



2012
JUNE 13–15, 2012

AAUP Conference
on the State of Higher Education



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WEDNESDAY | JUNE 13, 2012

WEDNESDAY, JUNE 13

7:00 AM–6:00 PM

**REGISTRATION
(CABINET ROOM)**

1:00–1:45 PM

**OPENING PLENARY ADDRESS
(CHINESE ROOM)****What to Do When the
Devil Offers You a Deal**

Cary Nelson (AAUP president)

■ SESSION 1 ■

2:00–3:30 PM

**SESSION 1A
DIVERSITY AND
DISCRIMINATION
(MASSACHUSETTS ROOM)****The Best of Times, the Worst of Times
for Women: The AAUP's Committee on
Women in the Academic Profession**

Donna L. Potts (Kansas State University), Paula A. Treichler (University of Illinois at Urbana-Champaign), and Anita Levy (AAUP national staff)

Increasing economic inequities have disproportionately affected women. Yet in some ways, feminism has made great strides. In this roundtable, the AAUP's Committee on Women in the Academic Profession will discuss its response to "Dear Colleague," campus sexual violence and its implications for academic freedom, and a sexual-assault statement. Participation is welcome.

**SESSION 1B
PEDAGOGY AND DISCIPLINE-
SPECIFIC ISSUES
(PENNSYLVANIA ROOM)****Awakening the Critical-Thinking
Ability: Breaking Boundaries**

Arshia Khan (College of St. Scholastica)

Integration of experiential learning is critical in helping students turn theory into practice. It makes education more rigorous and relevant, and it extends learning beyond the academic walls by engaging students in real-world experiences. Collaboration between academia and the business world encourages and enforces active learning.

**SESSION 1C
ACADEMIC FREEDOM
(VIRGINIA ROOM)****Should Committee A-Type
Investigations Be Decentralized?
Problems and Opportunities**

Myron Hulen (Colorado State University), Don Eron (University of Colorado at Boulder), John K. Wilson (Illinois State University), and Ernst Benjamin (former AAUP general secretary)

Our panel will discuss whether Committee A-type investigations and other forms of push-back should be decentralized and run by the state conferences when the national Committee A declines to investigate. What are the possibilities for and problems with this approach?

**SESSION 1D
CONTINGENT FACULTY
(NEW JERSEY ROOM)****Improving Contingent Faculty
Positions in Academia**

Scott McMillan (Volunteer State Community College) and Josie McQuail (Tennessee Technological University)

This presentation will examine Tennessee's new task force on contingent faculty as well as a proposed tiered approach to full-time lecturer positions. Such proposals will improve working conditions of contingent faculty and help their professional development.

**SESSION 1E
ONLINE EDUCATION
(RHODE ISLAND ROOM)****Online Courses: The Medium and the
Message**

Jeffrey Baker (Monroe Community College)

Many online courses today follow a standard formula rather than make most effective use of online media, including audio and video clips, animations, simulations, and hands-on interaction. Using the medium itself, we review and demonstrate ideas for improvement. This presentation offers practical information and applications to those creating new online courses.

WEDNESDAY | JUNE 13, 2012

**Social Media and Virtual Networking:
What Should Higher Education Be
Concerned About?**

Debra M. Wolf (Chatham University)

Technology and Web 2.0 are having an impact on education today. Opportunities are needed within the curriculum to support the educational needs of students using social media. This presentation will help faculty and students to use the Internet safely.

■ **SESSION 2** ■

3:45–5:15 PM

**SESSION 2A
PUBLIC POLICY
(MASSACHUSETTS ROOM)****Charter Universities: Charting the
Wrong Path in Public Higher
Education**

Sara Kilpatrick (Ohio Conference of the AAUP), Stephanie Spanja (University of Cincinnati AAUP Chapter), and Brian Turner (Randolph-Macon College)

The concept of charter universities has taken on various forms, but the rationale is typically the same: by “freeing” universities from “unnecessary regulations,” they will become virtually self-supporting through deregulation cost savings and free-enterprise activities. Have charter universities lived up to the hype?

**SESSION 2B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)****Interdisciplinary Sustainability
Studies as a Cornerstone for the
Twenty-First-Century Higher
Education Curriculum: If You Aren’t
Thinking about It, Students and Their
Future Employers Are**

Adrienne R. Schwarte and Mark J. O’Gorman (Maryville College)

This session considers how institutions can integrate sustainability into curricula in a cross-disciplinary way, how international education should be woven into a sustainability curricular model, and how to develop a sustainability certificate program and faculty workshops to address the Association for the Advancement of Sustainability in Higher Education’s call for at least 10 percent of courses in the United States teaching three-tiered sustainability.

**SESSION 2C
ACADEMIC FREEDOM
(VIRGINIA ROOM)****The Case of Leo Koch: The History of
the AAUP and Extramural Utterances**

John K. Wilson (Illinois State University), Marjorie Heins (New York University), and Harry Hilton (University of Illinois at Urbana-Champaign)

The 1960 firing of Leo Koch by the University of Illinois for a letter about premarital sex was a landmark case. This session, which features the 1960 local AAUP chapter president, will examine Koch’s case, the background of McCarthyism, and how it affected the AAUP and the idea of academic freedom.

**SESSION 2D
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(NEW JERSEY ROOM)****Humanities for the Rest of Us:
An English Major for Twenty-First-
Century Student Success**

Jim Salvucci, Laura Snyder, Aaron Chandler, Dyer Bilgrave, Joe Marshall, and Gerald VanAken (Stevenson University)

Crafted in the context of both the failure of traditional liberal arts education and the corporatization of the American university, Stevenson University’s skills-based, career-focused English curriculum emphasizes graduated creativity and problem-solving abilities, thus amplifying the practical aspects of what seems to many an impractical (and elitist) degree.

**SESSION 2E
ONLINE EDUCATION
(RHODE ISLAND ROOM)****Online Biology Courses**

Ewa Gorski and Joyce Lathrop-Davis (Community College of Baltimore County)

This presentation will focus on interactive lectures, worksheets, assessments, chats, and discussion-board sessions as well as the pros and cons of online teaching, proctoring exams, grading assignments, and handling laboratory experiences. An interactive discussion of the effects of class size on student participation will also be discussed.

THURSDAY | JUNE 14, 2012

THURSDAY, JUNE 14

7:00 AM–6:00 PM

**REGISTRATION
(CABINET ROOM)**■ **SESSION 3** ■

8:45–10:15 AM

**SESSION 3A
FACULTY WORK
(NEW YORK ROOM)****How a Small Group of Wesley College's Faculty Got the College Administration to Pledge to Internal and External Salary Equity**

Victor Greto, Jack Barnhardt, Angela D'Antonio, Jeffrey Gibson, Derald Wentzien, and Mark Whitaker (Wesley College)

The six faculty members and academic dean who constituted Wesley College's Salary Task Force speak about how they worked together (with the president and chief financial officer of the college) over the summer of 2011 to create a four- to five-year map toward internal and external salary equity for faculty at the college.

**SESSION 3B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)****An Innovative Approach to Teaching Qualitative Research**

Elizabeth Zeibig-Bliessing and Jody Smith (Saint Louis University)

This presentation chronicles the development and implementation of an innovative approach to teaching qualitative research entitled "Q Quest." The "Q Quest" model, an overview of course activities and assignments, lessons learned, and future directions are described.

**SESSION 3C
ACADEMIC FREEDOM
(VIRGINIA ROOM)****Academic Freedom in Federal Jurisprudence: Competing Claims and Conflicting Conceptions**

Jerald H. Walz and Steve Janosik (Virginia Tech)

This paper reviews the recent literature on academic freedom in higher education and how this important educational concept has been adjudicated by the federal courts in the United States. Key court cases that have clarified academic freedom and used it as a legal concept are examined.

**SESSION 3D
FACULTY WORK
(NEW JERSEY ROOM)****Mobbing in the Academy: A Tale of Terror from the Tenure Track**

Jeanine Alesch (Salt Lake Community College)

My purpose in offering this talk is to start discussions about the reality of mobbing in the academy and the consequences of mobbing for individuals and institutions. Only by talking about mobbing can the academy protect itself and remain the haven of diversity and free thinking that it purports to be.

University Restructuring or Reorganizing, Call It What You Want! Impact on Faculty Retention, Tenure, and Promotion

Natalio Avani (San Francisco State University)

A total restructuring of San Francisco State went into effect on July 1, 2011. This restructuring resulted in shifting of departments, programs, and faculty. Policies and procedures governing retention, tenure, and promotion are in flux. University faculty find themselves subject to a different set of rules and guidelines from when they were hired.

**SESSION 3E
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(RHODE ISLAND ROOM)****The Five Myths of Game-Based Learning: Report from the Classroom**
Kristan Wheaton (Mercyhurst College)

Game-based learning is becoming an increasingly hot topic in education. I intend to draw not only on my experience but also on the games and learning literature (where possible). Attendees to this presentation will come away with a more nuanced view of the challenges and possibilities of incorporating games into their syllabi.

Using Professionalism to Improve Student Outcomes in a Computer Science Senior Capstone Course

Alice Armstrong (Shippensburg University)

We designed a new grade calculation to model a student's professional reputation and to encourage students to stay focused and pursue their education with consistent effort. This change has had a very positive impact on student outcomes, especially on completion rates, which are higher than in previous years.

THURSDAY | JUNE 14, 2012

■ SESSION 4 ■

10:30 AM–12:00 PM

**SESSION 4A
FACULTY WORK
(NEW YORK ROOM)****Professional Advising versus Faculty Advising: Differences in Perspectives**Tony J. Thomas and Scott H. O'Daniel
(Ivy Tech Community College)

Proper advising provides a more cohesive focus to the student's academic journey and may create a more positive academic experience. In this interactive session, led by a faculty adviser and a professional academic adviser, we will discuss and debate the merits of professional academic advising versus faculty advising.

**SESSION 4B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)****The Student's Body: Pedagogical Implications of Weight in Classroom Space**

Heather Brown (Northern Illinois University)

Larger women learners experience an almost overwhelming sense of self-consciousness in the classroom. This leads them to withdraw from active class participation, drop classes, or contemplate leaving college entirely. In this session, I will discuss the experiences of these learners and discuss recommendations for improved practice.

Guided Development of Reflective Thinking in the Observations of Classroom Teachers by Pre-service Candidates

John R. Hrevnack (Kean University)

This presentation describes an innovative approach to the development of reflective thinking process in prospective teachers. It integrates the practices observed in the classroom with theory learned in the university.

**SESSION 4C
ACADEMIC FREEDOM
(VIRGINIA ROOM)****Objects of the Inquisition: The Trials of Religion Scholars Who Engage in Sexuality Studies within Catholic Institutions**

Richard W. McCarty (Mercyhurst University)

This presentation details the growing crisis for professors at Catholic colleges and universities who are faced with condemnations and political pressure from the church hierarchy over scholarship in the field of religion and sexuality.

Planned Parenthood and the *Vagina Monologues*: Academic Freedom at America's Oldest Catholic Women's College

Sharon Irene Ammen (Saint Mary-of-the-Woods College)

This presentation considers the unsettling effects of administrative pressure and self-censorship on academic freedom at a small Catholic women's college as well as the ways in which faculty rally to support academic freedom.

**SESSION 4D
TENURE
(NEW JERSEY ROOM)****Tenure Success during Challenging Economic Times: A Collaborative Faculty-Support Model**

Susan M. Neville (New York Institute of Technology)

Health professions faculty must meet contractual and practice requirements for accreditation, placing them at risk. A tenure-support model positioning faculty competitively for tenure consideration or multiple-year clinical appointments is presented.

How Mid-tenure Policies Affected a Department: What I Learned from Mid-tenure Dismissal

Mike Johnson (Meredith College)

I provide observations from my own dismissal at mid-tenure review at an institution where the multistage process involves secrecy at each stage and the reviewed individual is accorded no opportunity to respond or to appeal. The focus is on how mid-tenure policies affect the department.

**SESSION 4E
INTERNATIONAL ISSUES
(RHODE ISLAND ROOM)****Urban Agriculture: Planting Seeds of Sustainable Economic Development**

Eulace Scott Rhoten (Cuyahoga Community College)

World population, global warming, carbon footprint, and man-made and natural disasters are all contributing to a "shrinking" of the planet. Urban agriculture can help decrease future food shortages and famines and address health and security issues.

THURSDAY | JUNE 14, 2012

**Outsiders within Our Academy:
Maximizing the Contributions of
International Faculty in US Higher
Education**

Miriam Chitiga (Fayetteville State University)

Foreign-born faculty members face unique challenges as they navigate the American higher education terrain. This presentation suggests ways of helping these faculty members enhance their experiences in ways that will benefit students. It also suggests ways other faculty and administrators can enhance faculty and student experiences.

12:00–1:45 PM
LUNCH

■ **SESSION 5** ■

2:00–3:30 PM

**SESSION 5A
FACULTY WORK
(NEW YORK ROOM)**

**Name-Calling, Yelling, and Bullying . . .
Are We on the Playground or in a
Faculty Meeting? Investigating the
Connections between Academic
Culture, Conflict Management, and
Civil Engagement**

Lisa Wallace (Ohio University–Chillicothe) and Amy L. Thieme (Eastern Kentucky University)

Incidents of academic bullying in higher education are on the rise. Researchers agree that civility or incivility is fostered by the culture of the organization. This study will investigate connections between workplace culture, conflict management, and civil engagement behaviors in higher education settings.

**SESSION 5B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)**

**“Fair Use” Policy and Pedagogical
Practice: A Roundtable with
Representatives from Georgetown
University’s Digital Media Working
Group**

Miléna Santoro, Ardoth Hassler, and Heidi Wachs (Georgetown University)

This roundtable offers perspectives from Ardoth Hassler, associate vice president for university information services; Heidi Wachs, director of IT policy and privacy officer; and Miléna Santoro, associate professor in the faculty of languages and linguistics of Georgetown University.

**SESSION 5C
ACADEMIC FREEDOM
(VIRGINIA ROOM)**

**Are Academic Freedom and Freedom
of Speech Negotiable by University
Counsel in Lawsuits?**

Harold Geller (George Mason University)

This presentation will address issues associated with faculty and their rights to academic freedom and freedom of speech. Background material will be reviewed in the context of an actual university lawsuit against an external business and how faculty are expected to participate.

**Critical Ethics of Academic Freedom,
University Funding, and General
Freedom: Some Problems and
Remedies**

Edward Sankowski (University of Oklahoma)

This presentation examines the difficulties and prospects for academic freedom at a time when obtaining university funding is becoming more problematic.

**SESSION 5D
ASSESSMENT AND
ACCOUNTABILITY
(NEW JERSEY ROOM)**

**Faculty Power versus Administrators’
Authority: A Model for Accountability
in the Conflict between Faculty and
Administrators**

Otis Grant (Center for Leadership, Law, and Culture)

In the interaction between faculty and administrators we often confuse the concept of power with the concept of authority. Using a psychodynamic psychology framework, faculty can facilitate a transformative process that improves their relationship with administrators while increasing efficiency in institutional decision making and accountability.

THURSDAY | JUNE 14, 2012

■ **SESSION 6** ■

3:45–5:15 PM

SESSION 6A
FACULTY WORK
(NEW YORK ROOM)**Student Incivility, Intimidation, and Entitlement in Academia**

Barbara Holdcroft (Terra State Community College)

This presentation will offer a definition of terms, numerous examples of student incivility, and a quick look at the effects of this behavior as well as the factors in society that have contributed to it. The session will close with a few strategies for dealing with this behavior.

SESSION 6B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)**New Pedagogy: Integration of Research and Teaching**

Arshia Khan and Tami Lichtenberg (College of St. Scholastica)

Engaging, challenging, motivating, and sustaining student interest in the subject matter is often the core of teaching. This unique mix of challenges calls for innovative pedagogy. One approach is to integrate research with teaching to encourage critical thinking, increase student engagement, and improve learning, ultimately increasing job marketability.

SESSION 6C
ACADEMIC FREEDOM
(VIRGINIA ROOM)**Advocacy, Academic Freedom, and Pedagogy**

Storm Bailey (Luther College)

Professors who resist advocacy in college classrooms are right. So are those who claim that attempts to restrict advocacy are a serious threat to academic freedom. This discussion will focus on shared pedagogical goals—rather than exclusively rule-based solutions—as the means for resolving (or reducing) this tension.

SESSION 6D
ASSESSMENT AND
ACCOUNTABILITY
(NEW JERSEY ROOM)**Give the Asterisk a Chance**

Mal Kline (Accuracy in Academia) and John K. Wilson (Illinois State University)

Conceptually, this session calls for truth in advertising in academia. Accrediting agencies could merely add an asterisk to their accreditation of a college or university if one thousand people complain that the college or university is not living up to its advertising.

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

WEDNESDAY, JUNE 13 (Registration from 7:00 AM to 6:00 PM)

7:00–8:00 PM	Capitol Hill Orientation Workshop*	Virginia Room
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THURSDAY, JUNE 14 (Registration from 7:00 AM to 6:00 PM)

7:30–11:30 AM	Collective Bargaining Congress (CBC) Executive Committee Breakfast Meeting*	South Carolina Room
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9:00 AM–12:00 PM	Capitol Hill Orientation Session* (Drop in at your convenience.)	Georgia Room
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10:00 AM–4:30 PM	Lobbying Visits on Capitol Hill*	
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1:00–4:30 PM	Council Executive Committee Meeting*	South Carolina Room
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4:30–6:00 PM	Reception on Capitol Hill*	Rayburn House Office Building B-340
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5:30–10:00 PM	CBC Functions*	
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5:30–6:30 PM	Cash Bar Reception	Colonial Room
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5:45–6:15 PM	Orientation for New Delegates	Georgia Room
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6:00–10:00 PM	Dinner and Business Meeting (tickets required)	Colonial Room
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FRIDAY, JUNE 15 (Registration from 7:00 AM to 6:00 PM)

7:30–8:30 AM	CBC Executive Committee Election*	Georgia Room
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7:30–9:45 AM	Assembly of State Conferences (ASC) Executive Committee Breakfast and Meeting*	Café Promenade Private Dining Room
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8:00 AM–12:00 PM	Field Staff Breakfast and Meeting*	South Carolina Room
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9:45–11:00 AM	ASC Program for State Conference Leaders*	Chinese Room
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12:00–1:30 PM	Executive Directors Luncheon and Meeting*	
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12:00–1:45 PM	Plenary Luncheon and Presentation (ticket required) <i>Puerto Rico and the Struggle to Take Back Public Education</i> Gamelyn F. Oduardo Sierra, Law School Students Action Committee, University of Puerto Rico	Colonial Room
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2:00–6:00 PM	Council Session I*	State Room
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4:00–5:30 PM	State Lobbying Networking Meeting*	Chinese Room
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6:00–7:30 PM	Cash Bar and Networking Reception	Colonial Room
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7:00–9:30 PM	ASC Business Meeting*	East Room
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* Open to AAUP members only.

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

SATURDAY, JUNE 16 (Registration from 7:00 AM to 1:00 PM)

9:00–11:45 AM	Annual Meeting Plenary Session I	State Room
	<p>I. Welcome and Introductions (Cary Nelson)</p> <p>A. Introduction of Parliamentarian</p> <p>B. Introduction of New Council Members</p> <p>C. Introduction of Special Guests</p>	
	II. Report of the Credentials Committee [Motion]	
	III. Report of the Agenda Committee (Estelle Gellman) [Motion]	
	IV. Report of Committee A on Academic Freedom and Tenure (David M. Rabban, chair)	
	V. Report of the Resolutions Committee (Wendy Roworth, chair) [Motion]	
	VI. Report of the Membership Committee (Ernst Benjamin, chair)	
	VII. Report of the Secretary-Treasurer (Howard Bunsis)	
	VIII. Remarks by the President-Elect (Rudy Fichtenbaum)	
12:00–1:45 PM	<p>Plenary Luncheon and Presentations (ticket required)</p> <p><i>Fifty-Year Member Recognition</i></p> <p>Luncheon Address</p> <p>Mary L. Washington, Maryland House of Delegates, District 43, Baltimore City</p>	Colonial Room
2:00–2:30 PM	<p>Special Plenary Presentation</p> <p><i>NLRB: From the Attic to the Kitchen</i></p> <p>Mark Gaston Pearce, Chair, National Labor Relations Board</p>	State Room
2:30–4:30 PM	<p>Annual Meeting Plenary Session II</p> <p>IX. Report on Organizing and Services (Howard Bunsis)</p> <p>X. New Business</p>	State Room
6:00–7:00 PM	Cash Bar Reception	Colonial Room
7:00–9:00 PM	<p>Awards Banquet (ticket required)</p> <p><i>Georgina Smith Award</i></p> <p>Deborah Herman (University of Cincinnati AAUP Chapter) and Sara Kilpatrick (Ohio Conference of the AAUP)</p> <p><i>Iris Molotsky Award for Excellence in the Coverage of Higher Education</i></p> <p>Daniel Golden and Oliver Staley, <i>Bloomberg News</i>, “Lost in Translation”</p> <p>Award accepted by Clark Hoyt, editor at large, <i>Bloomberg News</i></p>	Colonial Room

AAUP BUSINESS SESSIONS AND ANNUAL MEETING

SUNDAY, JUNE 17

7:45–8:30 AM	Council Breakfast*	State Room
8:30–11:45 AM	Council Session II*	State Room
11:45 AM–2:00 PM	Council Working Lunch*	State Room

*Open to AAUP members only.

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FRIDAY | JUNE 15, 2012

FRIDAY, JUNE 15

7:00 AM–6:00 PM

**REGISTRATION
(CABINET ROOM)**■ **SESSION 7** ■

8:45–10:15 AM

**SESSION 7A
FACULTY WORK
(NEW YORK ROOM)****Where Are All the AAUP Associate
Member Administrators?**Michael Forster and Bill Powell
(University of Southern Mississippi)

This session will report on a survey of Mississippi higher education administrators' attitudes toward AAUP associate membership and will consider the shape that an aggressive associate member recruitment campaign aimed at administrators might take, its prospects for success, and the potential benefits that might result from it.

**SESSION 7B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)****The Art of the OWS: Implications,
Challenges to Didactic Forums Flash
Phenomena**Michael Tillyer (Holyoke Community
College)

Occupy Wall Street movement—BOOM—social media applications! Student fuses visual rhetoric/prose declarative commentary—rarely analytic. OWS artwork, Internet soapbox, “CONSENSUS!”-stylized oration. Give it up! Unequal attention: didactic vs. street discursiveness. Presentation: slideshow, live, social media, human megaphone.

**The Future of the Book in Higher
Education**

Harry St. Ours (Montgomery College)

The increasing popularity of tablets and e-book readers, and their logical connection to education, has made them difficult, if not impossible, to disregard. We will take a look at the past, present, and future of books and electronic material in higher education and consider how you can join the fun.

**SESSION 7C
CORPORATIZATION OF
TEACHING AND RESEARCH
(VIRGINIA ROOM)****Education, Democracy, and
Corporatization: Contemporary
Challenges in Citizenship**Lucien Winegar and Dave Ramsaran
(Susquehanna University), Ira K. Blake
(Bloomsburg University of
Pennsylvania), David W. Kritt (City
University of New York College of
Staten Island), and Linden Lewis
(Bucknell University)

This roundtable focuses on one aspect of the corporatization of higher education: the possible impact on the education of participating citizens. Our goal is to understand better how these challenges influence our professional activities in higher education.

**SESSION 7D
PUBLIC POLICY
(NEW JERSEY ROOM)****Asserting Public Higher Education's
Voice**Steve Hicks (Association of
Pennsylvania State College and
University Faculties), Mark Smith
(National Education Association), and
Lillian Taiz (California Faculty
Association)

This session features a discussion of how faculty in the trenches of public higher education have built and launched a campaign that enables us to enter the conversation about the direction of public higher education.

**SESSION 7E
ONLINE EDUCATION
(RHODE ISLAND ROOM)****Virtual Presence and Other Strategies
to Polish Your Online Courses**Thelma S. Sword (Graceland
University)

The continued growth of online teaching and learning brings new challenges to even the most seasoned instructor. This session will explore online presence and offer some suggestions for those new to online teaching.

**Issues Related to Faculty Concerns
regarding Online Learning**Susan A. Santo (University of South
Dakota)

This session will highlight faculty concerns regarding online learning, including increased course-development time, lack of release time or resources, training, technical support, and lack of administrator support.

FRIDAY | JUNE 15, 2012

■ **SESSION 8** ■

10:30 AM–12:00 PM

SESSION 8A
CANCELED**SESSION 8B**
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)**GPS—Gnosis, Paideutics,**
Sophiology: A Discussion of the Artful
Science of Teaching and LearningJanet M. Waasdorp (Monroe
Community College)

Indirect instruction challenges traditional pedagogical techniques while increasing student achievement. Join our roundtable to learn and share ideas that put learning in the hands of the student.

Training the Trainer: Educating Higher
Education Faculty about Learning
Theories

Terry Collins (Tiffin University)

Although universities support professional development through teaching centers, faculty receive no educational theory instruction. Professors rely on lecture models, but changing technology and emerging professions require application of learning theory. The generation of diverse learners expect faculty to use teaching models of PK–12.

SESSION 8C
CORPORATIZATION OF
TEACHING AND RESEARCH
(VIRGINIA ROOM)**The Dangers of Curriculum Mandates:**
Why We Need to Stop Administrators
from Becoming Corporate Managers
of Our Classrooms

Jeanette Jeneault (Syracuse University)

Administrative curricular control encourages a homogenization of teaching that undermines the wealth and variety of knowledge that faculty bring to their classrooms. This presentation examines how we arrived at this moment and offers strategies to reverse this assault on academic freedom.

SESSION 8D
PUBLIC POLICY
(NEW JERSEY ROOM)**Completion Agenda: Confusion and**
CasualtiesJennifer Levi and Susan
Bernadzikowski (Cecil College)

In 2009, President Obama charged higher education with dramatically increasing “successful completion” rates. This apparently meritorious goal may lead to ineffective higher education reform, in the absence of a clear, shared definition of either “success” or “completion,” and in the absence of early, significant input from those who often know real students best: faculty.

SESSION 8E
ONLINE EDUCATION
(RHODE ISLAND ROOM)**Faculty Work, the “New Literacies,”**
and the Dilemmas of Online Teaching
Steven Weiland (Michigan State
University)

Some reformers believe faculty work should be guided by attention to the “new literacies,” or the abilities and dispositions required by the latest innovations in information and communications technologies. Online education is a location for this new role, but teaching and learning can reflect and resist transformational claims for technology.

Examining Benefits, Challenges, and
Best Practices in Online LearningHeather Kenny (Edinboro University of
Pennsylvania)

This presentation will consider the findings of a qualitative investigation that examines the perceptions of students and instructors about benefits, challenges, and best practices related to online learning.

12:00–1:45 PM
LUNCH

FRIDAY | JUNE 15, 2012

■ **SESSION 9** ■

2:00–3:30 PM

**SESSION 9A
DIVERSITY AND
DISCRIMINATION
(NEW YORK ROOM)****How Institutional Efforts to Promote Gender Equity May Exacerbate Discrimination: A Case Study at the University of Texas, Austin**

Thomas K. Hubbard (University of Texas, Austin)

This paper will examine the 2008 Final Report of the Gender Equity Task Force and the university's response to it. In addition to pointing out serious methodological flaws in the task-force findings, it will demonstrate that the university's response actually had the unintended effect of discriminating against faculty over the age of fifty.

Measuring Multicultural Sensitivity at Rural Colleges: How to Improve Faculty-Student Engagement

Sumeeta Patnaik (Marshall University)

In this individual panel session, we will discuss the importance of implementing multiculturalism at rural educational institutions, the use of a survey and continuum as measurements of faculty multicultural sensitivity, and how the data can be used to create multicultural training programs and an inclusive system at every rural college.

**SESSION 9B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)****Applied and Theoretical Knowledge in the Twenty-First-Century Undergraduate Curriculum: A Roundtable Discussion**

Amy Bautz (Saint Louis University)

Should universities meet or alter current student expectations for more applied knowledge? What role does technology play? What experiences do faculty have with integrating applied and theoretical knowledge?

Professional Communication across Disciplines

Keturah Mazo (Florida Institute of Technology)

The professional communication program at our university gives students of various disciplines and cultures the opportunity to practice public speaking skills. By developing a broad-based curriculum, students not only complete presentations that may be used in the future but also develop critical listening skills.

**SESSION 9C
GOVERNANCE
(VIRGINIA ROOM)****The Changing Role of Faculty in Institutional Decision Making**

Emily B. Anderson and Kay Conway (City University of New York Borough of Manhattan Community College)

This presentation will describe how increased internal and external controls require some shifting in the faculty's approach to governance and will raise questions such as how and why major stakeholders now exert influence in realms previously the exclusive domain of the faculty. We will reexamine the meaning of shared governance.

**SESSION 9D
CONTINGENT FACULTY
(NEW JERSEY ROOM)****All About Adjuncts: Peeling Back the Layers of a Big Onion!**

Irene Schmidt (Johnson County Community College)

This session addresses various issues concerning contingent faculty, such as human resources, institutional research, administration attitudes, and student perceptions. Included is the individual adjunct experience, which may or may not reflect national trends. By considering various perspectives we can pose relevant questions that honor the faculty touching many students' lives.

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**SESSION 9E
ONLINE EDUCATION
(RHODE ISLAND ROOM)**

An Exploration of Faculty Responses to Online Learners: What Are You Really Saying?

JoAnna Fairley (University of South Alabama)

In the past two decades online learning has emerged in the education arena—particularly among schools of nursing, where there is a demand to meet the needs of learners at varying levels of education. Nursing faculty must continuously evaluate the online instructional process to ensure appropriate use of response types.

On the Battlefield: The Role of the Professor-in-Residence in Online Education

Crystal M. Timmons (University of Florida)

The Teacher Leadership for School Improvement program is a primary component of the University of Florida–Lastinger Center for Learning partnership. This collaboration supports the intersection of theory and practice through a job-embedded graduate program. The faculty position of professor-in-residence distinguishes this unique, blended model of delivery from traditional graduate programs.

■ **SESSION 10** ■
3:45–5:15 PM

**SESSION 10A
DIVERSITY AND
DISCRIMINATION
(NEW YORK ROOM)**

Coalition Groups and Their Ability to Disenfranchise Coworkers and Usurp Governance within an “Ethical” Model

Anthony T. Scafide (State University of New York College at Oneonta)

The qualities and trademarks of constructive discrimination are detectable to an outsider entering a coalition group. In the coalition group an ethical model appears to be taking place except for the fact that the members of the coalition group are not following the governance model of the university.

**SESSION 10B
PEDAGOGY AND
DISCIPLINE-SPECIFIC ISSUES
(PENNSYLVANIA ROOM)**

Active Teaching Strategies in the College Classroom: This Is Not Your Father’s Lecture Hall

Jennie S. Schmidt (Mount Mercy University)

This workshop will focus on the use of various active teaching strategies, including “flip teaching” and Web 2.0 tools, that can help to bring course content “alive” more effectively than traditional lecture approaches.

**SESSION 10C
GOVERNANCE
(VIRGINIA ROOM)**

Born Leaders and Border Collies: Collaboration, Complexity, and Change in Higher Education

Paul E. O’Connell (Iona College)

This presentation will suggest that traditional bureaucratic and hierarchical views of college administration must be altered. It offers a more evidence-based and discursive form of administration for colleges and universities.

**SESSION 10D
CONTINGENT FACULTY
(NEW JERSEY ROOM)**

Adjunct Roundtable: An Informal Discussion

Jeffrey Baker (Monroe Community College)

**SESSION 10E
COLLECTIVE BARGAINING
(RHODE ISLAND ROOM)**

Building Organizational Power: Thinking Like an Organizer

Jen Weaver (AAUP-AFT Local 6075, Wayne State University)

Is your local chapter struggling? Through this interactive workshop, attendees will learn techniques to build stronger organizations through greater membership participation and positive, public relationships. This session is for people who want to organize colleagues toward a common goal and are willing to have conversations with people they don’t know.



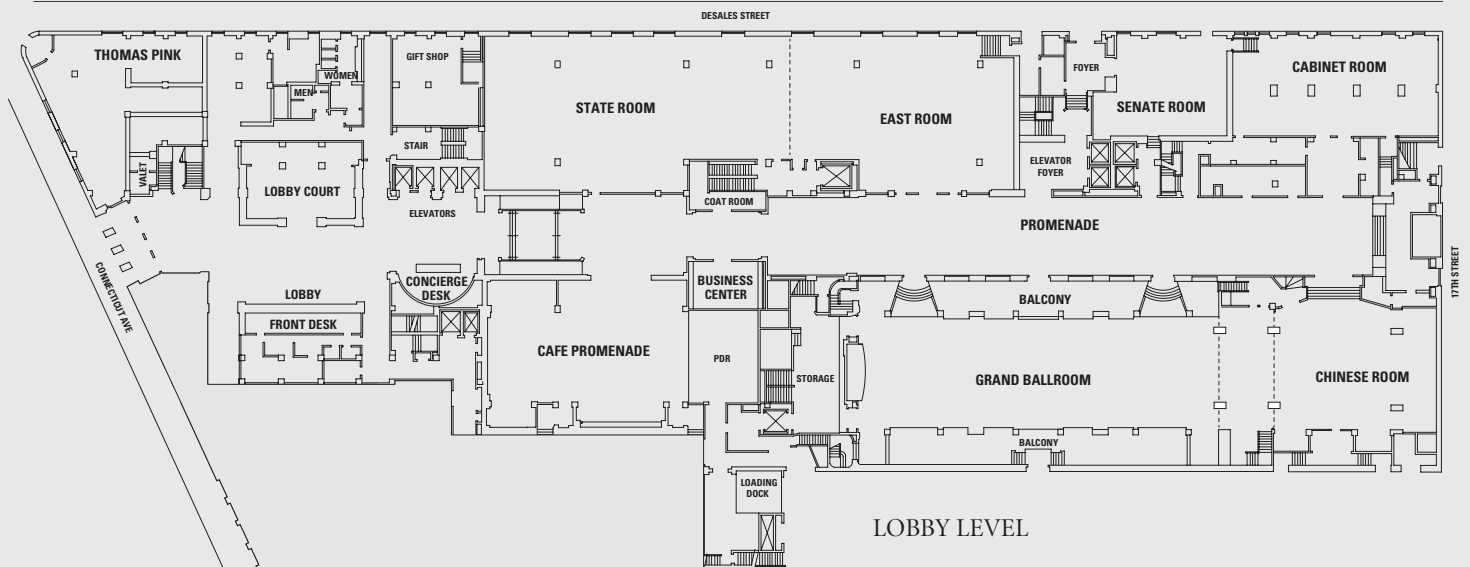
Plenary luncheon speaker
Mary L. Washington,
Maryland State Delegate

THE ANNUAL MEETING ON
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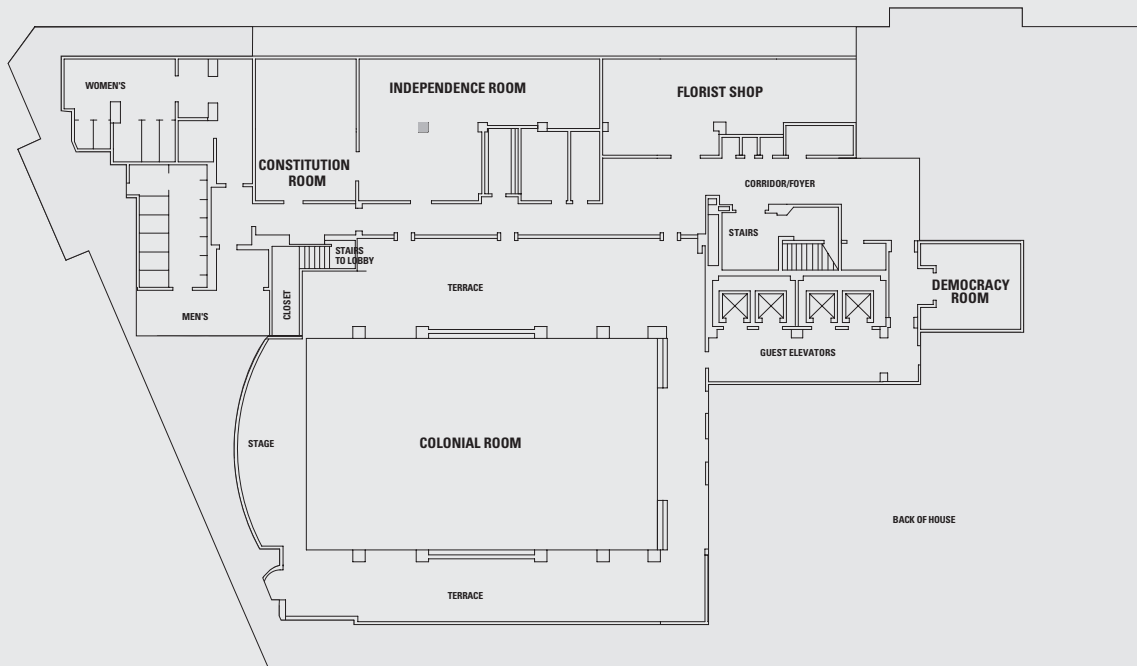
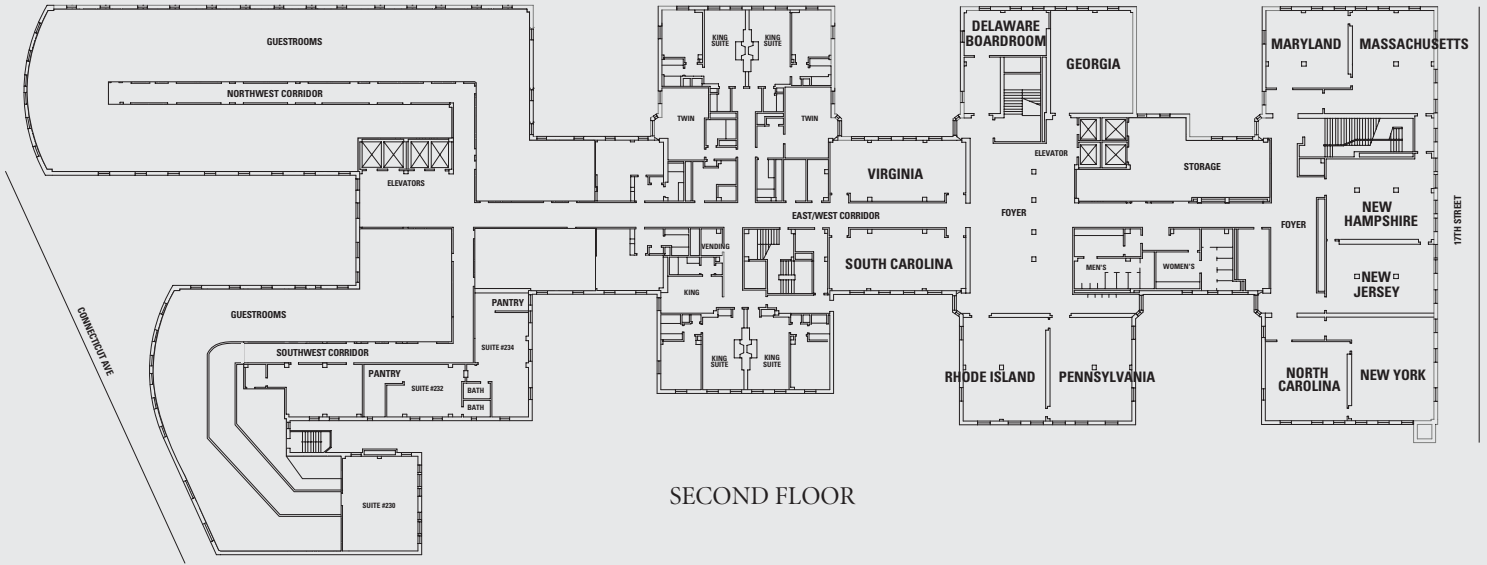


Special plenary speaker
Mark Gaston Pearce, Chair,
National Labor Relations Board

Mayflower Renaissance Hotel
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