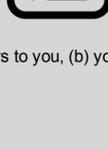


Pew Faculty Teaching & Learning Center



February 10, 2023

Director's Note



When I hear a message repeated across the multiple newsletters to which I subscribe, I take notice. It likely doesn't hurt that the following ideas have been frequent topics of conversation in the Pew FTLC and as part of a leadership academy I am engaged with. I offer a few thoughts and resources in the spirit of engaging well with (a) yourself and what matters to you, (b) your students, and (c) your colleagues (I see you, Faculty Workload Reports).

Culture of Care

I have spoken lately about putting your oxygen mask on before helping those around you. I invite you to connect with what brings you joy and energy, perhaps reconnecting with the fleeting sunshine, reading a chapter or two of a fun book, or phoning a friend. The next few months are busy but please do not forget to carve out some time for yourself and the things you value.

As you are working with students, explicitly communicating a culture of care is so important. To help you, the folks participating in our Pace Initiative for Connecting Mind and Health have put together a new resource collection that I encourage you to review: [Supporting Student Health and Mental Health at GVSU](#).

In the past number of weeks, there have been painful reminders that we can't pretend that what happens in our classrooms is disconnected from the wider world. Sadly, what began as our "Teaching After Charlottesville" page has been rebranded, "[Responding to Critical Incidents](#)." From sample language to help you "simply" acknowledge recent events to guidance for deeper discussions, we hope you still find these resources of value.

Authenticity, Transparency and Vulnerability

It goes along with a culture of care, but I would ask you to reflect on the extent to which you are able to be authentically yourself, vulnerable in sharing challenges you are facing, and transparent about what you are thinking and doing. I fully acknowledge that positionality matters and that there is nuance around these concepts. What I do hope for our community is that all members feel a sense of belonging and shared purpose. Here are several teaching-related examples that I hope you can see as more generalizable:

- Are you able to convey to students enthusiasm for your discipline, the relevance of a given topic, and your excitement around their learning?
- To what extent are you transparent about the ways you have designed the course, the assignments, and the ways you provide students feedback along the way? Is the *why* of what you do top of mind?
- Is your classroom a place of trust? Where all can ask questions, make mistakes, try out new ideas, and/or share varied cultural perspectives?

A classroom is a space of mutual interdependence, but it doesn't always feel that way. Learning with and from our students is hard/fun/challenging/rewarding/critical/fill-in-the-blank. Intentionality around care, belonging, purpose, and motivation are what I ask that you consider elevating in the coming weeks.

Always happy to discuss further and to hear

– Christine Renner

A few things I have been reading:

[What Mental Health Care Needs Now](#), Sarah Rose Cavanagh Substack
[NCFFD Monday Motivator newsletters](#), join through the [GVSU Institutional membership](#)
[Education Surges When Students Learn Together](#), *Inside Higher Ed*
[Inclusive Teaching Begins with Authenticity](#), *Faculty Focus*



NEW Sponsored Teaching and Learning Event Grants! Apply Today!

Our Sponsored Teaching and Learning Event (STLE) Grant supports faculty attending a curated set of teaching and learning related workshops, institutes and conferences. New STLEs are updated

each semester and we are excited to announce the fresh lineup listed below. Click on any of the conference titles below to learn more. Apply online for this grant via our Grants System. Visit our Upcoming Sponsored Teaching and Learning Events webpage for full details and descriptions.

[ACUE Evidence-Based Teaching Practices Open Enrollment Course](#)

Award amount \$600 per course

Rolling application deadline

Offerings of 6-week special topic courses include: Creating an Inclusive and Supportive Learning Environment, Promoting Active Learning, Inspiring Inquiry and Preparing Lifelong Learners, Designing Learner-Centered and Equitable Courses and Fostering a Culture of Belonging.

[ASU-GSV Summit \(Arizona State University and Global Silicon Valley\)](#)

April 17–19, 2023 in San Diego, CA

Award amount: up to \$1900

Application deadline: March 1, 2023

This conference convenes educators, entrepreneurs and leaders in government to explore current and future trends in education. *Five faculty spots available.*

[Reacting to the Past Summer Institute](#)

June 8–11, 2023 in Barnard College, New York, NY

Award amount: up to \$1900

Application Deadline, March 1, 2023

Reacting to the Past is a pedagogy of complex role-playing games used in disciplines from STEM to the humanities and more, centering around clashes of ideas from the crisis in democracy in ancient Athens to the collapse of apartheid in South Africa to debates over Title IX in American universities. *Five faculty spots available.*

[The Teaching Professor Conference](#)

June 9–11, 2023 in New Orleans, LA

Award amount: Up to \$1800

Application deadline: March 1, 2023

Organized by Magna Publications, this popular conference is for educators in all disciplines. Sessions are offered on a range of timely teaching and learning topics including engaged teaching, student belonging, assessing student learning, virtual reality and more! *Five faculty spots available.*

[Best Teachers Institute](#)

June 14–16, 2023 Remote (Zoom)

Award amount: \$595

Application deadline: March 1, 2023

Led by Ken Bain, author of *What the Best College Teachers Do*, James Lang, author of *Distraction*, and Eric Mazur, this online workshop focuses on creating "super courses" (Bain) and "small teaching" (Lang). *Five faculty spots available.*



MID-SEMESTER INTERVIEW ABOUT TEACHING

Want Feedback? Request a Winter 2023 MIT!

It's that time again... Mid-Semester Interviews with Teaching (MITs) are BACK! This evaluation technique provides instructors with useful feedback about their students about their (students') learning in a course. Conducted during the 4th to 9th week of the semester, a MIT takes roughly 30 minutes of class time wherein a consultant guides a three-step feedback process. MITs can be especially helpful for new faculty and faculty exploring a specific innovation or innovative approach.

The deadline to request a MIT for the Winter 2023 semester is Friday, February 24, 2023 though MITs will actually be conducted through March 10, 2023. For more information, and for a link to the MIT Request Form, visit our [Mid-Semester Student feedback webpage](#).

[Request a Winter 2023 MIT](#)

COOL UPCOMING EVENTS

Faculty Happy Hour, Student Success Series, Fulbright Information Panel, ChatGPT Panel and more!

[Faculty Awards Convocation](#)

February 14 at 4pm

Loosemore Auditorium (Richard M DeVos Center) on the Pew Grand Rapids Campus

Please join Provost Fatma Aili and your Grand Valley colleagues in a ceremony to celebrate this year's university-wide awards for outstanding faculty achievements in teaching, scholarship, and service. Faculty members who have completed 25, 30, 35, and 40 years of contributions to the university will also be recognized.

[Faculty Happy Hour on Teaching](#)

February 15 from 4:30–5:30pm, Alumni House on the Allendale Campus

February 22 from 4:30–5:30pm, University Club (DEV 107C), Pew Grand Rapids Campus

Join us for fellowship, talk about teaching, light snacks, and a cash bar (that only accepts credit cards). All faculty are welcome and registration is *not* required—just drop by! A few minutes will be devoted to talk about a teaching topic and then the rest of the time is reserved for engaging in fellowship. Learn more by visiting our [Upcoming Events webpage](#).

[GVSU Quest Series: ChatGPT Panel](#)

February 22 from 10–11am

Pere Marquette Room (KC 2204), Kirkhof Center on the Allendale Campus

The GVSU Quest Series is an Academic Affairs forum to reflect on timely issues. These events are intended to help us from the questions, discover the connections, and hopefully generate many subsequent conversations and inquiries. In this inaugural event, the ChatGPT Panel will discuss the technology of ChatGPT; what it is, what it is not, what it makes possible, and what to expect in the future. [Reserve your seat today!](#)

[Creating a Transformational Institutional Journey to Intentionally Serve Latino Students](#)

February 22 from 9–10:30am in the Grand River Room, Kirkhof Center, Allendale Campus

Facilitated by Deborah Santiago, Co-founder and CEO of *Excelencia in Education* What do Latinx students need from institutions of higher education? This session will highlight best practices in serving Latinx students and will explore how Grand Valley can expand upon the work already happening at the university to better serve our students and to learn more about the role that each of us can play. [Register online today!](#)

[Faculty Fulbright Information Panel](#)

February 10 from 3–4:30pm in the University Club on the Pew Grand Rapids Campus

Are you preparing for an upcoming sabbatical or other form of leave? Intrigued by the idea of a Fulbright Scholar or Fulbright Specialist award and eager to learn more? Join this Fulbright Scholar information session and hear from GVSU colleagues who have been Fulbright Scholars in the recent past and from your campus Fulbright liaison, Dr. Tooley. Sponsored by the Center for Undergraduate Scholar Research (CUSE). [Register in Sprout](#).

[TWO Entering Mentoring Opportunities](#)

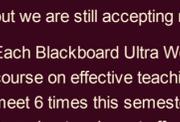
[Entering Mentoring: Promoting Student Self-Efficacy and Professional Development](#)

February 17 from 12–1:30pm via Zoom

[Entering Mentoring: Fostering Independence](#)

March 17 from 12–1:30pm via Zoom

These two sessions are adapted from the Entering Mentoring series developed by the Center for Improvement of Mentored Research (CIMER). Entering Mentoring is an evidence-based, interactive approach designed to help mentors develop skills for engaging in productive, culturally responsive, research mentoring relationships. Prior attendance at GVSU Entering Mentoring (CUSE) is not required. Sponsored by the Center for Undergraduate Scholar Research (CUSE). [Register in Sprout](#).



Last Chance to Join a Blackboard Ultra Working Group

Blackboard Ultra Working Groups will start meeting later this week but we are still accepting new members to these groups.

Each Blackboard Ultra Working Group will be facilitated by an expert graduate of the ACUE course on effective teaching strategies, who is also an early adopter of Bb Ultra. Groups will meet 6 times this semester and will work together in making the move to Bb Ultra align with those best and most effective teaching strategies.

We've got groups that meet on the following days/times:

- Mondays from 8–9am on Zoom
- Mondays from 3–4pm on Zoom
- Tuesdays from 11am–12pm on Zoom
- Thursdays from 9–10am on Zoom

[Register for a Bb Ultra Working Group](#)

1 Campus Drive
068 Zumbege Hall
Allendale, MI 49401

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