

Wednesday, January 12, 2022  
Virtual Conference  
8:45 a.m. – 3:00 p.m.



**Framingham**  
State University

PERSPECTIVES ON TEACHING AND ADVISING  
**JANUARY DAY**

Individual  
and  
community  
well-being

Teaching and  
learning in  
pandemic  
times

Anti-racist  
pedagogy,  
advising, and  
mentoring

Event sponsored by  **CELTSS** *Center for Excellence in Learning,  
Teaching, Scholarship, and Service*

## CELTSS January Day Faculty Development Program



8:45	<a href="#"><u>Welcome</u></a>			
9:00	<a href="#"><u>Workshop</u></a> Considering full-time leadership positions - <i>Reema Zeineldin</i> -	<a href="#"><u>Workshop</u></a> Steps towards ungrading your classroom - <i>Cara Pina &amp; Amy Knapp</i> -	<a href="#"><u>Panel</u></a> Disrupting the Silos of Anti-Racism Efforts - <i>Holly Pearson &amp; Mirari Elcoro</i> -	<a href="#"><u>Presentation</u></a> Expanding the equity lens: Grappling with Systems of Oppression - <i>Eric Nguyen</i> -
10:00			<a href="#"><u>Presentation</u></a> Equitable and Supportive Grading - <i>Argyroula Stamatopoulou</i> -	<a href="#"><u>Presentation</u></a> Canvas – What have we learned so far? - <i>Robin Robinson &amp; Steve Courchesne</i> -
10:25	<b>Break</b>			
10:30	<a href="#"><u>Workshop</u></a> Racial Equity Policy Reviews: Where Are We Now? - <i>Eric Nguyen</i> -	<a href="#"><u>Panel</u></a> What are They Doing After College?: Incorporating Career Readiness in the Humanities Classroom - <i>Halcyon Mancuso, Joanne Britland, Audrey Kali, Stefan Papaioannou, Yumi Park, Lynn Parker, and Keri Straka</i> -	<a href="#"><u>Panel</u></a> Feminist pedagogies for an anti-racist classroom: Imagined conversations with bell hooks - <i>Holly Pearson, Zeynep Gonen, Mirari Elcoro, &amp; Elizabeth Whalley</i> -	
11:30		<a href="#"><u>Presentation</u></a> Streaming, reserves, and instruction, oh my!: Getting the most from library resources in your classroom - <i>Abelard Newell &amp; Hedda Monaghan</i> -	<a href="#"><u>Presentation</u></a> Decolonized Art History Curricula - <i>Yumi Park</i> -	
12:00	<b>Lunch</b>			
12:45	<a href="#"><u>Group Discussion</u></a>			
1:30	<b>Break</b>			
1:35	<a href="#"><u>Workshop</u></a> Engaged Pedagogy: Hugging our inner teacher selves - <i>Zeynep Gonen &amp; Holly Pearson</i> -	<a href="#"><u>Workshop</u></a> CELTSS Teaching Pairs Planning Session - <i>May Hara and Matt Moynihan</i> -	<a href="#"><u>Workshop</u></a> Anti-Racism Storytelling - <i>Jennifer DeLeon, Lisa Eck, and Adam Stumacher</i> -	
3:00	<b>January Day Concludes</b>			

**8:45 – 9:00**

**Welcoming remarks & general updates**

May Hara, Director of CELTSS

Lissa Bollettino, Assistant Director of CELTSS

Reema Zeineldin, Associate Vice President, Academic Affairs

Ellen Zimmerman, Interim Provost and vice President, Academic Affairs

[Click here to join the Zoom session.](#)

**9:00 – 10:25**

**Workshop: Considering full-time leadership positions**

*Reema Zeineldin (Academic Affairs)*

Faculty members may consider at one-time point in their careers potential opportunities to transition full-time into a leadership role either internally at their institution or by applying to positions at other institutions. This workshop covers points that faculty may consider for deciding whether an administrative role is the right next step, the impact on oneself and on others, how to prepare for such a role, and what are some practical tips and resources to help prepare for the transition into the role, and for performing the job.

*Session Facilitator: May Hara*

[Click here to register for this session. There are only 20 spots available for this workshop.](#)



**16 spots  
left!**

**9:00 – 10:25**

**Workshop: Steps towards ungrading your classroom**

*Cara Pina & Amy Knapp (Biology)*

Traditional methods of grading don't always tell us if learning is occurring. These methods can also expose the inequities that have been traditionally part of our education system.

During this workshop, we will discuss alternative grading methods for our courses (often called "ungrading"). Specific attention will be paid to a modified Specifications Grading model that Amy Knapp and Cara Pina have implemented in an introductory biology course.

They will share alterations they have made and ways to accommodate other types of courses. After this discussion, participants will work on creating their own framework for the "ungrading" of an existing course of their choosing.

*Session Facilitator: Vinay Mannam*



**THIS  
SESSION IS  
FULL!**

**9:00 – 9:55**

**Panel: Disrupting the Silos of Anti-Racism Efforts**

*Holly Pearson (Sociology) & Mirari Elcoro (Psychology & Philosophy)*

Several departments at FSU have formed committees to guide such departments in moving towards an anti-racist approach to teaching, advising, scholarship, and service. Members from these committees recently conducted a collective meeting to build inter-departmental conversations to share and learn from each other, to strengthen the anti-racist mission on campus, which is pressing during the transition in the Center for Inclusive Excellence leadership. During this panel, we will share actions taken by the departmental committees, their future plans, and ideas to strengthen each other's efforts and to incite other departments at FSU to join these actions.

*Session Facilitator: Zahra Tohidinia*

[Click here to register for this session.](#)

**9:00 – 9:55**

**Presentation: Expanding the equity lens: Grappling with Systems of Oppression**

*Eric Nguyen (Diversity, Inclusion, and Community Engagement)*

Since June 2020, we have been laser-focused on anti-racism as a way to achieve greater equity at FSU. Participants in this workshop will expand their equity lens by examining various systems of oppression (sexism, classism, ableism, xenophobia, homophobia, etc.) through the Four "I"s of Oppression framework (ideological, institutional, interpersonal, internalized). We will also dedicate time to discussing how these systems appear in our daily work and strategies for developing more equitable and intersectional practices to meet the needs of our students, colleagues, and broader communities.

*Session Facilitator: Folashade Solomon*

[Click here to register for this session.](#)

- 10:00 – 10:25 Presentation: Equitable and Supportive Grading**  
*Argyroula Stamatopoulou (Chemistry and Food Science)*  
Revisit Principles of Chemistry course assessment, to ensure that all students are provided with the tools necessary to be successful. Change students' perception that Chemistry is a gatekeeper for their future plans. Increase minority participation and performance in the STEM field and develop a sense of belonging on our campus.  
*Session Facilitator: Brian Souza*  
[Click here to register for this session.](#)
- 10:00 – 10:25 Presentation: Canvas – What have we learned so far?**  
*Robin Robinson & Steve Courchesne (Education Technology Office)*  
During our presentation, we will share strategies for success and anecdotes from both faculty and students about the Canvas experience. The presentation will draw on two semesters of experience, including interactions with individual faculty, experiences supporting the transition to Canvas, and survey results. ETO wants to share our lessons learned from the experience so far, highlight the successful use of Canvas, and chart a course forward into 2022. Join us as we reflect on our journey so far, and consider our roadmap for the coming year.  
*Session Facilitator: Abelard Newell*  
[Click here to register for this session.](#)
- 10:25 – 10:30 Break**
- 10:30 – 11:55 Workshop: Racial Equity Policy Reviews: Where Are We Now?**  
*Eric Nguyen (Diversity, Inclusion, and Community Engagement)*  
This workshop will allow us to continue building community focused on our anti-racism work. Participants will come together to share updates on the progress they have made with their racial equity policy reviews. We will have the opportunity to support one another, share successes, discuss challenges, and collaborate to identify paths forward to sustain the work that we began at the Racial Equity Policy Review Institute in August 2021.  
*Session Facilitator: May Hara*  
[Click here to register for this session.](#)
- 10:30 – 11:25 Panel: What are They Doing After College?: Incorporating Career Readiness in the Humanities Classroom**  
*Halcyon Mancuso (Mancuso Humanities Workforce Preparation Center), Joanne Britland (World Languages), Audrey Kali (Communications, Media, and Performance) Stefan Papaioannou (History), Yumi Park (Art & Music), Lynn Parker (English), and Keri Straka (Art & Music)*  
This panel discussion will be led by Halcyon Mancuso, Executive Director, Mancuso Humanities Workforce Preparation Center, and the following humanities faculty who participated in the summer 2021 Career Readiness Summer Working Group: Joanne Britland, Audrey Kali, Stefan Papaioannou, Yumi Park, Lynn Parker, and Keri Straka. This panel will present information about current student perceptions about the value of a college degree, the future of jobs and what they will look like in the 21<sup>st</sup> century, and what employers are looking for in college graduates. Then, the panel will define career competency categories and descriptors and discuss how humanities faculty can use them to "teach" career readiness by making foundational skills and habits of mind transparent to our students. Don't change what you already do in the humanities classroom – teach your students WHY it is important to their careers.  
*Session Facilitator: Sarah Mulhall Adelman*  
[Click here to register for this session.](#)

**10:30 – 11:25 Panel: Feminist pedagogies for an anti-racist classroom: Imagined conversations with bell hooks**

*Holly Pearson (Sociology & Criminology), Zeynep Gonen (Sociology & Criminology), Mirari Elcoro (Psychology & Philosophy), and Elizabeth Whalley (Sociology & Criminology)*

One of the tenets of anti-racism praxis involves decentering white (along with heterosexual, male, and Christian) narratives through storytelling by centering multiply marginalized lived experiences. This presentation centers one of the important voices of black feminist thought, bell hooks. Through interwoven storytelling that responds to bell hooks' pedagogical writings, a panel consisting of diverse backgrounds and scholarship, we will elaborate on how anti-racist classrooms involve pleasure, joy, excitement, embodied teaching, engaged pedagogy, education as freedom, education as healing, and classroom as community.

*Session Facilitator: Amy Knapp*

[Click here to register for this session.](#)

**11:30 – 11:55 Presentation: Streaming, reserves, and instruction, oh my!: Getting the most from library resources in your classroom**

*Abelard Newell & Hedda Monaghan (Library)*

In this presentation library staff will describe some of the practical lessons learned about the library's e-resources and reserves during the course of the pandemic. It will include advice on integrating library resources with lesson plans and syllabi, and methodologies to ensure that library resources are arranged to be available and accessible to students. Particular attention will be paid to resources which were in high demand during the pandemic and which, despite the return to in person education, students and educators still expect to be a regular part of their courses.

*Session Facilitator: Robin Robinson*

[Click here to register for this session.](#)

**11:30 – 11:55 Presentation: Decolonized Art History Curricula**

*Yumi Park (Art & Music)*

The discipline of art history has been heavily influenced by the history of colonialism and Euro-centric approaches. From the divisions and subdivisions of the field to the way that material objects are categorized, handled, and understood, there is a strong basis in Euro-American traditions and often a significant lack of understanding of other cultures, and remnants of colonial biases still linger. This presentation is intended to share Yumi's approach and interpretation of the process of decolonizing art history curricula, and it focuses mainly on the course Art History Survey (Paleolithic to Gothic) and Asian Art History.

*Session Facilitator: Joanne Britland*

[Click here to register for this session.](#)

**11:55 – 12:45 Lunch**

**12:45 – 1:30 Group Discussion**

As in past years, this year's January Day is a celebration of excellence and innovation in pedagogy at Framingham State. Individual, panel, and workshop sessions attest to FSU community members' impactful and creative efforts around antiracist work, community wellbeing, and pandemic instruction. We at CELTSS acclaim these remarkable achievements, but at the same time affirm the need to confront the significant barriers to quality teaching, scholarly work, and community development that mark this moment. Individual accomplishments and contributions are made in spite of the realities of structural inequality and racism, tightening resources, and the toll of the ongoing pandemic. Our formal and informal surveys of faculty and staff have made clear that we crave opportunities to join together in pursuit of solutions. What action can we take, individually and collectively, to increase systemic support for faculty/staff, student, and community flourishing? What structural change can we work together to effect on our

campus? Join colleagues in a 45-minute small-group discussion with the goal of identifying positive, collaborative action steps towards systemic support for academic excellence and collective wellbeing.

[Click here to register for this session.](#)

**1:30 – 1:35**      **Break**

**1:35 – 3:00**      **Workshop: Engaged Pedagogy: Hugging our inner teacher selves**

*Zeynep Gonen & Holly Pearson (Sociology & Criminology)*

One of the central elements of bell hooks' engaged pedagogy is advocating for a teaching that can speak to students as whole beings, while also arguing that teachers' self-fulfillment and wholeness are part of this. This workshop will draw upon bell hooks' exciting writings on pedagogy, and through reflective questions and techniques, guide participants to find their own strategies that can change their teaching into a more "engaged", fulfilling, and liberating experience.

*Session Facilitator: Kim Arditte Hall*

[Click here to register for this session.](#)

**1:35 – 3:00**      **Workshop: CELTSS Teaching Pairs Planning Session**

*May Hara (Education & CELTSS Director) and Matt Moynihan (Mathematics & CELTSS Steering Committee Member)*

In this session, Teaching Pairs participants will work as a whole group and with their partners on their Spring 2022 goals and materials. The workshop will include resources for course design, course policy development, classroom strategies, and assessment, among others, with a specific focus on antiracist and inclusive practices. The goal of the session is for participants to work collaboratively to advance their course planning and their plan for their Teaching Pairs collaboration.

[Click here to register for this session.](#)

**1:35 – 3:00**      **Workshop: Anti-Racism Storytelling**

*Jennifer DeLeon, Lisa Eck, and Adam Stumacher (English)*

In the words of author Chimamanda Ngozi Adichie, "stories can be used to empower and to humanize." Storytelling is a powerful medium to communicate, build bridges of understanding across lines of difference, and create an anti-racist classroom culture. In this workshop, you will enhance your storytelling skills and foster a practice to apply in your own classroom, developing a powerful model which builds empathy and supports an inclusive community.

*Session Facilitator: Lissa Bollettino*

[Click here to register for this session. There are only 15 spots available for this workshop.](#)



**5 spots  
left!**

**Thank you for attending January Day. We hope you enjoyed the day!  
Please take a few minutes to [fill out this evaluation](#) for a chance to win a Kindle Fire!**