2015 Sustainability Symposium Sessions

MU Joyce Powell Journey Room
Sustaining Quality: The Parallels Between Assessing Environmental Health and Curricular Health—A Process and Mindset (9—10 am)
Presenter: Stefani Dawn, Interim Director of Academic Programs, Assessment, and Accreditation
Audience: Faculty, GTAs, and Advisors
Prior to migrating over into a career in curricular assessment, Stefani Dawn had a successful career in the environmental health sciences. She investigated the connections between environmental exposures and human health and used data and evidence-based medicine to inform policy. There are many parallels between conducting an environmental assessment and assessing student learning, and then using evidence to inform decisions. Using a discussion and inquiry-oriented format, this session highlights those parallels, as well as the habits of mind and processes that lead to change and sustaining quality.

MU 206—Asian Pacific Room
Red Light, Green Light: Measuring Student Programs to Sustain Excellence in Graduate Student Advising (9—10 am)
Presenters: Robert Allan, Director of Student Development, CEOAS
Audience: Faculty and Advisors
Is evaluation relevant? Is feedback important? How do you measure your graduate students’ academic and professional progress throughout their degree programs, and how do faculty communicate how their students are progressing? Learn about CEOAS’ annual evaluation and progress reporting tool that assists major professors and their students in sustaining a meaningful and productive relationship.

MU 213—Pan-African Sankofa Room
Excellence in the Blended Classroom: Hybrid Courses at OSU (9—10 am)
Presenters: Cheridy Aduviri, Instructor, College of Education; Aaron Lewis, Instructor, College of Education; Todd Pugatch, Assistant Professor, Economics Department; and Kryn Freehling-Burton, Senior Instructor and E-Campus Advisor
Audience: Faculty who Teach Hybrid Courses or Are Interested in Developing Flipped or Hybrid Courses
Hybrid or “blended” courses, which integrate significant online learning activities with a reduced number of regular class meetings, are gaining in popularity at OSU. Faculty members who have participated in the Hybrid Pilot Program will showcase diverse approaches to hybrid course design and delivery.
MU 211—American Indian Room

Service Learning & Global Learning Communities: Reuniting and Mapping the Future (9—11 am)

*Presenters:* Robin Pappas, CTL Assistant Director, and Emily Bowling, Student Leadership & Involvement for Civic Engagement and Sustainability Assistant Director

*Audience:* All Service Learning & Global Learning Alumni

Faculty Learning Communities (FLCs) afford participants rich learning and relationship-building experiences. Vital to our ongoing development as excellent educators is the chance to reconnect, reacquaint ourselves with the great ideas and enthusiasm we experienced, and imagine together how to broaden the reach of this learning in the future. This special session will reunite the participants in faculty learning communities during the past 2 years in order to debrief about your experiences and to share how you incorporated your learning into your teaching. Our discussion will then turn to exploring two questions fundamental to broadening the impact of our efforts: 1) What's next? What do you see as possible, productive next steps in developing our capacity to offer students service learning and global learning opportunities? and 2) What support is needed to facilitate this growth and ongoing development?

MU 208—La Raza Room

FERPA: Sustaining Compliance (9:30—11 am)

*Presenter:* Tina Falkner, Director of Continuity and Compliance, Academic Support Resources at the University of Minnesota-Twin Cities

*Audience:* Teaching and Research Faculty, Departmental Leadership

National FERPA expert Tina Falkner will present a special training session on behalf of the Institutional Review Board Office (IRB) and Office of the Registrar. As co-editor of the AACRAO FERPA guide, Tina will share her insight and experience pertaining to FERPA regulations as well as answer all of your questions. In a world of gray areas and case-by-case bases, Tina will give you the knowledge you need to understand the regulation's impact on research using student data and handle FERPA in the classroom.

MU Joyce Powell Journey Room

Collaborations that Contribute to Student Success: A Degree Partnership Program that Facilitates BA Degree Completion (10—11 am)

*DPP Panel:* Lynne Hindman, Research Coordinator, OSU CTL & TAC; Rick DeBellis, Associate Director—Enrollment Management; Christine Acker, LBCC Program Assistant for the Degree Partnership Program; Katie Winder, LBCC Dean of Arts, Social Sciences & Humanities Division

*Audience:* Administrators, Advisors, and Students

A panel of Degree Partnership (DPP) professionals, including student(s), from OSU and LBCC will provide information about the LBCC-OSU Degree Partnership Program. Empirical evidences will be shared regarding the effectiveness of the DPP and how this program has contributed to sustaining students in their persistence towards earning four-year baccalaureate degrees, with less cost.
MU 206—Asian Pacific Room

Measuring Sustainability in the Classroom, Lab, and Beyond with STARS: the Stainability Tracking, Assessment and Rating System (10—11 am)

Presenters: Brandon Trelstad, OSU Sustainability Coordinator
Audience: Faculty, Students, Business Managers and Advisors

STARS is a set of peer-reviewed, standardized indicators that help measure and manage sustainability efforts within higher education. From academic courses to employee compensation, STARS looks comprehensively at organizational sustainability. And while OSU performs well in some areas like sustainability related research, there is still much to be done to further infuse sustainability into university output (such as learning outcomes) and operations (like greenhouse gas emissions). Learn about STARS, then review and discuss how OSU could improve.

MU 213—Pan-African Sankofa Room

Sustaining Hybrid Teaching and Learning (10—11 am)

Presenter: Cub Kahn, CTL Hybrid Course Initiative Coordinator
Audience: Faculty who Teach Hybrid Courses or are Interested in Developing Flipped or Hybrid Courses

This discussion-oriented session is especially for alumni of hybrid learning communities and study groups, and other faculty who are teaching hybrid courses. Participants will have an opportunity to reflect on their experiences with hybrid course design and teaching, and to shape future professional development opportunities to sustain and enhance teaching and learning in the hybrid format.

MU New Horizon Room

Heather Burns – Guest Speaker: The Heart Work of Sustainability Pedagogy (11:15 am – 12: 15 pm)

Luncheon Discussion (12:30 – 1:30 pm)

MU Joyce Powell Journey Room

Ill Structured Problems (1:30—3 pm)

Presenter: Robin Pappas, CTL Assistant Director, and Jessica White, Graduate Certificate in College and University Teaching Director
Audience: Teaching Faculty and GTAs

Why are learners sometimes unable to think in the complex ways that instructors desire? Why do some individuals remain entrenched in their perspectives despite multiple viewpoints or conflicting evidence? In this session, presenters will address the perennial and omnipresent challenge of promoting critical thinking on college campuses. To prepare participants for the challenges they face in their own educational settings, presenters will share a theoretical context for understanding cognitive development and specific strategies that instructors can implement to assist their learners as they wrestle with ill-structured problems.
MU 206—Asian Pacific Room

**Integrating Sustainability Concepts into Undergraduate Curricula** *(1:30—2:30 pm)*

*Presenter: Ann Scheerer, Advisor/Instructor, Sustainability Double Degree, College of Agricultural Sciences*

*Audience: Faculty and GTAs*

How do you define sustainability in the classroom? Sustainable development? How do you integrate key sustainability principles and concepts into your curriculum? In this session, we will engage in a collaborative process to prompt dialogue about the relevance of sustainability to our unique disciplines and the complexities of integration. We will move from the conceptual to practical learning outcomes.

MU 208—La Raza Room

**Targeted Grazing** *(1:30—2:30 pm)*

*Presenter: Claudia Ingham, Instructor, College of Agricultural Sciences*

*Audience: New Faculty in Natural and Social Sciences, Advisors of Undergraduate Students, and all Curious Individuals*

Claudia Ingham will introduce concepts of sustainability and their applicability to agro-ecosystems in arid and semi-arid regions. Participants will learn about courses which cover this content in the RNG (Rangeland Ecology and Management) curriculum at OSU. The relevance of rangeland ecology principles will be presented in the context of ecological, economic and social sustainability.

MU 211—American Indian Room

**Developing and Leading a Short-Term Education Abroad Program** *(1:30—2:30 pm)*

*Presenter: Julie Walkin, Faculty-led Study Abroad Program Coordinator*

*Audience: Faculty and Advisors who have Experience with and who are New to Developing and Leading Short-term Faculty-led Programs*

OSU currently offers more than a dozen short-term faculty-led study abroad programs that facilitate unique learning opportunities in more than 15 countries. Learn about various program models, planning and preparation is involved, new resources available through the Office of Global Opportunities (OSU GO) and the challenges and rewards for faculty and students.

MU 213—Pan-African Sankofa Room

**Active Teaching and Learning in a Flipped Classroom** *(1:30—2:30 pm)*

*Presenters: Molly Megraw, Assistant Professor, Botany and Plant Pathology Department; Amy Bourne, Senior Instructor, College of Business*

*Audience: All Instructors and Faculty can Benefit from this Session*

We will present the results of using active teaching and learning techniques in a flipped classroom setting. We compared student success results against those from a traditional classroom setting and compared student learning and perceptions to both traditional and online classes. We will present the pros and cons of each course format, what worked well
based on our observations and student opinions, as well as suggestions for other teachers.