

ST. LAWRENCE UNIVERSITY

General Education 2.0: Exploring Essential Literacies



MAY COLLEGE
May 20-22, 2008

May College 2008—Calendar of Events

Tuesday, May 20		Wednesday, May 21		Thursday, May 22	
8:30-9:00 am	Coffee and Tea	8:30-9:00 am	Coffee and Tea	8:30-9:00 am	Coffee and Tea
9:00-9:30 am	<p>WELCOME: Kim Mooney</p> <p>OPENING REMARKS: Dean Valerie Lehr</p> <p>Who Is the 21st-Century SLU Graduate? Education for Local and Global Citizenship</p>	<p>9:00-9:20 am</p> <p>9:20-10:15 am</p> <p>10:15-11:00 am</p> <p>11:15-12:15 pm</p>	<p>WELCOME BACK: President Sullivan</p> <p>Reading Across the Disciplines</p> <p>Introduction to the St. Lawrence Quantitative Resource Center (QRC)</p> <p>WORKSHOP: Infusing Quantitative Literacy Throughout the Curriculum Nathan Grawe (Carleton College)</p>	<p>9:00-10:00 am</p> <p>10:15-11:30 am</p>	<p>PLENARY: Literacy, Vision, and College Learning in a Networked Era John Weber (Skidmore College)</p> <p>MODERATED DISCUSSION: Views on Visual Literacy at St. Lawrence</p>
12:00-1:00 pm	LUNCH (RSVP)	12:15-1:00 pm	LUNCH (RSVP)	11:30 am- 12:30 pm	LUNCH (RSVP)
1:00-3:15 pm	<p>Expectations and Challenges for Libraries and Educational Technologies:</p> <ul style="list-style-type: none"> • Our Perceptions and Uses of Technology and the Libraries • The Library of the Future • From Codex to Kindle <p>University Picnic Leithead Fieldhouse</p>	1:00-3:15 pm	Infusing Quantitative Literacy Throughout the Curriculum Nathan Grawe (continued)	12:30-1:30 pm	The Role of Students as Peers
5:00-7:00 pm				1:30-3:00 pm	MODERATED DISCUSSION: For- mulating Goals for Four Years of Learning
				3:00 pm	RECEPTION (Please RSVP when you register online)

An Invitation from the Dean

Colleagues,

Well before the snow melted, the May College Planning Committee (Shinu Abraham, Samantha Glazier, Kim Mooney, Hillory Oakes, Lorraine Olendzenski, Chris Watts, Jessica Willis) began its work. This year, it coordinated planning with discussions with Academic Affairs and Dean's Staff in order to develop a program that will draw from, build upon, and help to lay a foundation for future University-wide conversations about our expectations for four year learning at St. Lawrence. To that end, May College will focus on helping all of us to consider the skills and competencies that we expect students to develop over their four years at St. Lawrence, particularly given our goal of helping them to develop into effective citizens in the local and global spaces that they will occupy, whether those spaces are physical or electronic. The title of May College, *General Education 2.0: Exploring Essential Literacies*, is suggestive of these themes.

Hopefully you will recognize that such questions have been at the heart of Academic Affairs conversations this year, and the Committee plans to begin to bring them to the faculty as a whole next year. May College will be a step in planning this process. But it will also be an opportunity to consider how we might teach skills like quantitative reasoning and visual reasoning across the curriculum, thus providing hands-on examples that can be incorporated in work with students immediately.

I think that these will be interesting and useful conversations, and invite you to plan attendance into your calendar. I am pleased by the Committee's decision to sponsor the Celebration of Scholarship and Creativity featuring the work of the faculty and staff. It is critical for us as an Academic Community to support and applaud the scholarly contributions that we each make to our fields. Please consider helping others to become familiar with your work.

Hope to see you at May College.

Val

Program Feature: Celebration of Scholarship & Creativity

The May College planning committee invites all faculty and staff to contribute recent scholarly or creative work for display in the first annual campus-wide celebration of scholarship and creativity.

PURPOSE:

- To extend ongoing efforts to become more aware of and engage with one another's scholarly and creative works.
- To create dedicated space and time during May College for faculty and staff to view, peruse and discuss one another's scholarly and creative work.

PROVIDE:

- ANY published reprints of essays, articles, poems, book reviews, books, and book chapters;
- A DVD or CD of a performance or a reading;
- A piece of juried art work;
- A copy of a poster presented at a conference.

LIMIT your contributions to those scholarly or creative pieces that have been produced or published in the past three years.

SEND your contributions to: EILEEN LACOURSE, CENTER FOR TEACHING AND LEARNING

DEADLINE for submissions: MONDAY, MAY 12, 2008

Tuesday, May 20th

8:30-9:00 am COFFEE AND TEA IN EBEN HOLDEN LOBBY

9:00-9:30 am Welcome: KIM MOONEY
Opening Remarks: DEAN VALERIE LEHR

9:30 am-12:00 pm Who is the 21st Century SLU Graduate?
Education for Local and Global Citizenship

Facilitated by Members of the 2007-2008 Academic Affairs Committee:

SHINU ABRAHAM
ERIKA BARTHELMESS
CHANDREYI BASU
KIRK FUOSS

JOE KLING
NADIA MARANO
STEVE PAPSON
EVE STODDARD

Prompted by the Middle States self-study and the appointment of a new dean, the Academic Affairs Committee (AAC) has been formulating ideas on how to create a new set of overarching goals for a St. Lawrence liberal education, to replace the eight Aims and Objectives that have been in the catalogue for the past ten years. In two separate sessions on Tuesday and again on Thursday, the AAC will take the faculty through the several contexts that have informed their work on goals appropriate to the world in which students will live and work. These contexts include a Middle States survey of students, faculty, and staff on what they believe are essential elements of a liberal arts education, the "LEAP Report" on essential learning outcomes produced by the Association of American Colleges and Universities, and some of the mission statements and general education plans of our NCG colleges.

The Academic Affairs Committee will ask faculty and staff to work collaboratively on the draft of learning goals it created through its committee work this spring. These new learning goals include the kinds of literacies that will be presented in some depth at May College, so we will have a chance to return to our draft learning goals at the end of the three days to incorporate ideas from what we have learned about critical literacies. The goal will be for those present at May College to take an active role in shaping the document before it goes to the full faculty for discussion.

12:00-1:00 pm LUNCH
(Please RSVP when you register online)

Please visit Eben South to view the
Celebration of Scholarship & Creativity.

Tuesday, May 20th

1:00-3:15 pm

**Expectations and Challenges for the
Libraries and Educational Technologies of the Future**

These three related sessions will advance our current understanding of the evolving roles of libraries and technologies in undergraduate education. Incorporating students' beliefs about the importance of technology for learning and examples of instructional applications of digital materials, these sessions push us to consider what kinds of literacies are implicated in the use of both print and digital collections and what it means to critically engage technology in our liberal arts teaching and learning.

Our Perceptions and Uses of Technology and the Libraries at St. Lawrence

SONDRA SMITH, Co-CIO and Director of Educational Technologies

& BART HARLOE, University Librarian

The Merged Information Services Organization (MISO) Survey, administered in 2007, is a rich resource for comprehensive assessment of information technology and library services and resources as reported by all constituencies -- students, faculty, exempt and non-exempt staff. For the purpose of May College, we will address MISO findings that illuminate the challenges presented by the perceived importance of technology for a liberal arts education as well as for career objectives, and the indications that we face populations with relatively low technology skill levels and low levels of interest in training. The MISO survey also suggests some interesting relationships between what we might call digital literacy and research or information literacy. We will explore these and other related issues as we unpack the MISO survey.

The Library of the Future: Have We Arrived?

ERIC WILLIAMS-BERGEN, Science Librarian & BART HARLOE, University Librarian

Historically, the college library has been a space and a place for collections and individual study and research. With the advent of the internet and the arrival of digital collections, liberal arts teaching and learning are continuing to engage with both new and old forms of knowledge. This presentation will begin with a brief historical overview, quickly move to the question of how critical thinking in the liberal arts is engaging these new forms of knowledge and what it might mean for the future of the college library. We will discuss the pedagogy of the book as well as the kind of literacies involved in dealing with new media that move beyond print. We will especially focus on how students can take control of their own learning by mastering the tools and techniques and content now contained within both the physical and virtual college library of the 21st century.

**From Codex to Kindle: The Challenge of Using Primary Texts in Both
Print and Digital Form in Support of Liberal Arts Teaching and Learning**

MICHELLE GILLIE, ROBIN HUTCHINSON & MARK MCMURRAY, ODY Library

CAROLINE BREASHEARS, English & EVELYN POWELL JENNINGS, History

Drawing from the pedagogical experiences of both faculty and students at St. Lawrence, we will focus on the challenge of integrating primary textual materials into the research process. This workshop will provide a brief overview of the evolution of printed and digital resources in recent years, with special attention being paid to how ebooks and etexts have affected the provision of original materials in the academic community. Examples will include modes of instruction that incorporate rare printed and digital materials into the teaching and learning process.

Wednesday, May 21st

8:30-9:00 am COFFEE AND TEA IN EBEN HOLDEN LOBBY

9:00-9:20 am Welcome Back: PRESIDENT SULLIVAN

9:20-10:15 am Reading Across the Disciplines: Tactics, Problems, Skills

SARAH GATES, English
PAMELA THACHER, Psychology
CHRIS WATTS, Center for Arts Technology

Through written words, we share all kinds of knowledge in the arts, the sciences, and the humanities. In this session, three practitioners will present a variety of student-reader profiles we have encountered, together with the problems these students present, and the solutions we have used to take them from where they are to a higher degree of reading expertise. We will make distinctions among the problems we face within our disciplines, introduce tactics that we have used with mixed results, and invite discussion and suggestions from attendees. Our goal is to help us generate useable practices to address specific reading weaknesses as we encounter them in student readers.

10:15-11:00 am Welcome to the St. Lawrence University
Quantitative Resource Center (QRC)

MICHAEL SCHUCKERS, Director, QRC
Mathematics, Computer Science & Statistics

The Quantitative Resource Center (QRC) was started in September of 2007. Since that time it has been utilized in support of coursework and research for numerous students, faculty and staff across campus. We will begin this session by introducing the QRC and discussing the current roles that it plays at St. Lawrence. The subsequent focus of this session will be to facilitate discussions on ways to incorporate quantitative reasoning and quantitative methods into courses across campus, and to develop new modes and models for how the QRC can support student and faculty research.

11:00-11:15 am Refreshment Break

Sincere thanks to all this year's presenters and facilitators!

Wednesday, May 21st

11:15 am-12:15 pm

WORKSHOP:
Infusing Quantitative Literacy Throughout the Curriculum

NATHAN GRAWE
Director of the Quantitative Inquiry,
Reasoning, and Knowledge (QuIRK) Initiative
Carleton College

In “The Case for Quantitative Literacy” the National Council on Education and the Disciplines warns, “The world of the twenty-first century is a world awash in numbers...Unfortunately, despite years of study and life experience in an environment immersed in data, many educated adults remain functionally innumerate.” While many of our students can succeed without extensive statistical training, the nature of our world now demands that all of our students—regardless of major—become comfortable using numerical evidence in written argument. What does it mean to be quantitatively literate and how can we know if our students are achieving this important goal?

The workshop will explore four facets of quantitative reasoning (QR), emphasizing the importance of student encounters with QR in traditionally non-quantitative disciplines. We will then apply a QR assessment rubric to examples of student writing to see how students are (and are not!) using QR effectively in existing assignments. The workshop will conclude with a discussion of how faculty may revise existing courses and assignments to foster better QR practice.

12:15-1:00 pm

LUNCH
(Please RSVP when you register online)

1:00-3:15 pm

WORKSHOP:
Infusing Quantitative Literacy Throughout the Curriculum
NATHAN GRAWE, Carleton College
(continued)

ABOUT OUR MAY COLLEGE GUEST NATHAN GRAWE

Nathan D. Grawe is Associate Professor of Economics and Director of the Quantitative Inquiry, Reasoning, and Knowledge (QuIRK) initiative at Carleton College. He is the principal investigator (PI) on an NSF-funded project to disseminate a QuIRK-developed rubric for assessing quantitative reasoning (QR) in student writing. Grawe also is PI on a WM Keck Foundation-funded effort to foster QR teaching in non-science and math departments at Carleton. In a Teagle-supported consortium (including St. Olaf, Grinnell, and Macalester Colleges) to study alternative assessment strategies for cross-cutting liberal arts learning outcomes, Grawe leads Carleton's quantitative reasoning team. Nathan earned his BS from St. Olaf College and his MA and PhD in Economics from the University of Chicago.

Thursday, May 22nd

8:30-9:00 am

COFFEE AND TEA IN EBEN HOLDEN LOBBY

9:00-10:00am

PLENARY:

Literacy, Vision, and College Learning in a Networked Era

JOHN WEBER

Director, Tang Museum and Art Gallery
Skidmore College

Discussions of literacy, visual literacy, new literacy, and information literacy are increasingly common in American higher education, and images as well as visually represented data are routinely utilized in college teaching and learning across a wide range of disciplines rarely thought of as “visual.” The advent of the networked computer as a primary source of information and a locus of communication, research, publication, and data storage has transformed the capacity of non-specialists to create, edit, and publish visual and audio information of all sorts, moving as well as still. Yet few colleges and universities have yet attempted to address the visual or, for that matter, the audiovisual in their core curricula or requirements. Is this a problem, and if so, what precisely is the nature of the problem? Should we be worrying about it at all, or is everything actually fine as it stands, and slowly evolves? In this talk I will explore notions of visual literacy and illiteracy while reflecting at times on the internet and the world wide web, computers, museums, college education today, and how some recent work done at the Tang Museum at Skidmore has attempted to harness visual experience to promote learning in new and playful ways.

ABOUT OUR MAY COLLEGE GUEST JOHN WEBER

John Weber is the Dayton Director of the Frances Young Tang Teaching Museum and Art Gallery at Skidmore College, an interdisciplinary museum opened in 2000 to create links between contemporary art and other disciplines as part of the teaching effort at Skidmore. As director of the museum he supervises the Tang’s staff and oversees exhibitions, programs, collections, and the Tang website, as well as curating and writing for museum publications. Weber is also a member of the Skidmore faculty and teaches in the art history program. Before coming to Skidmore in 2004, he was the curator of education and public programs at the San Francisco Museum of Modern Art from 1993 to 2004, where he spearheaded the design of the Koret Education Center and founded the museum’s interactive educational technologies program. From 1987 to 1993 Weber served as curator of contemporary art at the Portland Art Museum in Oregon. He is a board member of the New Media Consortium, an international not-for-profit consortium of nearly 200 leading colleges, universities, museums, corporations, and other learning-focused organizations dedicated to the exploration and use of new media in educational environments.

Thursday, May 22nd

10:15-11:30 am Views on Visual Literacy at St. Lawrence

JOHN WEBER AND MEMBERS OF THE CRITICAL LITERACIES GROUP

Building on the presentation by John Weber, members of the Critical Literacies Group will moderate a discussion to collectively explore what we already do in our courses and departments that relates to visual literacy even if we haven't previously conceived it that way. We will also consider how our visual literacy work relates to other literacies under discussion. Our goal here is to start to funnel our collective thinking toward the afternoon session on learning goal formulation.

11:30 am-12:30 pm

LUNCH

(Please RSVP when you register online)

12:30-1:30 pm The Role of Students as Peers: Critical Help for Critical Literacies

RHONDA COURTNEY, JOAN LARSEN & ERIC WILLIAMS-BERGEN, ODY & Science Libraries

TRACI FORDHAM-HERNANDEZ & KIRK FUOSS, Performance & Communication Arts

HILLORY OAKES, WORD Studio

MICHAEL SCHUCKERS, Mathematics, Computer Science & Statistics

SONDRA SMITH, Information and Educational Technologies

Recommitting the curriculum to a broad range of critical literacies is certain to require time and energy from all faculty and staff. We should not overlook, however, the powerful role that students can serve as peer tutors and mentors—a role that, ideally, complements instructors' pedagogies and the learning environments they create. During this session roundtable, we will discuss reasons why peer-to-peer interaction improves the learning of all students as we describe the responsibilities of and challenges faced by student peer mentors who work with the WORD Studio, the Quantitative Resource Center, the First Year Program, Educational Technologies, and the University Libraries.

1:30-3:00 pm Formulating Goals for Four Years of Learning

DEAN LEHR, THE ACADEMIC AFFAIRS COMMITTEE & ALL MAY COLLEGE PARTICIPANTS

Building on all of the May College presentations and discussions, the work of this session will allow participants to begin (re) articulating learning goals for the four-year St. Lawrence education. The goal of this session is for participants to shape the learning goals document that the Academic Affairs Committee will present to the full faculty in the fall.

3:00 pm

RECEPTION HOSTED BY DEAN LEHR

(Please RSVP when you register online)

Please join colleagues for a toast and refreshments.

General Participant Information

Registration Process

To register for May College, please visit the CTL web site and complete the online registration form.

<http://web.stlawu.edu/ctl/>

Online Registration Opens: Monday, May 5, 2008

Registration Deadline: Wednesday, May 14, 2008

May College Readings by Session

Readings are located on the CTL May College webpage

For Tuesday morning and Thursday afternoon (Academic Affairs)

- St. Lawrence Mission, Aims and Objectives
- LEAP Learning Outcomes (AAC&U)
- St. Lawrence Survey on Mission (2007)
- Middle States Chapter 7: General Curriculum (2007)

For Tuesday afternoon (IT/Library)

- MISO Survey (2008)
- Information Literacy Goals (2006)

For Wednesday (Quantitative Reasoning)

- Carnegie Perspectives: A New Way to Think About Quantitative Literacy (2007)

For Thursday (Visual Literacy)

- Thinking Spatially: New Literacy, Museums, and the Academy (2007)

Session Location Information

All sessions and meals will be held in Eben Holden.

Faculty Compensation

Because this work is so important to your teaching, and these three days demand your time and focused attention after commencement ceremonies, faculty participants will be compensated with a \$300 stipend in their June paychecks.

Questions?

Eileen LaCourse

Phone: 229-5981

Email: ctl@stlawu.edu



2008 May College Planning Committee

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Kim Mooney

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