Tuesday, May 19th

- 8:30am – 9:00am
  Coffee and Morning Refreshments

- 9:00am – 12:00pm
  Publish and Flourish
  Tara Gray

*Tara Gray* serves as an associate professor of criminal justice and the founding director of the Teaching Academy at New Mexico State University. She has used these steps to publish three books, including *Publish & Flourish: Become a Prolific Scholar*. She has presented workshops to more than 8,000 scholars in 100 institutions, thirty-five states, and Guatemala, Mexico, Canada, Thailand, Saudi Arabia and the United Arab Emirates. As a workshop presenter, Dr. Gray is, "spirited, informative and entertaining—she's anything but gray!"

Increase your productivity by a factor of three. Write prose that participants report is "clearer, simpler, better organized, and more compelling.” Learn to work smarter, not harder.

Many scholarly writers are educated at the School of Hard Knocks, but it’s not the only school, or even the best. Much is known about how to become a better, more prolific scholar and anybody can.

Research points to specific steps scholars can take including:

- Write daily for 15-30 minutes
- Revise paragraphs around key sentences and papers around lists of key sentences
- Solicit the right feedback from the right colleagues and make effective use of feedback

What participants say:

- “Your methods changed my writing life. For the four years before the workshop, I wrote or revised 44 pages a year, but in the four years after, I wrote or revised 220 pages per year—five times as much!”
“In all honesty, you probably have provided me with all the tools I need to get tenure and even a full professorship.”

- **12:00pm – 1:00pm**
  Lunch

- **1:15pm – 3:15pm**
  Ten Ways to Engage Students
  Tara Gray

Twenty years of research shows that slightly more interactive techniques can make a class far more effective. For example, in a 6,000 student study of learning physics via traditional and interactive approaches, the traditional approach relied on passive lectures. In contrast, the interactive engagement method included immediate feedback through discussion with peers and/or instructors. Students of teachers who taught with interactive approaches made twice the average gain in learning—more by two standard deviations (Hake 1998). My challenge to you is this—come experiment with these ideas and then try some of them in your classes.

****Important****
1:15-4:15 pm: Cultural Competency: How to Engage the Challenging Issues Facing LGBTQ Students
Please note if you plan to attend this 3-hour workshop, it conflicts with Tara Gray’s afternoon workshop described above. Registration for Cultural Competency training opportunities will be done separately. Look for a separate email about these workshops.

**Wednesday, May 20th**

- **8:30am – 9:00am**
  Coffee

Engaging Teams of Students
Wednesday mornings’ guest speaker and workshop presenter is Cheelan Bo-Linn. Cheelan Bo-Linn is the Senior Specialist in Education in the Center for Innovation in Teaching & Learning (CITL) at the University of Illinois at Urbana-Champaign. In addition to consultations with academic units and faculty, she develops and coordinates the campus faculty development programs, such as the annual Faculty Retreat, the Junior Faculty Seminar Series, and the college Teaching Academies. She was the campus coordinator when Illinois was selected by the Carnegie Foundation for the Scholarship of Teaching and Learning (SoTL) as a Leadership Institution with the focus on undergraduate research. She has been the educational consultant on NSF, USAID, and Fulbright grants and routinely meets with international visitors to assist in their development of teaching centers. She has been invited to present nationally and internationally, most recently in India and Taiwan. Her most frequent workshop presentations have been on active learning, student teams, inquiry-based learning, formal and informal assessment of teaching and learning, classroom research, and the teaching philosophy statement.
• **9:00am – 10:30am**  
  *Transforming Students from Groups to High Performance Learning Teams: What, How and Why*  
  Cheelan Bo-Linn

With the increased demand for students to work effectively in teams, many instructors have implemented short-term and semester-long team projects in their courses. There are many benefits derived from this type of cooperative learning strategy if key issues are addressed.

- What are some of the considerations for making this a valuable learning experience?
- How should teams be created?
- What are important team skills that students should learn?
- What makes a good team assignment?
- How do we assess team work?

We’ll address these questions and more in this highly interactive workshop. Handouts with sample assessment forms will be provided.

• **10:30am – 10:45am**  
  *Mid-morning Break*  
  *Coffee available*

• **10:45am – 12:15pm**  
  *Special Considerations in Building Effective, Diverse Student Teams*  
  Cheelan Bo-Linn

This workshop continues the topic of creating high-performance learning teams. There are the typical issues that arise in building effective teams, such as managing conflicts, making decisions, and assessing productivity. With an increasingly diverse student population and the availability of technological tools, there are additional considerations. Some of the topics we will discuss are:

- Team leadership characteristics
- Problem-solving vs solving problems
- Decision-making strategies for students to implement
- Awareness and respect for cultural differences
- Online team work

• **12:15pm – 1:00pm**  
  *Lunch*

• **1:15pm – 2:45pm**  
  *Advising for the “Real World:” Engaging Students’ Careers Exploration*  
  Geoff Falen, Director, Career Connections  
  Michelle Gould, Career Advisor, Career Services
Beth Larrabee, Assistant Director, Career Services

Career Services staff members, Michelle Gould and Beth Larrabee, and Director of Career Connections, Geoff Falen, will provide information about what our students do after graduation in terms of careers and graduate school and about new and long-running campus initiatives that help student explore career opportunities and gain real world experience. Are there ways that departments can expedite or coordinate alumni connections? What are university and external resources that faculty members can tap into to help generate conversations with their advisees that go beyond the advising checklist and lead to discussions about intentional career exploration?

Thursday, May 21st

- 9:00am – 10:30am
  Concurrent Sessions:
  - Grant Writing and Seeking External Support 101
    Carol Smith
    Interim Director, Corporate & Foundation Relations

  Join Carol Smith for an introduction to grant seeking at St. Lawrence. This session will cover the basics of researching, writing, and submitting proposals. Learn how to make your proposal more competitive and how external grant support can help advance your research, expand opportunities during your upcoming sabbatical, or even launch a new program. Open to all disciplines and levels of funding.

  - Engaging Students with Digital Projects
    Grant Currie, Manager of Educational Technologies
    Matt Lavin, Assistant Coordinator Mellon Crossing Boundaries
    Judith DeGroat, Associate Professor History
    Eric Williams-Bergen, Director of Digital Initiatives

  In “How a Prototype Argues,” Alan Galey and Stan Ruecker argue that “digital artifacts have meaning, not just utility, and may constitute original contributions to knowledge in their own right.” In the advent of mass digitization efforts like Google Books, as well as the rise of digital humanities, an occasion to reevaluate the place of digital projects in the classroom and beyond has arisen. In this session, we will discuss how St. Lawrence University is using digital platforms to extend its liberal arts model of education, with a particular focus on developing “public facing” projects.

  Topics for discussion will include how to partner with Libraries and Information Technology and the Crossing Boundaries Mellon Grant to develop digital collections or projects, the complexities associated with integrating student work with long-term or continuing projects, and the particular concerns of developing work for non-academic audiences, such as obtaining permission to use student work, clearing copyright for digital objects, and forming a data
curation strategy. The purpose of this session is both to familiarize participants with these issues and to identify and connect with faculty who are interested in future opportunities for collaboration.

- **10:30am – 10:45am**
  Mid-morning Break
  Coffee Available

- **10:45am – 11:30am**
  New Tools for Engaging Students and Connecting with the World
  Grant Currie, Manager of Educational Technologies
  Jim Forney, Senior Educational Technologist
  Lucas Wright, Educational Technologist

  We’ll explore the range of approaches possible and the ease with which you can use two technology tools new to St. Lawrence.

  - With Panopto, you can create lecture content for your students to watch and review outside of class-time, share remedial content, demonstrate challenging tasks, and more. Or, you can have your students record their presentations for their own review as well as their classmates and you.

  - With WebEx, you have a rich set of pedagogical tools available as you connect students participating in an online or hybrid class, or a class offered in a blended manner across New York 6 or other schools. Or, you can connect your students to a colleague at another school, an expert in your field, or an institution or location of interest to your studies.

- **11:30am – 12:15pm**
  Electronic Books as Assigned Reading: Promise and Practice
  Paul Doty, Electronic Services Librarian
  Chris Buck, Assistant Professor Government
  Donna Alvah, Associate Professor History
  Other Members of the Educational Technologies Committee

  This session will cover pedagogical tools and the current research related to courses that ask the students to use electronic books. Chris Buck will give an overview of his Mellon Digital Humanities project to have students work with course-based Kindles. There will also be a review of the literature on e-books as course readings, which will include both a reading list and recommendations.

- **12:15pm – 1:00pm**
  Lunch

- **1:15pm – 4:00pm**
  Goals of the FYP and Advising First Year Students
  Jenny Hansen, Dean of First Year Program & Professor of Philosophy
This session is dedicated to faculty new to the First Year Program. We will review the purpose, goals, and philosophy of the FYP and discuss how to meet FYP expectations in designing your Fall course. We will also give an overview of what one’s role is as a First Year advisor and familiarize you with the general education curriculum goals, deadlines, forms, APR 2, and other resources available to you and students.