



Recommended readings for CRITICAL ISSUE FORUMS

To facilitate discussion, participants selecting these sessions are asked to review the recommended documents or links in advance of the meeting.

THURSDAY 10:45 am – 12:00 pm, Session F

...✧ **Mentoring Inclusively: Supporting Administrators and Faculty from Historically Underrepresented Populations**

PRESIDING:

Julia Johnson, *University of Wisconsin La Crosse* jjohnson2@uwlax.edu

John Stalvey, *University of Alaska, Anchorage* jstalvey@uaa.alaska.edu

DISCUSSION LEADERS:

Sametria McFall-Dickerson, *Savannah State University* mcfalls@savannahstate.edu

Luis Falcón, *University of Massachusetts Lowell* luis_falcon@uml.edu

The purpose of this CIF is to address the mentoring needs of faculty and administrators from historically underrepresented populations (HUP). Through mentoring, faculty and administrators learn the formal and implicit rules and hurdles that are part-and-parcel for success and advancement in an institution. As research of HUP in higher education indicates, access to mentoring is uneven, and persons from non-dominant groups experience what Zambrana et al., (American Educational Research Journal, February 2015) describe as “unique identity-related constraints within the academy.” Discussion leaders will guide a conversation about some of these constraints, their impacts on HUP, and strategies for effectively mentoring populations such as people of color and women.

AHSE (2009). Factors Influencing Engagement, Retention, and Advancement for Administrators of Color. Wiley InterScience, pp. 47-64. Retrieved October 14, 2016, from <http://onlinelibrary.wiley.com/doi/10.1002/aehe.3503/epdf>

Whittaker et al (2015). Retention of Underrepresented Minority Faculty: Strategic Initiatives for Institutional Value Proposition Based on Perspectives from a Range of Academic Institutions. Journal of Undergraduate Neuroscience Education. Retrieved October 14, 2016, from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4521729/>

Zambrana (2015, February). “Don’t Leave Us Behind”: The Importance of Mentoring for Underrepresented Minority Faculty. American Educational Research Journal. Retrieved October 14, 2016, from http://www.education.umd.edu/Academics/Faculty/Bios/facData/CHSE/mespino/ZambranaEtAl_Don'tLeaveUsBehind%202015.pdf

THURSDAY 3:30 pm – 4:45 pm, Session L

❖ **Risky Business: Minimizing Threats to Maximize Academic and Research Outcomes**

PRESIDING:

Patricia D. Witherspoon, *University of Texas at El Paso* withersp@utep.edu

DISCUSSION LEADER:

Jeffery P. Braden, *North Carolina State University* jbraden@ncsu.edu

This forum provides a conceptual framework for understanding and managing (not just avoiding) risks inherent in academic and research programs that are the heart of arts and sciences colleges. Whether a college is seeking to increase students' engagement in high-impact learning experiences (e.g., undergraduate research, study abroad, internships) or to maximizing extramural funding of research, there are risks inherent in achieving those goals. The forum will introduce participants to a conceptual framework for identifying and managing risks, and then have them apply that framework to case studies and circumstances drawn from their experiences as Deans.

AGB Report (2009). The State of Enterprise Risk Management at Colleges and Universities Today. Retrieved October 14, 2016, from <http://agb.org/reports/2009/state-enterprise-risk-management-colleges-and-universities-today>.

Beasley, M. S. (2013). Enterprise Risk Management Can Be a Strategic Opportunity. Perspectives...Presenting Thought Leaders' Points of View. National Association of College and University Business Officers. Retrieved October 14, 2016, from http://www.nacubo.org/Documents/products/Final_ERM_092013.pdf.

FRIDAY 9:00 am – 10:15 am, Session R

❖ Teaching Performance versus Student Learning

PRESIDING:

Janice Nerger, *Colorado State University* Janice.nerger@colostate.edu

DISCUSSION LEADER:

Simon Tavener, *Colorado State University* tavener@math.colostate.edu

Evaluations of teaching performance through student evaluations and peer observations are commonly used in promotion and tenure decisions. Student evaluations of teaching undoubtedly provide information, but are also open to criticism. A recent study appears in Boring et al. *ScienceOpen Research* 2016 (DOI: 10.14293/S2199-1006.1.SOR-EDU.AETBZC.v1). Peer evaluations of teaching are not required by all institutions and unless a template or rubric is provided, are likely to be highly variable, though nonetheless informative. Teaching portfolios provide an alternative route for evaluating teaching. Meaningful evaluations of teaching and of student learning are important not only for tenure and promotion decisions, but are necessary to improve the effectiveness of the education we provide. A recent email thread on the CCAS Deans ListServ has indicated a wide range of teaching observation practices among member institutions. We broaden this topic to include all approaches to teaching evaluation and seek to share ideas, experiences and aspirations.

Boring et al (2016). Student evaluations of teaching (mostly) do not measure teaching effectiveness. *Science Open Research*. Retrieved October 14, 2016, from <https://www.scienceopen.com/document?vid=818d8ec0-5908-47d8-86b4-5dc38f04b23e>.

FRIDAY 2:00 pam – 3:15 am, Session X

❖ Deans and the Art of the Deal: Negotiating Faculty Compensation

PRESIDING:

Christopher McCord, *Northern Illinois University*

DISCUSSION LEADER:

Janice Nerger, *Colorado State University* Janice.nerger@colostate.edu

One of the many roles of the Dean is to negotiate employment issues for the faculty and staff of their college, such as hiring, startup packages, critical retention packages and counter-offers, as well as the negotiations involved in recruiting faculty into leadership or service roles. Sometimes these issues emerge with lead times that allow for planning and preparation; sometimes they emerge overnight. Navigating these negotiations involves balancing quality, resources, personalities, and equity issues. Finding that balance requires real creativity. This CIF examines creative approaches that promote successful negotiations, including ways to draw on other offices (e.g. departments, research office, provost, HR) in supporting the Dean in these negotiations.

SATURDAY 9:00 am – 10:15 am, Session FF

...✦ **Responses to Faculty Incivility in a Tenured, Unionized Environment**

PRESIDING:

Cheryl R. Kaus, *Stockton University* Cheryl.kaus@stockton.edu

DISCUSSION LEADER:

Lisa Honaker, *Stockton University* lisa.honaker@stockton.edu

Increasing attention is being paid to the lack of civility among faculty colleagues. These behaviors, frequently termed “bullying” and “harassment” lead to personal diminishment and a damaging work environment. As recently as March 13, 2016, an article appeared in *The Chronicle of Higher Education* on “Halting Academic Incivility (That’s the Nice Word for It).” The comments that followed are numerous and telling. The purpose of this forum is not to debate the presence of incivility, but rather to discuss appropriate responses, particularly when protections are guaranteed by tenure and collective bargaining.

Basu, K. (2012). How to tackle incivility among faculty members. *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/print/news/2012/06/15/how-tackle-incivility-among-faculty-members>

Burgman, R. (2016). Advice for dealing with bullying behavior (essay). *Inside Higher Ed*. Retrieved from <https://www.insidehighered.com/print/advice/2016/06/15/advice-dealing-bullying-behavior-essay>

Cassell, M. A. (2011). Bullying in academe: Prevalent, significant, and incessant. *Contemporary Issues In Education Research*, 4, 33-44.

Crookston, R. K. (2012). *Working with problem faculty: A six-step guide for department chairs*. San Francisco: Jossey-Bass.

Hollis, L. P. (2012). *Bully in the ivory tower: How aggression and incivility erode American higher education*. Wilmington, DE: Patricia Berkly, LLC.

Keashly, L., & Neuman, J. H. (2010). Faculty experiences with bullying in higher education. *Administrative Theory & Praxis*, 32, 48-70.

Scanlon, P. M. (2016). Halting academic Incivility (That’s the nice word for it). *Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com/article/Halting-Academic-Incivility/235680>

Sutton, R. I. (2007). *The no asshole rule: Building a civilized workplace and surviving one that isn't*. New York: Business Plus.

Twale, D.J., & DeLuca, B.M. (2008). *Faculty incivility: The rise of the academic bully culture and what to do about it*. San Francisco: Jossey-Bass.