



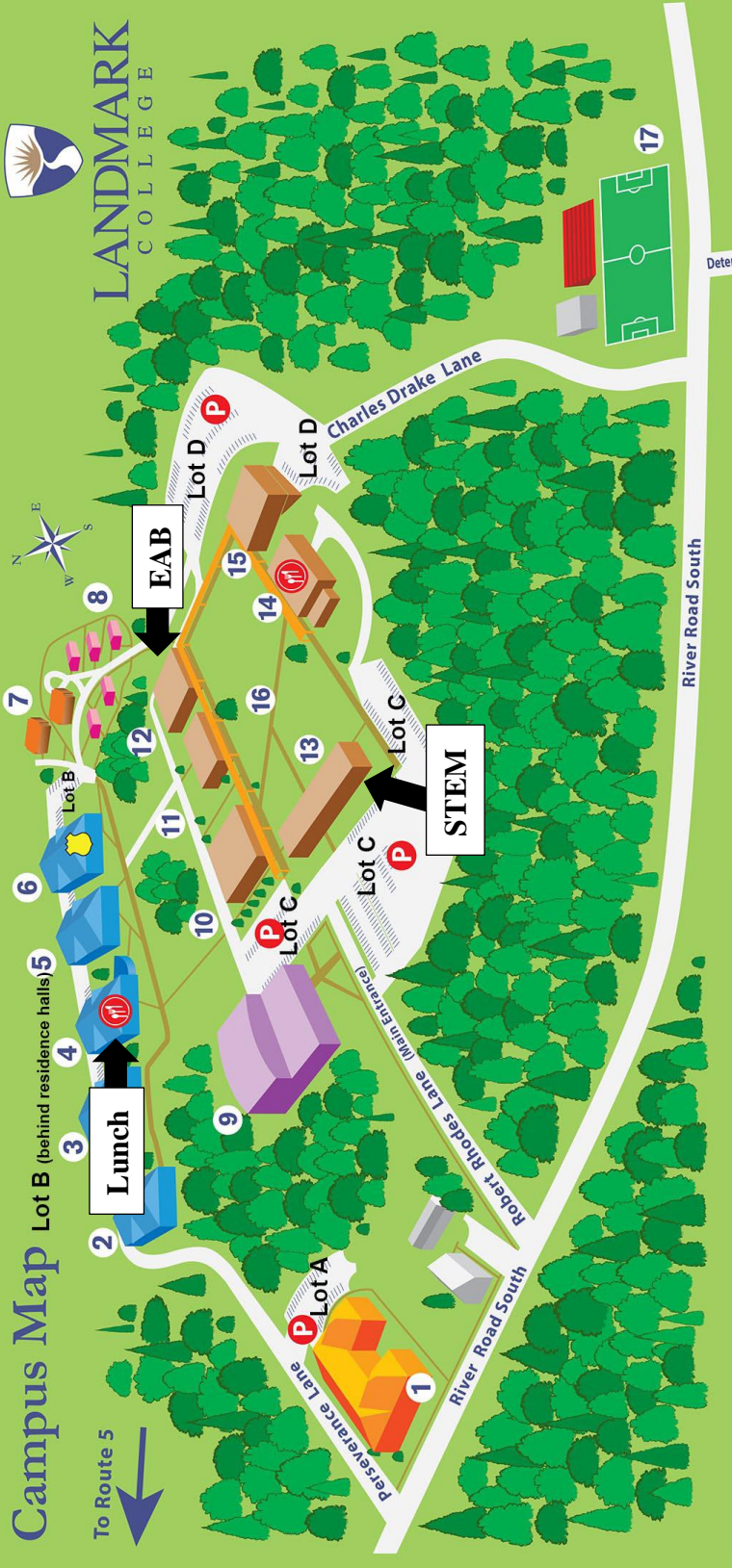
**New England Faculty
Development Consortium**

Education in the Age of



**June 7, 2019
Landmark College
Putney, Vermont**

Campus Map



DIRECTIONS TO CAMPUS

From New York City and points South:

Follow I-95 East to New Haven, Connecticut. At New Haven, take I-91 North to New England. Travel North through Massachusetts and into Vermont. The driving time from New York City is 3-4 hours.

From Boston and points East:

Take the Mass Pike or Route 2 to Greenfield, and then I-91 North. Travel North through Massachusetts and into Vermont. The driving time from Boston is 2 1/2 hours.

From Albany and points West:

Take Route 7 to Vermont. Outside Bennington, Vermont, pick up Route 9 to I-91 in Brattleboro. The driving time from Albany is 2 hours.

From Burlington and points North:

Take I-89 South to White River Junction. Take I-91 South to Exit 4. The driving time from Burlington is 2 1/2 hours.

Once in Vermont:

From I-91 Take Exit 4 (Putney) and proceed North on Route 5 for approximately two miles. Go past the center of town and turn right at the Landmark College sign (River Road South).

LEGEND

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|--------------------------------|--|
| 1. Olivier Admissions Building | 11. Library |
| 2. Frost Hall | 12. East Academic Building (EAB) |
| 3. Aiken Hall | 13. MacFarlane Science, Technology & Innovation Center |
| 4. Alumni Hall • Dining Hall | 14. Strauch Family Student Center |
| 5. Stone Hall | • Café Court • Fireside Café • Campus Bookstore |
| 6. Davis Hall • Campus Safety | 15. Fine Arts Building (FAB) |
| 7. Chumley Student Apartments | • Greenhoe Theater |
| 8. Bridges Residences | 16. Quad |
| 9. Click Family Sports Center | 17. Charles Drake Field |
| 10. Administration Building | 18. Facilities |

Landmark College, 19 River Road South, Putney, VT 05346
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Conference Overview

8:00 – 9:00	Continental Breakfast and Registration, EAB Lobby
9:00 – 9:15	Welcome and Introductions, EAB Auditorium
9:15 – 10:30	Keynote, EAB Auditorium
10:30 – 10:45	Break
10:45 – 11:40	Concurrent Session 1, EAB & STEM
11:40 – 1:00	Lunch, Alumni Hall/Dining Hall
1:00 – 1:55	Concurrent Session 2, EAB & STEM
1:55 – 2:10	Break
2:10 – 3:05	Concurrent Session 3, EAB & STEM
3:05 – 4:00	Poster Session & Networking Reception, STEM Lobby

EAB: East Academic Building (#12)
STEM: MacFarlane Science, Technology & Innovation Center (#13)
Alumni Hall/Dining Hall (#4)

Conference Chair: Eric Matte
Proposal Co-Chairs: Cindy Tobery & Deborah Clark
President: Marc Ebenfield

The NEFDC gratefully acknowledges the cooperation of Landmark College in making this conference possible.

Conference Planning Grid					
9:00-10:30 -- Welcome & Introductions, Keynote: East Academic Building Auditorium (EAB 110)					
10:30-10:45 -- Break					
10:45-11:40 -- Concurrent Session 1: EAB and STEM					
STEM 104	STEM 111	EAB 108	EAB 202	EAB 203 Teaching Tips	EAB 204
Transforming the Energy of Stress & Anxiety for Well-Being	Four Domains of Learning; Supporting Students with Anxiety	The Reference Interview as a Teaching Technique	Enhancing Academic Confidence via Self-Regulated Learning	Beyond the Trigger Warning: Trauma-Informed Teaching	Using Reflective Consultation to Reduce Anxiety
				Using an Active Reading Checklist to Manage Reading Load	
11:40-1:00 – Lunch: Alumni Hall/Dining Hall					
1:00-1:55 – Concurrent Session 2: EAB and STEM					
STEM 104	STEM 111	EAB 108	EAB 202	EAB 203 Teaching Tips	EAB 204 Teaching Tips
Inhale/Exhale: Mindfulness in the Classroom	Promoting Resilience Through Universal Design for Learning	Can You Hear Me Now? Taking Public Speaking Courses Online	Building a Foundation of Trust for Effective Peer Review	Utilizing Reflective Writing Activities in the Classroom	Reducing Anxiety Towards Team-based Learning
				Strengths Perspective as Pedagogy for Empowering Students	Navigating Stress and Anxiety through Mindfulness
1:55-2:10 – Break					
2:10-3:05 – Concurrent Session 3: EAB and STEM					
STEM 104	STEM 111	EAB 108	EAB 202	EAB 203 Teaching Tips	
Active Learning Activities that Reduce Student Anxiety	5 not 10 UDL Practices Inclusive of Students with Anxiety	Communication Apprehension & Intervention Techniques	Teaching the Paperless Academic Course	Math Anxiety: Helping Students Reframe and Re-engage	
				Cultivating Courses for Learning and Well-being	
3:05-4:00 – Poster Session and Networking Reception: STEM Lobby					

9:00 – 9:15

Welcome and Introductions (East Academic Building)

Eric Matte, Conference Co-Chair
Marc Ebenfield, NEFDC President

9:15 – 10:30

Keynote Address (East Academic Building)



“Rescuing the Canary in the Coal Mine: Anxiety and Stress Go to College. What to Know, What to Do”

Dr. Jerome Schultz, Ph.D.

Clinical Neuropsychologist & Lecturer on Psychology, Department of Psychiatry, Harvard Medical School

College faculty, administrators and mental health personnel across the nation report an alarming increase in debilitating anxiety among their students. Research suggests that one in five university students are experiencing depression or anxiety, with anxiety taking the lead. Owing to the cumulative toxic stress that may have begun a decade or more earlier, many students come to college “pre-loaded” for stress. Once there, the increased demands—academic rigor, independent living, social pressures, social media, financial worries, and substance use—can cause or exacerbate anxiety. Record numbers of college students display symptoms such as a lack of resilience, task avoidance, anger, illness, a defeatist attitude, and sleeplessness, but many schools can’t keep up with the demand for services. This session will deconstruct this phenomenon, and examine the practices that some colleges are using to help students manage their stress. Dr Schultz, a former special education teacher, college professor and administrator, will examine the increased need for faculty, who may not be trained in mental health, to become part of the solution. Dr. Schultz will examine what faculty can do to help students find appropriate professional support, and present some “first-responder” strategies that can help move students from stress to de-stress within the college classroom—without sacrificing academic standards.

10:30 – 10:45

Break

10:45 – 11:40

Concurrent Session 1: EAB and STEM Buildings

STEM 104 --Transforming the Energy of Stress & Anxiety for Well-Being

Shan Mohammed (s.mohammed@neu.edu) – Northeastern University

David O'Malley (domalley@bridgew.edu) – Bridgewater State University

This interactive session will use the neuroscientific theory and research on well-being of Richard Davidson (University of Wisconsin) to consider how we might transform stress and anxiety that occurs during high impact educational practices (i.e. service-learning, diversity/global learning, and internships). Davidson highlights 4 key components of well-being: 1) Resilience, 2) Outlook, 3)

Attention, and 4) Generosity. Attendees will apply these concepts to a case study and discuss their own experiences of anxiety and stress as faculty or those of their students.

STEM 111 --Four Domains of Learning; Supporting Students with Anxiety
Rebecca Whittaker Matte (rmatte@landmark.edu) – Landmark College

Social-emotional influences for students with learning disabilities are discussed within our larger framework, The Four Domains of Learning and the accompanying World of Learners Wheel. The interactive model can inform explicitly designed instruction to support at-risk students. It supplies shared language for students and professionals; and can become a great way to support students in understanding their academic strengths and challenges as they begin to verbalize and set realistic goals for themselves. The session will include hands-on practice with these learning domain materials for both enhanced understanding for the participant and ideas for future use with students experiencing stress and anxiety.

EAB 108 -- The Reference Interview as a Teaching Technique
Laura Saunders (laura.saunders@simmons.edu) – Simmons University

Young adults have difficulty formulating questions, including research questions, for assignments as well as questions to ask for help when they are confused or stuck. This difficulty is compounded when anxiety interferes with critical thinking and for neurodiverse students for whom social interactions and abstract questions are particularly challenging. This session will introduce theories and techniques from library science, including the challenges of ill-formed and imposed queries, and will use activities to practice reference interview techniques meant to assist students in articulating questions and asking for assistance.

EAB 202 -- Enhancing Academic Confidence via Self-Regulated Learning
R. Scott Lambert (slambert@neit.edu) – New England Institute of Technology

Implementing self-regulated learning strategies within the classroom has potential to improve a student's academic self-efficacy and potentially reduce academically related stress, which in turn can facilitate academic persistence. Participants will discuss self-regulation and metacognitive strategies that can be modeled within a classroom, facilitated within workshops, or taught directly to students within a course. Participants will use self-regulated learning theories to develop new or augmented strategies that are appropriate and personalized for their learning environments, with the goal of increasing academic self-efficacy, reducing stress, and increasing perseverance.

EAB 203 – Teaching Tips, 25 minutes each

(#1) Beyond the Trigger Warning: Trauma-Informed Teaching
Edna Pressler (edna.pressler@regiscollege.edu) – Regis College

Recent controversy over “trigger warnings” reveals two opposing viewpoints: those who argue that college should provide emotional safety and those who argue that it should provide intellectual challenge. In reality, students need both. The application of a trauma-informed approach to teaching can help faculty to reconcile these seemingly incompatible goals. With over half of students in a national survey reporting that they had experienced academics as traumatic or very difficult to handle, implementation of this approach has the potential to benefit a great many students.

(#2) Using an Active Reading Checklist to Manage Reading Load

Jeanette Landin (jeanettelandin@landmark.edu) – Landmark College

Students with learning differences often encounter anxiety when faced with a reading load that they perceive to be large. Students with dyslexia and language-based learning differences frequently struggle to mitigate the biological challenges associated with reading and comprehension. Students with Autism Spectrum Disorders often encounter challenges connecting the course-specific reading to other courses and personal experiences. Students with ADHD encounter issues with mental focus when reading large amounts of text. Finally, students with working memory issues may find it difficult to process and remember the details of their reading. One solution to alleviate the students' anxiety is the use of a checklist that helps them to read strategically by employing active reading strategies such as determining main points, summarizing, developing personal connections with the text, and predicting the effect of the reading. The use of a template promotes the development of executive functioning to select items of interest and/or importance and to concentrate on important concepts in required course readings.

EAB 204 -- Using Reflective Consultation to Reduce Anxiety

Michele L. Vanasse (mlvanasse@umass.edu) – University of Massachusetts Amherst

Mei-Yau Shih (mshih@acad.umass.edu) – University of Massachusetts Amherst

Anxiety related to teaching and learning is prevalent in today's classrooms. This session provides participants the opportunity to learn how to use the consultation process to address teaching and learning issues by actively reflecting upon students' comments (gathered from a mid-term assessment process (MAP)). This interactive session will guide participants in a reflective consultation activity where they will practice using students' comments to celebrate those things that are going well within the classroom setting and discuss a plan of action for addressing those things which may need to be improved. The interactive activity will enable participants to gain important reflection skills which can be continuously drawn upon to help address instructional concerns. This session also provides faculty developers with a framework for leading faculty in a reflective consultation process that is helpful for ongoing self-analysis.

11:40 – 1:00

Lunch: Alumni Hall/Dining Hall

1:00 – 1:55

Concurrent Session 2: EAB and STEM Buildings

STEM 104 -- Inhale/Exhale: Mindfulness in the Classroom

Liza Burns (lburns@landmark.edu) – Landmark College

Lee Crocker (lcrocker@landmark.edu) – Landmark College

Join us as we demonstrate how easy it is to use mindfulness activities in the classroom. This session will allow you to participate in a variety of mindfulness activities that instructors in any discipline can use to help students engage more fully in class. Briefly, we will discuss what mindfulness is, the science that supports it, and how it helps students to improve learning and reduce anxiety. We will lead you in several mindfulness exercises that we successfully use in our own classrooms. You will leave with the tools you need to show mindfulness to students in your classes.

STEM 111 -- Promoting Resilience Through Universal Design for Learning
Robert P. Dolan (bob@diverselearnersconsulting.com) – Diverse Learning
Consulting/CAST/ Landmark College

Stress and anxiety are common when students lack knowledge, skills, and/or abilities orthogonal to proximal and distal learning goals but required by instruction and materials. For example, large assumptions are often made about students' executive processing skills and affective needs, with few or no supports for neurodiverse students with challenges in these domains. This session will explore Universal Design for Learning as a framework for addressing these barriers and supporting students' willingness and ability to engage in productive struggle through self-agency and resilience.

EAB 108 -- Can You Hear Me Now? Taking Public Speaking Courses Online
Lance Eaton (leaton01@brandeis.edu) – Brandeis University
Jennifer Cleary (jacleary@brandeis.edu) – Brandeis University

Public speaking remains a skill that induces much anxiety among people and this remains true for students in public speaking courses. The workshop will explore how moving such a course from a face-to-face to an online experience can not only alleviate such anxiety but allow for a richer and more powerful learning experience. In an online course, students can practice and fine-tune their public speaking skills more than in a traditional course while also getting more detailed and specific feedback for improvement.

EAB 202 -- Building a Foundation of Trust for Effective Peer Review
Summer Clark (sclark17@lesley.edu) – Lesley University
Liv Cummins (lcummin2@lesley.edu) – Lesley University
Lisa Spitz (lspitz@lesley.edu) – Lesley University
John McCormick (jmccormi@lesley.edu) – Lesley University
Linda Pursley – Lesley University
Kim Lowe Frank – Lesley University
Bill Porter – Lesley University

What pedagogical methods can college instructors use to quell students' anxiety while upholding high levels of academic rigor in the peer review process? This question emerges from cross-disciplinary action research at Lesley University. Exploring peer review methods in higher education writing instruction, we focus on practices instructors across disciplines (including education, history, design, drama and creative writing, and animation) use to create positive environments for student-led peer review. We present pedagogical tools that encourage students to articulate their needs and build trust among their peers while engaging in peer review.

EAB 203 -- Teaching Tips, 25 minutes each
(#1) Utilizing Reflective Writing Activities in the Classroom
Michael F. Minutello (Michael.Minutello@quinnipiac.edu) – Quinnipiac University

Recent research has illustrated a significant problem in American higher education: the increasing anxiety of 21st century college students. Over the last several years, students have entered college experiencing greater levels of anxiety, which can deleteriously impact learning and academic performance. In this conference session, participants will learn how to utilize reflective writing exercises in their classrooms as a means to help students reduce their anxiety and improve academic performance.

(#2) Strengths Perspective as Pedagogy for Empowering Students

Castagna Lacet (Clacet@bridgew.edu) – Bridgewater State University

The Strengths Perspective is a way of knowing that has been a symbol of the social work profession. This perspective can also serve as a key value in higher education teaching with non-traditional students who may lack confidence in their ability to persist and succeed across academic departments. These students also often face structural barriers and personal challenges. This pedagogical tool can help instructors empower students. In this session, participants will learn the six principles of the Strengths Perspective and how each can be applied to foster student success.

EAB 204 -- Teaching Tips, 25 minutes each

(#1) Reducing Anxiety Towards Team-based Learning

Mary Jean Clapp (mclapp @neit.edu) – New England Institute of Technology

Today's fast paced digital world can have significant emotional impacts upon students. As institutions move towards learning methodologies that incorporate team-based learning, awareness of the approaches to management for student success become important. Participants will learn about the "Four Essential Element's" framework designed to help reduce student anxiety while participating within team-based learning environments. How to minimize barriers to group cohesiveness and use management design ideas that will promote student accountability within a team-based learning environment will also be discussed.

(#2) Navigating Stress and Anxiety through Mindfulness

Kristen Picard (kristen@kineticpresence.com) – Kinetic Presence

Mindfulness is a "way of being" that involves attending to the present moment without judgment. By tuning into aspects of the immediate experience such as breathing, a practitioner creates space where she/he is no longer hijacked by the experience, but instead becomes an observer of the moment. The cultivation of awareness through breath is helpful for anxiety because it quiets the mind and can initiate a return to physiological and psychological balance. Participants in this session will practice mindful breathing and will learn to incorporate this practice into their personal lives and classes.

1:55 – 2:10

Break

2:10 – 3:05

Concurrent Session 3: EAB and STEM Buildings

STEM 104 -- Active Learning Activities that Reduce Student Anxiety

Dakin Burdick (dakin.burdick@cortland.edu) – SUNY Cortland

College classrooms are places where students encounter new viewpoints and are challenged to reassess their beliefs, but there is an increasing diversity of students and an increasing diversity of needs. In a world where students often have less social confidence than previous generations, this diversity can cause increased anxiety among all students, not just those with clinical diagnoses related to anxiety. Faculty need to retool to teach these students, particularly with the concurrent decrease in potential students and the resulting need for improved first year retention. Participants will practice several active

learning methods that challenge students while keeping student anxiety to a minimum. Participants should expect to discuss not only their experience with these methods, but also share their own methods for reducing anxiety in challenging classes.

STEM 111 -- 5 not 10 UDL Practices Inclusive of Students with Anxiety

Amy Ballin (amy.ballin@simmons.edu) – Simmons University

Ellen Davidson (ellenmay.davidson@simmons.edu) – Simmons University

Classroom practices that support students who struggle with anxiety also enhance the learning for all students. In this workshop, participants will discover how to create a flexible syllabus designed for all students, embrace multiple definitions of participation to highlight student strengths, use meditation strategies within the classroom environment, create flexible classroom policies, and design group work tasks inclusive of all students. Finally, we will encourage participants to analyze and reconstruct their own classroom practices to support students with anxiety.

EAB 108 -- Communication Apprehension & Intervention Techniques

Tracey Riley (triley@suffolk.edu) – Suffolk University

Liane Czirjak (lczirjak@suffolk.edu) – Suffolk University

Despite educational initiatives to improve students' communication skills, many students are deficient in oral and written communication. Literature suggests that one factor rendering these initiatives ineffective is Communication Apprehension (CA), the predisposition to avoid communication or to experience anxiety when it is required. Educators interested in improving students' communication skills should be aware of CA, especially as it relates to the growing preference by Millennials for computer-mediated social interaction (i.e. active avoidance of face-to-face communication). Participants will receive the most commonly used CA tests and interventions and can take the tests if interested.

EAB 202 -- Teaching the Paperless Academic Course

Laura Gabiger (laura.gabiger@jwu.edu) – Johnson & Wales University

Conventional wisdom dictates the necessity of a research paper as an expected initiation into many academic disciplines, often inducing anxiety in students and faculty alike. We are in an age where democratization has brought students of increasingly diverse ranges of skills, aptitudes, and experiences together in a common learning environment and new technologies have accelerated the transformation of literacy models. In this new age, all students—with and without documented learning differences—may benefit from assignment combinations that enable everyone to meet learning outcomes at high standards using alternatives to the one-size-fits-all research paper as the go-to assignment for a college course.

EAB 203 -- Teaching Tips, 25 minutes each

(#1) Math Anxiety: Helping Students Reframe and Re-engage

Michelle Bower (michellebower@landmark.edu) – Landmark College

Math is everywhere, and every student deserves a chance to learn it. However, students across many levels of math can and do experience math anxiety, the stress of learning and participating in the math classroom or situations that require mathematics. Acknowledging and affirming students and their struggle is the first step to helping them reframe their anxiety and gain the courage to doing math - at any age. Session participants will discuss several concrete ideas and strategies that faculty can implement to help students reframe their anxieties, build resilience, and reengage in the math classroom.

(#2) Cultivating Courses for Learning and Well-being

Erin DeSilva (erin.desilva@dartmouth.edu) – Dartmouth College

Caitlin Barthelmes (Caitlin.Barthelmes@Dartmouth.edu) – Dartmouth College

Todd Gibbs (Todd.A.Gibbs@Dartmouth.edu) – Dartmouth College

Prudence Merton (Prudence.Merton@Dartmouth.edu) – Dartmouth College

In this action-oriented session, participants will learn about various teaching and course design strategies that enhance learning and improve student mental health, and develop a plan to share these lessons within their own campus community. In addition to an exploration of the connection between student well-being and engaged learning, we will explore methods for raising faculty awareness around the issue and the critical role they play in creating a culture that supports mental well-being.

3:05 – 4:00

Poster Session and Networking Reception: STEM Lobby

How Faculty Decide Whether or not to Make Exceptions

Gil Rosenberg (GilRosenberg@landmark.edu) – Landmark College

This poster presents initial research on how faculty decide whether or not to grant exceptions to students (such as extensions on late work). The results suggest that faculty draw on past-oriented and future-oriented criteria, each with its own philosophical rationale. This research is a first step toward determining the (a) disparate impacts of exception-making on different demographic groups, and (b) best practices in exception-making.

Alleviating Gen Ed Math & Science Anxiety with Narrated PPTS

Kristine Larsen (larsen@ccsu.edu) – Central Connecticut State University

Widespread science and math anxiety among U.S. college students is well documented. The physiological effects of these anxieties negatively affects students' ability to effectively access memory, causing difficulties when solving mathematical word problems in real time. Students become frustrated with assignments and succumb to the false belief that they just can't do them, leading to lower grades. Students are reticent to ask questions during class (in front of their peers) or during office hours, or are unable to fully digest the quick answers given in real time. Faculty-narrated PPTS help students work through and practice techniques in a low-stress environment.

Simulations Decrease Student Nurse Anxiety Before Clinical

Anne M. DeFelippo (adefelippo@salemstate.edu) – Salem State University

Janice King (jking@salemstate.edu) – Salem State University

Rogin Leger (rleger@salemstate.edu) – Salem State University

Ellen Flowers (eflowers@salemstate.edu) – Salem State University

Humans learn best when their anxiety is mild (Peplau, 1963). In this age of anxiety, nursing students fear academic failure, injury by patients and that saying the "wrong words" distresses a patient. We confirmed our perception of students' high anxiety through use of the State Trait Anxiety Scale Instrument administered pre and post simulations. The findings of surveys conducted over eight years indicate that participation in nursing practice simulations prior to the mental health rotation significantly

decreased student anxiety and helped to increase effective learning, as well as sensitivity and compassion when working with persons with mental illness.

Reducing Science Anxiety in a Non-Science Majors Course

Jameson F. Chace (jameson.chace@salve.edu) – Salve Regina University

Pranav Yardi (pranav.yardi@tophatmonocle.com) – TopHat Monocle Corp.

Nonscience majors at many undergraduate institutions are hesitant about enrolling in their required natural science courses. This poster presentation will focus on a shift in an environmental science non-majors course from textbook to an online interactive LMS textbook, TopHat, and a companion CRS that engaged students throughout and prior to the class period. Student assessment was frequent and immediate which reduced student anxiety about the material and increased learning.

Anxiety and Stress Go Abroad

Jessica Lindoerfer (jessicalindoerfer@landmark.edu) – Landmark College

This poster will present tips, strategies, and best practices for working with students with anxiety in a study abroad context. Data was gathered from short-term study abroad program faculty leaders, as well as from administrators who organize such programs - all of whom have worked with students coping with anxiety and stress. Additional data was gathered from articles and materials available in international education publications and online resources. The information presented will help participants assist their own students, either before or during an international education experience.

Evolution of Innovative Faculty Training Promotes LMS Usage

Elizabeth L. Fitzgibbon (elizabeth.fitzgibbon@salve.edu) – Salve Regina University

Carole Currie (carole.currie@salve.edu) – Salve Regina University

Judith Drew (judith.drew@salve.edu) – Salve Regina University

Sharon Stager (sharon.stager@salve.edu) – Salve Regina University

Esther Alarcon-Arana (esther.alarconarana@salve.edu) – Salve Regina University

Jameson F. Chace (jameson.chace@salve.edu) – Salve Regina University

Brian McDonnell (brian.mcdonnell@salve.edu) – Salve Regina University

Gregory Jones (gregory.jones@salve.edu) – Salve Regina University

Campus surveys revealed that students desired increased usage of LMS, leading to a campus-wide initiative for implementation in 100% of courses. Some faculty resisted due to perceived usefulness and perceived ease of use, impacts on faculty time, and concerns about intellectual property. Simultaneous changes to campus resources prompted revision of the former training model addressing these issues. Four IT staff and four faculty members emerged as training leaders, designing a new training model, which resulted in greater adoption of the LMS and reduced anxiety among faculty users.

A CURE to Develop Literacy Skills in Nonmajors Biology

Carol A. Hurney (cahurney@colby.edu) – Colby College

This poster presents a novel CURE (course-based undergraduate research experience) for a nonmajors introductory biology course that immerses students in a collaborative, feedback-enriched experience. In this experience, students research scientific sources for content to develop digital media constructs that represent their biological knowledge, without the anxiety of content exams. The methods used to develop this CURE and the resulting pedagogical framework will be presented along with sample activities that engage students in posing beautiful biological questions, researching answers to these questions and developing a knowledge construct (e.g., concept map, poems) that expresses their answer.

The Collegiate Community Garden: Supporting Diverse Learners

Bonnie Pepper (bpepper@albertus.edu) – Albertus Magnus College

Hilda Speicher (hspeicher@albertus.edu) – Albertus Magnus College

A community garden was recently developed on the campus of Albertus Magnus College to support high impact educational practices. High impact practices include experiential, collaborative, and service learning, and have been found to benefit diverse student learners (Kuh, 2008). Since its establishment the garden has been effectively incorporated into coursework across disciplines. Outcome data will illustrate how the community garden has successfully been used to increase student engagement and broaden conceptual and practical knowledge. This poster will guide participants through the design of a project-based assignment for a prospective course using a community garden as a pedagogical tool.

The Power of the Voice

Anna Radovic (anna.radovic@salve.edu) – Salve Regina University

Victoria Johnson (victoria.johnson@salve.edu) – Salve Regina University

Educators spend a substantial amount of time speaking to students; the way in which they do so holds a tremendous power in affecting the health of their voice as well as the way in which students react to material. Understanding how to control aspects of one's voice can improve overall health both by anatomical and physiological means. The way in which a sound wave is received by listeners influences their response. In order to reduce the anxiety of students in the classroom and to improve the way content is retained, voice control of educators is essential. The goal is to assist with faculty development in improving learning outcomes through reducing student anxiety, while simultaneously improving the health of educators.

Reframing Anxiety and Developing Resilience in the Classroom

Trina Bryant (trina.bryant@enc.edu) – Eastern Nazarene College

Patricia Brown (patricia.brown@enc.edu) – Eastern Nazarene College

There are a variety of forces that can often hinder student success in academia. One force is anxiety. According to the most recent study by the American Psychological Association, anxiety is the top concern among 41% of college students. In light of this reality, more schools are looking for ways to incorporate mindfulness and mental health support holistically throughout the college experience. While this movement should be a school-wide effort, there are strategies that professors can use in the classroom to help students manage stress and anxiety and build resilience.

NOTES

Call for Proposals

Scholarship of Teaching and Learning Grants

The New England Faculty Development Consortium (NEFDC) will be awarding up to five Scholarship of Teaching and Learning (SoTL) grants for the 2019-2020 Academic Year. This new program extends our commitment to supporting excellence in teaching and learning in New England colleges and universities. The goal of the grants is to help support faculty in the investigation of issues that would improve teaching and student engagement, and to disseminate that information to the larger community. Each award comes with a maximum stipend of up to \$2,000 for use in the following ways: wages for research assistance, consulting or data-analysis fees, research equipment, supplies, or travel for conducting research. Applicants must be affiliated with a member institution of the New England Faculty Development Consortium.

Proposals should include a 500-word narrative on the proposed project consisting of:

1. Title of study
2. Summary of study
3. Identification of problem or issue to be studied
4. Research methodology
5. Dissemination strategies
6. Contribution to the field of SoTL, and
7. A minimum of 3 sources to demonstrate a grounding in the SoTL literature (not included in narrative)

Evaluation criteria include the viability of the study, its methodological soundness and connection to the literature, the plan for disseminating findings, and the potential impact of the study on the field.

SoTL Proposals are due by June 15, 2019

Submit as PDF documents to the NEFDC at nefdcproposals@gmail.com

Awardees will be notified by July 1, 2019 and be funded thereafter. A progress report is due by July 1, 2020. NEFDC SoTL grant recipients will be encouraged to submit their work for review for publication in the *NEFDC Exchange* and/or presentation at one of our conferences.

See <https://nefdc.org/resources/sotl-grants/> for more information and updates.

SAVE THE DATE! NEFDC FALL CONFERENCE

“Constructing our Students, Constructing Ourselves”

**November 8, 2019
Hogan Center, College of the Holy Cross
Worcester, Massachusetts**

**“The Architecture of Wickedness: Constructing Students Who Can Change the World”
Keynote by Dr. Paul Handstedt**



What do we think of our students? How capable are they? How hardworking? How smart? How do our assumptions about our students enable or inhibit their potential? Whether you are teaching or supporting teaching, this keynote workshop will explore these questions as we consider pedagogical approaches that convey to students a powerful sense of their capabilities.

Paul Handstedt is the John P. Fishwick Professor of English at Roanoke College and Director of The Roanoke College Teaching Collaborative. Beginning in July, he will be the Director of the Center for Academic Resources and Pedagogical Excellence and Professor of Education Studies at Washington and Lee University. He is the recipient of several teaching awards, including a 2013 State Council for Higher Education in Virginia Outstanding Faculty Award and the 2014 CASE-Carnegie Virginia Professor of the Year Award.

Dr. Handstedt has authored several books, including *General Education Essentials: A Guide for College Faculty* (2012), and *Creating Wicked Students: Designing Courses for a Complex World* (2018).

The Call for Proposals is posted on the NEFDC website (<http://www.nefdc.org>)

The New England Faculty Development Consortium (NEFDC) was founded in 1998 as a not-for-profit, regional organization dedicated to enhancing the professional development of faculty and administrators committed to excellence in teaching and learning. The consortium membership includes individuals and institutions, and both private and public colleges and universities throughout New England and beyond.