

## CASA Dean's MMU (Monday Morning Update)

Monday, November 14, 2016

Dear Colleagues,

In the wake of last Tuesday's presidential election results, Interim Chancellor Colwell sent a message to the campus community urging to help create a respectful, safe and welcoming environment, and expecting students to abide by the Saluki Creed to "discourage bigotry and celebrate diversity by striving to learn from differences in people's ideas and opinions," and embracing "the ideals of freedom of civilized expression, intellectual inquiry, and respect for others." Interim Provost Ford also sent a memo to SIU Academic Affairs faculty and staff encouraging "faculty and teaching assistants to remember their responsibility to assure that classrooms are a place for safe, open, and respectful discourse and to provide a safe learning environment, even when discussing difficult or challenging subjects." As a university, we need to assure our students that SIU is a safe place that treasures all intellectual exchange but does not tolerate hate speech or discrimination in any form.

Some students, and some instructors, were concerned after Trump's surprising electoral victory. The divisiveness of the campaign and the result have sparked protests nationwide over the last few days. On November 10th, 2016, an article in *The New York Times* reported that nation-wide "Campuses Confront Hostile Acts Against Minorities After Donald Trump's Election." ([http://www.nytimes.com/2016/11/11/us/police-investigate-attacks-on-muslim-students-at-universities.html?\\_r=0](http://www.nytimes.com/2016/11/11/us/police-investigate-attacks-on-muslim-students-at-universities.html?_r=0)). "After the election, even colleges that are unaccustomed to clashes over race or religion struggled to address student safety concerns while fostering free speech." "In many ways, the challenges for colleges and universities are similar to those from the year prior to the election: how best to ensure a welcoming and inclusive campus climate, support the campus community, and respond to student activists."

The College of Applied Sciences and Arts has formed its College-wide Diversity and Inclusivity Committee, and we will continue to seek feedback and suggestions, through this committee, from CASA faculty, staff, and students, to improve the College climate and enhance diversity and inclusivity. In light of last week's election events, we need to take three immediate actions described below, which were suggested by the EAB (Education Advisory Board, <https://www.eab.com/daily-briefing/2016/11/11/3-steps-to-support-students-post-election>):

1. Support reflection and recovery for the campus community;
2. Provide just-in-time guidance to students looking to protest on campus; and
3. Prepare faculty, staff, and administrators to respond to student activists.

These actions are just part of the overall diversity and inclusion effort. Great colleges are places where diversity and inclusion are embraced, valued, and promoted. It is important that students are exposed to cultures, ethnicities, races, beliefs, identities, and backgrounds that are different from their own. They will be better citizens after this exposure and education.

The concepts and dimensions of diversity should be advanced and incorporated into every aspect of the College, including the curriculum, student life, teaching, research, community services, staffing, programs, and all other areas of the College's endeavor. I acknowledge and honor the fundamental value and dignity of all individuals. I pledge myself to creating and maintaining an environment that respects diverse traditions, heritages, and experiences. I welcome people from all backgrounds and I seek to include knowledge and values from many cultures in the curriculum and extracurricular life of the

campus community. I will continue to develop and communicate policies and promote values that discourage intolerance and discrimination. Diversity is essential to achieving academic excellence in our College. As our students and faculty are becoming increasingly varied in their backgrounds and experiences, reflecting the diversity witnessed in our broader society, the College is committed to supporting diversity, particularly as it interacts with the wide range of teaching and learning contexts that occur across the University. I urge all faculty and teaching assistants to create safe and inclusive classrooms considering multiple factors including the syllabus, course content, class preparation, and students' backgrounds and skills. Our goal is to improve the learning climate for all students and to help students succeed. Thank you for your support and help in building a welcoming, diverse and inclusive College.

## **PERFORMANCE-BASED BUDGET**

University of Illinois (U of I) is discussing a budget solution with the state legislature through its Board of Trustees. The proposal was to set up a 5-year guaranteed, performance-based state funding with \$662 million this coming year. The state funding will increase each year by the rate of inflation. U of I will need to admit at least a certain number of in-state undergraduates at each campus: 14,000 at Urbana-Champaign, 11,800 at Chicago, and 1,500 at Springfield, starting in the 2018-19 academic year. In addition, Illinois residents must comprise half of the annual growth of on-campus undergraduate enrollment. In addition to enrollment, a minimum retention rate is also required for this 5-year guaranteed state funding: U of I will be required to maintain a retention rate of at least 87% system-wide for its freshman to sophomore (first year) retention, and a 6-year graduation rate of at least 72%. Furthermore, U of I would pledge to allocate at least 12.5% of its state funding to need-based financial aid for Illinois residents - about \$82.7 million during the first year. The university also will earmark at least \$15 million of that financial aid to students of historically underrepresented groups, including racial minorities and those from low-income families and from Illinois counties that send few students to U of I.

If U of I fails to reach the benchmarks, the state could adjust the level of its appropriation by joint resolution in the legislature. If the state fails to provide the funding, which has to be approved each year by the legislature and governor, U of I would not be bound to the performance standards for the next year. It seems that this proposal has gained bipartisan support from Springfield. State Senator Bill Cunningham and Representative Michael Zalewski are chief sponsors of the legislation, introduced in Springfield last Thursday. Cunningham said this funding proposal being tied to performance is very sellable.

If this budget proposal is approved by the legislature, I hope it is not just for U of I, but for all public universities in Illinois. This will provide financial certainty to higher education, allowing us to better formulate our long-term strategic plan.

## **CONGRATULATIONS**

- Last Friday we celebrated and honored our Veterans. We live in a land of freedom because of the brave men and women who have and are serving our great nation. In honor of all who have served, past and present, the College is honored to send this special note congratulating all CASA veteran students on their academic and professional success!
- **Mike Behrmann**, Chair of Department of Automotive Technology, has submitted a research grant proposal entitled "Testing and Development of Brake Caliper and Backing Plate Lubricants." This is a three-year project in collaboration with industry as well as faculty from other colleges on campus. Congratulations!

- **Samantha Hennig**, Senior Dental Hygiene (DH) student, is the recipient of the IDHA Scholar Society Award of \$500, presented at this past weekend's IDHA (Illinois Dental Hygiene Association) Annual Session in Westmont, IL. Sam is shown with (now Immediate Past President) DH Advisory Board member Gaylene Baker. The Award is supported by IDHA members and requires an essay which is chosen through a blind review by members of the Scholar Society. Congratulations!



- **Tyler Winkleman**, IST (Information Systems Technologies ) Senior, was the coding leader on the SIU robotics competition team that achieved sweeping success in a recent national competition, as reported in the SIU news: “SIU team sweeps national robotics competition” (<http://news.siu.edu/2016/11/111016tjc16061.php>). Tyler is from Carmi, Illinois, and he is one of IST’s top performing students. Congratulations!
- Please join me in congratulating **Marcea Walter**, Assistant Professor of Health Care Management, and **Abel Salazar**, Assistant Instructor of Mortuary Science and Funeral Services, on being selected as the recipients of the School of Allied Health (SAH) Teacher of the Year Award for Tenured/Tenure Track Faculty and Teacher of the Year Award for the Non-Tenure Track faculty, respectively. The award reflects their commitment and hard work. Congratulations!
- Our Automotive Technology program has experienced significant growth over the last few years in enrollment, retention, and graduation, as well as in student placement. Industry leaders come to campus to interview our students for internships and permanent jobs on a weekly basis. Fundraising success includes gifts-in-kind donations as well as services. All these achievements would not be possible without the strong leadership of **Mike Behrmann**, Chair of Automotive Technology, and his tireless efforts in seeking every opportunity to promote the program and help students succeed. The picture below was taken by **Andrew Croxell**, Assistant Professor of Automotive Technology, during the last SIU Open House event. It shows a typical scenario in a recruitment event: students and their family members/friends are lining up to talk to Chair Behrmann. The hard work has truly paid off. Automotive Technology was the only department to receive a new faculty hire last year due to its significant increase in enrollment. Congratulations!



- The 2016 Girls in Aviation Day (GIAD) was a huge success. GIAD is a Women in Aviation International event. On September 24, 2016, 71 Girls in Aviation Day events were held by 68 Women in Aviation International (WAI) chapters and corporate sponsors (15 of them held by collegiate sponsors), across the world, with 17 events held by international chapters in Australia, Cameroon, Canada, Ghana, India, Kenya, Nigeria, Switzerland, and Zambia. A survey of the WAI chapters that participated in the Girls in Aviation Day indicated that the average age of participants ranged from 7 to 15 years of age, and 86.7% of Girls in Aviation Day events took place at an airport. The pictures below were taken from SIU GIAD event. Congratulations to Rachel Lee and other advisors and members in the SIU WAI chapter for a successful event!





- **Traci Macz**, a 2004 graduate of Mortuary Science and Funeral Services, was recently named *Boss of the Year* by the Centralia Business and Professional Women's (BPW) Club. The picture below was taken by Pat Hodges on Monday October 17, 2016, during a Business After Hours event at Centralia Manor, where the award was presented.



BPW Woman of the Year Traci Macz with Centralia Business and Professional Woman's Clubs Emily Kracht (left) and Mishele Garrison (right). *Photo by Pat Hodges*

BPW member Emily Kracht (left on the picture above) said that Macz is “Not only a good boss, she is a true leader using mentorship and encouragement both within her business and community. The nomination also says Macz has earned not only the respect and gratitude of those she serves, her peers and community, but also from those that she employs.” Our sincere congratulations! We take great pride in the career accomplishments of our graduates.

- Brian A. Wagner, a School of Architecture graduate, was recently involved as a key designer in the Helsinki Guggenheim Museum project and Hub Madison, both of which won awards (Gold and Silver, respectively) at the Association of Licensed Architects' annual Design Awards Program. Congratulations!
- Thomas C. Gibson, a CASA alum, joined Computer Aid, Inc. (CAI) recently as Division Manager for Commercial Business in the Northcentral. Computer Aid, Inc. is a global IT services firm with numerous Fortune 1000 companies and government agencies. CAI is headquartered in Allentown, Pennsylvania, with a staff of over 4,500 professionals located around the world. Among its many offerings, CAI specializes in the delivery of metrics and SLA-based application

support and development, quality assurance & testing, and service desk outsourcing.  
Congratulations!

- Martha S. Martinko, a School of Architecture graduate, has recently joined HOK in St. Louis as an architect. She will work on the design of a mixed use and residential high-rise development in Kansas City. Prior to joining HOK, Martinko worked as an architect at Oates Associates in Collinsville, IL, with previous experience at Image Architects and Eggemeyer Associates Architects. HOK is a global design, architecture, engineering and planning firm. Congratulations!

## **AD STAFF MEETING**

The Administrative (AD) Staff will meet on Wednesday, November 16, 2016, 9:00am - 11:30am in the Dean's Conference Room. The tentative agenda of the meeting is below:

1. Welcome, Open Forum, and Dean's Update
2. Special Reports from Deans' Council Program Prioritization Retreat
3. Round Table Discussion
4. Critical Deadlines and Other Business

If you have any specific items that you feel the Administrative Staff should consider at the meeting, please send me your suggestions before 1:00pm Tuesday, 11/15/2016. All faculty and staff are invited to the open forum section of the Administrative Staff meeting from 9:00am - 9:30am.

## **TEACHING & LEARNING THEORIES**

The short article below is a nice summary of various learning theories. It is from Chapter 3 – Delivering Education and Training in the book *The Certificate in Education and Training*, by Ann Gravells and Susan Simpson. Published by Sage Publishing Company. [www.sagepublishing.com](http://www.sagepublishing.com), Ann Gravells 2014.

### **Teaching and Learning Theories**

There are many different theories regarding the way people learn. This section will very briefly explore some of them (in alphabetical order), which you might like to research further and try out with your own learners. However, don't get too concerned thinking you must teach in a certain way because a theorist says so. What works with one group or individual learner might not work with another. You might find at first you are teaching the way you were taught at school, college, or university. It might have suited you at the time, or it might have had a detrimental effect. Don't be afraid to try something different and step out of your comfort zone. You will need to find out through experience what works and what doesn't work with your learners.

#### *Behaviorism*

Behaviorism assumes a learner is essentially passive, and will be shaped through positive or negative reinforcement. Learning is therefore defined as a change in behavior. Skinner (1974) believed that behavior is a function of its consequences, i.e. learners will repeat the desired behavior if positive reinforcement is given. The behavior should not be repeated if negative feedback is given. Giving immediate feedback, whether positive or negative, should enable your learners to behave in a certain way. Positive reinforcement or rewards can include verbal feedback such as *That's great, you've produced that document without any errors* or *You're certainly getting on well with that task*, through to more tangible rewards such as a certificate at the end of the program, or a promotion or pay raise at work.



## *Cognitivism*

Cognitivism focuses on what happens in the mind such as thinking and problem-solving. New knowledge is built upon prior knowledge and learners need active participation in order to learn. Changes in behavior are observed, but only as an indication of what is taking place in the learner's mind. Cognitivism uses the metaphor of the mind as a computer: information comes in, is processed, and learning takes place.

## *Constructivism*

Constructivism is about learning being an active, contextualized process of constructing knowledge rather than acquiring it. The learner brings past experiences and cultural factors to a current situation and each person has a different interpretation and construction of the knowledge process.

Vygotsky's (1978) theory is one of the foundations of constructivism. It asserts three major themes.

1. Social interaction plays a fundamental role in the process of cognitive development. Vygotsky felt social learning precedes development and stated: *Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)* (Vygotsky, 1978 page 57).
2. The More Knowledgeable Other (MKO). The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally the teacher, or an older adult, but the MKO could also be a peer, a younger person, or even information from the internet.
3. The Zone of Proximal Development (ZPD). The ZPD is the distance between a learner's ability to perform a task under adult guidance and/or with peer collaboration and their ability to solve the problem independently. According to Vygotsky, learning occurs in this zone.

Think of these themes as:

1. what the learner can do
2. what the learner can do with help from others
3. what the learner can't do yet but will attempt to do

## *Experiential learning*

Experiential learning is about the learner experiencing things for themselves and learning from them. Kolb (1984) proposed a four stage model known as the experiential learning cycle. It is a way by which people can understand their experiences and, as a result, modify their behavior. It is based on the idea that the more often a learner reflects on a task, the more often they have the opportunity to modify and refine their efforts. The process of learning can begin at any stage and is continuous, i.e. there is no limit to the number of cycles which can be made in a learning situation. This theory suggests that without reflection, people would continue to repeat their mistakes.

\* Concrete experience is about experiencing or immersing yourself in the task and is the first stage in which a person simply carries out the task assigned. This is the *doing* stage.

\* Observation and reflection involve stepping back from the task and reviewing what has been done and experienced. Your values, attitudes and beliefs can influence your thinking at this stage. This is the stage of *thinking* about what you have done.

\* Abstract conceptualization involves interpreting the events that have been carried out and making sense of them. This is the stage of *planning* how you will do it differently.

\* Active experimentation enables you to take the new learning and predict what is likely to happen next or what actions should be taken to refine the way the task is done again. This is the *redoing* stage based upon experience and reflection.

### *Humanism*

Humanism is an approach that believes learning is seen as a personal act to fulfill potential. Humanists believe that it is necessary to study a person as a whole, particularly as they grow and develop over their lifetime. Rogers (1983) and others developed the theory of facilitative learning based on a belief that people have a natural human eagerness to learn and that learning involves changing your own concept of yourself. This theory suggests that learning will take place if the person delivering it acts as a facilitator. The facilitator should establish an atmosphere in which her learners feel comfortable, are able to discuss new ideas and learn from their mistakes, as long as they are not threatened by external factors.

### *Pedagogy and andragogy*

Formal teaching is known as *pedagogy*, where the teacher directs all the learning. Informal teaching is known as *andragogy*, where the learner is the focus, for example, via group work and discussions. Pedagogy does not always allow for individual knowledge to be taken into account and often focuses on teaching the same topic at the same time to all learners. Knowles et al. (2005) initially defined andragogy as the art and science of helping adults learn. An andragogical approach places more emphasis on what the learner is doing. You can include your learners' experiences and knowledge by involving them whenever possible, and building upon what they already know and what interests them. Learners can also learn from their peers' knowledge and experiences, as well as from you.

### *Pragmatism*

John Dewey (1859-1952) believed that formal schooling was falling short of its potential. He emphasized facilitating learning through promoting various activities rather than by using a traditional teacher-focused method. He believed that learners learnt more from guided experiences than from authoritarian instruction. He subscribed to a *pragmatist* theory which placed the learner as the focus rather than the teacher. Dewey argued that *learning is life*, not just *preparation for life*. Using different delivery approaches, combined with practical activities, will help reach the different learning preferences of the individuals you are teaching.

### *Sensory theory*

Laird (1985) suggests that learning occurs when the senses of sight, hearing, touch, smell and taste are stimulated. This is easy if you are teaching a practical session, but not so if you are teaching a theoretical subject. However, if you are willing to try something different, you can make your sessions really interesting and memorable. Whenever possible, link theory to practice, and use practical activities based around the subject and the areas of interest of your learners. If you can make your session fun and interesting, relating to all the senses, it will help your learners remember the topics better. Don't forget two other senses you can use as a teacher: a sense of humor and common sense.

## Extension Activity

Research the theories explained here and compare and contrast them. Find out what other relevant theories there are. Use textbooks and journals, or key the words 'learning theories' into an internet search engine.

### References

Knowles, M, Holten III, E and Swanson, R (2005) *The Adult Learner* (6th ed.). Oxford: Butterworth-Heinemann.

Kolb, DA (1984) *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice-Hall.

Laird, D (1985) *Approaches to Training and Development*. Harlow: Addison Wesley.

Rogers, CR (1983) *Freedom to Learn for the 80s*. Columbus, OH: Charles Merrill.

Skinner, BF (1974) *About Behaviorism*. San Francisco, CA: Knopf.

Vygotsky, LS (1978) *Mind and Society: The Development of Higher Mental Processes*. Cambridge, MA: Harvard University Press.

### **ON THIS WEEK'S CALENDAR**

- Monday, November 14, 2016: 5:00pm-7:00pm, Solar Eclipse Pin Hole Projector (Sustainable Workshop), Student Center Craft Shop.
- Tuesday, November 15, 2016: 8:30am - 12:30pm, Deans Council Program Prioritization Retreat, Saluki Stadium Conference Room.
- Wednesday, November 16, 2016: 9:00am - 12:00pm, Ad Staff Meeting, Dean's Conference Room.
- Thursday, November 17, 2016: 9:30am – 1:30pm, CASA at JALC; 9:30am - 10:30am, Immigration Seminar, Law School Courtroom.
- Friday, November 18, 2016: 10:30am - 12:00pm, SIU Computing Advisory Committee Meeting, Student Center Vermillion Room; 11:00am-12:00 noon, AT&T Summer Bridge Program, Student Center Ballroom B.

### **AND FINALLY ...**

If you see something in this update that you want to comment on, please send an email to my SIU email [awang@siu.edu](mailto:awang@siu.edu); or call me at 618-536-6682. Also, if you know of anyone interested in receiving the CASA Dean's MMU, please ask them to send me an email and we will gladly add them to our mailing list. If you prefer not to receive the CASA Dean's MMU, please let me know, as well. Thank you.

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