1996

Crossing Boundaries A Research Agenda Toward Productive Learning and Community Renewal

American Association for Higher Education

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1996 AAHE RESEARCH FORUM

Crossing Boundaries

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AMERICAN ASSOCIATION FOR HIGHER EDUCATION

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CROSSING BOUNDARIES: A RESEARCH AGENDA TOWARD PRODUCTIVE LEARNING AND COMMUNITY RENEWAL

Colleges and universities expect that society's pursuit of democratic goals is continuously informed by well-prepared graduates who shape and contribute to the common good. The creative, competent, and committed student is often a faculty's finest form of service. Joining this fundamental mission to the daily tasks of continually building and renewing democracy was the focus of the *12th annual AAHE Research Forum*. Crossing boundaries among teaching, research, and service includes making informed commitments and taking responsible actions. But what do we need to know to reconsider who we are and what we do in light of the changing complexities of civic and community life? What questions might shape our scholarship? This research agenda is devoted to asking these and other questions about how our responsibilities for the quality of teaching and learning merge with another priority: contributing to solving community problems.

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

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

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

What is the Forum Process and Product?

1. **The invitational Pre-conference session.** Educators (selected from conference presenters) generate research questions on topics that emerge as central to the conference theme through a specially designed group process. Experts on each topic serve as group leaders and synthesizers. Each topic group reviews the current issues around their topic and dialogues with those who currently, or are likely to, research the year's agenda. Questions are synthesized in each group, and two session leaders edit and prepare them that evening for distribution the next day. For the 1996 agenda, 58 conference presenters who work in one of six topic areas generated questions for the agenda on March 17.

2. **The All Conference Forum and panel.** Forum leaders bring the questions generated in the pre-conference session to the attention of the conference membership and involve the larger audience in discussion of issues and research questions in their own settings. Forum leaders also elicit discussion of research questions by a panel comprised of experts on the year's conference theme. The 1996 theme was *Crossing Boundaries: Pathways to Productive Learning and Community Renewal*. The panelists were **Robert Sexton,** Executive Director, The Prichard Committee for Academic Excellence, and **Mary Walshok**, Vice Chancellor for Extended Studies and Public Service and Adjunct Professor of Sociology, University of California-San Diego. Group discussions on each topic follow the panel and allow for more focused critique and discussion of the pre-conference questions. Experts on the topics serve as leaders and synthesizers in each group. In 1996, 52 persons attended this session and participated in the topic groups, for a two sessions total of 110 individual contributors to the final agenda.

3. **The research agenda and its dissemination.** Following the session, two Forum leaders edit and integrate questions from topic group syntheses and individual work sheets for a final agenda. Thus, AAHE's annual research agenda is a timely, collaborative product of interactive, on-the-spot discussion. It is another way of knowing about the professional interests of a wide range of educators. The research agenda is a product of a process that captures and articulates the informal conversation that occurs at AAHE meetings about what should be researched. Conference presenters generate research questions on emerging topics in higher education, elicit questions from their colleagues, and then synthesize all questions. Dissemination and discussion of the agenda with researchers follows.

4. **Dissemination.** The agenda is disseminated to all contributors; participants are credited. Advisors to the Research Forum process and other associations/groups in higher education also receive the agenda. The history and rationale for the American Association for Higher Education Research Forum as described in M. Mentkowski and A. W. Chickering, "Linking Educators and Researchers in Setting a Research Agenda for Undergraduate Education," *The Review of Higher Education*, 1987, *11*(2), 137–160. The 1987 agenda, ***The Classroom Researcher's Research Agenda;*** the 1988 agenda, ***Improving the Odds for Student Achievement: A Research Agenda;*** the 1990 agenda, ***The Future of the Professoriate: A Look in the Mirror;*** the 1991 agenda, ***Achieving the Promise in Diversity: A Research Agenda to Inform the Issues;*** the 1993 agenda; ***Reinventing Community: A Research Agenda to Create Common Purposes, Build Commitment, and Sustain Improvement;*** the 1994 agenda, ***A Research Agenda for Envisioning the 21st Century Academic Workplace Through Responsive Academic Citizenship;*** the 1995 agenda; ***The Engaged Campus: Creating a Research Agenda to Serve Societies's Needs;*** and the 1996 agenda; ***Crossing Boundaries: Creating a Research Agenda Toward Productive Learning and Community Renewal*** are available from Marcia Mentkowski, Alverno College, 3401 South 39th Street, P.O. Box 343922, Milwaukee, WI 53234-3922, Phone: (414) 382-6263, Fax: (414) 382-6354, E-mail: 7028mentkows@vms.csd.mu.edu.

1996 RESEARCH FORUM LEADERS

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1996 TOPICS WITH LEADERS AND SYNTHESIZERS

Crossing Cultural and Global Boundaries

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Societal Shifts, New Challenges

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Pathways to Civic Renewal

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Pathways to Improving Learning

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Leadership, Organization, Faculty Roles

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Technology to Reconfigure Teaching and Learning

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Crossing Cultural and Global Boundaries

Educators are looking for new ways to bridge boundaries, cross cultures, and prepare students for a global society. At the same time that higher education rethinks its responsibility to society at large, the world is becoming more closely connected across cultural and global boundaries. What efforts are needed to explore the many kinds of "boundaries" we face as we rethink issues of "productive learning" and "civic renewal?"

Economic alliances and structures in business and government are undergoing dramatic realignments. What impact will this changing global economy have on the structure, organization, and need for higher education? What will be the role for technology in helping us to realize our vision of "society," or "community?" What will higher education's responsibility be to these new definitions?

How might we define the academic citizen in a global society? How best do we prepare our students for global citizenship? How best do we prepare students for the necessary diversity? How best do we reach out to and learn from our multinational colleagues as together we problem-solve serious educational and cultural issues? How best might we develop learning and teaching in relation to higher education global issues? How do we best prepare faculty to meet these new demands? How will these demands change the faculty reward structures? What levels of inter-institutional or multi-institutional networks might be desirable?

On Definitions

What cultural and global boundaries are important for us to consider? What are common definitions for important concepts such as culture, boundaries, global? What issues result from varying definitions? How can we recognize and develop natural borders?

How do we remain sensitive, considerate, and mindful of important boundaries? How best might we consider the notion that boundaries are not always a "problem," and recognize when a boundary is necessary and helpful for a person or group? How does one respect and work *within* various cultural boundaries?

If we want to overcome boundaries, how can we best access our regions as laboratories for productive learning? What are the critical issues facing our region? Do we have accurate data and descriptors of the region? What are some gaps that higher education institutions can help address in the region?

What are the distinctions between community of need and community of response? How do we best mediate them?

What diversity issues are common to other countries and cultures?

In what ways is the concept of boundary defined and influenced by the dominant cultural values and perspectives?

On Politics

How does the changing political agenda and consequent budget reductions affect access to and participation in educational opportunities by various disenfranchised groups? How does the reallocation of university budgets impact attempts to enhance diversity? How can people who are most vulnerable in our society bring their voices to the table?

How does the changing political agenda impact recruitment to the university? the composition of the student body? the work force? What are the long range implications of these political changes?

Crossing boundaries means flattening the hierarchy of assimilation through cultural and ethnic appreciation, awareness and understanding. How can institutions of higher education reduce the tension and fear of "difference?" How can we institutionalize diversity?

Keeping in mind that there are oppressed groups internal to the university, within the United States, and internationally, how do we consider oppressed groups as we address issues related to crossing cultural and global boundaries?

On Partnerships and Collaboration

How can we facilitate partnerships between business and higher education? How can we create these relationships so they are mutually beneficial for students? What are opportunities to work together on crossing cultural and global boundaries?

What is the potential for reaching out to business and industry to help maintain diversity of student populations? Are industry goals for "interactional education" and "diversity" in sync with college models? If not, should they be? Why?

How can the entrepreneurial efforts of higher education personnel maintain diversity in higher education? What forms does this take?

In what ways do business "mandates" around education conflict or cohere with university "mission?" What are some issues for universities when the business community is leading the way on issues of diversity?

How best might higher education open dialogue with industry and business? What language is needed to cross civic, business, and higher education boundaries? What language translates the goals and objectives of education as a means to achievement, to business and industry?

What kinds of evidence are persuasive that liberal arts experiences are necessary for productivity in a high performance workplace?

Often, barriers between town and gown are created by differing perceptions. What is the level of university support for collaborative efforts within communities? Have perceptions changed following university and community collaborations? How do we measure the benefits?

Where are those legitimate grass roots, catalytic organizations? How can we facilitate their participating in conversation with traditional leaders?

How can we best engage new dialogue on issues such as violence and job loss that reflect the complexity of multiple realities on these issues?

How can threats to groups and individuals (e.g., job loss, tenure decisions) become opportunities for mutual learning and social action for change?

How does service learning help cross cultural boundaries? How do we tell persuasive stories about successes with service learning and university/business collaboration to continue to build these relationships?

What are key steps to helping students find pathways in collaboration with community? What are the guideposts?

How does one cut across internal boundaries on campus (e.g., across schools and departments, across staff, faculty, union, etc.) to facilitate collaboration that improves student learning?

How do we include those who are disenfranchised outside the university to foster learning on campus about what it means to cross cultural boundaries?

What are roles for African American students in a global community? How can they understand and accept these roles?

On College and University Mission

How do we cross boundaries without losing sight of the university mission (e.g., focus on learning vs. simply imparting skills)? How do we engage in new missions without losing sight of our central mission?

In higher education, what is the relative emphasis on access, student participation in college, and degree completion? What can bring about a greater emphasis on participation and completion?

How does a campus leadership best engage faculty in addressing the issues of crossing boundaries?

A new kind of knowledge worker is emerging in our society, not the lone faculty member but teams of people with various knowledge areas and varying skills. What are the implications for faculty identity and roles as knowledge experts?

How does higher education credential across international boundaries?

How do we evaluate learning "products" developed across national boundaries? What are the implications for distance learning?

On Technology

How can technology enhance or hinder our work across boundaries?

How might the university prepare students for global learning? prepare faculty for global teaching?

How do we support and advocate international experiences for students?

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Societal Shifts, New Challenges

Our institutions of higher education are surrounded by societal changes. We are startled by how rapidly the environment is modified. Our universities do respond and we certainly contribute much to societal change. How have our administrative and other decision making processes responded to these changes? Are we planning more efficiently? Does communication technology hold promise in responding to these changes?

Financial pressures on both public and private institutions continue to call for vigorous and creative responses. Societal needs in health care, welfare, and corrections at the state level are continuing to dominate legislative agendas. What place is higher education taking in state priorities? How can we insure it is at the "right" level? "Paying for college" is becoming a larger public issue. What have changes in financial aid done to or for our students? Federal support for the arts and basic research is less certain. Have these shifts subtly changed our missions?

Questions related to multicultural issues and affirmative action are continuing to capture public attention. How successfully have we dealt both externally and internally with these major questions? To what degree has the increasing presence of the media and its interests in telling the story of our efforts hampered or enhanced our work? Can we continue to speak of a defined "campus culture?" What have we done to improve faculty and staff understanding of the role of our institutions today? Have we been successful?

On Societal Changes and Institutional Planning

How can higher education become more able to deal with change? What institutional processes need to be restructured to allow adaptation to change? How do colleges and universities develop awareness of the need for change?

How do colleges "sense" shifts occurring in the environment? How do they then determine ways to respond? How does an institution determine priorities among challenges and possible responses?

To what extent do institutions respond to change with improved planning? What is the impact?

On Leading and Responding to Demographic Shifts

How can universities and colleges strengthen policies and practices to ensure access and balanced representation in the student body?

How can we foster an appreciation and awareness of the issues surrounding diversity while creating a climate of respect? How do campuses best respond to racial tensions in order to promote an appreciation and respect for diversity?

How best does an institution provide opportunities for faculty and staff to adapt to a changing student mix, learning styles, etc.?

Does the availability of and access to technology create greater gaps between rich and poor? If so, what can be done to reduce these gaps?

On Public Perception and Policy Issues

In what ways might we better understand current public perceptions of and expectations for higher education?

Are higher education institutions responsive enough to the demands of policy makers and student/consumers? What are some compelling indicators?

How do colleges and universities increase the commitment of legislators and others to higher education?

How have recent political shifts in more conservative directions influenced higher education? What has the result been for policies and practices in the areas of affirmative action and financial aid?

On Revenue and Partnership Issues

How do institutions develop new revenue streams?

What types of policies and partnerships foster beneficial relationships to institutions and businesses? to faculty and institutions?

On Global and International Impacts

What is the impact of increased globalization on the curriculum?

How are other countries responding to similar challenges?

Pathways to Civic Renewal

The contributions of academic institutions to the quality of civic life in the communities surrounding our campuses, and to the quality of community life are growing concerns in higher education. As the missions of academic institutions become more service-oriented, boundary crossings of many types and levels are essential to the academy and the community. What boundaries pose the greatest challenges and opportunities? From whose perspective? Where might the sharing of borders occur most productively and constructively?

Various forms of higher education's service to and engagement with the community already exist. In some efforts, faculty broker roles with the community. In others, faculty conduct action research to study and address quality of life concerns in the community. Other efforts involve mutual exchanges of resources and talents between communities and neighboring institutions. What can we learn from these models? What other forms need to be explored?

Such connections must be feasible. What do internal structures and policies look like back on campus? What does it take to construct and implement them? What revenue sources will be needed and how might they best be allocated? What new mechanisms of accountability, recognition, and reward for campuses are needed to support efforts that contribute to community renewal? How do current theory and practice help us understand and inform the role of higher education in encouraging and contributing to community and civic renewal? How do we evaluate and reward faculty service to community organization and agencies? How can we help colleges and universities become more civil civic communities?

On Definition of Community

How is community defined? as a global disciplinary community? as a town surrounding a campus? as a community of need? at a geographical distance from campus?

We hope to establish partnerships with various communities. How do we understand what a community is?

On Successful Partnerships

How can universities become catalysts for civic renewal in their own region?

How do we best find out what communities need? How do we find out what skills and abilities they bring to the table? How do we ask respectfully and listen carefully?

What are the characteristics of a successful campus/community partnership? What are the key variables involved? What are the strategies for developing and sustaining partnerships? Where do the key control issues lie, e.g., fiscal responsibility, agenda setting?

Building on existing theories of inter-organizational cooperation and/or theories of external resource dependency, what are the *organizational characteristics* of community-university partnerships?

What kinds of feedback, recognition, and relationships best maintain partnerships over the course of time?

What is the role of state leadership in promoting partnerships? What is the impact of state policies on colleges and their ability to have partnerships?

How do we best garner the relationships and expertise on our own campuses to help develop complex and effective partnerships? E.g., what do internship and coop coordinators, service-learning faculty, nursing clinical practice coordinators, social work placement coordinators, legal clinic directors, teacher education directors already do? How can we get people on our campus to work together more effectively?

How much of a community on campus do we need to be in order to convince the communities within our state that we are a credible partner?

What special and distinctive role, if any, do community colleges play in civic renewal? Are they legitimate players *because* they are community colleges; conversely, must 4-year colleges first prove themselves as effective stakeholders? Are faculty in community colleges rewarded in terms of promotion and tenure policies for participation in service learning?

How does service-learning contribute to community within the college?

How can community and college best understand each other's roles? How can access to each other best be achieved?

How do we determine whether the university and the community have the resources to be a good partner?

How can we better come to understand the community strategies for identifying and assessing all stakeholders (e.g., businesses, churches, agencies, political agents)?

How can community and campus best establish trust? What does the community know about us?

What would be forms of collaboration that would put the community in charge?

On Models and Strategies for Civic Renewal

What on-campus strategies are moving the community service agenda along?
What are the most effective uses of campus resources for civic renewal?

How do we do a cost-benefit analysis, in political as well as in practical terms? How do we leverage resources in ways that everyone benefits?

How can the college assess and then promote its resources to the community? How can realistic expectations be created?

What model would help the community do an asset map of the higher education resources of their area? Or a mutual asset map?

What models exist how to engage students, faculty , adult community in conversations about the mission of the college in relation to its role in the larger society?

What are the incentives for the community to work with a university in service-learning or applied research?

What are specific teaching/learning strategies that facilitate community renewal? Are they effective for content learning as well as civic awareness? How well do we model in the classroom what we want our relationship with the community to be?

What new skills must be cultivated through faculty development to increase the likelihood of successful faculty involvement in partnerships? What training models work best for faculty?

What incentives work best with faculty (e.g., tenure, recognition)?

What are the barriers (resistances) to incorporating service-learning by faculty? By students? By the overall institution?

What do we know about what really matters in service—e.g., length of involvement? Intensity of experience? Relationship with other students? Relationship with clients? Transforming experience of "otherness?"

How can the curriculum best be shaped to promote the goal of citizenship?

What are effective models for training students for cultural sensitivity?

On Assessing the Impact of Service-Learning

How can we study and document long-term cognitive gains, leadership, etc. through longitudinal studies?

What are the desired competencies (outcomes) of engagement in service learning?

What do we need to know about the effects of service-learning on students? How can faculty create assessment techniques to enhance learning in service-learning?

What are the effects of service-learning on faculty? How do faculty get involved in service-learning? What do they perceive as the benefits? What sustains their involvement? How can faculty come together in community through service-learning?

What kind of feedback and recognition from the community are important to faculty?

How will faculty be supported in their new roles in working with students in service-learning contexts? What are institutional responsibilities?

How do institutional policies—tenure, promotion—need to change to support faculty in their relationships with community? How can faculty scholarship focused on service-learning support faculty in tenure and promotion?

What are the consequences of requiring service-learning? What is the impact on the uncooperative student? What are the negative effects, if any, on the community? What might be the economic effect if students perform tasks involved in jobs that others need?

What is the impact of university-community partnerships with regard to immediate and long-term changes in the community—civility, participation, positive change? In the academy—integrity of mission, commitment of resources and perceptions of commitment, culture of the school? In the student—civic awareness, civic responsibilities, work force readiness, leadership?

How does service-learning need to be structured to give students training in diversity?

Which is more important, impact on community or impact on students? If our central concern is for student learning, how do we keep community agencies from merely being labs for learning?

How can we measure the impact of curriculum-based service-learning on *learning?*

What assessment tools would best assist the community in evaluating the work of the university in the community? How can the findings be fed back to the university?

On Restoration of Civility

In what ways, if any, do relationships with community lead to restoration of campus civility?

Is more local interdependence a key, or does the global scope of interdependence make local community less likely?

Does collaboration based on limited resources encourage or impede civility?

Where are the examples of colleges that have risen above incivility?

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Pathways to Improving Learning

A paradigm shift is taking place in higher education from improving teaching to enhancing learning. Some advocates of the learning paradigm (e.g., Barr & Tagg, 1995) argue that academic institutions exist to "produce learning," rather than to "provide instruction." In what new directions does this emphasis on learning take us? How might these directions advance the quality and productivity of higher education?

What is a useful definition of "productive learning?" How is the cost per unit of learning per student calculated? What might the funding priorities be in a system based on costs of learning units? How is cost's companion—quality—defined, assessed, and judged in this learning-oriented framework?

A true emphasis on learning might seem to challenge many conventions in higher education, for example: time-bound quarter/semester terms; 3 or 4 unit courses; classroom based, instructor-led courses; discipline-oriented departments and courses. Suppose time structures for learning were varied in response to learning goals and needs? Suppose multiple modes for learning were available to students and faculty as students need them? Suppose cross-discipline study and collaboration were the norm? What then?

Some pathways to productive learning are already being practiced in institutions across the country—with traditional age students and with adult learners, in private residential colleges and in larger universities. Theories about effective learning are available to guide us toward the goal of producing learning. What are the most compelling and useful theories of learning? What are the benefits of student-centered curricula, active learning, or classroom research? What are the qualities and behaviors of learning communities? What forms does learner empowerment take in the classroom? How can we strengthen student capacities for self-directed learning?

Assessment of student learning plays a central role when the accent is on learning. What assessment approaches and strategies are best suited to determining learning outcomes, for individual students and in the aggregate? What might we learn from those programs and institutions already engaged in the assessment of student learning?

On Definitions

How can we best define productive learning? What might be characteristics of unproductive learning?

How can we insure a meaningful definition of productive learning that doesn't confuse efficiency with effectiveness?

On Challenging Constructs

How can we accommodate groups of students admitted based on demonstrated proficiencies rather than Carnegie units?

Since we tend to define/measure learning as "seat time," most bureaucratic systems are tied to it (e.g., calendars, financial aid, state aid, faculty contracts). When learning is defined and measured in terms of productivity, what changes in systems follow?

What structures and practices impede productive learning (e.g., credit hour/semester structure, lack of coordination between academic and student affairs)?

A community of faculty exists that regards pedagogy as an aim of scholarship that is relevant to their own teaching. How can we more effectively recruit faculty into this community?

In what ways does a shift to learning challenge what faculty do and how they do it? What are some implications for faculty roles? for faculty accountability? What is the nature of the relationship between learning and teaching?

On Student Involvement in Productive Learning

How can we best involve students in framing research questions about productive learning?

How can we best develop formal ways to enable students to think about and be articulate about their connection to education (i.e., their expectations for education)?

How can we give students a voice in shaping their learning? How can we as educators start where students are and not where we think they might be?

How can we best assist students to assess their own growth toward achieving clearly articulated learning goals?

How can we assist students to understand what they have learned and apply it in other settings?

How can we motivate and inspire students to devote more time and energy to educationally purposeful experiences both in and outside the classroom?

What are effective ways to increase opportunities for students to become actively involved in their subject matter (e.g., problem-solve a community issue)?

On Expectations, Outcomes, and Assessment

How do we clarify and communicate goals and expectations among students, faculty, and staff? What difference can explicit expectations make in the way we teach and coordinate academic, residence life, and service-learning experiences?

What mechanisms can enable us to capture and share student expectations of college faculty, expectations of students, and public expectations of institutions? What processes might clarify such expectations?

Given increased standards for academic performance, what changes are needed in curricula delivery and expected outcomes at the campus level?

How can we minimize the gap between student expectations and faculty expectations?
What should we expect of students in our classes? What should students expect of us in our classes?

How can we use the undergraduate years to help young people become more caring and responsible citizens, more sensitive to issues of diversity, and better able to recognize choices and opportunities and what it takes to succeed?

How can we link assessment of students' learning to broad institutional goals?
What are realistic goals for an education? Which can be assessed and documented?
How can we specify our expectations and clarify outcomes that can be assessed?
In our classes? In our programs?

What are effective measures of student learning, as opposed to good teaching?

How can we put greater emphasis on assessment of student outcomes? How might this be incorporated into faculty evaluations?

What impact does student transfer have on learning curriculum? What can be done to facilitate transfer from a learning perspective? What are the impediments?

Is there an assessment role for people "out there" who are interacting with our students (e.g., in service-learning situations)? How can we best integrate their feedback into overall assessments of student learning?

How can we measure the degree of change—intellectual, emotional—that students experience from start to completion of college? What are the best points in a person's experience within the institution and beyond to capture college impact data?

How can we monitor learning outcomes and personal growth over time? How can we use this information to improve the over-all college experience?

How can we best ask our graduates: What can you do now that you couldn't do before your education?

As we focus more on productive learning through interdisciplinary, creative, individuated processes, how does this affect transfer? How do these processes influence students who are involved in classroom and extra-curricular activities? In classroom activities alone?

What can we learn from professional schools about effective ways to demonstrate and assess student learning?

How can the scholarship of teaching and learning be best assessed? For what purpose?

On Best Practices

What are the examples of best practices that really do make a difference in learning? In retention? In successful placement?

What are strategies for starting with students' questions rather than the faculty's questions?

What kinds of synthesizing experiences provide the most useful feedback to students and faculty?

How can the heterogeneity of our classrooms be used to promote productive learning?

How can we create more permeable boundaries between classroom (academic learning) and service (experiential learning)? What are effective ways of incorporating out-of-classroom learning?

What do courses that are outcome-based look like? How are they created? What mechanisms help students define what they already know and what they want to know in specific courses?

What are good faculty development programs that can stimulate innovative teaching and learning strategies?

On Effective Change

Given that much is already known about how learning can be readily enhanced, how do faculty, students, academic professionals and administrators begin to take this knowledge more seriously?

How can a student body in which a majority of students are not strong academically be transformed into a community of productive learners?

How can a college that is struggling to maintain financially feasible enrollment levels, assist its student body to become productive learners, without experiencing severe attrition problems? How can pedagogical change become cumulative?

What are the *perceived* structural impediments to successful educational reform and innovation?

Many initiatives that support productive learning wither. What strategies sustain these initiatives? How do we best fund them?

Leadership, Organization, Faculty Roles

This area challenges academic leadership and organization. What kind of leadership and institutional structures are needed if both productive learning and civic renewal are on higher education's agenda?

The common experience is that more is expected while the reality is diminished resources and "downsizing." Further, many in higher education are experiencing deep tensions as the nature of faculty work is challenged and reexamined in the context of changing academic and social needs. Increasingly, faculty are expected to meet the multiple demands of their institutions, their disciplines, and social citizenship.

As institutions increase their investment in both learning and civic renewal, faculty roles, responsibilities, and rewards may be impacted. What might need to change? How might faculty make these changes? How might they be evaluated and rewarded for their efforts?

How faculty roles and responsibilities are construed and how they are performed affects the academic culture. What are the essential qualities of faculty leadership? What are the essential roles of faculty? To whom and for whom are faculty responsible? How is such leadership developed in young faculty? If civic and community renewal become part of faculty work, what form might these activities take? What forms of faculty governance provide effective collaboration in institutional renewal and change?

On New Leadership: Skills and Qualities

What does it mean to be successful as an academic leader in these times?

What are essential and appropriate skills and competencies for academic leadership today? For the university of the future?

How can we best select appropriate leaders for the next century?

On Faculty Development and Leadership Development

Who and what are the change agents that are needed? How do we prepare people to be successful change agents?

What are effective models to educate and support faculty as they assume leadership roles?

How can we ensure that our graduate schools can and will educate future faculty to undertake the multiple roles that institutions and communities will need?

What kinds of studies are needed of the changing role of the chair person?

How can established leaders (e.g., department chairs) become "up to speed" on civic issues to pursue and introduce to appropriate counterparts in the community?

On Reward Structures

Given the challenges to the traditional reward structure, how can we produce new reward schemes that encourage faculty to undertake new roles and responsibilities?

How can community-sensitive teaching (e.g., service learning courses) be rewarded in tenure and promotion decisions?

What changes are needed in selecting and rewarding faculty to facilitate change?

How can we change and challenge the narrowness of discipline-specific scholarship?

How does this reward system have to change to encourage faculty to engage in program development and applied research?

How do we encourage faculty to give their primary loyalty to their institution rather than to their disciplines? To include the institution among their loyalties?

What definitions of service are most useful for thinking through and acting on service-oriented goals?

How can we make teaching as prestigious an activity as research has traditionally been regarded?

In cross-disciplinary activities, how do you assess and document the quality and significance of faculty work?

On Structures for Communication and Organization

What organizational structures (department-based; school or college level; student or academic affairs) can provide recognition and create legitimacy as well as substantial activity to encourage a new agenda of community building?

How can universities be reorganized to facilitate more interdisciplinary problem solving that addresses the needs of the larger community?

What is the evidence that including an orientation to community-based learning actually enhances community development?

How best do we involve all stakeholders on campus in creating local solutions to specific problems?

How might universities be reorganized to deal with the broader issues that faculty now face?

What are some results or impacts in institutions that have undertaken structural changes to deal with contemporary problems?

On Core Values Leading to Motivation to Create Community

How do we re-establish an institutional agenda, as compared with individual faculty agendas, that is useful to the larger community?

How do we build consensus around definitions that further institutional mission?

How do we deal with external perceptions of faculty roles and priorities for faculty activities?

What gives vitality to faculty lives today?

Technology to Reconfigure Teaching and Learning

Technology holds promise for reconfiguring teaching and learning. Although new information technologies are becoming commonplace in business, what are the implications for transforming education? Contemporary communications and information technologies can be used to help create new information-era learning communities. How can these new learning tools conform to and support the processes and structures that comprise learning and enable students to meet their goals?

Attractive new applications of information technology continue to arrive, with the potential to revolutionize education. What does it mean to *reconfigure* teaching and learning? Why hasn't information technology had a wider and deeper influence on teaching and learning? How do we ensure quality and improve accessibility of higher education through the selective use of technology and information resources in teaching and learning? How can technology become more than access to additional information, and how does interactive software become interactive learning?

Reconfiguring teaching and learning through the use of technology could mean a redesign of the classroom, lead to alternative forms of assessing student performance, and inspire curriculum changes. Faculty and students alike take to the new possibilities. How can *technology* better serve learning communities such that *access* to new forms and deliveries of information can be extended to better ways of using it by students? What implications does *reconfiguring teaching and learning* have for restructuring the classroom and the college?

On Educational Goals

How do we bring technology into the service of teaching and learning?

How does technology impact the core values of education?

What are the educational problems we are trying to solve with technology?

Do we have common definitions and understandings of information technology? Is it important to have them?

What is the desired relationship between curriculum goals and technology? To what extent does curriculum drive technology, or does technology drive the curriculum?

How might technology be used to teach values and ethics?

On Assessing the Impact of Technology on Teaching and Learning

What limits, if any, are inherent in electronic communication for teaching and learning? What are some legal, ethical, and pedagogical limits?

What is the impact of technology on the classroom, the library, and the campus as a "place?"

How does instructional technology change the classroom culture (e.g., teacher as authority)?

How best can we determine whether using information technology results in improved learning for students?

How do we test students for technological proficiency? Do we provide remediation? If so, how?

How does computer-technology literacy contribute to being an engaged citizen?

What can we learn from experiences in telecommuting that can be applied to distance learning? How does distance learning and information technology change the socializing role of the institution?

How do we address the gap in student ability in terms of technology use?

On the Impact of Technology on University Mission, Structures, and Processes

How does information technology affect the university's role in credentialing and delivery? What do we mean by each of these terms?

To what extent has information technology driven a re-examination of each of these current processes: administrative, organizational, instructional? Which has the greatest impact?

What is the impact of technology on building the intellectual community? Where is the community located in the "virtual" learning community?

What are the equity implications of technology use in higher education?

As education is "internationalized" through the use of technology, what does this mean for credentialing, accreditation, or quality assurance?

How is technology impacting the roles of students, faculty, librarians, and computing professionals? How can students' expertise in technology be used in the service of teaching and learning?

On Cost, Access, and Technology

Are there cost economies to the use of information technologies?

How do we address the issue of access to information, (e.g., student access to information both on and off campus; the increasing cost of the best electronic information such as NEXUS/LEXUS)? How might technology be used to link higher education with other communities (K-12, civic groups, etc.)?

How do we close the gap between instructional technology (what is available) and what faculty are able to use in the classroom (how do we catch up?)?

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