Breakout Sessions
Faculty Retreat 2013

1) **What Shall Not Change? (Bill Woodward)**
This session picks up where Bill’s sermon at the Coupeville worship service leaves off. His message will suggest a couple of non-negotiables that should NOT change amid the “changing landscape.” Do you agree with what he proposes? What would you add to his roster of enduring essentials? How shall they be preserved while so much else necessarily will change? This breakout offers a time for feedback and discussion.

2) **Professors Must Be Entrepreneurs: Seven Strategies for Building [or Rebuilding] a Graduate or Undergraduate Program (Rob McKenna)**
In 2005, the Masters and Ph.D. Programs in Industrial/Organizational Psychology were ideas on a piece of paper. Today, these programs are financially healthy and are thriving communities of scholars, practitioners, alumni, and faculty. Whether you are starting a graduate or undergraduate program from scratch, or you are looking for ways to build a strong program that may need a reawakening, this session will highlight the seven most important strategic decisions we made in building these programs, the challenges we have faced, and the initiatives we have launched to take our programs to the next level.

3) **Transforming and Transformative Education: the MA in Social and Sustainable Management and Beyond (Gary Karns)**
Hear about how SBE’s innovative graduate program works and share ideas about other ways to transform our educational models to provide transformational experiences, contribute to the well-being of our students and the communities they will serve, and move towards a sustainable future for SPU. Innovation is necessary. Realizing our need to change and sharing ideas are the initial steps.

4) **New Models of Scholarly Communication (Kristen Hoffman and Michael Paulus)**
The communication system used by scholars to create ideas, exchange information, certify findings, disseminate results, and preserve outputs is evolving rapidly. Trends such as self-archiving, alternative publishing models, and open data initiatives are transforming the ways in which scholarly and creative works are accessed and assessed. This break-out session will provide an overview of these trends and introduce new services and systems the SPU Library is implementing to support the discovery and sharing of scholarship at SPU.

5) **Increasing Diversity and Retention (Sarah Bear and Kelly Marley)**
How do you define diversity in the students you teach? How can we increase diversity at SPU? What subcultures do you recognize in your students? How can we keep diverse students connected and support them in progression? Sarah Bear and Kelly Marley will discuss these questions and more while sharing strategies currently being employed in the School of Health Sciences.

6) **What the Heck Is a MOOC and Why Should a Luddite Like Me Care? (David Wicks)**
Discussions about the purpose and value of free Massively Open Online Courses (MOOCs) are popular in higher education today. Publications such as the Chronicle of Higher Education and Inside Higher Ed featured dozens of articles on this topic in the past year. One article wonders if MOOCs will supplement or supplant the university. Another asks if administrators are rightfully concerned when MIT and Harvard invest more money in a MOOC platform than many institutions have in their endowments.
Faculty are puzzled with how to respond to a colleague, who willingly teaches a single online course to thousands of students. Challenges such as tuition costs and competency-based credit have opened the door to alternative forms of education that may radically change the academy as we know it. While some adjustments may be necessary, it is less certain whether any benefits will outweigh the costs of altering how we currently ask students to construct knowledge and experience community in face-to-face and conventional online courses. In this session, we will discuss what MOOCs are and how they might impact the future of higher education.

7) Illustrated Theology: A Collaborative Project of Art and Theology, Students and Faculty (Brian Bantum and Karen Gutowsky-Zimmerman)
Brian Bantum (theology) and Karen Gutowsky-Zimmerman (visual communication) met with six students and a local artist throughout the 2012-2013 academic year collaborating on an "illustrated theology" seeking to express the fundamental confessions of Christian faith with both words and images. Brian and Karen will present the sample chapter that was created as well as discuss the process, what motivated their participation in this interdisciplinary project, what were the challenges, and what have been the fruits of their collaboration. Through this presentation Brian and Karen will explore the possibilities and challenges of interdisciplinary, project-based, collaborative projects as an example of what higher education could look like.

8) Active Learning Spaces, Teaching Philosophy and Their Effect on Professors’ Instructional Practices (Kim Sawers, Raedene Copeland, Nyaradzo Mvududu, and Lane Seeley)
We conducted a study to explore how instructor teaching philosophy and type of learning space (traditional vs. active) influence instructor behavior (instructional practices) and instructor perceptions of student learning and engagement. In this session we will share some of our findings from that study.

9) Playing with Data: Integrating Original Research in the Social Sciences Classroom (Lynette Bikos and Baine Craft)
This session will focus on using research as a pedagogical tool and on ways of incorporating original research as part of course curriculum at the graduate and undergraduate level. We will address the challenges of using original research as a teaching tool, methods we employ to effectively use original research in our courses, why original research is an important pedagogical approach, and how original research in the classroom might shape the future of higher education.

10) Research in the STEM Classroom: Incorporating Original Research with Undergraduates (Ben McFarland and Derek Wood)
The incorporation of original research in both lecture and laboratory courses deeply engages students and enhances student learning as it addresses difficult, interdisciplinary problems. In this session we will discuss the challenges and benefits faculty experience as they work to integrate their scholarship into the undergraduate classroom and lab. Focus will be on methods faculty can use to effectively translate their research into the classroom regardless of discipline. This allows faculty to form a deeper mentorship relationship wherein students partner in our academic endeavors. In this manner, students learn by apprenticeship as they make valuable contributions to our scholarly endeavors.

11) Our Story (Tali Hairston)
Today’s faculty have the difficult challenge and opportunity of educating the most diverse students in American history. Each day, faculty address a variety of learning styles, cultural values, norms, and traditions. This session will focus on the faculty member’s self-discovery process of their own cultural
norms and how students can be brought into that self-discovery experience. The teacher aware of their own story is able to intentionally develop a culture of “teachable spirits” as it relates to identity (who am I) and otherness (who are they). Scripture will form the basis of our reflection as we uncover the filters we employ to navigate difference.

12) Who Are These Students? A Closer Look at the Emerging Adults in our Classes (Jeff Jordan and Ursula Krentz)
Who is SPU’s incoming Class of 2017? What are the demographic and psychological characteristics of this class? What may be changing about this year’s freshmen compared to the past few years? This is a presentation and discussion session.

13) Trends in College Student Mental Health: We’re All in this Together (Steve Maybell and Amy Mezulis)
We will discuss college mental health trends, challenges, and solutions. The session will include providing information on how to identify at-risk students and discuss on-campus and off-campus resources for student mental health needs.

14) Getting GE Out of the Way (Bob Drovdahl and Brian Gill)
When students register for a General Education course, they often say, "I want to get GE out of the way." One way we can work to change students' perspective is to make sure they get GE. Implementation of the new Exploratory Curriculum provides an opportunity to help students understand the new GE curriculum. This breakout session will review the conceptual structure of the Exploratory Curriculum and invite faculty to share ways of emphasizing the value of GE to students.

Book Clubs

EBOOK--Distilling the research literature and translating the scientific approach into language relevant to a college or university teacher, this book introduces seven general principles of how students learn. The authors have drawn on research from a breadth of perspectives (cognitive, developmental, and social psychology; educational research; anthropology; demographics; organizational behavior) to identify a set of key principles underlying learning, from how effective organization enhances retrieval and use of information to what impacts motivation. Integrating theory with real-classroom examples in practice, this book helps faculty to apply cognitive science advances to improve their own teaching. (from the publisher)

EBOOK--Introducing a new way to think about higher education, learning, and technology that prioritizes the benefits of the human dimension. José Antonio Bowen recognizes that technology is profoundly changing education and that if students are going to continue to pay enormous sums for campus classes, colleges will need to provide more than what can be found online and maximize “naked” face-to-face with faculty. Here, he illustrates how technology is most powerfully used outside the classroom, and, when used effectively, how it can ensure that students arrive to class more prepared.

(From the publisher)


EBOOK--An understanding of today’s undergraduate college students is vital to the effectiveness of our nation’s colleges and universities. As Generation on a Tightrope clearly reveals, today’s students need a very different education than the undergraduates who came before them: an education for the 21st Century, which colleges and universities are so far ill-equipped to offer and which will require major changes of them to provide. Examining college student expectations, aspirations, academics, attitudes, values, beliefs, social life, and politics, this book paints an accurate portrait of today’s students. Timely and comprehensive, this volume offers educators, researchers, practitioners, policymakers, and employers guidance and a much-needed grasp of the forces shaping the experiences of current undergraduates. (From the publisher)


PRINT--Numerous recent studies have broadly examined topics related to Christian higher education and the role of faith in scholarship, particularly in light of contemporary trends of secularization. This volume offers a unique approach to the subject with two prominent historians reflecting on their own and each other’s traditions. Evangelicals and Roman Catholics have been responsible for the establishment of many colleges and universities in America, but they have historically taken markedly different approaches to education and viewed one another's efforts with some suspicion. Recent years, however, have seen the development of a more cooperative tone. In this volume, Mark Noll and James Turner offer candid reassessments of the strengths and weaknesses of each tradition. Taking two distinct but complementary approaches to the subject, Noll and Turner provide enlightening essays that reconsider the present state of Christian learning, what the two most influential sections of American Christianity have to offer one another, and how they might learn from each other. The two authors then respond to one another’s essays. (From the publisher)


EBOOK--This book encourages and enables faculty to deeply examine their teaching experiences, stories, and choices so real insight results. The author invites faculty to recall stories from their own biographies, demonstrates how to view these stories as critical incidents instead of mere reminiscences, and introduces an approach faculty can undertake to analyze then interpret these stories for the benefit of professional growth in teaching. (From the publisher)

PRINT--Demillo looks at competing trends. These include the rise of the cost of education, the emergence of online universities, the (temporary) increase in students going through the system, and the decline of educational outcomes. From this, he asked some fundamental questions:

- Where did the costs come from
- Why has learning declined
- What happens when the pool of students going through now declines
- How effective are online universities
- We know what we want to teach, but what is needed for a degree
- How might technology be used to advance learning and lower costs
- What are the choices faced by brick and mortar universities “in the middle” (not Harvard, not online U)

His own background is both as a professor (Georgia Tech dean) and a technologist (chief technology officer at HP). His provocative insights and recommendations are certainly worth discussing. For those who have read the book, we will together try to frame the argument. For those who have not read the book, come anyway and enter the discussion. If you get intrigued by the book you may want to read it after, and then we can have a discussion later in the Fall.