

Seek ye
wisdom
and gain
under-
standing
--Prov 4:5

FACULTY DEVELOPMENT

At Augustana College

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The Bush Steering Committee has gathered a few notes on colleagues who are returning from leave, going on leave, or not returning to the campus and an introduction to this year's new faculty. We thought you might enjoy catching up.

RETURNING FROM LEAVE

Milt Hanson, Chemistry -- During his Interim/spring leave, Milt spent time at the University of Wisconsin-Madison concentrating on learning about the theory and operation of Fourier Transform Nuclear Magnetic Resonance Spectrometers (FT-NMR). This is a technique that we now have at Augustana thanks to a successful grant proposal written by Gary Earl. The NSF funded the purchase of the necessary hardware and software to update our 60 MHZ spectrometer. Milt learned to use several high-field spectrometers and collaborated with Professor Tom Farrar in preparing a paper for the Great Lakes Regional Meeting of the American Chemical Society last spring. They compared the spectra produced by the 60 MHZ spectrometer at Augustana with the 300 MHZ spectrometer at the University of Wisconsin.

Lee Johnson, Biology -- Lee's year-long leave included time (Oct.- Dec.) spent at the University of Auckland's Leigh Marine Lab in New Zealand where he investigated the effects of thyroxine treatment on all stages of embryonic and larval development in sea urchins. During other parts of the leave, he supervised student independent study projects here at Augie and writing and speaking about research results. Lee published two research papers during his leave; one other is in press; and yet another is almost ready to submit. He also traveled extensively, giving research seminars in the Midwest as well as in Washington and Maine. He and several students presented papers together at the South Dakota Academy of Science meeting in April. In his "spare time" he did a department assessment review at Lenoir-Rhyne College, a Professorship promotion personnel review for Bowdoin College, and an interactive review of an encyclopedia entry. These various activities have opened several new doors for future classroom and research opportunities for Augustana students, and Lee is looking forward to applying them during the next few years.

Stephan Lhotzky, Modern Foreign Languages -- Stephan spent his year of leave in Potsdam, Germany. His primary project was a study of Theodor Fontane's *Wanderungen durch die Mark Brandenburg* ("*Excursions Through the Mark Brandenburg*" -- today roughly the state of Brandenburg), written over several years in the 1860s and 1870s. Fontane is one of the best known nineteenth-century German authors; his novels served as models for Thomas Mann. Stephan's goal was to follow in Fontane's footsteps and study East German literature about the *Wanderungen* as well as examine physical and social/sociological changes from Fontane's era (beginning of the rise of Prussia) over two world wars and forty years of East German socialism to the Brandenburg of today, not quite a decade after German reunification. Stephan says he is still in the decision process of how this very rich experience will be published. He is leaning toward a more general work dealing with East Germany today, plus a more Fontane-centered study of the geographical area of Brandenburg, the area around Berlin.

Mike Mullin, History -- On his year-long leave, Mike completed work on a manuscript involving Pennsylvania's only Indian war (which occurred in the eighteenth century). He spent eight months visiting four major libraries: Newberry Library (Chicago), Henry E. Huntington Library (San Marino, CA), Public Records Office and British Library (London). He returned with an outline for a second book, this one involving eighteenth century cartography and its impact on British policy toward colonial America.

Anne Opegard, Business Administration -- For the past two years Anne has been engaged in full-time doctoral studies in the area of Higher Education Administration, Curriculum, and Instruction at the University of Nebraska-Lincoln. Her dissertation, which she defended in June, was an exploratory factor analysis of the stress of department chairpersons in private baccalaureate institutions across the nation. During the last semester of her residency, she interned in the office of the University's Vice-Chancellor for Academic Affairs and was able to study administrative processes as issues such as "Periodic Review of Fully Promoted Faculty" and

outcomes assessment were brought before the faculty. According to Anne, the two years of leave were at various times stressful and lonely, but never did they cease to be exciting. She says the opportunity to study at a Research I campus was a phenomenal experience.

Julia Pachoud, Communications/Theatre -- Julia's year of leave provided her an excellent opportunity for professional development and artistic growth. The fall months took her across the country to a variety of academic institutions where she led workshops in creativity and transformational theatre. She also directed a new interactive production titled "The Antics of Romantics" for Macon College in Macon, GA. In the winter months, she began the planning work for the Carol Project. This included collaboration with the Community Playhouse and with artist Jeff Wirth as well as research on the script itself. The late winter and spring saw her move to Minneapolis in order to participate as a resident guest lecturer and participant in the HECUA City Arts Program. Additionally, Julia served as Assistant Director for internationally acclaimed Theatre de la Jeune Lune's production of *The Kitchen*. Julia claims that the highlights of her leave included seeing lots of theatre, Arizona in December, and meeting her six-year-old godson for the first time.

Ann Pederson, Religion -- Ann spent her Interim/Spring leave at the Institute for Ecumenical and Cultural Research at St. John's University in Collegeville, MN. She completed a book-length manuscript entitled *Where in the World is God? Variations on a Theme* which will be published by Chalice Press (Disciples of Christ) in 1998. She spoke at St. Olaf, gave a paper in Chicago, and another in Milwaukee. She also had time for worship and relaxation.

Steve Thomas, Art --

Steve Van Bockern, Education -- Steve had an Interim/spring leave. In January he traveled to Israel where he spent time at a residential treatment school for troubled youth. In addition, he learned about Youth Aliyah, Israel's program to reclaim Jewish children from various parts of the world. He visited a number of schools throughout Israel. His hosts were Zvi Levy, Director of Hadassim and Zippi Goshen, educational coordinator for Youth Aliyah, participants in the 1995 Black Hills Seminars. Steve has been working on his skills and understanding of troubled youth by working directly with a young boy who is struggling in school and at home. He has completed training in Hagerstown, MD and Chicago in a program called Life Space Crisis Intervention. He is making plans with Murray Haar for a follow-up survey on their Faith and Suffering study.

ON LEAVE

Lisa Grevlos, Music -- This fall Lisa is continuing her work toward her Ph.D. at the University of Northern Colorado-Greeley.

Vance Butler, HPER -- Vance will be at the University of South Dakota this year working on an Ed.D. in curriculum and instruction.

Rich Bowman, Religion -- During his spring leave, Rich will be working on a book entitled *Wildman, Warrior; Family Man, Friend: God and the Changing Shape of American Masculinity*. The book will explore biblical portrayals of masculinity in an attempt to recover and reclaim nontraditional images of masculinity which can be used to reshape contemporary concepts of masculinity.

Mary Brendtro, Nursing -- Mary's plan for her year-long leave is to engage in the study of health policy, including aspects of policy development and evaluation and to explore ethical considerations in the development of health policies which shape the delivery of health care in the US.

Debbie Hanson, English -- Debbie's project for her fall semester leave will be the revision of a manuscript concerning Willa Cather's use of folk narratives in *O Pioneers!*, *My Antonia*, and *Shadows on the Rock*.

Sandra Looney, English -- Sandra will spend part of her spring leave in Ireland, especially in Dublin and Sligo. She will be studying William Butler Yeats as poet, dramatist, and co-founder of the Irish Literary Theatre. She will then turn to the works of Nobel Prize winner Seamus Heaney and contemporary dramatist Brian Friel to explore the contemporary currents of drama and poetry in Ireland.

Craig Spencer, Biology -- During his year of leave, Craig will be writing several manuscripts for publication, visiting several paleolimnology labs to learn new techniques, and possibly writing a grant proposal or two.

Larry Tieszen, Biology -- Larry has taken a leave of absence for this academic year to assist the EROS Data Center in the management of their International Programs. This will extend the research on land cover analysis he has conducted at the EDC and will focus on the Famine Early Warning System (FEWS) in Africa, conservation programs in Madagascar, WWW-GIS clearinghouses in Latin America, and other international programs.

NEW BEGINNINGS

Les Carson, Business Administration --- Les remains in Sioux Falls.

Carrie Cristea, Business Administration -- Carrie is working for a nursing home company in Spearfish as an internal auditor. She also works with instructing local accountants.

Dan Freidel, HPER -- Dan has moved to Brainerd, MN, where he is the owner of the Sweatshirt Stenciling Company.

Bob Friedenbach, Sociology -- Bob spent the summer completing his dissertation and teaching statistics for Huron University, Sioux Falls. He says he will now be changing his allegiance to the University of South Dakota, where he has accepted a quarter time appointment teaching Social Statistics and Research Methods in the Department of Social Behavior. The position could become full-time permanent next year.

Endre Gastony, History -- Endre and his wife Susan have moved to the Sarasota area on the Florida gulf coast. In addition to playing tennis, camping, and sailing, Endre plans to work on a few articles on the subject of nationalism.

Dale Gauthreaux, Communication and Theatre -- Dale will be an Assistant Professor in the School of Communication at the University of Akron, teaching courses dealing with effective oral communication skills and criticism.

Jerry Hanson, Computer Science -- Jerry plans to stay in Sioux Falls. For the past twenty-two years, he was 4/7 time at Augustana and part-time at First Lutheran Church as Director of Music. He plans to continue his work at First Lutheran . With only one job, he is anticipating a less stressful schedule and more time for other activities, trips to see the family, and time at the family vacation home in Colorado.

Tom Houle, Sociology -- Tom intends to relax, read some books long delayed, do some volunteer work and, in general, make his life "a bit easier and less hectic."

Kirsten Lund, Modern Foreign Languages -- Kirsten has begun her student teaching in Potsdam which will take two years. She was married in August.

Tim Murphy, HPER -- Tim has relocated to Arizona.

John Peters, Art -- John's plans included finding a teaching position in the region and continuing to seek sculpture commissions and architectural model projects.

Joel Quam, Geography -- Joel will be teaching Geography at the College of DuPage in Glen Ellyn, IL. He and his family will be living in the neighboring town of Lombard. Both are western suburbs of Chicago.

Ron Robinson, English -- Ron is working with his wife's publishing company.

Gary Thomas, HPER -- Gary is the head boys basketball coach and a Social Studies/Phys. Ed. Teacher at Watertown High School.

NEW FACULTY



Left to Right: William Swart, Jeffrey Miller, Mark Hallenbeck, Michael Wanous, Andrew Eastwood, Cheryl Vogtsberger, David Sorenson, Ann Vogelmann

Andrew Eastwood, Social Work -- Andy is a native of England. He taught at Luther College, Decorah, IA, before coming to Augustana. He and his wife Lori have a daughter Rebecca (5) and a son Michael (4). Andy's scholarly interests include managed care, medical ethics, and end of life decision making. His outside interests and hobbies include family camping, hiking, fishing, family history, and British comedy.

Perry Ford, HPER -- Perry coached basketball at Southwest State in Marshall, MN before coming to Augie. Prior to that he was head coach at the University of Minnesota-Morris. Perry and his wife Kathy have a daughter Nicole (13) and a son Matthew (9). His educational interests are in health and biology. He mentions work in administration and development as a future goal. Perry enjoys spending time with his family and any and all extra-curricular activities, especially golf and tennis.

Mark Hallenbeck, Education -- Mark Hallenbeck is a Sioux Falls native. He has been teaching Special Education at West Lyon School in Inwood, IA. He and his wife Nancy have two daughters: Jennifer (a sophomore at Augie) and Christy (13). Mark's interests include writing instruction for students with learning disabilities and school university/college collaboration. He enjoys sports, scuba diving, photography, and travel.

Diane Josephson, Nursing -- As an advanced practice nurse, Diane will be working with the Health Action Model, a nursing practice model created by the Nursing Department, which will involve working with the homeless and low-income populations in Sioux Falls and the agencies that serve them. Diane worked with the Community Children's Immunization Project before coming to Augustana. Her family includes her son Paul and daughter-in-law Robin and their daughter Micaela, and her daughter Mary and son-in-law Dave and their children Kayleigh, Zachary, and Jacob. Diane is pursuing her Master's Degree in Nursing at Augustana. She enjoys backpacking, bicycling, cross-country skiing, gardening, reading, involvement in the Sioux Falls Historical Museum, and being a grandmother.

Jeffrey Miller, English/Journalism -- Jeffrey comes to Augustana from Michigan State University where he was a doctoral candidate. His other teaching experience includes three years at the University of Gothenburg, Sweden. Jeffrey is married to Barb. He enjoys media history, international communication, arts criticism, and film studies. He says his outside interests include “bad golf, bad racquetball, and bad rotisserie baseball.”

David Sorenson, Economics -- David comes to Augustana from West Virginia University in Morgantown, where he did graduate work. His home town is Grand Forks, ND. He and his wife Kay have four sons: John (9), William and Zachary (7-year old twins), and Peter (1). David’s scholarly interests include risk measures, money banking, and regional economics. He enjoys sports including baseball coaching, basketball, softball, and hockey

William Swart, Sociology -- Bill has been teaching at the University of Kansas, Lawrence, where he was a Ph.D. student. He is married to Dawn. Bill’s scholarly interests include social movements/nationalism, race and ethnicity, and political sociology. He enjoys hiking, camping, cycling, skiing, and cooking.

Ann Vogelmann, Biology -- Ann taught at SDSU during graduate school and taught at Augustana part-time last spring. She and her husband Jim have a daughter Connie. Ann is interested in plant anatomy/physiology and environmental biology. She enjoys camping, hiking, nature study, and gardening.

Cheryl Vogtsberger, Nursing -- Cheryl claims Huron and Milwaukee as her home towns. She has been a lecturer at the University of Wisconsin-Milwaukee, School of Nursing for three years. She is widowed and has a daughter, step-daughter, and step-son and two granddaughters. Cheryl is interested in the integration of spirituality and health care. She completed the Parish Nurse Institute with an emphasis on the holistic. Cheryl enjoys walking, reading, theatre, plants and gardening, and birds.

Michael Wanous, Biology -- Michael is a native of Minneapolis. He comes to Augustana from the University of Missouri-Columbia where he was a postdoctoral fellow. He and his wife Martha have a daughter Elizabeth (8) and a son Daniel (5). Michael’s scholarly interests include plant genetics and molecular biology and cytogenetics as well as plant biotechnology and plant breeding. His outside interests and hobbies include biking, camping, fishing, and refinishing antique furniture.

REFLECTIONS ON THE FALL FACULTY SEMINAR

by Margot L. Nelson

Parker Palmer: "The Courage to Teach"

It was Wednesday, August 27. Parker Palmer, a noted author, educator, and activist, invited eighty-two Augustana faculty and administrators into conversation about the "important, vulnerable, and demanding work" of teaching. 'Important' and 'demanding' need little explanation, but 'vulnerable' arises less often as a descriptor for our vocation. I am vulnerable, said Palmer, because teaching is both public and personal. As a teacher, I expose "that which is constitutive of myself--part of who I am."

It became clear at the outset that the emphasis of the conversation would be upon underlying pedagogical principles rather than on specific techniques. "Good teaching," Palmer declared, "cannot be reduced to technique...(it) emerges from the identity and integrity of the teacher...and from what has authenticity for you (the teacher), the students and the discipline." He reflected on students' descriptions of their "great" teachers and their "bad" teachers. Bad teachers, it seems, are disconnected and distant; "words float in front of their faces" like in the comic strips, obscuring their distinctive humanness. Great teachers, although dissimilar in their use of teaching strategies, are consistently described as displaying authenticity and presence, and engaging students in the creation of community. This contrast paved the way for principle number one, which Palmer was able to weave throughout the day's conversation: "*good teachers have a capacity for connectedness*" and promote that same capacity in students.

Principle number two: *emotion is tied to cognition*. Our first challenge, as teachers, therefore, is to find out what students care about and to tie that to what we want them to think about. "Thinking," said Palmer, "should not seek disconnection but connectedness;" young people today are already disconnected and have no sense of "embeddedness" in our society. His third principle, *the gathered group manifests connectedness*, calls for respect of multiple kinds of intelligence and challenges teachers to facilitate students' contributions to each other's learning. Formal education, according to Palmer, is profoundly biased

toward cognitive rational intelligence, denying the value of both students' and teachers' life experiences.

Principle number four: *faithfulness to the communal nature of knowledge*. Such faithfulness underscores the movement from the dominant atomistic model of knowledge at the beginning of the century to a model which is relational, ecological, historical and interdependent. Palmer quoted Henry Staff: "We still have atoms, but we can no longer regard them as discrete...(rather they are) one set of relationships reaching out for other relationships." The fifth principle, *communal epistemology*, is also about relationship and asserts that one cannot separate the knower from the known. He cautioned participants that pedagogy which is antithetical to the reality we are trying to teach doesn't work. Relational images of reality call for relational teaching.

Here are a few questions and issues which emerged in the ensuing dialogue. Does subject matter compete with relational teaching? Palmer contended that the classroom needs to be subject-centered rather than teacher- or student-oriented. There is a false division between "the apostles of rigor and the apostles of care." We certainly need to introduce students to new ideas, but we can do so in the context of being authentic and engaging. A question about grading elicited a brief discussion of the purpose of grades: "to honor the subject and the growth of the student." This begs the question, then, of how to appropriately and authentically use the power of the grade.

A question about scholarship led to a discussion of the Carnegie Foundation's publication, *Scholarship Reconsidered*, authored by Ernest L. Boyer. Four kinds of scholarship are described: 1) original research, 2) scholarship of integration, 3) scholarship of application, and 4) scholarship of teaching (incorporating reflection and study of pedagogy). "It is nonsense," says Palmer, "that every person has the opportunity to develop original knowledge."

Small and large group discussion focused on "critical moments" in teaching, moments in which a learning opportunity

either opens up or shuts down by virtue of the teacher's response, and metaphors for ourselves as teachers. Palmer used his own metaphor, that of sheepdog (or was it border collie?), and the paradox of individual gifts and liabilities to invite examination of two case studies from his own teaching experience. The exercise elucidated for many in attendance the importance of identifying our own gifts and liabilities, perhaps in a small community of colleagues (e.g. those teaching different sections of the same course).

Palmer elaborated on his sheepdog metaphor for teaching at his best: *To Teach is to Create (and Protect) a Space in Which the Community of Truth is Practiced.*" He pointed out the contradiction of this ideology to the way most of us were taught to teach, filling the space nonstop. To unpack his teaching model, Palmer looked first at the meaning of *practice*. In teaching-learning contexts, we are engaged in and practicing real life, not just preparing for it. How, then, do we respond to the student who asks if something will be on the test? Palmer's response was, "You're fired!...If I let you get away with this, I deform you...The difference between school and real life is that this is a period of grace."

In considering a *community of truth*, Palmer defined the mission of higher education as knowing, teaching, and learning, not as mandating an epistemology of objectivism. He contrasted objectivism with a community

With the Parker Palmer faculty seminar on August 27, the current three-year Bush Grant drew to a close. This coming year will be a transitional one as the Bush Steering Committee submits to the Bush Foundation a \$20,000 planning grant proposal, which, if accepted, will pave the way to a new three-year Bush Grant cycle. In this cycle, the new grant would amount to \$300,000, a substantial increase over the last \$180,000 grant. In the meantime, during the upcoming year, the college has committed to support several of the faculty development activities formerly sustained by the Bush Grant, including the Mentor Program and Teaching

of truth. In objectivism, there are objects, experts, and amateurs to whom the experts disseminate knowledge about the objects in a one-way system of transmission. There is no opportunity in such a model for feedback from the amateurs (students) or for interaction of the experts with the objects of knowledge. The self of both teacher and learner is therefore obliterated, and students are ethically deformed through disconnection from the world and their lives. By contrast, a *community of truth* is made up of subjects available to relationship rather than disconnected objects. Knowers are in relationship with subjects and with each other, transcending time and space. *Creating space* refers not only to generation of a safe, dialogical community of inquiry but also to an understanding of knowledge as holographic. In-depth consideration of a "grain of sand" can illumine the whole.

It was a day of conversation and reflection on the underpinnings of teaching and learning, "beyond the tyranny of technique." It was an invitation to foster a *capacity for connectedness* in our students and ourselves and to experience this capacity in dialogue with a master teacher. It was a call to consider who we are willing to be at Augustana in relation to our students, each other, and the knowledge in our disciplines.

Colloquia. The Bush Lunches will continue as usual.

A new Bush Steering Committee has been formed to oversee the activities of the coming year and create the new three-year Bush Grant proposal. Joan Bacon (SPED), a member of the previous Bush Committee, will continue as a committee member and serve as chair. Gary Earl (CHEM) and Richard Swanson (RELI) have joined as new members. Karin Lindell will continue as Administrative Assistant.

BETWEEN BUSH GRANTS

SOME THOUGHTS FROM THE NEW MEMBERS OF THE BUSH STEERING COMMITTEE

In a previous life, I taught at another institution where there was no such thing as Bush Luncheons or Bush faculty retreats, etc. There were precious few opportunities for faculty to talk to other faculty about innovations in teaching. We did not get together and hear about one of our colleague's research results. The Bush Grants have brought such a richness to Augustana's campus. We have been the beneficiaries of great generosity on the part of the Bush Foundation. I am excited about being able to work on the next generation Bush Grant application. Wish us success!

Gary Earl

"A TEACHER'S DOZEN"

TO BE MOST EFFECTIVE, TEACHERS NEED TO BALANCE LEVELS OF INTELLECTUAL CHALLENGE AND INSTRUCTIONAL SUPPORT

Thomas A. Angelo, currently Director of the AAHE Assessment Forum, asked himself the question, "What exactly do we know about learning that might be useful to college teachers?" His response (published in the April 1993 AAHE Bulletin) consisted in what he termed his "Teacher's Dozen" of fourteen principles of effective higher learning that are well supported by research. We have been printing Angelo's principles serially in this newsletter and we continue here with Number Twelve:

who are better prepared or more able can be encouraged to master their learning by serving as tutors, helping to create scaffolding for others, and to take more responsibility for their own learning through independent studies and special projects.

In discussing the ways in which mothers help children acquire language by constantly adjusting their speech to stay slightly ahead of the child's, Jerome Bruner writes of "scaffolding." Scaffolding is a useful metaphor for college learning, as well. The weaker or smaller the student's foundation (preparation) in the subject, the stronger and larger the instructional scaffolding (structure and support) that is required. This is one of the many reasons that teaching a first-year course requires a different approach than teaching a third-year course in the same discipline. Students in the third year generally require less structure and direction, and benefit from more autonomy and responsibility. This also helps explain why students of lower ability or much weaker preparation often benefit from and appreciate highly structured courses. They need the scaffolding.

Implications/Applications. Even when learner ability or preparation or both are weak, expectations should remain high. To reach those expectations, less prepared students will need more and more explicit instructional "scaffolding" such as tutoring, highly structured directions, and more personal contact with the instructor. Students

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