

UNCSA
Faculty
Enrichment
Day

8.11.2022

Faculty Enrichment Day 2022

August 11, 2022

Agenda

Sign in/Sign Up	Eisenberg Social Hall Lobby	9:00 a.m. – 11:00 a.m.
Continental Breakfast	Eisenberg Social Hall Lobby	8:45 a.m. – 9:15 a.m.
Welcome	Eisenberg Social Hall	9:15 a.m. – 9:30 a.m.
<i>Jill Lane, Director, Office for the Advancement of Teaching and Learning</i> <i>Andy Paris, Chair, Faculty Council</i>		
Resource Tables	Eisenberg Social Hall Lobby	9:00 a.m. – 9:45 a.m.
<i>Creating Accessible Instruction, J. D. Jackson</i> <i>UNCSA Police Department, Clarisse Davis and Frank Brinkley</i> <i>Writing Center and ESL Services, Hadis Gaedi</i>		
Concurrent Session 1	Various Locations	9:45 a.m. – 11:00 a.m.
Concurrent Session 2	Various Locations	11:15 a.m. – 12:15 p.m.
Lunch	Eisenberg Social Hall	12:15 p.m. -2:00 p.m.
<i>Boxed lunches will be provided</i>		
Canvas Workshop (optional, by sign up)		1:30 p.m. -3:00 p.m.

Program at a Glance

Special Session 1 Workshop

9:30 am – 11:00 am (90 minutes)

*Introduction to Narrative Medicine, *Ellen Rosenberg* (90-minute Zoom Session)

Concurrent Session 1: Workshops

9:45 am – 11:00 am (75 minutes)

Walking: The Creative, Radical, Revolutionary, Intellectual, Subversive, Artistic, Available Act, *Joe Mills and Mike Wakeford* (Meet in front of the Mail Room)

Building Access in the Classroom: A Strategy and Design Workshop for Supporting our Disabled Community. *Bailey Pittenger* (4th floor Library)

On Your Own Two Feet, *Kira Blazek-Ziaii* (Studio 298)

Labyrinth-walking for creative problem-solving, *Michael Dodds* (Roma Combs Labyrinth Garden)

Finger Casting, *Holland Berson* (Costume, Wig, and Makeup Room 118)

Crash Course in Pedagogy 1: Course Design, *Tamara Akinbo, Jeff George, Sarah Hester, Jenny White, Allison Yokeley* (309 Gray)

Special Session 2 Workshop

11:15 am – 12:30 pm (75 minutes)

Crash Course in Pedagogy 2: Lesson Design, *Alli George, Jeff George, Marci Harvey, Chris Sabolcik* (309 Gray)

Concurrent Session 2: Conversations

11:15 am – 12:15 pm (60 minutes)

Each of these concurrent sessions is designed to be discussion-based. Some will have a presentation followed by conversation; others will be open conversation. Participation in each conversation room is limited to 20 participants

Teaching on a Gender-Diverse Campus, *Anson Koch-Rein and Carrie Hart* (Library Auditorium 1106)

Come Learn About the UNCSA Course Evaluation Pilot Project!, *Janna Levin* (4th floor library)

Student Disengagement and the Impact on Faculty Teaching, *Elizabeth Klaimon and Jason Bohon* (2nd floor Library North End)

Student Assessment and Grading Strategies, *Allison Yokeley* (Hanes Conference Room 301 (Fishbowl))

Making the most of CSI, *Brenda Daniels* (D&P Conference Room 102)

Show Me the Money! *Jill Lane, Rosemary Millar, Kenan Institute Representative* (TLC Lobby)

Post Conference Canvas Work Session

1:30 pm-3:00 pm

Get support in getting your course ready for fall semester in this session led by Wanda Coyle

Program

Special Session 1 Workshop

9:30 am – 11:00 am (90 minutes)

Introduction to Narrative Medicine

Introduction to Narrative Medicine is an interactive Zoom workshop that uses the skillsets of storytelling and deep understanding coupled with the principles and practices of Narrative Medicine – close reading, respect without judgment, cultural humility, deep listening, and witnessing. Originally, Narrative Medicine was designed to improve care of patients by equipping healthcare providers and patients with the skills to hear and tell stories, and to use the deep techniques of the humanities and arts to promote communication skills that many providers had been taught to ignore during their medical training. Created by Dr. Rita Charon in 2000, the practice intends to improve care of patients. Increasingly, its practical effects in all human settings is proving helpful and healthful.

The workshop begins with a brief introduction to the values and ethics of Narrative Medicine. Then, in a group discussion, the participants will use the Narrative Medicine guide to examine an artwork in some medium chosen by the workshop leader. Participants will use questions that open doors toward profound understanding and reflection. Then, participants will have a chance to write something of their own lived and learned experience in response to a related prompt. The group will be invited to share their experience of the process.

Space is limited to 12 participants.

Facilitator: Ellen Rosenberg, Division of Liberal Arts

Location: Virtual

Concurrent Session 1: Workshops

9:45 am – 11:00 am (75 minutes)

Walking: The Creative, Radical, Revolutionary, Intellectual, Subversive, Artistic, Available Act

Join Division of Liberal Arts faculty members Joe Mills and Mike Wakeford for a campus walking experience and discussion inspired by “Walking: Practitioners & Practices,” their team-taught course. In the course, in addition to wandering around the community, students talk, read, and think about walking and pedestrian culture in the contexts of the arts and performance, protest and politics, diversity and inclusivity, wellness and meditation, and their own lives. Participants in this session will experience a sampling of the types of exploration, reflection, and narrative play the course encourages, and will be invited to contribute to a generative discussion about new ways we might think about the topic of walking in relation to the life of the artist-citizen. The session will involve light walking outdoors, and activities can be adapted to participant abilities. All are welcome!

Facilitators: Joe Mills and Mike Wakeford, Division of Liberal Arts

Location: Meet in front of the Mail Room

Building Access in the Classroom: A Strategy and Design Workshop for Supporting our Disabled Community

This workshop is a space for arts and academics instructors to strategize and design classroom assignments that are accessible for our student community with disabilities. Dr. Bailey Pittenger, a disability justice advocate in the local community and care partner, will present from examples of designing accessible assignments that center care and support for students who need to miss classes due to medical and health reasons, students who

are care partners, and students with hidden and/or visible disabilities. By building assignments and classroom strategies that center care and support for our community with disabilities, we will then open the discussion to workshoping and/or discussing common and/or complex scenarios of building access to care and support for our students.

Facilitator: Bailey Pittenger, High School Academic Program

Location: 4th floor Library

On Your Own Two Feet

This workshop will take you slowly, and fully through a standing body warm-up, modified from my usual Countertechnique warm-up for advanced dancers. The variety of exercises are supported by tools for lubricating the joints, locating movement in the body, and energizing the body systems. This is standing work and participants should be prepared to be barefoot or in socks. The goal is to help everyone find at least one physical practice they can take with them, to energize, empower, and ground their awareness in their body. There will be time for questions and discussion along the way.

Facilitator: Kira Blazek-Ziaii, School of Dance

Location: Studio 298

Labyrinth-walking for Creative Problem-solving

Solvitur ambulando--"it is solved by walking"--wrote St. Augustine. Ever since Theseus entered the Cretan labyrinth to slay the Minotaur and rescue the Athenian hostages, the labyrinth has endured as a potent symbol in Western culture. For the medieval church it symbolized faith, and for the Enlightenment, reason, while for modern depth-psychologists, it can represent the darkest point of the hero's journey. This lecture-workshop will explore the evolving historical meanings of the labyrinth while emphasizing its usefulness as a creative problem-solving tool. Labyrinths are especially useful for solving the most difficult kinds of problems, those involving the synthesis of analytic and intuitive approaches.

Facilitator: Michael Dodds, School of Music

Location: Roma Combs Labyrinth Garden (Sunnyside Ministries), corner of Haled and Lomond

Bring: A problem to solve (creative, personal, or professional), cool clothes, and a hat

Finger Casting

Learn the basics of life casting! We'll be using alginate to cast our own fingers, which we'll then fill with a quick setting plastic, resulting in highly-detailed little plastic fingers. Experience the luxury of....pushing buttons, lightly patting a pet, pushing a pencil, and much more, with your own fingers *without using your own fingers*. The world is your oyster. Hope to see you there!

Facilitator: Holland Berson, School of Design and Production

Location: Costume, Wig, and Makeup Room 118

Crash Course in Pedagogy 1: Course Design

Master teachers from the High School Academic Program present methods and techniques that can help you shape the structure of your courses. Topics discussed will include flipped classroom, student self-pacing, diversifying your space and curriculum, and standards-based grading.

Facilitators: Tamara Akinbo, Jeff George, Sarah Hester, Jenny White, and Allison Yokeley, High School Academic Program

Location: 309 Gray

Special Session 2 Workshop

11:15 am – 12:30 pm (75 minutes)

Crash Course in Pedagogy 2: Lesson Design

Master teachers from the High School Academic Program share some of the fundamentals of designing successful lessons, including cognitive load, worked examples, retrieval practice, interleaving, lesson architecture, reverse planning, and developing questions.

Facilitators: Jeff George, Alli George, Marci Harvey, Chris Sabolcik, High School Academic Program
Location: 309 Gray

Concurrent Session 2: Conversations

11:15 am – 12:15 pm (60 minutes)

Each of these concurrent sessions is designed to be discussion-based. Some will have a presentation followed by conversation; others will be open conversation. Participation in each conversation room is limited to 20 participants.

Teaching on a Gender-Diverse Campus

How do we, as faculty, experience gender in our classrooms? How do questions of gender equity and diversity matter on our campus? When and how does gender matter to our students? In this discussion-based session, we will explore how gender shows up in our pedagogy and curriculum, why conversations about gender matter to our school culture, and what we can do to make room for more expansive understandings of gender in our teaching. We hope to welcome faculty across multiple arts and academic disciplines so that we can learn from each other and gain a dynamic understanding of how conversations about gender are already unfolding across campus.

Facilitators: Carrie Hart, High School Academic Program and Anson Koch-Rein, Division of Liberal Arts
Location: Library 1106

Come Learn About the UNCOSA Course Evaluation Pilot Project!

One of the most common challenges related to end-of-course evaluations is that students don't complete them, leaving faculty wondering how to make positive changes to their courses. Is there anything to be done about this challenge? Is there any way to make course evaluations more of a positive experience? In the Spring, 2021 and Fall, 2021 semesters, UNCOSA ran a pilot project designed to increase student participation in end-of-course evaluations and enrich UNCOSA's culture of teaching and learning. Come to this table talk to learn about some of the results of the pilot project, to share ideas about how to improve the course evaluation process, to explore other ways to collect information from students about their experiences in a course, and to discuss how to better shape the culture of teaching and learning at UNCOSA.

Facilitator: Janna Levin, Division of Liberal Arts
Location: 4th floor Library

Student Disengagement and the Impact on Faculty Teaching

How has student disengagement affected your enjoyment of and enthusiasm for your work? What are some strategies you would like to try (or have tried) to re-engage students? How do you feel about the tension between course rigor and giving grace to students who may be struggling? What self-care strategies have you found to offset the effects of student disengagement? What additional support or resources do you need to effectively care for yourself and support your students?

This conversation room will explore how student disengagement is affecting classrooms and teaching.

Facilitators: Jason Bohon, School of Drama and Elizabeth Klaimon, Division of Liberal Arts

Location: 2nd floor Library North End

Student Assessment and Grading Strategies

Is there an assessment or grading strategy that is working well for you? What are the successes of your current system? The pitfalls? Would you be comfortable not assigning grades at all? What is the purpose of grades? What additional support or resources do you need to implement an assessment or grading strategy that is of interest to you?

This conversation room will explore how student assessment and grading strategies affect student learning.

Facilitator: Allison Yokeley, High School Academic Program

Location: Hanes Commons 301 (Fishbowl)

Making the most of CSI

What new opportunities do you see with the 2023-2024 calendar? What is keeping you awake at night? What additional support or resources do you need to make the most of the new calendar?

This conversation room will explore how to maximize the opportunities presented by the Common Scheduling Initiative.

Facilitator: Brenda Daniels, School of Dance and Janine Hawley, School of Drama

Location: D&P Conference Room 102

Show Me the Money!

Interested in experimenting with a new classroom pedagogy? Want to participate in off-site professional development? Need funding for a student opportunity? Grants are available to support your work in all of these areas and more!

Come join the discussion to explore faculty funding opportunities and to make suggestions for future directions.

Facilitators: Jill Lane, Office for the Advancement of Teaching and Learning
Rosemary Millar, Division of Liberal Arts and Chair of Faculty Development Committee
Representatives from Kenan Institute for the Arts

Location: Teaching and Learning Center Lobby

Post Conference Canvas Work Session

1:30 pm-3:00 pm

This session will provide time for you to work on setting up your Canvas courses for Fall semester. Please attend this session if you need assistance with cross-listing courses, importing course content from a previous semester, creating a homepage, uploading syllabi, etc. There will also be time for questions about other features of Canvas such as Announcements, Assignments, Calendar, Discussions, or Quizzes.

Facilitator: Wanda Coyle

Location: TBD