









Astronomers detected variability in 30 stars in the field of open star cluster M23 in Sagittarius. The observations were presented by Dr. Jeffrey Wilkerson and a team of researchers from Luther College to the American Astronomical Society meeting in Honolulu, Hawaii. These results are part of a long-term study of fields containing bright open star clusters. The study hopes to shed light on how a wide variety of stars vary over many years by monitoring the luminosity stability of normal stars, searching for changes in the periods and amplitudes of variable stars, and waiting for any flares or outbursts.

Astronomy, June 13, 2007



About Luther

- Residential liberal arts college of the church
- One degree: Bachelor of Arts
- 2400 students; 185 full-time faculty
- Part-time faculty concentrated in Education, Music, and Nursing (clinical and studio appointments)
- Fall/January/Spring Terms
- Curriculum: Common Ground, Fields of Inquiry, Integrative Understanding
- Largest Majors: Biology, Music, Management, Education, Psychology, English

Scholarship at Luther College



2000-2010

- The Question Ten Years Ago
- Departmental Scholarship Statements
- Curricular Change
- Change in Configuration of Faculty Load
- The Question Now

Spring 2000

- New President
- Dean just hired
- Large number of faculty retirements underway
- New five-year planning process launched in April
- Curriculum reform proposal failed in 1999 (by one vote)

Search Profile for Dean

“Issues . . . of criteria related to tenure and promotion . . . are ongoing and generate considerable conversation among faculty and administration .”

Strategic Planning Recommendations

- Scholarship
- Curriculum
- Time

Planning Recommendations

Spring 2000-2002

- Clarify the purpose of scholarship among faculty in order to promote lives of inquiry that enlighten the classroom, campus, and larger community.
- Enrich the general education program by supporting various forms of learning, innovation, and collaboration.

Planning Recommendations

Spring 2000-2002

- Make January Term a distinctive term consisting of rigorous, elective courses on and off campus that stimulate creative, experimental, and experiential learning.
- Study faculty/student workload to increase time for faculty engagement with students and to support scholarship that will contribute to good teaching.

Luther Faculty Handbook

While the college gives primary emphasis to effective teaching, it recognizes that this goal is attainable only if its faculty members ground their instruction in research, scholarship, and creative activity. . . . Distinction as well as competence will be the measure when candidates are evaluated. . . . (404.1)

Departments: Fall 2000-Spring 2002

- What is the question of scholarship?
- Who answers it?
- For what purpose?

Five Questions

1. What forms of scholarship define the work of those in your department at their best?
2. What forms of peer review--including those beyond the Luther campus--are appropriate for that work?

Five Questions

3. How can you encourage and enable your colleagues to see that such work bears fruit in their teaching?
4. What depth and range of achievement in scholarship at the third year, tenure review, and application for promotion for full professor should distinguish the work of Luther faculty?

Five Questions

5. What distinctive forms of scholarship can thrive at a liberal arts college of the church?

Process

- Heads' discussion and debate*
- Department discussion and debate*
- Circulation of drafts among departments

*In light of handbook criteria.

Process

- Responses to drafts by the dean, including some meetings with full departments
- Revised drafts
- Available in the library and on web

Issues that Surfaced

- Variation of scholarship within and across disciplines: e.g., disciplinary research and publication, artistic creation and publication, artistic performance, pedagogical research and publication

Issues that Surfaced

- Standards of peer review
- Direct and indirect effects on teaching
- Forms of scholarship (that change) across a career

Issues that Surfaced

- Expectations at first college review, at tenure/promotion to associate, at promotion to full
- Interdisciplinary and “public” scholarship at a liberal arts college of the Lutheran church

Useful Models on the Luther Web

- English on divergent forms of scholarship
- Chemistry on “context” for scholarship in relation to teaching and service, on scholarship with and apart from students, and on changing scholarship across a career

See

<http://www.luther.edu/academics/dean/scholarship/>

Useful Models on the Luther Web

- Library and Information Studies on forms of peer review
- Anthropology for sharp but not mechanically formulated expectations at formal college reviews
- Classics on forms of scholarship that should thrive at a liberal arts college of the church

Curricular Change, 2002-2007

All-College Requirements*

Common Ground: Arts of Language, Arts of Wellness, Academic Study of Religion

Fields of Inquiry: Major and Non-major
(natural world, human behavior, human expression)

Integrative Understanding: Senior Project and Ethics (interdisciplinary course)

*Passed August of 2005; implemented Fall 2007.

Luther Faculty Vote on New Curriculum



Curricular Change, 2002-2007

Major*

Learning Goals

Beginnings, Middles, and Endings

Overall Size (20 of 32 courses *outside* major program)

*Completed for 22 of 23 departments 2005-2007, in sync with reconfiguring faculty load.

Reconfiguring Load: What We Did

1. Old: 20 full courses over 3-year period—7 Year A, 7 Year B, and 6 Year C (J-term “non-teaching”)
2. New: 18 full courses over 3-year period—6, 6, and 6, with most faculty teaching or guiding student projects in J-term each year

Reconfiguring Load: How We Did It

1. Study 2001-2002 (before curriculum revision began) of faculty and student credits generated

Outcome:

Allowed January “non-teaching” to “float” as college need allowed

Adopted new daily schedule, with longer classes and more time in between them

Reconfiguring Load: How We Did It

1. Study 2006-2007 (after all-college curriculum revision and during majors revision) of faculty and student credits generated following Bates College model

Outcome:

22 of 23 departments move to new load Fall 2007

Bates Model

- No new fte
- College-wide guidelines (agreed upon by dean and departments), both substance and process
- Flexible timetable for implementation by each department
- Flexible means for achieving new load

Luther Version

- Small fte additions in Nursing, Education, and Religion because of both internal and external requirements (but no new tenure lines)
- Departmental articulations of “credit” for supervising collaborative research and internships

Luther Version

- Common standard for science labs (full lab = $\frac{1}{2}$ lecture) across departments
- 22 (of 23) departments moved to new load effective Fall 2007—every major but one revised
- 23rd department to new load this fall

Scholarship Ten Years On

- At tenure and promotion to associate, faculty routinely exceed basic standards set by their programs—scholarship is, as your handbooks says, what they *do*.
- Collaborative research with students essential for tenure and promotion in the natural sciences, and more common now in humanities and social sciences

Scholarship Ten Years On

- Center for Ethics and Public Life promotes interdisciplinary scholarship and debate
- Endowed chairs and professorships bring faculty scholarship directly to students and larger community
- Heightened attention to “place” as a part of mission and faculty work
- Significant growth in “public scholarship”

Scholarship Ten Years On

- Luther invited to join ACM, with new access to FaCE grants and to Mellon post-doctoral fellowships
- Dean's office re-organized to provide more attentive support to faculty development and to student academic development—and to grant funding for both

Scholarship Ten Years On

- Lines separating scholarship from teaching (and often from service) increasingly difficult to find
- Examples: Physics, Psychology, Religion, Dance
- First all-day student research symposium, May 2010

What Questions Now?

- Time to review and revise scholarship statements
- Faculty-wide discussion of whether we expect enough innovation, rigor, and risk from our students
- Teagle-funded study of whether the kind of work we do accords with how students learn best