

THE UNIVERSITY OF RHODE ISLAND



12TH ACADEMIC SUMMIT

WHO are our students
& HOW do they learn?

THURSDAY, JANUARY 16, 2020 | 8:30AM – 2:30PM | MEMORIAL UNION

WHO ARE OUR STUDENTS AND HOW DO THEY LEARN?

PROGRAM AGENDA

** Upon entry choose a table topic/student population for Table Conversations at 11:00 am.*

8:30am Breakfast

9:00am Opening & Program Overview

Ann Morrissey, Summit Committee Convener, Special Assistant for Academic Planning, Provost Office

Welcome

David M. Dooley, President

Introduction

Donald H. DeHayes, Provost and Vice President for Academic Affairs

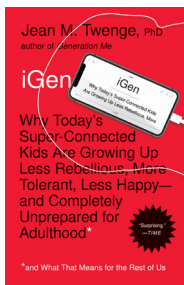
9:15am



Plenary with Jean M. Twenge

Professor of Psychology

*Author of **iGen**: Why Today's Super-Connected Kids are growing up Less Rebellious, More Tolerant, Less Happy - and Completely Unprepared for Adulthood*



WHO ARE OUR STUDENTS AND HOW DO THEY LEARN?

QUESTIONS AND DISCUSSION

10:55am

Video: The Student Perspective: What I want faculty to know about me and how I learn

** Thank you to the Harrington School of Communications for their assistance in producing this video.*

11:00am

Table conversations: Opportunities and challenges relative to different populations of students

Table topic/student populations assigned by table tents to discuss at this time

Given what you heard in the student video and during the morning talk, what opportunities and ideas might facilitate learning of the student group assigned to your table?

Report outs – *1-2 highlights from discussions*

11:30am

Student Affairs Perspective: Who are our URI students?

Kathy Collins, Vice President for Student Affairs

11:45am

Lunch & Continued Conversations

12:30pm

Break

WHO ARE OUR STUDENTS AND HOW DO THEY LEARN?

WORKSHOPS

**12:45 –
2:00pm**

Choose **one** of the following workshops **or** conversations

1. Should alternative credentials have a role in a university setting?

Kathy Jervis, Professor, Business Instruction

Alycia Mosley Austin, Associate Director Interdisciplinary Neuroscience Program
and Assistant Dean, Graduate School

Performance Studio

Room 315

An overview of alternative credentials such as microcredentials, digital badging, certificates, stackables, competency-based skills, self-paced programs, and others will be shared. We will discuss why these credentials are proliferating in postsecondary education, and how they are operationalized in practice. Which institutions are using these credentials and is it successful? What are the shortcomings to offering alternative credentials? Will alternative credentials change traditional universities as we know them?

2. Helping diverse Generation Z prepare for success in workplace environments

Annemarie Vaccaro, Professor, Human Development & Family Studies

Room 308

The mission of most higher education institutions is to help prepare students to thrive after graduation and contribute productively to society. How well are we preparing this new generation of traditional aged college students for success beyond campus? In this session, we will explore strategies for fostering success in minoritized Generation Z college students as they prepare for, and enter, diverse (and often oppressive) workplace environments.

WHO ARE OUR STUDENTS AND HOW DO THEY LEARN?

WORKSHOPS *(continued)*

3. What's safety got to do with it? Cognitive and emotional bandwidth

Senate Chambers 3rd floor

Anna Santucci, *Faculty Development Specialist, ATL*

Chris Nasin, *Director, Medical Services,*

Cory Clark, *Assistant Director, Counseling*

Joanna Ravello, *Director, Community, & Organizational Development*

How can we empower all of our students to persist, grow, and succeed? How can we best support their cognitive and emotional development as they navigate their college experience at URI? In response to Twenge's conclusion in iGen ("Understanding - and Saving - iGen"), participants and facilitators in this session will collaboratively explore and problematize the concept of "safety" in relation to these questions.

4. What's great about online learning?

Room 314

Diane Goldsmith, *Director, Learning, Assessment, and Online Education*

Kathleen Torrens, *Professor Communication Studies & Assistant Director, Online Education*

This session will respond to that question by asking participants to brainstorm what's great about their own face-to-face, blended, and online courses (when they are great) and brainstorming effective pedagogical strategies for online to achieve the same greatness. Instructors from all modalities are welcome along with their ideas, questions, concerns and/or fears!

5. Faculty program planning and the (non-traditional) adult student:

Room 354

What works and what doesn't?

Kayon Murray, *Assistant Professor, Education*

Skye Leedahl, *Associate Professor, Human Development & Family Studies*

Adult learners and returning adults continue to be projected as growing populations for higher education. What does this mean for program and curricular offerings? How do we better support adult student retention and persistence? What strategies might best foster their learning success?

WHO ARE OUR STUDENTS AND HOW DO THEY LEARN?

WORKSHOPS *(continued)*

6. What do I need to know as a faculty member about student mental health, disability, financial difficulties?

Room 360

Lindsey Anderson, Director Psychological Consultation Center

Dan Graney, Dean of Students/VP Student Affairs

Ellen Reynolds, AVP, Student Wellness and Director Health Services

Paige Ramsdell, Assistant Dean, Student Access Inclusion for Disability Services

Robert Samuels, Director, Counseling

Jacqui Tisdale, Assistant Director, Outreach and Intervention

This workshop will explore some of the issues our students face on a daily basis, with a focus on how to support students in and outside the classroom. The facilitators will highlight the available programs and services using campus specific examples.

7. Enhancing student learning: Faculty & Student Affairs partnerships in residential and other co-curricular settings.

Room 313

Frankie Minor, Assistant VPSA & Director, Housing & Residential Life

Amanda Downey, Associate Director

Drake Douglas, Area Coordinator

Research has demonstrated that students' learning and their engagement with academic material and each other can be enhanced by supplementing learning in typical environments (classrooms, laboratories etc.) with educational experiences in residential and other co-curricular settings. We will briefly explore these positive outcomes and best practices, share actual examples occurring at URI and other campuses, and brainstorm new opportunities for partnership and learning for our students.

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CONVERSATIONS

These conversation sessions are opportunities for faculty/staff to engage in a free discussion, sharing best practices and ideas.

8. Should URI have self-designed majors?

Main floor, Lobby area

Anne Veeger, Vice Provost, Academic Faculty Initiatives

9. How do we get at better integration between student services and faculty roles?

**Lower Level Fireplace Lounge area
(Union Square)**

Discussion facilitators:

Lori Ciccomascolo, Associate Vice President, Student Affairs

John Cruz, Academic Advisor

10. How are we doing at interdisciplinary learning and program development?

**Main floor 193 Degrees Coffeehouse
(end of hallway)**

Leslie Mahler, Associate Professor, Communication Disorders

CLOSING IN BALLROOM WITH DESSERT RECEPTION

2:00pm

*Highlights and insights from the day
Follow up wishes & desires*

PROGRAM END

2:30pm

*Online program evaluations will be sent to all registrants immediately following the Summit.
Please watch for the SURVEY email.*

Thank you!

2020 ACADEMIC SUMMIT PLANNING COMMITTEE

John C. Cruz, *Academic Advisor, University College for Academic Success*
Mayrai Gindy, *Associate Professor, Civil & Environmental Engineering*
Marc Hutchison, *Professor/Department Chair, Political Science*
Kathryn Jervis, *Professor, Business Instruction*
Valerie Karno, *Associate Professor of English, Graduate School of Library Science*
Cara Mitnick, *Career Advisor, Graduate School*
Ann Morrissey, *Convener, Special Assistant for Academic Planning*
Kathy Peno, *Professor, School of Education*
Anna Santucci, *Faculty Development Specialist, Online Learning & Teaching*
Anne Veeger, *Vice Provost, Academic Faculty Initiatives*

*Special thanks to Lou Ann Diomandes, Executive Assistant, Provost Office
for handling many of the logistics and to
David Howard, Professor, Theatre for his stage management assistance.*

*We also thank the students who agreed to share their learning needs/perspectives by video.
Thank you to: Jennifer DeAngelis, Joseph Knapp, Rebecca Estey, Zahra (Minoo) Madari,
Mustafsa Kadhum, Sydney Chabot, Keira Rivas, Marie Fam, Siena Negash, Gideon Lyngdoh,
Jonathan Emard, Temitope Ania, Zainab Edina, Yisel Vasquez, Melissa Delpech, Veronica Sapegin*

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and supported by the Office of the Provost