

## The Faculty Development Program

The Faculty Development Program supports faculty at Santa Clara University as teaching scholars. Programs and services promote two general goals:

- To enhance the professional development of Santa Clara University faculty
- To explore how students learn and to support faculty in cultivating student learning.

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This newsletter is published on a desk-top program through the office of the Associate Vice Provost for Faculty Development. For information concerning this publication, or to submit material for possible publication, please contact the editor, Diane Jonte-Pace.

## Research and Teaching: A Recipe for the Impossible? By Diane Jonte-Pace

Is it possible for a university to maintain a strong emphasis on both excellent research and excellent teaching? Is it possible for faculty at an undergraduate institution to achieve both scholarly and pedagogical excellence?

An essay in *Change: The Journal of the American Association of Higher Education* suggests that universities can be highly committed to both “research orientation” and “student orientation.” In an analysis of the HERI (Higher Education Research Institute) survey of 212 American colleges and universities, researchers found the following to be characteristic of institutions emphasizing both research and teaching: Faculty at these institutions were strongly focused on research. Many had published articles in academic or professional journals in the past two years; many considered it important to be or become authorities in their fields; and many had sought internal or external support for their research. In terms of teaching, faculty at these institutions

were likely to have been involved in interdisciplinary or team-taught courses; to have recently developed new courses; to have interacted with other faculty across departmental lines; and to have involved students in their own scholarly research. The authors conclude that it is possible to emphasize both research and teaching at undergraduate institutions: “you can have your cake and eat it too” (Astin and Chang, 1995).

In a rather different study of a mid-western state university system with both graduate and undergraduate programs, Bland, Jones, and Carrier (2002) examined the characteristics of departments with the highest rates of publication and the largest number of external grants at their three campuses. They described the attitudes and practices of faculty in the most productive departments within the university system: faculty were usually engaged in multiple scholarly projects at the same time; they had efficient work habits; they maintained regular com-

munication with a community of colleagues; and they were strongly committed to both teaching and research. These productive faculty attributed some of their success to the institutional climate: they had access to technical assistants, mentoring, resources, and a collegial community, as well as support for innovative teaching and scholarship.

Can we “have our cake and eat it too” at SCU? Clearly there are both individual and institutional ingredients in this recipe. As individuals, do we initiate multiple projects? Do

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*...it is possible to emphasize both research and teaching at undergraduate institutions: “you can have your cake and eat it too.”*

## Services Offered by the Faculty Development Program

- Confidential consultations on scholarship, teaching, and work-life balance
- Confidential classroom visits using “Small Group Instructional Diagnosis”
- Teaching Scholar Symposia
- Pedagogy in Perspective brown bag discussions
- Internal Grants for research, curriculum development, and teaching innovation
- Research Writing Groups
- Grant Writing Groups
- Small resource library of books, videotapes and articles
- Mentoring teams or mentoring partnerships for tenure-stream faculty
- New Faculty Programs in collaboration with the directors of New Faculty Orientation
- New Faculty lunches in collaboration with the Bannan Center for Jesuit Education

### Pedagogy in Practice

*This column inaugurates a new feature in **The Teaching Scholar**: brief descriptions of innovative pedagogical strategies, techniques, and philosophies developed by SCU faculty. Here Jeanne Gunner, Associate Professor in the Department of English and Director of Core Composition, comments on her use of “writing to learn” assignments.*

### Writing to Learn and Learning to Write:

#### Classroom Integration for Strong Results

By Jeanne Gunner, Director of Core Composition

Integrating writing into our courses is a challenge: the work-load that results from assigning multiple papers is daunting, and the level of student performance can be disheartening. But there is a way to address both of these concerns: **make writing an active part of learning before using it for testing.** I’ve found two strategies to be particularly useful: write-to-learn and learn-to-write. These strategies support student learning without requiring extensive feedback or grading on my part.

To incorporate write-to-learn techniques in a class I begin by thinking about how I use writing in my own professional work. I then adapt these techniques for course use. I often **take notes while reading**, reformulating ideas in my own words. Similarly, I ask students to take notes on assigned readings; I simply collect notebooks/journals to verify the student work -- no commenting is neces-

sary. Or I ask students to **work in small groups, reading sets of notes** for a particular day’s assignment and selecting the set they find most useful. I can quickly review these and hand out a copy of an effective set, analyzing with the class what makes the notes effective. Students thus get a sense of what’s important and how to articulate important ideas. They practice writing even as they use it to learn the course material. Student groups can **analyze professional articles** for how they’re put together, especially if they’re asked to do a similar rhetorical analysis of a successful essay on their own. They’re naming the rhetorical elements and choices made by an effective writer in the discipline, preparing themselves to employ similar strategies.

*“The more I use writing for learning, the more my students learn to write.”*

I use brief **in-class writing exercises** to give students writing experience in the subject matter and to help them understand disciplinary conventions. I interrupt my lectures, asking students to reorganize their notes; I give them a hypothetical problem, asking them to apply the concepts just covered to it; I ask them to rewrite a definition in their own words, explaining the concepts to themselves or other students; or I ask them to figure out how a new concept relates to one previously covered. In each case, I usually ask for a few examples and respond to them aloud. Sometimes I do the writing myself and share my response, explaining why I made the choices I did, tying these to disciplinary conventions. If students engage in in-class writing even once a week, that’s ten instances of using writing to learn, supported by continual out-of class journal writing and formal writing assignments.

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## Schedule of Events 2002-2003

	<i><b>Fall Quarter</b></i>	<i><b>Winter Quarter</b></i>	<i><b>Spring Quarter</b></i>
<p style="text-align: center;"><b>Teaching Scholar Symposia</b></p> <p>A series of symposia on professional development</p> <p style="text-align: center;"><b>3:30-5:00</b></p>	<p style="text-align: center;"><b>Motivating Students: How to Maintain Their Interest—and Yours!</b></p> <p style="text-align: center;">A Workshop Led by Tim Urdan, Psychology and Liberal Studies Departments</p> <p style="text-align: center;"><b><i>Wednesday October 16</i></b></p> <p style="text-align: center;"><b>Benson Parlor E</b></p>	<p style="text-align: center;"><b>Making Group-work Work</b></p> <p style="text-align: center;"><b><i>Thursday February 6</i></b></p> <p style="text-align: center;"><b>Adobe Lodge</b></p>	<p style="text-align: center;"><b>Making Research a Priority: Strategies for Individuals and Institutions</b></p> <p style="text-align: center;"><b><i>Wednesday April 23</i></b></p> <p style="text-align: center;"><b>Wiegand Room, Ramos Center (A &amp; S Building)</b></p> <hr/> <p style="text-align: center;"><b>The National Survey of Student Engagement: What Do Our Students Tell Us About Ourselves?</b></p> <p style="text-align: center;"><b><i>Thursday May 1</i></b></p> <p style="text-align: center;"><b>Adobe Lodge</b></p>
<p style="text-align: center;"><b>Pedagogy In Perspective</b></p> <p style="text-align: center;">Brown bag lunch discussions on teaching and learning</p> <p style="text-align: center;"><b>12:00-1:00</b></p>	<p style="text-align: center;"><b>Transforming the Difficult Class</b></p> <p style="text-align: center;"><b><i>Wednesday October 23</i></b></p> <p style="text-align: center;"><b>Wiegand Room Ramos Center (A &amp; S Building)</b></p>	<p style="text-align: center;"><b>Designing Assignments to Promote Critical Thinking</b></p> <p style="text-align: center;"><b><i>Wednesday February 19</i></b></p> <p style="text-align: center;"><b>Wiegand Room Ramos Center (A &amp; S Building)</b></p>	<p style="text-align: center;"><b>What’s All This About “Active Learning”?</b></p> <p style="text-align: center;"><b><i>Wednesday April 9</i></b></p> <p style="text-align: center;"><b>Wiegand Room Ramos Center (A &amp; S Building)</b></p>

### When Less is More

By Diane Jonte-Pace

How can I cover all this material in ten weeks? Sometimes we careen through the quarter trying to “cover” centuries of history or thousands of pages, feeling frustrated at having to omit our favorite authors, texts, and theories, or disappointed that our students fail to recall our brilliant lectures. Is there a way to productively shift our perspectives? Instead of asking “how can I get it all

in?” perhaps we should be asking “what can I leave out?” I see three ways that “less can be more” in teaching.

First, we can acknowledge that to teach is to select. We inevitably make choices. Usually we generate abstractions, omitting details in order to construct clearer conceptual maps. Occasionally we provide selected sets of rich

details in order to paint thick descriptions of a moment in time, a pressing problem, or a current controversy. Realistically, we know we can’t cover everything – we just wish we could. If we accept the inevitable selectivity in teaching, we can more consciously construct courses that develop clear theses or expose major debates, rather than

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## Are Your Students Information-Literate?

Have you been disappointed by your students' research skills? Can your students make use of the data-bases in your discipline? Can they easily navigate Medline, Psychinfo, Sociological Abstracts, or the MLA bibliography? Can they evaluate the quality of internet sites?

While students may seem to be internet savvy, many actually lack the skills they need to do good research in our courses. Many are weak in information literacy. Rather than experiencing frustration quarter after quarter, why not structure your syllabus to build or strengthen information literacy among your students?

SCU librarians will gladly discuss ways of promoting information literacy in courses, syllabi, and assignments. Call SCU research librarian Gail Gradowski (5438) or the Orradre reference desk (4658) to learn the name of your departmental librarian or subject specialist.

### *Research and Teaching, continued*

we maintain regular and open communication with colleagues? Can we do more to involve students in our own research projects? As an institution, can SCU better support faculty as teaching scholars? Please join us this year in the events and workshops sponsored by the Faculty Development Program as we explore recipes for enhancing our dual roles as teaching scholars at SCU. We welcome your ideas.

#### References

Andre, R., and P.J. Frost, eds., *Researchers Hooked on Teaching*, Thousand Oaks: CA: Sage, 1997.

Astin, Alexander and Mitchell Chang, "Colleges that Emphasize Research and Teaching: Can You Have Your Cake and Eat it Too?" *Change: The Journal of the American Association of Higher Education*, September/October 1995.

Bland, Carole, Robert Jones, and Carol Carrier, "Strategies to Increase Research Productivity," *American Association of Higher Education Conference*, Phoenix, AZ, January 2002.

### *When Less is More, continued*

attempting "full coverage."

Second, our students may learn more when we avoid overloading them with too much new material. Research in cognition suggests that the amount of new material students can learn in a single session is limited. Students will reach a threshold of diminishing retention if we present too much material at once. Focusing too heavily on coverage rather than deep learning "may be counterproductive" (Rhem, 2002: 9). Teaching less may lead our students to remember and understand more.

Third, we may find that carefully structured omissions can give students a sense of intellectual curiosity. Research assignments based on a "jigsaw" pedagogy can encourage independent learning: students, working together or alone, can begin to discover the larger whole. Teaching less may paradoxically promote greater learning.

Perhaps we can make our own jobs as teaching scholars more enjoyable if we become more selective about our teaching, abandoning the goal of "covering it all." At the same time, we may promote student learning by allowing our students to make some intellectual discoveries on their own, and by encouraging deep learning. Sometimes less is more, for ourselves and for our students.

For further discussions of the "less is more" phenomenon in teaching, see James Rhem, "Teach Less Better," *National Teaching and Learning Forum*, 11, 4, 2002: 9; Linc Fisch, "The Case for Leaving Things Out," *Connexions*, 1, 3, 1988: 4; J. Russel et al., "Effects of Lecture Information Density on Medical Student Achievement," *Journal of Medical Education*, 1994, 59: 881-889; and Nira Hativa, "Clarity in Teaching in Higher Education," *To Improve the Academy*, 19, 2001: 131-148.

### *Pedagogy in Practice, continued*

Modeling the use of writing in my discipline produces writing behavior that leads to learning. For formal writing assignments I sometimes give a mock version of a paper topic to the class; students can engage in small-group **brainstorming**: what major concepts studied so far are relevant? How can these be used to address the topic? How might major concepts be linked to expand thinking on the topic? What other knowledge can individual students bring to it? As students write down ideas, I help them reframe them and explain why one approach might be more useful than another, modeling the thinking that goes into the successful writing process.

Frequently I ask my students to collect their writing throughout the term in a **portfolio**. At the end of the quarter they have an impressive array of genres, levels of formal composition, and collaborative pieces. In addition, they have an overall sense of writing as more than a testing tool. Having them read over their collected work and write a reflective essay helps them articulate what they've learned by writing. I respond only to selected portfolio entries: **not everything has to be read and graded**.

I've found that any course can be writing-intensive if I approach writing as an integral part of learning. The more I use writing for learning, the more my students learn to write.

See the Faculty Development website for other ideas about scholarship, teaching and learning:  
[www.scu.edu/facultydevelopment](http://www.scu.edu/facultydevelopment)