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Institute's New Director



William Miley

William M. Miley will assume the responsibilities as Director of the Institute for the Study of College Teaching at Richard Stockton College beginning in academic year 2002-2003. He previously served as a Founding Teaching Fellow for the ISCT during the 1999-2000 academic year. He was a faculty volunteer in the Institute for the following two years.

Professor Miley graduated with a Ph.D. in Psychology from Temple University in 1973. He was appointed a Danforth Foundation Associate for Humanization of the Teaching Process in 1980. He was appointed a University of Pennsylvania Lilly Teaching Fellow in Biopsychology in 1982. Miley was a Co-Developer of the G.O.A.L. (Go On And Learn) Program which brings high school students to Stockton for college courses, and of the OPTIONS Program which was developed to provide educational and positive life style options for students at risk for alcohol and other drug abuse. He has done research on education and attitude change in this group as well. He has also presented at the Governor's School on the Environment. Professor Miley was appointed by the American Psychological Association to participate in a national forum on integrating psychology more effectively into society in the Twenty First Century.

Professor Miley has been interested in improving the teaching process all of his professional life. During the past two years, he has been particularly interested in the teaching process and strategies to improve student learning. His research has focused on professors' teaching habits that students find annoying, and the weight that students place on grades rather than the learning experience in our courses.

In accepting the appointment to Director for the ISCT, Professor Miley said he feels humbled by the opportunity to succeed Dr. Sonia Gonsalves, who was "hugely successful as the first Director," and fortunate to have her staying on as a Teaching Fellow to help him through the transition. His plan is to continue the format of presenting new faculty workshops, providing any assistance to faculty wishing to modify pedagogy, and continuing to focus research on the teaching process and learning outcomes assessment.

New Faculty Demonstrate ISCT Value-Added by Marilyn E. Vito



On April 17, 2002 the ISCT faculty fellows got to sit back and watch as the new faculty for academic year 2001-02 demonstrated what they had learned and achieved as a result of their participation in the Institute during the year. The results were impressive, and served to reinforce our sense of worth for the accomplishments of the ISCT.

Tom Papademetriou, Assistant Professor of History, exhibited his new website, constructed this academic year as his “new faculty project”. Assisted by the ISCT technology assistant, Danijela Divac, Tom designed a comprehensive, interactive web site on which he stores course descriptions, class syllabi, and provides interesting and exciting links to relevant web sites for his courses. Go to his web site and “take a trip” through the regions of the world that are making history with important current events. Tom has provided links to maps, cultural and artistic images, recent and ancient histories, and a number of interactive sights that will keep you engaged even if you aren’t a history buff.



Betsy McShea, Assistant Professor of Developmental Mathematics, chose to create a webpage as her “new faculty project” as well, something she had been considering for several years. Her webpage has features that include her current research and details about articles she has published, some personal information including family photos, and, of course, information on her courses including syllabi, assignments, and projects. Betsy, has also added an extensive list of links to popular math, math education, and general education websites. In the process of designing her webpage, she felt doubly rewarded when she identified numerous math resources for both her students and colleagues to utilize. Betsy credits the ISCT fall workshops as having guided her in her work on this project, and hopes to have it “live” and linked to the Stockton homepage before she starts the next semester.



In the February 2002 issue of the ISCT newsletter, **Merydawilda Colon**, Assistant Professor of Social Work, described her enthusiasm about the ISCT and its support for her “new faculty project”. With support and guidance provided by Arnaldo Cordero Roman, Assistant Professor of Spanish, and the Social Work Program, she created “Spanish for the Human Service Field” as a course to be offered in Fall 2002. The course is designed to develop the abilities of students in the areas of communication, cultural connections, comparisons and communities, following a



standard proposed by the National Standards in Foreign Language Education Project in 1999. The course incorporates practical language experience through a Service Learning component, with particular emphasis on cultural aspects and the professional terminology related to social services. Merydawilda expressed her appreciation for the support given by her colleagues, the ISCT director and fellows, and to Deans William C Jaynes IV, Social and Behavioral Sciences division, and Kenneth J. Dollarhide, Arts and Humanities division, for supporting the cross-listing of the course.

Jennifer Lyke, Assistant Professor of Psychology, also described her project in the February issue of the ISCT News. She designed a new GIS course, intended to be an experiential approach to understanding various states of consciousness from philosophical, psychological and biological perspectives. In her presentation, she described some of the pitfalls and pragmatic solutions she discovered in the process of teaching her new course in Spring 2002. Moreover, she continued to tap into the ISCT support even during her presentation, soliciting new ideas and solutions from her colleagues as she described the variety of unexpected circumstances the course created for her. It was clearly an experiential learning exercise for Jennifer!

The final presenter, **Judith Vogel**, Assistant Professor of Mathematics described her development of both a teaching portfolio and a research portfolio. Her teaching portfolio is organized rather informally, beginning with a *teaching philosophy* that is almost conversational and interspersed with classroom materials and handouts to which brief explanations of their relevance and rationale have been added. Her research portfolio is more formal, and also begins with a philosophy statement that outlines current research topics and future areas of interest. Sample abstracts from conference presentations, letters reflecting on the value of her work, and a recent grant proposal round out the research portfolio. Judith appreciated the impetus to create her portfolios because they helped her to recognize her past accomplishments and organize her current work with a focus on future projects.

As each new faculty concluded their presentations, they overwhelmingly endorsed the concept of the Institute for the Study of College Teaching. Unquestionably, each of them gained an enrichment in their pedagogy from the opportunity to interact with the ISCT fellows and other colleagues while investigating new approaches to the delivery of academic excellence.



After the Grant(s) by Marilyn E. Vito



In 1996, Stockton received its first major grant from the National Science Foundation (NSF), \$200,000 to assist in the implementation of the Quantitative Reasoning Across the Disciplines (QUAD) program. Three years later, a second grant was awarded, \$400,000 to fund the extension of the program beyond the Stockton community via the development of five interdisciplinary textbook supplements for introductory courses.

Although I was not part of the grant-writing group applying for the first QUAD grant, I was fortunate enough to replace my colleague and office-mate, Joy Moll who had been part of the team from the beginning, upon her retirement. It was my first experience with a major grant proposal and award, and the experience was both challenging and titillating.

When the grant period ended in 1998, it was clear that NSF expected and encouraged us to submit another proposal for an effort that would extend the success of the Stockton QUAD program beyond the college community.

My enthusiasm had not waned, and I cheerfully served as senior cheerleader, nudge and co-author of another grant proposal. In May 1999 we learned that NSF had agreed to fund our proposal to develop the textbook supplements for five disciplinary introductory courses. Then, the serious work began.

Three years later, our work is drawing to a close. Each group involved in the grant has experienced both challenge and success in fulfilling the obligations we made in the grant proposal. In retrospect, there are significant lessons to be learned from the entire experience, which I would like to share with other colleagues considering applying for a major grant.

1. Writing the grant is the easy part. I had not been part of the grant-writing experience in the first grant, so I had no idea how complex and demanding it might be to develop an acceptable grant proposal until I started working on the second proposal. It required far more effort than I ever imagined.

After a first “rough” draft was submitted to our liaison at the NSF, we heard positive feedback that encouraged us to move forward. For nearly two months, meeting almost daily and working both jointly and independently, we wrote our proposal. Just under the wire, the proposal was submitted and we congratulated ourselves on having met the deadline.

There are two possible responses to a grant proposal:

a. Immediate Feedback

—If the grant proposal is very good, it will be accepted almost immediately. If it is far a field from the granting agency’s expectations, it will be immediately rejected.

b. Delayed Feedback

—If the proposal is not immediately accepted or rejected, it will likely be acceptable to the agency if the team is willing to make requested modifications. We were and they did accept it. *Then the real work began!*

2. Proposals are never realistic.

In spite of having learned serious lessons from the NSF I grant that helped us to be much more focused and realistic in writing the NSF II proposal, we still did not consider all of the contingencies and potential for delays that might occur. Consequently, all of the projects fell behind schedule from time to time, and few of our initial expectations actually came to fruition. On the other hand, the groups metamorphosed continuously, changing players, changing disciplines, and ultimately coming through with impressive results in every case.

3. Research proposals provide multiple (often unexpected) learning events. Without exception, each of our groups encountered challenges that forced them to bridge troubled waters, form new relationships, and investigate new methods. The need to get beyond our own individual boundaries, to stretch our imaginations and to explore our colleagues’ wisdom and expertise helped us all to grow. Working in a multi-group experience, as this was, allows participants to engage in serious research for which they might otherwise not have sufficient experience. There is less fear of failure when the group includes more experienced researchers who can help direct the efforts of their group and lend wisdom to other groups.

The NSF II grant will soon be concluded, though the results of our efforts may have long lasting consequences in our respective fields. We have all had our work tested at other institutions of higher education. Many of us are using the materials in our own classes, or planning new class offerings in the near future in which we will incorporate the work. Publishers are being secured by each of the groups so that the finished products can be professionally disseminated to other institutions, with the hope that such exposure will encourage those post-secondary educators to engage in QUAD programs of their own. As challenging and exhausting as the effort has been, our success in completing the work we set out to accomplish somehow makes it all seem worthwhile.

Would I do it all again? Of course I would, just not right away!

Institute's New Fellow



Sonia V. Gonsalves

On July 1, 2002 The ISCT directorship passes to fellow psychologist William Miley who has been an ISCT faculty fellow and volunteer since the inception of the Institute for the Study of College Teaching in fall 1999. I will return to the classroom in the fall for two classes and will assume the role of Assessment Coordinator with a one-course release. As assessment coordinator, I will work with programs in all divisions to develop plans for the assessment of student learning and coordinate the undergraduate student learning assessment efforts at the college. In this role I will continue to be associated with the ISCT and will, in fact, have an office in the ISCT suite F218b. I hope to be among the fellows selected for the 2002 - 2003 academic year and will continue to do workshops for new faculty.

I have had the most valuable experience of viewing our work as teachers from another perspective; it has been beneficial to my professional development as well as to my classroom practice to learn from, and about the work of my colleagues. If I have one regret it is that more faculty have not been able to use the services of the ISCT. I would like to encourage all faculty, new and used, to attend workshops, serve as fellows and volunteers, and visit the website for additional resources. The web address is www.isct.stockton.edu.

I could not have enjoyed my term as the director of the ISCT more than I did; it was a learning experience that I would not have missed. A change, it is said, is as good as a rest, and I am invigorated and ready for a return to the classroom. It would be amiss of me to go without giving public thanks to all the people who made my tenure as the director of the ISCT so positive. I am indebted to the new faculty, the fellows and especially the volunteers, to the deans and the VPAA who supported the work of the ISCT and especially to President Farris who founded and fully encouraged the mission of the Institute. It would not have been a success without the input, cooperation, and efforts of all of you. Thanks.

Personal note from William Miley

The entire college thanks Dr. Sonia Gonsalves for her tireless dedication, boundless enthusiasm, and unswerving support to the Institute and the faculty.

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