August 12, 1991

Dear Colleague:

On behalf of the Center for Effective Teaching and Learning I want to invite you to a day-long conference, "Scholarship Reconsidered In The Comprehensive University," on Thursday August 29, 1991. The conference will address important questions about the relationships between teaching, research, and service, and the basic role of the professor in the university. This event is an opportunity to discuss and debate issues that have important implications for promotion, tenure, merit, recruitment and retention of faculty members.

The keynote speaker will be Dr. Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching and Senior Fellow at Princeton University. In a recent Carnegie report, Scholarship Reconsidered: Priorities of the Professoriate, Boyer argues for an expanded view that includes teaching, integration and application as forms of scholarship equal in status to traditional research. His talk will address this theme. In addition there will be presentations by faculty and administrators from UW-La Crosse and Eau Claire that explore various perspectives on the role and nature of scholarship in comprehensive universities. There should be ample opportunity for questions and discussion in all of the sessions. As background reading you may want to review Boyer's report. I distributed a copy to each department last April and there are copies on reserve in Murphy Library.

Enclosed is a program schedule. The conference begins at 9:00 a.m. in Main Hall Auditorium and will conclude by 2:30. We are able to provide lunch for those who attend the conference as the result of a generous donation from Mr. Jess Ondell, a member of the UW-La Crosse Foundation Board.

This event is sponsored by the Center for Effective Teaching and Learning with additional support from the UW-System UTIC Small Grant Program. I have enclosed a description of the Center's activities and programs for your interest.

I hope that you will join colleagues from across the campus for an interesting day of discussion and debate.

Sincerely,

Bill Cerbin

Bill Cerbin, Director CETL

La Crosse, Wisconsin 54601
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CONFERENCE PROGRAM SCHEDULE

"Scholarship Reconsidered In The Comprehensive University"

University of Wisconsin- La Crosse
August 29, 1991

9:00 Welcome and Introductions- Main Hall Auditorium (Room 250)
   Welcome- Bill Gerbin, Director, Center for Effective Teaching and Learning
   Introduction- Chancellor Judith Kuipers

9:15 Keynote Address- "Scholarship Reconsidered," Dr. Ernest Boyer- Main Hall Auditorium

10:30 Concurrent Sessions- All presentations are in Cartwright Center. Refer to presentation
   abstracts for descriptions of sessions.

   A. Room 339  "Scholarship Considered: Expectations, Alternatives And Rewards";
                 "Boyer on Scholarship: An Exceptional Opportunity For SCDEs?"

   B. Room 105 Valhalla A
       "Fostering A Culture of Teaching As Scholarship In The University",
       "Teaching As Scholarship In The Comprehensive University: Implications For Faculty
       Development And Evaluation"

   C. Room 263
       "Bringing the Scholarship Home: The Importance Of The Scholar-Teacher",
       "Scholarship: A Semiotic Perspective"

   D. Room 259
       "Teaching About Research And Research About Teaching"

   E. Room 332
       "Scholarly Activity And Classroom Practice In The Humanities"
       "Study Guides For Scholarship"
       "Activist Sociology, Sociological Activism"

   F. Room 330
       "Walk Tall, Talk Tall, Stand Tall"

   G. Room 331
       "Accountability And Anti-democratic Education: Scholarship As A Product",
       "Who's The Audience For Classroom Research?"

12:00 Luncheon- Cartwright Center 105 Valhalla A*

1:00 Plenary Session- Panel Discussion- Cartwright Center 105 Valhalla A

* Conference participants will receive a lunch voucher in the concurrent session they attend. The
  voucher, worth $3.50, may be used to purchase lunch in the Galley of Cartwright Center. Seating
  for lunch will be in Valhalla A. Lunch is funded by a generous donation from Mr. Jess Ondell,
  member of the UW-La Crosse Foundation Board.

The conference is sponsored by the UW-La Crosse Center for Effective Teaching and Learning and
supported in part by a grant from the UW-System UTIC Small Grant Program.
SCHOLARSHIP RECONSIDERED IN THE COMPREHENSIVE UNIVERSITY
PRESENTATION ABSTRACTS

All presentations are in Cartwright Center

SESSION A: ROOM 339  CAPACITY 180
Scholarship Considered: Expectations, Alternatives and Rewards. The purpose of this session is to present scholarship expectations, a wide array of acceptable alternatives, and possible reward structures for faculty and instructional academic staff at a regional comprehensive university. The discussion of expectations will focus on a broad spectrum of peer-reviewed or juried scholarly activities including but not limited to written publications, professional presentations, grant proposals, nonprint media and creative artistry. Suggestions for involving faculty and staff in the initiation, completion and dissemination of scholarly products will be highlighted. We will examine various reward and incentive systems and explore the relationship between suggested scholarly activities and the teaching and service expectations of faculty/staff.

Presenters: Doug Hastad, Dean, and Garth Tymes, Associate Dean, College of Health, Physical Education and Recreation, UW-La Crosse.

Boyer on Scholarship: An Exceptional Opportunity for Schools, Colleges and Departments of Education? Ernest Boyer's treatise on scholarship implores exciting possibilities for schools, colleges and departments of education (SCDEs). This session will address two questions: What possibilities are implied with reference to mission, status, programming and product? Given the opportunity for a campus leadership role in enhancing the scholarship of teaching, would SCDEs be willing and able to carry out that initiative?

Presenter: Jack Whooley, Associate Dean, School of Education, UW-Eau Claire

SESSION B: ROOM 105 VALHALLA A
Fostering A Culture Of Teaching As Scholarship. This presentation explores some of the conditions in higher education that maintain teaching as a second class activity. I argue that deeply held beliefs about the nature of teaching in the traditional academic culture must be changed in order to promote teaching as scholarship. I propose an alternative view that defines teaching as an intellectually challenging and creative endeavor. Universities must support a new culture of teaching by 1) establishing generative teaching expectations, 2) developing effective methods of evaluating teaching and 3) supporting long-term faculty development.

Presenter: Bill Gerbin, Center for Effective Teaching and Learning and Psychology Department, UW-La Crosse

Teaching As Scholarship In The Comprehensive University: Implications for Faculty Development and Evaluation. This presentation will summarize the distinguishing attributes of teaching as scholarship and will locate developments in this perspective within the context of other developments in higher education such as instructional effectiveness, faculty development and evaluation, and the emphasis on scholarship that is growing at the comprehensive universities in the UW-System. The presentation will conclude with an identification of implications of the teaching-as-scholarship perspective for faculty development and faculty evaluation in comprehensive universities.

Presenter: Michael Lindsay, Department of Curriculum and Instruction, UW-Eau Claire

SESSION C: ROOM 263  CAPACITY 30
Bringing The Scholarship Home: The Importance Of The Scholar-Teacher. In the academy our selected paths of individual disciplinary scholarship seem unrelated to if not divergent from our assigned pedagogical responsibilities. In order to establish a holistic approach to both scholarship and teaching, some integration of these two areas is essential. When professors create opportunities to communicate their own scholarly interests to students in the classroom, the overall level of intellectual curiosity increases. While it is not necessary to restructure our courses completely to be able to "teach our scholarship," it is essential to the intellectual ambiance of the classroom for students to view their professors as dynamic learners. Sharing our own progress in scholarship with students is one of the most effective teaching methods we can use.

Presenter: Mary Davidson, English Department, UW-La Crosse

Scholarship: A Semiotic Perspective This presentation explores the nature of scholarship from a semiotic perspective which holds that our knowledge of things in the world is mediated by signs and that we build structures of signs through experience which define what we take as reality. I argue that scholars are detectives and critical thinkers extraordinaires. Good scholarship involves work much like Umberto Eco's semiotic sleuth, William of Baskerville in The Name of the Rose. William noted signs continuously--reading everything around him. William interpreted those signs to his young scribe, Adso, and gently developed in Adso the ability to make his own interpretations. I will argue that the semiotic view has implications for what counts as evidence of scholarship in a university such as our own. In particular the constructivism implied by semiotics rejects objectivism prevalent in many conceptions of what the work of university faculty entails.

Presenter: Edward Wood, Psychology Department, UW-La Crosse
SESSION D: ROOM 259  CAPACITY 60

Teaching About Research and Research About Teaching. This symposium explores the intersections between teaching and research in several psychology courses by elaborating a "teaching research" philosophy and methodology and discussing a variety of classroom innovations. "The tired old teaching versus research debate" can be overcome by making the conduct of research part of teaching, and by researching the processes of teaching and learning. This is a two-fold strategy in which (1) research design and scientific thinking become course themes along with faculty/student collaborations, thereby teaching students how to think and act like researchers, and (2) teaching methods and outcomes are subjected to data collection and analysis. Also, in collaboration with students.

Presenters: Mac Greene, Allen Keniston and Blaine Peden, Psychology Department, UW-Eau Claire
Discussant: Kenneth McIntire, Chairman, Psychology Department, UW-Eau Claire

SESSION E: ROOM 332  CAPACITY 50

Scholarly Activity And Classroom Practice In The Humanities. This presentation examines products for course preparation as forms of scholarship. These products, intended exclusively for classroom use, are not usually the kinds of things one would publish as scholarship in one's field. They often represent large amounts of time, research and critical and creative effort. It could and should be shared with other teachers and it ought to be recognized formally as an essential part of any teacher's credentials. I will suggest specific categories for this kind of scholarship and present ways that such work might be recognized as legitimate scholarly activity.

Presenter: Dick Sullivan, English Department, UW-La Crosse

Study Guides For Scholarship. This presentation examines study guides as examples of scholarly activity. Writing a study guide requires enough immersion in a text, subject matter or activity to not only develop views about what must be mastered but also the ability to see the material from the perspective of the needs and interests of others. They promote scholarship by yielding broader perspectives, ways to assess what has been accomplished and illuminate strengths and weaknesses of various approaches to subject matter. A study guide sets a course of scholarship to reach goals through specific topics of investigation and can be used to reach specifiable levels of accomplishment.

Presenters: Eric Kraemer and Ronald Glass, Philosophy Department, UW-La Crosse

Activist Sociology, Sociological Activism. Within the practice of sociology there is an activist tradition, beginning with Karl Marx and continuing with the legacy of C. Wright Mills in the American sociological context. This tradition emphasizes the involvement of sociologists with the pressing issues of the day and their commitment to promoting social change. Recently the American Sociology Association Executive Committee recommended expanding the traditional notions of scholarship to take into account this unique form of scholarship in promotion and tenure decisions. Based upon my experience as an environmental activist and an adviser to Indian tribes I will suggest some of the problems and rewards associated with activist sociology. I will also suggest ways that universities can provide a more supportive environment for encouraging this kind of scholarship.

Presenter: Al Gedicks, Department of Sociology and Anthropology, UW-La Crosse

SESSION F: ROOM 330  CAPACITY 25

Walk Tall, Talk Tall, Stand Tall: An Opportunity For Scholarship. This symposium focuses on a collaborative project at UW-Eau Claire. For more than ten years the Recreation Department at UW-Eau Claire has coordinated a federally funded Youth Sports Program. For the past five years faculty from the School of Nursing have provided the health services to the Sports Program. Through this collaboration, faculty practice and teaching opportunities have expanded, data collection tools have been created, and the health status of more than 500 children has been evaluated each year. Please join us to hear about our project and what we have learned about the children in our community.

Presenters: Marilyn Burgess and Karen Maddox, Family Health Nursing and Diane Gilberson and William Harms, Recreation, UW-Eau Claire

SESSION G: ROOM 331  CAPACITY 50

Who's The Audience For Classroom Research? This session focuses on problems associated with classroom research as a form of scholarship. Three problems arise for the beginning classroom researcher related to methodology, the individual's academic discipline and the audience for the research. These problems must be resolved in order for classroom research to be meaningful and satisfying.

Presenter: Terry Beck, English Department, UW-La Crosse

Accountability And Anti-democratic Education: Scholarship As A Product. The recent report by Ernest Boyer emphasizes a view of teaching as a scholarly activity. This view, it is argued, is based on implicit notions of accountability and a market metaphor for education that are antithetical to the autonomy necessary for education systems to play a democratic role in societies.

Presenter: John Betton, Management Department, UW-La Crosse