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ARC

Academic Resources Collaborative

VOLUME 1, ISSUE 2

NOVEMBER 2016



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Questions, comments,
or submissions?
Email Heather McGee:
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Urban Alchemy: A Conversation with Dr. Mindy Fullilove

Maureen O'Connell, Ph.D., Religion Department

On Monday, November 28th, we will welcome Dr. Mindy Fullilove, Professor

of Health and Urban Policy of the New School to campus for a day-long visit to explore her innovative ideas about placemaking and urban renewal, outlined in her book *Urban Alchemy: Restoring Joy to America's Sorted-Out Cities*, with members of the University community and local residents who literally share common ground in the historical Belfield section of Northwest Philadelphia. Dr. Fullilove's consultation will include a morning "walkabout" to brainstorm possible placemaking initiatives in Belfield, a pedagogy workshop on placemaking with faculty and community partners, and then a public lecture on her placemaking work in a variety of urban communities at 7 PM in the auditorium of Founder's Hall.

Fullilove's years of work among disadvantaged populations in the New York metro area helped her to draw connections between displacement, mental health, and collective consciousness. She is the author of *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It* (One World/Ballantine, 2003). She adapted the concept of "root shock" from gardening to describe the experience of people who had been displaced by urban renewal in the 1950s and 1960s. Her most recent work, *Urban Alchemy: Restoring Joy in America's Sorted-Out Cities* (New York: New Village Press, 2013) offers a series of road-tested solutions gleaned over decades from cities like Roanoke, Virginia, Orange,

New Jersey, and Pittsburgh. In that book she champions the creatively democratic and empowering practices of placemaking, a way of using physical, natural, cultural, and human resources at hand to transform sorted out "non-spaces" that people otherwise pass through into joy-filled places they seek to come to and in which they thrive. *The New York Times*, *Yes Magazine*, and *National Public Radio* have featured her creative work.

Dr. Fullilove's visit to La Salle comes at a time of significant change, much of which is focused on updating and upgrading the campus' physical infrastructure and footprint, as well as renewed commitment to engaging our neighbors in mutually beneficial partnerships. Both have sparked renewed interest across a variety of segments of the University community in claiming La Salle's location in Belfield, a historic

URBAN ALCHEMY placemaking in historic Belfield

A conversation with Dr. Mindy Fullilove
Professor of Urban Policy & Health
The New School



(cont.)

Urban Alchemy (cont.)

corner of one of the largest and most storied cities in the U.S., known in the 18th and 19th centuries for farmland that rested cheek-by-jowl with an industrial cotton mill and for an eccentric artist, Charles Wilson Peale, who tinkered with and patented new, labor-saving machines while painting enormous, blockbuster works of art to instruct and enlighten the public. On the ground beneath our feet in Belfield, elite Quaker families co-existed with English mill workers, enslaved African-Americans, and French Huguenot refugees from Haiti.

While there were deep injustices here then, as there are now, it is the hope of this placemaking initiative that together we might find that the historic past gives us a model of heterogeneity, love for nature and beauty, and concern for the economic and physical health of their neighbors that can inspire and sustain a renewed model of vibrancy for La Salle and our neighbors.

“What if we could use Mindy Fullilove’s ideas and vision to create a coalition of Germantown and Olney residents, La Salle students, staff, and faculty, area clergy, public health workers, artists, and poets who could restore joy and economic and physical health to both La Salle and its neighbors?” asks Dr. Catherine Holochwost, Assistant Professor of Art History and the person responsible for bringing Fullilove’s ideas to the attention of the University community. “What if these two outcomes were actually, and indeed indissolubly, linked? Dr. Fullilove herself notes that these ideas not only sound wonderful, they are also backed up by hard data and peer-reviewed research.”

Dr. Fullilove’s lecture is free and open to the public, and will begin at 7 PM in the auditorium of Founders’ Hall, the School of Business’s new building at the corner of Wister and Chew. Parking is available across the street at the Shoppes at La Salle. For more information, please call Ms. Bianca Hart at (215) 951-1010 or reach her by e-mail at hartb@lasalle.edu.

Travel Study Opportunities for Spring 2017

La Salle’s Travel Study courses focus on an understanding of an aspect of a different culture or field of study through substantial academic study of that area and the opportunity to experience the associated area during a trip of approximately ten to fifteen days. Through these courses, people, places, and concepts that student have learned about in the classroom are brought to life and given context. Students broaden their worldview, gain a heightened understanding of other cultures, and learn about the responsibilities of global leadership. Students in Spring 2017 Travel Study courses are traveling to the following destinations: India, Mexico, Italy, England, Chile and Germany.

Faculty who are interested in organizing a travel study course, please contact Melinda Ingersoll, Director of Study Abroad Programs, at Ingersoll@lasalle.edu. For a complete listing of Spring 2017 Travel Study courses, visit us on the web:

<http://studentaffairs.lasalle.edu/studyabroad/travel-study/>

Melinda Ingersoll, M.A., Study Abroad Programs



La Salle students in London with
Dr. H. Lyman Stebbins (History Department)

Democracy in Black: An Evening with Dr. Eddie Glaude

Tara Carr-Lemke, M.A., Explorer Connection & Service-Learning



Dr. Eddie Glaude, Jr., Chair for the Center for African-American Studies, Princeton University, spoke to a packed Founders' Hall Auditorium on October 20th on his recent book, *Democracy in Black: How Race Still Enslaves the American Soul*. Adriona Jenkins, La Salle senior (Political Science, Philosophy, Economics program & LGU minor), reflects on the talk. "Dr. Glaude's ability to say hard things, that many black people in white spaces are were afraid to say, was remarkable. Dr. Glaude's talk, empowered me, because his words were words of endearment, words that needed to be heard. Out of all the compelling things that he said, the that thing resonated with me the most was when he said, "you as black students, you are enough." The color of my skin is a blessing and not a burden. We must acknowledge the black student's burden that is not theirs alone to carry, and a a community (black, white, etc.) we must create a space of that enables us to create a more inclusive Lasallian community."

A number of students, faculty and staff have proposed expanding the exploration of Dr. Glaude's work and/or race through guest speakers, a Spring 2017 campus teach-in, reading groups on Glaude's book, and/or small group sessions on reactions to Glaude's talk. If you are interested in proposing new ideas or discussing existing proposals, please contact carrlemke@lasalle.edu. Know that a group of staff and faculty is connected via a Canvas page: if you would like to affiliate yourself with this discussion group, please also note this in your email.



La Salle's Concert & Lecture Series served as the lead sponsor for Dr. Glaude's talk, with co-sponsorship from: African American Student League, Explorer Connection, Greater Philadelphia Initiative, Leadership & Global Understanding, Multicultural & International Student Center, Psychology Department, Religion Department, School of Nursing and Human Sciences, Social Work Department, Sociology & Criminal Justice Department University Ministry & Service, and the Urban Public Health & Nutrition Department. You can find out more about this talk on La Salle's Digital Commons: http://digitalcommons.lasalle.edu/interdis_events/2/

Faculty Coffee Circles

Tara Carr-Lemke, M.A., Explorer Connection & Service-Learning

Fifteen faculty and staff members gathered on October 4th to discuss Catholic Relief Services' *Faculty Learning Commons* with Suzanne Toton, retired faculty from the Theology and Religious Studies Department of Villanova University. Sue shared her experience utilizing Catholic Relief Services' case studies from the field, connections to community partners via Skype, and webinar capacity-building exercises as she integrated "real life" global examples into her curriculum. The circle was co-sponsored by the Office for Mission. To investigate Faculty Learning Commons, see the following link: [Catholic Relief Services Faculty Learning Commons: Materials to Engage Students Globally](#).



On November 15th, Laurel Byrne, Education, will facilitate a coffee circle entitled, *Setting the Stage: Approaches to the First Day of Class*. Laurel will discuss her approaches to building a community of learners with shared goals and common language from the first class meeting. She will also offer ideas from her own experience to engage students and avoid passive learners. To register for the circle, please email carrlemke@lasalle.edu.

If you have an idea for a faculty coffee circle or a recommended time or day of the week, please contact carrlemke@lasalle.edu. Faculty Coffee Circles are informal spaces for conversation on a variety of classroom-related issues. Conversations are typically (co)facilitated by one or two La Salle faculty or staff members. Participants may bring a particular query or conundrum, an example of a classroom success or failure, or simply a desire to converse. The group meets over refreshments. In order to promote conversation that includes all participants, attendance is capped at ten participants.

Lasallian Pedagogy of Liberation and Engagement

Whitney Howell, Ph.D., Philosophy Department

This year I was invited to participate in an initiative facilitated by the Religion Department and directed towards creating a Lasallian Pedagogy of Liberation and Engagement. Inspired in part by the Lasallian concept of association and its emphasis on the significance of interpersonal relationships for education, our aim is to develop pedagogical practices and curriculum that respond both to the distinctive needs of our students and to our university's situation within Philadelphia and, more specifically, within an economically disadvantaged community.

My project is part of an upper-level philosophy course on existentialism, an important twentieth-century philosophical movement that focuses on the relation between human freedom and the worlds of meaning in which our freedom always takes place. The content of this course is demanding, both academically, in the difficulty of the texts we are studying, and personally, in the

(cont.)

Lasallian Pedagogy of Liberation and Engagement (cont.)

texts' injunction to engage in self-reflection and self-criticism. I have tried to foster a classroom environment in which we engage in this personal work together, forging relationships with each other that help facilitate our own processes of self-examination. Our class meetings are largely discussion-based and, supplementing our work there, we also have a private class blog where students can post and read reflections on the material.

Beyond the format of the class, I wanted also to create a course project that joined our study of philosophical texts with a reflective consideration of our situation within the university and Philadelphia. Two of the thinkers we are studying in this course—Martin Heidegger and Gaston Bachelard—argue that our primary experience of space is not of an abstract container, measured according to mathematical units, but is, rather, charged with meaning rooted in our personal histories, habits, and expectations. I developed a series of “mapping” assignments to coincide with our study of these philosophical accounts of “lived space.” So far, students have drawn two “maps” that are published on our course blog. For the first assignment, students created in class a map of “where they are.” The assignment was intentionally vague, and helped demonstrate that space is always shaped by our habits and concerns. We considered what our maps included and excluded in relation to campus and the surrounding neighborhood, and we further considered the inadequacy of a conventional map—with its demands for consistency and geometric accuracy—to capture our experience. With this latter insight in mind, students created a second “map”—by drawing or writing—of their childhood homes that sought to depict their memories of intimate space. Both maps helped students reflect on how they inhabit space and, more specifically, how their projects and concerns determine their relation to specific places.

For the final map, students will visit polling places on Election Day, either in the neighborhood immediately surrounding La Salle or in neighborhoods further afield. Drawing on Heidegger's analysis of building as a way of “sheltering” human possibilities, students will evaluate how specific built places in local Philadelphia neighborhoods influence how we inhabit them and the paths we take through them. They will create “maps” of the neighborhoods



Drawing by Amir Abi Faraj

they visit, paying special attention to how they are animated by political activity. I have helped Elliott Drago, a teacher at Central High School, develop a similar project for two classes he teaches there. On Election Day, he and I will visit a number of his students at their assigned polling places. Our hope is to compare our students' findings, either by arranging class visits or by orchestrating a virtual exhibit on my course blog. This project should help us become more aware of how the paths we trace in the world reflect our personal histories of inhabiting and the social and political dimensions those histories include.

The Academic Discovery Program: *Mission in Action for Thirty-Five Years*

Jaime Longo, Ph.D., Executive Director, Academic Support Programs



Through the tireless efforts of the ADP staff and faculty, the Academic Discovery Program provides transformational education in the tradition of Jean Baptiste De La Salle. According to Bro. William Mann in "A Fire in the Soul," "Lasallian schools and universities are fundamentally about the unfading dream of education for the least, the last, and the lost." In cooperation with the Commonwealth of Pennsylvania's ACT 101 grant, the Academic Discovery Program has been devoted making that dream a reality for underprivileged students from Philadelphia for 35 years. The

ADP's mission is to ensure that, once on campus, our ADP Explorers are Never Lost. The ADP admits approximately 40 first-year students each summer and provides intensive support structures for our students across all four years.

Circular 461: Associated for the Lasallian Mission: An Act of Hope notes that "Lasallians regard education as a process of integral human formation." In that tradition, the Academic Discovery Program provides holistic support for our students throughout their college experience. This holistic approach begins with our admissions process, which uses interviews and grit scores to identify potential students who demonstrate not only academic talent, but also persistence and motivation; Nobu McPherson maintains a regular presence in Philadelphia schools throughout the Fall semester to recruit students into this process. During their 6 ½ week summer bridge program, our first-year students earn 6 credits in courses that focus on critical writing, critical reading, study skills, and math. Our team of instructors and tutors works with them every day to build their skills, push them out of their comfort zones, and give them experience with challenging assignments. During the summer program, ADP students also get their first experience of personal and academic counseling through both individual and group sessions with Len Daniels, as well as academic and financial advising with Stephanie Brown. This combination of classroom support, counseling support, and advising support provides a stabilizing structure for students as they make the transition to college work, grapple with their choice of major, balance family and work responsibilities with school, and begin to weave themselves into the life of the campus.

Over the course of its thirty-five year history, the Academic Discovery Program has become a model for other ACT 101 programs around the state. The holistic approach contributes to an average Fall-to-Fall retention rate of 91.34%. The Academic Discovery Program embodies the Lasallian principle of "meeting students where they are," but as the students are the first to tell you, ADP staff members bring them farther than they ever imagined they could go: "They actually took their time with us because they knew we were capable of mastering it." As one first year student noted in August, "The people here deeply care for your education. It is like they want you to succeed. I highly appreciate it." Another student noted, "In high school I was just strolling along trying to really find who I am. Now I have the confidence and self-esteem to push mountains."

New Faculty at La Salle

Each month we feature profiles of new faculty members at La Salle. This month, please join us in welcoming Emma Leonard Boyle, Ph.D. (Political Science Department) and Ms. Robin Danowski, MS, RD, LDN (Nutrition Program).

Emma Leonard Boyle, Ph.D. (Political Science Department)



Emma earned a PhD in Political Science and African Studies from The Pennsylvania State University. She also holds an MSc in African Studies from Oxford University and an MA in International Relations from University of St. Andrews. Her dissertation topic was: “Explaining Violence in African Civil Wars: Sierra Leone and Liberia in Comparative Perspective,” and she has taught as an adjunct instructor at La Salle and Penn State.

Her research interests include the geography of violence in civil war, peace and conflict in Africa, the resource curse, and terrorism and counter-terrorism. She is the co-editor of *Globalizing Somalia: Multilateral, International, and Transnational Repercussions of Conflict* (Bloomsbury Academic Press, 2013) and has previously published in *Terrorism and Political Violence* and *Security Studies*.

Robin Danowski, MS, RD, LDN (Nutrition Program)



Robin is a Registered Dietitian and Licensed Dietitian Nutritionist. Robin has a Bachelor's degree in Nutrition and Dietetics and Master of Science in Community Health. Robin has nearly 15 years of experience as a dietitian in the hospital and outpatient setting, including 5 years of experience caring for high-risk dialysis patients.

Danowski combines her nutrition expertise and her passion for teaching in her new role as an Assistant Professor of Nutrition at La Salle University. Courses taught at La Salle include Principles of Nutrition, Lifecycle Nutrition, and Medical Nutrition Therapy I and II. She has also served as an adjunct instructor at Drexel University and Penn State Abington. She provided training for future dietitians both as a clinical nutrition preceptor and as an Assistant Coordinator of the Individualized Supervised Practice Pathway at Drexel University.

Danowski is the founder of Main Line Dietetics, a private nutrition counseling practice on the Main Line. Robin's areas of expertise include weight loss, healthy eating, kidney disease, diabetes, hypertension, and prenatal and postpartum nutrition. Robin believes in a non-diet approach to healthy eating. She uses evidence-based nutrition to help her clients reach their nutrition goals.

Save the Date

TUESDAY NOVEMBER 15 @ 8:45 A.M. LOCATION TBA

FACULTY COFFEE CIRCLE

Setting the Stage: Approaches to the First Day of Class

Laurel Byrne, Education

TUESDAY NOVEMBER 15 @ 12:30-2 P.M. UNION MUSIC ROOM

MIGRATION TALK WITH CRS AMBASSADORS

Rosemary Barbera, Social Work

Miguel Glatzer, Political Science

Cheryl Mrazik, Catholic Relief Services

Catholic Relief Services Ambassadors

TUESDAY NOVEMBER 15 @ 12:30-1:30 P.M. OLNEY 101

CANVAS TRICKS AND TIPS

Learn and share strategies from experienced Canvas users for getting the most out of this powerful tool, such as: using Speed-Grader settings for increased grading efficiency, messaging students based on their submissions and performance, sharing files between courses, and more. Note that this session is intended for users that are already comfortable using Canvas for creating and grading assignments.

WEDNESDAY NOVEMBER 16 @ 3-4 P.M. HOLROYD ATRIUM

EXPLORER CAFÉ

What Are the Ramifications of Politically Incorrect Speech?

Marjorie Allen, Integrative Studies

THURSDAY NOVEMBER 17 @ 12:30-1:30 P.M. FOUNDERS' HALL 179

CANVAS TRICKS AND TIPS

Learn and share strategies from experienced Canvas users for getting the most out of this powerful tool, such as: using Speed-Grader settings for increased grading efficiency, messaging students based on their submissions and performance, sharing files between courses, and more. Note that this session is intended for users that are already comfortable using Canvas for creating and grading assignments.

THURSDAY NOVEMBER 17 @ 12:30-2 P.M. HOLROYD 190

ART MUSEUM

Three Spirits on a Wall: Images of Haitian Vodou

Terry Rey, Temple University

THURSDAY NOVEMBER 17 @ 5- 7 P.M. LOWER LEVEL OLNEY HALL

ART MUSEUM

Cultural Collaborations

An exhibition of work created in response to lectures and museum visits exploring portraiture and African masks, prints about the immigrant experience, and the work of Paul F. Keene.

THURSDAY NOVEMBER 29 @ 12:30-1:30 P.M. OLNEY 129

THE NUTS & BOLTS OF ELECTRONIC DOSSIERS

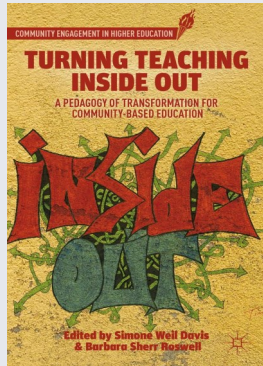
The workshop is intended for faculty members in the pipeline for pre-tenure review, tenure review, and/or promotion to associate or full professor, and other members of the faculty interested in the process of creating and submitting an electronic dossier. Faculty members that have recently completed electronic dossiers will share their experiences, tips and ideas, as well as answer questions about the process.

There will be boxed lunches available for those who attend, so please RSVP to mcanulty@lasalle.edu by Wednesday, November 23, if you do plan to attend. We hope that you will join us.

Recommended Reading

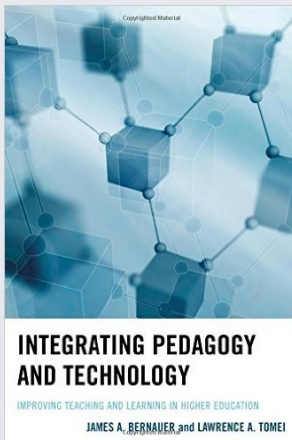
ARC Staff

Each month, the staff at ARC will feature a list of recommended books, articles, and/or 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).



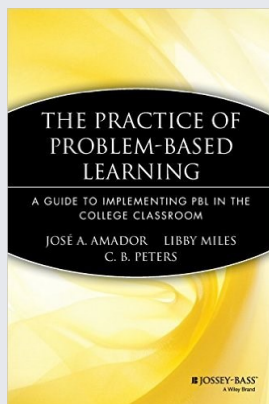
**Turning Teaching Inside Out:
A Pedagogy of Transformation for Community-Based Education**
Editors: Davis, S., Roswell, B. (Eds.)
Palgrave MacMillan (2013)

Using the successful Inside-Out program, in which incarcerated and non-incarcerated college students are taught in the same classroom, this book explores the practice of community-based learning, including the voices of teachers and participants, and offers a model for courses, student life programs, and faculty training.



Integrating Pedagogy and Technology: Improving Teaching and Learning in Higher Education (2015)
by James A. Bernauer, Lawrence A. Tomei
Rowman & Littlefield Publishers (2015)

Provides college faculty and administrators with the foundations for a new model for integrating the two most critical dimensions of teaching and learning, pedagogy and technology: the Integrated Readiness Matrix (IRM). Integrating Teaching and Technology began as dialogue among the authors and their university peers focusing on how best to integrate technology into instruction. Achieving this goal requires all faculty to be conversant with the theories of learning, the taxonomies and domains of learning, and a new methodology for preparing and developing college faculty for a career of classroom teaching. Only by building on a foundation of educational theories can we “meet students where they are” while designing instruction that fosters student growth and achievement.



**The Practice of Problem-Based Learning:
A Guide to Implementing PBL in the College Classroom**
by José A. Amador, Libby Miles, Calvin B. Peters
Jossey-Bass Publishers (2006)

This book is a guide for the development and implementation of problem-based learning (PBL) in college-level courses. It provides practical advice from real professors, includes examples of PBL in action through every stage from problem development to implementation, and integrates cross-disciplinary experiences into the practice of PBL in the college classroom. Its nuts-and-bolts approach makes it valuable to faculty, graduate teaching assistants, and faculty development professionals interested in learning how to do PBL, as well as to those already using PBL who would like to learn more about what other practitioners do in their classrooms.