

Details on Concurrent Sessions

August 31 – September 1, 2011

Wednesday, August 31, 2011

Concurrent Session 1:

2:45 – 3:30 p.m.

1. Behind the Scenes of Student Video Productions *UC 201*

Session Sponsor: Information & Technology Services

Conveners: Antonios Finitzis, Rebecca Wilkin, Troy Storfjell, Nick Butler

Join us for an interactive panel discussion about the pros and cons of incorporating video into your curriculum. Get first-hand accounts from faculty members who have required students to complete video projects. We will discuss pedagogical best practices and provide information on resources to help you work through the process.

2. The Academic Internship Program at PLU: A Guide for Faculty *UC 213*

Session Sponsor: Academic Internship Office

Conveners: Maxine Herbert-Hill, Director, Academic Internship Office

This session will be an interactive dialog on the internship program and how the university can develop a more effective program.

Session Outcomes:

- Gain an overview and understanding of the PLU internship program
- Identify ways the internship process in your department might be improved (made easier for all and develop consistent quality)
- Discover ways the Internship Office can be of value to you and your students
- Learn about some legal requirements and wise practices
- Identify some issues that need further discussion and follow through

3. Faculty Affairs: Salaries and So Much More *UC 133*

Session Sponsor: Faculty Affairs Committee

Last year's activities are summarized and the committee's agenda for the upcoming year is presented. Summary information on salaries and other relative statistics will also be presented. Attendees are invited to discuss priorities for the upcoming year.

4. Ideas, Insights and Support for New Faculty *Regency Room*

Sessions Sponsor: Hannah Love (Philosophy) and Kate Luther (Sociology)

Junior faculty, especially new hires, face a variety of unique challenges including (but certainly not limited to) learning who PLU students are, balancing work and life as an untenured professor, and preparing for the review and tenure process. This session will offer insights on these and other issues from a panel comprised of junior and newly tenured faculty members, and provide an opportunity for some Q&A and informal discussion.

Concurrent Session 2:

3:40 – 4:25 p.m.

1. The Presentation Center at PLU

UC 201

Session Sponsor: Melissa Franke and Amy Young (Communication and Theatre)

In every department across campus, presentation and public speaking skills are increasingly in demand. Yet, the majority of our students have little to no training in public speaking. Compounding that challenge, very few faculty members have ever received instruction on how to structure presentation assignments and how to help students succeed in public speaking situations, academic or otherwise.

The Presentation Center is modeled in part after the Writing Center at PLU. Its chief goal is to enable students to succeed as public speakers across disciplinary “homes” by providing students a peer tutor, trained by Communication faculty to help individual students research, organize and deliver a well-thought-out, fluid presentation to a public audience.

This session will serve as an introduction to the Presentation Center, discuss the logistics of the Center, introduce the faculty attached to the Center, and talk through how faculty and students can use the Center for their course needs at any level and in any discipline.

2. Conversation About Systems of Faculty Governance

Regency Room

Session Sponsor: Faculty Chair, Vice Chair, and Faculty Executive Committee

Conveners: Anna Leon-Guerrero (Faculty Chair), Wendy Shore (Vice Chair), Keith Cooper (currently a member of EPC) and Dave Huelsbeck (past chair of FAC)

In this session, faculty panelists will discuss the strengths, functions and challenges of the faculty assembly. Other models of governance will be discussed.

3. Teaching and Learning Around Capstones at PLU

UC 133

Session Sponsor: General Education Council

During the 2010-2011 academic year, the General Education Council gathered information from departments and schools regarding the capstone experience at PLU. What are the different ways that students experience capstones? What can we learn from each other about focus, presentation, assessment, and expectations? What resources and development activities would help to support faculty working with students in their capstone experience? What are challenges that both faculty and students face regarding the capstone experience?

The goal of this session is to provide general findings, and to promote conversation around the teaching and learning strategies that support successful capstones at PLU.

Thursday, September 1, 2011

Concurrent Session 3:

10:15 – 11:00 a.m.

1. Campus Life: Academic Integrity—Plagiarism and Other Matters *Regency Room*

Session Sponsor:

Christine Hansvick (Psychology) and Amy Stewart-Mailhiot (Reference Librarian)

Many universities are reporting higher rates of both plagiarism and cheating. You may even have experienced academic integrity issues in your own classes. Determining how much students understand about plagiarism and their rationale for engaging in these academically dishonest activities is a first step in addressing these issues on campus.

This session will focus on results from a survey regarding plagiarism and cheating, administered to students in 3 PLU residence halls as well as to international students enrolled at PLU in spring 2011. The study was conducted as an initiative for the Campus Life Committee with full cooperation from PLU's International Student Services and Student Involvement and Leadership. Discussion will be opened up to address issues such as how to develop workshops and other educational resources for use with incoming students fall 2011. We will also discuss plans for measuring changes in understanding what constitutes academic dishonesty on the PLU campus.

2. Rank and Tenure: What You Need About The Process

Chris Knutzen Hall

Session Sponsor: Rank and Tenure Committee

This is a panel devoted to discussing the review process that governs all faculty at PLU, and one that shapes the deliberation of Rank and Tenure. The panel will discuss the review process in general, paying special attention to the function, importance, and significance of the review process from the first year, through the all-important third-year review, to tenure and promotion (the latter inclusive of later promotion to Full professor). In particular, it will address, among other things as deemed appropriate, the following

- The importance of yearly self-assessments in annual faculty activity reports;
- The significance of mentoring in this process (both being one and seeking one);
- Writing letters (i.e., what constitutes a “good” one);
- Requesting letters (i.e., what to ask for and when or if it is appropriate to do so);
- File presentation
- Historical memory of the Rank and Tenure committee

We would like to encourage past members of Rank and Tenure to attend this session, along with anyone who might be interested in ways to make the review process more efficient.

3. Enhancing Student Engagement with Classroom Response Systems (Clickers)

Scan Center

Session Sponsor: Information & Technology Services

Classroom response systems (clickers) can be used to enhance student engagement and protect anonymity. What are some of the pedagogical best practices for using clickers? And what are some of the key ingredients for using clicker technology successfully? This workshop will explore pedagogical applications of the technology.

4. How Might “Co-curricular” Initiatives Support Classroom Teaching? *Scan Center*
Session Sponsor: The Wild Hope Project

Faculty participants might hear some surprising news about the ways in which PLU student life professionals are supporting faculty work in the classroom. We will discuss what “co-curricular” can mean; point to existing collaborative work; and elicit faculty concerns and hopes around “co-curricular” initiatives.

Concurrent Session 4:

11:10 – 11:55 a.m.

1. The Common Reading Program for First Year Students: Thinking about Next Steps *Scan Center*

Session Sponsor: First Year Experience Program

Common Reading programs are a popular and successful way to invite first year students to enter a community of scholars and practice the intellectual habits of mind expected at a university. Currently, approximately half of PLU’s first year students participate in a Common Reading Program during the early days of Fall semester. This session will provide an overview of the evolution of the program, the purposes and outcomes, and the current design. Discussion questions include: What are ways to involve all first year students in this program? What are ways we can further integrate this experience into the Fall semester experience of first year students?

2. The New Career & Educational Planning Initiative *UC 133*

Session Sponsor: Ruth Rogers, Director of Career Development

We will present new and exciting ways that career development can be a resource for faculty and students, including:

- Information regarding how PLU’s new Career & Educational Planning Initiative has added to the resources available through Career Development
- Resources available to faculty in the classroom and for their advising.

3. Documenting the Vocation of Service at PLU *Regency Room*

Session Sponsor: Center for Vocation

This session will invite new faculty and faculty who will be eventually making application for promotion to consider the ways in which they might document the vocation of service at PLU. Apart from serving on a faculty committee, how might faculty members enter into service and document that service to the university and to other constituents? Participants will participate in a practical, hands-on session led by Dr. Samuel Torvend, Director of Vocational Reflection in the Center for Vocation at PLU and Dr. Lynn Hunnicutt, Director of the Center for Vocation at PLU.

4. ARTS: Who does PLU Attract? Who do We Retain?

Chris Knutzen Hall

Session Sponsor: Admission and Retention of Students

Who does PLU attract? Who do we retain? Using data from the Office of Admissions we will examine the academic profile of our entering first-year students from 2007-2010. We will compare the academic profiles of PLU first-year students to the academic profiles of first-year students at similar liberal arts colleges.

We will examine the retention of students following completion of their first year. We will compare our retention rates to the retention rates of similar liberal arts colleges. We will also examine what factors may predict retention such as GPA, SAT score, and first generation status among others.