Faculty Responses to Recent Bias Incidents

We in the Pew FTLC have received numerous inquiries from faculty about ways in which to respond to recent campus bias incidents. While we encourage you to attend the upcoming Teach-in sessions organized by ECS, we thought it would be helpful to provide a few ideas in this mailing.

Realizing that not everyone is comfortable discussing bias incidents - whether they occur in the classroom, on campus, or outside of the campus community - we encourage you to consider the following approaches with your students. Naturally, there is no one right way to respond, so we offer the following as food for thought and look forward to continued dialogue and collaborative learning:

To begin, acknowledge that you are aware of the recent bias incident and affirm your commitment to providing a learning environment where hateful, threatening behavior is not tolerated. Even without opening up a larger class discussion, a statement from the heart can go a long way. You may wish to reference public statements made by Dean of Students Bart Merkle, that include: “This is not the way we want to have anybody in our community treated. Our community values respect and civility.” “We care very deeply about our students. Intimidation is not consistent with our values as a university community.” and “We value freedom of speech, and this is an incident that goes beyond the speech into intimidation and into targeting and threats.”

1. If you are comfortable doing so, engage in a general and open discussion with your students about their reactions. A more focused discussion on what this event says/means about their
Contact Lisa Gullo if interested.

Save the Date - Personnel Portfolio Workshops

These workshops are for faculty who are preparing for pre-tenure, tenure or promotion reviews. Working closely with faculty mentors, participants will compose their Integrative/Reflective Statement and prepare other supporting materials for the portfolio, in accordance with their college and unit personnel policies. Workshop mentors recommend that participants do not teach at the same time that they participate in this workshop. Participants usually devote at least 12-15 hours during the week to work on their portfolios. Register at http://www.gvsu.edu/seminar/SynergyWorks

Daniel Hall
Vice President for Community Engagement at the University of Louisville
March 14, 8 - 11:30am
215 Eberhard Center

The Office for Community Engagement invites you to explore next steps for our university/community partnerships. Daniel Hall, Vice President for Community Engagement at the University of Louisville, will describe UofL’s Signature Partnership, a university-wide initiative with West Louisville. Interactive workshops will feature University community might also be appropriate.

1. Explore with your students relevant university practices (Bias Incident Protocol) and curricular requirements (General Education Program U.S. Diversity courses) or other education opportunities that could help students overall improve their cultural competence.

2. Engage with some of the many support personnel at GVSU that stand at the ready to help you: the Office of Multicultural Affairs, the Division of Inclusion & Equity, the LGBT Resource Center, the Women’s Center, the Pew FTLC, to name a few. From a phone conversation, a meeting over a cup of coffee, a facilitated discussion with faculty in your unit, or a classroom visit, there are knowledgable, helpful resources close at hand.

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4. Consider adding a statement to future syllabi that affirms your commitment to creating an inclusive learning environment. Or, consider expressing to your students incidents of bias – intentional and unintentional actions against someone on the basis of an actual or perceived aspect of their identity – will not be tolerated in the classroom.

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6. Do a bit of reading. Here are just a few sites that contain helpful suggestions for responding to unanticipated teaching moments and for creating inclusive classrooms.

Managing Hot Moments in the Classroom
http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html

Creating Inclusive Classrooms
http://www.humboldt.edu/diversity/inclusive_classrooms.html

Diversity Essay Series, University of Colorado
http://www.colorado.edu/ftep/publications/diversity.html

Diversity & Inclusive Teaching
http://cft.vanderbilt.edu/guides-sub-pages/diversity/

An article in this week’s New York Times that provides a perfectly timed context for a class discussion

Please do not hesitate to contact us at the Pew FTLC with additional thoughts, strategies, or suggestions.

-Christine Rener, Director

Pew Awards of Excellence

We celebrate these faculty members for their outstanding commitment to excellence in teaching.

UNIVERSITY OUTSTANDING TEACHING AWARD
Brad Ambrose
PEW TEACHING EXCELLENCE AWARDS
Terry Stockton
Mandy Menke
Tim Evans
strategies for collaborating across disciplines, systems, and sectors. Faculty who are considering a service learning project, or who wish to expand/improve their current efforts are welcome to come learn more from the Louisville Partnership model, or take part in workshops led by GVSU faculty. To register for SynergyWorks, click here. For event details, click here.

Save the Date-

How to Retire Happy and Informed

April 10, 2014
12:00 p.m.
Bicycle Factory, Rm 340

As you think ahead to the years of retirement, the door closes on one stage of your life and a new door opens up to a sea of opportunities for you to consider. Plan your new beginning by being well informed. Please join us as we help you to explore your options with regard to social security, GVSU medical plan options and financial planning. All are welcome, including partners and family.

Teaching as a Human Experience: An Anthology of Contemporary Poems

We invite submissions of high quality poems and creative works for Volume One entitled, Teaching as a Human Experience: An Anthology of Contemporary Poems. We are interested in poems by teachers (e.g., professors, instructors, lecturers, faculty) as well as other practitioners in the field of teaching and learning.

An edited anthology

Ayana Weekley
PEW TEACHING EXCELLENCE AWARD FOR PART-TIME FACULTY

Steven Hawks
BURCH, JACOBS, & MOORE DIVERSITY TEACHING EXCELLENCE AWARD

Rachel Peterson
PEW EXCELLENCE AWARD FOR LIBRARY FACULTY

Matthew Reidsma

Faculty Fulbright Information Session and Reception

Mark Schaub, Padnos International Center
Friday, March 14, UClub, DEV
1:00 - 2:30 pm, Presentation and Questions/Answers
2:30 - 3:30pm, Reception to meet with previous Fulbright Scholars

Looking for a way to re-energize your academic career? Eligible to apply for a sabbatical in 2015-16 or beyond? Sign up for the Faculty Fulbright Workshop on Friday, March 14. Dr. Andrew Reiss, of the CIES Fulbright Office in Washington, D.C. will be here to present on Fulbright opportunities and answer your questions.

The workshop will be followed immediately by a reception with previous GVSU Fulbright Scholars, who will be available to talk with you about their own successful applications.

Register at www.gvsu.edu/seminar under teaching and learning.

The Annual Teaching & Learning with Technology Symposium

GVSU will host the Annual Teaching & Learning with Technology Symposium on March 19. Please stop by to enjoy the festivities, catch up with colleagues, and perhaps pick up a tip or two. It might even thaw you out a bit!

This year the Symposium is on the Allendale campus, in the Mary Idema Pew Library and Learning Commons. It’s a great space to consider new approaches for teaching and learning and preparing for our future students (as well as our current ones!) Please add to your calendar:

Wednesday, March 19, 2014
Opening address: 1:00pm
GVSU’s New Music Ensemble follows with a performance
Faculty e-posters until 4:00pm.


Adding Value & Reducing Cost in Higher Education with Open Education Resources

Sarah Beaubien, University Libraries
Volume by Dr. Karen Head (Assistant Professor in Georgia Tech’s School of Literature, Media, and Communication), and Patrick Blessinger (Founder and Executive Director, Higher Education Teaching and Learning Association). Volume one of the anthology series, Contemporary Teaching and Learning Poetry Series, Patrick Blessinger, series editor.

The poems in this collection will deal with the real life-worlds of professors, instructors, and others working in education and it will cover contemporary teaching experiences in education. The poems will be written mainly by college and university professors, instructors, lecturers, and others in the field of education, and will cover the many roles teachers play, including instructing, lecturing, mentoring, facilitating, coaching, guiding, and leading. This volume will cover the manifold life experiences and perspectives of being and working as a teacher in education and the epiphanies (experiences of deep realization) experienced in that role.

This volume seeks to give creative voice to the full range of experiences by teachers, students, and others. It seeks to empower readers with personal agency as they evolve as self-creating, self-determining authors of their own lives, personally and professionally. In short, it seeks to expand our consciousness of what it means to be a teacher in contemporary life and within diverse learning environments and cultures. The poems will be based on teachers’ meaningful experiences in and out of

**Charlie Lowe, Writing**  
*Monday March 31, 3-4pm, 302E DEV  
Tuesday April 1. 1-3pm, KC 2201*

Students, parents, faculty, and administrators are painfully aware of the high cost of traditional textbooks. Faculty are also aware that commercial teaching resources may be unnecessarily restrictive from a pedagogical point of view. As educators, there are many compelling reasons to participate in the use and development of open education resources (OER). Open education resources provide a cost-free alternative to traditional textbooks and facilitate important pedagogical opportunities. Faculty using OER in their teaching may select, combine, and even adapt the content to develop the most effective course materials. While OER can offer increased freedom for faculty and cost savings for students, there are challenges in using or developing open educational resources. This workshop will discuss some of the benefits of OER to faculty and students, examples of how OER is being used, and suggest strategies for overcoming challenges.

**Contemplative Teaching Retreat**  
*Wednesday - Thursday - Friday, June 4 - 6  
Pierce Cedar Creek Institute, Hastings, Michigan*

Please join us for a retreat for Grand Valley State University and Ferris State University at the beautiful Pierce Cedar Creek Institute in Hastings, Michigan. The Institute offers a “breath of fresh air from the standard meeting place” and is situated on over 600 acres of forests, streams, lakes, and more in southwest Michigan. This retreat affords us a spacious opportunity to further develop our contemplative practices and identify ways to integrate them into our teaching and learning. Transportation costs, lodging in single rooms, and six shared meals are provided by GVSU’s Pew Faculty Teaching and Learning Center and FSU’s Faculty Center for Teaching and Learning. The retreat begins at 4pm on Wednesday, June 4th and concludes after lunch (approx.1pm) on Friday, June 6th. The retreat is limited to 20 participants. Please rsvp and direct questions to ftlc@gvsu.edu or fctl@ferris.edu.

**Article Discussions: A Fresh Look at Teaching**

Join us for a conversation around a scholarly article on teaching and learning. In the Fresh Look series, recent pieces published on specific topics will be reviewed and discussed. Particularly if you are teaching in the General Education Program, these learning goals will be relevant to your courses. Those not currently teaching a general education course are of course invited to participate. Registrants will receive a copy of the article in advance of the session. If you are interested in receiving resources on these topics but are unable to attend, please contact Christine Rener (renerc@gvsu.edu).

**A Fresh Look at Teaching: INTEGRATION**  
*Tuesday, March 11, 10-11am, 167 LOH  
Wednesday, March 12, 12-1pm, 117E DEV*

Helping students synthesize and apply existing knowledge, past
the classroom and will provide artistic inspiration and creative insight to other teachers.

Submission Deadline: June 20, 2014
Submissions should be submitted electronically to: https://www.hetl.org/poem-submission-form/

Assignments and activities that encourage critical reflection, ask student to teach one another, and apply theory to practice in a variety of settings all help development integrative habits of mind.

A Fresh Look at Teaching: PROBLEM SOLVING
Wednesday, March 12, 10-11am, 167 LOH
Thursday, March 13, 3-4pm, 119E DEV
Helping students to develop their abilities to define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solutions. Articulating a framework for problem solving is different than a formula driven approach. Having students make visible their thinking during the problem solving process is an important pedagogical approach.

A Fresh Look at Teaching: COLLABORATION
Wednesday, March 19, 11am-12pm, 117E DEV
Tuesday, March 18, 11:30a - 1pm, 167 LOH
Helping students work together, sharing the workload to progress toward shared objectives. Whether students are working together inside or outside of class, attention should be paid to helping them balance individual and group accountability, manage conflict, assess their own progress and fairly evaluate their peers. Consider spending time at the start of the semester to explore shared expectations of collaborative assignments. As with the other skills goals, critical reflection at mid-semester and the end of the semester serves an important role.

A Fresh Look at Teaching: CRITICAL & CREATIVE THINKING
Thursday, March 20, 12-1pm, 167 LOH
Friday, March 21, 10-11am, 117E DEV
Helping students develop new ways of thinking and to use systematic reasoning to examine and evaluate ideas. Assessing the ways in which students approach and dissect arguments can be challenging. Encouraging the use of imagination and originality in coursework often requires innovative teaching strategies.

A Fresh Look at Teaching: QUANTITATIVE LITERACY
Tuesday, March 25, 12-1pm, 167 LOH
Wednesday, March 26, 3-4pm, 117E DEV
A competency and comfort in working with numbers. Understanding, creating, and communicating arguments supported by quantitative evidence are skills relevant to disciplines well beyond science and mathematics. Consider incorporating even small tasks requiring quantitative literacy into your courses. Repetition, practice and experiences in different settings all help reinforce the skill of quantitative literacy.

A Fresh Look at Teaching: ETHICAL REASONING
Thursday, March 27, 1-2pm, 167 LOH
Friday, March 28, 1-2pm, 117E DEV
Helping students recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning, and assessing the consequences of those choices. Using the content of your course as a springboard for ethical reasoning, case studies provide an excellent way for students to recognize and examine
competing perspectives, interests, and principles.

**A Fresh Look at Teaching: ORAL COMMUNICATION**

*Friday, April 4, 9-10am, 167 LOH*

*Wednesday, April 2, 10-11am, 117E DEV*

Helping students effectively communicate verbally with a public audience. Supporting appropriate advanced preparation and providing opportunities for practice and revision are critical aspects to teaching oral communication. Articulating expectations can be accomplished via class discussions, rubrics, video analysis, and peer review.

**A Fresh Look at Teaching: INFORMATION LITERACY**

*Tuesday, April 8, 1-2pm, 167 LOH*

*Thursday, April 10, 10-11am, 117E DEV*

Helping students locate, evaluate and use multiple forms of information. Despite the vast amount of information available, locating desired information efficiently, thinking critically about resources, and using information ethically are skills to be developed. A variety of web-based activities can be incorporated into any class to help development information literacy competencies.