

2018
Fall Faculty
Conference



SOUTHWESTERN
UNIVERSITY

August 20, 2018

F.W. Olin Building

Schedule at a Glance

1:00-1:10 pm	Welcome & Introduction	Olin 105
1:10-2:10 pm	Plenary Session – Keynote Address Robert Duke, The University of Texas at Austin	
2:20-3:35 pm	First Session	
3:45-5:00 pm	Second Session	
5:10-6:30 pm	Reception – <i>Wood-Avant Fine Arts Foyer</i>	

Break stations located on each floor.

First Session.....	2:20-3:35 PM
Second Session.....	3:45-5:00 PM

Why Students Don't Learn What We Think We Teach **Olin 105**

Robert Duke, Professor of Music and Human Learning; Director of the
Center for Music Learning
The University of Texas at Austin

In 1959, Jerome Bruner correctly observed that "The school boy learning physics is a physicist, and it is easier for him to learn physics by behaving like a physicist than doing anything else" (1960, p. 72). Since that time, research in psychology and neuroscience has deepened our understanding of the fundamental principles of human learning. Yet much of what we do in public and private education at all levels of instruction seems to effectively ignore these principles. What's up with that? We will discuss the reasons why formal education often fails to make substantive and lasting changes in how learners think and behave, and we'll consider how to design learning experiences that lead to advantageous changes in cognition, affect, and behavior, all of which are components of expertise in every discipline.

Post-Plenary Discussion **Olin 126**

Robert Duke, Professor of Music and Human Learning; Director of the
Center for Music Learning
The University of Texas at Austin

This interactive session is designed to allow interested faculty the opportunity to engage in conversation with Bob Duke and with each other about the topics raised in the keynote. You are invited to bring your own experiences, expertise, and insights to the conversation.

About |

Bob

Duke

Bob Duke is the Marlene and Morton Meyerson Centennial Professor and Head of Music and Human Learning at The University of Texas at Austin, where he is University and University of Texas System Distinguished Teaching Professor, Director of the Center for Music

Learning, and Clinical Professor in the Dell Medical School. For the past six years, he directed the psychology of learning program at the Colburn Conservatory of Music in Los Angeles. Dr. Duke's research on human learning and behavior spans multiple disciplines, and his most recent work explores the refinement of procedural memories and the analysis of gaze in teacher-learner interactions. A former studio musician and public school music teacher, he has worked closely with children at risk, both in the public schools and through the juvenile justice system. He is the author of *Scribe 4* behavior analysis software, and his most recent books are *Intelligent Music Teaching: Essays on the Core Principles of Effective Instruction*, *The Habits of Musicianship*, which he co-authored with Jim Byo of Louisiana State University, and *Brain Briefs*, which he co-authored with Art Markman, his co-host on the public radio program and podcast *Two Guys on Your Head*, produced by KUT Radio in Austin.

Self-Regulated Learning: Active Learning on the Inside

Olin 207

Linda B. Nilson, Director Emeritus, Office of Teaching Effectiveness and Innovation
Clemson University

Most students have misconceptions about learning, especially about the amount of effort and focus it requires and your role in their learning process. They may also miss connections among concepts, across courses, and between course content and their own experiences. You can give your students a more accurate view of learning and help them make connections by teaching them how to be self-regulated learners. Self-regulated learning is the skill and practice of strategically planning, monitoring, and evaluating one's learning—a key success habit that few students know about. Research tells us that instructors can improve their students' exam performance, written and designed products, and problem-solving skills by incorporating into their courses even a few of the many forms of self-regulated learning activities. After this workshop, you will be able to explain what self-regulated learning is and how students benefit from practicing it. You will also be able to design and integrate into your courses proven self-regulated learning assignments and activities that induce students them to practice it. You can

choose from among those designed for specific times during the term and those connected to mini-lectures, readings, problem sets, papers, projects, and exams.

About |

Linda
Nilson

Linda Nilson recently retired as the founding director of the Office of Teaching Effectiveness and Innovation at Clemson University. Previously, she was director of the University of California-Riverside's Center for Teaching and before that, the Vanderbilt University Teaching Development Program. She has authored numerous books, including *Teaching at Its Best: A Research-Based Resource for College Instructors*, now in its 4th edition (Jossey-Bass, 2016), *Specifications Grading* (Stylus, 2015), *Creating Self-Regulated Learners* (Stylus, 2013), *The Graphic Syllabus and the Outcomes Map* (Jossey-Bass, 2007). She also co-edited *Enhancing Learning with Laptops in the Classroom* (Jossey-Bass, 2005) and Vols. 25-28 of the journal *To Improve the Academy: Resources for Faculty, Instructional, and Organizational Development* (Anker, 2007, 2008; Jossey-Bass, 2009, 2010). Most recently, she co-authored *Online Teaching at Its Best* (Wiley, 2017) with Ludwika Goodson and *Creating Engaging Discussions* (Stylus, 2018). Dr. Nilson has presented almost 500 webinars, keynote speeches, and workshops at conferences, colleges, and universities both nationally and internationally on topics related to teaching effectiveness, assessment, scholarly productivity, and academic career matters.

Group Advising – From Concept to Delivery

Olin 226

Jennifer Leach, Director of Advising and Retention
Southwestern University

Group advising has been an effective strategy to share information widely with students while also allowing you to have more time on your calendars for more meaningful conversations. Group advising can be conducted with any student group, in any academic program. During this session, participants will learn best practices for large and small group advising sessions. Recommendations will be offered regarding size, student type, timing, topics, resources needed, and FERPA. Participants will have the opportunity to draft a plan for group advising and share ideas and concerns.

About |

Jennifer
Leach

Jennifer Leach joined the Southwestern community last fall as the Director of Advising and Retention. She provides leadership to the academic advising system and works collaboratively across campus to evaluate current and implement new retention programs/strategies. She

holds a Ph.D. in Educational Psychology: Human Development, Culture, and Learning Sciences (HDCLS) from The University of Texas at Austin. Jennifer has over eight years of academic advising experience providing students with guidance on degree planning and career goals. In addition, she conducts research on various aspects of motivation, learning, and academic outcomes in higher education.

**Helping Students Achieve Integrative Learning in
Capstone Courses: How and Why**

Olin 124

Kathy Wolfe, Professor of English, Dean of Undergraduate Programs
Nebraska Wesleyan University

Most departments, especially those at private liberal arts institutions, require students to complete culminating projects in the disciplines. Ideally, this capstone work asks students to integrate not just concepts within the major, but also ideas and experiences from other disciplines, the co-curriculum, and relationships with the broader community. Such integration reinforces the purpose behind general education and can encourage colleges and universities to design coherent educational pathways that support students on their way to culminating work. But why is integrative learning valuable, how do we elicit it from students, and how do we ensure that students are prepared to demonstrate it? Participants in this session will explore some of the research into integrative learning and capstones, and will examine both the Paideia program and departmental curricula and senior-level integrative assignments. The goal: to begin mapping how integrative learning is scaffolded across a student’s time at Southwestern and discerning to what degree the capstone projects require high levels of integration.

About |
Kathy
Wolfe

Kathy Wolfe is a Professor of English at Nebraska Wesleyan University in Lincoln, and was recently appointed Dean of the Undergraduate Programs. She also serves as a senior fellow in the Office of Integrative Liberal Learning and the Global Commons at the Association of American Colleges and Universities. Dr. Wolfe also served as Assistant Professor of English at Fort Lewis College in Durango, Colorado for five years, and was an Instructor at Texas Christian University in Fort Worth, Texas, where she earned her Ph.D. in English. She has led and participated in integrative global general education redesigns--including developing and assessing learning outcomes--at public and private institutions. In addition, Kathy consults with campuses on general education reform

processes and conducts program reviews. She views curricular reform and broader higher education reform as adaptive leadership challenges. Her primary areas of disciplinary scholarship are comparative rhetoric and composition studies.

Enrolling a Class: How Small, Liberal Arts Colleges Strategize Enrollment in Challenging Times

Olin 222

Tom Delahunt, Vice President for Strategic Recruitment and Enrollment
Southwestern University

In this session, we will explore national trends and strategies in college enrollment, focusing on how these affect small liberal arts colleges, particularly in a border state like Texas. By understanding the bigger picture, we will aim to better understand how Southwestern can weather, and even thrive, during uncertain times in higher education. This session will discuss demographic trends nationally and regionally; how college costs, prices, and financial aid practices factor into admissions and enrollment; the changing dynamics of competition among colleges; and how a liberal arts focus shapes questions of quality for the student body and the college itself. Participants are invited to bring their enrollment-related questions and ideas for how we can continue to create a robust and diverse community of learners while ensuring a stable footing for the university.

About |
Tom
Delahunt

Tom Delahunt joined Southwestern in June 2018 with a track record of success in attracting talented students with diverse backgrounds, while increasing enrollment, diversity, academic profile, and net tuition revenue at the varied institutions where he has worked. Most recently he served as Vice President of Enrollment at La Salle University where he oversaw admission, financial aid, and information management for both graduate and undergraduate enrollment. From 2005 to 2016, he was Vice President for Admission and Student Financial Planning at Drake University. He has received numerous honors and awards during his career for community and campus service. He's served as President of the Iowa Association for College Admission Counseling and as a board member for the I Have A Dream Foundation and the Catholic Tuition Organization. He has also authored numerous articles on admission, enrollment, and college searches in publications including *Inside Higher Education*, *The Chicago Tribune*, *The Washington Post*, and *U.S. News and World Report*, among others.

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