

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.

Diane Jonte-Pace Associate Vice Provost for Faculty Development

Phone: 408-554-4751
Email: djontepace@scu.edu
Office: Bannan Hall 338

Mailing Address:
Faculty Development Program
Santa Clara University
500 El Camino Real
Santa Clara, CA 95053-0335

Rosa Guerra Sarabia Assistant

Phone: 408-554-4461
Email: rguerrasarabia@scu.edu

ADVISORY COUNCIL

Diane Dreher English
Kerry Macintosh Law School
Dennis Moberg Management Department
Tom Savage Education
Eleanor Willemssen Psychology
Aleksandar Zecevic Electrical Engineering

Visit us on-line at
www.scu.edu/facultydevelopment

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.

Ranking SCU: The National Survey of Student Engagement By Diane Jonte-Pace

How often do our students ask questions in class or contribute to class discussions, discuss ideas from their courses with others outside of class, or talk about career plans with a faculty member or advisor? Not as often as we would expect!

During the 1999-2000 academic year, and again in 2000-01, Santa Clara University participated in a student survey along with approximately 300 other colleges and universities. The National Survey of Student Engagement (NSSE)[1] asked freshmen and seniors a series of approximately 60 questions about student life both inside and outside of the classroom. (For more information about the NSSE instrument, follow this link: <http://www.iub.edu/%7EEnsse/html/toviewpoint2001.html> and read *Improving the College Experience: Using Effective Educational Practices.*)

Students described how often they worked harder than they thought they could to meet an instructor's standards, wrote papers longer than 20 pages, worked with faculty on research projects outside of course requirements, participated in co-curricular activities, etc. The statistical analysis of the students' responses identified five "benchmarks:"

1. Level of academic challenge;
2. Active and collaborative learning;
3. Student interactions with faculty members;
4. Enriching educational experiences;

5. Supportive campus environment.

We expected stellar results from this student survey. After all, in the *US News and World Report* "Best Colleges" survey, SCU has been ranked Number Two among Master's level universities[2] in the West for twelve consecutive years. The results of the NSSE, however, were decidedly mixed. Our ranking (scores were listed in the form of a "standard residual score") for Level of Academic Challenge and Enriching Educational Experience were in the top 10% of Master's level institutions: we assign a great deal of reading and writing, and our students frequently participate in internships and community service, for example. Our rankings for Active and Collaborative Learning, Student Interactions with Faculty, and Supportive Campus Environment, however, were much lower. For details of Santa Clara's scores and comparison with other universities see *Institutional Engagement Index 2001* and *NSSE 2001 Institutional Benchmark Report* at <http://www.scu.edu/ir/instrsch/scuonly/NSSE>.

How should we respond to these results? Faculty and staff I've talked to tend to respond in three different ways. One group expresses a sense of outraged denial. This group argues, "The statistics must be wrong," "The questions are poorly designed," or more directly, "That doesn't describe my program!" A second group expresses resigned helplessness: "We're doing our best and it's not good enough! There's nothing more

we can do." A third group responds with what might be called active inquiry. This group asks "What can we learn from this?" "Do we need to make some changes in our practices?"

I think the third group has the best response. The NSSE gives us an opportunity to reevaluate our pedagogies, to reconsider our interactions with students, and to rethink the way we structure the campus environment. We might begin by looking more closely at the sorts of questions to which students answered "very little" or "never."

Active Learning and Collaborative Learning are widely understood to be among the "best practices"[3] in undergraduate education. Questions clustered in the "Active and Collaborative Learning" benchmark are a good place to start a self reflexive inquiry into our results.

The NSSE asked "during the current school year, about how often have you done each of the following"

- Made a class presentation?

Continued

In This Issue

- Student Survey
- Plagiarism Prevention
- Information Literacy
- Spring Quarter Events
- Teaching and Scholarship: Problems and Solutions

NSSE continued

- Re-wrote a paper or assignment several times?
- Worked with other students on projects during class?
- Worked with classmates outside of class to prepare class assignments?
- Tutored or taught other students?

Too many of our freshmen and seniors answer these questions with “never” or “occasionally” rather than “often” or “very often.”

Discussions of the NSSE have already begun at SCU as part of ongoing conversations among faculty and staff about integrated education. We need to continue and deepen this conversation by asking ourselves what we can do to improve the quality of undergraduate education at our institution.

An analysis of the NSSE data will soon be issued by Santa Clara University’s Office of Institutional Research. See the URL noted above for a discussion of the disaggregated survey results. See the *Chronicle of Higher Education* for recent articles on the NSSE. Watch the faculty development web site, www.scu.edu/facultydevelopment/, for announcements of campus-wide discussions of the NSSE.

Footnotes:

1. The study was funded by the Carnegie Foundation for the Advancement of Teaching, the Pew Forum on Undergraduate Learning, and the Pew Charitable Trusts.
2. The “Carnegie Classification of Colleges and Universities” differentiates several types of institutions of higher education: Doctoral/Research Universities, Masters (Comprehensive) Universities, Baccalaureate Colleges: Liberal Arts, Baccalaureate Colleges: General, and Specialized Institutions.
3. Arthur Chickering, Zelda Gamson, and Louis Barsi, “Seven Principles of Good Practice in Undergraduate Education,” American Association of Higher Education, 1987.

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
- Research Writing Groups and 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 Programming.

Practical Plagiarism Prevention

By Amy Baldwin, Pulaski Technical College From *The Teaching Professor* (May 2001)

Every semester I complain of the same ailment: plagiarism. It never comes out of the blue; in fact, I often see symptoms early on—a student who has trouble with paraphrasing, another who desperately needs a good grade after several lackluster ones. Even though I am frequently powerless to prevent a full-blown case, I’ve found that preventive medicine is the best approach. Why just treat the symptoms of plagiarism when one can lessen if not eliminate the disease?

Teach students what plagiarism is and how to avoid it - Don’t assume they learned it in high school or composition courses. I’ve wrestled with this many times, thinking that college students should know what they are doing when they use sources in their writing. Unfortunately, they often don’t. I’ve found that when I discuss plagiarism by giving them examples of student cases, I have fewer complaints about failing grades when students do plagiarize. Regardless of the course and level, you should review plagiarism by using examples

from Internet sites or from writing handbooks. The best exercises, though, are the ones you create for your class. To be effective, you should include an example of each type of plagiarism.

Discuss the academic dishonesty policy at length - Every semester I rush through my syllabus, which contains everything from my office hours to the school’s disability policy. I expect students to read the academic honesty policy as well, but I know that in the chaos of the first week, the paragraph gets buried in a mound of pages. If your school has an honor code or any other formal sanctions that students may encounter when accused of cheating, be sure to cover them as well.

Create meaningful assignments - One way to discover if your assignments contribute to a worthwhile experience is to make sure they support your course’s objectives. I know of instructors who make students write lengthy summaries of the chapters in their textbooks, which many students consider “busy work.” While summaries are often necessary in certain

situations, they do not require critical thinking, which should be part of all college courses. Indifference towards assignments often leads to sloppy, plagiarized work. Therefore, an assignment that clearly relates to the skills you want students to learn is an assignment that encourages good work.

Create clear parameters for assignments - I have made this mistake too many times—I assign a research paper but I leave the topic open-ended, thinking I am doing the students a favor. Instead, I am creating a larger headache for myself. Only the top ten percent of students really understand what an acceptable research topic is, especially in first-year courses. The other 90% nearly drown themselves in the possibilities. In fact, I don’t believe I am doing my job when I give them such latitude, and I am actually inviting students to plagiarize, intentionally and unintentionally.

Limit sources - If you want students to incorporate outside sources in

Continued

Spring Quarter Schedule of Events

<p>Pedagogy In Perspective Brown bag lunch discussions on teaching and learning</p> <p>12:00-1:00</p>	<p>When the Ethics Question Arises in the Classroom</p> <p>Thursday April 4 Benson Center, Williman Room</p> <p>*Presenters: Kirk Hanson and Diane Jonte-Pace</p> <p>Co-sponsored by the Markkula Center for Applied Ethics</p>	<p>Gender and Authority in the Classroom</p> <p>Wednesday April 17 Wiegand Room, A & S Building</p> <p>Co-sponsored by the Program for the Study of Women and Gender</p>	<p>Policing to Catch Cheaters or Educating to Promote Integrity? Academic Integrity Issues at SCU</p> <p>Tuesday April 23 Benson Center, Conference Room 21</p> <p>Co-sponsored by the Student Affairs UPC</p>
<p>The Teaching Scholar Symposia A series of symposia on professional development</p> <p>3:30-5:00pm</p>	<p>Enhancing Scholarly Productivity at SCU</p> <p>Wednesday May 1 Adobe Lodge</p> <p>*Using Undergraduate Students Effectively: Tom Plante, Psychology Department *Collaborative Research: Nam Ling, Computer Engineering *Promoting "Community" Within the "Community of Scholars:" Jane Curry, Political Science</p> <p>Co-sponsored by the Research Committee</p>		<p>Teaching and Advising at the Multicultural University</p> <p>Tuesday May 7 Benson Center, Brass Rail</p> <p>*Stanley Sue Professor of Psychology, Psychiatry, and Asian-American Studies, UC Davis</p> <p>Co-sponsored by the Advisor Development Council</p>

Plagiarism Prevention continued

their work, choose a few authors or journals that they can use.

Review documentation style - Keep this discussion brief since most students should be able to find the style book that your discipline uses, but do discuss it. Even for informal assignments, you should ask for the format and style that your discipline uses for research projects.

Hand out a model paper to emulate - one that correctly uses the appropriate documentation style. You may want to point out examples of correctly paraphrased and quoted passages.

Require students to turn in copies of their sources - and make sure that they clearly mark those copies so that you can find the quoted and paraphrased material. This requirement works well for first- and second-year students.

Take advantage of plagiarism services and Internet search engines -Typing "plagiarism" into a search engine will put you in touch with various sites and services that you can access or purchase for plagiarism detection. If your department can't afford the detection services, then

familiarize yourself search engines such as HotBot and Dogpile.*

Penalize those who plagiarize - Believe me when I say that being "soft" with plagiarists does not stop the behavior. I have yet to find a student who has taken the initiative to learn from his or her mistake if the penalty is too easy. I have often thought I was being compassionate to a student by not giving a zero on an exercise or paper only to find that student plagiarized a more important assignment.

Some instructors are too lazy, busy, or apathetic to track down instances of plagiarism. Some are even afraid of the hassle that comes with accusing students of plagiarism because they don't want to be challenged. The problem with these reasons for ignoring cases of plagiarism is that it never helps the problem; actually, students need the guidance that we can give them. When we don't hold them accountable for cheating or poor scholarship, we cheat them out of a solid education and we cheat honest, hard-working students out of a fair assessment of their work.

Create consistent policies and follow them - Before you can create a fair policy, you will need to agree, as a

department or college, what the penalties will be. You may want to start with a review of the current academic dishonesty policy. Your conversations with other faculty will certainly reveal differences of opinion on the subject, but developing consistent procedures and sticking to them will send the message that you take responsible research and writing seriously. It is often the inconsistent messages that students get from their instructors that cause the problem with students' view of plagiarism in the first place.

Remember too that the heart of this issue is not a war against cheaters—instead, it is your commitment to teach and uphold academic standards in writing, thinking, and synthesizing. A complacent attitude about this fundamental component of education, honest research, can infect other aspects of academia, with the possibility of end-stage apathy and disgust. Practicing this preventive medicine should lower your incidents of plagiarism and boost your students' attention to quality work.

Reprinted with permission.

*SCU subscribes to Turnitin.com, a plagiarism prevention service. Contact the Office of Student Life for further information.

Vandalized Library or Valuable Resource? Transforming the Net Through Information Literacy

Do your students use "Google" or "Yahoo" as their major (or only) research tool? Can they differentiate legitimate from misleading web resources? Can they navigate the databases, search engines, and text-based resources available in Orradre library?

"The internet is **not** a great source of information,"[1] SCU research librarian Gail Gradowski warns. Contrary to popular belief, cyberspace is not a good place to do scholarly research. The net is like a "vandalized library"[2] with the catalog destroyed, the front matter torn from books, and the index separated from its text. Surfing the net involves "sifting through this disorganized mess in the hope of coming across some useful fragments of text and image . . . Thousands of additional unorganized fragments are added daily by the myriad of cranks, sages, and persons with time on their hands who launch their unfiltered messages into cyberspace."[3]

A few carefully crafted exercises in information literacy can transform the net from a vandalized library of random fragments into a valuable resource for undergraduate education. We would do well to integrate assignments teaching information literacy into our courses at all levels, and to warn our students that information literacy can save their grades. A good motto for the new generation of students: "Information literacy: don't surf without it!"

Science librarian Molly Moss and other research librarians work with Santa Clara University faculty in different departments and subject areas to design assignments that help students learn to identify, locate and critically evaluate text-based and web-based resources. For information on curricular innovation in the Chemistry Department focused on the integration of information literacy into courses at all levels, contact Atom Yee. For information on successful projects in assignment and course design in introductory writing courses in the English Department, contact Jill Goodman Gould. For the name of your departmental resource librarian, go to the library homepage, www.scu.edu/library, click on Faculty/Staff and look at the list of liaisons/subject specialists.

Footnotes:

1. Gail Gradowski, "What is Information Literacy?" *Pedagogy in Perspective*, February 2002.
2. Michael Gorman, "The Corruption of Cataloging," *Library Journal*, 120, 1995, 34.
3. Ibid.

TEACHING AND SCHOLARSHIP: PROBLEMS AND SOLUTIONS

DID YOU KNOW....?

HAVE YOU CONSIDERED...?

that you CAN make time for teaching and scholarship, AND have a real life?

- submitting an article to a journal when it's "good enough" but not perfect, letting the reviewers do some of the work?
- Scheduling a catch-up day on every syllabus?
- Writing only three comments on student papers and none on final exams?

that breaking up a lecture with two minutes of active learning results in an increase in retention and in the ability to transfer knowledge to new contexts?

- interrupting your own lecture by asking students to spend two to five minutes discussing applications or examples of new concepts?

that grading need not be overwhelming?

- asking students to organize their work to help you grade it more efficiently? Some professors ask students to highlight the thesis sentence and attach an outline to an essay before turning it in.

that teaching is most effective when students encounter new concepts in multiple ways?

- introducing new ideas through abstract conceptualization, concrete experience, active experimentation, and reflexive observation?

that students are more likely to engage in thoughtful discussion if they are asked sequenced questions?

- asking questions that establish a shared foundation of knowledge *before* requiring students to consider more demanding tasks like comparison, analysis, synthesis, or evaluation?

See the Faculty Development website for other ideas about time, grading, learning styles and classroom discussion:
www.scu.edu/facultydevelopment