

Rider University Faculty Development Day: Thursday, May 15, 2008
Institutional Excellence through Diversity and Internationalization

Continental Breakfast 8:30 – 9:00 a.m., Cavalla Room

Morning Plenary: Lynn Anderson

Internationalizing Undergraduate Education: An Institutional Imperative

Cavalla Room 9:00 a.m. – 10:15 a.m.

Being well educated in the 21st century means being internationally educated. It is imperative that we provide all of our students with the knowledge, skills, and sensitivities they need to work and live in our global community. Each one of them must be able to bring critical and informed insight into the issues and problems they will face as employees, family members, and citizens. They must have the skill set to work effectively in multinational and multicultural work settings. In January, NAFSA, the Association of International Educators, released “Strengthening Study Abroad: Recommendations for Effective Institutional Management for Presidents, Senior Administrators, and Study Abroad Professionals.” Recent articles in the Chronicle of Higher Education and Inside Higher Education, underscore the importance of this report and its implications for US higher education as well as the imperative to internationally educate our students. This is an agenda of national and international importance, but it's also an agenda of human importance.

Join us for a discussion about why internationalization is important, how it transforms an institution, the faculty, and the students, and what the key elements are that make it happen.

Concurrent Sessions A – F, 10:30 a.m. – 12:20 p.m. (Room Locations TBA)

SESSION A HAS BEEN CANCELED

A) **Title:** Why Faculty Diversity Promotes Institutional Excellence and Faculty Vitality

Presenter: James Anderson, Chancellor-elect of Fayetteville State University

Description: Thoughtful and visionary academic leaders have embraced the charge to build and support the platforms and pathways that embed diversity and globalism within the more fundamental commitments to academic excellence. Perhaps the most important outcome involves the emergence of an intellectual community of scholars and practitioners that have not only mastered their disciplinary content but who also enhance its meaning, moral significance, and social impact. The presence of a diverse faculty facilitates the development of this type of faculty community and ultimately produces the type of graduate who will lead and compete in the 21st century. Our ability to recruit and retain the best faculty and students will correlate with how diversified they view our existing faculty.

B) **Title:** *Sustainability Is an International Issue: Integrating Understanding of Global Change into the Curriculum*

Lead Facilitator: Laura Hyatt

Panelists: Peter Hester, Assistant Professor, Teacher Education; Barry Janes, Professor of Communication; Diana Kayes, Liberal Studies Major; Robert Lackie, Associate Professor-Librarian; Austin Winther, Assistant Professor, Teacher Education

Description: It is becoming increasingly apparent that the way our society is consuming the earth's natural resources is not sustainable. This global ecological crisis has scientific, social,

political, and economic repercussions. It is our responsibility as an institution of higher education to educate our students about the many dimensions of the environmental changes at hand and students' role in the global carbon economy. In this 90-minute workshop, we will give some basic background about global change, discuss ongoing institutional changes in response to the climate challenge, present some models for integrating sustainability into the curriculum, and provide participants with an opportunity to plan and contemplate ways to make their courses greener.

C) **Title:** *Integrating Rosetta Stone Language Learning into Your Course Offerings*

Presenter: Jennifer R. Frazier, Training Manager, Rosetta Stone Ltd.

Description: Now that Rider University has provided Rosetta Stone as a language-learning tool for all students and faculty, it's time to investigate the benefits it can bring to your course. Experience the power of learning a language in an easy, intuitive way and explore the ways you can use language to deepen students' understanding of your course. Live demonstration and discussion will help you understand how and why to use Rosetta Stone with your students, faculty, and staff.

D) **Title:** *Promoting Independence and Self-Advocacy When Supporting Students with Disabilities*

Presenters: Shirley Mersky, Learning Specialist; Barbara Blandford, Director, Services for Students with Disabilities, Education Enhancement Program

Description: Ever wondered if you are doing too much or too little for a student with a disability? Ever been approached by students claiming disabilities but who haven't presented Rider accommodation forms? Ever received a phone call or an email from a parent? Students and their families are bringing to college concepts about disabilities and level of services more appropriate to high school than college. Students are voicing demands directly to professors who are contacting the Services for Students with Disabilities office with questions. This presentation will help you handle these situations and appropriately accommodate and support students with disabilities in your class by using real situations to explain procedures appropriate to the college setting and to guide you in your interactions with students.

E) **Title:** *Educational Benefits Derived from a Diverse Student Body*

Presenters: Bosah Ebo, Professor of Communication; Larry Johnson, Associate Dean of Students, Westminster College of the Arts; Jonathan Millen, Department Chair, Professor of Communication

Description: In the 2003 United States Supreme Court decision, Grutter v. Bollinger, the Court ruled that race may be used in the admissions decisions of the University of Michigan Law School because the school's admissions policy furthered the compelling interest of creating educational benefits derived from a diverse student body. This presentation will first identify the educational benefits contemplated by the Court in its decision. This will be followed by a discussion, facilitated by faculty panelists, about how diversity has been utilized to benefit their classes.

F) **Title:** *Student Learning Outcomes Assessment: What Are We Learning?*

Facilitator: Kathy Browne, Assistant Provost & Academic Director, Rider Teaching & Learning Center

Description: Nearly all undergraduate and graduate academic programs are now participating in assessing student learning. Each program has given considerable thought to the learning goals they want to investigate and the methods they are using to do so. And nearly all have some results to consider. Participants in this session will have an opportunity to share results with each other informally and discover commonalities and uniquenesses that may inform each other's work. Come ready to briefly summarize your results and we'll provide the structure to do so. If you don't have results yet, think about results you can anticipate and/or come to learn from your colleagues.

Lunch 12:30 – 1:20 p.m., Cavalla Room
SMART Board Demonstration: John LeMasney <i>Introductory Overview of SMART Board Technology</i> (1:30 – 2:30 p.m.) Are digital technologies actually helping you teach and interact with your students the way you want to? Wouldn't it be nice if the blackboard recorded what you wrote on it? SMART Boards employ touch-screen technology to add a new layer of interactivity to technology-enhanced classrooms, providing a way to record and distribute your traditional whiteboard marks so that those inside and outside of your classroom can benefit from them later. SMART Boards and Sympodiums (closely related tools from SMART Technologies) free users from the constrictions of keyboards, mice, and other pointing devices, because they allow you to compute with a pen. One result is that students and teachers can engage in the traditional writing, drawing, annotating, and diagramming practices they are accustomed to employing on paper, blackboards, or whiteboards. However, SMART tools can then capture that content so it can be archived and transmitted just like any other digital file. These technologies are already enjoying wide acceptance in both K-12 educational settings and corporate environments. Like any other tool, SMART Boards and Sympodiums take some getting used to, but, because the user experience is so similar to traditional writing and drawing, many feel that these technologies represent a revolutionary step in computer-mediated communication, making it almost as im-mediate as writing and drawing by hand.
Concurrent Sessions G – L, 2:45 p.m. – 4:35 p.m. (Room Locations TBA)

G) Title: *Creating a Campus Climate in Support of Faculty Diversity*

Moderator: Cindy Lucia, Assistant Professor of English; Rebecca Basham, Assistant Professor of English

Panelists: Rebecca Basham, Assistant Professor of English; Vanita Neelakanta, Assistant Professor of English; Bosah Ebo, Professor of Communication; Gerald Klein, Associate Professor of Management and Human Resources; Yun Xia, Assistant Professor of Journalism; and Alison Thomas-Cottingham, Associate Professor of Psychology.

Description: At a time when universities compete for too few minority faculty candidates, it is a commonly held view that candidates will take jobs at schools that offer the highest salary and best benefits. While these may be factors, research has shown that candidates are primarily drawn to schools with comfortable, supportive, and welcoming campus climates. What initiatives

can Rider take—within departments, colleges, and as a broader campus community—to create a more welcoming and supportive environment for underrepresented faculty? A diverse panel of Rider faculty will address this question, followed by further discussion and brainstorming among faculty and administrators who attend.

H) **Title:** *Internationalizing Undergraduate Education through Study Abroad*

Presenter: Lynn Anderson, Dean of International Education and Director of the International Center at University of California, San Diego

Description: Study abroad is increasingly viewed as an indispensable part of an undergraduate education to prepare our students to be global citizens of the 21st century. Integrating study abroad into the major and minor is the key methodology to increase the numbers of students from all majors going abroad and thus educating our students for global literacy. This workshop will address the following questions: How do departments set learning outcomes and find high-quality curricular matches for their students abroad? When is the best time for students to go abroad? Can good academic planning ensure that studying abroad doesn't delay graduation? How is the study abroad message communicated through departmental and college presentations, materials, and websites? What is the role of upper-level administrators and why do they care?

I) **Title:** *Rosetta Stone Training*

Presenter: Jennifer R. Frazier, Training Manager, Rosetta Stone Ltd.

Description: Experience the power of language learning! Learn how to use Rosetta Stone to learn a new language or brush up on one you knew in the past. Session will demonstrate how to use Rosetta Stone as well as how to manage student use. This session will include time for hands on use of Rosetta Stone.

J) **Title:** *Visual Strategies and the Hidden Intelligence of “Marginal” Students*

Presenter: Don Ambrose, Professor, Graduate Education

Respondent: Tim McGee, Associate Director for Faculty Development

Description: Some learners identified as “marginal students” may possess a hidden intelligence in the form strong visual-spatial thought capacities. This session will present information about the visual thinker and provide a variety of teaching strategies for use in college classrooms that capitalize on visual thinking strengths. The hands-on portion will engage participants in strategies ranging from simple nonlinguistic representations (e.g., venn diagrams and mind maps) to complex visual metaphors.

SESSION K HAS BEEN CANCELED

K) **Title:** *Creating Learning Environments That Welcome Diverse Student Perspectives*

Facilitator: Jan Friedman-Krupnick, Assistant Vice-president for Student Affairs

Respondent: James Anderson

Description: Using cases generated from the experiences of Rider students, we will discuss how best to create a classroom environment that welcomes varying perspectives when addressing controversial topics. James Anderson will facilitate our discussion of strategies to encourage, challenge, and support the diverse voices in our community.

L) **Title:** *Student Generated Content: Engaging Diverse Learners through Web 2.0 Technology*

Presenters: Suzanne Carbonaro, Adjunct Assistant Professor, Communication and Journalism;
John LeMasney, Manager, Instructional Technology

Description: Podcasting, vodcasting and blogging are being used for performance enhancements, facilitation of constructive criticism, and discussion of topics in speech communication and voice and articulation classes. These technologies facilitate collaboration in the classroom while giving visual and aural learners the chance to help each other progress. The Manager of Instructional Technology will explain specific Web 2.0 technologies currently available at Rider and the faculty member will present selected students' Wordpress pages that house portfolio materials such as resumes, research papers, and podcasts introducing themselves to the prospective employer.

<p>Wine & Cheese Reception: Honoring Joe Nadeau's Contributions to Rider 4:45 – 5:45 p.m. Yvonne Theater Lobby</p>
