

SERVICE PORTFOLIO

PRESENTATION



My service portfolio is a succinct overview of the value of my service at Algoma University and my profession. As a member of Algoma University and the law teachers' community, I see myself as an educational leader whose primary goal is to contribute to transform Algoma University from a teaching institution into a learning university. As a member of the Law teachers' community, my vision is also to instil the need to transform the profession to one which embraces deep learning.

So all –or most- of my services to Algoma and my profession are geared by my commitment to foster a culture of deep learning.

My portfolio emphasizes this commitment. Like everyone else at Algoma, I carry out many different activities that are essential for the operation of the University –recruiting, promotion, advising, hiring, evaluation of part-time faculty, and support among many others. I also carry out numerous activities within the law teachers' community to

contribute to the development of Space Law and other disciplines I teach and do research on. The portfolio is not a list of those innumerable activities. It is a selection of documents that shows how virtually every single one of those multiple activities helps advance my goal of promoting and achieving deep learning at Algoma University, my profession, and other higher education institutions. I see this as the most important contribution of my service.

**MY PHILOSOPHY OF
HIGHER EDUCATION LEADERSHIP**

MY PHILOSOPHY OF HIGHER EDUCATION LEADERSHIP

I see my primary responsibility as an educational leader to contribute to transform Algoma University from a teaching institution into a learning university.

The prevailing philosophy in most North American –research and teaching intensive- universities and colleges has been the Instruction Paradigm, where the main goal with respect to students is to provide instruction, to teach. This paradigm, which emphasizes the transfer and deliver of knowledge from faculty to students, has proved to be ineffective in transforming students’ lives, and in helping them create and discover knowledge by themselves. On the other hand, the main objective of a learning institution is to create learning environments that produce deep learning. I conceive the university itself as a learner, which must strive to continuously improve the quality of learning for each member of its community –students, faculty, and administration- individually and in the aggregate.

My personal mission is to transform each sphere which I may have influence over –the Department of Law and Politics, Algoma University, the Sault Ste. Marie higher education community, the Law teachers’ community in Canada- into learning organizations. I want to create environments that bring all constituents to discover and construct knowledge for themselves. I particularly want to encourage Algoma University to assume responsibility for both institutional and individual student learning outcomes.

MY SERVICE TO ALGOMA

I contribute to the operation of Algoma University by performing numerous services. These include acting as chair of the Academic Standards & Teaching and Learning Senate Committee, Chair of the Law and Politics Department, member of the Faculty Association Contract Review Committee (full-time and part-time collective agreements), former member of the Senate Academic Support Committee, member of search committees (Social Science Division), frequent guest lecturer in other classes, and evaluator of part-time faculty, among others. I also collaborate with several recruiting and promotion activities. I have participated in the Grade 8 Days with a presentation entitled “Restorative Justice and Halloween Gone Wrong”. I have participated in the Guidance Dinner for High School guidance counsellors, principals, and advisors and the Fall Preview event, among others. I create materials for students to enter professional careers in law and criminal justice, and produce materials to help them succeed with their university studies beyond my courses.

**MY CONTRIBUTIONS TO THE SENATE
COMMITTEE ON ACADEMIC STANDARDS &
TEACHING AND LEARNING**

As a very active member and current chair, I –and my committee colleagues- have been instrumental in a series of very significant achievements at Algoma University. My achievements include the provision of leadership in the creation of the Teaching and Learning Center, the Teaching Forum, and the Workshop on Higher Education Teaching and Learning for part-time and junior faculty, among many other initiatives.

TEACHING AND LEARNING CENTRE

We have succeeded in creating Algoma University's Teaching and Learning Centre. This entailed months of research and hard work. The Center will primarily serve faculty instructional development for the purposes of improved instruction, learning, and increased student retention.

I personally drafted the objectives and mission of the TLC. I planned and designed the functions of the part-time director, and his/her qualifications. I provided input in virtually every single aspect of the creation of the TLC.

TEACHING AND LEARNING CENTRE (excerpts from proposal made to Senate)

Objective

A Teaching & Learning Centre at Algoma U would function to

- Support the practice of teaching through workshops, information sessions, peer review, microteaching, topic-based seminars, and other programs;
- Encourage faculty to engage in the scholarship of teaching and learning;
- Promote the publication and dissemination of scholarly work on teaching and learning by the faculty of Algoma University; and
- Disseminate information, research, and resources regarding effective teaching and learning.

Mission

Julian Hermida drafted the following mission statement for Algoma's Teaching & Learning Centre based on the research of Teaching and Learning Centre missions at other universities:

- The Teaching & Learning Centre endeavors to enhance the student learning experience at Algoma University by helping faculty at every step of the teaching process—from the conception and design of a course to its evaluation and analysis.
- The Teaching & Learning Centre promotes a dynamic learning culture that values teaching as both a scholarly activity and as practice. It actively encourages faculty to engage in the scholarship of teaching and learning, and to publish and disseminate their scholarly works on teaching and learning.
- The Teaching & Learning Centre acts as an ongoing and open forum, to provide faculty with a collegial, multidisciplinary, and friendly environment in which to engage in a reflective dialogue about teaching and learning.

TEACHING FORUM

I have contributed to envision, create, organize, and lead the Teaching Forum at Algoma University.

The Teaching Forum is a faculty development initiative that aims at providing a relaxed environment for reflection and debate on a wide range of teaching and learning strategies and problems. It is designed for faculty members who want to reflect upon and discuss teaching practices, strategies, and methodologies. It is open to full-time and part-time faculty, students, and all those interested in improving the quality of teaching and learning at Algoma University.

Apart from inviting many presenters –including a session organized by students- I led two sessions –one on deep learning in the fall, and one on lectures and their impact on student learning in winter.

I also prepared a paper on the Teaching Forum for a conference in Ohio on faculty development and the work of Teaching and Learning Centers.

The Teaching Forum included the following sessions:

FALL 2008 SCHEDULE



Session 1: HOW TO PROMOTE DEEP LEARNING

Dr. Julian Hermida

September 19: 1 to 3 pm. Doc Brown Lounge

Deep learning is an approach to learning, where students use higher-order thinking and meta-cognitive skills in order to construct long-term understanding. It involves the critical analysis of new ideas, linking them to already known concepts and principles so that this understanding can be used for problem solving in new, unfamiliar contexts.

Research shows that most University students today take only a surface approach to learning. They receive information and memorize it as isolated and unlinked facts, which leads to superficial retention of information for examinations.

In this interactive workshop, Dr. Julian Hermida will share his research findings on deep learning. He will show some short videos on deep learning and propose thought-provoking questions to discuss what we can do to promote deep learning at Algoma University, and how we can change the existing pedagogical and institutional practices that lead to surface learning.

Session 2: SOCIAL (MEDIA) SCIENCE

Dr. Dave Brodbeck

Friday, October 24: 1 -3 pm. Doc Brown Lounge

In this presentation, Dr. Dave Brodbeck will talk about his experiences using social media tools such as podcasting, blogging, microblogging, instant messaging, and social networking in his teaching. He will present data that show clearly that his students' academic performance has improved since he started using social media. Social media has allowed him to go beyond the bounds of our school and reach diverse audiences all over the world in over 50 countries. He will give participants a few pointers on how to use these tools in their classes.

Session 3: HISTORICAL TOUR OF THE SHINGWAUK SCHOOL/ALGOMA UNIVERSITY CAMPUS

Don Jackson

Friday, November 21: 1 pm. Doc Brown Lounge

Don Jackson will give a tour of Algoma University. Participants will learn about the rich history of our campus.

WINTER 2009 SCHEDULE



Session 1: STUDENT FORUM ON TEACHING AND LEARNING

January 23: 2 to 4 pm (Student Lounge)

Students will share their perspectives on teaching and learning at Algoma University. Faculty and other participants will have a unique opportunity to gain first-hand insight into students' learning experiences and concerns, and issues affecting their studies at Algoma.

Participants can get together at 4 pm at the Speak Easy to continue conversations with students in an informal and relaxed setting.

Session 2: DIVERSITY IN THE CLASSROOM

Moderator: Prof. Joanne C. Elvy

February 13: 1 to 3 pm (cancelled)

This informal and open discussion will address diversity and multicultural issues in the university classroom. Participants will explore issues such as student and faculty identity, multicultural education, the concept of aversive racism, and suggestions for teaching in a diverse learning community. Other issues can include how to handle difficult discussions on diversity in the classroom, minority student success, and how to encourage retention.

Session 3: TO LECTURE OR NOT TO LECTURE? THAT IS THE QUESTION

Dr. Julian Hermida

March 13: 1 to 3 pm

The lecture is the signature pedagogy of undergraduate liberal higher education programs. Most of us lecture, and some of us even resort to lectures as our main pedagogical method, particularly in large classes. But are lectures effective? Are they conducive to deep learning? Why are some students disengaged and emotionally disconnected most of the time? What can we do to make our lectures more engaging and powerful? What learning goals can we best achieve through lectures?

In this interactive workshop, participants will explore theoretically grounded and research supported strategies about lecturing that help students take a deep approach to learning. Participants will have the opportunity to partake in a series of short, engaging group activities and to design a short lecture that facilitates deep learning, which they will be able to adapt in order to use with their own students.

Session 4: THE SCHOLARLY TEACHING PORTFOLIO

Eileen Herteis

Director, Purdy Crawford Teaching Centre

Mount Allison University

April 17: morning

1. If teaching is scholarly work, then the teaching dossier or portfolio must be approached as a scholarly document with a conceptual framework, thesis statement, argument and analysis, and current and compelling evidence. Whether you have already compiled a portfolio or are about to embark on the process, this practical session will provide examples, strategies and resources that help you to record your teaching scholarship. Focusing on the portfolio as a scholarly document and drawing extensively on the acclaimed Teaching Portfolio website she created at the University of Saskatchewan, Eileen Herteis will recast the parts of the portfolio, with special emphasis on two crucial components:
2. The Teaching Philosophy as the scholarly portfolio's thesis statement.
3. Evidence that is strategically selected to anchor the philosophy statement.

Session 5: WHAT ARE WE REALLY TEACHING? OR THE DUPLICITOUS TYRANNY OF CONTENT

Eileen Herteis

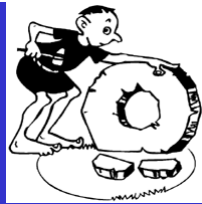
Director, Purdy Crawford Teaching Centre

Mount Allison University

April 17: afternoon

The course description says Introduction to Psychology (or Shakespeare, or Political Theory), but what are we really teaching? This interactive session will examine content from two perspectives: what it is and why we try to cover so much of it! First—whether we realize it or not—we are often teaching and assessing much more than discipline-specific material. A vast “hidden curriculum” lies beneath the surface: material which students are expected to know, but which they are never explicitly taught. Second, the tendency to shoe-horn more and more content into already super-saturated classes results in a race against the university calendar and consumes any time for our students to acquire and practice inquiry or critical thinking skills. It serves mainly to teach them bad study habits. Can our students really learn more if we cover less?

My presentations at the Teaching Forum dealt with deep learning. The first introduced a classroom action research project that I conducted on deep learning in general, and the second one discussed another classroom action research project that I conducted on the impact of lectures and student learning. The impact of both sessions was very positive. Some participants said that “I really enjoyed your workshop yesterday. You're doing important research. I would be interested in seeing a sample of your course evaluations, if that would be possible.” (Nairne, Assistant Professor, unsolicited feedback).



How to Promote Deep Learning



Dr. Julian Hermida
Algoma University
Teaching Forum
Academic Standards and
Teaching & Learning
September 19, 2008

STATE UNIVERSITY
Redefining the Classroom

My LSSU
Login Here

Home Prospective Students Academics Current Students Give to LSSU Alumni Athletics

Events Home
Search Events
Submit an Event
Campus News
Academic Calendar

RELATED SITES

- Activities Board Calendar
- Sault Ste. Marie CVB Events
- Sault Ste. Marie Chamber Events
- RSS: RSS News & Events

Individual Event Details

Teaching Forum: How to Promote Deep Learning October 17th, 1:00 PM until 3:00 PM

Organization	Academics
Description	<p>Deep learning is an approach to learning, where students use higher-order thinking and meta-cognitive skills in order to construct long-term understanding. It involves the critical analysis of new ideas, linking them to already known concepts and principles so that this understanding can be used for problem solving in new, unfamiliar contexts. Research shows that most university students today take only a surface approach to learning. They may receive information and memorize it as isolated and unlinked facts, which may lead to superficial retention of information for examinations. In this interactive workshop, Prof. Julian Hermida will share his research findings on deep learning. He will show some short videos on deep learning and propose thought-provoking questions to discuss what we can do to promote deep learning, and how we can change the existing pedagogical and institutional practices that lead to surface learning.</p>
Location	Doc Brown Lounge, Algoma University, Sault, Ont.
Contact	Prof. Julian Hermida

May 2009

S	M	T	W	T	F	S
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 2009 Go

To Lecture or not to lecture? That is the question



Dr. Julian Hermida
Algoma University
Teaching Forum
Academic Standards and
Teaching & Learning
Committee
March 13, 2009

WORKSHOP ON TEACHING AND LEARNING FOR PART-TIME AND JUNIOR FACULTY

During the first session of the Teaching Forum, some sessionals and junior faculty expressed an interest in having a workshop on teaching and learning.

I volunteered to design, organize, and deliver it.

The workshop was an introductory hands-on initiative on Higher Education teaching and learning. It explored theoretically grounded and research supported strategies to effectively conduct a University course –from conception of the course to evaluation. It examined fundamental concepts such as deep and surface learning, teaching styles, student-centered activities, evaluation, and metacognition. The workshop provided participants with the tools that are necessary for becoming a more effective teacher.

The workshop was well attended by faculty from Algoma University and Sault College. It generated enthusiasm and support across the board. Some participants said “Just wanted to say that the session last night exceeded my expectations and gave me the motivation to continue to expect my students to think. Thanks” (Cathy, full time Assistant Professor). Even Algoma University’s President extended her congratulations. She sent me the following congratulatory email.

From: [Celia Ross](#)

Sent: Tue 1/13/2009 3:34 PM

To: [Julian Hermida](#)

Cc:

Subject: RE: Workshop for junior faculty that are new to teaching

Attachments:

[View As Web Page](#)

That is a wonderful initiative, Julian. Congratulations to you and the Teaching & Learning Committee.
Celia

HIGHER EDUCATION TEACHING AND LEARNING WORKSHOP

Facilitator: Dr. Julian Hermida

Workshop hours: 6 sessions in winter. Once a week. Evening. Day and time: TBD

Minimum enrolment: 6

WORKSHOP DESCRIPTION



This workshop is an introductory hands-on journey into the fascinating world of Higher Education teaching and learning. We will explore theoretically grounded and research supported strategies to effectively conduct a University course –from conception of the course to evaluation. We will examine fundamental concepts such as deep and surface learning, teaching styles, student-centered activities, evaluation, and metacognition. The workshop will provide you with the tools that are necessary for becoming a more effective teacher. We will resort to microteaching to give you plenty of opportunities to

practice teaching and to receive constructive feedback in a safe and friendly environment. This workshop is directed to those sessionals, part-time, and full-time junior faculty with little or no background in education or pedagogy.

LEARNING OBJECTIVES

This workshop is conceived so that you can:

1. understand various concepts of teaching and learning.
 - a. examine and evaluate different teaching and learning styles.
2. develop teaching skills necessary to effectively teach at the university level.
3. help you reflect on your current teaching experience.
4. provide an opportunity to examine some research, principles, and theories relating to teaching and learning in universities.
5. provide opportunities to practice and to receive constructive feedback on some of the skills required of university teachers.
6. provide the opportunity to discuss and exchange ideas with colleagues from different disciplines.
7. provide the opportunity to experience a variety of teaching methods.

LEARNING OUTCOMES

Upon successful completion of this workshop, you will be able to:

1. Critically reflect upon research studies and other literature dealing with university teaching.
2. Prepare and deliver a University class.
3. Design, develop, and deliver an active learning experience with students.
4. Give and receive constructive feedback in oral and written form.
5. Design a course from a learning-centered approach.

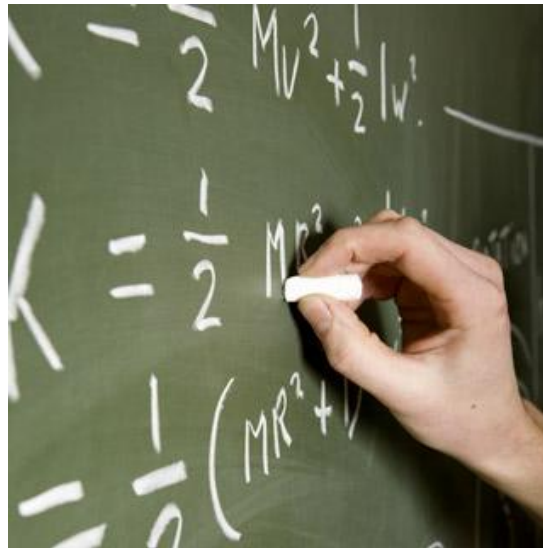
6. Challenge assumptions, think reflectively, and think critically about teaching and learning.

METHODOLOGY



You will explore the major steps of course planning, delivery, and evaluation in a hands-on workshop. We will include microteaching activities where you will put into practice research-informed teaching and learning notions, strategies, and principles for a sound student-centered pedagogical practice. The workshop methodology will give you confidence, support, and feedback by letting you try out among friends and colleagues a wide range of student-centered activities which you will be able to use with your students. You will receive and give extensive feedback throughout the workshop.

WORKSHOP SCHEDULE



Session	Major Theme	Topics	Readings
1	Learning	<ul style="list-style-type: none"> • Introduction. • Concepts of learning: deep vs. surface learning. • Learning cycle. • Teaching and learning styles. • Notions of knowledge. Perry's model of cognitive development. • The Reflective Practitioner. Knowing in action. Reflection in action 	<ul style="list-style-type: none"> • Rhem, James "Deep/Surface Approaches To Learning: An Introduction" . • Biggs, John, Student Learning Research and Theory – where do we currently stand?
2	Course syllabus and learning objectives	<ul style="list-style-type: none"> • Constructive alignment. • Course planning. • The course syllabus as a student-centered learning tool. • Formulation of premises: students, knowledge, content. 	<ul style="list-style-type: none"> • Biggs, John: "What the Student Does: Teaching for Enhanced Learning" • Biggs, John:

		<ul style="list-style-type: none"> • Analysis of student profiles. • Formulation of objectives and learning outcomes. • Taxonomies: Bloom's taxonomy, John Bigg's the SOLO taxonomy. 	<p>Individual Differences in Study Processes and the Quality of Learning Outcomes.</p>
3	Teaching and learning activities	<ul style="list-style-type: none"> • Teaching and learning activities. • Role of lectures • Active learning. • Promoting critical thinking. • Student-centered activities. • Coverage vs. discovery. • The lesson plan. • Ken Bain's natural critical environment. 	<ul style="list-style-type: none"> • Sarkisian, Ellen, "Twenty Ways to Make Lectures More Participatory" • Reich, Rob, "The Socratic Method" • Hermida, Julian "The Importance of Teaching Academic Reading Skills in First-Year Courses"
4	Evaluation	<ul style="list-style-type: none"> • Evaluation of students' achievement of learning objectives • Summative vs. formative evaluation • Evaluation criteria. 	<ul style="list-style-type: none"> • Livingston, Jennifer A. Metacognition: An Overview

		<ul style="list-style-type: none"> • Rubrics. • Test banks. • The role of feedback. Giving and receiving feedback • Metacognition. 	
5	Teaching practice	<ul style="list-style-type: none"> • Microteaching 	
6	Teaching conference: Putting it all together	<ul style="list-style-type: none"> • Share your case about microteaching. • Give and receive feedback. 	

WEB SITE

A web site for the workshop will be available at <http://www.julianhermida.com> .

The website will contain all required readings for the workshop.

READINGS

REQUIRED

- Bain, Ken, What Makes Great Teachers Great? Chronicle of Higher Education, April 9, 2004.
- Biggs, John, Student Learning Research and Theory – where do we currently stand?
- Biggs, John: “What the Student Does: Teaching for Enhanced Learning”

- Biggs, John: Individual Differences in Study Processes and the Quality of Learning Outcomes.
- Hermida, Julian "Teaching Criminal Law in a Visually and Technology Oriented Culture: A Visual Pedagogy Approach", Legal Education Review Vol. 16, Nov. 2006.
- Hermida, Julian "The Importance of Teaching Academic Reading Skills in First-Year Courses" AAU Teaching Showcase Proceedings, 2008 (forthcoming).
- Livingston, Jennifer A. Metacognition: An Overview, 2003.
- Reich, Rob, "The Socratic Method" Speaking of Teaching, Fall 2003.
- Rhem, James "Deep/Surface Approaches To Learning: An Introduction, The National Teaching and Learning Forum", Volume 5 Number 1 1995.
- Sarkisian, Ellen, "Twenty Ways to Make Lectures More Participatory" Derek Bok Center for Teaching and Learning, Harvard University.

RECOMMENDED

- Bain, Ken, What the Best College Teachers Do (Harvard University Press, 2004).
- Grunert O'Brien, Judith, Millis, Barbara J. & Cohen, Margaret W. The Course Syllabus: A Learning-Centered Approach, 2nd ed. (Jossey-Bass, 2008).

IMPACT OF THE TEACHING FORUM

The Teaching Forum –as well as other projects of the Academic Standards & Teaching and Learning Committee- had repercussions and positive effects outside Algoma. Since faculty from Sault College participated in both the Teaching Forum and the Workshop on Teaching and Learning, Sault College organized the first inter-institutional conference on teaching and learning for faculty from Sault College, Algoma University, and Lake State University.

Five members of Algoma University made presentations on diverse aspects of Teaching and Learning. I was invited as the keynote speaker to lead a workshop on deep reading and deep learning, and helped with some aspects of the organization.

Another external implication of the Teaching Forum was the acceptance of a paper I wrote entitled “The Teaching Forum –Algoma University’s signature program” at the 2009 SEED conference organized by Findlay University in Ohio.



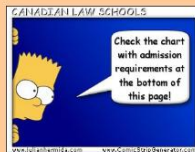
The paper examined the experience of the Teaching Forum, its significance, and effects. It helped place Algoma University’s Teaching and Learning initiatives on the faculty development map. The conference was an opportunity to show Algoma University’s work on Teaching and Learning to faculty developers and higher education professor from all over North America.

	(WTS, TLC Foundation Convocation Center)
	The University of Findlay's Center for Teaching Excellence Poster Session
1:30 – 2:20	<p>Session VI (300 Davis Street Building)</p> <p>Track 2: "New Instructor Workshop - A Signature Program for UW-Stout's Nakatani Teaching and Learning Center," Jane Henderson and Daniel Riordan, University of Wisconsin-Stout, WI (Davis 184) (Note new time)</p> <p>Track 2: "Algoma University's Signature Program: The Teaching Forum," Julian Hermida, Algoma University, Ontario, Canada (Davis 183)</p> <p>Track 3: "Webquest Design 101: Interactive Webquests for the Language Classroom," Amber Kennedy Kent, Anastasia Alexandrova, and Andrew Thompson, Bowling Green State University, OH (Davis 180)</p>
2:30 – 3:20	<p>Session VII (300 Davis Street Building)</p>

**MATERIALS CREATED FOR ADVISING MY
STUDENTS**

I have created several information guides on a series of topics for advising my students. For example, I produced a guide on career strategies designed specifically for Law and Justice as well as Criminology and Criminal Justice Algoma University students. The guide explores some strategies to start a meaningful and satisfying professional career once students graduate with a Law and Justice degree from Algoma (or a Sociology degree with coursework on Criminology and Criminal Justice). Another guide examines the admissions process for Canadian Law Schools. It carefully reviews the admissions criteria and requirements for every Law School, it provides useful strategies to write the admissions essay, to pass the LSAT, and to obtain useful letters of recommendation. It also includes a section for aboriginal applicants about the specific alternatives in each Law School.

LAW SCHOOL ADMISSIONS THE APPLICATION PROCESS



General requirements

Law Schools generally require the following for the admissions process:

1. Competitive GPA
2. Competitive LSAT
3. Admissions essay
4. Letters of recommendation
5. Resume

PROMOTION OF STUDENT WORK

CREATION OF LAW AND JUSTICE JOURNAL TO ADVANCE STUDENT SCHOLARSHIP

I have created the Law and Justice Journal in order to promote Algoma University students' involvement in a journal and to encourage the publication of their works. The Law and Justice Online Journal will publish articles relating to Law and Justice topics. The Journal has a cross-cultural focus, and encourages submissions which deal with Law and Justice topics in diverse legal traditions. It has a broad content both in terms of historical and spatial dimensions. The Journal is student-edited with minimal faculty supervision. Involvement with the editorial process provides students with invaluable insight into the academic publishing world. All contributions are subject to a peer-reviewed process.

The Law and Justice Online Journal
An Avenue for Student Scholarship

www.lawandjusticejournal.org

ISSN 1916-9620

<u>Current Issue</u>	
<u>About the LJOJ</u>	<u>Past Issues</u>
<u>Submissions</u>	<u>Subscriptions</u>
<u>Guidelines for Reviewers</u>	<u>Editorial Board</u>

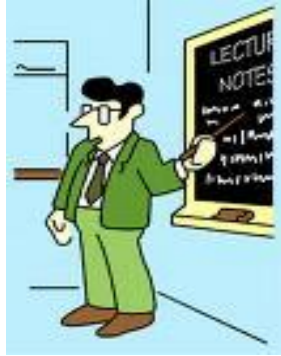
ISSN 1916-9620

The Law and Justice Online Journal	
www.lawandjusticejournal.org	ISSN 1916-9620
Current Issue	
Volume one, Number one Winter 2009 ISSN 1916-9620	
<hr/>	
<u>Capital Punishment</u>	Ashley Dzama, Algoma University
<u>Human Trafficking-Sexual Exploitation in Thailand</u>	Eve Indradat, New England School of Law, Boston, MA, United States
<u>Native Americans and the Criminal Justice System: Chthonic Law</u>	Jason Gauthier, Algoma University
<u>The Use of Tasers in Canada</u>	Thomas Mack, Algoma University

DEVELOPMENT OF STUDENT ACADEMIC SKILLS

Success at the University level mainly depends on the students' command of academic skills. I conduct action research programs on the improvement of these skills, which have resulted in several publications and conference presentations. I have also received grants to carry out these research programs. And I also incorporate the findings of these programs into my classes. But, because I want to reach students beyond my courses, I have organized workshops open to all students. These workshops aim at helping students develop strong academic skills.

Study skills workshop: How to Make the Most of a Lecture



Instructor: Dr. Julian Hermida

Date: Wednesday, September 19, 2007 from 11.30 to 1

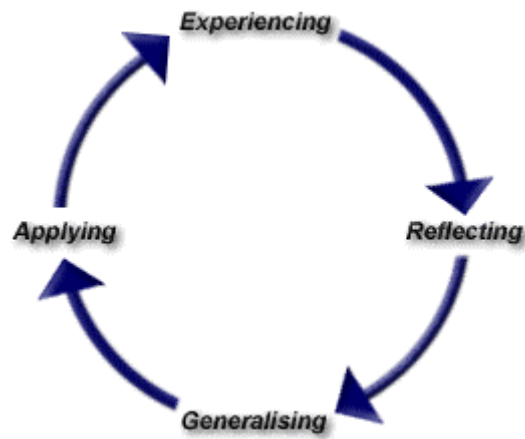
Place: NW 200

Objective: The objective of the workshop is to learn how to make the most of a lecture and class activities, and how to take useful notes and to ask useful questions.

Audience: It is geared to first year students from the Law and Politics Department and to those that have been away from college for a long time.

Format: workshop

How to make the most of a lecture



□ Objectives:

- To learn to make the most of a lecture and class activities.
- To learn to take useful notes and to ask useful questions.

□ Talk:

- Role of lectures
- Structure of lectures: objectives, connection to course objectives, integration
- Reading guides
- Creation of outline
- Note taking to complete the outline
- How to ask useful questions: questions to complete the outline
- Learning cycle
- Reflection in action

- Learning styles
- Cognitive development stages

Group work activity

Discussion Questions

- What teaching style predominates in each scene?
- Which teaching method do you think is the most effective for you?
- In your opinion, what is the best strategy to take notes in class?
- Do you find group-work like this one useful? Why? Why not?
- Do you find lectures useful? What elements must a lecture have to be useful for you?
- What is your learning style? How do you best learn?
- If you had to teach a 1st year class, how would you do it? Would you lecture? Would you include group activities?

FACULTY ASSOCIATION

I am a member of the Contract Review Committee, which is in charge of reviewing the language of both the full-time and part-time collective agreements. My main contribution has been to propose amendments that in their aggregate will contribute to promote a culture of deep learning at Algoma University. I proposed changes to many of the articles of the collective agreements. I understand that due to negotiation strategies it is difficult to even suggest these changes to the administration. But, I see my main achievement as having initiated a dialogue about the importance of promoting deep learning and valuing scholarly teaching at Algoma University.

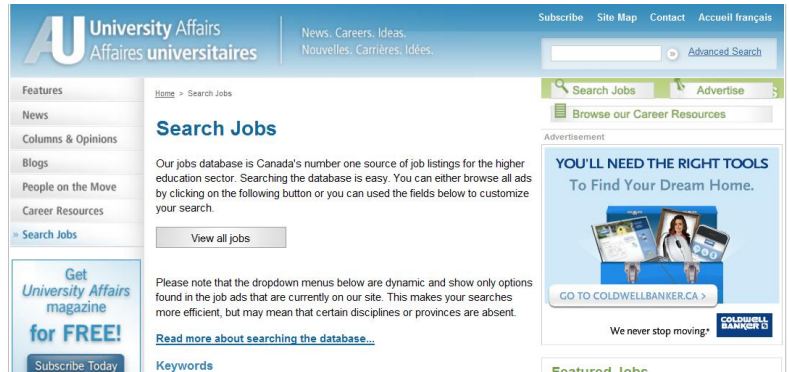
My intervention also consisted of introducing language to the agreements beyond teaching and learning.

SEARCH COMMITTEES

I have actively participated in the search committees of several positions in the Social Science Division. Again, my main goal was to begin a dialogue about the importance of using every opportunity to

promote a culture of deep learning at the University. So, I used my connections to encourage faculty that have a background in teaching and learning, that value teaching, and that approach teaching as a scholarly activity to apply to these positions. I succeeded in convincing these colleagues from very prestigious Canadian universities to apply.

While I did not succeed in persuading some faculty to select those candidates that have the ability and motivation to engage and challenge our students, I was at least successful in raising a conversation about the importance of stopping to look at how “sexy” the candidates’ main research interests may look like as basically the sole criterion for hiring. I am convinced that in future hiring opportunities, we will begin to look at candidates’ knowledge, engagement, and commitment to teaching and learning as the main criteria for selection.



CURRICULUM DEVELOPMENT

I have been actively advocating for radical change in the Law and Justice programs. I have produced a report on my vision on the philosophy of the changes needed to implement to develop a new program. This was discussed and accepted by the Department.

I also produced and presented a paper about this vision for the new program at the 2008 annual meeting of the Canadian Association of Law Teachers. The paper was widely accepted by colleagues.

Thanks to my educational background, I have the theoretical tools to approach curriculum development as a scholarly endeavour.

Below is the report I prepared.

PROGRAM REVIEW

(Draft for discussion)

GENERAL COMMENTS ABOUT THE DIRECTION OF THE LAW AND JUSTICE PROGRAMS

- The Law and Justice programs should be conceived as a broadly based liberal arts education with a focus on law.
- The general aim of the Law and Justice programs should be the same as that of liberal arts education: to foster a general understanding of culture, history, society, sciences, and social organization. This can be achieved by considering law as a social phenomenon and as a social institution, by seeing its connections with culture and society in all aspects and dimensions, and by connecting legal theory with the Humanities and Social Sciences.
- Specifically, the goal of the programs should be a critical assessment of the law in different legal traditions and cultures, taking into account multiple theoretical perspectives.
- The study of law should be broad both in its historical and spatial dimensions. It should not be limited to the here and now, as occurs in Law Schools, which implies restricting the study of the law to the current law of the jurisdiction where the Law School is situated.
- The programs should consider law in different legal traditions and cultures, e.g., Aboriginal legal tradition, Common Law, Civil Law, Islamic Law, Hindu Law, Talmudic Law. This will be in consonance with Algoma University's vision to serve its distinctive student population.

- The programs should also recognize that law is understood as a broad social phenomenon, which emanates from different sources and which is negotiated, followed, and interpreted by a myriad of social actors.
- The programs should approach Law and legal scholarship as an autonomous discipline, but they should also give ample room to the interdisciplinary perspectives on Law that come from the Social Sciences.
- The programs should provide students with a broad liberal education different from professional legal education taught in Law Schools. Thus, they should move away from professional issues and should not focus on law as a professional tool. Law should not be treated as a subject for professionals and practitioners who must understand the law to use it to serve the interests of their clients. The teaching of Law should not be reduced to the analysis of rules as applied to facts by dissecting predominantly contemporaneous edited appellate decisions of the jurisdiction where the school is located. Instead, law should be conceived as a social institution, and the teaching of Law should include a historical and contemporary analysis of different legal traditions and legal cultures through a myriad of theoretical legal perspectives and by profiting from the contributions of other Social Science disciplines.
- The Law and Justice program should focus on the following areas: (i) legal theories, (ii) law across legal traditions and legal cultures, and (iii) the contribution of other disciplines to the study of law. Students should have to take courses from each of these areas.
- These three broad areas could include some of the following courses or a combination of these or similar courses:

Legal Theory

- Legal theory
- Method of legal reasoning
- Postmodern and Feminist legal theories
- Critical Legal Studies
- Legal pluralism
- Justice theories
- Legal research methods
- Special topics for faculty to teach specific courses related to their interests and research.
- Thesis and research seminar (for 4th year students)

Legal Traditions and Legal Cultures

- Aboriginal Law
- Canadian common law (and a few courses on, for example, Canadian Criminal Law, Canadian Constitutional and Charter Law, and Canadian commercial law)
- Civil Law (Quebec, Europe, Latin America)
- Islamic Law
- Talmudic Law
- Comparative Law
- Global Law and Justice (a critical approach to International Law and Justice, including International Development topics from a Global South perspective).
- Courses on specific legal problems, such as crime, protection of the environment, family, and commerce, analyzed across different legal traditions and cultures.
- Special topics for faculty to teach specific courses related to their interests and research.

Interdisciplinary study of Law

- Law and Politics
- Sociology of Law
- Law and Popular culture (Cultural Studies of Law)
- Law and Literature
- Legal ethics
- Philosophy of Law
- History of Law
- Legal Anthropology
- Special topics for faculty to teach specific courses related to their interests and research.

Proposed learning outcomes of the Law and Justice programs

First year

General learning outcomes to be taught by faculty outside Law and Justice

- Strong mathematical skills.
- Strong academic reading and writing skills in English.
- Working knowledge of at least a second language.
- Computer skills

- General knowledge of sciences, Social Sciences, Humanities, and Arts.

Specific learning outcomes to be taught by Law and Justice faculty

- Understanding of law as a social institution.
- Appreciation of the existence of different legal traditions and cultures.
- Familiarity with the history of the legal discipline.
- Value of the contributions of other Social Science disciplines to Law.

2nd and 3rd years

- Reading skills:
 - Students should be able to read, interpret, and critique a broad array of legal texts from different legal traditions and cultures, including journal articles, law books, Social Science texts on Law and Justice, governmental reports, and non mainstream representations of law. Students should also be able to read and interpret media texts, such as documentaries on Law and Justice topics, legal films, and other texts representing or depicting law and legal problems.
- Writing skills:

- Students should be able to write effective texts on Law and Justice (but not legal documents used for legal practice). Students should also be able to produce media texts on Law and Justice topics, such as documentaries, news programs, videotaped interviews, etc.
- Analysis of legal problems from multitude theoretical perspectives.
- Familiarity with different legal traditions and cultures.

4th year

- Acquisition of research skills and knowledge of different research methodologies (quantitative, qualitative, legal).
- Completion of thesis.
- Possibility of deepening the knowledge in one or more areas of the Law and Justice programs through research and courses.

Other recommendations

- Adopt strong international exchange programs with foreign universities so as to provide students with the possibility of acquiring a unique insight of different cultures, including aboriginal cultures in other countries.
- Join the Consortium for Undergraduate Law and Justice Programs, an organization for colleges and universities that have interdisciplinary programs geared toward undergraduate education about law and justice.

SERVICE TO MY PROFESSION

I have been contributing to my profession –the law teaching community and the Space Law scholars- for years in different capacities and in many ways. I regularly carry out numerous activities that help advance my profession. Most of these services aim at instilling a culture of deep learning and contributing to the development of Space Law and other disciplines I teach and carry out research on.

Most of these services and activities entail a high degree of recognition by my colleagues in Canada, the United States, and other parts of the world. They trust me with tasks which imply a high status in my profession. For example, I am a regular grant assessor of faculty standard research grants in the Law, Criminology, and Legal Studies Committee of the Social Sciences and Humanities Research Council of Canada (SSHRC). I have assessed grant applications on Air and Space Law, Criminal Law, International Law, Criminology, Human Rights, and Civil Justice, among other areas. I am also a peer reviewer of journal articles and book manuscripts on Space Law, International Law, Criminal Law, and the Scholarship of Teaching and Learning. I am also a member of editorial boards of journals in Law and SoTL. I act as faculty developer, organize conferences, and lead workshops for law teachers and Higher Education colleagues of all disciplines. I also integrate –and in some cases preside- international professional committees and research groups on Law and SoTL.

My contributions have also been recognized with awards, grants, and other distinctions. For instance, I received the Award for permanent contribution to Space Law granted by DGAC ALADA in 2001. I was also appointed to the Review Board of the International Journal of Doctoral Studies, the leading quality peer-reviewed journal in all aspects of doctoral studies. I am also consulted by colleagues, students, and professionals from all over the world. I won a grant from the Canadian Association of Law School Deans to lead a workshop on deep learning for Law teachers.

I also make my services, contributions, and research available to the wider community by giving media interviews, producing videos to make my research findings accessible to laypeople, publishing on my website, giving talks and presentations, and acting as an advocate of deep learning and Space Law outside the university settings.

GRANT ASSESSOR FOR SSHRC

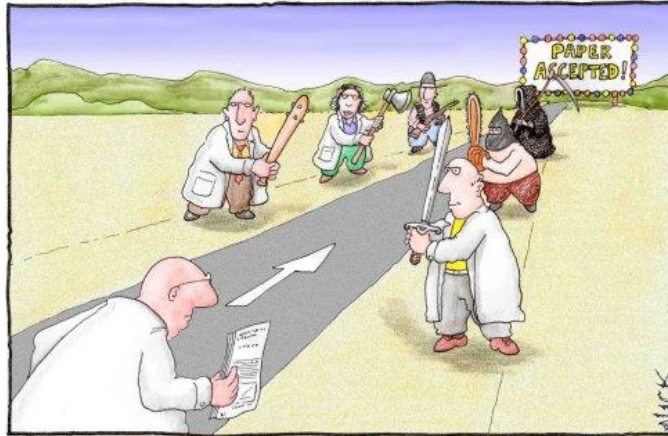
I regularly act as grant assessor of standard research grants. The following is a partial list of faculty standard research grants which I have assessed for SSHRC's Law, Criminology, and Socio-Legal Studies Committee.



SSHRC  CRSH

- Space and Aviation Law Challenges in the 21st Century.
- Street youth crime and chronic offending.
- More access to less justice: efficiency in civil justice reform
- Le droit au développement comme droits de la personne : les défis de la protection des droits de l'enfant en Afrique.
- In search of justice: the prosecution of abuse involving child victims with disabilities.
- La refondation des concepts de base du droit pénal.

PEER REVIEWER



Most scientists regarded the new streamlined peer-review process as 'quite an improvement.'

The following is a partial list of journal articles and book manuscripts which I have reviewed in the last few years.

- "Rethinking the Platforms and Philosophy for Doctoral Education in the United States: Understanding and Dealing with Attrition" submitted to the International Journal of Doctoral Studies.
- Doctoral Theses by Publication: building scholarly capacity whilst advancing new knowledge" submitted to the International Journal of Doctoral Studies.
- Criminal Law and the Canadian Criminal Code, 6th Edition, Richard Barnhorst; Sherrie Barnhorst; McGraw Hill-Ryerson (book length: 15 chapters, 351 pages).
- Basics of Criminology to be published by McGraw Hill Ryerson (book length: 14 chapters, 180 pages).
- Criminal Justice: A Primer to be published by Thomson (book length: 10 chapters).

- “Factors Affecting Jobs Satisfactions in Higher Education in Malaysia: A Case Study of Two Malaysian Universities” submitted to the International Journal of Doctoral Studies.

MEMBER OF COLLABORATIVE RESEARCH GROUPS

- “The Legal Framework of the International Space Station.” Principal researcher and president of the international commission, ALADA 2009-present. The commission has been entrusted with the analysis of the current legal regime governing activities on the International Space Station and the elaboration of a new legal approach to regulate human activities on the ISS.
- “Teaching writing in Canadian and Argentine universities” CONICET-Instituto de Lingüística de la Universidad de Buenos Aires, 2008-present.

**AWARD FOR PERMANENT CONTRIBUTION
TO SPACE LAW**



FACULTY DEVELOPER



In the last few years, I started to act as a faculty developer. I lead workshops, give presentations, and present papers on Teaching and Learning in Higher Education for Law teachers and from teachers of all disciplines in the United States, Canada, and other countries.

- “Deep Learning in the Law School Classroom”, Workshop on Deep Learning for Law School Teachers, Teaching and Learning Day, Canadian Association of Law Teachers, Annual Conference, Ottawa (Carleton), May 25-27, 2009.
- Canadian Association of Law Teachers, “LEGAL CULTURES IN LIBERAL ARTS LAW PROGRAMMES”, McGill University, Montreal, May 28-29, 2008.

- Association of Atlantic Universities Teaching Showcase. “The Importance of Teaching Academic Reading Skills in First-Year University Courses”, University of New Brunswick, St. John, NB, October 25, 2008.
- Algoma University, Teaching Forum, Deep Learning, Sept. 19, 2008.
- Algoma University, Teaching Forum, To lecture or not to lecture. That is the question, March 13, 2009.
- Higher Education Teaching and Learning Workshop, a workshop for part-time and junior faculty, Algoma University, January-March, 2009.
- “Academic Reading and Deep Learning”, Fostering a culture of teaching and learning in college and university, First inter-institutional teaching and learning conference, Sault College of Arts and Technology, May, 29, 2009.

SERVICE TO THE WIDER COMMUNITY

I make my services, knowledge, and ideas available to the wider community by giving media interviews, producing videos to make my research findings accessible to laypeople, publishing on my website, giving talks and presentations, and acting as an advocate of deep learning and Space Law outside the university settings.

These interviews, videos, resources, and materials are based on the findings and results of rigorous research projects, most of which have also resulted in peer-reviewed academic journal articles. Since I believe that they have value beyond academia, I produce these resources and materials to reach a wider –lay- audience.

I regularly post articles and research reports of all my research projects on my website. Some of these projects, such as those on criminality in outer space and deep reading, have been reproduced, commented, and discussed in blogs and non academic websites around the world, which has helped my work become accessible to people around the globe.

MEDIA APPEARANCES



- Interviewed by Sault This Week on Criminal Statistics, March 19, 2008.

- Interviewed by CTV Sault Ste. Marie on Criminal Statistics and Crime in Sault Ste. Marie, aired on March 27, 2008.



- Interviewed on Recognition of Foreign Legal Credentials by Allison Devereaux <http://devereaux.kingsjournalism.com/>



PROFILE
Dr. Ali Shekofteh Rad

Dr. Ali Shekofteh Rad is a dentist.



PROFILE
Dr. Julian Hermida

Dr. Julian Hermida is a foreign-trained lawyer who teaches at Algoma University College in Sault Ste. Marie in Ontario. He says the National Committee on Accreditation (NCA) has hidden goals to keep American lawyers out of Canada.

IAP



HALIFAX

Immigration at a glance»

Facts and figures

LOW-SKILLED SERVICE SECTOR

Temporary Foreign Worker Program»

McGill University researcher Jill Hanley talks about human rights abuses taking place on Canadian soil.

- Interviewed for a documentary on immigration entitled Immigration Learning Experiences, May 2008.



up?” by Marc Capancioni, February 2009.

- Interviewed for The Sault Star, “One man’s junk . . . If your property — or pate — is pounded by space debris, who is going to pony

- Interview on Crime Statistics in Sault Ste. Marie for CTV, March 2, 2009.

- Dalhousie Gazette by Lindsey Hepburn.



**DALHOUSIE
UNIVERSITY**

Inspiring Minds

- Latino Immigration: Learning and Integration in Nova Scotia. Directed by Florencia Carlino, May 2008.



- Alternativa Teatral. Alejandro Casavalle, August 2005.

- Canada. Historias de Vida. Orden, respeto y oportunidades. Diario La Nación, April 9, 2003.

LA NACION

ORGANIZATION OF PANELS

- “Contractual and legal issues in the film industry”, Panel Organizer, Film Studies Association of Canada, Annual Conference 2009 held in conjunction with the Congress of the Humanities and Social Sciences, May 28 – 31, 2009, Carleton University, Ottawa.

PRODUCTION OF AUDIOVISUAL MATERIALS

- “Effective Methods for Welcoming Late-entry Learners to Colleges and Universities.”
- “Anishinaabee Students and the Improvement of Academic Skills” (in production).

BLOGS AND WEBSITES DISCUSSING MY RESEARCH PROJECTS



[Space Law: An Evolving Field](#)

By [Matthew Micklavzina](#) |

Due to improving technology and increased interest in outer space witnessed by President Bush's moon initiative and China's developing space program, space law should be a growing field in the next several decades. Although most of the developments in space law occurred in the 1960s and 1970s, changes in governance, science, and economics suggest that increased access to space will lead to innovations in space law.

The Treaty on Principles Governing the Activities of States in the Exploration and Use of Outer Space, including the Moon and Other Celestial Bodies, known colloquially as "The Outer Space Treaty,"(1) is probably the most important document shaping space law because of its ideological and practical implications. This treaty "provides the basic framework on international space law" and establishes what the space law community often describes as communal ownership because of the provisions of the treaty. Clauses in the treaty state that outer space is "the province of all mankind," that it "shall be free for exploration and use by all States," and that it "is not subject to national appropriation by claim of sovereignty, by means of use or occupation, or by any other means."(2) Logically extended, this treaty seems to limit the notion of private property, since no one person or group can legally make ownership claims; this logic runs in a similar vein to international laws governing Antarctica. However, the also implies some kind of resource exploitation since "the principle of non-appropriation is not absolute,"(3) pointing to legal ambiguities that individual states or international organizations will have to address.(4) The concept of legal responsibility for space projects has received attention from space law scholars; the current practice places all responsibility for accidents and damages on states in which the mission started.(5) For example, if a privately-owned Mexican communications satellite was launched in French Guiana and crashed in India, the damage would entail legal obligations on the part of France and potentially Mexico, not the private company. However, given that the two test cases of the Liability Convention have ended with neither offending party fully compensating the offended one, (6,7) the idea of responsibility in international space law seems more theoretical than real.

As a career, space law has found increasing legitimacy inside the United States and globally. More law schools have started to offer courses on legal problems in space. For example, in May 2008, Michael Dodge, a law student at the University of Mississippi National Center for Remote Sensing, Air and Space Law, became the first person in the United States to receive a space law certificate.(8) The National Aeronautics and Space Administration (NASA) has an Office of the General Counsel with programs designed to secure intellectual property rights, to contract with the private sector, and to cooperate with other space exploration bodies.(9) The United Nations Office for Outer Space Affairs (UNOOSA) holds an annual symposium on space law, and judging by presentations by legal scholars, the field seems likely to expand in part due to technological innovations that render commercial exploitation of space feasible.

Although the current space law framework works relatively well for exploration-driven, government-led space agencies, it probably is ill equipped to regulate commercial space activities.(10) Because of its relative newness, few law schools offer courses on space law, although UNOOSA keeps rosters available online for those interested in either supplementing a previous legal education or specializing in space law. For English speakers, McGill University in Canada, George Washington University, Georgetown University, and the University of Mississippi all offer either courses or programs in space law.(11)

(1) <http://www.unoosa.org/oosa/en/SpaceLaw/treaties.html>

(2) <http://www.unoosa.org/oosa/en/SpaceLaw/outerspt.html>

(3) Julian Hermida, *Legal Basis for a National Space Legislation*, Kluwer, 54.

(4) Julian Hermida, *Legal Basis for a National Space Legislation*, Kluwer, 51.

(5) Julian Hermida, *Legal Basis for a National Space Legislation*, Kluwer, 7.

(6) http://www.space.com/news/spacestation/esperance_mir_010320.html

(7) http://www.jaxa.jp/library/space_law/chapter_3/3-2-2-1_e.html

(8) <http://www.space.com/news/080508-first-space-lawyer.html>

(9) <http://www.nasa.gov/offices/ogc/international/index.html>

(10) <http://www.unoosa.org/pdf/pres/lsc2009/symp04.pdf>

(11) <http://www.unoosa.org/pdf/spacelaw/eddir/eddir2008E.pdf>

Posted in [International Law](#), [Science / Tech](#) | Tagged [International Law](#), [NASA](#), [space industrialization](#), [space law](#) | [Leave a comment](#)

Molten Eagle

Thoughts to excite, alarm or foil paradigms, senses of humor, and imagination although not always in that order.

"The first principle is that you must not fool yourself and you are the easiest person to fool." -Richard P. Feynman (1918-1988) Nobel Prize Laureate in Physics 1965.

Research on gender with respect to behavior and performance on space missions needs to be assessed with respect to space crews, ground crews, families. [color emphasis added]

As a result of the ensuing sexual assault, attempted murder, and battery there was ***Crimes in Space: A criminological and criminal justice approach to criminal acts in outer space***, by Dr. Julian Hermida, Assistant Professor of Law, Algoma University, Canada. Here are some excerpts:

Both the United States and Russia have conducted a series of experiments in space and on earth aimed at testing human responses to isolation conditions in outer space[\[23\]](#). *One of the most notorious examples is the experience conducted by the Russian Institute of Biomedical Problems in 1998 and 1999*[\[24\]](#). *In this experience, seven male astronauts of Russian and Japanese nationalities and a female Canadian astronaut –Judith Lapierre- spent 110 days aboard a replica of the Mir space station. Astronauts conducted several scientific experiments for different agencies and the Institute of Biomedical Problems analyzed the astronauts' adaptability to a space-like environment*[\[25\]](#).

The experiment attracted international attention as several crimes were committed in the station. Two Russian astronauts committed battery, assault and attempted murder and one of them –the Russian commander- also sexually assaulted and harassed Judith Lapierre[\[26\]](#). *Russian officials tried to minimize these incidents but the Canadian reaction against the sexual assault virtually derived in a diplomatic conflict*[\[27\]](#).

At several occasions during the 110-day experiment, Judith Lapierre reported that she feared she would be sexually attacked[\[28\]](#). *However, Russian authorities did nothing to protect her, in part because they were interested in studying human reaction, including criminal and deviant behavior, to isolation in outer space*[\[29\]](#).

What we were not told: *The Russians miscreants had been in the modules for six months (> 180 days), not just 110 days. Furthermore, Russian space psychologists alleged Dr. Judith Lapierre exhibited hysteria and depression during the experiment. The Russians also suggested that she had unintentionally provoked the Russian misbehavior. Under pressure from the Canadian Space Agency, however, the Russians backed off on their charges. [more](#).*

CONCLUDING REMARKS

CONCLUDING REMARKS

Deep Learning

My academic dossier is a work in progress that illustrates my achievements in the scholarships of teaching and learning, discovery, and application. It clearly shows that I am a very successful and recognized teacher, researcher, and academic leader.

My academic dossier proves that I approach teaching as a scholarly activity, that I promote deep learning on the part of my students, and that I help my students develop cognitive and metacognitive academic skills so that they can become lifelong learners. It also evidences that my students –as well as colleagues in Canada, the United States, Europe, and other parts of the world- highly value my teaching effectiveness. This recognition comes in the form of an award for excellence in teaching, very positive unsolicited feedback from students, consistently high student evaluations, the publication of my research on teaching and learning in journals, invitations to lead faculty development workshops and programs, the presentation of papers on teaching and learning in conferences, the citation and reproduction of my published research on teaching and learning, and unsolicited positive feedback from colleagues both within and beyond Algoma University.

My academic dossier is also evidence that I am a very productive and recognized researcher and a worldwide authority in several areas of Space Law. I have published 2 books, 8 book chapters, and around 40 journal articles. Authors from all over the world regularly cite my publications in books, articles, and dissertations. Colleagues from other universities and Law schools include my publications as part of their course bibliographies. Teaching and Learning Centers in Canada, the United States, and Europe also reproduce my publications on higher education teaching and learning.

My dossier also offers evidence that, as an academic leader, I am contributing to foster a culture of deep learning at Algoma University and in my profession.

