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## **Profile of Research Partners: An Interview with Dr. Neelam Azad and Dr. Anand Iyer**

By Zina McGee, CTE Associate for Research



Dr. Neelam Azad



Dr. Anand Iyer

In this issue, you will find the second in a series of three articles devoted to interviewing and profiling a few of the University's Research Scientists who will address the topic, "integrating teaching and research."

This month, I had the pleasure of interviewing Dr. Neelam Azad, Assistant Professor, Department of Pharmaceutical Sciences and Dr. Anand Iyer, Assistant Professor, Department of Pharmaceutical Sciences. Please take a moment to read about their remarkable accomplishments and plans for the future!

**What are the typical practices, work approaches and support resources that allow you to maintain both outstanding teaching and research profiles?**

The most important mantra for our success is "Passion, Focus and Team Work." The fact that we are a married couple that is engaged in the same field of work really helps us understand the challenges we face both personally and professionally, which we have been able to use to our advantage. Both of us are self-motivated and very involved in our research projects. One of the most important resources that we rely on is our research personnel. The four post-doctoral fellows working in our laboratory on a full-time basis allow us to focus our efforts more towards steering our research projects and exploring

new areas of study. More importantly, their presence in the laboratory allows us to dedicate more time to our other academic responsibilities, including teaching students and service to the University.

**In your view, what are some of the models which facilitate an effective teaching and research balance?**

An important aspect that enhances our success with research is its direct impact on our teaching in the classroom, which allows us to bring real-life “experiences-from-the-bench” into the classroom. This leads to in-depth discussions on topics in a manner that may not be otherwise possible, and brings in a broader perspective driven by our research experiences. In order to facilitate this further, we encourage student engagement outside of the classroom on a one-on-one basis. Such synergy, in turn, enriches the quality of our research activities, since it drives us to keep abreast of the new developments in our scientific field.

**What is the role of student engagement in supporting your research? What are some exemplary initiatives of student engagement in your research program?**

Students play an important role in our professional endeavors. We have been actively participating in the Governor’s School Science and Technology (GSST) Research Mentorship Program. Through this program, students have been able to obtain year-long introductory lab research experiences. Over the past three years, we have had five students participate in this program. All of our students have been recognized with awards for research, and two students even published their work with the *American Association for Cancer Research* earlier this year. This is indeed a significant step for high school students as it encourages them to pursue research in the future. For us, it is gratifying to know that we are able to facilitate student success through our research.

**How can the information on the above inform other faculty members about integrating their teaching and research?**

It is quite natural to teach in areas in which faculty share research interests, and in most cases, faculty do instruct in areas of their research expertise. Doing so allows for an enriching experience for the students who get to learn from the real-life experiences of the instructor. In turn, instructors would also be driven to keep themselves updated on the latest research in the field of their interest, which will directly impact their teaching. Therefore, for a more inspiring and stimulating experience, faculty should definitely try to teach courses that intersect with the area of their research interest and expertise.

## **Announcements**

### **Annual Meeting Preliminary Program Now Online**

Dear Colleague:

The 2014 Annual Meeting of the Association of American Colleges and Universities,—“[QUALITY, E-QUALITY, AND OPPORTUNITY: How Educational Innovations Will Make—or Break—America’s Global Future](#),”—will be held January 22-25, 2014, at the Grand Hyatt Hotel in Washington, DC.

We are pleased to tell you that the [preliminary program](#) for AAC&U's 2014 Annual Meeting is now available online. This is a working document, with sessions edited and updated throughout the autumn, so we invite you to check this page again for new information.

We encourage you to [register](#) by November 18, and as part of a campus team, to take advantage of registration discounts.

**Conference highlights include the following:**

**Pre-Meeting Symposium on January 22:**

**[New Designs for Integrative Learning: Curricular Pathways, Departments, and the Future of Arts and Sciences](#)**

**Keynote: Liberal Education Cuisine and the Basic Academic Food Groups**

**Judith Shapiro, The Teagle Foundation**

**Opening Night Forum**

**[Digital Innovations and the Search for Efficiency and Quality](#)**

An open discussion with Cathrael (Kate) Kazin, College for America at Southern New Hampshire; Karen Head, The Georgia Institute of Technology; Aaron Bady, University of Texas, Austin, and The New Inquiry; and Josh Jarrett, Kairos. The discussion will be moderated by Scott Jaschik, Editor, *Inside Higher Ed*

**Opening Plenary**

**[The Battle for the American Idea: Equality, Education, and Opportunity](#)**

**E.J. Dionne, the *Washington Post***

**Thursday Plenary**

**[The Future of Innovation](#)**

**Walter Isaacson, The Aspen Institute**

**Closing Plenary**

**[Technology and the Future of Work and Learning: Preparing Students for Success in the New Economy?](#)**

**Frank Levy, Daniel Rose Professor Emeritus, Massachusetts Institute of Technology, and co-author, *The New Division of Labor: How Computers Are Creating the Next Job Market***

**ACAD Luncheon Keynote**

**[Inspiring Creativity](#)**

**Cecilia A. Conrad, Vice President of the MacArthur Fellows Program of the John D. and Catherine T. MacArthur Foundation**

**Networking Breakfast for Women Faculty and Administrators**

**[Grassroots Leadership in a Time of Declining Shared Governance](#)**

**Adrianna Kezar, Professor of Higher Education and Assistant Director of the Pullias Center for Higher Education, University of Southern California.**

**Networking Luncheon for Faculty and Administrators of Color**

**[Globalization at Home](#)**

**Reza Fakhari, Associate Provost and Professor of International Politics,**

Kingsborough Community College of The City University of New York

[Featured sessions](#), pre-meeting [workshops](#), the [ACAD program of events](#), and other presentations are also online.

Finally, we encourage you to make [hotel reservations](#) early, to ensure you obtain a room at the special discounted rate.

If we can provide any additional information about the Annual Meeting, please do not hesitate to contact us at [meetings@aacu.org](mailto:meetings@aacu.org).

We look forward to seeing you in January.

### **2014 AAC&U/Aspen Institute Seminars on “Citizenship in the American and Global Polity”**

Dear Colleagues:

We are pleased to announce two Wye Seminars on "Citizenship in the American and Global Polity" to be held in the summer of 2014.

[The Wye Deans' Seminar](#)—held June 8–12, 2014, for college and university chief academic officers, academic vice presidents, provosts, and academic deans—will focus on the challenges of academic leadership and liberal education in a diverse, global world. Participants experience liberal education at its best. They have the opportunity to explore the issues and values fundamental to our civilization with administrative colleagues from different disciplines and different institutions. They sharpen their skills of cooperative conversation and collective intellectual engagement. They return to their home campuses better able and equipped to exercise leadership among their colleagues in the advancement of liberal learning and across disciplines. The application deadline is March 14.

[The Wye Faculty Seminar](#)—to be held July 19–25, 2014—is one of the premier faculty development programs in the country. The seminar seeks to address what we believe is a central need of faculty members—to exchange ideas with colleagues from other disciplines and other institutions committed to liberal education and probe ideas and values that are foundational to liberal learning in a free society. Modeled in the tradition of The Aspen Institute Executive Seminars, the Wye Faculty Seminar combines three essential goals: to gather a diverse group of thoughtful individuals in intellectually rigorous discussions; to explore great literature stretching from ancient to contemporary time; and to translate ideas into action suitable to the challenges of our age. The Wye Faculty Seminar is offered to selected faculty members who have the honor of being nominated by their presidents and deans for their distinctive contributions to the quality of liberal education. The deadline for nominations is April 4.

The Wye Seminars combine vigorous intellectual exchange with time to read, reflect, exercise, and socialize on the beautiful Aspen Wye River campus in Queenstown, Maryland. They are supported jointly by the AAC&U and the

[Aspen Institute](#).

For further information, contact: Charlene Costello, senior coordinator, phone 410-820-5374, fax 410-827-9182, e-mail [charlene.costello@aspeninstitute.org](mailto:charlene.costello@aspeninstitute.org).

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## **Collaborating for Civic Learning: Student and Academic Affairs**

This issue of *Diversity & Democracy* positions civic learning and democratic engagement as the shared work of academic and student affairs professionals. Published in partnership between AAC&U and NASPA–Student Affairs Administrators in Higher Education, the issue features best practices for working across organizational divides to make civic learning an institutional priority.

The table of contents for this issue of *Diversity & Democracy* is below, with links to full online articles. If you would like to order multiple print copies for a faculty workshop or campus office, we offer [bulk discounts](#) for purchases of eleven or more copies.

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### **From the Editor**

#### **Collaborating for Civic Learning**

##### **Civic Leadership for Societal Prosperity: A Commitment across Domains**

*Kevin Kruger and Laura E. Sponsler, NASPA–Student Affairs Administrators in Higher Education; and Caryn McTighe Musil, Association of American Colleges and Universities*

“Educating students for democratic participation requires structural and cultural elements that produce deep commitment across the institution.”

##### **Changing Institutional Culture to Advance Civic Learning**

*Frank P. Ardaiole, Winthrop University*

“How can those responsible for leading change initiatives systematically address the attitudes, beliefs, and actions of faculty, staff, and students in a manner that is influential, assessable, and sustainable?”

##### **Supporting and Sustaining Cross-Divisional Civic Collaborations**

*Susie Brubaker-Cole and Larry D. Roper, Oregon State University*

“Establishing civic habits of mind for all students should be a central aim of partnerships between academic and student affairs educators.”

##### **Cultivating Civic Ecotones for Community Partnerships**

*Melissa Kesler Gilbert, Otterbein University*

“In an ecotone, two dissimilar ecosystems coexist in one space, promoting a biologically rich, adaptive, diverse, and unusually healthy new community.”

##### **Civic Learning for All Students: An Institutional Priority**

*Reza Fakhari and Brian Mitra, Kingsborough Community College; and Paulette Dalpes, City University of New York*

“KCC’s success in civic engagement is the result of system-wide commitment, institutional support, faculty development, and student affairs involvement, all geared toward providing opportunities for students to participate in curricular and cocurricular activities where they can develop the skills necessary for their academic and professional careers.”

#### **Campus Practice**

##### **Weaving Civic Learning into the Institutional Fabric**

*Marianne Magjuka, Wake Forest University*

“Using the Civic Institutional Matrix included in *A Crucible Moment*, Wake Forest’s task force identified areas of strength and weakness both in the academic curriculum and in cocurricular activities.”

##### **Mandating Service: Mexico’s National Requirement**

*Alicia Cantón, Universidad de Monterrey; and Enrique Ramos, Tecnológico de Monterrey*

“Mexico’s mandatory community service component is an effective

mechanism for engaging undergraduate students in civic work that benefits society.”

### **Finding Direction through Institutional Self-Assessment**

*Eileen G. Sullivan and Laura Wilmarth Tyna, Elmhurst College*

“Collectively, Elmhurst faculty, staff, and administrators aim to graduate individuals who will engage in work that is meaningful to them—people who will not only do well, but also *do good*.”

### **Civic Scholarship: Inspiring Student Leadership**

*Ronald R. Thomas, Kristine Bartanen, and Mike Segawa, University of Puget Sound*

“CSI (the Civic Scholarship Initiative) helps students, faculty, and staff see the liberal arts for what they are: the arts of liberating possibilities.”

## **Perspective**

### **Becoming Civically Engaged in Environmental Science**

*China Moore, Kingsborough Community College*

“One program in particular connected my sense of civic engagement and my interest in environmental issues.”

### **Beginning at Home**

*Ariel Quintana, University of Puget Sound*

“I found creative avenues to address issues of race and social justice on and off campus.”