

### 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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## Integrating Teaching and Research<sub>1</sub>

**Sanjiv Das, Professor of Finance**

I have always been happiest when the teaching aspect of my life has fused seamlessly with the research I do. From the point of view of the teaching scholar paradigm, this is the ultimate goal. The fusion of teaching and research enhances the quality and satisfaction of both activities – together, they form more than the sum of each part.

Here are some personal reflections on the conditions that foster this integration.

*Freedom:* The more choice that faculty are given in choosing content and pedagogy, the better. Too many departments cripple their faculty by having fixed notions of what content should be taught. The transmission of facts that are relevant today is a sure way to cripple the student tomorrow. Instead, teaching how to think through the medium of the subject is most important. Faculty who are given the freedom to bring their research into their courses are more likely to teach students to think, because they are teaching topics where they themselves have spent a lifetime of deep thought.

*State of the Art:* When teaching and research are integrated, it is much more likely that the classroom experience is current. Some faculty teach the same thing year after year, with almost no changes to their class notes. This can only happen when research is not integrated into teaching. A course that taps into research is easily updated, bringing the benefit of new paradigms and fresh thought to the classroom. Research is the life blood of the teaching scholar.

*Idealabs:* The classroom is an effective place to seed research. Teaching sparks research ideas. I was recently teaching a well-known model to my students when I was asked a question about the model that I had never thought of. It was an obvious question, but it had been ignored in published research. I suggested an answer in class, and conjectured that the answer involved a particular differential equation, which I told my students we might actually be able to solve. I am now working on this problem. There is something fertile about the classroom environment: it generates rich research ideas.

*Diversification:* Teaching research topics that you are interested in but do not have time to take on is a way to avoid shelving them indefi-

nately. And of course, we know best what we seek to teach. Teaching new material ensures that you make the effort to know the material well enough to teach it, and possibly, to initiate research in it.

Here is what happened in my case. There are a slew of topics in quantitative modeling across fields in the business school. I've been adding these to a file I keep in my computer, along with brief notes. For the coming year, I put these together and proposed a new course. The course has been approved, and I will be teaching it soon. It promises to be an exciting, challenging, yet intellectually invigorating time. Yes, it will be hard learning and teaching at the same time, but integrating my teaching into my "off the beaten track" research goals might just pay off.

*Research literacy:* An important goal of faculty should be to expand the level of student literacy in the major subjects. This can only be achieved through incorporating research literature into coursework. Most students are surprised to find that they can access academic journals. In some courses, I even require that the end of term paper be based on readings from academic journals. Most students later state that reading the research literature was not only a revelation, but also gave them a very different way of thinking.

*The "You" factor:* Much of teaching is about keeping students' attention. Talking about one's own research is an effective way to engage students, for they are quite interested in who we are and what we do. Start a sentence in class by saying— "Let me tell you about what I found in this research..." and watch them sit up and listen. Talking research is an effective way of connecting intellectually.

*Latent guest speaker:* In business schools, bringing in an expert in the field to talk to students is an enriching experience. When there is no expert, talking about new research in the field is an effective alternate medium, if not better. It's like having many experts in the room at one time, whenever needed.

*Closure:* I find that an understanding of a subject is never complete without a "state of the subject" talk at some point. Research is a key component. I usually end each course by talking

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## Faculty Development Services and Programs

### 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

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

## Assessment: Terminable or Interminable?

### *Diane Jonte-Pace, Associate Provost for Faculty Development*

In an essay written near the end of his life, “Analysis: Terminable or Interminable,” Sigmund Freud argued that psychoanalysis is never complete, that there is always more to interpret. Yet for Freud this did not lessen its value: the interminable process of psychoanalysis led to deeper and deeper layers of insight and understanding.

Some faculty complain that assessment is “interminable,” not in Freud’s sense, but in the sense of being repetitive, unproductive, and intolerable. In my view it’s true that assessment is interminable – indeed, inevitable – but not unproductive or intolerable. We are “assessing” all the time. We constantly and continuously judge, evaluate, and make decisions based on those judgments. The academic discourse on outcomes assessment simply asks us to be intentional, systematic, and public about this process in relation to teaching and learning.

The proponents of assessment ask us to engage in a three-step process: 1. to be clear about our teaching goals; 2. to gather evidence of student learning relevant to those goals; and 3. to close the feedback loop by making explicit changes that improve our teaching and our students’ learning. It’s not complicated: we already do it. But it is “interminable”: the feedback loop repeats.

As many of you know, I’ve been a practitioner of mindfulness meditation for many years. The mindfulness tradition teaches that mental processes like judgment and evaluation are ongoing and usually subliminal. A central goal of the practice is to become aware of the continuous mental process of judging, to bring it to conscious

attention. This emphasis on judgment is certainly not identical to the emphasis on assessment in the academic literature on learning outcomes. But by emphasizing the ubiquity of judgment as a mental process and the ways it can be brought to conscious attention, the mindfulness tradition suggests that it should not be difficult to become more intentional and systematic about judgments – or assessments – in the context of teaching.

The assessment proponents ask us to be more public about our teaching. This may seem difficult, but in many ways teaching is already a public act. We teach large groups of students; we share our syllabi with colleagues in our departments; we proudly display excellent student work to our colleagues; and we complain publicly about students who are unprepared. Making assessment more visible and public is simpler than it appears. We do it already whether we are having hallway conversations about student performance or departmental discussions of student work, course content, or program goals.

As faculty our common goal is to promote student learning appropriate to our courses and our disciplines. The evidence we gather can be direct (the work students produce in our courses) or indirect (students’ self reports assessing their own learning). Assessment can occur after individual class sessions, after quarter-long courses, or at the end of disciplinary programs. And assessment can be embedded in what we’re already doing. We don’t need to add complex tests or surveys if we’re already gathering evidence and using it to make thoughtful decisions.

### Examples

Here’s a simple strategy some professors

use to assess a single class session: At the end of the hour they ask students to briefly and anonymously write down the most important point and the most confusing point from the day’s class. The professor can begin the next class knowing what students understood and what requires clarification. It’s a simple way to obtain feedback and make informed judgments.

As an assessment strategy for individual courses some faculty use the SALG (Student Assessment of Learning Gains) online questionnaire which asks students to rate their progress in learning in terms of the course’s specific content, goals, and methods. See [www.wcer.wisc.edu/salgains/fac](http://www.wcer.wisc.edu/salgains/fac) for examples; contact the Faculty Development Program for assistance adapting the SALG for your course.

As an assessment strategy for a department or program, faculty often gather course portfolios containing examples of excellent, average, and unacceptable work. They review the portfolios in relation to the department’s learning objectives, using the data to make informed decisions about pedagogy, content, and curriculum.

As we begin preparation for our WASC accreditation process, we’ll be engaging more consciously in the “interminable” project of assessment. We’ll be thinking more seriously about how we’re judging, gathering evidence, and making decisions about teaching and learning. We’ll be doing assessment, just as we always have, but perhaps with greater focus and foresight, greater mindfulness and intentionality, and greater public visibility – and perhaps we’ll be more effective at helping our students learn. ■

## Schedule of Events 2006-2007

	<i>Fall Quarter</i>	<i>Winter Quarter</i>	<i>Spring Quarter</i>
<b>Pedagogy In Perspective</b> Lunchtime discussions of teaching and learning <b>12:00-1:00</b>	<b>Revising the Core: The Student Learning Perspective</b>  <b>Tuesday, September 26</b> Wiegand Room	<b>Pedagogy for the First Year Student</b>  <b>Tuesday, January 16</b> Wiegand Room	<b>Educating for Empathy</b>  <b>Tuesday, April 10</b> Wiegand Room
<b>Teaching Scholar Symposia</b> A series of symposia on professional development <b>12:00-1:00</b>	<b>Teaching Across the Diaspora</b>  <b>Wednesday, October 11</b> Wiegand Room	<b>Applying for Promotion to Full Professor</b>  <b>Monday, January 29</b> Wiegand Room	<b>Finding a Middle Ground Between Overteaching and Underteaching</b>  <b>Monday, April 23</b> Wiegand Room
<b>Research Colloquial</b> Conversations with SCU faculty about research and scholarship <b>12:00-1:00</b>	<b>The Scholarship of Teaching and Learning: What Should its Role Be at SCU?</b>  <b>Wednesday, November 1</b> Wiegand Room	<b>How I Write: Strategies of Successful Scholars</b>  <b>Wednesday, February 21</b> Wiegand Room	<b>Supporting Research in the Academy: What are the Models that Work?</b>  <b>Wednesday, May 16</b> Wiegand Room

### Advice from Recently Tenured and Promoted Faculty

In a spring 2006 conversation, faculty who had recently been tenured and promoted discussed strategies they had found valuable as teaching scholars at Santa Clara, and the advice they would give to others.

- Apply for internal grants to get your research underway.
- Seek assistance from the Sponsored Projects Office with external grant proposals.
- Participate in and seek support from the Centers of Distinction.
- Draw excellent students into your research as assistants or co-authors.
- Pursue multiple research projects at the same time.
- Join an on-campus writing group or reading group.
- Seek out senior colleagues in other departments for advice.
- Establish and maintain contacts with colleagues within your professional field.
- Attend professional conferences and present your work.
- Don't get discouraged by conflicts or adversity. Maintain the long view – changes can happen.
- Teach material that intersects with your research.
- Develop new courses that interest you.
- Take advantage of flexible course scheduling opportunities.
- Select an area for service that you find engaging and that can make a difference.

Many thanks (and congratulations!) to the following: John Birmingham, Paul Crowley, Sanjiv Das, Silvia Figueira, Leslie Gray, JoAnne Holliday, Angel Islas, Shoba Krishnan, Scott LaBarge, Laura Nichols, Bill Stover, Elizabeth Radcliffe, Dennis Smolarski, and Betty Young. ■

## A Website to Generate SCU Syllabi

Have you ever wished for a website that would automatically fill in the basics of your course syllabus? The School of Engineering has created a course syllabus website to assist all Engineering faculty in constructing syllabi with a common format and a professional look. Instructors can simply enter textual information specific to the course, and the syllabus will be generated instantly. Dan Lewis, Chair of Computer Engineering and developer of the website, explains: "one of our primary objectives was to create a system that faculty would want to use. We designed the system to reduce the effort required to create a syllabus. It fills in the honor code, disability accommodation statements, course titles, and catalog descriptions. When available, the system will also automatically insert a list of course objectives." The system will be available soon. Contact Dan if you have questions: [dlewis@scu.edu](mailto:dlewis@scu.edu). ■

## The Faculty Development Lending Library

Are you interested in borrowing an article on "Intellectual Development in the College Years," or a book called *Getting it Published: A Guide for Scholars*? Would you like to check out a short video produced by Harvard University's Derek Bok Center for Teaching and Learning? We have videos on leading a good discussion, giving a clear lecture, race and ethnicity in the classroom, and other topics. We also have several copies of *Teacher Man*, the award-winning memoir by Frank McCourt which our first year students read and discussed during their Summer Orientation programs. And we have the controversial *My Freshman Year*, by anthropologist Rebekah Nathan who spent her sabbatical year "undercover," enrolled in

first year courses at her own university. Please contact the Faculty Development Program Assistant, Kristin Love, to borrow items from our collection. See [www.scu.edu/facultydevelopment/resource-library.cfm](http://www.scu.edu/facultydevelopment/resource-library.cfm) for a list of our books, videos, and articles on learning, teaching, publishing, and higher education. And see [www.scu.edu/facultydevelopment/tl-library.cfm](http://www.scu.edu/facultydevelopment/tl-library.cfm) for additional holdings on teaching and learning gathered by Tim Healy, Engineering, with a grant from the NSF. ■

## New Curriculum Development Opportunity: Ethics Across the Curriculum

The Faculty Development Program, in conjunction with the Markkula Center for Applied Ethics, is pleased to announce a new consulting service in Ethics Across the Curriculum. The goal of this program is to bring ethics into the University curriculum in a serious manner beyond the formal ethics requirement. Lawrence Nelson, Senior Lecturer in the Philosophy Department, will serve as the Curricular Ethics Consultant.

Larry will provide assistance in incorporating ethics into SCU courses in any department. His consultation services may include developing case studies for classroom use, recommending appropriate readings, and leading class discussions appropriate to course goals, level, and content. If, for example, an anthropology instructor wanted to add a unit focusing on the ethics of anthropological research, Larry would work with the instructor in developing content and pedagogy for a serious analysis of this subject informed by the current literature and relevant professional standards.

Applications for Ethics Consultations will be

invited late in the fall quarter for courses to be offered in winter and spring 2007. A discussion of the project will be held at an Ethics at Noon event on October 12 in the Wiegand Room, co-sponsored by the Markkula Center for Applied Ethics and the Faculty Development Program.

Lawrence Nelson, the 2006-07 Curricular Ethics Consultant, is a Senior Lecturer in the Department of Philosophy. He has a Ph.D. in Philosophy from St. Louis University and a J.D. from Yale Law School. His recent publications include "Disability Rights and Wrongs in the Terri Schiavo Case"; "Confronting Deep Moral Disagreement: The President's Council on Bioethics, Moral Status, and Human Embryos" (with Michael Meyer); and "Preimplantation Diagnosis." He has been teaching at SCU since 1996. ■

## Open Classrooms

Each year a group of Santa Clara faculty well known for their excellent teaching serve as Open Classroom Professors: faculty are invited to visit the classrooms of these professors at any time (with advance notice). 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 three new professors offer Open Classrooms: Andy Tsay, OMIS, Brad Joondeph, Law, and Silvia Figueira, Engineering. In addition, three professors from earlier years continue to welcome visitors to their classrooms: 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. ■

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### *Integrating Teaching, continued*

about the current hot areas of research, as well as the major open questions. I also tell my students that the classroom is not the only place they can learn: an entire body of research awaits them, accessible and full of enrichment. They should go to it now, later,

and even after they graduate.

Thus, incorporating research in teaching makes good teachers great; it makes great teachers outstanding. There is the old parable: "give a man a fish and he will not starve today, but teach him to fish and he will eat well for ever." Research in the classroom

makes students think, not just today, but for the rest of their lives.

<sup>1</sup> See Sanjiv's blog, <http://scumis.scu.edu/~srdas/> for an earlier version of this document and for other essays on scholarship and teaching. ■