

# **Keeping Faculty [Happy]: The Critical Role of a Faculty Center in Developing and Retaining Quality, Collegial Faculty**

Jace Hargis and Phil Gilbertson

## **Abstract**

*This paper describes an innovative approach to retaining happy and healthy faculty members in a collegial, productive teaching and learning environment. A major portion of the paper shares how the Faculty Center for Teaching and Learning plays a significant role in the faculty interview process, new faculty orientation, and subsequent mentoring of new faculty into a collegial environment that supports aligning research with instruction.*

The University of the Pacific's mission is to provide a superior, student-centered learning experience integrating liberal arts and professional education and preparing individuals for lasting achievement and responsible leadership in their careers and communities (*Pacific Rising* 2007, 5). To address the Institutional Mission, the university has developed a strategic plan called *Pacific Rising*. *Pacific Rising* states, "Pacific's mission is realized through the following Core Values. They are stated to be inclusive of the entire University community from undergraduate to graduate and professional students, from staff to faculty, from alumni to friends." The Core Values include a passion for teaching and learning; learner focus; relationship-based learning; whole person education; responsible leadership; and community engagement (*Pacific Rising* 2007, 6).

The university comprises 3 campuses, 9 schools, 120 academic programs, 675 faculty, and 6400 students. The Stockton campus houses the School of Education, the School of Arts and Sciences, the School of Business, the School of International Studies, the Conservatory of Music, the School of Pharmacy and Health Sciences, and the School of Engineering and Computer Science; the School of Dentistry is located in San Francisco; and the School of Law is housed on a campus in Sacramento, California. Fortunately, the university has built a rigorous Faculty Center for Teaching and Learning to assist faculty members across all three campuses to improve their teaching, learning, and scholarly endeavors.

## **Faculty Center for Teaching and Learning**

The mission of the Faculty Center is to support faculty members in teaching, scholarship, and service; facilitate an environment where faculty can collaborate and continue campus-wide, interdisciplinary conversations; and assist faculty to connect

with other programs across campus. The types of services can be found at <http://web.pacific.edu/Documents/FCServices%20Op7.pdf> and include organizing workshops and seminars, conducting classroom observations, facilitating small group student perception sessions, fostering Scholarship of Teaching and Learning (SoTL) research, creating formative assessments, building effective syllabi, and other activities as faculty request. The Center also offers assistance with integrating emerging instructional technology into the classroom, including Student Response Systems; digital video conversion; Photoshop; creating podcasts, blogs, and wikis; and collaborative learning environments such as Sakai and Web 2.0 applications for education. Other teaching, learning, and scholarship resources are available online at <http://faculty-center.org>.

## **What We Do for Newly Hired Tenure-Line Faculty Members**

### **Identifying Faculty Line Needs and Interview Committees**

The type of faculty members which are primarily sought and hired are determined by specific program needs aligned with university priorities, as well as diversity needs for programs. During the process, setup, startup, and fix-up needs are discussed and whether the program and the institution can adequately fund initiatives required by the potential faculty hire. Faculty search committees are selected from each department based on experience in the particular area of the discipline for which the hire is being considered.

### **Candidate Interviews**

For each candidate there is at least one pre-interview phone call; this step typically narrows the field of candidates for subsequent on-site interviews. Each phone interview must maintain a quorum of faculty members, who regularly have developed a consistent list of questions for the candidate, although any faculty is able to ask followup questions depending on the candidate's responses. For most positions, three candidates are asked to visit campus and meet with various stakeholders in the program, the school, and the university. Typically, the candidate provides a presentation on their specific research and teaches one class in which their background aligns. In addition, an open university forum is offered for faculty from across the campus to attend and ask questions. The candidate also meets representatives from university departments that can be a resource to them if hired, in hopes that displaying the type of support will encourage the applicant to take the position if offered. Meeting with department representatives includes a visit to the Faculty Center for Teaching and Learning.

The Assistant Provost for Diversity (APD) works with all faculty search committees and attempts to interview all candidates to achieve the goals of the Faculty Diversity Hiring Plan, which generally aims to hire one-third of each year's class from underrepresented groups. The Assistant Provost works with each search committee to make the best hire possible within the context of university priorities. The APD interviews always review

the university values and priorities and the *Pacific Rising* plan, as well as diversity issues and perspectives. The APD has a fund to assist in bringing in additional candidates to assure a diverse pool of finalists and to provide additional support funding (not salary) to provide incentives for diversity appointments.

A primary interface between the candidate and the university resources is the Faculty Center for Teaching and Learning. Most search committees bring the candidate to the center so they can view our physical resources, which include a Faculty Commons area, where faculty members hold social gatherings, have lunch, and hold committee meetings. Also, we have a Learning Laboratory, where faculty can hold a class and explore various teaching methods using our interactive board, student response systems, moveable white boards for group work, netbooks, Flip cameras, and iPods. Finally, we have a growing number of teaching and learning literature in our library which faculty can check out to further develop their teaching methods. One of the most popular examples of faculty services is classroom observations, where a one-hundred-item list of quality teaching attributes is used to gather non-evaluative, confidential data on the instructor's teaching. This data is summarized in a one-page memorandum and used during a debriefing session with the faculty member, in which the center offers best practices teaching methods as well as empirical evidence and literature on teaching and learning. In addition, we share with the candidate our availability to consult with them one-on-one to assist with developing lesson plans, teaching methods, assessment strategies, and even the appropriate, functional use of emerging instructional technology in the classroom, or possibly teaching abroad opportunities.

## **Communication over the Summer**

Departments usually assist with family relocation needs (spousal employment, housing options, schools for children, etc.) as well as often personal assistance on move-in day. In addition, the Faculty Center receives new faculty emails and contacts each new faculty member in early June to offer assistance and inform them of the New Faculty Orientation program.

## **Three-Day New Faculty Orientation**

### **Day 1**

Human Resources Benefits and Risk Management

Developing an Effective Interactive Syllabus

- Provide an electronic Master Syllabus Template, which includes the requirements from the Provost Office, plus modules of verbiage that they can edit or delete. These modules include information on university technology (blogs, podcasts, tweets, etc.), disability services, tutoring, academic integrity and course policies, an example student learning outcomes, attendance policy, and an assessment rubric.

Sakai Online Collaborative Learning Environment

- Provide a course shell, instructions, examples, and an online philosophy, as well as resources on how to effectively teach using instructional technology.

## Day 2

Welcome from the Provost

- Provides a decade of historical data on promotion and tenure to give perspective on the prospects of success, summarizes the priority of teaching and the importance of scholarship in the process, and responds to specific questions any new faculty may have. Shares “Supporting Early-Career Faculty,” a document from the American Association of Higher Education (Sorcinelli 2000) highlighting the need for an extensive, meaningful, active orientation program for new faculty; promoting more encompassing criteria that promote the SoTL; developing means other than student ratings on the evaluation of teaching, such as teaching portfolios and classroom observations by the Faculty Center; and reminding that good practice supports teaching, which can be provided by the Faculty Center. Shares Boice’s (1992) “Seven Attributes of Successful New Faculty,” which include positive attitudes about students; relaxed-pace lectures with student involvement; low levels of complaining about students, workload, etc.; actively seeking advice about teaching; quicker transition to moderate levels of lecture preparation; superior investment in time spent on scholarly and grant writing; and readiness to improve their teaching.

“The Culture of Pacific,” presented by a panel of veteran faculty members

“A Discussion of Learning Theories in Higher Education”

Lunch with the deans, provost, and president

“Integrating Instructional Technology”

“Learning Styles Inventory”

## Day 3

Pacific Student Panel—A look at who will be coming to your class

New Faculty Panel—A word from faculty who were hired the previous year

Lunch featuring “Things to do in and around the area”

Faculty Success

- A video showcasing campus services with integrated active learning opportunities: Center for Professional and Continuing Education; Registrar; Research, Grants and Graduate Studies; Institutional Research; Library; Center for Teaching and Learning; Diversity; Academic Space; Career Resource Center; Student Life; Dining Services; Recreation; Counseling Center; Public Safety; Academic Council; Educational Resource Center/Disabilities Services; General Education; Experiential Learning Committee; Academic Affairs Committee; and Technology in Education Committee

“Top Ten Things You Need to Know NOW!”

President’s reception

## **New Faculty Member Comments on the Three-Day New Faculty Orientation**

- “Thank you so much for orientation! It was an excellent experience that completely exceeded any expectation of what an orientation could be.”

- “Thank you, it was very helpful, informative, and so much fun. I appreciate all your efforts to bring best things together. Panels of students and junior faculty were absolutely great.”
- “Due to the orientation, I have spent hours on my syllabus and really grappling with what it takes to be a comprehensive instructor.”
- “Many, many thanks for the splendid orientation, it was organized, professional, and dare I even say, fun. Most of all it was great to meet you and the fellow new faculty members.”
- “Thank you so much for putting together the new faculty orientation. It was a fantastic introduction to our new careers at Pacific. I felt that your preparation was excellent and that a wide variety of topics was covered.”
- “I appreciated the efforts taken by faculty and students to come and talk with us. I must say that I feel especially welcome! I know that you must put in a lot of time and effort.”
- “Thank you for the last three days and all of the services. I will say that orientation was long ... however I found each session to be of the highest caliber and immensely beneficial.”
- “Thanks again for organizing this, for putting together a superb orientation, and, most importantly, for expertly advocating for the faculty.”
- “Thank you, the program was just what I needed and will be in touch soon to chat about my research.”

### **New Faculty Orientations for Other Campuses**

In addition to this three-day orientation, to which the legal and dental faculty members are invited, each professional school holds a orientation specific to the programs on its campus: in Sacramento for law and in San Francisco for dental. The School of Law offers a full Saturday program that addresses specific policies for legal educators in addition to sessions on preparing a syllabus, selecting the right teaching text or materials, course coverage, interactive teaching techniques, attendance issues, exams and papers, and office hours. The School of Dentistry offers a similar program, with the addition of quarterly Faculty Development days, in which external speakers are provided for faculty to attend, engage, and continue conversations on teaching and learning.

### **Mentoring**

Mentoring new faculty members is an essential function at the university. This occurs in many forms where new faculty interface with the Faculty Center, with veteran faculty members, amongst their peers, and with other administrative personnel such as chairpersons, deans, and higher administrative leaders. Although we have no formal mentoring process university-wide, each department has developed their own programs. Research indicates that many lasting mentoring programs contain an organic, natural component; therefore, the Faculty Center promotes interactions between senior and junior faculty members in a wide variety of venues.

## Academic Assistance

### Workshops

The Faculty Center offers workshops on many topics at different times and days, in order to provide multiple opportunities for faculty to attend. Here is a sample of the fall 2009 workshop schedule:

1. “Teaching and Learning in Higher Education”  
*Every Thursday from September 3 to December 3, 3:00–5:00 pm, by Dr. Jace Hargis, Center for Teaching and Learning*  
This series of workshops will share information on learning theories, instructional technology, course design, teaching goals and alignment, student learning outcomes, assessment strategies, quantitative rubrics, the lesson plan matrix, teaching models, collaborative/cooperative learning, project-based learning, interactive learning techniques, and designing an effective and interactive syllabus. For a detailed schedule of these events, please refer to the course syllabus at <http://www.faculty-center.org/HighEdCourse>.
2. “Active Learning, Interactivity, and Engagement Through Second Life”  
*Tuesday, September 29, 9:00–12:00, by Dr. Kevin Yee, University of Central Florida*  
This session will quickly acquaint faculty with the virtual world, Second Life, the Pacific campus, and how they can use this instructional tool in their teaching and learning.
3. “How Can I Determine if Second Life Leads to Active Learning?”  
*Tuesday, September 29, 1:30–3:00 pm, by Dr. Kevin Yee, University of Central Florida*  
This session will provide information on how faculty can determine the usefulness of Second Life for their instructional style.
4. “Course Design When Using Second Life”  
*Tuesday, September 29, 3:30–5:00 pm, by Dr. Kevin Yee, University of Central Florida*  
This session will provide general ideas and possibilities for active, connective pedagogy using this virtual environment.
5. “Second Life in Concert with Other Emerging Instructional Technologies”  
*Thursday, October 1, 9:00–12:00, by Dr. Kevin Yee, University of Central Florida*  
This session will demonstrate how faculty can capitalize on the learning environment of Second Life by enhancing it with other Web 2.0 tools such as Skype, Teacher Tube, narrated PowerPoint, wikis, blogs, podcasts, and more.

6. “The Intercultural Classroom”  
*Thursday, September 17, 2:00–4:00 pm, by Dr. Susan Sample, Pacific Institute for Cross Cultural Training*  
What is culture, and why is it relevant to faculty in their work?  
Understanding and working with students with multiple cultural backgrounds and multiple communication styles.
7. “Writing in the Discipline—Effective Undergraduate Research Assignments”  
*Wednesday, September 23, 3:30–5:30 pm, by Dr. Arturo Giraldez and Dr. Analiese Richard*  
This session presents information on how to manage undergraduate research assignments.
8. “Writing in the Discipline—Best Practices on Student Writing”  
*Monday, October 5, 3:30–5:30 pm, by Dr. Tom Deans, Director of the University Writing Center at UConn-Storrs*  
This session shares best practices in responding to student writing.
9. “Writing in the Discipline—Using Writing in Service Learning Courses”  
*Tuesday, October 6, 1:30–3:30 pm, by Dr. Tom Deans, Director of the University Writing Center at UConn-Storrs*  
This session shares information on using writing in service learning courses.
10. “Student Response Systems, or How to Use Clickers to Better Engage Your Students”  
*Thursday, October 8, 12:00–1:30 pm, by Mr. Martin Lehman, Center for Teaching and Learning*  
Clickers can revolutionize the way you interact with your students. This workshop will explain the many benefits to integrating clickers into your curriculum and the positive effects of accurate anonymous student feedback.
11. “Don’t be Nervous: Bringing Cultural Difference into the Classroom”  
*Thursday, October 15, 2:00–4:00 pm, by Dr. Susan Sample, Pacific Institute for Cross Cultural Training*  
Building intercultural competence into your courses and curriculum: This session presents theoretical frameworks for understanding intercultural competence and practical applications in the classroom.
12. “Collaboration Tools for Teaching”  
*Thursday, October 22, 12:00–1:30 pm, by Mr. Martin Lehman, Instructional Media Coordinator, Center for Teaching and Learning*  
In this presentation, we will share various online and offline collaboration tools to help your students become engaged and make conceptual

connections between and within disciplines. The tools will enable you and your students to more effectively communicate and share their efforts between their groups and the instructor.

13. “SPSS: A Refresher”

*Wednesday, October 21 from 9:00 to 11:00 am, by Mr. Mike Rogers, Director, Institutional Research*

This workshop is designed for individuals who need a refresher in SPSS. Topics will include how to enter and analyze data sets for research purposes, SPSS navigation, and review of some reporting and statistical functions. Some prior experience with SPSS is required to attend.

14. “Enhancing Your Teaching and Learning Using Audio/Video in the Classroom”

*Thursday, November 12, from 12:00 to 1:30 pm, by Dr. Jace Hargis, Center for Teaching and Learning*

We will share specific resources for capturing and using audio and video for integration into your classes. Several examples of faculty who use audio and video at Pacific will be showcased.

15. “CIRP: Longitudinal Trends for Pacific Undergraduates”

*Wednesday, October 28, 9:00–11:00 am, by Mr. Mike Rogers, Director, Institutional Research*

This workshop is designed for individuals interested in conducting research on Pacific students using a national dataset. Pacific has participated in this research since 1970. Currently three surveys are available: “Freshmen,” “The First Year,” and “Seniors.” The hundreds of survey questions collect feedback through Pacific Seminar courses and focus on areas such as student development, student engagement, student satisfaction, time spent in activities, campus climate, and many more. If you are interested in conducting research in SPSS for personal publication or scholarly research, or are just interested in finding out what is available, this is the workshop for you. If you need an SPSS refresher, you might attend the SPSS workshop before attending this workshop.

16. “Don’t Tolerate Diversity!”

*Thursday, November 19, 2:00–4:00 pm, by Dr. Susan Sample, Pacific Institute for Cross Cultural Training*

How to thrive with diversity in research, teaching, and service. Understanding and learning to deal with your own and other people’s conflict styles and practical tools for building effective teams in multiple contexts.

17. “SAKAI Collaborative Learning Environment”

*Daily, by Center for Teaching and Learning*

*Workshop 1: Overview and Introduction to Pacific’s Sakai CLE.* This first workshop is intended for faculty new to Sakai. Managing your private

workspace, including managing Quick links, private resources, personal preferences, and profiles; joining other sites; creating new sites.

*Workshop 2: Managing Site Content with the Resources Tool.* This second workshop assumes familiarity with the first workshop topics. Creating folders and subfolders; uploading and downloading content; working with URLs; creating citation lists, HTML pages, and text documents; reorder, move, and remove folders; edit folder permissions; accessing resources from your other sites.

*Workshop 3: Communicating within the Pacific Sakai CLE.* This workshop assumes familiarity with the topics presented in the first two workshops. Posting announcements and syllabi; choosing and using discussion forums; sending and receiving email; use the Lessons tool to organize your site presentation.

*Workshop 4: Assessment Tools within the Pacific Sakai CLE.* This workshop assumes mastery of the first three workshop topics. Creating assignments; creating tests, quizzes, surveys, and pools; managing the grade book.

## **Fellowships**

The Faculty Center offers Teaching and Learning Faculty Fellowships, as well as Learning Laboratory Fellowships. Both of these fellowships include a stipend and a course release. Fellows are required to be available for office hours for other faculty, as well as present several workshops on their area of expertise in teaching and learning. Also, the Learning Laboratory Fellows are required to meet every other Friday afternoon to discuss the innovations in deploying teaching methods in the lab in a sharing, collaborative environment.

## **Non-academic activities**

In addition to the multitude of academic offers, we believe in providing other activities as productive ways to build well-balanced, healthy collegial citizens. Therefore, we provide winery tours, museum visits, sporting events, theatre, and a communal area where faculty can meet for coffee, lunch, and conversation. A variety of exercise activities are offered, including spinning classes, yoga, basketball, rowing, and cricket.

# **Impact on Retention and Tenure Decisions**

## **Faculty Retention**

Pacific values hiring and retaining high-quality faculty members. Department chair and colleague mentoring is universal: it is intensive in the professional schools, where the typical department size is 25–45 faculty members, and in the liberal arts and sciences college, where the typical department size is 5–10 faculty members. The University of the Pacific received national recognition in the mid-2000s by the AACU for faculty diversity hiring and retention, owing especially to active mentoring. In addition, a most generous Faculty Development Leave policy, which provides a standard paid sabbatical

leave approximately every five years, is very attractive and highly supportive of scholarship for a university that places a priority on high-quality teaching.

## **Tenure and Promotion**

Faculty members who are seriously challenged by teaching are not reappointed after the first year or are not retained following their three-year tenure review. Ninety-one percent of faculty members have been awarded tenure over the past ten years—an enviable success rate from our perspective, given all the challenges of any human organization. As a strong teaching university, Pacific has always viewed scholarship broadly (assisted Boyer’s work with the Carnegie Foundation for the Advancement of Teaching), and specifically valued the Scholarship of Teaching and Learning; but only in the last three years have we defined it well, disseminated opportunities, invited participating faculty members to be active models for others, and added supportive language in university tenure and promotion guidelines. “Typical scholarly achievements include, but are not limited to, writing and publishing (in print or electronically) books, chapters in books, monographs, articles in refereed journals, scientific and technical reports, clinical reviews, commissioned book reviews, and publications on teaching and learning. In addition, presenting scholarly or pedagogical papers at professional meetings...” (*Faculty Handbook* 2007, 7.5.4.a). Excellence in teaching can also be demonstrated through the following (though it is not limited to these):

- creativity and innovation in teaching and learning—direct measures or other evidence of successfully employing new ways to engage active student learning
- integration of learning assessment in teaching—direct measures or other evidence of embedding learning assessment within instruction to enhance learning
- collaboration in teaching and learning—direct measures or other evidence of successful partnering with other faculty members within or beyond the faculty member’s program/academic unit that results in enhanced learning
- teaching that is culturally responsive—direct measures or other evidence of successful teaching that is responsive to racial, cultural, gender, and other forms of diversity, and teaching of diverse student populations that is interculturally proficient
- teaching that engages community-based (“service”) learning—direct measures or other evidence of successful teaching that incorporates students’ direct experience in an off-campus community service setting
- teaching in an international setting—direct measures or other evidence of successful teaching in university-sponsored programs in other countries
- teaching enhanced substantially by integrating appropriate and functional technology—direct measures or other evidence of successful teaching involving technologies that enhance the learning environment, or reach students unable to attend campus, or that occur in an active virtual setting

Promotion success is also high due in part to the support faculty receive for teaching, scholarship, and service. Ninety percent of the faculty members earn promotion, and those denied typically earn the promotion within two to three years if they decide to seek it again.

## Conclusion

The implications of the proper care and feeding of newly hired faculty are significant on many levels, in terms of financial considerations, morale, faculty time commitments, instructional quality, and overall operation of the university. Support for new faculty is a continuum from the start of the interview process through promotion to highest rank. Support takes all forms. We have discussed many in this article, but others are equally important. Faculty salaries and benefits are key to retention and morale of new faculty. Pacific has implemented two four-year faculty salary plans in the past dozen years, developed in concert with faculty task forces and the Faculty Compensation Committee; also, it has raised the university contribution to the pension benefit from 7.5 percent to 10 percent. Continual negotiations with providers through a faculty-staff benefits committee help to maintain reasonable coverage through a menu of options without gouging the faculty and staff during an era of spiraling costs.

Faculty governance requires constant vigilance by the provost to ensure faculty engagement on key issues and to assure faculty that their voices are heard and their views are considered. For example, on the sensitive matter of faculty background screening, the provost worked closely with two faculty chairs over two years on many drafts, brought to the faculty senate at least four times, before an agreement was reached to install the policy in light of rising concern for student safety, not to mention the pressures of the Board of Regents Audit Committee. The issue could have been a flashpoint for faculty dissatisfaction; instead, we developed a model policy that the faculty senate endorsed unanimously.

At Pacific, the highest concern of faculty at the present time is faculty time commitments for university service, when expectations for teaching and scholarship are higher than past eras. A faculty task force and committees are sorting this out, but there is considerable expectation for the university to develop some institutional options to alleviate the burden of workload. What balances this burden is a university that is run well, that has had budget surpluses for fifteen straight years, and has had strong enrollments, even in this past year of the perfect enrollment storm.

## Advice

1. Invest in a strong faculty development program. Investing funds for further development is not typically in the mindset of faculty at any stage of their careers, but more junior faculty especially value the coaching, workshops, and circles of practice that a strong faculty development program can provide. Seek directors who have special skills and expertise for the task—without strong backgrounds in learning theory, in appropriate instructional technology, and in practiced teaching strategies, you may not in the end be effective in faculty retention. Faculty members appreciate substantive assistance for growth and advancement.
2. Invest in a faculty center for teaching and learning. We carved out generous space in our university library as book shelving shrunk in order to provide

an academic and social space for faculty, as well as an intentional focus on a place for faculty to explore teaching and learning in a laboratory setting. This Faculty Center is a safe haven for faculty who are secure enough to take risks for continual improvement and who are open to the discovery of Scholarship of Teaching and Learning, as well as for those who eager for interdisciplinary collaboration in teaching and research.

3. Invest in New Faculty Orientation. Just as you build new student retention success in the first six weeks of every new year, so you build new faculty retention success in the earliest months of their appointment. Overlooking any aspect of a faculty member's life—teaching, scholarship, service, workload balance, social time, networking—is a risk factor and therefore requires attention in the first year. Typically, we find that an added benefit is a cohort of faculty who develop lasting friendships, who gather for potlucks with families a year or two later, and who integrate themselves into the life of the campus because of generous opportunities to connect—just as students persist if they too can engage in learning and engage with the campus community.

### **Future Work**

We have identified several major goals that we will be aggressively working toward to continue to attract and retain happy, healthy faculty members. These initiatives include the following:

- Creating a faculty dedicated media center, in which faculty are provided emerging technologies with specific specialty software for their needs, along with dedicated staff to assist.
- Offering a Higher Education Teaching Certificate course, which provides foundational pedagogical/andragogical techniques to assist faculty in addressing their teaching methodology.
- Offering the Doctorate of Education and Doctorate of Professional Practice (emerging new degree program) to our faculty who are interested in pursuing an aggressive challenge of commitment to higher education teaching and learning.
- Hiring an instructional designer to assist with online and hybrid courses, which are becoming more available at our institution.
- Encouraging use of our Second Life campus for faculty who wish to offer an innovative, exploratory learning environment to students, both fully online and in a hybrid setting.
- Creating more promotion and tenure resources, including copies of exemplary successful dossiers from each school, so that faculty members can review and prepare for their own submittal.
- Creating part-time instructor resources, both hardcopy and via the Web, as well as after-hours workshops, for our faculty who may not be able to access our resources during the day.

- Offering an extended Course Redesign Weeklong Seminar to faculty who are interested in recalibrating their course design and provide them with the learning tools required for such an undertaking.
- Assisting Chemistry, Engineering, and Mathematics upperclassmen to tutor freshmen, both of which have among the highest student rates of earning less than a “C” grade. Special assistance for faculty in these departments both eases their burden and helps to improve student retention.

## **Dreams**

Along with our mission and future project, we like to dream and dream big, so here are some of our hopes for the future:

- New faculty housing, a burdensome financial requirement for new faculty in the state of California, especially those with a young family.
- Identify, hire and retain more faculty of color in hopes to further diversify our community in every respect.
- Additional significant funds to connect new faculty initially and through the years, including extended faculty development abroad programs.
- All major Scholarship of Teaching and Learning journals having Pacific Faculty members as authors on a regular basis to further reinforce our quality of instruction and commitment to aligning research with teaching.
- Continue to push the envelope for all faculty on exploring emerging technology tools, including netbooks, using Skype to bring in guest speakers, Digital Audio Recorders, Portable Clickers, Flip camcorders, the Wii, screencasting, smartphones, and YouTube as formative assessment.

## **References**

Boice, R. 1992. *The New Faculty Member*. San Francisco: Jossey-Bass.

Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate*. Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

*Faculty Handbook*. 2007. Section 7.5.4.a. “Evaluation Criteria Defined.” University of the Pacific. <http://web.pacific.edu/x11189.xml>.

*Pacific Rising*. 2007. University of the Pacific. [http://web.pacific.edu/Documents/provost/acrobat/pacific\\_rising.pdf](http://web.pacific.edu/Documents/provost/acrobat/pacific_rising.pdf).

Sorcinelli, Mary Deane. 2000. *Principles of Good Practice: Supporting Early-Career Faculty*. Washington, DC: American Association for Higher Education. Excerpted from *Heeding New Voices: Academic Careers for a New Generation*, by R. Eugene Rice, Mary Deane Sorcinelli, and Ann E. Austin, Washington, DC: AAHE. ERIC Document No. ED450634.

## **Author Information**

Dr. Hargis is assistant provost for faculty development at the University of the Pacific. He has authored two books and over fifty academic articles, as well as over one hundred national and international presentations. His undergraduate and graduate degrees are in the chemical sciences and he earned a Ph.D. from the University of Florida in Science Education.

Jace Hargis, Assistant Provost  
University of the Pacific  
3601 Pacific Avenue  
Stockton, CA 95211  
E-mail: [jhargis@pacific.edu](mailto:jhargis@pacific.edu)  
Telephone: 209-946-2409

Dr. Gilbertson is provost at the University of the Pacific. He received his bachelor's degree in Comparative Literature from Augustana College, followed by a Ph.D. in English from the University of Kentucky. In the summer of 2010, he concludes fourteen years as provost at Pacific, having served in prior academic leadership positions in Indiana, Nebraska, and Texas.

Phil Gilbertson, Provost  
University of the Pacific  
3601 Pacific Avenue  
Stockton, CA 95211  
E-mail: [pgilbertson@pacific.edu](mailto:pgilbertson@pacific.edu)  
Telephone: 209-946-2552