To register for any of FCTL's sessions, RSVP to fctl@ferris.edu or 231.591.3826.

We feel fortunate to be able to work with and for you again this semester. In this edition of our newsletter, you will discover opportunities to do just that!

We welcome your questions and ideas. Give us a call! Stop by! Send us an e-mail!

In the meantime, enjoy our video and learn more about opportunities you have to engage with us and colleagues this semester.


We also made this. We hope it brings a chuckle to your heart as it did for us.

OUTCOMES ASSESSMENT WORKSHOPS AND ON-GOING SUPPORT

In the busyness of simply doing our work, there is often insufficient time and attention to understanding the impact of these efforts. This may be especially true for understanding students’ success relative to individual course outcomes and the broader outcomes associated with the academic program. In support of this challenge, we invite you to join us for one or more workshops that are devoted to the design, implementation, and use of data obtained from both course and program assessment plans. These sessions are aimed at creating a productive, structured space for you to examine assessment practices and plans.

All workshops are open to faculty (non-tenure track, tenure track, and tenured), school directors, department heads and chairs, associate deans, deans, and any other interested persons. If you would like to participate in any or all of these workshops, please contact FCTL by email at fctl@ferris.edu or by phone at 231-591-3826. All workshops will meet in FLITE 405 and will be facilitated by Brooke Moore, Julie Rowan, and Todd Stanislav.

Course Outcomes Assessment (January 2019)
This is a repeat of a workshop that was first offered in November 2018. As always, FCTL’s support following the workshop will be available.

- Tuesday, January 22, 2019; 8:30 – 10:30 AM

Description
This session will focus on two aspects of your course assessment efforts: alignment and implementation. One of the telltale signs of a well-designed course assessment plan is the alignment – the coherence and consistency – among at least two important elements: the course learning outcome statements and the data that are gathered to determine if and to what extent students have achieved the learning outcomes. Another key aspect of a plan is how these data are used to make changes in the teaching and learning process. In the first half of this session, you will have the opportunity to examine the alignment of your course assessment efforts. During the second half, we will explore how you, your colleagues, and your students can use the data gathered to implement improvements to student learning.

Program Assessment Plans (January 2019)
This will be a single workshop that will be offered on two different dates; you may attend whichever might be convenient for you. On-going support following the workshop will be available.

- Monday, January 28, 2019; 3 – 5PM
- Thursday, January 31, 2019; 8:30 – 10:30 AM

Description
Imagine a neural pathway, an electronic schematic, a flow chart, a narrative that links events in history, or a theory that informs beliefs, values, and actions. In each case, a set of interrelated, sometimes cause-and-effect relationships creates an integrated whole. In the same way, a program assessment plan is a set of interrelated elements and actions that are designed to help you determine if and to what extent the program and your graduates achieve the program’s goals. In this session, we will, starting with your program assessment plan’s current status, examine if and how you measure the extent to which your program is achieving its goals or intended outcomes. We will identify, as appropriate, tweaks or enhancements that could be made to the plan.

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
Facilitating Reflection on and Improvement of Assessment Practice (February 2019)

This will be a series of workshops and supportive follow-up sessions. The first workshop will be on Friday, February 22, 2019, from 2 – 4 PM.

**Description**

As a faculty member, department head or chair, school director, associate dean, or dean, you play many roles, including teacher, mentor, facilitator, coordinator, leader, supporter, and evaluator. You might draw on any or all of these roles to recognize the strengths and areas for improvement in a program’s assessment plan, and to provide leadership in making changes to that plan. In the initial session, we will explore ways in which you might coach and support faculty members to examine, implement, and improve course and program assessment. We will consider a process that involves curiosity, intentional listening, and shared problem-solving that builds a partnership approach to improving assessment. We will also meet for a follow-up session to enable you to discuss your efforts in implementing this process and to seek and share feedback with other participants. Additionally, you will be invited to engage in ongoing meetings to share about your efforts and receive further support in working with colleagues.

**TALKIN’ ABOUT MY GENERATION: A FOCUS ON EFFECTIVE COMMUNICATION**

**Where:** FLITE 405  
**When:** Thursday, April 11, 11 AM - 12 PM  

In working with students and colleagues across generations, the divide can sometimes seem vast. This can happen based on assumptions and misunderstandings that surface in our daily communication. This session is designed to create a bridge across the ages by illustrating ways we can better communicate with each other.

**DOUBLE ROBOT**

The Double Robot allows you to participate when you otherwise cannot be there in person, whether it’s for a class, a meeting, a faculty development session, or other event. To learn more and reserve a robot, contact FCTL at fctl@ferris.edu or 231.591.3826.

**REVIEW OF PROGRAM ASSESSMENT PLANS**

(THERE’S A RUBRIC FOR THAT!)

Would your academic program like feedback on its assessment plan? Whether your assessment plan is in the early stages of development, under revision, near completion, or completed, we’re happy to offer a fresh set of eyes and feedback. Our rubric provides guidance on best practices for assessment plans while also respecting the unique nature of different programs. If you would like to discuss your program’s assessment plan, we invite you to contact FCTL at fctl@ferris.edu or 231.591.3826.

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
BOOK DISCUSSION GROUP - BECOMING A STUDENT-READY COLLEGE: A NEW CULTURE OF LEADERSHIP FOR STUDENT SUCCESS
By Tia Brown McNair, Susan Albertine, Michelle Asha Cooper, Nicole McDonald, and Thomas Major
Facilitators: Liz Burbatt and Jody Maloney

Thursdays, 11 AM – 12 PM OR Tuesdays 3 – 4 PM – one of these sessions will run, depending on which time slot receives the most interest – please indicate your date/day preference when contacting us.

Dates: Tuesday 2/5, 2/9, 3/5, and 3/19 OR Thursdays 2/7, 2/21, 3/7, and 3/21

This book discussion will explore how to shift the focus and narrative from students being “ready for college” to a campus that is “student-ready.” In *Becoming a Student-Ready College*, the authors provide a framework that can help break down institutional barriers to student success and offer thought-provoking insight to dispel institutional bias against and create ideal environments for the 21st century student. The authors designed this book with guiding questions and examples to help educational professionals take action. Participants will meet for four sessions to discuss how to apply the “student-ready college” concepts to promote positive change in their daily work. All participants will receive a copy of the book. Join us for an engaging read and enjoyable conversation!

2019-2020 JUNIOR FACULTY FELLOWS PROGRAM (JFFP)

- In August 2019, will you be starting your second or third year in your current faculty position at FSU?
- Are you interested in developing a project to advance an aspect of your teaching, scholarship, creative work, or service?
- Would you like support in completing such a project?
- Do you desire the opportunity to build relationships with faculty at a similar point in their careers at Ferris?
- Does the idea of sharing your expertise with the University community appeal to you?
- Would recognition as an FCTL Junior Faculty Fellow and the opportunity to earn a Professional Development Incentive help you advance your professional goals?

If you answered “Yes!” to the above questions, then JFFP is a perfect opportunity for you! We invite all faculty members (both tenure- and non-tenure track) who will be in their second or third year of teaching at Ferris State University beginning in August 2019 to submit an application to participate in FCTL’s Junior Faculty Fellows Program.

JFFP has several goals, including helping Fellows identify and develop a project relevant to their teaching, scholarship, creative work, or service; supporting Fellows in their project work; facilitating the establishment and growth of relationships and rapport among Fellows; and providing Fellows with a venue for sharing their work with the University community. Fellows will be expected to attend meetings or workshops throughout the year and to share their project work with the University community. Three to five sessions will be held each semester (Fall 2019, Spring 2020, and Summer 2020 as needed). Fellows who wish to begin working in Summer 2019 will be supported as well!

The application is available online at [https://form.jotform.com/FerrisFCTL/JFFPApplication2019](https://form.jotform.com/FerrisFCTL/JFFPApplication2019). We will accept up to 10 Fellows for the 2019-2020 Program. If you have any questions, please contact FCTL at fctl@ferris.edu or 231.591.3826. Applications (which require support from your department head or chair or school director) are due April 26, 2019.

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
EXAMINING THE IMPACT OF PRIVILEGE
Facilitator: Brooke Moore

Take a pause out of your busy day to hear and discuss stories from the book *Privilege Through the Looking Glass* (2017). Sociologist Dr. Patricia Leavy has compiled stories authored by well-respected interdisciplinary writers and scholars who agreed to “delve deeply into their own lives...as a means of connecting the personal and the public.” According to Leavy, we often don’t recognize how we benefit from privilege and these stories help “make visible that which is often invisible...and sensitize us to things we have been taught not to see.”

Join us for an open conversation about the impact of privilege on our lives.

**Example Story Titles Include:**
- **Reflections on Rural: Why Place Can Be Privilege and How “Common Sense” Understandings Hurt Rural Students**
- **The Voice of White Male Power and Privilege: An Autoethnography**
- **Being a (Gay) Duck in a Family of (Heterosexual) Swans**
- **Men Hug Me at Work: Juxtaposing Privilege with Everyday Sexism**
- **Unpacking (Un)Privilege or Flesh Tone, Red Bones, and Sepia Shades of Brown**
- **It’s a Small World: The Metabletics of Size**

Feel free to sign up to attend all or some of the sessions:
**Information Session:** Friday, March 1, 2 - 3 PM in FLITE 214, learn more about the sessions and what to expect.

**Regular Sessions** are Fridays from 2 - 3 PM in FLITE 214:
- March 22
- April 5
- April 12
- April 26
- May 3

Privilege
Unearned, unasked for & often invisible benefits & advantages that are readily available to dominant identity groups


Flickr, “fall 2012 hackNY student hackathon” by HackNY, CC BY-SA 2.0

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
FACULTY LEARNING COMMUNITY: SHOAH GENOCIDE EDUCATION
Incorporate the Shoah Visual History Archive into Your Courses and Curricula

ABOUT THE SHOAH VISUAL HISTORY ARCHIVE
The Shoah Visual History Archive contains over 54,000 eye witness accounts of major acts of genocide in the twentieth century, with over 115,000 hours of compelling testimony from victims and rescuers. The Archive also contains a robust set of tools and assessment instruments, including a video editor, designed to be used in high school and college settings. There are dozens of “modules” that are easily accessible, ready-made, and customizable for use in college courses. These are extraordinary resources, curricular content, and tools that can be incorporated into a wide array of courses and programs.

ABOUT THIS FACULTY LEARNING COMMUNITY
Participants in this 3-semester faculty learning community will, in Spring 2019, learn how to search and locate content in the Archive. We will also learn how to use the many modules that are available through the Shoah IWitness program on topics ranging from “Understanding Cultural Genocide” to “Promoting Civility” and “modern antisemitism.” In Fall 2019, we will develop plans for integrating the Archive in our courses; we may also have the opportunity to travel together with a select group of students to Detroit for a specially organized visit and guided tour of the Detroit Holocaust Memorial Center and the Arab-American National Museum. Finally, in Spring 2020, we will implement the plans and assess the impact of the experience on students.

SPRING 2019 MEETINGS
• Six to eight meetings will be scheduled in Spring 2019, with dates and times determined based on participants’ schedules
• For those not teaching on the Big Rapids campus, it is possible to connect remotely for the sessions
• Tentative topics:
  o Introduction to the Shoah Archive and IWitness
  o View WATCHERS OF THE SKY. This film “interweaves four stories of remarkable courage, compassion and determination, while setting out to uncover the forgotten life of Raphael Lemkin – the man who created the word ‘genocide,’ and believed the law could protect the world from mass atrocities. Inspired by Samantha Power’s Pulitzer Prize-winning book, A Problem from Hell, WATCHERS OF THE SKY takes you on a provocative journey from Nuremberg to The Hague, from Bosnia to Darfur, from criminality to justice, and from apathy to action.” http://watchersofthesky.com/about-the-film/ You can view the trailer here: https://www.youtube.com/watch?v=1e0HFCKcVhc
  o Introduction to the study of genocide
  o Attending to First- and Second-hand Trauma
  o Learning from the 2017-2018 Cohort Group Members.

A $400 Professional Development Incentive is available to FSU faculty who fully participate in the learning community and submit an Implementation and Assessment Summary in Spring 2020.

TO PARTICIPATE
All faculty – non-tenure track, tenure-track, and tenured – are invited to participate. Please contact FCTL at fctl@ferris.edu by Tuesday, January 29, 2019, to indicate your interest in participating in this learning community. If you have any questions, please contact FCTL by e-mail or phone (ext. 3826).

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
LEARNING GLASS LIGHT BOARD: Q & A SEMINAR
Facilitator: Wes Thompson

Where: FLITE 460G
When: Wednesday, January 30, 2019, and Wednesday, April 3, 2019, 9 AM – 3 PM
Why: To find out what the Learning Glass Light Board can do for your class.

Special Guests on Both Days!
Shelby Kelsh, College of Pharmacy: 9:30 – 10:15 AM
Cathy Browers, College of Business: TBD, 1 PM
Brady Flachs, College of Education and Human Services: 10:30 – 11:15 AM

With the Learning Glass Light Board you will be able to take interactive learning to the next level. The Light Board can be used as a whiteboard and integrates seamlessly with PowerPoint, images, and video. Videos can be viewed and embedded into Blackboard with an unlisted YouTube link, making viewing your content available on any device or platform. It is a fantastic tool for recording short, interactive lectures or presentations for flipped classrooms, online courses, and more.

This is what some FSU students had to say about the Learning Glass Light Board videos:
EDLE 500 Student: “I like that I can pause, go back, and re-listen to key points.”
EDLE 500 Student: “The advantages for me, is that I could view it (the video) when it was convenient for me, not necessarily on a specific date or time.”
EDLE 500 Student: “I really liked that I could print out the Power Point that went along with the lesson and take notes on the slides. Having that information as I listened to the lesson really tied everything together and provided me with a better reference.”
Pharmacy Student: “I found it (the video) very helpful in understanding the material.”
Pharmacy Student: “(The) video was very enjoyable. After the mystery behind how she was writing backwards was solved, it was a nice break from just standard lecture/PowerPoint slides. Would like to see more of these in the future!”
Pharmacy Student: “I like the Light Board a lot better than Tegrity, especially for calculations such as these that are hard to picture in my head.”

If you cannot attend either one of these Q & A Seminars, please contact Wes Thompson at westhompson@ferris.edu or 231.591.2723 to ask questions or to make an appointment to view the Learning Glass Light Board in-person.

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
TIMME TRAVEL GRANT APPLICATIONS ARE NOW BEING ACCEPTED!

Applications are now being accepted for the Faculty Center for Teaching and Learning’s Timme Travel Grant Program. All faculty – non-tenure track, tenure-track, and tenured – are invited to apply. The submission deadline is 5 PM (EST) on Wednesday, February 13, 2019. You will receive notification of award status by Wednesday, March 13, 2019.

Travel grants are for faculty participation in conferences, symposia, etc. occurring between June 1, 2019 and November 30, 2019. The Timme Travel Grant Program application procedures, form, and guidelines are available online at https://ferris.edu/HTMLS/academics/center/TIMME/index.htm.

HOW TO PREPARE A SUCCESSFUL TIMME TRAVEL GRANT APPLICATION

- Thursday, January 31, 2019, 3 – 3:50 PM, FLITE 405 or by conference call (if the latter, please contact FCTL at fctl@ferris.edu by Wednesday, January 30)
- Monday, February 4, 2019, 10 – 10:50 AM, FLITE 405 or by conference call (if the latter, please contact FCTL at fctl@ferris.edu by Friday, February 4)

Each session is designed to assist faculty who wish to prepare a Timme Travel Grant application. We’ll focus our attention on the rubric as a means for knowing how to best prepare your application. Each of the two sessions will be essentially identical, so you need only attend one. That said, you’re welcome to attend both if you wish! No RSVP necessary.

WALK-IN CONFERENCE PROPOSAL ASSISTANCE

Where: FLITE 405
When: February 7, 2019 from 1 – 4 PM

The Faculty Center for Teaching and Learning can assist you with your quest for conference greatness. We understand that you are the content expert, just know that we are happy to help in the following ways:

Planning Stage
- Assist with identifying conference proposal topics
- Identify conference goals
- Review conference proposals prior to submission

Preparation Stage
- Provide an audience for presentation practice
- Review supporting materials and technology needed

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
CONTEMPLATIVE PEDAGOGY
Facilitators: Julie Rowan and Todd Stanislav

A Focus on Teaching
Friday, March 1, 11 – 11:50 AM, FLITE 405

A Focus on Students’ Learning
Friday, March 22, 11 – 11:50 AM, FLITE 405

Digital distractions, competing priorities, and social pressures can detract from student learning. Contemplative pedagogy, teaching and learning practices that cultivate greater attention and awareness, offers one means of responding to these challenges. Contemplative strategies foster critical thinking, reflection, curiosity, and meaning-making. These strategies can also help faculty and students develop stress management skills and resiliency (Shapiro, Brown, & Astin, 2011). In these two workshops, you will consider a theoretical basis for contemplative pedagogy and the benefits of this approach. You will practice contemplative strategies and discuss ways to apply them to examine your approaches to and beliefs about teaching. You will also discuss how you can use these strategies to enhance student learning. You are welcome to attend either or both sessions.

SELF-COMPASSION PRACTICES FOR LIVING LIFE ON LIFE’S TERMS
Facilitated by: George Nagel, Ph.D., Professor of Communication, Department of Humanities

Where: FLITE 304
When: 12:05 – 12:45 PM, Wednesdays, January 30 through March 20

Built on a foundation of mindfulness, we will learn how to apply specific self-compassion principles and practices throughout each day of our personal and professional lives. We will develop a calm mind and an attitude of kindness towards ourselves and others. Each session starts with mindful self-compassion before delving into the topic of the day. While specific mindfulness practices have been selected, each session will also be built upon the interests and needs of those present for the session. We will apply mindfulness and self-compassion to workplace and relationship issues raised by those in attendance.

Drop in for whatever sessions meet your interest or schedule, and join us for a time of calm and kindness. Learn how to be kind to yourself. No registration is required. Please join us when you can.

January 30: Mindfulness Practice: Intention, Attitude, and Attention
February 6: Self-Compassion Practice: Acknowledgment, Release, and Kindness
February 13: Acknowledgment: Witnessing my Experience of Thoughts, Feelings, and Body
February 20: Release: Observing and Letting Go of Judging my Thoughts, Feelings, and Body
February 27: Kindness: Bringing Good Will to My Thoughts, Feelings, and Body
March 6: Practicing Self-Compassion Styles
March 20: Practicing Self-Compassion Styles

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
MINDFULNESS-BASED STRESS REDUCTION

Dr. George Nagel, Professor of Communication at FSU, will lead an 8-week Mindfulness-Based Stress Reduction course at Heart and Sole Yoga in downtown Big Rapids. The course will meet on Tuesdays from 7 – 8:30 PM from October 2 to November 27. The first session on March 5 is an option introductory and informational session. An all-day (9 AM to 4 PM) Silent Retreat will be held on Saturday, November 17.

| March 5   | Informational meeting (not required) | April 16 | Class 5 |
| March 19  | Class 1                               | April 23 | Class 6 |
| March 26  | Class 2                               | April 27 | All-day silent retreat |
| April 2   | Class 3                               | April 30 | Class 7 |
| April 9   | Class 4                               | May 7    | Class 8 |

The cost of the course is $300.

About the Mindfulness-Based Stress Reduction Course
Life is stressful, with nearly 75% of Americans reporting moderate to high stress. There are healthy ways to experience and reduce stress and experience the fullness of life. The Mindfulness-Based Stress Reduction (MBSR) course will help with this. Three decades of published research indicates that the majority of people who complete the 8-Week MBSR course report:

- The ability to cope more effectively with both short- and long-term stress
- Lasting improvements in physical and psychological health
- An increased ability to calm and relax
- Reductions in pain levels and the ability to cope with long-term pain
- An enhanced sense of well-being
- An improved outlook and enthusiasm for life.

Mindfulness practices cultivate a new relationship between you and the things that stress you out. Drawing on your own inner resources, mindfulness develops self-care, patience, awareness, and attentiveness. You can learn to stay present, open to your inner and outer experience, and become less judgmental and more understanding. You can develop clarity and the ability to remain focused.

During the course, you will become familiar with a range of formal mindfulness meditation practices including the body scan, sitting meditation, walking meditation, eating meditation, and gentle yoga. Each of these can be used to improve and maintain quality of life. During the course, you will have an opportunity to find the practice that is right for you and your lifestyle.

To register, please contact George Nagel at 616.481.1182 or doctormindfull@gmail.com

To register for any of FCTL’s sessions, RSVP to fctl@ferris.edu or 231.591.3826.
MAKING YOUR PDFs MEET ACCESSIBILITY REQUIREMENTS

DOCUMENTS NEED TO MEET STANDARDS
All new or revised PDF forms and documents used for academic purposes or disability-related student services at Ferris State University are required to meet accessibility standards. Providing accessible instructional materials for your classes benefits all students by removing barriers students may face.

REQUIREMENTS FOR CONFORMING PDF FILES
Adaptive forms often begin as Word documents that are then converted to PDFs. Specific steps and processes need to be closely followed for the PDF to meet accessibility requirements. The reading order, tagging and reflow, and color contrast are all part of the technical steps that create a fully accessible PDF. It can be a complicated process!

HAVE YOUR DOCUMENTS CHECKED
If you have existing PDF forms or documents, or are planning to create new PDF forms, FCTL Media Services can work with you to make sure your documents are compliant. We can run an accessibility check on your documents and, if needed, convert them to compliant versions.

Contact Jeff Gabalis at JeffGabalis@ferris.edu for more details. There is no charge for this service.

MEDIA SERVICES AVAILABLE TO YOU
FCTL Media Services provides direct technical assistance to faculty, staff, and departments in a number of areas. To see all the services available visit www.ferris.edu/HTMLS/academics/center/Services.htm.

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