

The Teaching Scholar

The Newsletter of the Faculty Development Program

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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Making Research a Priority

In a Teaching-Scholar Symposium in the Spring Quarter of 2003, Bob Numan and June Carbone reflected on the climate for scholarship at SCU. Below we include June's comments, "Scholarship as a Subversive Activity." In addition, we include a list of recommendations generated by the two professors, for the university, for departments, and for individuals, "Enhancing the Climate for Scholarship at SCU."

June Carbone is Associate Dean and Professor in the Law School. She is a member of the Faculty Development Advisory Board. Bob Numan is former chair of the Psychology Department and Professor in Psychology. He serves as chair of the University Coordinating Committee. He has just completed two terms on the Research Committee.

Scholarship as a Subversive Activity June Carbone

In the twenty years I have been in the academy, the relationship between teaching and research has always been a question rather than a given. I believe the relationship between teaching and research turns on the question of who we are as teachers, and what qualifies us to be in the classroom.

Those who emphasize the importance of teaching tend to see it as a specialty in itself. Great teachers engage their entire audience, seek out students after class, and worry about students who seem disengaged. For these teachers, research is often seen as a distraction from their true calling. Those who insist on the importance of scholarship, on the other hand, respond to this view by focusing on what we teach. They believe the secret of great teaching is not (in the words of one of my former colleagues on the teaching side of the debate) "to simplify and entertain." Rather, they emphasize teaching that

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Enhancing the Climate for Scholarship at SCU June Carbone and Bob Numan

Recommendations for departments, schools, and the college:

Hiring: Hire faculty with an established record of scholarly productivity.

Pre-tenure: Articulate scholarly expectations for tenure track faculty from the outset. Encourage faculty to set aside time for research. Remind faculty that it's ok to close the office door.

Tenure: Avoid tenure battles rather than "winning" or "losing" them. Carefully select and nurture those likely to succeed at both teaching and research. Promote faculty who will unquestionably continue to be productive scholars and excellent teachers.

Post-tenure: Assist faculty in developing post-tenure career plans. Keep research a regular part of the post-tenure agenda.

Recommendations for the University as an institution:

Support the creation of scholarly communities; encourage participation in conferences and professional associations.

Provide increased funding for research through sabbatical support, grants,

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Services Offered by the Faculty Development Program

- Confidential consultations on scholarship, teaching, and work-life balance
- Confidential classroom visits using "Small Group Instructional Diagnosis"
- Research Writing Groups
- Grant Writing Groups
- Small resource library of books, videotapes, and articles
- Mentoring teams or mentoring partnerships for tenure-stream faculty
- Internal University Grants
- Open Classrooms with the "Faculty Development Professor"
- Faculty Student Research Assistant Program
- 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 Perspective brown bag discussions

New This Year

Research Colloquium

In collaboration with the Research Committee, the Faculty Development program will institute a Faculty Research Colloquium. Our goal is to enhance the climate for research in our community of scholars. Each quarter a respected member of the faculty will be invited to describe a current research project.

Open Classrooms

The Faculty Development Program announces a new service this year, beginning in the Winter Quarter: Open Classrooms with the "Faculty Develop-

ment Professor" for 2003-2004. Jerry Burger, Professor in the Department of Psychology, has accepted the position of "Faculty Development Professor." In this capacity he invites faculty to visit his classroom at any time (with advance notice, please). Professor Burger, author of many publications on personality theory, solitude, desire for control, and compliance is well known as a clear lecturer and good discussion leader, successful at creating learning contexts in which students are engaged and motivated. Please contact Professor Burger during the Winter Quarter to schedule an "Open Classroom" visit. Visitors are invited to schedule coffee and conversation afterwards.

Faculty-Student Research Assistant Program (FSRAP)

We are pleased to announce a new pilot program, the Faculty-Student Research Assistant Program (FSRAP), developed in collaboration with the Research Committee. Faculty will be matched with undergraduate students participating in the federally funded Work-Study Program. The students will serve as research assistants for the duration of the academic year; the faculty will serve as mentors to the students. A mentoring workshop for the 2003-04 faculty participants will be held on September 30 at 3:30 in the Wiegand Room. The application deadline for the 2004-05 FSRAP program will be announced in the Spring.

Cognitive Science and Pedagogy: What Do the Experts Say?

Diane Jonte-Pace

Our graduate programs train us as researchers, not as teachers. We teach as we were taught, and most of us consider ourselves good teachers. But what is good teaching? How do we recognize it when we see it?

There is a flourishing science of cognition, memory, and learning. Should we be applying the findings of cognitive theorists in our course designs and our pedagogies? What does the research on human learning tell us that may be relevant to higher education?

In a recent article published in *Change*, the journal of the American Association of Higher Education, Diane Halpern and Milton Hakel report on a colloquium in

which a group of thirty cognitive theorists gathered to ask this sort of question.

A primary goal of all teachers is to produce among our students long-term retention and transferable learning.

The group included cognitive, developmental, educational, motivational, social, cultural, and organizational psychologists, physicists, representatives from regional accrediting agencies, and other higher education professionals. According to this group "the study of human cognition is an empirical science with a solid theoretical foundation and research-based applications that we can and should be using in college classrooms." The group suggests that a primary goal of all teachers is to produce among our students long-term retention and transferable learning. We can enhance enduring and transferable learning among our students, they say, by apply-

ing to our courses, assignments, and tests a few basic principles. Halpern and Hakel list ten principles in "Applying the Science of Learning to the University and Beyond." Among these principles are the following:

Practice at Retrieval.

The most important variable in promoting long-term retention and transfer of knowledge to new contexts, Halpern and Heckel state, is practice at retrieval. Spaced practice is more effective than massed practice: information that is frequently retrieved, in other words, becomes more retrievable. The strength of the "memory trace" for recalled information grows stronger through repetition.

Application: Build practice at retrieval into assignments, class periods, and testing. Frequently ask students to summarize their understanding in writing, to teach concepts and skills to other students, or to respond to questions posed

Schedule of Events 2003-2004

	Fall Quarter	Winter Quarter	Spring Quarter
Pedagogy In Perspective Brown bag lunch discussions on teaching and learning 12:00-1:00	Six (or More) Good Ideas for Teaching: A Conversation with Three SCU Faculty Monday, October 13 Transamerica Room St. Joseph's Hall	The Good Lecture: Why Lecturing Sometimes Works Tuesday, January 13 Williman Room	Syllabus Workshop: Working Backwards to Design a Coherent Course Wednesday, April 14 Williman Room
Teaching Scholar Symposia A series of symposia on professional development 3:30-5:00	What Do Journal Editors Really Want? Reflections on Peer Reviewed Journals and Academic Presses Tuesday, October 28 Adobe Lodge	Preparing Your Petition for Tenure and Promotion Thursday, February 5 Adobe Lodge	Teaching to Promote Critical Thinking Carol Giancarlo Monday, April 19 Adobe Lodge
Research Colloquial Conversations with SCU faculty about their current research 3:30-5:00	Hersh Shefrin and Meir Statman Behavioral Finance: Ethical Dimensions Monday, November 10 Adobe Lodge	Drago Siljak and Alex Zecevic Wednesday, February 18 Adobe Lodge	Joby Margadant French Queens in Historical Perspectives Wednesday, May 5 Adobe Lodge

Cognitive Science, continued

in classes, in readings, or on-line. Encourage students to review course material frequently rather than “cramming” before a final exam.

Learning Is Enhanced When Learners Take Information Presented in One Format and “Re-present” It in Another.

According to “dual-coding theory,” information represented and stored in both visual-spatial form and auditory-verbal form is more likely to be recalled than information stored in either format alone.

Application: Ask students to write about or explain verbally what they have learned in a mathematical or schematic learning task. Alternately, ask them to create a schematic map of ideas they have encountered verbally.

Learning in Any Situation Depends Heavily on Prior Knowledge and Experience.

Learners create new meanings and understandings based on what they already know – and what they misapprehend.

Application: Try to uncover prior knowledge and beliefs of your students. Help them build on this knowledge base, explicitly addressing misunderstandings.

Lectures Are Effective in Producing Learning That Can Be Tested in Exams Based on “Recognition and Recall,” but Less Effective in Producing “Deep Learning.”

Multiple choice exams, in which students recognize and repeat course material, effectively tests course content presented in lectures. Deeper learning, testable by exams requiring interpretation, application, and analysis, is more effectively produced when students are asked to actively engage the course material.

Application: Create exams that are appropriate for your goals and pedagogy. If you hope for enduring or transferable learning, provide opportunities for active engagement. For example, pause regularly during a lecture to ask students to briefly review, apply, or interpret new information.

Less Is More (Usually).

An emphasis on in-depth understand-

ing of basic principles often constitutes a better instructional design than a more encyclopedic coverage of a broad range of topics.

Application: Consider carefully the balance between how much and how well something is learned. In some contexts external boards may mandate “domain coverage.” In other contexts “deep learning” may be more effective at producing knowledge that can be retained over time and transferred to new contexts.

No matter what we teach, we all share the hope that our students will remember and apply what they’ve learned after our courses are over. Cognitive science may help us articulate how this sort of learning happens and how our teaching can enhance it. It helps us answer the questions with which we began: What is good teaching? And how do we recognize it when we see it?

For a list of the ten principles of cognitive science generated by this group of researchers, see Diane Halpern and Milton Hakel, “Applying the Science of Learning to the University and Beyond,” *Change*, July-August 2003, 37- 41.

Scholarship, continued

stretches students' minds and perspectives, models the behavior of professionals in the field, and connects students to cutting edge discussions among the best in the discipline. How, they ask, can university professors remain intellectually alive, and in contact with the emerging issues in their areas of study without being engaged in these fields outside the classroom?

Watching faculty debates of yesteryear, I saw the real debate as ones about hiring and tenure. If, two decades ago, we could have hired energetic professors who both engaged their students and produced significant research, we would

have done so. Instead, we had to choose. The teaching group wanted to keep the dynamic professors who thrived on student contact, but were bored to tears by hours in the library or the discipline needed to complete a journal article. The researchers wanted to find a way to tenure the socially inept scholar who wrote brilliantly but failed to connect with mere mortals.

Today, however, we can hire faculty who are genuinely good teachers and scholars. The competition for tenure track openings is intense. The coming generation of university professors has internalized scholarly productivity as the achievement that qualifies them to be in the class-

room, and prospective students consider scholarly reputation (directly, or indirectly through our rankings) as a factor in choosing which school to attend. The university needs to nurture the teaching-scholars of the future simply to remain in the same position it already holds.

The issue for the university accordingly becomes not just how to promote scholarship but how to manage generational change. Too visible a claim for university resources to encourage research or to celebrate scholarly achievements risks alienating a generation of faculty who identify Santa Clara with rejection of the values of high pressure research institutions.

Expanding the Information Universe: A Big Bang in our Students' Research Skills

Gail Gradowski, Librarian

As a reference and instruction librarian, I encounter hundreds of SCU students every quarter many of whom need help expanding their information universes. Orradre library subscribes to over 150 databases selected primarily for student research needs, but most students encounter only a few in their SCU careers. Many students are unfamiliar even with the databases in their own majors. When students do seek to use a discipline's database, they usually do it because of specific instructions from their professors.

Students may be perplexed at first about why, for example, PsycInfo is preferable to Google. But with your instruction and encouragement, and with the support of SCU's librarians, our students can move beyond Google and acquire information skills that will prove valuable throughout their academic careers and beyond. You, as faculty, are in an excellent position to initiate this expansion of their information universes. Give me a call at 5438 and I'll help you integrate information literacy into your courses, assignments, and syllabi. You may be surprised by the explosion in research skills that follows.

Enhancing the Climate, continued

and, if possible, occasional (competitive) course releases and flexible course scheduling.

Support the Sponsored Projects Office in expanding its role in assisting faculty in obtaining external grants.

Articulate the critical importance of faculty scholarship in University documents such as the Strategic Plan.

Create an on-line bibliography of recent faculty publications.

Establish a Faculty Research Colloquium in which selected faculty will share the results of their current research.

Recommendations for individual faculty:

Develop a research plan that is do-able at SCU. Establish and maintain a coherent research trajectory.

Set aside time each week for scholarly research. Learn to say no when that time commitment is jeopardized.

Incorporate student research assistants in your scholarly plans: introduce good students to the subversive joys of the scholarly life.

Present your research at professional conferences in your field. Use conferences as opportunities to build scholarly communities.

Apply for external grants to support your research. Even if you do not receive funding, you may receive valuable feedback. In addition, the grant application process will assist you in clarifying your project.

Develop scholarly communities. Share your research ideas with your colleagues.

Support the scholarly goals of others at SCU and insist on the importance of their work. If appropriate, initiate collaborative research projects with SCU colleagues or with colleagues at other institutions.

Publish your work with peer-reviewed journals and top-quality presses.

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