

ANCHORING HIGHER EDUCATION CONFERENCE

INNOVATIVE TEACHING FOR THE 21ST CENTURY CLASSROOM

APRIL 25, 2019

TRANSFORMATION
TEACHING
INNOVATION
PEDAGOGY
OPPORTUNITY
LEVERAGE
ANCHOR
COMMUNITY
RESEARCH
POSSIBILITIES
PROFESSIONAL
DEVELOPMENT
SUCCESS
EXCELLENCE
ENGAGED
SCHOLARSHIP

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The pedagogy of confidence is the fearless belief that students have enormous intellectual capacity and that you, as a teacher, have the capacity to inspire and elicit that.

- Dr. Yvette Jackson, Ed.D., author of *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools*



Welcome to the inaugural **Anchoring Higher Education** conference, organized by the P3 Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship at Rutgers University – Newark!

Hosted in the dynamic Express Newark space in the iconic Hahne's Building, the **Anchoring Higher Education** conference is a one-day convening that gathers scholars, teachers, students, researchers, and community members to share their work and insights on teaching, learning, and community engagement in the academy. It reflects our mission as an anchor institution, in and of the City of Newark, and demonstrates the university's commitment to access, transformative learning, and radical inclusion.

This year's theme, "Innovative Teaching for the 21st Century Classroom," is crafted to explore how high-impact pedagogical practices, tech advances and collaborations, and student research breakthroughs have the potential to radically change student outcomes. The conference includes a faculty learning lab and immersive breakout sessions that leverage high-impact pedagogical practices with a focus on experiential learning and enriching our diverse campus climate. The conference also features the accomplishments of awardees of the Chancellor's Seed Grant Program and the Lumina / RU-N Course (Re)Design Grants.

The conference focus on innovation in pedagogy and student engagement provides the perfect opportunity for us to launch the university's inaugural Three Minute Thesis (3MT®) competition, showcasing the research of our graduate students in engaging presentations of three minutes or less. Created in 2008 by the University of Queensland, the 3MT has become an acclaimed international research competition. The P3 Collaboratory, in conjunction with the Graduate School-Newark, welcomes our finalists to present their research as we join universities across the globe to enhance scholarly communication, promote publicly-engaged research, and celebrate our students' outstanding work.

The P3 Collaboratory @ Rutgers - Newark

The P3 Collaboratory for Pedagogy, Professional Development, and Publicly-Engaged Scholarship focuses on institutional interventions that support holistic faculty development over the lifecycle of an academic career. From the preparation of graduate students for diverse career trajectories, through identification and recruitment of promising scholars, and providing the best supports for a successful academic career from hiring to promotion, retirement, and beyond, the P3 supports programming, research, and learning initiatives across the Rutgers-Newark campus.

As a comprehensive center for the development of excellence in teaching and research, the P3 Collaboratory is a place for scholars to come together across disciplinary, rank, and professional boundaries to engage in critical challenges facing our community and society; to be a part of teaching, scholarship and leadership learning communities; and to join in discussions that are of utmost importance to us as a university community -- all in a dynamic, flexible, and creative space.

Express Newark

Express Newark is a university–community collaboratory in Newark’s historic Hahne & Company building.

A conceptual framework and an interdisciplinary learning space, Express Newark houses the Newest Americans; the Form Design Studio; the Design Consortium; Visual Means; Shine Portrait Studio; the Community Media Center; Scarlet Magazine; the Newark Print Shop; the Paul Robeson Galleries; and twenty-two resident artists in printmaking, photography, painting and video.

At Express Newark, artists and community residents collaborate, experiment, and innovate in partnership with Rutgers University – Newark faculty, staff, and students with the goals of engaging in public work, creative practice, and democratic dialogue in order to promote positive transformation.

Conference Schedule

10:00am	Breakfast
10:30am – 11:45am	Registration Poster Exhibitions and Faculty Learning Lab <i>Lobby</i>
11:45am – 11:55am	Lunch <i>Lecture Hall</i>
11:55am – 12:00pm	Welcome <i>Lecture Hall</i>
12:00pm – 1:00pm	Keynote <i>Lecture Hall</i> Dr. Yvette Jackson, Ed.D. The Pedagogy of Confidence
1:00pm – 1:10pm	Break
1:10pm – 2:00pm	Breakout Sessions A Mentoring & the New Professoriate Manu Chander, English, Rutgers-Newark <i>Lecture Hall</i> Storytelling as Pedagogy Jason Bird, Social Work, Rutgers-Newark <i>Room 322</i> Beat the Cheat: Pedagogical Approaches to Foster a Culture of Academic Integrity Christina Zambrano-Varghese, Psychology, Rutgers-Newark <i>Room 421</i> A “Lab” Model for Graduate Student Scholarship & Publishing Bonita Veysey, Criminal Justice, Rutgers-Newark Nicole Sachs, Criminal Justice, Fairleigh Dickinson University’s Metro Campus <i>Room 425</i>
2:00pm – 2:05pm	Break

- 2:05pm – 2:55pm** **Breakout Sessions B**
Why Can't You Keep Up? Developing a Research Agenda for the New Professoriate at an Anchor Institution
Jermaine J. Monk, Social Work, Lehman College
Antoinette Y. Farmer, Rutgers School of Social Work
Room 322
- Stories as Pedagogy in Building Communities**
Lois Warner, SPAA, Rutgers-Newark
James Amemasor, New Jersey Historical Society
Gregory Guderian, Newark Public Library
Room 421
- Innovating Your Way, Accessibly**
Allen H. Sheffield, Disability Services, Rutgers-Newark
Jason Khurdan, Rutgers Accessibility and Disability Resources
Room 425
- 2:55pm – 3:00pm** **Break**
- 3:00pm – 3:45pm** **Three Minute Thesis (3MT®) Competition**
Hosted by Dean Kyle Farmbry, Graduate School-Newark
Lecture Hall
(All are welcome to join us to root for our finalists and vote for the "People's Choice" winner!)
- 3:45pm** **Closing Remarks**

*Attendees are invited to join us immediately after the conference for the Tanner Festival reception and lecture by Isabel Wilkerson, Pulitzer Prize-winning author of *The Warmth of Other Suns: The Epic Story of America's Great Migration*, in 15 Washington Street, Great Hall.*

****Please visit the Faculty Learning Lab stations and the Publicly-Engaged Scholarship Poster Exhibition from 10:30am to 11:45am and 1pm to 3pm.****

Breakout Session Information

Mentoring & the New Professoriate, Manu Chander *Room 213*

This session will provide an opportunity for participants to reflect on their roles as both mentors and mentees. We will discuss what makes for effective mentorship and how to develop and sustain relationships with different kinds of mentors at different stages of one's career; we will also workshop our own "mentor maps" in order to assess where we might need more support and how to find it.

Storytelling as Pedagogy, Jason Bird *Room 322*

Empathy is essential for effective social interaction, especially for those who practice in clinical settings (e.g., social workers, psychologists, nurses). Therefore, it is critical for students to be taught how to engage strategies that enhance empathetic abilities. This session presents an innovative, narrative-based approach that helps students learn how to shift their perspective ("putting themselves in the shoes of another person") as a means of better understanding the experiences of people different from themselves.

Beat the Cheat: Pedagogical Approaches to Foster a Culture of Academic Integrity, Christina Zambrano-Varghese *Room 421*

In this interactive session, participants will learn about pedagogical strategies for creating a climate of academic honesty in the classroom. The workshop will discuss circumstances that encourage academic dishonesty and the impact that these circumstances have on students' learning and perceptions of their abilities. Participants will develop tools that ensure all students have the opportunity to be successful in their classes and will work through ways to prevent academic integrity violations **before** they occur.

A "Lab" Model for Graduate Student Scholarship & Publishing, Bonnie Veysey & Nicole Sachs *Room 425*

This breakout session focuses on the benefits to both faculty members and students of a weekly writing group. Based on a lab model, the writing group allows for graduate students and their advisors to give and gain feedback on manuscripts in preparation, introduce new literature on a shared topic of interest, and prepare for academic conferences. This allows for students to learn valuable skills - critical thinking and reading, providing detailed feedback on a manuscript, manuscript revision, and writing concise conference abstracts and developing presentations - that they may not have received during their coursework but will likely need post-graduation. Bonita Veysey, current Rutgers faculty member, and Nicole Sachs, Rutgers graduate and current faculty member at Fairleigh Dickinson, outline and discuss their experiences in the Rutgers Implicit Social Cognition (RISC) Lab writing group, which ultimately has led to their growth as writers and mentors, and has increased their number of publications.

Why Can't You Keep Up? Developing a Research Agenda for the New Professoriate at an Anchor Institution, Jermaine Monk & Antoinette Farmer *Room 322*

The traditional mantra for new faculty at a research-intensive institution is "publish or perish." While universities centered in urban communities have evolved to

become more service oriented, the mandate for faculty has remained the same regarding tenure and promotion criteria. The expectation for new faculty, especially underrepresented faculty (i.e., persons of color and those that identify as LGBTQIA), to engage and participate in institutional and community-based initiatives have increased with the emergence of the “anchor” institution identity. This presentation seeks to reframe the issue of traditional scholarship vis-à-vis the mandate for community engagement. The presenters will facilitate a discussion on the challenges faced by early career and underrepresented faculty in engaging in an active research agenda when service is required, but not weighted the same, for tenure and promotion.

Stories as Pedagogy in Building Communities, Lois Warner, James Amemasor, & Gregory Guderian *Room 421*

Stories, whether fiction or nonfiction, engage us by creating environments for us to enter and experience. Stories bring institutions to life, driven by characters, actions, choices, and emotions. This allows us to derive practical experiences that can provide for a kind of socialization. This session will explore storytelling and teaching about building professional communities, about harnessing the power of historical maps to illuminate and contextualize communities as places of opportunity, challenge and change, and about using special library collections to promote access and encourage storytelling in the context of urban communities.

Innovating Your Way, Accessibly, Allen Sheffield & Jason Khurdan *Room 425*

Attendees at this session will walk away with an expanded understanding of the student experience, barriers to education, the professor’s role in this process, how to create accessible courses, and an understanding that accessibility does not limit instructors’ opportunities to innovate.

Faculty Learning Lab Stations

Apple Education

Room 429

Representatives from Apple's Higher Education team will showcase the impact of Apple devices and tools on productivity and creativity across many disciplines and activities on campus.

Dana Library, Krista White, Digital Scholarship and Pedagogies Librarian

Lobby

At this learning station, attendees will learn about and "test drive" digital scholarship tools and applications usable for course projects and research. Applications demonstrated will include Voyant Tools, StoryMapJS, TimelineJS, and a variety of mobile apps for mapping, writing, and multimedia scholarship.

Kite+Key, Randall Isaac, Retail Manager

Lobby

Kite+Key will share information about their "Appy Hour" offerings and academic discounts for students, faculty, and staff of Rutgers. Visit to enter a raffle for a \$50 gift card!

Office of Communications, Rutgers-Newark, Ferlanda Nixon, Public Relations Specialist

Room 319

The Office of Communications is available to share information about how the office can help researchers promote their scholarship and become thought leaders in their discipline.

Academic Technology Services, Joy McDonald, Director, and Joe Matthew, Instructional Designer and Technology Specialist

Lobby

ATS will demo the following technologies:

Akindi - This Scantron alternative is a web-based assessment system that automates the creation and grading of multiple-choice exams.

Kaltura - This streaming video platform (with Blackboard integration) provides you with an easy to use tool to create video content, whether you are narrating a PowerPoint presentation, using screen capture technology or simply communicating with a webcam.

Turning Technologies - This audience response system (with Blackboard integration) can be used to increase student engagement during class as well as provide attendance information and even exam delivery.

Keynote Speaker



Yvette Jackson, Ed.D. is the author of *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools* which received the 2012 ForeWord Reviews' Silver Book Award. She is internationally recognized for her work in assessing and eliciting the innate learning potential of disenfranchised urban students. Dr. Jackson was a student of the internationally renowned cognitive scientist, Dr. Reuven Feuerstein. She has applied his guidance in cognitive mediation to her research in gifted education, mindfulness and neuroscience to develop High Operational Practices™ that engage and elicit high intellectual performances and self-determination from underachievers. In 2012, the Academy of Education Arts and Sciences Educators Voice Awards honored Dr. Jackson as Education Policy/Researcher of the Year.

Dr. Jackson is an adjunct professor at Teachers College, Columbia University. She has been a visiting lecturer at Harvard University's Graduate School of Education, Stanford University, and Rutgers University. She serves as an advisor to the Dean of Education for American University and the United Way of New York City.

Dr. Jackson works with school district superintendents, administrators, teachers, and students across the United States and internationally to engage and apply an assets-focused equity consciousness to create environments of belonging, value, agency, and investment that affirm belief in the innate desire and potential of **all** students for transcendence: to develop and engage personal strengths for self-determination and contribution to society.

Dr. Jackson's mission is to rekindle in educators the passion and beliefs that led them to choose education as their career. She is driven to provide and promote pedagogy that supports educators in fulfilling their potential as committed, "gifted" teachers and administrators.

Copies of Dr. Jackson's book, *The Pedagogy of Confidence*, will be available for purchase.

Speakers and Facilitators



James Amemasor serves as Research Specialist at the New Jersey Historical Society, a repository devoted to the history of New Jersey, where he uses library and archival collections to provide assistance to researchers on a range of topics. Alongside his work at the Society, James serves as a part-time lecturer in Diplomacy and International Relations courses at Seton Hall University and Rutgers-Newark. His current historical research projects include documenting the moral and intellectual tensions between slavery and liberty in New Jersey in the period between the first continuously printed newspaper in New Jersey and the official end of the United States' involvement in the Trans-Atlantic slave trade. His identity as an educator helps him to link researchers and students to vital resources.



Jason Bird is an Associate Professor in the Department of Social Work at Rutgers University - Newark. His areas of research include health and social disparities and resilience among sexual minorities; the impact of stigma on health risk behavior and health-related outcomes for gay men and men who have sex with me; and social work pedagogy. He is an affiliated member of the Rutgers Center for Gender and Sexuality, Law, and Policy and the Rutgers Health Disparities and Health Promotion Working Group. He is also a recipient of the 2018-19 Chancellor's Scholar-in Residence Fellowship, which is administered through the P3 Collaboratory.



Manu Samriti Chander is an Associate Professor of English at Rutgers University-Newark. He holds an MFA from the University of Michigan and a Ph.D. from Brown University. His first monograph, *Brown Romanticism: Poetry and Nationalism in the Global Nineteenth Century* (2017), examined the appropriation of British Romantic tropes by colonial poets in the nineteenth century. He has also edited a collection of short fiction by the nineteenth-century Guyanese author, Egbert Martin, and co-edited, with Tricia A. Matthew, a special issue of *European Romantic Review* on generic experimentation in Romantic abolitionist literature. Professor Chander is currently working on *The Collected Works of Egbert Martin*, with the support of a Fulbright U.S. Scholar Grant.



Kyle Farmbry is Dean of the Graduate School and a Professor in the School of Public Affairs and Administration (SPAA) at Rutgers University-Newark. In 2017-2018, Dr. Farmbry served as an American Council on Education (ACE) Fellow at the University of Pretoria in South Africa, where he examined university-based innovation and the implementation of the University of Pretoria - Mamelodi Campus' anchor institution strategy. In May of 2016, Dr. Farmbry launched the United States-South African Higher Education Network, an effort aimed at building enhanced collaboration between higher education institutions in South Africa and the United States. In July of 2018, he served as founding co-chair of the University Alliance for Refugees and at-Risk

Migrants, a network of university and other institutional representatives exploring how universities might be involved in responding to current migration and refugee trends. His forthcoming book *Migration and Xenophobia: A Three Country Exploration* examines issues of migration and xenophobia in the United States, Malta, and South Africa.



Antoinette Y. Farmer is a professor and former Associate Dean of Academic Affairs, at Rutgers School of Social Work. Dr. Farmer's research examines the social and interpersonal factors that affect parenting as well as how parenting practices influence adolescent high-risk behaviors, such as delinquency and substance use. She co-edited a special issue of the *Journal of Social Service Research*, and has served as a consulting editor for *Social Work in Education* and on the editorial board for *Children in Schools*.

Gregory Guderian is a Special Collections Associate at the Newark Public Library, where he helps to maintain and enhance access to local history, print, map and rare book collections. Greg taught history and Latin at the secondary, undergraduate and graduate levels and has launched a number of initiatives in local history, notably the online project newarkpoems.org co-produced in 2016. He advocates for history and the other humanities as fundamental to community well-being and development.



Taja-Nia Henderson is Acting Director of the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship and a Professor at Rutgers Law School. She studies punishment, race, and the law. Prof. Henderson has been a visiting scholar at Beijing Jiaotong University (2014), and a Visiting Professor of Law at Brooklyn Law School (2015). In 2013, the Rutgers University–Newark Student Bar Association awarded her with the law school's "Professor of the Year" award.



Jason Khurdan currently serves as the Manager of Central Services for Rutgers Access and Disability Resources. He works daily with faculty/staff, students, vendors and the Rutgers campuses to ensure that all individuals with disabilities have equal access. In addition to the work he does at Rutgers, Jason sits on several advisory boards helping with strategic planning and accessibility planning. Lastly, he chairs the group in the Big Ten that looks at accessible course materials.



Jermaine J. Monk is an Assistant Professor in the Department of Social Work at Lehman College, CUNY. Dr. Monk's research investigates social constructs of gender, masculinity, retention and academic support for students of color; especially men, in higher education settings. He also has researched and published on risk factors associated with men of color and substance use. His most

recent publication investigated microaggressions experienced among social work students to be published in *Urban Social Work* (Fall 2019).



Nicole Sachs is an Assistant Professor of Criminal Justice at Fairleigh Dickinson University's Metro Campus. She received her Ph.D. in Criminal Justice in 2018 from Rutgers University, Newark. Nicole was and still remains a member of the Rutgers Implicit Social Cognition (RISC) Lab. Her research in the RISC Lab examines victims, and the cognitive consequences of victimization, at the intersection of criminal justice and social psychology. Nicole's other research includes reentry programming and evaluation, and exploring the relation between aggressive sports and domestic violence arrests.



Allen H. Sheffield is the Director of the Office of Disability Services at Rutgers- Newark. With ten years of experience in the field of Disability and Higher Education, Allen is committed to achieving access for students with disabilities through partnerships, resources, and education. He is building the Office of Disability Services to support students with disabilities and be a resource to faculty and staff. He was recently awarded a Chancellor's Seed Grant to help students with the financial cost of obtaining testing for a disability, and to host a conference for faculty related to inclusion and disability in the classroom in Fall 2019.



Bonita Veysey is Vice Chancellor for Planning and Implementation, the Inaugural Director of the P3 Collaboratory for Pedagogy, Professional Development and Publicly-Engaged Scholarship, and a Professor in the School of Criminal Justice at Rutgers University–Newark. Veysey has been an active faculty member since 1998 and during her time here has served as both the Associate Dean for Academic Programs and the Interim Dean of the School of Criminal Justice. Her research focuses primarily on behavioral health and justice issues, including continuity of behavioral health and medical care and reentry; police interactions with persons diagnosed with mental illnesses; mental health and substance abuse treatment in jails and prisons; diversion and treatment services for youth with behavioral health problems; treatment and supervision of justice-involved girls and women; and the adult consequences of early childhood trauma.



Lois Warner is an Assistant Teaching Professor and Teaching Resource Coordinator at the School of Public Affairs and Administration, Rutgers-Newark. She teaches undergraduate and graduate courses in organizational culture, administrative ethics and public policy. Her research focuses on teaching methods, in particular, the use of multimedia for enhancing the delivery of courses in public affairs and the effectiveness of these media for enhancing learning. She is Chair-Elect for the American Society for Public Administration's Section on Public Administration Education.



Christina Zambrano-Varghese is an Assistant Teaching Professor of Psychology at Rutgers University-Newark, where she teaches courses ranging from introductory to upper-level research methods. She has conducted research on plagiarism prevention strategies and has transformed her courses to achieve academic honesty among all students. She is a 2018-2019 Chancellor's Scholar-in-Residence, during which she is organizing faculty

development workshops and developing protocols to enhance teaching across all disciplines.

Three Minute Thesis (3MT®) Competition Finalists



Jennifer Caroccio

Ph.D. Candidate
American Studies
*Latinx Comix:
Graphic Memoirs and
Comic Biographies as
Counter History*



Yuanyuan Li

Ph.D. Candidate
Rutgers Business School
*Is Trade Protection a
Way Out?*



Grace You

Ph.D. Candidate
Rutgers School of Nursing
*Can Ear Acupressure
Be an Adjunctive Therapy
for Cancer Patients with
Pain?*

Acknowledgements

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Map of Rutgers University in Newark



For more maps and directions visit www.newark.rutgers.edu/maps or scan this QR code using your smartphone.



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