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2023 Great Expectations Spring Faculty Conference: Education for Humanity

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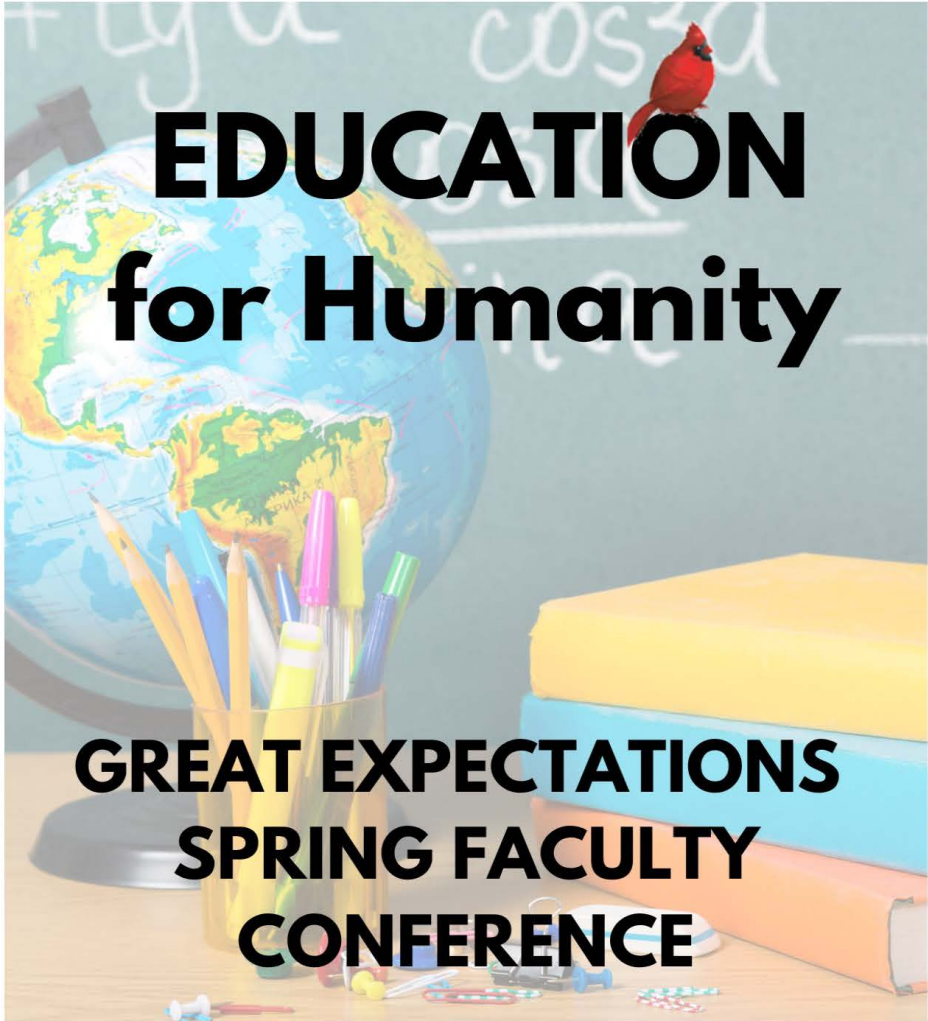
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EDUCATION for Humanity

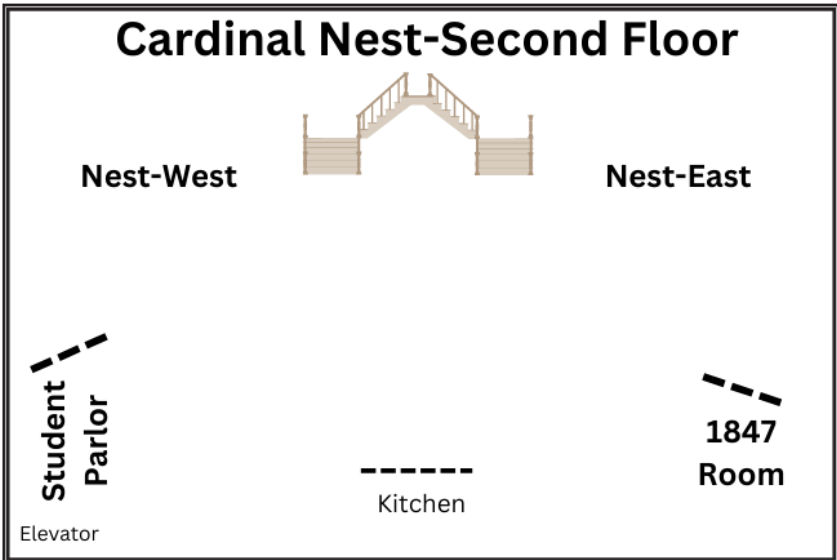
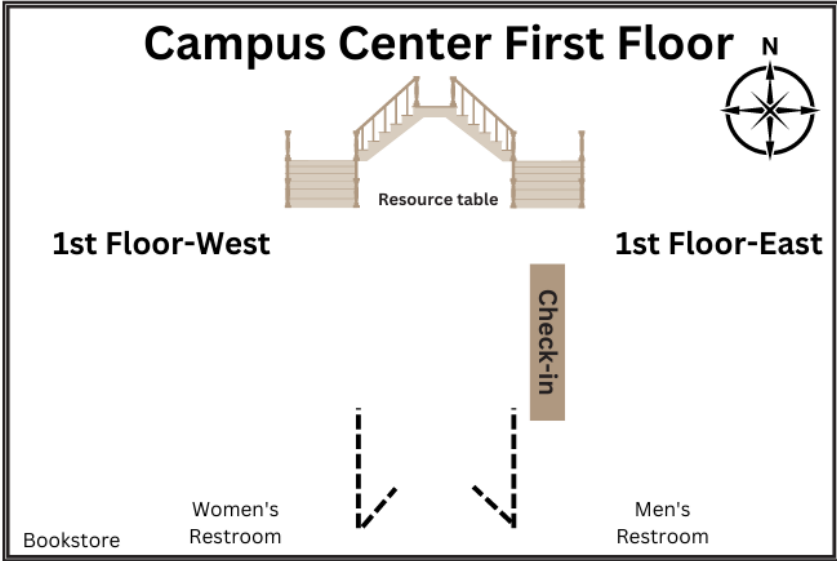
GREAT EXPECTATIONS SPRING FACULTY CONFERENCE

**Thursday, May 4, 2023
9:30 a.m. - 2:45 p.m.
Campus Center**



CONFERENCE MAP

Campus Center



CONFERENCE SCHEDULE

TIME	SESSION	LOCATION
9:30 a.m.	Welcome & Introductions	1st Floor West
9:45 a.m.	Keynote: Education for Humanity	1st Floor West
10:40 a.m.	Huddles: General Education Goals	See page 5
12:00 p.m.	Lunch	2nd Floor, Nest
1:00 p.m.	Common Book Panel	1st Floor West
2:30 p.m.	Closing Remarks	1st Floor West



KEYNOTE:

Education for Humanity

9:45 a.m. – 10:30 a.m.

Campus Center–1st Floor, WEST Lounge

Keynote Speaker:

**Tamara Bilous, Professor of English,
Rivne State University, Ukraine**

Professor Tamara Bilous is Educator in Residence at Otterbein University for the spring 2023 semester. While affiliated with Otterbein, she has engaged in professional development opportunities in the areas of multicultural education and ESL instruction with support from Professor Diane Ross and ESL Program Director, Erin Johnson.

She joins Otterbein while continuing her teaching and research responsibilities as a Professor of English at Rivne State University of the Humanities, in Rivne, Ukraine. Dr. Bilous is fluent in English, Ukrainian, and Russian, and she is an expert in philology (linguistics). Her teaching and research interests are in intercultural communication, intercultural competence, teaching English as a foreign language (EFL), tolerance and intercultural dialogue, and values in education. Her Ph.D. thesis was completed in 2004 and was titled: *Upbringing Tolerance in the Students of Higher Educational Establishments in the Process of Learning English.*

HUDDLES:

General Education Outcomes and Goals

10:40 a.m. – 12:00 p.m.

General Education is a major part of our undergraduate curriculum. It comprises a third of students' credit hours. Most of our faculty is teaching in one aspect of general education or another. Why do we put so much into general education? What do we hope students gain from these course? How do we know if General Education accomplishes what we hope?

For this session, please join one of the groups listed below. If you teach in one of the general education programs listed, join that group. If you teach in more than one, join the one which you feel you will benefit you most (you can also move from one to another). If you do not teach any general education programs, join the one in which you are most likely to teach or most interested in exploring.

HUDDLE LOCATIONS (Campus Center)

First Year Experience (FYE) & Senior Year Experience (SYE)

Room: 2nd Floor, 1847 Room

Facilitated by: Jennifer Bechtold

Honors Program

Room: 1st floor, EAST Lounge

Facilitated by: Michele Acker

Integrative Studies Program (INST)

Room: 2nd Floor, The Nest, EAST

Facilitated by: Carrie Hayes

Lab/Experimental Skills

Room: 2nd Floor, The Nest, WEST

Facilitated by: Kathryn Plank & Dave Sheridan

Math, Lifestyle Fitness & Wellness

Room: 2nd Floor, Student Parlor

Facilitated by: Jeff Smith

Writing Intensive Program (WI)

Oral & Written Communication Skills, Language Skills

Room: 1st floor, WEST Lounge

Facilitated by: Meredith Meyer

UNIVERSITY LEARNING GOALS

Otterbein graduates should be agile thinkers, effective communicators, flexible problem-solvers, and global-minded citizens. To that end, our graduates, through curricular and co-curricular experiences, will become:

Knowledgeable

Otterbein undergraduate students will acquire a deep knowledge of, and appreciation for, their chosen major(s) as well as a solid grounding in a broad range of disciplines in the liberal arts and sciences.

Otterbein graduate students will acquire advanced theoretical, empirical and practical knowledge in their field. They will demonstrate understanding of the established and evolving professional and/or academic standards of their discipline.

Multi-Literate

Otterbein undergraduate students will develop and demonstrate a range of intellectual and practical skills, including written and oral communication skills; research skills; quantitative, technological, visual, and information literacies.

Otterbein graduate students will use evidence, including technology based databases and appropriate research methods to initiate and reformulate ideas, theories, and concepts. They will communicate reasoned judgments on issues in their field.

Engaged

Otterbein undergraduate students will become intellectually, aesthetically, and civically engaged. As intellectually engaged people, they will integrate, synthesize, critically reflect upon, and evaluate what they know. As aesthetically engaged people, they will value and practice the art of imagination and creative expression. As civically engaged people, they will be prepared to confront, act upon, and lead collaborative responses to increasingly complex challenges in diverse local, national, and global communities.

Otterbein graduate students will actively address local and global issues related to their primary field of study. They will complete creative projects reflecting a unique integration of knowledge, theory and practice.

Responsible

Otterbein undergraduate students will make choices that promote their own well-being and that of others. Encouraged to grapple with diverse value systems, they will move toward ethical commitments that reflect a sense of agency, honesty, and fairness.

Otterbein graduate students will demonstrate leadership in their field, upholding professional values and ethical standards. They will exemplify a commitment to honesty, fairness, diversity, and inclusion for the betterment of the profession or discipline.

Inquisitive

Otterbein undergraduate students will know how to learn. As confident life-long learners, they will be curious and eager to discover more about themselves and the natural, cultural, and social worlds.

Otterbein graduate students will demonstrate a quest for knowledge, a humility with which to respond to feedback from their peers and a receptivity to diverse perspectives and new ideas.

INTEGRATIVE STUDIES (INST)

STUDENT LEARNING GOALS & OUTCOMES

Goal A: To help students recognize how knowledge from the liberal arts and sciences is necessary for intelligent action in pursuit of the public good.

1. Students can articulate how their learning enables them to contribute to some aspect of the public good.
2. Students can analyze contemporary and historical understandings of the public good, pertaining to social structures and interactions, cultural exchange, and/or our place in the natural world.

Goal B: To promote active and critical reflection on the self in its full range of contexts.

3. Students can reflect on the different ways of knowing, inquiring, and creating represented by the different disciplines.
4. Students can pose and debate enduring and contemporary questions about meaning and purpose.

Goal C: To develop students' intercultural knowledge and competencies.

5. Students can demonstrate sophisticated understanding of ideas, beliefs, and practices across societies, cultures, and historical eras, both locally and globally, including the diversity and intersectionality of race, ethnicity, class, and gender.
6. Students can analyze the ways in which our lives are structured by social relationships, cultural exchange, and/or our place in the natural world.

Goal D: To challenge students to critically examine their responsibilities to the public good.

7. Students can analyze and reflect on their own identity and values.
8. Students can demonstrate how creative inquiry and/or scientific literacy inform their capability and responsibility toward serving the public good.

Goal E: To inspire interdisciplinary collaboration.

9. Students can integrate different disciplinary approaches in order to illuminate an issue connected to the public good.
10. Students can evaluate the benefits and challenges of interdisciplinary conversations.

FYE/SYE: GOALS & OUTCOMES

Goal 1: Anticipate.

Imagine the future purposes of the knowledge, skills, passions, and values you've developed through academic and individual experiences.

- Anticipate your future obligations as an individual, a professional, a member of diverse communities, and an agent of the public good.
- Anticipate the challenges you may encounter in new contexts and how you will rise to meet them.
- Anticipate how your knowledge, skills, passions, and values will inform your future goals and action steps.

Goal 2: Engage.

Access the possibilities, resources, and experiences that will propel your education, life path, and work path.

- Discover the personal and professional relevance of Otterbein classes, different majors and minors, general education and Integrative Studies courses, and co-curricular experiences.
- Envision, plan, and complete a substantive immersive experience that nurtures your personal and professional growth.
- Connect to resources that promote academic and professional success, belonging, wellness, and life and work planning.

Goal 3: Reflect.

Reflect on the significance of your education, values, passions, and previous experiences in your search for meaning and purpose.

- FYE: Reflect on the significance of your learning through your education and other facets of life.
- SYE: Reflect on the significance of your learning in your major, Integrative Studies and general education courses, immersive experience, and other facets of life.
- Reflect on the interconnections between your education and other experiences.
- Reflect on how your personal values and passions have informed your education, professional development, and other experiences.

(FYE/SYE GOALS CONT.)

Goal 4: Transition.

Prepare for your transition into new personal, professional, communal, and global contexts.

- FYE: Prepare for the college transition with students across disciplines, doing vital readiness work:
- SYE: Prepare for the post-college transition with students across disciplines, doing vital readiness work:
- Develop skills essential to academic and professional success, community engagement, and self-actualization.
- Develop the awareness, knowledge, and skills that foster equity and inclusion in diverse communities and workplaces.
- Understand the importance of creativity, critical thinking, communication, collaboration, and professionalism to your work path and life path.

HONORS PROGRAM: GOALS

Honors courses will:

- Immerse students in challenging and rigorous material
- Engage discussion and sharpen presentation and participation skills
- Create a culture of research and foster community within the Honors Program
- Demand a sustained and attentive intellectual pace
- Inspire practices of independent inquiry and curiosity

DISCIPLINARY SKILLS: PROGRAM GOALS

Oral & Written Communication, Lab/Experimental, Languages Skills

THE SKILL OF RESOURCING involves finding primary source data and information. Requires the ability to determine the appropriateness of the materials and the reliability and validity of its tenets.

Oral Communication: Students can locate, evaluate, organize, and use research material collected from various sources, including ..., as is relevant to the focus of the course.

Written Communication: Students can evaluate, organize, and correctly cite material from various sources (e.g., research databases, commercial or trade publications, the Internet, etc.) to support their intended communicative purpose.

Lab/Experimental: Students can utilize current research literature, online information, and information related to scientific issues in the mass media in preparing class assignments.

Modern Languages: Students develop strategies for actively negotiating meaning across languages and cultures to ensure that their messages are understood and that they can understand others.

THE SKILL OF PLANNING involves scaffolding and organizing constructs to aid understanding. Requires the ability to problem-solve or initiate creative work while being proactive with critical thinking.

Oral Communication: Students can juxtapose and integrate ideas and arguments from sources.

Written Communication: Students can analyze the purpose, audience, and context for their writing and adapt content, structure, style, medium, and design accordingly.

Lab/Experimental: Students can collect, organize, analyze, interpret, and present quantitative and qualitative data and incorporate them into the broader context of knowledge in the particular scientific field.

Modern Languages: Students demonstrate comprehension of the main idea and relevant details in a variety of written, live, and recorded texts in the target language (e.g. messages, personal anecdotes, narratives, songs, videos, and information from other media sources).

Students demonstrate comprehension of the main idea and relevant details in a variety of written, live, and recorded texts in the target language (e.g. messages, personal anecdotes, narratives, songs, videos, and information from other media sources).

THE SKILL OF PRODUCING involves demonstrating management and proficiency of processes. Requires the ability to show mastery of competencies.

Oral Communication: Students can demonstrate understanding of elements of the communication process.

Students can demonstrate the requisite skill for becoming effective communicators in a variety of contexts.

Students can define and explain basic terms, principles, and theories of interpersonal, group, organizational, intercultural, public, and/or media communication, as is relevant to the focus of the course.

Written Communication: Students can develop a clear written argument and support it with evidence.

Lab/Experimental: Students can demonstrate the ability to make precise measurements relevant to the particular scientific field.

Students can demonstrate safe and proper use of experimental techniques and tools/instruments.

Modern Languages: Students initiate and sustain meaningful spoken and written communication in the target language (face-to-face or virtual) by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways with users of the target language at home or abroad.

Students communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.

THE SKILL OF DOCUMENTING involves creating artifacts that summarize, reflect, or extend concepts and procedures related to a field of study. Requires the ability to convey thoughts and ideas to others, with accuracy and impact.

Oral Communication: Students can critically apply communication theories to a variety of contexts, as is relevant to the focus of the course.

Written Communication: Students can use strategies and processes for composing, revising, collaborating, and editing.

Lab/Experimental: Students can document the solution to scientific problems through collection and analysis of experimental data and the preparation of scientific notebooks and/or reports.

Modern Languages: Students use the target language to investigate, explain, and reflect on the relationship between the practices, perspectives, and cultural products of the cultures studied.

WRITING INTENSIVE LEARNING OUTCOMES

1. Demonstrate command of foundational writing principles and competencies. These include: identifying and defining a thesis or central claim; articulating a credible and logical argument; presenting evidence, analysis, or reflective commentary with clarity and organization; and attending to style, mechanics, and grammar. Produce at least one essay that advances a central claim and supports it with evidence and analysis.
2. Approach writing as a series of stages (such as brainstorming, drafting, instructor and peer feedback, revision, editing, and proofreading). Seek and use feedback, employing such stages to produce a finished piece of writing.
3. Approach writing as a primary mode of learning, not just as a product for evaluating student performance. Use low stakes writing-to-learn strategies (for example, journals, reflections, mini-case studies, laboratory notebooks, freewrites) to develop understanding of course content and to think critically about course content.
4. Describe and demonstrate the norms, conventions, and audiences appropriate to communicating in their discipline. Produce at least one example of a discipline-specific writing artifact.
5. Develop research and documentation skills. Learn to assess, credit, and cite source texts in accordance with the conventions of the discipline. Demonstrate accepted guidelines for academic honesty.
6. Reflect on the process and purpose of writing, and identify ways in which you have grown in your own writing.

COMMON BOOK PANEL: **An Integrative, Interdisciplinary Learning Opportunity**

1:00 p.m. – 2:30 p.m.

Campus Center -1st Floor, WEST Lounge

Next year's Common Book, *Call Me American* is a perfect example of the kind of big, complicated questions Otterbein's general education programs help students explore. Think of this session as a mini INST 3000 class, in which experts from different disciplines will help us navigate the intersecting issues of what immigrants face and will lead us in discussion that will better prepare us to read and teach the book.

Facilitated by:

Kathryn Plank–Academic Affairs

Panelists:

- Kam Cing, Mathematics major, '23
- Eli Kaul, Visiting Assistant Professor, Global Politics
- Peter A.N. Karim-Sesay, Part-Time Faculty, African History
- Ikra Koriyow, Communication & Political Science double major, '25

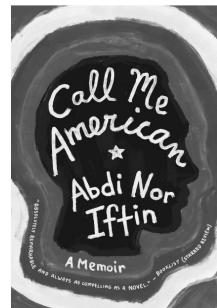
2023-24 Common Book:

Call Me American, A Memoir

Abdi Nor Iftin

Common Book Convocation:

Tuesday, October 24, 3:00 p.m.



For additional information on how Central Ohio is serving the refugee and immigrant population, check out CRIS: Community Refugee & Immigration Services at www.crisohio.org

2022-2023

ADVISORY COMMITTEES

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Carrie Hayes–INST Program Director, Chemistry
Katie Albright–Library
Dennis Davenport–Music
Patti Frick–English
Robin Grote–Chemistry
Deanna Heermann–Student Success & Career Development
Margaret Koehler–English
Dee Knoblauch–Education
Kristina Escondo–History, Political Science, Languages & Cultures
Alex Rocklin–Philosophy & Religion

Honors Advisory

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Louise Captein–Art & Art History
Anthony DeStefanis–History, Political Science, Languages & Cultures
Margaret Koehler–English
Cindy Laurie-Rose–Psychology
Hal Lescinsky–Biology & Earth Science
Andrew Mills–Philosophy & Religion
Regina Prusinski–Nursing
Deb Solomon–History, Political Science, Languages & Cultures
Karen Steigman–English
John Tansey–BMB & Chemistry

FYE/SYE Advisory

Suzanne Ashworth–FYE/SYE Co-Program Director, English
Jen Bechtold–FYE/SYE Co-Program Director, Student Success & Career Development
Rob Braun–Health & Sport Sciences
Melissa Gilbert–Center for Community Engagement
Colette Masterson–Student Success & Career Development
Kathryn Plank–Academic Affairs
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Meredith Meyer–Writing Intensive Advisor, Psychology

Kyle Eveleth–Academic Support Center

Carrigan Hayes–Chemistry

Amy Sheeran–History, Political Science, Languages & Cultures

Rebecca Kyser–Library

Kathryn Plank–Academic Affairs

Carrie Scheckelhoff–Education

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Thank you to all the offices and individuals who assisted
in making this conference a success, including:

Academic Affairs
Copy & Print Center
Center for Teaching & Learning
Office of Events & Conferences
Parkhurst Dining Services
Peggy McMains, Kristi North,
Kathryn Plank & Jeff Smith



The resources listed within this program, as well as additional relevant materials can be found on the Great Expectations Conference e-Portfolio:
https://otterbein.digication.com/great_expectations_conference_general_education

FALL 2023 DATES

Tuesday, August 8–Thursday, August 10

New Faculty Orientation & Teaching Institute

Friday, August 11

Chairs and Directors Retreat

Monday, August 14

Welcome Breakfast & Remarks

Wednesday, August 16

Fall Faculty Conference

Thursday, August 17

New Student Convocation

Monday, August 21

First Day of Fall 2023 Classes

Monday, October 9–Tuesday, October 10

Fall Break–No Classes, Offices Open

Tuesday, October 24, 3:00pm

Common Book Convocation: Abdi Nor Iftin
(Classes cancelled 2:40pm–4:00pm)

Wednesday, November 22–Friday, November 24

Thanksgiving Break–No Classes

Friday, December 1

Last day of Fall 2023 classes

Monday, December 4–Friday, December 8

Exam Week

Please watch your email in early August for further details on the various pre-semester activities and requests for RSVP's.



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