Ninth Annual
FACULTY TEACHING AND RESEARCH SYMPOSIUM

Wednesday, February 17, 2016
8:00 a.m. to 3:00 p.m.
Welcome Center
Ethel Tapper Recital Hall

Aurora University
**SYMPOSIUM at-a Glance**

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<tr>
<th>Time</th>
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<tr>
<td>8:00 - 8:30</td>
<td>Welcome Center</td>
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<td>BREAKFAST SNACKS and REGISTRATION</td>
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<tr>
<td>8:30 - 8:50</td>
<td>SESSION 1</td>
<td>MODERATOR: BRENDA BARNWELL</td>
<td>TEACHING - Working Toward a Common Good: Enriching Student Experience Through Collaboration (Joyce, Ojaghi, Panitch and Turner)</td>
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<td>10:00 - 10:20</td>
<td>SESSION 2</td>
<td>MODERATOR: MARK SODERSTROM</td>
<td>RESEARCH - International Education and Study Abroad: Current Trends, AU's Program Offerings, and Student Perspectives (Schoth)</td>
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**BREAKFAST SNACKS AVAILABLE**

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<td>SESSION 3</td>
<td>MODERATOR: BRENDA BARNWELL</td>
<td>TEACHING Video-Based Lecture Alternatives and Student-Driven Projects in Undergraduate STEM Courses (Cain and McElhoney)</td>
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**LUNCH SNACKS AVAILABLE IN THE DINING ROOM**

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<td>RESEARCH - The Hidden Potential of Fungi to Engage Students in Research and Applied Science (Rodriguez)</td>
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Session 1 8:30 a.m. – 9:50 a.m.  Moderator: Brenda Barnwell

8:30 a.m. – 8:50 a.m.  
**Working Toward a Common Good: Enriching Student Experience Through Collaboration**  
Meg Bero (Director of the Schingoethe Center), Stacy Parker Joyce, MFA (Assistant Professor of Theater), Miriam Ojaghi, MA (Lecturer of Interdisciplinary Studies), Stacy Searle Panitch, MFA (Assistant Professor of Theater), Kathleen Turner, PhD (Assistant Professor of Communication)  
While daunting and even uncomfortable for some, infusing art into "traditional" coursework can provide students and instructors alike with a unique opportunity. Join us as we share how multidisciplinary collaboration enhanced our instruction while also exposing students to a variety of perspectives that enriched their educational experience.

8:50 a.m. – 9:10 a.m.  
**The Confluence of Rhythms Begins: Mapping the Sounds of Poems**  
Sandra Marchetti, MFA (Lecturer of Interdisciplinary Studies)  
“Soon, soon the flesh / The grave cave ate will be / At home on me.” Sylvia Plath’s images in “Lady Lazarus” are haunting, but they are propelled into nightmare through her expert sense of sound and rhythm. Think about the last poem that pulled you beneath its rhythmic tide. Did it chime with beauty like Elizabeth Bishop’s lines in “At the Fishhouses”: “It is like what we imagine knowledge to be: / dark, salt, clear, moving, utterly free”? This poetry reading will feature the author's original works, developed using techniques from the innovative field music-poetics. The poems intend to provide a bridge from the metrical poetry of the past to today's free verse movement. The author's works use sound mapping, beat-tuning, and the creation of nonce forms to follow sound and rhythm to its crescendo. A brief discussion on how to teach sound-mapping and contemporary poetry in the classroom (in various disciplines) will follow the reading.

9:10 a.m. – 9:30 a.m.  
**Teaching MSW Students About Using the Outdoors as a Setting for Group Therapy**  
Robert Campbell, MSW (Assistant Professor of Social Work), Christopher Wells, MS (Assistant Professor of Parks and Recreation Leadership)  
The healing and restorative power of spending time outdoors, especially on or near water, has been well documented. Learn how Robert Campbell and Christopher Wells collaborated to bring their respective backgrounds in social work and outdoor recreation to the development and implementation of an experiential field-based course that taught students the group therapy and outdoor recreation skills necessary for using the outdoors as a setting for group therapy.

9:30 a.m. – 9:50 a.m.  
**Two "More" EdTech Tools for Interactive Student Collaboration and Learning In and Out of the Classroom**  
Pam Wicks, EdD (Assistant Professor of Communication), Stephanie Whitus, PhD (Associate Professor of Criminal Justice)  
This presentation is the third in its series, and will demonstrate two more technology-based tools that can be used to create learning experiences for students that are powerful and interactive. With TED-Ed Lessons, instructors can combine videos from experts in their field, and have the ability to adapt as well as edit an online lesson for use as part of a course. Versal allows instructors to add content, import existing materials, embed Internet content, and customize interactive exercises. Content created from both of these tools can be shared with students via a link or embedded into Moodle.

*Presentation abstracts were reprinted from original submissions*
Session 2  
10:00 a.m. – 11:20 a.m.  
Moderator: Mark Soderstrom

10:00 a.m. – 10:20 a.m.  
**International Education and Study Abroad: Current Trends, AU’s Program Offerings, and Student Perspectives**  
Terri Schroth, PhD (Director of International Programs and Assistant Professor of Foreign Languages)  
In this presentation, I will give a brief overview of current trends and innovative programs in the area of international programs (study abroad specifically). My presentation will also include an in-depth summary of our current offerings in study abroad for AU students (i.e., faculty-led courses in May, summer term internship/volunteer/experiential learning opportunities or courses, and longer-term programs). Finally, I will examine feedback from former AU participants who have studied abroad, including their perspectives on impact of experience. This feedback can be compared with published research data and studies about study abroad outcomes and impact on students.

10:20 a.m. – 10:40 a.m.  
**Playing Around with “Great Books” Across the Curriculum**  
John McCormack, MA (Lecturer of Interdisciplinary Studies)  
Getting students fired up about reading old books can be a significant pedagogical challenge. This presentation advocates using historical role-playing games to engage students in the complex, high-stakes issues that surround texts by Plato and Rousseau, Galileo and Gandhi, that are often “fossilized” in syllabi where their importance is assumed rather than demonstrated. I will describe and evaluate my experiences engaging AU students in several “Reacting to the Past” games, curricula originally conceived at Barnard College in the 1990s and now utilized by hundreds of faculty across the country. I will particularly highlight the challenges and the opportunities presented by the stress the games put on close reading, public speaking, and independent research.

10:40 a.m. – 11:00 a.m.  
**Why (and How) an English Professor Should Learn to Code**  
Patrick Dunn, PhD (Associate Professor of English)  
My preferred critical approach is the stylistic analysis of literature, which requires picking apart the linguistic features of a text. This approach is time-consuming and difficult, but simple computer programs can ease the process. Unfortunately, there are few programs that do exactly the analyses that I need. Therefore, I have started teaching myself to code in Python, a simple computer language well adapted to textual analysis. I’ve discovered not just the value of making my own research tools, but the value of experiencing a subject again as a beginner. This presentation will focus on what I’ve learned, as a teacher and a student, in the process of learning to code.

11:00 a.m. – 11:20 a.m.  
**“Being Human” in the Museum: Integrating Art in IDS1610**  
Sara Gerend, PhD (Associate Professor of English)  
In fall 2014 I received a Schingoethe Fellowship for curriculum development in my spring 2015 IDS1610 Being Human course. Along with the museum director Meg Bero, I put together a series of lessons and assignments using art to stimulate creativity and critical thinking, build visual literacy, and ultimately, strengthen student writing. Through an introduction to the elements and principles of art, guided inquiries, group and individual observations, and hands-on projects, students used painting, museum objects, and photography from both on and off campus to further explore the course topic of Being Human. The fellowship also allowed me to investigate the many ways Aurora University instructors can integrate the Schingoethe museum and its resources in their General Education courses.

*Presentation abstracts were reprinted from original submissions*
Session 3  11:40 a.m. – 1:00 p.m.  Moderator: Brenda Barnwell

11:40 a.m. – 12:00 p.m.
**Video-Based Lecture Alternatives and Student-Driven Projects in Undergraduate STEM Courses**
James Cain, PhD (Assistant Professor of Biology), Kyle McElhoney, PhD (Assistant Professor of Chemistry)

Many STEM courses rely on a traditional lecture-exam class structure and suffer from unstimulating class environments and lack of creative student-driven projects. Students are more commonly bringing and using personal technology such as smartphones and laptops to class, often for distracting non-class use. We explored how to leverage these technologies to engage students in student-driven video creation projects and to use video as both in-class and supplemental instructional materials in chemistry and biology courses. Examples of our projects and student feedback will be shared.

12:00 p.m. – 12:20 p.m.
**“I Can’t Believe That’s the Way God Is”: Sexism, Sin, and Clericalism in Mad Men’s Pre-Vatican II Catholicism**
Heidi Schlumpf, MTS (Associate Professor of Communication)

The AMC television series Mad Men, which wrapped up in Spring of 2015 after seven, award-winning seasons, portrayed the high-pressure world of Madison Avenue’s advertising world in the 1960s and ‘70s through the eyes of several memorable characters, including Peggy Olson. Peggy is transformed from freshly-scrubbed, naïve secretary to confident career woman over the course of the show’s 92 episodes. Her faith and connection to the Catholic Church, explored primarily in Season 2, also experiences a transformation. This presentation will analyze the depiction of Peggy’s Catholicism, arguing that Mad Men creator Matthew Weiner accurately depicts the devotional faith of the pre-Second Vatican Council Catholic Church, but fails to present Catholicism with the same complexity as other aspects of characters’ lives.

12:20 p.m. – 12:40 p.m.
**“This Class Could Make the Sky Cry”: General Education and the Anthropocene**
Mark Soderstrom, PhD (Assistant Professor of History)

According to a growing chorus of scientists, the scale of human impact on the environment is such that it constitutes a new geological epoch in the history of the planet: the Anthropocene. Debates about the details rage, but there are no legitimate grounds for denying the significance of human impact on the earth’s climate, biodiversity, and ecosystems. Nor are there compelling reasons for neglecting to incorporate the profound questions that the Anthropocene raises into the undergraduate general education curriculum. But how to do that? This presentation will offer some perspective on that question, drawing on the speaker’s experience teaching courses in both history and in the interdisciplinary core general education curriculum.

12:40 p.m. – 1:00 p.m.
**Active Learning Ideas from the Business World**
Joan Fee, PhD (Full Professor of Education)

Because their students take time away from their jobs for professional development, educators in the business world emphasize Active Learning. Research shows that the more senses students engage in learning, the more they retain. I found that my years designing curriculum for use in corporations and for adult learners helped prepare me for my work with graduate students in academia.

This presentation will offer ideas for Active Learning in the classroom to engage your students. The presentation will focus on those ideas that do not involve technology.

*Presentation abstracts were reprinted from original submissions*
The Hidden Potential of Fungi to Engage Students in Research and Applied Science
Alma Rodriguez Estrada, PhD (Assistant Professor of Biology)

There are approximately 74,000 described species of fungi. Yet, estimates of the overall diversity are as high as 1.5 million. Because of their unique genetic makeup and life cycles, fungi play essential and diverse roles in ecosystems. Moreover, fungi influence our daily life in multiple ways. These organisms were taxonomically grouped within the plant kingdom until the late 1960’s. Today, fungal biology and diversity are briefly covered in general biology, botany and microbiology courses. Rarely, courses such as mycology or biology of fungi are offered at higher education institutions or lower levels. Through this presentation, an overview of fungi as organisms that can engage students in relevant research, both basic and applied will be explored.

Using Peer Teaching Observations to Improve Practice
Faith Wilson, EdD (Associate Professor of Education), Stephanie Whitus, PhD (Associate Professor of Criminal Justice)

This session will present the experiences of two faculty members who decided to conduct peer observations of each other’s classes as a way to improve practice. Suggestions will be provided for faculty to conduct their own peer observations to optimize the experience for everyone involved.

How Health Professions Seminar Can Assist Students In Discovering What Matters
John K. Lloyd, PhD (Full Professor of Biology/Health)

Health Professions Seminar is a two hour course required for Health Science (Pre-Health Professional) majors. In addition to learning about health care in general and examining various issues affecting the quality and form of health care in America, students have the opportunity to conduct a detailed exploration of their career selection (what truly matters). The factors such as personality, leadership, and values that may influence career decisions are explored. Selective films like “Patch Adams,” “Something the Lord Made,” and “Gifted Hands, the Ben Carson Story” are viewed and reflection papers are written. One on one talks (at least 30 minutes) with professor are conducted. A career paper is written which includes an interview (in person, phone, or internet) with a health care provider in the student’s chosen field; significant experiences which have influenced the student; an assessment of one’s academic potential to succeed; and the integration of all the above findings.

The Scholarship of Mentoring: Preliminary Findings of a Pilot Junior Mentoring Initiative
Toby Arquette, PhD (Chair and Associate Professor, Department of Communication), Kathleen Bradley, PhD (Chair and Assistant Professor, Department of Special Education and Disabilities Studies), John Curran, MFA (Chair and Associate Professor, Department of Art and Theatre), Jennifer Buckley, EdD (Chair and Associate Professor, School of Health and Physical Education), Regina Rahn, PhD (Chair and Associate Professor, Department of Mathematics and Computer Science), Mary Tarling, PhD (Undergraduate Chair of the Dunham School of Business and Associate Professor of Accounting)

During the 2015-2016 academic year, six departments participated in a pilot launch of the Aurora University general education program’s upper biennium Junior Mentoring Initiative. The participating department chairs will share preliminary outcomes of their pilot experiences, including the continuing work of the pilot departments in spring 2016 as AU prepares for a university-wide implementation of junior-year mentor in fall 2016. The chairs will also report on preliminary recommendations for the university-wide rollout.

*Presentation abstracts were reprinted from original submissions
2:30 p.m. – 2:50 p.m.
The CIRP Survey and What it Says about our Students
Chris Bruhn, PhD (Associate Professor of Social Work), Matt Kneller, EdD (Associate Professor of Communication)

Each year, University Assessment administers the CIRP-FS survey to incoming Freshmen at AU. This survey gathers demographics and data about students’ academic dispositions, attitudes, and expectations for college. This presentation will discuss how AU students rate on a number of different scales, such as pluralistic orientation, civic engagement, and social self-concept. It will also offer comparisons to previous years’ implementations of the survey and data from peer institutions. Finally, the presentation will discuss some ways that information from the CIRP-FS could inform curricular decisions and academic planning.

Begin thinking

NOW

about submissions for the

2017

Teaching and Research

Symposium!

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The Faculty Development Committee wishes to thank each of the presenters, the individuals who volunteered to help with the conference, the administration for their support and those who attended Aurora University’s 2016 Teaching and Research Symposium.

FACULTY DEVELOPMENT COMMITTEE

Kristen Brendel, PhD, Assistant Professor of Social Work
Lisa Fredenburgh, DMA, Chair and Associate Professor of Music
Meredith Harvey, PhD, Associate Professor of English
Jennifer Kohnke, EdD, Associate Professor of Education
Alma Rodriguez, PhD, Assistant Professor of Biology
Heidi Schlumpf, MTS, Associate Professor of Communication – Chairperson

Ad Hoc Members
Stephanie Whitus, PhD, CETL Website Contributions
Alicia C. Cosky, EdD, Dean of Faculty Development
Joyce Pratt, Support Staff