

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.

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A Message from the Associate Vice Provost for Faculty Development



"Education," Sigmund Freud stated near the end of his life, is an "impossible profession." Many faculty at Santa Clara University will know precisely what Freud meant. Yet many of us thrive in spite of the "impossibilities" of our profession. When Don Dodson and the faculty development search committee asked me to serve as Associate Vice Provost for Faculty Development I felt honored by the invitation to create a new set of services and programs in support of Santa Clara University faculty as teaching scholars. At the same time, however, the invitation felt daunting: was this another "impossible profession"?

We often transform the impossible into the possible through consultation: I spent a good part of Spring quarter 2001 consulting with faculty on our campus. I asked what's most "impossible" about our profession, what sorts of needs are most pressing, and what kinds of programs would be most useful. I spoke with new faculty, tenured faculty, faculty approaching retirement, adjunct faculty, and lecturers. I consulted with chairs, vice provosts, deans and associate deans. I met with directors of programs,

and with chairs of University Policy Committees. I also consulted with Joanne Gainen, director between 1989 and 1995 of SCU's now defunct Teaching and Learning Center, whose presence and programs had been immensely valuable to me in the past, and who generously shared with me her ideas, advice, and materials. I consulted more broadly by attending conferences on Faculty Development and Higher Education. I met with directors of Faculty Development Programs from other universities. I also gathered a reading list. See page four, "Highlights in Faculty Development Readings," for a list of some of the best articles I've encountered.

After several weeks of broad consulting I invited a stellar team of SCU faculty to serve as my Advisory Council. The Advisory Council and I have constructed two series of programs for the academic year: the Teaching Scholar Symposia and the Pedagogy in Perspective brown bag lunches. The Teaching Scholar Symposia, focusing on issues important to the professional development of Santa Clara University faculty, will be held late afternoons in the Adobe Lodge at least once a quarter. The Pedagogy in Perspective lunches will be held quarterly in the Wiegand Room. See the Schedule of Events on page three for dates and topics, and for additional programs for new faculty; for a listing of Services (mentoring programs, writing groups, confidential classroom consultations, etc.), see page two.

My work in Faculty Development provides me with a flexible schedule and a reduced teaching load although I have not left the classroom. I continue to teach in Religious Studies and to facilitate the interdisciplinary Film Odyssey course. In addition, I serve as chair of the editorial board of the journal *Religious Studies Review*. My research and writing continue as well. My book *Speaking the Unspeakable: Religion, Misogyny, and the Uncanny Mother in Freud's Cultural Texts* will be released this Fall by the University of California Press. I'll travel to Sweden in October to deliver a paper on the study of mysticism in the psychology of religion. I am completing an edited volume, *Teaching Freud in Religious Studies*, which intersects nicely with my current

(Continued on Page 2)

In This Issue

- **Services Offered**
- **A Closer Look:**
Confidential Classroom Consultation & Writing Groups
- **Schedule of Events**
- **Internal Grants**
- **Reading Highlights**
- **Teaching and Scholarship:**
Problems and Solutions

work in Faculty Development in its integration of pedagogical and scholarly perspectives. I've been delighted to discover that many of the innovations developed by the contributors to the volume are echoed and affirmed in the faculty development literature I've been reading on "best practices" in undergraduate education.

I look forward to working with you across the full range of roles and responsibilities we take on as teaching scholars at Santa Clara University. I welcome your ideas for additional programs and services, and I invite you to my office for consultation. I hope to see many of you at the Teaching Scholar Symposia and the Pedagogy in Perspective brown bag lunches this year. I am delighted to have this opportunity to prove Freud wrong: to transform the "impossible profession" into a career in which we can thrive as teaching scholars at Santa Clara University.

Diane Jonte-Pace

ADVISORY COUNCIL

Diane Dreher
English Department

Kerry Macintosh
Law School

Dennis Moberg
Management Department

Tom Savage
Education Department

Eleanor Willemsen
Psychology Department

Aleksandar Zecevic
Electrical Engineering Department

Services Offered by the Faculty Development Program

- Confidential consultations on scholarship, teaching, and work-life balance
- Confidential classroom visits using "Small Group Instructional Diagnosis"
- Symposia, lunch-hour discussions, and workshops with guest speakers
- 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 Tracey Kahan and Dennis Smolarski, SJ, Directors of New Faculty Programs)

A Closer Look - Confidential Classroom Consultations

The Faculty Development Program offers confidential classroom consultation services. Consultations are voluntary, developmental, and non-evaluative. Faculty may meet with the director to discuss issues related to teaching, or ask a consultant to observe a class. A list of Santa Clara University faculty who serve as trained consultants is available.

For classroom observations, one option is the "Small

Group Instructional Diagnosis." This technique involves an initial consultation, a half-hour interview with the class, and a follow up meeting. In the classroom visit students are organized into small groups. Groups are asked to reach a consensus on what they like about a course and what suggestions they have for improving it. Student comments are shared only with the faculty member requesting the service.

Faculty consistently praise this service for its non-threatening and constructive results. They typically report increased student interest, increased acceptance of course methodology, and improved numerical and narrative evaluations. As noted above, the process is confidential, voluntary, and non-evaluative.

A Closer Look - Writing Groups

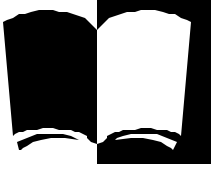
The Faculty Development Program will assist in setting up research and writing groups for faculty who wish to meet on a regular basis to discuss work in progress. These groups may be interdisciplinary or department-based. Each group chooses its own format. Funds are provided for the purchase of food and materials. Two groups composed of faculty in sociology, anthropology, environmental studies, and political science are currently meeting. Contact Diane Jonte-Pace for information on establishing new groups.

"Meeting monthly with other biographers didn't save me from having to make my own way along the path, but our combined efforts helped me...to my ultimate destination: a study that does justice to the complexities of the Progressive Era."

Nancy Unger
*Newsletter of the Society for
Historians of the Gilded Age and
Progressive Era, 2001*

Schedule of Events

Flyers for additional events throughout the year will be distributed.

	<p>The Teaching Scholar Symposia A series of symposia on professional development</p> <p>3:30-5:00pm Adobe Lodge</p>	<p>Pedagogy in Perspective Quarterly brown bag lunch discussions on teaching and learning</p> <p>12:00-1:00 Wiegand Room</p>	<p>Programs for New Faculty In collaboration with Directors of New Faculty Programs, Tracey Kahan and Dennis Smolarski, SJ</p>
<p>Fall Quarter</p>	<p>Wednesday, November 7 It's About Time: Making Time in the Academic Career</p>	<p>Wednesday, October 24 Leading a Good Discussion</p>	<p>Monday, September 10 New Faculty Orientation 8:30am, Williman Room</p> <p>Tuesday, October 30 12:00-1:00 pm, Parlors B, C Advising, Disabilities, and Enrollment Helen Moritz, Ann Ravenscroft, Carol Lamoreaux</p>
<p>Winter Quarter</p>	<p>Wednesday, January 30 Who are Our Students Today? Learning Styles, Teaching Styles</p> <p>Thursday, February 21 Collaborative Teaching: When Does it Work?</p>	<p>Wednesday, February 13 Saving Time by Grading More Efficiently</p>	<p>Wednesday, January 23 3:30 pm, Wiegand Room The Tenure Process: Looking Ahead</p> <p>Wednesday, February 6 12:00-1:00 pm, Parlors B, C Faculty Housing, Benefits, and Work-Life Balance Robert Warren, and Liz Whitmore</p>
<p>Spring Quarter</p>	<p>Wednesday, May 1 Creating a Community of Scholars: Enhancing Scholarly Productivity at SCU</p>	<p>Wednesday, April 17 Gender and Authority in the Classroom</p>	<p>April 24-25 New Faculty Retreat Villa del Mar, Santa Cruz</p>

WHY THE DINOSAURS PERISHED



"Thank you for letting us consider the enclosed manuscript. Although it has obvious merit, we are sorry to say that it does not suit our present needs."

ARE YOU SEEKING A GRANT TO SUPPORT YOUR TEACHING OR RESEARCH?

Santa Clara Offers a Number of Internal Grants.

UNIVERSITY GRANTS

GRANTS SUPPORT FACULTY RESEARCH,
CURRICULUM DEVELOPMENT, AND TEACHING INNOVATION

- ◆ **Presidential Research Grants** (*Research Only*)
- ◆ **Thomas Terry Research or Curriculum Development Grants** (*Arts & Sciences Only*)
- ◆ **IBM Faculty Research or Curriculum Development Grants** (*Engineering, Physical Sciences, and Mathematics Only*)
- ◆ **University Grants for Research or Curricular Development** (*No Restrictions*)

- Contact: Don Dodson, Vice Provost
- Application Deadline: November and March
- Amount: \$250 - \$10,000



COLLEGE AND SCHOOL GRANTS

College of Arts and Sciences

International Faculty Associates Program: A Partnership of A & S, CP & E, and International Programs

- Grants support international travel for conferences, research, and teaching
- Contact: Janet Flammang, Acting Dean, College of Arts & Sciences; Dennis Gordon, Director, International Programs
- Applications accepted year round
- Amount: \$350 - \$900

School of Engineering

Engineering Research Grants

- Grants support research and proposal writing for external funding.
- Contact: Terry Shoup, Dean of Engineering; Lee Hornberger, Associate Dean of Engineering
- Application Deadline: April
- Amount: Up to \$10,000

Leavey School of Business

Leavey Grants

- Grants support teaching innovation and creative scholarship among full time tenure-track faculty
- Contact: Dale Achabal, Associate Dean
- Application Deadline: May
- Amount: \$5,000 - 10,000

Retail Management Institute Grants

- Grants support projects associated with the Retail Workbench Research & Education Center
- Contact: Stephen Smith, Associate Director for Research; Dale Achabal, Director of Retail Management Institute
- Application Deadline: May
- Amount \$5,000 - \$15,000

Accounting Department Faculty Development Grants

- Grants support curriculum development and research activities of tenured and tenure-track Accounting faculty
- Contact: Jane Ou, Chair, Accounting Department
- Application Deadline: June
- Amount: variable

SPECIAL FOCUS GRANTS

<p style="text-align: center;">JESUIT EDUCATION Bannan Institute Grants</p> <p>-Bannan Grants support scholarly and pedagogical projects enhancing the Jesuit character of the University. -Dialog and Design Grants provide seed money for collaborative projects.</p> <ul style="list-style-type: none"> • Contact: William Spohn, Director, Bannan Institute • Application Deadlines: November 1 and May 1 • Amount: Up to \$5,000 <p style="text-align: center;">MULTICULTURAL LEARNING The Center for Multicultural Learning-Building Partnerships for Diversity Grants</p> <p>Grants support collaborative partnerships for multicultural curricular development, research, and programs.</p> <ul style="list-style-type: none"> • Contact: Vidalino Raator, Associate Director, Center for Multicultural Learning • Application Deadline: Mondays of the first and sixth weeks of each quarter • Amount: \$1,000 - \$5,000 	<p style="text-align: center;">INTEGRATED EDUCATION Integrated Education Grants</p> <p>Grants support curricular development and collaborative teaching in the Residential Learning Communities and the Core Curriculum</p> <ul style="list-style-type: none"> • Contact: Philip Riley, Vice Provost • Application Deadline: Fall and Spring • Amount: up to \$1,000 per participant <p style="text-align: center;">WOMEN AND GENDER Program for the Study of Women and Gender</p> <p>Grants support travel, research on gender, and faculty-student collaboration for faculty in the Program.</p> <ul style="list-style-type: none"> • Contact: Barbara Molony, Director, Program for the Study of Women and Gender • Applications accepted year round • Amount: Up to \$250 	<p style="text-align: center;">TECHNOLOGY Funds for Technology Innovation</p> <p>Grants support technology innovation for curricular, scholarly, and service-oriented projects.</p> <ul style="list-style-type: none"> • Contact: Phil Kesten, Chair, Technology Steering Committee; Ron Danielson, CIO • Application Deadline: Fall and Spring • Amount: Teaching Grants \$1,000 - \$10,000 ; Larger Projects: \$80,000 - \$100,000 <p style="text-align: center;">SCIENCE, TECHNOLOGY, AND SOCIETY Research Grants</p> <p>Grants support research on the changing nature of work and organization; family, culture, and community; law and public policy</p> <ul style="list-style-type: none"> • Contact: Jim Koch, Director, Center for Science, Technology and Society • Application Deadline: Fall • Amount: \$5,000 - \$9,000
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EXTERNAL GRANTS

Santa Clara University also offers consultation on external grant applications.

- Contact: Linda Campbell, Director, Sponsored Projects
- (408) 554-4806

Highlights in Faculty Development Readings

- **American Association for Higher Education, *Seven Principles for Good Practice in Undergraduate Education*, Racine, Wisconsin: The Johnson Foundation, 1987.** This short pamphlet outlines practices at universities that successfully support student learning. Among the principles for good practice: encouraging collaboration among students, encouraging active learning, respecting diverse ways of learning; encouraging student-faculty contact.
- **Robert Barr and John Tagg, "From Teaching to Learning: A New Paradigm for Undergraduate Education," *Change in Higher Education*, November/December 1995: 13-25.** This provocative article proposes that we think of the university as a context in which learning is produced, rather than an institution that provides instruction.
- **Richard Felder, "Reaching the Second Tier: Learning and Teaching Styles in College Science Education," *Journal of College Science Teaching*, 23 (5) (1993) 286-290.** Felder argues that we reach only a few of our students with the traditional lecture course. He shows how we can utilize diverse teaching styles to support greater student learning.
- **M. Lee Upcroft, "Teaching and Today's College Students," in *Teaching on Solid Ground: Using Scholarship to Improve Practice* (San Francisco: Jossey-Bass, 1996): 21-41.** Upcroft argues that we need to teach differently today because our students are different from students of earlier generations in background, learning styles, and life concerns.
- **Barbara Walvoord and Virginia Johnson Anderson, "Managing the Grading Process," in *Effective Grading: A Tool for Learning and Assessment* (San Francisco: Jossey-Bass, 1998): 9-42.** Walvoord and Anderson demonstrate how to construct assignments that are easier to grade and, at the same time, produce greater learning.

Please contact Rosa Guerra Sarabia or Diane Jonte-Pace for copies of any of these publications.

TEACHING AND SCHOLARSHIP: PROBLEMS AND SOLUTIONS

DID YOU KNOW...?

HAVE YOU TRIED...?

- Students retain 70% of the first ten minutes of a lecture, but only 20% of the last ten minutes (McKeachie, 1986).
- Lecturing, the most accepted and frequent teaching method, appeals primarily to auditory learners. It assumes that all students have similar learning styles and identical informational needs. Adding visuals to lecturing increases student retention from 14 to 38 percent. Adding an active learning component increases retention even further (Pike, 1989).
- Like a computer, the human brain needs to be "on" in order to work. It cannot retain information without "saving" or processing it by actively linking new concepts to existing knowledge. (Silberman, 1996).

Adapted from *Teaching College Success: The Complete Resource Guide* by Constance Staley (Wadsworth, 1998).

⇒ Think-Pair-Share

Stop lecturing after 15 minutes. Ask students to spend 30 seconds writing responses to a carefully constructed question linking new concepts to something they already know. Next, ask them to turn to a nearby student to share responses. Call on three or four pairs for brief responses. Finally, return to the lecture.

Advantages: Students are awake and alert; active learning has occurred.

⇒ The One-Minute Paper

At the end of class ask students to write on the front of an index card what they consider the central point of the day's material. Ask for the most confusing or obscure point on the back of the card. No names are necessary. Students can drop the cards in a box at the door.

Advantages: Students have quickly reviewed the days material. You can begin the next class with the cards, reiterating the central points in the students' own words and asking the class to help clarify the obscurities.

Adapted from *Classroom Assessment Techniques* by Thomas Angelo and K. Patricia Cross, (Jossey-Bass, 1993).

Making Time For Scholarship

- Most faculty who publish regularly report that their scholarship progresses best if they write a bit every day, even in the busiest weeks of the quarter. (Robert Boice *Professors as Writers* New Forum Press, 1990.)
- In "It's About Time" (*Academe*, September-October 1996) Walter Gmelch reports that up to half of faculty time is absorbed by activities that are urgent but not important. The most successful faculty in his study reserved at least 20% of their time for uninterrupted, focused effort on important but non-urgent activities.