

The Sixth Roosevelt University Mini-Conference on Teaching (RUMCOT 6)

Friday, April 3, 2009 from 9:45 am until 3:00 pm

Albert A. Robin Campus, Alumni Hall

Conference Schedule

9:45 – 10:00 **Registration and Breakfast**

Alumni Hall

10:00 **Welcome**

Alumni Hall

10:00 – 3:00 **Library Showcase: Resources on Effective Teaching**

Alumni Hall

10:00 – 10:45 **Online Learning Showcase**

Alumni Hall

Blogs, Wikis, Facebook, Twitter, and You

Jacob Jeremiah (Murray Green Library)

Micah Jefferson (McCormick-Tribune Foundation Library)

Online Learning Showcase, Table 1

The Sustainable City: Developing an Interdisciplinary, Team-Taught, Hybrid Course

Mike Bryson (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

Carl Zimring (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

Online Learning Showcase, Table 2

Finding Service-Learning Sites using SL Pro

Ryan Kurkul (Office of Career Services)

Online Learning Showcase, Table 3

10:00 – 10:45

Online Learning Showcase, continued

What's New in Blackboard 8.0?

Kristin Broadwell (RU Online)

Lynette Washington (RU Online)

Online Learning Showcase, Table 4

10:00 – 10:45

Roundtable Discussions

Alumni Hall

A Day at Alverno: Where Students Can't Fail

Brigitte Erbe (Department of Teaching and Learning, College of Education)

Nona M. Burney (Department of Teaching and Learning, College of Education)

Roundtable Discussion, Table 5

Walking a Tightrope: Maintaining Authority in Classroom While Remaining Approachable

Ilana Jackson (Department of Psychology)

Jennifer Smigiel (Department of Psychology)

Jenna Felczak (Department of Psychology)

Margie Justice-Pitoniak (Department of Psychology)

Roundtable Discussion, Table 6

Best Practices for Presenting Controversial Topics in the Classroom

Christa Marshall (Department of Psychology)

Ufuoma Abiola (Department of Psychology)

Danielle Nappe (Department of Psychology)

Roundtable Discussion, Table 7

10:50 – 11:50

Panels and Workshops I

Interpretive Discussion: An Alternative, Transformational Pedagogy

Elizabeth Meadows (Department of Teaching and Learning, College of Education)

Room 326

Combating Plagiarism at the University

Maria Earman Stetter (Department of Teaching and Learning, College of Education)

Room 327

10:50 – 11:50

Panels and Workshops I, continued

An International Faculty-Led Program to Guatemala: Infusing Multiculturalism and Social Justice through Cultural Immersion

Roberto Clemente (Department of Counseling and Human Services)

Jim Choca (Department of Psychology)

Rubee Li Fuller (Office of International Programs)

Room 329

12:00 – 12:45

Lunch

Alumni Hall

12:50 – 1:50

Panels and Workshops II

Why Do They Love Wikipedia? Innovative Ways of Teaching Research Throughout the University

Mike Bryson (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

Carl Zimring (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

Martinique Haller (Murray Green Library)

Jennifer Lau-Bond (Murray Green Library)

Mairin Barney (Department of Literature and Languages)

Room 326

Making Service-Learning Transformational

Pamela Robert (Department of Sociology and the Mansfield Institute for Social Justice & Transformation)

Steven Meyers (Department of Psychology and the Mansfield Institute for Social Justice & Transformation)

Robert Seiser (Department of Biology, Chemistry, and Physical Sciences and the Mansfield Institute for Social Justice & Transformation)

Elizabeth Meadows (Department of Teaching and Learning and the Mansfield Institute for Social Justice & Transformation)

Erik Gellman (Department of History, Art History & Philosophy and the Mansfield Institute for Social Justice & Transformation)

Room 327

2:00 – 3:00

Panels and Workshops III

Reflective Coaching for College Teachers

Ami Hicks (Department of Educational Leadership)

Room 326

Integrating Online Homework in Face-to-Face Lectures

Barbara Gonzalez (Department of Mathematics and Actuarial Science)

Mary Williams (Department of Mathematics and Actuarial Science)

Farha Siddiqui

Deborah Weiss

Kristen Boedeker (Pearson Education)

Room 327

The Sixth Roosevelt University Mini-Conference on Teaching (RUMCOT 6)

**Friday, April 3, 2009 from 9:45 am until 3:00 pm
Albert A. Robin Campus, Alumni Hall**

Conference Abstracts

Blogs, Wikis, Facebook, Twitter, and You

Jacob Jeremiah (Murray Green Library)

Micah Jefferson (McCormick-Tribune Foundation Library)

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Online Learning Showcase, Table 1

You've read about them, heard about them on TV, and have likely seen your students using them. You've heard them referred to under the mantle of "Web 2.0," or the "social web." But did you know that the library is using all of these technologies? It's true, and we want to help you use them too.

During the Blackboard showcase portion of RUMCOT, we will demonstrate how the library has been using social networking technology to provide research assistance to students. We will offer a practical overview of the technologies you've been hearing about, and share our insights on how to make them work for you and your students. We want to help you use the social web to expand your online presence and connect with your students where they live: online in the 21st century web.

The Sustainable City: Developing an Interdisciplinary, Team-Taught, Hybrid Course

Mike Bryson (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

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Online Learning Showcase, Table 2

Our presentation will explore how we use Blackboard, team-teaching, and a series of field trips within a new interdisciplinary undergraduate seminar on urban sustainability. BGS 394, team-taught by Carl Zimring and Mike Bryson of the College of Professional Studies, explores the myriad environmental, social, and scientific dimensions of sustainability in urban regions through an interactive mix of lectures, field trips, and online discussions. Using Chicago and its suburbs as a learning laboratory, the course takes a multidisciplinary approach to such topics as urban ecology, waste management and recycling, green technology and architecture, climate change, urban planning, parklands and open space, water supply and wastewater treatment, energy production and consumption, ecological restoration, and urban agriculture. Its unique format and theme make The Sustainable City an exciting new foray by Roosevelt University students into the Chicago metropolitan area's natural and social environment.

This Blackboard showcase will highlight the hybrid design of the seminar, the many online resources within the syllabus, and the ways in which the course uses Blackboard to extend in-class discussion and integrate field trip experiences. In addition, we reflect on the advantages of team-teaching (both in person and online) for addressing topics like "The Sustainable City," which naturally lends itself to interdisciplinary investigation. Our approach foregrounds the key analytic methods of the social and natural sciences, and examines how they shed light on urban sustainability. Topics such as environmental history and urban ecology, sustainable development and landscape transformations, recycling/waste management, and ecosystem restoration are best examined not in isolation from one another, but in combination and through the lenses of history, policymaking, biology, and ecology -- just to name a few relevant academic disciplines woven into BGS 394. This interdisciplinary approach also characterizes our field trip experiences to events and places in the Chicago region, such as a lecture by green economy advocate Van Jones at the Museum of Science and Industry, the Chicago Wilderness "Wild Things" biannual conference at the University of Illinois at Chicago, a Waste Management recycling facility in Grayslake, the Des Plaines River Restoration Project in Lake County, and Bubbly Creek on Chicago's Southwest Side.

Finding Service-Learning Sites using SL Pro

Ryan Kurkul (Office of Career Services)

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Online Learning Showcase, Table 3

Have you ever wanted to use service-learning, but you were concerned about how to find sites for your students in the community? Come and learn about SL Pro, an online database that lists possible places for your students to complete their field work as a part of service-learning. We will demonstrate how to use the database and you can see the sorts of information that are included.

What's New with Blackboard 8.0?

Kristin Broadwell (RUOnline)

Lynette Washington (RUOnline)

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Online Learning Showcase, Table 4

Learn about the new features of Blackboard 8.0, which will be released at Roosevelt in Fall 2009. This latest version has expanded grade tracking capabilities along with features that facilitate collaboration, peer and self assessments, and portfolio compilation.

A Day at Alverno: Where Students Can't Fail

Brigitte Erbe (Department of Teaching and Learning, College of Education)

Nona M. Burney (Department of Teaching and Learning, College of Education)

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Roundtable Discussion, Table 5

We will discuss with our colleagues the process by which Alverno College evaluates its students on a core set of competencies throughout their matriculation. Having only recently come to some consensus about what a Roosevelt graduate should know and be able to do, we hope to share what we've learned after spending "A Day at Alverno." Possible prompts are as follows:

- Can a student ever fail at Alverno?
- What forms of assessments verify a student's achievement?
- What is the investment of time/talent of faculty for this system to work well?

Walking a Tightrope: Maintaining Authority in Classroom While Remaining Approachable

Ilana Jackson (Department of Psychology)

Jennifer Smigiel (Department of Psychology)

Jenna Felczak (Department of Psychology)

Margie Justice-Pitoniak (Department of Psychology)

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Roundtable Discussion, Table 6

One common challenge faced by many instructors is maintaining authority in the classroom, while remaining approachable to their students. This presentation will address best practice approaches for teachers to develop and implement an appropriate balance between authority and approachability in the classroom. The authors will also share their personal experiences as case examples of how these best practices can be applied.

Developing and maintaining authority in the classroom is essential for instructors to legitimize their role as educators. Specific methods that aid in maintaining authority in the classroom will be addressed, including: professional appearance, thorough syllabus development, consistent adherence to classroom policies, limited self-disclosure, modeling and enforcing respectful behavior, and establishing and upholding appropriate boundaries.

While classroom authority is important, remaining approachable to students is equally significant in creating an environment conducive to student learning. For instance, if the classroom environment becomes overly authoritarian, students may become hostile toward the instructor or indifferent toward the subject matter. Therefore, methods for remaining approachable will also be addressed, including: demonstrating warmth and empathy, applying sensitive and discrete conflict resolution, obtaining and integrating student feedback, building in flexibility for unforeseen student life events, and taking a nonjudgmental, unbiased approach to students' opinions and the material presented.

The benefits of maintaining a balance between authority and approachability in the classroom will also be discussed, such as: active and enthusiastic student participation, a more positive and collaborative learning and teaching environment, less tension and stress in the classroom environment, and prevention of classroom conflicts.

Best Practices for Presenting Controversial Topics in the Classroom

Christa Marshall (Department of Psychology)

Ufuoma Abiola (Department of Psychology)

Danielle Nappe (Department of Psychology)

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Roundtable Discussion, Table 7

In undergraduate classrooms, instructors are regularly charged with presenting controversial subject matter. Although instructors are usually experts on the content of the course they are teaching and may even possess excellent pedagogic skills, presenting controversial issues in the classroom can make even the most seasoned professional apprehensive. Whether the topic is racial segregation in a history classroom, sexual orientation in a psychology seminar, evolution in a biology lecture, or another controversial topic, the instructor must be cognizant of several factors including: the politics or religious orientations of the university, the demographics of the student population, her own biases in presenting the information, and relevant viewpoints in the field's literature. Even with an acute awareness of these issues, the question for instructors often becomes, "how do I present this in a non-threatening, engaging, and coherent way?"

The facilitators of this discussion will present research from the teaching literature regarding best practices for presenting controversial issues in the classroom. This roundtable discussion will include guidelines for instructor department, activities to stimulate student learning, as well as how to conduct effective classroom debates and discussions. Further, the facilitators will share some of their own experiences presenting controversial topics in the classroom, and encourage participants to augment the conversation with their own experiences.

Interpretive Discussion: An Alternative, Transformational Pedagogy

Elizabeth Meadows (Department of Teaching and Learning, College of Education)

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Panels and Workshops I, Room 326

Interpretive discussion is an alternative pedagogy that engages participants in a collaborative inquiry about the meaning of a text. This pedagogy is transformational because participants share their thoughts and genuine questions with one another in ways that often result in participants seeing issues and ideas in ways that are new for them and coming together as a group involved in collaborative inquiry into questions that sincerely matter to each member. Participants will engage in an interpretive discussion facilitated by Elizabeth Meadows in order to become familiar with the experience and then, Meadows will engage participants in a discussion of two phases of interpretive discussion: preparation and facilitation.

A text can include a reading from any field, a film, a data set, a mathematical proposition, a performance or any resource about which the leader and participants have genuine questions that they care about resolving. The text needs to support participants and leaders in generating questions that matter to their own lives and to the lives of others. The text also needs to support ample interpretation to help participants work to resolve their questions.

Preparation for discussion includes choosing a text; reading it while generating one's own, genuine questions about the meaning of a text; and developing a basic question and about eight follow-up questions that interpret the text to resolve the basic question. Participants also read the text and develop their own genuine questions about the meaning of the text before the discussion.

Leading the discussion involves working with the group to identify a question that is of common interest and then helping the group pursue a resolution to this common question. At the same time, facilitating an interpretive discussion requires being open to the group's question changing over the course of the discussion. Facilitation goals include helping all members who want to participate to do so, helping all members listen to one another's comments and understand them, and helping members pursue a resolution to the question through ample use of the text. The leading phase also includes helping the group to take stock of their thinking at points along the

way and at the end of the discussion. At the end, the leader helps participants take stock of their progress and identify further questions that may have arisen through the discussion.

The reflective stage involves a leader thinking through what happened in the discussion and comparing that to the goals of interpretive discussion. The aim here is to consider what went well and what may need to be improved upon next time.

Combating Plagiarism at the University

Maria Earman Stetter (Department of Teaching and Learning, College of Education)

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Panels and Workshops I, Room 327

There are certain aspects of the sharing nature of our culture that contributes to the problem of students producing original work, such as the sharing of digital pictures, video, and music, often via the Internet. Researchers estimate that somewhere between 10 and 30 percent of all college students plagiarize a paper or assignment during some time during their college career. This statistic seems incredibly high, and there are ways that university instructors can address the problem.

First, it is important to look at the different reasons why students plagiarize. Often students run out of time and ask a professor last minute questions that can alert the professor to potential problems. Additionally, many students are not educated as to what is considered plagiarism at the university level. Another important area to consider is how instructors can imbed anti-plagiarism measures into their course. With proper instruction in note taking strategies and expectations, students can learn how to make sure they are producing original work and writing in their own voice. Finally, we will review the options that faculty have to prove that a student has plagiarized, specifically looking at the TurnItIn application on Blackboard. The TurnItIn application allows instructors to have students submit their papers to an originality measurer that compares their papers to both other papers in the repository as well as journal articles and other databases. TurnItIn is not punitive, but can be a learning tool to help students see where they have not cited properly. Procedures for reporting evidences of plagiarism at Roosevelt University will also be discussed.

An International Faculty-Led Program to Guatemala: Infusing Multiculturalism and Social Justice through Cultural Immersion

Roberto Clemente (Department of Counseling and Human Services)

Jim Choca (Department of Psychology)

Rubee Li Fuller (Office of International Programs)

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Panels and Workshops I, Room 329

How do you challenge the worldviews, personal filters, and biases of students that could serve as deterrents of their personal development, cognitive expansion, and emotional growth? This question takes precedence when the following themes are discussed: race, gender, ethnicity, age, racism, discrimination, and some unfounded sociological phobias. Removing students from their familiar setting, context, and comfort zone provokes emotional and cognitive reactions that are not easily obtained in the classroom. Traditionally, students are intellectually “challenged” by means of thought-provoking readings, films, speakers, and demanding dialogues. The majority of the students who want to earn good grades, recite back what they have learned by the professor

and do not necessarily engage in a personal self-reflection with the altruistic goal of altering their behavior, and not only being intellectually changed, but emotionally transformed. Professors ponder about the far-reaching impact that the class content has on the worldview and behavior of their students. The thesis of the presenters is that immersion programs combined with traditional classroom-didactic experiences under faculty supervision far exceed the effects of traditional activities related to social justice conducted in the classroom. This immersion effect is obtained when students are transported to an unfamiliar context where there is a radically different language and culture; therefore, they are obligated to challenge their own views as a result of the physical and emotional discomfort.

This program provides an overview of the pedagogical structure, framework, strategies, and experiences of two professors (Counseling and Human Services and Psychology programs) who traveled with a group of 14 students to Guatemala. The group stayed in the Sololá and Panajachel areas close to Lake Atitlán. The students had a chance to have classes in the mornings and tours in the afternoons of 6 different indigenous communities that live at the skirts of the volcanoes of the lake. Each indigenous community has an independent language and culture that is distinctive from the others. The professors will share their experiences related to course content delivery (didactic applications) and immersion experiences. They will explain how the social justice principle was integrated into the immersion course and elaborate on the differences between leisure travel and immersion/educational trips with an emphasis on multiculturalism, social justice, and personal transformation. The trip took place in January (J-term) and will be replicated in the summer with the potential of being instituted as part of the programs' curricula.

Why Do They Love Wikipedia? Innovative Ways of Teaching Research Throughout the University

Mike Bryson (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

Carl Zimring (Department of Professional and Liberal Studies, Evelyn T. Stone College of Professional Studies)

Martinique Haller (Murray Green Library)

Jennifer Lau-Bond (Murray Green Library)

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Panels and Workshops II, Room 326

Research is a part of every student's career, regardless of their discipline of study. Students develop their research skills with the guidance of a variety of faculty, librarians, and peers throughout their career. How do we develop these skills in our students? In this session, faculty and librarians will present information on a variety of ways they guide students through the progressively challenging set of skills that make up college-level research. Faculty will share the ways they teach students research skills through assignment design and classroom instruction and how they evaluate student understanding of research. Librarians will also discuss the ways they teach research to students and provide a unique perspective on how students relate to information, understand assignments, and evaluate research. This panel of presenters will deal with innovative methods of teaching students research and will present interesting insight into how students understand the research process.

In upper level courses and graduate courses, students are expected to be adept at research, but far too often the teaching of this research is expected to have occurred before students have arrived in the classroom. It is important to examine what makes students adept researchers and critical thinkers and what our role is in teaching these skills both in introductory courses, upper-level courses and in other university venues. Research is a learned skill developed progressively with practice and guidance. We can help to create better researchers when we make ourselves aware of what students already know about research and take responsibility for developing these skills alongside the content of our varying disciplines.

Engaging with these issues creates a space to explore why students choose resources that faculty often disapprove of and why they have difficulty understanding plagiarizing. In this panel faculty and librarians take ownership of these issues rather than faulting students for what they have not yet mastered. We will grapple with the insight we gain about student understanding when we thoughtfully explore why they love Wikipedia and Google and the possibility this insight generates about our own teaching.

Making Service-Learning Transformational

Pamela Robert (Department of Sociology and the Mansfield Institute for Social Justice & Transformation)

Steven Meyers (Department of Psychology and the Mansfield Institute for Social Justice & Transformation)

Robert Seiser (Department of Biology, Chemistry, and Physical Sciences and the Mansfield Institute for Social Justice & Transformation)

Elizabeth Meadows (Department of Teaching and Learning and the Mansfield Institute for Social Justice & Transformation)

Erik Gellman (Department of History, Art History & Philosophy and the Mansfield Institute for Social Justice & Transformation)

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Panels and Workshops II, Room 327

Panelists will discuss their experiences using service-learning and how they have harnessed the transformative potential of this method of teaching and learning. Best practices, particularly engagement, reflection, reciprocity, public dissemination and sustainability, as well as examples of how to incorporate these principles into a social justice-based service-learning curriculum in various disciplines will be elaborated. Themes explored include: getting to transformation through reflection and dialogue, making inter-generational connections with oral history, reciprocal partnerships, using the Science Education for New Civic Engagements and Responsibilities (SENCER) model to improve authentic science learning and support civic engagement to address social issues, and advocating for social justice. Successes and challenges using the pedagogy of transformational service-learning to engage students in the work of social justice and civic engagement will be discussed. The question and answer portion of this session will give all participants, whether new to service-learning or seasoned practitioners, an opportunity to explore ways of getting to social and personal transformation, while achieving academic course goals.

Reflective Coaching for College Teachers

Ami Hicks (Department of Educational Leadership)

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Panels and Workshops III, Room 326

Peer coaching is a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another, conduct classroom research; or solve problems in the workplace. It is a collaborative approach to improving the professional growth of the individual and a way to develop democratic learning communities.

Participate in a professional learning community by engaging in reflective coaching. This workshop will introduce you to the concept of peer coaching with your colleagues in your department. The process can be applied across departments as well.

There are three types of coaching that can be successfully applied to college teaching: mirror coaching, collaborative coaching and expert coaching. You will be able to experience all three types of coaching in this interactive session.

The purpose of peer coaching with another professional is to reach your full potential in one or more of the following areas:

- Educational practices: share best practices with colleagues
- Professional practices: share problem solving and decision making by building skills
- Online teaching: share with other on line professionals what works and how to utilize this media for improved instruction and communication.

Why peer coaching for college teachers? As a teacher works in the classroom with his/her students, there are often questions about learning that come up. It is important for the teacher to assess whether the students are learning and what the best approach is to improve learning. While involved in the delivery of the lesson, the teacher does not have time to reflect on how the students are learning but rather is focused on what they are learning. Too often the focus is on the product that is delivered. This would include the every discipline in the college.

Peer coaching is a process by which classroom teachers can look more deeply into their practice of teaching in the classroom. Although a teacher may want to know more about teaching and learning and what are effective practices, it is difficult to determine where to begin the inquiry. They can begin to ask questions about how learning takes place in their classrooms. Some questions could be:

- How do I know that my students are learning?
- Are my assessment techniques valid?
- Is my method of delivery helping students learn more efficiently?
- Is there a learning theory that I would like to apply to improve teaching and learning?
- Are the students satisfied with their learning?
- Is there more that they would like to do?
- Is there more that they would like me to do?

Tiger Woods has a coach – would you like one too?

Integrating Online Homework in Face-to-Face Lectures

Barbara Gonzalez (Department of Mathematics and Actuarial Science)

Mary Williams (Department of Mathematics and Actuarial Science)

Farha Siddiqui

Deborah Weiss

Kristen Boedeker (Pearson Education)

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Panels and Workshops III, Room 327

After designing and introducing the first-ever mathematics online course (MATH 217 Introduction to Probability and Statistics) at Roosevelt, we decided the current available technology presented many benefits our students could take advantage of in face-to-face courses. The online homework assignments not only reduce, if they don't eliminate, the need for graders, but they provide the students with immediate 24 hours feedback and help on their homework assignments. Moreover, the instructors get instant results on the assignments and can better communicate with their students.

With the large number of different instructors teaching the general education math classes, this online technology adds more consistency in the courses. A coordinator course is set up with homework and chapter tests for the instructors to use. We can monitor the pacing of the instructors course based on the assignments given and maintain some quality control on ensuring that each student is taught the same material in each section. Furthermore, homework, tests and final exams are graded the exact same way, additionally contributing to uniformity and fairness of grading.

Nonetheless, there is a balance to be achieved and maintained between online and pencil and paper work that the students need to do. You will hear from two faculty members currently using the technology, from two students who have used the technology in more than one class, and from a representative from Pearson Education, who is a provider of the technology currently used for online homework. However, with the use of technology prevalent today, it only makes sense to promote and encourage the use of online work in our classrooms.

RUMCOT 6 is sponsored by the Center for Teaching and Learning and the Office of the Provost and Executive Vice President at Roosevelt University

NOTES