Table 1. “Imagineering” Shared Agreements that Address Faculty and Institutional Needs

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<th>Institutional and Faculty Needs</th>
<th>Shared Agreements and Strategies</th>
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| To address flexibility in balance of teaching, research and service within departments         | • Multiple paths to tenure, including ones that emphasize the scholarships of engagement and teaching;  
• Differentiated flexible assignments                                                           |
| To decrease ambiguity about the tenure process and to improve its fairness                     | • Tenure and promotion by objectives  
• Mentoring, open review                                                                         |
| To support faculty involvement in multiple forms of scholarship                               | • Revising promotion and tenure documents to include a broader definition of scholarship |
| To encourage more interdisciplinary partnerships                                                | • Joint appointments  
• Equal credit for team teaching                                                                  |
| To support family/life balance and the increase in women in faculty roles                      | • Part-time and reentry options for family care  
• Stop the clock and parental leave  
• Spouse partner assistance  
• Job sharing provisions  
• Flexible tenure tracks; 5-10 year                                                             |
| To create a collegial environment with robust shared governance                               | • Engaging NTT and PT faculty in decision-making and professional development                  |
| To enhance institutional accountability for faculty time and contributions                     | • Annual faculty reports  
• Web pages and materials that share faculty contributions in terms of research projects, classes and outreach programs with the public |
| To develop learning outcomes for academic programs and assessment measures                    | • Stipends for a curriculum leader to work with faculty during accreditation studies  
• Time period by which learning outcomes must appear in all syllabi                             |
| To develop a greater online presence                                                           | • Course release for development of online programs; Opportunities to teach fewer students in online courses |
| To support faculty engagement with critical external partners and to be able to respond quickly to new opportunities | • Faculty/College consulting practices  
• 3-5 year NTT faculty fellowships responsive to immediate external needs  
• Positions ½ in academy and ½ in community  
• Speed dating with community partners, tours of local projects                                 |
| To support faculty learning and growth                                                          | • Focused sabbaticals, creativity contracts;  
• Portfolios of learning, expanding peer review  
• Faculty learning communities, mutual peer-to-peer mentoring, cultivation of professional networks |