

### 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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### Editor's Note: Diane Dreher, Professor of English

As guest editor of *The Teaching Scholar*, I'm happy to offer a selection of informative articles on scholarly communication, pedagogy for first-year students, and scholarly writing.

### How I Write: Strategies of Successful Writers

*As teaching scholars, whether we are in the arts or sciences, humanities, business, law, or engineering, we are all, at some point, writers in order to share our work with the larger community. Essential to our profession, scholarly writing can be demanding or rewarding, a source of frustration or inspiration. The following essays by Michelle Burnham, Laura Ellingson, and Sanjiv Das, panelists for a recent Faculty Development symposium, offer a variety of insights to support faculty in the writing process.*

### Michelle Burnham, Associate Professor of English

When I agreed to be on the panel, I had to think about how I do what I do as a writer, about what works for me, and why. Here are three strategies that are most important to my productivity as a writer.

**Embrace anti-perfectionism.** When I was an undergraduate I heard the poet William Stafford give a reading, and he was asked afterwards about how he dealt with writer's block. He replied, "I don't get writer's block; I just lower my standards and keep right on going." I took this advice to heart at the time and it has served me amazingly well for very many years. Philosopher Slavoj Zizek describes his writing process by explaining that because he is constitutionally unable to sit still, he must trick himself into writing. He does so by convincing himself that he is not going to write; instead he is only going to jot down some notes, and after having done so all he has to do is edit those notes. Although I don't have a hard time sitting still, I realized when I heard this that I resort to this trick all the time in order to begin writing a new piece, and also to get myself past a blockage point in a piece of writing. Instead of "writing," just jot down notes and then edit them.

**Create your own deadlines.** We all know how effective furnished deadlines are in helping us finish a piece of writing. I constantly create my own deadlines and laboriously invest them with all the gravity of a furnished deadline. First, I lay out short and long term plans for what I will write and publish. Second, I ask others to read my work (both colleagues on campus and colleagues in my field at other institutions) and make commitments to get drafts to them (making subsequent internal commitments to publish that work which colleagues have made

the time to read and help me with). I manufacture what I like to think is a healthy sense of obligation to the network of people (colleagues, friends, family, myself) who help make my work as a writer possible, and use that obligation to motivate myself not just to write but to publish.

**Maintain momentum.** I find it impossible to write daily or even regularly while teaching six different courses a year. Most of my writing takes place over the summer break, which I treat as one long personal writing workshop. But this summer workshop is only successful because I maintain an intellectual momentum during the academic year by engaging in pre-writing practices that leave me primed to start writing immediately once classes end in June. By that point I really have something to say, something that I'm ready to get down on paper because I've been mentally working on it during the academic year. Some of my momentum-maintaining strategies are to:

- Write one conference paper that is the initial draft of an article or chapter.
- Teach one text that I plan to write about.
- Do the research to get ready to begin writing on a particular text (collecting and reading as many as possible of the articles and books needed).
- Write one review of a new book that I will have to read for my own article or chapter or book anyway.
- Keep up with new scholarship in my field by looking at each new issue of important journals and keeping track of new books published.

## Services and Programs

### Teaching Support

- Confidential Classroom Visits
- Open Classrooms

### Research Support: Grants

- Internal University Grants
- Faculty Student Research Assistant Program

### Groups and Teams

- Mentoring groups or partnerships
- Faculty Study Group Grants

### Resources

- Website: [www.scu.edu/facultydevelopment](http://www.scu.edu/facultydevelopment)
- Small resource library of books, videotapes, and articles

### Programs

- Pedagogy in Perspective brown bag discussions
- Teaching Scholar Symposia
- Research Colloquia
- New Faculty Orientation, Workshops, and Retreat

### *How I write, continued*

- Jot down notes as they come to me through these other exercises about what I might want to include in my own article or chapter.

If I don't do these things—if instead I get to the first week of summer and plan to begin then—I could easily spend most of my summer just getting to the point when I'm ready to start writing and find that the fall quarter is nearly ready to begin. ■

### **Laura Ellingson, Assistant Professor of Communication**

I think of myself as a writer and reject the social bifurcation of creative writing from scholarly or professional writing. Scholarly writing can be just as creative as a novel or poem. Even if one writes about statistical analysis, that writing is done via language and hence involves creating meaning, which is an art.

I find that embracing my identity as a writer (not just a scholar or researcher) helps me prioritize my writing time and relish the process of writing. Once you affirm yourself as writer, carefully observe yourself to determine your own writing style and then honor that style. Every writing book I have ever read suggests carving out daily writing time, but that simply does not work for me. I am a binge writer. Realizing that has helped me to build flexibility into my schedule rather than the rigid reserved blocks of time that seem to help many others. Now when I catch a wave while writing, I ride it until it breaks. I do not catch one every day, but when I do, I can get a tremendous amount done by postponing other obligations and continuing to write.

Once you claim your identity as a writer, you are free to utilize the many tools and techniques of the trade. Two of my favorites come from Anne Lamott's *Bird by Bird: Some Instructions on Writing and Life*, by far the most helpful and funniest book on writing out there. One strategy is to picture the story I am trying to tell through a "one-inch picture frame" and then write only what I can see through that limited perspective. The other is to tell myself that I only have to write a "shitty draft" of the article, which can be revised later; this helps circumvent the stifling effects of perfectionism. I have also developed a number of my own strategies. One suggestion is to reclaim outlining, shedding all those complex alphanumeric structures we learned in junior high school and creating your own flexible, heuristic format that helps you get your ideas organized. I also create what I call a "stuff" file for each of my ongoing writing projects in which I put pieces of my manuscript that I cut. Placing them in another file is infinitely easier than deleting because I know I can always go back later and get them if I want them. Finally, and I hate it when people tell me this but I am going to say it anyway: engage in some form of regular, moderate exercise. Exercise helps decrease stress, increases energy, and stimulates creative thinking, which lead to better and easier writing. ■

### **Sanjiv Das, Professor of Finance**

Here are some things that help me write and, more important, glean real enjoyment from it:

I read a lot, and buy a lot of books. Since I need to read good writing to inspire me to write, I keep a constant supply of books nearby. I am convinced that all good writers must be avid readers of nonfiction. The fiction writers I've read about inevitably read a lot of nonfiction. Great writers are

innately curious people and often write to understand things better.

Writing tools: pen, desktop, laptop. I use all of them. I usually use a fountain pen. I in bed, a pencil. Then I transcribe to computer. My best writing has always been handwritten first. I spend an exorbitant amount of money on good writing instruments, but it pays off in my immense enjoyment from writing with them.

Write at a time of day that ensures emotional calm for you, usually before doing anything else. My best days are when I rise early, at 4 or 5 a.m. and then just write, not watching the clock and definitely not doing anything else, especially not e-mail. I avoid all distractions by not going in to work. I keep emotionally relaxed by taking a meditation break. And I definitely avoid obviously gratifying interruptions like administrative work, which make one feel useful even while being quite useless.

Write a little bit every day. Stay in touch; stay in form. It's an imperative, not a choice. Keep a chunk of time free for writing, free from other people and e-mail. Be prepared. You never know when the muse will come calling. I always carry a notebook in my bag and write things down when I get the urge.

When I don't find my professional writing working, I do fun writing instead. It's like keeping fit: daily exercise is best. When a rigorous workout is impossible, one should not miss out on a light one. That's what fun writing is. Think of fun writing as cross-training.

Writer's block is sometimes location staleness. You cannot write because you are in a location of poor energy. So the simplest thing to do is just move to another location. This works well for me. Always have two or three favorite writing places, so at least one is always accessible. Another

## Schedule of Events Spring 2007

<p>Pedagogy in Perspective</p> <p>Educating for Empathy</p> <p>Tuesday, April 10, 12:00-1:00pm</p> <p>Wiegand Room, A &amp; S Building</p>	<p>Teaching Scholar Symposium</p> <p>Pedagogies for the Teachable Moment: Challenging Racism on Campus</p> <p>Monday, April 23, 12:00-1:00pm</p> <p>Wiegand Room, A &amp; S Building</p>	<p>Research Colloquium</p> <p>Supporting Research in the Academy: What are the Models that Work?</p> <p>Wednesday, May 16, 12:00-1:00pm</p> <p>Wiegand Room, A &amp; S Building</p>
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### *How I write, continued*

strategy if you get stuck is to handwrite first. It usually releases word-processing blocks.

Editing and proofreading. Do it—a lot. I am very bad at this. But whenever I have been patient enough it has been a most enjoyable experience and made me proud of my work. Sitting and reading one's own work and getting thrilled with it is such an incredible act of self-indulgence. Everyone must try it!

Finally, be creative and, above all, have fun in the process. ■

### **Pedagogy for the First-Year Student: Some Thoughts**

**Phil Kesten, Professor of Physics**

Most new students are excited to be in college, so get to them early and get them excited about shifting their learning to a higher gear. Here are some insights from faculty involved with the RLC's along with my own:

**Recognize the obstacles to effective learning.** First there's the reality of higher work loads. College really is more work than high school. Then there are all the distractions of campus life coupled with lack of parental supervision. Many students are on their own for the first time, without someone to tell them what to do, when to study. Remember that many are overwhelmed, tired, worried, even scared.

**To get students involved, a bit of showmanship is helpful.** I tell Computer science majors to come in and ask me why Physics is the most important class software engineers take. Many are intrigued enough to do it! Invite class participation, comments, corrections. I make "intentional mistakes" as a natural part of the class from day one to get students to jump in. The intentional mistakes, often preceded by a warning that I might just make one, lets them feel more comfortable expressing their thoughts in the public setting.

**Provide inducements to talk to them outside of class:** 1-on-1 or 1-on-small groups, such as extended office hours, RLC opportunities, and athletic events. Invite former

(non-freshmen) students to give them the low-down. In Richard Light's *Making the Most of College*, the single factor most correlated with success for first-year students was getting to know one professor outside of class.

### **To help first-year students succeed in your class:**

Be overtly clear on expectations – take no communication for granted. Even then some students will not "get it." I give my students explicit, printed instructions for sending me a code name in email and 8 to 10 percent still fail to do it correctly. Announce deadlines for projects well in advance. Provide milestone dates. Don't just write them on your syllabus. Remind students in class to help them stay on track. This is not coddling!

**Remember, these students are making a major life transition. Help them develop intrinsic motivation.** Don't let students be passive recipients of knowledge. The transition to be active participants in their education is hard for many of them. Many freshmen see instructors as sole proprietors of knowledge, but they need to take ownership of their education. ■

## **DISCOVER Course Development Grants**

**Diane Dreher, Professor of English, DISCOVER Curriculum Director**

The Faculty Development Program and the Ignatian Center for Jesuit Education, invite you to develop a new course in your discipline with a focus on vocation. Two types of grants are available:

Course Development Grants, offering up to \$1000 to cover expenses or stipends for adding a vocation component to an existing course.

Curriculum Development Grants, offering one course release to prepare a new course on vocation in your discipline.  
Spring Application Deadline: May 15, 2007.

For both types of proposals, the following are required:

A discussion of how the course pedagogy will address the vocational development of your

students.

A tentative syllabus with possible texts, activities, and assignments.

An explanation of how student learning will be assessed.

A plan worked out with your department chair regarding when and how often the course would be taught.

Proposals will be evaluated according to the following criteria:

Clarity of the proposal

Quality and feasibility of the project

Probable effectiveness of the project in helping students discern their callings.

Quality and range of resources (self-assessment guides, vocational narratives, films, assignments, etc.)

Quality of the assessment plan

Student-centered pedagogy

Proposals should be submitted to Kristin Love ([Klove@scu.edu](mailto:Klove@scu.edu)), Faculty Development Assistant, with copies to department chairs and deans. A committee composed of the Curriculum Development Director for DISCOVER, the Ignatian Center Director, and the Associate Provost for Faculty Development, will evaluate the proposals and award the grants.

Successful proposals will be posted at the beginning of Spring Quarter on [www.scu.edu/discover/facultystaff](http://www.scu.edu/discover/facultystaff).

For further information, contact Diane Dreher, the Curriculum Development Director for DISCOVER, [ddreher@scu.edu](mailto:ddreher@scu.edu) (554-4954).

## Scholarly Communication: Author Rights, Institutional Repositories, and Open Access Journals

Michal Strutin, Science Subject Specialist, University Library

A crisis in scholarly communication is shaking the foundations of how scholars—and their institutions—communicate. The crisis began with an unprecedented rise in the cost of scholarly journals. From 1986 to 2002, journal prices rose 227%, although the Consumer Price Index (CPI) rose only 64%. Additionally, publishers began to “bundle” packages of journals, so that institutions were sometimes forced to buy unwanted titles, in order to acquire needed journals.

As a result, the vast majority of academic library collection budgets now go to journals—more than 90% in some cases—even as libraries experience shrinking budgets. When libraries cannot afford journals, scholars cannot get or share the information they need.

As institutions lost control of their budgets to big publishing vendors, authors were losing control of their copyrights. Scholars found that stipulations in publishing contracts did not allow them to use their own work. In the worst cases, scholars cannot use their own papers in class, post them on their institution’s website, or share them with colleagues. Frustrated scholars and institutions began developing new models of scholarly communication.

Important to all scholars are the organizations that formed in response to this situation: [SPARC](http://www.arl.org/sparc/), the Scholarly Publishing and Academic Resources Coalition (<http://www.arl.org/sparc/>) and [Create Change](http://www.createchange.org/) (<http://www.createchange.org/>), a SPARC initiative to educate scholars and develop new models in three critical areas: Author Rights; Institutional Repositories; and Open-Access Journals.

### Author Rights: What You Can Do

Scholars understand that journals must make money to survive, so they relinquish their for-profit rights. Retaining nonprofit author rights, however, allows faculty to share knowledge with their colleagues and with students, and to archive their works. In order to retain nonprofit rights, you can do two things:

- Find out what journals allow in their publishing agreements. To do this, visit [Sherpa/RomEO](http://www.sherpa.ac.uk/romeo.php) <http://www.sherpa.ac.uk/romeo.php>. This website lets you search or browse publishers and serves as a guide to publisher copyright and self-archiving policies.
- Get a copy of SPARC’s [Author Addendum](http://www.arl.org/sparc/author/addendum.html) <http://www.arl.org/sparc/author/addendum.html>, a concise, one-page “legal instrument that modifies the publisher’s agreement and allows you to keep key rights to your articles,” rights that “give your research wide exposure and fulfill your goals as a scholar.”

For more: SPARC’s [Author Rights](http://www.arl.org/sparc/bm-doc/SPARC_AuthorRights2006.pdf) brochure [http://www.arl.org/sparc/bm-doc/SPARC\\_AuthorRights2006.pdf](http://www.arl.org/sparc/bm-doc/SPARC_AuthorRights2006.pdf)

### Institutional Repositories: Where to Keep Your Work

An Institutional Repository (IR) gives your papers a URL that will never break, allowing others to access—and cite—your work over time, without the barriers of proprietary journals. Repositories not only allow broad access to your pre- and post-printed articles via search engines such as Google, but also provide a place to deposit a wide variety of other materials: e.g., course lessons; multimedia presentations; photographic collections; etc. Institutional repositories can also set access to your work to the level of control that you desire.

For more:

- [Institutional Repositories: Partnering with Faculty to Enhance Scholarly Communication](http://www.dlib.org/dlib/november02/johnson/11johnson.html) by SPARC’s Richard Johnson. [www.dlib.org/dlib/november02/johnson/11johnson.html](http://www.dlib.org/dlib/november02/johnson/11johnson.html)
- University of California’s [eScholarship Repository](http://www.cdlib.org/programs/escholarship.html) <http://www.cdlib.org/programs/escholarship.html>

### Open Access: Getting the Widest Distribution

Open-access journals provide free online access to research articles. The Associa-

tion of American University Presses (AAUP) says the open-access journal is a new model “in response to the financial burden on academic libraries of maintaining subscriptions to commercially published journals.” In its February 2007 [Statement on Open Access](http://aaupnet.org/aboutup/issues/oa/statement.pdf) (<http://aaupnet.org/aboutup/issues/oa/statement.pdf>), AAUP goes on to say: “Without reform to this system many fear that the results of new research will increasingly be accessible to an ever-shrinking number of the wealthiest universities.”

### What the Santa Clara University Library is doing about scholarly communication:

- Preparing a brief online survey to learn faculty concerns.
- Collaborating with faculty to solve problems.
- Educating the scholarly community in a number of forums.
- Exploring avenues by which our teaching scholars can archive their articles and other scholarly materials. ■

## Confidential Classroom Visits and Open Classrooms

Fred Parrella, Religious Studies Department, will serve as the Classroom Visit Coordinator for this quarter. Consultations are voluntary, developmental, and non-evaluative. If you would like to arrange a Classroom Visit, please contact Fred Parrella at [fparrella@scu.edu](mailto:fparrella@scu.edu) or 554-4714.

Each year a group of Santa Clara faculty well known for their excellent teaching serve as Open Classroom Professors. The Open Classroom Professors are clear lecturers and good discussion leaders. They are successful at creating learning environments in which students are engaged and motivated.

This year’s Open Classrooms Professors are: Andy Tsay, OMIS, Brad Joondeph, Law, Silvia Figueira, Engineering, Jerry Burger, Psychology, Phil Kesten, Physics, and Eileen Elrod, English. Contact any of these faculty to schedule a class visit. Visitors are also encouraged to schedule coffee and conversation with the Open Classroom Professor afterwards.