THE SCHOLARSHIP OF TEACHING AND LEARNING

STRENGTHENING EDUCATION THROUGH RESEARCH AND COLLABORATION

Buffalo State
State University of New York
Buffalo State College Mission

Buffalo State College is committed to the intellectual, personal, and professional growth of its students, faculty, and staff. The goal of the college is to inspire a lifelong passion for learning and to empower a diverse population of students to succeed as citizens of a challenging world. Toward this goal, and in order to enhance the quality of life in Buffalo and the larger community, the college is dedicated to excellence in teaching and scholarship, cultural enrichment, and service.

Promoting the Scholarship of Teaching and Learning at Buffalo State

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Cheryl Albers, Ph.D., Assistant Professor, Sociology, Coordinator, Carnegie Campus Program

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Musa Abdul Hakim, Senior Assistant Librarian, E. H. Butler Library

About Buffalo State

This project was made possible, in part, through a Going Public grant from the Campus Program of the Carnegie Academy for the Scholarship of Teaching and Learning and the American Association for Higher Education.
In 1999, Buffalo State became one of 136 campuses nationwide to participate in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). The Carnegie Foundation program is designed to foster a network of campuses that will provide the structure, support, and forum for promoting the scholarship of teaching and learning.

The efforts involve applying to teaching and learning the skills used in other forms of research, including:

- problem posing about an issue of teaching and learning,
- a study of the problem through methods appropriate to disciplinary epistemologies,
- an application of results to practice,
- communication of results,
- self-reflection, and
- peer review.

Through CASTL involvement, members of the college community have been engaged in reflecting on, discussing, and acting on issues related to the educational process.

Initial campus conversations revealed that rewards for pedagogy (in the form of awards, grants, and accolades) generally promoted a personal, individualistic view of teaching. By contrast, the scholarship of teaching requires viewing teaching as “community property.”

Buffalo State program participants, under the leadership of the Teaching, Learning, and Assessment Center (TLAC) advisory committee, identified collaboration as the primary focus for the college’s work with CASTL. Teaching circles were developed to progress toward the goal of viewing teaching and learning as both public and private activities. Participants found great value in the interdisciplinary nature of the activity. New appreciations were gained for the opportunities presented when critique and evaluation activities were conducted from a variety of perspectives. To move from self-reflection to peer review, participants conducted individual analyses, and then the group engaged in collaborative review.

In spring 2000, a new interdisciplinary advisory committee began exploring initiatives and cataloging work in progress that involves the scholarship of teaching. This publication represents Buffalo State’s first institutional forum for faculty to share the results of this scholarly approach to teaching. Some of the teachers showcased here are in the early stages of reflecting on their classroom activities. Others are further along in systematically studying their work and sharing with colleagues. We hope the opportunity to present information about their work will encourage these faculty, and those who read about them, to apply their research skills to the teaching and learning process.

The next phase will involve working to institutionalize support for the scholarship of teaching. Discussions are under way to explore how the college’s new Center for Interdisciplinary Studies will play an integral role in fostering and furthering this exciting new area of scholarship at Buffalo State.

Carnegie Academy for the Scholarship of Teaching and Learning

Buffalo State Advisory Committee

- Cheryl Albers, assistant professor, sociology; coordinator
- Marian Deutschman, associate professor, communication
- Marianne Ferguson, associate professor, philosophy and religious studies
- Musa Abdul Hakim, senior assistant librarian
- Fred Howe, professor, educational foundations
- Susan Leist, associate professor, English; coordinator, Humanities Program
- Dennis Mike, associate professor, exceptional education
- Andrew Nicholls, assistant professor, history and social studies education
- Maria Pacheco, associate professor, chemistry; director, Educational Opportunity Program
- Aimable Twagilimana, assistant professor, English
- Gregory Wadsworth, associate professor, biology
A slim and wonderfully satirical book, The Saber-Tooth Curriculum, was published in 1939. It’s about the fundamentals of Paleolithic education—fish grabbing, horse clubbing, saber-tooth-tiger catching—courses developed by the innovative Professor New-Fist. Eventually, ungrateful, audacious students challenged the purpose and relevance of the curriculum. They observed that the glacier caused the region’s fish, horses, and tigers to vanish. New-Fist’s successors patiently explained that these fundamentals remain vital because they exercise the intellect and express the ‘eternal verities’.

In the book’s foreword, Harold Benjamin, former dean of the College of Education at the University of Maryland and professor emeritus at the George Peabody College for Teachers, describes his encounter with the fictional author, one J. Abner Peddiwell. The author asks Benjamin to “collect the royalties and use them for giving professors of education some basic training in methods of teaching.”

“Do you expect the hypothetical royalties from this hypothetical publication to be large enough for such a noble purpose?” asked Benjamin. "Frankly, no," responded Peddiwell. “It would take all the resources of the Carnegie Foundation for the Advancement of Teaching even to make a beginning on a job as big as that.”

Now, 60 years later, the foundation is taking on “a job as big as that.” The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) has become the champion of the scholarship of teaching, as propounded by Ernest Boyer in Scholarship Reconsidered. The scholarship of teaching is an authentic and legitimate subject of inquiry for all disciplines, and it is urgently needed, perhaps now more than ever.
It seems fitting that Buffalo State’s involvement in the scholarship of teaching and learning began at a time when the nation and the Western New York region were engaged in passionate discussions about bridges.

Nationally, the millennial dialogue focused on building a metaphorical bridge from one century to the next. Locally, residents were debating proposed designs for a physical bridge to replace an aging link across the Canada-U.S. border. The controversy centered on a choice for the future: whether to embrace tradition or innovation.

Just as these bridges are meant to provide a nexus for people and ideas, the growing interest in the scholarship of teaching and learning has the potential to link people and ideas in academia in exciting ways.

In his monograph, Scholarship Reconsidered (1990), Ernest Boyer argues that teaching can be regarded as scholarship. Building on Boyer’s work, Pat Hutchings and Lee S. Shulman make distinctions between good practice in teaching and the production of knowledge by treating teaching as scholarly work. Good practice in teaching usually involves wise application of pedagogic techniques, paired with an elusive capacity (some might say a gift) for connecting with students. By contrast, the scholarship of teaching and learning involves systematic inquiry that moves beyond implementing proven techniques, paired with an elusive capacity (some might say a gift) for connecting with students. The results of such studies are made public, are open to critique, and are suitable for replication.

The knowledge that results from the scholarship of teaching can be used to inform classroom practice. Thus, the end goal is improving the quality of education. This has long been an important goal of Buffalo State, reaching back to our early years as a normal school.

As the college grew and changed, a new focus on discipline-centered research joined our mission. This promotion of research is sometimes the cause of difficult choices in the allocation of time, energy, and funding.

Boyer, Hutchings, and Shulman argue that the scholarship of teaching can be placed on par with other forms of research. However, to do so, it must conform to several criteria.

Substantive intellectual research must seek to identify, explain, or control variables impacting student learning. The outcomes of such studies must be “made public in some manner; subjected to peer review; and cited, refuted, built upon, and shared” (Shulman, The Course Portfolio, 1998). As more faculty choose to adopt the view of teaching as a scholarly activity and strive to meet these criteria, our knowledge base of teaching and learning will grow.

This publication is Buffalo State’s first major commitment to support faculty contributing to these groundbreaking initiatives. The studies and projects described here do not all meet Shulman’s criteria, but they move in that direction. As you read about your colleagues’ interesting work, I hope you will begin to develop a deeper understanding of the scholarship of teaching, and that you will see ways in which you, too, view teaching as a scholarly activity. And therein lies a second powerful way that this movement creates bridges.

In many ways, our academic community is compartmentalized and segmented. There are academic and support units; departments and schools; campus and professional communities. Yet the bridge that connects us all is the goal of providing students with the best educational experience possible. Achieving this goal is facilitated when a wide cross section of the academic community begins to regard teaching not merely as knowledge dissemination, but as an opportunity for knowledge creation through systematic inquiry and reflection. These processes hold tremendous potential for building new collaborations that will benefit many facets of the educational community.

The work described here is representative of projects being carried out by many others at Buffalo State. Eighteen proposals representing the work of 30 individuals were considered for inclusion in this publication.

Another 10 individuals expressed interest in having their work considered in the future. By providing a vehicle to publicize a sample of these projects, I hope many others will ‘go public’ with the results of their work. During 2000-2001, Buffalo State will support this important work through involvement in the Carnegie Academy for the Scholarship of Teaching and Learning, through the college’s new Center for Interdisciplinary Studies, and potentially with financial assistance for new and ongoing studies.

Cheryl M. Albers
Assistant Professor, Sociology
Coordinator, Carnegie Campus Program
Art, says Lucy Andrus, is an equalizing force that puts people on equal footing, on common ground. For her and her students, so is the ongoing process of learning how to teach.

Since 1994, about 100 art education majors and art therapy minors have engaged in active learning and scholarship through a preservice field experience program called Art Partners. While earning credit for Andrus’s Art and Special Needs methods course, they work with college faculty and classroom teachers to provide art and cultural awareness experiences for special-needs children in inner-city schools.

After each weekly lesson, Andrus and her students meet to discuss and assess their students’ learning and their own learning.

Andrus describes the discussions as “interesting and wonderful.” She and her students share, problem solve, and talk as colleagues.

Lucy Andrus reads a handmade thank-you card from one of the children participating in the Art Partners program; a colorful quilt created by her college students is displayed in the background and hangs in her office.
“Sitting at third-grade tables helps put us all at the same level,” she said, recalling a recent group that bonded into “a family of teachers and scholars.”

Together, the team engages in a dialogue about what works, what doesn’t, and why; they propose theories, analyze, and experiment with different solutions.

Subjective issues and personal reactions are also discussed, providing a forum where students can open up and express emotions, leading to new insights and learning.

Working in six- to eight-person teams, the aspiring art teachers help plan and implement the program’s year-long curriculum, which is based on a variety of student needs (such as a physical or mental disability, life circumstance; or emotional, academic, or developmental need).

The preservice teachers learn to assess needs and build lesson plans that enhance what students are learning in other areas.

As an active team member, Andrus serves as a role model for the preservice teachers as she demonstrates methods and helps students solve problems on the spot.

The students gain valuable teaching experience early in their academic careers and have an opportunity to apply the theory they are learning in the classroom.

The children participating learn about art, artists, world culture— and themselves— through projects such as future hero self-portraits or count-our-blessings quilts. Their teachers report that many Art Partners children gain increased self-confidence, a greater willingness to try new things, and increased expressive language.

Beyond classroom skills, the preservice teachers learn about contemporary issues and how to deal with problems in multicultural settings. They are directly exposed to the realities, challenges, and rewards of teaching in an urban setting, a prospect many of Andrus’s mostly middle-class, suburban students tend to shy away from due to misconceptions and fears.

“It is critical to address these issues if we are to equip future teachers with the attitudes, skills, and abilities needed to reach and teach a diverse student population in culturally competent ways,” Andrus noted.

In addition, Art Partners has “contributed immensely to my growth as well,” she said. Not only does the direct link to schools help keep Andrus up-to-date, but the in-depth discussions help her gain a better understanding of her students and how they learn.

“Today’s students are different,” she said. “We have to figure out how to connect with this generation,” admitting that this is a challenging task.

Toward that goal, Andrus also solicits anonymous feedback from students, using forms with triggers (“I’m curious about...,” “What I liked best about class...”). In addition, she conducts in-class surveys, asking students about learning preferences and attitude shifts.

Her survey data provide dramatic evidence of the success of Art Partners. Virtually all of the students said they felt “more comfortable” working with children who have special needs or are culturally different.

As one student stated, “All these children I once saw as ‘foreigners’ had names and faces and smiles for me. I was able to see the commonalities we all have.”

Many students describe the benefits of participation in Art Partners as “life-changing.”

And two Art Partners alumni are seeking teaching positions in the city.

Lucy Andrus founded the Art Partners therapeutic art program in 1994. It has resulted in new material for teacher training (on topics such as classroom management) and two new courses in art education and multiculturalism. The program’s success continues to be shared through art exhibits, local and national presentations, and major publications, including School Arts (February 2000) and Art Education (upcoming issue). Andrus and her students plan to present at the National Art Education Association conference in New York City in spring 2001.

“Today’s students are different; we have to figure out how to connect with this generation.”
The Search for Meanings
Learning through Praxis: Applying Critical Thinking to Rhetorical Criticism

Timothy J. Brown, Ph.D.
Assistant Professor, Communication Department

The Budweiser “lizards” commercial... Abraham Lincoln’s Gettysburg Address... the 1998 Christian Coalition direct-mail solicitation.

These are just a few of the disparate artifacts that students in Tim Brown’s Rhetorical Criticism class actively analyze from various perspectives.

In the dual communication/humanities course, students learn to understand the symbolic communication embedded in artifacts through the application of rhetorical theory.

In doing so, they use all the skills of critical thinking— they process and synthesize information, and analyze and support an argument with evidence. They also learn practical skills applicable to their daily lives: how to be critical consumers of information and more competent communicators.

Tim Brown published two articles analyzing the rhetoric of Benjamin Chavis and Myrlie Evers-Williams to reveal meanings behind the NAACP’s image and message. He presented conference papers that analyzed Marion Barry’s 1994 mayoral campaign, the Christian Coalition’s direct mail campaign, and cultural myths perpetuated in the film The Horse Whisperer.
Brown recently shared his course strategies and success during a panel presentation at the National Communication Association’s 1999 annual conference in Chicago. His paper was titled “Learning through Praxis: Applying Critical Thinking to Rhetorical Criticism.”

“This is an exciting and practical course because everyone is exposed to symbolic messages—up to 5,000 every day, according to one estimate,” said Brown. With symbolic communication, there is always a purpose. The processes students learn help them more clearly understand the purpose and the rhetoric intended to communicate that purpose.

Because of the broad application of course material and its relevance to various disciplines, his class typically includes students from a variety of majors, including communication, business, and philosophy.

Brown teaches the class using a developmental approach through which students learn the theories of rhetorical criticism as they evolved sequentially. They begin with the Neo-Aristotelian perspectives, followed by the dramaturgical perspectives (pentadic, narrative, and fantasy-theme criticism) and contemporary perspectives (semiotics, ideological, and feminist criticism).

Reaction papers, based on assigned readings, pose a series of questions to help students learn the concepts of each theory. The papers also serve as a springboard for class discussions.

Students apply the theory initially through a brief, in-class exercise (usually by analyzing a commercial), and then to a more substantial artifact (such as a speech or television program). Through in-class criticisms, they work in small groups to apply rhetorical theory to an artifact by analyzing it and revealing its meaning.

Students also write three critical essays in which they analyze an artifact according to one of three theoretical perspectives. As a culminating project, they rewrite one of their previous essays to further develop their interpretation, analysis, and evaluation of the artifact.

“The course philosophy and the critical-thinking approach have greatly improved how students learn the information,” said Brown. The proof, he noted, is in their papers. “It’s clear if they understand the concepts, the principles.”

Student comments on course evaluations “have been very positive,” said Brown. “Students often say that Rhetorical Criticism was their best undergraduate course.”

This year, Brown is mentoring Jay Zbaczynek, a student who received an Undergraduate Summer Research Fellowship from the Buffalo State Research Foundation to conduct an ethnographic study of the Wiccan community.

Brown is constantly seeking prime examples with which students can identify and that also help clarify the concepts of rhetorical criticism. Using a wide variety of artifacts helps students see that “almost any symbolic communication can be analyzed for a rhetorical criticism,” said Brown.

So they learn, for example, that The Simpsons perpetuates a particular view and ideology of American life. And they learn about the symbolic messages behind Martin Luther King Jr.’s “I Have a Dream” speech or Leonard Pitts’s editorial on the South Carolina Confederate flag controversy. That type of understanding “opens up so many more realities,” said Brown. No wonder some of his students’ parents say they are having more intelligent conversations with their children.

Rhetorical criticism students have chosen to analyze a variety of artifacts, including videos, magazines, songs, and books, for their final papers. Recent examples include the cover of an L. L. Bean catalog, a supervisor’s office, and the Monsterjob.com Web site commercial.
The Perry municipal housing project near downtown Buffalo is “dirty, gray, and ugly,” without a blade of grass, said Marianne Ferguson. Some of the children who live there can’t read in the fourth or fifth grade. Recently, a Buffalo State student who is learning to teach religion visited there along with her junior high school pupils. They distributed donated books and read stories. Some dressed as Dr. Seuss characters.

“These students had never seen such poverty and had never been in a housing project before,” said Ferguson, an associate professor and the internship coordinator for philosophy and religious studies. That day, they learned about community needs, the rewards of giving, the value of experiential learning, and much more.

Marianne C. Ferguson, Ph.D.
Associate Professor,
Philosophy and Religious Studies Department

Marianne Ferguson’s books include Women and Religion and Christian Thought: An Introduction. Extensively involved in curriculum development at Buffalo State, she created seven courses, including Women and Religion, Religion and Media, and Contemporary Christian Thought.
The eye-opening experience was part of an innovative internship program Ferguson designed that engaged Buffalo State religious studies minors in meaningful service projects with a multicultural element. The six interns were volunteering to teach religion to youth in their own, homogenous congregations. With Ferguson’s guidance, each developed an activity to allow his or her students to interact with other youth from a different culture or socio-economic background. (See project list.)

The experiences are used “as a vehicle to teach social-justice issues and multicultural understanding,” she explained. “It’s important for students to realize there are areas with needs, especially if they want to be teachers. This brings to their awareness the needs of people out there.”

The impact of direct involvement, Ferguson found, is far more potent than discussing such issues in class. “The learning derived from serving others has changed students in most desirable ways and has a lasting influence that often outlives the subject matter learned in a classroom,” she said.

Through her research, Ferguson explored a challenge many colleges are facing: how to provide a high-quality education within a system where broad access is also desirable. She chose to focus on service as a way to add value to education.

At the same time, Ferguson’s involvement with a collegewide internship advisory committee motivated me to try something new,” she said.

Involving her students from the initial planning stages, Ferguson found a willing and eager group of participants. “The students thought it was a great idea,” she said.

She then pursued and was awarded a grant from Buffalo State’s Resurgent City Center for Cooperative Community Development, which supports community outreach and service-learning projects.

Through her involvement in community efforts, including a local refugee center and the Catholic Charities Outreach program, Ferguson helped direct some of the students’ projects and provided initial contacts. But the interns showed much initiative and assumed the responsibility for planning and implementing the mostly weekend activities, she said.

“IT’S IMPORTANT FOR STUDENTS TO REALIZE THERE ARE AREAS WITH NEEDS, ESPECIALLY IF THEY WANT TO BE TEACHERS.”

Through seminar discussions, papers, and course evaluations, the interns shared and reflected on their own and their students’ reactions to the cross-cultural experiences. Their comments describe a myriad of emotions and attitude shifts, as their spirituality was directed outward: they were impressed, surprised, more aware, and fascinated; their appreciation for diversity was enhanced.

While observing her students developing more positive attitudes toward service and multicultural understandings, Ferguson said she learned, too, about the power of collaborative learning.

“It was a worthwhile adventure,” she said. “The interns and their students learned as much from their experience as they did from all their classroom lessons on multiculturalism. The interns claimed that this internship was one of the most valuable learning experiences of their lives,” and they all experienced personal growth as a result.

In addition to a bachelor of science degree in education from Buffalo State, Marianne C. Ferguson holds a licentiate in theology from Regina Mundi Pontifical University in Rome, Italy, and a doctorate in the philosophy of religion from McMaster University in Hamilton, Ontario. She has been listed in Who’s Who in American Women (1988) and Community Leaders of the World (1986), and she received the Buffalo State President’s Award for both advising (1990) and teaching (1994).

Religious Studies Multicultural Service Projects

- Junior-high youth from a middle-class campus ministry parish distributed books and read to children living in an inner-city housing project.
- Students volunteered for Friends of the Night People, a local organization serving the homeless.
- A church service and reception hosted by an African American fundamentalist Pentecostal church was attended by students from a middle-class, Unitarian Universalist church.
- A youth group from a suburban Baptist congregation visited an inner-city youth center. Both groups enjoyed roller-skating, a meal, and conversation.
- Suburban Catholic students visited La Casa, a temporary home for refugees, where they met young people from Russia, Latin America, Afghanistan, and Kosovo.
- Students from a white, middle-class church visited a neighboring African American church, enjoyed music with their peers, and made plans to produce a variety show together.
When Fred Howe was offered a private office in Buffalo State’s Bacon Hall, he declined. The benefits of peer interaction with his office mate made it worth staying put, despite cramped conditions and frequent interruptions.

Howe and Joseph Moran share more than office space: For more than 10 years, they have engaged in peer-review activities, both formal and informal, leading to professional development and improved teaching.

“Teaching can be isolating,” said Howe. “Joe and I are always looking at new ideas and approaches to teaching.”

They are also helping other Buffalo State faculty reap the benefits of peer review through an organized process they initiated.

With a focus on collaboration, mutual growth, and support, participating faculty work in two-person teams. They first discuss each other’s course objectives and procedures.

At midsemester, the team members switch...
classrooms and ask each other’s students to identify and agree on criteria to judge the effectiveness of the instructor and the course. In small groups, students discuss how well these criteria are being met. Afterward, the two faculty share responses and brainstorm ideas about how to improve instruction.

As Howe, speaking from experience, says, “As long as you have trust in the other person and a desire to grow, peer review can work very well.”

Unlike the typical end-of-semester course evaluation, the process gives educators specific feedback on strengths and weaknesses, and an opportunity to quickly adjust methods, content, or style.

There also are carryover benefits. As faculty listen to their colleagues’ students respond, they naturally think about their own classroom and the effectiveness of their own teaching, Howe noted.

Another major benefit stems from involving students in the process, Howe and Moran found.

On end-of-course evaluations, students frequently comment positively about the opportunity to give input. “They feel empowered that someone cares enough to ask them,” said Howe.

“The most powerful aspect is when you act on their comments,” said Moran. When they see changes that have been made, “they work harder for you the rest of the semester.”

Moran and Howe will share the impact of peer review with college teachers through their chapter, “Models of Collegiality and Instructional Collaboration,” scheduled to appear in Enhancing College Teaching and Student Performance: A Guidebook. Moran also covers peer review as one component of professional development in his upcoming book, Collaborative Professional Development for Teachers of Adults.

Howe and Moran find their ideas are often well received, but that faculty may feel vulnerable.

“You’re putting yourself on the line, but if you want to improve your teaching, you have to,” Howe said. He encourages faculty to depersonalize any negative findings. “It isn’t necessarily your problem,” he emphasized. “It’s often a more generic problem— an issue in teaching.”

“Teaching is a problem-based activity,” Moran agrees. “Information from peers helps you solve the problems.”

“Working collaboratively is a way to energize yourself,” he added. “Peer review is the most effective way I know of to become a better teacher. It’s far better than anything I’ve done individually; it’s more effective than taking a workshop or reading about teaching—and it doesn’t cost anything.”

Making use of another model and a grant from Buffalo State’s Teaching, Learning, and Assessment Center, Howe coordinated a teaching circle involving all five faculty who teach educational psychology. Based on a small-group instructional diagnosis process, the circle participants shared materials and ideas, and observed one another in the classroom.

The group also formed a consensus on core concepts in educational psychology such as management, assessment, motivation, and learning theories. The concepts were shared with a student focus group and clarified. The final version was then shared with students and with other academic departments that require educational psychology courses. In the final step, the group discussed various ways to teach and to improve teaching these concepts.

“Because of the value we found in this activity, we have continued to meet,” said Howe. Although new faculty particularly benefit from teaching circles, Howe believes they are valuable for all faculty. “Teaching circles quickly build professional competence and caring relationships with colleagues. Participating in the process gets you to think about your teaching more and provides a built-in group of people to talk with about common concerns.”

Frederick C. Howe earned his doctorate in educational psychology from Michigan State University. Editor of Succeeding in Higher Education, Howe’s research interests include teaching for the educationally disadvantaged. He has served on Buffalo State’s assessment steering committee for seven years, and he initiated the college’s Australian Exchange Program. He also coordinates the annual Buffalo State College/Buffalo Community Service Day, which involves hundreds of volunteers in urban-beautification and parks projects.

Joseph J. Moran coordinates Buffalo State’s continuing education. A licensed psychologist and associate editor of Child Study Journal, he earned his doctorate in psychology from Emory University in Atlanta, Georgia. Working with Howe and others, he has written and presented statewide and nationally on the assessment of instructional effectiveness, collaborative professional development, and peer review/ support, most often in relation to adult and continuing education.
At the Melton Shirt Company in Batavia, New York, fashion technology students watched as prototypes of their designs were constructed into an actual garment. The moment marked the culmination of a long but rewarding process involving research, planning, development, and collaboration.

“They were super excited,” said Elaine Polvinen, their teacher and mentor. “The excitement generated by a project that involves a real-world industry partner is unmatched by anything that is simulated in the classroom.”

About 22 of Polvinen’s students participated in one or more phases of a three-year U.S. Department of Agriculture Higher Education Challenge Grant, “Interactive Apparel Design: Collaborative Learning through the Internet.” The project also involved students from Cornell University and the Philadelphia College of Textiles.

Through this innovative program, students worked with industry partners (Melton, JCPenney, and Liz Claiborne) to create lines of garment and textile designs. They communicated with professionals and students at other schools via video and audio conferencing, e-mail, the Internet, faxes, and other high-tech methods.

The projects provided students with an opportunity to understand the dynamics and the mechanics of the fashion industry. They also learned valuable lessons from industry professionals.

“Direct industry feedback... immediately energized and inspired the students to raise their creativity and quality level,” Polvinen said.

Elaine Polvinen displays some of her original digital art fabrics created with Photoshop software. She traveled to Asia in summer 2000 to exhibit her work in Korea (where she was one of only 10 artists worldwide chosen to exhibit three pieces in the Taegu International Textile Competition). She also presented at colleges there and in Beijing, China, and explored collaborative projects between Asian organizations and Buffalo State.
She is preparing her students to enter an industry that is global, fiercely competitive, and increasingly high-tech. An innovator in her field and one of the first to use computers to create surface and structural designs, Polvinen continually responds to dynamic professional demands and the emerging educational needs of her students.

She continues to refine the curriculum she developed that combines the technology and design courses students need to excel in apparel or textile-design careers. Through two new study options, Buffalo State students can work toward a bachelor of science degree in computer textile design for industry or can concentrate in textiles for industry as part of the fashion and textile technology program.

In developing the CAD (computer-aided design) coursework, Polvinen drew from research she conducted as a graduate student about the industry’s use of technology.

In the fashion industry, Polvinen discovered, new technologies are allowing visual data to be converted into a universal, digital language. “Constant retooling is required to respond to fast-paced technological advances,” she said, especially as more American firms turn into virtual, international operations, where a foreign-based manufacturing plant works hand-in-hand with design studios in the states.

To acquire and maintain the tools students need to succeed, Polvinen has fostered liaisons with industry software vendors, including NedGraphics, whose Vision CAD software is now an integral part of Buffalo State’s CAD textile design for industry concentration. Students use computer technology for weave and print design, pattern making, illustrations, and presentations.

Polvinen also uses the Internet frequently as a teaching, presentation, and communication tool. Students post their work on a gallery site, communicate with industry professionals, and research design and market trends on the Web.

Despite the emphasis on technology, Polvinen always encourages her students to blend and balance their technical expertise with intuitive creativity. They must design a textile collection, displayed on presentation boards, which is evaluated based on achieving such a balance.

Thanks in large part to Polvinen’s efforts, Buffalo State has achieved national prominence in the CAD textile design for industry field. Over the past five years, students have won more than a dozen industry awards for their CAD textile designs.

Polvinen reports that committed students who complete the recommended CAD curricula and continue to fine-tune their technical, creative, and professional skills have no difficulty finding positions after (and sometimes prior to) graduation.

To keep up with industry trends, Polvinen maintains contacts with industry professionals and major professional associations. She presents nationally and internationally to both professionals and educators in the field and contributes frequently to industry and professional publications. During a recent year-long industry leave, she worked for NedGraphics in New York City, developing advertising, marketing, and training materials, as well as Web sites.

Polvinen also continues to create and exhibit her own designs and welcomes the challenges and capabilities tomorrow’s technology will surely bring. “I’ve never been programmed to think in terms of obstacles with regard to discovering all sorts of interesting and different ways to channel my creativity,” she said.

An associate professor who joined the Buffalo State faculty in 1990, Elaine M. Polvinen earned her bachelor’s degree in textile design from Buffalo State and her master’s in fine arts from the Rochester Institute of Technology. As a CAD/CAM specialist in apparel and textile design, she continues to integrate her passions for textiles, fashion, and technology.
A Good Read, Step by Step

Teaching Literature As/Is a Process

Kevin J. Railey, Ph.D.
Chair and Associate Professor, English Department

“The discussions are amazing. Both sides get to see that different perspectives are legitimate, raising questions of pluralism and tolerance.”

Values education? Ethical theory? No. Literature with Kevin Railey. Using the same methods and tools of process approaches common in composition pedagogy, Railey views and teaches literature as a complex process—one that begins with personal reactions and evolves into formal analysis.

Railey’s essay, “Teaching Literature As/Is a Process,” appears in Teaching in the Twenty-first Century: Adapting Writing Pedagogies to the Curriculum (Falmer Press). While acknowledging that knowledge dissemination has its place, he passionately challenges conventional teaching methods and presents strategies that actively engage students in the study of literature in increasingly articulate ways.

His ideas emerged when he taught Introduction to Fiction, an experience that “made me think about process, a way for students to think about any story,” said Railey.

He extensively researched reader-response theories, especially as they apply to teaching, and developed a set of strategies designed to help students become better and more involved readers. He first used these strategies to teach a course he developed with a professional development grant, “Teaching Literature to Young Adults.”

In the process, students are guided through four stages of response to literature: personal, topical, interpretive, and formal.

The earliest stages allow for an open forum where students share, and examine the source of, their own personal reactions. They explore how their feelings about topics and issues in the work affect their reactions, and how those reactions and their own worlds are shaped by society, culture, and history.

The students learn that “your take on life—your perspectives and values—affects the reading process and your interpretation of a work of literature,” said Railey. “Texts will and
do have different meanings for different people, and this diversity, rather than a unity of readings, should be encouraged and developed.”

To help students move toward interpretation and analysis, he presents several mini-interpretations of the same text, using the same details to explain different perspectives (such as feminist or liberal-humanist).

He then uses guided questions about various elements of different types of literature to help students understand literary structure—the art behind the writing.

He “unpacks the assumptions,” guiding the study of literature by explicitly explaining and demystifying literary conventions (such as significance, metaphorical coherence, and thematic unity).

“Students begin to see how and why their professors talk about literature in the ways they do, and can then produce the kinds of reading we may require more productively,” he said.

In addition to knowledge about works of literature, students gain personal insights based on experiences, including academic experience. They also develop analytical and independent thinking skills, said Railey. Student papers are not graded on content but on analytical process—the way in which they develop an argument. “They don’t have to guess what the teacher wants; they have to explain it to themselves well,” Railey said.

The process gives all students a model they can use to articulate interpretations, and it gives English education majors a model for literature instruction. Based on student feedback and projects, oral presentations, and student-teaching demonstrations, the process is successful, said Railey. “The students can articulate ideas and explain where they came from; many preservice teachers say Teaching Literature to Young Adults was the most helpful class in developing them as teachers.”

As new literature and students from diverse educational backgrounds fill our English classes, the diversity of reading experiences must be accounted for in pedagogical approaches, Railey emphasized. After all, “the power to invoke and inspire understanding and sympathy for people not like ourselves lies at the heart of all literature.”

Kevin J. Railey, Ph.D.

English Department Chair Kevin J. Railey holds a doctorate in English from the State University of New York at Stony Brook. On the Buffalo State faculty since 1991, he teaches courses in American literature, the nineteenth- and twentieth-century novel, ethnic American literature, and methods in the teaching of English. He has served in various leadership roles related to the development of English, English education, and writing curricula at Buffalo State.

For two minutes at the end of each class, students in Katherine Sacca’s exceptional education class anonymously provide feedback and think about what and how they are learning.

Posing such “outcome statements” is just one technique this professor uses to engage students’ brains in active learning. While learning about assessing and teaching exceptional children, her students also are learning methods to construct meaning, to make sense out of what they learn.

“You don’t have to be sick to get better. Teaching is a process of constant improvement.”

“The students can tell you why they’re learning material. They see the connection to their other coursework.”
Drawing from recent brain research, Sacca’s techniques engage the whole brain in processing information and linking new knowledge to prior learning. They incorporate all three interconnected systems of the learning brain: recognition (what to learn); strategic (how to learn); and affective (why to learn).

“Everybody’s brain works in pretty much the same way,” said Sacca. “You can get someone’s attention, or someone can process information, but not both at the same time.” So her techniques accommodate how brains work on a broader scale.

For example, she builds in downtime and output time. She asks students, “How do you know that?” requiring them to analyze strategically. She tells them, “Find this in your notes and tell someone about it,” to make sure they got the main point.

As her students learn, Sacca, too, is learning about the effectiveness of her own teaching. The answers to outcome statements, for example, provide “a check to see if students recognized and attended to critical aspects of the content,” said Sacca. By taking time to do this, she might not get through all the material she wanted to cover, but keeping pace “doesn’t matter if they don’t get it,” she said.

In another exercise, the class is presented with a problem to discuss and solve in three-person groups. Within each group, each person is assigned a number from one to three. After the meetings, a number is called, and each student assigned that number shares his or her group’s responses with the class.

“As the group processes information, students are not relying only on their own memories,” Sacca explains. The exercise enables students to actively discuss content and explain the application of new knowledge. It also demonstrates multiple solutions to a problem and provides an opportunity for students to practice essential communication skills.

In her teaching, Sacca also appeals to the brain’s affective component, recognizing the crucial role emotions play in learning. She helps students understand why something is important to know and continually communicates her passion for the teaching profession.

“There has to be an emotional link,” she said, which could be something as simple as learning students’ names. Through an exercise called “Class in a Can,” Sacca writes each student’s name on a craft stick, places them in a can, and picks one. The student whose name is selected might be asked to give examples from his or her own practicum experience or to compare and contrast something. The noisy rattle of the sticks gets students’ attention and the random selection of a name helps keep them all on their toes.

“The traditional ways of learning (listening and taking notes) didn’t lead to application and problem solving,” said Sacca. “The students learned how to play the game and give the professor what she wanted.”

From observing and following her own students, Sacca knows that brain techniques help achieve a far more desirable outcome. “The students can tell you why they’re learning material, what it means for teaching. They see the connection to their other coursework.”

Sometimes, Sacca said, she will cross paths with a former student years after graduation and discuss with them how they are using various brain-friendly practices in their own classrooms.

M. Katherine Connor Sacca is a sought-after national speaker whose presentation topics include innovative classroom instructional practices, assessment techniques, and behavior-management tactics. She holds a master’s degree in special education from Buffalo State and a doctorate in learning and instruction from the State University of New York at Buffalo. She is extensively involved in staff development for educators both locally and nationally. In 1999, she was honored with the prestigious State University of New York’s Chancellor’s Award for Excellence in Teaching.

Examples of Outcome Statements

- Something new I learned...
- Something I relearned...
- Something I’m concerned about...
- Something that surprised me...
- Something that I need to investigate further...
- Describe something the professor is doing now that you wish she would continue.
- Describe something that you wish the professor would stop and give your rationale for your request.
or six weeks, the streets of Buffalo’s diverse West Side became a memorable classroom for Gary Welborn’s senior seminar participants.

In conducting a survey of neighborhood needs, the diverse group of 13 sociology students learned firsthand about urban problems, the impact of demographic trends, and the value of various research methods.

The area surveyed is Welborn’s own neighborhood. He co-chairs the Massachusetts Avenue Project (MAP), a community-revitalization group that involves residents in various improvement initiatives. When MAP wanted to assess residents’ perceptions of needs prior to establishing a neighborhood outreach center, Welborn saw an ideal opportunity to engage his students.

Typically, students taking the sociology seminar capstone course learn about research theory and methods, and conduct a survey on campus or via telephone. The face-to-face needs-survey project allowed students to move beyond these competencies and apply sociology for the benefit of a community.

“There was considerable enthusiasm and excitement at the prospect of providing a significant service to the community while learning about sociology in this real-life setting,” said Welborn.

Focusing on the primary question, What could be done to improve your life and the lives of your family? each student completed 20 interviews, for a total of 260 cases. The surveys built in two opportunities for respondents to express and prioritize their perceptions of needs, and allowed for unanticipated, open responses. About 100 response categories were eventually grouped into 10.

Welborn discovered that the students learned as much from the setting as they did from the process.
An ongoing discussion evaluated survey research as a method for learning about the realities of the conditions in the neighborhood in relation to qualitative methodologies. Students heard how people felt about the problems they faced. They could see how the people dressed, and could observe their housing conditions and their interaction with family and neighbors.

The project also motivated and enriched Welborn’s students on a personal level. “Most returned from each outing filled with stories and descriptions about the state of the living conditions they saw, interactions observed, or side conversations they overheard or participated in. In debriefing sessions after the project was completed, each of the students said they gained something valuable from the experience.”

And the results? The data collected became a “significant factor” in securing grants and support for what is now a vital neighborhood nexus: the Massachusetts Avenue Community Outreach Center. In addition, “the issues raised by the survey have helped to guide the decision making about the programming at the center,” said Welborn.

The center is now providing community-based service-learning opportunities for Buffalo State students in various disciplines. Education students, for example, tutor school children at the center, and interior design students proposed ideas to enhance the city-owned building’s decor. “This program continues to build links with many Buffalo State departments,” said Welborn.

Welborn frequently writes and presents nationally on the application of sociology to community needs and successful community-development efforts—activities that have significant educational benefits and potential.

As a founding member of the college’s interdisciplinary Resurgent City Center (RCC) for Cooperative Community Development, Welborn continues to explore and expand this potential at Buffalo State. The RCC is working to make community involvement a campus-wide priority, mobilizing the talents of students, faculty, and staff. The center sponsors student internships, for example, and provides stipends to faculty for targeted research and service-learning projects.

Welborn hopes to see such joint community-college efforts become a hallmark of the educational experience at Buffalo State, and sees this focus as a perfect fit for both the college and its surrounding urban classroom.

Gary S. Welborn is both a sociologist and a community activist who has worked to find solutions to urban problems in Buffalo and within his own neighborhood on the city’s West Side. He holds a bachelor’s degree from Buffalo State and a doctorate in sociology from the State University of New York at Buffalo. His interests include change in urban social structures and the relationship of the university to the community, as well as innovative applied methodologies, including participatory and social-action research.

“There was considerable enthusiasm at the prospect of providing a significant service to the community while learning about sociology in this real-life setting.”

The Massachusetts Avenue Community Outreach Center in the heart of Buffalo’s West Side is a vibrant and growing neighborhood force. The center hosts activities designed to bridge diverse community populations and serve a variety of needs. These include tutoring services, a community kitchen and gardens, and social programs for youth.
The in-depth profiles in this publication provide a sample of the range of work under way on the Buffalo State campus. Following is an acknowledgment of additional projects with which Buffalo State faculty are involved.

Background and Context for a New Movement in Education
Gerhard J. Falk, Ph.D., Professor, Sociology

New educational movements such as the scholarship of teaching and learning benefit from individuals who provide the historic context in which such innovations develop. Using a unique cross-cultural perspective, Falk relates the current interest in teaching as a scholarly activity to its theoretical and philosophical underpinnings.

Stimulating and Assessing Critical Thinking
George T. Hole, Ph.D., Chair and Distinguished Teaching Professor, Philosophy and Religious Studies

For many years, Hole has been thinking about, writing about, and putting into practice ways to stimulate critical thinking in students. His ideas and classroom-tested techniques for helping students apply critical thinking to their lives have been widely shared with colleagues through a major publication. The next phase of his work will involve developing criteria for assessing students’ critical thinking. A recently awarded grant will be used to develop a Web site through which students can practice reading with critical thinking. The results of this work should have wide application for improvement of pedagogy.

SUNY’s New General Education Program
Marvin J. LaHood, Ph.D., Distinguished Teaching Professor, English

Faculty across the State University of New York system are affected by recent policy changes regarding general education requirements. LaHood has been a participant-observer in a wide range of groups that have collaborated on this far-reaching policy change, and he continues to explore the potential impact the implementation of these criteria will have on teaching and learning.

Learning and Languages
Elaine McKee, Ph.D., Professor, Modern and Classical Languages

McKee is investigating the relationship between the study of languages and the development of skills and habits essential to the learning process, creative inquiry, and critical thinking. She believes such study can increase sensitivity to and understanding of values, customs, and traditions of others, and can lead to discovery and examination of personal values and civic responsibilities. Her work is grounded in the conviction that the study of languages has the potential to increase an individual’s adaptation to different environments and modes of acting and thinking.

Multicultural Connections through Literature
Rafika Merini, Ph.D., Associate Professor, Modern and Classical Languages

Merini explores the effect of exposing students to literature from other cultures, introducing issues of class, race, and gender in abstract as well as concrete ways. The focus of her work is in understanding how students make connections between their own views and opinions and the thoughts and feelings in the minds and emotions of fictional and real-life characters.

The Impact of Study-Tour Programs
Evelyn Rosario, M.A., Counselor, Educational Opportunity Program

What impact do study-tour programs have on students? Data collected for several years on a wide range of variables (such as student retention, major mobility, and grade point average) indicate that students whose college persistence is at risk show improvement in these measures after involvement on study tours.

Web Guidebook Aids Research, Learning
Carmen J. Iannaccone, Ed.D., Professor, Exceptional Education
Timothy L. Gallineau, D.Ed., Associate Professor, Educational Foundations, and Coordinator, Student Personnel Administration Program
Angelo A. Conorozzo, M.S.W., Associate Director, Center for Development of Human Services
Joaquin O. Carbonara, Ph.D., Associate Professor, Mathematics
Faizan Haq, Graduate Student, Multidisciplinary Studies

This interdisciplinary team is developing a Web-based guidebook that provides comprehensive higher education teaching and learning technical assistance to faculty across disciplines. The “Planning and Implementing Instructional Research” section will enable users to generate researchable questions pertaining to higher education teaching and learning. Faculty will both contribute to and use the guidebook.
This selective guide aims to facilitate access to Web-based information on the scholarship of teaching and learning. It is an introductory guide to resources, intended for educators, students, and the curious who wish to explore the subject. Mounted on the Internet, it facilitates quick digital access to a wealth of information.

**Carnegie Teaching Academy Campus Program**

This index provides a good starting point for research, examples of previous projects, and information about future directions.

[www.aahe.org/teaching/Carnegie/campuses/registered.htm](http://www.aahe.org/teaching/Carnegie/campuses/registered.htm)

**Articles**


Addresses obstacles in the “culture and infrastructure” to productive ideas on the scholarship of teaching. These are: the context of public discourse on teaching, the gap between student expectations and faculty ideals, and the development of a language of the scholarship of teaching.

[www.doiiit.gmu.edu/inventio/hsockett_1.html](http://www.doiiit.gmu.edu/inventio/hsockett_1.html)

**Defining Scholarship for the Discipline of Nursing**

American Association of Colleges of Nursing

Provides standards that clarify and describe a full range of scholarship within the discipline of nursing, focusing on discovery, teaching, applications in clinical practice, and integration of ideas from nursing and other disciplines.


“Developing Discourse Communities around the Scholarship of Teaching,” supplemental material, Carnegie Chronicle, vol. 8, no. 6 (1999)

Discusses one of the major challenges in supporting the scholarship of teaching: not only encouraging those interested in pursuing such work, but helping to develop the “field” itself. The scholarship of teaching can flourish only with the development of communities of scholars who share, critique, and build upon each other's work.


**Disciplinary Styles in the Scholarship of Teaching: Reflections on the Carnegie Academy for the Scholarship of Teaching and Learning**

Analyzes ways in which the accepted methods for conducting the scholarship of teaching and learning are both disciplinary based and beyond disciplinary boundaries.


Harry J. Berman, “Reconsidering Scholarship Reconsidered”

Not only should teaching be distinguished from the scholarship of teaching, but so should a particularly desirable form of teaching—what we could call scholarly teaching—be distinguished from the scholarship of teaching.


Examines allegations of a “retreat from teaching” on the part of faculty and suggests that excessive interest in scholarship is partly to blame for the putative educational failings of colleges and universities.

[www.acls.org/op32.htm](http://www.acls.org/op32.htm)

Mary Opriano Silva, “The Scholarship of Teaching As Science and As Art,” inventio, vol. 1, no. 1 (February 1999)

Discusses scholars, scholarships, and examples of pedagogy as they relate to the scholarship of teaching in nursing and health science, and offers a definition of the scholarship of teaching.

[www.doiiit.gmu.edu/Archives/feb98/silva1.htm](http://www.doiiit.gmu.edu/Archives/feb98/silva1.htm)


If we can agree that the scholarship of teaching is worth pursuing or at least trying, then how do we begin? The author offers two simple propositions and one caution from the perspective of history.

[www.doiiit.gmu.edu/Archives/feb98/roy_1.htm](http://www.doiiit.gmu.edu/Archives/feb98/roy_1.htm)


Changing the status of the problem in teaching from terminal remediation to ongoing investigation is precisely what the movement for a scholarship of teaching is about. How might we think of teaching practice, and the evidence of student learning, as problems to be investigated, represented, and debated?

[www.doiiit.gmu.edu/Archives/feb98/randybass.htm](http://www.doiiit.gmu.edu/Archives/feb98/randybass.htm)


How does George Mason University’s Department of Instructional Improvement and Instructional Technologies (DoIIIT) participate in and facilitate the scholarship of teaching in a learning community? This dialogue models the collaborative approach the authors view as characteristic of their work and of a learning community in general.

[www.doiiit.gmu.edu/Archives/feb98/aklp_1.htm](http://www.doiiit.gmu.edu/Archives/feb98/aklp_1.htm)
Electronic Journals

**AAHE Bulletin (American Association for Higher Education)**
AAHE's monthly newsletter offers interviews, special reports, practical how-to articles, and news about association activities.
www.aahe.org/bulletin.htm

**The Carnegie Chronicle**
This special section of the National Teaching and Learning Forum’s online edition is sponsored and supported by the Carnegie Foundation for the Advancement of Teaching. Articles are accompanied by research proposals, contact information, and other supplemental materials.

**inventio: A journal of creative thinking about learning and teaching**
A journal of the Department of Instructional Improvement and Instructional Technologies (DIIIT) at George Mason University, the inaugural February 1999 issue focused on the scholarship of teaching and George Mason’s participation in the Carnegie Foundation’s Teaching Academy.
www.diiit.gmu.edu/inventio/

**Journal of the Scholarship of Teaching and Learning (JoSoTL)**
A new journal from Indiana University South Bend. Includes reports of research on teaching and learning, formal research articles, classroom action research, and reflective essays.
www.iusb.edu/~josotl

**The National Teaching and Learning Forum online edition**
Offers interactive access to information and discussion of teaching. Intended to involve educators in a conversation about teaching and learning, the forum began as a joint venture with the ERIC Clearinghouse on Higher Education.
www.ntlf.com/

**Research and Creative Activity, Office of Research and the University Graduate School, Indiana University, The Scholarship of Teaching, vol. 22, no. 1 (April 1999)**
This publication profiles professional accomplishments of distinguished faculty and graduate students. The April 1999 issue focuses on the scholarship of teaching.
www.indiana.edu/~rcapub/v22n1/p01.html

Guidelines and Reports

**AAHE Assessment Conference 2000**
Higher education today faces rising expectations for student learning, institutional effectiveness, accountability, integrating classroom and out-of-class experiences, using instructional technology effectively, and delivering programs of outstanding quality and public credibility in a time of constrained resources. How can assessment help? How can we meet the need for the highest quality assessment tools and methods and practitioners who are up to today's challenges?

**AAHE’s Eighth Annual Conference on Faculty Roles and Rewards—The Scholarship of Engagement**
This conference, held in February 2000, was organized around four key emphases related to the scholarly pursuits identified in Boyer’s Scholarship Reconsidered and built on through AAHE projects and networks. Also covers work related to the New Pathways project and other faculty-related topics.
www.aahe.org/FFRR/preview/emphasis2.htm

**Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Faculty Fellowships**
This program aims to create a community of scholars that will contribute to the scholarship of teaching. Initiatives include supporting the development of a scholarship of teaching and learning; enhancing the practice and profession of teaching; and bringing to teaching the recognition and reward afforded to other forms of scholarly work. Includes grant-application information.
www.apsanet.org/Ps/grants/castl.cfm

**The Peer Review of Teaching Project (AAHE)**
This project, an AAHE emphasis from 1994 to 1998, has contributed significantly to the Carnegie Teaching Academy Campus Program. Learn about current project activities and historical information.
www.aahe.org/teaching/Peer_Review.htm

**Reinventing Undergraduate Education: A Blueprint for America’s Research Universities, Boyer Commission on Educating Undergraduates in the Research University**
According to this report, “the concept of integrated education requires restructuring both the pedagogical and the integrative aspects of the research university experience.” It recommends goals to meet the obligations of the university to all students.
http://notes.cc.sunysb.edu/pres/boyer.nsf

**Scholarship in the APS Model**
Boyer's definition serves as a model of scholarship for Indiana Wesleyan University, Division of Adult and Professional Studies (APS). This model unites four separate but interlocking parts of a dynamic process that involves students, faculty, curriculum, and society.
http://199.8.27.201/aps/msmith/Scholarship.html
Derek R. Lane, “Scholarship of Teaching and Learning,” University of Kentucky
A professor shares some of his favorite links on reinventing and revitalizing undergraduate education.
www.uky.edu/~drlane/teach.html

The director of AAHE’s Teaching Initiatives and the director of the Carnegie Teaching Academy Campus Project answers five questions about the scholarship of teaching.
www.aahe.org/Bulletin/dec99f2.htm

Scholarship of Teaching Workshop, Hunter College
Highlights a faculty workshop during which participants discussed the impact of the scholarship of teaching on assessment, the promotion process, and the improvement of undergraduate instruction.
www.hunter.cuny.edu/prs/prsteach1.html

Michael J. V. Woolcock, “The Teaching Exchange: Toward a Scholarship of Teaching”
In an academic environment that seems only to require, recognize, and reward research productivity, the best approach is to establish rigorous procedures whereby the quality of teaching can also be verified by, demonstrated to, and shared with others.
http://sheridan-center.stg.brown.edu/teachingExchange/TE_scholarship.shtml

Organizations and Associations

The AAHE CASTL Campus Program WebCenter
The mission of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) is four-fold: to develop a scholarship of teaching that will foster significant, long-lasting learning for all students; to enhance the practice of teaching; to bring to teaching the recognition and reward afforded to other forms of scholarly work; and to promote changes in the culture of teaching as a profession. This official CASTL interactive site offers connections to others involved with the scholarship of teaching and learning, as well as links to helpful resources. The program’s network of colleagues grows quickly as participants use and contribute to resources available here.
http://aahe.ital.utexas.edu/index.cfm

American Association for Higher Education (AAHE)
This member organization promotes the changes higher education must make to ensure its effectiveness in a complex, interconnected world. The organization aims to equip individuals and institutions with the knowledge they need to effect educational change.
www.aahe.org/

AAHE Teaching Initiatives
Seeks to help campuses improve teaching and learning by creating a culture in which these activities are the subject of serious discussion, debate, and inquiry among faculty and others committed to educational improvement.
www.aahe.org/teaching/Teaching_Initiative_Home.htm

Scholarship of Teaching and Learning
The Maricopa Institute for Learning
To provide innovative faculty with the time, the context, and the environment to engage in learning, this institute offers a year-long fellowship. Fellows commit and engage in community college leadership; investigate, research, and develop learning and teaching scholarship; and manifest and promote deeper understanding and commitment to student learning. The concept evolved from conversations with the learning@maricopa.edu team and the Carnegie Foundation for the Advancement of Teaching.
http://hakatal.mcli.dist.maricopa.edu/mil/brochure/scholarship.html

Programs

Buffalo State College (State University of New York)
Highlights Phase I activities sponsored by the college’s Teaching, Learning, and Assessment Center (TLAC) to promote the scholarship of teaching. A campuswide advisory committee explored the definition of the scholarship of teaching and developed a focus for future work on collaboration. Campus conversations also took place through learning circles.
www.aahe.org/teaching/Carnegie/campuses/buffalo_suny.htm

Cal Poly: Scholarship of Teaching
A report details the Western Association of Schools and Colleges (WASC) Subcommittee on the Scholarship of Teaching, charged with evaluating and assessing faculty perceptions of the intellectual environment of Cal Poly as a “center of learning,” with specific reference to faculty development.
www.wasc.calpoly.edu/innovative/reports/schol_teach/schol_teach.htm

Campus Conversations about the Scholarship of Teaching and Learning, University of Akron
www.uakron.edu/teaching/

Carnegie Teaching Academy Campus Program Registered Campuses (as of January 19, 2000)
This A-Z “clickable” index contains links to profiles of participating CASTL campuses.
www.aahe.org/teaching/Carnegie/campuses/registered.htm

Center for Teaching Excellence, University of North Carolina at Wilmington
This site includes a useful “calendar view” of events.
http://cte.uncwil.edu/sot.htm
Tutorials and additional resources

AAHE WebCenter, Campus Program Director's Recommendations
These documents “have been especially influential in shaping my current thinking about teaching and the scholarship of teaching and learning,” said Campus Program Director Barbara Cambridge. She encourages others to read them and add to the discussions surrounding them on the WebCenter.
http://aahe.ital.utexas.edu/recomm_fusebox/index.cfm?fuseaction=staff_recomm

An Annotated Bibliography of the Scholarship of Teaching and Learning in Higher Education
This bibliography, compiled early in the project, aimed to establish a baseline against which progress in the higher-education arena could be gauged at the end of a five-year funding cycle. It also acknowledges the work that CASTL builds on and locates this new effort in the longer trajectory of related developments.
www.carnegiefoundation.org/OurWork/CASTL/highered/bibliography.htm

Carnegie Teaching Academy Definition of the Scholarship of Teaching
This interactive site at the University of Michigan-Dearborn allows users to comment on the Carnegie and UM-Dearborn definitions of the scholarship of teaching.
http://curie.umd.umich.edu/Carnegie/TLTRtest1.htm

Classroom Research: Implementing the Scholarship of Teaching
Excerpts from Pat Cross and Mimi Harris Steadman’s book present an argument for and resources to support the implementation of educational research in the classroom, emphasizing the importance of meeting the intellectual challenges of teaching.
http://ncc1701.rutgers.edu/Accounting/raw/aaa/aen/spr98/item12.htm

Starting the Conversation: The Scholarship of Teaching
Suggestions for initiating campus dialogues on the scholarship of teaching include determining your purpose and considering ways in which your campus environment supports or limits the practice of that scholarship in an effort to determine which issues are most immediate, most interesting, or most pertinent.
www.aahe.org/teaching/Carnegie/handout.htm

List current as of April 2000.

This list was compiled by Musa Abdul Hakim, senior assistant librarian at Buffalo State. His statement follows: “As archivists and bibliographers of the print and digital worlds, as teachers of information literacy, and as producers and consumers of scholarship, academic librarians should have a great interest and investment in the success of the scholarship of teaching and learning movement. They value scholarship and pedagogy. Bibliographic and ‘webliographic’ research aids like this are their trademarks.

“A comprehensive directory and guide to Internet resources on the scholarship of teaching and learning is urgently needed. It will facilitate access to the research, analysis, synthesis, and scholarship of the rapidly proliferating, potentially revolutionary, local and national interdisciplinary, epistemological, and pedagogical initiatives that will/are transforming academic culture praxis.”
About Buffalo State

Classification
Carnegie Master's I

Comprehensive Academic Offerings
The largest of the 13 comprehensive colleges in the State University of New York (SUNY) system, Buffalo State offers programs in applied science and education, arts and humanities, and natural and social sciences.

- Number of undergraduate majors ............. 74
- Number of undergraduate minors ............. 50
- Number of graduate programs ............. 36

Quality Teacher Preparation
Teacher education forms the historical foundation for the college, founded in 1871 as a normal school, and continues to be one of the college’s defining hallmarks. Today, 28 percent of undergraduate students major in education.

Earning national recognition for the quality of its teacher-preparation programs, Buffalo State is the only SUNY institution, and one of only four in the state, accredited by the National Council for Accreditation of Teacher Education (NCATE). The college is also the only New York State institution with national approval for bilingual special education.

Distinctive Programs
The college’s academic offerings include several programs unavailable at any other SUNY institution: fashion textile technology (3+1 with the Fashion Institute of Technology), engineering technology, forensic chemistry, dietetics, and urban regional analysis and planning. Buffalo State’s visual arts program (art education, design, fine arts) is the largest and most comprehensive within SUNY. Among graduate programs, art conservation, creative studies, bilingual special education, and speech-language pathology are nationally recognized for their excellence.

Specialized Accreditations
- National Council for Accreditation of Teacher Education
- Accreditation Commission for Programs in Hospitality Administration
- Accreditation Board for Engineering and Technology (ABET)*
- American Association of Museums (Burchfield-Penney Art Center)
- American Chemical Society
- American Dietetic Association
- American Speech-Language-Hearing Association
- Council for Exceptional Children
- Council on Social Work Education
- International Association of Counseling Services
- National Association of Industrial Technology
- National Council for Economic Education

*Accreditation Board for Engineering and Technology 111 Market Place, Suite 1050, Baltimore, MD 21202. 410-347-7700

Faculty and Staff (Fall 1999)
Full time ........................................... 1,034
Part time ........................................... 519
Total ........................................... 1,553

- Number of faculty with tenure .......... 268
- Percent of faculty with doctoral degrees 76%
- Percent of faculty with terminal degrees 84%

Number of Full-Time Faculty at Each Rank
- Professor ........................................... 129
- Associate ........................................... 145
- Assistant ........................................... 72
- Lecturer ........................................... 45
- Total ........................................... 391

- Number of faculty awarded the prestigious SUNY Chancellor’s Award for Excellence in Teaching (since 1973) ............. 45

Student Population (1999)
Undergraduate ..................................... 9,252
Graduate ........................................... 1,910
Total ........................................... 11,162

Buffalo State enrolls significant proportions of nontraditional (adult) and first-generation students, and disadvantaged students with demonstrated potential.

In fall 1999, 14.6 percent of students were members of underrepresented minority groups. Almost 450 students with disabilities attend Buffalo State. More than 90 international students attend from 24 countries. One out of every five students is age 25 or older. More than 740 evening-only students take advantage of convenient course schedules.

Buffalo State students find ample opportunities for community involvement and internships in Western New York. About 2,000 students served as interns and preservice teachers in local organizations and schools in 1998.

The Campus and Environment
Located in New York’s second-largest city, Buffalo State offers all the advantages of a convenient, suburban-like campus surrounded by a vibrant, metropolitan neighborhood. Home to the Burchfield-Penney Art Center and the Performing Arts Center at Rockwell Hall, the campus is a featured attraction of the Elmwood Museum District. Numerous cultural and recreational amenities are within easy walking distance, including the Albright-Knox Art Gallery, the 367-acre Delaware Park, and distinctive shops and restaurants.
The scholarship of teaching and learning involves peer review.
We invite your comments and questions about our work at Buffalo State College.
Please contact Cheryl Albers, assistant professor of sociology, at alberscm@buffalostate.edu or 716-878-3292.

An electronic version of this booklet is available at http://aahe.ital.utexas.edu.
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