CURRY COLLEGE

2018 Faculty Retreat
Putting Students First:
Climate, Classroom, Curriculum

May 22, 2018

INCORPORATING DESIRABLE DIFFICULTIES INTO THE CURRICULUM ENHANCES STUDENT LEARNING

Generating learning activities designed to limit student errors may make students happy and convey a satisfying "sense of knowing," yet these types of activities may not contribute to ideal learning. Although learning activities designed to challenge learners (what Robert Bjork, 1994, labeled "desirable difficulties") are likely to increase the frequency of student errors, research informs us that these kinds of activities lead to deeper learning as well as the retention and transfer of what is learned. We will describe an approach that faculty can use to develop and address learning issues in their courses and to assess the impact on student learning of the instructional interventions they use. We will illustrate this approach by describing four projects in which we assisted UNH faculty to implement research-supported cognitive principles in their courses — retrieval practice, spacing of study, interleaving of study, asking guiding questions. In two follow-up workshop sessions, we will work with faculty who would like to design a project that they try out in a course they teach.
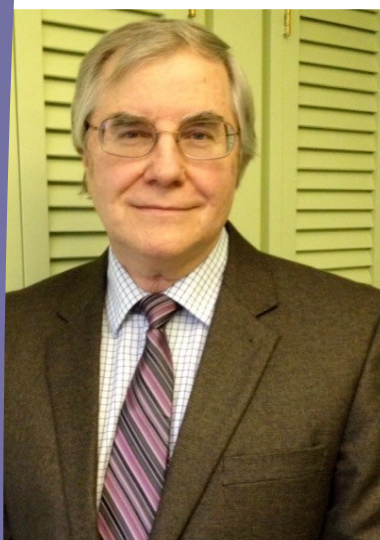
Victor Benassi earned his Ph.D., City College of New York. He is a Professor of Psychology and Faculty Director of the Center for Excellence and Innovation in Teaching and Learning at the University of New Hampshire. Previously, he served as chair of the Department of Psychology and as vice provost of undergraduate education. He is principal investigator of three Davis Educational Foundation grants on applying the science of learning principles in academic courses and curricula. With Catherine Overson and Christopher Hakala, he is co-editor of *Applying the Science of Learning in Education: Infusing Psychological Science into the Curriculum* (2014). He is an American Psychological Association fellow and served in 2013 as the Division 2 President. In 2003, he received the American Psychological Foundation's Charles L. Brewer Distinguished Teaching of Psychology award. His current research focuses on the application of the science of learning principles to teaching and learning in college and university courses.

Catherine Overson earned her Ph.D. in Psychology from the University of New Hampshire (UNH), with a specialty in social psychology and the science of learning. She is the Associate Director of UNH's Center for Excellence in Teaching and Learning, Director of Teaching and Learning with Multimedia, Affiliate Associate Professor of College Teaching. Her research focuses on the application of science of learning principles to teaching and learning in college and university courses. Catherine assists faculty and teaching graduate students in designing their courses in a manner that incorporates the science of learning principles. She also conducts faculty development presentations and workshops on applying the science of learning at UNH and other universities and colleges. Catherine is a member of Division 2 (Society for the Teaching of Psychology; STP) of the American Psychological Association (APA). She has presented her teaching and learning research at national and international conferences. She is co-editor (with Victor Benassi and Christopher Hakala) of *Applying the Science of Learning in Education: Infusing Psychological Science into the Curriculum* (2014, STP). At the graduate level, she administers UNH's Academic Program in College Teaching and develops and teaches courses in the program.

Putting Students First:
Climate, Classroom Curriculum

SCHEDULE

8:00 a.m.
Continental Breakfast
Faculty Headshots for New Website
Registration

9:00 a.m.
Speaking Program - Keith Auditorium

Welcome
Ed Tallent, Dean of Faculty

Perspective and Highlights - The 2018 - 2022 Strategic Plan:
Vision in Action: A Focus on Student and Institutional Success
David Szczerbacki, Ph.D.
Provost

Plenary Speaking Introductions
Jen McNally, Faculty Innovation Coordinator/Science & Math

Incorporating Desirable Difficulties into the Curriculum Enhances Student Learning
Plenary Speakers:
Victor Benassi, University of New Hampshire
Catherine Overson, University of New Hampshire

10:45 a.m.
Concurrent Sessions A

11:45 a.m.
Concurrent Sessions B

12:45 p.m.
Lunch - Student Center
Remarks by President Quigley
Gen Ed e-Portfolio Award Presentation
Excellence in Teaching Award Presentations
Advisor of the Year Award Presentation
Presentation of the Faculty Excellence in Achievement Award

The purpose of the Faculty Excellence in Achievement Award is to celebrate the sustained contributions of one member of the Curry faculty who has enhanced the lives of our students, both in and outside the classroom, and who thus has had a major impact on this entire community.

2:15 p.m.
Concurrent Sessions C

3:15 p.m.
Wine & Cheese Reception - Alumni House

Schedule Overview

Curry College – Strategic Plan 2018–2022

Vision in Action: A Focus on Student and Institutional Success

DIRECTION 1:
OFFER DISTINCTIVE, RELEVANT, RIGOROUS ACADEMIC PROGRAMS OF QUALITY

Initiative A: Develop a balanced academic portfolio.

Initiative B: Increase and enhance business, civic, and alumni partnerships with academic programs.

Initiative C: Strengthen technology and curricular support for traditional, hybrid, online, and clinical instruction as well as for online testing and assessment.

Initiative D: Re-establish PAL as the leading program for students with learning differences.

DIRECTION 2:
ATTRACT, EDUCATE, AND GRADUATE STUDENTS PREPARED TO ENGAGE IN A COMPLEX AND CHANGING WORLD

Initiative A: Create, implement, and assess a comprehensive, integrated enrollment plan.

Initiative B: Communicate the value of a Curry degree.

DIRECTION 3:
FOSTER AN INCLUSIVE CAMPUS COMMUNITY THAT ATTRACTS, RESPECTS, SUPPORTS, AND CELEBRATES DIVERSITY IN MULTIPLE FORMS

Initiative A: Promote educational experiences focused on fostering a safe and inclusive learning community and graduating active citizens committed to equity, inclusion, civility, fairness, and respect.

Initiative B: Continue the commitment to embed the values of equity, respect, and equality throughout the community.

Initiative C: Increase diversity within the community.

DIRECTION 4:
STRENGTHEN A CULTURE OF ORGANIZATIONAL SUSTAINABILITY, INTEGRITY, AND ACCOUNTABILITY

Initiative A: Implement multi-year financial planning and develop a comprehensive and integrated model that incorporates macroeconomic factors, institutional priorities, and primary economic drivers.

Initiative B: Create and execute a campus development plan to ensure campus facilities align with and support the College's Mission and Strategic Plan.

Initiative C: Increase philanthropic support through annual, capital, and deferred gifts that support the College's strategic objectives.

Initiative D: Execute a Strategic Technology Plan with clear direction, priorities, and measurable goals aligned with the Strategic Plan

Initiative E: Align organizational structure and human resources with strategic priorities in a rapidly changing environment.

Curry College – 2018 Faculty Retreat

Menu

CONTINENTAL BREAKFAST
(8:00 a.m. - 9:00 a.m.)
AAPC Hallway

Seasonal Sliced Fresh Fruit Tray

Breakfast Baked Goods

Chilled Carafes of Orange Juice, Apple Juice, and Cranberry Juice

Freshly Brewed Green Mountain Coffee and Decaffeinated Coffee

Bigelow and Celestial Seasonings Herbal and Non-Herbal Teas including
Decaffeinated Tea

LUNCH
(12:45 p.m. - 2:00 p.m.)
Student Center

Lavender Honey Glazed Salmon, Beet and Apple Salad **(GF)**

Applewood Bacon Burger, Charred Onions, Avocado

Grilled Guava Chicken Breast, Mango and Cilantro Salsa **(GF, V)**

Heirloom Tomatoes, Baby Greens, Blood Orange Vinaigrette **(GF, V)**

Assorted Smoothie Bar **(GF)**

House Cut Garlic Parmesan Fries

Roasted Vegetable Quinoa, Pomegranate Molasses **(GF, V)**

Grilled Vegetable Platters **(GF, V)**

Variety of Tuscan Flatbread Pizzas

Turkey Club Station

Desserts:

  Peach Crisp with Fresh Blackberries **(V)**

  Assorted Cheesecake

  Chocolate Decadent Cake **(GF)**

  Keylime Pie

Dietary upon request

Table Reserved for Tech Talk during lunch:

Join Deborah Gelch, CIO, Christopher Butler, New Director of Enterprise Infrastructure
Services and Zev Markenson, New Director of Client Support Services for some Tech Talk
about classroom technology, classroom support, desktop technology, academic software, etc.

AFTERNOON RECEPTION
(3:15 p.m. - 4:15 p.m.)
Alumni House

Beer, Wine & Soda Bar

Cheese and Crackers

Assorted Mini Petit Fours and Pastries

Assorted Cookies

Menu

Concurrent Sessions — A
(10:45 a.m.—11:30 a.m.)

Track	Session A	Location
CLIMATE	**Are you Woke Yet? Engaging Today's Students in Controversial Conversations** U. Melissa Anyiwo, Anne Benoit, Kathy Morrison	AAPC 114
CLIMATE	**Creating a Safe Classroom & Learning Environment** Monique Austin	AAPC 112
CLASSROOM	**Using Retrieval Practice and Spacing of Study to Improve Student Learning Outcomes** Catherine Overson University of New Hampshire	Parents' Lounge Hafer
CLASSROOM	**In Their Own Words** Julian Bryson	Hafer 121
CLASSROOM	**Actively Engaging Students Using Video & Virtual Technology as a Teaching Strategy to Support Student Learning Outcomes** Julianne Walsh, Christine Sacco	AAPC 124
CURRICULUM	**Developing a Balanced Actively Managed Academic Portfolio** David Szczerbacki	AAPC G14
CURRICULUM	**Dreams of Learning: Ineffable Learning Outcomes** Raymond Shaw Merrimack College	AAPC 212

CLIMATE
Are you Woke Yet? Engaging Today's Students in Controversial Conversations
U. Melissa Anyiwo, Anne Benoit, Kathy Morrison - AAPC 114

In today's contentious environment, engaging students in topics that challenge their learned perspectives has become increasingly difficult and in many cases troubling. This session allows faculty to share their teaching concerns through explicit examples, and hear about and brainstorm solutions.

Creating a Safe Classroom & Learning Environment
Monique Austin - AAPC 112

The purpose of this session is to discuss ways to foster a culture of inclusivity and civility in the classroom. We will focus on how to foster open discussion and debate while creating an environment where diversity is respected and where all students feel comfortable and supported. Participants will learn about best practices to implement in the classroom.

CLASSROOM
Using Retrieval Practice and Spacing of Study to Improve Student Learning Outcomes
Catherine Overson, University of New Hampshire - Parent's' Lounge Hafer

In the workshop, participants will learn more about these two cognitively-based principles and will consider how they can design and implement a project in which they examine the impact of *retrieval practice* and *spacing of study* on student learning.

Concurrent Sessions — A
(10:45 a.m.—11:30 a.m.)

CLASSROOM
In Their Own Words
Julian Bryson - Hafer 121

In my course, American Music, I recently switched from a survey/overview model to one focused on primary sources, listening, and conversation. Instead of reading about Milton Babbitt, William Grant Still, Louis Moreau Gottschalk, and Amy Beach, we read their letters, essays, and reflections. Additionally, listening assignments took the form of video quizzes experienced before each class discussion. As a result, my students were far more engaged in the material, and conversations developed and deepened organically.

Actively Engaging Students Using Video and Virtual Technology as a Teaching Strategy to Support Student Learning Outcomes
Julianne Walsh, Christine Sacco - AAPC 124

This session is designed to actively engage the audience with an in-depth discussion related to the process of virtual technology associated with the benefits of this teaching strategy. This review will introduce the concepts behind Blackboard Collaborate and provide faculty with useful demonstrations regarding the benefits of utilizing this technology system. Some benefits will include how to make up a cancelled class, hold virtual office hours, or teach a hybrid or fully online course. Participants in this session will have an opportunity to watch a live demonstration of a faculty member simulating an interaction with a student using Blackboard Collaborate Ultra, followed by discussion of the challenges and best practices of using technology to teach and support today's generation of students. After attending this discussion, our hope is that you will be inspired to pursue individualized training on utilizing this effective teaching tool.

CURRICULUM
Developing a Balanced Actively Managed Academic Portfolio
David Szczerbacki—AAPC G14

Undertaking 1: Continue program development with a focus on achieving a fiscally balanced and actively managed portfolio of programs that respond to market opportunity as evidenced by student and family demand.
Undertaking 2: Leverage program reviews, curriculum assessments, and contribution analyses to inform sustainability of existing academic programs and strategic importance of new programs through a targeted allocation of resources.

Dreams of Learning: Ineffable Learning Outcomes
Raymond Shaw, Merrimack College—AAPC 212

Participants in this workshop will examine, develop, and discuss three less common types of learning outcomes: Affective, Intangible, and Dreams of Learning. Accreditors focus on "measurable" learning outcomes which usually translate to skills and knowledge. But education, we hope, also changes the student in ways that are more difficult to measure.

Concurrent Sessions — B
(11:45 a.m.—12:30 p.m.)

Track	Session B	Location
CLIMATE	**Utilizing Restorative Justice Practices to Address Bias Incidents on Campus** Jen Balboni, Lisa MacDonald, Rachel King	AAPC G14
CLASSROOM	**3 Digital Enhancements to Make Instruction More Accessible** Laura Vanderberg, Eileen Ball, Megan O'Brien	Hafer 121
CLASSROOM	**Using Interleaving of Study and Guiding Questions to Improve Student Learning Outcomes** Victor Benassi, University of New Hampshire	Parents' Lounge Hafer
CLASSROOM	**Beyond Show and Tell: Facilitating Class Discussion in Quantitative Reasoning Courses** Laura Callis	Hafer 122
CURRICULUM	**JYI: Lessons Learned, Plans Made** Alan Revering	AAPC 114
CURRICULUM	**Honorable Outcomes: Developing Leaders through Service and Engagement in the Classroom and Beyond** Jayson Baker, Sarah Augusto, Stephanie Walker, Padrick Ritch	AAPC 124
CURRICULUM	**Your Gen Ed Advising Toolkit** Sarah Shane, Julia Sloan	AAPC 212

CLIMATE
Utilizing Restorative Justice Practices to Address Bias Incidents on Campus
Jen Balboni, Lisa MacDonald, Rachel King - AAPC G14

Acts of bias not only harm the individuals directly involved, but also the greater community. This year, in response to a bias incident on campus, a restorative justice process was facilitated to bring together the responsible and harmed parties and affected members of our campus community. This session will discuss the role of restorative justice and its alignment with our Student Conduct process, its potential and limitations, and how and when it can be used successfully to benefit the community, give voice to harmed parties, and create opportunities for repair.

CLASSROOM
3 Digital Enhancements to Make Instruction More Accessible (limited to 15 participants)
Laura Vanderberg, Eileen Ball, Megan O'Brien - Hafer 121

Universal Design for Learning anticipates variability in learning and calls for multiple modes of presenting information to students, multiple ways for students to demonstrate their knowledge and understanding, and variety in how we engage students with their learning process. This interactive workshop will build on UDL principles by demonstrating 3 new digital interfaces that faculty can incorporate into their instruction in order to make the classroom climate more inclusive and the curriculum more accessible for neurodiverse learners. We will work with faculty to: Create and utilize synchronous and asynchronous comment boards like Trello and Padlet; Utilize and highlight Read and Write (text to speech and speech to text capacities) across multiple platforms; Guide, create, and promote collaborative course notebooks for note taking, both synchronous and asynchronous. We will provide a loaded PAL iPad for use during the session. Throughout the workshop, we will articulate precisely how certain applications and settings support neurodiversity. You will be learning UDL principles and research findings through the practice of enhancing your own instruction.

Concurrent Sessions — B
(11:45 a.m.—12:30 p.m.)

CLASSROOM
Using Interleaving of Study and Guiding Questions to Improve Student Learning Outcomes
Victor Benassi, University of New Hampshire—Parents' Lounge Hafer

In the workshop, participants will learn more about these two cognitively-based principles and will consider how they can design and implement a project in which they examine the impact of *interleaving of study* and *guiding questions* on student learning.

Beyond Show and Tell: Facilitating Class Discussion in Quantitative Reasoning Courses
Laura Callis - Hafer 122

This session will introduce strategies for facilitating whole class discussion that extends beyond "show-and-tell," i.e., students presenting their own thinking. Using the context of mathematics and quantitative reasoning courses, this workshop will introduce techniques for orienting students toward the thinking of their peers and using faulty or incomplete reasoning as worthwhile objects of discussion. We will look at videos of other instructors engaging in these practices to develop a vision of discussion that engages all students.

CURRICULUM
JYI: Lessons Learned, Plans Made
Alan Revering - AAPC 114

The session will begin with a presentation of assessment results from three sections of JYI in 2017-18 (two traditional, one CE, all transfer students). Participants will then be invited to use these results to discuss action plans in three areas: (1) What do these initial results tell us about patterns of student learning in the Gen Ed program? (2) What additional or different data might be collected in JYI, to support assessment of Gen Ed? (3) What kind of pedagogy can best support interdisciplinary, inquiry-based learning?

Honorable Outcomes: Developing Leaders through Service and Engagement in the Classroom and Beyond
Jayson Baker, Sarah Augusto, Stephanie Walker, Padrick Ritch - AAPC 124

Participants in this workshop will be introduced to the newly designed Honors Program. We will discuss how the structure, learning outcomes, and curriculum of the Honors Program encourage students to be engaged, active learners through service and leadership on campus and in the broader community. We will also discuss how you can participate in our mission to "develop leaders in the profession and in the community." Bring your course syllabi and chat with members of the Honors Advisory Board about how to "honorize" your class!

Your Gen Ed Advising Toolkit
Sarah Shane, Julia Sloan - AAPC 212

Do you know how to advise a Category 3 transfer student? Do you know how the BS track differs from the BA track? Do you know which Breadth courses students can double count? Do you know how your advisees can satisfy the Wellness requirement (hint-it's not the same as in CLAC)? Do you know how to advise your students so that they complete the 3 enhancements without taking extra courses? If the answer to any of these questions is no, this session is for you! This is an introductory/intermediate workshop for faculty who do not feel that they have mastered the intricacies of Gen Ed advising yet. We will start with the basics and work toward the complex, taking general and specific questions from participants throughout. You will leave this session with answers to questions you had not thought to ask.

Concurrent Sessions — C
(2:15 p.m. - 3:00 p.m.)

Track	Session C	Location
CLIMATE	How Protected is Academic Freedom – Where are the Lines? Rachel King	Hafer 121
CLIMATE	Tools to Facilitate Student Success: Using the Student Advising Profile, College Student Inventory, and Student Retention Predictor to Influence and Improve Student/ Faculty Interactions Carrie Cokely	AAPC 114
CLASSROOM	Small Teaching at Curry - What's Already Happening and How You Can Get Involved Jen McNally, Maureen Murphy	AAPC G14
CLASSROOM	Making the Leap from Hybrid to Online Teaching: Best Practices for Student Success Debra Petrizzo, Christine Sacco	AAPC 124
CURRICULUM	Recent and Ongoing Changes to Curry's Writing Program: What It Means for Your Courses, Your Programs, and Our Campus Lindsay Illich, Patricia Stevens	Hafer 122
CURRICULUM	Recharging Your Assessment Program: Re-Visiting the Basics of Learner Centered Assessment Jennifer Dunne, Garrett Eastman, Maryellen Kiley, Bill Nancarrow, Alan Revering, Ed Tallent, Stephanie Walker	Parents' Lounge Hafer
CURRICULUM	Your Gen Ed Advising Toolkit Sarah Shane, Julia Sloan	AAPC 212

CLIMATE
How Protected is Academic Freedom – Where are the Lines?
Rachel King - Hafer 121

Where is the line between academic freedom and hostile environment? Is there still space in academia to be provocative? The era of #MeToo and the flood of institutions under investigation for reported violations of Title IX have left some afraid of saying or doing the wrong thing. Through dialogue and scenarios, this interactive session offers an opportunity to discuss how to navigate the academic environment in ways that strengthen our campus community. Strategies for supporting transgender students will also be discussed.

Tools to Facilitate Student Success: Using the Student Advising Profile, College Student Inventory, and Student Retention Predictor to Influence and Improve Student/Faculty Interactions
Carrie Cokely - AAPC 114

As we focus on student retention and success, the College has invested in tools to both get more information from students about their experience and to provide that information to faculty to use as they interact with students in their classes and advising appointments. This session will highlight information from: the College Student Inventory (incoming student perceptions of academics and where they will need support to be successful along with how receptive they are to that support); the Student Retention Predictor (provides a retention likelihood score and interventions for each student) and the Student Advising Profile (student information and notes system through the CWIS system) In examining each, we will look at the ways in which faculty can effectively use the information provided by each tool to improve interventions and interactions with students.

Concurrent Sessions — C
(2:15 p.m. - 3:00 p.m.)

CLASSROOM
Small Teaching at Curry - What's Already Happening and How You Can Get Involved
Jen McNally, Maureen Murphy - AAPC G14

James Lang, Director of the Center for Teaching Excellence at Assumption College, recently published *Small Teaching: Everyday Lessons from the Science of Learning*, a primer on implementing small changes in the higher education classroom that result in positive impacts on student learning. Join Maureen Murphy and Jen McNally as we share out early-stage results from *Innovations that Endure*, our attempt to document the small-scale, student-centered teaching innovations that are happening across our campus. In this session, we will explore several categories of innovations: Brief Learning Activities, One-Time Interventions, and Modifications to Course Design, sharing what we know is already happening on campus, brainstorming ways to make it happen more broadly, and developing a structure for maintaining the "Core of Knowledge about Small Teaching at Curry."

Making the Leap from Hybrid to Online Teaching: Best Practices for Student Success
Debra Petrizzo, Christine Sacco - AAPC 124

In this session, we will discuss the major differences between hybrid and fully online teaching. Participants will be asked to share their knowledge and experience with online curricula. We will showcase one course in all three modalities: face-to-face, hybrid, and fully online. Discussion will focus on design principles that will ensure community engagement between faculty/student and student/student, and how to create an environment that keeps the student focus on the content.

CURRICULUM
Recent and Ongoing Changes to Curry's Writing Program: What It Means for Your Courses, Your Programs, and Our Campus
Lindsay Illich, Patricia Stevens - Hafer 122

In this session, we will use the findings from The Meaningful Writing Project to help us think about ways to engage students more deeply through our course writing assignments and research projects. This is an interactive session that will include a brief overview of the study findings, discussion, and an opportunity to incorporate principles from the findings into a new or existing assignment. Please bring with you an assignment you would like to workshop or ideas for a new assignment.

Recharging Your Assessment Program: Re-Visiting the Basics of Learner Centered Assessment
Jennifer Dunne, Garrett Eastman, Maryellen Kiley, Bill Nancarrow, Alan Revering, Ed Tallent, Stephanie Walker - Parents' Lounge Hafer

Join Learning Outcomes Assessment Committee (LOAC) for an interactive session on three essential steps in the assessment process: Writing good outcomes; Mapping those outcomes to the curriculum • Working with the data: the patterns for student learning, and closing the loop. We will offer brief introductions to these steps and then you will have an opportunity to work with LOAC on your area of interest. So, come with questions and, if you want, your current outcomes and course map, or assessment results.

Your Gen Ed Advising Toolkit
Sarah Shane, Julia Sloan - AAPC 212

Do you know how to advise a Category 3 transfer student? Do you know how the BS track differs from the BA track? Do you know which Breadth courses students can double count? Do you know how your advisees can satisfy the Wellness requirement (hint-it's not the same as in CLAC)? Do you know how to advise your students so that they complete the 3 enhancements without taking extra courses? If the answer to any of these questions is no, this session is for you! This is an introductory/intermediate workshop for faculty who do not feel that they have mastered the intricacies of Gen Ed advising yet. We will start with the basics and work toward the complex, taking general and specific questions from participants throughout. You will leave this session with answers to questions you had not thought to ask.

2018 Faulty Retreat Committee Members

Christine Bennett-Richard
Jan Kenney
Jen McNally
Emily Nowicki
Sue Pennini
Ed Tallent

Mission Statement

The Curry College mission is to educate and graduate students prepared to engage in successful careers and active citizenship with a global perspective. We are an inclusive community of diverse learners and educators, committed to continuing our legacy of developing effective communicators with reflective and critical thinking skills. We mentor and empower our students, building meaningful relationships that inspire them to achieve their ambitions.

Curry College provides rigorous and relevant academic programs to undergraduate and graduate students, and our rich blend of liberal arts and career-directed programs is enhanced by practical field experiences and co-curricular activities. Learning at Curry extends beyond the classroom and is embedded in all that we do.

Curry College

1071 Blue Hill Avenue

Milton, Massachusetts