

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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Scholarship at SCU

*In the Fall 2003 issue of **The Teaching Scholar**, June Carbone and Bob Numan offered a series of reflections on how to enhance the climate for scholarship at SCU. In this issue, Shelby McIntyre, Professor of Marketing and chair of the University's Research Committee, continues this conversation by commenting on the production of knowledge, the peer-reviewed publication process, and the wisdom of the system whereby we "publish or perish."*

Why Foster Faculty Scholarship? Shelby McIntyre

Why should Santa Clara University foster - and even require -- faculty publication? After all, from an economic perspective, research (or scholarship) is time-consuming and therefore very costly.

The University is Crucible of Critical Thinking: We are charged with teaching students the art of critical thinking in our areas of expertise. We hone our own critical thinking skills through the publication process. We must define a "contribution," articulate it and then defend it. This keeps us at a high skill level in the art of rhetoric and critical thinking, and makes us better teachers.

Scholarship is the Price of Community Membership: We are members of a scholarly community both individually and as a university. This "community" is defined and measured by the recognition given to us by others in this community. This (not teaching and not internal service) is what gives the university its reputation for quality. This reputation, in turn, draws other scholars from the community to join us, and the quality of those who join is, in large part, determined by our scholarly "reputation." Let that research quality dwindle and so too will the stature of the whole university.

As Professors, We are Judges in Our Fields: Professors are judges of the quality of student work, judges of manuscripts that we receive to review, judges of whom to hire in our fields, judges of whom to keep

within our ranks based on their scholarly contributions. We can only deserve and serve well in these judgments to the extent that we have expertise and stature in the community of scholars. If we lose that stature we will be making poorer judgments and diminishing the quality of all that we judge.

New Knowledge is Useful: Research produced by teams of SCU faculty in my own school of business has led to significant innovations in business practice and theory. For instance, I think of Behavioral Economics (Statman and Shefrin), I think of Clearance Markdown Management (Smith and Achabal), I think of Optimal Assortment Planning (Miller, Smith, McIntyre and Achabal), I think of Customer Visit Programs (McQuarrie & McIntyre), and I think of Vendor Managed Inventory (Achabal, Smith, McIntyre, and Kalyanam). And there are many others. The Clearance Markdown system alone is credited by Mervyn's Department Stores (according to the company's own carefully done field tests) with saving millions of dollars every year. Today most retailers have such systems; but none did before our work. Without Santa Clara faculty these management practices and fields of research would not exist to the degree that they do. They were developed at the Leavey School of Business and subsequently introduced to the world. Thus faculty

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Services and Programs

Teaching Support

- Confidential Classroom Visits
- Open Classrooms with the "Faculty Development Professor"

Research Support: Grants

- Internal University Grants
- Faculty Student Research Assistant Program

Groups and Teams

- Mentoring teams or partnerships for tenure track faculty
- Grant writing groups and research writing groups

Resources

- Website: 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 (with the Directors of New Faculty Orientation and the Bannan Center)

Down the Garden Path: Reflections on Teaching

Andrea Pappas, Associate Professor of Art History

I am drawing ever nearer the goal towards which I have been leading you by a not exactly encouraging path. If you will consent to follow me a few steps further along it, horizons all the wider will unfold and a pleasing prospect perhaps requite you for the labor of the journey.
Friedrich Schiller, *On the Aesthetic Education of Man*.

Teachers cannot make their students learn. We can only shape the student's environment and experience in order to facilitate the processes of learning. In this respect, teaching resembles gardening. Think of the garden as opposed to raw, wild nature. The garden, like any body of knowledge, is a product of human activity, of culture. It is a complex system with a history, rooted in the materials and processes of nature and yet shaped by the vision, industry, and needs - physical and social - of human beings. Conceptualizing the plant life in the garden as knowledge allows us to see the many kinds of intellectual operations to which we introduce our students. Ideas grow, can be grafted, can run rampant, be overturned, pruned, transplanted, uprooted and so forth. Often they require careful tending from tiny seeds and the gardener will have many failures before successfully growing the plant.

I invite you to consider the different areas of the garden and the array of gardening tasks as allegories for the situations encountered by the students in my classes. As the head gardener, so to speak, my charge is to help my students (apprentice gardeners) understand the idea of what a garden is - a cultural, aesthetic creation. Along the way, they discover many things: new

plants, what kinds of plants they like, what types of garden projects they find rewarding, how to breed new plants and, ideally, they learn to cultivate their own gardens; they take responsibility for their learning process and the growth of their knowledge.

Just as the gardener seeks to optimize the conditions for growth in the garden, good teachers present their students with tasks conducive to learning. For example, my lower division survey classes introduce students to different kinds of plants (artworks) and the conditions under which they are cultivated (historical and cultural contexts). I also present them with the fundamental taxonomy of the "plants" (leaves, stems, roots, etc.) and a task designed to induce them to learn and apply this information to new plants. In other words, I send my introductory students to the museum to apply the formal vocabulary they have learned to a new art object. This basic assignment also asks them to go beyond formal analysis and to consider the cultural soil in which this artwork first flowered.

I confront my more advanced students with more complex assignments. For example, a research paper can be considered akin to giving the student a small plot of their own to tend with some restrictions and under supervi-

sion. The student chooses a problem to explore: what kinds of plants to grow and how. The student investigates the plants; the kinds of soil, light, and water needed to support them; i.e., the artworks, issues, and their historical and theoretical contexts. The student experiences the complexity of gardening (researching and constructing knowledge): the digging that must be done in the library, museum, archive, and the artist's studio; the sifting of compost; the shaping of the ground; the juxtaposition of ideas and evidence and so forth. In writing the paper, the student must consider the appropriate format and style for presenting the fruits of their labors; some kinds of plants flourish in an English-style garden and others will be more pleasing when arranged as in a Japanese Zen garden. Of course, weeding, pruning and sweeping up must take place throughout the process if the student's garden is to thrive.

Gardening is a rich metaphor for teaching. It captures the essential messiness of the process as well as its fecundity and the discipline necessary for it to succeed. Although the garden as an ecosystem is in a state of equilibrium, this equilibrium is dynamic. In other words, any field of knowledge, art history included, undergoes periodic expansions, replowings,

Schedule of Events Spring 2004

Pedagogy in Perspective	Teaching Scholar Symposium	Research Colloquia
<p>Syllabus Workshop: Working Backwards to Design a Coherent Course</p> <p>Wednesday April 14, 12:00-1:00</p> <p>Williman Room</p>	<p>Teaching to Promote Critical Thinking Carol Giancarlo</p> <p>Monday April 19, 3:30-5:00</p> <p>Adobe Lodge</p>	<p>Joby Margadant French Queens in Historical Perspective</p> <p>Wednesday, May 5, 3:30-5:00</p> <p>Adobe Lodge</p>

What Do Journal Editors Really Want? Reflections on Peer Reviewed Publications *Diane Jonte-Pace*

A panel of faculty who serve as editors of nationally known scholarly journals shared their experiences and advice with the SCU community this year.

Panelists were Joby Margadant, Professor of History, and Editor of *French Historical Studies*; Elizabeth Radcliffe, Chair of the Philosophy Department, and Editor of *Hume Studies*; and Nam Ling, Professor of Computer Engineering, Associate Editor, *IEEE Transactions on Circuits & Systems* and Guest Editor, *Journal of VLSI, Signal Processing Systems*. Alex Field, Professor of Economics, Editor of *Research in Economic History* and Associate Editor of the *Journal of Economic Literature*, joined the conversation by e-mail.

Joby Margadant recommended the following:

Know your journal: be familiar with the audience, the journal's style, and the way articles typically set up their arguments. What balance do they strike between what others have written on the subject and the original interpretations they develop?

Expect a "R & R" (revise and resubmit) response.

Take seriously the anonymous readers' reports: your revision is likely to be sent back to the same readers.

You're not obligated to resubmit your paper. You can send the paper to another journal, even after receiving an "R & R."

Send a cover-letter with your rewritten article indicating how you've revised the paper, how you've addressed the readers' suggestions, or why you have not made a suggested change.

Elizabeth Radcliffe added:

Familiarize yourself with the typical length of articles in the journal. Don't send a paper that's too long. Break a long essay into two papers or save it for a book.

Be sure your article contributes to the ongoing scholarly discussion. Show that you're familiar with the current literature in the field.

Don't send a draft: be sure your article meets the highest standards of scholarship; be sure it is well written and free of stylistic errors.

Most editors will send an email to acknowledge that they've received the article. If you have not received an acknowledgment after 2 weeks (allowing for transit time, if paper mail is used), send an inquiry about receipt.

Start early: the peer-review process may take 12 – 16 weeks.

Nam Ling outlined four major points that an editor looks for in submissions to Engineering journals: Novelty or originality, Elegance in technical approach, Clarity of presentation, and References that are accurate and up to date.

While the panelists emphasized disciplinary differences in scholarship, all agreed with **Alex Field's** "virtual" contribution to the conversation: "A good journal article should address an interesting and important problem, one well situated in an existing literature (if appropriate). The thesis should be clearly articulated, and the paper should make appropriate and effective use of logic and evidence in making the argument."

A final suggestion, emphasized by some of the panelists: join a writing group. There are several interdisciplinary writing groups at Santa Clara University. These faculty groups meet regularly to discuss participants' work in progress. The Faculty Development Program helps organize these groups and provides funds for lunches. Writing group participants have been very successful at publishing in top quality peer-reviewed journals. Contact the Faculty Development Program for information on joining a writing group.

Garden Path, continued

transplants from other fields, and so forth. Both the student and the teacher find themselves in the midst of this seasonal cycle. The garden metaphor also recognizes the individuality of each student. Each one arrives in the garden with different levels of experience and enthusiasm for the tasks at hand; one will hasten into the hothouse of theory while another will wish only to make mud pies. Some may even have allergies (learning disabilities) that make gardening (learning) difficult.

The image of student as apprentice gardener has implications for the teacher's tasks as well. The teacher, if she is to be an effective mentor for her apprentice gardeners, remains in some sense eter-

nally dissatisfied with her apprentices. She must take her students as they come and yet have the vision, discipline and love to help them mature into independent gardeners with their own vision. She assists them in mastering the traditions and practices of the larger field and she orients these newcomers to the garden - issues maps and hands out tools and seed packets, if you will. To this end, she must have at her disposal a variety of tools and actively look for new ones. The teacher designs tasks for the students to perform, singly or in groups, which will provide them with experience and skills necessary to function on their own in the future.

The larger metaphor of the garden and its work captures the gravity of the tasks of

teaching and learning. We need the garden for sustenance: without cultivating food, we starve. We need the garden for community: without it we have only isolated plots which cannot sustain us as social and intellectual beings. We need the garden for pleasure: as the venue for memory, life and our hopes, it has much in it to please us; the rose is as necessary as the turnip. The garden accommodates our past, our dead, our present, and provides for our future. Our collective memories grow in it, the only hedge we have against death. Gardening, then, is serious business. It is my profound hope that at the end of their labors in the garden of art history, my students see this wider horizon before them and that they find it a "pleasing prospect."

Opening a New Window: Introducing First Year Students to Scholarly Literature

Gail Gradowski, Librarian, Orradre Library

Students make a significant cognitive leap as they learn to move from Googling for information to searching the academic literature for scholarly publications. An assignment Matthew Bell and I created for his introductory Psychology course helps students make this leap by introducing them to the broad differ-

ences between popular magazine articles and the scholarly journal articles accessible through the library's academic search tools.

In this assignment each student is given a popular magazine or newspaper article focusing on an issue in psychology. Students are asked to search the psychology literature to identify and locate a peer-reviewed research article on the same subject, and to write a short paper summarizing and comparing/contrasting the two texts.

Matthew and I ensured the students' success through advance planning: 1. We created a detailed written assignment. 2. We developed a

clear and explicit statement of the goals of the assignment. 3. We identified, located, and distributed a set of popular magazine & newspaper articles. 4. We provided instruction on how to search for scholarly articles through an online tutorial and a brief in-class workshop which I led.

If an assignment like this would fit in your syllabus and you are interested in trying it out, give me a call at extension 5438 or email me at ggradowski@scu.edu. I will happily discuss further details and set you up with your very own librarian partner.

Scholarship, continued

research creates useful knowledge. What greater calling!

New Knowledge is Inspired by Peer Reviewed Publishing Expectations:

In each of the areas noted above, research produced by Santa Clara University's scholars has changed the course of how real-world business is conducted. And this research is driven, at least in part, by our desire to publish in the top journals. The refereed journal has become the principle filter differentiating

less significant work from truly valuable research. Refereed publications define what we, as a community, know and accept; refereed publications serve to communicate our innovative research to the larger scholarly community.

So, what is the culmination of all these points? Top journal publication is the essence of the scholarly career: it's what defines it, what recognizes it, what energizes it, what distributes it to a broader audience, and what makes us all persevere through the difficulty of it all. In

some ways the "system" is actually wiser than we can articulate. Somehow we intuitively know that the ultimate value is high level publication (the higher the better, the more the better) and the discovery or construction of valuable new knowledge. What we really need at Santa Clara are some Nobel Laureates -- and we could produce some! We often hear the phrase "Publish or Perish." I believe that is exactly true, for Santa Clara University as a whole, and for SCU's scholars as individuals.