

## Nominate a Colleague for a Faculty Award!

Nominations are invited for the following four faculty awards: The Brutocao Family Foundation Award for Curriculum Innovation, the University Award for Sustained Excellence in Scholarship, the University Award for Recent Achievement in Scholarship, and the Inclusive Excellence Award. Recipients will be named and awards presented at the annual Faculty Recognition event in September. Any Santa Clara University faculty member may nominate a colleague at SCU for these awards. For guidelines on nomination letters and eligibility criteria, go to the link for the specific award at the following web site: <http://cms.scu.edu/provost/facultydevelopment/awards/> .

**The Brutocao Family Foundation Award for Curriculum Innovation** recognizes faculty who have improved the quality of education at Santa Clara University through significant innovations in pedagogy or curriculum development—particularly when those innovations affect a significant number of students—and who have exhibited general excellence in teaching. (Nominations for SCU’s other teaching award, the Louis and Dorina Brutocao Award for Teaching Excellence, are made by students and alumni.)

**The University Award for Sustained Excellence in Scholarship** recognizes the outstanding achievements and dedication of a faculty member who has demonstrated sustained excellence in scholarly or creative work and who has been a faculty member of Santa Clara University for a minimum of ten years.

**The University Award for Recent Achievement in Scholarship** recognizes a tenured faculty member or senior lecturer whose scholarly or creative work over the previous five years at Santa Clara University represents a major contribution to a field of knowledge or to the arts.

**The Inclusive Excellence Award for Staff/Faculty** is awarded to a SCU staff/faculty member(s) or department(s) who demonstrate dedication to building inclusive excellence in community at SCU through innovative teaching and/or program development.

## Applying for tenure, promotion, or a sabbatical?

The Faculty Development Program is offering two noon workshops this spring for faculty planning to apply for tenure and/or promotion in the near future, on Monday, April 13, and Thursday, May 14, both in Learning Commons Room 234. Bill Sundstrom, Associate Provost for Faculty Development, will review the steps required for submitting your petition, discuss what to include in your application and how to organize it, and show some recently successful examples.

Faculty are also invited to arrange one-on-one consultations with Bill at any time for advice and assistance regarding applications and proposals for tenure and promotion, as well as sabbatical leaves, internal grants, and the like. Given sufficient turnaround time, he will be happy to read a draft of your CV, personal statement, or proposal, and offer constructive feedback. Of course, it is important that faculty consult multiple colleagues about career planning and promotions, including their departmental colleagues, chair, and dean. But if you would like an informed and confidential additional opinion, please get in touch!

Bill Sundstrom  
Faculty Development, St. Joseph’s Hall 112  
408-551-7045

## Announcements, Deadlines and Reminders

- FSRAP (Faculty-Student Research Assistant Program) Grants: Grants to pay for undergraduate research assistants in any field. Watch your email for information about the spring application process and deadlines.
- Core Curriculum Honoraria: Applications are invited for Core Honoraria in support of Curriculum Transformation and Development projects and for faculty facilitators of Pathways. Deadline: April 30, 2009. For more information go to: [http://www.scu.edu/provost/ugst/core2009/grants\\_workshops.cfm](http://www.scu.edu/provost/ugst/core2009/grants_workshops.cfm)
- Faculty Study Group Grants: Grants of up to \$500 provide funding for food, materials and other expenses for interdisciplinary groups of faculty who wish to gather regularly for discussions of scholarship or teaching. Proposals accepted at any time. For more information: <http://www.scu.edu/provost/facultydevelopment/universitygrants.cfm>
- Ethics Across the Curriculum consultations: Larry Nelson, Senior Lecturer in the Philosophy Department, continues to serve as the Curricular Ethics Consultant, providing assistance in incorporating ethics into SCU courses in any department. Applications for Ethics Consultations are invited at any point during the academic year. For more information, please contact Larry Nelson, or Anne Riconosciuto in the Faculty Development Office, [ariconosciuto@scu.edu](mailto:ariconosciuto@scu.edu)

### Please give us some feedback on this newsletter

The Faculty Development Program would appreciate your feedback on The Teaching Scholar newsletter. Please let us know what you think about the following:

1. Do you find the content of newsletter useful, or would occasional emails of Faculty Development services, upcoming events and deadlines, and links to on-line content suffice?  
\_\_\_\_\_
2. Is receiving a paper version of the newsletter important to you, or would an electronic version (as email attachment) be fine?  
\_\_\_\_\_
3. Do you have any suggestions for the newsletter (or other Faculty Development programs)? Would you like to contribute an article?  
\_\_\_\_\_

Please clip and return this form to Anne Riconosciuto, Faculty Development, St. Joseph’s Hall, or email her with your feedback at [ariconosciuto@scu.edu](mailto:ariconosciuto@scu.edu) .

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## The Faculty Development Program

The Faculty Development Program supports the professional development of Santa Clara faculty as teaching scholars. Programs and services promote three general goals:

- Help faculty become more effective teachers by exploring how to cultivate student learning.
- Support and promote faculty scholarship.
- Help faculty plan and manage their careers as academics and maintain work-life balance.

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Nam Ling, Computer Engineering  
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## Fostering Collaborative Learning

*Collaboration is both a means to enhance student learning and an important life skill. It is also one of the over-arching goals of the new undergraduate core curriculum and a learning objective of the new Civic Engagement and Arts requirements. At a panel presentation on February 4, 2009, four SCU faculty members shared their thoughts on the value of collaboration and how they implement it in their teaching. This summary was prepared by Bill Sundstrom from notes taken by Phyllis Brown, Dept. of English.*

As important as “group projects” have become in education at all levels, they also generate frequent complaints from faculty and students alike. One of the panelists, an enthusiastic practitioner of collaborative projects, asks students on the first day of his course for a show of hands: how many of them hate group projects? Many do. Their response creates an opportunity for a discussion of what can be done to make sure collaboration works. All four panelists made a convincing case that properly designed collaborative learning projects can have a big payoff, and can avoid some well-known pitfalls.

**Carol Gittens** (Education Dept. and SCU Director of Assessment) launched the session with an illustration of a basic collaborative learning technique: a *Think/Pair/Share* activity. Participants were asked to consider the following prompt: “I want to include [more] collaborative learning in my course, but first I want to know...” After determining what they would like to know, participants shared their question with at least one other participant, and then reported to the group. Main themes that emerged included:

- What is collaborative learning?
- How effective is it compared to other teaching techniques?
- How do I structure the activities?

Carol noted that at its most basic level, collaborative learning might be defined as learning with another or others. But she went on to stress some other important features of effective collaborative learning. First, collaboration involves more than just putting students in groups: faculty must design intentional learning activities that structure the group’s work. Second, students should co-labor, in the

sense that all participants are actively engaged in working together toward stated objectives. And last but not least, collaborative activities should be tied to the learning objectives of the course.

Carol argued that the case for collaborative learning is grounded in the theory of social constructivism—that the construction of meaning is a social process—and the idea from cognitive science that each individual’s knowledge is structured by past learning and experience into schemata. Collaboration makes it possible for students with different backgrounds and schemata to explore and test their own understanding from different perspectives. Turning to the evidence, Carol summarized studies of collaborative learning that have found that it promotes academic achievement, personal development, and student satisfaction.

To ensure effective collaborative activities, whether brief exercises or elaborate quarter-long projects, Carol recommended attention to five essential features:

- Positive interdependence: Success of each individual is linked to success of the group.
- Promotive interaction: Each member is expected to promote the success of the other group members
- Individual and group accountability: Students should be assessed individually and as a group.
- Development of teamwork skills: These should be taught just as deliberately as academic content.

- Group processing: Groups should be asked to evaluate their own group process as well as the end product. Faculty should plan debriefing activities to facilitate this self evaluation.

These features were recurring themes in the other panelists’ descriptions of their own successful collaborative projects.

**Chad Raphael** (Communication Dept.) followed Carol with a presentation on collaborative learning in Civic Engagement courses for the new core. Chad began by emphasizing the importance of learning from people who view

the world differently. He observed that work is increasingly collaborative, and civic life is always collaborative. In the context of civic engagement, collaborative learning can be with peers in class (team debates; deliberation; simulations; interactive presentations/peer critiques; group projects; etc.) and/or outside class with others (participant-observation in civic organizations; Washington semester; internships; some Arrupe community placements; local governmental meetings; immersion trips; interviewing models or mentors; etc.).

Good collaborative assignments call for integrated rather than aggregated efforts (the familiar and tedious "group" presentation or paper consisting of three or four disjointed parts prepared separately by group members). Chad emphasized that faculty need to teach collaboration; we rarely teach the skills of deliberation or discussion. His suggestions for doing this included:

- Sequence individual and group assignments clearly; have students develop team contracts and/or work plans for larger projects.
- Design assignments to make sure evidence of individual and group accountability is available to the instructor.
- Design a process that holds all students accountable to self, group, and faculty.
- Assign reflection papers, journal entries, and exam questions that require description and evaluation of individual and group contributions and collaborative process; use these to help students see ways to improve the process.
- Develop evaluation questions that elicit student self perception of what they learned from the collaborative assignment.

David Popalisky (Theatre and Dance) followed Chad with some observations about incorporating collaboration into Arts courses. In the arts such as theatre and dance, collaboration is inevitable and offers great opportunities to explore and refine knowledge of self in relation to others. David emphasized that group processes should be oriented toward the intellectual and creative goals of the course. He also stressed the importance of stepping back along the way to evaluate both the work and the collaborative process.

In his collaborative creative projects, David asks his students to take a project from initial conception through improvisation, creation, performance, and peer assessment. This process involves more than sharing ideas; students have to advocate for their ideas. Collaboration also leads to self-discovery: for instance, each student may learn whether she or he is more comfortable as a leader or a follower. David noted that he often intentionally assembles groups with students of different skill or experience levels, which increases the comfort level for the less experienced. The panelists agreed that the question of group composition is an important one that instructors should consider carefully in designing projects.

Patrick Archie (Environmental Studies Institute) talked about his ENVS 12 course, which is organized around 10-week collaborative learning projects. Students work in groups on projects related to San Jose's 10 goals for increased environmental sustainability (San Jose Green Vision). The goal for the class as a whole has been to produce or edit a book on the topic, with chapters contributed by the groups.

Patrick stressed the importance of planning and structuring the project, and building time for working with the groups into the design of the course. Like David Popalisky, he always assigns students to groups—rather than allowing them to self-select—to foster a mix of skills and backgrounds. He suggested several strategies he uses to get student "buy-in" to the collaborative process and to make sure they take responsibility for their own and their group's learning. First, he begins the course by asking the students why group projects often fail, and what makes them work when they do work well, and then explains how he has designed the current course to avoid the common pitfalls. Second, groups are required to develop and sign their own group contracts, to which they are held accountable. Finally, he also solicits from the students their ideas for peer grading standards.

*Further reading:* Faculty interested in learning more about designing and implementing a variety of collaborative learning experiences are encouraged to consult the following books. Copies of both are available for borrowing in the Faculty Development office, St. Joseph's Hall 113.

E.F. Barkley, K. P. Cross, & C. H. Major, Collaborative Learning Techniques: A Handbook for College Faculty (Jossey-Bass, 2005).

T.A. Angelo and K.P. Cross, Classroom Assessment Techniques: A Handbook for College Teachers (Jossey-Bass, 1993).

### Consultations and confidentiality

The Faculty Development program assures strict confidentiality of consultations with individual faculty regarding teaching, scholarship, and professional development. Our services, including classroom observations, are strictly voluntary, developmental, and confidential; results are shared only with the faculty member and never to be used in a faculty performance evaluation. Classroom observers / consultants may not discuss their findings with anyone but the faculty member, although the faculty member is free to share the written summary of a classroom visit with others, at her or his own discretion. We also strive to provide students complete anonymity when we solicit their feedback on a course during the teaching observation process.

If you have questions or concerns about the confidentiality of Faculty Development consultations, please feel free to contact Bill Sundstrom at [wsundstrom@scu.edu](mailto:wsundstrom@scu.edu) or (408) 551-7045.

### FACULTY DEVELOPMENT SERVICES

#### Teaching Support

- Confidential Classroom Visits
- Open Classrooms

#### Research Support: Grants

- Internal University Grants
- Faculty Student Research Assistant Program

#### Groups

- 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

- Lunchtime workshops on pedagogy, scholarship, and professional development
- New Faculty Orientation, Workshops, and Retreat

### FACULTY DEVELOPMENT EVENTS

#### Spring 2009

Open to all interested faculty—note times and locations—bring a bag lunch  
Please RSVP to Anne Riconosciuto, [ariconosciuto@scu.edu](mailto:ariconosciuto@scu.edu) or 554-2746, for all events

Thursday, April 2

#### Syllabus Design Workshop for the New STS Core Requirement

12:00-1:30 p.m., Wiegand Room

Co-sponsored by the Faculty Development Program and the Center for Science, Technology & Society

Learn how to design a successful syllabus for the new Science, Technology & Society core curriculum requirement. Shannon Vallor (Philosophy) and Keith Warner (CSTS and Religious Studies) will lead the discussion and provide some examples of approved syllabi. The second half of the workshop will help you connect your ideas to the STS Learning Objectives. Feel free to bring a draft or outline of a syllabus you are working on, if you have one. Bring a brown bag lunch; beverages will be provided.

Monday, April 13 (repeated Thursday, May 14)

#### Petitioning for Tenure and/or Promotion

12:00-1:00 p.m., Learning Commons Room 234

This hands-on workshop is for faculty planning to apply for tenure and/or promotion in the near future. Bill Sundstrom (Associate Provost for Faculty Development) will review the steps required for submitting your petition, discuss what to include in your application and how to organize it, and show some recently successful examples. Please feel free to bring your own draft materials if you like.

Wednesday, April 22

#### The Well-Crafted Assignment I: Addressing Community Needs Through Course Projects

12:00-1:00 p.m., Kennedy Commons

Learn how to connect and work with organizations in need of projects suitable for course assignments, and hear examples of both one-time and quarter-long projects across a variety of disciplines. Information will also be provided about best practices in working with community organizations so both the community and students benefit from the collaboration. Panelists: Andrew Johnson (Management), Emile McAnany (Communication), Laura Nichols (Sociology), and Catherine Gabor (English, San Jose State University). This workshop is funded in part by California Campus Compact and by the Corporation for National and Community Service, Learn and Serve America.

Wednesday, April 29, and Monday, May 18

#### VITAL (Vitality in Teaching and Learning): Spring Quarter Meetings

12:00-1:00 p.m., Learning Commons Room 234

VITAL is a group of faculty who meet about twice a quarter to discuss issues in teaching and learning. VITAL is open to all SCU faculty, and is a great way to learn about the scholarship of teaching and learning and to share ideas about teaching with your colleagues. This quarter we start by reading parts of Malcolm Gladwell's latest book, Outliers (available at the SCU bookstore—details to come). Additional topics and readings will be decided by the group.

Wednesday, May 6

#### The Well-Crafted Assignment II: Problems, Problem Solving, and Problem Sets

12:00-1:00 p.m., Learning Commons Room 234

Problems are assigned in many subjects. But what exactly is problem solving, how does it help students learn, and how can they be taught to do it? In this hands-on workshop we will explore creative approaches to designing and teaching problems that can help students learn difficult concepts across a variety of disciplines. Participants are encouraged to bring some of their own problem sets to discuss and work on.

Thursday, May 14

#### Petitioning for Tenure and/or Promotion

12:00-1:00 p.m., Learning Commons Room 234

See description for Monday, April 13, above.

Monday, May 18

#### VITAL (Vitality in Teaching and Learning)

12:00-1:00 p.m., Learning Commons Room 234

See description for Wednesday, April 29, above.

Tuesday, May 26

#### I Could Write a Book... But Should I?

12:00-1:00 p.m., Learning Commons Room 234

This panel presentation will explore the pros and cons of writing and publishing a book as a scholarly product. In what fields does it make sense to write a book, as opposed to journal articles or chapters? Should you consider writing a textbook? How do you go about finding a publisher and getting the book edited and ready for print? A panel of published SCU book authors will provide their insights.

#### Locations

Wiegand Room: Arts & Sciences Building, first floor.

Learning Commons (Library) Room 234: Take the stairs at the far (east) end of the ground level—Room 234 is on your right as you exit the stairwell on the second floor.

Kennedy Commons: Sustainable building adjacent to Swig Hall.