisfies both parties to address the situation.

Decide how you will implement the plan. What are the steps? Who will do what and when?

Decide on a time to discuss progress or related problems.

Take pride in working out the problem.

Mistakes and personal failures are the best learning opportunities. You will be measured by your response to failure.

Certain behaviors lead an individual toward failure. These characteristics can be questioned and therefore minimized.

" Temptation One
Choosing status over results

Temptation Two
Choosing popularity over accountability

Temptation Three
Choosing certainty over clarity

Temptation Four
Choosing harmony over productive conflict

Temptation Five
Choosing invulnerability over trust"

The Five Temptations of a CEO, Patrick Lencioni, Jossey – Bass, pp. 124-130

Five
Make Your Case
Like your mother always told you not to.

Ultimately an individual who aspires to the life of a faculty member will also be required to make a case for a continuing contract and a some point the ultimate status, a tenured position. When such an opportunity arises it will be necessary to compose a case for such a decision. Just as the academic is prone to critically review a research project so too will this individual, in the role of a faculty personnel committee reviewer, look critically at the application for review – tenure – and promotion. The individual who seeks this stature must make a solid case defending the request for a hiring, re-hiring, or tenure decision. An applicant must make the case forcefully and with clarity. Further, the individual must make the case for the importance of the decision relative to the aspirations of the institutional, faculty, and student community. (In a design school this means a portfolio that is as beautiful as it is substantive). This case must be made without hesitation. Brag gently.

No one can make your case for you better than you can. However, don't build your case in isolation from others who can mentor you through the process.

My Talents Fit the Assignments

You would really miss me

The foundation of every case for an aspiring faculty member is the importance of the role that has been defined or assumed within the community. The fit of an individual to an assignment is an essential aspect of the success of an individual within an academic community.

Consider:

State your fit to the assignment and demonstrate your success within the position.

Define the nature of the position and the evolution of the position since you have assumed the responsibilities.

A good fit is often as subtle as a collegial relationship among faculty and as sophisticated as specific course and scholarship expectations.

I am a Good Teacher and Role Model

The students would really miss me

Among the most important characteristics that a new faculty must demonstrate is a connection to the students. Students look to the faculty as role models, advisors, as well as teachers and academic mentors. The individual who aspires to an academic life should demonstrate an interest in the whole life of the student.

Consider:

Report student evaluations.

Report the assignments you have held as an advisor to student activities.

Discuss the role you have as a professional advisor had in the lives of students as they have entered the profession.

Make the connection between your interests and the experience of students on campus.

How accessible and visible are you at student events outside of the formal classroom situation.

I love students

This is the armature on which you build an academic career.

I am a Productive Colleague
Others respect my work

A body of acknowledged work is important to establishing an academic career. However, it is not enough to demonstrate the work as a series of products or artifacts. This work must be substantiated by a well articulated written body of work. An architect cannot expect that a simple showing of architectural projects, with or without awards, is adequate in an academic context. The architect or designer who aspires to be an academic must be able to articulate the underlying principles of the work that is realized. This is what identifies the importance of the role of an individual within a community.

Consider:

- Report the nature of your scholarship.
- Provide a demonstration of your activities within the academic unit to promote the goals of the unit.
- Provide a peer review of your work demonstrating the respect held for your work in a national community.

The academic network you establish for yourself will enhance or diminish your position within the academy.

I Fill a Necessary Role
and
I bring something special

Every individual brings something special to a role. The individuals who aspire to a life in the academy must be able to articulate exactly what this quality is in the context of a greater community. When an individual connects special talents to the necessary roles within an academic unit the necessity of that individual to the well being of the community becomes apparent.

Consider:

- State the relationship you have with your colleagues regarding teaching, advising, committee assignments, and special talents related to the profession.
- Discuss how you bring balance to the faculty community of the academic unit.

It is wise to connect special talents to committee assignments. However, beware substituting committee work for scholarship.

I am a Good Investment

I am a continual learner

When an academic community confers tenure it is making the ultimate investment in an individual. It is therefore reasonable that the community should expect the individual to demonstrate that this decision is a good investment. There is no better way to address this than to demonstrate that the individual is a life-long learner who will continue the search for knowledge and remain true to the commitment to students throughout an entire career.

Consider: Demonstrate the nature of the investment of energy you have made toward the evolution of the academic unit.

Demonstrate how you have been and always will be a continual learner.

Let it never be written,
as a student once referred to Charles V,
" Charles V spent most of his reign aging."

A. Henriksson, Non Campus Mentis, Workman Publishing, New York, p. 47

It is important to establish a clear path of continuing professional development.

Six

Expect an Active and Involved Administrator

but it may be necessary to help along
even those with the wisdom of Solomon.

Every faculty member has the right to expect that the senior administrator of a department, school, or college is actively involved with establishing an environment in which the possibility for success is high. This expectation is a particularly pertinent issue for a contract or tenure track faculty member. The involvement of the senior administrator is crucial to the success of a faculty member. This individual can shield or expose the faculty member to committee work, special assignments or a range of course assignments. It is the senior administrator who brings the culture of the institution to the new faculty member while providing regular assessments of the progress of the individual. It is the senior administrator who will assign the mentor and oversee the mentoring process. However, the new faculty member must actively seek out the involvement and assistance of the senior administrator. The truth is that the typical chair, head or dean is frequently drawn away from attention to the needs of particular faculty members by the exigencies of day-to-day necessities. This requires that the new faculty member must give attention to the relationship by bringing accomplishments and successes to the attention of the immediate supervisor. And, the new faculty member must be willing to make substantive contributions to the agenda of the senior administrator.

Clarity and Honesty

Just ask for it straight please!

An aspiring faculty should be able to count on the dean, director or chair to present the situation with openness and honesty. If all is not well, the advice and counsel of a senior administrator is valuable. Further, an open discussion demonstrates a mutual investment in resolving the issues. If a faculty member cannot solicit and receive such assistance the warning signs are flashing.

Consider: Request an open dialogue on performance.

Discuss one issue at a time without being defensive.

A successful path toward tenure and promotion is depends on an honest and clear relationship between the aspiring faculty member, the senior faculty and the academic dean, director or chair.

Fairness

No hidden agendas or obstacles

Frequently it is the unspoken expectation that leads to the obstacles faced by the individual in tenure and promotion actions. Often in the heat of hiring, faculty justify one individual over another because of a perceived area of strength. This discussion is often forgotten and not shared with the faculty candidate until it influences a teaching assignment for which the new faculty member is unprepared or at the moment of evaluating the individual for a tenure and promotion decision. In either case it is too late for the outcome not to influence the success of the new faculty member in the tenure and promotion process. This is the reason to seek out specific written expectations in the hiring process.

Consider: Request a process that fairly takes into account the nature of the position, the resources provided to meet the expectations of the position and the outcomes of your efforts.

Discuss one issue at a time without being defensive.

Seek out a written set of expectations for teaching, scholarship, and service at the time of hiring.

Reward

Kill me with compliments

A new faculty member should be able to expect a supportive environment. This includes recognition of success. Just as it is critical to know when problems arise, it is equally helpful to learn of and be recognized for success. It is not unreasonable to expect an occasional pat on the back.

Consider:

Seek a process that rewards hard work and success.

Keep your personnel file complete with any compliments that may have come your way over the course of your appointment.

When a compliment comes your way ask for it to be in writing. This will be helpful as the case for promotion and tenure is constructed.

Investment

A little help and a little cash go a long way

A new faculty member should expect that an institution would make an investment in his or her success. This support can take many forms including but not limited to: support for scholarship including course release time, travel to related professional meetings, technology support, and teaching assignments that allow for growth and personal development.

Consider:

Request support for course development and scholarship.

Seek release time for special assignments that benefit the entire academic unit.

Request understanding for course development and new course offerings in order to avoid burnout.

It is reasonable to expect that the institution you have joined will investment in your success and nurture your improvement. A lack of such support should be a warning sign.

" Academic departments need to provide young scholars with a sense of community, with mentors, with seniors who take the role of colleague seriously. Although assistant and associate professors are not anyone's assistants, they can at least be treated as associates and not transients. A good academic department should resemble a family: supportive, guiding, and nurturing. At best the department can become a partner in the progress of its younger members, helping each one to attain their capabilities."

The University. An Owners Manuell, Henry Rosovsky, Norton, P-176

Seven

Embrace Regular Assessment

No halos allowed

Regular assessment is an advantage for the new faculty member. It is an opportunity for the new faculty member to adjust behavior, to make course adjustments, and to demonstrate a willingness to be shaped by the institutional environment and the community of students and faculty. The individual who is willingly open to criticism is significantly more likely to succeed.

Informal assessment lights the road

So, how'm I do'n ?

Informal assessment by students as well as colleagues allows for mid-course correction. It is the opportunity to adjust and make change without the rigors or the record of a formal assessment. It is a simple "how'm I do'n" with the intention to listen carefully to the usual cordial response and to make changes as a result.

Consider:

Insert an informal, open response to class participation assignments. This will lead to class observations.

Seek comments about student work from the class from the dean, director or department chair.

Formal Assessment provides a to-do list

Pay attention now

Don't just hear the compliments

Regular and formalized assessment is uncomfortable, but it is the ally of the aspiring academic. Regular assessment is a motivating factor in a career. It establishes an attitude that the thriving academic must be constantly in motion. It is a natural extension of academic life that an individual should be called into reflection on the outcomes of action. Formal assessment is a motivating factor. It is imperative that the aspiring academic use the insights gained from this experience to mold and shape action.

Consider:

Request a regular discussion on performance.

Seek regular affirmation from a personal network.

Accept, request or seek out a mentor, be sure you have one, no mentor is no option.

Keep the Personnel file updated

It is important to know the contents of the official University personnel file and to keep it updated. Don't rely on others to maintain this file with the kind of accuracy that is beneficial to your case. Also, be aware of what others may insert into the file.

Eight

There are Many Paths to Success

An entrepreneurial spirit

will be your best asset.

Along the course of a career, an opportunistic, entrepreneurial spirit will be your best asset. There are many successful career paths in the academic life. Some of these paths are not readily apparent and many of them will not even exist at the start of an individual career. A firm set of convictions sets the base for a teaching career. A willingness to evolve and transform this set of convictions ensures the continuing relevancy of a life in teaching. And, the ability to adapt to the situation confronting these convictions allows the individual to take advantage of opportunities where convictions may be tested in application. An individual who holds a fixed position is a burden to a community of scholars. Such intractability signals the end of a career in the academy. Beware of attitudes that would limit the exploration of new directions; embrace the unpredictable. You never know where the next opportunity may spring from, be ready to take advantage of the situation. As a junior faculty member you can send no better signal to your senior colleagues than to make soup from leftovers.

non nova sed nova

not new things but new ways

Avoid the words: "we tried that before and it didn't work." Experience demonstrates that every time out is a new time when the situation has changed just enough to allow things to work that never could before. The academic life is filled with retracing the steps of others. This is the joy of reflection. It is wise to be known as the individual who seeks the way to make things work.

Consider: How can you make an idea work?

Try it and try it again.

How can you make others successful?

There is really nothing new under the sun, only your take on it all. So, what is it?

I Love My Work

Just as teaching is the armature on which an academic life is constructed, it is the pursuit of knowledge reflected in scholarship that enriches and enlivens it.

Nine

The Teaching, Scholarship and Service Trilogy

The heart, the mind, and the hand

Every faculty member experiences the dilemma of balancing teaching research and service. It is a reality of the academic community. Should you ask the average tenured member of the faculty to describe the least attractive aspect of a faculty appointment it is almost certain that committee work would be the immediate citation. How then should an aspiring faculty member address these issues and why is it important to address issues beyond teaching ability?

Teaching is a life of the heart

> " Even at the most research extensive University and the most committed land-grant Institution, the most exciting moment for the faculty member must be when they step into the classroom."
>
> Chancellor Marye Anne Fox, NC State University, Fall 1998

Much has already been written in this monograph regarding the importance of establishing a teaching persona and to understand teaching as the armature on which to build an academic career. Teaching in the most real sense can guide the aspiring faculty member in the development of scholarship and as a guide to

seek out relevant committee work. The life of the heart will help a faculty to identify those assignments and explorations for which they will have affection. When there is self-interest in specific teaching, scholarship or service duties there is a substantially greater inclination by an individual to perform at a significantly higher level.

Accept the full breadth of a life in the academic community. Put your heart in your work, all of your work. You must treasure the opportunity to enter the classroom.

Have you bent the vectors of students' lives?

Scholarship is a life of the mind

" How do you resolve the differences between the creative and performing arts and the traditional academic disciplines when it comes to the expectations for scholarship? Well it seems to me that it is not enough for an artist to put a finished artifact on a desk or in a portfolio and submit it with the attitude that it speaks for the motivation of the artist. This is not enough if the individual wishes to enter the classroom or mentor the students in studio. It seems to me that there must be a reflective component that can be verbalized or written about. When I am making a decision about tenure and promotion I want to get inside the

person's head. I want to know what is important to them."

Provost Phillip Stiles, NC State University, Spring 1995

The demonstration of scholarship can take many forms. Earnest Boyer in his text Scholarship Reconsidered articulates forms of scholarship that includes discovery, integration, application and teaching. This provides the latitude for even the most dedicated teacher to pursue a scholarly agenda. The act of teaching itself can be an act of scholarship. The teaching diagrams of Kazimir Malevich provide a poignant example of how an individual can transform a passion for teaching into scholarship.

An individual considering a life in the academy must commit to the life of the mind. To succeed in the academic life an individual must combine teaching interests with areas for application that make a direct connection to scholarship.

Demonstrable scholarship, given value by a network of peers, is required.

Have you bent the vector of understanding related to your discipline?

Service is the life of the hand

The duties of an academic position include responsibilities outside of teaching and scholarship. These are the duties that demand a selfless quality from an individual who is normally expected to be devoted to his or her work and life in teaching and scholarship. This is the dilemma of a life in the academy. The faculty member must be willing to engage in committee duties that range from curricular discussions to student admissions. The dilemma arises with the reality that while such duties are required, a demonstrated talent for meeting these responsibilities will not form the basis for tenure or promotion. On the other hand, a demonstrated resistance to meeting service responsibilities could provide the foundation for a negative outcome to a tenure and promotion action.

The faculty member must develop a strategy to asure that service activities and responsibilities are an extension of teaching and scholarly interests as well as a personal life philosophy.

Beyond assignments and personal interests the commitment to accept service appointments is a personal investment to the quality of the whole life of the institution and departmental community. It demonstrates that the individual is committed to goals beyond self-interest. It is a willingness to lend a hand.

A commitment to service is a commitment to the whole life of the institution.

Have you bent the vector of the life of the institution for the better?

Ten

A Final Word

The process is a mutual measure of success

Success and failure is a shared phenomenon in the review, reappointment, tenure, and promotion process. You want to be a member of a community that shares in your success and takes responsibility along with you when failure occurs. In such an institution there will be an attitude that when an individual is hired to become a member of the community the likelihood of success is high. Senior members of the group will take it on themselves to mentor and shepherd new faculty members along the path of success when the responsibility for success is shared. A dean, head, or chair use new hires as bragging points demonstrating the influence and regard of the program proven by bright new faces. Successful tenure and promotion submissions demonstrate the distinction of the contributions of the faculty member to teaching and the search for knowledge. When an appointment does not reach successful conclusion it calls into question the wisdom of the hire and the commitment to the academy on the part of the faculty candidate and the ability of an administrator to bring along and support new faculty members. Understand that it is in the best interests of the administrator to foster a successful candidate through the tenure and promotion process. However, use this information wisely.

" For each newly appointed assistant professor, then, the path to ultimate acceptance as a full-fledged member of a community of scholars – to that award known as tenure – can be daunting. Yet, navigating it successfully is not only essential to the personal and professional well being of the individual aspirant, but to the recharging of an institution's batteries, and in a larger sense as an assurance to society as a whole that its colleges and universities are in a constant state of renewal and reinvigoration."

A. Clay Schoenfeld and R. Magnan, Mentor in a Manual, Magna Publications, Madison WI, 1993, p v.

Consider: It is in the interest of both parties to make an appointment work.

Find the areas of mutual interest.

Assess the investment of the academic community to your success, it may also be an indicator of its investment in your success.

Epilogue

Along the way of my progress through the promotion process I hoped to parlay an appointment to an administration position into a promotion to professor. To my great disappointment the president of the university at which I was appointed refused to make this connection. His reasoning at the time seemed to me to leave me wide open to the excessive criticism of faculty who would like nothing better than to subject a new administrator to a rigorous, perhaps even unfair review process. I expressed my concern that the bar seemed to be unfairly raised relative to the accomplishments of other senior faculty. His response was that if I wanted a life in the community I needed to make every step. If the standards seemed higher, it was only because the institution was investing itself in a new generation of faculty with the expressed desire to raise the expectations of faculty. As a result I progressed through the process on a normal schedule facing raised expectations. In the end, I have come to understand that the president was correct in his assessment. Because of his insistence I have come to appreciate the importance of respecting the time in the process as well as the specific expectations of the process.

Beware of early actions for tenure and promotion. Before you have gained tenure through recognized processes avoid the temptation to seek credit from one institution to satisfy the tenure and promotion process of another. Do not negotiate the process; earn tenure and promotion through deserved recognition. Once tenure and promotion are achieved, protect the privilege. Do not surrender this privileged position when moving from one institution to the next without significant benefit in return.

North Carolina State University is a land-grant university and a constituent institution of The University of North Carolina

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December 8, 2000

Memorandum

To: All College of Design Faculty

From: Marvin J. Malecha FAIA, Dean

Subject: Affinity, Joint, and Transferal of Faculty Appointments

The proposal forwarded to the Chancellor regarding school to college designation included the concept of changes in faculty appointments. The acceptance of this proposal, and the subsequent implementation of the administrative reorganization, has effected curricular changes, as well as admissions practices. Now I can present the opportunities for changes in faculty appointments articulated in the restructuring proposal as affinity designation, joint appointment, and the transferal of home department designation.

Affinity Appointment Designation

The affinity appointment designation does not change the department of tenure. It is a designation intended to indicate an interest beyond the home department in the areas of: Design Studies; Graduate Programs (with a specific designated interest in a Ph.D. concentration area); and Research, Sponsored Programs and Extension. A faculty member may also request a joint appointment in addition to the affinity appointment.

A faculty member interested in the attachment of an affinity area to his or her appointment designation should prepare a one page memorandum of request to the Dean. The Dean will confer with the designated individual in charge of each of these areas (Design Studies – John Tector, Graduate Programs – Wayne Place, Research/Sponsored Programs/Extension – Nancy White) and make the final decision regarding approval.

Faculty members designating an affinity appointment will be expected to be active participants in the conduct of the interests of the area, such as serving on a faculty advisory committee.

Joint Appointment Designation

The joint appointment designation does not change the primary department of tenure. The voting rights of a faculty member are restricted to the primary department of tenure. It is a designation intended to indicate teaching, research, or extension activities beyond the home department. For example, the School of Architecture and the Department of Landscape Architecture could at some moment decide to jointly appoint an individual to lead the Campus Design Studio. Such an individual would maintain a primary appointment to one academic unit and a continuing working responsibility with another. A faculty member may also request an affinity appointment in addition to a joint appointment.

A faculty member interested in the designation of a joint appointment designation should prepare a one page memorandum of request to the Dean. The Dean will require a vote of approval from the tenured faculty of the requested academic unit, a written memorandum of support from the academic unit chair or director, and following both indications of support make a final decision regarding approval. Prior to the Dean's approval, the designation of a joint appointment cannot take place without both consultations indicating support. Faculty members designating a joint appointment will be expected to be active participants in the conduct of the interests of the academic unit, such as serving on faculty committees.

Transferal of Tenure or Tenure-Track Appointment Status
A faculty member may request the transfer of appointment status from one academic unit to another. Such a request may also be accompanied by either or both of the options listed in the previous sections of this memorandum. This is a request for the transferal from one home academic unit to another.

A faculty member interested in the transferal of the home academic unit designation should prepare a one page memorandum of request to the Dean. The Dean will require a vote of approval from the tenured faculty of the requested new (receiving) academic unit, a written memorandum of support from the receiving academic unit chair or director. The Dean will confer with the academic unit from which the faculty member has requested transferal to assess resource implications. Following the resource review and both indications of support, the Dean will make the final decision regarding approval. The transferal of appointment will not take place without both consultations indicating support prior to the approval of the Dean.

Faculty members who change home academic unit designation will be full fledged members of the new home academic unit expected to meet all relevant RRPT standards and accepting responsibility to serve on all faculty committees related to the new home academic unit.

Submission of Request for Consideration
The Dean will begin receiving requests for affinity, joint, or transferal of academic appointments immediately. Decisions regarding these requests will be made during the spring semester in as timely a fashion as possible.

This continuing implementation of the College of Design structure provides a unique and wonderful opportunity to every member of our design community to redefine traditional relationships thereby, also stimulating new opportunities. I look forward to assisting many members of our faculty. I believe such redefined roles will nurture a new spirit in our community.

C: Academic Unit Chairs and Director
Associate and Assistant Deans

NC State School of Design

Determining Faculty Salaries:

A Process for Recognizing Performance and Equity

Marvin J. Malecha, FAIA, Dean

1.0 Prologue

Determining fair compensation for faculty members must be a careful balance between performance and equity. Performance must be rewarded as the life of a design community depends on a fully involved faculty. Equity is a matter of what is fair. The process that is articulated in this document is intended to provide the basis for the decisions regarding salary and compensation. This process is intended to define a decision process based on accepted measures of success within the University. The issues that surround equity are equally complex including considerations of gender, race, time in grade, and discipline. The final outcome will be affected by the subjective opinions of the relevant department head and the dean. However, it is the intent of this process to make clear the underlying rationale for the decisions affecting salary determinations.

2.0 Decision Process

The decision process for the determination of faculty salaries must be driven by a close consultative relationship between the Dean and the Department Heads as well as a good working relationship among the Department Heads. Rewarding performance as well as recognizing the need for equity is a balance of School priorities.

.1 Dean and Department Head meeting regarding the assessment of faculty performance:
The Dean will meet individually with each Department Head to assess the performance of faculty within the department. This process will be guided by the measures of performance established by the University.

.2 Dean and Department Heads meeting regarding the assessment of equity issues:
The Dean and Department Heads will meet to assess the importance of equity issues within the School. This process will be guided by the concerns articulated in the section of this document defined as measures of equity.

.3 The Development of a comprehensive ranking:
The Dean and Department Heads will agree on a ranking of performance and equity for each member of the faculty.

.4 Salary allocation:
The Dean and Department Heads will determine the appropriate levels of compensation for each faculty member following the rankings derived from the process.

3.0 Measures of Performance

The measures of performance that will determine the substance of this assessment are founded on the categories established by the University and the School for review, reappointment, promotion and tenure. Each of these criteria will be assessed as exceeds, meets, or fails to meet, expectations for the appropriate academic rank.

.1 Instructional Contributions

.2 Research and Creative Activity Contributions

.3 Extension and Public Service Contributions

.4 Other Contributions
- Teamwork and contributions to the common good of the School and University.

.5 Peer Assessment

4.0 Measures of Equity

Equity must be factored into the compensation of faculty. However, equity is a complex issue that requires a mature review of the situation of each individual. Each category will be assessed regarding the situation of the individual as favorable or unfavorable.

.1 Gender and/or minority status, comparative salary among peers within the School.

.2 Academic Rank
- University Comparison
- School Comparison
- Peer Institution

.3 Discipline Specific Comparison

.4 Professional Comparison

.5 Time in Rank

5.0 Decision Reporting

The reporting of the decision regarding faculty salaries is defined by the reporting between the Dean and Department Heads as well as the reporting between the Dean and each member of the faculty regarding specific salary decisions.

.1 Dean and Department Head communication
The Dean will inform the Department Head of the decision regarding all faculty salaries prior to the notification of individual faculty members.

.2 Dean and Individual Faculty Member communication.
The Dean will inform the faculty member, in writing, regarding the result of this process.

.3 Deliberations between Dean and Department Heads will take place immediately following Spring Semester. Faculty will be notified during the summer following senior administrative approvals.

PRACTICUM APPOINTMENT

College of Design, North Carolina State University

General Purpose and Intent

To promote the involvement of faculty from the College of Design into professional practice, thereby increasing the currency and relevancy of their instruction, the following program has been introduced.

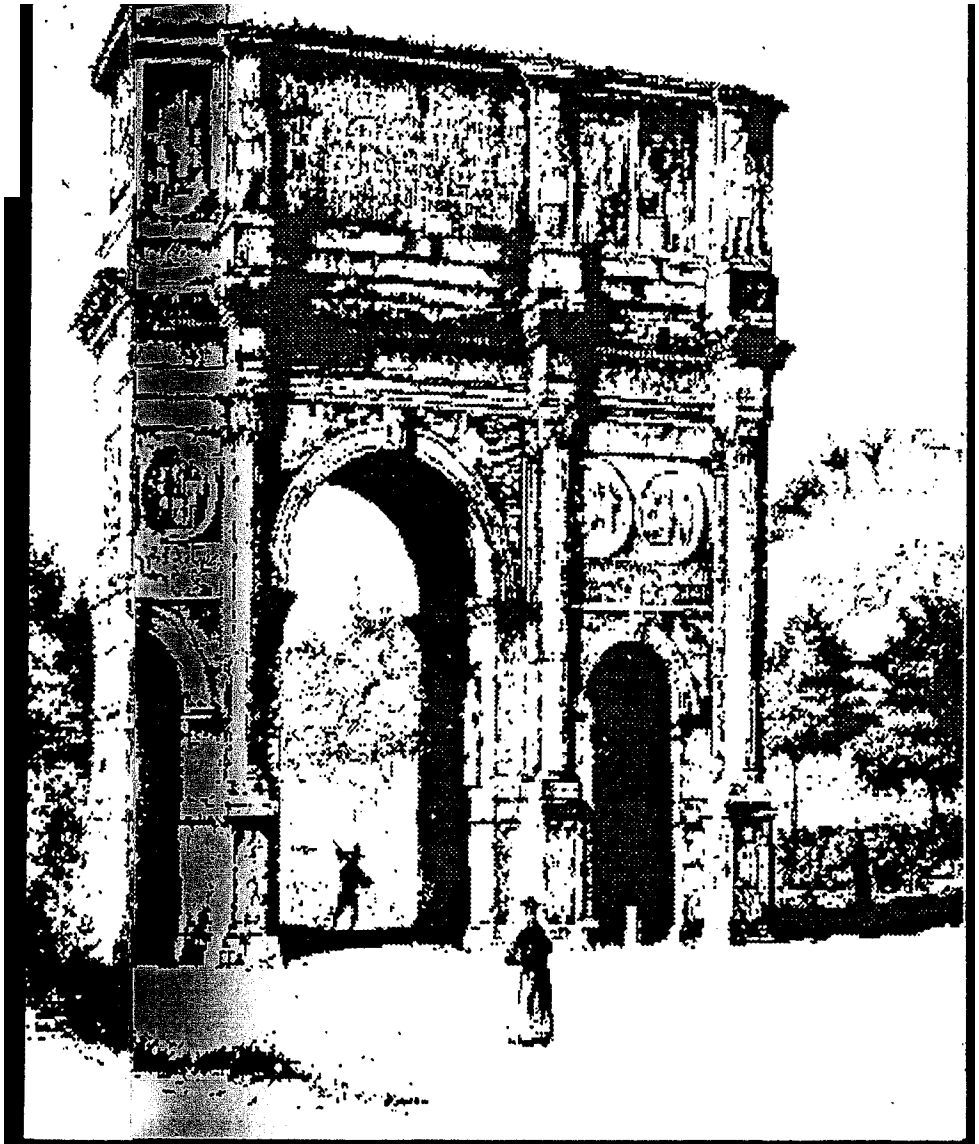
1. Full-time tenured faculty may reduce their appointment to 0.75 FTE without a loss of health benefits.

2. Faculty may further reduce their appointment by an additional 0.25 FTE by requesting a scholarly leave without pay.

The resulting Practicum appointment determined either on a semester or academic year basis will result in a reduction in salary and teaching responsibilities equal to the reduction in FTE. As with any reduction in the FTE of an appointment a commensurate reduction in retirement contributions by NC State for the employee will result. However, the individual may receive permission to make payments toward their retirement plan to cover the 0.25 FTE scholarly leave without pay portion.

RELEASE TIME

Release time is to be bought out at the rate of the faculty member's appointment, including benefits. It is the department chair/director's discretion to negotiate an accompanying administrative release time. Such agreements are to be approved on a semester basis by the Dean.



Junior Faculty Handbook on Tenure and Promotion

Robert Greenstreet and Marvin Malecha • 1995

Bob Greenstreet
Marvin Malecha

1995

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PROLOGUE

During the 1990-91 Academic Year, Marvin Malecha served as President of the Association of Collegiate Schools of Architecture, while Bob Greenstreet was elected Secretary of the Board of Directors. As part of his platform in the election, Greenstreet introduced the concept of the Junior Faculty Initiative, an attempt to institutionalize a program of guidance and opportunity directed towards faculty working their way towards tenure and seeking to excel in teaching, research and service. With strong support by Malecha and the Board of Directors, the Initiative resulted in the New Faculty Teaching Award, the Junior Faculty Fellowships (funded by the Graham Foundation) and the Junior Faculty workshops, which have been offered for the last few years at the Annual Meeting. Malecha and Greenstreet have also offered a similar workshop at the Association of Collegiate Schools of Planning conference, and decided to develop the contents of the workshops and other material they had collected through associated activities (mentoring programs, ACSA Administrators' Orientation Workshop, etc.) in a handbook for general distribution to ACSA members.

It should be stressed that the contents of this handbook solely represent the authors' viewpoints and opinions. There are over one hundred architectural programs in the United States scattered between private and public institutions. Some are joined with other disciplines, some are administered through faculty governance and some fall under state legislation. While the concept of tenure and advancement is similar in most of the Schools, procedures, responsibilities and requirements are likely to vary. Similarly, styles of leadership are dependent upon personality, which may also affect the tenure process in individual programs. While much of the material contained in this handbook is sufficiently general to provide guidance through the tenure process, the reader is strongly advised to consult with senior colleagues and administrators to confirm that his or her approach to the procedural and substantive aspects of their tenure process are appropriate.

AUTHORS' STATEMENT

We have written this handbook based upon a shared belief that the tenure process should be a productive period of opportunity for individuals to excel in their professional pursuits of teaching, research and service. We reject the concept of tenure as a process of academic 'hazing,' whereby new faculty are either overextended as front-line teachers of left to sink or swim without direction by their senior colleagues. Instead, we believe that new faculty are an investment in the future of each program and, like any investment, should be nurtured and maintained. To do otherwise is to waste precious resources.

This should not be interpreted as a call for lower standards. On the contrary, excellence needs to be strived for at all costs to ensure the highest possible levels of academic performance in our schools, and if individuals are incapable of making the grade, they should not be retained and promoted. However, in some instances, failure to clear the tenure hurdle is due to factors not necessarily associated with mediocrity. Poor or inadequate guidance, ignorance of tenure procedures or expectations, or a lack of understanding of the 'rules of the game' can result in major problems and, we believe, leads to as many failed tenure bids as poor performance.

In our own Schools, we have tried to foster an atmosphere of support and encouragement for tenure track faculty, providing information and guidance about developing a scholastic career and creating opportunities to excel. As members of ACSA, we would like to see an institutionalization of this approach, both in the generation of new opportunities to achieve peer approval (the New Faculty Teaching Award, for example) and in the dissemination of information that can help a faculty member chart a successful route through the tenure maze. This handbook is an attempt to achieve the latter.

We should add that the concept of faculty development transcends the arbitrary seven year tenure period. We believe in the growth and development of each faculty member over a lifetime and do not see the striving for excellence waning after tenure. For this reason, we hope the contents of this handbook can be useful to *all* faculty in their professional development and can help to set the foundations for a long, fruitful and outstanding academic career.

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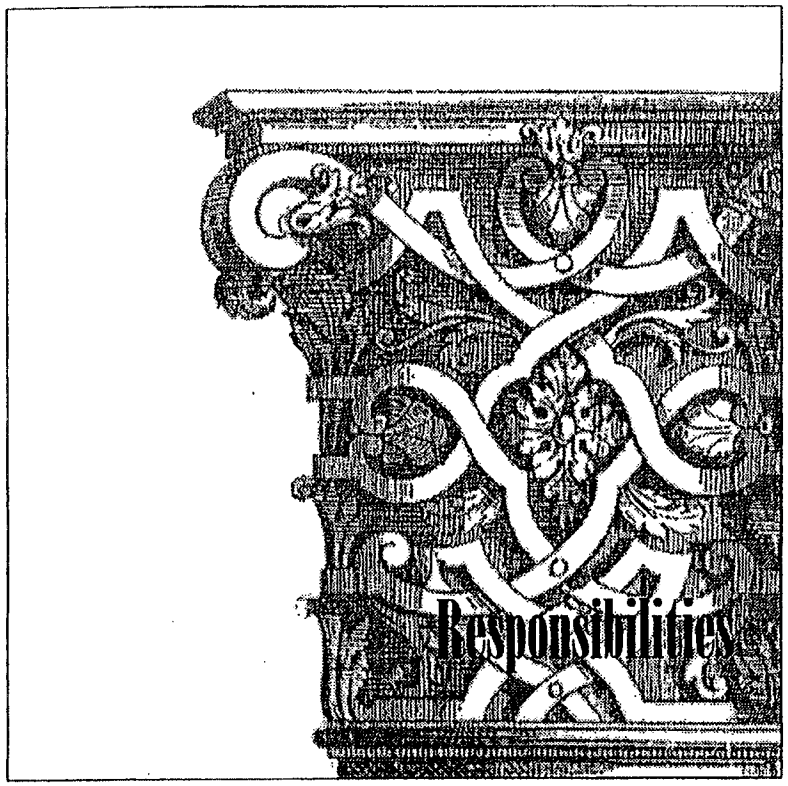


1. RESPONSIBILITIES

The life of a junior faculty member is at best an uncertain affair. Generally, one step out of graduate school, this group is assigned heavier coursework, more committee tasks, expected to publish and/or present papers and conduct research or creative activity. But, that is not all. Frequently, this difficult/impossible workload is conducted along a perilous path strewn with examples of past failures, the politics of appointment and promotion and demanding academic fields, which require constant study to remain current. The compensation is personal gratification and often near poverty level salaries.

Perhaps this picture is rather exaggerated, but it bears sufficient elements of truth that we should begin to reflect upon change.

The junior faculty are a valuable resource for any program. Not only does this group generally bring freshness to an academic curriculum but as a group, they are usually more racially and culturally diverse and often provide a better balance of women and men. The junior faculty represent an investment in the future of a program. More than any other single decision, the choice of an individual sets the pattern for curricular decisions and philosophical underpinnings. Therefore, it is imperative that the choice of these individuals and the means by which they are nurtured, promoted or even sent away must be founded upon information and practices beyond departmental politics and personalities. Both the junior faculty member and the individuals representing the institution have responsibilities to fulfill in order to ensure a successful conclusion.

1a. The Academic Environment

The environment is the defining aspect of where a person works, his or her productivity and the quality of his or her experience. While facilities are an aspect of this, it is more of an operational philosophy comprised of understanding, respect for ability, inclusion and a holistic concept for the institution. This may be best characterized as a nurturing attitude.

Understanding is an important aspect of this matrix, since it allows for mistakes. We all make mistakes and often learn best when we do. So it should be with a new faculty member. Potential situations for growth should not be

manipulated into problems. In a "free and ordered" environment, individuals may hold their own opinion without fear of retribution. Such an opinion should be defensible, otherwise it cannot contribute to a mature discourse. We must not seek only those we can agree with or those who only advocate a single point of view. The university demands diversity of thought and interests—it is, therefore, a model for a rapidly evolving culture.

Respect among colleagues for ability is fundamental to the discourse of the university. Respect is the basis upon which trust will develop. Junior faculty must be given assignments and roles within the academy based upon the ability they bring to the institution.

Inclusion is a fundamental aspect of a true faculty community. Much too frequently, artificial divisions are drawn among junior and senior faculty, creating problems of trust, respect and understanding. Certainly, there are issues in the life of the academic department that will not be inclusionary by nature and are therefore inaccessible to the junior faculty. These situations should be minimized. Inclusion in the discourse upon the issues before the department, college or university is the first tangible sign that the opportunity for success is present.

A holistic concept of the department and the curriculum is necessary to provide the individual with a clear understanding of his or her place in the plan. It provides the department and the faculty the opportunity to take advantage of strength while addressing weakness. A holistic concept of place, program and people is the essential ingredient of clarity, when both institutional and individual responsibilities are clearly understood.

1b. Institutional Responsibility

The faculty recruitment, promotion and tenure process must be characterized by clarity, which is first reflected in the development of the job description and amplified in the recruitment and hiring process. If this process is successful, then almost every other subsequent decision will be much less painful for the institution and more straightforward for the individual under consideration.

This clarity should be further articulated in teaching and committee assignments. Certainly, it is upon the shoulders of the department to define what

is expected of new colleagues. Written reappointment, tenure and promotion guidelines are the rule today, but even these documents tend to equivocate. While it is impossible to construct a document that anticipates every situation, it is reasonable to consider creating a basis for action that articulates what is expected. How much teaching will be required and will it be necessary to assume a major curricular responsibility? How many administrative duties will be required to be considered a full participant in department life? What is the nature of the scholarly and creative pursuits that are expected to be a successful candidate for a more consequential position?

Clarity implies honesty and strength of convictions. Honesty requires openness, while strength implies rigor. If an open attitude can be maintained, then a new faculty member is not working against unknown factors. With such an exchange, an individual in the reappointment, tenure and promotion cycle may begin to address weaknesses that become apparent.

The process must be rigorous for it to have any meaning. Such an approach minimizes the political nature of appointments and promotions within a department. After all, the question is not whether an individual will vote in a particular way or even if everyone gets along with that person. The process should remain focused upon the individual's demonstrated ability to satisfy the needs of the position first articulated in the search process, the special knowledge and skill an individual brings to the position, the value of the individual to the institution, and specifically assessed examples of performance. Further, the process must be so disciplined as to begin the moment the new faculty member comes onto the campus. All too often, the important evaluation comes too late in the process for the individual to respond.

A variety of means have been recommended for such a process to be successful, from mentoring to faculty development programs (see Appendix A). However, ultimately such a process is the responsibility of the department chair (In some cases, this maybe the Dean. In either circumstance, the latter should demonstrate an active interest in faculty development and thus set the standard in the department.) In addition, senior faculty members constituting an Executive Committee must all consider themselves veteran advisors who have a responsibility to assist in the process, but for continuity to prevail, such energies must be directed. Continuity is an important operational word since it is often a problem in the process. The expectations required of a faculty member cannot

be modified radically each year. When such behavior occurs, it is impossible to be rigorous since a substantive response to criteria cannot be demonstrated.

So, how can the departmental chair best serve the interests of tenure track faculty? Providing direction and advice throughout the process, possibly by regular meetings at least once a semester is an enormous help. Similarly, pointing out opportunities (conference presentations, grant possibilities, high profile committee assignments, etc.) and, whenever possible, ensuring a favorable workload that enables the individual to develop to the standards required by the department.

However, this is not a handbook for administrators; attitudes towards junior faculty vary from school to school and from person to person—the chair position may be occupied by a variety of individuals during one individual's tenure track period. How can the junior faculty member then ensure that he or she gets the best from their chair? This may prove to be a little sticky if the chair seems unwilling to help, but diplomatically engaging him or her in the individual's development is not impossible. Asking for advice, keeping the chair informed of your concerns, your achievements, your ambitions, requesting more feedback (on teaching performance, on abstracts and proposals, etc.) helps to bring them into your corner as an advocate, a mentor and, hopefully, a friend and colleague.

The same principle applies to senior faculty. Not only do they usually have a significant say in the promotion of junior faculty, they also collectively hold a great deal of knowledge concerning academic advancement—after all, they have already successfully straddled the tenure hurdle. Incidentally, while the authors maintain that it is the responsibility of senior faculty to take an active developmental role in the careers of their junior colleagues, the latter may have to take the initiative in initially seeking advice and establishing a relationship.

Top Ten Ways a Chair Can Help Junior Faculty

1. Make sure they don't get dumped on in the teaching schedule—no continuously heavy loads, development of lots of new courses, constant teaching 'in the trenches' (e.g. undergraduate core courses).
2. Make sure they get the opportunity to develop new courses that correspond to their scholarly interests, perhaps graduate elective courses, graduate studios, etc.
3. Whenever possible, provide release time or summer funding to help them establish a research agenda or develop a better teaching profile.
4. Nominate them for awards, high profile committee assignments and similar opportunities for recognition or advancement when appropriate.
5. Drop them notes on research grant opportunities and deadlines for receipt of abstracts, and encourage them to apply. Be generous with travel funds if they succeed.
6. Offer to read papers, review abstracts, etc., and provide feedback.
7. Meet with them regularly to informally chat about the tenure process and their progress.
8. Advertise their achievements through the ACSA Newsletter, to the Chancellor, the local press, campus publications, and send them notes of congratulations when appropriate.
9. Introduce them to potentially useful contacts in the city, on campus or at ACSA events.
10. Encourage senior faculty to work with them also. In some cases, a structured mentoring program or three-person development committee can be helpful. Some schools require a formal "Progress Towards Tenure" advisory review at the tenure mid-point, which can be very helpful.

1c. Individual Responsibility

While it is hoped that institutional commitment will provide the framework for support for new faculty from their first semester, this may not always be the case, and the individual should be prepared to take the initiative in formulating a career strategy. The individual must realize that a probationary period in any position is used to determine whether they can fit into the whole life of a department, as well as satisfy specific course needs. This is especially true

in a small department. Proof of the value of an individual to an institution remains with the individual. Here, clarity is important. The candidate should specifically respond to the requirements of the position, citing demonstrated outcomes as a result of participation in institutional activities or of particular activities relating to instructional responsibilities. A new faculty position requires a gregarious approach. This, more than anything else, will contribute to issues of institutional fit. Again, the individual can consciously reach out to other faculty regarding course development and position responsibilities without compromising personal integrity.

The reappointment, promotion and tenure process should be methodically addressed. An articulate record of demonstrated ability should be composed into a clear response to the position requirements and as a case for advancement. A candidate may utilize a career development plan (See Appendix A) connecting personal growth and professional growth with the expectations of the position. Connections between teaching and creative activity and research are becoming increasingly important. (see Section 3). Specific references to individual responses to evaluations should be noted for future reference. The individual should formulate a specific, written response, for the record, of student evaluations and a strategy for future actions. Demonstrating the ability to respond to situations as they arise is critically important.

Generally, a candidate begins with high hopes and is regarded with enthusiasm. As time progresses, if there is no specific program to follow or rigorous assessment of performance, even the most promising individual can drift away from a successful path. Even in situations where the institution is not successfully managing the process, a candidate can focus the discussion by articulating the demonstrated performance necessary for successfully performing in the position.

The First Thing to do as a New Faculty Member

1. Get hold of the departmental and university regulations on tenure and promotion and read them.
2. Read them again. Discuss the contents with other tenure-track faculty and senior faculty, if you have questions.

3. Ask for regular meetings with the chairperson (once a semester) to discuss your progress, solicit advice, etc. Keep notes.
4. Start collecting *anything* that maybe useful for your tenure document—letters of thanks, articles in newspapers about your work, letters of support for your work—and put them in a secure file, cupboard or box.
5. Keep your eyes open for conference opportunities, grant proposal possibilities, etc., that look useful. Ask your colleagues' advice on deadlines and the best opportunities to pursue.
6. Don't panic. It isn't necessary to do everything in the first year, just familiarize yourself with the territory. Planning your tenure track is a useful exercise, however, and shows long term planning and commitment.
7. Try and get to conferences if at all possible. Finances may be tight, but networking in your field and developing a contact base of colleagues beyond your home institution can be invaluable.
8. Remember why you took the job in the first place—presumably you love to teach. That's a good place to start developing a reputation for excellence.

2. OPPORTUNITIES

2a. Institutional Opportunities

Among the most important decisions that an institution can make is the selection of a new faculty member. It is very important that when such a decision is made, it not be flawed by controversy and half-heartedness. Experience demonstrates that the failure of an appointment may be caused by the conditions that exist *before* the new faculty member even arrives.

The institution, therefore, must ensure that the conditions for success exist before people are asked to make a serious commitment to it. Simply stated, the individual who accepts a position is entitled to the opportunity to succeed. For this reason, the institution must accept a *pro-active role* in the career of a new appointment. This takes on the form of proper academic assignments, support for creative and scholarly activity and reasonable assigned duties. Frequently, junior faculty are overly assigned committee duties, heavy student counseling and new course preparation, thereby leaving little time for creative and scholarly activities. Such a practice subverts the quality of in-class performance, while preventing the individual from accomplishing the body of work necessary for retention, promotion and tenure. Therefore, the leadership of the institution must see to it that junior faculty are properly assigned and their performance is fairly reviewed. Too often, senior faculty pass the ritual of junior faculty overload on to the next generation simply because these were the dues that were extracted from them. Such practices must be discouraged if an institution is to advance. Finally, it is important to assess the performance of each individual, in terms of how that person is meeting the intentions of the position he or she has been asked to fulfill. All too frequently, one junior faculty member is matched against another, creating an unhealthy competition that rapidly degenerates into either a personality contest or a kind of department politics. In either case, it is usually academic excellence that is sacrificed.

The key to success in creating academic excellence lies both in clear guidance and the creation of opportunities. It is the institution that must ensure the opportunities for success, to provide every possible assistance in enabling each individual to excel. This may take the form of institutionally—based mentoring programs, teaching workshops or incentive grants to stimulate research. It may also include awards programs for demonstrated excellence in teaching, research

or service. Such programs can be very useful to tenure-track faculty, and may be directed specifically towards them. However, it is surprising how often these opportunities are missed by faculty, either by overlooking deadlines or even by ignorance of their existence. Hopefully, senior colleagues will point out the campus-wide possibilities, but junior faculty should take the initiative to find out *everything* that is on offer *and the due dates for submissions/proposals* so that decisions as to when to apply can be balanced with other obligations and commitments.

Similar opportunities may exist in each School or Department or through the ACSA network (the New Faculty Teaching Award is a good example). However, be creative in seeking out other opportunities that correspond with your teaching and/or research interests. Are there funds or possible activities available through the city, through a local practice or through an associated field (IFMA, AIA, G.S.I., ASID, etc.)? Are there awards for which you are eligible through similar channels, maybe through another institution or a multidisciplinary field—for example, annual Popular Culture Conferences transcend many disciplines and have provided lively fora for paper presentations for many junior faculty.

In summary, institutional opportunities exist at many levels in a myriad of organizational structures. Some are well known and highly sought after (e.g. the Bruner Award), others more obscure but with promise for interesting advancement. Opportunities may take the form of grants, awards, fellowships, publication possibilities, exhibits—any number of vehicles by which the individual may advance their teaching, research or service. It may be left to the individual, however, to be open-minded enough to explore the wide spectrum of possibilities and to aggressively seek out such opportunities as they become available.

2b. Individual Opportunities

A major factor in the success of individuals within the academy is the ability to seize upon situations creating opportunity. Once the institution makes clear that success is possible, that an opportunity for a secure appointment exists, it is the individual who must live up to the trust and hope inherent in such a situation.

This is largely attitude driven. The process of gaining acceptance by more senior academic colleagues is almost always by accomplishment. This will almost certainly occur as an individual takes responsibility for curricular development and events related to the whole life of the community. While the dilemma of over-assignment is real, the other perspective of total avoidance of "dirty" assignments can be a damaging stigma. Formalized agreements, such as the Distribution of Effort Agreement used at the University of Kentucky (see Appendix E) can ease this problem.

Essentially, the individual must be perceived as someone who is maturing as an academic, gaining strength in a needed direction, as a contributor to the work and management of the department and as a creative force within the department. A self-constructed career development plan may be the best plan of action, especially when it is shared with respected senior colleagues.

The career development plan may then form the basis of an articulate tenure or promotion request by reflecting upon the relationship between teaching, creative activity and the expectations of the institution. This can be conceived as the development of a *case statement* (See Appendix D). This is an apt comparison, since the case statement is a brief that elaborates an opinion with specific citations defending the requested action. The preparation of a case statement requires diligent record maintenance, expert opinions regarding the specifics of the case and a well-written argument with illustrations. The case statement is the basis upon which a faculty member can advance and, therefore, must be the result of efforts by the faculty member begun the moment he or she joins the institution.

2c. Making the Case

So what is the case statement and how can it help? Essentially, the case statement is akin to a legal brief, a well argued, well supported document that makes the case as to why the individual meets the criteria for job tenure and promotion. However, the case statement, while a powerful tool (in association with a curriculum vitae) in focusing the attention of those in judgment, can have much greater use if developed *early* in the tenure process. By attempting to define the individual's field and niche in the department, and then demonstrating how he/she is (and will) achieve excellence, the document becomes an excellent foundation for self awareness, showing how much the individual has

achieved, and how much remains to be done prior to tenure. More importantly, it is an excellent vehicle for discussion with senior colleagues and administration—Am I on the right track? Am I correctly sensing the needs of the department? Is my progress satisfactory?

Regular, annual updating of the case statement (which needn't really be written until the second contract year) and requests for feedback from colleagues can provide useful information and suggestions, advanced warning if there is likely to be a problem with your progress, direction or ideology and can prevent nasty surprises during the sixth year when it is too late to change strategies (tenure review during the sixth year presumes a seven year tenure track, with the final year reserved for notice, if necessary). The case statement becomes a 'running contract,' constantly informing your colleagues of your progress, enabling ongoing feedback and giving you an indication of how to balance your activities and pace your rate of progress over the tenure track period.

What does the case statement contain? The first paragraph should be a concise description of your field of expertise within the broad discipline of architecture. This may be a lot more difficult than it sounds, and can require some introspection on what it is you actually do. Many have dabbled in different areas over a period of years, working with community groups in Mexican border towns, undertaking research on Chinese mosques and developing theoretical constructs applicable to the design studio. Getting to work on the case statement helps to bring together such activities (if possible) in a way that defines your niche in the department and the field. Alternatively, if started early enough in an academic career, it can highlight a scattergun approach to scholarship that may need some rethinking. Such evaluation is much better several years prior to tenure rather than during the final year.

Once the initial statement has been constructed—and it can be revised annually as you develop your career—the rest of the document becomes a statement of proof as to how you have met (or will meet, in the case of a statement developed early in the tenure track process) the criteria for excellence in the categories of teaching, research and service. It provides a collective summary of achievements culled from the curriculum vitae and demonstrable proof of their quality—which is the difficult bit.

2d. Making the Grade

How do you judge quality in achieving tenurability? When have I done enough? How many articles do I need? Why does my left eyelid twitch uncontrollably?

These are the questions typically asked by junior faculty at the Junior Faculty Workshops, understandably searching for a clear, quantifiable standard to achieve. Unfortunately, it is rarely that easy and, in a field as diverse as architecture, probably not very desirable. Some disciplines, notably those in the natural sciences, have attempted to quantify quality—this is why they are doomed to wear pocket protectors for all eternity— and in doing so limit opportunities for their junior colleagues to excel. It is all very well specifying the only journals in the field worth publishing in, the only institutions worth getting grants from, but dreadfully limiting if, for example, the turnaround time for an article review is eighteen months (another year, if accepted, before publication) or a national granting agency decides to drastically cut back its funding in your field for an indefinite period.

Of course, individual campuses and departments will have their own means of assessing quality, but it is the experience of the authors that quality of an individual's work and contributions can be proved by a variety of indicators.

1. Peer Review

Obviously, the best way to judge an individual is on the opinions of his/her peers. If the respected names in your field approve your work, that is convincing evidence of ability. The best kind of peer,review is the one that looks just at the work, not the individual, removing potential bias through friendship, previous contact, etc. Blind peer review of articles for scholarly journals, papers or abstracts for scholarly meetings, and nominations for awards carry great weight at tenure time and should be sought as a primary form of evidence.

However, do not focus *exclusively* on the best journals, the major granting institutions and international conferences. There are a myriad of other opportunities in lesser journals (professional journals, newspapers), other grant-offering organizations (your Graduate School, local in-

stitutions) or other conferences (regional ACSA) that provide outlets. They are not as prestigious, perhaps, but *collectively* a hierarchical range of peer-reviewed papers, articles, etc., nested together in a document, demonstrate a high level of activity and a *cumulative* quality of work.

2. Peer Approval

While blind peer review is undoubtedly the best form of recognition, do not eschew approbation for *yourself* rather than just your work. You may be invited to chair a seminar, to write an article, to give a lecture or attend a jury at another campus. In these cases, it is *you*, rather than an example of your work, that is being selected based, presumably, on your reputation. This is good news, as invitations, while possibly tainted by the suspicion of friendship or patronage, demonstrate your worth to the field. Again, you are looking to present a *pattern* of activity. One lecture or one workshop may not be convincing proof of quality, but if there is a cluster of such peer approval-related activities at a variety of venues, they can add a convincing dimension to the case statement.

3. Dissemination

As part of developing an argument that substantiates the excellence of an individual, the notion of worth must be included. All too often, discussions revolve around the number of articles or the quality of academic press while the real issue should be: how is this individual affecting and improving his or her field of expertize. In addition to peer opinions, the extent to which your work has been disseminated demonstrates your potential influence. Papers presented at national or international academic conferences can reach hundreds of colleagues and transfer knowledge, opinion or interpretation. Lectures at other institutions reach many students. Published work, of course, can reach even greater audiences, depending upon the circulation of a journal or the distribution of the proceedings of a conference.

Dissemination of knowledge need not be restricted to your peers. Articles published in professional magazines (*Progressive Architecture, Wisconsin Architect*, etc.) reach out to a whole other audience, as do presentations to AIA chapters or other professional meetings and conferences.

Illustrating your contact with the professional arm of architecture, in association with the academic one, can reveal a rich output of work to a variety of audiences. The public and allied fields should not be forgotten, and a useful record of all lectures, newspaper articles and presentations to civic groups, local or state governmental agencies and community associations should be kept.

4. Demonstrable Impact on the Field

While articles, grants, books and the like all attest to an individual's quality and are good indicators of success, give some thought to other, less conventional, proof of your impact on the discipline. Has the syllabus of one of your courses or one of your papers been used in some way in the curricula of other institutions? Have you been asked to consult or provide assistance on the development, say, of new state legislation or a policy paper by a local governmental official? Has a building you designed been used as a prototype for a new low-cost development in you city? In many ways, each quality person adds to the field of knowledge, changes attitudes or the way things are done and leaves a continuous mark on his or her field. ("It's A Wonderful Life" provides an extreme and rather bilious example of this concept.) Your job in pulling together the case statement is to clearly articulate your influence at a number of levels and provide convincing proof of your involvement.

Similarly, in planning an academic career, bearing this concept in mind can help a junior faculty member to prioritize in selecting the right balance of opportunities that will be presented to you during tenure track. Some tasks, be they written presentations or reports, consultations or design projects, may be very time consuming and yield little overall impact to the development of an academic profile. Others may be relatively easy and fast but have the potential of great impact on the field. Careful selection of directions and tasks can help in pulling together the best range of activities that serve both the interests of the individual and the field.

It must be stressed, however, that this four-part breakdown of indicators to demonstrate worth is a very personal one shared by the authors. Criteria for promotion vary considerably across a campus, let alone

across the country, and the criteria may be much more rigidly and narrowly defined in your school. *Don't make the mistake of following this advice without checking with your colleagues first.* However, if our model is not entirely appropriate to your situation, it can be useful at the very least in opening a dialogue with your colleagues and administration as to how it differs from their expectations, and in clarifying for you their specific expectations of your performance.

Questions Relative to Retention, Tenure and Promotion

Although such a complex matter as retention, tenure and promotion should not be over-simplified, it is often evident who will succeed or fail at an institution if basic matters are approached directly. Therefore, a series of questions follows using a loose interpretation of Bloom's taxonomy of educational objectives.

1. Knowledge

a. Does the individual exhibit a broad knowledge of the history, theory and methods of the discipline, even when the teaching area of primary responsibility is most specialized?
b. Does the individual exhibit the knowledge necessary to perform successfully in the context of the institution?

2. Comprehension

a. Does the individual exhibit the ability to explain clearly complex concepts in formal learning situations such as the classroom and in informal situations such as studio critiques?
b. Does the individual exhibit the understanding necessary to interpret and translate information into new forms of knowledge?

3. Application

a. Has the individual demonstrated the ability to apply knowledge through practice, research or creative activity?
b. Has the individual demonstrated the willingness to work in service to the university and to the community, utilizing special abilities unique to the creative mind?

4. Analysis

a. Has the individual demonstrated a commitment to inquiry?
b. Is the individual able to compare and assess alternate opinions and approaches in the creative process?

5. Synthesis

a. Has the individual been able to combine experiences and information into a personally significant opinion that may be shared and properly defended?
b. Has the individual been able to grow beyond the influence of others—beyond discipleship into professorship?

6. Evaluation

a. Is the individual able to conduct practice, research, creative activity and teaching in a reflective fashion?
b. Is the individual able to constructively accept the comments of students, faculty colleagues and professional peers?
c. Is the individual able to make constructive judgments?

In most simple terms, these questions ask: what does the individual know, how clearly can he or she articulate those ideas, what has been accomplished, is there a willingness to work with others and will he or she mature into a leader. This is what the retention, tenure and promotion process in a university is all about.

3. BALANCING TEACHING, RESEARCH AND SERVICE

3a. Making the Connection to Teaching

Perhaps the most important aspect of the reappointment, tenure and promotion process should be the results of efforts in the studio or classroom. The performance of an individual and the demonstrated learning outcomes build a case in favor or in opposition most convincingly. The results of teaching can provide the faculty member with student and peer assessments, as well as a body of student work and related course materials, such as outlines and handouts, which will demonstrate a pedagogical approach; such work complements research and creative activity. Therefore, the individual should carefully construct course outlines and course materials to properly reflect an attitude about teaching Faculty should continually seek the connections between their own intentions and the products of academic coursework. In the most simple terms, it is reasonable to demonstrate personal opinions and attitudes both about teaching and the discipline of architecture through the work of students. However, some caution is necessary in this matter. The work of students cannot be construed so personally as to inhibit the necessary exploration and learning processes inherent in the work of a student.

There are several aspects of course materials that will be helpful in demonstrating the value of an individual in the reappointment, tenure and promotion process.

1. The value placed upon scholarship and inquiry.
Indicators of such activity include reaching across disciplinary lines, not only within allied disciplines, but across the university and into the profession and the community.

2. The value placed upon integrative strategies.
Indicators of such activity include reaching across disciplinary lines, not only within allied disciplines, but across the university and into the profession and the community.

3. The value placed upon action.
Indicators of such activity include those projects that cause students to apply concepts introduced in coursework.

4. The value placed upon diversity.
Indicators of such activity include the application of research methods, creativity, seeking broad knowledge in precedent and general encouragement for the development of opinions that may be clearly defended.

5. The value placed upon the learner.
Indicators of such activity include the ability of the instructor to adjust to varying situations and individual needs. This includes a willingness and an openness to student interaction.

Course materials that contain these elements will become valuable components of the Career Development Plan and useful in the preparation of the case statement. After all, even in the most research-oriented university, the individual who can demonstrate value in instruction is hopefully among the most viable candidates for success.

3b. Juggling the Big Three

One of the interesting challenges facing a junior faculty member is the relative emphasis he or she should place on teaching, research and service. It is fair to say that, on many campuses, research and scholarly activity are going to be the predominant criteria for gauging success, with teaching ranked second and service a distant last. This is not necessarily a fair ordering that serves the interests of the individual or the department and negates the opportunity to have a balance of great researchers, great teachers, etc., but in many instances it reflects reality and, as such, must be dealt with.

The preceding text has dealt at length with excellence in scholarly endeavors, but how best can a junior faculty member achieve the necessary accomplishments in research while becoming a valuable teacher—an activity that may have attracted them to academia in the first place? Essentially, a balance needs to be struck that enables the individual to do what she or he does best, but which ensures long term career development. There is a growing emphasis on quality in undergraduate teaching in the United States at present, but many campuses will not give tenure based solely on excellence in teaching. This is not to say that the teaching function can be abrogated; faculty who concentrate too heavily on their personal research to the detriment of teaching are likely to lose the support of their colleagues as their usefulness in the department wanes.

Consequently, a balance needs to be struck that ensures that the long-term developmental interests of the individual are met, that the needs of the department—particularly the students—are well served and that the prescribed criteria for tenure are being adhered to. This requires good planning, ongoing communication, negotiation and some ingenuity.

3c. Developing the Plan

A new faculty member, fresh to the profession, is likely to be pretty well swamped with teaching responsibilities in the first year, developing teaching skills, writing lectures and building a constituency among the students. This is wholely appropriate. There are six years ahead to achieve the necessary accomplishments for tenure, and trying to do everything in the first year is rarely successful. However, developing an overall plan for the tenure track period makes a lot of sense. All too often, an enthusiastic faculty member develops great new courses, throws him or herself at teaching and can then find three or four years have passed without a coherent academic agenda in mind.

Establishing a yearly plan is a useful exercise that works back from the tenure date and sets out personal goals that bring together teaching, research and service. Year one, for example, may be focused most on teaching, developing a new, graduate level course, picking up the load in the core studios and generally familiarizing oneself with the primary teaching role. The summer and subsequent year may add newer dimensions, planning to submit several abstracts or a grant proposal, entering a design competition, etc., and becoming more involved in University, professional or civic activities. And so on. Each year can build upon the last as a coherent package of activities that yields several benefits. Firstly, the plan provides a vehicle for discussion and negotiation with the departmental administration, helping to create a meeting of the minds as to matching individual and departmental needs, and helps to prevent unpleasant surprises or confrontations years later. A written plan, filed with the administration, can also be useful to ensure continuity of treatment if administrations change. Secondly, the plan can be evaluated each year to see if the direction, progress, annual goals and balance of teaching, research and service are still appropriate. Revision can then take place if necessary.

Thirdly, a workable plan can have the added benefit of trying to blend the activities of teaching, research and service into a coherent academic whole rather

than as three distinct activities. If one's teaching schedule can be developed to reflect research interests, if service activities can correspond to a general academic thrust, the combination of activities and achievements in the three areas will form a strong argument for quality where the whole exceeds the sum of the parts. This process can be advanced further through the concept of 'piggybacking.'

3d. Piggybacking

If a faculty member's teaching, research and service profiles can be developed coherently in a singular pattern, the indicators of success in each can be transferred between them. For example, student work from a course or studio can form the basis for an exhibition or a booklet. It can be submitted for awards (bringing reflected kudos to the faculty member and department), published in local newspapers or journals, and be the focus of an academic paper. Similarly, service activities—working for an inner city community group—may generate small grants or local recognition and the results of the work could be expanded into a paper or article. Research findings can be folded back into the classroom in the form of coursework or be disseminated to the profession in the form of workshops, lectures or articles in professional journals.

In this way, even the lowly service component can be transformed into peer approval or peer reviewed vehicles that help to fulfill tenurability (See Appendix B).

This approach, which requires both flexibility and ingenuity, helps to elevate the important teaching and service functions of a faculty member by transforming the results of their work into more conventional means of enquiry. It enables an individual to concentrate on doing what they want to do, and probably do best, and yet still develop a coherent career profile with the criteria for continuation firmly in mind.

3e. Pitfalls in the Process

Tenure is a rigorous, nerve-wracking and occasionally arbitrary process of assessment, and we are all familiar with tales of failure. Several pitfalls can be identified which have helped to create the hazardous path to tenurability, and should be given careful consideration:

Teaching, Teaching, Teaching

The reason you came into academia was probably a predilection for teaching, possibly learned as a teaching assistant. This is highly creditable and great news for your students, who will benefit from your enthusiasm and commitment. You may volunteer (or be volunteered) for the 'grunt' courses, willingly develop a slew of new courses and spend every available hour in your studio. Your students will love you and your colleagues are happy that you are taking the brunt of teaching requirements.

However, be careful. The last thing the authors want to suggest is minimizing your teaching. Junior faculty are often the lifeblood of a department and bring freshness, new ideas and vigor to the classroom and studio. But the sobering truth remains that very few faculty ever receive tenure on teaching alone. Typically, good, solid teaching performance will be appreciated and rewarded but it needs to be backed up with a healthy scholarly profile during those first few years.

Does this, therefore, mean that a great research profile but rotten teaching performance will guarantee tenure? Probably not. Departments have to meet their teaching needs and will not appreciate poor or reluctant performance. It is likely that they will require at least adequate teaching abilities—not necessarily excellent—to continue.

As you plan your tenure track, work out and negotiate your teaching load, if possible. Sure, develop new courses that are within your sphere of interest, become a teaching backbone of the department, but keep your long-term development in perspective. No one is going to thank you for developing ten new courses five years from now. Of course, when you have tenure, a greater emphasis on teaching becomes much more feasible without the threat of ejection hanging over your head. Bear that comforting thought in mind.

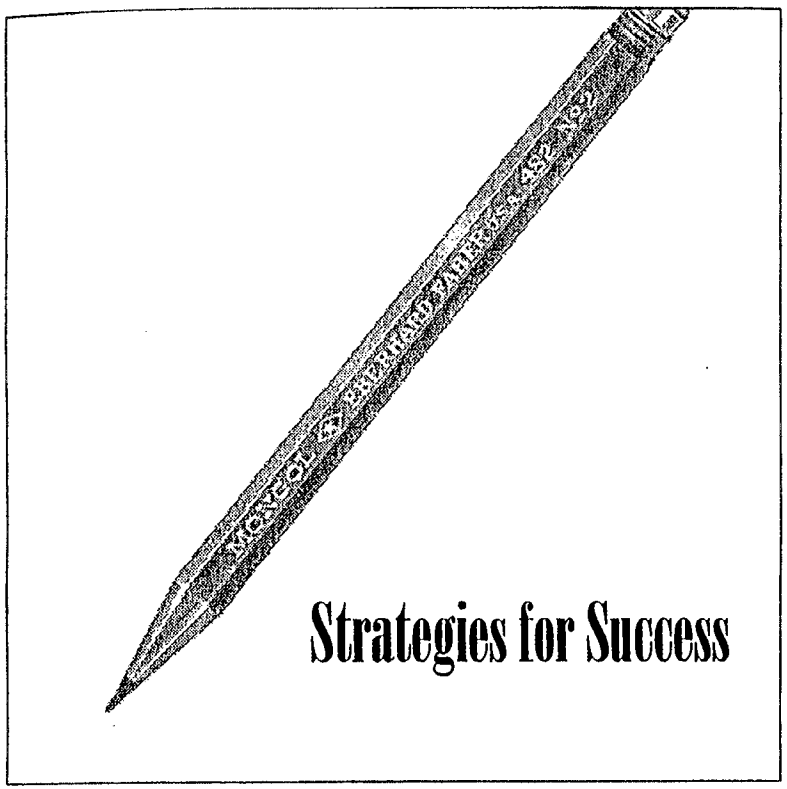
Getting off the Track

Career planning is important because it provides the basis for deliberate choice. As opportunities become available, it is necessary to chose between them and select those that conform to your long-term goals. To jump at enticing activities without thought to their overall, collective value may be fun, but can lead to a rather incoherent tenure package down the line.

It should be stressed that planning should not be substituted for personal development goals. Don't take a direction or do a piece of work that takes you away from your chosen path. You'll hate doing it and probably do the work badly. The issue comes up most with professional practice—focused faculty who feel they must become researchers. They abandon their design ambitions and start turning themselves into theoreticians, number crunchers, etc., often without the training to do so. They are not happy people, and often not very successful either.

It is the authors' belief that enquiry through design is a perfectly legitimate means of achieving excellence in the field of architecture. However, it is a little more unconventional, and the onus is often on the individual to prove the comparative worth of their achievements to the more traditional vehicles. Some campuses allow for 'creative activity' as an equivalent to research and scholarship. This does not mean that conventional practice necessarily counts—six Burger Kings, three warehouses and an extension to your garage is not exactly cutting-edge stuff. It is up to the individual to demonstrate excellence through the usual channels—peer review, peer approval and dissemination. This can be achieved by winning competitions, national or state design awards, exhibitions of work and articles on your work, all demonstrating your quality and the approbation of your peers. Similarly, built work can become the focus of a scholarly paper at an ACSA meeting or an article in JAE, if they are used to substantiate and illustrate a particular line of scholarly enquiry.

In short, designers should follow their abilities and desires in pursuing excellence. They will benefit, as will their departments. To assume that a single model of a faculty member fits all circumstances is foolish, and a richness of contributions from faculty exploring different areas of design and research can only mean a stronger curriculum. However, faculty electing to take the design route must remain alert to the requirements of tenure and ensure their work conforms, or can be transformed, to the conventional mechanisms of proof necessary for tenure.



4. STRATEGIES FOR SUCCESS

Ultimately, the goal of any faculty member is to achieve excellence in his or her selected field. While the concept of excellence can be a little nebulous, the criteria are more specific and establish a framework of requirements through which the individual must pass. Here are a few guidelines to make the journey a more fruitful one.

4a. Finding a Mentor

The concept of mentoring is growing in our institutions. Some campuses have developed structured programs for junior faculty, while others rely on a less formal approach. Certainly, the advice and guidance (and protection) of a senior faculty member can be most helpful. They can steer you in the right direction and work collaboratively with you (one word of caution—make sure not *all* your work is with your mentor or your personal contribution to the work may be questioned).

If there is no structured mentoring program and none of your colleagues has taken on the role, don't be afraid to seek out appropriate help, either among your own colleagues, in another department or another campus. Chose carefully and approach the subject diplomatically. Maybe just asking for some general advice at first, rather than an all-or-nothing , "Will you be my mentor?" would be best, so that a mentor/mentee relationship grows gradually.

4b. Building a Network

While the concept of networking is one of the more tedious legacies of the 80's, it does in fact have enormous value to the junior faculty member striving to jumpstart an academic career. Developing a network of friends and contacts in your area of interest both in your department, university and in schools across the country can yield a multitude of benefits. These contacts may become co-researchers on jointly conceived projects. They may become sources of letters of recommendation for you or perhaps will invite you to give lectures or attend juries. The network can contain prominent figures in the field or junior faculty like yourself—collectively, the group enables you to talk about your work, to share opportunities or to seek help when appropriate.

In some fields, these networks are well established, while in others they may require some effort on your part. Attendance at appropriate meetings and

conferences is probably the most effective means of meeting like-minded individuals, although letters, phone calls and E-mail provide the means to keep in touch. Asking a colleague to read a draft of your paper, asking him or her for a copy of their latest article are all perfectly legitimate ways of priming a relationship at the outset, and many distinguished faculty are only too pleased to correspond with colleagues on other campuses. In some cases, the relationship can extend into a more defined mentoring process, but the network itself is an important component of academic career development.

4c. Pacing Yourself

One possible downfall of exploring the realities of tenure—such as reading this handbook—is an increased sense of panic in the face of the rigorous challenges ahead and too much focus on the tenure process instead of academic excellence. It is important to stress that early knowledge of the process and long-term planning should *minimize* the need to worry about the procedures and free up more focused time for teaching, research and service. In this way, there is no need to run at the process like a maniac and risk either burning out early or doing a little of everything poorly. Set your schedule (with full consultation, of course); remember there are six long years (tenure is not usually considered in the final, seventh year) and proceed calmly at a measured pace. And never look behind you (just kidding).

4d. Selling Yourself/Building Your Reputation

The faculty network can be extremely useful in the task of building a reputation and letting everyone know what you are doing, but don't be bashful about letting others closer to home know, too. In a busy, active department, it is fair to assume that your colleagues won't know everything you are engaged in, so be prepared to let them know—diplomatically, of course. Presenting your work in a faculty forum, exhibiting your (or your students') work in the building, sending them copies of articles for their information/review are all useful ways of demonstrating an active agenda. Regular meetings with your chair can also be helpful in keeping him or her abreast of your achievements.

Extending this strategy to colleagues beyond the department may also yield some results (the ACSA Newsletter, for example) although some may be uncomfortable with the notion of blowing their own trumpet. You should use this strategy, therefore, only to the degree to which you are comfortable with it.

4e. Don't Panic

Remember the National Endowment of the Arts proposal you spent the summer writing? The design competition you spent countless hours preparing? Both rejected—a complete waste of time, God, I'm a failure, where's the Mylanta, where's the brandy, where's my mommy?

Well, hold on, nothing is *ever* really wasted and the last thing you can afford is to panic or despair. Look at the work you've completed and see what can be salvaged. Can the proposal be revised and resubmitted next year? Can it be sent in a modified form to other agencies? Can it even form the genesis of an article or conference paper? Sure, nothing beats the buzz of a major grant, but the work can be transformed into alternative means of enquiry with maybe less clout but still a demonstrable impact.

Similarly, the competition entry. Can you submit copies for publication in an appropriate journal or exhibit them? Can they form the basis for a paper on design enquiry? Be creative in assessing your work and you will find that almost nothing is a complete waste of time.

4f. Keep Alert

There are countless opportunities available to academics through their departments, Universities, cities, professional or scholarly organizations or other institutions. Stay alert and open to them by reviewing *ACSA News*, *The Journal of Architectural Education*, etc., and look for creative ways to pursue your work by any means available to you. Sometimes, the obscure journal or conference in Bolivia can carry a mystique that more familiar vehicles lack.

4g. Start Early

In addition to long-term planning, start building the file for the tenure dossier as soon as possible. The construction of the tenure document is a time consuming and tedious affair, and if you leave everything to Year Six, you will spend many happy hours hunting for lost articles, calling the editors of defunct newsletters and photographing deteriorating buildings while the deadline rapidly approaches.

Set up a file, or a box, right away and start collecting *everything* that may ultimately be useful. That newspaper article on your studio work? Keep it. That letter of praise from the mayor? Put it in. Maybe you'll omit these from the

final document, but at least you'll have the option of choice, and remembering *everything* you've written, drawn, said or had said to or about you six years after the event is just about impossible.

Also, begin to qualify and define your work. If you co-author a paper or book, get a letter from the co-author specifying the extent of your contribution. If your work is selected in a competition, find out who the jurors were, how many entries were rejected and how and when the work will be disseminated and/or displayed. If you publish an article, call the editor and find out the circulation, rejection rate and names of editorial board members—all useful information which may be required in the final analysis.

Building the document from the first year is akin to preparing a student portfolio—the more work you do at the time, the less time you will have to spend at the end, the less likely you are to lose or forget significant pieces of 'evidence' of your abilities/activities.

4h. Advice for When It Goes Wrong

During the course of a career in the university, it is inevitable that there will be a time when events will evolve to the disadvantage of a probationary faculty member. Such unfortunate circumstances may happen completely out of the control of all parties. Consider for a moment all that can go wrong in human relationships. Add to that the vagaries of fate, and mix in the probability for innocent mistakes and the occasional failure in spite of the best efforts and intentions. Given the reality of these occurrences, it would be naive to ignore the possibility of difficulty. Perhaps it is better to assume that eveyone experiences a certain amount of failure and proceed to develop a strategy to learn from such situations and transform them into positive aspects of a case for tenure and advancement. Above all else, it is important to recognize difficulty when it arises. The tendency of the individual to pretend that problems either do not exist or will soon evaporate may be unfortunately optimistic in the case of faculty members under consideration for tenure, promotion, or reappointment. There are measures that can be taken when the appointment process is not progressing as it should.

How am I doing?

The best measure to follow is to develop an open and regular rapport with the leadership of the program and the senior members of the faculty.

The simple question, "How am I doing?", will give you an opportunity to solicit an informal assessment while letting senior colleagues know that you are interested in being successful.

It doesn't feel right.

Trust your instincts when the situation doesn't feel right. Assess such a situation carefully and honestly without searching for fault. The problem may be within yourself. Personality conflicts and mismatches with institutions are possible. Equally, the problem may lie outside of the individual with the misconception of colleagues. Many times the source of problems resides in the original conditions under which the appointment to the position was implemented. Frequently, recent appointees represent the new direction of a department without knowing that such identification may mean trouble with senior members of the old guard. When it doesn't feel right, the best course of action is to articulate what is causing the discomfort and to undertake steps within the career development plan that address the situation. A regular personal assessment will enhance the efforts of the individual to meet the demands of the faculty. The individual must address the difficulty in the earliest stages of its formation to properly adjust the contribution to the department and to alleviate the situation.

The rules are changing!

Perhaps the most common cause of failure is the changing expectation of the role of a junior faculty member. Junior faculty members are often drawn into the many tasks related to an academic appointment. It is not unusual to find the junior members of a department accepting varying teaching assignments, difficult committee work, and extensive student advising responsibilities. These tasks detract from the research, publication, and creative activities that are expected in tenure, reappointment, and promotion decisions. Perhaps the most important strategy for improving a situation which is evolving toward difficulty is to determine, as much as possible, the definition of the teaching and committee assignments related to the position. Given clear expectations, it is possible to work toward mutually agreed upon goals for improvement and the support required from the department for success. Documentation, such as a Distribution of Effort Agreement (see Appendix E) may be usefully employed here.

I have failed!

There is no doubt that failure will cross every path. Failure can appear in many forms: a lost competition, an unsuccessful grant application, the refusal of a proposal for publication, or poor teaching evaluations. When failure happens, it is important to remember that positive steps may be taken. Every university offers the opportunity to improve teaching, grant writing, and publication skills. Often the effort expended after failure demonstrates to senior colleagues the real value of a junior faculty member. Such activity can be recorded and noted as a direct positive response to failure. The learning curve from failure is very high. The other aspect of failure is that it may indicate that the context for the work of the individual is unsympathetic. Certain institutions expect greater productivity in the area of research, while others are primarily teaching institutions. An individual desiring a career devoted to research will not fit well in an institution with heavy teaching loads. Should this be the situation, it may be advantageous to search for another position. It is better to take the search for a new appointment in hand from the relative security of a tenure track position than to be obliged to seek alternative employment in a terminal year.

I haven't been given the opportunity to succeed!

The opportunity to succeed is implicit in every appointment. Opportunity must be seized, but it cannot be withheld. Should the individual believe that the circumstances involved in the reappointment, tenure, and promotion process have not been fair, every institution maintains procedures to insure prevention of any form of bias or unfair labor practices.

While failure can be a difficult experience for an individual within the academy, the causes for it may be derived from many sources. Every failure of the individual is also a failure of the institution. Appointments are made with great hopes for success. When success is elusive, it implies a misjudgement of the selection committee, a breakdown of department support for junior faculty, or the inability of the individual to match expectations raised during the appointment process. In any case, strategies must be derived as fresh starting points from the point of failure.

5. IT'S TENURE TIME—GETTING READY

Well, six long years have flitted by and, suddenly, it's tenure review time. If you've been working hard and planning intelligently, this shouldn't pose any major problems for you. However, putting together the documentation and working your way through all the procedures is a time-consuming and potentially hazardous occupation, so some useful attention is warranted.

Of course, the tenure process is likely to differ on each campus, and requirements very considerably. In some instances, the chair will exert an enormous influence on the outcome of each case. In others, departmental approbation will be critical, or a divisional committee (a faculty group drawn from similar professional disciplines) will present the major hurdle. Or maybe the Chancellor or Provost's word is everything. In any case, a clearly written statement supplemented with convincing evidence will be critical.

5a. Preparing the Document

- Check the requirements very carefully and discuss them with your colleagues. Do you prepare one big document/portfolio, or are smaller packages of information necessary as well for circulation to committee members? Look at examples of documentation by successful *recent* candidates from your department Working from yellowing tenure documentation from the Jarassic era when criteria may have been different can give you a false perspective on current requirements.
- Bear in mind that those reviewing your work will be busy. Make sure that the documentation is *extremely* clear and unambiguous and that the material is easily accessible and corresponds to the curriculum vitae. Unclear and confusing files tend to annoy people, suggesting you either didn't spend much time on preparation, aren't very professional or aren't overly concerned about wasting their valuable time. This does little to foster the reader's benevolence towards you. Make sure, therefore, that there are *no spelling errors*, that magazines/proceedings have your work clearly tabbed and that files full of material are clearly indexed and explained and referenced back to the curriculum vitae.

- Show the document to as many friends as possible for advice. If they are confused by an argument or by the inclusion of a particular item, heed their collective advice. Even ask someone outside your discipline to review your stuff. Presumably your colleagues will know what you are doing academically, but other reviewers—divisional committees, Vice Chancellor, etc.—may not, and need to be led carefully through the material.
- If you are particularly inept at this sort of thing, hire someone to help with the word processing or the document assembly. Don't risk messing up this vital process for the sake of a relatively few dollars.
- Don't be afraid to over-explain a particular project or achievement if you consider it important. Don't assume that reviewers will be able (or indeed willing) to try and interpret some particularly dense text or shuffle backwards through reams of material to find out what you're getting at. Making it really easy for the reviewer ultimately makes it easier for you.

5b. Making the Pitch

In addition to a strong, clear persuasive case statement, accompanied by an error-free curriculum vitae and well organized document, a personal presentation may be required, either to the faculty or a campus committee. This is good, as it enables you to extend your personality into the case and clear up any lingering ambiguities. However, experience has shown that the meeting also presents a golden opportunity to put your foot in your mouth. This is, after all, a very stressful time and candidates have been known to become aggressive, overly submissive or incoherent in the face of questioning. Here are a few hints to consider before any of the meetings you may have to endure.

- If you're a nervous type or famous for your self-destructive performances, hold a dry run the day before. Ask your most rigorous supporters to be the reviewers, give you hell, and ask you really challenging questions. You'll learn a lot from the experience on how to strategize your responses and the next day will be a lot easier.

- Prepare your comments clearly, don't just turn up and waffle. Use cue cards prepared in advance or even read out a prepared statement if you feel more comfortable. Use slides, visuals, etc., but practice integrating them into your presentation first. This is a crucial meeting (or series of meetings)—don't blow it by inadequate preparation.
- If it is permissible, take along A Champion. This is probably not necessary at the department level, but at campus wide meetings, the presence of one or two senior colleagues (or Hired Guns, if you like) can provide great moral support. They can give the departmental perspective, take the blame for any ambiguities in the document ("Sorry, we should have caught that before we brought him/her over.") and eulogize your achievements, thus saving you the embarrassment of blowing your own trumpet.
- If there is a delay between furnishing the document and presenting it to a committee, take along a supplemental sheet listing your latest accomplishments in teaching, research and service which are not included in your curriculum vitae. This allows you to alter the focus of the meeting at the start and can impress the reviewers by the continual thrust of your work. Remember to take enough copies for all the reviewers and yourself in case there are questions.
- Take *nothing* for granted. Before your document moves from the department to the next level, make sure all the articles, photographs, etc., have been returned to the right place in the next folder. Call and remind your accompanying colleagues of the time and place of the meeting the night before, just in case (Sound paranoid? One of the authors has vivid memories of making a frantic call to a senior colleague *five minutes* before the tenure meeting). Planning on showing slides? Fine—is there a plug point conveniently located, and a blank wall or screen? Can you achieve an adequate blackout? Best to check even the most mundane things beforehand so that they cannot become insurmountable obstacles.

6. IN CLOSING

The success or failure of a faculty member is a shared responsibility between the institution and the individual. Either can fail to make the relationship prosper, thereby causing the prospects for tenure to evaporate. The only scenario that will bring a successful conclusion to the process is if both parties understand their respective roles, fulfill their responsibilities and actively work to maintain an honest and open working relationship. There are many reasons why the relationship can fail besides a lack of performance by the tenure candidate. In some instances, it is a matter of the physical context of the school, in others there may be an honest disagreement among personalities. These instances are, for the most part, unavoidable. However, it is possible to isolate difficulties in most circumstances so that problem resolution can take place.

What is clear is that for the reappointment, tenure and promotion process to work, both the institution and the candidate must expend considerable energy. And yet, after all, there may be failure. The effort is worth it; the risk of failure is only a by-product of continuing or building program excellence.

Each institution formulates standards for reappointment, tenure and promotion. These standards will be affected by local conditions and expectations. A university seeking to gain prominence will expect faculty to aggressively pursue research and publication activities. Certain state institutions remain focused upon the primacy of the teaching mission, while institutions that wish to maintain recognized levels of national and international prominence will expect work from faculty that receives such recognition. Given this perspective, it is obvious that, in many cases, junior faculty will be held to a higher standard than the senior faculty. While such a situation may not be entirely fair, it is a reality where program maturation and improvement is a priority of the leadership.

Various means are employed in the development of reappointment, tenure and promotion documents. In certain instances, a point system or minimum standards for the number of published articles may be employed. While such an approach may satisfy concerns about productivity and exposure, it is certainly not a holistic decision-making practice. A well-documented case statement may refocus the discussion upon excellence and significance of contribution, which is where it should be anyway. Point systems over-simplify a decision that must be made holistically. Therefore, the junior faculty member may shape this discussion by constructing a holistic case statement.

Finally, it must be remembered that this effort represents the future of an academic program. The lives of students and the collegial relationship of faculty members is what is at stake in this process. It has been said that granting tenure only ensures that an individual will now not make enough money forever. Maybe not forever, but if tenure is granted in the late 30's to early 40's, as it is in many cases, it is a 25 - 30 year investment—an investment that both parties should take very seriously.

Appendix A

Elements of a Career Development Plan

by

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College of Environmental Design
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Marvin J. Malecha, FAIA

ELEMENTS OF A CAREER DEVELOPMENT PLAN

Prologue

A career development program must remain the responsibility of the individual faculty member. A career development plan should not be construed as a bureaucratic exercise, rather it is a serious attempt to provide the faculty member with an opportunity to assert his or her own prerogatives in career planning. Further, it is an attempt to place emphasis upon reflective activity in the academy. It will serve as a guide for mentoring and a means to assess success.

1.0 Career Development Plan Perspective

The faculty member should construct a general career development plan relating creative activity and/or research to academic activity. This plan should be a comprehensive perspective of a life plan. In this fashion, a holistic understanding of the candidate's motivations and aspirations may be articulated.

The career development plan is the basis upon which a case statement for reappointment, tenure and promotion may be constructed.

2.0 Critical Self-Assessment: Building a Case Statement for Reappointment, Tenure and Promotion

.1 Demonstrating a Knowledge Base

- The faculty member should document his/her own special area of experience.
- The faculty member should document how his/her base of knowledge complements the department and the institution.

.2 Demonstrating Comprehension

- The faculty member should document the ability to articulate complex concepts through teaching and writing.
- The faculty member should document attempts to explore new forms of knowledge.

.3 Demonstrating Application

- Creative Activity, Practice and Research

  The faculty member should assess personal progress in the area of creative activity and/or research. In particular, it is necessary to understand the reflective aspects of such work. Through this work, a personal philosophy and area of strength should be evolving. This is the section where specific research, papers or creative activity should be cited.

- Committee Assignments and Related Activity Within the University

  The faculty member should begin to chronicle the contributions made to the entire life of the institution.

- Appointments and Activities Outside of the University

  The faculty member should chronicle contributions to important committees related to the discipline outside of the university. It is crucial that the faculty member assess

the relationship to and the impact upon academic work. This section, as the creative activity and/or research section, requires a reflective component.

.4 Demonstrating Analysis

- The faculty member should document his/her own work and the work of students the ability to assess alternate opinions and approaches in the creative process.

.5 Demonstrating Synthesis

- The faculty member must document the ability to combine experiences and fundamental knowledge into a personally significant opinion which may be shared and defended.

.6 Evaluation

- Impact of Contribution

  The faculty member should consider the impacts of his or her contributions upon the larger community of the discipline. Has the body of knowledge of the discipline been advanced? What impact has the work of the faculty member had upon his or her academic life as a result of these involvements?

- Student Evaluations and Teaching

  The faculty member should construct a self-assessment of activity in the classroom. A critical assessment with specific reference to student evaluations is desirable.

- Faculty and Peer Evaluations

  The faculty member should document attempts to respond constructively to the comments of faculty colleagues and peers.

3.0 Mentoring and Networking

The faculty member should seek out specific mentors from the within the faculty and external reviewers to act as advisors. Independent reviewers with recognized expertise are able to assess the progress of the individual with some degree of credibility. The faculty member should be entrusted with the task of seeking out mentors and maintaining a constructive relationship with them. There should be no less than three mentors and no less than one mentor from campus and at least one mentor from off campus.

The establishment of a personal network is a valuable resource for personal development. It is a device to obtain critical reflection upon the work of an individual and the means by which connections may be established to leaders in a specific area of interest. Networking enhances individual development.

Closing

Clearly throughout this document, the emphasis has been upon documenting behavior patterns and accomplishments to build a comprehensive case for reappointment, tenure and promotion. This is a process intended to empower the individual in the midst of the process rather than accepting a fundamental position of weakness.

It is important to remember that the process leading to reappointment, tenure and promotion begins the first day the individual is on campus.

Appendix B

Public Service in Academia: Conflicts and Alternatives by

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(Paper presented at the Academic Chairperson Annual Conference, Orlando, Florida 1989)

Public Service in Academia: Conflicts and Alternatives

Traditionally, public service has been heraided as an integral part of the function of universities, particularly in state institutions which are supported by public funding. That the service function is important is beyond question, although certain inherent problems may mean its undertaking is little more than lip service in some institutions. This article looks at the problems and suggests an alternative, and potentially controversial, model which can expand and enrich the public service role in the universities.

Although service can be defined in a number of ways, it traditionally involves departments or university units offering their skills and knowledge in professional or community related projects and endeavors, usually on a local or regional scale. The importance of public service may be stressed institutionally at a number of levels. It may be incorporated into university mission statements, although it is likely to be most prominent at the individual faculty level, where the tripartite goals of teaching, research and public service are usually codified as the determinants of academic success. Contract renewal and ultimately tenure depend upon adequate performance in these three areas, which are used as criteria to judge individual achievement at the departmental, divisional and presidential levels. In addition, teaching, research and service accomplishments may be used to determine promotion beyond tenure, to establish pay increases in the annual construction of the academic budget, and to determine worth in the selection of new personnel.

However, having established the stated importance of service in the institution in tandem with teaching and research, their relative worth must be questioned. It is fair to say that, in many institutions, research (and publication) has risen to greater prominence than even teaching as a determinant of academic performance, while service falls into a distant third place. It is probable, for example, that a poor teacher or scholar with an excellent service record will have difficulty surviving in a major university, while an excellent scholar with no service activity has a much better chance of survival.

The importance of undertaking public service projects is therefore likely to be qualified by the perceived worth of doing such work and will be further stymied by the time, energy and resources available to both institutions and individuals. In both cases, only a certain amount of effort can be expounded on any particular project, a factor exacerbated by financial exigencies experienced by many universities and by tough promotion standards which cause faculty to make careful choices in the ways they build their curriculum vitas. In this light, public service can become viewed as either an unnecessary appendage to the other, more relevant, criteria or as a drain on resources, an unattractive choice for faculty or an unaffordable luxury for administrators, no matter how keenly either group may wish to pursue the valuable and necessary goals of public service.

How therefore can service be redefined to reestablish it as an important part of the universities' mission without causing such problems? This article proposes a model for service which offers a different view of its

function in academia, one which introduces a value concept into its definition and which integrates it firmly with the other prime criteria of teaching and research. The approach calls for an expansion of the public service role, but attempts to make it a more attractive and, ultimately, productive endeavor both individually and institutionally. It is based on the system in place in the School of Architecture and Urban Planning at the University of Wisconsin—Milwaukee, although it has its roots in a number of other institutions. At first, it may appear pushy and entrepreneurial, an approach which even seems to go against the notion of public service. It is maintained that, if undertaken skillfully and thoughtfully, the public service mission of each institution and, ultimately, each faculty member can be expanded with obvious benefits to the recipients, while at the same time ensuring appropriate rewards to those involved.

The model attempts to create a holistic approach to service, teaching and research, introducing a 'value' concept to each project or task and necessitating an evaluation of its worth, either to the community, to the state, to the profession, to the institution or to the faculty. Some projects, for example, should be undertaken almost automatically if sufficient institutional resources are available. Service on task forces, preparation of designs or reports, consultations to community groups may all be ways to carry out the service mission by helping deserving groups who have few alternatives but to seek free assistance.

Beyond these functions, institutions should be more selective. When approached by corporations, city departments, private schools—in short, organizations with financial capability looking for some useful ideas or

assistance, is it possible, does it violate a basic principle of public service to ask (albeit quietly) "What's in it for us?"

What's in it can include a wide range of things that, in addition to successfully undertaking the task, can have benefit to the institution and the individual, ranging from financial improvement to scholarly enrichment. .In the first case, is it incongruous or even possible to link financial gain with what is usually conceived of as a charitable act? That will depend upon the skill and willingness of a party to pay, but more specifically, upon the skill of the faculty member or administrator to negotiate a fair arrangement. Payment may be generated in the form of fixed price contracts which could provide summer pay or release time for faculty and students. It could be quite modest and be framed in the form of competition prizes for student projects (such as a design contest to create a new office space or logo for a local group) or publicity costs to produce posters, exhibitions or printed booklets to display the completed work. Such products ensure maximum publicity for the institution's involvement and can become useful tools in the expansion of further service activity and in developing 'political' influence. This can take the form of generating credibility within the university where it is important for departments and colleges to impress upon their Deans and Vice Chancellors respectively the quality of their work, bringing attention to their public service activities in a tangible way. At a higher level, it is important to positively impress such organizations as professional institutes, accrediting agencies, city governments, university system administrations and state legislatures which may wield influence or decision-making power over the home institution. In summary, this model of service works on the premise that

while the act of doing may be laudable, the expenditure of precious resources—time, energy and funds—is not fully maximized unless that effort is properly communicated to the parties likely to be affected or impressed by it.

Of course, beyond the harsh realities of finance and influence lie the day-to-day realities of academic achievement for the individual faculty member. As previously stated, the esteem in which public service is held in most institutions makes the expenditure of effort in this direction a potentially dangerous one. This is where the notion of 'piggybacking' comes in.

If projects are critically evaluated when they arise, the concept of 'value'—in this case value to the individual—can be determined, and an appropriate strategy for completion established. For example, can the project be expanded into a proposal of interest to a local, state or national funding agency? The benefits in terms of buyout, project assistants, publication and travel costs are well known, and the kudos of receiving say, a National Endowment for the Arts grant, is considerable. Can the work when completed form the basis of a scholarly paper, article or book chapter or be worked into an exhibition for display? Can the work be submitted for an award or similar recognition? Beyond the actual undertaking of a service project lie innumerable chances to convert the results into more conventional academic achievements, and while this may be old news to experienced faculty, those new to the profession may miss useful opportunities to enhance their credentials.

Perhaps the notion of public service can even be introduced at the teaching level, giving students the chance to work on real projects with active client groups instead of dealing solely with textbook cases and in-class simulations. Again, serious questions should be asked before the work is accepted. Does the project satisfy not only the needs of the project but the pedagogical requirements of the course? What kinds of benefits beyond the experience—prizes, project assistantships, travel—should the student reasonably expect? Can the results of the student work be published or evaluated? Can the results even be implemented, giving terrific real world experience to the students and high visibility to the institution.

If this model of public service is considered an appropriate one—and it may not fit within the structure and mission of some universities or colleges—how best can it be introduced or expanded within the institution? Although it may be handled individually by faculty, the model will be most effective if organized collectively at the department or unit level. It requires administrators to be able to negotiate effectively and diplomatically with likely 'client' groups without offending or pressuring them. It requires effectively advising the faculty, particularly junior faculty, of the potential advantages of 'piggybacking,' taking on the public service role but simultaneously satisfying the rigorous requirements of teaching and research. Above all, it requires a balanced view of public service projects and tasks, a collective assessment of the departmental output with regard to service and the overall benefits, both institutional and individual, that can be expected. If public service is viewed in this way, it becomes a productive and worthwhile opportunity rather than an unnecessary and undervalued drain on resources. It becomes more closely integrated with

teaching and research and loses its negative charity-like status. As such, its role can be expanded significantly to the positive benefit of both institution and society, enabling us to fulfill one of the stated missions of universities more effectively.

Public Service in Academia/disk4/RG

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Appendix C

Reappointment, Tenure and Promotion Criteria
and
Candidate Review
by
Marvin Malecha,
Dean of the College of Environmental Design,
California State Polytechnic Institute,
Pomona

Original Date: February 14, 1989
Revision Date: January 23, 1990

RTP CRITERIA AND CANDIDATE REVIEW
and Post Tenure Review

Review Criteria for the Dean of the College of Environmental Design in the Reappointment, Tenure and Promotion process for faculty in the Departments of Architecture, Environmental Studies, Landscape Architecture and Urban and Regional Planning.

Prologue:

The leadership of the Dean of the College is vital to the common interests of the students and to the overall progress of the College toward the future. This leadership responsibility extends beyond management responsibility toward curricular and personnel issues. Decisions regarding faculty appointments are the most important and most difficult in academic administration. Clearly, these decisions are made easier by excellence in the search and initial appointment of faculty. This document defines the role of the Dean in the Reappointment Promotion and Tenure process for faculty within the College of Environmental Design. (Refer to Appendix 16, Section 305.201, *University Manual*)

1.0 Criteria Review

1.1 Department Criteria and Process

1.1.1 The Dean of the College is responsible for the review of Departmental Reappointment, Tenure and Promotion criteria for two specific reasons: to ensure conformance to University policy and to nurture significant departmental differences which may be reflected in each Department's document. When this annual review is completed, the Dean will forward a specific recommendation to approve or reject the Department Reappointment, Tenure and Promotion document.

1.1.2 In the case of candidate review utilizing perspectives stated in the following Section 3.0, the Dean will assess whether the individual has met specific Department criteria approved by the University Provost. This assessment shall be specific and shall be independent of previous assessments made by the Department or College committee. The Dean will forward a specific recommendation to approve or deny the candidate application to the University Provost.

1.2 University Criteria and Process

1.2.1 The Dean must understand and be able to apply specific University Reappointment, Tenure and Promotion criteria in order to ensure that the candidate meets minimum University expectations. The Dean will forward specific comments to the Provost regarding the specific applicability of University requirements to the faculty of the College of Environmental Design. These comments shall be made in consultation with College and Department Reappointment, Tenure and Promotion Committees.

1.2.2 In the case of candidate review, the Dean will assess whether the individual has met the specific criteria which have been formulated and approved by the University community. This assessment shall be specific and shall be independent of previous assessments made by the Department or College committee. The Dean will forward a specific recommendation to approve or deny the candidate application to the University Provost and the University Reappointment, Tenure and Promotion Committee.

1.3 Dean's Judgement

1.3.1 The Dean shall assess the appropriateness both of specific criteria and the application of specific criteria in the evaluation of faculty performance regarding Reappointment, Tenure and Promotion issues. Should the Dean choose to waive specific Department criteria, written cause must be stated within the Dean's comments section of the Reappointment, Tenure and Promotion application document. This judgement shall remain a specific privilege and responsibility of the Dean.

1.4 Related Policies

These criteria have been developed to augment the policies and procedures for academic personnel actions in the collective bargaining agreement between the California Faculty Association (CFA) and the California State Universities Board of Trustees in Article 11 (Personnel Files), Article 12 (Appointment), Article 13 (Probation and Tenure), Article 14 (Promotion) and Article 15 (Evaluation); and the University Manual in Sections 305 and 306, and Appendices 10, 16 and 27; and the California State Polytechnic University, Pomona, Affirmative Action Guide.

1.4.1 Early Actions

All early actions require demonstration by the candidate of activities and credentials exceptionally beyond the stated criteria for advancement and tenure.

1.4.2 Demonstrable Evidence

It is the responsibility of the candidate to provide demonstrable evidence to support any requested RTP action.

2.0 Resource Review

2.1 Department Resource Review

Before deciding on the Reappointment, Tenure or Promotion of a faculty member, the Dean shall meet with the Chair of the Department in question to review the specific faculty needs of the Department. This review will provide the Dean with the necessary information to assess the personnel action.

2.2 Department Faculty Consultation

The Dean may hold a consultation with the tenured faculty of a Department to request specific opinions regarding a Reappointment, Tenure or Promotion action. The purpose of this consultation is to provide the Dean with additional information regarding the appropriateness of that action.

2.3 Department and College RTP Committee Findings

The recommendations of the Department and College RTP Committees must be complete. This includes a validation of the materials and credentials submitted by the candidate, a review of the candidate's Personnel Action File (PAF) and all previous RTP actions, a direct analysis of the candidate's performance and credentials against the department RTP document and a reasoned summary of the committee action.

2.4 Dean's Assessment

Based upon the Annual Report of Professional and Scholarly Activities, the Dean shall specifically note the role of the candidate in College affairs and assess the contribution of that candidate in curricular, teaching, administrative or reflective activities. This shall appear in the Dean's comments section of the Reappointment, Tenure and Promotion application document.

3.0 Dean's Perspective

The Dean shall perform the specific responsibilities for the review of Departmental documents and faculty candidate applications with three major perspectives. Specifically, the perspectives shall be utilized while applying Departmental criteria.

3.1 Dedication to the Instruction and Nurturing of the Human Mind

Teaching is a complex combination of instruction, skills development, advising and counseling. Ultimately, the individual who dedicates a life to the nurturing of the human mind must be rewarded for that contribution. Teaching in formal and informal situations in the classroom, during office hours or outside of the University must remain the primary measure of the faculty. This shall comprise the first perspective of the Dean.

3.2 Dedication to Reflective Practice and Inquiry

In a professional College, the faculty must continue to make substantive contributions to the body of knowledge of the discipline. This contribution, through design practice, professional activity, research and the development and articulation of theory, is an essential measure of a vital faculty. This shall comprise the second perspective of the Dean.

3.3 Dedication to the Establishment of a Learning Environment

The faculty perform an important role in the establishment of a learning environment through their willingness to take action in the form of committee work, self motivated projects for the Department or College, project and fund development and the support of the College activities that encourage the growth of the College community and ensure its continuation. It is anticipated that the involvement in such activities will be proportionate to the time of service and the level of appointment. This shall comprise the third perspective of the Dean.

4.0 Candidate and Document Review

4.1 College and Department Review Session

4.1.1 The Dean shall review the Department Reappointment, Tenure and Promotion criteria annually. Concerns expressed by the Dean regarding the Departmental document must be specified and distributed to the committee in writing with ample time for incorporation into the document prior to its timely submission to the Provost.

4.1.2 The Dean shall meet confidentially with the College and Department Reappointment, Tenure and Promotion Committees, as well as the appropriate Department Chair, to inform them of specific recommendations made regarding candidate applications.

4.2 The Dean shall hold a private, confidential meeting with each candidate within the College to inform the candidate of specific recommendations made in response to the application.

5.0 Post Tenure Review

The tenured members of the faculty must be measured by the most rigorous standards of performance. The leadership of the College is dependent upon their complete involvement. The Dean must ensure the regular evaluation of each tenured member to comply with the University policies and to promote continued excellence.

6.0 Faculty Consultation

This document has been reviewed by the tenured and tenure track faculty of the College of Environmental Design. Signatures reflecting this consultation are on file at the College of Environmental Design Office.

7.0 Dean's Commitment

It is the primary responsibility of the Dean of the College to ensure the reappointment, tenure and promotion of outstanding faculty and to see to the continued excellence of the teaching, research and creative projects and participation in the life of the academic community through ongoing evaluation procedures. The following signature by the Dean of the College is an affirmation of this commitment.

Signature on file. — January 23, 1990

Marvin J. Malecha, AIA — Date

Appendix D

Two Case Statements prepared by Professor Hubbard and Wahne to support their candidacy for tenure and promotion.

Both were successful and illustrate two different yet equally workable approaches to developing an academic profile.

STATEMENT FOR APPLICATION FOR
PROMOTION TO ASSOCIATE PROFESSOR

NANCY J. HUBBARD, PH.D.

SUMMARY OF ACADEMIC AND PROFESSIONAL CAREER
November, 1992

INTRODUCTION

The following documentation presents my academic and professional activities and qualifications in support of my request for promotion to the rank of Associate Professor with tenure. It is organized according to the criteria provided by the Division of Professions in the categories of 1) research, scholarship, and professional activities, 2) teaching, and 3) service.

I believe that the evidence provided for consideration will demonstrate that I have successfully met the requirements and criteria established for promotion to Associate Professor with tenure in the Department of Architecture, School of Architecture & Urban Planning, University of Wisconsin-Milwaukee.

My research and professional activities, teaching, and service have been guided by my firm belief in the necessity of understanding and maintaining the historic fabric of the built environment. Historic structures and sites enrich our lives in providing continuity with the past, and enrich our physical surroundings through the variety of built forms. Knowledge of history - from styles and materials to the origins of building types or the legal structure of architectural practice - is an essential guide to decision-making for the future.

RESEARCH AND PROFESSIONAL ACTIVITIES

The integrating feature of my career has been my work in historic preservation and research. In response to student interest in historic preservation and based on my own professional work in preservation, I successfully initiated, developed, and implemented a Preservation Certificate Program in the Department of Architecture. This program is the first specialized area of study established at the M.Arch. level in the Department of Architecture, and is one of only fourteen preservation programs in schools of architecture in this country. The success of this program is evidenced by the numerous requests from communities and preservation groups in Wisconsin for assistance from faculty and students in preparing historic structures reports, feasibility studies, measured drawings, and design options. The architectural profession will be enriched by the specialized knowledge developed by students in the preservation certificate program.

I have also undertaken academic research in architectural history. In 1990, I received the Morris Fromkin Grant and Lectureship, a highly competitive and prestigious award, for my research on the poorhouse in Wisconsin. My background in architectural practice and my education as a historian has resulted in several projects dealing with the history of architectural practice. In 1990, I presented a paper to the Society of Architectural Historians on the origins of the first licensing statute in the United States. I have been invited to develop this topic further as one of three papers on the history of practice to be presented to the 1993 annual meeting of the Association of Collegiate Schools of Architecture. In addition, I am continuing research undertaken in Paris, while directing the Department of Architecture's foreign studies program during Spring, 1989, on the development of the architectural profession in 17th-century France.

I have developed a good reputation in the state of Wisconsin for my preservation work and related service activities. I have received two major grants from the State Historical Society of Wisconsin totaling almost $60,000 for two innovative projects, one being a statewide survey of all recreation and conservation facilities, and the other a prototype computer program co-sponsored by the National Park Service. Other preservation-related research grants received in the last 18 months have dealt with Civilian Conservation Corps sites administered by the United States Forest Service, and with one of the oldest branches of the National Home for Disabled Volunteer Soldiers, now the Milwaukee medical center of the Department of Veterans Affairs. My research for the Veterans Affairs Medical Center is being used to support the nomination of the facility as a National Historic Landmark, the highest level of recognition which a building or site may receive in the United States.

My interest in the preservation of historic buildings is related to my more academic research in architectural history. As a result of my work on the restoration of a historic water tower in Western Springs, Illinois, I undertook an interpretative historical study of water towers in the Midwest. Based on presentations and articles on water towers, I have developed a reputation as a "water tower expert" and have been contacted many times by community leaders interested in preserving or demolishing such structures. I prepared a historic structures report on a water tower in Ransom, Illinois, provided strategies on saving the water tower in Sun Prairie, Wisconsin, and am currently working on a second restoration of the Western Springs water tower, damaged by fire in 1991.

TEACHING

My goal in teaching is the development on the students' part of an appreciation of the richness of meaning and form in the built environment of the past. I am particularly interested in encouraging students to look beyond the major personalities and key monuments of architecture to the needs met through architectural form and the reasons for change in design theories.

In teaching the introductory course on historic preservation (ARCH 381) in the Preservation Certificate Program, I have attempted to integrate my research and professional work in the material presented to my students. I have been able to involve students, as active participants, in actual projects, giving them a level of practical experience while benefitting preservation in Wisconsin by providing assistance to groups committed to preserving meaningful buildings in their communities. These projects have enabled students to integrate lecture courses and the studio through practical design work.

In the core lecture course I regularly teach (ARCH 300), I have also attempted to integrate lectures with the studio through projects which require reading of primary material, writing of analyzes, and graphic examination of designs. My pedagogical approach to such integration was selected for presentation at the 9th Annual Conference on the Beginning Design Student and received a very favorable response from the audience of faculty of other architecture and design schools.

I am becoming a well-known authority on the law and practice of architecture, and am currently under contract to write a book on the subject of professional liability for architects, co-authored by Robert Greenstreet. I have regularly taught the course on law and professional practice for architects (ARCH 581), bringing to it an awareness of legal and practical issues. I believe my ability to draw examples from actual practice situations has enriched and enlivened the course. Based on my experience in practice and on the issues taught in this course, I have undertaken several research projects which have resulted in three articles in Progressive Architecture, co-authored with Robert Greenstreet. I have presented papers to regional and national meetings of the Association of Collegiate Schools of Architecture on the pedagogy of teaching law and practice in the architectural curriculum, and on the meaning of professionalism in architectural practice.

SERVICE

My goals have been to become an active member of my academic and professional communities, and to promote the value of historic preservation to the general public. I have served in a variety of capacities on ten academic committees and task forces, the boards of directors of two major preservation organizations, and on the board of one of the sixteen pilot programs in heritage tourism in the United States. I was appointed to the Wisconsin Historic Preservation Review Board by Governor Tommy Thompson, and served for three years. I have been active in both the Chicago and Wisconsin chapters of the American Institute of Architects, having served as chair of the Historic Resources Committee for the Chicago Chapter.

I feel the greatest service a teacher may perform is to take the classroom beyond the University to the citizens of the State of Wisconsin. In that context, I have given numerous lectures to general audiences and to preservation groups on architecture and preservation.

CONCLUSION

I hold a unique position in the Department of Architecture, combining the skills and methodology of the historian with the practical aspects of the practice of architecture, particularly in historic preservation and legal issues of the design and construction process. I have demonstrated through research and professional activities, teaching, and service how critical, historic inquiry is a component of the theoretical and practical nature of architecture. I have effectively combined the three areas of consideration for promotion to associate professor in the Department of Architecture.

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S T A T E M E N T

In Support of Candidacy For Promotion and Tenure

Brian Wishne

INTRODUCTION

Architecture is unique in being both science and art; a vehicle for the assimilation of practical knowledge and for the profound questioning of social conditions. Improving our physical environment is a goal of all architectural educators. I believe that one way of doing so is by preparing professionally skilled architects who approach their discipline with the critical insight, inclusiveness and responsibility of a liberally-educated mind. I view my role in the Department of Architecture as providing an important linkage between the verbal discourses of history, theory and criticism and the formal ones of the design studio. Such linkage is embodied in my creative and scholarly work. I contribute intellectual rigor to the studio core of the curriculum; and conversely add the particular insight of an architectural designer to the teaching of courses in history and theory.

My work is unified in its exploration of the relationship between theory and design. Whether one considers the papers I have written, or the buildings and projects I have helped to realize, three themes emerge: typology as design method; formal analysis as pedagogy; and representation in architecture as the focus of theoretical inquiry. These have guided my studies and teaching throughout my career. The ability to " read" architecture astutely enables me to derive theoretical speculation directly from the design process. Design as a form of critical inquiry distinguishes my work whether in the classroom and studio, in scholarship and creative activity, or in service to professional and public communities.

SCHOLARLY AND CREATIVE ACTIVITY

Inquiry Through Design:

I have worked as a designer on over twenty professional building projects. As an employee of a renowned architect, I have been involved in projects that have been reviewed and exhibited worldwide [3.22.18-3.22.20]*. Other projects, under more modest circumstances, have been honored with seven professional awards for design excellence [3.21.1-3.21.7]. Architectural design and academic scholarship have been sympathetic forms of inquiry in my professional life. Each continues to inform the other. Formal papers presented at various academic conferences have often been the result of issues being explored in building projects, whenever the pragmatic constraints of practice have allowed. Conversely, issues of a purely academic interest derived from teaching or research have been tested in built work and projects. The three projects discussed below have followed a thematic study of theories of representation in architecture. Respectively, they apply speculation on formal typology, on perception and abstraction, and on theories of "essential being" derived from phenomenology, to the solution of an architectural problem.

(*Bracketed numbers refer to items in the Curriculum Vita and supporting materials)

The Hudson Residence: Typology and Design Method

The project for the Hudson Residence [3.17.2, 3.17.3, 3.18.2, 3.21.5, 3.21.6, 3.22.14 and Abbreviated Portfolio Document A]* is an architectural study based on my interest in typology as a method for design. The architectural work took place at a time in which I was studying similar issues of typology as the pedagogical basis for a series of seminars conducted at the University of Cincinnati [4.A.3.5]. The Hudson House remodeling is based on an understanding of the formal basis of the "villa type", developed during the Renaissance as a composition of two juxtaposed sets of rooms, or "layers" in plan. Each layer is oriented to and dependent upon external conditions: formal entry, on the one hand, and landscape garden on the other. The Hudson Residence utilizes that formal configuration to take advantage of its siting over a wooded river valley and to accommodate the programmatic need for a large open public room.

The study of housing typology, has led to a recent seminar given at the University of Wisconsin-Milwaukee entitled "Historic Concepts in Architecture" [4.A.3.2] in which design is presented through case studies of house types. It has also informed a number of academic presentations [3.13.14, 3.13.15, and 3.13.17], and is the pedagogical basis of the article "Architecture and Landscape: The Boerner Botanical Gardens Competition" [3.3.4]. Housing typology, in the form of research into the social history of apartment building design, has been an important aspect of my ongoing work on the architecture of Herbert Tullgren [3.3.2 and 3.12.1] and will be the subject of an upcoming presentation to the Society of Architectural Historians [3.3.1].

Rags-2-Riches Clothing Store: Literal Verses Abstract Representation

The Rags-2-Riches Store [3.22.11 and Abbreviated Portfolio Document B] is an inquiry into the nature of abstract representation in architecture. The design of the store has to do with simulating an urban street experience. However, rather than make literal images of an historic street, as was the preconception, the design abstracts the idea of street, square and monument. Abstraction has two consequences for design. First, it involves people cognitively by inviting interpretation. Secondly, it places the emphasis, for both the architect and the people who experience it, on composition, material and perception.

In addition to winning three design awards [3.21.2, 3.21.3 and 3.21.4] and exposure through publication and exhibition [317.4, 3.17.5 and 3.18.1], the speculation on an urban typology of streets, squares, monuments and fabric raised in Rags-2-Riches were later more fully developed in the paper "Memory and the Importance of Monuments" [3.13.11]. Most significant are two recent papers on postmodern aesthetics, "Collage Structure" [3.12.2] and "Intentional Paradox: An Examination of the Boundary between Architecture and Sculpture" [3.3.3] which continue the speculation on spatial ideas first studied with the design of Rags-2-Riches.

The Limited Triplex Project: Representation and Phenomenology

Writings in the philosophy of phenomenology have been borrowed by architectural theorists, critics and designers in recent years to support concerns about site specificity, place-making and psychoanalytic interpretations of spatial and temporal relationships. Heidegger's identification of "Being" with "Dwelling" is intriguing as a challenge to representation in architecture. Latent in the obtuse language of phenomenology is the idea that architecture need not represent anything. Rather, it gains significance by enabling an essential activity to occur. In a sense, phenomenology leads meaning in architecture away from formal abstraction toward a grounding in the very literal qualities interpreted from the site and program.

The Limited Triplex Store Project [3.22.7 and Abbreviated Portfolio Document E] is in part a testing ground for these complex ideas. For better or worse, the essential nature of a retailer like The Limited is merchandising, not "Architecture". As a result, the emphasis of the store design is no longer on scenography, but on what we named a "display machine" [see Abbreviated Portfolio Document E]. The very specific interpretation of the character of a retail environment is thus given an equally specific architectonic embodiment. The idea of the "display machine" challenges representation in architecture altogether, whether literal or abstract, replacing it with an immediate reference to the essential condition derived from the purpose of the environment.

The approach emphasizes interpretive problem definition rather than formulaic problem solving. Though it is by no means a replacement for knowledge of formal compositional methods, it is valuable in certain educational contexts, especially for advanced students attempting to hone critical analytic and interpretive skills at the conceptual stage of design work. It was with this purpose in mind that I prepared a studio course rather ambitiously subtitled "Phenomenology" [4.A.3.4]. Reflection on the experience of that studio led to the paper "Interpretation Theory and the 'Opening' of the Design Studio" [3.13.10 and]. Design implications of similar philosophical concerns were studied in the paper entitled "The Architecture of Connection: Spatial Formation in the Public Architecture of Louis I. Kahn" [3.13.6].

Inquiry Through Writing

In the last ten years both architectural discourse and design have undergone a radical transformation. Like many disciplines, architecture has imported new ideas and explanatory methods from philosophy, literary criticism, psychoanalysis and other sources of contemporary theory. The result is a profound questioning of the assumptions that underlay architectural thinking in modern history. This has forced equally profound changes in the teaching of design. Many of the assumptions now being challenged as institutionally-constructed -- value in formal order and compositional logic, architecture as a determinant of behavior and a source of social reform, and even the ability of architecture to "mean" anything at all -- have been the foundations of purpose, judgement and evaluation in architectural education. The scholarly criticism I have written and presented has sought to understand these ideas and to examine their implications for design.

Two formal papers, "Intentional Paradox: An Examination of the Boundary Between Architecture and Sculpture" [3.3.3] and "Collage Structure" [3.12.2] exemplify the inquiry into postmodern aesthetics. The first posits the fact of deliberate paradox in certain architecture as a challenge to philosophical positivism. First presented at a joint conference of The Association of Collegiate Schools of Architecture (ACSA) and The Wexner Center for the Visual Arts of The Ohio State University, it was later selected by peer review as one of best of the papers given that year and therefore included at the Annual Meeting of the ACSA.

"Collage Structure" examines the implications of compositional strategies of fragmentation, discontinuous reference and instability in recent highly-promoted architecture. The paper proposes an important distinction between the experience of what I call "collage structure" and that of more normative "narrative structure" in architecture. Collage is non-narrative in that it intentionally denies sequence, hierarchy and reference in favor of juxtaposition, assemblage and interpretation. A goal of my work in these papers is to help students to read recent trends more deeply than the quick consumption of styles in architecture often allows.

Funded Research

Throughout 1992 I was engaged in an externally-funded research project culminating in a public exhibition on the architecture of Herbert W. Tullgren in Milwaukee [3.11.1]. The exhibition ran for five weeks last fall at the Charles Allis Art Museum. In addition to the preparation of drawings and exhibit documents, the research has resulted in two papers [3.3.1 and 3.3.2], a minor publication in the form of an exhibit brochure I designed and co-authored [3.12.1], two public lectures [3.13.3 and 3.13.4] along with a number of private group presentations at the museum, and finally, a narrated videotape that accompanied the exhibition [3.15.1] and for which I have received purchase requests.

My interest in Tullgren began as an aesthetic appreciation of certain buildings he designed in Milwaukee. It quickly became a much more significant project as research revealed Tullgren's struggle throughout the Depression years to design and market prototypical duplex apartment buildings. His purpose was to help ease the shortage in affordable housing through the coupling of architectural talent and practical economics. Thus, the project gained historical significance. It also provided an opportunity to continue my research into the social basis of formal typologies, in this case the modern apartment building. Tullgren's architecture should be understood in relation to an earlier pragmatic and typically American housing reform tradition, and to the unfortunate disappearance of such a tradition in the face of similarly difficult conditions today.

Formal Analysis.

The ability to translate ideas into architectonic principles for coherent design strategies is central to my studio instruction. The ability is dependent upon one's experience with the possibilities of formal manipulations in design, or one might say, with one's skill in "reading formal languages". Formal analysis is the pedagogical basis of all of my writings and all of my studio instruction. An illustration of the process and critical use of formal analysis is embodied the paper entitled "The Architecture of Connection: The Formation of Public Spaces as Embodiment of the 'Order of Institutions' in the Architecture of Louis I. Kahn" [3.13.6]. The argument is that certain themes in the writings of Louis Kahn can be reconciled with certain formal devices characteristic of his architecture. The paper was presented to an international audience of scholars and professional architects meeting in Philadelphia at the opening of the retrospective exhibition honoring Kahn's contribution to architecture.

TEACHING

As mentioned above I have developed a group of courses over my academic career that are directly related to ongoing interests in certain design projects. The seminars in Renaissance theory, and Neoclassicism at The University of Cincinnati were centered on questions of typology and formal language in architectural design. More recently the course entitled Historical Methods in Architecture [4.A.3.2] is based on typological case studies that inform a social history of architecture.

I have been fortunate to have been assigned to teach two courses that have allowed me to continue the process of compiling and clarifying my research into relationships between theory and design: Architecture 166-330: Design Theory [4.A.3.1] and Architecture 331: Design Methods (my work in the latter builds upon that of Professor Don Hanlon). Both

have enjoyed high enrollment demand and positive student evaluations. The content and method of Design Theory was recently presented at *The First Conference on Issues in Undergraduate Education* in workshop on "Critical and Creative Thinking in Education" [3.13.2]. An important goal of the course to increase undergraduate students' awareness of values, assumptions and political conditions that underlie their design ideas and those that surround them.

I have always used the classroom and lecture hall as a forum both for dissemination to students and colleagues of my scholarly and creative work, and for their always helpful and painfully honest feedback. I have given four presentations as part of the school's invited guest lecture series since joining the faculty [3.13.3, 3.13.5, 3.13.8 and 3.13.13], in addition to using examples of my own design work in a variety of classroom settings. Furthermore, a recent built project, The Butter Company [3.22.5] has won a construction industry award [3.21.1] and is used as a case study by Professor Gil Snyder in Architecture 516: Advanced Building Construction.

It should be stated that I view my teaching contribution as ultimately centered in the design studio. My work is characterized by a depth of insight into the conceptual structure of design work, and an equal ability to help students to translate initial concepts into developed architectural form. I am a resource for both historical and contemporary architectural knowledge and for criticism in many disciplines. My experience enables me to direct students in the exigencies and opportunities of construction technology, elementary structural design, code requirements and other important aspects of professional practice. The consistent quality of my students' design work, the high number of requests I receive to serve on Master's Thesis Committees [4.A.4], the awards that students under my full or partial direction have won [4.A.5], and the invitations to participate as a guest juror in design reviews [4.C.1 and 4.C.3] are all indicative of the value of my contribution to design instruction in the Department of Architecture.

SERVICE

Service to the Public and Professional Community

My design abilities and critical insight serve the architectural profession and the public. I have been invited to judge professional work in design awards programs sponsored by the American Institute of Architects [5.4.5 and 5.5.6]. This is a prestigious and serious responsibility as such awards have a direct influence on the marketing ability of architectural firms. I have also served as a judge in a professional design competition for a public facility in Milwaukee County [5.7.6 and 3.3.4].

I have given public lectures on architectural topics of interest. In 1990 I was invited, with Professor Linda Krause, to speak on postmodern architecture as part of the Artists' Forum Series sponsored by the Milwaukee Art Museum [5.7.4]. I have also contributed expertise to urban planning commissions and other agencies with direct responsibility for the public environment [5.6.4].

Recently, the exhibition project I directed on the Architecture of Herbert Tullgren was funded under the major grant program of the Wisconsin Humanities Committee with the stated purpose of reaching a wide public audience [3.11.1, 3.12.1, 3.13.4, 3.14.1, and 3.15.1]. More than five hundred people were in attendance over the one month of the

exhibit and related activities, which is high relative to similar events sponsored by the Wisconsin Humanities Committee. In addition to the scholarly interests associated with the project, it achieved the goal of broadening Milwaukee's architectural heritage and has thereby been a service to the community.

Volunteered Design Services for Community Groups.

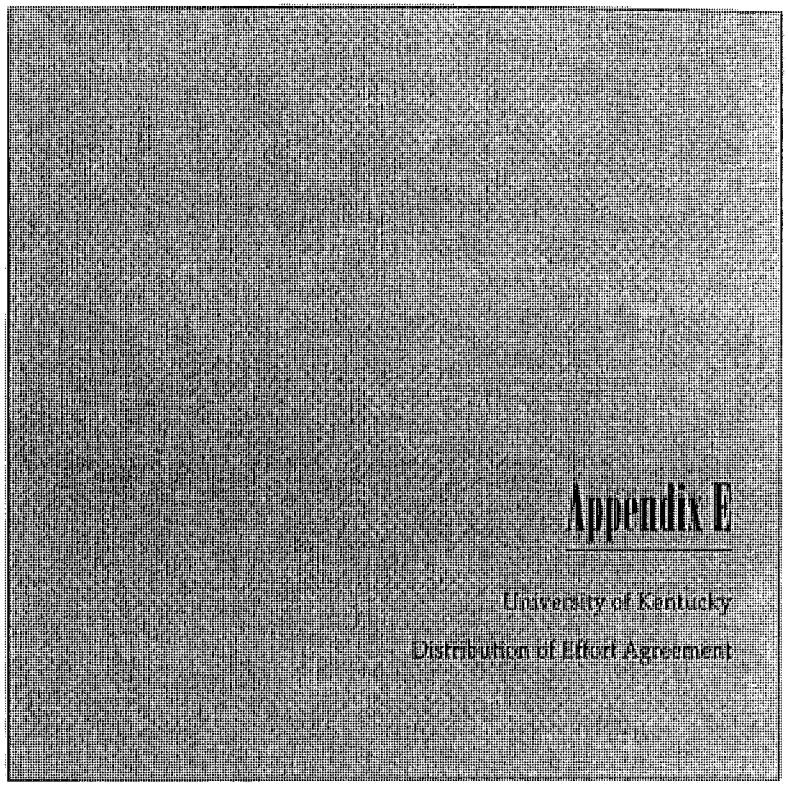
Throughout my career I have tried to utilize my design expertise to help community groups and others with projects of a particular social or political interest. Among them is a design project that helped to save a neighborhood theater from demolition [3.22.9 and Abbreviated Portfolio Document D]; consulting work on building projects for Ancona Montessori School in Chicago [5.7.3]; and architectural consultation to Metroworks, a community development association, for conversion of underutilized factory space into a "small business incubator" on Milwaukee's northwest side [5.7.5].

I am currently engaged in the design of a covered market for the Wisconsin Farmers Foundation [5.7.1 and 3.11.2]. The project unites the need of independent small farmers for urban markets with the revitalization concerns of an inner city neighborhood. Through a process of blind peer review the proposal received the School of Architecture and Urban Planning Service Scholar Award for 1992 [3.21.8]. The benefits to the community include a new market in an area that does not have easy access to food shopping, especially healthful food at low cost,the establishment of a potential center for community information and organization, the possibility of skilled job training and employment, and new business on a street in need of capital investment.

CONCLUSION

I believe that I provide a unique linkage between design and theory within the Department of Architecture. I receive particular satisfaction from the many graduate students who have expressed their appreciation of the intellectual rigor and breadth of knowledge that I have contributed to both the Graduate and Undergraduate Programs in Architecture. Though my work is as yet of modest scale, I have tried to hold my scholarship and creative activities to high academic standards.

I was appointed as an Assistant Professor in the fall of 1988 because of my reputation for excellence in studio instruction and for the combination of professional and scholarly knowledge I would bring to the curriculum. During my previous appointment at the University of Cincinnati I was fortunate to have opportunities to explore ideas in architectural practice. I sought appointment to the faculty of the University of Wisconsin-Milwaukee precisely because it offered the curricular emphasis and the reputation of support for faculty development that could further my academic interests. I desired a new opportunity to produce a body of scholarship that would augment my design experience, satisfy my intellectual curiosity and hopefully be of benefit to students, colleagues and the architectural community. I believe I have traveled a significant distance toward that goal. I look forward to the evaluation of my distinguished colleagues and to a productive future.



PAYMYDO1

UNIVERSITY OF KENTUCKY
DISTRIBUTION OF EFFORT AGREEMENT

Assignment Period From _____ To _____

Payroll Distribution (To Be Completed By Department)

Social Security No.	Last Name	FI	MI

College	Department

IHIS Pos. No.	Talentbank	Contract Basis

	Account Number Sponsored	Total % of Effort	% Effort Charged	Cost Sharing Account Number Only	% Effort Cost Sharing
1					
2					
3					
4					
5					
	Non-Sponsored				
6			(Primary NRS Funding Account)		
7					
8					
9					
	Total	100 %			

SECTION I. INSTRUCTION

Non-Sponsored Instruction

A. General Academic Instruction	% Effort
1. Courses	
100-299	1
300-499	2
500-599	3
600-799	4
800-899	5
2. Supervision of Masters Theses	6
3. Supervision of Doctoral Dissertations	7
4. Supervision of Postdoctoral Students	8
B. Community (Continuing) Education	9
C. Preparatory Courses (000-099)	10
D. Course and Curriculum Development	11
E. Student Guidance-Advising Activities	
Lower Division	12
Upper Division	13
Graduate Level	14
Professional	15
Non-Sponsored Instruction – Sub total	16
Sponsored Instruction	
Acct. No. _____	17
Total Instruction	18

SECTION II. RESEARCH — % Effort

Individual, Non-Sponsored Departmental Research — 19

Organized Research

Acct. No. _____	20
Acct. No. _____	21
Acct. No. _____	22
Organized Research – Sub-total	23
Total Research	24

SECTION III. PUBLIC SERVICE — % Effort

Non-Sponsored	25
Sponsored	
Acct. No. _____	26
Total Public Service	27

SECTION IV. PERSONAL PROFESSIONAL DEVELOPMENT

Sabbatical Leave	28
Other Non-Sponsored	29
Total Personal Professional Development	30

SECTION V. ADMINISTRATION — % Effort

A. Sector, College and Departmental Administration 31

Types of Activities (List Committees, Departmental Assignments, etc.)

_____

_____

_____

_____

_____

B. University-wide Administration 32

Types of Activities (List Committees, Special Assignments, etc.)

_____

_____

_____

Total Administration 33

SECTION VI. PATIENT CARE — % Effort

Non-Sponsored 34

The signatures certify to an understanding that this agreement represents the assignment of activities for the entire academic year, and that should a significant change occur during the academic year, the appropriate change must be reported.

Signature (Faculty Member)	Signature (Department Chairperson)	Signature (Dean)
_____ Date	_____ Date	_____ Date

White-Faculty; Canary-Controller; Blue-Department; Green-College; Canary-Chancellor; Pink-Planning & Budget; Goldenrod-Work Copy

February 1982

DUE BACK TO EBB APRIL 24, 1992

COLLEGE OF ARCHITECTURE
DISTRIBUTION OF EFFORT (DOE) AGREEMENT
WORKSHEET FOR FALL 1992 AND SPRING 1993

NAME _____ Social Security No: _____

SECTION I: INSTRUCTION	% Effort Fall 1992 and Spring 1993	% Earned
A. General Academic Instruction:		
Studio Course 25% ARC	ARC _____	%
Lecture Course 15% ARC	ARC _____	%
Seminar Course 10% ARC	ARC _____	%
	Total	%
Thesis Advisor 4%/student	_____	
	_____	
	Total	%
SECTION II: RESEARCH		
Variable Credit	_____	%
SECTION III: PUBLIC SERVICE		
Variable Credit	_____	%
SECTION IV: PROFESSIONAL DEVELOPMENT		
Leave for Academic Year 100%	_____	%
Leave for One Semester 50%	_____	%
	Total	%
SECTION V: ADMINISTRATION		
Associate Dean/Assistant Deans	_____	%
Variable Credit	_____	%
Service Administration	_____	%
Variable Credit	_____	%
	Total	%

YIAWDO1

UNIVERSITY OF KENTUCKY - Distribution of Effort Agreement, Areas of Activity - Definitions

ECTION I. Instruction

on-Sponsored Instruction

General Academic Instruction. This activity center includes those instructional activities that may be applicable toward a post-secondary degree or certificate in an academic program or field of study. Included are instructional activities offered for credit through a regular educational unit.

1. Courses. This subsection consists of effort devoted to all courses (except those covered in subsections 2 and 3, below), including course preparation.
2. Supervision of Masters Theses. This subsection is limited to the supervision of masters students working on masters theses, including those masters students registered in course number 768. Time devoted to both major students and students outside the department should be included. Thesis committee work should be reported in Section V under University-wide Administration.
3. Supervision of Doctoral Dissertations. This subsection is limited to the supervision of doctoral students working on dissertations. (All such students are required to register in course number 769.) Time devoted to both major students and students outside the department should be included. Dissertation committee work should be reported in Section V under University-wide Administration.
4. Supervision of Post-doctoral Students. This subsection is limited to the supervision of post-doctoral scholars in the educational unit.

Community (Continuing) Education. This activity center includes those instructional activities that are non-credit and are therefore not applicable toward a post-secondary degree or certificate. These instructional activities may be offered either on or off campus and may be taken by either matriculating students or members of the general community. Any work that produces credit toward the high school diploma should be included in the section on Preparatory Courses. This section includes those activities resulting in the award of Institutional or Individual Continuing Education Units (CEU's).

Preparatory Courses. This activity center includes those instructional activities intended to give students the basic knowledge and skills they need in preparation for formal academic course work leading to a post-secondary degree or certificate. Also included in this activity center are those instructional activities that must be taken prior to beginning work on a post-secondary degree or certificate in order to fulfill a standard requirement (such as high school completion or equivalent). These activities, supplemental to the normal academic program, generally are termed remedial, developmental or special education services.

Course and Curriculum Development. This activity center includes planning and development activities established to improve, add to, or modify the instructional offerings of the academic programs, e.g., the preparation of computer-assisted instruction and self-instruction courses. The course and curriculum development should be intended for use in future course offerings. Any improvements made to the current course offerings should be directly to the instructional program.

Student Guidance-Advising Activities. This activity center includes time spent in providing informal guidance and advising to students currently enrolled in courses which a faculty member is teaching, students who are assigned as academic advisees, and to students involved in academic non-classroom activities which a faculty member is required to supervise.

1. Lower Division. Guidance and advising of freshmen and sophomore level students.
2. Upper Division. Guidance and advising of junior and senior level students.
3. Graduate. Guidance and advising of graduate level students, excluding any activity relating to students working on masters theses or doctoral dissertations.
4. Professional. Guidance and advising of students enrolled in the J.D., and Pharm. D. programs in the Colleges of Law and Pharmacy.

Sponsored Instruction

This activity center includes all separately budgeted and accounted for instructional activities as previously defined in Section I. Include instructional activities sponsored by federal and non-federal agencies and organizations. Include effort on a discrete separately budgeted instructional project even if such effort is not charged to the project, e.g., mandatory, committed or voluntary cost sharing and matching. (NOTE: To be considered as part of a discrete separately budgeted sponsored project, the activity should actually be a part of the effort originally contemplated when the project was described or proposed for funding, or activity unforeseen when the project was initiated but found to be necessary in the course of the project in order to meet project goals. Effort related in a general way to the project, but not an integral part of it and not charged to it or any other separately budgeted project, should be included under one of the instructional functions.)

SECTION II. Research

Individual Non-Sponsored Departmental Research

All research and development activities which are not Organized Research and consequently are not separately budgeted and accounted for. Included are research funded from regular departmental accounts, individual scholarships, performances and exhibitions and other forms of research creativity.

Organized Research

This activity center includes all separately budgeted and accounted for research and development activities. Include research and development activities sponsored by federal and non-federal agencies and organizations, as well as activities separately budgeted by the institution through an internal allocation of institutional funds, e.g., Tobacco and Health Research projects, Research Committee Awards, and Biomedical Science Support Grant Awards. (Organized research will be included in the 3, 4 and 5 ledgers in the new accounting system.) Include activities involved in the training of individuals in research technique (commonly called research training), where such activities utilize the same facilities as other research and development activities, and where such activities are not included in the research function. These research activities generally have a stated goal or purpose, and specific time periods as a result of a contract or specific institutional allocation of funds. Include effort on a discrete separately budgeted research project even if such effort is not charged to the project, e.g., mandatory, committed or voluntary cost sharing and matching.

SECTION III. Public Service

Non-Sponsored

This activity center includes activities established and maintained by the institution to provide services to the general community or special sectors within the community due to the professional expertise of the faculty. The primary intent of these programs is to provide services beneficial to groups and individuals outside of the institution. These programs may be of incidental benefit to the faculty, staff, or students, but the primary benefits should accrue to the general public. Instructional and research activities should be excluded from this activity center. Activities in this section do not result in the awarding of CEU's.

Sponsored

This activity center includes all sponsored public service projects. Include effort on a discrete separately budgeted project even if such effort is not charged to the project, e.g., mandatory, committed or voluntary cost sharing and matching.

SECTION IV. Administration

A. Sector, College and Departmental Administration.

This activity center includes those activities providing administrative support and management direction to the instruction, research and public service programs. Most activities of college deans, departmental chairmen, and professional or professorial staff having administrative assignments are included within this category. Briefly describe the activity, e.g., general departmental administration, vice-chairman for research, director of graduate studies, search committees, etc.

B. University-Wide Administration.

Include activities such as university committee assignments, theses and dissertation committee work, special assignments benefiting broad university objectives, activities of the faculty senate, etc.

SECTION VI. Patient Care

This section consists of all patient care activities assigned other than those activities related to the supervision of residents or clinical fellows and instruction and research activities distributed in Sections I and II.

College of Architecture
Academic Personnel Report
Calendar Year

Name_____

Return to Ebb by Nov. 16.

I. General Instruction (%)

	Course	Credit Hours	Contact Hours Per Week			Number of Students
			Lecture	Studio	Lab	
Spring						
Summer						
Fall						

Remarks: Indicate new or experimental courses, reading courses, independent work.

Design Thesis Advising: List student and thesis topic.

List juries in which you have participated, with studio instructors and dates.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.

College of Architecture
Academic Personnel Report
Calendar Year

II. Research and Scholarship, Exhibition, Publications, Building (%)

For the calendar year 1990 provide a brieb statement of research, scholarship and creative endeavor. Include mention of any research contract or grants in force. Indicate the results of this research, scholarship and creative endeavor. Documentation would be helpful in most instances and is essential in many.

A. Material published or accepted for publication: abstracts,

B. Reviews of proposals and unpublished books and papers; indicate approximate number and the organizations to which you provide this service.

C. Lectures, workshops, sessions chaired, etc.

D. Exhibitions, design studies, buildings, completed works.

E. Consulting activities.

College of Architecture
Academic Personnel Report
Calendar Year

III. Public Service (%)

A. Non-University committee and public service activities which can be construed to relate to your work in the College or your position in the University.

B. Activities which benefit your profession, or you as a member of your profession (professional and technical society membership, offices and activities.) Indicate whether local, national or international.

IV. Professional Development (%)

College of Architecture
Academic Personnel Report
Calendar Year

V. Administration (%)

A. College and departmental administration.

B. University-wide administration.

Changing Lanes: The Administrator's Role in Faculty Retirement

Retirement is handled in different ways on every campus and in every school or Department. Sometimes, a culture of mutual support and collegiality has structurally provided for certain benefits to kick in just prior to faculty retirement. In other cases, the issue is not dealt with at all, or has a very negative context; I was always struck by the tale of a colleague who was being interviewed at a school which shall remain nameless where his attention was less focused on the encouraging words of the chairperson than on the chart pinned on the wall behind him which graphically and prominently depicted the retirement dates of all the senior faculty. He did not take the job.

On my own campus, where I currently serve as Interim Dean of the School of the Arts, I was horrified to find that the vast majority of retirees, many of them prominent artists and performers, were living very close to campus but had no contact with the institution which they had served for many decades. Such situations suggest that there is no value to the retired person. This is shortsighted for two reasons.

Firstly, if faculty are regarded as an investment in a program's future, it is illogical to sever ties with that investment at some arbitrary date and assume they have nothing left to offer. Years of experience and wisdom can, if both sides are mutually agreeable, be channeled into a different role — selective teaching, mentoring, etc. — thus continuing the relationship and the long-term investment of an individual in a school. Of course, the individual may prefer a complete break from the institution, or it may be completely inappropriate to continue the relationship a day longer, but the concept of a continuing relationship should, as an initial strategy, at least be considered. Can a valued graduate faculty member moving out of state still continue on thesis committees by e-mail? Can that disruptive jerk who wrecks every faculty meeting but who is beloved by students for his/her expertise in a narrow field be hired back to teach that course once a year (maybe in the summer!)?

Secondly, an abrupt approach to retirement signals to faculty a total change in life which can provide a major obstacle to dealing with the psychological challenge of moving into a retirement mode. Some may resist retirement long past the time they want to or should continue just out of fear of the major shift to a non-working role. Others may resist out of sheer bloody-mindedness in the face of pressure from colleagues. And, with tenure providing long-term job security, enhanced in some states by age discrimination laws that invalidate any proscribed retirement age, they could be around for a long time to come.

While there is no universal answer for dealing with retirement for each individual faculty member, there are some strategies that can be employed by administrators to ease the stress of preparing for retirement and making the process a natural continuation of an academic career. As part of a faculty development strategy, the process of retirement should be discussed openly and constructively with all senior faculty years before the actual date so that it becomes a smooth transition to another level of service — the relationship can be continued, but at a different frequency. In the best of worlds, the

retiree can continue to do what he/she likes best without the hassles of committee meetings, unwanted courses or the pressure to produce, and still feel part of the institution. The department in turn benefits by maintaining the best attributes of that individual, including their experience and reputation, while usually having enough funding to hire a new faculty member — essentially getting two faculty for the price of one.

One of the difficulties of dealing with this subject is, of course, how to start the conversation. If you start a dialogue with a senior colleague with the words 'so when are you going to retire,' the rest of the conversation may not go terribly well. The subject needs to be raised in a more general context of individual faculty development and how the administrator/department can help the process. In some instances, it may be possible to enhance a faculty member's pay (be careful here in making a new 'policy' for all faculty, which may be inappropriate), either in base or by the provision of guaranteed summer teaching, to increase retirement benefits. In others, the provision of release time in the final year of full-time employment may be useful in allowing a person to retool or complete a piece of research to bring closure to an important project or just to start 'stepping down' to a lighter load. In all cases, a supportive attitude towards emeritus status seems to be important to many prospective retirees and should be considered as a serious component of any retirement package.

With regard to an ongoing relationship between the institution and the individual, it may not always be mutually desirable or relevant, but should be explored creatively, as has been previously discussed, and worked out in relationship to prevailing laws — some states do not allow the negotiation of ongoing contracts until after the retirement date, which does not help the creation of retirement packages or planning the curriculum. In all cases though, the administrators should take a leading, positive role in the planning process, demystifying the notion of retirement and, through regular creative, individual discussions, work out a process that meets, as closely as possible, the needs of the department and the individual to the mutual benefit of both.

Ofcwrks/Greenstreet/Changing Lanes

Recognizing the Constituencies of Leadership

Students: where the action is .....

Students represent the heart and soul of each school and efforts should be made to ensure a rewarding experience for each individual beyond the simple confines of the curriculum. Administrators should try to work with student groups (AIA-S, M=magazines, bookstore, volunteers, organizational support) and help them undertake their activities. This may need financial support or political muscle. Student extracurricular activities should never be undervalued. A healthy school should a plethora of social and educational activities (field trips, lecture and film series, visits to practice, mentoring programs, exhibitions, competitions). Such activities create a great sense of spirit within each program, and actually enhance the academic environment. If students want to hang around it is both educational and enjoyable. Administrators should be mindful of the fragility of volunteerism. It is rare in a busy group and needs to be nurtured, fostered, protected, and rewarded. It also needs to be maintained beyond a single academic year, to prevent a highly successful AIAS chapter, for example, from disappearing when key characters graduate. Volunteers are, as we know, thin on the ground and every effort should be made to connect the student groups with other volunteer organizations (local AIA, alumni associations, university student union, etc.) They may be able share ideas, co-sponsor events, pool limited funds or just work together on activities that benefit all in the architectural community.

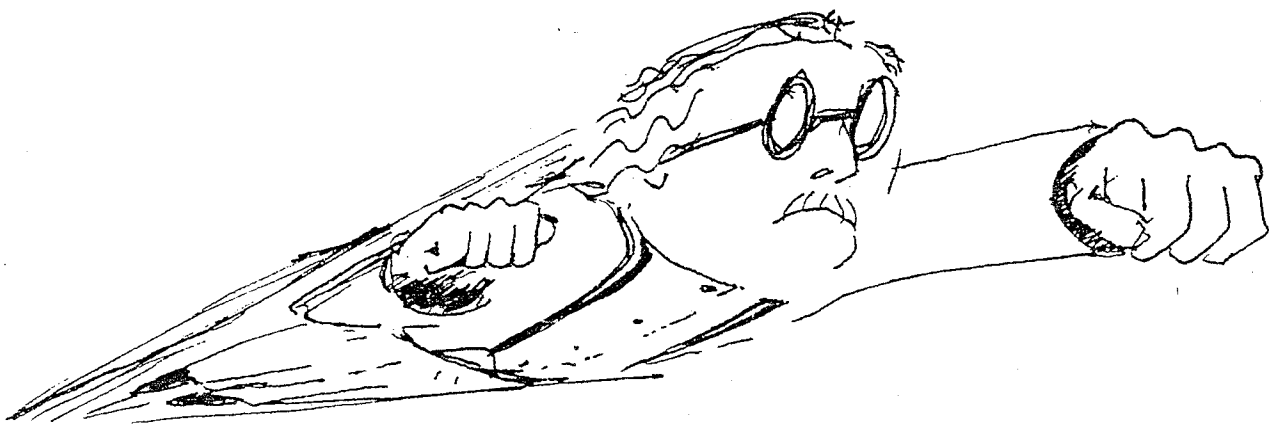
Bob Greenstreet

Workshop Agenda:

Beginning where the Students are
Understanding the generating impulses and origins
Communication, Communication, Communication
Getting Things Going
Activities
Organizations
Keeping Things from Falling Apart
Understanding shared Organizational Responsibilities
Shared Governance
Honor Code

Relevant Reading:

Sharing Governance with Students
Marvin J. Malecha
Campus Life
Ernest Boyer
Honor Code
University of Wisconsin-Milwaukee
Right of Inquiry
NC State College of Design



How the Students
see the
Dean !

Until the first disappointment.

Sharing Governance With Students

Marvin J. Malecha

Among the accomplishments of the Bauhaus cited by Walter Gropius is the democratization of the students. This process of giving an active voice to the students in the leadership and direction of the school has become fully matured in the late twentieth century. While in the time of the Bauhaus this idea was more aspiration than reality, today the leadership of academic institutions must be prepared to fairly incorporate the concerns of students. Students have become actively concerned with issues that until recently were considered the province of faculty and senior administration. The individual as a consumer of curriculum and customer of the institution has become a common attitude. This is equally true in institutions where considerable recruitment and high tuition have prompted high expectations, and in institutions supported by an increasingly restless taxpayer. The challenge of the academic leader is to nurture a vigorous student community. This is an uncertain responsibility since the students are at times well organized and involved and at others lethargic and self-involved. Yet, the student voice must always be welcome in every aspect of the life of a design community

It's Time to Play

Spot That Phone!

Seven emergency-only phones (little red boxes) are strategically placed throughout the AUP building. To aid you in locating these phones, they are placed at an accessible height, visibly protrude into the hallway, and have cheery red *Emergency Phone* signs above each box. **Please note their locations and how to activate them.**

Spray Alert

Please remember that the use of aerosol sprays such as paint, fixatives, or even underarm deodorant is not allowed anywhere in the building. In addition to the considerable environmental problem associated with these materials, they mar the quality of the floors and are incredibly difficult to remove. In fact, it is about as socially responsible as tagging, twice as unhealthy, and is almost always not the best way to accomplish the job.

Speak with **Uriel Cohen**, Associate Dean or **Jim Wasley**, Associate Professor, to learn about better alternatives to sprays for achieving specific results.

TABLE OF CONTENTS

FOR ASSISTANCE

Architecture and Urban Planning	Room	Phone
Robert Greenstreet, Dean	241	229-4016
Janet Tibbetts, Secretary to the Dean	240	229-4016
Uriel Cohen, Associate Dean	257	229-6481
Michael Utzinger, Chair, DAR	266	229-5837
Secretary, DAR	260	229-5564
Mark Keane, Grievance Officer, DAR	295	229-5286
Linda Krause, Grievance Officer, DAR	283	229-5584
Nancy Frank, Chair/Grievance Officer, DUP	264	229-5372
Bonnie Harris, Secretary, DUP	260	229-5563
Student Advising Office	225	229-4015

UWM Campus

Office of Student Life	MEL 118	229-4632
University Legal Clinic	Union E343	229-4140
Office of Diversity/Compliance	CHA 380	229-5923

When using a regular on-campus phone to make a local, off-campus call, always dial 9 before the number. For example, to reach the emergency 911 service, dial:

9-911

Dear Students, Faculty and Staff,

An important responsibility of a professional academic institution such as SARUP is to provide its members with the ethical foundation for appropriate behavior in the architecture and urban planning professions. Occasional lapses in behavior or exhibitions of poor judgment suggest a need for a yearly affirmation of basic principles of professionalism.

This document, which is given to all students, faculty and staff, is not a set of rules; rather, it contains guidelines derived from the expressed needs of our students, staff and faculty, who have collectively outlined proper standards of professional behavior. Situations are described that reveal the ethical dilemmas presented in following a Code of Conduct. Please note that punitive procedures are limited to those outlined in University regulations. In addition, this booklet lists related services and materials available to you on the UWM Campus and in SARUP.

As you read the Code, many of its provisions are self-evident; others may come as a surprise or might seem irrelevant. However, the contents of the Code reflect the concerns and needs of all School members and should be respected. I am confident that the desire on the part of all School members to practice mutual respect for one another will result in a better academic experience for everyone. The Code is reviewed each year for appropriateness and effectiveness in serving the needs of the SARUP community.

Welcome to the new academic year. I hope this Code will help you reflect on the needs of others and reassure you that your personal right to an environment appropriate to the pursuit of scholarly excellence is being respected.

Robert C. Greenstreet, Dean
School of Architecture & Urban Planning

Sexual Conduct Policies

UWM prohibits sexual harassment, sexual assault and other sex offenses (forcible or non-forcible) on university property or in conjunction with university activities. For more details about each of the following policies and available victim assistance programs and procedures, consult *Student 1998-2000 Handbook*, p.33 and *UWM Student Conduct Regulations and Disciplinary Procedures.* Both are available in the first floor lobby, Mellencamp Hall.

What Is Sexual Harassment?

"Sexual harassment is any sexual attention that is unwanted

Unwelcome sexual advances;

Requests for sexual favors; or

Other verbal or physical conduct of a sexual nature when:

- **Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity;**
- **Submission to or rejection of such conduct is used as a basis for an employment or education decision;**
- **Such conduct has the purpose or effect of substantially interfering with an individual's work or educational performance, or of creating an intimidating, hostile, or offensive environment for work or learning."**

What Is the Consensual Relationships Policy?

" Inasmuch as UWM is committed to fostering the development of a professionally ethical environment free of discriminatory attitudes, consenting amorous or sexual relationships between instructor and student or supervisor and employee are unacceptable." The individual with the power is held accountable.

If a problem exists, seek assistance from:

In SARUP, your instructor/employer, department chair, grievance officer, or dean.

On campus, Office of Diversity/Compliance (229-5923)

Some actions and consequences included in these rules are:

> **"The crime convictions which result in denial of campus presence for two years now include lewd and lascivious behavior along with an extensive list of other crimes which represent serious danger to persons or property. These include possession of various dangerous weapons, crimes against life and bodily security, arson and burglary...**
>
> **These conduct regulations affect all persons on campus, not students only. In addition to forfeitures, violations by students may also result in disciplinary action by UWM...**
>
> **"UWM Police are authorized to issue citations which may be appealed to the civil court or the individual may choose not to contest the citation and simply pay the forfeiture which in 1991-92 can range from $69.00 to $213.00 depending on the seriousness of the offense."**
>
> From Summary *of the Revisions UWS Chapter 18, Conduct on University Lands* (November, 1991)

Academic Freedom and Other Individual Rights

Academic Freedom ensures every person the right to be accorded respect and dignity. The University will penalize discriminatory conduct on the basis of race, gender, age, sexual preference, ethnicity, national origin, or disability. Individual rights will be protected as defined by Wisconsin and Federal laws.

SARUP HONOR CODE

In 1994, after a careful review of professional codes of conduct, other university honor codes, and the regulations of the UW System and UW-Milwaukee Campus, a committee of staff, students and faculty wrote the Code. Before the Code was finalized, it was reviewed at an all-school meeting. The Code and this pamphlet are updated each year.

Please read the contents carefully bearing in mind the importance of respecting the rights of *others* as you pursue your studies. Similarly, be aware of *your* rights as an individual and do not be afraid to voice your concerns when those rights are challenged. This section contains the Honor Code and provides examples of situations and expected behaviors. The second section summarizes the Official Rules and Regulations of the UW System, which have the effect of law and often include specific punishments.

The Code represents the collective desires of both students and faculty to create a safe and productive workplace. You also can help others do the same by doing the following:

- **School based complaints**: Speak with someone in authority who will be a helpful and confidential recipient of your complaints/concerns such as your instructor, teaching assistant, adviser, Department Grievance Officer or Chair, or the Dean.
- **Further inquiry**: Contact Office of Student Life (229-4632) or the UWM Office of Diversity/Compliance (229-5923).
- **Be sure to read the booklets**: *UWM Student Handbook;* and *Student Conduct Regulations and Disciplinary Procedures* located in the first floor lobby of Mellencamp.
- **Bring any suggestions** and comments about the Code or the process to the Dean, your student association leadership, or Susan Weistrop (229-6165).

APPLYING THE CODE

The following criteria represent the collective thoughts and desires of our community in regard to appropriate professional behavior:

Respecting Your Colleagues

Working in a high pressure, academic environment with the worthy intention of eventually joining a professional body, it is extremely important to respect the rights of those who are working towards the same goal and, of course, those who are helping you to achieve your goals. These individuals include fellow students, faculty, staff, secretaries, and maintenance personnel, who all deserve your consideration. Education, like design, is a collaborative process, and everyone in the School community should be accorded due respect. The following areas of interaction are of particular concern:

Sexual Harassment

University, Federal, and State Laws prohibit behavior which creates an uncomfortable or untenable atmosphere for women or men in the School. Since respecting the rights of others is important, any irresponsible behavior, inappropriate comments or activities which adversely affect members of the School, and any abuse of power will not be tolerated. This could include offensive posters and websites, certain types of music or humor, and any intimidating behavior.

Discrimination of Any Kind

Every member of the SARUP community has the right to pursue an education without harassment or discrimination of any kind, and as an equal to all others.The academic environment is enhanced and enriched by the mix of individuals from a variety of cultures, countries and backgrounds. Racial slurs, bad attitudes, and offensive jokes reflect poorly on the values of the School and/or the ofessions and cannot be tolerated.

UNIVERSITY OF WISCONSIN SYSTEM RULES & REGULATIONS

UWM®

Academic Misconduct

There are very concise regulations and rules set up by the University for Academic Misconduct. Instructors must follow precise procedures in bringing action against a student accused of misconduct. Sanctions may range from an oral reprimand to expulsion. Academic Misconduct is defined by the University as:

> **" ... an action which a student seeks to claim credit for the work or efforts of another without authorization or citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student's academic performance, or assists other students in any of these acts."**

From *Academic Misconduct UW-Milwaukee Guide for Instructor*; December, 1992

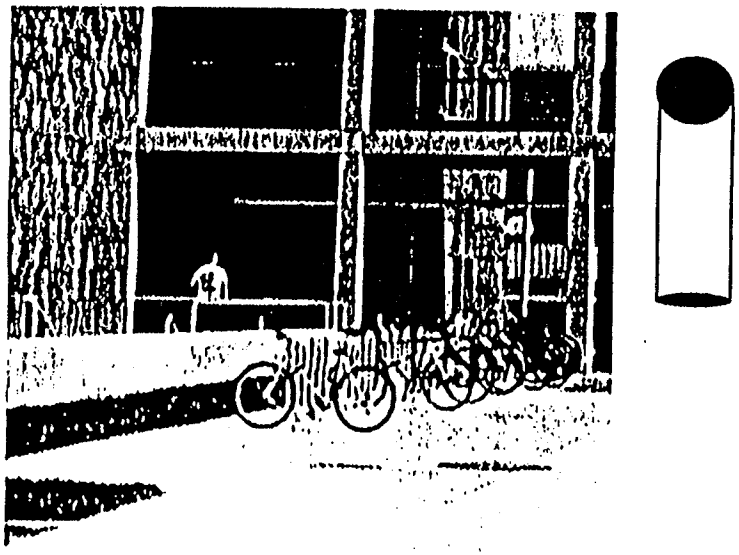
Conduct on University Lands

Actions on any UW campus designated as criminal and civil violations are listed in the "*Revisions of Conduct on University Lands.*" Rules specific to theft, parking, vandalism, smoking, animals, keys, sound amplifying equipment, bicycles, skateboards, roller-skates, and rollerblades are clearly spelled out. Policies have also been developed for the use and maintenance of furnishings and equipment.

When in doubt about a policy, check the University Rules and Regulations (lobby, Mellencamp) or discuss it with Uriel Cohen, Associate Dean. Questions also may be directed to the Office of the Dean of Students.

Q. I am a smoker and, while I don't mind leaving studio and going outside to have a cigarette, it can be very cold out there in winter. **Is it really such a problem if I stand in the airlock?**

State law is specific about not allowing smoking in public buildings — **smoking is only permitted outside in specific areas where ashtrays are provided.** Please remember that when you smoke in airlocks, nonsmoking colleagues pass through these confined spaces. Also, the exhaled smoke may make its way back into the air conditioning and travel through the building. Please be respectful of the rights of others and the strictures of State law. And, please deposit butts in the containers placed for that purpose right outside the doors of the building.



Also remember **bikes belong, securely locked, in the bike racks** provided outside the AUP Building.and elsewhere on campus. Bikes are unwelcome guests in class or studio.

ask the Dean

Q. Studio A contains a **rowdy bunch** who have been together for several semesters. They are all good friends, like to hang out together, and are prone to outbursts of loud music, questionable jokes, and raucous language. Is this a problem?

Possibly not. **If everyone in the studio is comfortable** with the level of music, language, and humor, there really isn't a problem (unless the noise, jokes, etc. are so loud they filter into adjoining spaces). However, even if one person in the studio is offended or discomforted by the general behavior, there needs to be some change in behavior. Each studio member is entitled to use the allotted space quietly and comfortably.

If you find that the noise or atmosphere is affecting your work, speak out either to the group, if that is comfortable for you and possible, or confidentially with the studio instructor. If you are part of a group that has lively interaction, be aware of the feelings of others in your space. Ask them if they will be or are bothered by the noise, a topic of conversation, or language used.

3. Antisocial Behavior

A large school community like ours has to work hard in order to live together harmoniously. This is especially true in the pressure-cooker environment of studios, where many students are housed. Collectively, each studio group has the responsibility of respecting the rights of group members, and ensuring that certain behavior (however innocent or high spirited), does not affect or offend their colleagues.

Loud music, offensive posters, inappropriate language, and antisocial behavior (e.g. chewing/spitting tobacco, late night rowdyism) are all representative of the problems which have led to complaints, arguments, and loss of concentration by offended studio members. Of course, no one wants to turn the School into a dreary, monastic workplace, but mutual consideration is necessary to ensure that it is an enjoyable and stimulating workplace for all.

Remember, if everyone wants to hear Black Sabbath tapes or engage in humorous banter, there is no problem. However, if any member of the group is offended, alienated, or disturbed, there is a problem which has to be addressed. Majority rule does not apply in these circumstances.

ask the Dean

Q. I like to go to the Friday Afternoon Live lectures, but I often leave in the middle to get to work. Last time I did this the Dean was standing at the door and gave me a really dirty look. **What's his problem?**

Most of the Dean's problems need not trouble you, but in this case your behavior appeared rude and inconsiderate to the lecturer who probably came a great distance to visit the School. People standing up, shuffling past students and guests, opening and slamming the door etc. is very disruptive and disconcerting for everyone. Plan to stay the full fifty minutes. If leaving early is unavoidable, sit or stand close to the back and when you sneak out, DON'T SLAM THE DOOR!

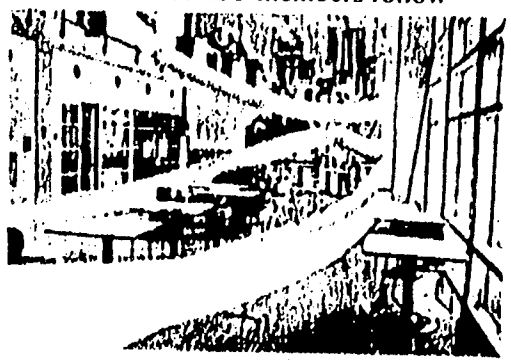
- **Moving furniture** within the building without Associate Dean Uriel Cohen's permission is prohibited; taking furniture out of the building is a criminal act.
- **Bikes** belong on the bike racks next to the south entrance of the building, not in the building.
- **Your pass key** to the building is for your use only. Don't share the key with anyone, including friends or relatives. Passes are provided for anyone with authorized access to the building Loss or failure to return the key will result in a heavy fine.

ask the Dean

Q. Do I have to leave the building immediately when the fire alarm goes off; even if I am in the middle of an important project, there have been two false alarms already that day, and it is snowing and –10 degrees outside?

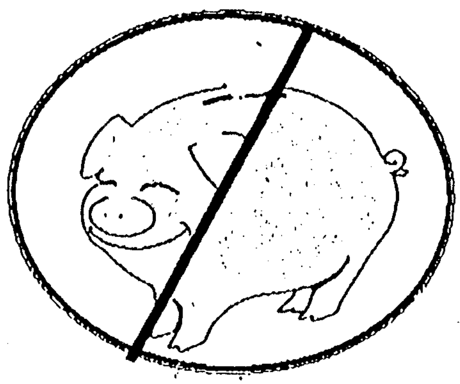
Yes, whenever the alarm sounds, you should immediately turn off any computer or other electrical apparatus you are using, leave the room you are in and close the door if you are the last one out. **Exit the building** by the nearest usable stairwell. Once outside, move at least to the sidewalk area. Do not block access to the door. Remain there until you hear an all clear.

In the past, we have become lax about enforcing this procedure due to a number of false alarms each semester. The Flood of '99 reminded us how crucial it is that all SARUP members follow safety procedures. Better safe than sorry (and your hearing with be saved from the merciless fire alarm).



Caring For Your Building

This building (your home for the next few years) provides a range and quality of facilities rarely granted to architectural programs. One beneficial example of the variety of facilities offered to us are the woodworking stations; they remove the need to cut on desk surfaces! Computer labs, which are constantly being updated with new equipment and software and accessible to most students whenever needed, are also major assets. In addition, twenty-four hour access is now available to a copier in the building.



Careless or mindless abuse of the building fabric, such as graffiti and vandalism, cannot be allowed if the high quality of this building is to be maintained. Engaging in these careless activities will create severe problems in the care and upkeep of the building and necessitate monetary deposits by all students to offset destruction of property costs in studios. With your cooperation, we can avoid this.

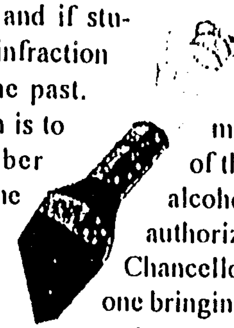
In order to solve the conflict of the School's responsibility for safeguarding life and property with students' need to access the building 24 hours a day, high quality pass key and security systems are in place. Your cooperation in responsible use of these systems is essential.

To ensure that this building will serve many generations of students, please follow these guidelines:

- **Smoking** is prohibited <u>throughout</u> the building.
- Do not use **sprays (paint, adhesives, etc.)** in the building.
- AUP's **exterior doors** must not be propped open; tampering with the security system diminishes everyone's safety and may also cause major damage.

Q. Students sometimes bring a keg of beer and some wine coolers to our final review session at the School. The studio faculty and teaching assistants were there [Could this be true?] and imbibed along with the students. Is this a problem? What do I do?

Yes, I am afraid it is a problem. **It is illegal to use or possess alcoholic beverages on University premises** unless approved by the Chancellor's Office and supplied by the UWM catering services. The faculty are not authorized to approve alcohol use and if students are underage, this only adds to the infraction all around. There <u>have</u> been arrests in the past. Possibly the best way to avoid this situation is to make sure beforehand that every member of the studio and the instructors understand the alcohol use laws. Unless you obtain authorization in advance from the Chancellor's office (which can be done), anyone bringing alcohol on the premises should understand they are risking arrest.



Q. A few friends and I occasionally take a break from our long hours of work in the computer room and check out some of the more racy items on the internet. Now I hear people are complaining. **What's the problem — after all, isn't this my business?**

Well, actually no, because Wisconsin State law kicks in again and forbids the use of State equipment for accessing pornography and the like. No one is telling you not to access these items on the internet but, if you want to keep your UWM access privileges, **don't do it on State equipment.** Preferably, don't do it while on Campus on anyone's equipment.

Playing It Straight

While the majority of the School community is honest and conscientious as befits professional aspirations, it would be foolish to ignore the aberrations that exist. The following indiscretions, which cause great disruptions to the student body, will not be tolerated:

Theft

At all times care and caution should be taken to safely secure all personal property. Remember to lock up all your valuables, including drawing equipment, tapes and personal belongings whenever you leave your desk, and always lock studio doors if the space is unattended. If any member of the school community is caught stealing, the appropriate authorities will take over and the University's nonacademic misconduct procedures will be implemented. Remember that theft also includes removing all or part of books and magazines from the Resource Center or a library.

Plagiarism and Cheating

UWM disciplinary procedures will be used against those who are caught cheating or claiming the work of others as their own This includes copying another person's homework, accessing anothers computer files, passing off others workas your own and tracing over existing drawings and claiming them as original. In the age of precedent, this last point may be confusing. If in doubt, ask your instructor. Don't allow the ease with which you can copy sections or sentences from electronic articles or other materials lull you into plagiary.

ask the Dean

Q. Student A sees Student B copying the answers to a quiz from a friend before handing the sheet into the instructor. Student A is concerned about the behavior but is not keen to squeal. **What should happen?**

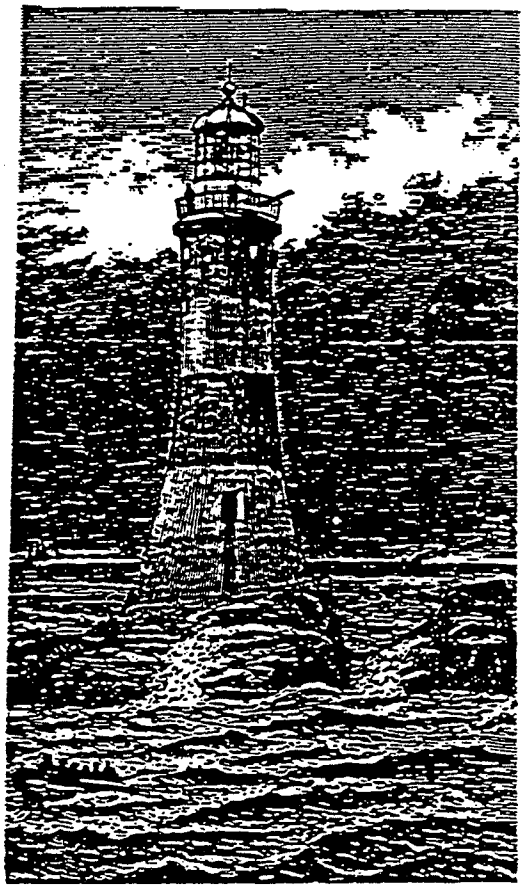
Typically, victims of cheating are the most accomplished students whose hard work is being stolen by others. Ratting on anoth[illegible]erson is never easy, even anonymously, but is preferable to ignoring and thus abetting the deception. Remember, an individual who isn't bright enough to know not to cheat is unlikely to fool people for long. Faculty spot changes in writing style, unexpected jumps in performance, and startlingly original design work quite quickly. Celebrated SARUP plagiarists were so misguided that they even handed in purloined work that belonged to the faculty who were reviewing it! This level of cosmic stupidity is perhaps rare, but more subtle forms of cheating are also usually unmasked.

Q. Studio A has been drawing heavily on precedent for the design of a new library in a historically sensitive district, so much so that some students have traced parts of existing buildings into the design. Given the heavy reliance on precedent in some studios, **is this actually plagiarism?**

The distinction between needing to learn from existing examples of good architecture and the wholesale reuse of them in a new design often becomes blurred. Obviously, if a building needs to 'fit in' with its surroundings, certain features are likely to be similar to existing ones. However, there is a difference between responding to the context and plundering it wholesale. **Anything that involves tracing or copying is an indication that originality is being sacrificed, and should be avoided.**

Whenever you are unsure if you are crossing the line between learning from the past or plagiarizing, the best thing to do is to ask a faculty member, teaching assistant, or fellow student. Such discussions remove the perception of an attempt to mislead and may involve all parties concerned in resolving how best to deal with precedent in a contemporary context.

Student publications range from the humble stapled xerox copy to the professional journal. Both are equally valuable in allowing students to express themselves, show off their work and stimulate dialogue. The administrator's role is to help interested students morally and financially, if possible, and to steer clear of censorship, the sure way to kill a publication.



ARCHIMAGE
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UNIVERSITY OF WISCONSIN — MILWAUKEE
SCHOOL OF ARCHITECTURE & URBAN PLANNING
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Recruitment of an excellent, diverse student body has to begun as early as possible in the secondary education system, and the University of Wisconsin-Milwaukee has created a Young Architects Club to each week in a program staffed by 10 faculty volunteers.

Young Architects Club

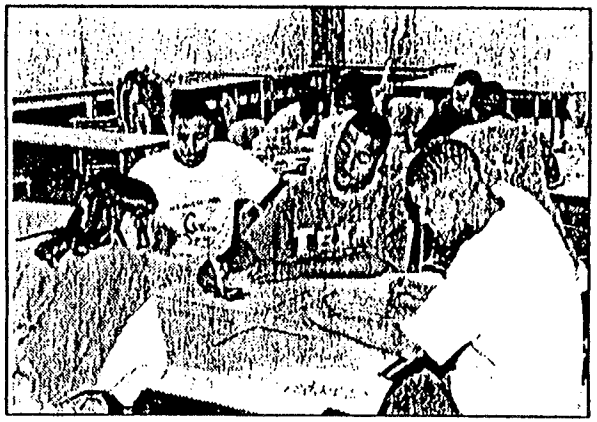
Sponsored by
School of Architecture and Urban Planning
University of Wisconsin–Milwaukee

What is it?

The YOUNG ARCHITECTS CLUB is an initiative developed by the School of Architecture and Urban Planning at the University of Wisconsin—Milwaukee. It is intended to encourage sophomores, juniors and seniors of inner city high schools to find out about the profession of architecture and to help them prepare for entry into an architectural school.

Club members can:

- Find out about the day-to-day job of an architect.
- Learn about architecture and how they as architects can help to shape the inner cities of tomorrow.
- Hear what it's like to be a student of architecture, and what to expect in college.
- Meet students and practitioners to discuss architecture as a career choice, the job opportunities, the salaries and the work involved.
- Participate in design-related activities held during the year for YAC members.



What do club members do?

If you join the YOUNG ARCHITECTS CLUB, you can attend a series of monthly meetings and will be invited to events through the year hosted by the American Institute of Architects—Wisconsin (AIAW) and the School of Architecture and Urban Planning. These may include:

- *Field Trips*
  Club members will have the opportunity to attend trips to see famous buildings such as the work of Frank Lloyd Wright (Wisconsin's greatest architect) or some of the many buildings in Chicago.

- *Office Tours*
  Take an escorted tour of some of the biggest practices in Wisconsin, see where architects work, the drawings they produce, and examples of their built work.

- *The AIAW Convention*
  The event is held in May of each year and attracts architects from all over the state. The Convention includes a trade show, guest speakers, workshops and exhibitions, as well as a number of social events.

- *Lectures, exhibitions and receptions*
  The School holds lectures at 4:30 p.m. on some Fridays during the semester. Lectures are given by faculty, local practitioners, alumni and visiting architects from all over the world. They are often followed by a display of student work and a reception where the audience can meet socially to discuss architectural issues.

- *Mentoring Program*
  Meet regularly with a local architect and a UWM architecture student to discuss your career plans and how best to prepare for college.

- *Sandcastles Competition*
  Every September, the students of UWM and Milwaukee School of Engineering (MSOE) and schools through the city hold a competition on Bradford Beach to design the best sandcastle. The event attracts over 60 entries and results in some strange, but wonderful, sand sculptures.

- *Free Literature and Magazines on Architecture*
  You will receive a variety of publications to help you learn more about the world of architecture, the profession in Wisconsin, and the work of the students at the School.

- *Special High School Programs in Architecture*
  You will be told about the various opportunities that exist for high school students to help them prepare for their chosen career path including:
  - Architecture Summer Camp
  - Teen University Summer Program
  - Computers in Architecture Program
  - Minority Careers Day
  - MEDAL Program
  - Available scholarship opportunities

How Much Does It Cost?

THE YOUNG ARCHITECTS CLUB is entirely free—all materials, field trips, publications, etc., are provided by the School.

How Do I Join?

If you're interested in joining the YOUNG ARCHITECTS CLUB or want to find out more about it, ask your high school counselor or call (414) 229-4014 and leave a message for PHILIP ZWETTLER (Coordinator) or write to him or BOB GREENSTREET (Dean) at the School of Architecture and Urban Planning, UWM, P.O. Box 413, Milwaukee, WI 53201-0413.

the right of inquiry

is a statement of expectations within

T H E

1 THE RIGHT TO INDIVIDUAL IDENTITY

Each person is unique, with the right to individual expression. This expression is the hallmark of the creative process.

2 THE RIGHT TO FREEDOM FROM PREJUDICE

It is the right of an individual to experience a diversity of philosophical and cultural lessons. Each individual has the right to learn without fear of character depreciation or retribution for personal opinions. No individual should ever suffer in the learning experience because of race, religion, gender, ethnicity or national origin.

3 THE RIGHT TO ACCESS INFORMATION

Within the educational environment, knowledge cannot be withheld, because of the judgment of another individual, on the basis that such information represents improper political, religious or social positions.

4 THE RIGHT TO HUMAN SUPREMACY OVER TECHNOLOGY

Education is directed at the well being of the individual. Technology, in whatever form is to serve this mission. People must always come first.

5 THE RIGHT TO A NURTURING LEARNING ENVIRONMENT

There is a demonstrable connection between the quality of the learning place and the memorable learning experience. Such an experience must be made available to every individual.

at north carolina state university

school of design

THE RIGHT TO CHOOSE SPECIFIC LEARNING PATHS 6

The determination of specific disciplinary learning paths, and the ability to apply such information, is a fundamental intellectual right. No path of inquiry or opportunity to apply knowledge should ever be denied to an individual prepared and willing for such an undertaking.

THE RIGHT TO DETERMINE NEW LEARNING PATHS 7

Each individual must have the opportunity to determine new paths of learning outside established disciplines. The future demands new knowledge derived from fresh perspectives free of discipline boundaries determined by past exigencies.

THE RIGHT TO MATURE WHILE IN PURSUIT OF KNOWLEDGE AND SKILL 8

Each opportunity to learn enhances the ability to address the next challenge. The individual must be permitted failure as well as success in a learning context. A path of continuing growth must be acknowledged and rewarded.

THE RIGHT TO EXPECT A MUTUALLY SUPPORTIVE COMMUNITY 9

Creative activity is nurtured in an environment of trust. Students, faculty and staff interact to inform the creative process.

11

LIFE OUTSIDE THE CLASSROOM

The undergraduate college should be held together by something more than plumbing, a common grievance over parking, or football rallies in the fall. What students do in dining halls, on the playing fields, and in the rathskeller late at night all combine to influence the outcome of the college education, and the challenge, in the building of community, is to extend the resources for learning on the campus and to see academic and nonacademic life as interlocked.

The early American college did not doubt its responsibility to educate the whole person—body, mind, and spirit; head, heart, and hands. Faculty members were recruited from men who believed that in serving the cause of truth they were also serving the cause of faith. Student life was tightly regulated. Classroom, chapel, dormitory, playing field—all these areas of college life were thought of as connected.

Not that the relationship between college rules and student conduct was worked out easily or maintained without a struggle. Teenagers then, as now, were inclined to test the limits of tolerance. Throughout the colonial period, and continuing until after the Civil War, there were periodic uprisings in response to oppressive rules and the chronic complaint of "atrocious food." According to Fred and Grace Hechinger, in their important book *Growing Up in America,* Henry Thoreau's grandfather, when a student, confronted a tutor with this demand: "Behold our Butter stinketh and we

cannot eat thereof. Now give us we pray thee Butter that stinketh not."[1] In American higher education some things never change.

Religion was a centerpiece of the early college. The historian Dixon Ryan Fox describes how piety marked the beginning of each day at Union College in New York:

> [The] ringing of the Chapel bell called sleepy boys to "repair in a decent and orderly manner" without running violently in the entries or down the stairs, to prayers that were to open the day. We can see the college butler on a cold pitch-black winter morning at his post beside the pulpit stairs, when the officers file in, holding his candle high so that the president may safely mount to read the scripture lesson from the sacred desk, to petition the Almighty on behalf of the little academic group.[2]

Some professors were not happy with the rigidity of nineteenth-century campus life and, most especially, with their proctor and detective duties. James McCosh at Princeton confessed: "I abhor the plan of secretly watching students by peeping through windows at night, and listening through keyholes."[3] Still, most academic spokesmen retained faith in the moral uplift generated by the college. "It was a faith undergirded by the notion that mental discipline was provided by a complex of theological, moral, psychological, and behavioral factors whose vagueness was more than offset by the power of popular convictions."[4]

In this climate, chapel was used, not just for morning prayers, but also as the place where reprimands were meted out and confessions made. During the 1870s, little Mount Union College in Alliance, Ohio, had trouble containing student rebelliousness against the rules. The majority of the infractions were drinking, cursing, gambling, card playing, and leaving campus without a signed excuse. Mount Union's campus historian reports as follows: "Unless the infractions were of an unusually serious nature, most of the major offenders, after a severe reprimand from the faculty, were required to appear publicly in chapel and reaffirm their loyalty to the college and pledge to obey all the rules (taking no mental reservations)."[5]

During the nineteenth century, American higher education grew. The grip of religion was weakened, and scholarship among the professoriate took precedence over piety. In 1869, Harvard decided to break the link between academic status and student conduct. The classroom was the place of learning and social life was viewed as less consequential to the goals of education. Ranking, henceforth, would be based on course grades alone. The parallel use of delinquency demerits based on behavior was struck down. Here is how Frederick Rudolph commented on the significance of this development:

> What now mattered was intellectual performance in the classroom, not model behavior in the dormitory or the village tavern. A commitment to the needs of scholarship meant that the universities expressed their purposes no longer in chapel, no longer in the senior year with the president on moral and intellectual philosophy.[6]

Still, the American college did not fully free itself of the vision of educating the whole person. Until well into the twentieth century, chapel attendance was required at many institutions, both public and private. Residence hall living was still monitored by the college. Women, in particular, received heavy doses of regulation. There was ambivalence, to be sure, but in enrolling a student the college clung to the tradition that its responsibility went beyond the classroom. However, since faculty oversight was now limited to scholarly concerns, a cadre of specialists—registrars, chaplains, advisers, house mothers—emerged to guide student life.

The 1960s brought dramatic changes to the American campus. Rules were weakened. Residence halls became coed and often were almost off limits for administrators at the college. Required attendance at chapel services and campus-wide convocations were abolished on most campuses. Students, it was argued, should be treated as adults.

Today, we found on many campuses an uneasy truce. Students still have almost unlimited freedom in personal and social matters.

Conduct is generally unguided. And yet, administrators are troubled by the limits of their authority, and there is a growing feeling among students that more structure is required.

There are 168 hours in a week. If the student takes 16 credit hours, and spends 2 hours in study for each credit hour of instruction (a generous estimate!), that means 48 hours of the week are devoted to academics. If 50 hours are assigned to sleep, that leaves 70 hours in the student's life unaccounted for, a block of time greater than either sleep or academics.

How do students spend their time outside the classroom? Here is a partial answer. Our survey of undergraduates revealed that almost all students work. Although researchers have reported that some work can, in fact, be beneficial to the academic and social progress of the student, work can also be excessive. We found, for example, that almost 30 percent of all full-time students and 84 percent of all part-timers work 21 or more hours a week while attending college. And as tuition costs go up, the number of hours students work is likely to increase (Table 31).

Table 31 Hours Spent Working by Employed Undergraduates in a Normal Week by Enrollment Status (percentage agreeing)

	Total	Public	Private	Research University	Doctorate-Granting University	Comprehensive College	Liberal Arts College
	Full-Time Undergraduates						
10 hours or less	29	25	42	31	22	26	47
11–15 hours	20	21	17	26	21	18	12
16–20 hours	22	23	18	21	28	21	15
21–35 hours	21	23	14	16	19	26	14
36+ hours	8	8	9	6	10	9	12
	Part-Time Undergraduates						
10 hours or less	2	2	2	3	4	2	2
11–15 hours	4	5	2	6	2	4	1
16–20 hours	10	10	9	11	7	11	6
21–35 hours	14	16	7	8	18	17	3
36+ hours	70	67	80	72	69	66	88

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1984.

What else engages them? Thirty-one percent of the students report devoting more than ten hours a week to informal conversation with other students. Fourteen percent spend more than ten hours a week in front of the television set. (In the student union of one university we visited, the big-screen television set attracts the largest crowd during the noon hour for "All My Children.") The typical student does leisure reading between one and two hours a week. About one fourth say they spend no time studying in the library each week. Organized sports consume the least amount of student time. Almost half devote no time to cultural events, and the same proportion do not participate in any organized student activity (Table 32).

Table 32 Number of Hours Students Spend Each Week on Selected Activities (by percent responding)

	Hours per Week						
Activity	None	1–2	3–4	5–6	7–8	9–10	11 or more
Talking informally to other students	3	19	16	13	9	9	31
Watching television	13	22	18	14	11	8	14
Leisure reading	23	35	17	11	6	4	4
Talking to faculty members	26	56	11	4	1	1	1
Studying in the library	27	24	14	9	5	6	15
Attending campus cultural events	46	36	11	4	1	1	1
Participating in organized student activities (other than athletics)	50	26	10	6	3	2	3
Participating in intramural sports	70	16	8	3	1	1	1
Participating in intercollegiate athletics	93	1	*	*	1	1	4

*= less than 1 percent

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1984.

Few students, we found, participate in intercollegiate athletics. Still, they love to cheer. On many campuses sports are the big event, and football and basketball games often sell out well in advance.

One large university we visited has an 82,000-seat, multilevel stadium that is visible from virtually all parts of the campus. It was defined by one observer as the "emotional core" of the university.

Adjoining this huge edifice are a twenty-five-court tennis center and a student recreation center, complete with basketball courts, volleyball courts, handball courts, weight rooms, and a swimming pool. A coliseum serves as the home of the basketball team as well as the site of other campus activities, including concerts and lectures. Farther west are track, football practice fields, baseball and rugby fields, and a golf driving range and practice greens.[7]

The athletic center completes the picture. The lobby of this modern shrine is filled with trophy cases for the seventeen intercollegiate sports that are played here. The cases overflow with symbols of success. The walls are lined with photos of star athletes and memorable moments in the university's athletic history. To say that the institution is proud of its athletic teams is an understatement.

On this campus, students don't just get excited about the games, one observer told us, they "go crazy" about their sports programs. Many travel hundreds of miles each Saturday to watch the game and attend pep rallies in massive numbers. They wear university sweat shirts, hats, and shoes and wave pennants and place bumper stickers on their cars and decorate other parts of their autos with memorabilia.[8] Spectator sports seem to be the best way to build a sense of community on most campuses today.

Intercollegiate athletics have been called a "deified monster" on American campuses, going far beyond considerations of health or physical fitness, or just plain fun. Often such programs are the means by which a school acquires a reputation, discretionary funds, and even endowment. "It takes athletics to sell a university" is how one president describes his school's approach to sports. At another university—one that "fields the best teams money can buy," as students and faculty express it—the president expects to raise $6.8 million a year from football alone.[9]

In 1929, The Carnegie Foundation prepared a report entitled *American College Athletics.* It revealed that higher education, almost sixty years ago, was being poisoned by a corrupt and corrupting system. In speaking about the destructive influence of big-time athletics the report said: "More than any other force, [athletics have] tended to distort the values of college life and to increase its emphasis upon the material and the monetary. Indeed, at no point in the educational process has commercialism in college athletics wrought more mischief than in its effect upon the American undergraduate. And the distressing fact is that the college, the Fostering Mother, has permitted and even encouraged it to do these things in the name of education."[10]

The words of this report are as apt today as in 1929. If the situation has changed, it has been for the worse. Several universities we visited have had athletic scandals. At one, the football program went through a major crisis in the late 1970s. Seventy violations of the National Collegiate Athletic Association rules, including the creation of a $35,000 "slush fund" for recruiting, resulted in N.C.A.A. probation and a two-year ban on television appearances and bowl games.[11]

Scandals may be the exception, but even on campuses that live by the rules we found that sports frequently dominate the schedule. Class time, term papers, research in the library—all of these are sacrificed for practice, for travel, and for games. On too many campuses the issue is money, not school spirit. Undergraduate athletes are used as fodder for a competitive machine that pleases the alumni and corporate boosters but violates the integrity of the college and has little, if anything, to do with education.

In the light of the shocking abuses that surround intercollegiate athletics we should reflect on the sentiments of the former president of Stanford, David Starr Jordan, who spoke on the subject over eighty years ago. Jordan said:

> Let the football team become frankly professional. Cast off all the deception. Get the best professional coach. Pay him well and let him have the best men the town and the alumni will pay for.
>
> Let the teams struggle in perfectly honest warfare, known for what it is and with no masquerade of amateurism or academic ideas. The evil in current football rests not in the hired men, but in

academic lying and in the falsification of our own standards as associations of scholars and men of honor.[12]

The tragedy is that the cynicism that stems from the abuses in athletics infects the rest of student life, from promoting academic dishonesty to the loss of individual ideals. We find it disturbing that students who admit to cheating often excuse their conduct as being set by college example, such as athletic dishonesty. Again, the 1929 Carnegie report states the issue clearly: "It is the undergraduates who have suffered most and will continue most to suffer from commercialism and its results. . . . Commercialism motivates the recruiting and subsidizing of players, and the commercial attitude has enabled many young men to acquire college educations at the cost of honesty and sincerity."[13]

Integrity cannot be divided. If high standards of conduct are expected of students, colleges must have impeccable integrity themselves. Otherwise the lessons of the "hidden curriculum" will shape the undergraduate experience.

Colleges teach values to students by the standards they set for themselves. But we believe real reform will come only when a wave of moral indignation sweeps the campuses. Perhaps the time has come for faculty and students at universities engaged in big-time athletics to organize a day of protest, setting aside a time to examine how the purposes of the universities are being subverted and how integrity is lost.

Further, we strongly urge that intercollegiate sports be organized and operated to serve the student athletes, not the institution. Success in class must be the most important objective. At the same time, respect for one's opponents and rules of sportsmanship and fair play must dominate the program.

We also propose that when serious athletic violations are discovered, the accreditation status of the institution should be revoked—along with eligibility status for the National Collegiate Athletic Association. It is ironic that one hears that a university has lost its

athletic eligibility but never hears that a college has been on accreditation probation or suspended because of unethical behavior in athletic procedures or in its abuse of students.

We suggest further that presidents of universities and colleges begin to say publicly what they acknowledge privately: that big-time sports are out of control. Campus leaders can meet with each other and agree to a process of cutting back expenditures for recruitment and training, and they can continue to get involved in National Collegiate Athletic Association deliberations. By reaching agreements within various conferences, we can begin scaling back on the commitment to big-time athletics, without individual schools' jeopardizing their public standing.

Further, boards of trustees have an absolutely critical role to play. When a president who wants to fire a coach is told by trustees that his own job is jeopardized if he acts, it seems apparent that the integrity of the institution has been lost.

Against the backdrop of scandals in intercollegiate athletics, intramural sports and recreation are emerging as an encouraging option. Already, 30 percent of the undergraduates participate in such sports and the number appears to be growing. Many students are also keeping fit through jogging, aerobics, lap swimming, weight training, and the like.

At one university we visited, the department of intramurals has a budget of $350,000, drawn from the institution's general fund. Sixty-five percent of the students participate in some program. Over 176,000 students, many of them repeat visitors, were counted in the recreation building during a single academic year. The intramural department offers some forty sports programs, including softball, basketball, volleyball, track, wrestling, and water polo.[14]

According to one student who has played on three intramural teams, "If somebody wanted to, he could play intramurals every afternoon for the whole semester because there are so many teams. Regular exercise is now a way of life for many."[15] We urge every college to develop a comprehensive, well-supported program of

intramural sports, one that serves all students, not the select few. We further urge that the intramural program be given top priority when budget decisions about athletics are made and the recreational facility space is assigned.

Most encouraging is the emerging emphasis on wellness. More and more colleges see health and body care as an important educational objective. This, in our opinion, should be a high priority on every campus. The chairman of the intramurals department at one college said the emphasis on wellness is no fad: "Our students are in better shape than they were in the seventies, and there is a new awareness of the importance of caring for the body."[16]

At a large public university on our tour, over two thirds of the students participate in a university-sponsored "wellness program," which includes health education and fitness training. The project also prepares a group of students to be "health promoters" and sends them back to their residences to help others. These "health promoters" study everything from birth control and sexually transmitted diseases to nutrition and how to cope with stress. They not only counsel fellow students, but maintain a first-aid kit and post health information on bulletin boards to keep students abreast of current medical news. We urge that every college consider educating a core of senior students who, in turn, would educate their fellow students through informal seminars about health, nutrition, and first aid.

Health concerns have moved into the cafeteria, too. Menus are now being more closely supervised by dieticians and scrutinized by the students. Health food and vegetarian sections are now standard fare at almost every well-run college in the country. And students are actively involved. Haverford College has a "napkin bulletin board"—a place where students scrawl their reactions to the food on a napkin and tack it up before they leave the cafeteria. Before the day is over, the dietician has posted a reply.[17]

We urge that all students be helped to understand that wellness is a prerequisite to all else. They should be taught about good food, about exercise, and should begin to understand that caring for one's

body is a special trust. Further, a professional nutritionist should advise the campus food service and also be available for students as a part of the campus health service. A procedure for students to evaluate the food service also should be available on the campus.

Finally, we suggest that leaders of students' health centers work directly with their counterparts in food service, intramural athletics, residence hall supervision, student government, and even the academic administration to assure that the institution's "wellness" program has the resources and endorsement of the whole campus.

Athletics, health education, and food service are all of direct concern in a college community seriously committed to a quality undergraduate experience.

College life is clearly more than lectures, classes, convocations, and sports events. Wedged in between large group events there must be open spaces—moments when students can spend time alone or relax with one or two close friends. Students need solitude and intimacy as well as togetherness; and they should be able to choose their privacy and their companions without institutional constraint. Open space is needed for recreation, free expression, and student-initiated activities. Indeed, the most exciting activities we found on campus were informal ones, projects organized by students, whether religious, social, political—center, left, or right. On one mid-sized campus, for example, we found women's rights organizations, a gay and lesbian student group, the Liberty Lobby, the Young Americans for Freedom, Save the Whales, and animal rights advocates. None of these was very large, but they had been organized by loyal advocates who were sufficiently vocal and cohesive to make their mark.[18]

Religious groups are among the fastest-growing organizations on many campuses. At one Midwest state-sponsored college there are religious meetings—revivals, study groups, or songfests sponsored by Christian organizations—almost every night at the student union. These assemblies are very diverse theologically and socially. The Maranathas, Campus Crusade, and the Navigators are evangeli-

cal. A middle-of-the-road organization called Ichthus tries to "serve all Christians on the campus." There is the Hillel House for Jewish students and the Newman Club for Catholics. The Ecumenical Campus Ministries, sponsored by the mainstream Protestant denominations, has a rather small following among undergraduates ("If it weren't for their building, you wouldn't know they were here," says one active Christian).[19] Student involvement in religion, which seems to be experiencing a renewal, cuts across all denominations and religious faiths.

In our student survey, we found ambivalence regarding religion and church attendance. It revealed that about three out of four college students believe there is a God who judges people, but only 42 percent say that most students on their campus are religious. And only 30 percent say that they, personally, are more religious now than when they first came to college.

By comparison, 14 percent of the faculty we surveyed consider themselves "deeply religious" and 45 percent view themselves as "moderately religious." Nearly one third say they are "largely indifferent to religion," and only 7 percent say they are "basically opposed to religion" (Table 33).

Table 33 Faculty and Undergraduate Appraisal of Their Religious Conviction: 1976 and 1984 (percent agreeing)

		1976	1984
I consider myself "deeply religious."	faculty	15	14
	students	15	15
I consider myself "moderately religious."	faculty	45	45
	students	54	63
I am largely "indifferent to religion."	faculty	33	34
	students	26	19
I am basically "opposed to religion."	faculty	7	7
	students	5	3

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1976 and 1984.

As for politics, most students characterize themselves as middle of the road or moderately conservative. They are less likely to characterize themselves as liberals but they consider themselves more liberal than their parents. In contrast, 42 percent of the faculty

classify themselves as left of center. Thirty-one percent are either moderately or strongly conservative (Table 34).

Table 34 Political Orientation of College Students, Their Parents, and Faculty: 1976 and 1984

		Left	Liberal	Middle of the Road	Moderately Conservative	Strongly Conservative
Students:						
How would you characterize yourself politically?						
	1984:	2	23	39	31	5
	1976:	4	34	39	21	2
Students:						
How would you characterize your parents?						
	1984:	1	10	34	43	12
	1976:	*	11	31	46	11
Faculty:						
How would you characterize yourselves?						
	1984:	6	36	27	27	4
	1976:	6	38	28	25	3

* = less than 1 percent

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates and Faculty, 1976 and 1984.

We found that on most campuses the conservative viewpoint is getting a better hearing these days. Over the past four years, more than fifty right-wing "alternative" publications have emerged on college campuses. Funded largely by the Institute for Educational Affairs, these publications attack what their supporters see as the "entrenched liberal bias" on the campus. A striking example is the *Dartmouth Review,* which comments, "We've noticed that women who claim sexual harassment often tend to be low on the pulchritude index," and refers to study programs on women, blacks, and Native Americans as "victims' studies."[20]

The Young Conservative Foundation, Inc., a Washington-based organization, is encouraging students on at least one hundred campuses to protest their schools' investments in companies that do business with the Soviet Union and are, according to the foundation president, "for a few pennies marketing the value of the free world."

The group stresses that its effort is not a response to recent anti-apartheid protests, the extent and organization of which they say indicates that the KGB was "without question" involved.[21] A junior at George Washington University who joined the Progressive Student Union and helped form Women's Space, a peace group, says she's been labeled a "radical." The membership of the group is fifteen. "I know that more than fifteen people agree with us," she says, "but because of apathy or fear, they don't show up at meetings."[22]

Despite the drift toward conservatism, today's students still hold a wide spectrum of beliefs. Although only one in three agrees that capital punishment should be abolished, nine out of ten believe more effort should be made to improve relations between the United States and the Soviet Union. There is also strong support for nuclear disarmament, hand-gun control, environmental protection, and abortion (Table 35).

Table 35 Attitudes of College Students on Selected Political and Social Issues (percent agreeing)

	1976	1984
More effort should be made to improve relations between the United States and the Soviet Union.	NA	93
Nuclear disarmament should be given high priority by our government.	NA	76
A woman should have the freedom to choose whether or not to have an abortion.	NA	76
I would support stronger environmental legislation even at the expense of economic growth.	84	76
Laws should be enacted to control hand guns.	NA	72
The United States is spending too much on national defense.	56	57
Current unrest in Central America is caused by internal poverty and injustice rather than external political interaction.	NA	54
Our leaders are doing all they can to prevent nuclear war.	NA	52
Capital punishment should be abolished.	40	24

NA: Question not asked in 1976.

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1976 and 1984.

Thus, the student activities picture in the American college, like the rest of the undergraduate experience, is mixed. On the one hand, the formal structures of student life—student government, convocations, and the like—do not seem to be working very well. Only a handful of students are involved, and those who are often seem driven by their own special interests. On the other hand, a lot of informal, less structured activities are flourishing. Students are getting together as private campus citizens, to push their own separate causes.

Self-generated activity adds vitality to the campus, and we could argue that informal student organizations are sufficient. After all, students are adults. They are understandably more committed to organizations that are flexible, responsive, and "cause related," as one student put it.

But even though open time and private space are crucial, a college, we believe, must be something more than a holding company of isolated enclaves. We found it significant that even with athletics and all of the student-sponsored projects, almost two out of five of today's undergraduates still say they do *not* feel a sense of community at their institution. At liberal arts colleges it is only one out of five (Table 36).

We conclude that the effectiveness of the undergraduate experience relates to the quality of campus life. It is directly linked to the time students spend on campus and to the quality of their involvement in activities. In summarizing the research, Alexander Astin reports that participating in almost any type of extracurricular activity, involvement in honors programs, and undergraduate research projects are factors significantly affecting the students' persistence in college. It is not an exaggeration to say that students who get involved stay enrolled.[23]

The campus cannot be satisfied if students separate themselves from one another or, worse, reinforce stereotypes and prejudices. Therefore, even at large complex institutions, with their autonomous units, the goal should be to build alliances between the class-

Table 36 How Undergraduates Evaluate Community at Their College (percent agreeing)

	By Type of Institution					
	All Institutions	Public	Private	Research University	Doctorate-Granting University	Comprehensive College	Liberal Arts College
I feel a sense of community at this institution.	61	58	74	63	58	57	80

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1984.

room and campus life, to find group activities, traditions, and common values to be shared. What we seek is a climate in which loyalties can be strengthened. The college cannot be a parent; but neither can faculty and administrators turn their backs on life outside the classroom, where there is so much learning that either enhances or diminishes the quality of the undergraduate experience.

At an East Coast college we visited, dorms have "living rooms," a fact that pleases students. Students like to sit near the fireplace and socialize. Last December, the director of resident life organized "fireside forums" in the dorms. Forum topics reflected the pressure students feel before exams: "overcoming test anxiety," for example. Forums were also held on social themes. Recently, someone came from Amnesty International to talk about political prisoners and human rights.[24]

Other colleges have suspended classes for a day in order for the entire campus community to discuss a topic of campus-wide concern. Other meetings, of smaller groups, take place in the evenings in various campus settings. At an East Coast public university we visited, students on a December evening could choose among a lecture, "Apartheid in South Africa," sponsored by the women's studies department; a series of one-act plays directed by members of a theater class; and an Egyptian film with English subtitles sponsored by the government department.[25]

Such cultural activities add greatly to the intellectual life of a college community. They have potential for enlarging much of what students are learning in their formal courses. Yet, it was disappointing to observe on most campuses that these kinds of programs receive little support from the faculty. Students are rarely reminded of them, and few efforts are made to connect these out-of-class educational events to ongoing classroom teaching. In a college of quality, the faculty will understand the importance of encouraging student participation in campus cultural events. They, too, will be active participants, and will attempt to tie their teaching to them

whenever possible. In this way, they can contribute to the kind of learning community we wish to support.

Beyond these modest examples, the bringing together of the entire campus community remains the larger vision. Is it possible for the modern campus, with all of its separations and divisions, to find points of common interest? Can students feel both the excitement and responsibility that come from being an active member of a community of learning?

There are all-college convocations. Careful planning can provide such a series on campus that will be a vital force, stirring discussion and controversy, reflection and commitment. For example, Washington University in Saint Louis has such an assembly series every Wednesday morning, featuring poets, artists, political leaders, and others who draw large audiences and help to revitalize the community.

Commencements and alumni weekends can have an equal influence, as can concerts on the campus. And occasionally a college can be brought together to support a worthy cause. Several years ago the State University of New York at Brockport hosted the National Special Olympics. The whole campus came together in a project that stirred inspiration and lifted the vision of both faculty and students.

Carl Schorske, in a brilliant study of creative communities, describes Basel, Switzerland, in the nineteenth century as a place where civic and university creative activities were inextricably interlocked. Professor Schorske said, "The primary function of the university was to foster a civic culture . . . and the city state accordingly assumed, as one of its primary political obligations, the advancement of learning."[26]

If a city can stir a creative, intellectual climate, if merchant families can foster civic culture, what about the intentional community we call a college? While leaving space for privacy and individual interests, we believe there can be celebrations and traditions that tie the institution together and that, through shared experiences,

intellectual and social integration on the campus can occur. At such a college all parts of campus life are brought together into what we have called a community of learners.

The college of quality remains a place where the curricular and cocurricular are viewed as having a relationship to each other. At a time when social bonds are tenuous, students, during their collegiate years, should discover the reality of their dependency on each other. They must understand what it means to share and sustain traditions. Community must be built.

12

A HOME AWAY FROM HOME

Late in the summer of 1986, housing officials at the University of Wisconsin–Milwaukee stopped taking requests for dorm rooms after six hundred names were on the waiting list.[1] Two years ago, at the University of Oregon, the waiting list for housing was considered a novelty; this fall hundreds of students who registered for campus housing were turned away.[2] At the University of North Dakota in 1983, one hundred students were housed in a local motel, despite the fact that the previous year the school had just opened a new dormitory.[3]

The popularity of residential living has sparked a crisis. Students are heading back to campus housing, and doubling up (sometimes tripling up) in rooms.[4] At one liberal arts college we visited, students were being shuttled back and forth from a Comfort Inn on the main highway while renovations on the oldest residence hall on campus were rushed to completion.[5]

For 40 percent of the undergraduates we surveyed, college is, quite literally, a home away from home; for freshmen, the rate is much higher (Table 37). Over two thirds of the students enrolling at public four-year colleges live in dormitories during their freshman year. And at private universities, 86 percent of the freshmen are residents, while at the private colleges the campus residency rate among freshmen is approximately 80 percent.[6]

The new enthusiasm for campus living is a paradoxical turn-

Table 37 Undergraduates' Living Arrangements, 1984 (percent responding)

	1984
Live on campus	40
Commute	60
Live off campus without parents	38
Live with parents	22

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1984.

about. Just fifteen years ago, most requirements that students had to live on campus were abolished. The courts have since ruled that students cannot be forced to live in campus housing simply because colleges need the money.[7] Freedom of choice notwithstanding, today's students are showing a strong preference for college-owned housing. They prefer the convenience and social interaction and the comparative economy of such arrangements.

Despite some grumbling about overcrowding, noise, heat, and hot water, most of the undergraduates we talked with said dorm life is "just great." The typical residence hall is now coed. "Special interest" and "quiet" floors are available, and the freedom to decorate common areas and refurbish the rooms are options enthusiastically supported by students. Add to this the fact that most of the restrictions on residential living have been lifted.

Still, it seems remarkable that students, many of whom had their own rooms at home, can live amiably in close quarters with someone who, until recently, had been a total stranger, but most seem to do so.

There are, of course, exceptions. One junior told us, "My worst experience in college involved walking in on my roommate when he and his girlfriend were, to put it politely, passionate on my couch. He had the nerve to get mad at me for being so inconsiderate, when 'I knew he had a guest.' " And a sophomore complained, "I almost left this place one night when my roommate, after a binge on Oreos and beer, threw up all over the bathroom floor and left it there for six hours before he cleaned up."[8]

Crude and careless behavior notwithstanding, most students not only adapt but also make some of their best friends in campus housing. A senior about to graduate commented, "I have lived in the tin cans for four years. They are noisy, they are old, the showers are a mess, and it's hard to study there, but I wouldn't want to move for anything in the world. The social life is absolutely great."[9]

In most of the residence halls we visited, rules prohibit disorderly conduct and the use of illicit drugs (which isn't to say they don't occur), but otherwise students may do pretty much as they please.

If there is one regulation that raises the ire of students everywhere, it is visitation restrictions, though these rules, if there are such, are often unenforced. In the men's dorms, according to one male resident, "women come and go at all hours of the day and night." And one woman student told us, "My boyfriend stays all night in my room all the time. My roommate and I just work something out, and she doesn't mind. . . . This college needs to get out of the Dark Ages."[10]

On one fairly typical campus, "quiet hours" are in effect from 7 P.M. until 8 A.M. However, loud noise from stereos and parties can be heard at all hours. The director of housing at another college told us that some rooms are "unbelievably filthy," with enough old food, papers, and miscellaneous garbage to be health and fire hazards. Her office has announced that it will begin monthly inspections of dorm rooms. This college also seeks to restrict visits from members of the opposite sex between the hours of midnight and 11 A.M. on weekdays and between 2 A.M. and 10 A.M. on weekends.[11]

College students today take for granted life-styles that twenty years ago might have gotten their parents, when in college, admonished or expelled. Sexual freedom is just assumed. Says a woman dormitory resident at a small college in the Southwest: "Oh sure, they have regulations, but nobody follows them. My freshman year, we had a fire drill in here on the weekend because somebody set a trash can on fire. It was about three in the morning. And from every

single room in the fourth-floor women's wing, a guy came out. Every single room—I'll never forget that!"[12]

Several colleges in our study have rigid rules about student conduct in general and sex in particular. But even at one tiny religious college in the Southeast that explicitly forbids "fornication" as well as "wearing shorts outside of the gym," sexual activity doesn't surprise campus authorities. Says the school's psychologist: "As for sex, there is enough of it. One of our students did a survey that showed there wasn't that much difference in sexual activity between here and the university four miles away. If someone is interested in sex, he can probably find it here."[13]

We found during campus visits that residential living is, in fact, one of the least well-guided aspects of the undergraduate experience. Students are given a room on campus, but frequently they are not prepared for what is too often a casual and sometimes chaotic part of campus life. Personal freedoms are generally unrestricted, and thoughtless actions create difficulty for others. Responsibility for residence hall living has been delegated so far down the administrative ladder that leaders on the campus have little idea about what goes on in these facilities—unless there is a big crisis.

On most campuses residence hall responsibility is "turned over" to student personnel officials and then is delegated again to a Resident Assistant, typically a college student who lives in the dorm and serves as a supervisor and counselor to other students. These "R.A.s" confront daily the realities of dormitory life. Beyond the ordinary, day-to-day hassles, they must deal with accidents, abuse of alcohol, depression, and questions about birth control and abortion. It is a twenty-four-hour job, one that involves not just "keeping order" and finding light bulbs, but becoming deeply involved in shaping the lives of students and helping the college accomplish its most fundamental goals. And yet, on most campuses the president of the college would be hard pressed to name one resident assistant.

Eileen Stewart, an R.A. at a church-related college we visited, said, "I don't seem to get anything done, but I'm busy all the time."

For someone who doesn't get anything done, she has a demanding job: "This is a Christian school and every sort of problem that exists in the world exists here, and most have to do with identity—growing up, and male-female relationships. Because of the size of the school, it's like a family. If I hear one roommate bad-mouthing another, I will call her in for a talk. And if there is a student with a real socialization problem—a loner—I'll help her reach out to others."[14]

Stewart's apartment is right behind the main desk in the lobby of her dorm. Often she has a student talking with her or resting in her living room. "The most important aspect of living in the dorm," she says, "is learning how to give, and how to give up a certain amount of privacy. When I see a student who is upset, or maybe too tired from studying, I tell her to go take a nap on my couch for a few hours. I tell her she'll feel better."[15]

Another college we visited houses R.A.s on each floor. An R.A. whose floor is made up largely of freshman males told us that he sees himself partially as a "lookout" for students who are having trouble fitting in. "The more introverted you are, the harder it can be here. If I see someone like that, I try to approach them, mention things that are going on, maybe invite them to some frat parties."[16]

Not every dormitory has R.A.s as willing to get so involved, nor does every student want that sort of attention. But counseling and guidance pressures often are intense as R.A.s are asked to play parent, big brother or sister, counselor, disciplinarian, and a myriad of other roles—all for room and board.

We find it troubling that college students are given such a weighty assignment when key college administrators, and especially members of the faculty, frequently are far removed from the day-to-day lives of students. We strongly urge that colleges and universities provide intensive workshops for students who agree to serve as resident assistants. We recommend further that R.A.s have mentors who meet with them regularly and supervise their work. We also urge that every campus have appropriate health and psychological

support services available to which students can be referred. Finally, we recommend that resident assistants be reimbursed adequately for their important work.

During campus visits we found that at almost all colleges and universities alcohol is overwhelmingly the drug of choice and the drug of greatest damage. In 1977, half of the college students polled favored decriminalization of marijuana; today the figure is 23 percent.[17] Although the use of marijuana and hallucinogens has decreased significantly in the last decade, the national survey of drug abuse reported that at least 75 percent of the nation's college students drink.[18] According to our survey of undergraduates, 42 percent of the respondents say that alcohol is a problem on the campus (Table 38).

Table 38 Student Assessment of Campus Alcohol Abuse (percent responding)

	All Institutions	Research University	Doctorate-Granting Institution	Comprehensive College	Liberal Arts College
Alcohol abuse is a serious problem on this campus.	42	48	45	38	36

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1984.

While faculty members and administrators do not mention cocaine in discussing drug use, students do: Several undergraduates described one fraternity whose affluent members routinely spend several hundred dollars a weekend on cocaine and who inflate ticket prices of the spring formal in order to factor in a $15,000 drug budget.[19] Thirty percent of all college students have tried cocaine by the time they have been graduated, according to a study conducted by The University of Michigan for the National Institute on Drug Abuse. The report explained that cocaine use is popular on college campuses because of the drug's availability and the students' underestimation of the drug's danger.[20]

At a prestigious university in the deep South, we were told that

drinking is probably the most popular "unofficial student activity" on campus. A student services dean estimated that between 6 and 10 percent of its undergraduates are alcoholics and in need of serious treatment; another 30 to 40 percent are serious weekend abusers of alcohol.[21]

On another campus, we learned that though the state drinking-age law (nineteen for beer and wine, twenty-one for liquor) is strictly enforced both at campus events and in bars, students say that eighteen-year-olds drink too, usually in their dorm rooms. Federal legislation has resulted in a new state law, raising the drinking age to twenty-one, yet college officials have agreed with students that the change in minimum age has not stopped student drinking, only displaced it.[22]

We found that what to do for those who drink too much has become an urgently discussed issue on most campuses in our study. At one small college in the East, the dean of students and the chaplain said that much of their counseling time is spent with students who have alcohol-related problems. Pushed to the wall by a number of legal and social factors, colleges are being forced to rethink one of college folklore's legends—the boozing, boisterous undergraduate. According to the chaplain, alcohol abuse had been "hushed up" in the past, but last year the college had an "alcohol awareness" week to bring the problem out in the open.[23]

Campus counseling centers have become a vital part of the response to alcohol abuse. The counseling center on one of our site campuses recently hired a Substance Abuse Coordinator, who set up a peer counseling program to deal with both drinking and drug problems. At another institution, the head of the counseling center reports that students with drinking problems are usually sent to him by faculty and staff members or even friends who had spotted the problem. Sometimes, however, students come in on their own when it becomes clear to them that drinking is interfering with their studies.[24]

On other campuses, administrators have decided that the alcohol issue should be ignored or quietly condoned. Says one administrator: "Students are going to drink regardless. We'd rather control and supervise it here than have them drive off campus and maybe end up hurting someone."[25]

A college in a northern state where the legal drinking age is twenty-one still has no regulations about underage drinking in the dorms. When the legal counsel for the college advised the board of trustees of their vulnerability in case of accident, the majority view of the trustees was: "Even if we took a stand, they'd just keep drinking." The president at another college, which had failed even to declare itself on the alcohol question, took this position: "We'd be less liable in the courts than if we were on record with a rule we didn't enforce."[26]

What we found particularly disturbing is the ambivalence college administrators feel about their overall responsibility for student behavior. Most of the college leaders with whom we spoke had an unmistakable sense of unease—or was it anxiety? Many were not sure what standards to expect or require. Where does the responsibility of the college begin and end? Where is the balance to be struck between students' personal "rights" and institutional concerns?

In just thirty years, colleges have gone from being parent to clinician. No one would argue that they can or should return to the days when young women were locked in, when lights were out at 11:00 P.M., and when to be caught with a bottle of beer was to risk suspension or expulsion. But does this mean that there are no standards by which conduct can be measured—or that colleges have no obligations to their students? Unclear about what standards to maintain and the principles by which student life should be judged, many administrators seek to ignore rather than confront the issues.

We found students less confused. In our national survey, about half of today's undergraduates said they support a code of conduct on the campus; at liberal arts colleges it was 60 percent. A slightly higher percentage of undergraduates said that known drug offend-

ers should be suspended or dismissed. This is a dramatic increase since 1976. About 60 percent of the students also agreed that the drinking age in all states should be raised to twenty-one (Table 39).

We also heard students say that they would like the college administration to exert more control over boisterous fraternity parties. And several faculty members we talked with have reservations about how well dormitory life supports such important values as civility and academic achievement.

This is not to suggest that students are calling for tight control. The awkward compromise they seek was best captured in an interview that John Millett, former president of Miami University, Oxford, Ohio, had with a young woman at De Paul University, who told him, "We'd like you to understand one thing. We don't want the university to interfere *in* our lives, but we want someone in the university to be concerned *with* our lives."[27]

Lloyd Averill, in his book *Learning to Be Human,* perceptively notes a permanent truth about the human condition: A community is not just a collection of individuals. He cites Edward Shils and Michael Young, who say a community "is, more fundamentally, a group of persons acquiring their significance by their conformity with standards and rules from which they derive their dignity." Within such a community, "there is a recurrent need in men to reaffirm the rightness of the moral rules by which they live or feel they ought to live."[28]

It is our position that a college needs standards not just in academic matters, but in nonacademic matters, too. Such standards should clarify the expectations of the institution and make rules understandable. More importantly, they also can help to define the character of the college as a learning community.

Standards regarding simple courtesy and the rights of others are good examples. Private space should be respected and honored by peers. Loud noise should not be allowed. Sexism, racism, and religious bigotry are offenses to the dignity of other human beings. They violate everything a college stands for. They are wrong.

Table 39 Undergraduate Attitudes Toward Moral Issues on Campus

	All Institutions		1984: By Type of Institution					
	1976	1984	Public	Private	Research University	Doctorate-Granting University	Comprehensive College	Liberal Arts College
Colleges should provide a code of conduct for students.	NA	48	46	57	44	47	49	60
Undergraduates known to use illegal drugs should be suspended or dismissed.	16	54	53	60	51	52	55	62
Drinking age should be 21 in all states.	NA	59	59	60	51	58	64	64

NA: Not asked.

Source: The Carnegie Foundation for the Advancement of Teaching, National Survey of Undergraduates, 1976 and 1984.

Proper conduct also means caring for one's health and being concerned about the well-being of others.

If state laws say alcohol use is illegal for those under twenty-one, colleges should make this fact clearly known to students and affirm that it will support the law rather than ignore it. Such a stand is not only a legal mandate for the college, it is in the interest of the students, too. They need models of courage, not equivocation. In a community of learning, as in any community, we need a sense of order to protect the requirements of all, while still respecting the dignity and rights of individuals.

The goal is not to have a list of unenforceable commandments. Rather, it is to assure that all parts of college life, academic and social, are governed by high standards. The search for values needs to have an open quality, of course. But an educated person, while always searching, is also guided by civility and integrity, by commitments and convictions.

The residence hall cannot stand apart from this challenge. We urge that college presidents become directly involved in the planning and oversight of residential life. The president should receive regular reports on both problems and creative programs inside the residence halls. He or she should meet with R.A.s, visit the residence halls, and make sure the staff is well trained for its heavy responsibilities.

Using residence halls as learning centers has been in practice for many years—at Michigan State, at the University of the Pacific, at Connecticut College, and many others.[29] At the University of Vermont, a Living-Learning Center—a college within a college—houses 580 students, who live and study together. The Center also has faculty apartments, classrooms, and a dining room. Students go on field trips and have special seminars, in addition to their regular course work. An Integrated Humanities Program, run by three faculty members, meets weekly or biweekly in the residence hall.[30]

At Princeton University, a major effort has been made within the last five years to extend the undergraduate program into residence halls and social lounges. To this end, Princeton created five

undergraduate "colleges," whose freshmen and sophomores eat together in units of manageable size, enjoy play and study areas, plan social and academic events, have counseling and guidance services, profit from the presence of selected upperclassmen, invite university professors to meals, and have a distinguished professor as Master, with an office in the college.[31]

The important research of Arthur Chickering has shown that living in residence on campus improves prospects for retention, as well as social and intellectual growth. Resident students have more contact with faculty members, are more involved in student government, and show greater gain in artistic interests, liberalism, and interpersonal esteem than do commuters.[32] At the same time, residents are more likely to become more involved in drug and sexual activity.[33] Educational programs should be developed in the residence halls not only to foster a sense of community, but also to provide an enriching influence.

But not all students live in college housing. Some find private arrangements on their own, whereas others join private clubs, usually fraternities and sororities. The "Greeks" have been viewed as social havens, halfway between the restrictions of the dorm and the anonymity of the rented room. Only 3 percent of the undergraduates live in fraternity or sorority houses[34] and yet they often have a powerful influence on the campus while, paradoxically, creating a separate society that occasionally can result in social and economic and racial and religious barriers.

At one small college in our study, more than half the students are attached to its three fraternities and two sororities. At another, nearly 40 percent of the male students and nearly 50 percent of the women belong to the Greek societies. Admission is highly competitive. Freshman and sophomore women are said to take sorority rush so seriously that resident advisers are prepared to take those who don't receive a bid out to dinner in order to ease their despondency.[35]

At a midwestern state university's urban campus, fourteen groups, divided along racial lines, make up the Greek system: three white and four black sororities, and four white and three black fraternities. There is little interaction between the houses: Black and white groups have no common events, and even a white fraternity and white sorority will join forces only rarely for a party. Panhellenic Council members we talked to agreed that loneliness and alienation as freshmen or transfer students prompted them to join a sorority. One of them described her presorority life by saying, "After class, I'd get in my car and go to work or go home and see my high school friends."[36]

Others suggested that there were additional reasons beyond friendship for joining up. "The dean of education told me it would look good on my résumé," said one. Another suggested that belonging to a sorority or fraternity is academically beneficial because big sisters and brothers are willing to help with tutoring. And the Greek Life adviser admonished members to attend seriously to rush procedures, among other reasons, because "everything you learn here you'll use in the real world. Rush is basically selling yourself, and that's what you'll do when you go out to get a job." Finally, we were told that the national push to raise the drinking age to twenty-one has encouraged some students to join Greek-letter societies to have easier access to alcohol.[37]

At a liberal arts college that prides itself on "community," one student argued that the reason fraternities and sororities have grown in number from eight to fifteen in the past decade is that the college doesn't offer students enough to do on campus. "The biggest blotch this school has is its lack of social life. There are movies, but that's only two hours one night a week. The whole social life centers on frat parties. You find out what the frats are doing this weekend, and you do it."[38]

Occasionally, enlightened projects such as the March of Dimes walkathon and blood drives aid inter-Greek communication and promote campus cooperation. Through sorority and fraternity

membership, students often feel a sense of belonging on an impersonal campus and members often feel responsibility for each other, helping them academically and socially as well. Overall, however, complaints about the divisive effect of the societies on student life persist. One student said to us that his old high school buddies had become "smug and standoffish" since they joined the frats.[39] The life of an independent can be hard.

Fraternities and sororities epitomize a paradox of student life. Some prejudices have been broken down, of course; but others fester. Fraternities and sororities will continue, but college administrators have a special obligation to draw them into the larger community on campus. Recent court rulings make it more difficult for administrators to escape responsibility for the actions of private clubs. An institution committed to liberal learning and human dignity cannot permit arrangements on campus that even indirectly perpetuate prejudice.

Williams College set an example in the 1960s when it abolished fraternities and moved to a residential house system. In 1983, a Commission on Campus Life at Colby College proposed to strengthen the spirit of community on campus. Residential life at Colby had consisted of a centrally operated dormitory system, supplemented by the fraternities. Dormitory life there, as elsewhere, was characterized by a certain rootlessness. Too often, the dorms were not part of a communal setting in which students could plan and share in joint activities, and it was the fraternities that offered an alternative to this anonymity on campus.[40]

The commission concluded that "our current system of anonymous dormitories and insular fraternities falls short of the residential life we would like for Colby. It fails to promote a community which can both reinforce students' sense of themselves and also welcome and incorporate diversity and individuality. It fails to grant all students both the responsibility and the satisfaction of collective control over their environment. We believe the time has come to reor-

ganize the structure of residential life so as to approach the ideals of a collegial community."[41]

Colby regrouped its living units, including the former fraternity houses, into four distinct communities, which are called Residential Commons. Each common houses between three hundred and five hundred students, and varies in makeup from four dormitory units to eight. Each common also has: a dining room, adequate social space, at least one Faculty-in-Residence apartment, a group of eight to fifteen Faculty Affiliates, who commit themselves to working with student leaders to develop activities for the common, and new programming monies for social events as well as for speakers, forums, and the like.[42]

The commission concluded: "We are convinced that the Commons system proposed here will provide for all students the kind of residential experience that will most directly reinforce the College's educational mission and will lead to the kinds of growth—intellectual, social and personal—we seek to foster."[43] This is a goal that should guide the residential arrangements on every campus.

There is one final cause of concern: We found during our study a deep division between commuting and residential students. All too often students who commute are in the shadows. Most recreational, social, and cultural activities are geared to serve residential students. An observer at one college in our sample said, "Even more than race or class distinctions, commuter-resident distinctions are evident on this campus." A student newspaper exaggerated the differences only slightly in this caricature:

> Commuters talk about their kids. Dorm students talk about how much beer they drank the night before. Commuters dress as if they were going to the office. A dorm student's wardrobe consists of bluejeans, sweatpants and T-shirts. Commuter students have trouble finding a parking space every morning. Dorm students have trouble finding matching socks. When class is over, dorm students attend club meetings, act as campus hosts and hostesses, make posters for special events, play intramural sports and pursue a variety of other activities. Commuters go home. . . .[44]

One campus in our study has become so sharply divided between residential and commuter students that there is no evidence of activity that brings the two groups together. The vice-president said he is "disturbed" by the image of the institution as a commuter college. "For me that conjures up images of someone coming to campus, using the services here, and then leaving." The situation troubles the president, too, who told a meeting of student leaders: "We've got to get rid of the divided image we have." No solutions were forthcoming.[45]

Student leaders also puzzled over ways to get commuters, many of whom are older, more involved. "Most of the off-campus group couldn't care less about campus life," we were told. But we saw no evidence that efforts to reach them had been made. And on this campus there wasn't even a convenient place for commuters to assemble between classes.[46]

Bringing commuter students into the life of the college is an important and growing obligation. Arthur Chickering reports that students who live at home fall short of the kinds of learning and personal development typically desired by the institutions they attend.[47] But what can institutions do to make commuting students part of a larger community of learning, especially when they are often caught up in complicated schedules?

The most obvious step is to make certain that someone on campus is responsible for assisting nonresidential students. There should be an office where commuters can go to get help, file complaints, and learn about the special programs and services available to them. Beyond counseling, a whole range of possibilities is open. The National Clearinghouse for Commuter Programs, located in Washington, D.C., has identified thirty-seven specific activities for commuters, including information centers, off-campus housing referral, car-pooling assistance, shower facilities, lounges, and special bus service. Other services include child care, specialized meal plans, preferred parking, and overnight facilities.[48]

A college, concerned about community, cannot be unmindful of deep divisions on the campus. And it is in the residence hall arrange-

ments, in the private clubs, and in the way commuters and part-time students are treated that some of the most fundamental values of the college are confronted—or avoided. Separateness in the name of individuality and personal preference may be another name for ignorance and prejudice.

In the context of student living, the challenge of creating an enthusiastic community of learning must be carefully considered. Are living arrangements simply a convenience or do they contribute to collegiate goals? Are commuters simply tolerated because they help pay the bills or are they full partners on the campus? Can a college with dormitory students, commuter students, and fraternity and sorority students find ways to make connections more vital than the separate parts?