

Faculty and Staff Enhancement Day

Wednesday, January 15, 2014

Celebrating Scholarship and Exploring URSCA: Undergraduate Research, Scholarship & Creative Activities

featuring guest expert **Dr. Jenny Shanahan**



Dr. Shanahan is Director of Undergraduate Research at Bridgewater State University in Massachusetts, where she oversees students' semester grants, a multidisciplinary summer research program, and conference travel grants; two annual campus symposia of several hundred students' research in various disciplines; and publication of *The Undergraduate Review: A Journal of Undergraduate Research and Creative Work*. For additional information about Dr. Shanahan, check out the website www.uwsuper.edu/cetl/enhancement/index.cfm

PROGRAM SCHEDULE Overview

9:00 – 9:30 a.m. **Celebration of Scholarship Redux**

in the **Yellowjacket Union Great Room**. All faculty and staff are encouraged to come together for complimentary morning coffee, while doing walkabouts of scholarship posters and networking with colleagues.

9:30 – 10:30 a.m. **Morning Keynote** in the **Yellowjacket Union Great Room: The Value of Scholarship to Teaching and Learning at a High Impact Campus** presented by Dr. **Jenny Shanahan**. Learn more about how URSCA work can enhance all that we do at UW-Superior to support quality teaching, learning and scholarship that is student-centric.

See details of luncheon and breakout sessions below on the following pages

10:40 – 11:55 a.m. **Breakout Sessions 1A and 1B** in Yellowjacket Union

12:00 – 12:50 p.m. **Complimentary Lunch** (reservation required by Jan. 10) in **Yellowjacket Great Room** with panel discussion "**Exploring the Links between Scholarship and Student Learning: Current Practices at UW-Superior.**"

1:00 – 2:15 p.m. **Breakout Sessions 2A and 2B** in Swenson Hall

2:30 – 3:45 p.m. **Breakout Sessions 3A and 3B** in Swenson Hall

10:40 – 11:55 a.m. Breakout Sessions 1

1A: Jenny Shanahan in Yellowjacket Union Room 203

on Engaging Every Discipline in Undergraduate Research

This presentation offers strategies for engaging faculty mentors and students from every discipline in undergraduate research (UR) opportunities. It addresses the reasons that students majoring in the arts, humanities, business, education, and some of the social sciences are notably underrepresented in many institutions' UR programs. Given the tremendous benefits of UR for all students, we simply cannot afford to leave out entire departments. This presentation identifies two main barriers to UR involvement: the lack of disciplinarily appropriate models of UR, and definitions of "research" that inadvertently leave out what scholars in non-science disciplines do. To overcome those barriers, it imparts five strategies for building a comprehensive UR program (e.g., Use language that characterizes the scholarly work of myriad disciplines).

1B: The Difference SoTL Makes to Student Learning and Faculty Development: *Reflections from Five Faculty* in YU Room 204

This panel features the SoTL Program Coordinator and the following four faculty members who have just completed the first **CETL Scholarship of Teaching and Learning (SoTL) Program**. The session will begin with a brief introduction to SoTL and SoTL project design. Then each of the participants in the CETL SoTL Program will offer a brief overview of the SoTL projects that they conducted in their classes this fall. In providing a snapshot of their SoTL projects, they will discuss what difference SoTL make to student learning and their own professional scholarship. The session will conclude with a discussion of what scholarship opportunities occur with SoTL work on our campus, in the UW-System, in the SoTL arena, and in academic disciplines.

- **Hilary Fezzey**, CETL's SoTL Program Coordinator, and Assistant Professor of British Literature in the Department of World Languages, Literatures and Cultures
- **Sarah LaChance Adams**, Assistant Professor of Philosophy, Department of Social Inquiry (SoTL project: "Philosophy for Children")
- **Sakib Mahmud**, Assistant Professor of Sustainable Management, Business and Economics Department (SoTL project: "What Works Best to Motivate Students in a General Education Introductory Economics Course")
- **Ephraim Nikoi**, Assistant Professor of Communication, Communicating Arts Department (SoTL project: "Inter-subjectivity of Global Education")
- **RaLynn C. Schmalzried Schmidt**, Assistant Professor of Psychology, Human Behavior, Justice, and Diversity Department (SoTL project: "Assessing Learning and Career Preparation through a Required Professional Development Sequence")

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12:00 – 12:50 p.m. Complimentary Luncheon

To attend the luncheon in the **Yellowjacket Great Room**, submit your reservation by Friday, January 10, to cetl@uwsuper.edu

Enjoy a complimentary warm lunch from CETL and hear from a panel of your colleagues
“Exploring the Links Between Scholarship and Student Learning: Practices already in place”

- **Mary Balcer**, Professor of Aquatic Biology, Chair of Department of Natural Sciences and Director of Lake Superior Research Institute (
- **Eleni Pinnow**, Assistant Professor of Psychology, Department of Human Behavior, Justice and Diversity
- **Deborah Augsburger**, Assistant Professor of Anthropology, Dept. of Social Inquiry
- **Erika Washburn**, Manager, Lake Superior National Estuarine Research Reserve
- **Brent Notbohm**, Associate Professor of Media, Department of Communicating Arts

1:00 – 2:15 p.m. Breakout Sessions 2

2A: Jenny Shanahan in Swenson Hall Classroom 1012

on **Scaffolding Research Skills across the Curriculum, from the First Year to Capstone Courses**

Undergraduate research is a high-impact practice that sparks students’ interest in learning and inspires creativity and independent thought. Research shows compelling benefits of participating in scholarly work for students across demographic groups and disciplines—and even higher gains for women, first-generation, and minority students. Yet undergraduate scholarship opportunities are often optional and highly selective, missing the very students who could benefit most from them. Integrating undergraduate scholarship in the curriculum provides all students with more equitable access to its benefits. Disciplinarily appropriate, inquiry-driven assignments can be “scaffolded” throughout the curriculum, intentionally building students’ creative and critical thinking, analytical skills, and oral and written communication. This presentation provides practical ideas for individual faculty to create inquiry-based assignments and courses, as well as offers guidelines for departmental conversations about curriculum mapping and design, with the particular aim of building scholarly experiences throughout an undergraduate program. A redesigned curriculum of integrated scholarly opportunities has been shown to increase student achievement and excitement about one’s field of study, as well as better prepare students for post-college demands.

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Wednesday, January 15, 2014

2B: Join **Maria Cuzzo, Hilary Fezzey, Brent Notbohm**, and other **Max H. Levine Award** recipients in **CETL's Swenson Seminar Room 2074** to **Explore the Links between Scholarship and Teaching and Learning.**

Come prepared to share how YOUR scholarship informs your teaching and learning practice.

- How does a vibrant scholarly agenda enhance and enrich your interaction with students and your teaching/learning?
- What is your key vision of how scholarship can be more fully integrated into daily life at UW-Superior to benefit our students and the mission of the institution?
- How does your scholarship make a difference in the world?
- How do you translate your scholarship into meaningful learning moments for students?

2:30 –3:45 p.m. Breakout Sessions 3

3A: **Jenny Shanahan** in **Swenson Hall Classroom 1012** on **Challenges and Best Practices of Undergraduate Research Mentoring across the Disciplines**

This session on mentoring undergraduate research in any discipline reports on the research literature that shows that undergraduate research involves many of the “best practices” of teaching and learning, but *only when students receive good mentoring*. Research shows the need for and benefits of personally-supportive mentoring for students across demographic groups and disciplines, but especially for women, first-generation, and minority students. The habits of successful mentors not only help to improve the research conducted by their students, but also their cognitive and socio-emotional growth, communication skills, and enjoyment of the discipline. We will review the personal and academic gains of students *and* mentors in effective mentoring relationships and the diversity of practices that have been shown to be most beneficial. During this session, participants will be encouraged to draft personal goals for mentoring undergraduate researchers—their own plan for carrying out evidence-based practices to meet the needs of their students.

3B: Join interested colleagues in CETL's **Swenson Seminar Room 2074** to view and discuss the webinar “**Retaining Women in STEM Fields.**”

Learn why women leave STEM fields and what departments, colleges and universities can do about it. This webinar published by Inside Higher Education features Joan Williams, Distinguished Professor of Law and the founding director of the Center for WorkLife Law at the University of California Hastings College of the Law.

The January 2014 Enhancement Day is designed in support of the UW-Superior Institutional Change Grant (UW System Growth Agenda) related to URSCA (2013-2014).