The Future is Now:
Envisioning the Future of Education and Technology

12th Annual
Wynalda Teaching & Learning Institute

August 21-22, 2014
Grand Rapids, MI

Sponsored by the M. E. Davenport Foundation in the memory of Marian Davenport Wynalda.
Thank you for making this year’s Wynalda Teaching and Learning Institute possible!

A big “Thank You!” goes to Akademos for generously sponsoring our Thursday snack break and to Liberty Mutual Insurance for sponsoring the screening of “First Generation” at TLI this year. THANK YOU!
Welcome to the 2014 Wynalda Teaching and Learning Institute.

The 2014 Wynalda Teaching and Learning Institute (TLI) offers all members of our Davenport academic community the opportunity to network, reflect, and develop new techniques. I appreciate your participation. The TLI Planning and Implementation Committee, chaired by Dr. Keri Dutkiewicz, has worked hard to secure the success of this outstanding program.

I am especially excited about the quality of the sessions that have been scheduled and those faculty who have been chosen to present this year. I am confident that all who attend will have their educational horizons broadened. One key theme this year is around Intercultural Competency. Our opening panel incorporates Intercultural Competence along with discussion of the Common Core and Competency-Based Education. We are pleased to have Dr. David Livermore, a world-renowned expert in Cultural Intelligence and member of the Grand Rapids community, sharing our closing keynote.

New for 2014, the Faculty Day of Research has been integrated into the TLI program. Please take some time to explore and talk with your DU colleagues who have put together informative posters overviewing their research.

Special thanks to the M.E. Davenport Foundation and Akademos, our bookstore partner, for their generous financial support of TLI. Without their donations, this event would not be possible.

Enjoy the conference,

Dr. Linda Rinker
Dear colleagues and friends —

Welcome to the 2014 Wynalda Teaching and Learning Institute. This year marks our 12th year of coming together at TLI to collaboratively deepen our professional practice as educators. The theme selected is The Future is Now; we have some great keynote activities and breakout sessions helping us consider this theme from multiple perspectives. Many thanks to the M.E. Davenport Foundation and Akademos for their continued sponsorship of our event.

TLI continues to evolve and grow thanks to YOUR input. Your suggestions and feedback from 2013 resulted in the following changes for 2014:

• Rather than a traditional keynote, the conference will open with a panel discussion followed by breakouts with panelists to allow for more interaction with invited speakers
• Meals at Lettinga will be in the dining hall to allow for a more filling and varied menu, especially Friday breakfast
• You are no longer asked to pre-register for breakout sessions to provide you more flexibility and options while at the event
• Film screening of “First Generation” to provide a relevant yet fun evening activity

Please continue to keep the ideas coming so the TLI Planning and Implementation Committee can organize an event that meets your needs, reflects your interests, and helps build community across DU.

I am happy to announce that this year we will be integrating the Faculty Day of Research into the TLI event. Moving this showcase of presentations and publications completed by your colleagues to TLI creates a more inclusive opportunity for everyone to participate regardless of campus location. Many thanks to Dean Tom Lonergan and Associate Dean Stephen Snyder for their leadership of Faculty Day of Research and support of this change.

Finally, I personally hope that is event sends you all a big THANK YOU for all the hard work, the late night and early morning classes, the long grading sessions, working sessions on CRIRs and RAAs, and your dedication to helping our students achieve their personal and professional best. My hope is that TLI can, with your engagement, offer a space for rich professional development and peer-based support that nourishes your teaching practice and reinforces that you are helping to make the world a better place.

Sincerely,
Keri Duttkiewicz, Ph.D.
Director of Faculty Learning

This year we celebrate the 12th Annual Wynalda Teaching and Learning Institute. The family of Marian Davenport Wynalda, in order to promote and facilitate faculty development at Davenport University, originated the Teaching and Learning Institute through a generous gift to honor their commitment of promoting student excellence.

Marian Davenport Wynalda, daughter of Davenport University founder Michael Edward Davenport, devoted her adult life to education. After graduating from the former University of Grand Rapids, she worked in the administrative offices of the university and continued that position with Davenport-MacLachlan Institute (later Davenport College). She married Martin Wynalda in 1950, and the couple moved to Lansing to help develop the Lansing Business University. The school operated as part of the larger enterprise known as Davenport Schools, Inc., a separate non-profit corporation that operated business schools in Saginaw, Dearborn, Bay City, and Kalamazoo. For the next twenty-five years Marian worked to help LBU grow its campus and programs, while also serving on the family governing board of DSI.

While she committed herself to the growth of the Davenport presence in Michigan, she also raised a family of four and managed the family horse farm in Grand Ledge. Her commitment to education extended into the public schools as well, during her decade of service on the Grand Ledge Board of Education. Through her church she created “Operation Stork”, preparing layette packages for low-income parents. She remained active in community service until her death in 2001.
Envisioning the Future of Education and Technology

At Davenport we work to help our students "Get where the world is going" but how do we as educators know where OUR world of education is going?

The 2014 Wynalda Teaching and Learning Institute will focus on sharing research, insights, and ideas on topics related to the future of higher education. Together we can explore future directions for assessment strategies, emerging technologies in the classroom, alternative delivery methods (like VISL, accelerated courses, boot camps, flipped class, new technology “blends”), collaboration in the classroom, creative usages of technologies to support learning, as well as explorations of the shifting demographics and community shifts that impact our work as educators.

As a presenter, consider starting with “This I envision” -- What do YOU think the future will bring? How does your research, experience, and disciplinary expertise help form future directions for our work as educators? What challenges will we face in education and what ideas do you have for how to overcome them? Come join the conversation and share your vision!

This theme has been further described in three learning tracks, each with its own area of focus connected to our future work in higher education:

**Learning Track 1 - Inputs: Our future students**
**Learning Track 2 - Outputs: Our future graduates**
**Learning Track 3 - Environment: Our future classroom**

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**Thursday, August 21, 2014**

- **Registration/Continental Breakfast** 9:00-9:30AM
  - Sneden Center
- **Conference Welcome & Panel Discussion** 9:45-11:15AM
  - Sneden Center Auditorium
- **Breakouts A** 11:30AM-12:30PM
  - See Pages 14-18
- **Lunch** 12:45-1:45PM
  - Dining Hall
- **Breakouts B** 2:00-3:00PM
  - See Pages 20-23
- **Faculty Day of Research & Snack Break** 3:00-3:30PM
  - Sneden Center (Room keys dispersed during break)
- **General Session with Academic Leadership** 3:45-4:45PM
  - Sneden Center Auditorium
- **Cocktails and Networking** 5:15-5:45PM
  - Hilton Hotel
- **Dinner (pre-registration required)** 5:45-7:00PM
  - Hilton Hotel
- **Screening of “First Generation” film** 7:00—8:30PM
  - Hilton Hotel
Breakfast
- Dining Hall (Full, hot breakfast including eggs, potatoes, selected breads/ muffins, breakfast meat, and yogurt parfait bar)

Breakouts C
- See pages 26-30

General Session & Closing
- Sneden Center Auditorium

Lunch
- Dining Hall

Thursday Sessions at a Glance

11:30am-12:30pm — Breakouts A

**Auditorium**: Impact of Common Core on Higher Education — Dave Stuart

**Room 230c**: New Features of Microsoft Office 2013 — Al Gunther & Kathy Finkler

**Room 236c**: Using Blackboard Rubrics to Standardize while Personalizing Feedback on Student Assignments — Tamera VandenBerg & Todd Terry

**Room 207**: Foresight Tools and Techniques in the College Classroom — Jason Siko

**Room 214**: Competency Based Education: Davenport’s New CMBA — Jennifer Byron, Margaret Mwenda, & Jeff Wiggerman

**Room 215**: Making Your Class and Curriculum More Inclusive — Regina McClin ton

**Room 204**: Techniques for Motivating Students to Succeed in the Classroom — Laura Harris

**Room 205**: Academic Rank — Dr. David Gillespie, Dr. Yvonne Alles & Dr. Irene Bembenista

**Room 212**: Institutional Research Board — Lonnie Decker, Michele Davis

**Room SC 1-3**: Faculty Day of Research Poster Session

**Room 222c**: Turnitin: Smarter Grading — Colleen Streeter
Thursday Sessions at a Glance (continued)

2:00-3:00pm — Breakouts B

Auditorium: Davenport’s Excellence System Assessment Pilot: Measurable Competencies for Improved Teaching and Learning, Student Certification, and Workplace Success—Dr. Wayne Sneath, Dr. Irene Bembenista & Mike Carey, MBA

Room 230c: Using YouTube in Blackboard—Al Gunther & Kathy Finkler

Room 236c: Blackboard Basics—Jeff Wiggerman & Kriss Ferluga

Room 207: Making the Most of our 2014-2015 Common Read—Dr. Jodi Hicks

Room 214: Putting Fun into Fundamentals—Dr. Greg Wright

Room 215: The Flipped Classroom - Session I: Building the Basics—Sharon E. Long & Karen Clark

Room 204: Bringing the Global Classroom to a Campus Near You—Marjolijn VanderVelde, Ph.D., Frank Novakowski, Ph.D., Neil Shepard, Ph.D.

Room 205: Fostering Climates of Learning for Future Students—Dr. Betsy L. Diegel

Room 212: How Did We Get Here? Understanding the Past to Help Shape the Future of Education—Suzanne Garman & Dr. Yvonne Alles

Room 213: Guaranteed Employment at DU—Shelley Lowe

Room SC 1-3: Faculty Day of Research Poster Session

Room 222c: Summon: A New Path to Research Discoveries—Emily Hayes and Katherine Gregg

Friday Sessions at a Glance

9:00-10:00am — Breakouts C

Auditorium: Competency-Based Education: The Future is Now in Davenport’s New MBA Program—Jim Gort, Dr. Wayne Sneath & Dr. Frank Novakowski

Room 230c: Collaborate Workshop—Al Gunther & Kathy Finkler

Room 236c: How to Train Your Starter Files: Yearlong Schedule (YLS) Wizardry — Michael Case

Room 207: Institutional Research Board—Lonnie Decker & Michele Davis

Room 214: Can the 21st Century Goals of Cooperation, Critical Thinking & Creativity Flourish Alongside the Current Emphasis on Standardized Curriculum?—Joyce F. Elferdink

Room 215: The Flipped Classroom - Session II: Tools of the Flip—Sharon Long & Karen Clark

Room 204: Leading By Example: Building Community Identity Among Faculty to Develop and Support Students—Sandra Welling Ph.D., RN, Kriss Ferluga Ph.D., Sue Offenbecker MSN, RN

Room 205: Nuts and Bolts of Doing an Edited Book—Karen Daley, Ph.D.

Room 212: Authentic Assessment-Creating a Program Exit Exam—Kimberly Corsi, MSA,LRCP, CCS & Yvonne Alles, MBA, DHA

Room 213: Taking a Descriptive Perspective in a Prescriptive World: Working Towards a Model of Linguistic Inclusion in DU Classrooms—Madeline Shellgren

Room 222c: TechSmith: Thinking Beyond Tools — Brian Bennett & Matt Dennis
Thursday, August 21, 2014

**Registration/Continental Breakfast**  
9:00-9:30 AM

*Sneden Center Auditorium Lobby*

**Welcome & Panel Discussion**  
9:45-11:15 AM

**Welcome — Dr. Richard Pappas and Dr. Linda Rinker**

**Opening Keynote Panel on Educational Trends:**

**Hype or Hope**

*Sneden Center Auditorium*

In this opening panel, your host Dr. Susan Gunn will lead a conversation with four speakers:

- Regina McClinton, Ph.D., CDP and Director of the Intercultural Training Certificate program at GVSU
- Jason Siko, Ph.D. and Assistant Professor at GVSU
- Jennifer Byron, Associate Dean for Colleges of Business and Technology Online at Davenport
- Dave Stuart, High School teacher and author of *A Non-Freaked Out Guide to Teaching the Common Core*

Panelists will discuss important trends impacting our teaching practices as higher-education faculty at Davenport. Topics include: Common Core in K-12, intercultural competence, and competency-based learning at the university level. Following the panel, each speaker will offer a breakout session to encourage deeper conversation and give you opportunities to ask additional questions.

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**Breakouts A**

**11:30-12:30 PM**

**Impact of Common Core on Higher Education**  
—Dave Stuart

*Auditorium*

Perhaps the loudest noises in K12 education these days surround any mention of the Common Core State Standards. The standards claim to focus on "college and career readiness" skills in the areas of mathematics and literacy, and, if implementation is successful, they may just make a significant impact on the type of freshman that walks through Davenport’s doors in Septembers to come. So what are these standards aiming at, exactly, and how might they alter the skills and learning styles of future college students? Dave Stuart Jr. is a full-time high school teacher in Cedar Springs, MI, who also writes and speaks to teachers around the country. His first book, “A Non-Freaked Out Guide to Teaching the Common Core,” comes out next month.

**Come see the new features of Microsoft Office 2013**

—Al Gunther and Kathy Finkler

*Rm 230c*

*Office 2013 has a new look and some great new features! Come explore with us as we take a closer look at what is new in Word, Excel, and PowerPoint.*

**Institutional Research Board: Myths vs. Facts**

—Lonnie Decker and Michele Davis

*Rm 212*

*We will explore the myths and facts of IRB and faculty responsibilities with research, including:*  

- Surveys - Risk or no risk?
- Institutional Approval vs. IRB Approval?
- The IRB hates me!
- It’s not research ... Or is it?
- My research is exempt!
- My research isn’t important, so I don’t need IRB ... right?

*Bring your burning questions and we’ll explore the solutions in this informative session. We’ll investigate these topics and more.*
Using Blackboard Rubrics while Personalizing Feedback on Student Assignments
— Tamera VandenBerg and Todd Terry

*Rm 236c*
This session will explore utilizing online rubrics to grade assignments from students. These rubrics are very versatile and can allow for utilization of standardized requirements of the assignment while allowing the instructor to give personalized feedback to the student.

Foresight Tools and Techniques in the College Classroom
— Jason Siko

*Rm 207*
We will be examining how techniques from the fields of futures studies and strategic foresight can be used in classrooms to stimulate discussion and make interdisciplinary connections. Futures studies is often confused with traditional forecasting as well as psychics and charlatans. In fact, futures studies is an academic discipline with a global community of researchers and practitioners. In this session, participants will gain a basic understanding of several futures techniques, including backcasting, incasting, scenario development, futures wheel, and causal layered analysis. We will also talk about helping students learn to view ideas and events through social, technological, environmental, economic, and political (STEPP) lenses. Finally, participants will be able to identify one or more futures techniques that can be directly applied to their instruction.

Competency-Based Learning: Pulling together the best of sound pedagogy, andragogy and heuristics to create a comprehensive CMBA
— Jennifer Byron, Margaret Mwenda, & Jeff Wiggerman

*Rm 214*
Jumping into the fire of competency-based learning requires that we combine a variety of well-established learning principles into new forms of instruction and evaluation. Through the lens of the CMBA program, the workshop will explore instructional development processes that can be applied to any teaching/learning format. We’ll walk through the backbone, framework and template of the CMBA Professional Competencies and peek inside a newly created Proficiency Module.

Making Your Class and Curriculum More Inclusive
— Regina McClinton

*Rm 215*
In this interactive workshop participants will learn what it means to have an inclusive classroom and curriculum. Through exercises and small group work we will learn about our personal lenses and how they shape what we do in the classroom. This will include learning about our privileges and biases, conscious and unconscious. It is strongly suggested that participants bring a copy of a syllabus and one lesson plan or module from a course they want to revise. The information, awareness and skills learned in the workshop are applicable to all disciplines.
Techniques for Motivating Students to Succeed in the Classroom
—Laura Harris, MS
Rm 204
Do you have issues with student engagement? While some students come to class eager to learn, for most motivation is a daily struggle. Successful instructors can motivate students to learn despite challenges. Motivation begins with instructors setting and adhering to clear expectations, while knowing when and when not to enforce those expectations. This interactive workshop helps instructors assess techniques for motivating students and improve approaches by drawing on real classroom experiences from other faculty members.

Faculty Day of Research
Rm SC 1-3
View posters summarizing recent research completed by DU faculty. The display is available for participants all day Thursday. Researchers will be present from 3:00 to 3:30 Thursday to answer questions and discuss their studies.

Turnitin: Smarter Grading
—Colleen Streeter
Rm 222
Learn how Turnitin can save you time when grading assignments using six types of rich feedback on any type of assignments: originality reports, Quickmark sets, voice comments, grading rubrics, grading templates, and general comments.

Effective Portfolio Construction for Advancement in Academic Rank
—Dr. David Gillespie, Dr. Yvonne Alles, and Dr. Irene Bembenista
Rm 205
This presentation is designed to be useful for full-time academic personnel who plan on applying for promotion as well as supervisors who provide guidance and support to those engaged in this process. The focus of this presentation will be on the effective construction of a portfolio when applying for promotion. It is important to showcase your achievements when applying for rank. Portfolio preparation will require thoughtful construction with an understanding of the rubric being used by the Promotion Board for consideration of each applicant. This presentation will highlight several areas to consider when constructing your portfolio. The session will include time for questions from the audience.
Lunch
12:45-1:45 PM
Dining Hall — a short walk across campus
Lunch will be served via buffet-style “stations” offering a variety of flavors and choices. Come enjoy a meal and friendly conversation with your colleagues.

Breakouts B
2:00-3:00 PM
Davenport’s Excellence System Assessment Pilot: Measurable Competencies for Improved Teaching and Learning, Student Certification, and Workplace Success
— Dr. Wayne Sneath, Dr. Irene Bembenista and Mike Carey, MBA
Auditorium
This session will present results from two years of the DU Excellence System Assessment Pilot with a focus on the next steps in institutionalizing this assessment as a part of student certification in the Excellence System competencies. Participants will learn about the process of standardized rubric construction, the work of course-level faculty and cross-college assessment teams, curricular changes resulting from pilot data, and the process of Excellence System certification in all DU academic programs.

Using YouTube in Blackboard
— Al Gunther and Kathy Finkler
Rm 230c
YouTube is now available for your DU account! Learn how to record YouTube videos, including screen captures, and include them in your Blackboard course shell using your Dmail account.

Blackboard New Features and Updates
— Jeff Wiggerman and Kriss Ferluga
Rm 236c
Interested in learning more about new features and uses for Blackboard? This informal, hands-on session will give participants the opportunity to get up to speed on the latest features of our learning management software. NOTE: This is NOT a Bb basics course but an intermediate session targeting more experienced users.
Bringing the Global Classroom to a Campus Near You
—Marjolijn Vander Velde, Ph.D., Frank Novakowski, Ph.D., and Neil Shepard, Ph.D.

Rm 204
Each year less than 100 DU students participate in study abroad programs - that’s approximately 1% of our students. In this session you’ll learn about resources that you can use to bring a study abroad experience to the other 99% of our students, whether your classroom is in-seat or online.

Fostering Climates of Learning for Future Students
—Dr. Betsy L. Diegel

Rm 213
Fostering a sense of inclusiveness is crucial to retaining students. It is everyone’s responsibility to understand how to best meet the needs of current and future students so they will thrive in the collegiate learning environment. This session will require personal reflection on what you are doing in your traditional and online classrooms to promote or hinder retention, plus learn new academic strategies to implore for future students.

How Did We Get Here? Understanding the Past to Help Shape the Future of Education
—Suzanne Garman & Dr. Yvonne Alles

Rm 212
To understand the issues surrounding education today, we need to take a step back and look at how our current education system was formed. Only, when we know where we have been, can we create a new future. As we shift paradigms and look at the future of education, what influences from society, technology and other world concerns do we need to consider and how should they impact how we teach?

Making the Most of our 2014-15 Common Read
—Dr. Jodi Hicks

Rm 207
The Common Read was initiated in 2012. The program has three goals: (a) enhance the academic climate, (b) provide a common intellectual experience, and (c) foster a sense of shared experience among DU students, faculty, staff, and the community. For 2014-15 “Just Don’t Fall” by Josh Sundquist was selected. Josh will virtually be present during the session, offering a chance for faculty to meet and converse with him prior to his arrival in October.

Putting Fun into Fundamentals
—Dr. Greg Wright

Rm 214
Research shows that we learn better when we have an emotional connection to what we are learning, and what better emotional connection can we make in a classroom than having fun? This session explores simple and straightforward ways to connect with your students by making your subject matter—regardless of discipline!—more fun for you and more fun for your students. Plus, I swear the session will be fun or triple your money back.

The Flipped Classroom - Session I: Building the Basics
—Karen Clark & Sharon E. Long

Rm 215
The premise behind the flipped classroom is student learn new content on their own time and then engage in active learning during class with the direct support of their instructor. During this first session we will introduce the flipped classroom, discuss pros and cons, provide example activities for you students, and share out experiences as first time flippers.
Guaranteed Employment  
—Shelley Lowe  
*Rm213*  
This presentation will provide faculty with an overview of the 2014 Employment Guarantee Accounting Program pilot that will begin this Fall of the 2014-15 academic year. This pilot is the precursor to DU’s 2015 launch of the Employment Guarantee for all new students. In this seminar, faculty will learn about the process, criteria for eligibility for benefits, the benefits of the program and the goals of the program in order to help faculty understand how this program will effect them.

Faculty Day of Research Posters  
*Rm SC 1-3*  
*View posters summarizing recent research completed by DU faculty. The display is available for the day on Thursday. Researchers will be present for a poster session from 3:00 to 3:30 Thursday to answer questions and discuss their studies.*

Summon: a New Path to Research Discoveries  
—Emily Hayes and Katherine Gregg  
*Rm 222c*  
*The library has a powerful new ally in engaging students to conduct research—SUMMON—a web scale discovery tool that allows users to search library resources with a single search box, easy to use interface and delivers relevant results in seconds. Come explore the library’s new way of searching and see how it can help you students find relevant sources in a format they are familiar with and be a new starting point for their research. Set to launch: Fall Semester 2014.*

**Faculty Day of Research/ Snack Break**  
*3:00-3:30 PM*  

*Sneden Center Meeting Rooms 1-3 (across hall from Auditorium)*

**HUNGRY for networking?**  
**THIRSTY to learn more about colleagues’ research?**  
**Come to the Faculty Day of Research Displays to network and enjoy a Snack Break at the same time!**

In this informal session, faculty will answer questions and discuss their recent conference presentations and published articles. The display will include posters from the first annual Faculty Day of Research held last March. Plus, new posters from research completed since March may be on display. In this poster session, you will:

- Learn about current, leading-edge research being conducted by your colleagues
- Explore future research possibilities that you might undertake
- Discover opportunities for collaboration

**Hotel room keys** will be handed out to guests staying overnight at the Hilton Hotel at 3:30 PM in SC meeting rooms 1-3. Participants who elected a self-pay single room will need to check in directly at the hotel.

Thanks to Akademos for sponsoring our snack break! As our bookstore partner they have helped DU students save money with their innovative textbook marketplace.

**General Session with Academic Leadership**  
*3:45-4:45 PM*  

In this session, hosted by our Provost, Dr. Linda Rinker, academic leaders from all Colleges at Davenport will share a preview of the upcoming 2014-15 Academic Year.
### Cocktails (optional) 5:15-5:45 PM
Hilton Hotel—Drink tickets distributed at the Hilton when you join us for cocktails and conversation (see maps at end of program)

### Dinner 5:45-7:00 PM
Dinner at the Hilton Hotel (pre-registration required)

### Evening Activities
Optional evening activities include:

- Screening of “First Generation” film, Hilton Hotel ballroom
  Narrated by Golden Globe nominee Blair Underwood, FIRST GENERATION tells the story of four high school students - an inner city athlete, a small town waitress, a Samoan warrior dancer, and the daughter of migrant field workers - who set out to break the cycle of poverty and bring hope to their families and communities by pursuing a college education.

  Shot over the course of three years and featuring some of our nation’s top educational experts this 95 minute documentary explores the problem of college access faced by first generation and low-income students and how their success has major implications for the future of our nation.

- Networking, relaxing in lounge/hotel bar area, Hilton Hotel

- Swimming, Hotel Pool

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**Friday August 22, 2014**

### Breakfast 7:45-8:45 AM
Join us for a delicious, full breakfast at the DU Dining Hall!

### Breakouts C 9:00-10:00 AM
**Competency-Based Education: The Future is Now in Davenport’s New MBA Program**
—Jim Gort, Dr. Wayne Sneath, & Dr. Frank Novakowski

**Auditorium**
This session will explain the changes coming to Davenport’s MBA program which are grounded in a national movement towards Competency-Based Education (CBE). CBE explodes traditional models of course credit hours and seat time in favor of greater student self-directed learning and direct assessment of competencies. The implications for faculty teaching and student learning roles, as well as a preview of the new DU MBA curriculum, will be presented.

**Collaborate Workshop**
—Al Gunther and Kathy Finkler

**Rm 230c**
Bring your questions and learn some cool things about using Collaborate. While this session will include some valuable tips and tricks to using Collaborate, we hope that you will bring your challenges and questions for us to work through together.

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Thank you to Liberty Mutual for sponsoring the screening of “First Generation”.
How to Train Your Starter Files: Yearlong Schedule (YLS) Wizardry
—Michael Case, Academic Technology Resources Coordinator
Rm 236c
Attention all Department Chairs and ADCs-- are your starter files for Yearlong scheduling (YLS) misbehaving? Need advice on when to use filter and when sort is better? In this hands-on session, Michael Case, the file keeper himself, will show you how to save time and minimize re-do's when working to create your schedules.

Institutional Research Board: Myths vs. Facts
—Lonnie Decker and Michele Davis
Rm 207
We will explore the myths and facts of IRB and faculty responsibilities with research, including:
• Surveys - Risk or no risk?
• Institutional Approval vs. IRB Approval?
• The IRB hates me!
• It’s not research ... Or is it?
• My research is exempt!
• My research isn’t important, so I don’t need IRB ... right?
Bring your burning questions and we’ll explore the solutions in this informative session. We’ll investigate these topics and more.

Can the 21st Century Goals of Cooperation, Critical Thinking & Creativity Flourish Alongside the Current Emphasis on Standardized Curriculum?
—Joyce F. Elferdink, MA
Rm 214
As higher education focuses on more inclusive pedagogy, instructors and students perceive fewer opportunities to use creative and critical thinking skills. Yet these are some of the most needed skills in the marketplace and society.

As Davenport University revises curriculum to make courses accessible to everyone, it is an opportune time to review research and examples, and join the discussion on ways to make pedagogy more inclusive AND more focused on 21st century education goals.

The Flipped Classroom: Session II Tools of the Flip
—Karen Clark & Sharon Long
Rm 215
This second session in the two-part series on The Flipped Classroom will start with an activity so you can experience a flipped classroom. Remember you are the student, so you need to come prepared! We will each share the technology we used in our classes and provide additional resources.
Leading By Example: Building Community Identity Among Faculty to Develop and Support Students
—Sandra Welling Ph.D., RN, Kriss Ferluga Ph.D., Sue Offenbecker MSN, and RN

Rm 204
Feeling like part of a community is an integral part of student success. Combining a theoretical framework of social identity plus social construction with the use of collaborative technology, we prepare ourselves as an empowered and engaged faculty community to provide positive role models for students.
Using both virtual tools and face-to-face discussions to build a supportive environment, we seek to create an iterative mentoring process to foster student success.

Nuts and Bolts of Doing an Edited Book
—Dean Karen Daley, Ph.D.

Rm 205
This presentation will describe the process from conceptualization to publication of publishing an edited book. This presentation will include creating a book proposal, negotiating contracts with the publisher, creating templates of authors, implementing a system for collecting and editing chapters, final steps to publication. Examples with practical tips for moving through the nuts and bolts of this process. Participants should bring ideas for creative projects and possible publishers for brainstorming session.

Authentic Assessment - Creating a Program Exit Exam
—Kimberly Corsi, MSA, LRCP, CCS & Yvonne Alles, MBA, DHA
Rm 212
Assessment is clearly the process of collecting information about student learning and performance to improve education. The session will focus on an overview of the process to develop a program exit exam with the collaboration of content experts to create questions utilizing revised Bloom’s, matching the questions to course outcomes and accrediting body standards, and include the process to test for validity and reliability prior to final implementation as a final assessment of the program.

Taking a Descriptive Perspective in a Prescriptive World: Working towards a model of linguistic inclusion in Davenport University classrooms
—Madeline R. Shellgren
Rm 213
Why uphold the rules/expectations of Standard English in classrooms? The assumption is that “professionalism” and “success” are linked to standard/prestigious language. Thus, to prepare students for the competitive world beyond, we must instill in them the ability to command such language. This session proposes, however, that rather than enforcing the prescriptive perspective of “right” and “wrong,” an inclusive, descriptive perspective of “useful in certain contexts” will foster improved, more motivated learning in DU classrooms.

TechSmith: Thinking Beyond Tools
—Brian Bennett and Matt Dennis
Rm 222c
As educators, we need to be able to not only make wise teaching decisions with digital content, but our students should also reap the benefits. This session will talk about best teaching practice based on research and anecdotal evidence and model how tools can be used in various ways to maximize student outcomes.
David Livermore, Ph.D. and co-founder of the Cultural Intelligence Center, will deliver a closing keynote presentation introducing the cultural intelligence research and model and describing its relevance to Davenport faculty. Cultural Intelligence (CQ) is a consistent predictor of performance and adjustment in multicultural settings. Come learn more from a local Michigan expert who has a global reputation as an expert in his field.

**Lunch**

11:45-12:45 P.M.

DU Dining Hall will offer multiple food stations — something for everyone!

**Keynote Biographies**

Dave Stuart Jr.

Since 2006, Dave has taught in an urban middle school (Baltimore, MD), a rural high school (Cedar Springs, MI), and some of the richest and poorest schools in New York City. In all these settings, he has found that students everywhere enjoy learning how to be awesome at life, specifically in the areas of character and literacy. Conveniently, these things are great predictors of life chances, and this is why Dave loves talking to teachers about dominating literacy instruction and character development in the classroom. The best way to get a feel for Dave’s approach is through teachingthecore.com, the blog he started in June 2012. There, you’ll quickly discover what his 15,000+ readers per month already know: that Dave is unafraid to be honest and real about matters of teaching and learning.

At the end of the day, Dave cares about results, and he explores the actions it takes to get them. Dave’s audiences appreciate that he teaches full-time, daily bridging the gap between theory and practice in his secondary classroom. This has led to a non-freaked out, down-to-earth approach that empowers teachers rather than weighing them down.

Regina McClinton

Dr. Regina McClinton, Ph.D., is the founder and director of the Institute for Intercultural Teaching and Learning (IITL). Dr. McClinton earned her Ph.D. in plant biology from University of California, Berkeley. In the midst of a successful scientific career, she recognized the need to increase intercultural competence for Grand Valley State University and the greater Grand Rapids community, and has devoted herself to this work. Dr. McClinton is a certified diversity professional, with a long track record of making a difference in inclusion and diversity. Dr. McClinton has served as a member and president of the Minority Affairs Committee for the American Society for Plant Biology, the Diversity Committee of Sigma Xi, The Research Society, and has been a leader in inclusion and diversity efforts at UC Berkeley, University of Louisiana, Lafayette, and Grand Valley State University.
Keynote Biographies

David Livermore

David Livermore is a thought leader in cultural intelligence (CQ) and global leadership and the author of the new book, *The Cultural Intelligence Difference*. His book, *Leading with Cultural Intelligence*, was named a best-seller in business by *The Washington Post*. He’s president and partner at the Cultural Intelligence Center in East Lansing, Michigan and a visiting research fellow at Nanyang Technological University in Singapore. Prior to leading the Cultural Intelligence Center, Dave spent 20 years in leadership positions with a variety of non-profit organizations around the world and taught in universities. He’s a frequent speaker and adviser to leaders in Fortune 500’s, non-profits, and governments and has worked in more than 100 countries across the Americas, Africa, Asia, Australia, and Europe.

Dave has authored several other books, including the award-winning titles, *Serving With Eyes Wide Open* and *Cultural Intelligence: Improving your CQ to Engage our Multicultural World* (Baker Publ.).


Dave averages 35 international speaking engagements annually, addressing an average of 7500 leaders over a year. He also serves on several non-profit boards.

Dave and his wife Linda have 2 school-age daughters, Emily and Grace. Some of their favorite activities are traveling (fortunately!), hiking, eating Asian food, and walking to the local ice cream shop, Jersey Junction, near their home in Grand Rapids, Michigan.

Jason Siko

I am currently an Assistant Professor at GVSU. In my prior life, I was a high school biology and chemistry teacher at Clarkston High School in Clarkston, MI. I completed my doctorate in 2012.

My current research interests involve online and blended learning at the K-12 level. I am beginning to explore how we can support students enrolled in online and blended courses using targeted supports based on their beliefs on technology self-efficacy, achievement, risk-taking (the good kind—in classrooms, willingness to possibly be wrong, etc.), and organization.

Another research interest involves the use of games as an instructional tool. Constructionist philosophy believes that learning occurs through building an authentic artifact; thus, it is through the construction of the game (rather than playing the game) where learning occurs. I am investigating the use of *MS PowerPoint* as a game design tool. While *MS Power Point* is not a programming language or design software, it is ubiquitous in schools, and students need little to no training to use it to construct games (the only additional knowledge students may need is how to add and use the action button feature).

I also have a Master’s in Futures Studies from the University of Houston, a degree that emphasizes foresight strategy, visioning, and scenario development.
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