

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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Program Review: What Are We Learning From Our External Reviewers?

Diane Jonte-Pace

Three years after initiating the Program Review process requested by WASC, our regional accreditation board, several SCU departments have completed an initial cycle of self-assessment and external review. What do the external reviewers tell us about our departments and programs? Are there observations or recommendations in the reports of our external visitors that warrant consideration beyond the departmental level?

I've read, with the perspective of a faculty developer, the reports of six or seven teams of external reviewers who visited departments in the humanities, the social sciences, the sciences, and engineering. I've noticed three recurring themes in the reviewers' reports: 1. a recommendation that departments develop comprehensive structures to support faculty development; 2. a suggestion that departments experiment with variations in class size and structure, and 3. an observation that students know very little about the research interests of the faculty in their majors. Each team of reviewers was also very positive: they complimented Santa Clara on the strengths of the faculty, the programs, and the departments.

Faculty development at the departmental level

Nearly every team of reviewers observed that Santa Clara faculty would benefit from more focused faculty development at the departmental level. One team put this in terms of "monitoring, mentoring, and modeling." The senior faculty in the department, they advised, should be more intentional about *monitoring* the performance of adjunct faculty, *mentoring* the tenure track faculty, and *modeling* a departmental culture characterized by pedagogical and scholarly excellence.

The "mentoring and modeling" advice was echoed by reviewers who visited other departments. One team of reviewers stated: "adopting a formal mentoring system within the department would significantly improve the

position of junior faculty." This team recommended that the department "review the way it allocates its own funds so as to provide greater support to junior faculty." Other teams focused explicitly on the needs of associate professors, urging departments to support the scholarly work and conference travel of tenured faculty and to provide support and incentives for faculty to pursue promotions. Still others noted that full professors should take greater responsibility for "contributing to a departmental culture of professional excellence" which can "enhance the progress of all in scholarly and teaching excellence."

Are these recommendations for developing a culture of monitoring, mentoring, and modeling useful for other departments? Our Faculty Development program currently offers a non-departmental mentoring system for new tenure track faculty. Could this be adapted for departmental use?

Teaching loads and class size

Several teams of reviewers recommended that departments experiment with course size and team teaching. Rather than teaching more classes with smaller enrollments, reviewers proposed, Santa Clara faculty could teach fewer classes with larger enrollments. Instead of consistently teaching two classes of thirty-five, for example, they asked, could a professor occasionally teach one class of seventy? Alternately, could professors occasionally team-teach a class, each professor receiving full credit for the course?

External reviewers throughout the disciplines reiterated these thoughts: "Consider offering some larger lecture courses." "Create opportunities for bi-disciplinary teaching." "Provide resources and opportunities for teams of faculty within the department to co-teach courses." "Bring together faculty from sub-disciplines within the field

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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

What do Associate Professors Want? A Preliminary Report

During the 2003-04 academic year the Faculty Development Advisory Board consulted with Associate Professors at Santa Clara, in focus groups and individual conversations, asking what kinds of support for scholarship they would find useful from their departments, from their college/schools, and from the University. Three significant needs emerged again and again: 1. time and money; 2. structural and procedural support; and 3. knowledge/intellectual climate.

The outline below summarizes the most pressing and consistent recommendations from the Associate Professors. The report was presented to the deans, the vice provosts, and the provost, who responded with interest and support. Although many of the recommendations may, for the time being, remain goals rather than realities, some are currently under development in the departments, the College, or the Schools. Others have been initiated at the University level. The Faculty Development Advisory Board, in consultation with the University Research Committee, will initiate further discussions about prioritizing and actualizing these recommendations. We welcome your suggestions in this process.

The complete report is posted on the Faculty Development website, along with a report based on interviews with SCU’s Academic Deans on College and School support for Associate Professors. The following is a brief summary of the report.

Recommendations from Associate Professors

Time and Money

- Introduce a “senior faculty development leave,” similar to the JFDL, following successful pre-promotion reviews.
- Provide mini-sabbaticals (course releases after serving 3 years or more) for retiring chairs.
- Offer competitive course release options through internal grants for work on exceptional research.
- Offer incentives (stipends, course releases) for significant service.
- Offer a few fully funded sabbaticals with a competitive application process.

Structural and Procedural Support

- Simplify or reform the multi-year evaluation system for tenured faculty. Alternately, replace it with a pre-promotion review, available on request, to provide strategic advice on when to apply or how to prepare for promotion.
- Encourage reasonable levels of service to the university: protect all faculty from excessive service demands.
- Support faculty research needs through reasonable course scheduling and course assignments that integrate research with teaching.

Knowledge/Information/Intellectual Climate

- Provide opportunities for discussions of research strategies (writing external grant proposals, publishing articles and books, etc.).
- Clarify the benefits and standards for promotion to full professor.
- Establish a University-wide website listing faculty publications and awards.
- Communicate the results of this inquiry to the University community.

Schedule of Events Spring 2005

Pedagogy in Perspective	Teaching Scholar Symposium	Research Colloquium
<p>The Brain, the Mind, and How Learning Happens</p> <p>Tuesday April 19, 12:00-1:00</p> <p>Wiegand Room</p> <p>Tim Urdan, Psychology</p> <p>Tim Healy, Engineering</p> <p>Joe Aimone, English</p>	<p>On-line, Hybrid, and Traditional Pedagogies: How Does Technology Help Students Learn?</p> <p>Tuesday April 26, 3:45-5:00</p> <p>Wiegand Room, A & S Building</p> <p>Pedro Hernandez-Ramos, Education</p> <p>Jonathan Hunt, English</p> <p>Dolores LaGuardia, English</p>	<p>Creativity and Higher Education</p> <p>Wednesday May 11, 12:00-1:00</p> <p>Parlor B, Benson Center</p> <p>Geoffrey Bowker, Director, Center for Science, Technology and Society</p> <p>Diane Dreher, Associate Dean, College of Arts & Science</p> <p>Michael Zampelli, Director, Center for Performing Arts</p>

Teaching the Range: The Bi-Modal Class

Diane Jonte-Pace

"How can I teach this class?" a colleague recently asked a group of faculty who had gathered for a lunch conversation about pedagogy. "Some of my students are just beginners; others are practically ready for graduate school. The range is too great. It feels impossible!"

Many of us have encountered classes filled with students who differ strikingly in academic background and intellectual skills. We know that the course material will be completely new, unfamiliar, and confusing for some; for others, we fear, the class will be a tedious review. Several approaches to the challenge of "teaching the range" emerged from this conversation among Santa Clara faculty. I've listed a few below:

1. Find out what your students know and what they don't. Build on their knowledge.
2. Start at the beginning even though the material will involve review for some. The beginners need the foundation.

Explain to the advanced students that they will benefit from hearing the way you frame the material. Explain that you'll appreciate their help with the course.

3. Set up projects and assignments in which advanced students are responsible for helping and mentoring the beginners. Ask the most advanced students to lead discussions or even to teach a section of the course.

4. Make it clear that the course goal is that all students will be able to demonstrate substantial progress and growth in understanding by the end of the quarter. Some faculty ask students to develop their own learning contracts.

5. Develop flexible and "scaffolded" assignments. We know that teaching works best when our courses challenge our students, when course-demands exceed, to an optimal degree, our students' current knowledge and skills. Yet we also know that we need to challenge our students *without* overwhelming them. Scaffolding tasks

(breaking assignments into several steps) and individualizing assignments may be the key.

6. William Perry's model of cognitive development may be useful. Perry traced the cognitive development of college students from dualistic thinking, to relativism, to committed engagement. A mixed class may provide an unprecedented opportunity for the modeling of more complex thinking.

7. To keep the more advanced students engaged, offer bonus points for extra work, for solving challenging problems, or for posting outlines on the web. Alternately, hire the experienced students as research assistants.

(Many thanks to Patty Simone, Simone Billings, Jane Curry, Atom Yee, Diane Dreher, Ruth Davis, Tim Hight, Michael Kevane, Tim Healy, Bob Senkewicz, Leilani Miller, Dave Tauck and others who participated in this conversation during a gathering of the VITAL (Vitality In Teaching And Learning) group in 2004.)

What Happens When Art Meets Science?

Is the motion of a dancer's center of mass governed solely by gravity once the dancer leaves the floor? Can an aesthetically graceful leap be graphed in terms of height, velocity, and acceleration due to gravity? Videotaping motion in front of a screen with

position markers and measuring forces with high-speed "bathroom" scales (force-plates), students in David Popalisky's and Rich Barber's innovative course, "The Physics of Dance," gathered data to answer questions like these.

Using digital video cameras, force plates, Macs, and sophisticated calculators, a mix of performers and other interested students studied the physics of their own motion.

Barber and Popalisky designed the course to integrate lecture, lab, and discussion: lectures introduced the principles of physics (primarily Newton's laws of motion); laboratory sessions introduced experiential dance and movement exercises to illustrate the principles. Labs also provided the arena in which the students developed hypotheses, constructed quantifiable experiments,

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Thought Paper on SCU's Teaching Scholar Model

How does the model of the teaching scholar express Santa Clara's goal of enhancing academically excellent research, teaching, and learning? What are the major tensions embedded in the model of the teaching scholar? How can a strengthened teaching scholar model serve to enhance the University's national visibility and reputation? These three questions are addressed in a thought paper on The Teaching Scholar model drafted by Nancy Unger, Chair of the University Research Committee, and Diane Jonte-Pace, Associate Vice Provost for Faculty Development. This thought paper will be included in University-wide discussions. It will be posted on the University's website. It is accessible through the Faculty Development website as well.

The Syllabus Design Project

Syllabus design, not classroom performance, says Michael Kevane, of the Economics Department, is the key to pedagogical success. Kevane suggests an efficient

strategy for the improvement of teaching: take a look at the syllabi of your colleagues to see how they design their courses. Borrow the elements of design that will improve your syllabus. (Michael thanks BYU Professor David Whetten for this idea). At Michael's suggestion we are initiating a "Syllabus Design Project." If you are willing to share your successful syllabus with your SCU colleagues, please forward it to djontepace@scu.edu. Selected syllabi will be posted on the Faculty Development website.

External Funding to Support Your Research

Are you seeking a grant to support your scholarship? Have you registered for the Community of Science network, COS? Santa Clara University belongs to the COS network, a grant-locating service that provides weekly updates on grants available to scholars in fields ranging from the humanities and arts to the sciences and engineering. COS sends specific and timely announcements of grants and deadlines in your particular field. You can register for COS at any time from an on-campus computer by visiting the COS

website, www.cos.com. Linda Campbell, Director of Sponsored Projects, will also offer a COS workshop during the spring quarter.

Faculty Survey of Student Engagement (FSSE)

Winter quarter faculty recently received an e-mail requesting participation in the online survey, the FSSE (Faculty Survey of Student Engagement). I encourage you to fill out the survey. Santa Clara students in their first and fourth years have been participating for several years in a parallel study, the NSSE (National Survey of Student Engagement). From the NSSE we've learned quite a bit about student learning and engagement in relation to academic challenge, active and collaborative learning, faculty-student interaction, and enriching educational experiences. We've also been able to track changes in these benchmarks over time. For more information on SCU's NSSE results, see www.scu.edu/ir/instrsch/scuonly/NSSE. FSSE results will be interpreted and announced shortly. We appreciate your participation in the FSSE.

Art Meets Science, continued

and gathered data. Discussions focused on data analysis and the interpretation of lab results.

For final projects students developed and performed brief choreographies, presented the analyses their own dances, and applied their interpretations to a more generalized

understanding of the physics of motion. They learned, in response to the question posed above, that yes, the motion of a dancer's center of mass is governed solely by gravity once the dancer leaves the floor. And they learned valuable lessons about tolerating ambiguity and understanding error.

Popalisky and Barber have developed a valuable collaborative model that may be

useful throughout the University as we consider new ways of working across disciplinary boundaries to enhance student learning. Their project shows us a way to encourage our students to ask deeper questions, not only about the intersections of the aesthetic and the analytic, but also about the nature of creativity itself.

Program Review, continued

and from disciplines outside the department for collaborative courses." One team explored with a dean the practicalities of flexible course sizes, reporting that as long as enrollments remain within general university standards, "departments have the prerogative of configuring the size of classes." These are creative variations in pedagogy and course structure that are rarely considered at Santa Clara. Yet our external reviewers are nearly unanimous in encouraging this sort of experimentation. Is it time for us to rethink our assumption that the pedagogical unit requires one teacher and forty students?

Students know little about faculty research

External reviewers observed that undergraduate students are relatively uninformed about faculty research interests and scholarship. Departmental displays of faculty publications in glass cabinets, they suggest, are not adequate ways of informing students about faculty research. Reviewers suggested that research should be a part of every major's undergraduate experience; that faculty should do more to integrate their own research into their courses at both the lower and upper division levels; that departmental seminars for majors should be structured to provide opportunities for each member of a department to present recent publications or work in progress; and that departments

should increase opportunities for student-faculty research collaborations.

Can these observations and recommendations from teams of recent external reviewers offer productive ways of thinking about our work as teaching scholars at Santa Clara? My sense is that the recurrence of these themes in multiple reports is an indication of their broader significance and validity. While the departments may be the best place to begin conversations about faculty development, flexible class size, and integrations of research and teaching, we may also need to address these themes in wider discussions throughout the university.