An Emerging Disability On Campus: What Faculty & Advisors Need To Know About Asperger’s Syndrome

**Academic Advising Professional Development Committee**

**September 20, 2012, 3pm - 5pm, Grand River Room, 2250 KC**

This session will be facilitated by Kathleen VanderVeen, Disability Support Resources and Jamie Owen DeSchryver, Psychology. Following an introduction and overview of Asperger’s Syndrome, the process and implications of the DSR Memo will be discussed. Participants will also have a chance to discuss student case studies in small groups. Faculty and advisors in attendance will gain not only a greater understanding of student needs and the DSR support available, but will also leave with practical approaches to apply in their interactions with students. Please register at [www.gvsu.edu/seminar](http://www.gvsu.edu/seminar).

Balancing Act: Engaging Students Before and During Class

**Christine Rener, Pew FTLC**

**Wednesday, September 26, 2 - 3pm, 303CDEV or Thursday, September 27, 4 - 5pm, 167 LOH**

Looking to better balance the work that students do outside of class with engaging activities during class? Whether or not you are “flipping the classroom,” incorporating new technological tools for learning or simply want to explore new approaches to engaging students in deep learning, this session has something to offer. Four “out-of-class” engagement techniques will be presented. Four “in-class” active learning engagement techniques will be discussed. Sample assignments, grading rubrics and implementation suggestions will be provided. More information about this workshop is available on the Pew FTLC website.

Appreciative Advising: Putting Theory into Practice

**Co-Facilitators: Amanda Cuevas and Rob Freidhoff**

**Friday, September 28, 12:30 - 4:30pm, 340 Bicycle Factory**

Join us for an afternoon of hands-on active learning where you will put Appreciative Advising into daily practice. A follow up from the Introduction to Appreciative Advising workshop held in April, this skills development workshop is designed for faculty and professional advisors who desire to learn how to specifically employ the six phases of Appreciative Advising: Disarm, Discover, Dream, Design, Deliver, and Don’t Settle. A brief overview of the framework will be covered, but the main focus of the afternoon will be on practice. Participants looking for an opportunity to optimize the educational experiences of their students and help them become their best selves should attend. Please register at [www.gvsu.edu/seminar](http://www.gvsu.edu/seminar).

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**NEW STAFF, EXPANDED INITIATIVES**

Joining the Pew FTLC staff in a new role, Dana Munk is serving as Director of Part-time Faculty Support. This position – proposed initially by our Part-time Faculty Advisory Council – formalizes the work that Dana began as Faculty Fellow, expands the role, and establishes a readily recognizable contact person for part-time faculty. Reporting to the Pew FTLC Director, Dana will collaborate with our staff, the Provost’s Office, Deans, unit heads, and faculty, leading a range of part-time faculty initiatives.

We are also joined this year by a new Pew FTLC Faculty Fellow: Kathryn Stieler from the Music Department. Kathryn will participate in new faculty programs, faculty learning communities as well as teaching consultations and observations.

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**COMPETITIVE GRANTS DUE OCTOBER 1**

FTLC offers an outstanding array of grants for faculty to engage in various teaching-related activities. If your department or college would like a short (10 min) presentation on our grants, their criteria, and some examples of what has been funded, our Grant Director, Kurt Ellenberger, would be pleased to visit and provide information and answer any questions.

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**PART-TIME CHATS**

A continuing opportunity to meet peers, to share success and survival strategies, and to discuss ways to improve student learning. No RSVP necessary. Just bring your own lunch.

**Wednesday**

**September 19**

**Coffee Hour**

4 - 6pm

The Gordon Gallery, 103E DEV

**Wednesday**

**October 24**

**Brown Bag Lunch**

11:30am - 1pm

1142 KC

**Thursday**

**November 15**

**Brown Bag Lunch**

11:30am - 1pm

The Gordon Gallery, 103E DEV
Fall Conference on Teaching and Learning

ScholarWorks
Miss the conference or interested in handouts/materials from the sessions? Here is the link to the conference ScholarWorks site. http://scholarworks.gvsu.edu/ftlc_fall_conference

MITs
Gathering mid-semester feedback from students is a teaching best practice. In addition to in-class free writes and anonymous Blackboard surveys, another method to consider is a Mid-Semester Interview about Teaching (MIT) wherein an FTLC staff conducts an interview with your students. Student and faculty response to the MIT experience has been phenomenal, a result well supported by the literature. We are available to visit fall and winter courses. Please visit the MIT website for additional details and a link to an online request form. http://www.gvsu.edu/ftlc/ftlc-mid-semester-interview-about-teaching-96.htm

On-demand Workshops
The Pew FTLC is hitting the road, bringing workshops, seminars, and discussions to you. Customizable topics that we will bring to a college, department, or group of faculty include:
- tapping into student motivation
- clarifying expectations for your students with rubrics
- interpreting student evaluations
- teaching as performance

Visit our website or contact ftlc@gvsu.edu to schedule a session.

FALL 2012 FACULTY LEARNING COMMUNITIES

Faculty Learning Communities (FLCs) bring faculty together to work on projects of mutual interest. This coming year, we offer several new FLC opportunities. Each FLC consists of a facilitator and a group of 8-12 faculty. The groups meet over the course of a semester or year, working on either collaborative or parallel projects. At the conclusion of an FLC, a product that can be publicly shared typically results. Most communities are cross-disciplinary and utilize technological means of communication to enhance face-to-face gatherings.

For additional details or to reserve a spot please contact the facilitator by September 21.

ACADEMIC SERVICE LEARNING
Facilitator: Patty Bolea, Pew FTLC boleap@gvsu.edu
Are you interested in developing a service learning project in your course? Are you looking for ideas to help in evaluating a current service learning project? Come together to review pedagogical foundations of service learning as well as practical issues you may face in academic service learning. Faculty will have the opportunity to examine literature related to civic engagement, high impact learning experiences, and transformative learning theory to inform their work.

BEST PRACTICES FOR SUPPORTING PART-TIME FACULTY AT GV SU
Facilitator: Dana Munk, Director, Part-time Faculty Support munkd@gvsu.edu
This Learning Community is designed for full-time faculty and administrators who are responsible for the oversight of part-time faculty in their department or college. Discussions will focus on issues related to hiring, department and university orientation, administrative and teaching support, review and contract renewal, and professional development. This community will draw upon the research on best practices for supporting part-time faculty and participants will work together to develop a comprehensive plan for supporting part-time faculty in their department or college. We will meet biweekly during the semester.

SCHOLARSHIP OF TEACHING & LEARNING
Facilitator: Christine Rener, Pew FTLC renerc@gvsu.edu
The Scholarship of Teaching and Learning (SoTL) is rigorous, evidence-based research about student learning in higher education. The methods and results, often transferable to other disciplines, are distinguished from scholarly teaching by virtue of being subject to peer review and disseminated to the Academy. Whether you are at the beginning stages of moving from scholarly teaching into SoTL or are seeking support for an existing SoTL project, this learning community will connect you with practices and practitioners at GVSU and beyond.

FINDING YOUR MID-CAREER MOJO
Facilitator: Katherine Stieler, Pew FTLC stielerk@gvsu.edu
You earned your doctorate, survived the tenure process, and achieved success as a teacher and scholar...what next? This Learning Community, made up of tenured faculty at the rank of associate or full professor from multiple disciplines, is a place for mid-career faculty to seek camaraderie and support as they navigate their futures in higher education. The group will take time to reflect, exchange ideas, explore new paths, entertain possibilities, and celebrate around where you have been and where you are going. This opportunity is limited to 10 participants.

This group will meet monthly on Fridays from 11am – 1pm beginning September 28 in LOH. Please bring your own lunch. A microwave is available. Dessert and drinks will be provided.

INTERNATIONAL FACULTY COMMUNITY
Facilitator: Kurt Ellenberger, Pew FTLC ellenbek@gvsu.edu.
We invite International Faculty to participate in our International Faculty Community. We will meet monthly in an open and confidential forum to discuss issues and concerns and to share stories and strategies for success in the academic environment. Lunch or breakfast will be provided!
Seamless Learning: Connecting to Educational Opportunities Outside of the Classroom

Tuesday, November 27, 11 - 12 pm, 167 LOH
Friday November 30, 1 - 2pm 117E DEV
Diana Pace, Michelle Burke, Eric Klingensmith, Student Services

Faculty can enhance students’ learning by recommending or assigning out-of-class experiences. This workshop will provide information about the wide array of co-curricular programs offered through the Division of Student Services’ “Academics Beyond the Classroom” (ABC). The workshop will also give participants step-by-step instructions on how to use the ABC website, which is organized according to desired learning outcomes. The dates of this workshop allow sufficient time to integrate co-curricular opportunities into Winter semester syllabi.

Planning Your SWS or Writing Intensive Class

Friday, December 7, 3 - 4:30pm, 0042 KC
Kay Losey, SWS Director

Are you teaching a writing intensive or SWS class next semester? Would you like help conceptualizing (or re-conceptualizing) your class so that the writing assignments, feedback, and evaluation components better serve your course goals? Would you like suggestions for making writing an integral part of the course rather than just an “add-on”? This interactive workshop is designed to help you think through the content and timing of assignments, feedback, and evaluation throughout the semester, particularly with regard to how they serve your goals and expectations for student learning in the course. You will leave this workshop with a draft semester plan for your SWS or writing intensive class. Bring all relevant course materials, including your major course goals and any aspects of the course required by your department.

Competitive Grants Due February 1

In support of the new General Education guidelines, priority will be given to grants that assist in the implementation and development of the new curriculum in the GenEd program.

Register for an Event

Creating a Syllabus for a New Course

Thinking ahead to next semester...
whether you are creating a syllabus for a new course or refreshing an existing syllabus, here are four best practices, or fresh ideas to consider. As always, contact us if you would like additional, more in-depth resources or would like a fresh pair of eyes and feedback on your syllabus.

What Do Students First See?

Consider how to draw students into not only your subject, the class, but the syllabus document itself. What is this course really about? Why is what they will learn important? Even for a course that is part of a well-defined major or minor program, we can’t always assume that students understand why a course is required. The opening section of a syllabus is one good place to start this conversation. How can you convey your enthusiasm for the course content and for student learning?

The promising syllabus framework described by Ken Bain (the author of What the Best College Teachers Do) addresses (a) what students will learn (as opposed to what the instructor will teach), (b) how they will get there, and (c) shared expectations of what success looks like. To learn more:
http://chronicle.com/article/The-Promising-Syllabus/46748
http://www.bestteachersinstitute.org/id36.html

Consider the tone and energy of your syllabus. Consider the ratio of “students can do” to “students cannot do” statements. Are there choices that students can make about the types of assignments they complete? Choice and autonomy are highly motivating. How might you build in some flexibility to the nature or timing of projects?
Creating a Syllabus for a New Course

**Essential Components**

In addition to giving thought and attention to engaging the (student) reader of your syllabus, review the following list of items to make sure that your syllabus conveys the information that students need about your course. While many faculty provide supplemental materials on a Blackboard site or website, these items cover the basics of the course. Check also with your department for further guidance or standards regarding syllabus content.

- The title, department, and number of the course
- Instructor name, office location, contact information, and office hours
- Statement of objectives*
- Prerequisites to (if any) and requirements of the course
- Required texts and/or supplies
- An explanation of the policy relative to student absences
- The basis for grading the course
- Date and time of final examination

Students also appreciate these items to be included with the syllabus or posted as additional documents:

- An outline of topics to be covered or reading schedule, whether broad or specific, even if tentative
- Schedule of exams, assignment due dates, project deadlines
- Special class procedures (web-based components, collaborative projects)
- Advice and information about how to study for the class

*Are you familiar with Objective 4.2 of the GV Strategic Plan 2010-2015? By 2012, all courses identify student learning outcomes linked to appropriate pedagogies.

**Policy statements**

Looking for examples of common policy statements?

**Writing Center**
http://www.gvsu.edu/wc/syllabus-blurb-8.htm

**Disabilities Support Resources**
Any student who requires accommodation because of a physical or learning disability must contact Disability Support Resources (http://www.gvsu.edu/dss) at 616-331-2490 as soon as possible. After you have documented your disability, please make an appointment or see me to discuss your specific needs.

**General Education**
A syllabus attachment is distributed by the General Education program at the beginning of each semester to all general education course instructors.

**Supplemental Writing Skills (SWS)**
http://www.gvsu.edu/sws/index.cfm?id=708EA139-DAB3-9D21-B4962401E31BFBC9

**Plagiarism**
http://www.gvsu.edu/clas/academic-integrity-294.htm

**Netiquette (Emails, laptops, cellphones)**

**Graphics**

Text-heavy syllabi are the norm. To convey information to students in an alternative way, consider using graphic organizers as part of your syllabus. Images, flow charts, mindmaps, maps, and tables all contribute to the readability and ease of learning more about the course. The places to start:

**Using graphic organizers to improve teaching and learning, IDEA Paper #51, 2012.**


Universal Design for Learning is an educational framework that supports individual learning differences. The UDL community provides fabulous suggestions for crafting a syllabus. Learn more at these two places. On the first site, you will find a rubric for syllabi that compares “traditional” syllabi to “enhanced” and “exemplary” syllabi.

**EnACT Project, Sonoma State University**
http://enact.sonoma.edu/content.php?id=218878&sid=2032318

**UDL Online Training Module, San Francisco State University**
http://ctfd.sfsu.edu/universal-design-for-learning-online-training-module.htm

Simple UDL changes to consider: add a picture of yourself and include a simple campus map showing the location of the classroom and your office. Many students will review course syllabi ahead of the first day of class, if they are posted. Are there discrete units or topic groups in your course? Can these units be represented as a simple flow chart or diagram, possibly showing the relationship of one unit to another?

**Engaging students with the syllabus on the first day of class**

Looking for ideas for first-day activities? Here are four resources: three articles and a set of video case studies to consider.

**Taking a look at the whole picture of the first day: http://www.cmu.edu/teaching/design/teach/firstday.html**

**First-Day Questions for the Learner-Centered Classroom**


**Merlot Elixir Case Stories: Goals for First Day of Class**
http://elixir.merlot.org/case-stories/course-preparation-design/first-day-of-class/goals-for-first-day-of-class7
Efficient and Effective Feedback on Writing

Kay Losey, Director, SWS Program, Writing

Thursday, Nov. 1, 3-4pm, 2201KC, or Friday, Nov. 2, 3-4pm, 107C, University Club

Are you interested in learning the most effective (and efficient) ways to provide teacher feedback on student writing? Have you heard about using peer review sessions to improve your students’ writing, but you aren’t sure how to organize and run them? This workshop will provide methods for quickly and effectively providing teacher feedback to improve your students’ writing. It also will offer specific guidelines for creating peer groups and developing revision activities for them. Participants are encouraged to bring their questions and share their experiences. Open to all faculty.

General Education Course Assessment Plan Workshops

C. "Griff" Griffin, Director, General Education

Following the General Education Program revision adopted last year, all Foundation and Cultures courses will need to develop a new Course Assessment Plan (CAP). Come to this 50-minute workshop to learn how to write a CAP that describes how you will teach and assess student learning for the new and existing goals. We will provide lots of pointers on how to complete the form. Participants will also have the opportunity to share their own strategies for teaching and assessing learning. Session pre-registration not required.

Teaching Conference Handouts

ScholarWorks@GVSU is an open-access repository maintained by the GVSU Libraries that showcases and maintains works by GVSU scholars. The Pew FTLC in collaboration with University Libraries, has created a ScholarWorks website for the Fall Teaching Conference where we have archived handouts and presentation materials from both the 2011 and 2012 conferences. They are available for review at: http://scholarworks.gvsu.edu/ftlc_fall_conference/2012/
The Art of Writing Compelling Letters of Recommendation

Amanda Cuevas, Director, Frederik Meijer Office of Fellowships
Tuesday, October 2, 12-12:50 pm, 2266 KC or Wednesday, October 3, 12-12:50 pm, 303C DeVos

Writing meaningful and compelling letters – whether in support of applications to graduate and professional programs, nationally competitive scholarships, summer research opportunity programs, or internships – is a critical part of helping students successfully attain their goals. Join us for a light lunch and discussion on:

- Characteristics & Content of Effective Letters
- Facilitating the Student Letter Request Process

Bring your questions and concerns to get the most out of this workshop. Letter writing information packets will be provided to participants. Please RSVP to fellowships@gvsu.edu by Wednesday, September 26th!

Integrating Writing Instruction Across the Disciplines

Kay Losey, Director, SWS Program, Writing Department
Thursday, October 4, 3-4 pm, 2201 KC, Friday, or October 5, 3-4 pm, University Club 107C DEV

The Supplemental Writing Skills program requires instructors to teach a minimum of four hours of writing. But many instructors wonder how to incorporate that much writing instruction into their courses, and others wonder if what they already are doing “counts” as writing instruction. This workshop responds to these concerns by providing instructors with a variety of methods for incorporating writing instruction across the disciplines and offering opportunities for instructors to share their current practices and receive feedback. Open to all faculty. Please register at www.gvsu.edu/seminar under Teaching & Learning.

Preventing and Handling Classroom Incivilities

Robert W. Henderson, Psychology
Wednesday, October 10, 2-3:30 pm, 2270 KC

What are the best strategies for preventing classroom incivilities and handling them when they do occur? Incidents of classroom incivility vary from mild annoyances (e.g., sleeping or texting in class) to serious disruptions (e.g., cyber-stalking or mobbing), with petty incidents far outnumbering the rare, threatening ones. Using brief narratives describing real incidents, we shall consider the effectiveness of different instructor strategies, highlighting the value of authoritative teaching that builds classroom rapport. We shall also consider strategies and resources for dealing with those rare incidents that can escalate into seriously harmful disruptions. Register at www.gvsu.edu/seminar under Teaching & Learning.

Using Media Coupled With Guided Inquiry In Large Lecture Science Courses

Ellen Yezierski, Miami University, Ohio
Monday, October 15, 2-4:30 pm, 2270 KC

In this 2.5 hour workshop, participants will create guided inquiry activities. These activities, designed to replace lecture segments, will incorporate simulations and other media. Strategies for implementing and managing structured student work groups will also be discussed.

Session Agenda
- Introduction including logistics and goals of session
- Participants play student role while Ellen models an activity
- Debrief activity to elucidate key activity design elements
- Review theory behind the learning cycle, align with design elements previously elucidated
- Discuss a possible course structure to support guided inquiry activities in student groups
- Participants work on designing activities, discuss design challenges and next steps

Please register at www.gvsu.edu/seminar under Teaching & Learning.
Foundations of Online/Hybrid Course Development

About Foundations. In this series, we will discuss the basics for developing a course with the online or hybrid designation. Designed to provide a starting point and to meet the requirements stated in the faculty handbook, we will orient you with resources and tools to begin your planning process with a foundation of quality standards. Offered throughout the year in different formats, participation in all components of the series is required.

2012-2013 Sessions

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<th>2012-2013 Sessions</th>
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<tr>
<td><strong>Early Fall 2012</strong></td>
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<td>Session 1: Sept 28, 1pm - 4pm (in seat; DEV TBA)</td>
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<td>Session 2: Sept 28 - Oct 12 (online)</td>
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<td>Session 3: Oct 12, 1pm - 4pm (in seat; DEV TBA)</td>
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<td><strong>Late Fall 2012</strong></td>
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<td>Session 1: Nov 16, 1pm - 4pm (in seat; DEV TBA)</td>
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<td>Session 2: Nov 16 - Dec 7 (online)</td>
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<td>Session 3: Dec 7, 1pm - 4pm (in seat; DEV TBA)</td>
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<td><strong>Winter 2013</strong></td>
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<td>Session 1: Feb 1, 1pm - 4pm (in seat; DEV TBA)</td>
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<td>Session 3: Feb 15, 1pm - 4pm (in seat; DEV TBA)</td>
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<td><strong>Spring 2013</strong></td>
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<td>Session 1: May 10, 1pm - 4pm (in seat; DEV TBA)</td>
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<td>Session 2: May 10 - May 24 (online)</td>
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<td>Session 3: May 24, 1pm - 4pm (in seat; DEV TBA)</td>
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Prerequisites. As we will not engage in hands-on technology training during this workshop, participants are expected to have a basic competency with computer usage and Blackboard. Please visit http://www.gvsu.edu/ftc/idel/foundations-8.htm for details.

On Demand Workshop Topics

This year, the Pew FTLC is offering a full complement of sessions on demand. We will deliver sessions for colleges, units, or groups of faculty. Each interactive session provides information grounded in the teaching, learning, and faculty development literature. Depending on the needs of the group, we can offer sessions of varying lengths and include specific disciplinary examples.

There are four broad categories of sessions listed:

- **Course Planning and Design**
- **Assessment of Student Learning**
- **Effective Teaching Methods**
- **Faculty Professional Activities**

Contact ftlc@gvsu.edu for additional information or to schedule a session tailored to your particular needs. Sessions include:

- **CDP 5: Clarifying expectations for your students with rubrics**
  A well-designed rubric can help students complete assignments the way you want them to and save you time and effort as you provide performance feedback. Best practices in crafting rubrics will be discussed through the evaluation of rubrics from a range of disciplines.

- **ETM 4: Helping students prepare for class**
  Maybe it has happened to you from time to time: students come to class not having read the text or completed the assigned work. Strategies will be presented for motivating students, structuring pre-classwork, ensuring accountability, and providing timely feedback to students about their learning.

- **ASL 1: How’s it going? Gathering informal feedback from your students**
  Four considerations for gathering student feedback will be presented. This session will also describe the Pew FTLC service, mid-semester interviews about teaching (MITs).

- **FPA 3: Designing or revising a departmental mentoring program**
  Incorporating research results and best practices from GV as well as other institutions, this session will assist units in crafting effective and efficient mentoring programs. Applicable to support programs geared toward new faculty, adjunct faculty, or part-time instructors.