

Millersville University
CENTER FOR ACADEMIC EXCELLENCE

Types of CAE Sessions

The Center for Academic Excellence offers many different types of programs throughout the academic year. We are always looking for new topic suggestions and presenters. Please contact Dr. Oliver Dreon, Director of the Center for Academic Excellence (oliver.dreon@millersville.edu) if you have any recommendations.

Brown Bag Discussions

The Center occasionally hosts an informal Brown Bag Discussion. Faculty are invited to join their colleagues in the McNairy Library and Learning Forum (or another location), bring a lunch, and participate in a discussion about a topic of interest. These discussions may focus on general topics such as curriculum approval processes, learner-centered teaching, or grant opportunities. The conversations at Brown Bag Discussions are informal, dynamic, and informative. This is a great way to meet new colleagues and learn about a variety of topics.

Instructional Technology Workshops & Sessions

The Instructional & Technology Support Team offers a large number of hands-on workshops throughout the academic year to help faculty members develop their skills and expertise with various online tools and resources. In addition to helping to promote these workshops, the Center for Academic Excellence offers new sessions to help faculty see how their colleagues in other Departments are using these tools and techniques. These application-oriented sessions are a great way to see how these important tools and resources can be used to enhance the teaching and learning process in many different settings.

Monday Morning Mentors

Monday Morning Mentors are online sessions offered through the Teaching Professor. Monday Morning Mentors can be accessed Mondays at 10 AM but are available on demand for a week after the published date. Mentors can be accessed online at: <http://9nl.pw/MUMentors> but will require a password available through the CAE email distribution list (see below).

Campfire Sessions

Based on a Lesson Study model that is popular in Japan, Campfire sessions will allow faculty to volunteer and share their online classes to a group of colleagues. Presenters will share areas of pride (Glows) and areas that they're still working on (Grows). The sessions are designed to provide positive feedback for improvement, support reflective practice, and foster collaboration across faculty.

Want to receive periodic updates on CAE happenings? Opt into the CAE email distribution list at: [**http://tinyurl.com/CAEemails**](http://tinyurl.com/CAEemails)

<p>August 28, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Release My Students' Natural Zest and Curiosity for Better Learning? Dr. Lolita Paff, Associate Professor of Business and Economics, Penn State Berks Studies have shown that students who are deeply interested in their coursework perform better academically. Their brains make more connections, their learning becomes more effective, and they care more about the work. With the right techniques, a teacher can unlock a student's natural enthusiasm for a rewarding educational experience. This program defines the concepts of zest, curiosity, and interest, how they work together in the classroom, and what teachers can do to unleash students' abilities.</p>
<p>September 4, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: What Are the Secrets to Providing Highly Effective Feedback to Students? John Orlando, PhD. Associate Director of Training, Northcentral University The right kind of feedback can have a significant impact on learning. With good feedback, students become more engaged in the coursework, understand their assignments better, and retain more of what they learn. But what makes good feedback? What are the different types of feedback? What classroom tools can aid feedback? These are some of the issues addressed in this program.</p>
<p>September 11, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Can I Lay the Groundwork for Positive Technology Changes? Stephanie Delaney, PhD. Dean of Academic Programs, South Seattle College Change may be inevitable, but that doesn't mean it happens easily. The biggest challenges associated with introducing a new technology sometimes come from the people who are going to use it. Along with a strategic framework for approaching change, this presentation will show you proven and practical tips for gaining that all-important support from your colleagues. You'll even learn effective techniques for handling the technophobes and "Just say no" crowd.</p>
<p>September 12, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>Introducing YouSeeU Video Assignments in D2L Judith Dutill, Instructional Designer, Office of Online Programs This year D2L introduced an integrated video assessment tool called YouSeeU. This tool is designed to evaluate learners on speeches, presentations, and other video-based scenarios. In this session, we will review the basics of YouSeeU Video Assignments and tips for designing video assignments into your courses.</p>
<p>September 12, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 118</p>	<p>Embracing Internationalization in Your Classroom Ms. Patrice Campbell, Director of International Programs & Dr. Katarzyna Jakubiak, Coordinator of Global Education Positive contribution to global communities has long been at the core of Millersville University's values, but what can we do to make our commitment to internationalization even stronger? Join the Global Education staff to talk about strategies for embracing internationalization in your classroom. We will discuss tips for working with international students, internationalizing your curriculum, and using campus resources to enhance global literacy of your students.</p>

<p>September 18, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Design Innovative Assignments to Foster Learning in the Online Classroom? B. Jean Mandernach, Ph.D. Director of the Center for Innovation in Research and Teaching, Grand Canyon University Creating effective assignments for online courses requires embracing both the opportunities and the limitations of the online classroom. Once you do, you can create assignments that students find meaningful, engaging, and motivating. You can also steer clear of the workload issues that plague so many online instructors. Perhaps you've already experienced being burned out by assignments that create endless, generally unsatisfying feedback loops. This session is packed with ideas and insights to help you create and deliver impactful online assignments.</p>
<p>September 19, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>Campfire Session Based on a Lesson Study model that is popular in Japan, Campfire sessions will allow faculty to volunteer and share their online classes to a group of colleagues. Presenters will share areas of pride (Glows) and areas that they're still working on (Grows). The sessions are designed to provide positive feedback for improvement, support reflective practice, and foster collaboration across faculty.</p>
<p>September 19, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 118</p>	<p>Preparing Student Learning Outcomes Assessment Reports Dr. Lisa Shibley, Assistant Vice President, Institutional Assessment & Planning Participants will review the outline for the annual Student Learning Outcomes Assessment Report and explore strategies for reporting on the elements of the report. The SLOAR Feedback Rubric will be shared with participants. Session outcomes will be tailored to participants needs, as appropriate.</p>
<p>September 25, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Can I Implement UDL in the Next 20 Minutes? Thomas Tobin, Ph.D. Coordinator of Learning Technologies at the Center for Teaching and Learning at Northeastern Illinois University Universal Design for Learning (UDL) has been a giant step forward in education. Many teachers have boosted student performance by relying on its sound principles to customize the curriculum. Students who might have felt "left behind" or "shut out" are having a richer educational experience. Yet some educators are intimidated by the supposed demands of the program. They believe that UDL takes a lot of work to set up, or they're unsure of how to address the diverse needs of their students. This session demystifies these misconceptions and provides a realistic blueprint that any educator can follow.</p>
<p>September 25, 2017 3:00 – 4:30 PM McNairy 118</p>	<p>Promotion & Tenure Panel Discussion Join us as we hear multiple perspectives on the Promotion and Tenure process. Attendees will be able to ask questions and get advice from recent members on the University Promotion and Tenure Committee. The promotion and tenure guidelines will also be distributed and discussed at this session.</p>
<p>September 26, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 117</p>	<p>Proposing a New Academic Program Dr. Jeff Adams, Associate Provost for Academic Administration This session will outline the curricular steps for proposing a new academic steps on campus.</p>

<p>September 26, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>Advising Students Dr. David Henriques, Director of Academic Advisement & Student Development and Mr. Joseph Sciarretta, Academic Advisement Coordinator for Underrepresented Students In this session, strategies for providing effective academic advising will be discussed.</p>
<p>October 2, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Create a Lively, Yet Functional, Online Classroom? Deidre Price, PhD, Professor of English, Northwest Florida State University A common complaint of students in online classes is they feel that they're getting a second-rate educational experience compared to students in traditional face-to-face classrooms. Other students say that they feel alone, unable to manage the online class on their own because they don't have a "real" teacher leading them. Some instructors worry that their professional integrity is at risk, as retention rates drop for online enrollment. This session provides ready-to-use solutions that help instructors run efficient interactive classrooms that challenge and enrich students.</p>
<p>October 3, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>MU Therapy Dog Meet & Greet! Dr. Kelsey Backels, Chair of Counseling & Human Development, Dr. Lisa House, Associate Professor, Counseling & Human Development In this session, participants will meet therapy dogs from Keystone Pet Enhanced Therapy Services (KPETS) and hear about their work with MU students. Dr. House and Dr. Backels will also share research they've collected on the impact of this initiative on campus.</p>
<p>October 9, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Should I Manage Conflict Within My Department? Robert E. Cipriano, EdD Professor Emeritus, Southern Connecticut State University Some college and university departments could show the Hatfields and the McCoys a thing or two about feuding. Maybe you're all too familiar with the wasted time, plummeting morale, and other negative consequences of poorly managed conflict. But it doesn't have to be like this. Discover a better way with this session. In less time than you might spend discussing the latest dust-up—just 20 minutes—you'll learn how to take a proactive approach to behavior that is less than collegial. You'll also discover that "constructive conflict" is not an oxymoron. Just as not all forms of stress are necessarily bad for you, conflict doesn't have to lead to negative consequences.</p>
<p>October 16, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Can I Build Momentum for Change with Short-term Wins? Lynn Gillette, PhD, Provost and Vice President of Academic Affairs at Nicholls State University We all know that any kind of meaningful change takes time. And yet sometimes your constituents run out of patience before you prove the validity of your efforts. Even when you've had substantial success, your project could fail if you don't adequately demonstrate what you've achieved before your critics and skeptics have written things off.. The key is to use short-term wins to demonstrate early achievements and create a clear path of success.</p>

<p>October 17, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 118</p>	<p>Assessing General Assessment Across the Curriculum Dr. Lynn Marquez, Professor, Earth Sciences, Coordinator, General Education, Dr. Robyn Davis, Associate Professor, History, Dr. Robert Spicer, Assistant Professor, Communication & Theater ,Dr. Oliver Dreon, Director of the Center for Academic Excellence This session shares the steps taken by faculty in cooperation with the Office of Institutional Research to develop four robust general education rubrics that have been adopted and used across campus for course level, departmental level, and institutional level assessment.</p>
<p>October 23, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: What Are the Secrets to Making Highly Effective Educational Videos? John Orlando, PhD. Associate Director of Training, Northcentral University The popularity and proliferation of the video medium is unassailable. Videos’ potential to educate and engage has been proven repeatedly. Software and camera options abound. Yet while some educators have probably considered creating their own videos, they often fear that they lack the technical know-how to do so. Making your own videos that support classroom learning (face-to-face or online) is simpler than you think, as demonstrated in this session.</p>
<p>October 24, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McComsey 212</p>	<p>ArcGIS Online: Its GIS Resources and Collaboration Potential Dr. Chuck Geiger, Associate Professor, Geography This session introduces faculty to the online mapping tools in ArcGIS Online. By examining the features and collaboration possibilities, faculty will identify some research possibilities for this powerful tool.</p>
<p>October 30, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Align Learning Objectives with Technology Using Backward Design? Flower Darby, Instructional Designer, Northern Arizona University This presentation shows you how to use educational technology to enhance teaching and learning. Educational technology can throw your teaching off balance when it doesn’t support your learning objectives or when it isn’t the right tool for the job at hand. Drawing on the principles of backward design, this program will show you how to bring your course back into alignment or make sure it stays that way.</p>
<p>October 31, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 118</p>	<p>Introducing Qualtrics, MU’s Online Survey Research Tool Dr. Lisa Shibley, Assistant Vice President, Institutional Assessment & Planning, Dr. Lawrence Adams, Assistant Director, Research & Assessment and Kyle Morganti, Graduate Assistant, Research & Assessment In this session, we will examine strategies and techniques for using Qualtrics, MU’s online survey tool. Acquired in Spring 2016, the tool has powerful instructional and research opportunities.</p>
<p>October 31, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>Dismantling White Supremacy in the Archives Marilyn Parrish, Associate Professor & Chair, Library, Rita Smith Wade-El, Professor & Director of African American Studies and Janet Dotterer, Library Technician The goal with this session is to talk about how a community typically remembers its history – in public spaces but most especially in the written record kept in archives. We will look at ways we seek to include a variety of voices in Archives & Special Collections at Millersville. Participants will also consider how whiteness is privileged in their disciplines and what positive approaches can be taken to address that.</p>

<p>November 3, 2017 10:00 AM – 2:00 PM MPR Room Stayer Hall</p>	<p>Universal Design for Learning Workshop Dr. Janet Josephson, Associate Professor, Early, Middle & Exceptional Education Join us for this workshop that will explore ways to make course content accessible for a wider variety of learners. The workshop will discuss how UDL strategies can support Veteran Students, International Students and students with disabilities by providing better access to course materials.</p>
<p>November 6, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Overcome Faculty Barriers to Online Teaching? Brian Udermann, PhD, Director of Online Education, University of Wisconsin-LaCrosse Even though colleges and universities are enlarging their catalog of online courses and degree programs, faculty resistance to this trend is common. Some educators claim that cheating is more pervasive online than in face-to-face classrooms. Others believe that online courses are inferior and less academically rigorous. Still others think that developing and teaching online courses is more arduous than traditional classes. Because online courses are here to stay, school officials have to find thoughtful ways to address these concerns.</p>
<p>November 7, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 117</p>	<p>Study Abroad Ms. Patriece Campbell, Director of International Programs & Dr. Katarzyna Jakubiak, Coordinator of Global Education Are you interested in offering a class abroad? In this session, representatives from International Programs and Global Education will discuss how faculty can get involved with study abroad.</p>
<p>November 13, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Can I Make My Exams More Accessible? Elizabeth Harrison, PhD, Director, Office of Learning Resources, University of Dayton Do you think making exams accessible amounts to a “dumbing down” of your course? Think again. Designing exams with accessibility in mind can provide you with a more accurate assessment of student learning and bring your assignments into closer alignment with learning objectives. Learn more about how enhancing accessibility can improve your assessments in this session.</p>
<p>November 14, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 118</p>	<p>How to Create an Inclusive Learning Experience for Students Jan Bechtel, Director of Integrated Studies and Dr. Onek Adyanga, Assistant Professor of History Join us in a interactive discussion on how to create an inclusive learning experience for students. This session will provide insights and strategies for engaging students with diverse learning styles and experiences.</p>
<p>November 20, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Stay Calm When Students Push My Buttons? Brian Van Brunt, EdD, Senior Vice President for Professional Development Programs, National Center for Higher Education Risk Management Students aren’t always perfect. Sometimes they can be downright rude, arrogant, and insulting. How do you, as an instructor, keep your cool when your students are clambering on your LAST NERVE? The program presenter shares his approach in this session.</p>

<p>November 21, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 118</p>	<p>Middle States Dr. Lisa Shibley, Assistant Vice President, Institutional Assessment & Planning</p>
<p>November 27, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Do I Establish an Engaging Atmosphere in My Online Classroom? Deidre Price, PhD, Professor of English, Northwest Florida State University Ensuring the feel of a face-to-face classroom in an online environment is an area that instructors often struggle with. Typical online classrooms can sometimes feel like websites and read like textbooks—instead of like welcoming spaces where students feel encouraged to participate. Educators can avail themselves of good design practices to make their online classrooms transparent and authentic for a rich learning experience. This session walks you through easy, effective ways to create an online atmosphere where students feel comfortable engaging with you, the curriculum, and each other.</p>
<p>November 28, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>Transform your Course with Design Thinking Workshop Judith Dutill, Instructional Designer, Office of Online Programs & Michele Santamaria, Learning Design Librarian Design thinking is a methodology used by designers to innovate and problem solve. In this session, we will review design thinking methodology as a strategy for transforming your course through the redesign of a course syllabus. Note: please bring a syllabus for a course you would like to refresh</p>
<p>December 4, 2017 On demand at http://9nl.pw/MUMentors</p>	<p>Monday Morning Mentor: How Can I Make My Exams More about Learning, Less about Grades? Maryellen Weimer, Ph.D. Professor Emerita of Teaching and Learning, Penn State-Berks Students usually hate exams, and they aren't much fun for teachers either. Rather than advancing the educational experience for learners or helping instructors evaluate students' mastery of the material, exams can lead to "testy" interactions between students and faculty. Learn how you can transform exams into enhanced opportunities for student learning in this session.</p>
<p>December 5, 2017 Tuesday Common Hour (12:05 – 1:10 PM) McNairy 502</p>	<p>Office 365: The Coolest Tools You Never Knew You Had Judith Dutill, Instructional Designer, Office of Online Programs Office 365 is a suite of Microsoft applications that all MU faculty, staff, and students can access for free. In this session, we will introduce you to the suite's most powerful classroom tools: Word, PowerPoint, Sway, and Forms. We will also discuss easy ways to design these tools into your courses.</p>

December 11, 2017

On demand at

<http://9nl.pw/MUMentors>

Monday Morning Mentor:

What Do Adjunct Faculty Need to Be Successful in the Online Classroom?

B. Jean Mandernach, Ph.D. Director of the Center for Innovation in Research and Teaching, Grand Canyon University

"Welcome to the college. You're on your own." You'd never treat a full-time faculty member that way. Yet with adjuncts – online ones, especially – that is sometimes only a slight exaggeration of their experience. For online adjuncts, a lack of early information and ongoing support is even more acutely felt than it is by on-campus faculty. Adjuncts' academic experience is typically not as extensive; their familiarity with and access to your institution is certainly not as great; their ability to work things out by walking down the hall with a question – well, they simply don't have it. So they need help, and they need information. But what kind – and on what subjects? You can find out in this session.