



the 17th annual conference  
**Celebrating College Teaching**

Kent State University  
Oct. 28-29, 2010

  
**KENT STATE**  
UNIVERSITY  
Excellence in Action

UNIVERSITY TEACHING COUNCIL  
<http://dept.kent.edu/utc/conference>



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## ACKNOWLEDGMENTS

Celebrating College Teaching comes to you through the generosity of Kent State University, the Kent State University Alumni Association, the Faculty Professional Development Center, the Gerald H. Read Distinguished Lecture Series and the University Teaching Council.

The conference committee thanks the following for their invaluable assistance:

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**BE SURE TO SAVE THE DATE FOR NEXT YEAR'S CONFERENCE!  
OCT. 27 AND 28, 2011**

Visit the UTC website at <http://dept.kent.edu/utc>. You may also call  
Dr. Kimberly Peer at 330-672-0231 or e-mail her at [kpeer@kent.edu](mailto:kpeer@kent.edu).



## HISTORY OF CELEBRATING COLLEGE TEACHING

In 1992, Kent State University's Collective Bargaining agreement developed provisions for the support of teaching. Those provisions ultimately led to the establishment of the University Teaching Council (UTC). A contractually initiated committee to study faculty professional development (Faculty Professional Development Study Committee) wrote the enabling legislation for the UTC and guided it through the Faculty Senate. That study committee was composed of six people (two Faculty Senate representatives: **Dr. Mary Lou Holly**; **Dr. Jerry M. Lewis**; two administrators: **Dr. Larry Andrews** and **Thomas J. Barber**; and two association members: **Dr. Stephane Booth** and **Dr. Michael Lee**).

The enabling legislation for the University Teaching Council was modeled on the structure of the University Research Council (URC). Parity with the URC in the form of financial support was sought, and, although not obtained, provisions for additional kinds of grants (for travel, for learning and summer teaching projects among others) were designed. These included provisions for curriculum development as a key area for support as it relates to teaching and an annual conference to help build a community around the scholarship of teaching. Thus, the Celebrating College Teaching Conference was designed to identify, recognize, promote and celebrate the many positive teaching-related activities going on at Kent State.

**Dr. Rick Vardaris**, psychology, chaired the Conference Committee for the first three years, stepping down in 1995. Lewis chaired from October 1995 to July 1996 and then stepped down when he formally retired. **Steve Zapytowski**, theatre, served as chair from 1996 to 2000. **Dr. Bruce Friessen**, sociology, Kent State University at Stark, served from 2001 to 2004; in 2005, **Dr. Kimberly Peer**, School of Health Sciences, assumed the chairship

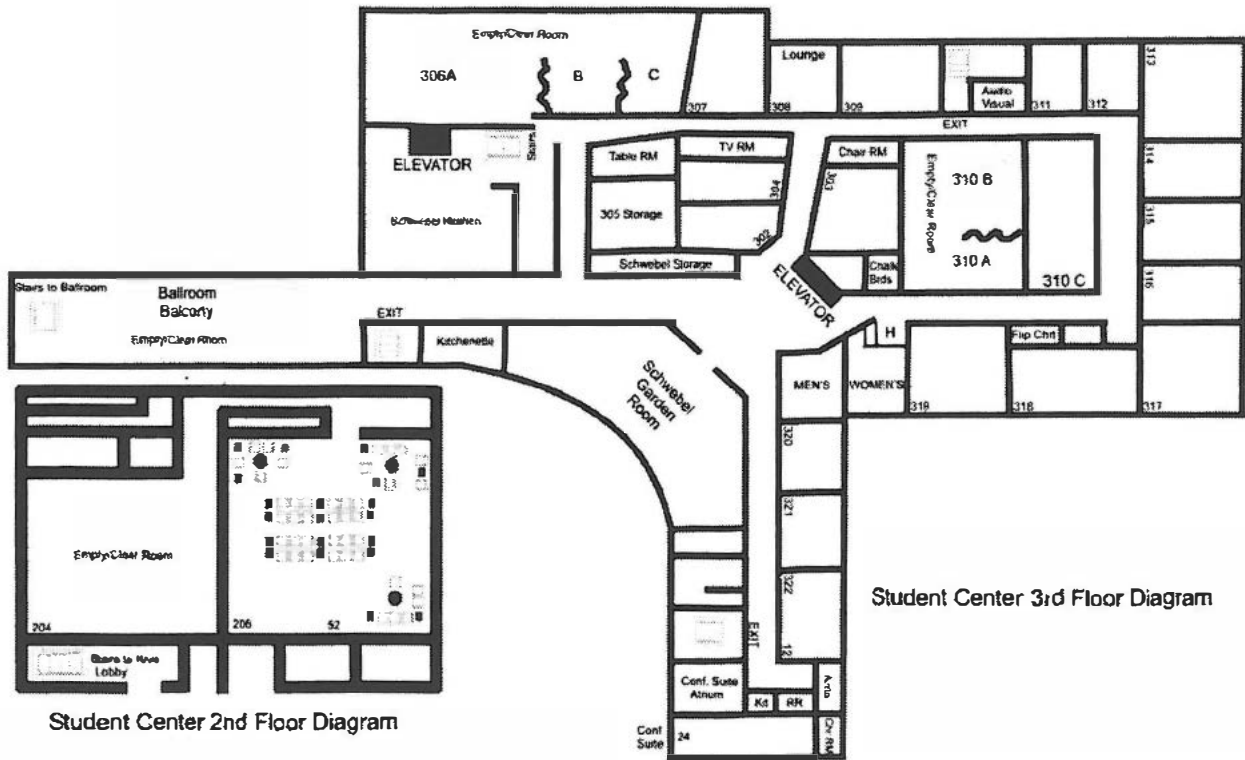
The conference initially involved committee members meeting with a keynote speaker on Saturday morning, but this was soon curtailed for pragmatic reasons. However, some significant components were added as the conference matured. These included linking the conference to the Thursday night Read Lecture and awarding the Distinguished Teaching Awards (full-time faculty) and the Outstanding Teaching Awards (full- and part-time nontenure track faculty) at the conference as of 1995. Campus Conversations – a chance for colleagues from different disciplines and campuses to actively talk together about teaching – was added in 1999, as was a reception for new faculty as a means to introduce them into a campus culture which values teaching. Graduate's Applause was added at the 2000 Conference. In 2001, the Read Foundation brought in a Friday morning keynote speaker instead of having a separate event on Thursday evening. The Provost's Office inaugurated the Thursday night Provost's Emeriti Lecture in 2002. In 2007 Round -Table discussions were added to the Provost's Breakfast.

Celebrating good teaching continues as the major thrust of the conference which celebrates its **17th anniversary** this year.

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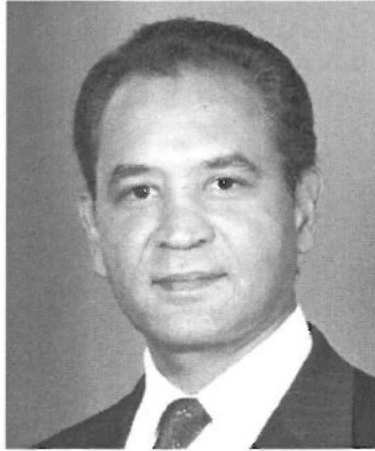
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# KENT STUDENT CENTER MAP



## READ DISTINGUISHED LECTURE

OCT. 28, 2010, KIVA 7 P.M.



Deputy Assistant Secretary of Education for International and Foreign Language Education for the U.S. Department of Education **Andre Lewis** will present the Read Distinguished Lecture titled "The Role of the U.S. Department of Education in Internationalizing the American Campus."

Lewis oversees the implementation of both President Barack Obama's and Secretary of Education Arne Duncan's priorities for international and foreign language education to be taught at the K-12 and post-secondary levels.

Lewis began his career in the government when he joined the administration of President Bill Clinton. Under the Clinton administration, he worked on global warming, coral reef preservation, biodiversity and other global environmental issues at the U.S. Department of State. After working on the 1996 Clinton re-election campaign, Lewis returned to the Department of State, where he was special advisor on economic and security policies related to the New Independent States of the former Soviet Union.

In 1999, Lewis left the administration to work in the office of California Congresswoman Juanita Millender McDonald as her chief of staff for two years. It was then that officials in the Gray Davis re-election campaign asked him to join as the southern California political director. After the election, Lewis was appointed deputy cabinet secretary to Governor Gray Davis. Following his time in the Davis administration, Lewis worked for a short period in the nonprofit housing sector. Lewis returned to public service in 2006, when he was appointed director of international trade and development for the City of Los Angeles in the office of Mayor Antonio Villaraigosa.

Lewis attended junior college and then transferred to the University of California, Berkeley where he graduated with a degree in history, emphasizing Soviet studies. He then returned to Massachusetts to attend law school at the Boston University School of Law.

## EMERITUS ROUND-TABLE

OCT. 29, 2010, BALLROOM 10:45 A.M. - 12:15 P.M.



Professor Emeritus of Exercise, Leisure and Sport **Robert E. Stadulis**, Ed. D., will present the Emeritus Round-Table titled, "Motivating Today's Students: What Works, What Doesn't."

Stadulis retired in July, 2004, after more than 30 years of dedicated teaching and service. Although "retired," he continues to teach, conduct research and advise graduate students. He remains active professionally and currently serves as secretary for the National Association for Kinesiology and Physical Education in Higher Education (NAKPEHE).

Stadulis' instructional responsibilities have focused upon measurement and evaluation, research design and statistics, and the psychology of sport and motor behavior. He recently presented research on the Social Physique Anxiety Scale for Children at the World Congress of Sport Psychology in Sydney, Australia.

Stadulis has been an active university citizen. He served two terms in the Faculty Senate; chaired the Senate's Professional Standards Committee for two years, served three terms as chair of the University Athletic Committee and twice was his school's graduate coordinator.

In 1982, he received the Distinguished Teaching Award.



**GLENN W. FRANK LECTURE**  
OCT. 29, 2010, BALLROOM, 12:30 P.M.



Kent State University at Ashtabula Dean and CAO **Susan J. Stocker** will present the Glenn W. Frank Lecture, titled "Reflections on Teaching: An Anthology." Stocker holds the rank of associate professor at Kent State University. She taught nursing from 1990 to 2000. She served as the director of the Nursing Program from 2000-2001. She has served as the dean of Kent State Ashtabula since 2001.

Stocker served as the president of the Ohio Nurses Association from 1997-2001.

She has served in a variety of leadership capacities in the community (Ashtabula Chamber Board, Ashtabula County Board of Mental Health & Recovery Services and Grand River Academy Board). She is the first RN to serve on the APMC Board of Trustees. Additionally, she is the president of Growth Partnership for Ashtabula County and the only woman to serve in this capacity.

Stocker is the recipient of the Kent State University Distinguished Teaching Award and the Roger T. Beitler Distinguished Former Student Award from Kent State Ashtabula and the Madison High School Hall of Fame.

She received an Associate of Applied Science degree in medical laboratory technology from Trocaire College in Buffalo, N.Y. She worked as a medical laboratory technician at NEO Hospital in Madison, Ohio, before making the decision to change careers. Stocker received an Associate of Applied Science degree in nursing from Kent State University at Ashtabula. She received her B.S.N. from Villa Maria College in Erie, Pa., and her M.S.N. in psychiatric mental health nursing from Case Western Reserve University. She went on to earn a Ph.D. in curriculum and instruction from Kent State's Graduate School of Education, Health and Human Services. Her research focused on conflict in nursing.

She lives in Ashtabula with her husband, Anthony. Her daughter, Jessica, is an occupational therapy assistant and her son, Patrick, is a nurse anesthetist.

## PROVOST'S BREAKFAST AND REFEREED ROUND-TABLES

9 - 10:30 A.M. BALLROOM

Round-Tables, Breakout Sessions and Poster Sessions are coded

E - Engagement, K - Knowledge, I - Insight or R - Responsibility  
to indicate which of the four pillars they address.

1. **Erik Angelone** and **Françoise Massardier-Kenney**, "Training for Intercultural Communicative Competence: Methodologies and Materials," MODERATOR: **Deb Lamm**

In today's world where most people are working with people from other cultures and in other countries, intercultural competence and awareness of and sensitivity to other cultures have become basic survival skills for almost everyone. However, we still know relatively little about training methodologies for developing intercultural competence, forms of delivery and assessment of intercultural intelligence levels. In our presentation, we will share some of the curricular objectives, pedagogical materials and learning outcomes for "Global Literacy and Cultural Awareness," a new course that we have been developing through a UTC Summer Teaching Development Grant. The themes and goals of our course are of relevance and potential interest to all faculty and administration dedicated to supporting Kent State University's strategic plan objective of increasing international student enrollment and "incorporating global perspectives into all of our initiatives." I

2. **Lisa R. Audet**, **Kathleen Hardesty** and **Eva Yoder**, "Clinical Research: A Forum for Engagement of Students," MODERATOR: **Molly Taggart**

Students in speech language pathology and other educational fields are challenged to integrate theory and research into practice. They must actively apply scientific reasoning in the delivery of services. Engaging students in clinical research can support this important skill. Active engagement in clinical research enhances student appreciation for the science of their craft and supports refinement of clinical skills through the systematic delivery of the research protocol. This session illustrates the art of using research to teach as medium for engaging students. The session includes presentation of a triadic framework integrating didactic with clinical supervision and engagement in the research process; insights from two graduate students, on how clinical research influenced practice, deepened their knowledge base and supported examination of their role as a professional; and a discussion of how faculty can enhance: teaching through research; learning and engagement of students; lifelong learning among professionals in clinical and academic fields. E

3. **Kristen Chorba**, **Kallie Brown**, **Michael Brown**, **Anne Morrison**, **Ashley Rothermal** and **Michael Wylie**, "Using Reflecting Processes to Enhance Engagement, Knowledge, Insight, and Responsibility," MODERATOR: **Tricia Kincaid**

This session uses reflecting processes as an approach to relational education. This approach recognizes the formative nature of language and creates space for students to express themselves through dialogue. It calls into question traditional methods that direct and/or instruct imposing constraints on the students' expression of thought (Andersen, 1991, Morrison, 2001). Reflecting processes engage in collaboration and listening with authentic reciprocity to open space for students to hear themselves and others in a different way. "Reflecting processes can be described as shifts between talking with others about various issues and sitting back and listening to others talking about the same issues. The talk with others is outer talk, and that which one has with oneself (when listening to others' talk) is inner talk. What happens in the outer talk will be a perspective for the inner talk and vice versa." (Andersen, 1986). E, K, I, R

4. **Susan Iverson**, "The Impact of Reflective Thinking on Students' Critical Consciousness,"  
MODERATOR: **Jon Strano**

Growing research attests to the importance of reflection on students' thinking, citing advantages of deepened critical thinking, heightened self-awareness, perspective transformation and reflective judgment. Faculty facilitate such reflection through dialogue, journal writing and portfolios, among other strategies. However, what constitutes 'good' reflective thinking and how to assess it remains challenging. After a brief overview of how the presenter has facilitated students' reflective thinking through journaling, group process and portfolios, this round-table discussion will invite participants to share instructional approaches, challenges for assessment and benefits for learning through use of reflective thinking. K

5. **Tina L. Kandakai, Beverly Neiderman and Nichelle Shuck**, "The Continuum of Experiential Education and Student Development," MODERATOR: **Devin Fava**

Empirical studies show strong linkages between student retention, graduation and engagement in civic services such volunteerism and service-learning. One primary role of the new Office of Experiential Education and Civic Engagement is to support faculty in moving toward a learning-centered paradigm that supports the principles of Kent State's 21st-Century Philosophy Statement. The Office of Experiential Education and Civic Engagement created a continuum to define experiential learning and explore the different stages of student development and engagement at Kent State University. This round-table will explore Kent State faculty perspectives of the role and expectations of experiential learning in student retention, graduation and professional development at Kent State and whether experiential learning is an effective tool in addressing outcomes for underrepresented students (i.e., students with disabilities, African-American, Latino, gay, Lesbian, bisexual, transgendered and international students). E

6. **Yuko Kurahashi**, "Processes, Outcomes and Possibilities for the Future: Summer 2010 Distance Education Course Development," MODERATOR: **Vanessa Klein**

The Summer 2010 Distance Education Course Development Grant recipients will give a joint presentation on our experiences developing online courses and the lessons we have learned. We will demonstrate both the knowledge- and discussion-based learning materials we have created, new approaches to VISTA organization/design, and what our students have learned taking our online courses. We will also discuss how we, as a group and as individuals, are able to serve as mentors to other faculty who would like to develop online courses. The panel members will each present highlights of the course materials they developed that most enhanced student engagement and show with teaching evaluations and actual student work (with students' permission) how students felt about the online course process and how they participated. K, E

7. **Andre W. Lewis**, Read Distinguished Lecture Follow-up Round -Table, "The Role of the U.S. Department of Education in Internationalizing the American Campus," MODERATOR: **Linda Robertson**

Deputy Assistant Secretary for International and Foreign Language Education Andre Lewis' round table will focus on the follow up to the lecture titled "The Role of the US Department of Education in Internationalizing the American Campus," delivered Thursday evening as the Keynote to the Celebration of College Teaching conference. For more than 50 years, the U.S. Department of Education has invested in Internationalizing American higher education. From the geopolitical climate of the 1950s to the current climate of the 21st Century, the U.S. Department of Education has played a substantial national and international role in preparing the campus for "The Global Century." This lecture — more than an historical survey — will outline the national and international programs that have a significant impact on the American campus and will show how the typical and the not-so-typical institutions of higher education can pursue internationalizing their campus administration, faculty and student body to meet current and future formidable national challenges and needs. K, R

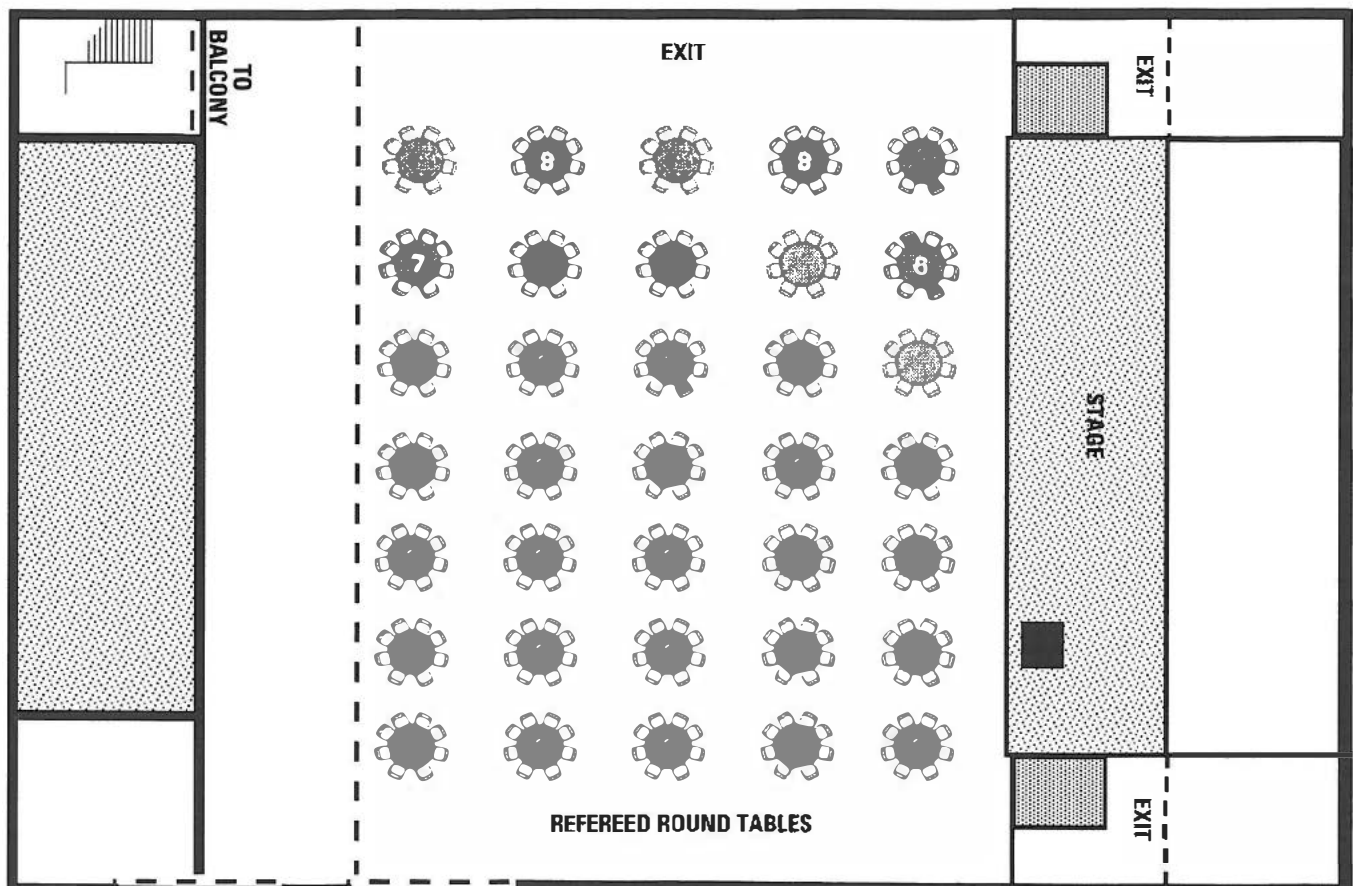
8. **Clare L. Stacey, J. Zach Schiller and Meghan Novisky**, "Learning From Giving: How Philanthropy Enriches Service Learning for Students," MODERATOR: **Jen Cunningham**

This study explores student perceptions of philanthropy (i.e., charitable giving) in the context of a sociology service learning course, Social Problems. Much has been written about the potential benefits of service learning for undergraduates enrolled in lower-division sociology courses (Lewis 2004; Mobley 2007; Mooney and Edwards 2001; Myers-Lipton 1998; Ollilanen 2001; Parker Gwin and Mabry 1998; Wright 2006) but little is known about student-led philanthropy and how it can enhance or detract from conventional service learning. This study aims to address this gap in the literature by measuring student perceptions of and experiences with student-led philanthropy in a sociology class. E

9. **Wendy Tietz and Vicki Gutierrez**, "Using Twitter to Engage Your Class," MODERATOR: **Cathy Pyrek**

Twitter can be a valid educational tool to help to build engagement in a course. Use Twitter to send students announcements and reminders, which reach students as text messages. Also monitor student chatter: what are students saying about the course and what problems are students having? Twitter can also be a two-way conversation tool; students can send text questions during class during a Twitter "backchannel." This session will cover the basics of Twitter, including how to set up an account for class use. Participants will have a chance to interact with the presenters via Twitter using their text-message-enabled phones, smartphones or laptops. Instructions for inserting the Twitter feed (html code) into your Vista8 course will also be provided so that all students can see the Twitter feed within Vista8. Examples of how Twitter is being used in a large lecture class here at Kent State will also be shown. E

## KENT STUDENT CENTER BALLROOM



## INVITED BREAKOUT SESSIONS

10:45 A.M. - 12:15 P.M. BALLROOM

Round-Tables, Breakout Sessions and Poster Sessions are coded  
E - Engagement, K - Knowledge, I - Insight or R - Responsibility  
to indicate which of the four pillars they address.

1. **Kimberly Peer** and **Gretchen Schlabach** (Northern Illinois University), "Ethics Workshop: Engaging Students in Ethical Decision-Making Across the Curriculum," MODERATOR: **Kimberly Peer** Room 316

Integrating a cross-curricular model (Schlabach & Peer, 2008) with the management model (Whetton & Cameron, 1998), this presentation will present a focused, comprehensive approach to integrating ethics across the curriculum that will have a broader application to other disciplines beyond allied health care. With a particular emphasis on developing foundational behaviors of professional practice, this presentation will address strategies for encouraging personal and professional growth along with decision-making to facilitate the discovery of one's moral compass. E, I, R

2. **Molly Taggart** and Teaching Fellows: *First Half: Jennifer M. Cunningham*, Literacy, Rhetoric and Social Practice; **Tricia Kincaid**, Composition; and **Courtney Wemer**, Literacy, Rhetoric and Social Practice *Second Half: Andrea Mata*, Clinical Psychology; **Laura Pickens**, Experimental Psychology; and **Molly Taggart**, Communication Studies, "Interdisciplinary Best Practices: Insights Into Creating and Adapting Pedagogy to Engage Students With Various Learning Styles," MODERATOR: **Molly Taggart** Room 319

Please join several Teaching Fellows from the Kent State Graduate Student Orientation program as they explain a "Best Practice" used in their academic field. Participate in the multidisciplinary discussion of advice, helpful hints and innovative ideas about creating and adapting pedagogy to engage students with various learning styles. In order to maximize student learning, different exercises, interactions, games and methods of classroom pedagogy will be introduced from a variety of teaching styles that you can adapt for your own courses. Learn new ways of implementing key concepts and important theories for when you are a presenter. Please come prepared to engage! E, I

3. **Marty Jencius**, UTC Continuing Chair Invited Breakout, "Virtual World Teaching and Conferencing," MODERATOR: **Marty Jencius** Room 317

This session is an overview of the development of Counselor Education in Second Life (CESL), a virtual world environment for counselor training and professional development created in the Second Life platform. CESL includes conferencing capabilities so attendees can enter and engage in training experiences that include real time audio, video and multimedia. The CESL center also includes counseling and group rooms for training students and a means to provide content resources for inworld residents (books, notecards, media links). The implications for virtual world teaching and learning will be discussed. E

4. **Lisa Waite**, "Mission Possible: Successful Strategies to Facilitate Empowerment in the Workplace," MODERATOR: **Jon Strano** Room 313

Communication scholars recognize empowerment as a critical element to successful communication; however they recognize that many individuals are deficient in its use. Empowerment literature suggests that although individuals seek empowerment, little is understood in how to achieve it. Defining empowerment, recognizing productive approaches to it, and advancing conversations about it leads to better relationships and shared outcomes among educators, administrators, and students. Empowerment is not to be confused with power, which often relates to an ability to make others do what we want, despite their own desires or wellbeing. Empowerment is an overt behavior that can help relationships evolve and change. Where 'power' might imply domination therefore diminishing one's effectiveness, 'empowerment' seeks to strengthen communication experiences and helps people manage their own lives with greater certainty. Ultimately, common experiences emerge from shared influence. Empowerment becomes an agent of change when we understand what it is, complexities to its absence and to how to attain it through change. The anticipated outcome seeks to shape collaborative communication that positively impacts the individual, team and community. I, K

## INVITED ROUND-TABLES

10:45 A.M. - 12:15 P.M. THIRD FLOOR

Round-Tables, Breakout Sessions and Poster Sessions are coded  
E - Engagement, K - Knowledge, I - Insight or R - Responsibility  
to indicate which of the four pillars they address.

1. **Robert E. Stadulis**, Emeritus Invited Round-Table, "Motivating Today's Students: What Works, What Doesn't," MODERATOR: **Lindsey Ayers**

The presenter will share past and current attempts to foster greater student involvement in the learning process. Successful and not so successful strategies will focus on areas such as stimulating greater attention to reading assignments, increased class attendance and perceiving that evaluations (e.g., examinations) are opportunities to learn. Some research on the topic also will be shared. Participants will be asked to share their successful (or not so successful) attempts at motivating their students. Questions will be raised for group discussion including whether or not it is the instructor's responsibility to serve as an external motivational source for students. E

2. Campus Conversations - **David Dees** and **Jeffrey Pellegrino**, "Identifying Threshold Concepts for Student Learning," MODERATOR: **Jeffrey Pellegrino**

What are the important points of your course that students "need" to know? Are there critical ideas, moments or experiences that shift students' perspectives on your content? Learn how to do identify these points through discussion with peers, students and scholarly journals within your discipline. In this session we will examine the idea of "threshold concepts" in the concept of student learning. After a brief discussion, participants will attempt to identify these concepts in a particular course and identify with the group strategies to help students gain access to the important course concepts. E, I

3. **Don Williams**, **Ediz Kaykayolu** and **Linda Robertson**, "Designing Study Abroad Programs," MODERATOR: **Linda Robertson**

Honors College Dean Don Williams, Kent State Study Abroad Coordinator Ediz Kaykayoglu, and Center for International and Intercultural Education's Director Linda Robertson will explore with you how you can design your own study abroad program — either at the Geneva and Florence Kent State University campuses or at a destination of your choice. Bring your ideas to the discussion or come to this session to explore the possibilities of enriching study abroad for students in your majors! E, R

4. **Cathy L. Dubois**, **Hollee Becker**, **Brian Castellani**, **David Kaplan**, **Noel Polomo-Lovinski** and **Diane Stroup**, "Integrating Sustainability Concepts Into Our Kent State Curriculum," MODERATOR: **Lisa Regula**

Notions of sustainability are sweeping across organizations and educational institutions worldwide. Issues related to environmental, social and economic sustainability fill our daily news. As educators, we have a responsibility to make what we teach relevant to the world in which our students live. Hence, it has become imperative to incorporate notions of sustainability into our college curriculum. This panel includes professors in a wide range of disciplines; discussion will highlight how each of the presenters incorporates sustainability into what they teach. Panelists will emphasize how the use of sustainability concepts provides a mechanism to draw meaningful insights within the content of a course, across topics within a course, across courses and even across disciplines. Panelists hope to inspire other Kent State professors to incorporate sustainability into their courses and provide some guidance as to how this might be done. We will share resources with session participants and discuss questions they raise. E, I, R



**POSTER SESSIONS BY PAST RECIPIENTS OF UNIVERSITY  
TEACHING COUNCIL AWARDS AND OTHERS**

2:30 - 3:30 P.M. SECOND FLOOR, OUTSIDE THE BALLROOM

Round-Tables, Breakout Sessions and Poster Sessions are coded  
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to indicate which of the four pillars they address.

**Momoun Alzoubi**, "Developing Writing Competence: A Writing Lesson Applied in Jordan University of Science and Technology" K

**Karla Anhalt**, "A Developmental Approach to Teaching Ethics in School Psychology" K, E, I

**Bob Batchelor**, "Engaging Graduate Students Through Individualized Syllabi" E

**Donna Bernert**, "Engaging Generation Y in School Health Education With Technology" E

**Kristen Chorba, Kallie Brown, Michael Brown, Anne Morrison, Ashley Rothermal and Michael Wylie**, "Intrapersonal Outcomes of Mentors Who Participate in an Undergraduate Peer Mentoring Project" E, K, I, R

**Janis Crowther**, "Body Image in the 21st Century: Incorporating Art in an Upper Division Psychology Course"

**Dale Curry**, "Assessing Potential for Transfer of Learning" K

**Joanne Dowdy**, "Journey of a Photo Autobiography" I

**Rhonda Filipan and Susan Iverson**, "More Than Fonts and File Manager: Why a Feminist Praxis Must Inform Online Teaching" I

**Debarchana Ghosh**, "Developing an Interdisciplinary Course: Application of Geographic Information Science in Health Research" K

**Elizabeth M. Griffith**, "Using Environmental Probes Inside and Outside of the Classroom" E

**Patricia Grutzmacher**, "Teaching in Poland: An Arts-Focused Experience for Music and Art Education Majors" K, E

**Erin E. Hollenbaugh**, "A Case Study of Service-Learning in Communication and Influence" E

**Tina L. Kandakai, Sue Iverson and Nichelle Shuck**, "Institutionalizing Experiential Education Through Leadership" I

**Uma Krishnan**, "Remixing the Old and New Theories to Construct Self Identities for Life" K, I

**Martha Lash and Robin Mis**, "Common Planning Time and Professional Learning Communities: A Professional Development Model in the Middle School" E, R

**Jerry M. Lewis**, "A Manual for Teaching May 4" K

**Mahli Xuan Meichenbier**, "Shifting Roles in the Classroom: Teaching Business and Professional writing Using Interactive Learning Spaces" K, E

**Christina McVay**, “John Brown Remembered: 150th Anniversary of the Raid on Harpers Ferry” K, I, R

**Davison Mupinga**, “The Use of Gaming as an Instructional Strategy” K

**Lea Povozaev**, **Gina DeNardi** and **Jenny Rosenberg**, “Writing and Revising Yourself: Today’s Personal Narratives and the Ancient Essai” E

**Dirk Remley**, “Multimodal Literacies at Work and In Academia” K, E

**Craig Resta**, “A Progressive Voice for the Field: Charles Fowler and His Vision for Music Education” K, I

**M. Rollick** and **C. Steiner**, “Connections — Linking Concepts and Context” K

**Marilyn Sequin**, **Bev Neiderman** and **Margaret Shaw**, “The Remix: Revisit, Rethink, Revise, Renew” I

**Eric R. Smith** and **Daniel M. Smith**, “Civic Media in Composition and COMM Courses” E

**Jeanne Smith**, “The Writing Center Project: Building Mentorship Bridges Among the University, Community and High Schools” E

**Yvonne Smith**, “Simulation in Education and Practice: Mobilizing Your Workforce to Use State of the Art Technology” K, E

**University Teaching Council**, Informational Displays, K, E

**Molly B. Taggart**, Communication Studies; **Jennifer M. Cunningham**, Literacy, Rhetoric and Social Practice; and **David Murad**, Literature, “Beyond Teaching Assistants: Informing and Empowering ALL Graduate Students” K, E

## DISTINGUISHED TEACHING AWARD

The Distinguished Teaching Award, which is sponsored by the Kent State Alumni Association, is presented to three individuals who demonstrate extraordinary teaching in the classroom and a commitment to impacting the lives of students. This year marks the 40th anniversary of the Distinguished Teaching Award.

### DISTINGUISHED TEACHING AWARD RECIPIENTS

**Deborah Bice**, Department of English, Kent State University at Ashtabula

Teaching on a small campus speaks loudly for **Deborah Bice** as it helps her connect with students who develop their skills into a passion. “There is no greater joy than watching the moment of realization that they can achieve anything, with discipline and commitment to the topic at hand,” Bice says. Watching the development of students is most gratifying for Bice, as her English students move on and become who they were always meant to be — passionate, productive and professional. “It is such an honor to be praised and validated for doing what I most enjoy; I am humbled, proud, exhilarated and most grateful.”

**Danielle Gruhler**, School of Teaching, Learning and Curriculum Studies, Kent Campus

In **Danielle Gruhler’s** classroom, keeping students actively and deeply engaged as they construct understanding of new concepts is an everlasting goal. “I enjoy knowing that my teaching is impacting the literacy lives of children and adolescents in schools, in what I hope are very positive and powerful ways,” Gruhler says. During one of Gruhler’s classes, a student shared a poem he had written about the “safe place” Gruhler’s classroom was, and how it was a space where he could really think about the kind of person and teacher he wanted to be for his own future students. The opportunity to change the lives of students is most important to this educator.

**Kristen Marcussen**, Department of Sociology, Kent Campus

When trying to make a point, **Kristen Marcussen** uses real-life examples that are relevant and of interest to students. “My main goal is to make sociology relevant to students; to facilitate their ability to connect what they learn to their lives, their environment and their relationships,” Marcussen says. The atmosphere Kent State provides helps make teaching easier for Marcussen, because students take education seriously. A third-year Distinguished Teaching Award finalist, Marcussen says that is an accomplishment that she is truly proud of.

### DISTINGUISHED TEACHING AWARD FINALISTS

**Maureen Blankemeyer**, School of Lifespan Development and Educational Sciences, Kent Campus

An educator who respects students as unique individuals who bring learning styles, interests, knowledge bases and personal life experiences to the classroom, **Maureen Blankemeyer** believes in optimizing each student’s learning environment. In the Changing Roles of Men and Women class where students discuss body image and the role it plays in relationships, students were inspired to write individual letters to the Dove Company in support of their campaign, which portrayed “real” women in their advertisements instead of professional models. “I was proud of them for not being complacent; they realized the power that their opinions and actions can hold,” Blankemeyer says.

**Cathy DuBois**, Department of Management and Information Systems, Kent Campus

**Cathy DuBois** holds high standards and expectations for each of her students, because she expects great work out of them. “I put a lot of work into my teaching, and I expect students to put a lot of work into their learning,” DuBois says. “I am so proud of these students for embracing this challenge, rather than accepting low grades or simply finding easy courses.” Having the opportunity to teach students from different background and learning about their stories brings a different perspective to DuBois’ classroom. DuBois feels a great sense of purpose teaching and always hopes to make a difference.

**George Garrison**, Department of Pan-African Studies, Kent Campus

A man who treasures everything from Kent State University’s history to its motivated students, **George Garrison** practices a proactive philosophy that travels outside the classroom. Garrison helped organized Kent State United for the Gulf Coast, which became the vehicle that took hundreds of Kent State students to the Gulf Coast and provided them with a once-in-a-lifetime learning opportunity. A two-time recipient of Kent State’s Black United Students Outstanding Faculty Member of the Year Award, Garrison is “humbled, honored and quite pleased” to be a Distinguished Teaching Award nominee.

**Charles Harker**, College of Architecture and Environmental Design, Kent Campus

**Charles Harker** finds it is his professional duty to produce a high-quality learning environment for students. “We have a responsibility to prepare them well for the profession, and the challenges of an ever more complex global culture,” Harker says. Since 1986, Harker has enjoyed getting to know the personal goals, attitudes and ideas of each of his students. Harker’s research and architectural designs exhibited in the Museum of Modern Art in New York and the Pompidou Centre in Paris are just a glimpse of his accomplishments. The energy and enthusiasm of students has kept Harker young, and “after almost 25 years, I can still say, without hesitation, that I love my job.”

**Jennifer Maxwell**, Department of Political Science, Kent Campus

No matter the size, every class taught by **Jennifer Maxwell** is conducted in a circle format to maximize communication and interaction, where everything from role-plays to visual illustrations is featured to create participation. “Memorable moments occur each day — from a student gaining a new perspective on the meaning of consent and equality in a relationship to a student realizing that she or he is indeed capable of finishing college or doing graduate work,” Maxwell says. “Helping to facilitate these moments of growth and awareness is a real delight.” As an active member of the community, Maxwell thrives on creating a peaceful environment, while giving students an opportunity to learn from real-life experiences.

**Douglas Motry**, Department of Chemistry, Kent State University at Salem

The one-on-one experience between teachers and students helps **Douglas Motry** develop a way to break through to students. “I believe that the more interactive I can make the lecture material, the more successful I will be in creating an engaging learning environment,” Motry says. Students who return to thank Motry for his guidance in helping them reach their goals is the most rewarding part of his job, Motry says.

## OUTSTANDING TERM TEACHING AWARD

The Outstanding Teaching Award (OTA) honors full-time, non-tenure track and part-time faculty and is sponsored by the University Teaching Council. This prestigious award is presented annually to three faculty members who consistently showcase astounding skills in classroom teaching.

### OUTSTANDING TERM TEACHING AWARD RECIPIENTS

**Donald McFall**, Department of Accounting, Kent Campus

With more than 27 years of higher education teaching experience at 10 different colleges and universities, **Donald McFall** has taught an estimated 20,000 students in his accounting classes. McFall sees teaching as an “opportunity to positively affect others lives every day.” Personal interaction plays a major role in McFall’s teaching tactics as he tries to learn names, encourage questions and discussion, and communicate his personal interest in student success. “To be an effective instructor, you must listen and observe your students and try to empathize with their struggles through the learning process,” he says.

**Richard “Rick” Robyn**, Department of Political Science, Kent Campus

**Richard Robyn**, who is approaching his fourth decade in education, started his career in teaching as a Peace Corps volunteer in Thailand. He is an assistant professor of political science and has directed Kent State’s spring semester Washington Program in National Issues (WPNI) since 2001. In the fall, Robyn teaches International Organization and Law and American Politics, two of the most popular courses in the department. He is known for the stellar briefings he arranges annually for the WPNI, which have included government officials and media celebrities such as Sam Donaldson and Claire Shipman, and late Chief Justice William Rehnquist from the Supreme Court. Even though Robyn has achieved many milestones throughout his career, he is most proud of the record of achievement of WPNI graduates, who have been hired by some of the leading governmental agencies and nongovernmental organizations in Washington, D.C.

**Ivanka Sabolich**, Department of Sociology, Kent Campus

Seeing teaching concepts implicated in real-world scenarios makes teaching an rewarding experience for **Ivanka Sabolich**. A former student who is now a nurse told Sabolich how she used knowledge of social class and ethnic backgrounds in her everyday interactions with patients. “In her words, it was invaluable,” Sabolich says. To Sabolich, watching her students succeed is a true teaching gift. “I am proud of their achievements and will count my small contribution to their inspiring careers as my noteworthy teaching achievement” Sabolich says.

### OUTSTANDING TERM TEACHING AWARD FINALISTS

**James Duffey**, Department of History, Kent State University at Stark

Since his start at Kent State in 1991, **James Duffey** has received many awards, such as the Award of Distinction for teaching at Kent State University at Stark in 1995 and Graduate’s Applause Certificate of Achievement in 2002. The most gratifying aspect of Duffey’s job is “when a student comes to me unsolicited and thanks me for the class, saying that they had always hated studying history in the past, but I caused them to love it.” According to Duffey, having a positive impact on the lives of students is what teaching is all about, no matter what subject you teach. “Those moments are far more meaningful to me than any award I might have received,” Duffey says.

**Margaret (Peg) Haas**, Department of Modern and Classical Languages, Kent Campus

Helping individuals communicate has always been right up **Margaret Haas'** alley. Her most noteworthy teaching accomplishments include developing students' language skills in communication with native Spanish speakers and mentoring five graduate students as they interpreted for radiologists, surgeons and mammography technicians who trained Nicaraguan personnel in mammography. A recipient of the Service Learning Scholar Award, Haas enjoys working with students who come into class with no language skills but finish able to carry on a basic conversation by the end of the semester.

**Donna Richmond**, School of Teaching, Learning and Curriculum Studies, Kent Campus

**Donna Richmond** firmly believes "teaching is a work of the heart." For Richmond, teaching is a lifelong commitment full of promise and expresses love for personal encounters throughout her career. Richmond's wish as an educator is to instill a love for teaching in her students. Watching teachers teach while incorporating the skills they have learned along the way with enthusiasm is among Richmond's proudest accomplishments. Richmond considers educators as advocates for students.

See a complete listing of past recipients of DTA and OTA awards at  
<http://www.ksualumni.org/s/401/index.aspx?SID=401&GID=1&PGID=294>



## KENT STATE UNIVERSITY ANNUAL NATIONAL, STATE, DEPARTMENTAL AND REGIONAL CAMPUS TEACHING AWARDS

### U.S. COUNCIL FOR THE ADVANCEMENT AND SUPPORT OF EDUCATION PROFESSOR OF THE YEAR NOMINEE

**Kimberly Peer**, School of Health Sciences

### OHIO BOARD OF REGENTS, FACULTY INNOVATOR AWARD

**Gordon (Joe) Murray**, School of Journalism and Mass Communication

### STUDENT ACCESSIBILITY SERVICES, FACULTY RECOGNITION AWARDS

**George Cyphers**, School of Lifespan Development and Educational Sciences

**Ellen Daniels**, Department of Marketing

**Juliann Dorff**, School of Art

**Edwin Gould**, Department of Chemistry

**Linda Hoeptner-Poling**, School of Art

**Cynthia Osborn**, School of Lifespan Development and Educational

**Laurie Pesarchick**, Department of Modern and Classical Languages

**Tracy Wallach**, Department of Mathematical Sciences

### PAN-AFRICAN FACULTY AND STAFF ASSOCIATION

**Rev. Ronald J. Fowler**, Special Assistant to the President

### COLLEGE OF EDUCATION, HEALTH AND HUMAN SERVICES

Outstanding Teaching Award

**Renee Axiotis**, School of Health Sciences, NTT

Distinguished Teaching Award

**Walter Davis**, School of Foundations, Leadership and Administration

Distinguished Scholar Award

**Phil Rumrill**, School of Lifespan Development and Educational Sciences

**Pete Flexor**, College of Education, Health and Human Services

Reading Hall of Fame

**Tim Rasinski**, School of Teaching, Learning and Curriculum Studies

**Rich Vacca**, Emeritus Professor of Teaching, Leadership and Curriculum Studies

Most Distinguished Athletic Trainer Award

**Kimberly Peer**, School of Health Sciences

American Counseling Association's Professional Development Award, 2009

Ohio Counseling Association's Herman J Peters Award, 2010.

**Marty Jencius**, School of Lifespan Development and Educational Sciences

### COLLEGE OF ARTS AND SCIENCES

Award for Distinguished Teaching

**Claire Culleton**, Department of English

**Florence Dore**, Department of English

**Mietek Jaroniec**, Department of Chemistry

Lewis-Benson award for Outstanding Graduate Student Teaching

The award is named after Jerry M. Lewis, Ph.D. and Denzel Benson, Ph.D. both recipients of the Kent State University Alumni Association's Distinguished Teaching in 1983 and 1998 respectively.

**Anisi Daniels-Smith**, Department of Sociology

**Jessica Leveto**, Department of Sociology

## REGIONAL CAMPUS AWARDS

### KENT STATE UNIVERSITY AT SALEM

Outstanding Teaching Award, 2010

**Steve Toepfer**, School of Lifespan Development and Educational Sciences, TT

### KENT STATE UNIVERSITY AT STARK

Award of Recognition

**Shawn Selby**, Department of History, Adjunct

Distinguished Teacher Award

**Daniel Casteneda**, Department of Spanish, TT

### KENT STATE UNIVERSITY AT TUSCARAWAS

Award for Distinguished Teaching, 2009 – 2010

**Steven Minnick**, Department of Physics, Full time

**Tony Dallacheisa**, Department of English, Part time

### KENT STATE UNIVERSITY AT TRUMBULL

Distinguished Service and Teaching Awards, 2009 – 2010

**Daniel Nadon**, Department of Theatre, TT

**Alberta Decapito**, Department of Psychology, NTT

## GRADUATE'S APPLAUSE RECIPIENTS

(FOR THE 2009 - 2010 ACADEMIC YEAR, 21 TEACHERS RECEIVED NOMINATIONS.)

**Roland Baumann**, School of Library and Information Science

**Joanne Caniglia**, School of Teaching, Learning and Curriculum Studies

**Donald Coates**, College of Technology

**Jennifer Fisette**, Physical Education

**Lewis Freid**, Department of English

**Andrea Gorospe**, Department of Economics

**Lisa Hallaman**, School of Human Development and Family Studies

**Gary Harwood**, School of Journalism and Mass Communication

**Heidrun Hultgren**, School of Art

**Stephen Mitchell**, School of Teaching, Learning and Curriculum Studies

**Rebecca Morsefield**, School of Lifespan Development and Educational Sciences

**Davison Mupinga**, School of Teaching, Learning and Curriculum Studies

**Mary Anne Nichols**, School of Library and Information Science

**Jyotsna Neuman**, College of Technology

**Patrick O'Connor**, College of Education, Health and Human Services

**Timothy Palcho**, College of Technology

**Joyce Rear**, College of Education, Health and Human Services

**Geoffrey Steinberg**, Department of Computer Science

**Robert Walker**, Department of Computer Science

**Don Wicks**, School of Library and Information Science

**Lori Wilfong**, School of Teaching, Learning and Curriculum Studies

## **2010-11 UNIVERSITY TEACHING COUNCIL MEMBERS**

### CONTINUING CHAIR:

Marty Jencius, School of Lifespan Development and Educational Sciences

### CHAIR-ELECT:

David Dalton, School of Lifespan Development and Educational Sciences

### TENURE TRACK FACULTY:

Om Ahuja, Department of Mathematical Sciences, Kent State University at Geauga

John Duncan, College of Technology

Yuko Kurahashi, Division of Theatre and Dance

Natasha Levinson, School of Foundations, Leadership and Administration

Elizabeth Mann, Department of Physics

Milagros Quesada, Department of Music, Kent State University at Tuscarawas

Sarah Rilling, Department of English

Abdul Shakoor, Department of Geology

Tammy Voelker, University Libraries

Emeritus Faculty: Myra West, Professor Emeritus of Physics

### NON-TENURE TRACK FACULTY:

Anne Morrison, School of Lifespan Development and Educational Sciences

Antonia Scacco-Neumann, College of Nursing

Mary Rollick, Department of Mathematics

### ALTERNATES:

Brent C. Bruot, Department of Biology

Dirk Remley, Department of English

Mangrum L. Richard, College of Technology

Olga Rivera, Department of Modern and Classical Language Studies

### GRADUATE STUDENT REPRESENTATIVE

Kristen Chorba, College of Education, Health and Human Services

## UNIVERSITY TEACHING COUNCIL CONFERENCE COMMITTEE

2010 - 2011

### **UTC members**

Kimberly Peer, Chair, Conference Committee, School of Health Sciences  
Marty Jencius, School of Lifespan Development and Educational Sciences (UTC, continuing chair)  
Anne Morrison, School of Lifespan Development and Educational Sciences (UTC, past chair)  
Jeffrey Pellegrino, Faculty Professional Development Center Liaison

### **Non-UTC members**

Kristen Chorba, School of Lifespan Development and Educational Sciences  
Dale Curry, School of Lifespan Development and Educational Sciences  
Ann Day, Conference Bureau  
Sandra Eaglen, Kent State University at Salem  
Jena Guerrieri, Conference Bureau  
Jerry M. Lewis, Emeritus Representative, Department of Sociology  
Linda Robertson, Gerald H. Read Lecture Series, Center for International and Intercultural Education  
Nancy Schiappa, Office of Alumni Relations  
Robert Stadulis, Emeritus Representative, School of Foundation, Leadership and Administration  
Ramona Stamm, University Communications and Marketing  
Molly Taggart, Division of Graduate Studies  
M.L. Nambuo Temu, Department of Pan-African Studies  
Sharon Tkacz, Kent State University at Geauga

# 18TH ANNUAL CONFERENCE CELEBRATING COLLEGE TEACHING

THURSDAY AND FRIDAY, OCT. 27-28, 2011

KENT STATE UNIVERSITY, KENT, OH

## CALL FOR ABSTRACTS

### SUBMISSION DIVISIONS:

- **Regular 60-minute Breakout Sessions.** These may be organized as formal presentations or panel discussions. Sessions may involve multiple presenters. Submissions that facilitate audience participation are encouraged.
- **Refereed Round-Tables.** These will involve a brief presentation (no more than 10 minutes) with the remaining time devoted to discussion among members at the table. **Multimedia presentations are not suited for the Round-Tables**, thus we encourage presenters to bring at least 20 copies of handouts (where appropriate) for guests at their tables. **THESE SESSIONS MUST ENCOURAGE DISCUSSION AMONG PARTICIPANTS!**
- **Poster Sessions.** Use a poster format that will involve interaction among attendees as they circulate through the poster area.

**\*Breakouts and Round-Tables will take place during the morning on Friday, Oct. 28. Poster Sessions will take place in the afternoon.**

**Topics/Themes — Consistent with the University Strategic Plan and Initiatives, which include — but are not limited to — those that are part of the FOUR PILLARS: Engagement, Knowledge, Insight, Responsibility**

*\*Other topics that relate to issues and solutions that teachers face today are welcome.*

### SUBMISSION REQUIREMENTS:

- All submissions must be in electronic format. ***NOTE: SUBJECT LINE MUST CLEARLY STATE: "UTC CONFERENCE SUBMISSION" FOR THE ABSTRACT TO REACH THE APPROPRIATE MAILBOX FOR REVIEW – Label the file as indicated below.***
- 100-150-word abstract describing the nature of the work. *Abstracts should include a clear indication of the work's content and its applicability to teaching.*
- Include title (no more than 10 words), all authors and institution(s).
- Include first author address, phone number and e-mail.
- Indicate submission division (Breakout, Round-Table, Poster AND to WHICH OF THE FOUR PILLARS YOUR WORK IS MOST ALIGNED).
- **Label of the file must be in the following format only: Author Name (last name first) and Type of Session (Breakout, Round-Table or Poster) followed by the Pillar category.**
- Submissions are peer-reviewed. An ad-hoc committee of the UTC Conference Committee will serve as peer reviewers of the submission. Please indicate on the proposal which type of session (Breakout, Round-Table or Poster Session) you are submitting for consideration. Each proposal can be submitted for consideration in only one category.

In all submission divisions, projects that include multiple authors representing a variety of disciplines and/or campuses are encouraged.

### Send all abstract submissions electronically to:

Dr. Kimberly S. Peer  
UTC Conference Chair  
[kpeer@kent.edu](mailto:kpeer@kent.edu)

**DEADLINE FOR APPLICATION IS SEPT. 1, 2011  
SPEAKERS WILL BE NOTIFIED NO LATER THAN SEPT. 15, 2011**

