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## NEFDC Exchange, Volume 31, Fall 2018

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# EXCHANGE

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New England Faculty Development Consortium

Volume 31 • Fall 2018

## President's Message

### Faculty Development in the 21st Century

*The future ain't what it used to be. —Yogi Berra*

*VUCA: volatility, uncertainty, complexity, and ambiguity an acronym used to describe expected conditions in our future.*

Each year roughly 15 members of the Board of Directors of the New England Faculty Development Consortium gather to determine the themes of our 2 annual conferences. We brainstorm, debate, discuss and refine our topics for a lengthy period of time. Like true academics we argue endlessly about the merits of a particular word and how it may be perceived by our colleagues. We are a dedicated bunch and we strive tirelessly to serve our constituent members by choosing themes that are topical, engaging and applicable. Despite the collective wisdom and experience of our group (I would hate to add together our years in academia, but it must be approaching 500), I am not sure any of us realized that this year's topics convey a certain pessimism about our current and immediate futures. Our fall conference will highlight "The Challenges of 21st Century Education" while the spring conference encompasses "Education in the Age of Anxiety." Challenges and anxiety.

Most of us, if we were to freewrite for 5 minutes about a component of our fall keynote, "The Age of Artificial Intelligence" would produce a litany of anxiety provoking situations and ethical dilemmas: designer babies, high unemployment due to job automation, computerized insurance systems determining who should get treatment based on efficiencies, cyborg-type warriors, etc. Indeed, our keynote's recent publication, *Four-Dimensional Education: the competences learners need to succeed*, contains passages concerning the rapid rise in technology that can leave readers with a sense of unease:

Advances in prosthetic, genetic, and pharmacological supports and enhancements are redefining human capabilities while blurring the lines between disabilities and super-abilities. At the same time, increasing innovation in virtual reality may lead to changes in self-perception and sense of agency in the world. Such dramatic shifts in one's capabilities requires a rethinking of what it means to be human with such cyber-powers, and demands a rebalancing of our identity, mixing real-world sensations and digital world simulations. (Fadel, Bialik, & Trilling, 2015, p. 60).

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The rapid evolution of computing, the ability to find information on almost anything in seconds in the palm of our hands and job automation has certainly changed education. Knowledge and the simple applications of it that can be automated are no longer valued. We need to shift our focus. “In the past, education was about teaching people something. Now, it’s about making sure that individuals develop a reliable compass and the navigation skills to find their own way through an increasingly uncertain, volatile, and ambiguous world. (Andreas Schleicher, quoted in Fadel, Bialik, & Trilling, 2015, p. 11). Perhaps rebalancing our identity is exactly what connects our two conference themes this year and that rebalancing underlies much of our work and our anxiety as teachers, administrators and faculty developers. I don’t mean the work that we do with our students. We seem quite comfortable when it comes to helping them shift their identities and open their eyes to the wonders of the world. It only becomes distressing when the lens turns to ourselves and the need to shift our own teaching, research and programs.

So where is education going? What should we be doing? According to the framework created by the Center for Curriculum redesign (Fadel, Bialik, & Trilling, 2015) we need to focus on uniquely human capabilities such as mindfulness, interdisciplinarity, curiosity, courage, resilience, ethics, creativity and a growth mindset (Fadel, Bialik, & Trilling, 2015, p. 43). We need to move away from content and routinized, impersonal tasks and focus on complex, personal, creative tasks that only humans do well. This mandate, in my mind, is the bright aspect of rebalancing our identities. We all recognize the need to teach communication, civil discourse, ethics and critical thinking now more than ever. Our students live in a world in which they text constantly, interact largely through screens and have few examples of civility. We need to teach them how to work together to solve the unknown problems of the future, debate alternative views politely and derive unique, creative solutions. As education rebalances itself perhaps we need to focus more on the human dimension for the 21st century.

As faculty developers we also need to turn the focus on ourselves and what we are doing in our workshops, events and programs. Are we helping faculty to revision their teaching, to truly transform it, or are we offering tools, formats and routinized solutions that present new tools and new teaching formats that teach the same content, but in a different way? If I have learned anything in over 20 years of faculty development, you need to model what you want participants to take away from the workshop. If you use a jigsaw technique to teach about the flipped classroom, the one thing everyone will use in their teaching will be the jigsaw. The medium is the message. We need to rethink what faculty development looks like if we want to affect real change.

Real change will not come through traditional, familiar settings that offer faculty a new tool or technique. This past summer my supervisor gave me a copy of “Taking College Teaching Seriously: Pedagogy Matters!” The book describes a framework for faculty development that gives faculty a chance to reflect on their teaching, focus on self-diagnosed issues and pursue solutions through discussion with peers. One message in the book was clear. A lot of faculty development falls flat because it does not clearly address problems that faculty face in their classes. For example, we might offer workshops on using small groups, but the faculty member not using small groups in her class has no idea if implementing them will positively affect the poor grades on her thermodynamics exam. There could be many solutions, so coming to our workshop is a toss of the dice. What we need to do is to create an environment that

encourages faculty to reflect on their teaching, bravely share their classroom experiences, be open to outside ideas and creatively tweak their teaching. In other words, demonstrate the 6 essential qualities of character promoted in the CRC's new curriculum framework for the 21st century: mindfulness, interdisciplinarity, curiosity, courage, resilience, and creativity. If we can model this type of learning environment, we will be way ahead of getting faculty to adopt teaching these qualities in the classroom.

Unfortunately, this is not where I tell you how to do it. I wish I could. There are a lot of obstacles in the way of change. One is tradition. Our colleagues, both those who supervise us and those who attend our events, expect certain programs. One is the culture of presenting success. We all talk about what works, but few have the courage to bring failure to the table for analysis- and that is what we need to discuss. Another big barrier is assessment of our programs. It is just plain easier to give a workshop on a tool and then report how many new faculty have successfully implemented it then discuss a vague teaching challenge and try to measure change. But as Marilee Bresciani stated, we need to assess what we value, not value what we assess (2006). I do know that as President of NEFDC I look forward to talking with my colleagues on the board about what we value and how we can best serve the faculty development community in New England. Are our conferences the best format to help you promote organizational change on your campuses or are we simply codifying the status quo through our traditional format no matter what topic we present? Let us know what you think. Email us at nefdcproposals@gmail.com.

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### **NEFDC Publication Schedule Change**

Beginning in 2019, The Exchange will shift to a spring publication date. Proposal for the first Spring Issue of The Exchange will be accepted through December 14, 2018. We particularly welcome and encourage proposals on topics related to our conference themes of the year “Challenges of a 21<sup>st</sup> Century Education” and “Rescuing the Canary in the Coal Mine. Anxiety and Stress Goes to College. What to Know, What to Do.” We are particularly happy to receive articles about practical ideas and innovative programs related to teaching and faculty development. We will also publish reviews of books, films and software, notices of local or state-based faculty or teaching development opportunities, and updates on campus-based initiatives or ideas that may prove useful to members.

*Please send your submission to NEFDCExchange@gmail.com. Additional information about submitting your article for review can be found at <https://www.nefdc.org/exchange.html>*

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# “I Will Forever be Changed”: Encouraging Meaning-Making in Service-Learning

Isabelle Jenkins, MDiv, Virginia Ryan, Ph.D., and Michelle Sterk Barrett, Ph.D. - College of the Holy Cross

## Introduction

Jean Twenge (2016), a researcher analyzing generational trends in American youth, points out in her latest book, *I Gen*, how “every indicator of mental health issues” on the annual Higher Education Research Institute survey of incoming undergraduates reached “all-time highs in 2016” (p. 103). It is apparent from recent mental health trends that we urgently need avenues through which young adults can reflect upon life’s bigger questions: who they are, what they believe, and how they search for meaning. In a first-year, service-learning course being taught at the College of the Holy Cross entitled “Identity, Diversity, and Community,” we believe we have found one potential approach to help facilitate meaning-making among undergraduates. In a higher education and national landscape that is increasingly anxiety-inducing, difficult to navigate, and isolating, it is critical that meaning-making experiences be offered to students.

Meaning-making is the process of contextualizing, understanding, and interpreting an experience, and then using the resulting learning to inform future actions and emotions (Abes, Jones, & McEwen, 2007). In their meaning-making identity development model, Abes et al. (2007) suggest that as the meaning-making capacity of an individual increases and deepens, the individual becomes more able to understand how their experiences impact their identities, subsequently causing the individual to become more aware of who they are. Higher education scholar George Kuh (2008) has done extensive research to document which practices within higher education have the deepest impact on undergraduate development. Among the “high impact practices” his research has highlighted are first-year seminars, learning communities, writing-intensive courses, and service-learning (Kuh, 2008). These learning experiences have a high impact and can lead to positive learning outcomes because they require students to substantially commit to them academically and emotionally, as well as time-wise and relationship-wise (Kuh, 2008). They also provide opportunities for students to learn on a deeper level, as they require hands-on engagement, and connect theory to practice. Finally, these practices ask students to make meaning.

“Identity, Diversity, and Community” incorporates all four of these high impact practices highlighted by Kuh.

## A Service-Learning Example

“Identity, Diversity, and Community” is a yearlong course for first-year students in which they are asked to reflect on difference and disability within the context of readings and engagement with fragile or marginalized communities. One of the core goals of the seminar is to challenge what Chimamanda Adichie (2009) has called “the danger of a single story,” and structured service experiences and reflection are key components for reaching this goal.

The seminar begins with the concept of vulnerability. Students are introduced to the importance of tapping into their own vulnerability in order to make connections with other individuals and social groups whose experience of vulnerability is due to their position of exclusion and marginalization within society. Vulnerability is the starting point for students to approach an appreciation for the complementarity of cognitive and emotional learning that will prepare them to enter into service-learning within the local community at sites such as nursing homes, urban public schools, and social service organizations.

Many students have reported positive growth personally and academically as a result of their exposure to readings and service-learning experiences that have touched their own limits and vulnerability. One student shared, “I have learned how to be vulnerable and to be comfortable with discomfort, and how to positively grow from those experiences.” Another said, “The most challenging aspect of my CBL (service-learning) was knowing my limits. There were times when I wish I could have done everything to help some of these kids, but I had to learn that there is only so much I can do.”

Students are also asked to reflect on their own “single story” (Adichie, 2009) as well as the single stories they hear and tell about other persons and groups. Challenges to their meaning-making stories often causes a healthy cognitive dissonance that, in the context of a supportive environment, can lead to

a deeper understanding of problematic social constructions of disability and difference (Sanford, 1966). For example, one student shared, “I learned that single sided stories need to be broken. Before going to CBL (service-learning) I already had in mind what it would be like and how unfortunate those kids were. Yet when I got there I was able to change my thinking and form connections with people.” Another said, “I have learned the importance of looking at an issue through multiple lenses/perspectives...”

One of the goals of the course is to help students develop a compassionate gaze on persons/groups that are perceived as being different or disabled and a critical view on how they are perceived by the broader society. Throughout the year, seminar discussions return to the first reading, “The Voice of Those Who Sing” by Gregory Boyle (2005), founder of Homeboy Industries in Los Angeles. The combination of the elements of “critical” and “compassionate” is a crucial aspect of the seminar and the reflection sessions. Compassion can easily devolve into sympathy or pity without critical reflection on the deeper questions about the source of an individual or group’s marginalization or exclusion. Boyle’s theme of a “circle of compassion” provides a metaphor for examining not only *who* is excluded from the larger society’s common space but *where* students place themselves in relation to marginalized communities. One student wrote, “I loved working with the kids and it helped open my eyes to many structural issues we have in society.” Another observed that, “CBL has allowed me to face things that used to make me uncomfortable... and I am now able to go to places where my privilege is clear, but still able to work as an equal.” Each of these statements point to the potential for developing a deepened self-awareness and critical perspective when students are given the time and space to reflect on their service learning within the course structure.

The course is taught within the framework of Christian social ethics, particularly through the perspective of Catholic social teaching, which emphasizes themes such as human dignity, an option for the poor, a commitment to the common good, and solidarity (Kammer, 2014). While the academic goal is for students to grow in their conceptual understanding of this framework, there is also the hope that students will experience growth in terms of moral development. The success in this area is perhaps one of the most rewarding and surprising aspects of a sustained reflection on service-learning within the seminar. One student responded within the end of the year evaluation, “I think that CBL (service-learning) has allowed me

to cross the line of ‘us’ vs. ‘them’ and see how there is an equality everyone shares.” Another wrote, “I will be forever changed in thinking of kinship and oneness as the goal instead of fixing or solving the trouble/injustice at hand.”

The academic growth in terms of conceptual understanding has also been impressive. For example, one student shared, “I learned that students who are refugees really struggle coming to a new community. (I mean I already knew that but I was able to watch it happen in front of me.) Without CBL (service-learning) all that learning would have just stayed in the classroom/books we read but since I was able to go out and experience this, I took what I learned with me everywhere.”

Committing to sustained service-learning reflection demands that the teacher enters into a co-learning and co-teaching environment. The challenge to stay true to one’s own vulnerability and willingness to examine one’s own “circle of compassion” is not without its own kind of anxiety. Students and teacher alike experience a particular imbalance and vulnerability. At many points, students may communicate thoughts and emotions that mirror the teacher’s. For example, one student shared, “The idea of patience, that you’re not always expected to understand every situation that is going on.” How true that can be for the teacher as well! But the rewards can be immeasurable. One student eloquently stated the transformation that can come from sustained critical, compassionate reflection on service-learning: “Your class challenged me personally (and spiritually) and laid the soil for the remainder of my experience here (and beyond, too). As in Mary Oliver’s poem ‘Lead,’ your class truly broke me open to the world around me, a world which had of course also been my world but one from which I had kept a safe distance and a ‘comforting’ ignorance.”

### Focusing on Reflection

A major component of the service-learning aspect of the course is reflection, and it is through reflection where we witness students not only make meaning but also hone their meaning-making skills. It is through reflection where we witness students transform, as evidenced in one student’s end of year reflection on how their understanding of service changed because of service-learning (as quoted previously): “I will forever be changed in thinking of kinship and oneness as the goal instead of fixing or solving the trouble/injustice at hand.” Service-learning literature emphasizes the importance of reflection in order for service-learning to have a high impact (e.g. Eyler, Giles, & Schmiede, 1996). We have found the most effec-

*Continued on page 14*



tive elements of the reflection component to be using student leaders as reflection facilitators, varying the modes of reflection, utilizing concrete materials to guide each reflection, and having reflection occur continuously.

The first effective element of reflection in this course is using student leaders as facilitators. The student leaders are volunteers who have participated in service-learning before, some even in “Identity, Diversity, and Community.” The student leaders are trained in small group facilitation and have experienced a variety of modes of reflection previously. Thus, the student leaders have some expertise in service-learning itself (volunteering and taking a service-learning course), as well as in facilitation. The student leaders are effective because they serve as role models for the students. They inspire the students to engage fully with their community partner and assuage the students’ anxieties and the related vulnerability they may feel about service-learning. The younger students end up thinking to themselves, “this older student got through their own service-learning challenges, so I can too.”

Three additional effective elements of the reflection component of this course are using a variety of reflection methods, using concrete materials, and having reflection occur continuously. Since there are ten reflection sessions over the course of the year and since the students’ capacity for reflection and meaning-making increases over time, varying the types of reflection stimulates the students’ thinking each time. We try a mix of silent, written reflection, working in pairs and in small groups, and working with different materials such as poems, articles, and video clips. We find that using these materials has a lasting impact on the students, as the poems, articles, and video clips stay with them over the course of time, even more so than particular academic theories. This is evidenced in the above quote about the student reflecting on Mary Oliver’s poem, “Lead.” For that student, the Mary Oliver poem turned into a touchstone for her that enabled learning, meaning-making, and ultimate growth. Other materials we utilize for reflection include: excerpts from Robert D. Lupton’s (2011) book, *Toxic Charity*; a guided reflection with questions about observations; Keith Morton’s reflection, “Starfish Hurling and Commodity Service”; David Hilfiker’s (2000) article, “The Limits of Charity”; the Ignatian spiritual practice, *The Examen*; interview questions for the students to interview each other about their service-learning experiences; and a concept from Virginia Woolf’s writing, “moments of being.” Finally, the reflection occurring throughout the year enables students to continuously

## Call for Proposals for the Spring 2019 Conference

***The NEFDC welcomes proposals for interactive workshops, teaching tips and poster sessions related to assisting with anxiety, stress and neurodiversity within higher education and enhancing learning outcomes for engaged learners.***

*Topics might include:*

- Anxiety across disciplines, specifically math, sciences, writing, reading
- Assisting students, faculty and staff with stress and anxiety management
- Neurodiversity, learning differences, and executive functioning
- Learning disabilities and Autism Spectrum Disorder
- Universal Design and creating accessible and effective learning environments.
- Teaching and learning in higher education
- Topics related to faculty support and faculty development
- Teaching tips and general classroom management strategies
- Backwards design, learning outcomes, and/or assessment of learning
- High impact practices in higher education

***Additional information about submitting proposals can be found at [www.nefdc.org](http://www.nefdc.org)***

*All submissions for conference proposals or articles for the exchange publication are blind/peer reviewed for acceptance.*

# Lessons From The Mat: 17 Things Being A New Yoga Student Taught Me About Effective, Student-Centered Teaching

Jen Girgen, J.D., Ph.D. - Salem State University

## Introduction

In December 2013, I was a university professor with just over six years of full-time teaching experience. That same month, I took my first yoga class and was immediately hooked. It wasn't long before I had an almost daily practice. And as I took more classes with more teachers, I began to notice that there were certain identifiable things that the better yoga teachers did, just as there were certain things that some instructors did that were less effective, or even detrimental, for my learning. And that's when it hit me that I wasn't just learning yoga poses. Rather, as an eager but struggling novice attempting to learn and master a new endeavor, every class I took and every instructor I had were also providing opportunities to learn more about what makes for effective teaching and learning, generally.

Intrigued by this realization, I began keeping a detailed journal of my experiences as a new yoga student. In this journal, I reflected on the classes I took and the teachers who led them. In particular, I focused on my teachers, noting their personalities, their habits, the strategies they employed, and how effective I found each of these for my own learning and improvement. Later, when I wanted to distill the major lessons I learned from all these classes, I borrowed from the methodology and techniques of "grounded theory" (Glaser & Strauss, 1967) to discover the recurring and important themes recorded in this journal.

## Findings – What the “Best” Yoga Teachers Do

Based on time spent with 25 different teachers in 316 classes and workshops, including a 200-hour yoga teacher training course, I was able to identify 17 qualities that the “best” teachers embodied or strategies or techniques they regularly employed. What follows then is a listing, in no particular order or ranking of some of the instructional habits and approaches that I found to be particularly helpful to me in my effort to learn a new activity.

- They make their classes interesting and fun!
- They know—or at least make an effort to learn—and use students' names.
- They allow students to have input in their learning experiences.
- They are clear in their instructions.
- They teach in a way that information is accessible to all students.
- They speak loudly enough. ...
- ... But they don't speak too much.
- They maintain impeccable credibility.
- They continuously challenge students and coax them outside of their comfort zones.
- They make students do things they don't want to do.
- They explain why students are learning or doing certain things.
- They offer plenty of corrections and assists. ...
- ... But they are also quick to give positive feedback.
- They make student safety a priority.
- They exhibit kindness and approachability.
- They express appreciation for their students.
- They themselves periodically revisit the role of student.

## Discussion

As I constructed this list, I found it interesting that what makes for effective, student-centered teaching in a yoga studio would also seem to apply, *mutatis mutandis*, to effective, student-centered teaching in our academic classrooms. My own field of criminal justice, which tends to be a conservative one, would perhaps not seem to have much in common with the practice of yoga. However, what sets the stage for a successful learning experience in a beginner's yoga class (e.g., interesting and challenging classes, clear instruction, sufficient corrections, and a safe learning environment) would also seem to contribute to good outcomes for a student in an Introduction to Criminal Justice course.



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Still, having noted this, my purpose in sharing this list isn't necessarily to provide other educators with "tips" for teaching, and it certainly isn't to suggest that this constitutes a full and complete accounting of best teaching practices (either in yoga or academia). Rather, I wish to encourage others to consider coming up with their own lists. I hope other educators will contemplate revisiting the role of the fledgling learner and make their own observations about what things are most helpful to their own learning.

I can think of at least three distinct ways that my brief return to the world of the student has impacted my teaching. First, consistent with accounts provided by other educators who have intentionally revisited the student role, including college professors Michael Moffatt (1989) and Rebekah Nathan (2005), and high school teacher Alexis Wiggins (as described in Strauss, 2014), this experience provided an opportunity to remember what life is like on the other side of the podium. I experienced some of the same joys, as well as some of the same occasional obstacles to success, that our students sometimes do. For example, I can still viscerally recall feeling embarrassed when I arrived late to yoga teacher training classes a few times because of mechanical problems with the public transportation I sometimes relied on. I also remember the frustration I felt when I was unable to complete an assignment for that same course because my printer decided to not cooperate one particular morning. As Wiggins, a teacher who spent two days shadowing high school students concluded, walking in our students' shoes can result in us having "a lot more respect and empathy" for them and what they go through as they pursue their degrees (Strauss, 2014).

Second, as suggested by the above list, in my foray to the other side of the classroom, I could not help but contemplate what makes for effective teaching and learning, and I didn't have to crack open a pedagogical how-to book to do so. Every class I took and every instructor I had offered a chance to learn at least something about the art and science of teaching. Sometimes, I observed an instructor modeling an effective teaching strategy, or behaving in another way that was particularly conducive to effective learning. Other times, I identified qualities and habits that made for a less-than ideal learning experience, which were also beneficial lessons. The experiences I had as a student provided me with a renewed appreciation for what "works"—and equally importantly—what doesn't "work" when learning a new subject, activity, or skill.

Finally, and stemming from this last point, I was able to identify some of the areas in my own teaching that could use improvement. Projects such as this one can provide us with an opportunity to reflect on and hone our own teaching in light of what we discover. To offer just one example, as noted above, during the course of this project, I was reminded of the importance of teachers expressing true appreciation for their students. However, honest reflection requires me to acknowledge that there have been times when I have failed to value my students, when for example, I perceive the student who shows up during office hours (or, an even worse sin, outside of posted office hours) as a nuisance rather than as the reason I receive a paycheck. So, one of the things that learning yoga has taught me about effective, student-centered teaching is that I would do well to cultivate and demonstrate a sincere appreciation for my students, and to actively guard against taking them or my position for granted.

### Conclusion

When I first stepped onto the yoga mat five years ago, I knew I would be experiencing all that comes with being a novice in any area of life, including the delight that comes from mastering what once seemed impossible, and the frustration that can arise when one fails to learn as quickly and easily as one had hoped. What I did not expect was to gain insight into my own teaching. Perhaps other educators will agree that there is valuable and sometimes unexpected insight to be found when we purposefully return to "studenthood". I encourage my fellow educators to contemplate the benefits of periodically, deliberately stepping outside our comfort zone by attempting to learn a new subject matter, activity, or skill outside our areas of expertise. For when we do this, we can learn much more than we had anticipated.

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# Connected: Building Meaningful Relationships For Online Learning

Sara Donaldson, Ed.D., Karen Caldwell, Ed.D., and Carey Borkoski, Ph.D., Ed.D. - Johns Hopkins University

## Introduction

This article describes an adaptive instructional design project a professor and two teaching assistants (TAs), implemented in an online doctoral level leadership course (Leadership in Educational Organizations, or LEO). Through a collaborative and iterative process of opportunity analysis, implementation, and reflective practice based on experience and feedback from students, this instructional team aimed to promote deeper learning by building a learning community among themselves and the 26 students from two sections of this course. The resulting plan, do, study, and act (PDSA) cycles informed instructional adjustments using existing technologies and mainstream media resources.

## Analysis and Reflection

Based on their collective experience as prior students in the LEO course and as higher education instructors, the instructional team perceived student engagement in course discussions across the online doctoral program as formulaic. This was partly due to the asynchronous nature of course communications that had an inconsistent momentum, with discussion posts, responses and other exchanges occurring over days or weeks and leaving some questions and comments unanswered by peers. Although occasional real time, or synchronous, video sessions were held in each course, attendance was optional, and instructors usually led the sessions with standard teacher-centered presentations to explain upcoming assignments. As a result, synchronous discussion among students was rare.

Together, the instructional team sought to address this problem with a goal of building community and facilitating deeper learning through an iterative exploration of technology-based solutions to support authentic student discourse and engagement. Specifically, using what Duggan (2007) terms *strategic intuition*, the team pulled together their own memories and experiences of online teaching and learning along with emerging evidence of the problem within the course to make two key course adaptations: the adjustment of synchronous technology and the incorporation of supplemental media resources.

## Defining Community

The concept of community building can take on many meanings depending upon context, purpose, and prior experience. Our process of course adaptation drew from two frameworks for community development, Jenkins' (2006) participatory culture and Garrison, Anderson, and Archer's (2000) community of inquiry. Participatory cultures are informal social environments with low barriers for participation and strong support for creative contributions and learning. According to Jenkins and colleagues (2006), participatory cultures value the expression, creation, and circulation of ideas and see the contributions of all members as equal, with no individual source of expertise. Participatory cultures are most often associated with social media, where anyone can take part online in mobilizing around critical issues and areas of interest.

The Community of Inquiry (CoI) Model proposes that deep, collaborative learning is best supported by the interdependence of teaching, cognitive, and social presence (Garrison, Anderson, & Archer, 2010; Harasim, 2012). In contrast to the shared expertise basis of participatory cultures, the CoI model proposes that true academic engagement requires the guidance of a knowledgeable instructor to facilitate meaningful discourse, active participation, and the development of both personal and lasting understanding, defined as teaching presence. It also requires cognitive presence (learners' contributions to making meaning from collaborative discourse) and social presence (mutual trust, identification, and willingness to develop interpersonal relationships). Based on the tenets of these two community models, the instructional team sought to build a learning community based on the interdependence of these three elements to drive collaborative meaning-making and problem solving and to facilitate the collective idea generation and dissemination valued within participatory cultures.

## Developing a Learning Community through Iterative Design

Rather than making whole scale changes to the course, we approached the development of a learning community with an adaptive mindset, similar to Bryk and colleagues' (2015)

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PDSA approach. This involved an iterative process of generating ideas from opportunities and of collecting, analyzing, and acting on formative data to inform instructional decisions. Two opportunities we seized on to enhance the level and quality of student engagement in the online leadership course were the availability of a novel application for communication, Zoom Video Communications (Zoom, <https://www.zoom.us>), and the identification of supplemental familiar forms of media, including podcasts and TED Talks.

The introduction of program-wide access to Zoom sparked a move from teacher-led, direct instruction during synchronous sessions to a more student-centered approach, with each participant's presence felt through both video and audio stream. Real-time Zoom video discussions replaced three asynchronous text-based discussions. Each session involved small groups of students ( $n = 5$  to 10) engaging in authentic dialogue that linked academic research and real-world applications. The real-time video connection promoted peer-to-peer and instructors-to-students interactions, supporting both social and cognitive presence, including students' ability to verbalize their emerging knowledge and understanding, a vital skill for doctoral students.

Cognitive presence was also developed through supplemental viewing and listening activities using web-based, mainstream, publicly available audio podcasts, such as National Public Radio's *Atari & Chuck E. Cheese's: Nolan Bushnell - How I Built This* (2017), and video presentations, such as Linda Cliatt-Wayman's TED Talk on leadership, *How to Fix a Broken School? Lead Fearlessly, Love Hard* (2015). The inclusion of these real-world leadership examples supported cognitive presence by providing a shared referent for discussion. This helped to move discussions beyond connections of course materials to students' individual professional contexts. The use of familiar media created a low risk, common ground that allowed students to reflectively, collaboratively, and critically bring together personal and shared worlds (Ke, 2010; Males et al., 2010; van Es, 2012) - a process, according to Lajoie (2014), that takes social construction of knowledge to a new level.

### **Formative Feedback for Ongoing Improvement**

To support and inform our ongoing, iterative design process and PDSA cycles, we collected data from students related to their experience and perceptions through online surveys after each Zoom session. The instructional team examined and discussed the survey data and observation notes from the LEO

Zoom sessions during weekly debriefs through both email and Zoom. This process of adapting components of the learning activities in the course based on our observations and student input was made transparent for students. We shared summaries of the feedback and planned course adaptations (e.g., to future sessions) through announcements in the course learning management system (LMS), promoting students' sense of belonging within the learning community.

Student agency was further promoted as adaptations to the course were made visible to students as the course progressed. Instead of waiting until the end of the course to make instructional design changes, the team applied findings from student feedback and instructional observations to subsequent Zoom sessions. Some of these findings and related changes included (a) promoting active participation by ensuring that online discussions were limited to six students, (b) ensuring high standards of communication by stating clear collaborative discussion and participation norms, and (c) providing ample preparation time to students by posting discussion prompts ahead of the sessions. These changes helped ensure that all students had an opportunity to actively engage, to have their ideas heard, to feel comfortable with the task(s), and to feel connected to their peers. Students noted that the success of the discussions was largely related to the professor's skilled facilitation, as she actively engaged all learners and helped them to connect diverse perspectives and articulate emerging knowledge. This represents a clear teaching presence.

Near the end of the course, we also surveyed students to understand perceptions of their learning in relation to the three CoI elements: cognitive, social, and teaching presence. Overall, feedback was positive, with reference to comfort with the novel medium (the Zoom sessions), and to its appropriacy and convenience. Findings indicated a strong perception of the impact of all three elements of the CoI framework. Students agreed or strongly agreed the synchronous discussions contributed to their learning and understanding, helped them feel more connected to the course, and provided opportunities for peer engagement and connection (see Figure 1). This high level of student satisfaction was also evident in student comments, such as:

*The cohesiveness and interactive dialogue was engaging and meaningful for my learning experience. I believe that I gained connections while learning more in a shorter amount of time...engagement with each other*

during the synch (session) pushed us to think more critically on the spot...

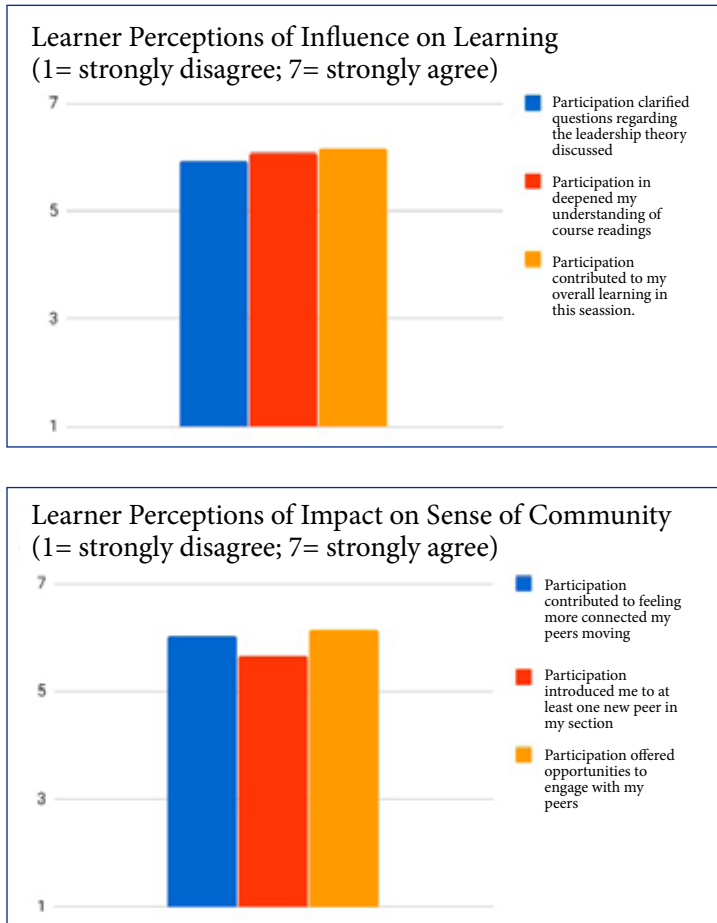


Figure 1. Likert survey responses related to students' (n = 26) perceptions of the impact of participating in the synchronous Zoom sessions on their learning and sense of presence in the course learning community. Likert responses: 1 = strongly disagree with statement; 7 = strongly agree with statement.

Overall, both quantitative and qualitative data indicated that students felt the addition of the synchronous Zoom video sessions facilitated learning and their sense of belonging. Specifically, students thought the sessions provided opportunities to interact face-to-face with peers and instructors, to think about and verbally articulate their ideas “on the spot”, to get immediate feedback and clarification on emerging ideas, and to make connections and bridges from theory to practice.

### Reflections and Future Steps

Reflecting on this experience provided new insights into the importance of the iterative design process and rapid PDSA cy-

cles for developing online collaborative learning opportunities. The inclusion of this novel approach during the third semester of a fully online program required a distinct shift for students. While the norm in the program was for students to process course content through asynchronous, text-based discussions and take the time to carefully craft their discussion posts and responses in the LMS, our novel approach using real-time video sessions meant that students needed to respond to questions and peer comments in real time. This skill is important for both academic and professional growth but requires a very different set of scholarly, intellectual, and social competencies.

Successfully supporting this shift required more than just adding live video-based communication and mainstream media (TED Talks, podcasts). Without skilled facilitation to support and actively include all learners this would not have been possible. Additionally, our iterative planning process, driven by formative data collection and frequent instructional team debriefing, allowed us to develop and refine participation norms and structures to better scaffold active engagement and academic risk taking as the course progressed. Our collaborative, reflective approach led to adaptations that met learner needs, but it also meant we were changing and adding supplemental content as the course progressed. This meant that students were occasionally unable to plan ahead and had to expend additional time and effort. Though exciting for some learners, this was unsettling for others who thrive on predictability.

Keeping this novel experience and these reflections in mind, several areas of future research are planned. First, research involving the role of students' and TAs' course experience into the planning of course content, instruction, and student support may reveal its potential as a tool for promoting effective and efficient course design and modification. Second, data reported in this paper suggest that learning was promoted through the addition of video-based real time discussions, however this data is all self-reported. Future research involving an examination of actual learning in terms of text-based discussions and other learning artifacts will help to determine whether deeper learning actually occurred.

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# Defamiliarizing The Familiar: Challenging Culture And Revaluing Student Experience

*Kellie Deys, PhD - Nichols College*

I usually begin most of my writing courses—whether an introductory composition class, an advanced writing class, or a WAC research-based class—telling my students that good writing is good thinking. Writing is a process of thinking through issues and understanding different types of contexts. One strategy I have developed to help students develop a personal, critical, and purposeful voice includes asking them to question the familiar, including challenging preconceived ideas about culture and identity. By working with familiar aspects of their lives, such as education, social media, and popular music, I explicitly ask students to look at their own abilities and knowledge as valuable—even if not overtly tied to academics. As Howson, Massenburg, and Shelton write in *Reflections on Building a Popular Writing Course*, “Popular culture democratizes the weight of opinions in a way that helps students to learn to reason confidently, to express critical ideas with clarity and precision, without the intimidation factor involved when the content consists of staunchly academic texts” (2016). As they question the familiar, I also want students to recognize value in their interests and the ideas that they bring to the class. I simultaneously chal-

lenge them, though, to deconstruct and rethink these aspects. By defamiliarizing the familiar, students are asked to look at an element of culture or idea with fresh eyes and to develop their own positions and ideas on issues. As they do so, I also communicate that part of the learning process is seeing gaps in our own knowledge and recognizing them, not as negatives, but as potential places for growth. Within this framework, success means seeing from different perspectives, challenging preconceived ideas, and valuing their own experience.

Using popular culture clearly has significant benefits for confidence-building and critical thinking development. In *Ideology, Life Practices, and Pop Culture: So Why is this Called Writing Class?*, Fitts explains her adoption of a cultural studies perspective for teaching writing. She writes, “Proceeding from a cultural studies perspective, these writing projects ask students to interact literately with cultural material by making conscious decisions about the value and usefulness of information they know. ... The need becomes more evident to think critically about a variety of what might be called “life practices” (2005 p. 91). Of great importance for me is that students ques-



tion these elements of culture. This can be a tricky balancing act, though—helping students value their own knowledge and experiences, while also challenging them to see the familiar from a different perspective. I believe that the act of defamiliarizing opens them up to new approaches, making them more willing to contest ideas and their own preconceived beliefs. Therefore, I would like to share two writing assignments and an activity that I have developed. The first asks students to analyze an aspect of American culture, written from the perspective of an alien; the other asks students to adopt the role of teacher and reflect on that experience. The activity uses Adbusters as a stepping stone for writing a Rhetorical Analysis of a visual text. Taken together, these examples offer different approaches and ideas for re-seeing the familiar.

The first assignment is one that I have taught a number of times, usually at the beginning of the semester. We begin by reading Horace Miner's classic *Body Ritual Among the Nacirema* (1956), a piece written from the perspective of an anthropologist, which frames American culture in magical terms, and Andrew Sullivan's *Society is Dead, We Have Retreated into the i-World*, a 2005 op-ed which uses the then "it" technology, the i-Pod, as a lens for critiquing our culture's atomization. Both force readers to step outside the normalized behaviors and mores of American culture and see these practices in different terms. Miner's article shocks students when I (or another student) decode "Nacirema" and reveal that the behavior they have labelled "primitive" or "barbaric" or "weird" is actually our own. We discuss how Miner asks us to look at our own culture differently but also suggests that we consider how we see other cultures as "weird" when they look different than our own. Similarly, Sullivan uses an extended metaphor for the first third of his piece, describing i-Pod users in alien-esque terms, ultimately calling them "i-Pod people," a nod to the stock science fiction characters of pod people (2005). While the rest of Sullivan's article speaks more directly to readers, his opening engages readers, painting a familiar image—individuals cocooned in their own worlds through ear buds—but does so by defamiliarizing them.

After reading these two pieces, I ask students to imagine that they are from another world/planet, don't know how they got here, and don't know where they are. As a result, they must observe American culture differently. They must choose a specific aspect of American culture, analyze what they, as an alien, see, and, importantly, analyze what this aspect of American culture means when observed from afar. They must also write from the perspective of the alien—using descriptions to make their "nor-

mal" seem alien. While students sometimes struggle to fully adopt the voice of the alien or to step outside their own context as far as I would like, this first paper does establish that they will need to look at the world and all that it has normalized. As one student wrote on a course evaluation, "I think you are trying to teach us to think differently about the world by giving us thought provoking readings about history and society, and people. I really enjoyed the approach with all the readings and discussions." By working with a topic of their choosing, I hope to impart that these aspects of their lives—those outside of the classroom—have value and will inform the class. As Howson et al. (2016) write, "One of the aims of the popular culture writing classroom we have developed is to create a reciprocal learning environment. Students should be encouraged to not just actively participate in the course, but, as they come to understand the nature of the course, to contribute to its direction." This alien assignment comes at the beginning of the semester and sets a tone for the class: it shows them that I encourage creativity, fun, and student input.

The second assignment is one that I have newly developed after being inspired at an NEFDC conference. In their presentation, *Empowering Racially Minoritized Students Through Service-Learning*, Michelle Sterk Barrett and Isabelle Jenkins (2016) stressed the need to shift away from student "deficit" and towards student "asset," terms I would not normally use, but whose intent reverberated with me. Their point was that faculty usually (understandably) focus on what students need to learn/what they lack, rather than on what they already bring to the classroom. Already a supporter of a Freirean-approach (Freire, 1970) to education, I developed a paper assignment which explicitly asked students to reflect on their strengths by adopting the role of a teacher. Freire advocated for the problem-posing method in which, "The students—no longer docile listeners—are now critical co-investigators in dialogue with the teacher" (Freire, 1970, p. 68). Thus, I asked students to teach someone something that they were good at—something that may be seemingly simple—but something that they were proud of. They needed to describe the experience and reflect on how it felt to teach someone, how they engaged in the activity in the role of teacher, and why this skill/talent is important, etc. Reflection was key to the paper goals, and, again, I encouraged creativity. Through this "teaching paper," I hoped that students would re-see a number of different aspects of learning and education. Firstly, I wanted them to recognize that they already had much to offer, that valuing their outside class skills could help them in the classroom, and that those talents had meaning

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in themselves. Secondly, I hoped that they would think about the idea of teaching/learning from a different perspective. In many of their final papers, students commented that teaching could be very rewarding, but it was also more difficult than they imagined, particularly when teaching unwilling students. After writing their papers, students shared their experiences in small groups. It was fun for students to hear about each other's teaching and what they learned from it.

My final example to share is an in-class exercise I utilize during my unit on a Rhetorical Analysis of a Visual Text. The paper assignment asks students to analyze a text by examining the strategies of persuasion (Ethos, Logos, and Pathos) used within the text, making a claim about the text, and supporting the claim using evidence from the text. Explaining that their papers should address "What, How, and Why," I emphasize that they need to differentiate their position from that of the advertising agency ("Axe body sprays claim to make guys irresistible to hot girls" does not push much beyond the basic marketing strategy). When I first started teaching this paper, I realized I needed to devise an activity that would demonstrate a tangible expression of such an argument. I came up with the idea of having students create a spoof advertisement in the vein of Adbusters, the "Journal of the Mental Environment." The bi-monthly magazine offers activist-building, philosophical, political, and anti-consumerist articles. Adbusters is also well known for its spoof ads, which parody familiar ad campaigns, corporations like Nike, and more broadly, the destructive toxicity of capitalism's/consumerism's practices. Making pointed criticism of the socio-cultural meanings created in advertising, the spoofs echo the original ads' defining characteristics both to be readily recognizable and to emphasize the ads' manipulation.

In looking at the site, I show students a variety of approaches to spoofing. Some spoof ads are humorous; others are more pointedly dark in their criticism. What I emphasize with my students is that each spoof ad has a purpose, a clear argument that it is making about the company, its marketing strategy, and consumerist practices. Parodying familiar ad campaigns, Adbusters requires its audience to analyze the parody's target, but also helps its audience recognize the potential to push back—to inscribe new meaning and to create something new. By analyzing the visual texts of Adbusters' spoof advertisements, students pay attention to the strategies the ads used, their methods of creating meaning, and, importantly, their purpose in doing so.

Looking at Adbusters helps my students to recognize how

they can develop a position on an advertisement, while also recognizing their potential as cultural producers—and not just consumers. I ask students to apply their understanding of these satirical ads' rhetorical strategies in order to create their own satires of recent advertisements. Essentially, I ask students not only to rhetorically analyze and develop a "take" on advertisements, but also to enact the principles of Adbusters by acting. In order to develop a satire, students need to analyze the original ad, and implicitly construct a reading on the original. The activity helps students practice analyzing and close reading; by creatively applying these practices, students demonstrate the position they have taken on the ad's meaning and its uses of rhetorical appeals, such as color, size, and complexity, while also creating new meaning.

The activity in short: after the class discusses Adbusters and develops an understanding of how these parodies work, I distribute recent magazines. Working in groups, students choose one advertisement and then create a spoof. There are several components to this exercise which students must complete as they create their spoof: 1) one student writes up the group's details for a parody; 2) the more artistic group member sketches the image; 3) one group member takes notes on the group's analysis of the original, explaining why/how the group approached the satire as it did. The final step for the activity asks the groups to present their spoofs to the class.

I have found success not only by teaching Adbusters' materials in the composition classroom, but also by asking students to enact the practices Adbusters endorses. This activity helps students creatively practice their analytical and close reading skills, while transforming the abstract concept of an argument into a material reading of a text. Just as importantly, by having students create a satire of an advertisement in the vein of Adbusters, I am also asking them to discover meaning outside of the classroom or the assignment. Finally, by working with a rhetorical analysis and undertaking this Adbusters exercise, students are more capable of critically engaging with popular culture and more willing to interrogate cultural artifacts. Essentially, they defamiliarize advertisements (and by extension commercials and other visual texts) and deconstruct what had been viewed on the surface level. Many students tell me they can never look at ads or commercial the same way. Score.

These three examples are just a few of the assignments and exercises that I have developed to help students explicitly bring their experiences into the classroom, while also defamiliarizing

the familiar. I have found myself inspired by students' investment in and excitement for many of the readings, activities, and assignments I have developed and utilized in this endeavor. As one student wrote on a course evaluation, in response to my question about the use and value of studying popular culture in this fashion, "It's almost like another sense. In a way I was blind but now I can see. [It] Helps me see things from the inside out." When I hear students write comments like these, it not only assures me that they are grasping the learning objectives, but, more importantly, it shows me that their learning is extending beyond the classroom.

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## Scholarship of Teaching and Learning (SOTL)

***What is it? How do you get started? What are the methodologies? How rigorous does it have to be to get published? What resources are available to help me get started?***

The Scholarship of Teaching and Learning (SOTL pronounced "sō-tul" or sah-til in the US) encompasses a large range of reflective teaching activities. It can be defined most simply as "ongoing and cumulative intellectual inquiry by [classroom] teachers into the nature of teaching and learning in their own classrooms (Cross, 1996, p. 2)." In a sense it is what we all do when considering what went well or what went wrong in a class. Missing from this definition, however is both engagement with current scholarship in pedagogy and making your own findings public, both activities that are central to scholarship (Martin, Benjamin, Prosser, and Trigwell, 1999).

SOTL is a relatively new field, focuses on higher education and is conducted by disciplinary experts, meaning academics with advanced degrees in their specialty: history, biology, criminal justice, nursing, etc. What is new about SOTL is not research into classroom teaching and learning, many fields such as psychology, composition, sociology and education have extensive traditions of research, rather it is the creation of an outlet for all faculty to participate in cross-disciplinary scholarship in teaching and learning without extensive jargon. SOTL sees teaching not as a generic technique but a process that derives

from the questions and data that are meaningful to one's field. SOTL therefore borrows heavily from the methodologies of the disciplines being studied. Having said that, SOTL truly emerges once the conversation extends beyond the discipline to questions that are of interest across the disciplines (Huber & Morreale, 2002).

The formal origins of SoTL are usually traced to Ernest L. Boyer's influential book *Scholarship Reconsidered: Priorities of the Professoriate* (1990). Boyer, then president of the Carnegie Foundation for the Advancement of Teaching examined how priorities of the professoriate relate to the faculty reward system as well as to missions of America's higher learning institutions. His research highlighted a fairly recent trend- while the missions of most institutions vaunted undergraduate education, the reward system was tilted heavily toward research and publication. Boyer proposed a model that expanded the idea of scholarship beyond research and publication. He concluded that "the work of the professoriate might be thought of as having four separate, yet overlapping, functions: the scholarship of *discovery*; the scholarship of *integration*; the scholarship of *application*; and the scholarship of *teaching* (p. 16)." Boyer there-

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fore proposed an elimination of the dichotomies of “teaching versus research” and “theory versus application” by recognizing all four aspects of a faculty member’s job as equally important for advancing the academy and for tenure and promotion.

SOTL can start from a variety of sources. You can examine an innovation you have made in your teaching, a department’s attempt to teach a new learning outcome, techniques to address the learning needs of shifting student demographics, changes in learner behavior that resulted from the integration of new technologies, etc. Getting started is as simple as noticing something of interest in your teaching that you would like to study. You are then ready to move from a personal, disciplinary understanding of your teaching to a transpersonal, cross-disciplinary view of the phenomenon. Note that most SOTL research is participatory- most faculty are examining changes made to their own teaching.

The steps of SOTL are similar to any research. Once you identify the topic you should get a better understanding of how it has been understood at your institution, in the literature of your field and in teaching journals. Reviewing the literature will help you identify ways to state your thesis that will resonate with others and indicate variables to consider as you undertake your analysis. As you explore the context consider possible outlets for the scholarship. Have other faculty in your department published on teaching? How did it contribute to their tenure and promotion? What are the requirements of the research in the venues you are considering? Do you need to go through IRB (almost certainly)? Once your thesis is more finely tuned, you should start gathering evidence, including a baseline of how the class looked before you started the intervention. The information gathered should be valued by your field and aligned with the examples from the final destination of your research. It can be quantitative or qualitative in nature. Most people will share their research as local presentation and receive feedback before publishing.

In short, the steps of SOTL consist of:

- Identify the topic
- Explore the context
- Gather evidence
- Analyze the evidence
- Share the results

The following resources contain advice and assistance on each of the steps for SOTL projects you might be considering:

A) Guidance on the process or any of the steps listed above:

- Colleagues who have published on teaching
- Your local teaching center
- <https://my.vanderbilt.edu/sotl/understanding-sotl/> guide on SOTL from the Center for Teaching at Vanderbilt University
- <https://www.issotl.com/> - The International Society for the Scholarship of Teaching and Learning hosts a conference each year and maintains excellent resources such as links to SOTL journals, a SOTL blog and forums on conducting SOTL.

B) Identifying current areas of interest in teaching and learning:

- <https://www.scholarlyteacher.com/blog/> Lilly Conference blog on evidence-based strategies to enrich student learning
- <https://community.acue.org/newsletter/> Teaching newsletter of the Association of University and College Educators

C) Identifying Teaching Journals:

- <https://cetl.kennesaw.edu/> Teaching Journals Directory, Kennesaw State University, Center for Excellence in Teaching & Learning

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Continued from page 6

build upon their experiences, reflecting more deeply each time when they are working to understand, analyze, and learn from their service-learning experience.

### Conclusion

As a high impact practice, service-learning has the potential to be an experience where students can learn effectively and grow, as well as improve their overall academic and personal success. For the pedagogy of service-learning to reach its full potential, we have learned through the “Identity, Diversity, and Community” course that encouraging meaning-making is critical. Service-learning components that encourage meaning-making are structured service (having the service experience match the goals and objectives of the course to which it is attached) and reflection. Not only have these two elements encouraged our service-learning students to make meaning, but they have helped students develop their meaning-making capacities. In many cases, participating in service-learning and subsequently developing the capacity to make meaning has transformed students. Students have learned more about who they are, their place in the world, and how they can enact positive social justice-oriented change. Students have also become more confident in themselves and their abilities, which are important for achieving success in higher education and beyond. In the ever-changing and increasingly anxiety-inducing world of higher

education, it is important to highlight, support, and reproduce high impact practices that encourage meaning-making and help students better learn and understand themselves.

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## ANNOUNCING: NEW NEFDC SOTL GRANTS

This year, the New England Faculty Development Consortium (NEFDC) will be awarding 5 SoTL grants for the 2019-2020 Academic Year. Each Grant comes with a maximum \$2,000.00 award\*\* for use in the following ways: Wages for research assistance, consulting or data-analysis fees, research equipment, supplies, travel for conducting research.

Eligibility criteria include: Membership of home institution in NEFDC at the time of application; faculty, staff or doctoral student status at home institution at time of application. The call for grant applications will be posted on the NEFDC website by Dec. 1

\*\* Ineligible expenses include: Conference/institute travel and fees, implementation of a new program (face-to-face or online), payments for entertainment, alcohol, gift cards, routine operation expenses and wages, purchasing of equipment for personal use, funds for the production of commercial items, funds for dissertation research/dissertation expenses. NEFDC cannot pay overhead, indirect costs, or facilities and administrative costs.



**SAVE** Spring Conference  
Friday, June 7, 2018

**THE** *Rescuing the Canary in the Coal Mine.*  
*Anxiety and Stress Goes to College. What to Know, What to Do.*

**DATE** Landmark College,  
Putney, VT



**Keynote Speaker: Jerome Schultz, Ph.D.**  
**Clinical Neuropsychologist**  
**Lecturer on Psychology, Department of Psychiatry**  
**Harvard Medical School\***

College faculty, administrators and mental health personnel across the nation report an alarming increase in debilitating anxiety among their students. Research suggests that 1 in 5 university students are experiencing depression or anxiety, with anxiety taking the lead. Owing to the cumulative toxic stress that may have begun a decade or more prior to college, many students come through the college gates “pre-loaded” for stress. Once there, the increased demands of college—academic rigor, independent living, social pressures, social media, financial worries, substance use -- can cause or exacerbate anxiety. Record numbers of college students display symptoms such as lack of resilience, task avoidance, anger, illness, a defeatist attitude, and sleeplessness, but many schools can’t keep up with the demand for services. This session will deconstruct this phenomenon, and examine the practices that some colleges are using to help students manage their stress. Dr Schultz will examine the increased need for college faculty, who may not be trained in mental health, to become part of the solution. Dr. Schultz will examine what faculty can and must do to help students find appropriate professional support. Attendees will also learn some very practical “first-responder” strategies that can help them move students from stress to de-stress within the college classroom-without sacrificing academic standards.

\*(Dr. Schultz is a former special education teacher, college professor and administrator)

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