

# 28<sup>th</sup> ANNUAL CONFERENCE ON TEACHING AND LEARNING

August 24, 2022



Eberhard Conference Center • Robert C. Pew Grand Rapids Campus



## DIRECTOR'S WELCOME



It is my distinct pleasure to welcome you back to campus for the start of the 2022-23 academic year and the 28<sup>th</sup> Annual Conference on Teaching and Learning. After two years of strictly virtual programs, I am excited to gather together here. If I am being completely honest, it is simultaneously wonderful, natural, inspiring, emotional, strange, uncomfortable, and nerve-racking. However the times we are in are landing with you, know that all of us at the Pew FTLC are deeply grateful for your engagement in this important conversation and for joining us on this special day.

For a host of reasons, higher education is at a pivotal moment. I have chosen the graphic on the program cover to reflect the notion that when we press play on this new semester, we and our students are best served if our arrows are pointing in the same direction. Campus conversations about what is truly meant by *student success*, *educational attainment* and *engagement* are not new, but things are different, and the sense of urgency is palpable. As many of us began to embrace the term “student readiness” as applied to our institution, it was natural to invite Dr. Tia Brown McNair to campus. As lead author on the brand-new 2<sup>nd</sup> edition of *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*, Dr. McNair is one of the most important, respected voices in higher education today. Having heard her speak on a variety of subjects at conferences over the past few years, I am over the moon that she agreed to provide a keynote address today. This conference also serves to kick off a new student success series for faculty and staff; we are welcoming Dr. McNair back to campus in September and have other opportunities in the works for the coming months.



There are no simple answers to the challenges that we will face in supporting the learning and well-being of our students this year. To invite you to go deeper in applying the ideas introduced in *Becoming a Student-Ready College*, we are offering semester-long Learning Communities for faculty and staff. Use the QR code below to learn more about this opportunity and to apply to participate.



As has been our tradition for the past 28 years (!), following the keynote, faculty-led breakout sessions will feature innovative teaching and learning projects. Many practical ideas for (re-)engaging students are highlighted today. In addition, the books being raffled have been specially selected to provide concrete, evidence-based practices to complement the conference theme. These new releases have been added to the Pew FTLC library as physical copies and to the University Libraries collection as eBooks, where possible. Writers and publishers were busy over the past few years, so if you are looking for a topic you don't see here, just ask us and we can make recommendations. Not surprisingly, several of the

raffle books are the subject of Faculty Learning Communities this year. We invite you to consider joining a Community or proposing one yourself. More details can be found on our website.

In community—  
—Christine Renner

## KEYNOTE SPEAKER



### Dr. Tia Brown McNair

Vice President in the Office of Diversity, Equity and Student Success  
Executive Director for Truth, Racial Healing, and Transformative (TRHT) Campus Centers  
American Association of Colleges and University (AAC&U)

### ***Becoming a Student Ready College—Shifting Mindsets and Challenging Norms***

What are promising strategies for designing and leading student success efforts that are guided by the question “What does it mean to be a student-ready college?” How can educators ensure that all students, especially underserved students, are fully prepared for life, work, and productive global citizenship? What changes need to be made in an institution’s policies, practices, partnerships, and culture to make excellence inclusive for ALL students? In this session, participants will identify key steps for examining and for establishing equity goals to promote student engagement and success, and to improve student learning, retention, and completion.

Dr. Tia Brown McNair is the Vice President in the Office of Diversity, Equity, and Student Success and Executive Director for the Truth, Racial Healing, and Transformation (TRHT) Campus Centers at the American Association of Colleges and Universities (AAC&U) in Washington, DC. She oversees both funded projects and AAC&U’s continuing programs on equity, inclusive excellence, high-impact practices, and student success. McNair directs AAC&U’s Summer Institutes on High-Impact Practices and Student Success, and TRHT Campus Centers and serves as the project director for several AAC&U initiatives, including the development of a TRHT-focused campus climate toolkit. She is the lead author of *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education* (January 2020) and *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (July 2016 and August 2022 2nd Edition).

## CONFERENCE SCHEDULE

TIME	DESCRIPTION	LOCATION
8—8:30am	Breakfast	EC 215
8:30—9am	Conference Welcome <i>Dr. Philomena Mantella, President</i> <i>Dr. Fatma Mili, Provost and Executive Vice President for Academic Affairs</i> <i>Dr. Christine Rener, Vice Provost for Instructional Development and Innovation</i>	EC 215
9—10:30am	Keynote Address by Dr. Tia Brown McNair	EC 215
10:45—11:30am	Faculty-led Concurrent Sessions #1	See pages 3-7
11:45am—12:30pm	Faculty-led Concurrent Sessions #2	See pages 3-7
12:30—1:30pm	Take & Go Lunch Available	EC 215

## CONCURRENT SESSIONS #1

### 10:45—11:30am

#### **The Global Civil Discourse Map: An Exercise in Interdisciplinary Teaching and Scholarship**

*Jeff Kelly Lowenstein, Communications*

*Janel Pettes Guikema, Modern Languages and Literatures*

*James Ford, Communications*

EC 414

More than 1,000 journalists have been killed in the last decade, and 9 out of 10 of those cases remain unsolved, according to Michelle Bachelet, UN High Commissioner for Human Rights. But that's only part of the story.

In the battle for truth, disinformation is one of the greatest threats to democracy. Drawing on social media's international reach, challengers on reality itself—actions that have serious, even fatal, consequences. The Global Civic Discourse Map seeks to counter disinformation and encourage civil discourse by creating an interactive world map populated by the observations and personal accounts of international journalists.

Bringing together faculty from Civil Discourse Multimedia Journalism, Modern Language and Literatures, and Computer Science, this session will explore the project's origin and the key role FTLC support played in its collaborative approach. All faculty interested in interdisciplinary work are encouraged to attend.

The session will cover four main topics:

- The origin of the project.
- The process of adding colleagues from multiple departments to the project.
- The role FTLC support played in carrying out and editing the interviews with international journalists.
- Reflections about successes, challenges, lessons learned, and next steps.

#### **Supporting and Expanding Global Learning at GVSU**

*Ellen Shupe, Psychology and Pew FTLC Faculty Fellow*

EC 316

One important way universities can foster learning and growth across all students is to create structures, policies, and curriculum that support global learning. In this session we will discuss the role of global learning in student-ready institutions and identify ways we can expand global learning at GVSU. We will begin by highlighting the resources and opportunities currently available for faculty and students, and then share ideas for expanding our global learning efforts in and outside of the classroom. Participants will be asked to consider specific applications in their own disciplines and to identify potential barriers to implementing new ideas. Finally, we will identify ways the Faculty Teaching and Learning Center (FTLC), Padnos International Center (PIC), and other university resources can support faculty as they explore and implement global learning initiatives.

#### **Pace Initiative for Student Mental Health, Health, and Wellness: Bringing Expertise to the Classroom**

*Patty Stow Bolea, School of Social Work and Pew FTLC Faculty Fellow*

*Mary Bower Russa, Psychology*

EC 511

This Pew FTLC initiative seeks to ground well-being, health, and mental health in existing coursework.

Grounded in disciplinary expertise, faculty members partner with campus and community experts to bring topics of well-being, health, and mental health to the classroom in Pace Course Modules, embedded into existing courses. In this session participants will get an update on the current state of student mental health, health, and wellness. Participants will learn about ways to engage with the Pace Initiative and see examples of classroom modules designed to bring related expertise from faculty and staff into the curriculum.

## **CONCURRENT SESSIONS #1 (continued)**

### **10:45—11:30am**

#### **Flexibility and Student Engagement/Centered Teaching—What Does It Mean and How Do We Make It Happen?**

*Susan Strouse, Nursing*

EC 512

This interactive session will explore the meaning of flexibility, student engagement and student centeredness. Participants will share and learn about possible strategies to foster these concepts in their courses and leave with tools they can incorporate now and in the future that help foster student ownership of their learning and in turn, their success.

Flexibility, student engagement and student centeredness are common words used in higher education that contribute to student success, but what do they mean to you and are these concepts linked? What are some strategies faculty can integrate into their classrooms and courses that foster these concepts? How can we help students take ownership of their learning while still ensuring mastery of content? Small changes in an online or in-seat classroom can boost student engagement and, in turn, their student success. These changes can move faculty from being the “sage on the stage” to the “guide on the side.” This interactive session will help faculty explore these concepts, as well as contribute to possible tools they can incorporate into their classes and energize their teaching and student learning.

#### **Resilient Faculty Can Foster Resilience in Students**

*Gwenden Dueker, Psychology*

EC 201

Resilience is defined as an individual’s capacity to navigate to needed resources AND the availability of accessible resources in the environment (Ungar, 2008). This session will introduce multi-level models of professional and personal resilience and discussion will focus on how administration and faculty can grow their own capacities for resilience, so we are better able to support our students towards positive outcomes.

The goals of this session are to:

1. become more familiar with a multi-level model of resilience,
2. share resilience building strategies with each other and,
3. draft an individual resilience implementation plan.

#### **Introduction to Universal Design for Learning (UDL)**

*Dana Munk, Movement Science and Pew FTLC Faculty Fellow*

EC 410

Universal Design for Learning is a course design framework for providing increased access and reducing barriers to learning for all students by offering multiple means of engagement, representation, and action or expression. Engagement strategies are those which help students understand *why* they are learning in multiple formats. Action or expression strategies provide students with a variety of ways to demonstrate *how* they understand course content. This session will introduce faculty to the UDL components of engagement, representation, action and expression. In addition, participants will develop a course design strategy for each UDL component to incorporate in their courses this semester.

Faculty will work in small groups of 3 or 4 for this session. Three 5-minute video clips which provide an overview of engagement, representation, action, and expression will be viewed during this session. After each video segment, faculty will discuss strategies that would work for their specific courses and/or how they will implement them.

## CONCURRENT SESSIONS #1 *(continued)*

### 10:45—11:30am

#### **Lessons From the Honors' College**

*Kurt Ellenberger, Honors College*  
*Jeremiah Cataldo, Honors College*  
*Ellen Adams, Honors College*  
*Joel Stillerman, Sociology*  
EC 215

The Honors College presents students with the opportunity to engage in a rich and varied General Education program that is tailored to support and to challenge the students in our program. The students are admitted to the Honors College based on a variety of different metrics including GPA, community and high school engagement, life experiences, backgrounds, etc. As such, they are some of the most high-achieving students on our campus.

This unique population presents faculty with significant opportunities to teach in new ways that challenge and support these students. These challenges result in teaching that often features experimentation, creativity, and unique learning experiences. In doing so, we strive to provide students with the richest experience possible as we broaden their perspectives from an interdisciplinary perspective.

In this session, Honors Faculty will share some of their “lessons learned” from working with students in this unique environment, lessons which are applicable to both general education courses and disciplinary courses alike.

#### **Aligning Our Work with Our Values**

*Kathryn Stieler, Music, Theatre, and Dance and Pew FTLC Faculty Fellow*  
EC 310

Considering the disruption to our work these past two years, it is more important than ever that we are intentional about the way we spend our finite time and energy. How might we use our values as a springboard to design our work more meaningfully and best serve our students and greater community?

#### **“The Mindful Prof”**

*David Eick, Modern Languages & Literatures and Pew FTLC Faculty Fellow*  
EC 423

Can meditation make you a better professor? Some in our profession find it helpful for preservation of sanity. It enhances focus and mental clarity, lifts mood, and helps us muster compassion for students, colleagues and ourselves. This session will feature a brief presentation of the research on meditation, a few short, guided meditations which you’ll then be able to practice on your own, and plenty of time for questions and discussion. Longtime practitioners are beseeched to attend and share their wisdom.

## CONCURRENT SESSIONS #2

### 11:45am—12:30pm

#### **Supporting and Sustaining Adult Learning at GVSU**

*Heather Wallace, Public Health and Pew FTLC Faculty Fellow*  
EC 317

Have you ever wondered about or considered teaching adult learners? This session will provide an opportunity to explore what makes adult learning unique, how it might fit with your teaching and scholarship interests and an overview of adult learning programs and opportunities for faculty at GVSU.

The session will begin with a brief overview of the important principles, elements, and definitions relevant to adult education. Participants will explore their own perceptions, attitudes, and ideas about adult education through an interactive game. The session will finish with an interactive discussion of how faculty can extend their learning and engagement with adult education through FTLC and other GVSU resources.

Upon completion of this session, participants will be able to:

1. Recognize the primary principles of adult education in regard to the ways in which older students learn and pursue educational goals
2. Identify sources of motivation and expectations specific to adult learners
3. Identify opportunities and resources to enhance and/or engage in adult learning and education at GVSU

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## **BOOK RAFFLE** Winners will be announced at lunch. *(You do not need to be present to win.)*

**College Belonging: How First-Year and First-Generation Students Navigate Campus Life**

*Lisa M. Nunn, 2021*

**Delivering on the Promise of High-Impact Practices: Research and Models for Achieving Equity, Fidelity, Impact, and Scale**

*John Zilvinskis, Jillian Kinzie, Jerry Dady, Ken O'Donnell and Carleen Vande Zande, 2022*

**The New Science of Learning: How to Learn in Harmony With Your Brain**

*Todd D. Zakrajsek, 2022*

**From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education**

*Tia Brown McNair, Estela Mara Bensimon, Lindsey Malcom-Piqueux and Lynn Pasquerella, 2020*

**The New Education: How to Revolutionize the University to Prepare Students for a World in Flux**

*Cathy. N Davidson, 2022*

**STEM, STEAM, Make, Dream: Reimagining the Culture of Science, Technology, Engineering, and Mathematics**

*Chris Emdin, 2021*

**Communicate for Change: Revitalizing Conversations for Higher Education**

*Lori Carrell and Robert Zemski, 2021*

**Keeping Us Engaged: Student Perspectives (and Research-Based Strategies) on What Works and Why**

*Christine Harrington and 50 College Students, 2021*

**Teaching on Days After: Educating for Equity in the Wake of Injustice**

*Alyssa Hadley Dunn, 2021*

**Best Practices in Engaging Online Learners Through Active and Experiential Learning Strategies**

*Stephanie Smith Budhai and Ke'Anna Brown Skipwith, 2022*

**Risky Teaching: Harnessing the Power of Uncertainty in Higher Education**

*Jay W. Roberts, 2022*

**Designing Intersectional Online Education: Critical Teaching and Learning Practices**

*Xeturah M. Woodley and Mary F. Rice, 2022*

**An Evidence-Based Guide to College and University Teaching: Developing the Model Teacher**

*Aaron S. Richmond, Guy A. Boysen, and Regan A. R. Gurung, 2021*

**Going Public Reconsidered: Engaging With the World Beyond Academe Through the Scholarship of Teaching and Learning**

*Nancy L. Chick and Jennifer C. Friberg, 2022*

Notes:

# THE ROBERT AND MARY PEW FACULTY TEACHING AND LEARNING CENTER

## Faculty Mentoring Opportunities

The Pew FTLC fully supports faculty in the development of their own mentoring networks. We are excited to announce NEW **Faculty-to-Faculty (F2F) Mentoring Programs** this year. These include:

- Years 2 through 6 Tenure Track Faculty
- Years 2 through 6 Visiting and Affiliate Faculty
- Mid-Career Librarians
- and MORE!

**First Year Faculty (FYF) Mentoring Communities** remain popular; we are eager to welcome the new faculty to our community through this program.

Visit our Mentoring Communities webpage ([www.gvsu.edu/ftlc/mentoring](http://www.gvsu.edu/ftlc/mentoring)) for a complete list of mentoring groups, descriptions, meeting days/times/locations as well as instructions on how to register.

## Consultations and Class Visits

The Pew FTLC works with faculty members from all disciplines in a variety of ways to improve teaching and to enhance the culture of teaching and learning at GVSU. All faculty are welcome to use our confidential services. Consultations are conducted via email, over the phone, in person and can involve class observations. Broad topics that we routinely address include course planning and design, effective teaching methods, assessment of student learning, and documenting teaching and other professional activities. Request a consultation by emailing us at [pewFTLC@gvsu.edu](mailto:pewFTLC@gvsu.edu).

Make sure you never miss a thing! Follow us on social media to stay up-to-date.



## Faculty Learning Communities

Faculty Learning Communities (FLCs) engage faculty in collaboration and discussion around a teaching and learning topic of mutual interest. These faculty-facilitated groups meet over the course of a semester or year to explore, implement and share new approaches. Most faculty report building relationships that last long after FLC has ended. Visit our Current Faculty Learning Communities webpage ([www.gvsu.edu/ftlc/flcs](http://www.gvsu.edu/ftlc/flcs)) for more information.

## Resources

The Pew FTLC maintains a library of books, journals, and other resources related to teaching and learning. The majority of our holdings are part of the University Libraries catalog. Browsing the library located in 068 James H. Zumberge Hall is encouraged.

In addition to physical materials, we offer a range of electronic resources, including:

- A topical [Teaching Resources](#) section of the Pew FTLC website.
- 24/7 access to video-based programs through the [20 Minute Mentor Commons](#)
- Online courses offered through the [Online Learning Consortium](#)

For additional assistance with accessing these resources, just contact us ([pewFTLC@gvsu.edu](mailto:pewFTLC@gvsu.edu)).