

Faculty Forum



Volume 1, Issue 5

February/March 2006

**2006
Faculty Club
Luncheons
12:30 Mondays
Room with a View**

Monday, February 27
**Professing Knowledge:
Sage, Dictator, Coach?**
w. John Rowan, Philosophy
& Shawn Slavin, Physics
A conversation on sharing,
imparting, and professing
knowledge in class.

Monday, March 20:
**What's Wrong with
Flashlight?**
Report, critique, & update
of the on-line student
evaluation system

Monday, April 17:
**Evidence of Scholarship:
Publishing & Performance**
A panel and poster session
w. the Faculty Development
Committee

Students are from Mars, Teachers from Venus



**“How students
feel about their
work is an
important factor
in their success”**

One must be aware of and sensitive to different cultures, lifestyles, and approaches to learning. While cultural differences are very enriching, the differences in educational backgrounds add an additional challenge for instructors. For instance, mature students are often apprehensive about going back to school and feel unsure about their ability to compete with younger students. They often need positive reinforcement and extra assistance. . . All these factors make it difficult to find a humane compromise between overall course standards and helping an individual grow and develop.

Given the many "stories" instructors are told, it is

often difficult to sort out fact from fiction. (Have you ever noticed that grandparents seem to die at many times the national average whenever we give exams?).

One needs to develop a sense of when to insist on deadlines and when to cut some slack. We need to be aware that students may be chased by very real demons that we cannot see. . . there may be other factors that impede a student's performance, including disabilities, family or personal problems, physical or mental health conditions.

How students feel about their work is an important factor in their success. They need to feel that they are making good progress while at the same time, they need the instructor's objective

appraisal. Students may be unrealistically optimistic about how they are doing. Alternatively, they may know that they are not doing well, and look for excuses to fail. Posting lecture notes, reminders, and announcements on-line provides a "reality check." It helps students organize their coursework, track their progress, and helps faculty answer those "What did I miss?" questions.

Large classes create pressures that can lead to negative dynamics. It is especially important for the instructor to convey genuine concern for the progress of each individual.

Students can teach us how to be more effective teachers. Assignments should be sufficiently >>

New Summer Faculty Retreat for Teaching

Teaching excellence is a prime ingredient in quality higher education. The ability of instructors to communicate knowledge, skills and perspectives impacts how well students are prepared to contribute to society as professionals and citizens. Yet, too often, faculty members are isolated in their classrooms without feedback or peer review. Additionally, other professional obligations, including research and publication,

university service, mentoring and advising, and departmental committee work, also leave faculty with less time for reflection and preparation for teaching.

In an effort to recognize and encourage excellence in teaching by providing a space for intensive faculty dialogue and reflection, the Center for Instructional Excellence introduces the Summer Institute for Teaching Excellence (SITE),

an annual summer retreat for Purdue University Faculty supported by Chancellor Cohen and Vice-Chancellor for Academic Affairs Ibrahim.

In 2006, the SITE retreat on "Citizenship and Higher Education" will be June 1-2 at the Harbor Grand Hotel in New Buffalo, Mi.

Keynote speaker, Dr. Karen Roloff, President of the National Society for Experiential Education, will be joined by scholars leading workshops, including: George Soper >>

**“Faculty need
time for
reflection and
dialogue with
peers”**



**Chancellor
Faculty Fellows
will attend
Summer retreat
June 1-2**

**On-line
Journals:**

**Journal of
Scholarship of
Teaching and
Learning**

[http://titans.iusb.edu/
josotl/](http://titans.iusb.edu/josotl/)

Inventio

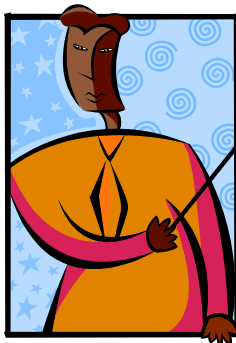
[www.doiit.gmu.edu/
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MountainRise:

[http://
mountainrise.wcu.edu/](http://mountainrise.wcu.edu/)

Networks:

[http://
education.ucsc.edu/
faculty/gwells/networks/
links.html](http://education.ucsc.edu/faculty/gwells/networks/links.html)



CIE website:
[www.calumet.
purdue.edu/cie](http://www.calumet.purdue.edu/cie)

Comments to:
[artz@calumet.
purdue.edu](mailto:artz@calumet.purdue.edu)

>Summer

>> Memorial Hospital, South Bend; Peter Johnson, Engineers without Borders, Valparaiso University; Debra Runshe, Center for Instruction, Indiana State University; Santiago-Valles, Africana Studies, Western Michigan University; Kieran Mathieson, School of Business, Oakland University; and David Ozar, Center for Ethics, Loyola University Chicago. Topics include: Values for Professional

Success; Citizenship & Service in Education; Teaching the Experience of Cultural Difference; Learning Styles in the New Millennium; Moral Maturity and Cognition; Service Learning & Social Justice in Higher Education. There will also be time for informal conversation & relaxation.

This year up to 20 mid-career tenure-track faculty will be selected from the six schools at PUC to be Chancellor Fellows at the 2-day retreat. Send inquiries to artz@calumet.purdue.edu

> Mars, Venus

>> challenging without overwhelming the student. For instance, one assignment might require something to show a potential employer at a job interview. There may be much gnashing of teeth and bitter complaining while students settle on a topic. Yet, once they begin, they will become excited and interested. Such a topic forces them to investigate something they perceive as being difficult and therefore gives them a sense of accomplishment when they discover that they can do it.

Exams and quizzes need to be scheduled to provide the students with milestones of their progress. For example, scheduling a quiz so that the student will get it back prior to the drop date for a class can let a student know he or she is in trouble before it's too late to rectify the situation.

We should read their final evaluation comments carefully. While we may not agree with their solutions (example: "there should be less work in this class"), they will help us to identify problems (example: students don't know how to tackle and organize their work). Students also vote with their feet. When they stop coming to lectures and labs, it's time for us to buckle down and innovate. Teaching and learning form a complex, "two-way" relationship. Students have expectations of their teachers and teachers have expectations of their students. Both have to be open, honest, and humane for this partnership to succeed.

Excerpted from Anne Merchant's essay, "Students Are from Mars, Teachers Are from Venus" in *Inventio*, 2.2, 2000 available at [http://www.doiit.gmu.edu/
Archives/fall00/
amarchant_10.htm](http://www.doiit.gmu.edu/Archives/fall00/amarchant_10.htm)

RECOMMENDED READING:



Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility

Anne Colby, Thomas Ehrlich, Elizabeth Beaumont, and Jason Stephens. San Francisco: Jossey-Bass, 2003.

Educating Citizens reports on how some American colleges and universities are preparing thoughtful, committed, and socially responsible graduates. Many institutions assert these ambitions, but too few act on them. The authors demonstrate the fundamental importance of moral and civic education, describe how the historical and contemporary landscapes of higher education have shaped it, and explain the educational and developmental goals and processes involved in educating citizens. They examine the challenges colleges and universities face when they dedicate themselves to this vital task and present concrete ways to overcome those challenges. Through a grand tour of American higher education, *Educating Citizens* shows how institutions can equip students with the understanding, motivation, and skills of responsible and effective citizenship. The book includes rich examples from in-depth studies at twelve institutions and from a wide range of effective programs and approaches on other campuses. The authors' guidelines for implementing these programs can be applied in the full range of higher-education institutions. *Educating Citizens* is essential reading for all who believe that higher education can play a critical role in the health of American democracy by helping students become responsible citizens of the nation, the world, and their own communities.

>Useful contact information:

Library: 989-2224

Academic Affairs: 989-2446

Technology help desk: 989-2888

User Services: Jeff Schieb, 989-4186

Faculty Development: Janice Tazbir, 989-2857

Office of Research and Professional Development:

George Hong/Terri Szot-Chance, CLO 176, 989-2925

Center for Instructional Excellence (CIE):

Lee Artz, 989-3264 or 989-2393

COMING SOON!

Faculty Survival Guide

On-line resource guide, including FAQs, for new and continuing Purdue University Calumet faculty.