

Curry College

**FACULTY RETREAT
2014**

**Thinking Strategically: Your Development,
Your Class, Your Program, Our College**

May 20, 2014

8:30 AM	<i>Continental Breakfast Check In</i>	AAPC Café AAPC Corridor
9:00 - 9:45 AM	<i>Plenary</i> <i>Sue Pennini</i> Welcome and Introduction Dean's Award for Faculty Achievement <i>David Szczerbacki</i> Pursuing Academic Excellence through Collaborative Innovation <i>Bill Nancarrow</i> Plan for the Day	Keith Auditorium
10:00 - 11:15 AM	<i>First Concurrent Session</i>	
	Intra-, cross-, multi-, inter-, and trans-disciplinarity¹ Working Across and Through the Disciplines⁴ <i>Rob MacDougall, Communication</i> <i>Andrew Maydoney, Fine & Applied Arts</i> <i>Workshop</i> <p>Participants will primarily learn the benefits of cross-, multi-, and inter-disciplinary teaching as ways to enhance student engagement and learning, and better equip them for the world of work. First, we consider the differences/similarities between the various “disciplinarity.” The session will then break into a workshop phase allowing all present to articulate how they currently approach particular assignments with their students. Finally, we’ll identify some best practices for aligning, integrating, and/or hybridizing current expertise, outlooks and methodologies. Participants will take away new knowledge, strategies, and tactics for teaching that can enhance student learning and retention.</p> <p>Note: Please bring an assignment and/or learning outcome description that you would like to expand upon or enhance in some way.</p>	AAPC 112
	Integrating Quantitative Literacy into Your Course² <i>Tracy Wang, Math & Science</i> <i>Jennifer Ceven McNally, Math & Science</i> <i>Bill Nancarrow, Faculty Center</i> <i>Workshop</i> <p>Participants will develop strategies for integrating the principles of Quantitative Literacy into their courses, and begin to develop connections between their courses and the QL learning outcomes in Gen Ed Curriculum.</p> <p>Note: please bring an assignment, syllabus, or course module you would like to revise during the workshop.</p>	AAPC 114

Key

¹ Development

² Class

³ Program

⁴ College

Living Learning Communities: Lessons Learned & Opportunities for Success³**AAPC 124***Carrie Cokely, Academic Affairs**Erik Muurisep, Student Affairs/Resident Life**Panel*

Learning Communities are one of the high-impact practices included in the AAC&U LEAP initiative and have been in existence at Curry College since 2009. This session will give a broad overview of different models of learning communities, highlight retention and other assessment data related to the success of our learning communities, and offer participants first-hand accounts from faculty who have participated in or organized a learning community at the College.

What is Blended Learning?²**AAPC 212***Tricia McConville, Continuing Ed & Graduate Studies**Jennifer Balboni, Sociology & Criminal Justice**Ryan Theroux, First Year Studies**Cathy Santos, Nursing**Terry Hofmann, Spiritual Life**Panel*

Are you considering blending more technology-enabled learning into your face-to-face courses? Is your program considering going hybrid? Ever thought about offering your course online? If you answered “yes” to any of these questions, this panel discussion is for you. Participants will discuss best practices for blended course design, and Curry faculty will show examples of how they are integrating technology and delivering blended learning in their courses.

How Do We Integrate Technology into Our Classes and Curriculum (Technology Literacy)?⁴**AAPC G14***Deanna Gordon, Applied Technology**Maryann Gallant, Applied Technology**Workshop*

Participants will engage in a Technology Literacy discussion and workshop on how we can develop and integrate technology into our discipline-based courses and student assignments.

Defining Global Awareness Inside and Outside of the Classroom¹**Hafer 121***Brecken Chinn, Communication**Ned Bradford, Academic Enrichment Center**Pat Bonarrigo, Academic Enrichment Center**Roundtable*

Participants will discuss infusing global perspectives throughout the Curry curriculum. Faculty and staff will share current initiatives and strategies and discuss needs and directions. To facilitate cross-constituency collaboration and resource-sharing, Curry's newly-launched RIGs (Regional Interest Groups) will be discussed and operationalized.

Key¹ Development² Class³ Program⁴ College

11:15 - 11:30 AM	<i>Break</i>	<i>AAPC Cafe</i>
11:30 AM - 12:45 PM	<i>Second Concurrent Session</i>	
	Creating a Cohesive First-Year Experience⁴ <i>Ryan Theroux, First Year Studies</i> <i>Lynn Zlotkowski, Academic Affairs</i> <i>Carrie Cokely, Academic Affairs</i> <i>Roundtable</i>	<i>AAPC 112</i>
	<p>Participants will explore the benefits of creating a cohesive FY experience that combines high impact practices and challenge with appropriate support. We will explore elements of the FY Studies program – common read, living-learning communities, academic support, and other practices that can increase persistence from first year through graduation. Related topics including self-advocacy and emotional intelligence will also be considered.</p>	
	Strengthening Faculty Governance: Who Gets to Decide?⁴ <i>Alan Revering, Philosophy & Religion</i> <i>Becki Paynich, Sociology & Criminal Justice</i> <i>Sue Pennini, Academic Affairs</i> <i>Workshop</i>	<i>AAPC 114</i>
	<p>Can the CAO, the faculty chair, and the union president agree on anything? Participants will consider various principles of shared governance as they apply to the way we make decisions at the College now and how we might improve the process for the future. What are the challenges in our current governance structure? What directions should we consider going forward?</p>	
	Facilitating Difficult Dialogues in the Classroom¹ <i>Temple Jordan, Office of Diversity and Inclusion</i> <i>Workshop</i>	<i>AAPC 124</i>
	<p>Picture it! You're in class giving a lecture while engaging your students in dialogue much like you've done many times before. As class continues on, the nature of the discussion changes and before you know it a student says something that you weren't expecting. This comment immediately changes the mood of the class and you feel the collective air being drawn from the room. The class stops to look at the student who uttered the comment before their collective eyes fall on you. What do you do? Ignore it; address it privately/publically; end class early; respond during the next class? While every situation is unique, there are strategies that will help you address these difficult dialogues and get your class moving through this moment.</p>	

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	Strategies for Developing Meaningful Writing Activities in Your Course² <i>Kristen Getchell, English/Writing</i> <i>Lindsay Illich, English/Writing</i> <i>Nancy Young, English/Writing</i> <i>Workshop</i>	AAPC G14
	<p>Participants will review the outcomes for First-Year writing courses and identify the foundational principles for teaching and supporting academic writing across disciplines. The expected outcome is the incorporation of these practices into your course.</p> <p>Note: Please bring an assignment from one of your courses that you would like to revise to support and develop student writing.</p>	
	Outside In/Inside Out: Strategies for Integrating Experiences Outside the Classroom in Our Courses² <i>Peter Hainer, Sociology & Criminal Justice</i> <i>Deanna Gordon, Applied Technology</i> <i>Brecken Chinn, Communication</i> <i>Maureen O'Shea, Nursing</i> <i>Terry Hofman, Spiritual Life</i> <i>Karen Lischinsky, Sociology & Criminal Justice</i> <i>Roundtable</i>	Hafer 121
	<p>Participants will develop strategies for integrating experiences outside the classroom (co-curricular, service learning, field trips, guest presenters) into courses as a way to enhance student engagement and learning.</p>	
	New Academic Offerings⁴ <i>Ruth Sherman, Continuing Ed & Graduate Studies</i> <i>Dorria DiManno, Communication</i> <i>Jane Fidler, Admissions</i> <i>Marie Turner, Math & Science</i> <i>Laura Davis, Academic Affairs</i> <i>Panel</i>	Hafer 122
	<p>If you have been thinking about developing a new academic program, major, minor or certificate this session is for you. Our facilitators will provide you with the tools you need to begin turning your idea into a strong proposal. We will walk you through the process and guidelines developed by the Strategic Direction I Work Team: Offer distinctive, relevant, rigorous academic programs of quality. We will discuss the composition of Curry's Advisory Board for the Review of New Program Proposals with the charge of supporting the development of new program proposals. And, you will hear from a faculty member who has recently used this process to develop a new academic program. Bring your new academic offering ideas with you and you will leave this session with the necessary tools to get started.</p>	
12:45 - 2:00 PM	Lunch and Excellence in Teaching Faculty Awards	Student Center Dining Room

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**2:00 -
3:15PM**

Third Concurrent Session

Capstone: Creating a United Senior Experience³

AAPC 112

*Melissa Anyiwo, Politics & History
Roundtable*

Participants (capstone faculty) will consider the capstone as part of a process linked to program outcomes and what the creation of a unified “senior experience” for Curry students would look like. Participants will work together to explore strategies that enhance the senior experience for their students and for their program.

Connecting Program Outcomes with Your Course Goals⁴

AAPC 114

*Holly Gray, Education
Kari Loomis, Math & Science
Workshop*

Participants will learn strategies for aligning their courses with their programs and revising assignments as necessary to achieve program outcomes. Participants are encouraged to bring program goals/outcomes and your own course syllabi for this working session.

Linking with Learning Specialists: Partnering with Majors to Support Academic Success for Students with Learning Differences³

AAPC 124

*Pat Mytkowicz, Program for Advancement of Learning
Kathy Wilmot, Program for Advancement of Learning
Michele Talabach, Program for Advancement of Learning
Nancy Winbury, Program for Advancement of Learning
Tony Fabrizio, Management
Panel*

Participants will learn how PAL professors use content to teach self-regulation and metacognition, two of PAL’s learning outcomes, through collaboration with other departments. Data will be presented to show the benefits and challenges of linked and themed courses. Potential partnerships with other majors will be explored.

Strategic Support: How to Connect Students of Concern with the Support They Need to Succeed²

AAPC 212

*Rachel King, Student Affairs
Carrie Cokely, Academic Affairs
Lynn Zlotkowski, Academic Affairs
Panel*

Many faculty hear from students about serious difficulties outside the classroom that impact students’ academic performance. From family emergencies to mental health problems, illnesses to financial concerns, students encounter struggles throughout college that can derail their progress. Direction II of the Strategic Plan charges the College to integrate our academic and support services in ways that increase wellness, success, and persistence. Faculty will come away with strategies to connect students of concern with those services.

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	Information Literacy and Your Class: Partnering with the Library to Enhance Student Success² <i>Ed Tallent, Library</i> <i>Jane Lawless, Library</i> <i>Coleen Toronto, Nursing</i> <i>Evelyn Ugwu-George, Library</i> <i>Rob MacDougall, Communication Workshop</i>	AAPC G14
	<p>This session will review the philosophy and goals of an Information Literacy program and highlight a few innovative faculty/library partnerships. For the workshop part of the session, participants are asked to bring an assignment or identify a learning outcome in an existing course that can be adapted to meet an information literacy goal.</p>	
	The Role and Value of an Effective External Advisory Board³ <i>Maureen Murphy, Nursing</i> <i>Cathy Santos, Nursing</i> <i>Chris Lawson, Institutional Advancement Workshop</i>	Hafer 121
	<p>Strategic Direction II charges the College to attract, educate, and graduate students prepared to engage in a complex and changing world. Specifically, Initiative D requires the College to offer students the knowledge, skills, and competencies needed to responsibly navigate a world of rapidly changing professional and personal opportunities. An effective Advisory Board, if properly composed and structured, can provide non-binding but informed guidance and serve as a tremendous ally in our quest to best prepare students to meet external workforce demands.</p>	
	Planning Your Professional Life¹ <i>Bill Nancarrow, Academic Affairs Workshop</i>	Hafer 122
	<p>Participants will create an individual Faculty Professional Development Plan, aligning their own teaching, service, and scholarship goals with goals of their program, Strategic Plan initiatives, and other directions of the College.</p>	
3:30 PM	Reception: Wine and Cheese	Hafer Parents' Lounge

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	10:00-11:15	11:30-12:45	2:00-3:15
Development	Defining Global Awareness Inside and Outside of the Classroom <i>Hafer 121</i>	Facilitating Difficult Dialogues in the Classroom <i>AAPC 124</i>	Planning Your Professional Life <i>Hafer 122</i>
Class	Integrating Quantitative Literacy into Your Course <i>AAPC 114</i> What is Blended Learning? <i>AAPC 212</i>	Strategies for Developing Meaningful Writing Activities in Your Course <i>AAPC G14</i> Outside In/Inside Out: Strategies for Integrating Experiences Outside the Classroom in Our Courses <i>Hafer 121</i>	Strategic Support: How to Connect Students of Concern with the Support They Need to Succeed <i>AAPC 212</i> Information Literacy and Your Class: Partnering with the Library to Enhance Student Success <i>AAPC G14</i>
Program	Living Learning Communities: Lessons Learned & Opportunities for Success <i>AAPC 124</i>		Capstone: Creating a United Senior Experience <i>AAPC 112</i> Linking with Learning Specialists: Partnering with Majors to Support Academic Success for Students with Learning Differences <i>AAPC 124</i> The Role and Value of an Effective External Advisory Board <i>Hafer 121</i>
College	Intra-, cross-, multi-, inter-, and trans-disciplinarity? Working Across and Through the Disciplines <i>AAPC 112</i> How Do We Integrate Technology into Our Classes and Curriculum (Technology Literacy)? <i>AAPC G14</i>	Creating a Cohesive First-Year Experience <i>AAPC 112</i> Strengthening Faculty Governance: Who Gets to Decide? <i>AAPC 114</i>	Connecting Program Outcomes with Your Course Goals <i>AAPC 114</i>

The 2014 Faculty Retreat required many hours of planning and preparation carried out by our fantastic Retreat Committee. As you see them throughout the day today, please join me in thanking them for their work.

Melissa Anyiwo, *Politics & History*
Anne Benoit, *Academic Enrichment Center*
Deanna Gordon, *Applied Technology*
Lindsay Illich, *English*
Mary Ryan, *Library*
Ed Tallent, *Library*
Amanda Crabb, *Faculty Center*

Bill Nancarrow
Interim Dean of Faculty

A handwritten signature in dark ink, appearing to read 'Bill Nancarrow', with a long horizontal flourish extending to the right.

