Upcoming Events
• What the Best College Students Do
  Dr. Ken Bain
• Faculty Learning Communities

Online Resource Offerings
Sloan Consortium
Online Workshops

Grand Valley State University has an institutional level membership in the Sloan Consortium. Membership benefits can be found here.

We have seats available for Sloan-C asynchronous online workshops on topics related to online and hybrid course development and delivery. For additional information and application details, visit our Sloan-C site:

---

What the Best College Students Do
Dr. Ken Bain

Monday, September 9, 1-3pm, Allendale

Through collaboration with the Honors College, we are delighted to be able to offer a very special fall workshop and we cordially invite faculty and staff.

What makes some students take a deep approach to learning while others do only what is necessary to get by? How can peers, staff, and faculty co-cultivate learning environments where students assume greater responsibility and accountability? Join Dr. Ken Bain, author of What the Best College Teachers Do, for an interactive plenary focused on what the best college students do. Dr. Bain will focus on concrete ways that educators can foster deep, meaningful, and life-long learning approaches.

Please register at http://gvsu.edu/seminar/, under the Teaching and Learning category. We have limited space for a lunch conversation with Dr. Bain. If you would like to join us, please contact Christine Rener (renerc@gvsu.edu). For more details click here.

Faculty Learning Communities

Faculty Learning Communities (FLCs) bring faculty together to work on projects of mutual interest. This coming year, we offer a rich complement of 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
For details and more information on each community, as well as details about registration deadlines, budgets and professional development allocations, click on the title below.

Strategies for Engaging Undergraduate Students in Qualitative Methods of Inquiry in the Humanities and Social Sciences

Facilitator: Melissa Morison, Classics
In collaboration with the Office of Undergraduate Research and Scholarship (OURS), we are able to support a Faculty Learning Community (FLC) related to strategies for conducting qualitative research with undergraduate students, answering the charge to “invest more time, energy, and resources in research and education in the humanities and the social sciences” (The Heart of the Matter, pg. 9)

Motivating and Supporting Adult Learners

Facilitators: Judy Whipps, Liberal Studies and Glenna Decker, Instructional Designer, IDeL and part-time faculty, Adult and Higher Education
This faculty learning community (FLC) will be comprised of an interdisciplinary group of faculty working over the course of the Fall 2013 semester to understand best practices in educating adult learners (by this term, we are referring to students who are over 25, who have been in the workforce for a number of years, and who are typically returning to further their education.)

An Alternative to Lecture: Peer Instruction Using Clickers

Facilitators: Scott Grissom, Computing and Information Systems (FLC A); Brad Ambrose, Physics (FLC B)
Two independent faculty learning communities (FLCs) will explore best practices in peer instruction including classroom management techniques, anatomy of effective questions and supporting technology. Peer Instruction is an active-learning pedagogy in which most lecture time is replaced with students responding to multiple-choice questions displayed on the classroom screen.
hours or your account will not be created). Once your account has been validated, you will be directed to your account page. Login using your email address and password

3. In the box, enter your group’s Authorization Code: GVSU293 and click Activate. Please note: entering the Authorization Code is done only once.

Please do not share the Authorization Code with anyone outside our campus community.

Access your 20 Minute Mentor Commons account:
1. Go to www.mentorcommons.com
2. Log in using your email address & password
3. This will bring you right to the 20 Minute Mentor Commons page

The Inverted/Flipped Classroom: A Gateway to Student Engagement and Lifelong Learning

Facilitator: Robert Talbert,
Mathematics
The inverted or “flipped” classroom is a course design model in which information transfer takes place outside the class meetings and assimilation of information takes place inside the class meeting. Rather than focus class time on listening to lecture and taking notes, students encounter course material on their own schedules through print and video resources, usually stored online.

Creating Community and Increasing Student Engagement in the Online or Hybrid Classroom

Facilitators: Amy Schelling and Linda McCrea, College of Education
This faculty learning community (FLC) will be comprised of a group of faculty working over the course of the Fall 2013 semester to consider best practices in creating a fully engaged online/hybrid classroom. Faculty will explore multiple strategies and tools to engage learners with the content, one another, and the instructor to improve student learning.

Strategies for Collaborative Research with Faculty Peers and Undergraduate Students

Facilitators: Peter Wampler,
Geology and Shaily Menon,
Biology
With the support of a National Science Foundation WIDER grant (Widening Implementation & Demonstration of Evidence Based Reforms), we are able to support a Faculty Learning Community (FLC) related to strategies for conducting collaborative research with faculty peers and undergraduate students. The FLC will focus on approaches that are particularly effective in successful collaboration by faculty peers and undergraduate students representing different disciplines.

Teaching with Open Education Resources

Facilitators: Charles Lowe,
Professor of Writing, and
Sarah Beaubien, Scholarly Communications Outreach Coordinator.
Students, parents, faculty, and administrators are painfully aware of the high cost of traditional textbooks. In addition to the expense, commercial teaching resources may be unnecessarily restrictive from a teaching point of view. Open education resources (OER) provide a cost-free alternative, and in addition create important pedagogical opportunities. For example, professors using OER in their teaching can select, combine, and adapt the content to develop the most effective course materials.
Pew Faculty Teaching and Learning Center

September/October Events

UPCOMING EVENTS

• How to Get the Writing You Want, Part I: Creating Effective Assignments
• Fall 2013 Academic Advising Forum - Advising Difficult Students
• What Faculty Need to Know about Title IX
• Disruptive Behavior in the Classroom
• On Demand Workshops

IN OTHER NEWS

Competitive Grants Due October 1
FTLC offers an outstanding array of grants for faculty to engage in various teaching-related activities. For more information go to our grants webpage.

On Demand
For a list of workshops

To register go to www.gvsu.edu/seminar/

How to Get the Writing You Want, Part I: Creating Effective Assignments

Wednesday, September 11, 2-3pm, 1104 Kirkhof
Friday, September 13, 3-4pm, 303C DeVos
Kay Losey, Writing

This hands-on workshop will provide guidelines and strategies for crafting writing assignments designed to help students submit their best work while potentially easing onerous grading. Participants will evaluate sample assignments and practice applying the guidelines to one of their own assignments. Methods for scheduling drafts and due dates throughout the course will also be addressed. Participants are asked to bring a writing assignment from one of their previous or current courses for individual practice. Please register at http://www.gvsu.edu/seminar/ under Teaching and Learning

Fall 2013 Academic Advising Forum - Advising Difficult Students

Thursday, September 26, 3 – 5pm, 330 Kennedy
Kathleen Bailey, Criminal Justice

This information session will examine a unique relational approach of advising difficult students. Not only is it important that we understand our students, but realize that what lies below the surface of who they are, and who we are, informs our progress together. This experiential session will assist advisors and faculty a way to 1) understand
topics that the Pew FTLC staff can offer to colleges, units, or groups of faculty, visit our On-Demand site. Sessions are offered in four broad categories: 1) Course planning and design 2) Effective teaching methods 3) Assessment of student learning 4) Faculty professional activities

Foundations of Online/Hybrid Course Development

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. Participation in all components of the series is required.

Fall 2013
Session 1
Sept 27, 1pm - 4pm
(in seat; EC 513)
Session 2
Sept 27 - Oct 11 (online)
Session 3
Oct 11, 1pm - 4pm
(in seat; EC 513)

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

GVSU’s unique student population, 2) hold, contain and understand their needs, 3) sort through students positions, interests and needs, 4) provide them insights into their behavior, and 5) value and support them. Please register at http://www.gvsu.edu/seminar/ under Academic Advising Professional Development Committee.

What Faculty Need to Know about Title IX

Wednesday, October 9, 9-10am, 2270 Kirkhof
Friday, October 11, 2-3pm, 330 Bicycle Factory

Dwight Hamilton, Assistant Vice President for Affirmative Action and Title IX Coordinator and Theresa Rowland, VAWA Grant Coordinator

This workshop will provide participants with an understanding of Title IX of the Education Amendments of 1972. This workshop will explore the different types of sexual discrimination, the rights of pregnant and parenting students, and the role of the Title IX Coordinator.

Learning Objectives: 1) Understand the rights of pregnant and parenting students in the classroom. 2) Understand national and campus realities of sexual assault. 3) Provide campus and community resources for victims/survivors of sexual assault. 4) Sexual assault reporting obligations. Please register at http://www.gvsu.edu/seminar/ under Inclusion and Equity.

Disruptive Behavior in the Classroom

Monday, October 14, 10am-12pm - 324/330 Kennedy or
Tuesday, October 15, 12pm-2pm - 2266 Kirkhof

Brandon DeHaan, Assistant Director, Public Safety Services
Aaron Haught, Director, Judicial and Special Programs, Division of Student Services
Sean Huddleston, Director, Intercultural Training, Learning and Development
Eric Klingensmith, Assistant Director, University Counseling Center, Coordinator of Crisis Intervention and ACES
Bart Merkle, Vice Provost for Student Affairs and Dean of Students
Christine Rener, Director, Pew Faculty Teaching and Learning Center

This panel presentation and case study discussion will focus on two questions: 1) What can a faculty member do proactively to avoid disruptive behavior? 2) How can a faculty member respond to diffuse escalating disruptive behavior?

Participants will take away from this session the following:

• Knowledge of available campus resources
• Options for responding to disruptive behavior
• How to stay safe in a crisis
• Resource documents on preventing disruptive behavior in the classroom
Teaching (MIT) wherein an FTLC staff conducts an interview with your students. Student and faculty response to the MIT experience has been extremely positive, a result well supported by the literature. We are available to visit courses throughout the year. Please visit the MIT website for additional details and a link to an online request form.

Please register at http://www.gvsu.edu/seminar/ under Teaching and Learning.

**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.

324 Lake Ontario Hall
1 Campus Drive
Allendale, MI 49401
Phone: 616-331-3498
Unsubscribe
Diversity Strategies: Creating, Sustaining, and Bridging Communities in Higher Education

West Michigan College and University Presidents' Compact Committee Conference

We are delighted to invite you to an upcoming conference: West Michigan College and University Presidents' Compact Committee Conference

Friday, October 11, 9am – 3pm, Grand Rapids, MI

Open to faculty, staff, administrators, and students, this annual regional conference featuring panels and a plenary speaker, addresses issues surrounding inclusive communities, pedagogy, and current diversity-related scholarship. Please see flyer for the conference agenda and registration information.

What Faculty Need to Know about Title IX

Wednesday, October 9, 9-10am, 2270 KC Allendale

Friday, October 11, 2-3pm, 330 BIK Pew Grand Rapids Campus

Dwight Hamilton, Assistant Vice President for Affirmative Action
Check us out on Facebook. For announcements of Pew FTLC events and links to interesting articles, news items, etc.

It's not too late to join a Mentoring Group
Mentoring groups for First Year Faculty (FYFMC) as well as groups for second and third year faculty (F2FM) have begun!

We still have room for first year faculty on Thursdays, 3-4 in Allendale
Thursdays, 3-4 in DeVos
Tuesdays 3-4, in DeVos

Anyone interested in joining either group should contact Patty Stow Bolea at boleap@gvsu.edu.

Disruptive Behavior in the Classroom

Monday, October 14, 10am-12pm - 324/330 KEN or Tuesday, October 15, 12pm-2pm - 2266 KC

Brandon DeHaan, Assistant Director, Public Safety Services
Aaron Haight, Director, Judicial and Special Programs, Division of Student Services
Sean Huddleston, Director, Intercultural Training, Learning and Development
Eric Klingensmith, Assistant Director, University Counseling Center, Coordinator of Crisis Intervention and ACES
Bart Merkle, Vice Provost for Student Affairs and Dean of Students
Christine Rener, Director, Pew Faculty Teaching and Learning Center

This panel presentation and case study discussion will focus on two questions: 1) What can a faculty member do proactively to avoid disruptive behavior? 2) How can a faculty member respond to diffuse escalating disruptive behavior?

Participants will take away the following from this session:

- Knowledge of available campus resources
- Options for responding to disruptive behavior
- How to stay safe in a crisis
- Resource documents on preventing disruptive behavior in the classroom

Please view flyer here.

How to Get the Student Writing You Want, Part II: Designing Peer Review Groups and Activities

Friday, October 25, 3-4pm, 302E DEV

Kay Losey, SWS Director

Have you heard about using peer review sessions to improve your students’ writing, but you aren’t sure how to organize and run them?
If so, this workshop is for you. Part II of the How to Get the Student Writing You Want series will provide specific guidelines for creating peer groups and developing revision activities for them. If you bring one of your writing assignments to the workshop for use during the hands-on portion of the workshop, you’ll leave with activities crafted specifically for your class. Register at [http://www.gvsu.edu/seminar/](http://www.gvsu.edu/seminar/) under Teaching and Learning.
TABLE OF CONTENTS

- Inclusive Classroom Language Regarding Sexual Identity, Expression and Orientation
- Membership Comes With Privileges
- On Demand Workshop Topics

The FTLC Library
The FTLC maintains a library of teaching and learning resources, including books, journals, and DVDs, located in 324 Lake Ontario Hall. Our books and journals are searchable from the GVSU Library Catalogue. Feel free to stop by and browse the Teaching Professor or the National Teaching and Learning Forum.

Upcoming Events
November 2013

Inclusive Classroom Language Regarding Sexual Identity, Expression and Orientation

Kathleen Owens, Retired Grand Rapids Community College
Emily Nisley, Grand Rapids Community College

Tuesday, November 12, 10 – 11:30 am, 121E DEV and Monday, November 18, 10 – 11:30am, 2270 KC

Participants will explore the current culture of their classrooms and gain relevant information about inclusive language and applicable practices. Often visible differences in the classroom receive the most immediate attention. Yet, the unseen diversity components also have a great impact on the classroom learning atmosphere. This workshop employs interactive activities and dialogue. The program will leave educators with an increased awareness of:

- The benefits of an inclusive classroom.
- The promotion of respect, inclusion and healthy communication.
- The impact of their own beliefs and behaviors on classroom culture.
- Term definitions and application.

Kathleen Owens is a practiced facilitator comfortable addressing complex and sensitive issues with interactive participation. Her passion for social justice and equity concerns permeates her work and informs her development of workshop and training curriculum that is contemporary and practical in application.

Dr. Emily Nisley is a counseling psychologist who has been involved in multicultural training and development for over a decade. Emily has expertise in sexual orientation and gender identity/expression issues, and regards her own multicultural competency as a life-long endeavor.
For more information please go to the LGBT FSA webpage. Attendance is limited. Please register at http://www.gvsu.edu/seminar/ under Teaching and Learning.

**Membership Comes With Privileges**

**Membership comes with privileges.**

Did you know that GVSU is a member of the Sloan Consortium? Were you aware that Sloan-C offers myriad online topical workshops on topics related to online teaching, blended teaching & learning, social media, mobile learning, and the like? Through the Pew FTLC, GVSU faculty can enroll and participate in these short (typically 7 days or less), learner friendly workshops that are facilitated by faculty who have expertise in the particular topic. Please check out this flyer to learn more and see a partial list of upcoming topics.

**On Demand Workshop Topics**

The Pew FTLC offers a full complement of workshops on demand. We will deliver sessions on the following topics for colleges, units, or groups of faculty, or you may request a topic tailored to your particular needs. Each interactive session provides information grounded in the teaching, learning, and faculty development literature. Contact ftlc@gvsu.edu for additional information or to schedule a session. There are four broad categories of sessions listed:

---

**Course Planning & Design**

**CPD 1:** Course planning: starting with the end in mind  
**CPD 2:** Incorporating service learning into your course  
**CPD 3:** Engaging students in a general education course  
**CPD 4:** Why are we learning this? Four ways to help students connect to your course materials  
**CPD 5:** Clarifying expectations for your students with rubrics

**Effective Teaching Methods**

**ETM 1:** Tapping into student motivation  
**ETM 2:** Teaching and performance: strategies for the classroom  
**ETM 3:** Active learning strategies for larger classes  
**ETM 4:** Helping students prepare for class  
**ETM 5:** Leading class discussions that develop critical thinking

---

**Assessment of Student Learning**

**ASL 1:** How’s it going? Gathering

**Faculty Professional Activities**

**FPA 1:** Getting started in the scholarship of teaching and
informal feedback from your students

**ASL 2:** Classroom assessment techniques (CATs)

learning

**FPA 2:** Preparing a Pew FTLC grant proposal
**FPA 3:** Designing or revising a departmental mentoring program
**FPA 4:** Becoming an effective mentor
**FPA 5:** Becoming an effective mentee
**FPA 6:** Conducting productive meetings
**FPA 7:** Practicing self-reflection: preparation of an integrative statement for a personnel portfolio
**FPA 8:** Interpretation of student evaluations of teaching
**FPA 9:** Peer review of teaching: a systematic approach to an evaluation program

324 Lake Ontario Hall
1 Campus Drive
Allendale, MI 49401
Phone: 616-331-3498
Unsubscribe
Teaching Ethical Reasoning, Collaboration, and Oral Communication: A working session for faculty teaching in the General Education Program

Friday, January 3, 9am – noon
117E DeVos Center, Pew Grand Rapids Campus

As you put the final touches to your Winter Term course syllabi, you are invited to workshop your plans with a small group of colleagues. If you are teaching ethical reasoning, collaboration and/or oral communication in your course, you might be interested in hearing and seeing how others are approaching:

- assignment design
- timing of assignments during the semester
- assessing students’ prior knowledge
- scaffolding of skill development
- student handouts
- grading rubrics and other assessment strategies
- working outside of your comfort zone
- helping students work outside of their comfort zones

Participants will help structure this morning session – please RSVP and indicate your areas of interest here.

All faculty are invited to participate, even if you are not teaching a general education course this coming semester. If you are interested in a confidential individual consultation on these topics – or any other teaching/learning topic, for that matter – do not hesitate to contact us at ftlc@gvsu.edu.
Teaching and Learning

When: Winter 2014
Please join us for the new Faculty Learning Community, co-sponsored by Pew FTLC and Office for Community Engagement

What: Community as Classroom: The Pedagogy and Practicality of Community-Based Teaching and Learning. This faculty learning community (FLC) supports new and engaged scholars in their community-based teaching, learning and research through a community of practice focused on building courses with a service learning/community outreach focus. Four meetings will be scheduled throughout the winter 2014 semester and will be determined based on faculty schedules. For more information contact Patty Bolea (boleap@gvsu.edu) or Danielle Lake (lakeda@gvsu.edu). To apply please submit the following to Christine Rener (renerc@gvsu.edu) 1) name, department, and contact information 2) brief description of your experience with service learning/community-based teaching

Orientation for New SWS Teachers
Kay Losey, SWS Director; Professor, Writing
Tuesday, January 7, 4-5pm, 1247 Kirkhof Center or Friday, January 10, 3-4pm, 488C DeVos Center

Designed for new SWS faculty, this workshop provides a basic overview of the goals of the SWS program and the requirements of SWS-designated courses. In addition, it offers examples of how the SWS requirements might be fulfilled, including assignment ideas, ways to incorporate writing instruction into classes, and suggestions for dealing with the “paper load.” An informal question and answer session will conclude the workshop.

Participants will leave with a wealth of resources, including numerous handouts, a book, and a list of useful websites.

Asking Questions about Teaching and Student Learning: A conversation and workshop with Derek Bruff, Director, Center for Teaching, Vanderbilt University
Wednesday, January 8, 3-5pm
300 Kennedy Hall of Engineering, Pew Grand Rapids Campus

Do you have questions about your teaching? About how students are learning in your courses? Are your students as engaged, motivated and committed to their education as you would like? If you modify your syllabus or assignments, flip your classroom, or increase collaborative learning, for example, how do you know if your new approaches are working? Are you already engaged in a systematic study that addresses such questions? If any of these questions intrigues you, please join us – and a very special guest – to take your study or answer-seeking efforts to the next level. The process of critical reflection and study of teaching and learning is a natural parallel to the critical thinking that we work so hard to develop in our students.

Not surprisingly, there is an art and a science to asking good questions and getting good answers. We invite you to join the growing conversation about asking the right questions, choosing appropriate evidence, and analyzing evidence in a manner consistent with the traditions of the Scholarship of Teaching and Learning. Derek Bruff joined us earlier this year as a keynote presenter at the 5th Annual Scholarship of Teaching and Learning Academy. We are delighted that he will be traveling to West Michigan again to engage in another interactive session with faculty. Bring your ideas, plans, data, or just yourself.

Derek is director of the Vanderbilt University Center for Teaching and a senior lecturer in the Vanderbilt Department of Mathematics. He
3) Why do you wish to participate in the FLC?

Using Portfolios Effectively to Impact Instruction and Student Learning

The Literacy Studies program in the College of Education will host this Teaching Circle during Winter 2014. As a program, we require our reading candidates to construct portfolios of work completed throughout the program. The selected work highlights the candidates learning processes and exhibits their ability to demonstrate the learning standards established by our accrediting agency (International Reading Association). In this teaching circle, we seek to explore how we effectively use these portfolios to understand, assess, and evaluate student learning outcomes. Therefore, we will look at student work/data within the portfolios, unpacking how we ensure students meet the learning objectives. Our intent is to have specific lenses for each meeting, exploring the portfolios from this specific lens and narrowing our conversation around pivotal data pieces/student work examples. Ultimately this review process will provide us space to grow through dialogue, collaborating and sharing, thus strengthening our program. That is, through dialogue we can look at student learning in an in-

consults regularly with faculty in a variety of disciplines about educational technology and other teaching and learning topics. Derek’s research interests include classroom response systems (“clickers”), visual thinking, student motivation, and social pedagogies. He blogs on these topics at derekbruff.org, and his book, Teaching with Classroom Response Systems: Creating Active Learning Environments, was published by Jossey-Bass in 2009. Derek has taught at Harvard University and has a Ph.D. in mathematics from Vanderbilt University.

Save the Date: Winter 2014 Academic Advising Forum: Dr. Kristen Renn, Michigan State University

Thursday, January 30, 2 – 4pm
Grand River Room, 2250KC

Kristen Renn is professor of Higher, Adult, & Lifelong Education (HALE) in the Department of Educational Administration at Michigan State University. Since August 2013, she is also Associate Dean of Undergraduate Studies and Director for Student Success Initiatives, providing leadership for MSU’s Neighborhood Engagement Center initiative. She is a faculty member in the Student Affairs Administration MA program and teaches courses related to student development, diversity and equity, and higher education foundations in the HALE PhD program and HALE MA program. Prior to coming to MSU, she was assistant professor of higher education and qualitative research at Southern Illinois University Carbondale, a policy analyst for the Massachusetts Board of Higher Education, and, for ten years, a dean in the Office of Student Life at Brown University. A Mount Holyoke College alumna, she received her PhD in Higher Education from Boston College.

Dr. Renn’s research interests include identity and identity development in higher education; mixed race college students; women in higher education in the US and global contexts; new professionals in student affairs; and lesbian, gay, bisexual, and transgender issues in higher education. She received an MSU College of Education Excellence in Teaching Award. A grant from the Spencer Foundation supported her international study of women’s postsecondary institutions. She is co-PI of the National Study of LGBTQ Student Success. Dr. Renn is Associate Editor for International Research and Scholarship for the Journal of College Student Development. She is a member of the Governing Board of ACPA-College Student Educators International and received the association’s Senior Scholar Award in 2011.

Creating a syllabus for a new course
depth manner, reflecting on our own practices and pedagogy, learning from each other. If you’d like more information about this Teaching Circle, feel free to contact Elizabeth Stolle (stollee@gvsu.edu).

Meeting dates/times:
Tuesday, January 21
1-3pm
Tuesday, February 25
9:30-11:30am
Monday, March 17
9:30-11:30am

For the complete article follow this link.