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## FS&TC Newsletter

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# The Faculty Scholarship & Teaching Center Newsletter

## A Note from the Editor



By Dr. Christopher White

Welcome to this second issue of the *FS&TC Newsletter*. The *Newsletter* is designed to help us, members of the GSU faculty community, stay connected with all the faculty development events and initiatives happening here on campus. The *Newsletter* also provides a way for faculty to share ideas that might be of general interest to us all as teachers and scholars.

In this issue, you'll read about the upcoming GSU Faculty Development Day, which is this Friday, April 19th. (We hope you'll be joining us!) The issue also features valuable updates on GSU's new Faculty in Residence (FIR) program, including highlights from Kerri Morris's spring efforts with writing across the curriculum, and an exciting announcement concerning next year's Faculty in Residence. Reading on, you'll find useful articles on mentorship and the Chicago Area Faculty Development Network, as well as information about a new Course Development Award at GSU.

The FS&TC welcomes its new Coordinator, Teri Sosa, this summer. This is just one of the many exciting developments on the horizon. If you or your colleagues are planning any faculty development-related speaker, activity, or workshop, let us know – we'll help you publicize it. Also, if you'd like to propose a short article for a future issue, we would love to hear from you! Email us at [facultyshipandteachingcenter@govst.edu](mailto:facultyshipandteachingcenter@govst.edu). Enjoy!

## A Note from the Coordinators: Faculty Development Day

By Tony Labriola and Dr. Raven James



The FS&TC has been gearing up for our Second Annual Faculty Development Day which takes place this Friday, April 19th from 9:30 AM to 3:00 PM. This year in addition to a wonderful collection of interesting topics and panels in the morning, we have a fascinating program for the afternoon featuring a “speed dating” format on mentoring and some fun “get acquainted” activities.



At 9:30 AM, on the third floor of D-Wing, you’ll find several concurrent sessions. You can cash in with Jennifer Morehead and learn about potential funding sources for that research project you’ve been aching to start, or tune in to Kerri Morris and discover how to improve your syllabus and your teaching by writing effective rubrics. Do you have any idea what your “H-index” might be? If not, come and listen to Swati Wagh from the Library. And on the same panel, Paul Blobaum will help you unearth and avoid those predatory publishers lurking in websites and on random e-mails hoping to catch the unwitting scholar. Michel Nguessan can guide you through the online database maze.

Many of us have been wondering how we might balance our interesting and original course innovations while aligning them with the Illinois Articulation Initiatives. For some insight into this tricky matter, come and listen to Randi Schneider and Aurelio Valente.

We have just finished another wonderful Student Research Conference. Shelly Kumar has led that program for several years and we’ve watched it grow well past the sciences into many other disciplines. Shelly will be joined by Al Tuskenis, Lorri Glass, and Christopher White to give us some tips on preparing students for that event and mentoring student research in other ways.

At 11:00 AM, you’ll have a second chance at most of those topics again with a couple of additions. Susan Gaffney, Chris Dyslin and Vincent Jones will talk about mentoring students with an eye to career planning, and Jennifer Morehead will return to talk about some of the nuts and bolts of putting together a grant and how OSPR can help.

Then it’s a great lunch in E-Lounge!

Settle in after lunch right there in E-Lounge and join your colleagues for an interactive program. Stephen Wagner will lead off with some opening remarks about mentoring followed by an enjoyable and relaxing “get acquainted as scholars” activity. And then stay tuned . . . for something completely different . . . on scholarship, teaching, service and mentoring. We won’t give it away here. You’ll have to come and experience it! However, we can say, it WILL be informative. It WILL be fun. It WILL be stimulating. It WON’T be boring! Curious? Come to E-Lounge at 1:30 PM.

For more information contact Tony Labriola ([tlabriola@govst.edu](mailto:tlabriola@govst.edu)) or Raven James ([rjames@govst.edu](mailto:rjames@govst.edu)).

**The Faculty-in-Residence Program**

By Dr. Angela Latham

I am so pleased to see the progress we have made this year in our faculty development opportunities and programming. An important part of this has been the work of Dr. Kerri Morris, English faculty, who served as our first Faculty in Residence for the FS&TC. You can read more about her endeavors below, but I also want to thank her personally for her fine contributions to our understanding and implementation of writing across the curriculum approaches in the classroom.



It is also my great pleasure to announce our Faculty in Residence for the 2013-2014 Academic Year. Caron Jacobson, Senior Lecturer in Humanities and Social Sciences (Criminal Justice), has been selected from among a fine group of applicants to serve in this capacity. This newsletter also contains more information about her focus as FIR next year.

Thanks again to Kerri, and congratulations to Caron!

## Kerri Morris, Faculty in Residence: Spring 2013 Update

### Writing Across the Curriculum

By Dr. Kerri Morris



As a new faculty member charged with developing Writing Across the Curriculum (WAC), I've needed a venue like this project to meet my colleagues and to listen to them talk about writing. For me teaching has always been about collaboration. I need to hear others talk about their teaching, how they've approached this task, how they've struggled and how they've succeeded. This project has given me a chance to bring together my research, teaching and service as a resource for my colleagues. I hope that I've provided some useful resources for people. Here is an overview of the work I've been doing this spring.

#### [Write to Learn Workshop](#)

In March I led a workshop on how to use writing in the classroom to enhance student learning. Teachers can use writing as a mode of learning to improve student success with course material. Writing on discussion boards, in small group activities, and creative note-taking, as well as reading journals allow students to use writing as a method for externalizing and synthesizing knowledge. Not all writing needs to be read by the teacher and not all writing needs to be revised and edited.

For faculty who weren't able to attend the workshop, I will be reprising it during [Faculty Development Day](#) (along with the Writing Effective Rubrics workshop from last fall). Both workshops will be hands on and directed at teachers' individual needs. My goal is to provide people with concrete ideas for both teaching and using writing in their classrooms.

#### [Writing Across the Curriculum Blog](#)

This spring I've been building a blog that focuses on Writing Across the Curriculum, with resources and materials from the workshops. We will be linking that to the Faculty Development web page soon.

#### [Research Project: "Conversations about Writing"](#)

As part of a research project, I am asking my colleagues to bring an example of good student writing and the assignment/prompt they gave. My goal is to initiate a conversation about what we value in student writing. My role is to listen and to collect the words and phrases that we use. I'm hoping to begin sketching a picture of what we at GSU value in our students' writing, compiling and defining the words we use, and mapping how those values and

provide us tools for clarifying how our values about writing are shaped by discipline and context.

### Writing Across the Curriculum Seminar

Finally, I have completed an initial proposal for a Writing Across the Curriculum university-wide seminar for the Fall. Planning is now underway and we'll be reading more about that in the near future.

## Caron Jacobson, Faculty in Residence, AY13-14 Active Learning Strategies and Civic Engagement

By Caron Jacobson

Universities should be true partners in addressing their community's challenges, building community capacity in socially innovative ways, as well as enhancing problem solving abilities throughout the various disciplines under their roof. This vision can be seen in GSU's Strategy 2015, specifically in Goal 4, where we seek to grow in "visibility, outreach, and [in our role as an] economic catalyst" and in Goal 5, where we seek to "build an institution that is socially, ethically, and environmentally responsible."



My vision as Faculty in Residence is to assist GSU in achieving these goals through active learning strategies. Active learning is a philosophy of education "based on the promise that students best internalize information when they are directly involved in their own learning" (Walker Huggins & Coghlan, 2004, 414). In essence, active learning strategies are "learning by doing." Theoretically embedded and empirically sound, service learning strategies have been found to:

1. increase student learning as evidenced by higher scores on tests,
2. provide a clearer understanding of the application of theory to real world situations,
3. provide a lasting impact on students,
4. increase student retention,
5. reduce negative stereotypes and increases tolerance for diversity, and
6. increase a general sense of responsibility and commitment to social action.

These findings are at the heart of GSU's mission and the strategies for 2015. Moreover, they represent the role of the university as a change agent through the discovery and creation of new knowledge.

Some of my proposed activities for my year as Faculty in Residence are to:

- analyze how to best utilize active learning strategies throughout the university,
- create a Service Learning Advisory Board,
- develop forums to bridge faculty to practitioners in our local community, and
- organize a series of seminars grounded in service learning approaches.

GSU already has many great service learning approaches to education. Now is the time to bring attention to these efforts and to widen the scope of civic responsibility and critical thinking to our students. I am very excited about this opportunity and look forward to working with the GSU community to bring us to the forefront of civic engagement!

By Dr. Raven James

Mentorship takes many forms, particularly in the academic setting. Faculty can mentor faculty and students, and students can mentor each other. Mentor relationships can be formal or informal, mandatory or optional, long-term or short-term.

The type of mentor relationship can dictate its trajectory, but these relationships have several components in common, including:

- identifying (establishing goals and responsibilities of mentees/mentors),
- negotiating (agreeing on ground rules, deciding on outcomes, working out the logistics of relationships),
- facilitating (providing guidance and direction [for mentors], active listening, doing footwork [for mentees]), and
- graduating (ending the relationship when goals have been met, redefining relationships) (Metros & Yang, 2006).

Of course, there are guiding principles depending on the type of mentor relationship and these are critical when developing formal mentoring programs. What do mentoring programs look like at GSU?

Many venues for **student mentorship** already exist at GSU and include University Research Grants, the annual Student Research Conference, Service Projects, Civic Engagement, Student Thesis projects, and the upcoming Undergraduate Research Initiative.

As **faculty**, how do we mentor each other? Some divisions have formal mentoring initiatives in place for new faculty; faculty orientations are conducted annually for both newly hired faculty and adjunct faculty; and professional development venues are available through the Faculty Scholarship & Teaching Center, Library workshops, Online Teaching and Learning, the NEXUS website and other training forums and workshops. But are these enough?

As we move into a new phase of GSU development with our incoming first-year students and residence halls, mentorship will take on new meanings. Historically, GSU was established as a commuter university. As such, the opportunities for faculty to get to know each other have been limited by the nature of the system. As we move forward in our evolution, I hope that we become more engaged with one another in both a personal and scholarly manner and explore innovative ways to conceptualize mentorship initiatives.

The theme of this year's second annual Faculty Development Day is mentorship, both student- and faculty-oriented. This faculty-driven day is made possible by the willingness of faculty members who are mentors and leaders, and have a great deal of experience to share. We hope to see you become involved. Come and learn about new and existing initiatives. Engage in the process and get to know your colleagues and their involvement in academia. Explore opportunities to mentor or collaborate with other faculty in teaching or research initiatives. Join us for an exciting program and invigorating day!

## Chicago Area Faculty Development Network – A Local Resource

By Tony Labriola

GSU is a member of the Chicago Area Faculty Development Network (CAFDN), which is a consortium of colleges

to exchange information and best practices in the field. I sit on the CAFDN Board of Directors.

In its 15-year history, CAFDN has created an identity that focuses on people and pedagogy—building a knowledge community. Over those years, CAFDN has debated every important topic that faculty and institutions of higher learning are facing: from effective grading practices to interdisciplinary teaching, from active learning to the role of part-time instructors, and from faculty evaluation to learning communities. The diverse requirements of our sister campuses have allowed us to look at issues from new perspectives and develop a profound sense of collegiality.

GSU's membership gives all our faculty opportunities to attend CAFDN events and to share resources with other colleges and universities in the area. We often get invitations for events at other institutions pertinent to our faculty and to faculty development across campuses.

So, when you see an invitation in your e-mail or in GSU View or on the FS&TC website, consider attending, so you can share ideas with your Chicago-area colleagues. For more information contact me ([tlabriola@govst.edu](mailto:tlabriola@govst.edu)) or visit the CAFDN website at [www.cafdn.net](http://www.cafdn.net).

## High Impact Practice Course Award

The Faculty Scholarship and Teaching Center, in partnership with the Office of the Provost and the General Education Task Force, invites you to submit a proposal for the development of a course that incorporates a high impact practice(s) as defined by the Association of American of Colleges and Universities. You can learn more about high impact practices by reading [this pdf, from the AACU website](#). The faculty member whose proposal is selected will be awarded a \$3,000 stipend as compensation and/or to offset costs related to course development.

To apply, please develop a 2-3 page description of the course proposed and the way in which a high impact practice or practices will be integrated within the course. Applications will be reviewed by representatives from the Faculty Development Advisory Committee and the General Education Task Force who will make a recommendation to the Provost. Applications should be submitted to [ltownsend@govst.edu](mailto:ltownsend@govst.edu) in the Office of the Provost by May 3, 2013 and the award will be announced at the end of May.