



MARINE CORPS UNIVERSITY FACULTY NEWSLETTER SUMMER 2016

MCU 2016 COMMENCEMENT



MCU Commencement Ceremonies took place at Warner Auditorium on 8 June 2016. The resident class had 286 students including 149 Marine officers, two Marine Sergeants Major and one Master Gunnery Sergeant, 26 Army officers, 21 Navy officers, 24 Air Force officers, two Coast Guard officers, 23 civilians from 11 US Government Agencies and 38 foreign military officers from 32 countries. MCWAR graduated 30 students with 27 Masters of Strategic Studies degrees. SAW graduated 24 students with 24 Masters of Operational Studies. CSC graduated 232 students with 176 Masters of Military Studies. The Distance Class CDET CSCDEPs graduated 696 students, including one Army officer, 32 Navy officers, 11 Air Force officers, 609 Marines, four Coast Guard officers, and 39 foreign military officers from 14 countries.



MCU SPEAKERS BUREAU



Cyber Professor Gary Brown on the Road

In April 2016, Cyber Professor Gary Brown, Marine Corps University, spoke in Geneva on "International Humanitarian Law, Cybersecurity and Human Rights" at the UN Workshop entitled "The Application of International Law in the Context of International Cybersecurity."

In addition, Professor Gary Brown was also interviewed for an upcoming documentary on topics of Cyber. Among technical and policy experts, he was one of several people interviewed for the film based on his legal expert and his time served as attorney for Cyber Command.

For more information, please find here links to more information about the documentary:

<https://www.youtube.com/watch?v=yHTodT8k4bk>

<http://www.magpictures.com/profile.aspx?id=64947ec4-924e-485d-bd50-fba8fdd59a29>



Speakers Bureau Con't.

Dr. Todd Holm, EWS, provided two days for training for the Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) on August 4 & 5. The training covered Leadership, Team Building, Managing Millennials, Organizational Culture, Conflict Management, and Public Presentation Skills. The training was held at the ATF Building in Washington DC and was for Supervisory Agents and Administrative Supervisors at the GS13 and above level. There were roughly 30 participants in the sessions and everyone enjoyed the interactive nature of the classroom and appreciated the quality of the content. Dr. Holm said, "It is great to have the opportunity to work with other agencies and talk with emerging leaders outside the military and share some of the leadership principles that we teach at MCU." Dr. Holm is also scheduled to re-appear as a guest speaker for the Bureau of ATF in Fall 2016.

The Case for the Case Method

Submitted by Dr. Bruce Gudmundsson

The case method is an approach to formal instruction in which the definitive classroom activity is the *decision-forcing case*. Also known as a *tough case*, a decision-forcing case is an exercise that places students in the role of the *protagonist*, a person who, at some time in the past, found himself faced with a particularly challenging problem. After learning a bit about the protagonist and his problem, each student is asked to devise a custom-tailored solution to that problem. The student is then liable to a *cold call*, a request from the instructor to explain his solution to his classmates or offer a critique of a solution proposed by another student. At the conclusion of this interplay of proposals and critiques, known as the *Socratic conversation*, the instructor concludes the exercise by providing *the rest of the story*. Also called the *reveal* or the *B-case*, this is a description of the decision made by the protagonist and the results that it achieved.

Decision-forcing cases have been a staple of post-graduate business education since the middle years of the twentieth century. More recently, they have been used in professional schools of government, journalism, and international relations, as well as in the training of intelligence analysts. In the past decade, they have begun to play a role in professional military education



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and the training of small unit leaders, as well as in the professional development of police officers, fire fighters, and people who work in the aviation industry. The common element in all of these uses of decision-forcing cases is the emphasis on the cultivation of professional judgement. That is, in professional education, decision-forcing cases are decision games in which the strict adherence to a historical scenario adds greatly to the realism of the exercise. The purpose of this essay is to propose a somewhat different use for decision-forcing cases, that of teaching academic courses in military history. This mode of employment would the respective roles of the historical and decision-making elements of each case. Rather than using history to anchor a decision-forcing exercise in reality, the decision-forcing cases of a course in military history would use decision-forcing exercises to assist students to acquire a better understanding of the part that war, warriors, and warfare have played in the human experience.

The most obvious advantage to the use of decision-forcing cases in an academic course is their effect upon student engagement. Rather analyzing abstractions, each student working through a decision-forcing case provides a specific solution to a real problem faced by a real person.

Rather than looking at an event from the perspective of a distant, detached, and disinterested observer, each student engaging a decision-forcing case takes on the role of the protagonist, thereby acquiring a personal stake in the outcome of events. Rather than sitting quietly while a small number of enthusiasts dominate discussion, each student taught by the case method knows that, at any moment, he may find himself on the receiving end of a cold call. Thus, he must be ready, at all times, to both propose a solution of his own or offer a critique of a solution proposed by a classmate.

The high degree of student engagement leads directly to better retention of facts, concepts, and characterizations. For a student learning by means of a conventional lecture course, these things are cold abstractions, things that come to life briefly in the course of a theory or an argument, but rarely find a permanent place in the imagination. For a student working through a decision-forcing case, an otherwise obscure fact, whether the range of a weapon, the location of an army at a given point of time, or the condition of a road, may mean the difference between a plan that is viable and one that is unworkable. Likewise, the difference between the solutions devised in class and the one adopted by the protagonist leads to a great deal of thinking about a



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particular historical figure, and thus interest in the way that that person is described by historians.

A less obvious benefit of a case-based history course is the very different way that they treat events. In a conventional history course, students view the great deeds of the past in a retrospective fashion, trying to figure out the whys and wherefores of something that happened a long time ago. In a case-based history course, students examine events as if they were unrolling before them in real time. Such *present tense engagement* has the effect of making the event more immediate. Better yet, because the student does not yet know the outcome of the decision made by the protagonist, he has much more in common with that real-world decision-maker than a student who enjoys the benefit of hindsight.

The fact that a student does not know the outcome of the decision at the heart of a case adds greatly to his enjoyment of the experience, his interest in the exercise, and his investment in the problem. Like the reader of a detective novel who does not know the identity of the murderer, the student working through a decision-forcing case evaluates a great deal of evidence, considers a variety of possible explanations for the things he knows, and tries to fill the gaps in his knowledge with reasonable inferences. In doing these things, he employs both his rational faculties and his intuition, frequently comparing the counsels of one type of thought with those of the others. In short, the student attempting to solve the conundrum at the center of a case is making use of much more of himself than he does when engaged in academic work of other kinds.

Another word for this high degree of investment, interest, and enjoyment is *passion*. Inspired by this passion, and equipped with both elementary knowledge and the habit of critical inquiry, the student who has been introduced to military history by means of the case method will have all that he needs to embark upon a life-long program of self-directed study, the sort of program that, for both soldier and scholar, is an indispensable part of genuine professionalism. ~



MCU Reorganization Creates New Vice Presidency

Submitted by Susan Johnston, PhD

The Vice President for Education Integration, Operations, and Plans (VPEIOP), or “VP OPS” as it is commonly referred to, achieved Full Operational Capability (FOC) on 30 May 2016. The establishment of the VPEIOP was one of the organizational changes emerging from the 2015 MCU staff reorganization. The Office of the VPEIOP synchronizes education operations across MCU/EDCOM, oversees the conduct of institutional effectiveness, and supervises the development and implementation of the MCU Strategic Plan in order to integrate the efforts of the diverse entities of the command toward achievement of the institutional mission and strategic vision.

The new VPEIOP is Mr. Jay Hatton. Mr. Hatton retired in 2013 after 27 years of service in the Marine Corps. A lifelong learner and educator, Mr. Hatton holds degrees or certificates of completion from five Professional Military Education institutions, including resident, non-resident, and blended programs. He commanded at the company, battalion, and regimental levels. Mr. Hatton completed his active duty career as the Director of MCWAR (2011-2013). Following his retirement in July 2013, he served as the MCU Director of Academic Support and Deputy VPAA until he assumed his current position in May 2016.

Two directorates perform the core functions for which VPEIOP is responsible. The Operations Directorate is led by LtCol Jeff Tlapa. He also serves as the Deputy VPEIOP. LtCol Tlapa will be retiring soon after a long and rewarding career and will be followed in that position by LtCol Jeff “Beav” Haniford. In addition to a strong military contingent, the

Operations Directorate includes Ms. Terry Flagg, who serves as the MCU Events Coordinator. The second directorate within VPEIOP is the Institutional Research,

Assessment and Planning (IRAP), led by Dr. Susan Johnston. Dr. Johnston works closely with Ms. Amy Gilason, the Institutional Effectiveness Specialist for MCU, and all schools, staff sections, and directorates to ensure valid and reliable methods are in place to collect, compute, and analyze data supporting decision making by leadership.

If you have any questions regarding the role VPEIOP plays at MCU, please feel free to contact any member of the team. They would love to hear from you!

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Mr. Jay Hatton	Vice President	784-4037
LtCol Jeff Tlapa	Director of Operations/Deputy VPEIOP (Outbound)	432-5251
LtCol Jeff Haniford	Director of Operations/Deputy VPEIOP (Inbound)	TBD
LCDR Pete Brotherton	Current Operations Officer	432-5443
Maj Jon Elliott	Future Operations Officer	784-9781
MSgt Ron Morrison	Operations Chief	TBD
PFC Kevin Bounnaseng	Operations Clerk	432-4778
Ms. Terry Flagg	MCU Events Coordinator	432-4835
Dr. Susan Johnston	Director, IRAP	784-2884
Ms. Amy Gilason	Institutional Effectiveness Specialist	432-4681

MCU BOARD OF VISITORS NEWEST MEMBERS

Two new members have recently been added to the MCU Board of Visitors: Dr. Walter Bumphus and Dr. Thomas Mahnken. Other current members include: Dr. Jerry Sue Thornton, Chair; Dr. Jack Hawkens, Dr. Michelle Johnston, Dr. Peter Mansoor, Dr. Susan Aldridge, Mr. Arthur Athens, Mr. Mitchell Shivers, Dr. Michael Elam, and Gen Richard Kramlich, USMC (Ret). The Board of Visitors meets semi-annually to discuss and advise on MCU state of affairs. The next meeting is scheduled for 13 and 14 October and will be held at Marine Corps University. Following is more on the two most recent Board of Visitors members. *(Con't on next page)*



Professor Thomas G. Mahnken is the Jerome Levy Chair of Economic Geography and National Strategy. He is a graduate of the University of Southern California and holds a M.A. and Ph.D. in International Affairs from the Johns Hopkins University's Paul H. Nitze School of Advanced International Studies (SAIS), where he remains a Visiting Scholar. Between 2006 and 2009, he served as the Deputy Assistant Secretary of Defense for Policy Planning. In that capacity, he was responsible for the Defense Department's strategic planning functions, including the *National Defense Strategy* and *Quadrennial Defense Review*, preparation of guidance for war plans and the development of the defense planning scenarios. Between 2003 and 2004, he served as Acting Director of the SAIS Strategic Studies Program. He served as Staff Director for the 2010 Quadrennial Defense Review Independent Panel, on the staff of the Commission on the Intelligence Capabilities of the United States Regarding Weapons of Mass Destruction, in the Defense Department's Office of Net Assessment, and as a member of the Secretary of the Air Force's Gulf War Air Power Survey.



Dr. Thomas Mahnken

Dr. Walter G. Bumphus is President and CEO of the American Association of Community Colleges. From 2007 to January 1, 2011, Dr. Bumphus served as a professor in the Community College Leadership Program and as chair of the Department of Educational Administration at the University of Texas at Austin. He also held the A. M. Aikin Regents Endowed Chair in Junior and Community College Education Leadership. He previously served as president of the Louisiana Community and Technical College System (LCTCS) from 2001 to 2007. LCTCS later conferred upon him the title of President Emeritus of the Louisiana Community and Technical College System. From November 2000 to September 2001 he was chancellor of Baton Rouge Community College (BRCC). Prior to joining BRCC, Dr. Bumphus worked in the corporate world serving as President of the Higher Education Division of Voyager Expanded Learning. Six years prior, he served as president of Brookhaven College in Dallas County Community College District.



Dr. Walter Bumphus



News From GRC

All of you know that the Reference Team at the Library of the Marine Corps is dedicated to serving the students of MCU, but did you know that we are also here to support Faculty? Christi Bayha and MacKenzie Duffield have over 30 years of combined Library and reference experience between them and are always willing to put that experience to work for you.

- Do you want to do a literature review on a specific topic?
- Are you researching a particular battle for an article you are writing for publication?
- Would you like some help tracking down an iffy citation in a source you want to quote in the piece that you are writing?
- Do you need help tracking down a particularly vexing government document?
- Are you looking for assistance in identifying and searching pertinent databases?
- Do you just want to find a new book to read before bed, or a new audiobook to listen to on your commute?

We are here to support you with both your professional and personal library needs. Also, don't forget that Interlibrary Loan services are now in the capable hands of Winston Gould. Stop by Room 121 of the Gray Research Center today or contact us at 703-784-4411 or mcu_grc_reference@usmcu.edu. We look forward to working with you! ~Submitted by GRC Staff

*Reminder: Last day to submit for the Winter 2017 Newsletter is Friday, Dec 9th! Please submit to:
kimberly.florich@usmcu.edu.*



“Best Practices for Working with International Military Students”

Faculty Development Session

~Submitted by Dr. Lauren Mackenzie~

A new faculty orientation session devoted to *Best Practices for working with International Military Students* (IMS) was piloted on 20 July 2016. The 90-minute presentation was organized by Dr. Lauren Mackenzie, Professor of Military Cross-Cultural Competence, Center for Advanced Operational Culture Learning, and Dr. Kimberly Florich, Faculty Development & Outreach Coordinator.

Building positive relationships with IMS is a crucial component of future international partnerships. Decades of research in the fields of international education, international management and intercultural communication suggests that educational interventions surrounding cultural awareness (such as faculty development sessions) contribute to more positive intercultural interactions. Although orientation sessions devoted to helping international students adjust to American culture are quite common in civilian and military universities, classes devoted to helping American faculty improve the quality of their interactions with international students are quite rare. The current pilot program was created to meet this need and increase new faculty member’s awareness of strategies and resources available for working with IMS.

In May 2016, a survey was administered to all faculty and staff asking participants to describe any challenges they have faced working with IMS at MCU. The July 20th session began with a review of the survey results, including some common themes related to linguistic and cultural misinterpretation. The remainder of the session included presentations devoted to:

- “Introduction to the International Military Student Program”, Ms. Angela Miller, Regional IMSO
- “Re-thinking the Challenge of Plagiarism”, Dr. Linda Di Desidero, Director of the Leadership Communication Skills Center
- “Experiences & Observations at the Seminar Level”, Mr. Mike Lewis, Assistant Professor, Command & Staff College



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- “Strategies for Managing Intercultural Communication Challenges”, Dr. Lauren Mackenzie, Professor of Military Cross-Cultural Competence

Expectations surrounding academic integrity, seminar participation, and group work tend to vary widely across cultures and create misunderstandings between IMS and faculty members. This session emerged in an effort to help new faculty members anticipate common challenges and raise awareness of several strategies and resources for addressing them. As the number of international students attending American universities continues to rise, so do the resources available to faculty and mentors. A variety of journals and websites exist to communicate best practices for working with international students, and a handout listing various resources was distributed to session participants. For example:

The University of Michigan Center for Teaching and Learning site: *Teaching International Students: Pedagogical Issues and Strategies*:
<http://www.crlt.umich.edu/internationalstudents>

The University of California at Berkeley site: *Creating Conditions for (International) Student Success*: <http://teaching.berkeley.edu/international-students>

Purdue University site dedicated to *Intercultural Learning Teaching Tips*:
<http://www.purdue.edu/cie/learning/global/teachingtips.html>

The session concluded by reviewing best practices for working with IMS, such as: (1) become aware of common obstacles & enablers; (2) consider creative alternatives to seminar discussion participation; (3) encourage an IMS “Community of practice” and peer-to-peer mentoring; (4) repeat expectations using multiple channels; (5) use stories to emphasize important points, such as the critical incident approach.

Efforts are underway to offer two additional sessions for new faculty in the fall 2016 and spring 2017 semesters. If it is positively received by this year’s participants, this three-session pilot devoted to *Best Practices for Working with IMS* will become a foundational component of MCU new faculty development.



NEWS FROM COMMAND AND STAFF COLLEGE



Dr. Richard DiNardo presented at the Society for Military History Conference, held in Ottawa, Canada over 14-17 April. He is shown here presenting his paper, "SEA LION on the Eastern Front: Operation BEOWULF, 1941. In addition, other CSC faculty who spoke there included Dr. Christopher Stowe, Dr. Brad Wineman, and Dr. Doug Streusand. ~Submitted by Dr. Richard DiNardo (Dr. Di Nardo is a member of the MCU Speakers Bureau)

On 23 March four faculty from MCU (Richard L. DiNardo, Chris Stowe and Brad Wineman from CSC, and Lt.Col. William "Wit" Johnson of SAW) provided SME support to a staff ride of the Wilderness Battlefield conducted by the officers and senior NCOs of the 3d Brigade, 82d Airborne Division. The Brigade Commander, COL. Curtis Buzzard, was a graduate of CSC, a member of the class of AY 2005-2006.



LEADERSHIP COMMUNICATION SKILLS CENTER

The Leadership Communication Skills Center (LCSC) welcomes our new students to Marine Corps University! We invite everyone to stop by and visit our new spaces in the Gray Research Center, where we have small office/consultation rooms (123, 124) as well as a new center (room 125) that will also serve as our classroom for Studio Courses and Workshops this year.

The **LCSC faculty members** gave a successful presentation of their studio course model to the **International Writing Centers Association** in Pittsburgh last year. Their panel was entitled “Evolving Paradigms for Thirdspace Writing: WC Studio Class.” Di Desidero, Hamlen, and Wells each presented their own papers on the theory and practice of teaching writing using the studio model that they have developed and implemented here at MCU. These informal studio courses are designed to support a discipline-based graduate curriculum such as that at CSC. Their papers used frameworks derived from theories of social learning to conceptualize and present research that aims to be replicable, aggregable, and data supported. The panel was well received, and the graduate writing center at Southern Adventist University is now modeling its studio courses on our program.

LCSC Studio Courses—a series of one hour support classes designed to augment CSC writing curriculum—were extremely successful and well attended in AY 2016, having served approximately 30% of the CSC student body. The studio course is designed to review academic writing, essay conventions, paragraph design, and sentence structure *within the context of the student’s own writing and writing exigencies*. Courses include strategies for approaching assignments, reading actively, and working with sources. The studio class aspires to help students apply writing concepts and principles to practice, build a repertoire of writing strategies, assess their own writing, and use their own writing as a basis for learning.

In addition to their Studio Courses, the LCSC has begun its **Fall Workshop Series**. The schedule is posted on Blackboard and on our new web page. Because the LCSC exceeded its capacity in AY 2016 with more than 2000 student visits, the faculty plans to meet student needs by offering more workshops more frequently this year in their new center, GRC 125.

Andrea Hamlen graduated from Penn State University with a master’s degree in Adult Education last spring. Her academic work includes the Scholarship of Teaching and Learning and the Teaching of Writing. Her current research investigates training and education methods that facilitate development of creative problem solving skills.

Stase Wells is teaching her TOEFL Preparation Course with 13 students enrolled and attending regularly. Classes have provided students with English language skills in the areas of writing, reading, listening, and speaking. Stase--along with her counterpart in the EWS Communication Department, Kathleen Denman--have been teaching a well-attended Conversational English Class for spouses of International Military Students from CSC, SAW, MCWAR, and EWS. The class meets weekly and started up again on September 9 at 0930 in GRC 125.



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Linda Di Desidero presented papers on the themes of Leadership, Interaction, and Gender Identity at the College English Association and the Southern States Communication Association conferences this year. She holds leadership roles in both professional organizations. She has just completed her tenth year as Associate Editor of *College English Association MAGazine*. ~Submitted by Dr. Linda DiDesidero

CDET Student Support

The College of Distance Education and Training (CDET) has been tasked with the mission to design, develop, deliver, evaluate, manage, and resource distance learning products and programs across the Marine Corps training and education continuum in order to increase operational readiness. Currently, CDET leverages a learning management system (LMS), MarineNet, and a learning support system (LSS), Blackboard, to complete the mission of educating and training the warfighter. CDET, like other large organizations, is broken into smaller sections. One section integral to CDET's mission is Student Support.

When you think of Student Support and what they do for the Marine Corps, it can seem overwhelming. For example MarineNet currently has over 200,000 active accounts, and the Student Support staff of 8 provides technical, academic and administrative support to these users on a daily basis. This support includes questions about PME/training requirements, waivers to enroll in courses, profile updates, account creations for sister service and international officers, account reactivations, official transcript requests, Unit Diary support, and Blackboard support.

Currently there are over 4,700 students actively enrolled in distance PME seminar programs (Officer and Enlisted), and last academic year CDET had over 2,100 Marines, sister service, civil servants and international officers graduate from these programs. The Student Support staff was responsible for creating their Blackboard accounts and providing administrative support while they were enrolled in the programs. Additionally, Student Support was on stand-by to support all 69,800 EPME DEP completions in MarineNet over this past year.

Student Support also provides support to EWS, CSC, SAW, MCWAR, MCCMOS, T3S, and various other programs or entities on MCU's instance of Blackboard. These schoolhouses work with Student Support to get both faculty and student accounts created. Student Support also works with the schools to create MarineNet accounts so that students can complete annual training requirements such as cyber awareness training.

One of the newest features to MarineNet that Student Support helped develop allows schoolhouses to utilize the LMS functions in MarineNet to specifically support resident schoolhouse registrar, student tracking, grading, and analytics requirements. A resident



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school can use MarineNet to track their courses and curriculums; once the user completes the school, the schoolhouse can provide an official transcript designed specifically for their school. MarineNet then will report the course completions directly to MCTFS and automatically provide a completion copy to each student's OMPF, much like it already does for all distance students. ~ *Submitted by: CDET Student Support Team*

CDET Student Support Team



Back row left – right; Jessie Shelley, Steve O'Dell, Christine Carroll, Front row left – right; Rick Ricalde, Rusty Siebert, Kacy Spivey, Sarah Burton, Bonnie Sobieranski



News from CAOCL

CAOCL Professor Lauren Mackenzie

Dr. Lauren Mackenzie, CAOCL Professor of Military Cross-Cultural Competence, was an invited presenter at the annual "Women, Peace & Security" conference held on 17 May 2016 at the U.S. Naval War College, Newport, RI.



Former MCU Horner Chair Dr. Jeffrey Grey

It is with great sadness that MCU notes the sudden passing of Dr. Jeffrey Grey, Professor of Military History at the Australian Defense Force Academy, in Canberra, Australia. Dr. Grey, who died in his sleep on 26 July 2016, served as the Matthew C. Horner Distinguished Chair of Military Theory at MCU from 2000-2002. Dr. Grey was the author of a number of books, most notably his *Military History of Australia*, published in 2008. At the time of his death, Dr. Grey was serving as the President of the Society for Military History, the principal professional organization for military history in the United States. He was the first non-American to hold this position. Dr. Grey was held in the highest esteem by his colleagues, friends and students in both Australia and the United States. A true friend of both the Marine Corps and MCU, he will be greatly missed. Heartfelt condolences to his family and friends.

~Submitted by Dr. Richard DiNardo



New Krulak Center Director Arrives at MCU

Dr. Jeffrey (Jeb) Nadaner is the new Donald L. Bren Chair of Creative Problem Solving and Director of the Brute Krulak Center for Applied Creativity at the Marine Corps University. He earned his Ph.D. from the Yale University department of history with a focus on strategy.



He possesses a record of creativity and innovation in commerce and industry, and in federal service. He served as the Deputy Assistant Secretary of Defense for Partnership Strategy and Stability Operations. On awarding Jeb the Department of Defense Distinguished Public Service Medal, Dr. Gates declared: “Put simply, Jeb has been one of this Department’s most consequential leaders and thinkers over the past four years.” During Secretary of State Colin Powell’s tenure at the State Department, Jeb served as a Member of his Policy Planning Staff and his Senior Speechwriter.

At Lockheed Martin, he led advanced technology research and development portfolios and restructuring programs as Vice President of Engineering & Technology, and before that was Director of Business Development and Strategy. Earlier he founded the successful consumer goods start-up Straight Trading. Duke University awarded him his B.A. and the University of Pennsylvania his J.D. His honors include being selected at Yale as the Olin Foundation Fellow in Diplomatic and Military History.



Faculty Development AY 2016 – 17 Lineup

Session Title	Presenter(s)	Date	Day	Time	Room
Learning Science and Instruct Excellence	Dr. Sae Schatz	9-Sep	Fri	1030 - 1200	WH LH 3
Leading Seminars for Novices	Dr. Anderson	28-Sep	Wed	1330-1430	Breckinridge, Rm 235
Adult Learning	MSgt Causey	26-Oct	Wed	1330 - 1430	EPME Conf Room
Best Practices for Working with IMS	Dr. MacKenzie and Guest	30-Nov	Tues	TBD	WH LH 3
Instructional Strat: Concept Mapping	Capt. Yarbrough	6-Dec	Tues	1330-1430	WH LH 3
Blackboard	Larry Smith	7-Dec	Wed	1330 - 1430	TBD
Instructional Strat: SCAMPER	Capt. Yarbrough	28-Feb	Tues	1330-1430	WH LH 3
Case Method: Teaching Harvard Style Cases at the C&S College	Dr. Gudmundsson	1-Mar	Wed	1330-1430	WH LH 3
Instructional Strat: DO IT Technique	Capt. Yarbrough	28-Mar	Tues	1330-1430	WH LH 3
Assessments for Higher Order Thinking (TBD)	Andy Hamilton	5-Apr	Wed	1330-1430	TBD
Instructional Strat: TAKE A STAND Technique	Capt. Yarbrough	25-Apr	Tues	1330-1430	WH LH 3

*WH LH denotes Warner Hall, Lecture Hall



2016 FACULTY DEVELOPMENT CONFERENCE

Ongoing faculty development is paramount for Marine Corps University faculty members. The purpose of faculty development is to support and adhere to the MCU Mission Statement and Vision Statement. Efforts are continuously made to heighten awareness of these benchmarks of the university. Faculty development is carefully and strategically planned so that all participants have the opportunity to learn more about effective methods of teaching and learning in higher education.

The Annual MCU Faculty Development Conference was held on 20 and 21 July 2016. The keynote speaker was John R. Allen. Gen Allen is a retired U.S. Marine Corps four -star general and former commander of the International Security Assistance Force in Afghanistan. Prior to joining Brookings Institution as Senior Fellow and Co - Director of the Center for 21st Century Security and Intelligence, Allen served as Special Presidential Envoy to the Global Coalition to counter ISIL, a position he held for 14 months. Immediately following retirement from the Marine Corps, Allen was the Senior Advisor to the Secretary of Defense on Middle East Security and in that role he led the security dialogue with Israel and the Palestinian Authority for 15 months within the Middle East peace process.

The breakout sessions included: *Creating Assessments for Valid and Meaningful Results* presented by Susan Johnston, PhD & Mr. Andrew Hamilton; *Tips for Getting Published* presented by James Lacey, PhD; *How to Run Dynamic Seminars* presented by James Anderson, PhD; *Developing Curricula for Creative Problem Solving* presented by Capt Nicole Yarbrough; *Utilization of Technology; Models and Simulations for Classrooms* presented by Mr. Dave Sonnier; *Fifty Shades of Plagiarism: A Gaming Workshop* presented by Linda Di Desidero, PhD, Ms. Stase Wells & Ms. Andrea Hamlen; *ET: Where We've Been and Where We're Going* presented by Maj Javier Palomo; *IT: Help us, Help you* presented by Mr. John Mades.



Photos from Faculty Development Conference

