

## Details on Concurrent Sessions

August 31 and September 1, 2016

**Wednesday, August 31, 2016**

### Faculty Conference:

1:00 – 1:30 p.m.

#### **Growth and Renewal in the Year Ahead**

**Chris Knutzen Hall**

*Session Sponsor: Faculty Affairs Committee*

Welcome and Opening of Fall Faculty Conference

### Concurrent Sessions 1:

1:35 – 2:35 p.m.

#### **1. Tips for Successfully Teaching Large Classes at PLU – Session #1**

**Scan Center**

*Session Sponsor: Office of the Provost*

*Presenters: Jan Lewis, Associate Provost for Undergraduate Programs, Office of the Provost*

*Michelle Ceynar, Vice Chair of Faculty and Professor of Psychology*

*David Deacon-Joyner, Professor of Music*

*Joanna Gregson, Chair of Faculty and Professor of Sociology*

*Kristin Plaehn, Senior Advisor to the President, Office of the President*

The definition of "large" classes at PLU is limited by our general classroom size; only four classrooms (Xavier 201, ADM 101, Leraas Lecture Hall, INGR 100) hold more than 40 students. However, those faculty who teach classes with 45-100 students do so in pedagogical ways that maintain the close student-faculty relationships PLU faculty take pride in. In general, larger classes help meet particular demands (e.g., the need for J-term seats, or in the case of Psychology and Sociology, a high demand for intro courses due to outside-of-major requirements). Faculty with experience in teaching large classes will share strategies...

Session #1: Making Large Classes Work: Logistics

Certain foundational logistics for managing students, workload, and communication are important to the successful implementation of larger classes. Panelists will share ideas for building and maintaining relationships, managing workload (responding to students, grading in a timely fashion), planning, choosing appropriate learning spaces, classroom management (attendance, rules of the road), the place for technology.

campus climate for students of color. We invite you to attend this session to hear directly from students at PLU around issues of race - information that was primarily obtained by students and from students - with the goal of collaborating with faculty to create actionable next steps.

#### **2. Common Reading: What are We Doing and Why?**

**Regency Room**

*Session Sponsors: First Year Experience Program (FYEP); Amy Stewart-Mailhiot, Associate*

*Professor/Instructional and Reference Librarian; Tyler Travillian, Assistant Professor of Classics,*

*Languages and Literatures Department; Laree Winer, Associate Director for Student Success,*

*Student Involvement & Leadership*

*Presenters: Sergia Hay, Assistant Professor of Philosophy*

*Mary Jo Larsen, Director of Information Management and Technology, School of Education & Kinesiology*

*Frank Moore, Associate Provost for Information & Technology Services*

*Nathalie op de Beeck, Chair and Associate Professor of English*

*Amy Siegesmund, Associate Professor of Biology*

In the past decade, the Common Reading program has evolved greatly, bringing together staff and faculty from Student Life, the Office of Diversity, FYEP, and now from across divisions and schools. In order to increase transparency in the process, the Common Reading committee and FYEP invites faculty to engage in a conversation about the purpose of the Common Reading program, its role in student orientation, student retention, and the First Year Experience, its aspirational goals, the method for selecting each year's books, and the challenges the program faces. A faculty panel will share ways they have brought the reading into their classrooms, especially their FYEP courses, and the challenges they have faced in doing so. We hope to provide an opportunity to share best practices from the perspectives of common reading programs and faculty engagement, in order to reflect on how we help students transition from their pre-PLU experiences to our own classrooms.

## **Concurrent Sessions 2:**

*2:50 – 3:50 p.m.*

### **1. Tips for Successfully Teaching Large Classes at PLU – Session #2**

*Scan Center*

*Session Sponsor: Office of the Provost*

*Presenters: Jan Lewis, Associate Provost for Undergraduate Programs, Office of the Provost  
Michelle Ceynar, Vice Chair of Faculty and Professor of Psychology  
Kristin Plaehn, Senior Advisor to the President, Office of the President  
Heidi Schutz, Assistant Professor of Biology*

Session #2: Making Large Classes Work: Teaching Strategies

PLU faculty value active learning strategies. This session will focus on specific teaching strategies that work in large classes including:

- o Discussion—groups, structures, tasks
- o Using clickers and other interactive technologies
- o Integrating film
- o Integrating off-campus experiences
- o Community engagement/service learning
- o Effective lecturing
- o Group tasks, sharing out, etc.

### **2. Teaching Students to Learn More Effectively with Metacognitive Strategies**

*Chris Knutzen Hall*

*Session Sponsors and Presenters: Leslie Foley, Director of Academic Assistance Program; and Amy Siegesmund, Associate Professor of Biology*

New students arrive at PLU familiar with learning strategies that don't work for them in college. This frustrates both students and faculty. In this session, we will emphasize how faculty can help students learn much more effectively by using metacognitive strategies.

We will briefly discuss why many students don't know how to learn effectively in college classrooms. We will provide a host of specific strategies faculty can use in their classes that do not require them to sacrifice course content. We ask that participants be willing to engage in conversations about how these strategies might be applied in specific classes or disciplines.

Finally, we will clarify the services that PLU's Academic Assistance Center provides and show how faculty can partner with the AAC to raise the level of student learning more broadly across campus. This session will be based primarily on a new book by Dr. Sandra McGuire, *Teach Students How to Learn*, and sections from Ken Bain's books, *What the Best College Teachers Do* and *What the Best College Students Do*.

- 3. Effective Teaching Online: Strategies from PLUTO Faculty** **Regency Room**  
*Session Sponsors: PLUTO Teaching and Learning Team and Jan Lewis Associate Provost for Undergraduate Programs, Office of the Provost*  
*Presenters: Geoffrey Foy, Associate Provost for Graduate Programs and Continuing Education*  
*Michael Halvorson, Benson Family Chair in Business and Economic History and Associate Professor of History*  
*Kevin O'Brien, Dean of Humanities and Associate Professor of Religion*  
*Catherine Pratt, Resident Assistant Professor of Business*  
*Gregory Youtz, Professor of Music*

In this session, a panel of PLUTO faculty will share examples of effective online teaching strategies appropriate for all course types--face-to-face, hybrid, or online. Attendees will leave with a set of easy-to-implement strategies.

- 4. Community Engaged Teaching and Scholarship beyond Service Learning** **AUC 133**  
*Session Sponsor: Joel Zylstra, Director of Community Engagement and Service*  
*Presenters: Teresa Ciabattari, Associate Professor of Sociology*  
*Galen Ciscell, Visiting Assistant Professor of Sociology*  
*Scott Rogers, Director of Writing Center and Assistant Professor of English*  
*Amy Young, Chair and Associate Professor of Communication, Communication & Theatre Department*

Join us for an interactive seminar on innovative models of community engaged learning taught by faculty across disciplines. Ranging from community-based writing and research to the examination of pressing local issues, community engaged teaching offers students an innovative strategy to approach their learning. This session will include three faculty case studies from different disciplines, pedagogical models for community engaged teaching and learning and ample time to discuss implementing community engagement strategies in your courses.

**Thursday, September 1, 2016**

**Concurrent Sessions 3:**

*9:50 – 10:50 a.m.*

- 1. Successful Student Learning in General Education Courses** **Scan Center**  
*Session Sponsors: General Education Council; and Jan Lewis, Associate Provost for Undergraduate Programs*  
*Presenters: Callista Brown, Director of FYEP and Associate Professor of English*  
*Tom Edgar, Associate Professor of Mathematics*  
*Dave Huelsbeck, Dean of Social Sciences and Professor of Anthropology*  
*Jan Lewis, Associate Provost for Undergraduate Programs, Office of the Provost*  
*Carmina Palerm, Director of IHON Program and Associate Professor of Hispanic Studies*  
*Scott Rogers, Director of Writing Center and Assistant Professor of English*  
*Michael Stasinis, Associate Professor of Art and Design*

General Education at PLU is intended to provide students with an introduction to disciplines through a liberal arts lens. As well, we hope that students are able to make connections across these courses in meaningful ways, and that the spirit of Lutheran higher education emerges. Data informs us that the majority of students complete their General Education requirements as first-years; 90% complete these by the end of their sophomore year.

Faculty colleagues are invited to discuss the following questions:  
 What are introductory types of experiences appropriate for first-year and sophomore students?  
 Developmentally?

How do we provide opportunities for students to make connections to the liberal arts writ large via our courses?

Faculty are encouraged to bring examples of syllabi from General Education courses they feel have been successful student learning experiences.

## **2. Teaching within the Tension of Title IX**

**AUC 133**

*Session Sponsor: Title IX Working Group and Counseling Center; and Jennifer Smith, Director of the Center for Gender Equity*

*Presenters: Keith Cooper, Associate Professor of Philosophy  
Teri Phillips, Associate Vice President of Human Resources  
Jennifer Smith, Director of the Center for Gender Equity*

In this session, faculty will review their responsibilities as mandatory reporters under Title IX and the many ways that this role overlaps with their role as a faculty member, specifically within the scope of their teaching responsibilities. Through case studies, faculty will learn tips and tools to use when a student discloses information related to sexual assault as well as how and where to report this information on campus. Faculty will also learn which university offices coordinate services and remedies available to students, best practices for trauma-informed pedagogy, and language to encourage students to distinguish between being triggered vs being uncomfortable when engaging with classroom materials.

## **3. The Open Science Framework is Free and Useful for Research and Teaching**

**Regency Room**

*Session Sponsor and Presenter: Jon Grahe, Professor of Psychology*

The OSF is an open source, free computer program that acts as a digital file cabinet with potentially interactive features. The OSF was developed by the Center for Open Science to provide an easy tool to make research more transparent. For instance, components (drawers in the cabinets) can be: shared with collaborators; made public or kept private; linked to other online tools such as Dropbox and Google drive; even cited since each project has its own DOI. Students can use the OSF to store and present their own scholarly projects. My daughter is using it to complete a self-driven art project and shares progress with experts to receive online feedback. There are many and varied potential uses for PLU faculty and I am very interested in sharing those benefits with my colleagues.

## **4. Strategies for Using our New Online Teaching and Course Feedback Form**

**Chris Knutzen Hall**

*Session Sponsors: Rank and Tenure Committee; and Marianne Taylor Associate Professor of Psychology*

*Presenters: Spencer Ebbinga, Associate Professor of Art and Design  
Jason Skipper, Associate Professor of English  
Marianne Taylor, Associate Professor of Psychology*

Join us for a discussion of our new online Teaching and Course Feedback Form, approved at Faculty Assembly last April and implemented beginning in summer 2016. In this session, we will share strategies for using course evaluations to help us develop as professionals and improve teaching and learning at PLU. We will also address frequently asked questions and outline best practices for using the new online system most effectively (e.g., when and where to administer forms for maximum participation, how and why to use forms for mid-semester feedback, how to add customized questions).

#### **Concurrent Sessions 4:**

11:00am – 11:20am

- 1. Collaborating with the Center for Graduate and Continuing Education** *Chris Knutzen Hall*  
*Session Sponsor and Presenter: Geoffrey Foy, Associate Provost for Graduate Programs and Continuing Education*

During this session, faculty participants will learn about the current programming and initiatives that fall under the Center of Graduate and Continuing Education, which includes outreach and support to international students, and how they and/or their academic units can be active partners.

11:25am – 11:45am

- 1. The PLU Campaign in the Year Ahead** *Chris Knutzen Hall*  
*Session Sponsors and Presenters: Office of Advancement, Daniel Lee, Vice President for Advancement and Mary Duvall, Executive Director for Advancement*

An update on campaign case development and planning, with a particular focus on how faculty have been involved in the process, collaborated across departments, and how they can be involved in the year ahead.

- 2. Language Study at PLU: Exploring the Possibilities** *Scan Center*  
*Session Sponsors and Presenters: Languages and Literatures Department - Kirsten Christensen, Associate Professor of German, Carmiña Palerm, Director of IHON Program and Associate Professor of Hispanic Studies, Bridget Yaden, Department Chair, Director of the Language Resource Center and Associate Professor of Hispanic Studies*

As part of the Mellon grant, the Department of Languages and Literatures undertook a feasibility study in spring 2016 to explore the possible contours of a language requirement at PLU. Faculty from Languages and Literatures will share outcomes from the study in an interactive format that will encourage discussion from participants across disciplines. A draft report will be posted on the Languages and Literatures website in advance of the session that participants can skim ahead of time, and feedback on the feasibility study outcomes will be sought from faculty across the campus during the session.

11:50am – 12:10pm

- 1. Strategies for Improving Global Education at PLU** *Chris Knutzen Hall*  
*Session Sponsor: Global Education Committee*  
*Presenter: Krisztina Nagy, Assistant Professor of Economics*

The Global Education Committee is seeking feedback on a draft strategic plan that will reaffirm PLU's leadership in global education. Past leadership has developed extensive study away programs abroad and has begun to develop a larger number of domestic opportunities. Future directions include increasing access to these programs, increasing education about the relationship between global and local issues and perspectives on campus, and enhancing focus on the interconnectedness of diversity, justice and sustainability issues. This session will provide information about our current plan and invite participants to share ideas for enhancing global education at PLU.

- 2. Innovation Studies: A Proposed Interdisciplinary Minor Emphasizing Creativity and Problem Solving and Entrepreneurship** *Scan Center*  
*Session Sponsor and Presenter: Michael Halvorson, Benson Family Chair in Business and Economic History and Associate Professor of History*

During Spring and Summer 2016, a working group of faculty members representing History, Business, Economics, Art & Design, and Philosophy have been meeting to discuss a proposed interdisciplinary minor called "Innovation Studies". The minor seeks to understand and contextualize the social, cultural, and economic forces that shape our contemporary lives and identities, and the crucial roles that entrepreneurship,

project management, technology, design, and ethics play in the development of transformative ideas and products. This session offers a report of the group's progress to date and seeks feedback on three questions: 1) Do you have specific feedback about the program of studies that the working group is proposing? 2) Can you envision additional courses, experiences, or activities for Innovation Studies students that will help them connect their major to the proposed minor? 3) Do you think Innovation Studies will motivate and strengthen student engagement with PLU's mission and each student's chosen profession and vocation after graduation?