

FAHE 2010 Conference Presenters and Workshop Descriptions

<p>First Plenary Session Thursday, June 17 (9:15 a.m.)</p> <p>Speaker: Shane Kirkpatrick, “Teaching the Material and Teaching the Students”</p> 	<p>Shane Kirkpatrick earned a B.A. from Anderson University (1993), M.Div. from Princeton Theological Seminary (1996), and Ph.D. from the University of Notre Dame (2003). He has taught in the Department of Religious Studies at Anderson University, in Anderson, Indiana, for 10 years. Shane teaches several introductory courses in biblical studies, as well as exegetical methods, hermeneutics, and upper-division Old Testament courses. He directed Anderson University's Peace and Conflict Transformation (PACT) Program for five years and continues to teach a course in the program. He received a study leave grant through the Wabash Center for Teaching and Learning in Theology and Religion, and he has been active in several recent projects on the teaching of undergraduate introductory religion courses.</p> <p>“Teaching a required introductory course to non-majors presents a number of pedagogical challenges. When considering how to teach such a course in light of student needs, i.e., in terms of how this course can serve students, I find myself reflecting on authority. My reflections on the teaching of a Bible course in my own context of a church-affiliated college are organized around authority understood as a developmental issue, an educational issue, and a religious issue. In each case, I seek to use my discipline and the primary and secondary materials of the course as occasions for the development of capacities in students that will contribute to their lives as human beings.”</p>
<p>Second Plenary Session Friday, June 18 (4:30 p.m.)</p> <p>Speaker: Diego Navarro, “Education, Healing and Lighting a Fire Within for Learning”</p> 	<p>Diego is an Instructor at Cabrillo College a community college. He is the Founder and Principal Investigator for a National Science Foundation funded project, the Digital Bridge Academy (DBA), which serves students unprepared for college. Diego started college at Pasadena City College and began his professional career as a community organizer for the American Friends Service Committee while in college.</p> <p>Diego has over twenty years experience in the computer industry with Hewlett Packard Labs, Apple Computer and CEO of two start-up high-tech companies. Diego received his master's degree from Harvard University's Graduate School of Business, and holds an undergraduate degree in Information Systems from Antioch University. Diego has served as Clerk of Pacific Yearly Meeting's Ministry and Oversight Committee and is the former Clerk of PacYM Young Adult Friends.</p>
<p>Third Plenary Session Saturday, June 19 (4:30 p.m.)</p> <p>Speaker: Larry C. Spears, “Servant-Leaders, Caring Teachers”</p> 	<p>Larry C. Spears is President & CEO of the Larry C. Spears Center for Servant- Leadership, Inc., established in 2008. Larry has been called today's foremost authority on servant-leadership. He first encountered Robert Greenleaf's writings on servant-leadership in the early 1980s while working at Friends Journal. Following Greenleaf's death in 1990, Larry examined Greenleaf's personal papers and discovered dozens of unpublished essays, written over a fifty-year period. Many of these essays were later collected and published in 1996 in two volumes (On Becoming a Servant-Leader, and Seeker and Servant).</p> <p>“The servant-leader concept continues to grow in its influence and impact. In many ways, the times are only now beginning to catch up with Quaker Robert Greenleaf's visionary call to servant-leadership. The idea of servant-leadership, now in its fifth decade as a concept bearing that name, continues to create a quiet revolution in workplaces, and in institutions of learning, around the world.”</p>

Session	Presenter	Workshop Title	Description
<p>A Thursday 2:45-4:00</p>	<p>Bill Hartman Executive Vice President of MMA Trust Company</p> <p>Jeff Swartzentruber Vice President of MMA Trust Company</p>	<p>Stewardship Investing--Myths and Realities</p>	<p>Investing based one's values and beliefs (the market calls it "socially responsible investing") can be an important part of a more holistic life – having one's financial life in line with your beliefs. The financial industry would have you believe that such investing is limited in possibilities and one must accept returns that significantly lag the markets. Myths abound, realities are present, but you must look for them. Students are discussing these issues with increasing frequency.</p> <p>This session will provide a frame work based upon Peace Church theology from which these discussions may be furthered and deepened. Presenters are representatives from MMA, a faith-oriented services company that specializes in helping persons and institutions integrate faith and finance.</p>
<p>A Thursday 2:45-4:00</p>	<p>Noel Stahle Associate Professor of English/ Interim Academic Dean William Penn University</p>	<p>Dilsey and Densu: Mentoring and Service Through the Lens of Literature</p>	<p>The themes of mentoring and service play a prominent role in two modern novels, <i>The Healers</i> (by Ghanaian born Ayi Kwei Armah), and <i>The Sound and the Fury</i> (by American and Nobel Prize winning author, William Faulkner).</p> <p>This presentation will explore one main character in each novel, Dilsey (<i>The Sound and the Fury</i>) and Densu (<i>The Healers</i>), and the ways each character provides a model for guiding and serving others, with the altruistic goal benefitting the individual and the community</p>
<p>A Thursday 2:45-4:00</p>	<p>Scott Silverman Library Director and Coordinator of Information Services Earlham College</p>	<p>Information Services as Mentoring Process</p>	<p>Four members of Earlham's integrated IS department (and a student) will present/discuss ways in which mentoring occurs with students on the job as supervisors of student workers, on the job as community members at an institution that privileges learning and teaching, and as adjunct teachers in the curriculum.</p> <p>Specifically: Amy will present on mentoring in librarianship; Wes on teaching media editing formally and informally; Ben and Gus on the collaboration between Computer Science and Earlham Computing Services in the Applied Groups intern/mentoring initiative. Scott will serve as the MC/context setter.</p>

Session	Presenter	Workshop Title	Description
B Thursday 4:30-5:45	<p>Deborah Shaw Assistant Director Friends Center, Guilford College</p> <p>Mike Heller Professor of English, Roanoke College</p>	Woolman and Kelly: Faithful Lives	<p>What does it mean to live a faithful life within our institutional responsibilities? Looking at John Woolman's and Thomas Kelly's lives as much admired models for Friends, we want to engage participants in sharing what we are each thinking about regarding our own spiritual journeys.</p> <p>Our discussion will center around queries dealing with service, Quaker testimonies, and simplicity. In a workshop format, participants will be asked to write and share in small groups and the large group. In response to the session's framing question above, we will think about what we wish to work on upon returning to our institutions.</p>
B Thursday 4:30-5:45	Donn Weinholtz Professor of Education and Leadership, University of Hartford	Mentoring Students' Research Projects: A Situational Approach	Whether mentoring advanced undergraduates' research projects, masters students' theses, or doctoral students' dissertations; Situational Leadership Theory (SLT) provides a valuable instructional heuristic. This interactive session will begin with an overview of SLT, followed by illustrations from work with doctoral students of varying levels of experience and sophistication.
B Thursday 4:30-5:45	<p>Dana Oswald Assistant Professor of Education, William Penn Univ</p> <p>Greg Hafner Athletic Director, William Penn Univ</p>	<p>Meaningful Mentoring and Making a Difference</p> <p>Benefits of Graduate Assistantships to William Penn University</p>	<p>The objective of this paper is to look at how meaningful mentoring on a university campus can contribute to the possibility of making a difference in students' lives, the ultimate goal of which would be retaining students to complete their graduation. What does a meaningful mentoring experience look like between advisees and advisors, students and professors, athletes and coaches? According to Dr. William IGasser, if a person's need for belonging, power, fun and freedom are met within a safe environment, students will be able to achieve success. This paper will look at these elements, within a university setting, to discover if they will promote success for university students through the findings from surveys and research.</p> <p>William Penn University is driven by the number of students that are enrolled, many of which are student/athletes. There are certain inherent problems that arise with large numbers associated with these athletic programs. Some of these include; recruitment, retention and the establishment/ maintenance of junior varsity programs. The graduate assistant program has allowed the University to address these issues without spending a great deal of revenue.</p>

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<p>C Friday 9:15-10:30</p>	<p>Emily Higgs Quaker Affairs Program Coordinator</p> <p>Deborah Shaw Assistant Director Friends Center, Guilford College</p>	<p>Connecting Friends</p>	<p>In the Spring of 2009, the Haverford College Quaker student Community received a Shoemaker grant to start an Intervisitation program at Haverford. Their intention was, and is, to build and deepen relationships between the communities of Friends at Quaker colleges around the country.</p> <p>Since the start of the grant, we have witnessed the power of this exchange through Intervisitation trips from students at Haverford College to Guilford College, Earlham College and George Fox University, as well as trips from students at Earlham College and Guilford College to Haverford College. The remarkable lessons and growth emerging from the shared worship, fellowship and travel between these young adult Friends will be the focus of this workshop.</p>
<p>C Friday 9:15-10:30</p>	<p>Jeff Swartzentruber Vice President of MMA Trust Company</p>	<p>Living Well Within Your Means</p>	<p>Living well means living below our means. This is not a popular message but given that over 40% of Americans spend more than they earn its a subject that needs to be discussed. Whether we need help ourselves or desire to help others there are practical steps to help us help ourselves and others. This seminar provides hands on resources to get us started whether we are currently living Above, Within or Below our means.</p>
<p>C Friday 9:15-10:30</p>	<p>Lee Bash Dean of College for Working Adults, William Penn Univ</p>	<p>A Whole New Academy</p>	<p>Many of the issues that have arisen in the Academy during the 21st century are unique or so complex, they are often difficult to put into perspective. By closely examining these issues this presentation provides a more comprehensive capacity to grasp the implications of the problem and, by extension, ways to obtain solutions.</p> <p>For any meaningful strategic and/or long-range planning to take place within the Academy, stakeholders must understand the distinctive issues and circumstances that contribute to the present circumstances. This presentation will enable participants to gain a holistic understanding of these issues and help participants organize them in ways that reduce the complexity of the overall situation.</p> <p>Although this presentation will contain the very latest information about this topic, supported by an extensive bibliography, I have found earlier versions of this work has been most helpful at the beginning of a conference or workshop where participants can use this material to inform and frame the remainder of the work the participants are able to do in a more meaningful way.</p>

Session	Presenter	Workshop Title	Description
D Friday 11:00-12:15	<p>Sarah Kercheval Instructor in Communications</p> <p>Glenda Buenger Adjunct Instructor in English/Tutor</p> <p>Darrell Mackaig Academic Coach</p> <p>William Penn Univ</p>	Teaching and Mentoring: A Collaborative Approach	<p>William Penn University has a deep tradition and commitment to the basic principles of the Quaker faith including the belief that everyone, imbued with a spark of the Divine, deserves a chance to succeed. To that end, the university accepts students who may not have other opportunities for a college education. In the fall of 2009, these at-risk or remedial students numbered about 140, or 25 percent of the total first year class. The mission of the faculty and staff associated with the Academic Resource Center is to serve these students in particular.</p> <p>We bring you the stories of six whom we share--as instructors, as tutors, and as coaches. We wish we could say that we have had total success with each. We haven't. However, we have taken our Quaker philosophy seriously in striving to serve them.</p>
D Friday 11:00-12:15	<p>Stephen Dotson Student Christian Movement</p>	Networking the Inner and Outer Worlds of Student Communities	<p>To truly be of service to Quaker students, faculty, staff and administrators must be able to provide opportunities for students to engage the complexities of the world at large, and specifically the intersection of their faith-based ideals and their real-world application. Quaker educators, administrators, and campus ministers can provide students with these kinds of rich opportunities for leadership, learning, and living witness by supporting student engagement in ecumenical and interfaith student organizations. Such engagement provides staff members the opportunity to model servant leadership in the wider community of faith, and break down the boundaries that culture and institutions of higher education create.</p> <p>This session will present ideas of how engagement with these kinds of organizations by Quaker students and young adults might be created and sustained.</p>
D Friday 11:00-12:15	<p>Leslie Hickcox Health Education Instructor, Portland Community College</p> <p>Frank Granshaw Earth Science Instructor, Portland Community College</p>	Quakerism and Student-Centered/Experiential Learning at the Community College	<p>Student-centered instruction and experiential learning theory are significant approaches/ movements in higher education. For Quakers in higher education, student-centered instruction and experiential learning have strong parallels to several of our spiritual traditions and harkens to many of our core beliefs. For those of us who teach health education and science in community colleges these approaches provide unique opportunities and challenges.</p>

Session	Presenter	Workshop Title	Description
<p>D Friday 11:00-12:15</p>	<p>Gill Grimshaw Associate Professor, Warwick Medical School/UK</p>	<p>Stitching it all together: Letting a Quaker Loose in a Medical Curriculum</p> <p>This presentation is a Video Conferencing Workshop originating from Warwick Medical School/Univ of Warwick, UK</p>	<p>In the developed world the current challenge for the caring professions is to articulate professionalism as a culture, a set of values and attitudes. Within medical education emphasis is placed on students demonstrating four domains of competence; knowledge and clinical skills, learning about learning, attitudes and behaviour. The latter two present real challenges as the “professions” have barely articulated what we mean by “attitudes and behaviours” still less learned how to assess and evaluate these qualities.</p> <p>This presentation will share the journey to implement systems that are capable of supporting professional development, personal growth and reaping success out of academic failure within a new medical school. Some of the theories and tools that were found to be usable as well as spiritual capital, models of personal authority and leadership, identity, transformational learning and team working will be discussed. What emerges from this experience are also some clues as to how individuals can be supported and valued within this framework, whatever their role, staff or student.</p>

Session	Presenter	Workshop Title	Description
E Friday 2:30-3:40	<p>Mike Moyer Assistant Professor of Religion, William Penn Univ</p> <p>Spencer Thury Campus Minister, William Penn Univ</p>	<p>Clarence Pickett: Teacher and Mentor</p> <p>Railroad Ties: From Iowa Quakers to Freedman to William Penn College</p>	<p>This presentation will include a reflection upon the life and influence of Clarence Pickett, a 1910 graduate of William Penn University who served as the Executive Secretary of the American Friends Service Committee from 1929 to 1950 and whose life work is being extended and honored today through the Clarence and Lilly Pickett Endowment for Quaker Leadership.</p> <p>Spencer Thury set out to find if there was any connection between Iowa Yearly Meeting abolitionism, the Freedmen’s Society Teachers of Iowa, and William Penn College. “Railroad Ties from Iowa Yearly Meeting to William Penn College” is the result of a research project and is a tribute to the work of those early Iowa Quakers and the inspiration they have been on a modern day teacher and missionary.</p>
E Friday 2:30-3:40	<p>Elizabeth Evans Concordia University</p>	<p>Faculty and Outcomes Assessment: Engaging in the Improvement of Teaching and Learning</p>	<p>Regional accrediting agencies require that faculty take responsibility for and become engaged in assessment of student learning outcomes at the program/department level and in general education. The perception is that faculty have not become “engaged” in assessment, potentially because they view it as an accountability process rather than an improvement process.</p> <p>I will share some of the results of my recent qualitative dissertation study on this topic, including a definition of “engagement,” and share some suggestions on how faculty and institutions might approach assessment to engage more faculty. We will share a conversation about how we might use servant leadership in the collegial work of outcomes assessment as an improvement process.</p>
E Friday 2:30-3:40	<p>Stephen Potthoff Associate Professor of Religion and Philosophy, Wilmington College</p>	<p>Teaching Deep Ecology and the Universe Story in the College Classroom: Challenges and Opportunities</p>	<p>As part of the Values and Ethics course I teach every term at Wilmington, I include a major unit which introduces students to environmental ethics, and the science of global climate change. Guided by the philosophy of deep ecology, I draw on a wide variety of readings, videos, and experiential service learning projects to foster among the students a deeper and more meaningful connection to the earth and living world.</p> <p>In this presentation, I will describe my approach, and discuss some of the challenges I face in working with a student population who are often skeptical of science, evolution, and global warming, but open to Native American and indigenous wisdom about our relationship to the cosmos and living world.</p>

Session	Presenter	Workshop Title	Description
F Saturday 2:30-3:40	Jared Pearce Assistant Professor of English, William Penn Univ	Lyrics and Learners	This presentation will include my reading of original, lyric poetry that explores the interaction between learners and teachers in academic, professional, and familial environments.
F Saturday 2:30-3:40	Fred Allen Professor of Religion, William Penn Univ	Teaching as Answering that of God in Our Students	This session will explore mysticism in selected Quaker leaders as a philosophical basis for deep connection to students by being fully present and available to respond to their inquiries. Although some academic disciplines lend themselves more readily to questions of meaning, purpose, faith, and religious experience, faculty members who strive to be authentically present and fully human have an opportunity to engage students at a deep and transformative level.
F Saturday 2:30-3:40	Gary Farlow Associate Professor of Physics, Wright State Univ Cathy Pitzer Assistant Professor of Social and Political Studies, Wilmington College Doug Burks Professor of Biology, Wilmington College	Imposing Disciplined Thinking in Teaching Introductory Physics Factors in Choosing Textbooks: Cost, Pedagogical and Legal Considerations	Over its 40 year history as part of an open admission university the Physics Dept. at Wright state University has lost between 25 and 35 % of its Introductory Physics class during the first quarter. This trend is largely independent of the difficulty of exams, amount of homework assigned, instructor, innovative methods, and use of new technologies. It will be argued that to have integrity in promoting successful learning of Physics one must <u>train</u> the mind to think as physicists think. This is in conflict with prevailing educational philosophy that the highest educational good is to promote original/creative thinking. Many consider the textbook to be the keystone to any college course. This presentation will on focus three aspects of textbook selection. First, what factors make a textbook an effective learning resource from the faculty point of view, e.g. currency, cost, graphics, readability etc.? Second what factors are important to students in buying and using their textbooks? Finally, how might textbook selection change as a result of new federal regulations in the Higher Education Opportunity Act that take effect in 2010.

Session	Presenter	Workshop Title	Description
<p>G Saturday 7:15-8:30</p>	<p>Judy Williams Assistant Professor of Applied Computer Sciences, William Penn Univ</p>	<p>Mentoring and Student Attendance at Professional Conferences</p>	<p>We have been attending professional conferences with students since 1986. This experience has evolved from a Computer Club activity only to a two credit hour professional development seminar which also addresses professional ethics in an information society. On post-graduation surveys, alumni frequently mention the trips to conferences as one of the most valuable parts of their education, helping them develop into the people they are today. Our model has been exported to a few other colleges, including Huntington College in Indiana.</p> <p>The session will present the experiences from professor and student viewpoints, accept questions from the audience and offer suggestions on preparation and logistics.</p>
<p>G Saturday 7:15-8:30</p>	<p>Newton Garver Professor of Philosophy (retired), SUNY Buffalo</p>	<p>Science and Certainty</p>	<p>Wittgenstein wrote: “Knowledge’ and ‘certainty’ belong to different categories.” His book <i>On Certainty</i> makes clear that knowledge depends on certainties, not the other way round. Elias Hicks said, “Reason is the recipient of revelation.” Both remarks seem true, and we need to explore how they work together. This presentation is part of my work on Wittgenstein for Quakers.</p>