

FACULTY DEVELOPMENT DAY – MAY 9, 2023

OPENING 8:45-9:15
BC Aud

Land Acknowledgement – Patrick Murphy
Interfaith Prayers – Members of the UP community
Introductory Remarks – Patrick Murphy
Provost's Welcome – Elise Moentmann
Keynote Introduction – Molly Hiro and Jen McDanel

KEYNOTE 9:15-10:00 Dr. Nicole King
BC Aud **The City and the Campus: Models for Becoming the
University for/with Portland**

How can we begin to engage with the city around us in mutually beneficial ways that invigorate both our university and our city? Dr. Nicole King (American Studies, UMBC) will discuss the benefits of learning by engaging locally and working with local residents in planning and building community-based projects. This talk invites faculty from across the disciplines to consider ways to bring Portland into the classroom and to work collaboratively with city residents in building a university invested in the public good. By sharing the lessons she's learned while developing collaborative projects between her home campus UMBC and the city of Baltimore, King will introduce key aspects of community-engaged learning and its benefits, as well as methods that may provide pathways for UP to connect more fully with the city we inhabit.

SESSION 1 – 10:15-11:00

SESSION 1.1 10:15-11:00 Dr. Nicole King
BC Aud **Listening Across Difference: A Storytelling Workshop**

Narrative and storytelling cross cultural and disciplinary boundaries and unite us as human beings. This workshop is for faculty across various disciplines interested in using community-engaged learning. Using the Baltimore Traces: Communities in Transition (<https://baltimoretraces.umbc.edu/>) project at UMBC—where students and faculty partner with Baltimore community organizations to listen to the city through collaborative storytelling and archiving—King will lead faculty in discussion of how they can bring similar humanities-based methods to their own classrooms. Through a hands-on exploration of examples, faculty will learn practical ways to begin engaging locally in equitable and non-extractive ways.

SESSION 1.2 10:15-11:00 Eric Anctil, Jon Down, Terry Favero
DB 134 **ChatGPT: What is it and what are the challenges going forward?**

ChatGPT – just a new tool for students, faculty, and the rest of us or maybe something more? We will start things off with the what and why of the tool, (attempt to) provide some context and sensemaking of its current state and usage, examine more ideas including developing policies for faculty to use and implement in their classes. Please join us with your thoughts, ideas, experiences, and questions. Together, we will explore how our students, and all of us on campus, should use these powerful new AI technologies in ethical ways to help with learning and making our lives, and our community, better.

SESSION 1.3 10:15-11:00 Kala Mayer, Claire McKinley-Yoder, Sally Rothacker-Peyton, Gordon Williamson
DB 135 **Promoting learning, addressing inequities, and preparing students for a diverse and interconnected world: Development of a DEI tool to evaluate curriculum**

Building from past faculty development presentations on environmental and individual trauma-informed and resilience-building approaches to student education, this 45-minute session is geared towards faculty and will be a dialogue on results found, from the development of a curriculum tool to evaluate DEI in college curriculum. In the Spring of 2022, members of the UPSONHI faculty and students developed a curriculum evaluation tool, adapted from the Culturally Responsive Curriculum Scorecard to evaluate nursing curriculum around DEI. The goal of this project was to conduct pilot testing of the new tool created by the study team. It is the goal of this discussion to present an overview and discussion of the development of a DEI curriculum evaluation tool for nursing and its uses in a range of academic settings. A brief discussion of our findings, along with an interactive discussion around how the tool could be adapted for other disciplines is planned. Further, it is the presenter's hope that this presentation would spark a discussion of how to develop a Community of Best Practice at the University of Portland and advance diversity, equity, and inclusion best practices in our everyday teaching practices.

SESSION 2 – 11:10-12:00

SESSION 2.1 11:10-12:00 David Fuentes and David Houglum
DB 134 **Applying a Relational Mindset to Strengthen Academic-Community Connections from the Inside-Out**

As new students, staff, faculty, and administrators enter the University of Portland (UP), applying a relational mindset is critical to establishing community in classrooms, boardrooms, and beyond. Regarding relational mindset development, individuals within academic institutions are in prime positions to create meaningful connections with one another, across departments, to promote cross-functional team development, greater levels of collaborative achievement, and innovation through sharing diverse ideas from various disciplines and lenses. Additionally, organizations can develop such connections with entities within their communities that span industries, leverage common missions and values, and maximize the expertise of all parties. This program can help develop strategies to work relationally with others in ways that allow us, as leaders and teachers, to see others as within their whole humanity. We aim to help individuals see the value in self-accompaniment and accompanying others through relational connections and servant leadership models. Using these strategies, we hope attendees will take practical tip away to help themselves live life with zest and engagement, making the most of each day within the organization and beyond, as well as share more of their authentic selves, be seen and known, and get to the heart of unlocking everyone's gifts, strengths, and talents.

SESSION 2.2 11:10-12:00 Carol Dempsey, OP
DB 136 **Racism and Transphobia: Reading with Portland's Margins**

This presentation sheds light on two interlocking social realities in Portland, OR: racism and transphobia. The first part of the presentation highlights students' work on the biblical story of Hagar and the connections they make to ethnicity and race in the city of Portland. The second part of the presentation reads the biblical Isaian poem about a suffering servant (slave) through a transgender lens that showcases the actual suffering and gut-wrenching social and political injustice done to a transgendered Portland woman. This part of the presentation provides an actual window into the devastating struggles of Portland's LGBTQ+ communities, especially within the trans communities, that call us as public scholars and teachers within the city of Portland to advocate actively for justice on behalf of Portland's communities on the margins.

SESSION 2.3 11:10-12:00 Andrew Guest and Nick McRee
DB 232 **The Fulbright Scholar Program: Opportunities for Professional Development, Personal Growth, and Community Engagement**

The Fulbright US Scholar Program is the US government's flagship program of international educational and cultural exchange. Andrew and Nick will facilitate a conversation about the Fulbright Program and the opportunities available for international study, teaching, and conducting research. We can discuss opportunities available for US and non-US scholars, undergraduate and graduate students, and administrators. Andrew and Nick are Fulbright Faculty Liaisons and they received US Scholar Awards (Tanzania and Japan, respectively). They can share insights and tips to help identify suitable programs and to complete applications and will discuss the support available through the Fulbright Program.

SESSION 2.4 11:10-12:00 Priya Mani, Christie Engesser-Cesar, John White, Nelson Coates, Gordon
DB 135 Williamson, and Jacquie VanHoomissen
Inclusive Classroom Co-Creation: Moving beyond silos

This session focuses on three ongoing initiatives occurring across campus that bring together faculty and students to co-create learning experiences that elevate student voices in designing welcoming and inclusive classroom environments. Please join us for a short presentation followed by a panel discussion. 1. Learning Assistant Program that supports students enrolled in Anatomy & Physiology, and Microbiology courses. Biology faculty sought to address the need for improved support of student learning in lecture courses and to increase departmental opportunities for high-impact learning experiences available to biology majors. 2. A student-faculty partnership program that recognizes the legitimate and essential expertise students contribute to our academic development and institutional evolution, and that explicitly links faculty development with student engagement. 3. A translational research project that draws on recent research in teaching across several age groups and subject domains, emphasizing secondary outcomes (such as “FGEN students disproportionately benefit in terms of higher achievement”) rather than primary outcomes (such as “instructors feel comfortable with inclusive pedagogy.”). The project goal is to create evidence-based teaching inventories that can be used for instructor development and self-evaluation. This work is supported by UP’s Howard Hughes Inclusive Excellence 3, 5-year, \$500K grant.

SESSION 2.5 11:10-12:00 Lauren Alfrey and Brandy Daniels
DB 130 **Grading for Greater Equity: A Workshop**

Un-grading, or grading for equity, can include a wide variety of approaches and strategies based on one’s field, dynamics in their classroom, and institutional constraints. However, most approaches share a common commitment to making coursework more equitable for students across their wide variety of backgrounds, statuses, and life experiences. Pedagogies of un-grading offer flexible pathways for student success, lower stakes assignments, and ample opportunities for instructor feedback and for student reflection, improvement, and growth. In this workshop, we present evidence to illuminate the problems with traditional grading. We also share the approaches we’ve taken to ‘un-grading’ in our own courses, including mistakes, challenges, successes, and lessons learned. We invite participants to come with an open-mind and a sense of which class (or classes) they might consider in the move away from traditional grading toward more equitable student assessments.

SESSION 3 – 1:00-1:45

SESSION 3.1 1:00-1:45 Katie O'Reilly, Molly Matty, Christine Weillhoefer, Poulami Mitra
DB 134 **Community Engaged Learning: What are we already doing & can we do it together?**

Many of us engage with our communities as solo entities, members of our departments, and as instructors in our courses. Community-engaged learning (CEL) connects students, faculty, and community partners via meaningful engagement that not only fulfills a need in the community, but also enriches student learning and may also achieve course/major objectives. This breakout session will consist of 3 main parts:

1. A few members of the biology department will share some of the community engagement/outreach we do (within and beyond UP Biology) and share how others can get involved with our community project(s)
2. We will break out into groups to discuss what attendees are already doing or would like to do as CEL. We will open up the floor to take information from the groups to compile a big, collaborative list of ways many of us across campus engage with the community through our courses, our departmental initiatives, and as individuals. We hope that this will include folks who will be doing the Public Research Fellows program to share their plans/past successes!
3. With the remaining time, we will work together to brainstorm a design for a framework to implement Community Engaged Learning across campus.

SESSION 3.2 1:00-1:45 Andrew Weingarten and Greg Peterson
DB 136 **Student Conduct & Care at UP**

Brief overview of UP's student conduct and care processes and how the offices of Community Standards and Student Wellness can support faculty. Includes a broad overview of processes and points out relevant sections of the student handbook that may apply in the classroom and as faculty work with students. Presenters will also address some hypothetical scenarios, offer tools and tips, and discuss how cases are handled when there may be crossover between classroom management, community standards, and student care. There will be time for Q&A and opportunity for conversation at the end of the session.

SESSION 3.3 1:00-1:45 Terry Favero (CTL) and 4 faculty winners. Gregory Pulver; Lauren Berger, Ryan
DB 135 Kenton, Verena Hutter
Innovative Assignments and Activities-Faculty Winners

By uplifting and sharing our best assignments, we hope to enhance the discussions around teaching on campus as well as acknowledge the great teaching, often hidden, that occurs every day at UP. These four faculty winners will discuss the use of "Avatars" in helping students embed themselves in a historical time period; a text editing program that helps students explain difficult concepts using common words; using the viewpoints and perspective of artists to understand the plight of American Indigenous Peoples; and using technology to help students reflect, apply, and retain key course concepts.

SESSION 3.4 1:00-1:45 Anne Santiago, Ben Tribelhorn, Neil Oculi
DB 232 **CISGO: Engaging the Community Through the World**

The CISGO Executive Board will highlight two major initiatives: 1) Creation of a mapping "widget" to be integrated into our website. Two CS 341 teams created this widget while consulting with us and drawing data from a Qualtrics survey. This iterative process led to a final presentation of two products to choose from. This tool will be available to connect community members across campus and will be self-updating as more projects come to fruition. 2) Kate Regan Humanities Grant recipient Neil Oculi, a climate change specialist, will present on his work representing small island states at the UN Climate Summit (COP-27) in Sharm el-Sheik, Egypt. 3) Briefly, we will provide an update on the search for the new Study Abroad Director.

SESSION 3.5 1:00-1:45 Alexandra Stewart
DB 130 **Book Discussion of Sara Ahmed's *Complaint!***

This spring semester a group of CAS faculty have been reading *Complaint!* by cultural and feminist theorist Sara Ahmed. Based on dozens of interviews with faculty, staff, and administrators in higher ed about their experiences of making complaints, Ahmed considers what the complaint process tells us about power and hierarchy, for whom the institution is designed, and what can be achieved by speaking up. For this final meeting and discussion of the whole book, we invite anyone in the UP community to join us.

SESSION 4 – 1:55-2:40

SESSION 4.1 1:55-2:40 Tammy Herdener
DB 135 **Overview of UP's Title IX Program**

Overview of UP's Title IX Program: the role of a responsible employee and how faculty can support this important program. This session would include a board overview of the federal Title IX regulations as they stand today, the Title IX structure and office at the University of Portland, and the role of faculty and staff in supporting the Title IX program. Q & A and an opportunity for conversation at the end of the session will be provided.

SESSION 4.2 1:55-2:40 Karen Eifler, Shannon Mayer, Anne Santiago, Gregory Pulver, Shaz Viljee
DB 136 **Collegium and Pilgrimage Alumni Panel: Bottom-Up Ideas for Mission Engagement on Campus**

Collegium was founded in 1992 to help faculty at Catholic colleges and universities better understand the mission of Catholic higher education, with an eye to engaging the mission in creative ways that respond to current and timeless needs. Thirty UP faculty have participated in Collegium. In addition, the Garaventa Center has sponsored pilgrimages abroad to enhance community members' understanding of the historical roots and missional distinctives of the Congregation of the Holy Cross. Both Collegium and the Holy Cross Pilgrimage aim to educate and empower faculty and staff to consider creative, inclusive ways of living out UP's Catholic, Holy Cross Mission. In this Alumni-led panel, we invite campus community members to encounter the idea of a personally authentic, communally supported, mission-driven life through guided questions and conversation: What motivates you in your work and what brings meaning to that work for you? What structures at UP support building connections with others and a framework for the collective purpose to our work here? Where and when have you felt especially connected to the UP community? How could we build more spaces for belonging, the collective work of community building, and the Holy Cross mission of educating hands, hearts, and minds?

SESSION 4.3 1:55-2:40 Sarah Weiger, Jen McDaneld, Riley Martinez
DB 134 **ChatGPT: Challenges in Student Writing**

This past winter break, an intelligence emerged on the scene who changed the way people write and do research forever. Its name was ChatGPT. When faculty and students arrived on campus this semester, chatter about the bot spread like wildfire (fueled by the steady stream of media pieces following ChatGPT's release). In this session, we'll present a synopsis of the media conversation on chatbots and their impact on education and we'll share notes from the field, discussing the immediate impact of large language learning models on the teaching of writing and what we perceive to be its future. While we will present some information from the current media conversation and share our experiences teaching and learning with the Chatbot (these include lesson planning with AI input, student use of the Chatbot for planning and outlining, and plagiarism), we will also invite participants to share their own experiences with and concerns about the technology as it pertains to research and writing in the classroom and beyond. Take-aways will include a bibliography of sources and some suggestions for 1) Teaching with AI and 2) Handling suspected plagiarism.

SESSION 4.4 1:55-2:40 Kristine Dukart-Harrington
DB 130 **Interprofessional Learning Through the Lens of Palliative Care**

This session invites faculty from across the University of Portland to learn more about our institutional subscription with the Center to Advance Palliative Care (CAPC). This site provides access to multiple evidence-based resources, including modules, webinars, publications, and games, that can raise awareness about the current healthcare system and palliative care's role in improving health outcomes.

SESSION 5 – 2:50-3:35

SESSION 5.1 2:50-3:35 Alexandra Stewart and Terry Favero
DB 134 **Preparing for Promotion to Professor**

Applications for promotion to Professor require strong evidence of success in teaching, scholarship, and service, which often demonstrates consistent growth over time through intentional planning. This workshop is designed for tenure-track faculty members who are planning to apply for promotion in the next 1-4 years. During the workshop, we will use interactive questioning to guide candidates through five key questions that will help them assess their timeline and develop a strategy that aligns with their strengths, attributes, and comfort level. By attending this workshop, candidates will gain valuable insights and practical tools that will enable them to succeed in their pursuit of promotion to Professor.

SESSION 5.2 2:50-3:35 FCC: Zach Simmons, Nelson Coates, Stephanie Michel, Randy Hetherington,
DB 135 Don Norton, Elise Moentmann, Eric Barger and Robin Mitchell
Faculty compensation committee forum

Members of the faculty compensation committee will be on hand to provide an overview of compensation-related topics, including updates on our salary schedule and an analysis of how we compare to peer institutions. We will also have time for open Q&A about the budget (as it relates to compensation) and anything else of interest to faculty.

SESSION 5.3 2:50-3:35 Andrew Guest, Genevieve Brassard, Li Hao, Michael Johnson, Heidi Senior
DB 130 **Writing in the Disciplines and in the University Core: Best Practices, Draft
Guidelines, and Future Possibilities**

How do we teach good writing at UP? Often it is done through the determined efforts of individual faculty, sometimes lacking the support of clear institutional guidance. In an effort to improve the coherence of our shared writing curriculum, and as part of the ongoing implementation of the revitalized University Core, the Undergraduate Core Curriculum Committee (UCCC) has been working to clarify and update the guidelines for the Writing in the Disciplines program. During this session members of the UCCC will share updates on this work, best practices for teaching writing in the specific context of UP's curricular offerings, and a draft of guidelines for moving forward constructively. The session should also offer opportunities for input from faculty and staff regarding what would be most helpful for your programs in helping students cultivate the critical skill of good writing.

SESSION 6 – 3:45-4:30

SESSION 6.1 3:45-4:30 Nicole Auxier, Alexa Dare, Joe Hoffbeck, and Aaron Wootton
DB 134 **Guide to promotion to Associate Professor and application for tenure**

Members from the Rank and Tenure Committee will cover issues related to applying for tenure and promotion to Associate Professor. We recommend that you read the Guide to Rank and Tenure, and 'Answers to some frequently asked questions' which are both on the R&T Moodle site, to prepare for either meeting.

SESSION 6.2 3:45-4:30 Genvieve Brassard, Bill Curtis, and Sam Holloway
DB 136 **Guide to Promotion to Professor or Periodic Review**

Members from the Rank and Tenure Committee will cover issues related to applying for promotion to Professor or Periodic Review. We recommend that you read the Guide to Rank and Tenure, and 'Answers to some frequently asked questions' which are both on the R&T Moodle site, to prepare for either meeting.

SESSION 6.3 3:45-4:30 FWC: Valerie Peterson, Christin Hancock, Nicole Hanig, Randy Hetherington,
DB 135 Stephanie Michel, Min Yu
A Conversation with the Faculty Welfare Committee

The Faculty Welfare Committee wishes to continue the tradition of reporting to and conversing with its constituents during Faculty Development Day. In this session, the members of the FWC will offer (1) an overview of the major tasks FWC has undertaken in the past year, (2) an analysis of the themes from our recent Faculty Survey Report, and (3) an invitation to discuss issues that faculty see as important directions for the Committee's work in the upcoming year. Faculty questions, concerns, and is