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Imagining the Beloved Community Teach-In

Maureen O'Connell, Ph.D., Chair and Associate Professor
Religion Department

On Thursday March 16th more than 300 members of the University community participated in a series of activities, reflective exercises, and conversations as part of a “teach-in” for racial, gender, and religious integration sponsored by the Office for Mission, the Explorer Connection and developed by student and faculty members of the Ferguson and Beyond coalition. The event grew out of a desire to harness a variety of University resources in responding to the divisiveness of our national, local, and at times campus cultures; and to tap the variety of visions of what an inclusive Lasallian university community might look and feel like. Building on Dr. Martin Luther King’s call for “beloved communities,” the event featured 12 hours of programming organized around three themes of remembering attempts at building a beloved community in the La Salle’s past; attending to gifts and challenges of our multicultural present evident in personal experiences with exclusion and inclusion; and dreaming about a future without divisive borders.

Several faculty brought whole classes to the portions of the event, and participants constructed a timeline over the course of the day capturing moments of building and failing the beloved community on multiple levels of history – from national to personal – which is now on display in the De La Salle Chapel. Others engaged in activities designed to heighten awareness of various facets of individual identities and examined how they might react to witnessing various forms of discrimination presented in thought-provoking scenarios. Finally, student organizations that engage in meaningful encounters with difference hosted a “fair” in the evening with food and concurrent sessions where participants could experience the beloved community: a Brave Space conversation, an Interdisciplinary, Inter-religious and Intercultural Dialogue, and a meditation session. The day ended in a lively multicultural dance party.

Plans are underway for next year’s event tentatively slated for Thursday, March 29th. If you’re interested in learning more about integrating the teach in into your course next Spring or helping develop next year’s theme and goals, please attend the “Building the Beloved Community” session during the Summer Institute: Tuesday, May 23rd at 2:45-3:30p.



In Living Color: An Anthology of Contemporary Student Writings on Race

Jaime Longo, Ph.D., Executive Director
De La Salle Institute (DLSI)
for Advanced Teaching and Learning

In late Fall 2014, during an ad hoc meeting about campus responses in the aftermath of Ferguson, Staten Island, etc., Karen Reardon proposed developing an anthology of student writing, artwork, etc. on issues of race. Since then, Karen, Jaime Longo, and Megan Schoen have solicited dozens of examples of student work, recognized the standouts from a first round of student submissions, facilitated an Explorer Café that highlighted student submissions, and invited written reflections from faculty and other stakeholders to anchor the anthology. We have submissions ranging from thesis-level research projects to gut-wrenching poetry, from artwork that packs a punch to personal reflections that grapple and challenge. Because we deliberately left the definition of “race” open for interpretation, we have pieces on topics as diverse as Islamophobia, police brutality, immigration, barbershops, and 18th-century historical figures. Our anchoring contributions from Luisa Ossa, Br. Brian Henderson, Br. Ernest Miller, Huntly Collins, and Rosi Barbera, ground the student work in their own personal and professional experiences, in scholarly theory and pedagogy, and in the heritage of the Brothers of the Christian Schools.



As we head into Summer 2017, we are compiling the submissions into an anthology that is designed for teaching, complete with chapter introduction and unit questions. Our hope is that our finished volume can inform courses here at La Salle and at other Lasallian institutions to prompt conversations and written reflections about race on campus and across the country.

Catholic Relief Services: Faculty Learning Commons

The CRS Faculty Learning Commons (FLC) provides online course materials for use in existing college and university classes. Developed by a team of CRS experts and faculty advisors, the CRS FLC topics draw on CRS' overseas development work in almost 100 countries around the world.

Grounded in Catholic Social Teaching, Catholic Relief Services works to strengthen the capacity of local partners to better serve poor and vulnerable people through; programs that respond to emergencies, strengthen the well-being; of families and communities, and nurture peaceful and just societies. Drawing on CRS experience, as well as academic research, the FLC topics will enhance your understanding of these issues from both an academic and practical perspective. For more information, please visit: <http://university.crs.org/faculty>



Intrusive Advising: Supporting At-Risk Students & Redefining Success

Jaime Longo, Executive Director (DLSI)
Heather Conville, Academic Advisor (SONHS)
Kristina Greenwood, Director, Summit Program

On March 30, Jaime Longo and Heather Conville presented at the Pennsylvania Association for Development Education on an innovative “intrusive advising” collaboration between the Summit Program, the Academic Discovery Program, and the School of Nursing and Health Sciences. This collaboration, which also includes Kristina Greenwood and Shaena Moody of the Summit Program, Stephanie Brown of the Academic Discovery Program, and Rhonda Hazell and the other BIO 161/162 faculty, was developed as a means of providing early warnings to Undeclared Health Sciences (UHS) students. Recent data shows that a substantial number of students admitted as UHS majors do not matriculate into the full Nursing program. BIO 161 is a gateway course to the Nursing program; poor performance in the course is a strong indicator that a student will not earn a high enough GPA in prerequisite science courses to enter the Nursing program. Using a coordinated intrusive advising outreach allows us to better triage the needs of struggling students and to adjust our advising accordingly.



Using grades from the first BIO 161 test each semester, provided by Rhonda Hazell and her colleagues, the cross-program advising team reaches out to any student with a test grade lower than 70. While all BIO 161 students with low grades receive targeted advising, we have found that doing joint Summit / ADP / Nursing outreach, with all related advisors in attendance, is both an efficient and effective way of approaching our students. Our group advising meetings (a) reiterate the terms of the UHS program and the barriers to entry into Nursing, (b) remind students of the various campus resources that can support their academic progress, including the Supplemental Instruction leader embedded in their BIO 161 course, and (c) propose the possibility that another career path (or another sort of Nursing program) might be worth considering. The joint meetings allow us to present a united front and prevent our students from playing one advisor off another, but they also allow us to build on one another’s suggestions and recommendations in real time. We can lay out multiple options at all once, and then follow up individually with the suggestions that best fit a particular student’s circumstances, whether that’s increased tutoring or dropping the course or changing to the Underwater Basketweaving major.

Our intensive advising has helped us recontextualize our definitions of “success” when we are considering these students’ outcomes. In a perfect world, of course, these early alert meetings would galvanize all of our students into becoming model learners who study 40 hours per week, ace every test they take, and complete the Nursing program with qualifying NCLEX scores in droves. We do not live in a perfect world. The reality is that we measure our success in the students who remain at La Salle as successful students in other majors. Our advising, both in these early alert groups and in individual conferences, prompts students to do soul-searching self-reflection, to consider – honestly and without flinching – their strengths and their weaknesses, and to explore majors that are a truer fit for both. Our collaboration helps us better guide students to those alternate pathways at a point when they can make that change early and without compromising their transcripts.

Does this kind of collaboration sound like something you might want to try in your school/major? Let us know, and we’ll be happy to share our process and insights.

The International Lasallian Research Symposium

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

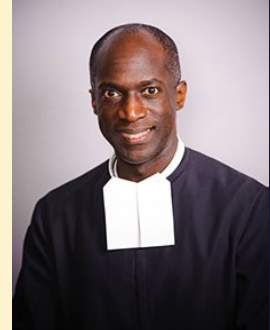
The University Office for Mission is pleased to announce that faculty and staff are invited to submit proposals for presentations at the 7th International Symposium on Lasallian Research. The Symposium will be held September 24, 25, 26, 2017, on the Minneapolis Campus of Saint Mary's University of Minnesota.

Proposals are sought in the International Association of Lasallian Universities' (IALU) research agenda: educational innovation, health and nutrition, environment and sustainability, and Lasallian heritage. However, presentations of research on other topics are welcome.

Over the previous six years, several faculty and staff have participated in this international gathering that brings together educators from the Lasallian tertiary level from around the globe. The Symposium provides a stimulating space to connect with others for research and scholarly writing projects. An example is the current collaboration between La Salle's Frances Kinder, Ph.D., R.N., Assistant Professor, School of Nursing and Health Sciences, and Daisy Sherry, Ph.D., School of Nursing and Health Profession at Lewis University, the Lasallian university in Chicagoland. They have adapted an instrument to explore families' satisfaction with care from nurse practitioners or student NPs and to explore the intent to adhere to recommended health care plan.

To submit a proposal for the Symposium in September, fill out the on-line form located at: <https://tinyurl.com/LasallianResearch>

Due to the number of proposals submitted, the proposals committee can only consider submissions via the above form. Proposals should be submitted no later than June 30, 2017. Submissions will receive a response prior to the end of July.



City as Classroom: A Deep Dive into Corporate Social Responsibility

Karen Reardon, J.D., Ph.D.
Management and Leadership

Corporate Social Responsibility (“CSR”) models represent the very different orientations a business may assume in pursuing its goals. Is it the responsibility of business simply to maximize profit for its owners or shareholders? Should the business go further and take care to observe the moral minimums in doing so, i.e., leave the community in no worse shape than it found it? Perhaps business should be more enlightened and strive to consider the interests of all “stakeholders” in making decisions recognizing that employees, customers, vendors and the community all have vested interests its decisions. Perhaps even that is not enough. Should businesses, like all good citizens, work to act in the public good, helping to solve social problems? Is it even possible to do well financially speaking by doing good? Businesses and workplace leaders today struggle with these questions and pursue different tactics.



In this City as a Classroom engaged learning experience, students in MGMT 371 (Legal and Ethical Decision Making: Challenges for Workplace Leaders) explore the meaning of CSR through projects of their own design. Working in small groups students propose, execute, document, report on and evaluate their projects intended to mimic how a corporation might engage in socially responsible action while asking the question why.

In Spring 2016, projects provided toiletries to the St. Francis Inn for distribution to the homeless in Kensington (pictured), canned goods for the soup kitchen operated by Face to Face Germantown and money to support Dr. Tom Catena, the only doctor in the only hospital serving over half a million people in the Nubian Mountains of Africa. In Spring 2017, students are busy fundraising for resources to: make blankets for Project Linus which cares for children suffering from serious illness, provide sports equipment for the low-income children of LaSalle Academy to supply chefs at the Face to Face Soup kitchen with fresh and nutritious ingredients for the many meals they serve the hungry and homeless.



Face to Face
hospitality • mutuality • transformation

Bringing Lessons Home

Carolyn Plump, J.D., Management & Leadership
Meghan Pierce, Ph.D., Management & Leadership

This spring, students in our course entitled “Management Perspectives on Globalization: Innovation, Social Entrepreneurship, and Sustainable Social Change in Chile” traveled to Santiago, an emerging hub of innovation and entrepreneurship. Chile was the first South American country to pass legislation recognizing Benefit Corporations (B Corps), companies which simultaneously pursue profit and social/environmental missions.

In Chile, our students visited businesses with nontraditional, social entrepreneurial approaches to solving world issues. For example:

- Start-Up Chile – A public startup accelerator sponsored by the Chilean government that provides start-up capital, work visas, and support to help individuals and groups develop entrepreneurial projects.
- Late! – A limited liability company that donates 100% of its profits to foundations that work to support the most vulnerable people in Chile. Since 2009, Late! has donated almost a million dollars to non-profit organizations throughout the country.
- TriCiclos – The first certified B Corp in South America. TriCiclos offers clean points for citizens and companies to learn to recycle and become conscious consumers. It recycles approximately 20 materials, most of which have very low commercial value.
- Green Glass – A B Corp that collects bottles from the trash, washes them, and transforms them into upcycled products such as drinking glasses.

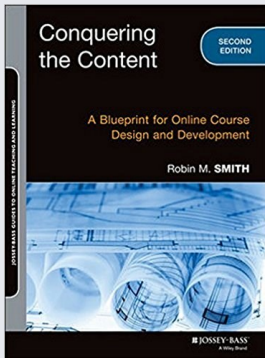
After the trip, the students decided to apply what they learned to launch an environmental project at La Salle’s School of Business. Currently, the students are working with and gathering information from faculty, administration, the Center for Entrepreneurship, and employees in facilities management to launch a comprehensive paper recycling program in the School of Business. They hope it will encourage future students to expand the project to include other campus buildings and additional materials (e.g., electronics). The student-initiated project is a testament to the experiential-nature of a Lasallian education.



Recommended Reading

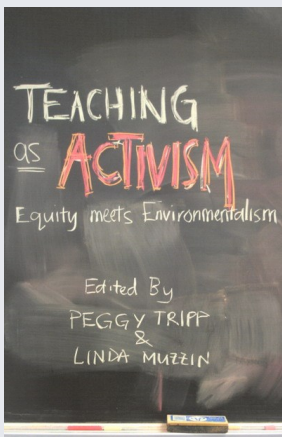
Eithne Bearden, Reference Librarian
Connelly Library

Each month, Connelly Library staff feature a list of recommended books, articles, and audio-visual resources related to pedagogy. The following are either library or open access ebooks.



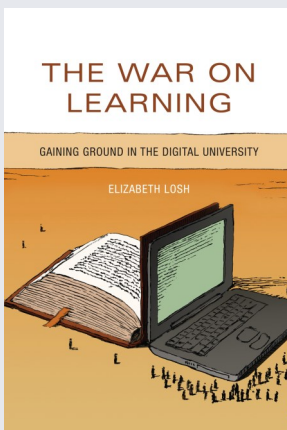
[Smith, Robin M. *Conquering the Content: A Blueprint for Online Course Design and Development*. Second ed. San Francisco, California: Jossey-Bass, 2014. Web.](#)

Conquering the Content: A Blueprint for Online Course Design and Development, Second Edition is a highly practical guide to creating online courses. With guidance on incorporating learning theory into online course content, as well as a host of templates, learning guides, and sample files, this book furnishes instructors and instructional designers with the information and tools they need to design and develop their course content to better serve online students



[Tripp, Peggy, Linda June Muzzin, and Incorporated ebrary. *Teaching as Activism: Equity Meets Environmentalism*. Montréal: McGill-Queen's University Press, 2014. Web.](#)

Weaving together concerns about environmental and social justice, *Teaching as Activism* brings together constructive demands for change and theoretical debate. Written by activists who also teach, the essays challenge the current pedagogical literature with proposals that would bring discussion of social and environmental responsibility into postsecondary science, the classroom, and the community. With backgrounds in feminist science and indigenous knowledges critiques, the contributors emphasize the importance of appreciating indigenous knowledges, recognizing our bias about how knowledge is presently produced, and integrating science with a human spiritual connection to nature. The goals are to question the legacies of colonialism, capitalism, and globalization and create a more inclusive interdisciplinary education



[Losh, Elizabeth M. *The War on Learning: Gaining Ground in the Digital University*. Cambridge, Mass: The MIT Press, 2014. Web.](#)

In this book, Elizabeth Losh examines current efforts to “reform” higher education by applying technological solutions to problems in teaching and learning. She finds that many of these initiatives fail because they treat education as a product rather than a process. Losh analyzes recent trends in postsecondary education and the rhetoric around them, often drawing on first-person accounts. Finally, Losh outlines six basic principles of digital learning and describes several successful university-based initiatives. Her book will be essential reading for campus decision makers—and for anyone who cares about education and technology.

Around Town: *La Salle faculty and students in and around Philadelphia*



Dr. Rhoda Hazell's (Biology) and Carolyn Plump's (Management & Leadership) students paint alongside renowned Philadelphia muralist, Cesar Viveros. The mural that they helped to create will be permanently installed on the Philadelphia Pharmacy Building, located at 100 West Lehigh and Front street.



Dr. Whitney Howell (Philosophy) and her students explore the connection between John Dewey's philosophy of education and Albert Barnes' art collection while visiting the galleries at the Barnes Foundation.



Dr. Rhonda Hazell and her students lead educational activities during the 2017 Philadelphia Science Festival.