CMP Faculty Retreat, May 21, 2015
Transcript of notes taken by scribes

Morning discussion:
How can we make Colby a place for students to do their best work? What qualities and capacities do we hope Colby students will develop?

1. Area Distribution Requirements In addition to completing the requisite courses for at least one major, Colby students must also complete a first-year writing course, two courses in the natural sciences (one with a laboratory component), one course in historical studies, one in the social sciences, one in the arts, three semesters of a foreign language, one literature course, one quantitative reasoning course, two diversity courses, and fulfill the first-year wellness program. Given the discussions thus far, if we were to start from scratch what sort of area distribution requirements might we propose (if any)?

2. Departments, Programs, Libraries, and Centers Colby’s academic program includes 26 departments and 9 interdisciplinary programs, as well as 3 libraries and several academic centers. Given the discussions thus far, are there ways to re-imagine how we work together to best support teaching, learning, and research and to advance common interests, goals, and values?

Questions 1 & 2, Table 17
Distribution Requirements
- Concentrate less on discipline, more focus on skill
- Maintain language requirement
- Literacy (Multi-cultural, Scientific)
- Information Literacy
- (Do they become a checklist?)

Support for Teaching/Learning/Research
- Structure is good
- Majors are good
- Methodological grounding
- Not one size fits all
- More non-majors in courses
- Mix needs to be balanced
- Pre reqs may be limiting for some disciplines

What Truly Matters? What are Central Values?
- Observations that are not tied to tenure
- Mentorship
- Academic programs
- Drop the term ‘divisions’
- Integrate knowledge
- Institutional priorities should be to
  o Take risks
  o Avoid credential-ism
Questions 1 & 2, Table Unknown
“Colby not close to need-blind; high percentage of students full-pay; also MAJOR town-gown problem”

Question 1 Distribution Requirements
- Emphasis should be on
  - Framing
  - Integrating
    - “meaningful, every one of them” but must frame them better
- Checkbox mentality is a problem
- One response to this problem: more clusters, more integrated courses to demonstrate how/why these different perspectives contribute to knowledge
- Need more college support
- Problem of double majors sometimes

Support for Teaching/Learning/Research
- MILLER LIBRARY NEEDS NEW WING (sic)
- Librarians at table emphasize that first year students survey say they want more books in the library
- Art museum parallels to the library—in terms of places that inspire, make vivid worlds of knowledge and approaches to knowledge NOT automatic, NOT default
- Types of learning support:
  - Support positive SPACES for learning, because cognition is embodied
  - Spaces where physical engagement prevents default ways of thinking/working
- Support and need for institutional rewards for time investment and risk-taking, innovations by teaching collaboratively & in integrative spaces like museum & libraries

Questions 1 & 2, Table Unknown
Departments, Programs, Libraries, & Centers:
- Support for collaborative teaching (ex: librarians & faculty; courses connected to Centers, faculty & Career Center)
- More collaborative advising (ex: Career Center)
- Being silo-ed
  - Could we have a culture of sitting in on each other’s classes?
  - Post syllabi—faculty could find points of connection
  - Pedagogy roundtable (used to have it, faded)
  - Credit/reward/incentives for this kind of thought
  - We have CLAS for students, but not for us
- Reimagine structure
  - What would happen if we got rid of double majors?
  - Double majors creates interdisciplinary student “super majors” so students go deeper
  - Students double major to be marketable
  - Teaching course load could lighten it! 5->4
Q1 & Q2  Requirements & Programs

Students who come in with lots of AP have different freedoms than those who do not

Should AP be usable for area requirements?

- Hire more people!
- Different tracks for people without AP credits
- Give college credit but not area distribution credit
- Encourage faculty to be “bureaucratically imaginative” in designating courses for area requirements?

Questions 1 & 2, Table Unknown

Area Distribution Requirements:

- Cross-cultural connections: value the language requirement
- Language changes thought processes in valuable ways
- Do area requirements create silos?
  - Separates these from experience in majors when we want to integrate ideas/people
  - But! These area requirements are a good way to mix students
- Can students help choose/frame area requirements?
- Integration of requirements (international, literature, which classes count for which)?
- How should international students be treated in terms of foreign language requirement?
  - Keeping in mind, this is an English-language institution
- Peer advising—to help identify relevant courses, change attitudes
- Student curricular conference
  - Small groups, report out, talk about requirements
  - Faculty listen
  - Better communication of goals

Questions 1 & 2, Table Unknown

Area Distribution Requirements:

- Acquire historical, qualitative, cultural, etc. literacy, rather than discipline-specific introductory courses
- An ‘Intro to the Liberal Arts’-type first year seminar? Have it prior to fall semester?
- Take only literacy classes first semester?

Departments, Programs, . . .

- Depth (in many disciplines) vs. breadth (distribution requirements, some disciplines)
- To encourage a broader liberal arts education, cap the number of courses required?
- Discourage/eliminate double majors?

Questions 1 & 2, Table Unknown

Area Distribution Requirements:

- More versus less: requirements versus concepts
- Freedom to choose
- Restrictive laterally and horizontally
- Increase in faculty load may be thought of as service
• Re-think diversity requirement, highly variable
• The curriculum should focus on the Precepts

Departments, Programs, . . .
• Try to eliminate “Divisions”
• Base on (?) what or how individual teaches
• How do we inhabit divisions?
  o Talk with divisional members
  o Work with divisional members
• Requires organization structure
  o Promotion-tenure
  o Curriculum
  o Space
• Need more interaction from department, division, college

Questions 1 & 2, Table Unknown
Area Distribution Requirements:
• Checking off boxes continues high-school mentality (“tokenism”)
• Requirements for major part of conversation
• Value broad thinking/exposure to different ideas
• Cluster/integrated studies approach
• First-year seminar
• Use advising to encourage experimentation
• Language requirement:
  o Staffing issues
  o Salience given desire to be global/multicultural
  o Best students test out, not getting into classes

Questions 1 & 2, Table Unknown
Area Distribution Requirements:
• Necessary?
• First year program
• Tie in with idea of risk-taking
• 1-2 classes in each division
• Less like a list

Departments, Programs, . . .
• Faculty need space/time to communicate with each other
• Can departments be combined?
• Do we really value what we say we value?
• Teaching, learning, scholarship, diversity

Questions 1 & 2, Table 2
Area Distribution Requirements:
Why do we need them?
Do our core values speak to the requirements
  o Skills, ways of thinking
  o Provide framework??
  o Risk taking is a process of development
  o Global:
    ▪ Multi-disciplinary skill set
    ▪ Gather and recognize evidence/issues
    ▪ Replace value-based with value-added components
    ▪ Use writing requirements as a model for requirements framework

Departments, Programs, . . .
  o Collaborating with faculty ongoing support
  o Library should reinforce this skill
  o Visual literacy
  o Digital literacy
  o Information literacy
    o All incorporated into pedagogy & teaching it as well
  o Museum as a place for risk-taking/for faculty & students
  o Humanities Center/Themes
  o Project-based learning
  o LABS (multi-disciplinary/multi-year)
  o Notion of citizen of classroom
  o Staffing implications and willingness to take on this change
  o Collaboratively inspired, as opposed to competitive
  o Incentives/rewards for student academic risk taking??
  o Senior scholars program model “honors college concept”
  o Resources—allocations create barriers to inter-disciplinary collaboration

Questions 1 & 2, Table 3
Area Distribution Requirements:
  o Moral judgement/ethics
  o Restructured diversity requirement
  o AP does not satisfy distribution requirement in complexity
  o Outside 300s requires intro and advanced courses in other areas
  o Community engagement off campus
  o Statistical literacy (within quantitative literacy)
  o Visual literacy grounded in the classroom and learning
  o Social justice couched in real engagement with peers
  o Writing
  o Themed requirements connected to values and mission of college
  o How to reinforce, integrate these values across all classes, all departments?
  o Information literacy (library integration) and personal librarian program
Departments, Programs, . . .
- Values integrated to all programs
- Divisions, physical buildings and campus architecture separates us
- Integration of student body versus themed housing, divided office spaces
- Colby theme every four years?
- Do we need four divisions?
- Abolish divisions
- Need for integration, connection
- Team teaching across departments
- Issue of physical isolation across campus, especially in winter—what mixes us up across buildings in daily living?
- Reduction in course load to 2/2
- Increased integration/cross listing/co-teaching
- Need for more interdisciplinary faculty
- Rotate offices/office lotto/buildings with a mix of division faculty
- Integrated studies/paired courses by theme across disciplines
- Reduction in double majors—more depth, in one discipline and more interconnection to other fields
- More library, museum, social justice, quantitative labs taught by one professor, for another departments’ courses

Questions 1 & 2, Table 4
Area Distribution Requirements:
- Skill-based, rather than solely divisional
- Or, recasting requirements in terms of values
- How to avoid just checking off the boxes
- Cultivating a culture in which motivations are taken into consideration
- Could/should a broad curriculum be rethought for the 21st century?
- Same goal, different structure

Departments, Programs, . . .
- Institutionalizing intellectual literacy
- Integration of efforts between departments, programs, and libraries
- A skills-based requirement
- Finding a balance between events and contemplation
- Innovative formats for events that include student, community, and faculty involvement

Questions 1 & 2, Table 7
Distribution requirements:
- Content knowledge, core curriculum
- Multi-disciplinary “ways” of seeing the world versus skills that students learn how to learn
- Might students all have to read particular texts?
- Think, read, write, communicate, network
- Room for surprises? Connections between disciplines
• “Am I allowed to follow my passions or do I need to get a job?”
• First year critical for new ways of thinking
• Linear systems—“electives” valuable, explore real curiosities
• Requirement structure themes? Opportunity to make interdisciplinary connections
• Can students take courses they are interested in and that fulfill requirements?
• Some majors have too many courses, not enough time to do anything else

Departments, Programs, . . .
• Administrative overhead for small departments versus big:
  o Course release for chairs, pressure on curriculum but autonomy is valuable
• Scheduling challenges
  o Benefits to students, if given stronger direction, regarding scheduling courses
• Work together as an academic community, give up autonomy
• Collaboration
• Separate libraries, for example, dining halls
• Shorter list
  o Is major the same as department; are there relevant courses outside the department
• Why divisions? Most important place representation of faculty committees (especially P&T)
• Creative knowledge representation
• Re-categorize? Think more about kind of knowledge production
• Wellness: Practical and positive experiences, stress management, value the physical (“healthy mind, healthy body”)
• Could strategically using programming in centers serve the same as distribution requirements and reduce list of requirements?

Questions 1 & 2, Table 9
Distribution requirements:
• Do our requirements serve our students?
• Portfolios instead of requirements
• Diversity requirement, embrace difference
• Rethinking priorities could help us reframe the formal structure of what we do
• Do traditional departmental or divisional boundaries limit what we do?
• Maybe restate requirements to emphasize values, rather than traditional interpretations
• Is it all academic?
• Encouraging students to be intentional about choices
• Can we simultaneously be true to disciplinary rigor and yet also work to break down boundaries?
• We need more opportunities to bring folks together for meaningful cross-pollination
• Bandwidth limitations, time
• How do we change without creating more work for ourselves?
• Area dist. Requirements should ensure that students have broad academic experience, valuable for first-year framework,
• Checklist attitude toward requirements
• Clumped into first two years
• What if we started from scratch?
  o Take from each division?
  o Foreign language requirement for three semesters?
  o Study abroad requirement?
  o Jan Plan as requirement?

Departments, Programs, . . .
• Faculty need more time for research
• Faculty need more support with technology and developing new techniques
• Structure is necessary
• Hubs for interdisciplinary activity
• Disadvantages of smaller department are some of our too small? Should some smaller departments be combined?

Questions 1 & 2, Table 10
Distribution requirements:
• Alternative routes to broad education
• Student responsibility for education
• Mode-of-inquiry-based approach
• Five modes students must sample
• If no requirements students would focus too much on credentialing
• Set requirements may discourage interdisciplinary connections
• Losing requirements requires culture shift
• Keep writing requirement regardless

Departments, Programs, . . .
• Departments and staffing mode of inquiry based structure
• Current system doesn’t promote cooperation in using and allocating resources
• Primary question is: what do we want to become??
• Do more to support collaborative teaching
• More opportunities for interaction, like a common hour
• Scrap the divisions

Questions 1 & 2, Table 11
Distribution requirements:
• 7 of eight people at table said there should be some requirements
• Stress interconnectedness of knowledge
• Push students to explore outside of the familiar
• Science courses adopted for non-scientists
• Choice—we should be less restrictive
• Make students better at their major, more successful because of their varied background
• Need data—where do students satisfy different requirements (for example, A-Art? Theater and Dance? Cinema?)
• Help students to figure out their passions and interests
Departments, Programs, . . .

- Do we need divisions?
- Advantages:
  - Share common problems, come together to discuss and solve them
  - Team work, collaboration
  - Efficiency
- Disadvantages:
  - Tribal
  - Fighting for resources
- Connections across campus
- Getting out of silos
- Mumble, centers
- Faculty lunch with affordable, good food, central on campus
- Spontaneous, unstructured space in the student center
- Beautiful, comfortable, moveable furniture, attractive, well-designed
- At new Theater and Dance Building?

Questions 1 & 2, Table 13

Distribution requirements:

- Pervasive culture of alcohol, partying (sic), risky behavior, sex, drugs
- We lose good students, sometimes best students, because of this pervasive culture
- Also, money being spent, by students, coupled with lack of respect for staff, custodians, etc.
- Has it gotten worse? Yes several people say ‘come drunk’ vs. social drinking (ban on hard alcohol connection)
- Entitlement is a big issue

Departments, Programs, . . .

n/a

Questions 1 & 2, Table 15

Distribution requirements:

- Too many? But hard to know what to eliminate
- Integrated core curriculum?
- Integrate Q, Art, Writing, ETC over two years
- Shared experiences, not just dead white guys but common intellectual experience
- Problem with above, it may cut into academic freedom
- Perhaps one in fall/one in spring
- Difficult—little coordination—first year seminar can be problematic
- Common experience may not be so common
- Integrated cluster—not mainstream now
- What do we give up by getting rid of all these requirements?
- Is the diversity requirement effective? Not always effective on faculty level
- Multicultural literacy seen as effective
- Checking diversity box is not always as transformative—partly due to the attitude going in
Transformative—students should see themselves in the world differently
Other courses can do this, too, but checking boxes not necessarily effective

Departments, Programs, . . .
- Centers that defy divisional alignments
- Affiliations, affinity groups
- Get out of silo
- Interdisciplinary student projects
- Strong sense of department community still important
- More informal faculty interactions
- Cross-discipline peer reviews
- Spot for faculty lunch
- Also greater coherence within divisions
- Informal but intentional structures to bring people together

Questions 1 & 2, Table 16

Distribution requirements:
- Requirements, if no, then what?
- Are requirements remedial high school?
- Free form—more onus on advising
- How and number of courses outside of discipline? Or within division?
- Credentialing
- Resume building
- Current requirements less division based but mode of inquiry
- Goal: self-motivated, independent thinkers
- Pros: expose students to unexpected content they did not expect to love
- Major, double major, petition to apply?
- More flexibility in courses that ‘count’
- AP courses filling requirements
- Select subset of requirements
- Information literacy
- Skills vs discipline

Departments, Programs, . . .
- Reimagining collaborative work
- Course load
- Increase ways of connecting
- Compartmentalization versus integration
- Team teaching—establish connection across disciplines
- Opportunities to connect
- Expose students to multiple perspectives
- Information literacy
- Should this be a requirement?
- Two class clusters, collaborative shared topic
• Office configurations/infrastructure issue
• Do we have to be departmentally fixed? What would this communicate to students?
• Faculty dining room
• CTL?
• Demands on faculty time
• How does each course/faculty contribute to the broader goal?
Morning session continued: Questions 3 & 4

3. Athletics and Academics  Colby supports 32 varsity and 9 club sports, in addition to providing co-curricular intramural athletic opportunities for many of our students. In light of the conversations so far, where do we see opportunities for better aligning the important work of athletics with the academic mission of the College?

4. Student Culture and the Academic Program  At last year’s retreat, faculty members overwhelmingly expressed a wish to develop a culture of high intellectual expectations and of creativity and intellectual risk-taking among students.

What might we do to foster that culture from the moment students arrive? How do we create an educational experience at Colby that will attract these students? What is the role of research in students’ Colby education?

Questions 3 & 4, Table 17
Athletics and Academics
- Faculty liaison program very good—could make it better
- Time management is key
- Athletics can ideally be an outlet for stress, a help to time management
- Issues—difficult for student athletes in classes
- Different for professors, other students sometimes when group athlete presence
- Does “the zone” work?
- Coach pressure to be ‘excellent’ to have team meetings, etc.
- Divide between ‘Non-athletic regular persons’ & student athletes
- Athletics struggling with unofficial practices—huge amounts of time
- Professors at table says she highly valued being a student athlete, but it was ‘two hours a day’, plus weekend travel
- Of course, we are committed to doing our best in what we do, but “we need to win more”
- Coach says, it is meaningful to win, yet, how do we do that and invest more time in academics? It seems at odds.
- Possibilities for solutions:
  - Fewer varsity/club sports?
  - Is it an outrageous number for size of schools?
  - Money, insurance costs very high
  - We need a larger discussion about role of sports at Colby
  - OR we need to focus on how do we support student athletes
- How to heal the divide? Team sports can be valuable and can encourage some of the same skills and values that academic pursuits do, however, you can’t major in football—it’s not an academic program.
- We do need a larger conversation as there is a major divide is emerging between athletic/academics

Questions 3 & 4, Table 3
Athletics and Academics
- Class schedules and athletic competition—resolving conflicts
• What to ensure our coaches are teaching—can the risk taking of sports figure into academics?
• Instituting responsibility, rigor, and self-reliance
• Getting rid of the divide between athletics and academics
• There can and should be a core value relevant to both

Student Culture and the Academic Program
• Creating a culture of intellectual courage
• Supporting faculty, and especially junior faculty, to take risks be wrong, etc.
• How to counteract a ‘check the box’ culture?
• The entitlement issue
• Creating opportunities for personal engagement
• Holding to account

Questions 3 & 4, Table 4
Athletics and Academics
• Better alignment with the academic mission
• Overextended students help identify priorities
• Scheduling challenges conflicts and inflexibility
• Pick one, athletic pursuit, make academics first
• Inflexibility may be perception
• Blame put on coaches not student making choice
• Communication breakdown
• Faculty could discuss value/how it relates
• Feels like faculty competing for student focus
• Can faculty take responsibility for improving how we discuss complexity
• Aspirational opportunity the teaching that happens in athletics can cultivate risk taking in athletics
• Data on how athletes/non-athletes perform/manage time—is it really better?
• How do we get students to integrate knowledge/learning/lessons from athletics to academic experience? Responsibility of faculty to lead?
• Feedback loops happen quickly in athletics
• Faculty could talk with coaches about time conflicts

Student Culture and the Academic Program
• Outliers are unhappy here
• Invisibility of shared interest in intellectual engagement outside the classroom
• Overextended students—no time to talk—always doing
• Are students pursuing the major they ‘should’ pursue, or the ones they are passionate about?
• Students filling every moment of time—no downtime. Could that feed the drinking culture, a true time ‘not to think’?
• Create provocations—building habits that lead to virtues—students (often) do respond to provocations
• Not enough spaces for students and faculty to convene and converse
Questions 3 & 4, Table 5
Athletics and Academics

- Wish there was the engagement, passion, ambition in athletics that doesn’t appear in academics. They could push each other, collaborate.
- “I wish you would work as hard in sports as you do in academies”. Achieve high standards, excellence, commitment
- So, there are different views, faculty and coaches
- There is a connection between academics and sports in some discipline
- Worry about cliquishness in academics because of sports
- Different teams link to different academic departments—hockey/econ, football/government, etc.
- Athletes perpetuate test files academic dishonesty
- Athletic teams perpetuate social cliques on campus
- Teams sit at the same tables—can only sit at certain tables
- Certain male teams known to be responsible for:
  - Sexual assault
  - Dorm damage
- Are these stereotypes or are they realities?
- Faculty jealous/envious/frustrated that athletics takes so much student time and energy. Don’t see how to strike a balance/collaboration—it is out of balance

Student Culture and the Academic Program

- Faculty have to model intellectual risk-taking for students
- Could be done by co-teaching. Right now we are silo-ed, stuck in departments. Faculty have not been encouraged to be intellectual risk takers in teaching.
- Dis-incentive to give ‘real grades’ for jr. faculty especially?
- Gendered student perception of grading
  - Women—harsh, men—challenging
  - Women of color are even more at risk
- There is so much critical research on evaluations—why don’t we change/
- Current evaluation system discourages risk taking
- We don’t send message to incoming students that they will be pushed academically, made uncomfortable
- We advertise safe, we attract students who want to be safe
- We need a clear mission statements that all students know, can recite, and then shape the academic experience

Questions 3 & 4, Table 7
Athletics and Academics

- The zone as problematic
- Need to fill athletic teams leads to compromises in academic quality
- Time demands on student-athletes, particularly 2-3 sport athletes
- Do we have too many teams?
- Could we support fewer teams more strongly?
Student Culture and the Academic Program
- Try to create events/requirements that minimize two Colby phenomenon
- Need to change culture to encourage risk-taking in distribution requirements
- First-year advising often needs to support risk-taking

Questions 3 & 4, Table 8
Athletics and Academics
- A schedule of every team and visual practice times given to faculty/on graphic schedule so we can schedule zone/work with student so much better
- Talking to coaches there is a gap beyond liaisons and coaches. We get advising dean—but don’t know who coach is
- Athletics as division?
  - Building structures with athletics within our structure—not outside
- Comradery with teams is a good thing
- But, does it separate non-athletes? Is there ‘segregation’ of athletes and non-athletes
- An audience to discuss sexual violence, masculinity

Student Culture and the Academic Program
- Again, risk taking
- Literacies as opportunities
- Rewards for faculty, especially junior faculty rather than reliance on evaluations
- Senior students involved in teaching, will take ownership
- Fundraising for student research, internships, work with faculty, doing research abroad
- A meaningful global experience—funding for deep civic engagement
- Global, local, campus—all part of the Colby experience

Questions 3 & 4, Table 3
Athletics and Academics
- Coaches are guides, models for responsible behavior
- More leadership should come from teaching faculty
- Coaches experience with helping learn members deal with challenges and difficulties
- What do students value in athletic experience? Learning to be people, the “team thing”
- Past confrontation, between athletics and academics
- Find another relationship between the two
- Male athletes against violence should be encouraged
- Coaches build leaders
- Academic faculty need to partner with them on leadership and team building
- Bring it into our classrooms—synonym for leadership?
- Active responsibility, engaged citizenship
- Some of us hear problems with the word, ‘leadership’

Questions 3 & 4, Table unknown
Athletics and Academics
- Leadership—expanded definitions
- Citizens of consequence
• World problems we need to deal with
• Athletics teamwork, points to values related to teamwork
• Potential problem with policy of allowed scheduling in Zone
• Issues of teaching scheduling of classes
• Be creative
• Future worth in this area
• We need to respect what coaches do with the team

Student Culture and the Academic Program
• Need expressed to foster cultures of risk-taking
• Outline consequences of risks what/where is the support for that risk?
• First year classes need new models
• Seniors thesis capstones higher level of intellectual culture/community
• By spring: first year hour less investment in expectations
• Are socialized in Colby’s less positive classroom treats
• Student culture: COOT—open minded, respectful about first year reading
• How can we foster some conversation that first year seminars could help?
• Need to structure first year classes to get around this negative socialization
• Another kind of socialization needs to happen
• Faculty need to be a part of this
• Maybe lunch-hour interactions between faculty/students could help
• Need to restructure class schedule
• Students from low income backgrounds need job right away—can’t take the same risks
• Embracing differences means creating opportunities for all students to partake in risks
• Support for professors—building into program ‘risky’ responsibilities/requirements
• Need to define risks—speaking in class, taking an unusual tack on an assignment
• People need to feel safe even when they are uncomfortable
• Need to tell students in first year what Colby education entails—how it differs from high school
• Students don’t have time
• How do we get students to shed the confidence, identity, of top of high school class?

Questions 3 & 4, Table 9
Athletics and Academics
• 30-40% students = athletes
• Do athletes meet stereotypes? Break stereotype.
• Do athletics interfere with our mission as teachers
  o 1 pm class
  o Friday classes
  o W1 fall athletes find it hard to balance
  o Languages—cultural events in the afternoon
  o Set up a common hour
  o Should we have fewer sports teams? But support them better?
  o How would the college culture change with fewer athletes?
**Student Culture and the Academic Program**

- Practice pertains both to athletics and study
- Break culture of conformity
- Culture of doing research—understanding failure
- Grade inflation—students get rewarded for mediocre work
- Student evaluations keep faculty (particularly faculty-track) from teaching to their full expectations

**Questions 3 & 4, Table 4**

**Athletics and Academics**

- We have all done sports
- Supportive ethos derived from team sports
- Learning leadership (connected to risk taking)
- Drawing contributions from other people
- Physical benefits
- Pushing yourself
- In a team everybody is important, contributing something—you have an obligation to contribute
- Team as trust environment
- Classroom as learning community
- The further you push yourself, the further you move the team
- Competition as a creative tool
- But: sports have their clear rules—risk taking is easier than in the classroom, where it can be perceived as less clear
- How do we deal with ambiguity? Restlessness?
- And yet—rules are also important! Culture of discipline, perseverance, practice

**Questions 3 & 4, Table 4**

**Athletics and Academics & Student Culture and the Academic Program**

- Athletic groups clump together, strong alumni attachment
- Aspirational values of risk taking
  - Do we have a misalignment of academic priorities below sport, clubs, etc?
  - A culture of anti-intellectualism?
  - Self-labeling, rigid sense of identity, need a more integrated sense of self
- How do we cultivate the student culture to support this?
- Student groups are also inflexible
- Difficulty of being scholar-athlete:
  - Reduced to a label
  - Intense culture
  - Ethos of silence, pain avoidance
  - Limits academic paths due to sports/major schedule
  - Studio art (weekends)
  - Geology field trips
- Coach-student relationship
  - More time to shape values
• How do we better align the two?
  o Lip service to ‘academics first’
  o Can we align the two?
  o Short-term goal (games) at the expense of longer-term goals (career)

Questions 3 & 4, Table 13
Athletics and Academics
• Scheduling difficulties
• Rethink the zone?
• Students should take ownership over their commitments (e.g. tell coaches and profs about scheduling issues)
• Could the course rosters indicate when students are on sports teams?

Student Culture and the Academic Program
• Work hard/play hard is part of the culture in the US in general
• We need to model the intellectual risk-taking and reflective conversations we want them to have
• First-year seminar?
• We need more resources for this, though

Questions 3 & 4, Table 14
Athletics and Academics
• Scheduling for athletics
• Should Colby move to a lower division
• Coaches provide valuable mentoring
• The team culture can be anti-intellectual

Student Culture and the Academic Program
• Don’t refer to students as kids

Questions 3 & 4, Table 15
Athletics and Academics
• Aligning athletics with academic mission of 1/3 of students who are varsity athletes
• Practice window can restrict classes
• Missing out on interacting with coaches
• Coaches meet with students more than faculty do
• Team is tightly knit
• Want to avoid defending academics versus athletics—they should support each other, support student athletes without giving them advantage in class (more lenience)
• Faculty liaison-teamed with particular team
• Athletes can be better integrated into campus
• Way for coaches and teaching faculty to talk more
• Is there a way for coaches and teaching faculty to talk more? Coaches recruit based on academics
• About 20 (admissions based on athletic ability with weaker academic abilities) per year
• Lots of coaches come to CLAS

**Student Culture and the Academic Program**

• Peer advising—safer, less risk taking compared to faculty advice
• Student, have huge fear of failure
• Role of research
  o Huge advantages—hall mark of Colby (CLAS, Presidential Scholars)
• No grades first year
• Pass/no pass with written evaluation (appears on transcript)
• Written evaluations would not work well for all classes
• Grade need for some courses (MCAT requirements, for example)
• Faculty could opt in to written evaluation system

**Questions 3 & 4, Table 16**

**Athletics and Academics**

• Communication between coaches & faculty about what is best for students
• A lot of faculty can learn from coaches to improvement in communication
• Opportunity for faculty with teams, (and coach involvement in classrooms)
• myColby data on what students are involved in outside of classroom

**Student Culture and the Academic Program**

• Project-based learning at introductory level
• First-year seminars, research based and/or open topic
• Theme-based, totally open-ended first-year seminar

**Questions 3 & 4, Table 17**

**Athletics and Academics**

• Lessons from athletics: life skills, etc. how to re-inforce this?
• High achievement a norm in athletics but, for some students, “good enough” in academics
• Teamwork, collaboration
• Grades can create a dis-incentive for excellence
• In athletics, there is no limit
• Grade inflation makes it harder to recognize excellence
• Also—life skills like leadership also not necessarily reflected in grades
• Many goals in common
• Coaches talk with students about academics
  o Major focus of conversations
  o Teaching faculty/coach partnership
• Appreciate athlete community but encourage athletes to allow permeable barrier—being an athlete should not trump all other identities
• Faculty liaison program more robust?
• Back to accountability—shared values

**Student Culture and the Academic Program**

• Need to break down silos
• Social cliques not very healthy
• First year seminar
• Common first year experience
• Multidisciplinary W1 is too dispersed
• Set tones
• Williams (but there are many others) have dorm entry mix them up: athletics, international, etc.
• Common room—all take first year seminar
• Residential first year seminar
• Too many ways that Colby students can avoid interacting with others who are different
• Berea—makes you room with someone from a different background, giving a common experience about cross-cultural experience
• Pugh Center—important, but somehow a silo
• Diversity is silo-ed—task force?
• Make a priority the diversity
• Classroom work most important—more than residential e.g. lab partners
• Teach-ins could be required
• Give credit for CCOR
• Show institutional commitment to collaborative efforts

Questions 3 & 4, Table 18
Athletics and Academics
• Don’t treat students as kids
• Students have information given to them, good at practicing and following instructions
• We do too much hand-holding
• How do we get to develop more independence?
• Setting high expectations for the number of hours outside the class
• “It’s not my major, why do I have to spend that much time on this?”
• How do we get students to see failure as part of the learning process?

Questions 3 & 4, Table unknown
Athletics and Academics
• More structure, more buy-in
• Breakdown barriers
• Relationship building between faculty and coaches
• Museum as place of exploration/invitation to teams, “spotlight”
• Engagement, different media/social component to teams
• Planning with intention
• “Care and feeding” approach
• Attendance of coaches/faculty at events
• Building trusting relationships with students
• List of requirements/expectations for coaches?
• Coaches speaking to each other, approaches to engagement
• Faculty’s responsibility to this—not service, but citizenship
Student Culture and the Academic Program
- Failure as valuable experience
- Grades? Class rank? Rethink!
- Defining expectations
- First semester (not graded)
- Faculty risk taking, considerations around that
- Critical student evaluations
- Less about teaching effectiveness, more about student satisfaction
- Reassess the evaluation process??
- Performance process is very faculty-driven
- Consultants for assessment
- Change evaluations to foster risk taking
- 4-week immersion program, learning and thinking (a la Bard)

Questions 3 & 4, Table 16
Athletics and Academics
- Role models for Waterville elementary/secondary schools
- Behavior/attending to ‘party culture’ on campus
- Athletics instructional model—apply to the classroom
- The athletic process: winners and losers
  - Again, academic risk-taking
  - Discipline
  - Experiential learning
- Academic question applied to the athletic team: intellectual/creative leverage together with physical courage

Student Culture and the Academic Program
- Define this concern
- Re-design student living accommodation
- Re-designing the COOT model/experience
- How to change this deeply rooted, cultural ‘right-of-way’
- Addressing culture to achieve
- Research-based COOT?
- Blurring lines between research and extra-curricular
- Kick starting the academic curve

Questions 3 & 4, Table 2
Student Culture and the Academic Program
- “It’s very hard to not be a drinker
- I can’t study in my dorm
- I couldn’t sleep in my room last night”
- Entitlement and alcohol ‘culture’ party scene
- Making it better begins with admissions
- We don’t want a website & admissions procedures that encourage Colby Country Club
• Because the overall message of the website stresses the ease of applying to Colby presently, leaning a little too much towards the ‘CCC’
• This should be about intellectual risk-taking
• Pressure to conform at Colby:
  o “if I stay, I’ll have to buff off all of my rough edges” said one student who is transferring.
  o We want students to feel more ownership of intellectual development
• Less entitled, less expectant, more ready to intervene, ask questions, disagree
• Evaluation culture is very undermining in some ways
  o Bad tool presently—studies regularly show this—undermines teaching, especially of assistant professors
• First year seminar should be interdisciplinary
• Explicitly acknowledge some discussions that involve risk-taking
• Discussion about the essential values
• Seminars
• Possibility of more non-graded courses—see Swarthmore first-year model
• Modelling disagreement in discussion
• Team-taught courses with a colleague
• We want genuine team teaching!
• Idea: liberal arts immersion—1st semester no courses in a major
• Integrated studies clusters—see Stanford, Scripps, other places
AFTERNOON DISCUSSION SESSION
Given the context of the ways our jobs have changed in recent years, and given that good teaching and good scholarship take time, how can we make Colby a place for faculty to do their best work?

5. How can we celebrate and foster Colby’s extraordinary culture of teaching and the development of student-faculty mentoring relationships, by defining clearly what we expect of each other, so as to make the time to focus on our teaching and research?

6. How can we model for students taking time to think and reflect quietly? Could defining such a culture become a distinctive aspect of Colby’s culture and of a Colby education?

Questions 5 & 6, Table unknown

Expectations
- More accommodations for learning differences
- More time involved in teaching
- More activities per course
- Welcoming dept vs discipline
- Center for Teaching and Learning assistance
- Teaching time vs research time
- External vs internal class expectations

Reflection
- spend time on self
- set up personal time
- understanding of value of individual time and how it is engaged
- metacognition is important
- personal emphasis - health benefits
- personal and mental health as priority
- lessen anxiety issues
- what would you choose to give up?

Questions 5 & 6, Table unknown

Expectations
- Flexibility in 5th course (teaching "across" disciplines)
- Cluster courses to allow faculty opportunities to contribute at intro level
- Facilities not conducive to teaching, research
- Faculty-student research: intrinsic vs extrinsic

Reflection
- sequester yourself
- spaces (library, museum, etc)
- time to reflect

Questions 5 & 6, Table unknown

Expectations
- Clearly stating expectations, i.e., whether you need to run for committees
• How do we structure involvement of faculty in areas they are passionate about regarding service to the college?
• Defining service to the college
• Engagement issue at the faculty level. Expected to be part of the college. Can't fly in and fly out.
• Faculty being present
• Community in the center of the table
• How much time should we be in our office available for students?
• Important to be on campus for spontaneous interaction
• Drawing boundaries
• Department becoming a team. Participating in all areas of the college.
• Resentment building over teaching two days/week versus four days/week

Reflection
• Schedule times with students to further explore questions, etc.
• Parts of the curriculum allow for that - creatively look at.
• Capstone experiences. Educate our students, develop strategies to think and be more independent.
• Develop a tolerance for frustration
• Setting boundaries - the work needs to be yours
• Moments of contemplation in class
• Better, bigger coffee house! with good coffee

Questions 5 & 6, Table unknown

Expectations
• Four course load
• New ways to allocate compensation
• 24- hour communication expectations
• Evaluation of work done in preparation for scholarship
• Impact of involving students in research on output
• Layered expectations - "unfunded mandates"
• Acknowledgement of work/life balance needs
• More intentional and transparent about expectations/workload
• Lean staffing means no resilience

Reflection - N/A

Questions 5 & 6, Table unknown

Expectations
• Need to define student/faculty mentoring broadly
• Faculty/student engagement as 4th category for promotion/tenure/merit? Is it service?
• Good teaching (-> teaching load) also impacts scholarly productivity
• Ultimately, a faculty cultural issue...
• Sabbatical schedule...semester every 3 years?
• Are we allowed to say no to student requests/demands
• CTL -> need more ideas, opportunities to gather

Reflection - N/A

Questions 5 & 6, Table unknown

Expectations
• email
• four-course load
• Course reduction for independent studies/thesis +/- or for faculty research
• quarter system?
• division vs department
• drive enrollment in courses down
• service expectations -> earlier conclusion
• admin support
• standardized load?
• four credit hours per course?

Reflection
• coffee and conversation space
• message 'this is valued'
• inst. policy -> 4 days on campus, 1 day off campus
• day for intellectual pursuits
• event fatigue
• lots of events, low attendance?
• Streamline schedules
• over-program?

Questions 5 & 6, Table unknown

Expectations
• Teaching load is too heavy (4)
• Staff support
  o Career center: more advising
  o First year advising beginning in summer is burdensome
• Research time should be protected
• Summer advising doesn’t work!
• Admin work for faculty is not always rewarded properly

Reflection
• less busywork for faculty
• CFGR
• programming coordinators
• less admin staff creating work for faculty. Would be great if their admin jobs reduced faculty workload
• Need full time multilingual specialist
• Talk about our scholarship
• Ask faculty to give talks, not big-time celebrities
• Incorporate skills/regimen of athletics into academics
• Training, teamwork, have to practice, think, prepare

Questions 5 & 6, Table 1
Expectations
• Celebrate culture of teaching: expectations of each other
• Focus on teaching and research
• We should have research in the service of teaching
• Call our students' work "scholarship" not research
• Set aside part (20%) of teaching load for research

Reflection
• Flip classroom
• Decrease number of classes required
• Faculty modeling
• Faculty ask more open-ended questions
• Intellectual courage
• Reinforces camaraderie
• Longer classes - more time to discuss, reflect
• First-year dialog, structured - grappling with a question
• Annual institutional theme

Questions 5 & 6, Table 2
Expectations
• Incentives to invest vs punitive
• Define our culture to underscore community.
• Four course load!
• People who live outside of Waterville - impact on campus community
  o Changes dynamics of department.
  o Creates sense of two different kinds of jobs.
• What work gets valued? Rewarded?
• Problem: Job designed on a male faculty member with spouse at home
• Childcare needed
• Depaternalize advising model
• Professional advising staff, advising center, different models
• How to measure discrepancy between unequal distribution of labor between departments?
• Lower expectations for service in departments with higher numbers of students
• Count different types of work (labs, etc) as teaching
• The tyranny of student evaluations on teaching, advising, etc
  o Buys into consumer model
• Instead, offer conversations on pedagogy
• Use space differently - mix up departments in different buildings
• Get rid of divisions - take risks
• More freaks - more dissent
• We need mechanisms that encourage risk-taking (students & faculty)
Reflection

- Hyper busyness
- "Slowing down model" vs productivity/tenure pressure
- Redefine CLAS
  - Use it to honor work with faculty over time
  - Process focused vs productive
  - TEDification of scholarship
- Museum as experience to slow down and think critically from a different plane of thinking
- Students have said "We are rewarded for superficiality" - workload pressures them to go too fast.
- Proliferation of programming
- Spaces for having conversation: Faculty lounge

Questions 5 & 6, Table 4

Expectations

- Course load. Reduction to 4?
- Travel money not adequate (conference)
- Too much committee work (not distributed among all faculty)
- No compensation for independent studies?

Reflection

- Balanced schedule?
- Building research time into daily routine?
- Faculty dining room?
- Role of research assistants
- CLAS for faculty?

Questions 5 & 6, Table 5

Expectations

- 2-2 course load
- sabbatical every three years like Swat
- 1 radical idea: elevate excellent teaching at expense of research
- However, key to have publishable research opportunities for undergraduates
- Support for research is key
- Recruiting people passionate about research
- Issue/problem: Expected to spend 75% time teaching, 75% time research
- More clarity about expectations for junior faculty
- Research and teaching inform each other
- Diff. issues Sciences v Social sci/humanities. Diff. time allocation possibilities
- Varying degrees of research achievement - bar is varied
- Some are doing 75-75 but not all
- Excellence in both research and teaching requires much more support
- Time, assistance, rewards
- A whole set of things we could do
Focus on the important

- Presently, higher and more consistent bar on teaching
- Others say not such an uneven bar and not so ratcheted up
- Anxiety surrounding over-valuing of student evals and not knowing where/what the bar is
- Other issues about evals as not good tool

Reflection
- Different message from beginning about not doing so much
- Against distractions
- Spaces that encourage quiet reflection
- Intervening in electronic, automatic default
- In-class writing, in-class thinking time
- Ask questions that ask them to draw on other courses
- Starting class with mindfulness exercise
- Teach-in kinds of conversations

Questions 5 & 6, Table 7

Expectations
- Rethink what "counts"
- Flexibility of the mix across time
- Consider 2/2 course load
- More frequent sabbaticals?
- Invest in faculty support
- Research grant support
  - $ - top off major grants
  - Development and Provost office workshops
  - Support across disciplines (now science)

Reflection
- Work/life balance
- Promoting research lives of faculty, the pieces, time involved

Questions 5 & 6, Table 10

Expectations
- Time is problematic
- Contradiction - expectations, leadership roles, committees
- Not a lot of administrative support for resource problem, even in library
- Unexplained traditions and expectations
- We might be slotted into a constraining model. Can't do best work.
- Schedule is constraining
- Why can't seniors work with us after graduation?
- No credit for mentoring relationship
- What about a 3rd year sabbatical?
- Where does flexibility come from? Board, Provost, Department - all levels?

Reflection
• Too scheduled/ over-extended. Uptick in programming.
• Expectations to interact with students
• Problem with face-to-face communication. Need to invite students to interact with us.
• Library staff are pulled by teacher and student.
• Need to cultivate internal motivation. Follow passion. Be edgy.
• How to undermine idea of being over scheduled?
• Problem is also that peers have huge impact. Is it us or peers? Where do students get information? What is role of group-peer leaders? Sports have leadership training...

Questions 5 & 6, Table 13

Expectations
• Could we have a 4-course teaching load?
  o We would need more faculty
  o Five-course load might hurt recruiting
• We need more staff, e.g., science lab staff
• There isn't parity among independent study and honors credit
• Research with students often takes more time. It's 1-on-1 teaching. Let's call it mentorship or training, not "research assistance"
• Tenure standards need to be more clear
• Student evaluations are too high stakes. This dampens risk-taking and innovation.
• Teaching evaluation should happen in multiple ways. We don't do it because it's resource-intensive.

Reflection
• Would a common hour help?
• Reflection has a pedagogy and research literature -&gt; We could do more.
• There's value in "read, write, reflect."
• More support around how students learn, teaching with technology
• Most faculty are too busy to reflect themselves!
• Writing retreat? (for faculty)
• Independent projects/theses!

Questions 5 & 6, Table 14

Expectations
• Defining expectations among faculty can constrain us
• Having so many obligations on time can keep us from pursuing creative work & opportunities for teaching
• How do you measure scholarship? (Quantity, quality?)
• No quick fix - we need more time
• Connection to distribution requirements. If we reimagine them, can we reimagine faculty duties
• Students' expectations of faculty -&gt; fairly one-sided relationship
• State expectations in syllabus and then require students to be responsible
• Difficult for junior faculty to model risk-taking b/c of evaluations
• Could perhaps reassure faculty about how evals are read and used in tenure
• Faculty can create own evaluations, questions, but are they considered?
• Residential experience - what if we took a more holistic approach to education? What if students saw their education as happening outside the classroom?
• Small classes make risk-taking easier
  o Sometimes establishes tone of intellectual rigor early on

Reflection
• Students are afraid to stop doing all their stuff b/c they're scared about where their minds go
  (quote from student)
• Technology means you're never alone
• Technology will help you find someone who will tell you you're right
• Film screening creates space for reflection
• Ask students to stop by reflecting.
  o What did you see on the way to class?
  o Built environment (Smith College)
• Create a teach-in type environment for thinking
• Brainstorming time
• Draconian - require students to turn phone/computer off (shut down network)
• Phone stacks
• Expectations - email for faculty, staff, & students
• What do students want? Invite them into conversation about this?
• What is value of reflection?
• Tech - tell them why we want students to use or not use?

Questions 5 & 6, Table 15

Expectations
• Creating appropriate restrictions on access to faculty (via email, etc)
• Helping students to be aware of faculty research
• A good teacher is also an accomplished scholar, artist, composer, scientist, etc.
• Creating a culture in which research is acknowledged and celebrated
• Confronting the "what you do is who you are" conundrum
• Developing sense of self as individuals

Reflection
• Goal of listening being primary
• Making mindfulness training on other forms of contemplation available
• Building in opportunities for day dreaming, a quiet space
• Allowing students to not always be on
• Experimental interdisciplinary work space
• Rising expectations for scholarship and teaching
• Course load question
• Overscheduling of events
• Respecting time boundaries

Questions 5 & 6, Table 16
Expectations - N/A
Reflection
- Part of orientation (instead of COOT)?
- Starting class with reflection, every class or once/week
- Impatience is pervasive
- Mindfulness exercises
- Start class with quiet time, then rebuild the energy for the class
- Orientation -> faculty involvement stipended? Current pace is frenetic.
- Don't eschew boredom
- Advising...

Questions 5 & 6, Table 17
Expectations
- "Mission creep" - even good things
- Summer advising helps students but large obligation during the summer
- People get fatigued. Don't have energy to go to as many events on campus
- Too many activities/events? Creates obligation. Be more selective.
- Coordinate speakers/lectures better across departments
- Language table twice/week. Big time commitment
- Four-course load
- How to clarify expectations? Try to be more specific, e.g., what is adequate service?
- Can be absurd almost - create a committee so that people can get "enough" service

Reflection
- Cell-free zones
- Start class with reflection
- Short in-class writing
- Phones before and after class impinge on community and opportunity for reflection
- Be more strict on no phones within class discussion
- New institutional norms on cell phones
- Also - expectations of how much time spent on academic work
  - Be more clear - big change from high school
  - How many hours outside of class
  - Reading/writing/thinking/reflection
- Talk about our own scholarship
- Encourage walking, especially in winter
- Improve visibility of trails, put trail heads on maps
AFTERNOON DISCUSSION SESSION, second part

7. How can we cultivate ways of working that build a culture of support and care for all members of the community that will reduce the isolation, alienation, anxiety, and chronic stress that detract from the joys and pleasures of our work? How can we value and acknowledge that work as much as we do other forms of productivity?

8. How can we slow down? Can we stake out and define an alternative to these trends and these ways of working that are affecting virtually all institutions of higher learning? Can we make Colby a place where students, faculty and staff can collectively thrive, by stepping out of the national culture of busyness? Can we think of ways to collectively prioritize time to think, reflect, discuss, write and create?

Questions 7 & 8, Table 2

Culture of support
- Need for gathering spaces. Campus-wide faculty lounge/bar; faculty lounge-type places open and accessible.
- How to create spaces downtown?
- Teaching spaces downtown? shifts energy
- Writing space/center downtown?
- Policy changes needed to support faculty, families, etc.
  - spousal hires
  - daycare on campus
  - half-time
  - full semester parental leave
  - pets on campus?
- Distribution requirement squelch creativity for some of the quirky students?
- Other models:
  - three areas where you attain 300-level or
  - require large number of courses outside major
- Community-building -> not valued or seen as antagonistic to institution
  - Incentive: By doing exceptional service/diversity, you get 2/2 load
  - Negotiate with a committee to teach 2/2 while finishing book or project
  - More flexible about when sabbaticals taken to correspond to need
  - A menu of options
  - "Bank" committee work for 6th course before sabbatical

Slowing down
- Do fewer things, so that you can do them well; reduce fragmentation
- Issue: No coordination in programming, seems ad hoc
- Model: Humanities theme model, common calendar
- Bringing scholars for faculty; funds for this across campus
- Senior scholars in residence program (Colby faculty could also participate)

Questions 7 & 8, Table 3
Culture of support

- Research -> productivity over absorption
- Do a good job taking care of our students, less good about taking care of ourselves
- Engage with students -> work can take an extraordinary amount of time; find a way to take off shoulder of faculty
- Taking risks -> Chance of failure in scholarship
- ESL students -> How to faculty figure out how to support them?
- Do we/ should we value advising by faculty enough?
- First year/summer advising - is it successful?
- Major advising -> they have a "go to" advisor/assigned advisor no good!
- Internships -> connecting majors with alums for JP internships
- Advising senior and honors projects -> give teaching credit for doing a certain number
- Support for faculty -> How do we help one another?
  - Create structures
  - Mentorships & informal conversation
  - Ombudsperson (not a cure-all)
  - Do faculty have emergency access to counseling center?

Slowing down

- Faculty lounge -> coffee, comfortable seating, sand pit
- Take a faculty member to lunch, without needing a student to take you
- Faculty dining room -> take a colleague to lunch
- Faculty cohorts -> peer group/faculty COOT?
- "The Zone" -> Make a zone for faculty? No demands on faculty time
  - Scholarship/professional development. Life of the mind.
- Culture of accessibility
- Need answer email -> time consuming
- "Hand holding" of students by faculty gives students time to go wild on a weekend

Questions 7 & 8, Table 1

Culture of support

- Clarify expectations
- Mentoring & feedback, pre- and post-tenure
- Personal wellbeing -> modeling this for students
- Value mentorship

Slowing down

- Respond to busyness
- Value ambiguity
- Addressing personal well-being

Questions 7 & 8, Table 4

Culture of support

- 4-course load. Competing with schools with that load.
- Culture of place may contribute to stress more/equal to course load.
**Slowing down**
- How do we define success? How much work/how many hours worked in a day? Does this contribute to stress and alienation, and could we redefine success -> change in culture
- Pressure on junior faculty, especially around demand to publish. Related to national profile of Colby?
- Pressure doesn't go away. Associate professors face additional responsibility. Demand to account for time. Capitalism contributes to this.
- Administration could be more aware before adding more work.
- Faculty may not even be aware. Need time to reflect.
- Merit pay? ok. Is more time valuable? Many are working hard, but many are not.
- Changes in sabbatical structure?
  - Time between these to reflect, but be on campus, work with students.
  - Divisional fellowships - apply for, break in course load
  - More frequent?
  - Want a full year? Bunch two every six years or one every three

- Work-life balance is a problem
  - Childcare on campus - tie into Psychology department work. Few options in the area.
  - Spouse/partner hiring, at Colby & through Colby network
- Overwhelmed by expectations
  - Assigned responsibilities, not by choice
  - Ask for what we need

**Questions 7 & 8, Table unknown**

**Culture of support**
- Support for teaching students
- More staff support?
- Training and support for fulfilling our roles

**Slowing down**
- Faculty time study/survey

**Questions 7 & 8, Table unknown**

**Culture of support (integrating Colby)**
- theme across campus
- need for socializing with colleagues
- over-programmed -> less but more unified
- scheduling challenges
  - 4-7 slot
  - lunches
- Streamlining life at Colby
  - Linking residences with classrooms
  - Utilizing day
- Master calendar
- Interdisciplinary college(s)/neighborhoods
  - Each would have members from each dept.
Q7 & Q8 Culture of support

- Divisions differ in funding sources (historical?)

**Slowing down - N/A**

Q7 & Q8: Table unknown

**Culture of support**
- Category 1/2/3 faculty. Lab instructors/teaching associates/librarians, music associates, teaching artists. What role in Colby community? Faculty, administration. Exclusion emerges in contracts, place in organization.
- Organizational structure fosters divisions, inequality, exclusion -> affects culture of community
- Staff inequalities -> Colby-created classism. Different benefits.
- Solution: overhaul hiring categories, benefits. Reduce these inequalities.

**Slowing down**
- Theater & Dance: Actively shifting away from 80 hr/week model.
- Focus attention on fewer activities.
- Deadlines still matter- way of rationing time.
- SLEEP
- How can our assignments match expectations for amount of work expected?
- Weird mix: students are too busy, while others are not busy enough (e.g., drinking culture)

Q7 & Q8: Table 8

**Culture of support**
- Committees set meeting times and set them.
- Faculty working space - to work/sometimes to connect.
- Faculty club
- Encourage team teaching
- Encouraging risk-taking and innovation on the part of faculty

**Slowing down**
- Academic arms race or mindfully create time to listen to each other and share research
- We need an app!

Q7 & Q8: Table 9

**Culture of support**
- There are trade-offs, are there ways to better communicate/prioritize expectations?
- Provide more unstructured opportunities to engage students/colleagues; free time, mumble, common time/hour, casual interactions, faculty dining room/opportunity - it's a geography/location
- Regular faculty retreat/gathering (e.g., semester) to share research, pedagogy, experience, interests, get to know each other (1 day or 2 half days)
- Reducing course/work load
- Additional administrative support for academic programs (Administrative, clerical, TAs, students)
- Rotate Mumble/other events. Take concept and have more hosts, schedule it at different times, different locations

**Slowing down**
• Take time in class for quiet time, brief, to allow reflection, model behavior
• Develop consistent practices that can create transitions/reflection. Can vary by program.
• Reduce number of events, collaborate on guest speakers
• Create opportunities for 'Colby in Conversation' to share goals, techniques, ideas, etc. Can Dine-In serve as a model for this?
• Give option for 1-semester sabbatical every three years
• Mini-conversations, once/month over lunch, dinner - targeted to students - modeling- as well as faculty interaction
• Tenure process?

Questions 7 & 8, Table 10

Culture of support
• Reduce to four-course load
• Transparency. Acknowledge all of the work we do - quantify, gather data on Advising, Mentoring, Service, Research
• Mentoring could be better. No one really looking out for junior faculty - acknowledge work - "You've done enough."
• Range of faculty history and interests
• Colby can be very supportive of each other - folks will step in to cover if necessary
• We have to look out for the most vulnerable of us - Jr faculty, one-year replacements.
• How to provide more support to visitors?
• Alienation comes from folks feeling isolated - physically
• Can we provide a new, inviting, faculty gathering space?
• Faculty club - lunch - common space
• Look for ways for faculty offices to be arranged by interests, not by departments
• Foster community - reduces stress & alienation

Slowing down
• Reduce programming - set a limit on programming?
• Are we overscheduled? How to help set priorities?
• Send students a new message at orientation: You don't have to do everything. Do a few things well. This isn't high school. You don't have to pad your resume. Choose now.
• Quality over quantity. Choose depth, not breadth.
• What distinguishes a Colby student is someone interested in depth - quality. Pick one or two things - Go deep. Truly invest yourself in a few things.
• To promote depth & slowing down -> Fewer requirements, smaller majors, 9 or 10 classes.
• What about faculty slowing down? Promote reflection.
• More opportunities to talk about pedagogy. Center for Teaching and Learning?
• Common hour might help.

Questions 7 & 8, Table 11

Culture of support
• Mentoring individual students is important but very time-consuming
• This type of work inherent in coaching; deal more with personal issues than with athletic prowess.
Q7 & Q8 Culture of support

- Students struggle with personal issues - ok - but not so good when they ask profs "Am I on the right track?" Supporting students’ grade insecurity.
- Faculty research - stressful especially for junior faculty
- Care work for students of color. Lots of labor. Unrecognized.
- Unfair for privileged faculty to say that they are not comfortable to do this work.
- Building community should be more broadly shared.
- Peer mentoring for us can be time-consuming. This work is not currently documented.

**Slowing down**

- Fewer events, especially in April, but also - make events/speakers that we do have more integrated.
- Too many meetings. If no clear purpose, don't meet.
- Time limits for faculty meeting (individual faculty remarks as well as administrators)
- More frequent sabbaticals (possibly in lieu of four-course load)
- Count advising load or honors theses towards extra course for sabbatical
- More structure around faculty development. Jr. faculty writing group has been useful. Grant-writing support.
- We could use program administrators - event organizing, internship & alumni connections, etc.
- Too much pressure to get involved - set expectations
- Student culture - too many activities

**Questions 7 & 8, Table 12**

**Culture of support**

- New ways of working together (vs. isolation, silos, anxiety, status hierarchies)
- Lighten pressure of 3/2, advising, unremunerated work
- No expectation of free time, mental health time
  - 4-course load, transparent evaluations based on resources, workload
  - transparent, realistic assessment of what we really do
- Athletic faculty also have secondary responsibility
- Look at unequal weights, duties, who passes down work
- different intensity in mentoring students - needs recognized/balanced
- need change in evaluations
- increasing demands of all professionals; difficult tradeoffs
- hidden, uncounted things that nobody knows about
- academy less insulated from work-life stresses
- What can we learn from outside the academy?
  - Training & time/compensation to learn new things
  - Exercise & ways to get physically active
- Making it more human: what do you do in your personal life?
- in annual reports: explicit place to talk about outside our job

**Slow scholarship**

- What's my perspective, attitude, energy, and trust (Shark vs goldfish book)
- Centering exercise. Tuning out noise. Self confidence/awareness
- Institutional perspective, attitude, energy, and trust.
• Institutional priority on reflection, connection
• Accountability to each other in slowing down, etc.
• Making wise decisions in the face of constraints
• Work-life balance, e.g. short-staffed with maternity or personal leave
• Priorities: broad vs deep curriculum? Mentoring vs governance/service?
• Need to make tradeoffs? Focus in different areas?
• CTL, training to do jobs more efficiently
• New opportunities? Need to free people from existing things.
• What have you cut recently?

Questions 7 & 8, Table 13
Culture of support
• Faculty space has to be appealing enough
• Coffee/Maine beer
• 4-course load
• Disconnect of work/life balance. Change of expectations
• Mentoring is very important
  o To model good behaviors
  o Meaningful relationship connections
• Need time for reflection

Slow scholarship
• Make sure to take time for yourself, take care of yourself
• Role for Human Resources?

Questions 7 & 8, Table 14
Culture of support
• CTL as support center
• Provide child care
• More opportunities to gather, e.g., faculty lunches, social occasions, faculty development, faculty gathering place(s), "mumble" whose time rotates, common hour
• 4-course load. (Feeling that we have 5-course load and research expectations = to those at institutions with 4-course load.)
• Alternatives to divisions, e.g., "colleges" or groups with connected interests

Slow scholarship
• Meetings that start with a moment of quiet
• Tension between the implication that we should "slow down" and a work load that's likely to be invariant

Questions 7 & 8, Table 15
Culture of support
• Childcare
• Conflict resolution. Decrease/deal with faculty conflicts and other inter-personal conflicts
• Counseling
• Overwhelmed by students' needs
• Change culture of busyness
• More even responsibility for advising, theses, value more equally
• Faculty dining hall; break down silos, maintain cafe culture
• No stress-free space
• Disconnect between what we want and what Colby pays for, e.g., green grass
• Does anything change with tenure?
• Different (even more) stresses, e.g., chair, P & T

**Slow scholarship**
• Inwardness, quiet, reflective
• Trying to figure this out adds to busyness
• Stronger sense of purposiveness, purposefulness

**Questions 7 & 8, Table 16**

**Culture of support**
• Cafe culture (not just at faculty retreat) -> we need ways of interacting that aren't (?) measured in outcomes
• An hour available for community in the middle of the day, not in classrooms
• Faculty voices.... different format than faculty meetings currently use
• Top-down culture can be stifling
• Involving staff more directly
• Email relationships vs face-to-face communication
• Blending social and business?
• TIME is a major issue
• Exchange program? Spending time with other departments, divisions, offices?
• Could this be a 5th course?
• We're in a noisy environment

**Slowing down**
• How can we encourage students to make choices?
• One size does not fit all
• More is not better! Better is better!

**Questions 7 & 8, Table 17**

**Culture of support**
• Administrative support for chair; pre-tenure/junior faculty
• Better mentoring program for pre-tenure, for chair
• Access to successful tenure dossiers
• Addressing vagueness of pre-tenure process

**Slow scholarship**
• Four-course teaching load
• Creating "empty space" on campus
  o Quiet, contemplative space
  o Impromptu dialogue
  o Restorative space
• Prioritize community and personal relationships
• "Quantify" empty time -> Colby College general requirement within B.A. degree

Questions 7 & 8, Table 18
Culture of support
• Encourage culture of conversation among faculty by creating a place to eat - a cafe, a dining room - to see other faculty and chat
• Stop fetishizing teaching evaluations
• No more "soundbiting" from evals, as various people say they have witnessed
• More support for non-tenure track & temporary faculty
• No paycheck for three months is very stressful
• Evals in connection with temporary faculty - some depts over stress them, use them punitively
• Creating a culture of giving. Make same requests to faculty as to staff, re giving of $ and time
• Compare Bowdoin faculty giving to Colby
• "Lean staffing" has become a mantra and is detrimental. Very stress-inducing and causes overwork. Faculty & staff cannot do best work with so much understaffing.
• Understaffed -> ITS, museum, library, programs. For example, we need a civic engagement coordinator instead of faculty doing coordinating.

Slow scholarship
• Every three year sabbatical &/or 2-2 teaching load
• Perhaps: within an 8 yr period, choosing semester/course relief
• Independent studies/Honors thesis advising. How many credit hours taken by students do not count as course teaching
• Gender question - more time spent in advising and independent work?
• A number of honors theses supervised should equal a course
• Suggestion to get rid of summer advising. Is there assessment showing it is important?
• Instead, guidelines for students to take responsibility, prepare for fall meeting
• Also, better peer advising