

Executive Summary
WASC Scholarship and Creative Activity Committee
Dominican University of California

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The committee was assigned to review one of the three core functions used to achieve educational objectives (standard 2): Scholarship and Creative Activity.

We used the following criteria to review the core functions of scholarship and creative activity.

- 2.8 The institution actively values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as dissemination at levels and of the kinds appropriate to the institution's purposes and character.
- 2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.

To access the criteria for review we used the following questions for institutional engagement:

- 1. In what ways do the institution's policies and administrative procedures encourage and support scholarship, instructional innovation and creative activity (e.g., policies on faculty workload and reward, research, funding, professional development programs, etc.), as well as learning about pedagogy and learning theory?
- 2. To what extent are scholarship, research, and creative activity linked to the improvement of teaching and learning?
- 3. How effectively does the institution engage students directly in scholarship and creative activity, consonant with the institution's purpose and character?
- 4. In what way does the institution seek to foster among its students a research-oriented culture of inquiry-especially at the graduate level-that is consonant with its character and purposes?

Findings

Question 1:

In what ways, do the institution's policies and administrative procedures encourage and support scholarship, instructional innovation and creative activity (e.g., policies on faculty workload and reward, research, funding, professional development programs, etc.), as well as learning about pedagogy and learning theory?

To answer this question we looked at the institutions policies and procedures and found that the institution supports faculty in a variety of ways in the development of scholarship. Many of these supports can be found on the Dominican University of California intranet under forms and Academic Affairs. Opportunities include:

Scholarship

- Provost's Academic Excellence Initiative
The Provost's Academic Excellence Initiative provides up to three awards annually to groups of Dominican faculty and undergraduate students in recognition of enhancing outstanding teaching through engaging in active learning. Each group, chosen by an all-university committee of faculty and students, appointed by the Provost, will receive a maximum award of \$1,200. The purpose of the award is to recognize and honor faculty members for making significant advances to knowledge, technique, or creative expression in their programs/fields involving undergraduate education.

- Doctoral Development Program for full-time Tenure-track Faculty
Under this plan the faculty member may receive up to \$20,000 in forgivable loans, and three-units of release time (not guaranteed) for each semester. The faculty member must maintain a 3.0 GPA while in the program.

- Sabbatical
A full-time faculty member of Dominican University as defined in the Faculty Handbook shall be eligible for a sabbatical leave beginning in his/her seventh year of continuous full-time service at the University and in the seventh year following each sabbatical leave granted. (An unpaid leave of absence does not interrupt "continuous full-time service," nor is it included in the calculation of the seven years of service.) Librarians are not eligible for sabbatical leaves. The purpose of a sabbatical leave is to provide the faculty member the opportunity for personal reflection as well as for professional and/or scholarly development, thereby enhancing the contribution of that faculty member to the University.
 - A. *An eligible faculty member shall not be granted a sabbatical leave during a terminal or retirement contract.*
 - B. *An eligible faculty member may select either a one-semester sabbatical leave at full salary and benefits or two semesters at half-compensation and full benefits.*
 - C. *Sabbaticals are contingent upon staffing and scheduling requirements.*

Instructional innovation

- Provost's Initiative for Class and Service Activities

- Faculty Professional Development Grants
 - Faculty Development Policy
 - Presentation/Conference Grant Application
 - Pres/Conf Funds Request & Grant Report
 - Professional Support Grant Form \$500
 - Ranked Adjunct Pres/Conf Grant Forms

Creative activity

- Faculty Professional Development Grants
 - Professional support grants
 - Presentation/conference Grants

Learning about pedagogy

- Faculty Professional Development Grants
- Client workshops related to pedagogy

Purpose of Faculty Scholarship/Research/Creative Work Grants

- A. To provide seed money to faculty initiating new research projects
- B. To encourage and expand faculty participation in research and other scholarly and creative pursuits through granting release time
- C. To assist newly hired tenure-track faculty beginning their research programs

Priorities

- A. Projects of basic research or creative activity, or scholarship of teaching appropriate to the applicant's background and academic appointment
- B. Projects for which departmental or other research funds are not available

Grant Availability

The following grants will be available for 9.5- or 12-month faculty:

- 2 grants @ 3 units of release time
- 2 grants @ 6 units of release time

The following grants will be available for 9.5-month faculty

- 2 grants @ dollar equivalent of 6 units for work completed during summer (payment is at the basic undergraduate adjunct rate)

To determine appropriate unit designation for the proposal, applicants should consider the following: 3 units release time per week = 45 hours over one semester or 22.5 over two semesters; 6 units release time = 90 hours over one semester or 45 hours over two.

Grant Material Support

Each grant awarded provides up to \$500.00 for reimbursement of materials necessary to complete the proposed project.

Assessment Grants

The institution supported 3-5 Travel Grants for Assessment Conferences for programs and departments in the academic year 2003-2004. These travel grants supported faculty member's conference attendance in departments seeking to build assessment expertise.

The awards were small grants of up to \$750.00 per person for participation in an in-state assessment conference and up to \$1,000.00 per person for participation in an out-of-state assessment conference (from a pool of \$3,000).

Grants were awarded based on program need and the program's timing in the program review cycle. Thus, faculty members making a request for an Assessment Travel Grant must confer with their chair or director, in order to connect with program needs. This step assisted in planning for building departmental assessment capacity.

Other:

Faculty/Staff Grants for Fanjeaux, France

Two grants of \$1,550 each are available for Dominican University of California faculty and staff to attend and participate in the annual summer seminar that is held in Fanjeaux, France, and which ends with four days in Paris. The seminar welcomes participants of all religious affiliations.

Retrieved 1/16/2007 from http://inside/forms/academic_affairs.cfm

Question 2:

To what extent are scholarship, research, and creative activity linked to the improvement of teaching and learning?

Our task was to determine the extent to which faculty incorporate their own scholarly activities into their teaching, and in what ways this is being accomplished. Open-ended responses to two questions from a survey of faculty at the university were used to address this issue:

1. How do you incorporate research, scholarship, and creative activity into your teaching, and how is it reflected in the development of your courses and syllabi?
2. To what extent does your scholarship, research, and creative activity improve your teaching and student learning?

Analysis of faculty responses to these items resulted in five major points regarding the relationship between scholarly activity and teaching and learning in the classroom. These are summarized below:

- The most common responses from faculty centered around the idea that engaging in scholarly activity allowed the faculty member to remain more current in his or her discipline, and to feel that they had more credibility with students as an expert in their discipline. (A total of 15 faculty members mentioned this particular way that scholarly activities contribute to their teaching.
- Another very common response to the survey was that faculty used examples from their own scholarly work to enhance the classroom experience for their student and to provide concrete, engaging real-life examples to help illustrate

points in lecture. (14 faculty members mentioned this contribution of scholarship to their own teaching.)

- Several faculty mentioned that engaging in and sharing their own scholarly activity with students helped them to develop closer bonds or more collegial relationships with their students. Faculty also said that receiving student feedback about their own work had helped them to improve their own scholarship. (3 faculty members shared this perspective.)
- Other faculty expressed the opinion that by engaging in their own scholarly work, they were actually teaching by example or modeling life-long learning and a passion for scholarship for their students. (2 faculty members made this point in their survey responses.)
- Finally, faculty stated that because of their active involvement in scholarship, (i.e., attempts to get published or making professional presentations at conferences), they were better able to guide the students in their own research and help them to prepare their own work for professional forums. (2 faculty members cited this benefit of their scholarly activity to their teaching.)

In summary, responses to the survey revealed that a large number of faculty members cite a number of beneficial impacts of their own scholarly work on their teaching effectiveness, on enhancing the learning of their students, and on forging closer and more collegial ties with their students. Dominican faculty are using their research and creative activities to improve their teaching and classroom effectiveness.

Question 3:

How effectively does the institution engage students directly in scholarship and creative activity, consonant with the institution's purpose and character?

Grants received to pursue scholarly activities

- The faculty is actively seeking institutional (internal) grants as evident in Sherry Volk's report.

Undergraduate research, scholarship and creative activity

- Students are actively engaged in scholarly activities across discipline (see attached Table 1)
- Collaborative research by Students and Faculty are evident in conference presentations and publications (see CD with Crystal Anderson: NCUR abstracts 2002-2007; see academic showcase brochures with Laverne Dicker)

Collaborations

- The faculty has participated in various collaborations through local, state, national, and international at public, non-profit, and industry levels.

Question 4:

In what ways does the institution seek to foster among its students a research-oriented culture of inquiry-especially at the graduate level-that is consonant with its character and purposes?

Our task was to find evidence of scholarship and creative activity at Dominican University of California that fosters a research-oriented culture of inquiry among its student body. We found evidence of support for undergraduate and graduate research and scholarship in the following areas:

- In coursework offered by each department;
- Through University-wide support for students to share research and scholarship both within the campus community and outside the community.

Coursework

Of the 15 undergraduate majors, each program required evidence of research/scholarship as a culminating activity. The culminating activity is typically described as a “Capstone Project”. Of the 9 graduate majors, each program required either a student project or thesis as evidence of research/scholarship (see Table 1). These courses represent the culminating project for each degree program. Courses supporting the final project were not included in the table because we decided to define “evidence of research and scholarship” as summative, rather than formative. Therefore, courses described as formative, such as Proposal Development, Research Methods, Thesis Development A, Thesis Continuation, were excluded.

Internal Opportunities to Share Research/Scholarship

Currently, opportunities to share student research and scholarship varied considerably between undergraduate and graduate programs. Undergraduate students have more internal opportunities to share their research/scholarship activities than graduate students. The following list highlights major internal research and scholarship opportunities for both groups of students:

Undergraduates

- Poster sessions via the Academic Showcase
- Academic Scholars Awards
- Collaborative research grants (for faculty/student research)
- Classroom service learning projects (students only)

Graduates

- Poster sessions (in conjunction with undergraduate Academic Showcase)
- Academic Scholars Awards

External Opportunities to Share Research/Scholarship

External opportunities for students to share research/scholarship activities were highlighted in April 2007 when Dominican University of California was selected to host the National Conference on Undergraduate Research (NCUR). Eighty-five Dominican students were selected to present their undergraduate research at this conference. Generally, however, there are limited opportunities for undergraduate and graduate students to share their research/scholarship activities externally through professional conferences. Recently the University created a “conference grants” program. This program provides limited funding for undergraduate students, who may apply for conference grants if they are presenting papers or posters. There are no conference grants available for graduate students.

Individual departments sponsor academic conferences across both undergraduate and graduate programs. While these conferences are not generally funded by University programs (with the exception of the conference grants mentioned above) they do represent significant opportunities for students to share research/scholarship activities. Some of these conferences include:

- NCUR
- Expressions Series
- Leadership Speakers Series
- OT and Nursing weekend conferences
- Graduate Humanities Joint Conferences (St. Mary’s, DUC, Mills)
- Courage to Teach Series

Conclusions:

The committee found following gaps in relation to the criteria for review of the core functions of scholarship and creative activity:

Question One:

- The provost provides funding for teacher/student grants but not at the graduate level. No incentives for graduate students (no mini grants). This is a discernible gap at the graduate level.
- There is nothing about learning theory and different ways of learning. There is a lack of policies and procedures.
- A policy lacking in regards to release time/buy-out time for faculty from extramural grants during the academic semester.
- Lacking a policy for faculty with extramural grants who are then unable to apply for faculty development grants.

Question Two:

- Dominican faculty are using their research and creative activities to improve their teaching and classroom effectiveness. The extent to which this is occurring in terms of how many faculty are actively engaged in research and creative

activities, and how effectively they are making use of their work in the classroom still needs to be assessed.

Question Three:

- More support from the University for faculty to apply and look for grants.
- Workload issues (release time) for faculty in applying for grants.
- Lacking incentive and policy for faculty to engage in grant activity.

Question Four:

- Internal opportunities for students to share research/scholarship could be increased, particularly for graduate students.
- Funding opportunities for undergraduate and graduate students could be increased for both internal and external sharing of research.
- Graduate students could be included in collaborative research funding opportunities (faculty/student research).
- Conferences supported by departments/disciplines currently represent the most significant avenue for sharing student research, and should be supported by University funding.

Table 1

UNDERGRADUATE COURSES				
COURSES	COURSE #	TITLE	EVIDENCE	PAGE #
ART				
Art	3910	Senior Seminar	Portfolio	129
Art	3991	Digital art junior seminar	Portfolio/study of prof. in field	129
Art	4301	Research & Application in digital drawing	Portfolio/student project	130
Art	4321-24	Research & Application in life drawing	Portfolio/student project	130
Art	4331-34	Research & Application in animation	Portfolio/student project	130
Art	4352-4	Research & Application in three dimensional computer aided design	Portfolio/student project	130
Art	4362-4	Research & Application in digital video/multimedia	Portfolio/student project	130
Art	4991	Capstone thesis	Senior thesis	130
ART HISTORY				
ARTH	3190	Seminar in Methodology	Unclear	135
ARTH	4910/4911	Senior Projects	Senior thesis/comp.exam	135
BIOLOGICAL SCIENCES				
BIO	2990	Bio Research Methodology	Unclear	144
BIO	2999	Independent Study	Lit review/lab skills	144
BIO	4990/4991	Bio Research Methodology II & III	Unclear	146
BIO	4993	Bio Research Methodology IV	Presentations	146
BUSINESS ADMINISTRATION				
BUS	1003/3004	Research Methods & Business Statistics	Student project	152
BUS	4010	Marketing Research	Unclear	155
BUS	4912	Business Senior Project	Student project	156
BUS	4914	Business Senior Thesis	Thesis	156
COMMUNICATIONS				
COMM	3522	Research Methods in Mass Communication	Unclear-prep. For thesis	163
COMM	4901	Senior Project	Research paper	166
COMM	4902	Senior Project	Draft of Senior Project	166
DANCE				
DANC	4991	Senior Project	Research paper	168
ENGLISH				
ENGL	3200	Advanced Writing & Research	Research paper	175
ENGL	4201	Senior Thesis 1	Outline of thesis	176
ENGL	4202	Senior Thesis 2	Thesis draft/presentation	176
ENGL	4203	Senior Project 1	Portfolio	176
ENGL	4204	Senior Project 2	Thesis draft/portfolio	176
ENGL	4992	Thesis Continuation	Thesis draft	176
MUSIC				
MUS	4991	Senior Project	Student project	216

NURSING				
NURS	4997/4998	Directed Research: Proposal Development and Implementation	Student project	226
CHEMISTRY				
CHEM	4998	Directed Research	Student project	230
POLITICS				
POL	4910	Senior Seminar	Thesis	233
PSYCHOLOGY				
PSY	4998	Directed Research II	Student project	243
RELIGION				
RLGN	4911	Senior Project, Second Semester	Student project	248
WOMEN AND GENDER STUDIES				
WGS	4998	Directed Research	Student project	255
STRATEGIC MANAGEMENT				
BUS	4195	Strategic Planning: Capstone Project	Student project	266
GRADUATE COURSES				
COUNSELING PSYCHOLOGY				
CP	5294	Fieldwork in Counseling	Student project	
CP	5998	Directed Research	Thesis	273
EDUCATION				
EDUC	5998	Directed Research Project	Thesis or project	277
EDUCATION SPECIALIST PROGRAMS				
EDUC	5406	Special Education: Current Issues and Practice in Special Education	Student project	316
GLOBAL STRATEGIC MANAGEMENT				
GSM	5135	Capstone: Project Management/Corporate Research/Internship	Student project	283
HUMANITIES				
HUM	5002	Culminating Project Workshop 1	Student project	
HUM	5003	Culminating Project Workshop 2	Student project	
HUM	5004	Culminating Project	Student project	286
MANAGEMENT				
MAM	5108	Strategic Planning Capstone Seminar		
MASTER OF SCIENCE IN NURSING				
NURS	5703	MSN Thesis Seminar A	Thesis	294
NURS	5704	MSN Thesis Seminar B	Thesis	294
OCCUPATIONAL THERAPY				
OT	5110	OT Thesis Proposal	Thesis or project	
OT	5111	OT Thesis Completion	Thesis or project	
OT	4999/5999	Directed Study	Thesis or project	302
STRATEGIC LEADERSHIP				
MBA	5111	Capstone	Student project	307