

Teaching and Learning Resource Committee (TLRC)

Annual Report AY 2013–14

Prepared by: Professor Samara Smith, August 2014

Reviewed by: Alireza Ebrahimi, Ed Bever, Antonia DiGregorio, August 2014

This report includes meeting times, events, and other committee activities. Campus survey feedback and notes from the final meeting of the 2013-2014 academic year were summarized to provide assessment, questions and recommendations for the incoming committee's review. Open and pending business is discussed in the final section.

Summary of Committee Activity and Focus

Focus (from TLRC's 2012-2013 Annual Report)

TLRC's activity is guided by the committee's charge and purpose summaries here: Promote, support, and facilitate best practices and innovations in teaching and learning, focusing on faculty growth and assisting junior faculty in the practice of teaching. Communicate and coordinate the open and interdisciplinary exchange of ideas, modes of instruction, and pedagogical tools/resources, which characterize an effective teaching and learning environment that improves student learning outcomes especially across disciplinary contexts. Organize faculty workshops that are responsive to the relevant pedagogical issues of the College, which include, for example, classroom management techniques, and the appropriate use/integration of technology in instruction and information management. Promote synergy between teaching and research, including presentation by scholars and speakers (internal and external). Sustain an environment that promotes quality of life, faculty development and collaborations.

Officers/Members

Committee members included Samara Smith (chair), Alireza Ebrahimi (co-chair) and Fernando Nieto (co-chair), Ed Bever (ex-officio), Antonia DiGregorio, Amy Hsu, Stephen Kirkpatrick (ex-officio) and Ryoko Yamamoto. Elections were held at our first fall meeting. All members were actively engaged in planning and facilitating events during both semesters through regular meetings and online communication.

Meetings

09/30/2013, 10/30/2013, 11/12/2013, 12/04/2014, 1/28/2014, 02/24/2014, 03/03/2014, 03/31/2014, 05/05/2014

2013-2014 ACTIVITY

All activity grew out of feedback and suggestions provided by the faculty through the 2012-2013 TLRC assessment survey and a 2013 fall survey.

Events

01. 09/20/2013 TLRC New Faculty Orientation
See Appendix A
02. 11/13/13 Responding to Student Writing, Faculty Roundtable
Dr. Margaret Rose Torrell (English), Jacqueline Emery (English),
Thomas Lilly (PEL).
03. 11/26/2013 Student-Centered Classrooms, Faculty Roundtable
Dr. Amy Hsu (School of Education), Dr. Fernando Nieto (Biology)
04. 03/12/2014 Negotiating Gender and Power, Faculty Roundtable
Dr. Lisa Whitten (Psychology), Dr. Carol Quirke (American Studies)
05. 02/25/2014 Promoting Student Research Skills, Faculty Roundtable
Dr. Edward Bever (History), Dr. Li (Public Health), Stephen Kirpatrick
(Library Director)
06. 03/25/2014 Promoting and Assessing Critical Thinking
Dr. Lloyd (Chemistry and Physics), Dr. Nataro (History)
07. 4/9/2014 Promoting Careful Reading and Quality Discussion
Dr. Barber (American Studies), Dr. Camarasana (English)
08. 04/25/2014 Realizing Old Westbury's Mission, Faculty Conference
See Appendix B

Additional Activities

09. TLRC Website Maintenance
10. John Jay's Faculty Center Visit (Prof. Smith)
11. Surveys (Fall, End of Year, Conference)

FEEDBACK AND RECOMMENDATIONS (BY ACTIVITY)

01. TLRC New Faculty Orientation

End of Year Faculty Survey: Summarized (25 respondents)

- 60% of the respondents attended.
- 40% rated it “Excellent”, 60% rated it “Good”

Select comments:

- “Include more info about the tenure process”
- “It would be helpful to have more written materials, such as a handbook on what should be included in syllabi, etc. Contact information and frequently asked questions such as email and computer support, reserving space, and resources available to instructors, career services, tutoring, etc).”
- “It should have been much sooner.”

2013-2014 Final Committee Meeting

Assessment:

- Overall successful event.
- A tad rushed but there are many advantages to holding on the same day as the first Senate meeting.

Questions:

- Can we make the tabling portion more interactive?
 - Table bingo passport game.
- Should the event be earlier in the fall?

Recommendations:

- Coordinate with Academic Affairs to avoid overlap with AA orientation.
- Consider scheduling the date at the end the spring term to avoid rushed planning in the fall.

02-07. Engaging Students: Faculty Roundtable Series

End of Year Faculty Survey: Summarized (25 respondents)

- 60% of the respondents attended at least one roundtable.
- All but one respondent rated every roundtables as “Excellent” or “Good”
- One rated “Research Skills “Fair”

Select comments:

- “This is a great idea. Thank you.”
- “I have really enjoyed the few roundtable discussions that I attended. It would be nice to have a longer time to have these discussions as well as a larger room.”

- “I thought this year’s program was great and the topics selected were serious (not condescending) and worth discussion.”
- The roundtable are good but wish they could be more focused and more structured, so we can really learn how to do specific things...(Powerpoints, portfolio assessment).”
- “The quality and focus of this year’s roundtables was excellent and made an important contribution to college life.”
- “Add a practical component to all workshops.”
- “This year’s were great; you could probably repeat and expand some of them.”

Summary of common suggestions for future roundtable topics

Please see Appendix C to review all responses.

- Diversity of student backgrounds and skills
- Classroom management, lateness, absences, etc.
- Fostering classroom community and collaborative learning
- Engaging and motivating Students
- Improving students’ reading, writing and critical thinking skills
- Balancing high standards with students hardships
- Supporting struggling, underprepared or overworked students
- Teaching with technology, new instructional technology, social media
- Hybrid, blended and online learning, flipped classrooms
- Blackbook tips and tools
- Teamwork, collaboration, learning communities, etc.
- Experiential learning methods
- Creative assessment strategies, creating rubrics, etc.
- Classroom culture, Mindfulness, etc.
- Including the mission in any discipline

2013-2014 Final Committee Meeting

Assessment

- Overall successful series
- Good conversations
- Helped build community

Questions

- Is there a better room for these events?
- How can we better reach new faculty members?

Recommendations

- “Bring a new faculty member” event.
- Create attendance certificates for each event for junior faculty files.
- Future Roundtable Topic Brainstorm
 - Responding to student excuses
 - Stress management

- Anger management
- Mindfulness
- Turning a “bad” class around
- Establishing a positive and productive classroom culture
- Creating a safe and challenging classroom
- Capturing students’ attention

08. Realizing Old Westbury’s Mission, Faculty Conference

End of Year Faculty Survey: Summarized (25 respondents)

- 31% of respondents attended the Annual Conference
- 2 rated it “Excellent”, 5 rated it “Good”, 1 rated it “Fair”

Summary of comments:

- The majority of comments suggested the timing was bad leading to low attendance (“busiest week of the semester”) and many suggested the event be moved to the fall term or earlier in the spring semester. A few suggested scheduling shorter events (such as a series of Friday half day conferences) in place of the full day annual conference.

Additional sample comments

- This year’s conference was excellent-serious in content and helpful in terms of pedagogy and strategies in the classroom.”
- “I thought it was a really good event. I was somewhat disappointed by the number of faculty who were in attendance being so low, but I’m not sure that had anything to do with planning.”
- “Perhaps we could continue with themes around social justice, student engagement, etc. for future conferences.”

B. 2013-2014 Final Committee Meeting

Assessment:

- Attendance was very low
- Presentations and participation were both of high quality

Questions:

- Was it too hard to ask for organized panels?
- Should we ask for presentations and group them into panels ourselves?
- Should we change the date? Move it earlier in the year?

Recommendations:

- Add a roundtable recap or follow-up at the conference
- New faculty showcase (including certificates)

09. TLRC Website

2013-2014 Final Committee Meeting

Assessment:

- The website was regularly updated throughout the year.

Recommendations:

- Add more resources for faculty.
- Develop and add printed resources out of orientation and workshops.

10. John Jay's Faculty Center Visit

Chair comments: This visit was very helpful. I highly recommend that the committee or future chairs explore future visits to other Faculty and Learning Centers. I'm happy to share my notes and contacts. Purchase seems to have a great Center and they are very open to a visit.

11. Surveys

2013-2014 Final Committee Meeting

Assessment:

- All TLRC activity came out of the 2012-2013 annual report and survey data, as well as our 2013 fall survey.
- The committee found this input very helpful as we planned events.

Questions:

- How can we improve participation in future surveys?

SUGGESTIONS FOR FUTURE TLRC ACTIVITY

End of Year Faculty Survey: Summarized (25 respondents)

Select quotes or summaries:

- “This may not fit, but it would be great to have sessions on improving student community/ engagement on campus, and ideas for integrating that into coursework.”
- “Have faculty who have authored books to talk about them. No more than half hour please.”
- More appointment/ tenure/ promotion workshops.
- Age/ gender/ ethnicity challenges
- “Model classes by best instructors”
- “Current pedagogical techniques for an active classroom”
- “Invite outside experts that can demonstrate strategies that may engage active learning.”
- Flipped classrooms, videotaping lectures, etc.
- “Workshops by senior faculty who have demonstrated success in the classroom”
- “a few targeted workshops on Blackboard like managing the gradebook, etc.”
- “Topics connected with potential learning goals for General Education: internationalization, technological literacy, contemplative studies, environmental justice.”
- “Include students in discussions on pedagogy and teaching.”

2013-2014 Final Committee Meeting

- Junior faculty lunch
 - informal conversation and socializing
 - identify ways TLRC can better support junior faculty
- Interdisciplinary Mentors Program
 - match pairs by interests and teaching styles
- Bring in an outside scholar
 - Teaching workshop
 - Ask our colleagues for contacts and suggestions on the fall survey

OPEN/ PENDING ITEMS

1. UUP Campus Grant

<http://nysuup.lmc.ny.gov/campusgrants/campusgrants.html#info>

Explore developing an application for this grant to re-establish a physical center for TLRC on campus.

2. Bylaws

The committee reviewed the bylaws online and then reviewed them in person at our final meeting of the academic year. However, we did not have quorum. There were questions about the student representative's role.

3. Fact2 Call: Teaching & Learning Program Course Development

Dr. Bever presented this to the committee. We all agreed it seemed interesting but expressed concerns about time and resources.

4. Getting to Tenure

There was no Getting to Tenure workshop in the 2013-2014 academic year. The outgoing committee recommends working with APRT and UUP to schedule this workshop early in the 2014-2015 academic year.

APPENDIX

A: New Faculty Orientation Agenda

B: Annual Conference Program

C: Spring 2014 Survey Results

Teaching and Learning Resources Committee (TLRC)

New Faculty Orientation Agenda

Friday, September 20th, 2013

Multipurpose Room, Student Union

10:00 AM Reception and Informational Tables

Academic Advising, Bookstore, Collegiate Science and Technology Entry Program (CSTEP), Distance Learning, General Education, Instructional Technology, Library, Math Learning Center, Center for Student Leadership & Involvement, Old Westbury Garden, United University Professions (UUP), Women's Center, Writing Across the Curriculum (WAC), Writing Center, Math Learning Center and more...

10:20 AM Welcome and TLRC Mission

10:30 AM Introductions

10:40 AM Presentations

- Instructional Technology: Alex Sartakov, Jay Zuffuto, Ian August
- Distance Learning: Dr. Edward Bever
- Faculty Governance: Dr. Minna Barrett
- United University Professions: Dr. Martha Livingston
- Reappointment and Tenure: Dr. Chris Hobson
- Assessment and Learning Outcomes: Dr. Hedva Lewittes
- Q & A / Closing Remarks

11:30 AM Lunch

TLRC Committee: Ali Ebrahimi, Amy Hsu, Fernando Nieto, Duncan Quarless, Samara Smith (chair), Ed Bever (ex. officio), Stephen Kirkpatrick (ex. officio)

Old Westbury's 10th Annual Faculty Conference

Realizing Old Westbury's Mission

April 25, 2014

9-3:15

Room NAB 1100

MISSION STATEMENT

SUNY College at Old Westbury is a dynamic and diverse public liberal arts college that fosters academic excellence through close interaction among students, faculty and staff. Old Westbury weaves the values of integrity, community engagement, and global citizenship into the fabric of its academic programs and campus life. In an environment that cultivates critical thinking, empathy, creativity and intercultural understanding, we endeavor to stimulate a passion for learning and a commitment to building a more just and sustainable world.

9:00 Coffee and Light Breakfast

9:30 Welcome to the Conference

Opening Remarks: Provost, Dr. Patrick O'Sullivan and Professor Samara Smith

10:00 Keynote Speaker: Dr. Eileen Landy *"Endangered Mission: The Impact of SUNY Initiatives"*

Introduction by Dr. Alireza Ebrahimi

3-3:15 Closing Remarks: Dr. Fernando Nieto

Teaching	Research
11:00 Room _____ Mission-Based Teaching in Psychology Dr. Minna Barrett, Distinguished Service Professor, Psychology Dr. Laurie Morris, Associate Professor, Psychology	11:00 Room _____ Succession Planning at State and Federal Agencies <i>Discussant: Fernando Nieto</i> Dr. Roger Mayer, Assistant Professor, Accounting Dr. Wen-Wen Chien, Assistant Professor, Accounting Dr. Raymond Marbury, Assistant Professor, University of Liverpool
1:00 Room _____ Burden and Benefit of LMS Migration Dr. Alireza Ebrahimi, Associate Professor, Management & Marketing Dr. Ed Bever, Professor, History & Philosophy Dr. Kathleen Velsor, Associate Professor, Education Raul Zevallos, Data Management, Education	1:00 Room _____ Students for Social Justice Then and Now: Two Forms of Student Activism on Campus Dr. Rose Muzio, Assistant Professor, PEL Dr. Niev Duffy, Assistant Professor, PEL
2:00 Room _____ Teaching the Digital Humanities Dr. Carol Quirke, Associate Professor, American Studies Dr. Ed Bever, Professor, History & Philosophy Dr. Mandy Frisken, Associate Professor, American Studies Dr. Jermaine Archer, Assistant Professor, American Studies	2:00 Room _____ An Interdisciplinary Approach to the Study of Social Inequality Dr. Ashlee D. Lien, Assistant Professor, Psychology Dr. Myeshia N. Price, Assistant Professor, Psychology Dr. Shijian Li, Assistant Professor, Biological Sciences

Keynote Speaker: "Endangered Mission: The Impact of SUNY Initiatives"

Dr. Eileen Landy was elected Secretary of United University Professions in May 2001. She is an Associate Professor of Sociology at SUNY College at Old Westbury.

Mission-Based Teaching in Psychology

Discuss activities that challenge student attitudes, opinions and behaviors toward sustainability and environmental issues. Topics such as global food security, access to food resources, food information and misinformation, and the formation of attitudes toward food and food products will be discussed. Techniques include social science survey methods, data analysis, and self-challenge models for exploration of social justice. Discussions about field internships with regard to their placement value in community non-profit settings; and about the value of field internships and mission-related placement settings. Discussion will focus on the importance of student application of mission-based values and goals and the importance of community engagement in the education of undergraduate psychology majors.

Succession Planning at State and Federal Agencies

Succession planning guides management in the development of a career path for employees interested in management, solidifies plans for personnel training and developing, allows for management reorganization, and enhances the planning system for human resources. The use of succession planning leads to an increased chance of internal succession and a reduced chance of forced succession. Managers that do not have a plan risk losing the organization's collective knowledge and culture. This is an on-going research project and we will review the status of our research to date. A goal of our presentation is to explore what specific strategies are in place for succession planning at SUNY College at Old Westbury and what strategies may need to be developed.

Burden and Benefit of LMS Migration

A migration from one Learning Management System to another has an important impact on the students' learning as well as on educators' teaching. This presentation investigates how SUNY Old Westbury's students and faculty experience the migration from angel to blackboard. Will we officially be ready for this migration in the fall of 2014? How can we benefit from this burden? This study has observed and collected cases by interacting with faculty and students. This study will disseminate the top ten burdens and benefits to ease some of the blackboard users.

Students for Social Justice Then and Now: Two Forms of Student Activism on Campus

In the mid-1970s, within a few years of the College's founding, two sets of interests collided at SUNY Old Westbury. New York State and SUNY officials had to respond to a statewide budget crisis and pressures from Long Island legislators to change the nontraditional character, population, and academic curricula at the College. The analysis of the origins of the Mission and early struggles to defend it places Old Westbury's pursuit of social justice in historical perspective, demonstrating the role dedicated students and faculty played in preserving that mission for future generations. While the college has changed in many ways, faculty and students continue to find innovative ways to carry the Mission forward, as demonstrated in the collaborative research of C-SPACE on socio-economic inequities.

Teaching the Digital Humanities

The growing presence of digital materials, available with a click via laptop, cell phone and myriad other devices, presents opportunities and challenges for faculty in humanities disciplines. Games, oral histories and archives--to name just a few such projects--make materials available for student and researcher as never before, but such materials pose real pedagogical challenges for creator and user. Presenters discuss their experiences in developing student-friendly materials for use in the classroom at Old Westbury.

An Interdisciplinary Approach to the Study of Social Inequality

This presentation is a natural fit with the mission of SUNY College at Old Westbury. The interdisciplinary focus on various social issues allows an intentional discussion of how to best use research and practice to focus on issues of social justice. The diverse approaches that are covered in this presentation will be useful for many different disciplines. The range of specific areas of emphasis and research approaches will be beneficial to anyone doing research with disparities and/ or social justice issues.

Spring 2014 TLRC Survey Results

A. Respondents Background

A1. School Affiliation

	Count	%
SAS	20	77
SOB	2	8
SOE	3	12
Library	1	4
Total	26	100

A2. Employment Type

	Count	%
Non tenure-track faculty	6	23
Untenured tenure-track faculty	8	31
Tenured faculty	12	46
Total	26	100

A3. Gender

	Count	%
Female	18	69
Male	8	31
Total	4	100

B. New Faculty Orientation

B1. Have you attended the New Faculty Orientation in Fall 2013?

	Count	%
Yes	10	40
No	15	60
Total	25	100

(I didn't attend this event / I don't remember = 1)

B2. How would you rate the New Faculty Orientation?

	Count
Excellent	4
Good	6
Fair	0
Poor	0
Total	10

(I didn't attend this event / I don't remember = 14)

B3. Would you tell us how we can improve the New Faculty Orientation?

That was a while ago. I don't really remember too many details, but I do remember thinking it was fairly good overall.
Include more info about the tenure process
It would be helpful to have more written materials, such as a handbook on what should be included in syllabi, etc. Contact information and frequently asked questions such as email and computer support, reserving space, and resources available to instructors (library, career services, tutoring, etc.) would be great to include.
I attended the administration's orientation, but I think the TLRC did a separate event, right?
Give a book-- as a present-- to every new faculty member.
I thought it should have been much sooner. I also felt a bit overwhelmed since I was getting so much information all at once and I hadn't gotten any of it before the semester started. Of course, having a two-day orientation might be problematic for others, but new faculty probably won't put up much of a fuss since they're new and likely itching for information.

C. "Engaging Students" Roundtable Series

C1. Have you attended any of "Engaging Students" Common Hour Roundtable Series during Fall 2013 and Spring 2014?

	Count	%
Yes	15	60
No	10	40
Total	25	100

(Missing =1)

C2. How do you rate the roundtable session "Responding to Student Writing (11/13/2013)"?

	Count
Excellent	6
Good	4
Fair	0
Poor	0
Total	10

(I didn't attend this event / I don't remember =15)

C3. How do you rate the roundtable session "Student-Centered Classroom (11/26/2013)"?

	Count
Excellent	1
Good	1
Fair	0
Poor	0
Total	2

(I didn't attend this event / I don't remember = 23)

C4. How do you rate the roundtable session "Research Skills (2/25/2014)"?

	Count
Excellent	3
Good	3
Fair	1
Poor	0
Total	7

(I didn't attend this event / I don't remember = 17)

C5. How do you rate the roundtable session "Gender and Power (3/12/2014)"?

	Count
Excellent	4
Good	4
Fair	0
Poor	0
Total	8

(I didn't attend this event / I don't remember = 16)

C6. How do you rate the roundtable session "Critical Thinking (3/25/2014)"?

	Count
Excellent	3
Good	6
Fair	0
Poor	0
Total	9

(I didn't attend this event / I don't remember =15)

C7. How do you rate the roundtable session "Reading and Discussion (4/9/2014)"?

	Count
Excellent	2
Good	2
Fair	0
Poor	0
Total	4

(I didn't attend this event / I don't remember =20)

D. TLRC Annual Faculty Conference

D1. Did you attend the TLRC Annual Faculty Conference this year (4/25/2014)?

	Count	%
Yes	18	31
No	8	69
Total	26	100

D2. How would you rate this year's TLRC Annual Faculty Conference?

	Count
Excellent	2
Good	5
Fair	1
Poor	0
Total	8

(I didn't attend this event / I don't remember = 17)

D3. Could you tell us how we could improve the Annual Faculty Conference (Schedule, themes, logistics etc)?

I didn't attend the conference because it was scheduled on a very busy week at the end of the semester. I'd be more likely to attend and/or present at the conference if it were held at an earlier point in the spring semester. I also think it might have a bigger impact on our teaching practices if it were held earlier in the semester so we could potentially implement strategies we've learned from each other.
It took place during what is, for many departments, the busiest week of the semester and so I was unfortunately unable to attend.
It was really well-organized but it's a very busy time of year and I missed many interesting sessions. Maybe it could be split in two or held in the fall instead? Or done as regular Friday afternoon round-tables with one panel each and socializing afterwards?
It would be nice to hold the conference earlier in the semester so that more faculty can participate. I enjoyed the theme for this year. Perhaps we could continue with themes around social justice, student engagement, etc. for future conferences.
I didn't go so cannot comment.
I wrote comments on that survey.
It is a well-thought academic activity. Better food and a glass of wine would help.
Can you hold the event during a different week in April? I so much wanted to attend, but the week it was scheduled was over-full--Monday was SAS Research Day which required quite a bit of time and effort Wednesday was the Alumni Dinner which we always attend Thursday was Honors Convocation which requires a lot of prep on our part so that our presentation goes smoothly These combined with various end of the semester departmental responsibilities and deadlines made it impossible to attend on that Friday.
Perhaps the TLRC and faculty senate need to figure out how can we effectively increase participation in this particular event. The roundtables were very well attended. Overall an outstanding job by the TLRC all year round.
I thought it was a really good event. I was somewhat disappointed by the number of faculty who where in attendance being so low; but I am not sure that had anything to do with planning. However, with such few faculty in attendance, the two separate tracks made it so that there were even fewer people to be part of discussions. Again, there really is no easy way to get around that since the conference would have been way too long otherwise. The time-keepers did not do the best at keeping the conference on track.

E. Comments and Suggestions

E1. In your opinion, what are major pedagogical challenges at SUNY Old Westbury?

Engaging students! Many of them work a lot more hours than they should and don't get the irony that they are working to pay for something they are not actually doing, like attending classes or doing their schoolwork! The incredible diversity in their backgrounds and skills...
Students are not self-motivated; even seniors and 'good students' seem to always do the bare minimum at the last minute, showing little or no evidence of interest or curiosity. There is also a persistent problem of students not knowing skills that they should know, given course prerequisites.
Keeping high standards while providing good support for struggling students
Fostering community in the classroom by using collaborative learning. Some students are clearly used to the banking model of education and are reluctant to take ownership of their education. They fail to see that they can learn from their peers through small group activities and class discussion. It can be really hard to motivate these students to want to learn, to engage with the course content, and to be "present" (i.e. coming to class having done the reading and being prepared to participate fully).
Our students desperately need to build their writing and critical thinking skills and yet there is no support to help them do this.
Encouraging students to read for real understanding and learning, and getting them to develop their ideas in coherent ways, so they are ready for the complexities of the work force.
Developing good student writing and promoting reading/ critical reading are significant challenges.
Motivating students and having a wide range of abilities, interests, skills within the same class.
Reading and time.
Students' lack of feeling meaningful connection between what they are being taught and problems/ goals that concern them.
Diversity of student skills.
Student often are working outside of school many hours, and are often late, absent and overworked.
Engaging students and the use of technology.
Individually, faculty are great people. But there is no sense of community among faculty. We need a faculty Center, and engaged individuals. I should also say that the TLC Committee-- and its work-- is a great antidote for faculty apathy.
Balancing Prof. Dev. and Service with teaching Keeping current in pedagogical strategies to reach the students of the current (techno) generation Classroom management
Since there isn't a vision from the top it falls on the faculty, as individuals to encourage a culture of scholarship and true mentorship that is collegial.
Facilitating student reading and doing work outside of the classroom in of the hours they spend at their jobs.
Students seem to have a feeling that being late or absent often is acceptable. Many of the students seem to operate at e High School level rather than a college level, so classes must be adjusted to meet that.
Classroom management. Managing the high-achieving students and lower achievers at the same time.
The students are used to being taught "down" to. I would like to meet them where they are and challenge them to go above and beyond that by the end of the semester in a sort of Vygotsky scaffolding sense. However, when many of them are accustomed to passing classes with minimal effort, my methods produce polarization. Half of them realize what I am doing and appreciate that I care and the other half simply hate me.

E2. What kind of workshops and events would you like TLRC to sponsor in order to enhance your teaching and learning experience at Old Westbury?

More hands on workshops on topics . I want to know what kinds of new instructional technologies are out there and how to use them, like using Pinterest or setting up wikis or if any one has tried "flipping" classrooms? Has anyone tried videotaping their lectures? how did it work? I want to hear more from people about alternative ways to assess learning, what has worked and what hasn't ..
Workshops by senior faculty who have demonstrated success in the classroom.
I enjoyed the workshops that I attended this year and appreciate the work the TLRC is doing. My main suggestion is to incorporate a practical component to all of these workshops. I'd love to hear other faculty talk about strategies they use to foster community in their classrooms using collaborative learning strategies. I'd also be eager to hear more about how faculty manage gender expectations in the classroom.
Anything focused on practical teaching in the classroom.
Maybe a few targeted workshops on issues in Blackboard, like managing the gradebook, etc, to help relieve anxieties
Workshops on how to include the mission in any discipline, and more detailed workshops on developing student writing.
I could not go to all the ones held this year but I thought the topics were great and would like to see "re-runs" of the ones I couldn't go to (and the ones I could.)
Topics connected with potential learning goals for General Education: internationalization, technological literacy, contemplative studies, environmental justice.
This year's were great; you could probably repeat and expand some of them.
Creative assessment strategies
Learning more about using social media to connect with students and enhance course material.
Model classes by best instructors.
Current pedagogical techniques for an active classroom
Invite outside experts that can demonstrate strategies that may engage active learning. Invite students to participate in them. Include students in discussions on pedagogy and teachin.
More about getting uninterested students interested
See above.[Classroom management. Managing the high-achieving students and lower achievers at the same time.]
How to deal with the fact that students do not like to rely on research findings or common theories in the field but instead on their own anecdotal experiences, even when taking exams.
What others have done to overcome the age/gender/ethnicity challenges that may be present with young faculty and students who perceive a lack of credibility.
Workshops that close the knowledge gap for junior faulty in the appointment/tenure process. Or even promotion after tenure. I spoke to a group of individuals who had all been Associate Professors for years and neither of them had a clue how to become a Professor.

E3. Please share your ideas for possible topics of the next year's Common Hour Roundtable sessions.

The Round tables are good, but wish they could be more focussed, and more structured, so we can really learn how to do specific things...as I said above...learn how to do portfolio assessment or learning how to set up better powerpoints etc.
Hybrid courses that actually work. What do students find to be engaging in the classroom? What do students expect from their course work?
See above.[I enjoyed the workshops that I attended this year and appreciate the work the TLRC is doing. My main suggestion is to incorporate a practical component to all of these workshops. I'd love to hear other faculty talk about strategies they use to foster community in their classrooms using collaborative learning strategies. I'd also be eager to hear more about how faculty manage gender expectations in the classroom.]
--teaching sentence-level writing issues --engaging disinterested or unmotivated students
Moving students beyond Wikipedia Helping students to take ownership of their learning process
Sessions on methods of promoting reading, how to improve writing.
1. See above.[Learning more about using social media to connect with students and enhance course material.] 2. Creating teamwork 3. Experiential learning methods 4. Creating a rubric
Have faculty who have authored books to talk about them-- no more than half hour please.
Mindfulness as teachers and colleagues
getting uninterested students interested handling students with absence and lateness issues

E4. Comments / Suggestions

This is a great idea Thank you
Thanks for the work that you do!
Just want to add that I have really enjoyed the few roundtable discussions that I attended. It would be nice to have a longer time to have these discussions as well as a larger room.
This year's conference was excellent--serious in content and helpful in terms of pedagogy and strategies in the classroom
This may not fit, but it would be great to have sessions on improving student community/ engagement on campus, and ideas for integrating that into coursework.
Thanks!
I thought this year's program was great - and the topics selected were serious (not condescending) and worth discussion.
Thanks for all your hard work. Sorry I missed most of the sessions, difficult semester. I did attend a session about women in the classroom, was that you?
TLRC had a very good year and contributed a lot to the campus community. Thank you for your work!
The quality and focus of this year's roundtables was excellent and made an important contribution to college life.
Great job!!!

