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# ARC Newsletter Volume 1, Issue 1

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# ARC

## Academic Resources Collaborative

VOLUME 1, ISSUE 1

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Questions, comments, or submissions?  
Email Heather McGee:  
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### Academic Resources Collaborative (ARC) Provides Integrated Programs & Services

Teri Ceraso,  
Provost's Office

The La Salle University Academic Resources Collaborative, better known as the ARC, is a relatively new four-part entity that seeks to bring best practices as well as resources to the La Salle community, specifically in support of teaching, learning, and student success. Providing an array of programs, activities, and services, the ARC lends itself to a better integrated network for academic engagement and support – for faculty and students alike.

#### The four prongs that currently comprise the ARC are:

- *The Center for Academic Achievement* (Suite 409, Lawrence Building and Suite 210, Hayman Hall)
- *Academic Support Programs* (Olney 210, 224, and 310)
- *Instructional Design* (Suite 309, Lawrence Building)
- *The De La Salle Institute for Advanced Teaching and Learning* (Olney 124)

#### Encompassed within the four prongs of the ARC are:

**Academic Support Services** for all students such as tutoring, supplemental instruction, writing center services, facilitated study groups, disability accommodation services, academic coaching, peer mentoring, freshman advising, skill building workshops, and more;

**Academic Support Programs**, such as Summit and ADP, which provide holistic supports for low income, first-generation, and/or underprepared students;

**Instructional Design Services** for faculty members, which provide the tools, resources, and methodologies needed for effective, engaging, and relevant student learning experiences across all types of delivery formats including face-to-face, blended, and online;

**The Explorer Connection and the City as Classroom program (formerly the Greater Philadelphia Initiative)**, which facilitate University-wide co-curricular activities such as Service Learning, Explorer Cafes, the Philly Phind, Cultural Passports, Community-Based Learning Fellows, and Professional Development Opportunities for Faculty, such as coffee circles, the summer institute, and new faculty orientation.

At this point, the ARC is a work in progress; we hope to expand upon and clarify its mission as we move forward. *For more information or to offer suggestions, please contact Assistant Provost Teri Ceraso at [ceraso@lasalle.edu](mailto:ceraso@lasalle.edu) or 215.951.1807.*

## 2016-17 Community-Based Learning Fellows

Heather McGee, *City as Classroom*

The Community-Based Learning Fellows program brings La Salle faculty members together to collaborate on the development of high-impact community-based learning projects that engage students in service, research, and/or dialogue with a community partner for 10-20 hours each semester. Since the program began in 2014, La Salle faculty have created and deepened partnerships with many local organizations and schools including: Central High School, Face-to-Face, Calcutta House, Broad Street Ministries, Pennsylvania Society for the Prevention of Cruelty to Animals, Citizens for a No-Kill Philadelphia, Lutheran Settlement House and the Bethesda House. This year, CBL Fellows will develop and implement community-based projects for students studying Marketing, History, Fine Art, Public Health, as well as for students in our Academic Discovery Program.



CBL Fellows pictured left to right: Meghan Pierce, Ph.D. (Marketing); Catherine Holochwost, Ph.D. (Fine Arts); George Boudreau, Ph.D. (History); Sara Schuman, Ph.D. (Public Health); Karen Reardon, Ph.D. (Business Law)

## City as Classroom: Taking Philly by Storm

Heather McGee, *City as Classroom*



When it comes to engaging students with the city as a classroom, few do it as frequently or as enthusiastically as Dr. Rhonda Hazell, faculty member in the Biology Department. In the month of September alone, Dr. Hazell took her FYO students on three outings: to visit the *National Museum of American Jewish History*, to volunteer at the *Loaves & Fishes* soup kitchen in Trenton (NJ), and to attend a FringeArts performance of *Macbeth* at the Prince Theater. Reflecting on seeing the new adaptation of *Macbeth*, set in the Democratic Republic of Congo, Dr. Hazell remarked “What a great learning experience for the students. I love this type of teaching as it remains deeply ingrained in their minds.” Tickets were purchased using *City as Classroom* funds, a program offered through the Office of the Provost. If you would like to engage your students with resources in Philadelphia using *City as Classroom* funds, stay tuned for our next announcement regarding Spring 2017 applications.



## Reflections from the Active Learning Spaces Symposium

Jessica Morris, Instructional Design

As an Instructional Designer, I am also a resource for faculty who are interested in experimenting with new ideas for active learning. The Instructional Design team works within the framework of the Academic Resources Collaborative (ARC) to: Brainstorm ways that active learning can align with course goals, recommend technologies and tools that can make collaboration more efficient, and share strategies for assessing active or collaborative learning experiences.

Recently, the Instructional Design team (Jessica Morris and Nick Gogno) attended the daylong Active Learning Spaces Symposium sponsored by the Pennsylvania Distance Learning Association (PADLA). The presentations and panel discussions focused on “evidence-based and experimental processes in the design, implementation, and assessment of active learning spaces.”



One of my key reflections from the sessions was that group work is an excellent way to begin thinking about active learning and infusing more of it into different types of classrooms (face-to-face, hybrid, and online). Many disciplines already use group work for labs, presentations, and other projects. If faculty and students can identify what is most effective about collaborative learning, learn from the challenges, and engage in a dialogue with peers about their experiences, this can inspire new ideas for increasing students' active participation in the learning process. For example, a Biology professor at the symposium shared his transition

from **explaining** concepts in his introductory biology class to instead asking students to work in teams to create visual models and diagrams to **demonstrate** their understanding of biological systems.

Please contact us at ([idteam@lasalle.edu](mailto:idteam@lasalle.edu)) or stop by Lawrence 309 with your questions, successes, and challenges related to active and collaborative learning! We would love to bring faculty from various disciplines together who have an interest in these practices and we can compile recommendations to share with the community.

One final reflection from the symposium is the answer to whether these practices are worth the effort: Active and engaged learning experiences develop the skills that students will need to be lifelong learners in a rapidly changing world.

## La Salle Votes!

Tara Carr-Lemke  
The Explorer Connection & Service-Learning

La Salle's Get Out the Vote campaign was launched on Wednesday, Sept. 21 with the student panel, "Why I Am Voting This Election." Dr. Hanycz introduced the panel with remarks highlighting the importance of citizen participation among university students. Undergraduate students Maura Kelly (Nursing), Jacques Linder (IT and Religion), Rafael Rodriguez (Psychology) and Shanta Tumawoo (Communication) addressed their motivations for participation this election season. Also on September 21, staff from the Office of the Commissioner ran mock voting in sample voting booths in the Union Lobby and the School of Business Atrium.



Cont...

## La Salle Votes! (Cont.)

Upcoming campaign events include a faculty panel on Thursday, October 6, entitled, “Politically Unprecedented or Déjà Vu? The 2016 Elections in Historical Context,” featuring Drs. Katie Bogle (Sociology and Criminal Justice), Miguel Glatzer (Political Science), Emma Leonard Boyle (Political Science), Frances Ryan (History), and Brother Edward Sheehy (History); voter registration outreach on Saturday, October 8 at the Community Health Fair at the Shoppes at La Salle; and a discussion entitled, “Political Communication in the Age of Twitter” on Thursday, November 3 co-sponsored by the PRSSA, SGA and *Collegian*.

Two upcoming Explorer Cafes will also raise issues related to the elections. On Wednesday, October 26, Brother Ernest Miller, Vice President for Mission, and Dr. Rosemary Barbera (Social Work), will lead a café entitled, “Expanding the Debate: How can social justice and Lasallian priorities influence the electoral process?” On Wednesday, November 9, Drs. Michael Boyle and Miguel Glatzer (Political Science) will facilitate a debrief and discussion, “Post-Election Reflection: Where do we go from here?”

Classroom resources for the 2016 Elections are available at [LASALLE VOTES](https://lasalle.instructure.com/courses/10661) Canvas site.  
<https://lasalle.instructure.com/courses/10661>

## New La Salle Faculty

*Each month we will feature profiles of new faculty members at La Salle. This month, please join us in welcoming Dr. Dana Bitetti (Speech-Language Program) and La Salle alumna Ms. Kathryn Blohm (Marketing Program).*



Dr. Dana Bitetti recently completed her doctoral work at Temple University. She is excited to begin teaching future speech-language pathologists to be comfortable translating research into their clinical practice and to be prepared to meet the needs of the country’s increasingly diverse populations. Her research centers on promoting positive academic outcomes for children with language disorders and children who are dual-language learners (DLLs). Dr. Bitetti is also a certified speech-language pathologist who has worked extensively with preschool and school-age children. Her clinical specialties include non-traditional methods of therapy service delivery such as, collaborating with teachers and providing speech and language therapy within the classroom. In her spare time, she enjoys making crafts with her daughter. Dr. Bitetti is also an avid record collector who has DJed in and around Philly since 2007.

Kathryn Blohm, a LaSalle alumnus, has been an adjunct instructor at LaSalle for the past two years prior to accepting a full-time position in the School of Business where she teaches Marketing and Selling. She also has over 25 years of business experience with a number of companies including Independence Blue Cross where she led the corporate communications initiatives for the Affordable Care Act. She was also an Account Director at Harte-Hanks Advertising Agency and led a team of individuals to successfully execute multimedia marketing promotions for her client base which ranged from financial, insurance, automobile, entertainment, pharmaceutical, and telecommunication companies to non-profit organizations. Kathryn was also a Vice President at AON in the Healthcare Division overseeing the marketing department. In addition, she has taught part-time at Holy Family University and Bucks County Community College and brings a lot of on-hands experience to share with the students.

# Explorer Cafés

Tara Carr-Lemke  
The Explorer Connection & Service-Learning



The *Explorer Café* is an informal, public forum that invites Lasallians to gather together for interactive discussion on provocative topics. We seek subject matter that can be approached from multiple disciplines and that will drive discussion from diverse viewpoints. Our goal is to move away from the traditional model of lectures with passive audiences by emphasizing ongoing dialogue and knowledge exchange.

## Upcoming Explorer Cafés

October 5th

### ***Welcome to College: Now, Forget Everything You Know***

Janet Fierson, Mathematics and Computer Science and MarySheila McDonald, School of Business

October 12th

### ***How Does the City Landscape Affect Individual Agency?***

Whitney Howell, Philosophy

October 19th

### ***You Can't Always Get What You Want: Who deserves to be healthy?***

Denise Bailey and Jeannine Uribe, Nursing

October 26th

### ***Expanding the Debate: How can social justice and Lasallian priorities influence the electoral process?***

Rosemary Barbara, Social Work, and Brother Ernest Miller, Vice President for Mission

November 2nd

### ***Do Moral Organizations Exist?***

Charles Fornaciari, Management and Leadership

November 9th

### ***Post-Election Reflection: Where do we go from here?***

Michael Boyle and Miguel Glatzer, Political Science

November 16th

### ***What Are the Ramifications of Politically Incorrect Speech?***

Marjorie Allen, Integrative Studies



## *The Lasallian Corner*

Ernest J. Miller, FSC, D. Min., Vice President for Mission

What a tremendous response from faculty, staff and administrators to the Mission Survey in May from the University Office for Mission. Thanks for your participation. The robust responses to the survey questions will inform mission-related professional development opportunities on two fronts.

First, the Mission Office, working together with the Office of the Provost, as well as other departments/programs, intends to offer spaces to engage Lasallian specific themes and texts to ground charism and mission. Strong interest included these themes: the Lasallian Founding Story and Vision, the diverse global Lasallian community, Lasallian education and pedagogy—today's challenges and opportunities, and Lasallian thought shaping syllabi. In January 2016, a group of 17 faculty, staff, and administrators, with support from the FSC DENA Office for Mission and Ministry, gathered together at a retreat center to explore topics pertinent to Lasallian higher education and finding avenues of collaboration between our two ministries. Together and by association, we have an opportunity to adapt the Lasallian educational tradition and strengthen the pastoral care of our students.

Second, we aspire to provide other mission-related professional development occasions that are not Lasallian topics, but still are quite relevant to doing mission in a Catholic Lasallian higher education community. Topics of interest include more knowledge about Catholic Social Thought. To this end, the Explorer Connection and the Mission Office are facilitating two Faculty Coffee Circles focusing on Catholic Relief Services (CRS). CRS engages students, staff and faculty in tangible acts of solidarity towards achieving the common good. The Coffee Circles spotlight the academic resources for college and university classrooms, and opportunities for research and field activity. (The next gathering is 4 October in McShain Board Room Lounge 8:45 am – 9: 45am.) Meanwhile, Nursing Assistant Professor Sara Shuman joined a delegation from Manhattan College to explore possibilities with CRS in Ethiopia. Mary Wilby and Tara Carr-Lemke attended the CRS Faculty Mission Academy. Growing the University's relationship with CRS, in addition to other activities across the University, corresponds with the call of the 45<sup>th</sup> General Chapter of the Brothers of the Christian Schools (2014) to Lasallian higher education: "...work done in higher education is an important contribution to the Mission. The Chapter acknowledges this role of higher education and encourages it to continue its contributions to teaching and learning, research, and societal development."

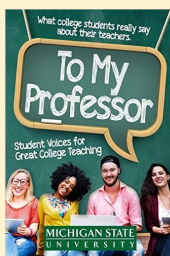


***EXPLORERS  
ARE  
NEVER  
LOST***

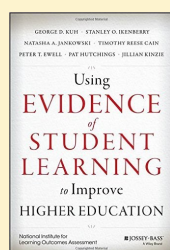
# Recommended Reading & Viewing

ARC Staff

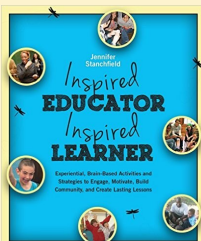
Each month, the staff at ARC will feature a list of recommended books, articles, and audio-visual resources related to pedagogy. If you have any suggestions to include in future newsletters please send them to Heather McGee ([mcgeeh@lasalle.edu](mailto:mcgeeh@lasalle.edu)).



**To My Professor: Student Voices for Great College Teaching**, Michigan State University, 2016. "To My Professor: Student Voices for Great College Teaching" begins with remarks by students about their professors. They tend not to be the kind of remarks that professors usually hear, and some are harsh. Others are full of gratitude for teachers who inspire and motivate. The "To My Professor" statements are really just starting points that lead to advice from master teachers. Teaching college is difficult and this book has some potential solutions. More than 50 chapters cover situations including expectations, communication, technology, race, gender and religion, mental and physical health.

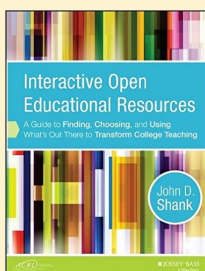


**Using Evidence of Student Learning to Improve Higher Education**, National Institute for Learning Outcomes Assessment, 2015. Dynamic changes are underway in American higher education. New providers, emerging technologies, cost concerns, student debt, and nagging doubts about quality all call out the need for institutions to show evidence of student learning. The scholars at the National Institute for Learning Outcomes Assessment (NILOA) present a reframed conception and approach to student learning outcomes assessment.



**Inspired Educator, Inspired Learner** by Jennifer Stanchfield, 2014.

This book explores experiential, brain-based techniques for engaging learners emotionally, physically and intellectually in academic or training content while practicing important social-emotional skills and building a productive and supportive learning community. Educators will find creative strategies to differentiate instruction and cultivate 21st century learning strategies that will get participants moving, talking, reflecting and keep them engaged with multiple pathways to learning, reviewing, and synthesizing lessons. The innovative reflective techniques offered throughout increase relevancy, meaning, depth of understanding, and create connections between educational experiences and real life.



**Interactive Open Educational Resources: A Guide to Finding, Choosing and Using What's Out There to Transform College Teaching** by John D. Shank, 2014.

Sponsored by the Association of College and Research Libraries (ACRL), this one-of-a-kind book demonstrates the best tools, resources, and techniques for discovering, selecting, and integrating interactive open educational resources (OERs) into the teaching and learning process. The author examines many of the best repositories and digital library websites for finding high quality materials, explaining in depth the best practices for effectively searching these repositories and the various methods for evaluating, selecting, and integrating the resources into the instructor's curriculum and course assignments, as well as the institution's learning management system.



**A Walk in My Shoes: First Generation Students Go to College**, a documentary filmed by/at the Kansas State University

<https://www.youtube.com/watch?v=j-nosalDTac>

"A Walk in My Shoes: First-Generation College Students" is a documentary for academic advisors working with first-generation college students. It was produced by the College of Education at Kansas State University. This powerful film delves deeply into the lives of five current students and three successful alumni who share intimate details of their lives. A few of the topics include family concerns, financial issues, language barriers, socialization, learning disabilities and navigating the college experience. The film closes with an especially powerful advice section.