



A Unit of the Office of  
Academic Affairs

# Teaching Notes

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Editor: Tom Pusateri, CETL Associate Director for the Scholarship of Teaching & Learning

## Welcome to Our New CETL Faculty Fellows

**Meghan Burke, Professor of Mathematics  
CETL Faculty Fellow for Learner-Centered Teaching**

Meghan earned her Doctorate in Mathematics from the Centre for Mathematical Biology at Oxford University in 1992. Her research interests are in Mathematical Biology. Since arriving at KSU in 1995, she has also devoted herself to teaching and student success in the early undergraduate mathematics courses. She headed the effort to develop and implement the innovative Mathematics Advisement and Placement Test. In 2004, she received the Kennesaw State University Distinguished Teaching Award.

**Jorge Pérez, Assistant Professor of  
Information Systems  
CETL Faculty Fellow for E-Learning**

Jorge holds a Ph.D. in Information Systems, an MBA, and a BA in English. He teaches web development, e-business, and information systems to undergraduate and graduate students. In 2004, he was awarded the Department of Computer Science and Information Systems' Distinguished E-Learning Award. His research focuses on assessing and amplifying competencies that are needed by computer and Internet users.

**Marina Koether, Associate Professor of Chemistry  
CETL Faculty Fellow for  
Advancing Undergraduate Research**

Marina teaches General, Analytical, and Environmental Chemistry. In 1994, she earned her Ph.D. in Chemistry from Queen's University in Kingston, Ontario, Canada. She received the College of Science and Mathematics Distinguished Advising Award in 2003 and the Distinguished Service Award in 2004. She has supervised over 30 undergraduate students in research projects and has 18 publications and 47 presentations, many with student co-authors.

## Special Kudos to our new Emeritus CETL Faculty Fellows!!

**Tom Kolenko, Associate Professor of Management  
2004-2006 CETL Faculty Fellow for  
the Reflective Practice of Teaching**

**Lewis VanBrackle, Professor of Mathematics  
2004-2006 CETL Faculty Fellow for  
the Scholarship of Teaching & Learning**

## KSU to Participate in 2006-2009 CASTL Institutional Leadership Program

The Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) has selected Kennesaw State University as one of 87 international institutions to participate in its 2006-2009 CASTL Institutional Leadership Program. KSU will collaborate with six other institutions around the theme of "Linking Affective and Cognitive Development." Oxford College at Emory University will serve as the coordinating institution for this theme; the other participating institutions are Creighton University, St. Martin's University, the University of Massachusetts-Dartmouth, the University of Portland, and the University of the Pacific.

## Visit the CETL Web Site

Visit <http://www.kennesaw.edu/cetl/index.htm> for up-to-date information about the following CETL programs and services:

### KSU Faculty Development Funding Opportunities

- CARET Program: Undergraduate Research Teams (deadline: October 27, 2006)
- Calendar Year 2007 Post-Tenure Faculty Vitality Funds (deadline: October 2, 2006)
- Fiscal Year 2008 KSU Incentive Funds for Scholarship (deadline: November 6, 2006)

### CETL Calendar: On Campus Workshops & Events

Check the online calendar for dates and times

### CETL Publications (read/download back issues online)

- *Reaching Through Teaching*
- *Teaching Notes*

### Resources

- Regional & National Teaching Conferences Calendar
- SoTL and Higher Education Journal List
- Department Chairs
- Resources for New Faculty
- Resources for Support Faculty
- Plotter Printer for Poster Production

Teaching Notes is a publication of the Kennesaw State University Center for Excellence in Teaching & Learning.



# **A Study of Educational Leadership Candidates' Perception of their Diversity Preparation: Implications for Teaching and Educational Leadership**

*Tak Cheung Chan  
KSU Department of Educational Leadership*

All teacher education programs in the State of Georgia are fully aware of diversity issues in American education today and have made strong commitments to foster diversity as a significant component of their education programs. Consequently, diversity has been included as a major element in the college of education mission statements as well as in the program "belief" statements. All program designers have responded by making an effort to infuse diversity in their entire programs through a variety of devices. However, the effectiveness of such effort has not been evaluated. Therefore, the purpose of this study is to examine program candidates' perception of their diversity preparation in educational leadership programs. Results of the survey will reflect the effectiveness of our diversity effort and point directly to program teaching areas that need additional attention to diversity issues.

1. How do candidates of the educational leadership programs in Georgia perceive their diversity preparation in the program?
2. Do candidates' gender, age, race and teaching experience make any difference in their perception of diversity preparation?
3. What fields of diversity do candidates perceive that they are better prepared?

## **Methodology**

### *Participants*

A total of 221 candidates of 9 educational leadership programs participated in the study. They were randomly selected by their program coordinators from the pools of candidates who completed a minimum of two semesters of graduate work in their respective programs.

### *Instrumentation*

A 26-item Likert-scale diversity questionnaire was designed by the researcher to survey graduate candidates of educational leadership programs of all universities in Georgia. The questionnaire consists of questions soliciting candidates of their perception of diversity preparation in their programs. The instrument was tested for content validity and reliability (overall Alpha=.952) In addition, two open-ended questions are also included in the survey form to ask for specific examples of diversity experiences provided by the program.

### *Procedures*

Data collected from the survey were analyzed to determine the extent of diversity preparation in the programs as perceived by the candidates. Additional analyses included comparison of candidate perceptions by ethnicity, age, gender, and teaching experience. Descriptive statistics and analysis of variance were used for data analysis.

## **Results**

Results of the data analysis indicated that the mean of the candidates' responses was 3.76 out of a five-point scale. Responses from the nine leadership programs were significantly different with the highest mean of 4.28 and the

lowest mean of 3.31. Candidates indicated that they were most prepared to address issues related to socioeconomic status and gender, and that they were least prepared to address issues of religion and giftedness. Candidates' age, gender, ethnicity, and teaching experience did not make any significant difference in their perception of diversity preparation in the educational leadership programs.

## **Implications for Teaching and Educational Leadership**

Results from this survey of leadership candidates' perception of their diversity preparation may assist program designers to improve their programs. Specifically, the results suggest the need for program designers to provide additional training that helps candidates address diversity issues related to religion and giftedness.

*This research project was partially supported by  
a CETL Scholarship of Teaching and Learning  
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## **Recommended Web sites:**

### **Classroom Assessment Techniques**

The following Web sites provide information on Classroom Assessment Techniques that can be used to provide formative feedback on student learning in your courses. These techniques can also be useful for teachers interested in conducting research in the scholarship of teaching and learning.

#### **Field-Tested Learning Assessment Guide**

<http://www.flaguide.org/>

Although this site is designed for Science, Technology, Engineering, and Mathematics teachers, it provides practical examples of classroom assessment techniques that can be adapted to teaching in other disciplines.

#### **Classroom Assessment Techniques**

<http://www.siue.edu/~deder/assess/catmain.html>

This site is maintained at Southern Illinois University – Edwardsville and provides over 20 different techniques

## **CALL FOR PROPOSALS**

### **14th Georgia Conference on College & University Teaching February 23-24, 2007 at the KSU Center**

**Submission Deadline: Monday, November 9, 2006**

The Georgia Conference on College & University Teaching is sponsored by CETL and the KSU Division of Continuing Education. This interdisciplinary conference is designed to provide college and university faculty with the opportunity to discuss and share experiences and innovative teaching techniques. Over the past 13 years, faculty from all 34 University System of Georgia colleges and universities, as well as other schools in the Southeastern region, have attended. The conference offers concurrent sessions on teaching techniques and issues associated with undergraduate education. For more information, visit <http://www.kennesaw.edu/cetl/conference/CETLconferences.htm>

## Tips for making a smooth transition to Vista

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This is the last semester that WebCT Campus Edition (CE) will be available. To assist faculty members in making the switch from CE to Vista, Information Technology Services (ITS) is offering workshops for Vista beginners. In addition, CETL is hosting Drop-In Sessions that provide one-on-one instruction to faculty members who already have a basic understanding of Vista. Here are some tips for making a smooth transition.

### Vista Quick Tips

- **Run the browser check** on every browser installed on every computer on which you plan to use Vista. The browser check is available via the Vista log-in screen (Visit <http://vista.kennesaw.edu> and click "Log In").
- **Use Mozilla Firefox** as your primary browser for Vista (<http://www.getfirefox.com>). Vista appears to run more reliably on Firefox than on other browsers.
- Don't bog down if your browser freezes unexpectedly. If a particular function doesn't work, **try opening Vista in a different browser** to accomplish that function.

### How to Get Vista Help

- **Attend an introductory Vista training session offered by ITS.** To register, log in to the KSU portal at <http://portal2.kennesaw.edu> and click the "Center for University Learning Registration" link.
- If you have a specific Vista problem, **use the University System WebCT Vista Online Support Center** at: <http://help.view.usg.edu/>. You may also start a service ticket here. This is the best place to go for off-campus browser problems.
- If you still have a problem, **start a service ticket with the KSU Help Desk** at [service@kennesaw.edu](mailto:service@kennesaw.edu) or extension 6999.
- If you are already using Vista and have a question about how to accomplish a particular task, **attend a Vista Drop-In Session** sponsored by CETL (<http://www.kennesaw.edu/cetl>).
- **Contact a Vista Faculty Leader:**

**Coles College of Business**  
ECON/FIN: Anne Gillette  
MGT: Gary Roberts  
ACCT: Rifka Mayani  
MKTG: Gary Selden

**Bagwell College of Education**  
EDL: Harriet Bessette  
EDSM: Faith Wallace

**College of Health & Hum Serv**  
NURS: Jane Brannon  
HPS: Amy Howton

**University Coll:** Alesia Schnur

**College of Hum & Soc Sci**  
COM: Philip Aust  
ENGL: Laura McGrath  
ENGL: Bob Barrier  
HIST/PHIL: Paul Dover  
POLS: Jeff DeWitt  
PSYC: Chris Randall  
SOCI/CRJU: Michelle Emerson

**College of Science & Math**  
BIOL: Scott Reese  
CHEM: Ben Huck  
MATH: Marlene Sims

In addition to the Vista Drop-Ins, **stay tuned for upcoming CETL workshops** on how you can incorporate podcasts, RSS feeds, wikis, blogs, streaming video, and other Web-based innovations into your classes.

## Be Careful Of Slipping Into the Nonaggression Pact

Joe Ben Hoyle  
David Meade White Distinguished Teaching Fellow  
University of Richmond  
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*"There is a nonaggression pact between the students and faculty members. The deal is that students get high grades and an undemanding workload in return for not expecting much attention from their profs."*  
Murray Sperber (Indiana University)

If a faculty member asks students for their best efforts, they are likely to seek guidance in return. If a faculty member challenges students to write exceptional papers, he or she must be willing to assist in the process and then carefully grade the results. If a faculty member plans to demand critical thinking on a test, work is needed to nurture and develop that skill....

It all requires time. And, time is a commodity often in short supply for a teacher. One subtle "solution" slinking through the halls of many colleges today is the nonaggression pact: The less a faculty member asks of students, the less time that teaching requires.

It is not a significant stretch to believe that grade inflation is simply one manifestation of the nonaggression pact. In the twenty-first century, the demands on a college faculty member can be relentless. Serious research requires an incredible amount of time and mental energy. The work is not trivial; tenure and promotion decisions often hinge on the eventual outcome. Beyond research and writing, the number of committee assignments heaped on faculty at many schools can seem staggering. When time gets tight in a teacher's schedule, the easiest release is a reduction in the demands placed on students.

The nonaggression pact is not created overnight. Instead, professors lower their standards incrementally: A required paper is dropped so the faculty member has time to finish a manuscript, fewer tests are scored below a B so that struggling students will not ask for extra assistance to salvage their grades, students are no longer encouraged to seek help during office hours. Any faculty member can manipulate the amount of time required in his or her role as a teacher simply by placing fewer demands on students.

There are no simple answers for the nonaggression pact. However, three interrelated thoughts should be kept in mind when deciding how challenging to make a course. First, in most cases, students or their families pay a considerable sum for an education. Second, for most, this opportunity will be their one and only shot at college. Third, the future is not well served when students complete school with less than a sterling education. The teacher has a moral obligation, I believe, both to students and to society.

So, although it may seem naive to say, keep your standards high. Determine what students should be accomplishing and then focus on getting them there. Certainly, every faculty member is busy and will have to work carefully to allocate time and energy. But nothing truly beneficial ever comes from the nonaggression pact. The world is improved when teachers work with students to help them attain a high-quality education.

# Thoughts on Teaching

## Finding Your "Teaching Heart"

Kevin Johnston  
Curriculum Development Specialist  
Director, Michigan State University TA Programs  
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"I am a teacher at heart, and there are moments in the classroom when I can hardly hold the joy. When my students and I discover uncharted territory to explore, when the pathway out of a thicket opens up before us, when our experience is illuminated by the lightning - life of the mind – then teaching is the finest work I know." (From "The Heart of a Teacher: Identity and Integrity in Teaching " by Parker J. Palmer)

When have you experienced this kind of joy in your teaching? Do you dream of these kinds of moments? How can we create a class atmosphere in which these kinds of realizations occur? Teach long enough and these moments are bound to happen for you. It is my heartfelt wish that you experience them.

However, maybe we are more familiar with the next scenario Palmer describes, also in "The Heart of a Teacher."

" . . . at other moments, the classroom is so lifeless or painful or confused -- and I am so powerless to do anything about it -- that my claim to be a teacher seems a transparent sham. Then the enemy is everywhere; in those students from some alien planet, in that subject that I thought I knew, and in the personal pathology that keeps me earning my living this way. What a fool I was to imagine that I had mastered this occult art -- harder to divine than tea leaves and impossible for mortals to do even passably."

In *The Courage to Teach: Exploring the Inner Landscapes of a Teacher's Life*, Palmer writes that we struggle with three interwoven teaching complexities. Two of these we work hard to recognize and conquer:

1. The subjects we teach are as large and complex as life, so our knowledge of them is always flawed and partial.
2. The students we teach are even larger and more complex. "To see them more clearly and see them as a whole, and to respond to them wisely in the moment, requires a fusion of Solomon and Freud that few of us achieve."

Palmer claims we rarely recognize and address the third:

3. Knowing who we are and becoming more aware of our own identity and integrity. Parker claims, "Knowing myself is as crucial to good teaching as knowing my students and my subject."

But how do we get to know ourselves as teachers?

Palmer describes three paths: the intellectual, the emotional, and the spiritual. "Intellect, emotion, and spirit depend on each other for wholeness," Palmer claims. "Reduce teaching to intellect and it becomes a cold abstraction; reduce it to emotions and it becomes narcissistic; reduce it to the spiritual and it loses its anchor in the world." A balance between thinking, feeling, and fulfilling our "heart's longing to be connected with the

largeness of life," constitutes the wholeness of which Palmer speaks. Good teaching is no technical exercise. Good teaching stems from the identity and integrity of the teacher and in his or her ability to connect with students and to connect them to the subject.

Palmer's first "scenario", described at the beginning of this piece, reveals the power of the "shared moment;" one in which teacher becomes student and students peers, all working to achieve a goal of greater understanding of their subject within a real world context. What about the second scenario? What happens when there is no connectedness, no sharing, and no "wholeness?"

In my teaching philosophy, no matter how often it changes, I come back to one seminal point about my teaching and about my role as a teacher: By sharing with students my own heartfelt commitment to my subject, History, I believe I can provoke others into creating meaningful historical self-understandings of their own. I believe good teachers not only expose students to the content and knowledge of their discipline, they expose themselves as human beings -- their passions, their fears, their failures. It's that exposure Palmer believes is the hardest to achieve because we, as teachers, rarely reflect on our roles in this context, nor do we have the courage to be honestly and imperfectly human in front of our students.

What is your identity as a teacher within your discipline? How do you communicate that identity to your students with believable integrity?

Think back to your own best teaching/learning experiences. What happened? I'll wager, that to some extent, you and your students shared in a meaningful realization, one that both left you and them safely vulnerable AND stronger at the same moment.

There are varieties of ways to create that realization. You will find your own. Happily, most of the time you won't be able to predict when it's going to happen. Nevertheless, by considering the tripartite wholeness that Palmer describes, you will increase your chances of experiencing what sharing with your students can be. Give yourself time. A search for the kind of discovery Palmer describes is a lifelong venture.

### Related Teaching Tips:

1. Consider why you are a philosopher/scientist/mathematician/etc. then explain to your students why what you do is important to you.
2. Go beyond explaining why something is important to the discipline. Let your students know why or how it is important to you.

### Related Bibliography:

- Livsey, R. C. & Palmer, P. J. (1999). *The Courage To Teach: A Guide for Reflection and Renewal*. San Francisco: Jossey Bass.
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- Palmer, P. J. (1993). *To Know as We Are Known: Education as a Spiritual Journey*. San Francisco: Harper.