



The Scholarly Teacher

An Electronic Resource from the Center for Excellence in Teaching and Learning at Park University

Volume IV Issue III: January 2011

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Connecting with Students

Equally as important as connecting students with the content of our courses is connecting with the students themselves. Demonstrating care is a component of setting high expectations and communicating to students that success in class requires more than simply showing up. In a recent *Teaching Professor* article, Bonnie Farley-Lucas and Margaret Sargent, Southern Connecticut State University, presented findings from a series of interviews with students about high impact instructor behaviors. Farley-Lucas and Sargent focused their questions on how instructors can encourage students to contact them outside of the classroom. The students provided a number of recommendations, including:

- Be there for office hours, keep scheduled appointments, and make time for students when they need additional help.
- Include an invitation in the syllabus to visit during office hours. Give students a “by appointment” option, since your set office hours may conflict with their class or work schedules.
- Tell students on the first day of class and regularly thereafter that you are available for extra help during office hours or at a time convenient for them. Explain that you enjoy talking with students, particularly about the course, current research, and your discipline.
- Provide specific feedback on course projects, and allow opportunities for revisions prior to assigning a final grade on major projects. Offer tutorials during office hours and encourage small groups of students to attend.
- Schedule midterm consultations with each student (maybe even make them mandatory) if not many students are taking advantage of your office hours. Use these meetings to review the students’ progress in the course, provide assistance as needed, and help with goal setting for the rest of the course (Farley-Lucas & Sargent, 2010, p. 7).

Faculty Scholarship Spotlight: William Roeder

William Roeder, adjunct instructor of public administration and management, and Academic Director for the Mountain Home AFB Campus Center, is concurrently pursuing two masters degrees—in marketing and business administration. Among his scholarly endeavors is a research project investigating the financial, social, legal, regulatory, and political gains and losses associated with the Native American tribal gaming system. His article “Hitting the Jackpot or Breaking the Bank? A Stakeholder Analysis of Gaming Expansion” was recently published in the *Indigenous Policy Journal*.

Publication/Conference Opportunity

InSight: A Journal of Scholarly Teaching

InSight is a refereed, annual, journal that features theoretical and empirically-based research articles, critical reflection pieces, case studies and classroom innovations relevant to teaching, learning and assessment. Manuscripts will be subject to a double-blind review by a panel of internal and external reviewers. As a referred journal, articles published in *InSight* contribute to the professional expectation for faculty scholarship at Park University.

Submissions for *InSight* are accepted on a rolling basis. To be considered for inclusion in Volume 6, submissions must be received by **4:00pm on March 1, 2011 (CST)**.

Annual Midwestern Conference on Research at Primarily Undergraduate Institutions

Park is pleased to once again host the annual conference on Research at PUI’s on Friday, April 29, 2011. The conference is designed to facilitate the exchange of ideas and experiences relating to scholarly activity at institutions of higher education that are not research intensive. Abstracts are currently being accepted through **January 24th**. To download the Call, to register, or for more information please visit the conference website: www.park.edu/cetl/pui.html

CETL Happenings

- *CETL Faculty Advisory Council Meeting:*
 - Date: January 26, 2011
 - Time: 12:00—1:00
 - Location: PDL CR