

ST. LAWRENCE UNIVERSITY



MAY FACULTY COLLEGE

2007

May 22nd—May 24th

Quick View Calendar of Events

Tuesday May 22		Wednesday May 23		Thursday May 24	
9:00-9:30am	Coffee and Tea	9:00-9:30am	Coffee and Tea	9:00-9:30am	Coffee and Tea
9:30-Noon	Plenary Session Liberal Education: Where Do We Stand? & Learning Circle I	9:30-Noon	Plenary Session Technology and Liberal Learning: New Horizons & Learning Circle II	9:30-10:30am	Plenary Session Experience and Wisdom: Reflections after 30+ Years at St. Lawrence
Noon-1:00pm	LUNCH	Noon-1:00pm	LUNCH	10:30-Noon	A Current Snapshot of St. Lawrence Students: The Good, The Bad, and The Ugly
1:00-2:00pm	Infusing Bodily— Kinesthetic Pedagogies Podcasts as Instructional Tools Working with First Generation, Low-income, Underrepresented Groups	1:00-2:00pm	Beyond the Essay: Creativity and Communication Opportunities for Locally- Based Faculty and Student Research	Noon-1:00pm	LUNCH
2:15-3:45pm	Dilemmas of Grading	2:15-3:45pm	Emotional Design and Your Next Syllabus (book discussion)	1:00-1:45 pm	Learning Circle III
5:00-7:00pm	University Picnic Leithead Fieldhouse		A Pedagogy for Teaching Research-Focused Courses	1:45-2:45pm	Citizenship, Leadership, and Liberal Learning
				2:45-3:00pm	Collective Comments
				3:00 pm	Reception (please RSVP when you register online)

An Invitation from the Dean

Colleagues,

I hope you will plan to attend this year's May Faculty College, May 22nd – May 24th. This annual gathering has evolved into a series of generative and strategic sessions for the academic program; it is a time when faculty from across the disciplines and staff from across administrative divisions gather to talk about the theory and practice of our common purpose, the liberal education of our students. Unlike years past when the May Faculty College program has been constructed around a central theme, this year's sessions come from the field, as it were; they were proposed by our colleagues in a response to a call.

Each day will start with a morning plenary session that may serve to frame important future discussions about our collective mission and our curricular and co-curricular aims and objectives. In the first plenary, members of a Middle States working group and members of the AAC&U Core Commitments grant group will collaborate on a presentation to engage us in discussions about our educational objectives and priorities. The second plenary will guide us through provocative technological advances and prompt us to think about their implications for liberal inquiry. Finally, the third plenary is a rare chance to hear from a group of senior colleagues as they reflect on changes in our mission, our student body, and our faculty culture over the past 30 years.

All of the afternoon sessions are based on proposals submitted by our faculty and staff colleagues. Each session is an opportunity to gather with colleagues outside of formal meeting spaces and specific programs to celebrate one another's creative, successful teaching practices and the theory and thought that goes in to our work with students.

The integration of Learning Circles throughout the three-day program is designed to give participants ample opportunity to reflect on and discuss the implications of the topics and data presented and the interpretations offered.

Please, then, plan to attend this year's May Faculty College to help shape the future of our work together.

Grant

Program Feature: Learning Circles

Learning occurs by “thinking out loud” as well as by listening to others. Learning Circles are collaborative sessions in which those gathered discuss a series of questions related to a teaching or curricular issue in order to pursue and receive feedback on their ideas from other participants. This group exploration affords the opportunities to think about teaching and learning implications for your courses, your research collaborations with students, the institution's or your department's curriculum, or the campus teaching and learning climate.

Each Learning Circle starts with framing questions and is facilitated by colleagues known for their interest in and expertise on the topic. In order to share our collective thinking, facilitators will summarize the highlights of the circle's discussion and these comments will be posted to the MFC ANGEL site by mid-June.

Tuesday, May 22

9:00-9:30 am

Coffee and Tea in Eben Holden Lobby

9:30-Noon

Plenary Session
Liberal Education: Where Do We Stand?
& Learning Circle I

Opening Comments: Valerie Lehr

Session Facilitators: The Middle States Standard 1 Working Group
The AAC&U Core Commitments Grant Group

Endorsed in 1999, one year after our last Middle States decennial review, our mission statement and curricular and co-curricular objectives reflected the St. Lawrence community's philosophy of a liberally educated person at that time. Yet, the last decade has brought significant changes to the social, cultural, and technological world in which we live and work. As an institution and in both academic affairs and student life, we strive to remain aware of and responsive to these changes. This plenary will address the congruence between our stated mission, aims, and objectives and the challenges of 21st century liberal education.

Framing questions for the Learning Circles

If we were to revisit our Aims and Objectives in the next year or two, what data discussed this morning would you most want to inform those discussions? What are the relative roles of faculty and student life staff in both shaping and meeting the University's Aims and Objectives? How regularly and through what processes should the Aims and Objectives be reviewed and, when necessary, revised?

What does social justice mean to you and what does it have to do with your work? What responsibility does a liberal arts institution have to address broader issues of personal and social responsibility?

Noon-1:00 pm

Lunch

1:00-2:00 pm

Get Them Out of Their Seats:
Infusing Bodily-Kinesthetic Pedagogies

Eben South

Facilitators: Ann Marie G. Halstead and Evette Hornsby-Minor

Bodily-kinesthetic pedagogies involve the use of one's body as a learning tool in order to better understand concepts and solve problems. There is great value in embodiment pedagogies, as they encourage students to combine mental ability and bodily movement which ultimately enhances learning. Such pedagogies recognize that the learning process is as important as the result. And that thinking beyond the walls of the classroom space and thinking outside the box can lead to deeper understanding. While these pedagogies are more prevalent in the arts, they can be applied across the curriculum.

Through attending the workshop, participants will be able to explore the use of the body in the classroom with a greater level of comfort and confidence, explore the use of their own bodies as visual aids and learning tools, and create discipline-specific exercises and assignments that involve the use of the body as a learning tool.

Tuesday, May 22

1:00-2:00 pm

Podcasts as Instructional Tools

Eben North

Facilitators: Bob Torres and Jenna Torres

Podcasts, or audio programs available for automatic download as mp3 files via an RSS feed (subscription), are an emergent technology with great promise for creative application by both students and professors. In this workshop, we will discuss the pedagogic benefits to using Podcasts in the classroom as an instructional tool, not as a replacement for lecture or class activities. We will give examples of both student-generated and professor-generated Podcasts in Spanish and sociology courses, and discuss how they were integrated into class discussions. We will also provide a short demonstration on how to create Podcasts using Garage Band.

Session participants will learn the potential applications for Podcasts, the pedagogic benefits to using Podcasts, the basics of how to create a Podcasts, and what potential glitches to expect with this kind of project.

2:15 –3:45 pm

Working with First Generation, Low-income, Underrepresented Groups in the Classroom

Eben South

Facilitators: Carol Kissam and Lynette Sumpter

Part I of this two-part workshop utilizes an interactive activity (The Card Party) with an experiential approach to understanding what we know and don't know about the targeted student populations (i.e., students of color, low-income students, and first-semester students). While many of us have an understanding and sensitivity to these diverse populations, we are often at a loss as to how to work with them effectively. The experiential activity will give us all a chance to focus closely on the targeted populations and prepare us for sharing ideas that will work when teaching them. This activity regularly produces an unusual depth of thinking and depth of personal reflection. It will include a debriefing session that always produces rich discussion. Portions of a DVD will also be shown in order to extend the learning experience and prepare for the second part of the workshop.

Part II of this session will first draw on current national research and then focus on St. Lawrence data regarding students of color, low-income students, and first-generation students. A panel will address the areas of campus climate, academic success and advising, and residential and classroom experiences of these groups. Participants will learn about resources and strategies relevant for teaching and advising underrepresented groups in the classroom.

2:15-3:45 pm

Dilemmas of Grading

Eben North

Facilitator: Laura Rediehs

What are grades? Grades are a form of communication, but what they communicate, to whom, and about whom is so complex that we cannot claim that they succeed in conveying their intended meanings unambiguously. Grades have more audiences than just our students, and are also read as providing information not only about students, but about the instructor and even the department. If grades are instead regarded as a form of motivation, can we truthfully say that they succeed as we would wish? How can we work responsibly with a grading system whose inherent ambiguity presents us with difficult dilemmas?

This session will increase participants understanding of why we and our students find it so hard to interpret grades, why students react in such different ways to grade pressure, and learn new ways to think about how to work with grading in our classes so that our grading practices are truly consistent with the educational goals we set for our students.

Wednesday, May 23

9:00-9:30 am

Coffee and Tea in Eben Holden Lobby

9:30-12:00 Noon

Plenary Session Technology and Liberal Inquiry: New Horizons & Learning Circle II

Opening Comments: Grant Cornwell

Session Facilitators: The Critical Literacies Group

What are the epistemological implications of new media, information, and communication technologies? In this session we will discuss the New Media Consortium's 2007 *Horizon's Report* focusing on its relevance to our institutional mission. We will examine the emergence and potential of digital scholarship, collaborative social software and the use of wikis to create global networks for research and activism, new media and digital arts, and the roles of visual technology in scientific research and teaching.

Presenters will demonstrate:

Seeing Nature Work: Digital microscopy in teaching and research (Mike Temkin)

Spatial Analysis: Mapping knowledge with GIS (Carol Cady)

Digital Scholarship: *Landscapes of Capital*, an online hypertext (Steve Papson)

New Media: Creative applications in the digital arts (Chris Watts)

Social Software: Wikis, blogs, and the shared construction of knowledge combine in collaborative research and social activism in *The Weave*, *St. Lawrence Green Pages* (two local wikis), and *Dropping Knowledge* (a global wiki) (John Collins and Eric Williams-Bergen)

Framing questions for Learning Circles:

The students who will enter St. Lawrence in fall 2007 were born in 1990. They have never known a world without the Internet, cell phones, or text messaging. How should we expect this relationship with information technology to shape them as learners and how should the ongoing information revolution shape our pedagogies and our institutional mission more broadly in the future?

Noon-1:00 pm

Lunch

1:00-2:00 pm

Beyond The Essay: Creativity and Communication

Eben North

Facilitators: Anne Csete and Evelyn Powell Jennings

In this session we will describe the learning goals, logistics and processes, and results of two assignments that deeply engage students' communication skills. Anne's "poetry project" combines composition, translation, images, sound recording, and poetry memorization and recitation. Evelyn's "colonial character sketch" assignment asks students to embody a person from the colonial period in Latin America through an oral presentation and then to discuss their character as a historian, revealing their research, choices, and thought processes in recreating the history and life of their chosen character.

The presentation will include some examples of the students' work and we will discuss their and our evaluations of the joys and pains of the projects. We will also brainstorm with colleagues the potential for these assignments to be adapted for use in a variety of courses, regardless of the discipline.

Wednesday, May 23

1:00-200 pm

Opportunities for Locally-Based
Faculty and Student Research

Eben South

Facilitators: Jim Shuman and Benjamin Dixon

Opportunities for conducting research applicable to issues impacting the North Country region will be described. The opportunities presented will be based on the initiatives developed through the North Country Symposium, sponsored annually by the University through the Ellen C. Burt Endowment. The opportunities include research on socio/cultural, economic, environmental, and/or educational parameters associated with improvement of the quality of life and vitality of St. Lawrence County and the North Country region. The Symposium planners will point toward research opportunities that can involve faculty and SLU students over the coming years.

2:15-3:45 pm

Emotional Design and Your Next Syllabus
(Book Discussion - Please register early so book can be provided in advance)

Eben South

Facilitator: Paul Doty

Donald Norman's book *Emotional Design* (New York: Basic Books, 2004) is not explicitly about pedagogy, rather, it argues that design as a discipline is public. The point of Norman's work is that design impacts on everyone and warrants public discussion, and I will argue that by using Angel or creating other online teaching spaces, faculty are designers working forward from design theory. The discussion would give faculty, through Norman's book, a chance to move from product or problem-based technical training, to a discussion of the context wherein products reckon with problems. Participants can expect to develop new perspectives on the teaching materials they design, use, and publish -- perspectives informed by design (capital D).

2:15-3:45 pm

A Pedagogy for Teaching Research-Focused Courses

Eben North

Facilitators: Steve Horwitz and Cathy Crosby-Currie

This session will offer a pedagogical strategy for teaching first-year students the complex of research, writing, and rhetorical skills that are often the center of first-year seminar courses and that are the core of a four-year liberal arts education. Several years of evaluation data suggest that students find this pedagogy valuable. Our goals for this session will be to provide attendees with a set of easily transferable and adaptable pedagogical ideas for research-focused courses and assignments and to expose non-FYP faculty to the type of skills being taught to first year students within the FYS.

Participants will have the opportunity to discuss problems they find in research assignments in their own courses. We will also ask participants to engage in one of the assignments that is part of the pedagogical sequence with a sample source to help them to experience the pedagogy first hand.

Thursday, May 24

9:00-9:30 am

Coffee and Tea in Eben Holden Lobby

9:30-10:30 am

Plenary Session
Experience and Wisdom:
Reflections After 30+ Years at St. Lawrence

Facilitator: Grant Cornwell

To place the present in the context of the past, esteemed colleagues who have been teaching at St. Lawrence for 30 years or more will reflect on topics ranging from the mission of the institution, to the preparedness of students, to faculty culture. What else would you like to know about how St. Lawrence has changed or stayed the same? Please plan to engage in this hour's discussion with recently retired colleagues Berger and Schwartz and a group of other experienced and wise faculty who have graciously agreed to contemplate our collective history.

10:30-Noon

A Current Snapshot of St. Lawrence Students:
The Good, The Bad, and The Ugly

Facilitators: Christine Zimmerman and Kate McCaffrey

What are students doing outside the classroom? How do they spend their time? How does this affect their academic success? How do St. Lawrence students compare with others nationally and locally in relation to alcohol and other drug use and its effects?

We will share current data regarding our own students use and perceptions of use of alcohol and other drugs and how this collegiate cultural phenomenon impacts every day life on our campus. Resources on campus that assist in dealing with the many issues with which our students are faced will also be shared.

Noon-1:00 pm

Lunch

1:00-1:45 pm

Learning Circle III

Eben North & South

From Advisor to Mentor: Reshaping Advising at St. Lawrence

Facilitators: Bob Thacker, Caroline Breashears, Laura Rediehs

How do we imagine developing deeper, and more encompassing, advisor-advisee relationships with our students? What pedagogical practices best encourage students' exploration of possible directions as they consider majors? In what ways would we imagine developing and using online advising portfolios, advising syllabi, and advising-based seminars over the course of a student's undergraduate education?

Faculty Feedback as Rhetoric: Responding to Frustrating Student Work

Facilitators: Kirk Fuoss & Hillory Oakes

When we work to help students achieve the university's goals for written, oral, and visual communication, we sometimes find ourselves at a loss for words, especially when responding to papers, presentations, and projects that are, quite simply, a mess. How do we communicate effectively (and not merely punitively) to these students in our marginal comments or one-on-one conferences? How do we go about the challenging task of deciding where to begin and what (and how much) feedback to provide? When we conceptualize responding to student work primarily as a rhetorical and communicative act rather than as an act of evaluation and remediation, do we respond differently? What are these differences? And what (if any) impact do these differences have on work that students subsequently produce?

Thursday, May 24

1:45-2:45pm

Citizenship, Leadership, and Liberal Learning

Facilitators: Ron Flores and Liz Regosin

Bringing citizenship to the foreground in liberal learning is especially important today, as research on incoming college students has shown that while they are skeptical of formal political processes and institutions, they are highly committed to personal involvement as a way of improving conditions especially on the local level. The availability of community engagement programming sponsored on campus, especially in the first year, has a significant effect on future levels of involvement both in college and beyond.

In our FYP, we introduced a variety of pedagogies that asked our students to: engage in the local community (the community beyond the “bubble” of SLU), use critical reflection in course learning journals, and collaboratively examine historical and contemporary theories and examples of citizenship in American society. Course journals and evaluations indicate that our students overwhelmingly embraced the challenges of active citizenship and moved toward “an ability to understand and assume the responsibilities of citizenship.”

2:45-3:00 pm

Collective Comments

Reception hosted by Dean Cornwell

(please rsvp when you register online)

Please join colleagues for refreshments and celebration.

~ Sincere thanks to all of this year's presenters and facilitators. ~

General Participant Information

Registration Process

To register for the May Faculty College, visit the web site listed below and complete the online registration form.

<http://www.stlawu.edu/ctl/mfc2007onlineregform.html>

Online Registration Opens: May 4, 2007

Registration Deadline: Wednesday, May 16, 2007

Session Location Information

All sessions and meals will be held in Eben Holden.

Compensation

Because this work is so important to your teaching, and this week's events demand your time, you will be compensated in the following way:

Staff: A \$250 reimbursement account will be established for Staff and Librarians who participate in May Faculty College. This account, administered through the CTL, will be available starting July 1, 2007. Book purchases and enhanced conference support are just two ways reimbursements are processed through these individual accounts.

Faculty: Faculty participants will have the option of either the \$250 reimbursement account listed above or a \$250 stipend. ***Please select your option of either a stipend or a reimbursement account when you register online for the college.***

Questions?

Eileen LaCourse
Phone: 229-5981
Email: ctl@stlawu.edu



2007 May Faculty College Planning Committee

Maegan Bos

Traci Fordham-Hernandez

Kim Mooney (chair)

Hillory Oakes

Karl Schonberg

The Center for Teaching and Learning
St. Lawrence University
62 Park Street
Canton, NY 13617

Phone: 315-229-5981 Fax: 315-229-7456 Email: ctl@stlawu.edu Web: www.stlawu.edu/ctl/