



**Muskegon Community College**  
**Winter 2012**  
**FACULTY SEMINAR DAYS**

Coordinated by The LIFT Institute of Muskegon  
Community College

## Guest Speakers

### Sean Huddleston

#### Grand Valley State University

##### *Developing Your Intercultural Communication Skills*



Sean Huddleston is the Director of Intercultural Training at Grand Valley State University and CEO of Peerless Group LLC, Diversity & Inclusion Education & Training Experts. Before GVSU, he worked as a consultant for the Kent County Convention and Visitors Bureau to attract groups of color to West Michigan and also for Steelcase, leading the corporation's diversity and inclusion efforts within its dealer network. Find Sean on Twitter: @DiversityWiz.

\*\*\* See back page for another opportunity to hear Sean present.

### Alan Tussy

#### Citrus College

##### *The Eureka Experience in Student Learning*



Alan Tussy is currently in his 25th year as a mathematics instructor at Citrus Community College in Glendora, CA. Tussy attended the University of Redlands where he received a B.S. in Mathematics. He returned a fifth year to student teach and earn a secondary teaching credential. He was hired out of college by the Arcadia Unified School District (home of Santa Anita Racetrack) where he taught junior high and high school mathematics. While teaching in Arcadia he attended California State University, Los Angeles, and received a M.S. in Applied Mathematics. The Masters degree lead to a part-time and then full-time position that he now enjoys.

### Erik Benson

#### Cornerstone University

##### *Sailing Lessons: Insights on Faculty Expectations*



Erik Benson is an associate professor of history at Cornerstone University in Grand Rapids, Michigan, where he has taught for six years; he has taught in a university setting for ten years. He is a member of the faculty leadership team for the university's Center for Excellence in Learning and Teaching (CELT) He has presented at the Lilly Conference in Traverse City in 2007 and 2011 on effective lecturing and "storytelling" as a teaching method. He is interested in multiple facets of faculty development, including effective pedagogy and leadership.

### Richard Doctor

#### Retired MCC Faculty

##### *Journeys Lecture*



Richard Doctor graduated in 1965, a member of the first Fruitport High School class. He earned a BA in literature from Wheaton College where he met his wife on a blind date. He received an MA from the University of Illinois at Chicago Circle, where John Frederick Nims was one of his favorite professors. Before coming to Muskegon Community College in 1976, Richard taught at Evergreen Park High School in Illinois where the Unabomber also attended, though not under Richard's tutelage. Richard taught literature, writing and philosophy and played several administrative roles including director of admissions, prison education, assessment and accreditation. He and his wife, Paula, who also taught at MCC, have two daughters and five grandchildren.

## Thursday, January 5

8:00 am	Continental Breakfast	SC Lobby
9:00 am	Dale Nesbary, MCC President	1100
9:45 am	Updates: Maxient, Security Training John Selmon, Rosemary Zink	1100
10:45 am	<p><b><i>Developing Your Intercultural Communication Skills</i></b>            Sean Huddleston, GVSU</p> <p>Collegiate Hall</p> <p>This session is focused on developing intercultural knowledge and skills in various processes of thought, dialogue and interactions. Participants will build on their knowledge of basic dimensions of intercultural differences in communication and practice their new skills.</p>	
12:00 pm	Lunch	Collegiate Hall
1:00 pm	<p><u>Session I - Select breakout from following pages</u>  <b>Cliff Notes: Teaching Unprepared Students</b>  <b>Infuse Sustainability Across Our Curricula</b>  <b>Probing Questions</b>  <b>Does Bb help students learn?</b></p>	
2:00 pm	<p><b>Lightning Rounds</b></p> <p>Winter-Spring Arts Events – Tim Norris            Building an Entrepreneur Culture – Dave Stradal            Living the Full Catastrophe – Larry Visconti            Identifying Symptoms of Depression in Students – Tonia Lans            Concept to Reality in Just Hours – Jeff Johnston            Teaching with Cases – Darren Mattone            Email Manifesto – Maria Andersen            Get the Job! – Dave Kiley            Manikin Mania – Chris Patterson            Good Gig? How Outside Training Works – Dan Rinsema-Sybenga            Improving Student Financial Literacy – Christopher VanOosterhout</p>	1100
3:00 pm	<p><b><i>Eureka Moments in Student Learning</i></b>            Alan Tussy, Citrus College</p> <p>1100</p> <p>Watch as several of your peers participate in an intriguing experiment that explores the relationship between thought and language. Learn about the successive stages that your students go through to assimilate terms and concepts. Witness the Eureka! Experience - that point in the learning process when students confidently claim, "Now I get it!"</p>	
4:00 pm	Departmental Meetings	TBA

**BREAKOUT SESSION ONE: 1:00 p.m.-2:00 p.m.**  
**Thursday, January 5**

**1A CliffsNotes: Teaching Unprepared Students:**  
*Ed Breitenbach* 1332

If you were not able to join one of the faculty book discussion groups last semester, now is your chance! Come to this interactive and hands-on session and get all the highlights, cool ideas, and helpful teaching hints from the book *Teaching Unprepared Students*. Some of the topics for discussion include how to handle no-shows and late adds, what you need in your syllabus, methods to boost class attendance, the value of rubrics, how to establish a learning community, and strategies to minimize academic dishonesty.

**1B Infuse Sustainability Across Our Curricula**  
*Jeff Stipes, Deb Howell* 1328

In this breakout session we will discuss ways to engage students in the environmental, social, and economic aspects of sustainability. Here at MCC we offer programs or courses that include sustainability learning outcomes, but only a small percentage of students are exposed to these courses or programs. Let's look at ways to prepare all students to meet the needs of the present.

**1C Probing Questions**  
*Maria Andersen, Maryly Skallos* 1206

You don't have to have clickers to use "clicker questions" in your classes. Classroom response questions can be very useful as a daily learning assessment tool. Good questions should be concept-oriented, ask students to compare or contrast, or measure comfort with understanding of new subject matter. In this session we'll help you to locate good sets of classroom response questions and discuss the practical matters of how to use them during class time.

**1D Does Blackboard help students learn?**  
*Sherri Chandler* 1320

Do students learn more when Blackboard tools are incorporated with classroom instruction? Muskegon Community College students speak out! In Fall 2011, LIFT began an ongoing survey to determine associations between specific Blackboard tools and our students' learning. Join us to discuss our initial research conclusions.

## Friday, January 6

8:00 am	Continental Breakfast	SC Lobby
9:00 am	<p><b><i>Sailing Lessons: Insights on Faculty Expectations.</i></b>            Erik Benson, Cornerstone University</p> <p>Drawing upon my personal experience of sailing, we'll look at expectations, both individual and communal. Personally, I got into sailing with certain expectations, as well as a desire to be "master" of my own ship. Of course, my expectations met reality, and changed. Also, I discovered there is a community of sailors, which brought other expectations. We will parallel this with the faculty experience, and use this as a means to open the conversation to a discussion about expectations, experiences, and balance.</p>	1100
10:30 am	Updates: Course Signals, AtD	1100
11:00 am	<p><u>Session II - Select breakout from following pages</u>  <b>Discussion: Grant Writing, Data Requests</b>  <b>Online Education at MCC</b>  <b>The "Secret" Technology Club</b>  <b>Developing an IRB at MCC, Ethics Institute</b></p>	
12:00 pm	Lunch	Collegiate Hall
1:00 pm	<p>Lightning Rounds</p> <p>Blackboard Gradebook "Enhanced" – Maryly Skallos            Global Awareness Festival – Kathy Tosa            Employee Assistance Program – Aaron Hilliard            Future-Proof Their Education – Maria Andersen            What Students are Asking at the Bookstore – Kim Oakes            What was TEDxMuskegon? – Becky Evans            Assessment Update – Ed Breitenbach            I Can See Clearly Now - Hollie Benson            Storytelling – Irene Church            Improving the Classroom Experience – Mike Alstrom</p>	1100
2:00 pm	<p><u>Session III - Select breakout from following pages</u>  <b>Discussion: Grant Writing, Data Requests</b>  <b>MCC – A Research Institution!</b>  <b>Teaching With Web 2.0</b>  <b>Digital-Age Curriculum</b></p>	
3:00 pm	<p><b><i>Journeys Lecture</i></b>            Richard Doctor, Retired MCC Faculty</p>	1100
4:00 pm	Faculty Association Meeting	1100

**BREAKOUT SESSION TWO: 11:00 a.m.-12:00 p.m.**  
**Friday, January 6**

**2A Discussion: Grant Writing, Data Requests**

*Adane Kassa, Kathy Krentz,  
Dan Rinsema-Sybenga*

1332

This is an open discussion session for those interested in writing grants, conducting research involving institutional data, and submitting data requests for data-driven decision making. Come and share your expertise, talk about grants that you're considering, and meet our new Director of Institutional Research and Grants. We'll also brainstorm ideas about how procedures at MCC might be streamlined or clarified to make it easier to request data for informed decision making.

**2B Online Education at MCC**

*Christopher VanOosterhout*

1328

Online learning continues to impact the higher education landscape. In this session we will discuss the current state of online learning at Muskegon Community College and how we proceed into the future. The initial conversation will be framed within the context of five important distance education trends. Bring your best practices, tips, questions and even your frustration as we examine ways to build the best possible online learning environments for our students.

**2C The "Secret" Technology Club**

*Maria Andersen*

1206

If you think that technology power-users have a whole bunch of "secret" tricks and shortcuts, you might be right. We've been immersed in computer use for decades now, but very few of us have had much formal training. We learn through trial and error, but it's difficult to learn what you don't know exists! If you suspect you've fallen behind and would like to fill some of those silly technology gaps, this is for you. This will be a random assortment of tips and tricks for a variety of programs and web applications. You can become a member of the "Secret Technology Club" by learning the secret technology handshakes.

**2D Developing an IRB at MCC, Ethics Institute**

*Andy Wible, Sherri Chandler*

1320

The Ethics Institute and the LIFT institute will look at whether we need an Institutional Review Board (IRB) as an ethical oversight of research done on campus. The session will discuss what an IRB is, how they often work, and whether we should have one. A few guidelines and case studies will be provided for discussion. Come join us.

**BREAKOUT SESSION THREE: 2:00 p.m.-3:00 p.m.  
Friday, January 6**

**3A Discussion: Grant Writing, Data Requests**

*Adane Kassa, Kathy Krentz,  
Dan Rinsema-Sybenga*

1332

**REPEATED SESSION** This is an open discussion session for those interested in writing grants, conducting research involving institutional data, and submitting data requests for data-driven decision making. Come and share your expertise, talk about grants that you're considering, and meet our new Director of Institutional Research and Grants. We'll also brainstorm ideas about how procedures at MCC might be streamlined or clarified to make it easier to request data for informed decision making.

**3B MCC – A Research Institution!**

*Greg Marczak, Jeff Stipes, Darren Mattone*

1328

MCC is slowly evolving into an institution that involves students in research. Come find out what undergraduate research (UgR) is, who's doing UgR at MCC, how the research being conducted by students at MCC is different than at a 4-year school, and how you can do UgR with your students. Share your ideas and what you have done, discuss what you want to do, and learn how you can get your students involved with UgR projects.

**3C Teaching With Web 2.0**

*Maryly Skallos*

1206

What does passion, substance, listening, questioning, flexibility, style, humor, caring, leadership, mentoring, fun and Web 2.0 have in common? What about Glogster, Toondoo, and Jing. come and learn (with a bit of hands-on) during this interactive session about these and more.

**3D Digital-Age Curriculum**

*Maria Andersen, Christopher VanOosterhout*

1320

As the lines between careers become more blurred, the courses we teach in the discipline-silos of Higher Ed become increasingly removed from reality. Although we do strive to create programs that are well rounded (i.e. the foundation courses of Liberal Arts), each individual course exists in something of a contextual vacuum. To prepare students to understand the complexity of our modern society, should we teach courses more attuned to the "blended" nature of the jobs of the future? Perhaps we should teach courses like Biology and Human Enhancement, Design and Digital Presentations, Trend Analysis, Exploring Recycling and Refuse, Poverty and World Culture, How Computers Think, etc. Should we pursue a "Digital-Age Curriculum" at MCC and if so, what should it look like?

## BOOK DISCUSSIONS WINTER 2012

### **Academically Adrift, by Arum and Roksa (2011)**

In spite of soaring tuition costs, more and more students go to college every year. A bachelor's degree is now required for entry into a growing number of professions. And some parents begin planning for the expense of sending their kids to college when they're born. Almost everyone strives to go, but almost no one asks the fundamental question posed by *Academically Adrift*: Are undergraduates really learning anything once they get there? For a large percentage of students, Richard Arum and Josipa Roksa's answer to that question is a definitive "no."

### **Democracy and Education, by Dewey (1916)**

John Dewey's "Democracy and Education" addresses the challenge of providing quality public education in a democratic society. In this classic work, Dewey calls for the complete renewal of public education, arguing for the fusion of vocational and contemplative studies in education and for the necessity of universal education for the advancement of self and society. First published in 1916, "Democracy and Education" is regarded as the seminal work on public education by one of the most important scholars of the century.

**Book Discussions are held in the LIFT Institute (room 1109)  
They begin during the week of January 17 and finish during the week of  
March 16.**

Tuesdays 1:00-2:00 pm, Christopher VanOosterhout and Tonia Lans

Tuesdays 4:30-5:30 pm, Maria Andersen and Conor Roddy

Wednesdays 11:00-12:00 pm, Toby Moleski and Jennifer Volkers

Wednesdays 1:25-2:25 pm, Hollie Benson and Maria Andersen

Thursdays 12:25-1:20 pm, John Selmon and Irene Church

Fridays 1:00-2:00 pm, Ed Breitenbach and Nicholas Budimir

Online, Sherri Chandler



### **Special Workshop on Culture and Power**

*Sean Huddleston, GVSU*

January 20, 2:00-3:30 pm, Room 1200

This 90-minute interactive workshop is designed to explore the impact of power on shaping culture, knowledge and values. Participants will discuss the concepts of micro-inequities and micro-advantages, analyze the power dynamics inherent in cultural groups and learn how to leverage the values of inclusion and equity in the classroom and workplace.

### **TaLDA Workshop, May 7-11**

Information: <http://bit.ly/TaLDA2012>