

Carleton College

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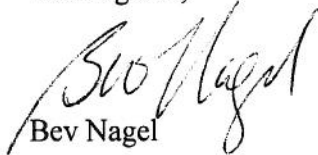
January 7, 2011

Dear Dr. Tobin,

I am very pleased to recommend a proposal for an Alliance Liberal Arts Colleges (AALAC)/Mellon 23 Workshop titled "Mentoring a New Generation of Colleagues: Challenges, Prospects, Best Practices." Carleton College is the lead institution for this collaborative workshop proposal.

Thank you for forwarding the proposal to the AALAC Workshop Subcommittee, and do let me know if you have any questions.

Best regards,



Bev Nagel

BN/EP/bjk

**“Mentoring a New Generation of Colleagues:
Challenges, Prospects, Best Practices”**

Mentoring new faculty is a perennial challenge for all academic institutions, especially for selective liberal arts colleges that place a premium on excellent instruction, collegiality, and community service. Most new faculty members arrive on our campuses with limited teaching experience; virtually all are unprepared to meet the daunting and often conflicting demands of teaching, scholarship, advising, and participating fully in the life of the college community.

While the need to integrate first-year faculty members is hardly new, the current generation of entering faculty presents distinctive challenges. On the whole they are less likely to arrive with the intention of spending their whole careers in one place and so may be more reticent to invest themselves in our institutions. They have been raised in an electronic age where “virtual community” is easier to find—and for some, more comfortable—than real community. Many place a higher priority on their research, which they see as a means to career advancement, than on their teaching, which remains the first criterion for success in liberal arts institutions.

This workshop will explore the challenges that Mellon 23 institutions face in mentoring and integrating these new faculty members. The questions we hope to address will include:

- How do we help new faculty make the transition from graduate work, often in large research institutions, to teaching in small liberal arts colleges?
- What sorts of programs (orientation days, workshops, student observers, older faculty mentors, etc.) are best suited to helping new faculty acclimate to the teaching cultures of our respective institutions?
- How do we ensure that new faculty become integrated quickly into their departments but also into the life of the college as a whole?
- What professional and/or personal challenges does this new generation of young faculty face and how can we help meet them?
- How can we create a campus culture that sees mentoring new faculty as a collective responsibility, one that transcends individual departments and programs?

This workshop will be of particularly valuable to faculty members and administrators with primary responsibility for faculty development. By networking with one another and sharing best practices, we hope to deepen our understanding of how we can successfully mentor our newest colleagues, ensuring their success and thereby strengthening our institutions. We anticipate that we will bring in one outside expert in faculty development, yet to be identified, to

be our keynote speaker. As initial response to this idea has been extremely positive, we do not anticipate any difficulty in filling the workshop with 20 participants. We would provide funding for no more than 2 representatives of any single Mellon 23 institution.

Location

Carleton College, Northfield, MN

Dates

The workshop would be held over two days, probably in late spring or early summer 2012.

Workshop Organizer

Louis E. Newman (Director, Perlman Center for Learning and Teaching, and Humphrey Doermann Professor of Liberal Learning, and John M. and Elizabeth W. Musser Professor of Religious Studies) , Carleton College

Planning Team

David Guinee (Classical Studies, and Faculty Development Coordinator),
DePauw University

Susan Paun de García (Spanish, and Associate Provost for Faculty
Development), Denison University

Toni King (Black and Women’s Studies, and Associate Provost), Denison University

Preliminary Budget

Workshop organizer stipend	\$500
Planning team (3 additional faculty @ \$250 each)	\$750
Travel for 20 participants @ \$500 each	\$10,000
Lodging for 20 participants @ \$250 each (assuming 2 nights)	\$5,000
Meals for 20 participants @ \$100 each	\$2,000
Honorarium for prominent outside speaker	\$1,000
Expenses for outside speaker	\$750
Administrative expenses	<u>Carleton will provide</u>
TOTAL	\$20,000

Louis E. Newman

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Humphrey Doermann Professor of Liberal Learning, and
John M. and Elizabeth W. Musser Professor of Religious Studies
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Education

1983 Ph.D., Brown University (Religious Studies)
1979 M.A., University of Minnesota (Philosophy)
1976 B.A., University of Minnesota (Philosophy, Hebrew)

Academic Positions

2010-13 Director, Perlman Center for Learning and Teaching, and
 Humphrey Doermann Professor of the Liberal Arts
2003 - John M. and Elizabeth W. Musser Professor of Religious Studies
1997 - Professor of Religion
1990-96 Associate Professor of Religion
1983-90 Assistant Professor of Religion

Academic Leadership

The Perlman Center for Learning and Teaching, established in 1992, offers programs to promote faculty and student reflections on and conversations about teaching and learning.

As Director of the Learning and Teaching Center, I am responsible for:

- ❖ Designing and coordinating weekly programs for faculty and staff on a wide range of curricular and pedagogical issues
- ❖ Overseeing faculty development programs, including new faculty orientation, a multi-day new faculty teaching workshop, and faculty mentoring program
- ❖ Training and supervising several student fellows each year who participate in the student observer program, mentor other students about issues of effective learning, and serve on the Learning and Teaching Center advisory committee
- ❖ Serving as mentor to all non-tenure-track faculty
- ❖ Collaborating with faculty members and administrators on all major curricular initiatives at the College (including Quantitative Reasoning, Visuality, Global Studies, Curricular Research and Support, and Middle East Studies) and helping to administer several major grants.

- ❖ Consulting with colleagues, alumni and trustees on issues of curricular design, pedagogical innovation, student development, technological support for teaching and academic advising.

Other key leadership positions:

- 2007-08 Chair, Curricular Design Team, one of three teams appointed by the Dean of the College to review and revise graduation requirements for the College.
- 2003-06 Chair, Institutional Review Board, responsible for reviewing all human subjects research at the college. Instituted new procedures for streamlining the review process.
- 2002-05 Founding president, Society of Jewish Ethics, the first and only academic organization devoted to scholarship in this field.
- 1998-2001 Member and then co-chair (with the Dean of the College) of the Educational and Curriculum Committee, responsible for ongoing review of the curriculum and discussion of all educational policies.
- 1992-95 Member, Faculty Personnel Committee, responsible for advising the President and Dean of the College on all third-year review and tenure decisions, as well as discussing all faculty personnel policies
- 1991-94,
2003-06 Chair, Religion Department. In 2005, planned 50th anniversary of the Department, including raising \$50,000 to honor senior retired colleagues.
- 1986-88,
1991-93 Chair, Committee on Religious Life, responsible for consulting with the College Chaplain on all matters affecting religious affairs on campus
- 1984-87 Campus Coordinator, Mellon Fellowships in the Humanities
- 1984-86 Member and then chair of the Academic Standing Committee, responsible for reviewing all students' academic progress and adjudicating all cases of reported academic dishonesty.

Publications

Books include: *Past Imperatives: Studies in the History and Theory of Jewish Ethics* (SUNY Press, 1998), *An Introduction to Jewish Ethics* (Prentice-Hall, 2005), and *Repentance: The Meaning and Practice of Teshuvah* (Jewish Lights Press 2010), as well as co-editor (with Elliot Dorff) of *Contemporary Jewish Ethics and Morality*, and *Contemporary Jewish Theology* (Oxford University Press, 1995, 1999).

Articles have appeared in *Religious Studies Review*, *Journal of Religious Ethics*, *Journal of Jewish Studies*, *Modern Judaism*, *Journal of Law and Religion*, *Journal of Medicine and Philosophy*, and in several edited volumes.

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Education

B.A. in Classical Studies, Carleton College, 1986
M.A. in Classical Studies, University of Michigan, 1989
Ph.D. in Classical Studies, University of Michigan, 1999

Employment

Instructor, Pasadena Independent School System, Pasadena Texas, 1987
Teaching Assistant, The University of Michigan, 1990-1995
Lecturer, The University of Michigan, 1996
Instructor of Classics, DePauw University, 1996-1998
Assistant Professor of Classics, DePauw University, 1999-2005
Associate Professor of Classics, DePauw University, 2005-
Faculty Development Coordinator, DePauw University, Fall 2009-

Research

Research Interests

Imperial Latin Epic, Greek and Roman Mythology, Reception of Latin Classics by Early Christians

Selected Conference Papers:

"Jerome's Passion for Letters," CAMWS Annual Meeting, April 4, 2009, Minneapolis, MN.
"Rewriting Fate in Valerius Flaccus' *Argonautica*," CAMWS Annual Meeting 2006, Gainesville, FL.
"Diana Without her Quiver: Jason meets Medea, Venus, and Nausicaa in Valerius Flaccus 5.329-406," CAMWS Annual Meeting 2000, Knoxville, TN.
"The Worst Part of Valerius Flaccus' *Argonautica*," APA Annual Meeting 1998, Washington, D.C.
"The Storm in Valerius Flaccus' *Argonautica*," CAMWS Annual Meeting 1998, Charlottesville, VA.

Pedagogical Papers/Presentations:

Plenary Session — President's Roundtable on Teacher Training, ACL Institute, Nashville, TN (June, 2007)
"The Good Stuff in *Latin For Reading*: What We Can All Use In the Linguistics-Based Approach to Teaching Latin," Indiana Classical Caucus Spring 2000 meeting, DePauw University

Webcast Lectures

"Lucan and the Augustans," 11/02/2010. Delivered to common session of Synoikisis Neronian Literature Latin class via Elluminate.

"Jerome and Literate Christianity," 9/23/2007. Delivered to common session of NITLE/Synoikisis Late Antique and Medieval Latin class via MIV.

Selected Workshops

Sunoikisis Summer Seminar on Neronian Literature, Center for Hellenic Studies, Washington, DC. June 13-18, 2010.

Designing Courses for Significant Learning, Chicago, IL May 21-23, 2009.

Collaboration for the Advancement of College Teaching and Learning Institute for New Faculty Developers, Macalester College, St. Paul, MN, June 21-26, 2009.

NITLE/Sunoikisis Sumer Seminar on Late Antique and Medieval Latin, Bowdoin College, June 14-16, 2007

Teaching

Courses Taught at DePauw University

Latin: All levels of Latin prose and poetry, including advanced courses on Horace, St. Augustine, Vergil, Latin Elegy, Late Antique and Medieval Latin, and Neronian Literature.

Greek 101: Elementary Greek I

Greek: All levels of Greek prose and poetry, including advanced courses on Herodotus, Homer, New Testament Greek, and Greek Lyric

Courses in Translation: Homer and the Trojan War, Roman Civilization, Greek and Roman Mythology, Greek and Roman Law, Senior Seminars

Study Trips: 7 Winter Term trips to Italy

Service

Committee Work

DePauw University Faculty Development Coordinator, Fall 2009-Present

Committee on Faculty (2008/09)

Faculty Development Committee (98/99-00/01, Chair 2000-2001)

GLCA coordinator of ACM/GLCA Classicists (2002-present)

President of Indiana Classical Caucus (2002-2003)

Professional Affiliations

American Philological Association

Classical Association of the Middle West and South

POD Network

CURRICULUM VITAE

Susan Paun de García
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(740) 587-6592
garcia@denison.edu

Education:

Ph.D. (Spanish) University of Michigan, 1987
M.A. (Spanish) University of Michigan, 1970
B.A. (Spanish) University of Michigan, 1968 (with distinction)

Academic Experience:

2010- Denison University Associate Provost for Faculty Development
2008-2010 Denison University, Professor of Spanish
1993-2008 Denison University, Associate Professor of Spanish
1987-93 Denison University, Assistant Professor of Spanish
1986-87 The Wellington School, Teacher of Spanish and French
1984-86 Ohio State University, Lecturer in Spanish
1975-84 Ohio Wesleyan University, Instructor in ESL
1976-78 Pontifical College Josephinum, Instructor in Spanish

Selected Professional Affiliations:

American Society for Theatre Research (ASTR)
Association for Hispanic Classical Theater (AHCT) (First Vice President, Member of the Board of Directors, Chair of Production in Translation Committee)
Modern Language Association (Executive Committee, Division on Sixteenth- and Seventeenth-Century Spanish Drama. 2005-2010)

Selected Honors, Grants, and Scholarships:

Charles A. Brickman Excellence in Teaching Award, 2008
Grants from the Program for Cultural Cooperation between Spain's Ministry of Education and Culture and United States' Universities, 2010, 2009, 2008, 2007, 2006, 2005, 2004, 2003, 2002, 2001, 2000, 1999, 1997 (Written for AHCT to support productions in English translation at Chamizal Siglo de Oro Drama Festival, El Paso, TX)
Denison University Research Foundation Grant, 2001, 1989.
Robert C. Good Grant, 2001
Denison University Professional Development Grant, 1999, 1998, 1989
Denison University Course Development Grant, 1996

Selected Publications

Books:

The Comedia in English. Performance and Translation. Co-edited with Donald R. Larson. Tamesis: London, 2007.
Manual de investigación literaria. Editorial Castalia: Madrid, 2004
Don Juan de Espina en su patria and Don Juan de Espina en Milán by José de Cañizares. Prologue, introduction, edition and notes by Susan Paun de García. Editorial Castalia: Madrid, 1997.

Articles:

"All the World's a Game: Mad about Playing." Forthcoming in the *MLA Approaches to Teaching Don Quijote*. (2011).
"Cuando Paco quiere, quiere." *Homenaje a Francisco Portes*, (Ciudad Juárez, Universidad Autónoma, 2008). pp. 65-82.
"A Censor on Stage: Cañizares and Magic Plays." *Dieciocho*, 29.1 (Spring 2006). pp. 55-68.
"La representación problemática de la identidad en *Juana La Rabicortona*." In *Estudios de teatro español y novohispano*, (Buenos Aires, 2005).

- "Between the Page and the Stage. Prompters' Copies as Performance History." *Comedia Performance*. Vol. 1, Number 1 (Spring 2004), pp. 46-76.
- "Zayas's Ideal of the Masculine: Clothes Make the Man." In *Into the Public Sphere: The Authoring of Feminine Identity in Spain's Golden Age Discourse*. Ed. Joan Cammarata. Gainesville: University Press of Florida, 2003, pp. 253-271.
- "La burlada Aminta: From Object/Desire to Subject/Vengeance." In *Zayas and Her Sisters, 2. Essays on Novelas by Seventeenth-Century Spanish Women*. Studies on Spanish Classical Literature 1. Binghamton: ICGS, 2001, pp. 3-20.
- "From pícaro to figurón: Don Marcos in *El castigo de la miseria*." *Texto y espectáculo. Selected Proceedings of the Fifteenth International Golden Age Spanish Theater Symposium at The University of Texas, El Paso*. Ed. José Luis Suárez García. York, SC: Spanish Literature Publications, 1996, pp. 95-103.
- "Zayas as Writer: Hell Hath No Fury." *María de Zayas. The Dynamics of Discourse*, Eds. Amy Williamsen and Judith Whitenack. Associated University Presses: Madison, Teaneck, London, 1995, pp. 40-51.
- "Fragmentation and Integration in *Retahilas*." *España Contemporánea. Revista de Literatura y Cultura*, tomo vii, Núm. 2, Otoño 1994, pp. 97-106.
- "Magia y poder en María de Zayas." *Cuadernos de ALDEEU*, vol. VIII, no. 1 abril, 1992, pp. 43-54.
- "Los santos inocentes: Novel to Film. A Sharper Image of Evil." *Cine-Lit. Essays on Peninsular Film and Fiction*. Portland and Corvallis: Portland State, Reed College, and Oregon State, 1992, pp. 68-74.
- "Traición en la amistad: Una comedia de Maria de Zayas y Sotomayor." *Anales de literatura*, no. 6, 1988, pp. 377-390.

Selected Courses Taught at Denison:

- Beginning, Intermediate, and Advanced Spanish language (Conversation, Introduction to Literature, Civilization and Culture of Spain, Survey of Spanish Literature, Readings and Performance in Spanish Theater, Advanced Composition)
- Seminars in Spanish Literature (Don Quijote, Galdós, Magic and the Occult in Spanish Literature, Modern Novel, Women in Spanish Literature, Spanish Theater in Performance: *El desdén con el desdén*, *Tres sombreros de copa*, *Bajarse al moro*, *Historia de una escalera*)
- Seminars in Translation Theory and Praxis
- Seminars in Spanish Culture (Fiestas y ritos de España, Gastronomía y cultura)
- First Year Studies 101
- Honors Seminars (Pilgrimage to Santiago de Compostela, Don Quijote, The Myth of Don Juan)

Selected Administration and Service:

- GLCA New Directions Initiative Grants Campus Facilitator 2009-2012
- Liberal Arts Workshop, Coordinator 2008
- Selected Search Committees (Provost 2006-07, Director of Human Resources 2005-06, President 1998, VP Finance and Management 1992)
- Coordinator of Assessment, Spanish Section 2005-2009
- President's Advisory Board 1996-97, 2002-2005
- Task Force on Appeals Process 2000-01
- On-campus Interviewer, Fulbright Scholarships 2000-2010
- Coordinating Committee: Global Partners: New Models in International Collaboration Grant from Andrew W. Mellon Foundation to the Associated Colleges of the Midwest, the Associated Colleges of the South, and the Great Lakes Colleges Association 1999-2005
- Ohio 5 Language and Technology Steering Committee 1999-2001
- University Council 1998-2001
- Personnel Committee 1998-2000
- Honors Program Committee 1997-2001
- Honorary Degree Committee 1997-99
- International Studies Committee 1996-2000
- Chair, Department of Modern Languages 1996-99, Coordinator of Spanish Section 2006-07, 2009-10
- Chair of the Faculty 1995-96
- Vice-Chair of the Faculty 1994-95
- Internal Review Committee, Dept. of Theater & Cinema, 1992
- Finance Committee, 1991-93 (Chair, 1992, 1993)
- Governance Review Committee, 1990-1991
- Admissions and Financial Aid Council, 1988-90
- June Orientation, 1989-2008

Toni C. King, Ph.D.

Curriculum Vitae

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Provost's Office

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Degrees

Ph.D., Organizational Behavior, Case Western Reserve University, 1987 Dissertation: *Social Support Among Black Professional Women: Rituals of Restoration*

M.A., Guidance and Counseling, The Ohio State University, 1977

B.A., Psychology, Oklahoma State University, 1975

Academic Positions

Denison University:

Associate Provost, 2009-present

Director, The Center for Black Studies, 2005—2009

Joint Appointment as Associate Professor, in Black Studies and Women's Studies, 1997 – present

Tenure Granted, 2001

State University of New York at Binghamton

Associate Professor of Education and Human Development, 1989 - 1995

Tenure Granted, 1995

Norfolk State University

Assistant Professor of Management, 1987 - 1989

Academic Awards and Grants

Martin Luther King, Jr. Faculty Award: Denison University, February 2006

Feminist Teaching Award: Women's Studies Program, Denison University, 1999 and 2001

Ford Foundation Research Award: Co-Recipient, 1990 - 1992, funding to extend the Rockefeller study of 1989 -- "Life Journeys of Women in Corporations."

NYS-UUP

Rockefeller Foundation Research Award: Changing Gender Roles in Post-Industrial Society: Co-recipient: 1989-1990, "Life Journeys of Women in Corporations."

Select Publications

1. "Breathe!: Victory Model of Diversity and Development for African American Women Scholars in Higher Education." In Sharon E. Moore, Rudolph Alexander, Jr. and Anthony Lemelle, Jr. Eds. *Dilemmas of Black Faculty at U.S. Predominantly White Institutions: Issues in the Post-Multicultural Era*. Rhunette C. Diggs and Toni C. King, 2010.
2. "Carrying Our Burden in the Heat of the Day": Mid-Life Self Sacrifice within the Family Circle among Black Professional Women. Toni C. King and S. Alease Ferguson. *Women & Therapy*. 2006, 18(2): 148-169.
3. "Third shift: The invisible work of African American women in higher education." Toni C. King, et al, *This Bridge We Call Home: Radical Visions for Transformation*. AnaLouise Keating and Gloria Anzaldúa, editors. New York: Routledge, 2002.
4. Charting ourselves: Leadership development with African American professional women." Toni C. King and S. Alease Ferguson, *National Women's Studies Association Journal*, 2001.
5. Whiteness in the black studies classroom: Responding to student resistance. Toni C. King and John L. Jackson, submitted to *Making Connections: A Journal for Teachers Of Cultural Diversity*, 2001.
6. "Is this class just about opinions or what?": Scripted questions as indicators of group development in the introduction to women's studies class," in *Teaching Introduction to Women's Studies: Expectations and Strategies*, Barbara Scott Winkler and Carolyn DiPalma, eds., Westport Connecticut: Greenwood Publishing Group, Toni C. King, 1999.
7. "Ruptured silences: Resistances to relating across sexualities among African American professional women." *Women and Therapy*, Toni C. King and S. Alease Ferguson, 1998, 21(4): 37-52.
8. "Bringing organizational behavior and therapy together: Counseling the African American female on job socialization failure." *Women and Therapy*, S. Alease Ferguson and Toni C. King, 1996 13(1): 45-55.
9. "Rounding corners: An African American female scholar's pre-tenure experiences," in *Rhythms of Academic Life*, Peter Frost and M. Susan Taylor, eds. Thousand Oaks, CA: Sage, 1996.
10. "'Witness us in our battles': Four student projections of black female academics." *Journal of Organizational Change Management*. 1995, (6): 16-25. [Nominated for best JOCM article for 1995].

Selected Courses Taught at the Undergraduate Level

- Introduction to Black Studies
- Cultural and Social Research Methods
- Black Women and Organizational Leadership
- Black Women's Lives: Autobiography as Protest
- Issues in Feminism