

# 2012 Fellows Meeting

## Society for Values in Higher Education

### Working Group Schedules

#### The Role of the Catholic Tradition (1:00-2:30 pm)

Presiding: Eric Bain-Selbo, Executive Director, Society for Values in Higher Education

Saturday, August 4

PANEL: Cultivating Compassion and Inspiring Imagination in the Classroom  
Sacred Heart University (June-Ann Greeley, Michelle Loris, Amanda Moras, Cara Erdheim, Jennifer McLaughlin)

This panel will address the strategies and practices in the creation of an undergraduate classroom environment that fosters compassion and imagination, primarily in terms of a deliberate undergraduate curriculum that Sacred Heart University has developed over the past five years: a core curriculum, *The Human Journey*, which engages faculty and students in an integrated, multi-disciplinary exploration of the liberal arts and sciences and the Catholic intellectual tradition (CIT) in terms of the essential questions of the human condition. A pedagogical dimension of the core curriculum is each student's engagement of imagination in the expansion of personal perspective and an enriched consciousness of the experiences of others by asking all students to wrestle with the essential questions of the human experience, and in terms of a multi- and interdisciplinary exploration of the arts and sciences framed by the CIT; thus, using the aforementioned curriculum and its theory as a starting point, our panel will bring together Core professors of literature, history, psychology, sociology, and theology/ religious studies to discuss the multi- and interdisciplinary programs of study, possibilities of application and profiles of cultivating compassion and inspiring imagination in the undergraduate classroom.

Sunday, August 5 and Monday, August 6

PANEL: Francis of Assisi, Beyond the Birdbath: Interdisciplinary Perspectives on Teaching Compassion

Saint Francis University (Arthur Remillard, Katherine Remillard, Timothy Bintrim, Stephen Baker, Grant Julin, Edward Zovinka, Rose Clark)

Professors from Saint Francis University will discuss how the life and example of their school's patron saint offers an entry point for bringing themes of compassion into their teaching. The first day is devoted to the humanities, and the second day to the sciences.

# Teaching Compassion and Imagination (1:00-2:30 pm)

Presiding: Reade Dornan, Michigan State University

Saturday, August 4

## Quantifying Art Without Losing Heart

Lisa D. Long, Western Kentucky University

This presentation explores how creating a foundation of clear expectation provides ample space for imagination and honesty in quantifying art—particularly when teaching dance and cross-disciplinary improvisation techniques within the parameters of a university where grades are the standard evaluative too.

## The 3-Pound Project: A Teaching Option to Highlight the “Weight” of Psychological Attitudes/Views

Jacki Fitzpatrick, Texas Tech University

This paper focuses on a teaching technique developed by the author. The technique serves as a means to give physical representation to the "weight" of social attitudes/values.

Sunday, August 5

## The Power of Words: Implementing Authentic Assessment in English Composition Courses

Erik Walker, Quincy College (Plymouth, MA)

## What is the “We”? Does Education Make Us More “Human”? And What About My Personality Disorder?

Dorothy Hurlburt, College of DuPage

This paper explores such questions as: What kind of “authorities” as teachers are we going to be, and isn't our understanding and practice of authority—or compassion or the use of our imagination—an inward journey? What is our potential for meeting students as individuals and for thinking outside the expectations and constraints we often assume are the norm for academia?

Monday, August 6

## Balancing Critical Thinking with Cultural Reasoning in Higher Education: Perspectives from Folklore

J. Akuma-Kalu Njoku, Western Kentucky University

This paper will critically examine the prevailing tendency in higher education to put critical thinking over cultural imagination, objectivity over emotion, and factual accuracy over ambiguity. The paper will explore the high value of balancing critical thinking with cultural reasoning in higher education. It will use folklore genres to demonstrate overlapping qualities and the complementary factors of critical thinking and cultural imagination.

## Cultivating Compassion as Educator Obligation

Meaghan P. Godwin, Marywood University

This interactive paper presentation will explain and engage participants in activities that can be utilized to cultivate compassion in higher education.

## Working with Specific Student Constituencies (3:00-4:30 pm)

Presiding: Bob Spivey, Associate Executive Director, Society for Values in Higher Education

Saturday, August 4

### Boots on the Ground: Transformative Educational Policy for Modern Military Veterans in the University Setting

Sarah M. Gann, Cuyahoga Community College and Cleveland State University  
The research for this paper focuses on uncovering the complex needs of the modern combat veteran in the post 9/11 age. The university system has an obligation to support these learners in truly meaningful ways, from offering opportunities for social camaraderie with other veterans to developing curricula and instructional methods that meet the needs of this learning population. Overhauling entrenched, ineffective systems for teaching veterans takes creativity, funding, and faculty who are willing to take the chance as being labeled methodological revolutionaries. This presentation offers findings from two concurrently running studies on veterans' needs in English language classrooms at two different NE Ohio colleges.

### Cultivating Compassion and Imagination in Online Teaching in a Higher Education Practitioner-Based Doctoral Program

Barbara Holmes and Christina Ramirez Smith, Hampton University  
Marga Odahowski (2004) premised that "Many individuals from various disciplines have begun to create a new wave of *Mindfulness in Education*." This paper focuses upon the necessity for future educational administrators and/or teacher-scholars to become more creative and imaginative in creating new frontiers in their practice. To accomplish this goal, students in the practitioner-based doctoral program are taught to develop the quality of being "compassionate generators" through the process of connecting theory with practice and using imaginative mindfulness to create powerful new learning pathways and opportunities for 21<sup>st</sup> century learners.

Sunday, August 5

### Cultivating Empathy in Speech Language Pathology: A Pseudostuttering Experience Stacy Kaplan, College of DuPage

Though empathy is an essential clinical skill for all practitioners working in the health sciences, the vast majority of the research on empathy development has focused on medical students and physicians. The dearth of literature addressing the cultivation of empathy in other health science workers leaves educators without a firm foundation from which to construct a plan for empathy education. A qualitative study of students in a speech language pathology assistant (SLPA) program provided insights as to which assignment yielded the greatest cultivation of empathy.

### Franklin Delano Roosevelt: A Famous Patient

Curtis W. Hart, Weill Cornell Medical College and Union Theological Seminary  
The humanities have a place in undergraduate medical education. They provide inspiration and insight for the education of healers in becoming. They deserve to be part of the process of professional formation. This exploration of the relationship of Franklin Delano Roosevelt with his doctor, George Draper, M.D., provides an opportunity to understand how their healing partnership changed not only the course of the life of a remarkable human being but also the country he came to lead.

# Philosophical Perspectives (3:00-4:30 pm)

Presiding: Greg Sapp, Stetson University

Saturday, August 4

## Remembering and Forgetting: How History Can Inspire Imagination and Evolvement

Leslie A. Aarons, LaGuardia Community College

The present study embraces Nietzsche's imperative to create pedagogy and methodologies that instigate the imagination and the inventive plastic power of human thinking. Teaching and learning must strike a careful balance between educating students about the critical developments in the history of ideas within a discipline, but it is equally important to frame such historical data in such a way that it provides a springboard for contemporaries to envision themselves as being capable of being contributing history-makers in their own lives, in their society, in a history that is their own.

## Kierkegaard and the End of Imagination

David Cain, University of Mary Washington

This paper intends imagination's goal (*telos*) and imagination's termination (*finis*). Kierkegaard's pseudonym Anti-Climacus writes in *The Sickness Unto Death*, "At times the ingeniousness of the human imagination can extend to the point of creating possibility, but at last—that is, when it depends upon *faith*—then only this helps: that for God everything is possible." This "everything" embraces the possibility of a *new imagination*.

Sunday, August 5

## Professors of Virtue

Sean O'Connell, Independent Scholar

This presentation struggles with the challenge of how educators can most effectively foster in their students a life-long commitment to moral excellence.

## Imagining Moral Accountability in a Neuro-deterministic World

Paul A. Swift, Bryant University

Neuroscientists such as Harris and others have produced empirical data about brain states that seem to suggest that there is no such thing as free will. My presentation examines these arguments and their implications in order to engage questions of moral accountability and what it means to make free choices. My analysis explores what it would mean for the ethical dimension and public policy if the claim that there is no free will (advanced by neurodeterminists) were proven to be true.