

# Faculty Forum



Volume 3, Issue 3

July, 2008

## Fall Faculty Clubs

**1st Monday of each  
month 12:30 pm  
Room with a View**

**RESERVATIONS  
for all CIE events,  
email:**

**cie@calumet.  
purdue.edu**

Type date of event  
on subject line.

## For The Public Good



**“An ideal educa-  
tion lies between  
experience and  
purpose...”**

Education has been our means to instruct youth in the values and accomplishments of our civilization and to prepare them for adult life. We have been arguing for centuries about what an education means and how to distinguish an educated person from an uneducated one. Our answers have been built upon contemporary beliefs about the public good and the role of education in preparing students for various learned roles in society.

An ideal education lies between experience and purpose, thought and action, self-realization and social responsibility. An education is meaningful because it

liberates the spirit and feeds the soul, because it prepares us to make good decisions, contribute to public life, and live as a responsible citizen of our democracy. Education can and must accomplish all of these things. This is the basis for civic engagement and social responsibility and rethinking the societal role of higher education and how this role can best be expressed in an age where almost all citizens, not just a small elite, must now obtain a significantly higher level of education.

The challenge of engagement is to bring life and work together—in the lives of our students

and faculty, in the collective work of our institutions, and in our working relationships with the broader community. The goal is to achieve coherence and integrity—to allow personal meaning and intellectual work to come together for us, for our disciplines, for our departments, and for our institutions.

Engagement offers the opportunity to experience learning in the company of others in a situation where learning has consequences and where individuals are respected and given voice. It is in this process of mutual inquiry where contributions can be made to the > >

## Mentoring Redirected and Renewed

Mentoring helps junior faculty succeed, invigorates senior faculty, and assists female and minority faculty members in understanding the culture.

Mentoring embraces a philosophy about people and how important they are to the institution.

Mentoring is useful and powerful in understanding and advancing university culture, providing access to informal and formal net-

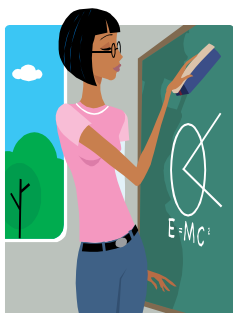
works of communication, and offering professional stimulation to both junior and senior faculty.

By not mentoring, we are wasting talent. Mentoring supports professional growth and renewal, which in turn empowers faculty as individuals and colleagues. Teaching and research improve when junior faculty are paired with mentors, job satisfaction and organization

socialization are greater. Not only do protégés become empowered through the assistance of a mentor, but mentors themselves also feel renewed through the sharing of power and the advocacy of collegiality.

— excerpts from Gaye Luna & Deborah Cullen, *Empowering the Faculty: Mentoring Redirected & Renewed ERIC Higher Education Report series 95-3 (Vol. 24-3).*

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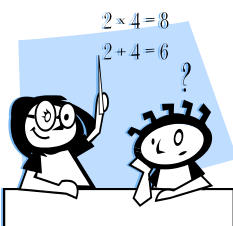
**“ Universities must bring public purposes and private benefits together ”**

#### On-line Journals:

**Journal of Scholarship of Teaching and Learning**  
<http://www.iupui.edu/~josotl>

**Inventio**  
[www.doiit.gmu.edu/inventio/](http://www.doiit.gmu.edu/inventio/)

**MountainRise:**  
<http://mountainrise.wcu.edu/>



**CIE website:**  
[www.calumet.purdue.edu/cie](http://www.calumet.purdue.edu/cie)

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## > Public Good

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public good while, at the same time, advancing the personal and private interests of the participants. Blending the personal and the public will help us resolve the tensions that now exist between the expectations of society and the higher education community about the appropriate roles and responsibilities of higher education in contemporary society.

To foster a society in which learning has consequences, universities must direct themselves to bringing public purposes and private benefits together. Individual aspirations and personal goals can be most productively advanced when research and education are inspired by both a thirst for knowledge and a desire for practical outcomes. This should be the defining feature of all kinds of postsecondary institutions, whatever their mission.

— from Judith A. Ramaley, in *Higher Education for the Public Good*. A.J. Kezar, T.C.Chambers, & J.C. Burkhardt, eds. Jossey-Bass, 2005.

### 7 Principles of Good Teaching Practice

1. ENCOURAGES STUDENT – FACULTY CONTACT
2. ENCOURAGES COOPERATION AMONG STUDENTS
3. ENCOURAGES ACTIVE LEARNING
4. GIVES PROMPT FEEDBACK
5. EMPHASIZES TIME ON TASK
6. COMMUNICATES HIGH EXPECTATIONS
7. RESPECTS DIVERSE TALENTS AND WAYS OF LEARNING

From *Seven Principles for Good Practice in Undergraduate Education*, Arthur W. Chickering and Zelda F. Gamson.

Essay available On-line at <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/7princip.htm>

#### RECOMMENDED READING:

*Higher Education for the Public Good*

A. J. Kezar, A. C. Chambers, and J. C. Burkhardt (Eds.)

Jossey-Bass, 2005

## > Useful contact information:

**Library: 989-2224**

**Academic Affairs: 989-2446**

**Technology help desk: 989-2888**

**Faculty Development: Suzanne Degges-White, 989-2693**

**Office of Research and Professional Development:**

**George Hong/Terri Szot-Chance, LAWS 238, 989-8363**

**Center for Instructional Excellence (cie):**

**Lee Artz, 989-8363, 989-2393**

## Summer 2008

The 3rd annual Summer Institute on Teaching Excellence (SITE) was held at the Harbor Grand Hotel in New Buffalo, MI June 4-6. For three days, faculty fellows from thirteen Purdue Calumet departments relaxed and participated in conversations on “Higher Education and Citizenship.”

Keynote speaker Kieran Mathieson, professor of information systems and technology at Oakland University, presented on “Moral Maturity and Cognition,” offering guidelines for classroom and corporate discussions on ethics in decision-making. Mathieson encouraged faculty to find teaching and research opportunities that fit their values and passions. Elizabeth Lynn, director of the Project on Civic Reflection, demonstrated how common readings can help create dialogues and environments in classrooms and organizations, nurturing diverse ideas and solutions. CIE director, Lee Artz outlined a history of higher education in the U.S., observing how university mission’s reflect changing political and cultural tensions. Carolyn Call from the Office of Civic and Social Engagement at Saint Mary’s College challenged fellows to consider university-civic engagement through service learning opportunities across disciplines.

Although brief, these three days of reflection, relaxation, and dialogue were engaging and inspiring. As several noted, they are more aware of how teaching and scholarship can serve students and society.



Kieran Mathieson and Anita Katti in conversation at SITE lunch.