

FOSTERING CREATIVE
CLASSROOMS
AND
SUSTAINING A
SCHOLARLY LIFE

2009

MAY COLLEGE

MAY 19TH-21ST

Tuesday, May 19		Wednesday, May 20		Thursday, May 21	
8:30-9:00	Coffee and Tea	8:30-9:00	Coffee and Tea	8:30-9:00	Coffee and Tea
9:00-9:30	PLENARY President Sullivan Reflections on Liberal Education at St. Lawrence 1996-2009	9:00-12:00	Responding to Student Writing	9:00-10:00	PLENARY Darnell Cole Diversity in Higher Education: Its Role, Assessment, and Benefits
9:30-12:00	Designs for a New Curriculum Academic Affairs Committee			10:15-12:15	Rubric Construction and Implementation Assessment Committee
12:00-1:00	Short-term Off-Campus Study—Lunch Discussion				
12:00-1:00	Lunch	12:00-1:00	Lunch	12:15-1:15	Lunch
1:00-2:30	Advising, Mentoring, Planning: Shaping the St. Lawrence Education	1:00-4:00 Concurrent Sessions	Faculty & Technology in the Curriculum Video Editing & Publishing Using iMovie Web Editing & Publishing Using WordPress Audio Editing & Publishing Using Audacity	1:15-4:00	Jeanne Barker-Nunn The Successful Scholar: Strategies for Writing Better and Publishing More
2:30-3:00	Toward the Paperless Classroom		Pedagogies of Engagement		
3:00-4:00	Funding Sources for Students and Faculty: Identifying all the Options		Quantitative Reasoning for Faculty		
5:00-7:00	University Family Picnic	4:00-5:30	Dean's Reception		

AN INVITATION FROM THE DEAN

Colleagues,

May College was originally conceived to provide an opportunity for faculty and staff to come together to discuss teaching and learning. We will continue this tradition this year, with a diverse program that addresses numerous facets of teaching and learning. Though as the title of the program, “Fostering Creative Classrooms and Sustaining a Scholarly Life,” indicates, we will also expand our concerns and provide space and assistance for faculty to think about scholarship.

May College will start by broadly exploring the liberal arts, first by hearing reflections on the education that we offer by President Sullivan and later by asking participants to think through different curricular designs. We will then focus more narrowly, exploring issues such as responding to student writing, to responding to writing without using paper, to advising, to assessment, both of diversity courses and more broadly.

This year’s May College ends by recognizing the importance of scholarship to our lives and providing an opportunity for participants to consider how to define and succeed with their scholarly agendas. Jeanne Barker-Nunn, who will run the Thursday afternoon workshop, did a workshop last year that was well received. We look forward to her return visit.

Please plan to attend either the entire event or those portions that you feel are particularly helpful for you.

~Val

ABOUT OUR GUEST SPEAKERS

Darnell Cole

Dr. Cole is an Associate Professor of Education with an emphasis in higher education and education psychology. His areas of research include race/ethnicity, diversity, college student experiences, and learning. Previously he served as an Associate Professor in the Department of Educational Administration at the University of Hawaii, Manoa (Honolulu). He was also a faculty member at Marquette University. He completed his undergraduate work at the University of North Carolina, at Charlotte and received his M.A. and Ph.D. degrees at Indiana University, Bloomington. He is on the review board of the *Journal of College Student Development*.

He has published over 25 articles and book chapters and is featured in the major journals for higher education and other related fields including *The Journal of Higher Education*, *Journal of College Student Development*, *NASPA Journal*, *Journal of Classroom Behavior*, and *Journal of Creative Behavior*. His most recent article **Constructive Criticism: The Role of Faculty Feedback on African American and Hispanic Students' Educational Gains** appears in the *Journal of College Student Development*.

Jeanne Barker-Nunn

Dr. Jeanne Barker-Nunn has served on the faculty of three universities and as managing editor of a leading interdisciplinary scholarly journal and consulting editor for several academic presses. In 1996 she founded J. B. Barker-Nunn & Associates to help other academics plan, write, and publish their scholarly work and advance their careers. Since then she has worked with more than a hundred clients from a wide range of disciplines and institutions across the country and abroad. An interdisciplinary scholar who has written on the writing life, both literary and scholarly, Jeanne has a doctorate in American studies and earlier degrees in English and education. She is very much looking forward to her second visit to St. Lawrence.

TUESDAY, MAY 19

8:30-9:00 AM

COFFEE AND TEA IN EBEN HOLDEN LOBBY

9:00-9:30 AM

PLENARY
PRESIDENT SULLIVAN
REFLECTIONS ON LIBERAL EDUCATION AT ST. LAWRENCE
1996-2009

9:30-12:00 PM

DESIGNS FOR A NEW CURRICULUM

Academic Affairs Committee

The Academic Affairs Committee will present briefly on its deliberations this spring and then will present three different models of possible curricula: no requirements, distribution, and an alternative involving thematic clusters and/or interdisciplinary minors. Participants will work in groups to think through the likelihood that a particular model would have of meeting the learning goals provisionally adopted by the faculty as well as the logistical aspects of implementing such a model. Groups will be encouraged to design a possible curriculum they think would work well for the next decade of SLU students.

12:00-1:00 PM
LUNCH DISCUSSION

WHAT'S GREAT (AND WHAT'S TOUGH) ABOUT TAKING STUDENTS
FOR SHORT-TERM OFF-CAMPUS STUDY?

Pat Alden, Associate Dean for International and Intercultural Studies
and several directors who have taken students abroad.

Faculty who've led short-term study abroad programs talk about the rewards of this kind of learning and some of the challenges. CIIS will provide a handbook for participants with some materials essential for anyone planning to lead such a program.

12:00-1:00 PM

LUNCH

1:00-2:30 PM

ADVISING, MENTORING, PLANNING:
SHAPING THE ST. LAWRENCE EDUCATION

Triage Advising at St. Lawrence: A Roundtable on Current Structures and Procedures

Chair: Bob Thacker, Associate Dean for Academic Advising Programs

Panel: Erin Colvin, Associate Director, Higher Education Opportunity Program
Rance Davis, Associate Dean of Student Life
Bob Durocher, Athletics Assistant Director and Head Men's Soccer Coach
Becky Graham, Coordinator of Academic Achievement
Matt McCluskey, Coordinator of Academic Support

(45 minutes)

continued

Reshaping Advising at St. Lawrence

Bob Thacker, Associate Dean for Academic Advising Programs

Following up on the panel discussion, this presentation will address the academic advising of St. Lawrence students within a context of curricular change. Drawing equally upon theories of student self-authorship and personal advising experience, it will focus on possible models of planning a student's time here within the structures and curriculum we have here now. Each student needs, as much as possible, to have a clear and self-directed plan that encompasses basic skills, general education, study abroad, a major, and career-directed experiences. The advisor's role in fostering this plan is both critical and subtle.

(45 minutes)

2:30-3:00 PM

TOWARD THE PAPERLESS CLASSROOM

Grant Currie, Educational Technologies Training Coordinator
Paul Graham, Assistant Professor of English

Participants will be introduced to document mark-up features in Word and Adobe Acrobat, and will hear from colleagues about the practical side of paper-use reduction.

3:00-4:00 PM

FUNDING SOURCES FOR STUDENTS AND FACULTY: IDENTIFYING ALL THE OPTIONS

Patricia Alden, Associate Dean for International and Intercultural Studies
Lorraine Olendzenski and Natalia Ovchinnikova, co-chairs of the SFG committee
Susan Pankey, Director of the Corporate and Foundation Relations
Karl Schonberg, Associate Dean for Faculty Affairs

The goal of this session is to provide an overview of the different sources of funding for research projects for faculty and students. Specifically we will outline the opportunities for external and internal grants for faculty as well as funding for joint student-faculty research. Furthermore, we will provide information on, among others, funding for domestic and international travel, mentoring summer students research, and support for grant applications and course development.

5:00-7:00 PM

ST. LAWRENCE UNIVERSITY FAMILY PICNIC LEITHEAD FIELD HOUSE

WEDNESDAY, MAY 20

8:30-9:00 AM

COFFEE AND TEA IN EBEN HOLDEN LOBBY

9:00-12:00 PM

RESPONDING TO STUDENT WRITING

Kirk Fuoss, Maurer Director, Rhetoric & Communication Program
Hillory Oakes, Director, Munn Center for Rhetoric & Communication

In a 1982 essay published in *College Composition and Communication*, Nancy Sommers wrote: "Although commenting on student writing is the most widely used method for responding to student writing, it is the least understood. We do not know in any definitive way what constitutes thoughtful commentary or what effect, if any, our comments have on helping our students become more effective writers." In the quarter of a century since Sommers wrote this, composition scholars have expended enormous amounts of energy investigating these issues. All too often, however, the insights gleaned from these investigations have circulated only among other composition scholars. In this session, we will share some of the most significant insights composition scholars have made regarding responding to student writing, asking participants to put these insights to practice in a series of exercises.

12:00-1:00 PM

LUNCH

3 CONCURRENT SESSIONS 1:00-4:00 PM

1:00-2:00 PM

FACULTY & TECHNOLOGY IN THE CURRICULUM

Annabella Espana-Najera, Jeffrey Campbell Graduate Fellow
Kirk Fuoss, Associate Professor, Performance & Communication Arts
Sondra Smith, Co-CIO, Director, Educational Technologies
Chris Watts, Director, Newell Center for Arts Technology

**LOCATION:
CARNEGIE 10**

Nothing inspires integration of technology into teaching and learning more so than success. Attend this workshop to hear from fellow faculty Kirk Fuoss and Annabella Espana-Najera about recent technology projects, to learn how to plan for a successful project and how to leverage the expanding array of support and resources available to you and your students for this purpose. (60 minutes)

You may also register to attend one of three hands-on workshops held immediately thereafter:

2:30-4:00 PM

TECHNOLOGY TRAINING WITH PEDAGOGICAL PERSPECTIVE

- VIDEO EDITING AND PUBLISHING USING IMOVIE
Jim Forney, Manager, Educational Technologies Resources
90 MINUTE SESSION LIMIT 15 PEOPLE
LOCATION: NCAT 108
- WEB EDITING AND PUBLISHING USING WORDPRESS (SLUBLOGS)
Lucas Wright, Educational Technologist
90 MINUTE SESSION LIMIT 15 PEOPLE
LOCATION: NCAT 003
- AUDIO EDITING AND PUBLISHING USING AUDACITY
Grant Currie, Educational Technologies Training Coordinator
Gisele El Khoury, Interim Director of Language Resource Center
90 MINUTE SESSION LIMIT 15 PEOPLE
LOCATION: CARNEGIE 212

1:00-4:00 PM

**PEDAGOGIES OF ENGAGEMENT IN ACTION
(AND UNDER STUDY)**

Cathy Crosby-Currie, Associate Dean of the First Year
Christine Zimmerman, Director, Institutional Research
Ron Flores, Director, Community Based Learning
& Faculty from the FYP

The Engaged Learning Project, funded under the Association of American Colleges and Universities' Bringing Theory to Practice Project, provides support—through both faculty development and funds for implementation—for various engaged forms of pedagogies within the First-Year Program and First-Year Seminar courses. It also involves a longitudinal study of the relationship between engaged learning and students' civic development and well-being. We will begin this workshop with an overview of the project. FYP faculty will then lead concurrent breakout sessions focusing on a particular form of engaged pedagogy. We anticipate two of those groups being community-based learning and reflective journaling. Participants will discuss the benefits and challenges of these forms of pedagogy, be provided with resources (including sample assignments) and have the opportunity to ask questions and seek guidance as they consider whether and how to incorporate these pedagogies into their own courses.

Although the research component of the Engaged Learning grant focuses on our first year, all faculty, especially faculty who are not teaching within the FYP, are invited to participate in this workshop.

1:00-4:00 PM

**A QUANT AND A KOALA WALK INTO A BAR...:
QUANTITATIVE REASONING FOR FACULTY**

Erika Barthelmess, Associate Professor, Biology
Louise Gava, Coordinator of Campus Sustainability
Michael Schuckers, Director, Quantitative Resource Center
Pamela Thacher, Associate Professor, Psychology

Free books! Free New York Times! Chances to win cash and prizes!

In this session we will present illustrations of quantitative reasoning for faculty and staff. Louise Gava will present how to calculate your carbon footprint; Pamela Thacher will lead a discussion of *Casualties of War* a chapter in Atul Gawande's **Better: A Surgeon's Notes on Performance**; Erika Barthelmess will peruse *The New York Times* for that day with the audience and discuss the strengths and weakness of selected articles. Copies of Gawande's **Better** will be given away free to the first 50 people who register for this session. Additionally, copies of the day's *Times* and lottery tickets will be given out at the session.

4:00-5:30 PM

RECEPTION HOSTED BY DEAN LEHR

THURSDAY, MAY 21

8:30-9:00 AM

COFFEE AND TEA IN EBEN HOLDEN LOBBY

9:00-10:00 AM

PLENARY

DIVERSITY IN HIGHER EDUCATION:
ITS ROLE, ASSESSMENT, AND BENEFITS

DARNELL COLE

10:15-12:15 PM

RUBRIC CONSTRUCTION AND IMPLEMENTATION

Assessment Committee

Rubrics provide a means to evaluate student learning; developing and using an effective rubric is a crucial piece of the direct assessment process. Presenters will offer guidance on developing rubrics and provide departments and programs with information and advice about the implementation of rubrics. Participants will have the opportunity to begin work on their own rubrics and also experience applying already developed rubrics. This workshop is sponsored by the University's Assessment Committee and will be particularly helpful for those departments whose assessment plans indicate that they will design and/or apply rubrics this summer.

NOTE: Please bring with you to the session the learning goals that you would like to design a rubric to assess.

12:15-1:15 PM

LUNCH

1:15-4:00 PM

THE SUCCESSFUL SCHOLAR:
STRATEGIES FOR WRITING BETTER AND PUBLISHING MORE

JEANNE BARKER-NUNN

This workshop is intended to demystify the process of scholarly writing and publishing by providing insights and tools that participants can immediately apply to increase their productivity and success as teacher-scholars. Among the main topics addressed will be how to create a self-motivating research agenda and integrate scholarship into the teaching life; what publishers are looking for and how the submission process works; how to know when a piece is ready for submission and increase the likelihood of its acceptance; how to decode and use reviewer comments; and how to create the conditions for sustained success as scholars.

FRIDAY, MAY 22

INDIVIDUAL CONSULTATIONS WITH DR. JEANNE BARKER-NUNN

FACULTY CONSULTATION WITH ACADEMIC WRITING SPECIALIST

9:00 AM-5:00 PM

JEANNE BARKER-NUNN

LOCATION: CENTER FOR TEACHING & LEARNING

Dr. Barker-Nunn will consult with individual faculty members on specific projects in 45-minute sessions. Participants may send materials to Dr. Barker-Nunn ahead of time if they so desire, but are not required to do so. Dr. Barker-Nunn will also meet with small groups of faculty who are either working on a project together, or are interested in creating and sustaining scholarly working groups.

*SPACE IS LIMITED,
PLEASE REQUEST A CONSULTATION
ON THE MAY COLLEGE REGISTRATION PAGE..*

*~ SINCERE THANKS TO THIS YEAR'S MAY COLLEGE COMMITTEE,
PRESENTERS AND FACILITATORS. ~*

May College 2009 Celebration of Scholarship and Creativity

The May College planning committee invites all faculty and staff to contribute recent scholarly or creative work for display in the second 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.

Plan:

Provide any published reprints of essays, articles, poems, book reviews, books, and book chapters.

Provide a DVD or CD of a performance or a reading.

Provide a piece of juried art work.

Provide a copy of a poster presented at a conference.

Send or deliver your contributions:

To: Eileen LaCourse at the Center for Teaching and Learning.

By: Monday, May 11.

Please:

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

Even if you are not able to attend May College, we welcome your contributions.

All materials will be returned within 2 weeks after May College

GENERAL PARTICIPANT INFORMATION

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.

**All meals and most sessions will be held in Eben Holden,
except as noted in the program.**

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

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

Online Registration Opens: May 6, 2009

Registration Deadline: May 14, 2009

QUESTIONS?

Eileen LaCourse

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2009 MAY COLLEGE PLANNING COMMITTEE

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