10th Annual
Wynalda
Teaching &
Learning
Institute

We Are All DU

August 2-3, 2012
Ypsilanti, Michigan
Welcome to the 2012 Wynalda Teaching and Learning Institute.

The 2012 Wynalda Teaching and Learning Institute (TLI) promises to be the best ever. The TLI Planning and Implementation Committee 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 and staff who have been chosen to present this year. I am confident that all who attend will have their educational horizons broadened.

New this year, we have an expo space at the in-seat event. Please take some time to explore and talk with the publishers and DU colleagues sharing information and resources in the expo space. Also new this year, we will offer TLI Online—this inaugural online event will be held September 12-13. TLI Online gives our valued adjunct colleagues the opportunity to participate in breakout and keynote sessions offered at the in-seat event. In addition, I would like to encourage all of you to join these online conversations. If you were not able to attend all the breakouts you wanted, or if you have follow-up questions for a presenter, TLI Online offers you the opportunity for continued engagement with conference speakers and content while building a shared sense of community with adjunct faculty.

I would also like to thank Kathy Finkler, Al Gunther, and John Wilson for their IT expertise and time invested to help us all gain more practice with Blackboard Collaborate. Special thanks to the ME Davenport Foundation, Cengage, McGraw-Hill, and Pearson for their generous financial support of TLI. Without their donations, this event would not be possible.

Enjoy the conference,
Dr. Linda Rinker
This year we celebrate the 10th 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. We are honored to welcome Peggy Moceri, Marian’s niece and President of the M.E. Davenport Foundation as our guest at this year’s event.

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.
We are all DU

This year's theme is We Are All DU. At Davenport, our goal is to recognize and embrace the diversity of our faculty, staff, students, and communities. The more we can understand our students, our colleagues, and ourselves, the better we will be able to reach beyond our immediate fields of vision to come together as a university team dedicated to achieving the personal and professional excellence outlined in Vision 2015. Our Thursday keynote will focus on faculty role in retention of students—Why do students stay? Why do they leave? What can faculty do about this choice? Then, on Friday we'll hear from a leader at the Michigan National Guard who will help us understand the needs and perspectives of our military students and colleagues. Breakout sessions on both days are aligned with one or more of the following conference learning tracks:

**Understanding Student Diversity**

**Collaboration and Community**

**Innovation and Creativity**

**CareerCrafting: Scholarship and Academic Career Development**

(See next page for descriptions)
Learning Tracks:

**Understanding Student Diversity**
Who are our students? How can we understand the realities of their lives and needs to better enable their academic and professional success? The TLI committee invites sessions focused on helping conference participants deepen their understandings of student perspectives and realities. Proposals that actively engage Davenport students in the presentation are encouraged. Sessions connected to this track might address issues relating to: College readiness, first-generation college students, perspectives on diversity in the classroom, ADA and implications for all instructional delivery methods, learning styles and other topics that help us understand our students better.

**Collaboration and Community**
As Davenport faculty work to collaboratively address pressing needs in the areas of student retention, college readiness, student success, and faculty work-life balance how can we come together as a community to collaboratively meet these challenges? The art of collaboration and community building starts with learning to build and provide strong support networks both inside and outside DU. This learning track focuses on exploring tools, attitudes, processes, and resources faculty need to develop and energize support networks, mentoring opportunities, and team building both among faculty and in our classrooms. The TLI conference planning committee is also interested in sessions focusing on opportunities for outreach into the community (experiential learning, study abroad, etc.) that offer ideas for building relationships with organizations, communities and individuals who expand our abilities to serve our students and each other with quality.
Innovation and Creativity

How do you teach innovation and creative problem solving? How do you practice creativity as a colleague and contributing member of the DU community? This learning track invites explorations of the connections between diverse perspectives and effective innovation to meet current and future challenges. Relevant proposals may address value of exploring different perspectives, effective listening and communication through conflict/disagreement, as well as innovative research methods, teaching approaches, and strategies for developing creative problem-solving skills in our curricula.

CareerCrafting: Scholarship and Academic Career Development

Faculty positions consistently have three components to the job—teaching, scholarship, and service. While teaching is the clear emphasis in Davenport faculty positions, in order to be a strong teacher and a quality employee, one must be involved in scholarship and service in order to understand the subject matter content as well as the Davenport institutional context. The TLI committee invites proposals that give testimony to the connections between teaching, scholarship and service as well as instruct us on good practices to adopt or adapt. For instance, how does one plan a sustainable academic career? What is the significance of scholarship within a teaching university? How does one run a good meeting? How does faculty advising of registered student organizations impact the community? How does one write a Curriculum Vita and why would one do it? Why did Davenport add an Institutional Research Board and how would we use it? How would one select a professional association to join and why is it important to join a professional organization anyway? How does writing and research enable better teaching?
Ypsilanti Marriott at Eagle Crest
1275 Huron Street
Ypsilanti, MI 48197
(Exit 183)
(734) 487-2000
MAP OF CONFERENCE CENTER

Floor Plan—Conference Center

(1st level)

(2nd level)

Continuous Break Stations at locations
A B C D E
THURSDAY AUGUST 2, 2012

Registration — Lobby  
9:30-10:15 AM

Opening Session — Auditorium 1  
10:15-10:45 AM

DU Leadership and M.E. Davenport Foundation

Keynote on Retention — Auditorium 1  
10:45 AM -12:00 PM

Steve Piscitelli

Lunch — Salon 5 and 6  
12:00-12:45 PM

Expo Opens — Lobby  
12:00 PM

Breakouts A  
1:00-2:00 PM

See pages 12-15

Breakouts B  
2:15-3:15 PM

See pages 15-18

General Session — Auditorium 1  
3:30-4:45 PM

Hotel Check-in, Expo Time & Break — Lobby  
4:45-6:30 PM

Cocktails & Conversation — Expo area and Patio  
5:30-6:30 PM

Expo Closes  
6:30 PM

Dinner — Garden Marquee Tent  
6:30-8:00 PM

Evening Activities  
8:00 PM— 10:00 PM
FRIDAY AUGUST 3, 2012

Breakfast & Hotel Check-out
Salon 5 and 6  7:15-8:30 AM
Expo Opens —Lobby  8:00 AM
Breakouts C  8:30-9:30 AM
See pages 20-23
General Session —Auditorium 1  9:45-10:30 AM
Keynote on Supporting our Military Students —Auditorium 1
Brigadier General Burton K. Francisco  10:30-11:45 AM
Lunch —Salon 5 and 6  11:45 AM-12:45 PM
Breakouts D  12:45-1:45 PM
See pages 24-27
Expo Closes  2:00 PM
Wrap Up & Raffle —Auditorium 1  2:00-2:30 PM
**Thursday August 2, 2012**

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**Should I Stay or Should I Go: Examining Student Retention from a Faculty Perspective**

Steve Piscitelli, Teacher, Author and Workshop Facilitator

*Auditorium 1*

If colleges want to hold on to their students, they have to understand why students stay—and why they choose to leave. This workshop stresses that students are more than data points on an Excel spreadsheet. If we want them to be successful—and continue to matriculate at our colleges—we have to recognize them as whole human beings. As faculty, we are in a unique position to impact retention. Steve's opening keynote will walk us through the choices Davenport students make regarding why they stay and why they might leave. He will help us focus on the ways Davenport faculty can impact student retention and success.

**Lobby**

Please make time in your TLI schedule to explore the expo space! New for 2012, the expo gives you the chance to talk with publishers and DU colleagues to learn more about teaching resources as well as student and faculty services at DU.
Integration of the FRSM100 Course Across the Curriculum

Collaboration and Community

Jodi Hicks, Ph.D., College of Arts and Sciences
Tom Lonergan, Ph. D., Dean of College of Arts and Sciences

Conference Room E

Students are required to take FRSM100, Career and Education Seminar, and are introduced to career planning information as well as study skills such as time management and critical thinking that is needed for success at the college level. In addition, FRSM100 serves as one of the first courses to introduce our DU Excellence System. It is anticipated that students will use the learning skills presented in FRSM100 in all of their subsequent courses. While nontraditional students are often more application orientated and may immediately appreciate how these skills could be applied, FTIAC students may not have enough experience to see connections. One possible way to improve the potential impact of FRSM100, thereby helping students achieve better academic performance, is to effectively thread the FRSM100 skills throughout their entire curriculum. This presentation will provide a brief overview of the learning outcomes covered in FRSM100 and propose specific examples of how to integrate key skills into the student’s future courses taken at Davenport.

Publishers as Partners: McGraw-Hill Faculty Resources

Collaboration and Community

Jack Lamborn, McGraw-Hill

Conference Room F

Learn all about MH Campus, McGraw-Hill’s unique institutional service providing faculty with single sign-on access to all of McGraw-Hill’s course content, digital tools and other learning resources from any Learning Management System (LMS). This offering allows for integration enabling access for faculty and students to any of McGraw-Hill’s course solutions such as McGraw-Hill Connect®, McGraw-Hill Create™, McGraw-Hill LearnSmart™ Tegrity®.
New Web Resources for Faculty

Collaboration and Community

Dr. Kriss Ferluga, Coordinator of Faculty Learning

Conference Room A

Learn about the new online tools Davenport has built to support faculty! Faculty Readiness, available online through Davenport’s web based Informal Learning tool, is a dynamic experience that encompasses Assessment, Orientation, and Onboarding by including essential information and strategies for building and managing successful courses. This updatable resource helps develop—and retain—faculty who are prepared to teach university-wide. DevelopU, an innovative learning management system, supports faculty and staff development, and performance by combining vibrant online workshops, a robust e-library, and links to professional resources with our own ongoing calendar of live training events. Come explore these exciting new resources!

The Personal Librarian Program: Meeting the Information Needs of International Students

Collaboration and Community

Qing Meade, DU Library

Conference Room B

In cooperation with the International Programs Office, the Main Library has piloted a “Personal Librarian” (PL) program to international students since the fall of 2011. This outreach program matches international students with a Reference Librarian, who serves as their individual point of contact, offering personalized assistance for almost anything - from answering questions about library services and resources to helping locate materials to assisting with finding information about campus jobs. The program reflects the University’s values by ensuring our students receive customized services to meet their needs and interests. A recent survey revealed that students are generally satisfied with the program and would welcome more planned workshops from their PL.
**BB Collaborate Training**
CSC; Al Gunther, John Wilson and Kathy Finkler  
Auditorium 2  
Wimba is going away! Come to this hands-on technology workshop to learn about Blackboard Collaborate, DU’s new tool for synchronous web-based meetings and instruction. The session will give an overview of how the tool works plus time to practice your skills. Pre-registration is REQUIRED and space is limited.

**P.R.I.D.E.: Five Choices For Life Success!**
*Collaboration and Community*
Steve Piscitelli, Keynote  
Auditorium 1  
Faculty have many job roles to balance - teacher, scholar, committee member, administrator, community representative, friend and family member. If you are feeling overwhelmed by change or just need tips on how to recharge your passion, this breakout session is for you. Steve’s five-step model will help any audience change their lives. Using video, music, and interaction, Steve will help you examine what can be done to ignite or fan the flames of personal passion while living a life of balance and wellness.

**Introduction to the Institutional Research Board**
*CareerCrafting*
Lonnie Decker, College of Technology  
Conference Room E  
What is an IRB? When do I need IRB approval? Is my research considered human subjects research? The answers to these questions and more will be discussed at this session, which introduces the Institutional Review Board (IRB) now established at Davenport University. You should attend this session if your students want to send out surveys or use questionnaires for your class, or you plan on performing research for papers or conference presentations.
Experience Counts: Supporting Diverse Learning Styles through Expanding Internships and Credit for Prior Learning Participation at Davenport

Understanding Student Diversity

Dr. Wayne Sneath, College of Arts and Sciences
Shelley Lowe, Executive Director of Career Services

Conference Room A

Internships support the academic and professional growth of DU students. Credit for Prior Learning (CPL) is an assessment process by which students can earn academic credit for the college-level knowledge and skills they can demonstrate from learning from life experience. This session will introduce participants to the benefits for students of internships and CPL, including higher retention and graduation rates, explain DU’s current processes for these efforts, and solicit faculty feedback on proposed revisions to the university’s CPL and Internship programs.

Stories for the “Road Scholars, Freeway Fliers, Easy A’s and Gypsy Geeks”: Connecting the Adjunct Community

Collaboration and Community

Regina Switalski-Schinker, Ph.D., College of Business

Conference Room B

Organizational storytelling is a unique and rich source of information about what has happened in an organization and how organizational members have dealt with a variety of situations (Feldman, 1990). Adjunct instructors, as organizational members, are a valuable, yet disjointed group of professionals. We should explore the use of organizational storytelling as a vehicle to convey information to the dispersed adjuncts across the country, while at the same time creating a sense of community amongst them.
Stop, Collaborate and Listen: Partnerships Between Librarians and Faculty for Information Literacy

Collaboration and Community
Valerie Kleinheksel, DU Library
Colleen Streeter, DU Library

Conference Room C
A student’s ability to find, analyze, and use information can determine success in and out of the classroom. A sustained partnership between the Library and faculty can enhance and foster opportunities for developing information literacy in the classroom as well as in outside learning spaces, such as the library. Studies show a direct correlation between library collaboration amongst faculty and increased information literacy. This session will facilitate an inquiry into how the DU community can successfully imbed information literacy in its course instruction.

Introduction to Universal Design For Learning
Understanding Student Diversity
Neil Shepard, Ph. D., College of Arts and Sciences
Jean Hanks, DU Library

Conference Room D
The CAST Institute for Universal Design for Learning (“UDL”) offers two free, online modules to introduce educators to the concepts, principles and applications of UDL and the benefits for all students, including neuro-diverse learners. Our session will cover an overview of UDL designed to interest DU faculty and staff in further self-study using the CAST online modules. This session will demonstrate real-world interactive examples and show current research into the benefits of UDL, and present research results and best practices in post secondary settings.
Publishers as Partners: Cengage Instructional Resources for Faculty

*Collaboration and Community*

Sherrie Waterstone, Cengage Publishers  
Brooke Albright, Cengage Publishers  
Gail Lobanoff, Cengage Publishers  
Erica Messenger, Cengage Publishers  
Barry Springsteen, Cengage Publishers

Joe Hale, Cengage Publishers

*Conference Room F*

Are you tired of struggling to make those “one-size-fits-all” online tools work for your “information-overloaded, multi-tasking, too-busy-to-read, efficiency-craving” students? Let Cengage Learning show you what’s REALLY new in the world of digital learning, and how it will help you in your classroom. We’ll show you how our revolutionary MindTap online learning environment uses “apps-based” learning tools as well as your own content to focus students on a truly personalized Learning Path... designed and led by YOU. During this workshop, we will reveal the latest MindApps (including GoogleDocs, ReadSpeaker, Kaltura video platform, and ConnectYard social media platform), give you a preview of the content available through the MindTap environment, demonstrate how MindTap integrates with your current Learning Management System, and show you how to get your own MindTap preview account. An iPad3 will be raffled off at the end of the session.

**BB Collaborate Training**

CSC; Al Gunther, John Wilson and Kathy Finkler

*Auditorium 2*

Wimba is going away! Come to this hands-on technology workshop to learn about Blackboard Collaborate, DU's new tool for synchronous web-based meetings and instruction. The session will give an overview of how the tool works plus time to practice your skills. Pre-registration is REQUIRED and space is limited.
GENERAL SESSION 3:30-4:45 PM

Conversations with Academic Leaders
DU Provost and Deans

Auditorium 1

Hosted by Dr. Linda Rinker, Dean Tom Lonergan, Dean Michael Clancy, Dean Karen Daley, Dean Christine Wallace, Interim Dean and Vice Provost Irene Bembenista, and Vice Provost Joy Gianakura, this session will overview key accomplishments and goals for Academics at Davenport.

CHECK IN & BREAK 4:45-6:30 PM

Lobby

COCKTAILS & CONVERSATION 5:30-6:30 PM

Expo area and outdoor patio

EXPO CLOSES 6:30 PM

DINNER 6:30-8:00 PM

Garden Marquee Tent

EVENING ACTIVITIES 8:00 PM

Olympics viewing party with fun activities, Garden Marquee Tent

Walking/exercising, Hotel Fitness Center/ Walking Trail

Relaxing in lounge/hotel bar area, Hotel Bar Area

Swimming, Hotel Pool
**Friday August 3, 2012**

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<td><strong>BREAKFAST &amp; CHECK OUT</strong></td>
<td>7:15-8:30 AM</td>
<td>Salon 5 and 6</td>
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<td><strong>EXPO OPENS</strong></td>
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<td><strong>BREAKOUTS C</strong></td>
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**Left and Right Brain Teaching to Facilitate Right Learning**

*Innovation and Creativity*

Jodi Hicks, Ph. D., College of Arts and Sciences
Karen Clark, D.C., College of Arts and Sciences

*Conference Room E*

All of us have our own style for teaching as well as learning. We are generally either left brain or right brain dominant and our preference is readily displayed in our teaching. From our syllabus, to lecturing, to our classroom management, our “neurological style” influences all aspects of our teaching. By understanding our own “neurological” preference we can better help our students recognize and maximize their own individual preferences. For instance, left brain dominance is characterized by logical processes, sequential order, and time-oriented. A right brain dominant individual tends to process information intuitively, holistically and visually. By understanding our own neurological strengths and weaknesses we can adapt our courses to meet the needs of our students. As a left brain dominant partnering with a right brain dominant instructor, we will seek to provide helpful and applicable tips to foster an enriching classroom experience. Though we approach our classes from opposite points we share the same value of building positive rapport with our students and ultimately contribute to higher persistence and retention.
Enhancing Your Curriculum Vitae: Adding Notches to Your Academic Gunbelt

*CareerCrafting*

Harry L. Rinker, MFA, College of Arts and Sciences
*Conference Room D*

When was the last time you dusted off your curriculum vitae (CV)? A CV is a living document, one which needs to grow to remain viable. An excellent CV is balanced, equally weighted in quality and quantity between education, teaching, scholarship, community, and other. This session explores the CV as a measure of professional growth and how each of its five sections can be enhanced. It applies to everyone from instructor to full professor.

Blooming with Technology

*Innovation and Creativity*

Julia VanderMolen, Ph. D., College of Health Professions/College of Arts and Sciences
*Auditorium 2*

Bloom’s taxonomy of educational objectives for learning has undergone a digital makeover. The Bloom’s Digital Taxonomy Pyramid makes thinking about technology tools in this context a breeze. This session will explore how they can be used at various levels on the digital taxonomy to encourage higher level thinking and problem solving. This session will also provide faculty with some creative and innovative ideas for integrating Web 2.0 tools at each level. So come and find out what is blooming in this session and help your students blossom.
Demystifying the Ranking Process

_Career Crafting_
Terri Tomaszek, College of Arts and Sciences  
Joy Gianakura, Vice Provost  
David Gillespie, College of Arts and Sciences  
Susan Glover, Associate Dean, MBA Programs

_Conference Room B_
This session, hosted by members of the Promotions Board, will present an overview of Davenport University's philosophy of academic rank as well as the process of applying for promotion in rank. Board members will share the rubric used to evaluate applications; and, in small groups, participants will apply the rubric to case studies. The session's emphasis on transparency is intended to assist those who are planning to apply for rank and their supervisors who will review portfolios and recommend before the portfolios are sent to the board. Upon completion of the session, participants will understand what constitutes a portfolio that will be "Accepted" for each level of rank. The concluding portion of the session will include time for questions and answers.

Using Supplemental Instructors to Improve Student Success

_Understanding Student Diversity_
David Poock, Associate Department Chair of Mathematics  
Karen Mosier, Director of Tutoring Services

_Conference Room A_
This session will focus on reporting on the SI initiative at three DU campuses in the 2011-12 school year and share plans for standardizing and expanding the program for the 2012-13 year. The presentation will focus on three areas: model outline, quantitative and qualitative experiences using the modes, and future plans.
Publishers as Partners: Pearson Publishing

Collaboration and Community
Keith Chasse, Pearson Publishers
Allen Kozlowski, Pearson Publishers

Conference Room F

Pearson’s mission is to partner with educators to help them take control of the content and the cost of their course materials, while helping them to provide the best learning experience and value to their students. Pearson works with educators to design and personalize course materials including the latest in cutting edge technology. In this session you can learn about our latest products and services, as well as where to find the people and resources to support your efforts in the classroom and beyond.

What you Might Observe on the Road to Excellence: A Progress Report

Scott Epstein, Ed. D., Executive Vice President for Quality and Effectiveness

Auditorium 1

It has been almost three years since the creation of Vision 2015 and our public commitment to developing a culture and infrastructure where defining processes, establishing measures and targets, collecting and analyzing data, reviewing performance, identifying opportunities for improvement, establishing improvement priorities, and taking action to improve are the norm. This presentation will provide an understanding of our progress in this area.
Supporting our Military Students in the Classroom
Brigadier General Burton K. Francisco, Assistant Adjutant
Command Sergeant Major Richard C. Michael, Michigan
Army National Guard
Auditorium 1
This general session will provide information about the Michigan National Guard in order to help faculty gain a deeper understanding of the unique contributions National Guard students bring to our DU classrooms. What is the Michigan National Guard? What opportunities and commitments accompany the National Guard? What types of culture are students accustomed to in the National Guard? How does the National Guard build cohesive, accountable teams? How might faculty implement this increased understanding of military culture, responsibility, and teamwork in their classrooms to support student success and an inclusive educational environment?

LUNCH
Salon 5 and 6

BB Collaborate Training
CSC; Al Gunther, John Wilson and Kathy Finkler
Auditorium 2
Wimba is going away! Come to this hands-on technology workshop to learn about Blackboard Collaborate, DU's new tool for synchronous web-based meetings and instruction. The session will give an overview of how the tool works plus time to practice your skills. Pre-registration is REQUIRED and space is limited.


**Understanding and Supporting Our Military Veterans**

**Understanding Student Diversity**

James Turner, Lt. Col. (Ret.), USAF, College of Business
Scott Lemmon, USAF Veteran, Director of Admissions
Frank Novakowski, Ph. D., College of Business

*Conference Room C*

This breakout session will focus on the different challenges associated with our military veterans in a classroom environment. This training approach will span on multiple areas to include: understanding and supporting the military student, common challenges faced by veterans returning to civilian life and/or the classroom, experiences in the military that may shape perspectives about education and assisting in exploring career paths at the completion of their military service.

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**Pop Goes the Classroom: Six Quick and Easy Tricks for Teaching Your Subject Area Through Popular Culture**

**Innovation and Creativity**

Greg Wright, Ph. D., College of Arts and Sciences

*Conference Room E*

As educators, we all want to: 1) connect with our students and 2) find fresh ways to facilitate connections between our students and our content areas. This session explores simple and straightforward ways to relate to your students through using the pop culture they already care about and through helping them to discover new things to love. These tips are all completely cross-disciplinary and can be used by both the hip and the non-hip alike!
Writing and Grading Assignments Across the Curriculum: Holding Students Responsible
Collaboration and Community
Diana Stout, College of Arts and Sciences
Aphrodite Jones, College of Technology
Sue Slajus, College of Health Professions
Conference Room A
Tired of students turning in less than stellar writing? Want students to be held accountable for their writing, whether individually or team projects but not quite sure how to do it? Want to assign more writing but don’t want the grading that comes with it? See how three instructors across disciplines create short writing assignments and easy-to-use rubrics that create positive learning, and individual accountability, thus eliminating coattail riding on team projects.

From Their Perspective: A Study of Student Evaluation of Learning Experiences in Higher Education
Understanding Student Diversity
Letha Williams, Ph. D., College of Health Professions
Cande Tschetter, Ph. D
Conference Room B
During this session, the findings of an online mixed methods study will answer the question: What motivates the 21st Century (at least the early 21st Century) learner? Is it what you think? How do you know? How can you reach the 21st Century learner? Do you need to change your teaching methods, or does the learner need to change? This is a fun and thought provoking presentation that gets inside the head of 21st Century learner and explores what they find engaging in the classroom (as opposed to what we think excites them).
When Work is Play: Academic Spring Break Integrates Environmental Science and Cultural Diversity with Community Engagement Through Service Learning

Collaboration and Community
Tammy Stachowicz, College of Arts and Sciences
Charlie Bunker, College of Arts and Sciences

Conference Room D
For many universities and colleges spring break is when the student body looks to play in the sun and the surf. At Davenport University, students took a break from the traditional vacation to participate in academics and service projects. The Academic Spring Break to southern Florida offered not only the opportunity to learn about environmental science and the importance of diversity in hands-on experiences, but also the chance to practice these skills in service projects.
Steve Piscitelli

Steve Piscitelli is a recognized teacher, author and workshop facilitator. Whether delivering a conference keynote address, facilitating a day-long retreat for employees, or helping students understand the choices they make, Steve draws on his years of classroom and professional development experience to connect with his audience. His publications reflect his belief in the importance of personal responsibility and individual initiative.

His high-energy sessions combine interaction and practicality with music and humor in such a way that participants leave with practical strategies they can begin using immediately.

Steve, a tenured professor, has earned degrees from Jacksonville University, The University of North Florida, and The University of Florida. He has been recognized for his effective teaching style with awards at the school, county and international level. Steve also has served as the Chair of his college’s Center for the Advancement of Teaching and Learning.

Steve would welcome the opportunity to work with your institution. But be prepared! When he steps into your workshop or meeting, he not only educates, he energizes, and entertains. He provides a memorable experience!
Brigadier General Burton K. Francisco began his military career when he enlisted into the Michigan Army National Guard in April 1978. He graduated from Officer Candidate School at Fort Benning, Georgia, and was commissioned as a Second Lieutenant in May 1983 with Company C 1st Battalion 125th Infantry in Alpena, Michigan as an Infantry officer. Throughout his career he served in a variety of assignments of increasing responsibility in the 46th Infantry Brigade. He has served as a Platoon Leader, Company Commander, Battalion S1, S2, S3, Battalion Executive Officer, and Brigade S3. He was the Counterdrug Coordinator for the Michigan National Guard, which led to his assignment as Commander of the 51st Weapons of Mass Destruction - Civil Support Team (WMD). After this successful command, he was promoted to Colonel in August 2004 and in December 2004 he was assigned as the Director of Human Resources and J1 for the Joint Forces Headquarters, Michigan National Guard. He was further transferred to Headquarters 63rd Troop Command as the Brigade Commander in November 2005. Brigadier General Francisco next served as the Deputy Chief of Staff for Operations and Training and Chief of Staff for the Michigan Army National Guard, which lead to his assignment as the Director of the Joint Staff and Commander of the Joint Task Force, Michigan National Guard. He was promoted to Brigadier General in December 2008. In March 2010, Brigadier General Francisco was assigned as the Commander and Assistant Adjutant General, Michigan Army National Guard, and a Deputy Director for the Michigan Department of Military and Veterans Affairs. Brigadier General Francisco has a Masters degree in Strategic Studies and is a graduate of the United States Army War College.

He and his wife, Donna, have a son, Chad, and a daughter, Karla Van Rhee, and three grandchildren.
Command Sergeant Major Richard C. Michael

Command Sergeant Major Michael was born in Dearborn, Michigan, and entered the Army in January 1983. He attended Basic Training and Military Police Advance Individual Training at Fort McClellan, Alabama. Throughout his 28-year career he has served in all leadership positions from Team Leader to Brigade Command Sergeant Major and has also held several special skill positions including Military Police Investigator, Protective Service Team Member, and Service School Instructor (USAMPS-DBMPT).

CSM Michael is currently assigned as the Command Sergeant Major, Michigan Army National Guard and is serving as the Non-Commissioned Officer in Charge of the Michigan Pre-mobilization Training Assistance Element. CSM Michael served in Germany and Ft. McClellan, Alabama before leaving the active Army to pursue a career in law enforcement with the Michigan State Police. He joined the Michigan National Guard in August 1990. CSM Michael is currently employed as a Detective Sergeant with the Michigan State Police. He has served in many positions within the department to include Trooper, Recruit School Instructor, Detective Specialist, Uniformed Sergeant, and Detective Sergeant. His civilian education includes a Bachelor of Arts Degrees in Social and Criminal Justice from Ashford University and an Associate of Science Degree in Law Enforcement from Central Texas College. His military education includes Military Police Investigator Course, Protective Service Course, PLDC, Instructor Trainer Course, BNCOC, ANCOC, Unit Movement Officer, Battle Staff NCO Course, and the Sergeant Major Course NRC #31.

CSM Michael’s awards and decorations include the Bronze Star, Defense Meritorious Service Medal, Meritorious Service Medal (1st Oak Leaf Cluster), Army Commendation Medal (Silver Oak Leaf Cluster), Joint Service Achievement Medal, Army Achievement Medal (1st Oak Leaf Cluster), Good Conduct Medal (2nd Award), Army Reserve Component Achievement Medal (4th Oak Leaf Cluster), National Defense Service Medal with Service Star, Southwest Asia Service Medal, Iraq Campaign Medal, Global War on Terrorism Expeditionary and Service Medals, Armed Forces Service Medal, Humanitarian Service Medal, Armed Forces Reserve Medal (Bronze Hourglass and M Device with Numeral 4), NCO Professional Development Ribbon (4), Army Service Ribbon, Overseas Service Ribbon, Kuwait Liberation Medal, Kuwait Liberation Medal (Kuwait), Combat Action Badge, German Army Proficiency Badge (gold), Joint Meritorious Unit Award, Meritorious Unit Award (1st Oak Leaf Cluster), and Army Superior Unit Award.

He is married to his wife Cathy and has three children; Angela, Sara and Kyle.
Many thanks to all the breakout session facilitators!

This year you can find our breakout session facilitators’ professional biographies online through Activity Insight. To view information on this tool:

1) Go to www.davenport.edu
2) Click on Academics (top bar)
3) Click on Faculty (left menu)
TLI 2012 Planning and Implementation Committee

Linda Crosby, Department Coordinator
Julia VanderMolen, Department Coordinator
Sally Armstrong, Department Coordinator
Betsy Diegel, Director of Academic Services
Sharon Vriend-Robinette, Department Chair
Michael Kolacz, Associate Department Chair
Karen McLaughlin, Assistant Director of Libraries
Frank Novakowski, Associate Dean
Linda Haberaecker, Faculty
Melissa Lewis, Faculty
Qiana Towns, Faculty
Diane Salinas, Faculty
Mominka Fileva, Faculty

Special thanks to the Faculty Fellows from 2011-12:

Brook Gensel  Anne Cramer
Jean Luoma  Shubhada Sagdeo
Julia VanderMolen  Tammy Stachowicz
Linda Hood  Jim Gort
Angela Smith  Diana Stout

And, welcoming Margaret Mwende and Patricia Phillips to the Faculty Fellows team for 2012-13.
FACULTY DEVELOPMENT SUPPORT

Academic Leadership
Dr. Linda Rinker, Provost
Joy Gianakura, Vice Provost of Academic Affairs
Irene Bembenista, Ph.D., Vice Provost for Curriculum, Assessment, and Graduate Studies
Michael Clancy, Dean of College of Technology
Karen Daley, Ph.D., Dean of College of Health Professions
Tom Lonergan, Ph.D., Dean of College of Arts and Sciences

Office of Performance Excellence
Lynda Cribari, Executive Director of Performance Excellence
Dr. Keri Dutkiewicz, Director of Faculty Learning
Dr. Kriss Ferluga, Coordinator of Faculty Learning
Jo-anne Tuttle, Director of Organizational Learning
Jean Wolfe, Director of Staff Learning
John Niedzielski, Assistant Director of Learning Technology
Rhonda Sauline, Student Employee
Allison Veneklase, Student Employee
Hayley Elliott, Student Employee
A big “Thank You!” goes to Cengage Learning, McGraw-Hill and the Pearson Education Sales Team for generously donating items for our raffle and for sponsoring the Thursday evening events!

Sponsored in part by the M. E. Davenport Foundation in the memory of Marian Davenport Wynalda.

Another “Thank You!” to the M.E. Davenport Foundation for making this year’s Wynalda Teaching and Learning Institute possible!
The M.E. Davenport Foundation

The M.E. Davenport Foundation pursues the core values of Michael Edward Davenport, founder of Davenport University. Mr. Davenport strongly believed in and encouraged personal and professional initiative, achievement, and civic engagement, a commitment exemplified by the motto he originated: “Make a Living...Make a Life...Make a Contribution.”

In 1986, Robert W. and Margaret Davenport Sneden established the foundation, originally as a sustaining endowment for Davenport College and its affiliate schools. Later on the Foundation expanded and diversified its funding support throughout the West Michigan region, concentrating its philanthropy in education (primarily in business and career training), entrepreneurship, and developing viable economic and business environments, especially at the local and neighborhood levels. While its principal focus is still West Michigan, the foundation also supports selected community and social organizations throughout the state. Since its inception, the foundation has awarded over $10 million in grants.
Faculty Learning at DU

Committed to helping Davenport’s full-time and adjunct faculty reach your goals—as teachers, as scholars, and as working professionals—while supporting you as people!

DU Faculty Learning supports all faculty through collaborative sharing and learning opportunities in:
- Teaching strategies to enable student success
- CareerCrafting—Networking, Research, Writing an Effective CV and other aspects of your academic career
- Individual Development Planning and goal setting
- Enhancing your practice as scholars and researchers
- Effective and appropriate use of learning technologies

Interested?
We are always looking for new ideas and facilitators—get involved and get connected to your colleagues. To learn more, and to sign up for upcoming faculty learning events, go to DU’s Training Calendar on DevelopU:

https://developu.davenport.edu

Don’t forget to take a look at the exciting ideas and knowledge being shared at InSite, Davenport’s video-based Informal Learning tool, accessible to all FT Faculty and Staff from DevelopU.

Contact us—we’d love to hear from you!

Keri Dutkiewicz, Ph.D. Kriss Ferluga, Ph.D.
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Dear colleagues and friends—

Thank you for participating in the 2012 Wynalda Teaching and Learning Institute. The ME Davenport Foundation, Pearson Publishers, Cengage, and McGraw-Hill generously sponsored this year’s event. TLI would not be here without their generous support. On behalf of all conference participants, thank you for your support of faculty at DU.

This year, collaborative engagement in the conference planning process has been tremendous! The TLI Planning and Implementation Committee shaped the conference focus, identified evening activities, collaborated on key communications pieces, and played important roles in the live event. I am proud to share that this year a true blind review process was used by this team to select breakout sessions. As we move forward to the inaugural TLI Online, to be held this coming September 12 and 13 in an entirely online format, this committee plus the online team are continuing their work to ensure a well-organized and meaningful event that will enable us to engage with our adjunct colleagues and re-visit key topics from the in-seat event. Thank you for all your hard work.

Many other volunteers and contributors have reached out to support our academic community at TLI. Thanks to Career Services, Admissions, our Publisher Partners, as well as the DU Bookstore for participating in the first-ever expo at TLI. Academic and University leadership continue to support and participate in TLI.

It is an honor to host Brigadier General Francisco and learn more from him about the ways faculty can engage and support our military students; his presence at TLI and significant time investment in preparing for and attending our event demonstrates his commitment to community partners and to creating educational opportunities for military students. Many thanks to James Turner and Scott Lemmon for their help coordinating this keynote. Steve Piscitelli spent a great deal of time learning about DU to prepare himself for the event. Thank you for taking the extra time to make sure you understood our University.

Finally, TLI is not just a kickoff event. It is a time and space where we come together to celebrate our colleagues, invest in ourselves, and work towards the continual goal of helping our students achieve their dreams. This year the conference theme helped us explore the ways We Are All DU. I hope this event demonstrates that TLI is about all of us—faculty, leadership, community. We are all DU and TLI is all of us!

With admiration and enthusiasm for all we can accomplish together,

Keri Dutkiewicz, Ph.D.
Director of Faculty Learning