The Center Exchange

December 2009
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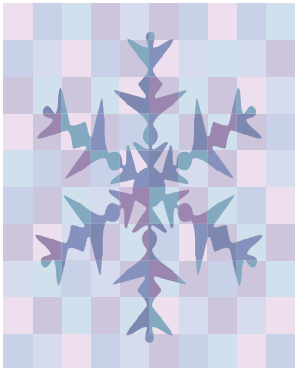
Contact Information

Susan Eliason
Christine Holmes
Carolyn Dumore
Anna Maria College
50 Sunset Lane
Box 10
Paxton, MA 01612
508-849-3289
cte@annamaria.edu
www.annamaria.edu/cte



Greetings

Welcome to the December 2009 edition of *The Center Exchange.* We believe an important focus of the Center should be to develop faculty confidence, voice, and integrity. We do this with the tools of communication and collaboration (our themes for the year). Action research and the peer consulting/mentoring programs are ways to boost your voice, confidence, and integrity. We hope you engage in these activities during the Spring semester. Other options offered by the Center for professional development in Spring 2010 focus on skills and methods for integrating CORE concepts into your courses. These include quantitative reasoning, an understanding of historical and social phenomena (interfaith dialogue), promoting leadership, universal design, and using jokes as a teaching tool. In addition, we have collaborated with Student Affairs to provide training on the Noel-Levitz tool. To learn more about your colleagues—and as a source of inspiration—faculty members will share their scholarship and service activities with us.

How will you communicate your confidence and integrity to students in your Spring 2010 syllabi? As you prepare, reflect on the following questions:

- How will students experience learning?
- What will students say about your course out of earshot?
- How will you model learning behaviors to students?

If you would like to discuss how to integrate something new into your Spring 2010 course, we are available during office hours on Tuesdays and Wednesdays from 12:00 to 3:00 or by email (cte@annamaria.edu).

Wishing you a wonderful holiday season,
Sue, Chris, and Carolyn

Reflective Practice

Chris and Sue attended the New England Faculty Development Conference on November 13, 2009. The keynote speaker was Dr. Stephen Brookfield from the University of St. Thomas. He shared many ideas regarding reflective practice for college faculty. Dr. Brookfield's website (www.stephenbrookfield.com) includes several resources for further investigation. He believes the most important pedagogic knowledge is how students experience learning. Please consider the Class Participation Grading Rubric and the Critical Incident Questionnaire resources from the website as you prepare your Spring 2010 courses. The grading rubric includes specific behavioral examples of participation in discussion. From the homepage, the Class Participation Grading Rubric is found under the Workshop Materials link. Other interesting resources on the Workshop Materials page include:

- Chapters from the second edition of *The Skillful Teacher* (2006)
- Developing Critical Thinkers
- Discussion as a Way of Teaching
- Becoming a Critically Reflective Teacher
- Teaching About Race
- Class Participation Grading Rubric
- PowerPoint Presentations
- Engaging Students in Critical Thinking
- The Skillful Teacher
- Challenging Dominant Conceptions of Accountability
- Reflections on Collaboration

Enjoy exploring!

Source: Brookfield, S. (2009). *Dr. Stephen D. Brookfield*. Retrieved November 30, 2009, from www.stephenbrookfield.com/

Time Management for Publishing Scholars

by Sue Eliason

Poor time management creates stress. Time, like money, must be managed. In money management people consider how to invest wisely. The same is true with time management. We should look for ways to spend time doing the things that are most important to us based on our personal governing values. Thus, the first step in time management is to set goals. To be effective, goals should meet three criteria: They should be measurable, meaningful, and attainable. Covey (1989) suggests reflecting on the following question: "What one thing could you do in your personal and professional life that, if you did on a regular basis, would make a tremendous positive difference in your life?" (p. 154). When I reflect on this question, writing brings me personal satisfaction, clarifies my thinking, allows for creativity, and is necessary for professional growth. My goal is to write for fifteen minutes each day.

After you have set a goal, think about activities that steal time. Mackenzie and Nickerson (2009) list some of the most common "time-robbers," based on survey data. Which activities can you eliminate or minimize?

- Leaving tasks unfinished
- Socializing
- Confused responsibility or authority
- Poor communication
- Incomplete information
- Travel
- Paperwork
- Telephone or email interruptions
- Inadequate planning
- Attempting too much
- Drop-in visitors
- Personal disorganization
- Lack of self-discipline
- Inability to say no
- Procrastination
- Meetings

In October, Chris and I attended a workshop at the Professional and Organizational Development Network in Higher Education Conference by Tara Gray, author of *Twelve Steps to Becoming a More Prolific Scholar.* Tara provided many tips to make my goal of writing realistic:

- Write daily for fifteen to thirty minutes. Many scholars believe that writing requires big blocks of time. They're wrong. Research shows that scholars who write daily publish far more than those who write in

big blocks of time. The problem with big blocks of time is that they're hard to find. And once you do find one, you're faced with a major task and it's hard to get started. In contrast, when you write daily, you start writing immediately because you remember what you were writing about the day before.

- Record time spent writing daily and share records weekly. You should keep a daily record of your writing, and share those records with someone weekly.
- Write from the first day of your research project. Don't finish the research first; research as you write, and write as you research. Not all writing must be formal and polished. Some writing is done simply to generate thought and to keep a record of ideas, however crude, so they can be reviewed and revised later.
- Post your thesis on the wall, and write to it. Keep coming back to your thesis. Work back and forth between your thesis and the rest of your paper, revising first one and then the other.

In addition, try these time savers to assist with writing and scholarship activities:

- Write what you know:
  - Present a paper at a conference about your teaching experience.
  - Turn your inventive syllabus into a book outline.
- Keep a journal.
- Keep a notepad or voice recorder handy.
- Put writing sessions in your daily planner.
- Submit abstracts to conferences, which commit you to finishing a writing project by a deadline.
- Share with colleagues and students.
- Synthesize scholarship with service:
  - Write for the community.
  - Publicize your findings through forums or performances.
  - Share your research with a colleague's class.

You can increase your productivity by setting goals, eliminating time robbers, and scheduling your success. If the Center can assist you in anyway, please let us know.

References

Covey, S. R. (1989). *The seven habits of highly effective people*. New York: Simon & Schuster.
Gray, T. (2005). *Publish and flourish: Become a prolific scholar*. Las Cruces, NM: Teaching Academy Bookstore.
Mackenzie, A., & Nickerson, P. (2009). *The time trap: The classic book on time management*. New York: AMACON.

2010 Senior Social Work Conference
Wednesday, March 31, 2010, 8:30 a.m. to 1:00 p.m.
Keynote Speaker: David Pelzer

Faculty are invited to participate in planning and delivering the 2010 Senior Social Work Conference. Faculty may want to include attendance as a course opportunity, a class may want to develop a workshop to be presented during the morning, or a faculty member may want to present on a panel or serve as a moderator.

About the keynote speaker, David Pelzer:

- "The Real Heroes"
  - How those in the helping professions saved his life, including teachers, school nurse, police, social workers, etc.
  - Touches on "burn-out" and gives professionals a positive feeling about their work
- Author of seven books, including:
  - *A Child Called It* (a *New York Time*'s bestseller for the last six years)
  - *The Lost Boy*
  - *A Man Named Dave*
  - *The Privilege of Youth: A Teenager's Story*
- Just about everyone at Anna Maria College can benefit from participating:
  - Social Work Majors
  - Nursing Majors
  - Criminal Justice Majors
  - Art Therapy Majors
  - Education Majors
  - English Majors
  - Psychology Majors

David notes that anyone can help a child who is being abused.

Please contact Mary Ann Ulevich (mulevich@annamaria.edu) for more information and/or to indicate interest in participating with our students and the Molly Bish Center.

Save the Date

Faculty can apply for a scholarship through the Center to attend these local conferences. The scholarship money is for registration fees only. In return for receiving a registration scholarship, you must agree to facilitate a Lunch and Learn to discuss the conference with colleagues during 2010.

New England Faculty Development Consortium Spring 2010 Conference
Teaching for Learning
May 21, 2010
Westford Regency Inn and Conference Center, Westford, MA
Call for Proposals
The New England Faculty Development Consortium invites proposals for workshops and interactive sessions for their Spring Conference. The conference theme is "Teaching for Learning." The Program Committee seeks proposals that reflect the best in research and practice of college teaching for learning for faculty and higher education professionals in New England. Proposals will be considered for teaching tips (25 minutes), interactive sessions (55 minutes), workshops (90 minutes), or poster presentations. Details of the event and information regarding submission of proposals can be found at www.nefdc.org/proposals.htm.

The Program Committee encourages the submission of proposals and the sharing of programs and experiences that have been successful. Submissions may address all areas of teaching and learning, but the committee hopes to inspire a number of proposals related to the conference theme of teaching learning. Proposals for consideration should be sent to nefdcproposals@gmail.com. If you have questions, please contact Michelle Barthelemy, NEFDC Spring Conference Co-Chair, at 413-775-1481 or barthelemym@gcc.mass.edu.

Teaching Professor Conference
May 21–23, 2010
Hyatt Regency Cambridge, Cambridge, MA
This three-day conference is packed with events designed to enrich teaching practice. There are plenary sessions keynoted by nationally recognized experts, carefully selected concurrent sessions on a range of relevant topics, roundtable discussions, posters, and a variety of opportunities for informal interaction. Recent books on teaching and learning as well as other valuable higher education resources are available for review and purchase during the conference.

The top six reason why you should attend the Teaching Professor Conference:

- It's a great way to ensure that your teaching will remain fresh and invigorated.
- It's a great way to find out new pedagogical practices that work.
- It's a place to meet and network with colleagues also committed to teaching and learning excellence.
- It's an opportunity to hear teaching and learning experts with national reputations.
- It's a great place to find out about other teaching and learning resources (book, publications, programs, events).
- You can and will share what you've learned with others.

Calendar of Events

January 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes: • Center open hours: Tuesdays and Wednesdays from 12:00 to 3:00 • Look for Mentor Memos in your inbox twice each month					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18 Martin Luther King, Jr. Day (no classes)	19 Classes Begin	20	21 Peer Consultants/ Mentors Meeting 3:00 to 4:30 Trinity Conf. Room	22	23
24	25	26	27	28	29	30
31	Notes: • Winter Session: January 4–14 • Registration and Drop/Add Period: January 19–25 • Cross-Registration at Consortium Colleges: January 20–25					

February 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	**1**	**2** **Lunch and Learn** **12:15 to 1:00** **The Hub** **Program-Level Assessment**	**3**	**4** **Steering Committee Meeting, 9:00 to 10:30** **Jacques** **Action Research Meeting**	**5**	**6**
7	**8**	**9**	**10** **Lunch and Learn** **12:00 to 1:00** **The Hub** **Promoting Classroom Leadership Opportunities**	**11** **Steering Committee Meeting** **Snow Day** **9:00 to 10:30**	**12**	**13**
14	**15**	**16**	**17**	**18** **Peer Consultants/ Mentors Meeting** **3:00 to 4:30** **Trinity Conf. Room**	**19**	**20**
21	**22**	**23**	**24** **Lunch and Learn** **12:00 to 1:00** **The Hub** **Universal Design**	**25**	**26**	**27**
28	**Notes:** • **Video of the month: *Race in the Classroom*** • **Center open hours: Tuesdays and Wednesdays from 12:00 to 3:00** • **Look for Mentor Memos in your inbox twice each month**					

March 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:	1	2 Lunch and Learn 12:15 to 1:00 The Hub Paper Presentation	3	4 Action Research Meeting 3:00 to 4:30 Trinity Conf. Room	5	6
7	8	9	10	11	12	13
	Spring Recess					
14	15	16	17	18 Religious Literacy and Interfaith Dialogue 3:00 to 5:00	19 Last Day to Withdraw with a Grade of W	20 Adjunct Faculty Development Day 9:00 to 12:30
21	22	23	24 Lunch and Learn 12:00 to 1:00 Jacques Using Jokes in the Classroom	25 Peer Consultants/ Mentors Meeting 3:00 to 4:30 Trinity Conf. Room	26 Last Day for Pass/Fail Grade (Juniors and Seniors)	27
28	29	30	31	Notes: • Video of the month: *What Students Want* • Center open hours: Tuesdays and Wednesdays from 12:00 to 3:00 • Look for Mentor Memos in your inbox twice each month		

April 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes: • Easter Recess: April 1–5 • Home Institution Registration: April 6–30 • Video of the month: *The Art of Discussion Leading* • Center open hours: Tuesdays and Wednesdays from 12:00 to 3:00 • Look for Mentor Memos in your inbox twice each month				1 Holy Thursday (no classes)	2 Good Friday (no classes)	3
4	5 Evening Classes Begin at 4:00 p.m.	6 Lunch and Learn 12:15 to 1:00 The Hub NEASC Experience	7	8 Action Research Meeting 3:00 to 4:30 Trinity Conf. Room	9	10
11	12	13	14	15 Peer Consultants/ Mentors Meeting 3:00 to 4:30 Trinity Conf. Room	16	17
18	19	20	21 Lunch and Learn 12:00 to 1:00 The Hub Affective Learning	22	23	24
25	26	27	28	29	30	

Academic Symposium

May 2010

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						1
2	3 Last Day of Undergraduate Classes	4 Reading Day Quantitative Reasoning Introduction	5	6 Action Research Meeting 3:00 to 4:30 Trinity Conf. Room	7	8
9	10	11	12	13	14	15 Graduation
16	17 Faculty Development Day (Noel-Levitz training) Summer 1 Classes	18 Faculty Development Day	19	20 Peer Consultants/ Mentors Meeting 3:00 to 4:30 Trinity Conf. Room	21	22
23	24	25	26	27	28	29
30	31 Memorial Day (no classes)	Notes: • Cross-Registration at Consortium Colleges: May 3–7 • Final Exams: May 5–12 • Center open hours: Tuesdays and Wednesdays from 12:00 to 3:00 • Look for Mentor Memos in your inbox twice a month				