

# If you're interested in research and teaching, why do you have to choose?

By Emily Hixon

Teaching and research are often seen as two separate and distinct activities in which faculty must engage to be successful in their academic careers. This distinction makes sense given the way these two activities have historically been addressed in the academic culture and institutional policies. For example, tenure and promotion policies focus on faculty performance in three distinct areas: teaching, research/creative activity and service. While teaching and research are considered independent of one another, faculty going up for tenure or promotion based on excellence in research must still demonstrate adequacy in teaching, and vice versa. So it's not uncommon for faculty to feel torn between the time they dedicate to their teaching and time spent on their research...after all, there are only so many hours in a day, right?

But what if faculty didn't have to choose?

What if there was some way to bridge the gap between these two faculty activities? In the landmark publication, *Scholarship Reconsidered* (1990), former Carnegie Foundation President Ernest Boyer, encouraged us to broaden our conception of scholarly work. He emphasized that "knowledge is acquired through research, through synthesis, through practice, and through teaching;" (p. 24) and, identified four corresponding types of scholarship: discovery, integration, application, and teaching. The coining of the phrase 'Scholarship of Teaching' by Boyer in 1990 sparked discussion and debate within the academic community as they struggled to define this form of scholarship and figure out its place in academe.

That discussion continues today as this relatively new field of study develops an identity. Simply stated, "The scholarship of teaching means that we invest in our teaching the intellectual powers we practice in our research" (Bender & Gray, 1999, p. 3). Further, scholarly teaching becomes an act of scholarship when it meets three criteria:

- it is made public
- it becomes an object of critical review and evaluation
- it is used, built upon, and further developed by members of one's community

Indiana University has taken a lead in pursuing and promoting the Scholarship of Teaching and Learning. The SoTL program at IUB "is a faculty-driven initiative to improve undergraduate learning by

inaugural meeting of this society was recently held in Bloomington, with several IU Northwest faculty members participating.

In addition to this international conference, IU South Bend also holds an annual Midwest conference on the Scholarship of Teaching and Learning. The 2005 conference with the theme "Evidence of Learning Through SoTL: The Power of The Student Voice," will be held on April 15. If you're interested in attending or presenting at this conference, visit the CETL Web site for more information.

The Mack Center at Indiana University for Inquiry on Teaching and Learning has also been established through the IU system-wide Faculty Colloquium on Excellence in Teaching to promote, recognize, and honor faculty efforts related

to the Scholarship of Teaching and Learning. Faculty from all IU campuses can apply to be Mack Fellows, and if selected, they receive support to conduct an innovative

SoTL project and disseminate their findings. IU Northwest is proud to have two Mack Fellows: Donald Coffin, Ph.D., associate professor of economics in the School of Business and Economics, and Mark Hoyert, Ph.D., associate professor and chairperson of the Department of Psychology.

Although the Scholarship of Teaching and Learning is a relatively new movement in higher education, IU has established itself as a leader locally, nationally and internationally. As faculty at IU Northwest continue to struggle with dividing their time between teaching and research, we can build on the efforts of our university as a whole, and the work and interest of faculty on this campus to promote and recognize the Scholarship of Teaching and Learning.



fostering faculty inquiry into learning and by building interdisciplinary communities that support and refine this inquiry." This program is being recognized for its success, which has led other institutions to initiate similar programs based on the IU Bloomington model.

Based on discussions among some of the faculty members involved in the IU Bloomington SoTL program, IU also led the initiative to establish the International Society for the Scholarship of Teaching and Learning whose mission is "to foster cross-disciplinary and intercultural inquiry into the character, conditions, and possibilities for powerful learning and teaching at the post-secondary level and to disseminate application of these educational practices." The

## Upcoming CETL Events

To register, please visit: <http://www.iun.edu/~cetl/services/workshops.shtml>

These first two listings are part of the "2ndWednesdays@Noon," a virtual brownbag series about teaching with technology offered by IHETS.

### IHETS Interactive: A Web-based Application for Real-time Presentation and Collaboration

Wednesday, Dec. 8  
11 – 11:50 a.m.  
Hawthorn Hall, room 105

Lynn Ward, Assistant Director of E-Learning at IHETS, will offer an in-depth description of IHETS Interactive, a new service currently under development by the Indiana Higher Education Telecommunication System that combines videoconferencing and web conferencing all within a seamless browser interface.

### Sakai: A Higher Education Open Source Collaboration and Learning Environment

Wednesday, Jan. 12  
11 – 11:50 a.m.  
Hawthorn Hall, room 105

Presenter: Rob Lowden, Indiana University. The University of Michigan, IU, MIT, Stanford and the uPortal consortium are joining forces to integrate and synchronize their considerable educational software into a pre-integrated collection of open source tools - the Sakai project. The modular, pre-integrated tools will greatly reduce the implementation costs of one or more of these tools at any institution. Learn about the Sakai project and IU's role in the project.

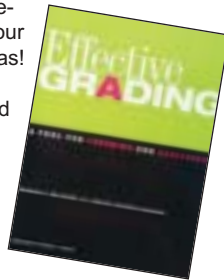
### Book Discussion: Effective Grading

Tuesday, Jan. 25  
10 a.m. – Noon

*Effective Grading*, by Barbara Walvoord and Virginia Anderson, provides many practical suggestions for managing the grading process and for making assessment and evaluation useful tools for both you and your students. Some tips from the book include:

- When planning a new course or redesigning an existing course, start by identifying what you want students to learn and then creating assignments and tests "that measure what you value most" (p. 18-22).
- 'Teach to the test.' "if the test is right - if it really tests the central learning goals of the course - then we should teach to it" (p. 47).
- To save time in the grading process, "separate commenting from grading, and use them singly or in combination according to your purpose" (p. 119).

Join your colleagues in a semi-structured discussion of this book and this important topic. To participate, purchase (or borrow) the book and read it...then come prepared to share your thoughts and ideas! To purchase the book at a reduced rate (25 percent off), please contact CETL.



## Resource Spotlight:

### Classroom Research: Implementing the Scholarship of Teaching

This book provides many practical suggestions and activities for conducting classroom research, and a framework for implementing the scholarship of teaching.

#### Tips from this book:

- When confronting a challenge in the classroom, view it from the perspective of the learner(s). Classroom research focuses on "learner responses to teaching rather than teacher performance" (p. 2).
- Develop hypotheses about potential causes of challenges with learners and use them to guide further inquiry.
- Consider relevant research from the field of education to enlighten issues raised in your hypotheses.
- Use Classroom Assessment Techniques to collect additional information related to your hypotheses.
- Conduct relevant research studies/projects to fully explore each hypothesis.

For more tips on these topics and others, stop by CETL to borrow this book!

Cross, K. P., & Steadman, M. H. (1996). *Classroom Research: Implementing the Scholarship of Teaching*. San Francisco: Jossey-Bass.

## Contact Us:

Center for Excellence in Teaching and Learning  
IU Northwest  
3400 Broadway  
Library, 332B  
Gary, IN 46408  
phone: (219) 980-6755  
fax: (219) 980-6762  
email: [cetl@iun.edu](mailto:cetl@iun.edu)

[www.iun.edu/~cetl](http://www.iun.edu/~cetl)

## Faculty Spotlight:

Mark Hoyert, Ph.D.



For students of Mark Hoyert, Ph.D., associate professor and chair of the Department of Psychology, it is not enough to master a body of knowledge (though that's certainly important). Hoyert also strives to help his students "understand the process that leads to the discovery of

knowledge" and develop the intellectual skills that will allow them to use their acquired knowledge effectively. He wants his students to join him in being a lifelong learner and believes that "faculty and students should learn and grow together." He states, "I treat my students with respect for the life experiences and knowledge that they bring to the class and I invite them to explore psychology together in a partnership." His dedication to his students and his effectiveness as a mentor are reflected by his many students who have worked with him on his research and gone on to win undergraduate research awards, co-presented with him at research conferences, and continue their education in psychology or related fields.

In addition to valuing teaching as a craft, Hoyert has also become interested in teaching as an area of scholarship. While his passion for teaching is evident, he believes that his "strongest pedagogical contribution may occur outside of the classroom through [his] research examining motivation for academic achievement." Based on his research on this topic, he developed a motivational intervention in the form of a tutorial that cut the failure rate of Introductory Psychology students in half. In recognition of the success of this program and to support further work in this area, Hoyert was awarded a prestigious P.A. Mack Fellowship through IU's Mack Center for Inquiry on Teaching and Learning, whose mission is to promote, recognize, and honor inquiry in the Scholarship of Teaching and Learning.

In addition to the Mack Fellowship, Hoyert has received numerous recognitions for his teaching including three Teaching Excellence Recognition Awards, two Trustees Teaching Awards, and FACET. He is also a three time IU Northwest Founder's Day Finalist. Demonstrating his passion for learning, Hoyert is dedicated to becoming an "ever more successful teacher" and pursues this goal by trying new teaching techniques, observing colleagues, reading teaching-related journals, and attending and presenting at teaching-related conferences.

He says, "Developing a lifelong love of learning is one of the noblest goals of education. I hope that I might have played a small role in encouraging its development in my students."