

GRAND VALLEY STATE UNIVERSITY



Pew Faculty Teaching & Learning Center

January 7, 2015

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IN OTHER NEWS

Grant Proposal Deadline

It is a new year! Are you considering an innovative approach to your teaching? A teaching-related project that will enhance the curriculum? A master teacher residency to inspire both faculty and students? We have grants to support you. The deadline for competitive grants (see Pew FTLC website) is **FEBRUARY 1st**. Please contact [Kathryn Stieler](#) if you have any questions.

MIT Request

We have a new roof.

Pew FTLC has moved to 068 James H. Zumberge Hall. Our beautiful suite faces the pond. Feel free to drop by and visit or browse our expanded library.

We have a new website.

Our [content](#) has been rearranged and expanded. Teaching resources have been expanded, particularly in the areas of [online/hybrid teaching](#), [collaborative learning](#), the [national conversation around teaching and learning](#), and [course design frameworks](#). Other pages are still being improved, so more to come later this semester.

New(er) Faculty Mentoring Opportunities

With the Fall semester behind you, if your schedule permits participation in a mentoring group, it is not too late! We have openings for First Year Faculty Mentoring Communities, which meet approximately twice a month. Faculty members in years 2-7 are welcome to join Faculty-2-Faculty Mentoring groups, which meet once per month. Contact Patty Stow Bolea at boleap@gvsu.edu to inquire.

Teaching Circles

Would you like a great excuse to read and discuss a topic of interest related to teaching and learning with colleagues? Join one of the following Winter 2015 Book Discussion Groups. To sign up, email us at ftlc@gvsu.edu, indicating which group is of interest. Teaching Circles will begin meeting in mid- to late-January, so please RSVP promptly.

Make it Stick: The Science of Successful Learning

Deadline

Would you like to have the students' perspective on what is enhancing or hindering their learning in your class? Schedule a [Mid-Semester Interview About Teaching \(MIT\)](#). The deadline for registering is Friday, February 6th. MITs are conducted between January 26th and March 13th.

Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, 2014

Meetings: Thursdays, 1-2:30 pm: 1/29, 2/19, 3/19, 4/9 in 068 JHZ

How can we help our students become more productive learners and adopt evidence-based study habits? In this Teaching Circle, we will discuss the research findings regarding learning and memory presented in *Make it Stick* and share implications and applications. This book uniquely combines cognitive psychology research, storytelling, and practical suggestions for students and instructors. Facilitator: Christine Renner, Pew FTLC

The Learning Portfolio: Reflective Practice for Improving Student Learning, 2nd ed.

John Zubizarreta, 2009

Meeting Location and Times: TBD

Learning portfolios are a highly effective way to track student learning and having students reflect on what they include helps to make them both more cognizant of their own development and more responsible for their own learning. Participants will examine examples of portfolios currently used in programs at Grand Valley and consider the development and implementation of their own. Facilitators: Regina Smith and Janel Pettes Guikema, Modern Languages and Literatures

Do Babies Matter? Gender and Family in the Ivory Tower

Mary Ann Mason, Nicholas H. Wolfinger, Marc Goulden, 2013

Meeting Location and Times: Allendale, TBD

The text offers a comprehensive examination of the relationship between family formation and the academic careers of men and women. It includes concrete strategies for providing a family-friendly environment at every career stage. Participants will use the text as a guide for further discussion of practices and policies at GVSU. Facilitators: Gretchen Galbraith, College of Liberal Arts and Sciences, Ellen Schendel, Brooks College of Interdisciplinary Studies, and Kathleen Underwood, Women and Gender Studies

Contemplative Practices in Higher Education: Powerful Methods to Transform Teaching and Learning

Daniel Barbezat and Mirabai Bush, 2013

Meeting Location and Times: TBD

The application of mindfulness and other contemplative practices to the teaching and learning process has myriad benefits. In this book that has been described as an "instant classic," a theoretical background for contemplative practices in higher education is presented, followed by examples of a wide range of practices being used in classrooms around the country. These practices include deep listening, reading and writing, contemplative movement, compassion, and mindful awareness, all presented with sample guidelines and assignments. We used this text in a multi-day faculty retreat last year and have received many requests to offer additional opportunities to

explore this topic further. Facilitator: TBD

Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time

Linda Nilson, 2014

Meeting Location and Times: Pew Grand Rapids Campus, Thursday afternoon, TBD

In this hot-off-the-press book by a leading teaching and learning expert, a novel approach to testing and grading is presented. Nilson's approach focuses on clarifying student expectations, increasing student motivation, and upholding rigor. Those interested in competency-based courses will find this book of particular interest. *This teaching circle will focus on graduate education.* Facilitator: Jody Vogelzang, Public Health

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning

José Bowen, 2012

Meeting Location and Times: Pew Grand Rapids Campus, Tuesday mornings, TBD

Despite the provocative title, this book describes a cycle of learning that maximized in-class interactions as well as the use of lo-fi technology before and after class to reinforce learning. If you are interested in the "flipped classroom" approach, this book is an excellent read. Bowen's approach is grounded in research-based principles about how people learn and balances well the theoretical and the practical. In this Teaching Circle, we will walk through his model and discuss a variety of ways in which to implement his suggestions - both in and out of the classroom. Facilitator: Christine Rener, Pew FTLC

Upcoming Events

"Community as Classroom" Community-based Learning as Justice-oriented Education

Friday, January 16, 10 – 11:30 am, University Club, Room 107C, Richard M. DeVos Center, Pew Grand Rapids Campus

Are we teaching students to tackle systemic issues or to simply fulfill hours for a class? How do we help students understand social justice and long-term partnerships while engaging in (short-term) community-based learning? Join us to explore these questions and discuss solutions with a panel of current GVSU students and faculty and community partners. Participants will leave with an increased understanding of "justice learning," an approach to community-based learning from a social justice perspective, as well as an increased knowledge of the potential tensions that exist in community-based learning and exploration of tools to address these tensions.

"Community as Classroom" Partnership Showcase

Friday, January 30, 10 am – 1 pm, Multi-Purpose Room LIB 030,

Mary Idema Pew Library Learning and Information Commons,
Allendale Campus

The showcase promises to provide a lively forum for exchanging ideas and engaging in conversation with a diverse array of community partners and Grand Valley faculty, staff, and students who are actively involved in community-based projects. Stop by at anytime, enjoy a free catered lunch, and learn about current community-based teaching and research initiatives.

An AWE Approach: Acting as Cultural Navigators, Working Across Divisions, Ensuring Student Success

Dr. Terrell Strayhorn, Ohio State University

Wednesday, February 4, 9 am – noon

2250 Russell H. Kirkhof Center, Allendale Campus

You are invited to the first in a new series of professional development opportunities, focusing on student success. Dr. Terrell Strayhorn is the director of the Center for Higher Education Enterprise and professor of Higher Education in the Department of Educational Studies within the College of Education and Human Ecology at The Ohio State University. In this presentation, Dr. Strayhorn will describe what it means to become a “cultural navigator” committed to increasing the odds for student success. He also will describe meaningful ways faculty, staff, students, and student services professionals can develop meaningful partnerships that are student-centered, encourage ownership of student success for all, and provide momentum to ensure student success at Grand Valley State University. Please RSVP [here](#).

Strong Start Initiative

We recently launched a new Strong Start Initiative, led by Kurt Ellenberger in the Pew FTLC. The Initiative got off to a “strong start” (pun intended) last semester as the Strong Start Faculty Learning Community studied some of the scholarship that has been done on first-year student success while at the same time delving into Grand Valley’s solutions and challenges in developing systems to promote and assist with first-year student success. The Faculty Learning Community drafted a set of survey questions to gather information about local attitudes and perceptions regarding first-year students. Look for your survey invite soon.

SoTL

The [scholarship of teaching and learning \(SoTL\)](#) takes the scholarly teaching process to the next level, involving systematic study of teaching methods and/or student learning and then public dissemination of findings. Throughout the semester, these mailings will highlight SoTL activities taking place at GVSU. For now, we invite you to review our new website collection of SoTL resources and consider attending or presentation at the following conference. The sixth annual [Scholarship of Teaching and Learning Academy](#) will be held at the University of Findlay in Ohio, May 18-19, 2015.

Proposals are being accepted until February 28.

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GRAND VALLEY STATE UNIVERSITY



Closing the Loop on Teaching: A Workshop on Assessing Learning

**Part-time Faculty Support
Pew Faculty Teaching and Learning Center**

RE-SCHEDULED

Please re-register at <https://www.gvsu.edu/sprout/>

Friday, February 27, 2015

1 - 4pm

**Mary Idema Pew Library Learning and Information Commons
Multipurpose Room - 030LIB**

This Academy is specifically for Affiliate, Visiting, and Part-time Faculty at GVSU. Attendees are encouraged to bring materials from one of their courses for the TableTalk portion of this workshop.

12:45-1p.m. Registration

1-1:15p.m. Welcome and Overview

1:15-2:20p.m. 3 in 60 Mini-Sessions

Faculty will select 3 of 4 concurrent, back to back, 20 minute sessions in 60

minutes on the following topics:

- Making Exams About More Than Grades - Christine Rener
- Student Self - Assessments and Peer Review - Glenna Decker
- Grading with Rubrics in Blackboard - Kim Kenward and Matt Roberts
- Designing Assessment Activities for Deep Learning - Dana Munk

2:20-2:30p.m. Organization of small group discussions

2:30-3:30p.m. TableTalks

Specific topics will be selected by attendees and assigned to a designated area in the room. Faculty will then form small groups and engage in an exciting exchange of assessment and grading ideas that spark innovation and lead toward emerging practices.

3:30-4p.m. Lightning Fast Learning Tips

Wrap-up and Evaluation

Lunch will not be served, but snacks and beverages will be available throughout the afternoon.

For more information contact the Pew FTLC at ftlc@gvsu.edu or call 331-3498. Please register online by February 25 at www.gvsu/sprout/ under Teaching and Learning.

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Pew Faculty Teaching & Learning Center

January 21, 2015

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Community as Classroom: Partnership Showcase



Friday, January 30, 2015

10:00 AM - 1:00 PM

Mary Idema Pew Library, Multipurpose Room (030LIB)

Please register

at <https://www.gvsu.edu/sprout/>

The showcase promises to provide a lively forum for exchanging ideas and engaging in conversation with a diverse array of community partners and Grand Valley faculty, staff, and students who are actively involved in community-based projects. Stop by at anytime, enjoy a free catered lunch, and learn about current community-based teaching and research initiatives.

2014-2015 Faculty Awards Convocation

Loosemore Auditorium, Richard C. DeVos Center

Thursday, February 5, 4:00 PM

We encourage you to attend the upcoming Faculty Awards



In this recurring monthly feature, we will highlight four things faculty should know. Certainly, GVSU is a busy place and there are many interesting initiatives taking place. Here, we will mention items that came across our desks that might not have reached yours.



Last fall, a revised student code was posted [here](#). A handy downloadable PDF is available, as well.

GoinGlobal



The Career Center has made available a helpful service called Going Global. The service provides worldwide job and internship postings, informational country guides, and offers professional advice to students and faculty. On campus, Going Global can be reached [here](#). If you are accessing Going Global from off campus, the best address is through this [link](#).

LGBT Film Festival

Convocation and to support your colleagues who will receive milestone awards for years of service as well as university-wide awards for teaching, scholarship, and service. It is an honor to recognize these teaching award winners.

The Burch, Jacobs, & Moore Diversity Teaching Excellence Award

Regina McClinton

Pew Teaching Excellence Award for Part-time Faculty

Mike Braid

University Outstanding Teacher Award

Darren Walhof

Pew Teaching Excellence Award

Mary Bair

Susan Harrington

Lisa Kasmer

Thomas Pentecost

Jason Yancey

Pew Teaching with Technology Award

Robert Talbert

Equity Within the Classroom



The Equity Within the Classroom Conference provides a forum for higher and postsecondary education personnel (faculty, administration, staff), along with community supporters, to come together to present and review current research findings including annual retention outcome data, best practice strategies, and specific King Chavez Parks (KCP) Initiative developed retention strategies positively impacting equality of opportunity and degree achievement for Michigan's academically and economically disadvantaged students.

The conference is a statewide event hosted annually by a sponsoring institution and is a collaborative effort between the State of Michigan's King Chavez Parks (KCP) Initiative, Michigan's 15 public universities, and other private colleges and organizations whose missions and goals align with those of the KCP Initiative.

The annual Equity Within the Classroom Conference site is provided by a host institution during the Spring, generally March or April, each year. For more information, contact the State KCP Initiative Office at



The LGBT Faculty & Staff Association is hosting several films in February, in conjunction with the Nazi Persecution of Homosexuals 1933-1945 exhibit. To view the schedule and for more information, visit the [LGBT events calendar](#).



Looking for instructional technology assistance? Browse upcoming IDeL offerings [here](#). Whether you have specific questions or are open to creative ways to apply technology in your teaching, IDeL can help.

(517) 373-9700 or visit the website at www.equityconference.com.

“Community as Classroom” Faculty Learning Community Update

Patty Stow Bolea

January begins our third semester of meetings. As a small group, we have worked together to complete a number of successful projects including: a white paper outlining best practices in Community Engagement for GVSU, dialogue around issues of risk and liability in community engaged teaching with Mick Doxey, provided feedback regarding aims of community engagement within the structure of the Faculty Senate Campus dialogues on high impact teaching and learning. We also represented community engaged teaching at the Pew FTLC Fall Teaching Conference, engaged in discussion around Design Thinking with John Berry, and offered feedback on the current University Strategic Planning process via the Office of Community Engagement. We are looking forward to our work together this semester around outlining rewards and incentives within the university for Community Engaged Teaching and Learning.

PEW FTLC GRANT PROGRAM HIGHLIGHT

2014 Pew Scholar Teacher Grant

Recipients: Lara Jaskiewicz, Greg Cline & Priscilla Kimboko, School of Public, Nonprofit and Health Administration

Title of Project: Building Team-Based Learning into the Masters of Health Administration Core Curriculum

Project Description: Team-based learning (TBL) provides an active approach to teaching some core competencies for healthcare administrators that are recommended for Masters in Health Administration (MHA) programs by the Council on Accreditation of Healthcare Management Education in their self-study guidelines. In preparation for accreditation candidacy, the core MHA faculty members sought to build a more robust approach to team-based learning by hosting a day-long workshop with consultant, Dr. Chris Burns, CMU Medical School, to which all faculty teaching MHA courses were invited, including those from Economics and the School of Computing and Information Systems. Following the workshop, each participant implemented at least one team-based learning and assessment strategy into the curriculum the following academic year. Assessment of the impact was gathered through mid-semester feedback from students and faculty.

Dr. Terrell Strayhorn: An AWE Approach: Acting as Cultural Navigators, Working across Divisions, Ensuring Student Success

Wednesday, February 4, 2015, 9:00 AM - 12:00 PM

Kirkhof Center, RM 2250, Grand River Room

Please RSVP by filling out this brief [form](#).

Dr. Terrell Strayhorn, director of the Center for Higher Education Enterprise and professor of Higher Education in the Department of Educational Studies within the College of Education and Human Ecology at The Ohio State University, will present "An AWE Approach: Acting as Cultural Navigators, Working across Divisions, Ensuring Student Success."

In this presentation, Dr. Strayhorn will describe what it means to become a "cultural navigator" committed to increasing the odds for student success. He also will describe meaningful ways faculty, staff, students, and student services professionals can develop meaningful partnerships that are student-centered, encourage ownership of student success for all, and provide momentum to ensure student success at Grand Valley State University.

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Pew Faculty Teaching & Learning Center

February 4, 2015

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Competitive Grant Deadline: April 1

MID-SEMESTER INTERVIEW ABOUT TEACHING (MIT)



The MIT is a mid-semester evaluation technique that provides instructors useful feedback from their students about their learning in a course. This FTLC service involves a

The New Faculty Majority: Supporting & Honoring Your Part-time Faculty

*Wednesday, February 11, 3:00-4:30pm
3068 JHZ*

Please register at <https://www.gvsu.edu/sprout/> by Feb. 9

Part-time faculty are now 60% of the faculty in higher education institutions. They contribute significantly to student success and the economic well-being of institutions. They should be recognized and valued as collaborators with full-time faculty and administrators.

This webinar will examine the changing role of part-time/adjunct faculty and provide strategies every institution can implement to honor their part-time teaching staff. Participants will be provided with ten low-cost and innovative strategies that can be implemented immediately to demonstrate the institution's commitment to and appreciation of part-time faculty.

Adjunct Academy- Rescheduled

Closing the Loop on Teaching: A Workshop on Assessing Learning

Friday, February 27, 1 - 4pm

*Mary Idema Pew Library Learning and Information Commons
Multipurpose Room - 030LIB*

Please re-register at <https://www.gvsu.edu/sprout/> by Feb. 25

For information please visit the [Adjunct Academy webpage](#).

member of our staff visiting a class, interviewing students, and reporting back to the instructor. Conducted during the 4th to 9th week of the semester, the MIT takes 30 minutes of class time wherein a consultant guides a three-step feedback process.

Please visit the [MIT website](#) for additional details and a link to an online request form.



Faculty and staff have access to an online professional development resource. The 20 Minute Mentor Commons is a growing library of video-based programs to help you address teaching opportunities and challenges. Each video is 20 minutes in length and is accompanied by PDF handouts and a transcript.

Some topics include:

What are the three worst mistakes to make in the classroom?

How can I promote deep, lasting student learning?

How can I connect students' interests to course content?

How can I build community in my classroom?

How do I create engaging threaded discussion questions?

How do I get more students to participate in class?

In blended courses, what



Teaching & Learning with Technology Symposium

*Derek Bruff, Keynote Address
Wednesday, March 11, 1-4pm
DeVos Center, Pew Campus*

This Symposium provides an opportunity for faculty to showcase how they're putting technology to use in their teaching. Faculty and staff from across the university gather for this afternoon of fun, food, and presentations. For more information follow this [link](#).

Faculty Fulbright Workshop

*Friday, March 13, 2pm - 4pm
107C - University Club*

This workshop is recommended for faculty considering applying for the Fulbright grant. A wine & cheese reception, with previous GVSU Fulbright awardees will follow. For more information contact the [Padnos International Center](#).

PART-TIME NEWS

Congratulations

Michael Braid, M.S.Ed. Pew Teaching Excellence Award for Part-time Faculty Winner

Michael Braid's commitment to Grand Valley, to movement science, and to his students extends far beyond the baseline expectations for part-time faculty, as his colleagues and students observe. His involvement with students within and beyond the classroom makes him a strong and very deserving award winner. Braid is a popular teacher in the athletic training program, a valued preceptor in clinical education, and enjoys a stellar reputation in the community. He has what a colleague describes as a "thirst for knowledge" and models high standards of practice. In the words of one student, Michael Braid's course "...not only challenged my critical thinking and ability to adapt to constantly changing circumstances, it also provided me with skills and traits that I am able to utilize every day in a rehabilitation setting."

Connect!

The Part-Time Faculty Network is now meeting on

should students do
online?

To activate your 20
Minute Mentor Commons
subscription, contact us at
ftlc@gvsu.edu and we
will send you the GVSU
activation code.



part-time
FACULTY

Linked-In. [Sign in to our group now!](#)

Part-time Power Hour

FEB 6, 9-10AM, 140 CHS

FEB 10, 12-1PM, 302E DEV

FEB 23, 9-10AM, 068 JHZ

FEB 24, 5-6PM, 136 CHS

FEB 25, 11AM-12PM, 068 JHZ

FEB 26, 9-10AM, 302E DEV

FEB 27, 12-1PM, 302C DEV

MAR 10, 1-2PM, 302E DEV

MAR 11, 5-6PM, 068 JHZ

MAR 18, 9-10AM, 068 JHZ

MAR 19, 1-2PM, 068 JHZ

MAR 27, 11AM-12PM, TBA DEV

APR 1, 4-5PM, 068 JHZ

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Pew Faculty Teaching & Learning Center

February 18, 2015

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AROUND CAMPUS



Teaching & Learning with Technology Symposium

Don't forget! Join us downtown on

What Should(n't) I Say? A Conversation for Well-Meaning Faculty in a Predominantly White University

Wednesday, March 11, 2 – 3pm

University Club, 107C DEV

Register [here](#) under Teaching and Learning.

When civil rights issues and unrest are rampant in greater society, faculty may (or may not) feel compelled to engage in open discussion about these events with their students. While it is important to unpack these issues with students, not knowing what to say and/or not knowing how to say it can be a barrier for faculty to engage with students in meaningful ways. Despite the best preparations, intentions, and group discussion skills, it is common for discussions to be superficial in nature, involve few rather than all students, and end with a demonstration of inherent difficulties rather than a meaningful shared understanding.

Using case study analysis, this session will explore ways that faculty can engage in more meaningful conversations about sensitive issues with students. In addition, participants will have the opportunity to reflect on barriers in their own teaching that prevent them from facilitating crucial conversations relevant to contemporary oppression and bias.

Community-based Teaching in a Wicked World: Preparing Students for Messy Inquiry

Friday, March 20, 10 - 11:30am

Kirkhof Center, Rm 2270

Wednesday, March 11!
For additional details,
please visit the [IDeL site](#).

Disability Support Resources

The mission of Disability Support Resources (DSR) is to provide support services and accommodations that enhance the environment for persons with disabilities and to help educate the university community on disability issues. For information or requests go to <http://www.gvsu.edu/dsr/>

University Policies and Procedures

An easy place to find university policies and procedures, including the Administrative Manual, the Grand Valley Manual, and the Faculty Handbook.



The Equity Within the Classroom Conference provides a forum for higher and postsecondary education personnel (faculty, administration, staff), along with community supporters, to come together to present and review current research findings including annual retention outcome data, best practice strategies, and specific KCP developed retention strategies positively impacting equality of opportunity and degree achievement for Michigan's academically and economically



Register [here](#) under Teaching and Learning.

In contrast to static, disciplinary problems, many of the issues we face in the world today can be characterized as “wicked,” as dynamically complex, interdependent, high stakes issues with no simple or obvious definition (let alone any simple or obvious solution). These wicked problems confront us with high levels of uncertainty in situations where both action and inaction carry serious long-term consequences. Current top-down, siloed, and abstract pedagogical strategies do not provide students with the tools for collaboratively managing such problems.

- How can we prepare students within our own fields to tackle large-scale wicked problems?
- What pedagogical methods can be used to address interdependent, high-stakes systemic problems?

This colloquium will suggest we need to pursue an experiential, collaborative learning model in the classroom: working across networks, disciplines, and institutions in order to tackle our social messes. Methods for employing such a model will be put into practice. Come and discover strategies for better preparing students to collaboratively tackle the wicked problems within your field.

Introductory Analytics Workshop

Hosted by the Statistics Department
Saturday, April 4, 9am - 3:30pm
Mary Idema Pew Library

The world of “big data” is dramatically impacting the way researchers explore systems and examine hypotheses. The amount of data (or information) in our world has been exploding, and analyzing these large data sets will become even more critical. Every sector of the economy will have to grapple with the implications of big data.

Data analysis is the process of finding the right data to answer your question, understanding the processes underlying the data, discovering the important patterns in the data, and then communicating your results. The purpose of this workshop is to provide a brief overview of how to organize data and perform some of the most widely-used statistical methods using the R statistical programming language.

This workshop will be a hands-on guided exploration, and the participants will have the opportunity to reinforce the material discussed by performing analysis in R. This workshop will not assume that participants have prior experience with R.

Overall Structure of the Workshop:

Session 1: Getting Started Analyzing Data in R

disadvantaged students.
[For details and to register...](#)

- Introduction to R, R Studio and Data Structure
- Basic Statistical Methods
- Data Cleaning and Manipulation

Complimentary Lunch

Session 2: Predictive Modeling and Visualization in R

- Predictive Modeling
- More Advanced Visualization

Facilitators: John Gabrosek, Laura Kapitula, Paul Stephenson and David Zeitler. To register, please contact Contact Cheryl Smalley at smalleyc@gvsu.edu.

Pew FTLC Grants



Pablo Mahave-Veglia, Music and Dance

The GVSU Early Music Ensemble was awarded a Pew Technology Enhancement Grant to purchase a set of baroque style bows and one baroque style oboe. The objective of this purchase was to expose GVSU students to tools of the trade that are, regrettably, no longer part of mainstream musical instruction. Using the “old” technology, GVSU Symphony Orchestra was able to include one piece of baroque repertoire in two different concerts this season. Having the opportunity to use both the baroque and the modern tools in the same concert for appropriate works allowed the students to experience the evolving nature of music and its symbiotic relationship with their tools.

February is a Great Time to Just Walk In!

Being a part-time faculty member at GVSU does not mean you are an outsider. In fact, because the university values the service and expertise of all faculty, there are many free support resources available to assist part-time faculty, both professionally and personally. Feel free to just walk in...

For Teaching Support

- Walk in to your department head and discuss your ideas; you are valued here at GVSU!
- Walk in to a "PT Power Hour" and let your voice be heard
- [To the bigger list...](#)

For Personal and Career Services



- Walk in to Human Resources to get more information about how part-time faculty can contribute to a 403b/457b retirement fund; you can also register for free HR workshops or seminars
- Walk in to one of our ENCOMPASS providers—free to part-time faculty and family members: ENCOMPASS provides focused support to employees and their family members for a variety of issues that may interfere with work or life satisfaction and productivity
- [To the bigger list...](#)

For Discounts or Fun Events

- Walk in to any of our participating retailers for discounted goods and services.
- Walk in to your local Verizon/AT&T/Sprint-Nextel store for your GVSU discount on your monthly bill; you can also get discounts on the purchase of a variety of software and Apple, Lenovo, and Dell [products online](#).
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**Closing the Loop on Teaching:
A Workshop on Assessing Learning**

**Part-time Faculty Support
Pew Faculty Teaching and Learning Center**

**Friday, February 27, 2015
1 - 4pm**

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For more information contact the Pew FTLC at ftlc@gvsu.edu or call 331-3498. Please register online by February 25 at www.gvsu.edu/sprout/ under Teaching and

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Pew Faculty Teaching & Learning Center

March 11, 2015

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Faculty Fellow Position Announcement

The Pew FTLC seeks a tenured faculty member to serve as Faculty Fellow and support their colleagues in the practice of scholarly teaching. The Faculty Fellow will join a team dedicated to providing a full range of services and learning opportunities and thus will be expected to dedicate time and effort to learning about the scholarly work of faculty development. The Faculty Fellow will participate in ongoing Pew FTLC activities and take a leadership role in two areas: the Strong Start Initiative and Part-time Faculty Support.

The Strong Start Initiative, launched in Fall 2014, promotes faculty engagement in 100-level courses. The Faculty Fellow will facilitate a Faculty Learning Community, supporting individual course improvement projects, and disseminate evidence-based practices and resources for working with first-year students.

In support of part-time faculty, the Faculty Fellow will facilitate new part-time faculty orientation, develop an online orientation, collaborate with the Adjunct Advisory Council and the Part-time Faculty Liaison, plan and deliver professional development activities, and consult as requested, disseminating best practices for supporting part-time faculty.

An interest in faculty development and a willingness to learn are of greater importance than knowledge of specific pedagogical approaches or learning theories. The work is varied and strong planning and organization skills are necessary. Effective teamwork and interpersonal skills are essential. This position begins August 2015



Grand Valley State University has an institutional level membership in the Online Learning Consortium (formerly the Sloan Consortium).

We have a limited number of seats available in OLC asynchronous online workshops on topics related to online and hybrid course development and delivery. Most workshops range in length from 10 days to three weeks, and provide opportunities to interact with faculty from a wide variety of institutions. The offerings are designed as online classes so that you may also experience being an online learner. Certificates are issued upon timely completion of all coursework.

Faculty who are interested in participating in OLC workshops should review the list of available topics at the [Online Consortium website](#). For application details visit the Online Consortium page on the [Pew FTLC website](#).

and requires a two-course reassignment per semester; commitment to a three-year term is preferred. Summer commitments are also possible. Workload as it relates to disciplinary scholarship will need to be considered on an individual basis. Interested applicants should submit a letter of interest to Christine Rener (renerc@gvsu.edu). Review of applications will begin March 25.

Equity Conference Reminder: Free Registration



The Equity Within the Classroom Conference provides a forum for higher and postsecondary education personnel (faculty, administration, staff), along with community supporters, to come together to present and

review current research findings including annual retention outcome data, best practice strategies, and specific KCP developed retention strategies positively impacting equality of opportunity and degree achievement for Michigan's academically and economically disadvantaged students. [For details and to register...](#)

Community-based Teaching in a Wicked World



Friday, March 20, 10-11:30am

[Register here](#)

Discover strategies for preparing students to confront dynamically complex, interdependent, high-stakes issues through an experiential, collaborative learning model. [For more information...](#)

What Kinds of Questions Encourage Student Interaction?

Christine Rener, Pew FTLC

Wednesday March 25, 11 - 11:45am, 3068 JHZ

Wednesday March 25, 3 - 3:45pm 107D DEV

[Register here](#)

The types of questions you ask students can model those that they in turn ask of themselves, each other, and you. Learn the subtle things you can do to make your questions more powerful and your classroom interactions with students more fruitful.

In this session, we will watch a [20 Minute Mentor Commons](#) video presentation by Maryellen Weimer and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials.

Power, Privilege, and Difficult Dialogues The Second Annual Teach-In

As Dr. Martin Luther King, Jr. wrote in his famous Letter from a Birmingham Jail in 1963, "Injustice anywhere is a threat to justice everywhere....whatever affects one of us directly affects all of us indirectly." We need to stand united to combat injustice for the sake of our entire community.

Thursday, April 2

8am-10pm

The second annual Teach-in will be held on Thursday, April 2nd. Sessions will be held both in Allendale and on the Pew Grand Rapids Campus. The Teach-in is intended for the purpose of mutual education among students, faculty and staff of the GVSU community and intended to address topics related to

inequality and systems of oppression, as well as social justice and liberation. Recognizing the multi-faceted dimensions of these topics, this Teach-in will be a daylong event. The learning objectives of Power, Privilege, and Difficult Dialogues are to raise awareness, inform, create dialogue, and document suggestions for action. While the program is still being finalized, we invite you to visit the [Teach-in website](#).

Making Synergy Count at GVSU



Friday, April 17, 10-11:30am

Please register

at <https://www.gvsu.edu/sprout/>

Learn ways to structure your work to efficiently manage issues related to teaching, research, and the service portion of service learning. Listen to faculty members who are successful in creating

teaching projects that translate into research and service. [For more information...](#)

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GRAND VALLEY STATE UNIVERSITY



Pew Faculty Teaching & Learning Center

March 25, 2015

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- [Week-long Faculty/Staff Writing Retreats](#)
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IN OTHER NEWS

Grant Proposal Deadline: April 1

Are you considering an innovative approach to your teaching? A teaching-related project that will enhance the curriculum? A master teacher residency to inspire both faculty and students? We have grants to support you! Please contact the [Pew](#)

Robert Talbert: SoTL Highlight

Robert Talbert is an associate professor in the Department of Mathematics. Although his background is in pure mathematics, Robert's main area of scholarship for the past several years has been the scholarship of teaching and learning (SoTL). He is particularly interested in how technology can be used to support active learning environments in university mathematics and computer science courses to improve student learning. He has published four peer-reviewed articles since 2013 on the use of flipped learning environments in computer science and mathematics courses. He is currently collaborating on two SoTL projects. One, with Marcia Frobish (Mathematics), is investigating the effects of flipped learning environments on student conceptual and metacognitive gains in introductory Calculus. The other, with Amy Schelling (Education), will study the effects of flipped learning on students with learning disabilities enrolled in college algebra courses. To learn more, [visit his blog](#).



How to Retire Happy and Informed!

Thursday, March 26, 3pm- 5pm, 230-250 Bicycle Factory

Join us for an afternoon of retirement wisdom that you won't get from just your financial adviser.

Social Security Benefits 3:10-4:10pm

Vonda Vantil, Social Security Administration

GVSU Retiree Benefits 4:15-5:00pm

Kurt Swardenski, Advantage Benefits Group

FTLC if you have any questions.

Faculty Conference Travel Grants

Applications open at 8:00AM on April 1 (for travel July-Sept).

Spring/Summer MITs and Consultations



Gathering mid-semester feedback from students is a teaching best practice. In addition to in-class freewrites and anonymous Blackboard surveys, another method to consider is a Mid-Semester Interview about Teaching (MIT) wherein a staff member from FTLC conducts an interview with your students. Student and faculty response to the MIT experience has been phenomenal, a result well supported by the literature. Please visit the [MIT website](#) for additional details and a link to an online request form.



Teach-In: Power Privilege and Difficult Dialogues

Thursday, April 2
Kirkhof Center, the Mary Idema Pew Library, Allendale and the DeVos Center, Downtown

The Teach-in is intended for the purpose of mutual education among students, faculty and staff of the GVSU community

For more information contact Susan Sloop in [Health and Wellness](#).

Personnel Portfolio Workshops

Monday - Friday, June 1-5, 4002 SCB - Downtown or
Monday - Friday, June 22-26, 3068 JHZ - Allendale

These workshops are for faculty who are preparing for pre-tenure and tenure reviews, or for promotion. 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.

Participants have said...

"Through this workshop, my integrative statement became not only a strong supporting document in my portfolio, but also a powerful reflection on my career as a teacher and scholar."

"Everyone going up for tenure or promotion should attend this workshop. Highly Recommend!"

"The feedback I received helped me immensely."

Lilly National Conference – Traverse City, MI



October 15 – 17, 2015

<http://lillyconferences.com/tc>

The call for proposals for the 15th Annual Lilly Conference on College and University Teaching and Learning, Traverse City is open through June 9th. The conference sub themes include: Academic Success; Assessment/Student Outcomes; Creating Communities of Learners; Course/Curriculum Design/Redesign; Engaging and Motivating Students; Innovative Pedagogical Approaches; Multiculturalism/Diversity/Inclusion; Online Learning; Promoting Social Responsibility; Service/Experiential Learning; Teaching Well with Technology. Consider sharing your scholarly teaching approach or scholarship of teaching and learning (SoTL) project results with regional peers via a workshop, oral presentation, or poster presentation.

FTLC Faculty Demonstration Room

As part of our move from

and intended to address topics related to inequality and systems of oppression, as well as social justice and liberation. Recognizing the multi-faceted dimensions of these topics, this Teach-in will be a daylong event. For a complete schedule visit www.gvsu.edu/Teach-in

Making Synergy Count at GVSU



**Friday, April 17,
10-11:30am, 2270 KC**

Learn ways to structure your work to efficiently manage issues related to teaching, research, and the service portion of service learning. Listen to faculty members who are successful in creating teaching projects that translate into research and service. For more information and to register...

Lake Ontario Hall to Zumberge Hall, the Pew FTLC had the opportunity to design a Faculty Demonstration Room. Located in 3068 JHZ, this space provides an “active learning” classroom layout, with movable tables, chairs that move and swivel, generous whiteboard space, and multiple projectors/screens. The flexible learning spaces maximizes collaborative interactions and permits projection from up to three laptops simultaneously. There isn’t a bad seat in the house. We have begun holding workshops and various faculty gatherings in this room. If you would like to schedule a tour and explore the possibilities of such a teaching and learning space, please let us know.



Week-long Faculty/Staff Writing Retreats

**April 27-May 1, Allendale and August 3-7, Downtown
Fred Meijer Center for Writing and Michigan Authors, [for details](#)**

Are you working on a dissertation, book manuscript, article, grant application, or other writing project that would benefit from a quiet space in which to write, the support of colleagues who are also writing, and feedback to your work? Register for one of the Faculty/Staff Writing Retreats sponsored by the Fred Meijer Center for Writing! For details and registration go to the [Writing Center website](#).

Pew FTLC Grants



Frank Blossom, School of Communications

Professor Blossom was awarded a Pew Scholar Teacher Grant to develop an application-based teaching module that is being used as part of select Advertising and Public Relations classes to teach students the strategy, structure, and content creation for Google AdWords and other current online advertising programs. Students are developing, analyzing and executing real AdWords campaigns for real businesses, applying the psychology of online search and interpreting online data and analytics.

GRAND VALLEY STATE UNIVERSITY

Inclusive Excellence Teaching Institute

Attention: Unit Heads

Dear Unit Head,

We seek your assistance in identifying participants for the upcoming Inclusive Excellence Teaching Institute. If you could please review the description below and forward the names of 1 or 2 faculty you think might be interested in and/or benefit from this experience to munkd@gvsu.edu by April 24 it would be greatly appreciated. Nominees will be contacted directly by the Pew FTLC with further information.

Inclusive Excellence Teaching Institute

Inclusive excellence refers to the use of pedagogical strategies that address the needs of students with a variety of backgrounds, learning interests, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. In order to provide faculty with an opportunity to learn more about inclusive excellence in teaching and learning, the Pew FTLC is partnering with the Office of Inclusion and Equity to offer an Inclusive Excellence Teaching Institute which begins with a 3-day intensive workshop, June 17-19, 2015.

WHO: The Institute is designed for tenure-track and affiliate faculty who are ready to make inclusiveness a focus in their teaching and interested in gaining insights on how to accomplish this. The Institute will examine barriers to learning for diverse student groups and introduce principles of active learning and other pedagogical approaches to promote an inclusive classroom environment.

WHAT: Through pre-assigned readings and facilitated discussions, faculty will begin the process of transforming their courses to reflect various aspects of inclusion. Faculty who complete the Institute will also meet monthly throughout the 2015 -2016 academic year to reconnect and discuss the progress made in transforming their courses.

10-12 participants will be selected based on the applications submitted. Care will be given to include faculty who represent a broad range of disciplines. **Participants will receive \$1000.00 in professional development funds at the conclusion of the academic year for full participation.**

WHEN: Wednesday, June 17 through Friday, June 19, 2015, 9am-3pm

Lunch, snacks, and beverages will be provided each day.

WHERE: 3068 JHZ, Pew FTLC Demonstration Room

Tentative Framework:

Day I: 9-Noon

- Interactive discussion of foundational reading completed prior to Institute

1-3pm

- Faculty self-exploration and identity work
- Reflection on barriers to teaching and learning for diverse groups

Day II: 9-Noon

- Creating an inclusive classroom - what do diverse students want/need?
- Discussion of goals for course revision

1-3pm

- Building community in the classroom
- Active learning strategies

Day III: 9-Noon

- Active learning strategies (continued)
- Inclusive assignments and assessments for deep learning

1-3pm

- Individual reflection and presentation

Follow-up in Academic Year 2015-2016

- Participation in monthly follow-up discussions, including Inclusive Excellence Teaching Institute Graduation in April, 2016.
- Submit syllabus/course materials to be used as exemplars within one year of completing Institute.
- Submit end-of-year written reflection

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1 Campus Dr.
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Pew Faculty Teaching & Learning Center

April 8, 2015

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IN OTHER NEWS



Do you teach online or hybrid courses? Or are you interested in learning more about educational technology best practices? One option to

The 17th Annual Teaching Life Retreat

Thursday, May 7, noon - Friday, May 8, 3:30pm

Pierce Cedar Creek Institute, Hastings, Michigan

Come to the retreat for reflection and dialogue around teaching. You will have the opportunity to interact informally with a small group of colleagues from a range of disciplines. Participants will choose their own retreat focus and be provided with one of the following three texts:

1. *Learner-Centered Teaching: Five Key Changes to Practice*, 2nd Ed, Maryellen Weimer, 2013
2. *Facilitating Seven Ways of Learning: A Resource for More Purposeful, Effective, and Enjoyable College Teaching*, James Davis & Bridget Arend, 2013
3. *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, 3rd Ed, Stephen Brookfield, 2015

These books effectively bridge learning theory and teaching practice, providing a wealth of ideas for discussion. Each participant will be sent a copy of their chosen text in advance of the retreat.

Lodging in single rooms and four shared meals are provided. The retreat is limited to 16 participants with preference given to first-time attendees. We also ask that those who register stay for the entire retreat. For a more detailed retreat schedule, please visit: the [Teaching Life Retreat page](#). To register, please log in at www.gvsu.edu/sprout, under the "Teaching & Learning" category.

Design Thinking Immersion

Thursday, May 14 – Friday, May 15

The Pew Faculty Teaching and Learning Center, in conjunction with the

consider is an online workshop offered by the Online Learning Consortium. Here are a few courses that are offered this summer:

- Creating an interactive syllabus
- Introduction to collaboration tools
- Introduction to online presentation tools
- Exploring digital storytelling
- Creating infographics for learning
- Increasing interaction and engagement

The Pew FTLC purchases a limited number of passes for these multi-week workshops each year. To apply for a spot, visit the [Pew FTLC OLC page](#) or view the current schedule of workshops on the [the OLC page](#).



Announcing the 2015-2016 CRP Read Citizen, by Claudia Rankine



The Brooks College of Interdisciplinary Studies and Office of Integrative Learning and Advising

GVSU Design Thinking Initiative, will offer an inaugural 2-day workshop to introduce a hands-on experience of design thinking and the ways in which it may be used to enhance teaching and learning. The institute will be led by Kim Dabbs, the Executive Director of West Michigan Center for Arts and Technology, who has recently returned from a three-month fellowship at the d.school: Institute of Design at Stanford where design thinking was first developed. Over the course of this two-day workshop, Kim and three additional expert facilitators will provide participants with an opportunity to work with an cross-disciplinary team of colleagues to move through an entire design cycle. Participants will leave with a first-hand experience of the design thinking model and concrete ideas to incorporate into the classroom.

The Design Thinking Immersion is limited to 16 full-time faculty participants. The Immersion will held on the Allendale campus and will occupy two full days. Meals will be provided. To apply, submit the following information to Kathryn Stieler, Pew FTLC Faculty Fellow (stielerk@gvsu.edu) by Friday, April 24.

- Name
- Unit
- College
- Dietary restrictions or special accommodations required
- Briefly describe your interest in the Design Thinking Immersion and how you anticipate the experience may impact your teaching.

You may also contact Kathryn Stieler with any questions you might have about this opportunity.

How do I create a climate for learning in my classroom?

Monday, April 27, 11-11:45am, 3068 JHZ

Monday, April 27, 2 - 2:45pm, 107D DEV

Establishing a classroom climate that fosters learning takes intentionality. Our actions - as well as our words - play a role in establishing a learning-focused environment. Keeping the classroom climate positive is the responsibility of both sides. Learn valuable concepts you can put to work right away in every class.

In this session, we will watch a 20 Minute Mentor Commons video presentation by Maryellen Weimer and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials.

How can I get students to take responsibility for their own learning?

Wednesday, April 29 10 - 10:45am, 3068 JHZ

Wednesday, April 29, 1 - 1:45pm, 107D DEV

Learn how incorporating findings from cognitive and educational psychology research can help you encourage students to take charge of their own learning. Discover techniques you can use to increase student responsibility and establish a learning-centered environment in

are excited to invite all members of the Grand Valley State University community to participate in this University-wide endeavor.

The Community Reading Project will make "book club kits" available for check out at the GVSU Library beginning in the Fall semester. The kits are meant to encourage community members to read and discuss the book. CRP provides venues for discussions, among other activities.

Throughout the academic year, there will be discussion groups, speakers, films, and panel discussions focusing on the themes found in the community read.

The 17th Annual Celebrating All Walks of Life Pow Wow

***Saturday, April 11 and Sunday, April 12
GVSU Fieldhouse Arena,
Free and open to the public.***

This 2-day traditional Pow Wow will include traditional dancing and drumming, hand drum competition, two step competition, silent auction, traditional food, Native American artists and so much more. Participation at any point during the event is welcome. You are encouraged to join during the Grand Entry, dancing and drumming portion of the event, as this is highly engaging and a wonderful demonstration of living culture. Please share this event with your students, your staff and

your next course.

In this session, we will watch a 20 Minute Mentor Commons video presentation by Christy Price and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials.

How can I promote deep learning through critical reflection?

Thursday, April 30, 11 - 11:45am, 107D DEV

Thursday, April 30, 1 - 1:45pm, 3068 JHZ

Without deep learning, your students can come away from courses with misunderstandings and oversimplified views of complex issues. Learn how the process of critical reflection is a reliable way to deepen the learning experience.

In this session, we will watch a 20 Minute Mentor Commons video presentation by Barbara Jacoby and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials.

Personal Portfolio Workshops

Monday - Friday, June 1-5, 4002 SCB - Downtown or

Monday - Friday, June 22-26, 3068 JHZ - Allendale

These workshops are for faculty who are preparing for pre-tenure and tenure reviews, or for promotion. 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 for a portfolio workshop in Sprout.

others that may be
interested.
More information can be
found at
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Pew Faculty Teaching & Learning Center

APRIL 22, 2015

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IN OTHER NEWS

How Do I Create a Climate For Learning In My Classroom?

Monday, April 27, 11pm – 11:45pm, 3068 JHZ

Monday, April 27, 2pm – 2:45pm, 107D DEV

Establishing a classroom climate that fosters learning takes intentionality. Our actions - as well as our words - play a role in establishing a learning-focused environment. Keeping the classroom climate positive is the responsibility of both sides. Learn valuable concepts you can put to work right away in every class.

In this session, we will watch a 20 Minute Mentor Commons video presentation by Maryellen Weimer and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials. Register in [Sprout](#).

How Can I Get Students to Take Responsibility For Their Own Learning?

Wednesday, April 29, 10am – 10:45am, 3068 JHZ

Wednesday, April 29, 1pm – 1:45pm, 107D DEV

Learn how incorporating findings from cognitive and educational psychology research can help you encourage students to take charge of their own learning. Discover techniques you can use to increase student responsibility and establish a learning-centered environment in your next course.

In this session, we will watch a 20 Minute Mentor Commons video presentation by Christy Price and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials. Register in [Sprout](#).

Inclusive Excellence Teaching Institute June 17-19

Inclusive excellence refers to the use of pedagogical strategies that address the needs of students with a variety of backgrounds, learning interests, and abilities. These strategies contribute to an overall inclusive learning environment in which students feel equally valued. In order to provide Tenure-track and Affiliate faculty with an opportunity to learn more about inclusive excellence in teaching and learning, the Pew FTLC is partnering with the Office of Inclusion and Equity to offer an Inclusive Excellence Teaching Institute which begins with a 3 day intensive workshop June 17-19, 2015. Selected participants will receive \$1000.00 in professional development funds for full participation. For more information about the Institute contact Dana Munk at munkd@gvsu.edu

Spring/Summer MITs



Gathering mid-semester feedback from students is a teaching best practice. In addition to in-class freewrites and anonymous Blackboard surveys, another method to consider is a Mid-Semester Interview about Teaching (MIT) wherein a

How Can I Promote Deep Learning Through Critical Reflection?

Thursday, April 30, 11:00am – 11:45pm, 107D DEV

Thursday, April 30, 1pm – 1:45pm, 3068 JHZ

Without deep learning, your students can come away from courses with misunderstandings and oversimplified views of complex issues. Learn how the process of critical reflection is a reliable way to deepen the learning experience.

In this session, we will watch a 20 Minute Mentor Commons video presentation by Barbara Jacoby and then engage in a lively discussion. Registrants will be provided with the presentation handout and supplemental resource materials. Register in [Sprout](#).

Spring/Summer Teaching Circles

Would you like a great excuse to read an interesting book and discuss teaching ideas with colleagues? Join one of the following Spring/Summer 2015 book discussion groups. Following our Winter Teaching Circles, we received requests to offer these opportunities again. While we will have a wider array of offerings in the fall, we invite you to read with us this summer. Groups will meet over coffee or tea – times and locations will be decided by participants. To sign up, email Christine (renerc@gvsu.edu), indicating which book is of interest.

Collaborative Learning Techniques: A Handbook for College Faculty, 2nd Edition

Elizabeth Barkley, Claire Howell Major, and K. Patricia Cross, 2014

Make it Stick: The Science of Successful Learning

Peter C. Brown, Henry L. Roediger III, and Mark A. McDaniel, 2014

Teaching Naked: How Moving Technology Out of Your College Classroom Will Improve Student Learning

José Bowen, 2012

The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom, 3rd Edition

Stephen Brookfield, 2015

August in the Pew FTLC

Please make note of the following Pew FTLC August activities focused on teaching essentials and innovation practices:

Faculty Teaching Institute: Focus on Essentials

Monday, August 17, 1:00 - 4:15pm

L. William Seidman Center

Three sessions focused on syllabus construction, first days of class, active learning strategies and challenging conversations in the classroom.

staff member from the FTLC conducts an interview with your students. Student and faculty response to the MIT experience has been phenomenal, a result well supported by the literature. Please visit the [MIT website](#) for additional details and a link to an online request form.

Spring/Summer Calendar

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How Do I Create a Climate For Learning In My Classroom?

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Annual Teaching Life Retreat

14-15

Design Thinking Immersion Institute

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Inclusive Excellence teaching Institute

AUGUST

3-7

Faculty/Staff Writing Retreat

13-14

New Faculty Orientation

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Faculty Teaching Institute: Focus on Essentials

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Part-time Faculty

Part-time Faculty Reception

Monday, August 17, 4:30 - 6pm,

University Club, Richard M. DeVos Center

Meet and mingle with part-time faculty at GVSU.

GVSU Initiatives: Teaching Innovation Workshops

Tuesday, August 18, 12:00 - 4:00pm

Lake Ontario Hall

Lunch plus local faculty in concurrent sessions using hands-on demonstration, discussion, and active learning to share great ideas in teaching. See Call for Proposals below.

21st Annual Fall Teaching Conference

Wednesday, August 26, 8am - 1pm

Eberhard Conference Center

The Fall Conference this year will take a slightly different format than in past years. An outside speaker – yet to be confirmed – will kick off the conference. In lieu of afternoon concurrent sessions, we will hear from faculty experts following the plenary. The conference will conclude with lunch.

Call For Proposals

GVSU Initiatives: Teaching Innovation

Workshops

Tuesday, August 18, 2015

Local faculty and staff are invited to lead sessions related to GVSU University Initiatives. Sessions can take one of three formats: (i) demonstration of teaching strategy, (ii) roundtable discussion regarding teaching innovation and initiative (iii) hands on active learning methods for teaching innovation

We particularly welcome proposals for sessions related to:

- Global GVSU: course integration
- Design Thinking: examples and structure
- Civic Engagement: application of community engagement pedagogy and/or evaluation
- General Education: innovative teaching practices related to new skills goals
- Digital Studies
- Strong Start Initiative: best practices in first-year, introductory undergraduate courses
- Pew FTLC Grants: approaches and results from Pew FTLC funded projects
- Scholarship of Teaching and Learning: approaches, methods, findings

Session proposals should include:

1. Presenter Name(s)
2. Session Title
3. Abstract (80 words or less)
4. Session Description (500 words or less): rationale, session activities, how session will engage participants, participant outcomes

Reception

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Classes Begin

We welcome your comments and questions. Please submit session proposals to ftlc@gvsu.edu by Wednesday, June 17.

Pew FTLC Grants



Michael Sciarini, Hospitality and Tourism Management

Professor Sciarini was awarded a Pew Scholar Teacher Grant to take part in the Sloan-C Certificate program. This program prepares educators to teach and improve online courses using the Sloan-C pillars of quality in online education-learning effectiveness, scale, faculty and student satisfaction, and access. The program consists of a 9-week (on-line) foundation course and a variety of electives that focus on improving overall competency within a specific area of academic focus while working individually with expert mentors.

Faculty Teaching Institute: Focus on Essentials Followed by a Part-time Reception

Faculty Teaching Institute: Focus on Essentials

Monday August 17, 1:00 – 4:15pm

L. William Seidman Center

Three sessions focused on syllabus construction, first days of class, active learning strategies and challenging conversations in the classroom.

Part-time Faculty Reception

Monday, August 17, 4:30 - 6pm,

University Club, Richard M. Devos Center

Meet and mingle with part-time faculty at GVSU.

Visiting/Part-time Faculty Task Force to Convene in Fall 2015

On April 17th, the University Academic Senate (UAS) unanimously voted to appoint a task force consisting of part-time, visiting, and tenure-track faculty. Task force membership and further details are still to be determined, but the immediate charges are to examine part-time/visiting faculty best practice models of inclusion in faculty governance and make recommendations; review peer and local institutions' policies and procedures on hiring, compensation, orientation, professional development, and performance reviews and recommend best practices to be established at GVSU; collect necessary data to inform recommendations; and disseminate reports/recommendations in a transparent



part-time
FACULTY

manner. Look for more on this in the fall or contact Dana Munk munkd@gvsu.edu with questions.

Adjunct Faculty 5 Minute Feedback Survey

The FTLC and 2014-2015 Adjunct Advisory Council would like to learn more about the current work environment for adjunct faculty. We hope you will take 5 minutes to provide us with your anonymous feedback about your experiences as an adjunct employee at GVSU. The survey will be available until April 27, and all responses are confidential. Thanks for your time! [Click here to take the survey now.](#)