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Spring 2020 in FCTL

We hope your holiday break was restorative and filled with laughter, rest, and reflection. 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!

We are happy to welcome Marlene Mohnke to FCTL as our Secretary.

Prior to joining FCTL, Marlene served as Secretary in the Retention and Student Success Dean’s Office. Other roles Marlene has held over her 20-year tenure at FSU include working in Information Technology Services and the (then) College of Allied Health.

Marlene grew up in Oahu, HI, and has called Big Rapids home for a couple of decades now. If you have ever sampled Marlene’s cooking, you know her to be an expert cook and someone who loves preparing Japanese, Filipino, Portuguese, Hawaiian, and Korean dishes.

Stop by and say hi to Marlene. We are delighted to have Marlene be a part of FCTL!
Faculty-in-Residence Program
An Invitation to Faculty to Serve as a Faculty-in-Residence in FCTL

The Faculty Center for Teaching and Learning (FCTL) seeks a tenured, tenure-track, or Level 3 non-tenure track faculty member who possesses a deep commitment to and demonstrated success in effective teaching to serve, with 50% reassigned time, as Faculty-in-Residence for up to three years beginning in Fall 2020. We seek an individual who is collaborative, innovative, creative, and forward-thinking about supporting faculty and advancing student learning and success. The Faculty-in-Residence must also have a strong desire to enhance FCTL’s work in at least one of the following areas:

- Supporting faculty and students in courses with persistently high rates of withdrawals, and/or grades of D and F;
- Promoting inclusive pedagogy and learning environments; and/or
- Supporting faculty in their use of assessment of learning and other evidence to improve student learning and success.

The Faculty-in-Residence will have the opportunity to contribute to at least one of the three areas of work noted above and, if desired, develop and implement a new FCTL initiative outside of these areas of work.

More information about the Faculty-in-Residence Program, including details about the areas of focus and the application and review process, is online (www.ferris.edu/fctl). If you have questions about this opportunity, please contact FCTL at 231.591.3826 or fctl@ferris.edu.

Propose an Idea for and Facilitate a Faculty Learning Community

We invite you to design and facilitate a faculty learning community (FLC) that could begin in Fall 2020 or Spring 2021. An FLC is a discipline-based or interdisciplinary group of faculty (6-15 participants, generally) that focuses on a specific teaching and learning theme, issue, problem, pedagogy, etc. over an extended period of time (a few weeks to one or more semesters). Each FLC has one or more facilitators who design or co-design with participants a curriculum that guides the learning and work of the participants. In most FLCs, participants also produce or create specific work that is related to the FLC’s focus.

Examples of past FLCs include:
- First Among Equals: Creating a Supportive First Generation-Focused College Experience
- Inquiry-Based Teaching and Learning
- Social and Emotional Learning
- Inquiries into Teaching and Learning

How do I begin?
You may contact FCTL at fctl@ferris.edu to discuss your idea or simply submit a proposal (URL for the proposal: http://bit.ly/FLCProposal). Once the proposal is approved, FCTL will host a training workshop for FLC facilitators. Proposals are due by Wednesday, March 25, 2020.
2020-2021 Junior Faculty Fellows Program (JFFP)

- In August 2020, 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 and Travel Grant 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 2020 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. Since JFFP’s inception in Fall 2014, Junior Faculty Fellows’ projects have been diverse in scope and outcomes. Fellows have published their work in journals, presented at conferences, secured additional grant funding, and enhanced their courses and service activities.

Fellows will be expected to attend meetings or workshops throughout the year and to share their projects with the University community. Three to five sessions will be held each semester (Fall 2020, Spring 2021, and Summer 2021 as needed). Fellows who wish to begin working in Summer 2020 will be supported as well!

The application is available online at https://form.jotform.com/FerrisFCTL/JFFPApplication2020. We will accept up to 10 Fellows for the 2020-2021 Program. We welcome collaborations between applicants; however, each applicant should submit an individual application. If you have any questions, please contact FCTL at fctl@ferris.edu or 231.591.3826.

Applications (which require a supporting statement from your department head or chair or school director) are due Monday, April 27, 2020.
Workshops and One-Off Sessions

Beliefs, Mindsets, and Practices: Moving Toward More Inclusive Classes
When: Friday, January 24, 1 – 3 PM
Where: FLITE 405
Facilitators: Todd Stanislav, Julie Rowan

This session will provide an opportunity to consider how our perspectives about classroom climate, students, their learning, and our teaching give shape to myriad aspects of the teaching and learning experience. We will focus on three major ideas: microaggressions, inclusive teaching practices, and self-reflection. You’ll leave this session with greater insight on the relationship between your personal and professional identify and your beliefs about and approaches to teaching; you will also leave with a process for managing the challenges that can arise when students wrestle with the intersections of their identities and their learning.

Harnessing the Power of a Growth Mindset
When: Friday, February 14, 2 – 3:30 PM
Where: FLITE 405
Facilitator: Julie Rowan

This session will give you strategies for empowering your students to move from thinking they will never be good in your discipline to believing they might not get it yet - but they will! Stanford researcher Carol Dweck posits that an individual’s mindset – one’s underlying beliefs about the nature of intelligence and one’s own abilities to get better at something – significantly impacts learning. In this workshop, you will have the opportunity to learn more about Dweck’s work and gain research-based ideas for using it to help your students meet their full potential.

Reflective Feedback Conversations: A Process for Encouraging Students to Critically Evaluate and Improve Their Performance
When: Monday, March 2, 3 – 4 PM; Tuesday, March 3, 9 – 10 AM
Where: FLITE 405
Facilitator: Julie Rowan

Giving feedback to students is important, but can be hard. Cantillon and Sargeant (2008) write that “… feedback helps learners to reconstruct knowledge, change their performance, and feel motivated for future learning.” They also note, however that “negative feedback, if not carefully managed, can result in demotivation and deterioration in performance.” To address these concerns, Cantillon and Sargeant offer a model for Reflective Feedback Conversations. This model, which is especially well-suited to clinical settings, office hour meetings, or other one-on-one conversations with students, engages students in critically examining
their own performance while providing opportunities for you to offer encouragement and correction. The model is also a helpful process for working with resistant students. In this session, you’ll learn about this model and consider ways to use it with your own students. This session will be offered twice.

**Inclusion by Design: Examining the Inclusiveness of Your Syllabus and Course Design**  
*When: Thursday, April 2, 2020, 2 – 3:30 PM*  
*Where: FLITE 405*  
*Facilitators: Julie Rowan and Todd Stanislav*

Considerable attention has been and continues to be given to the importance of creating inclusive learning environments and experiences for students. This attention comes from many places, including governmental agencies; national, professional, and academic organizations; and faculty and other leaders in higher education institutions throughout the country. Instructors are increasingly expected to design and teach courses that support all students and their intellectual, technical, social, and emotional learning.

If you find yourself asking, “Where do I begin?” or “What more might I be able to do in this regard?” we invite you to join us for this 90-minute workshop. During the workshop, you will consider research that addresses the significance of an inclusive learning environment. Much of the workshop will focus on two tasks: (1) Completing a diversity and inclusion inventory of your syllabus and course, and (2) Identifying specific diversity- and inclusion-related enhancements you can make to your syllabi and/or courses.

**From Novice to Expert: Igniting Sparks from Prior Knowledge**  
*When: Monday, April 6, 11 AM – 12 PM; Tuesday, April 7, 3 – 4 PM*  
*Where: FLITE 405*  
*Facilitator: Julie Rowan*

Learners rely on prior knowledge and understandings (or misunderstandings) to help make sense of new information. Adult learners in particular are more likely to have personal, academic, or job-related experiences, and to have an emerging or developed sense of identity (Merriam & Bierema, 2013). Not respecting students’ prior experiences and identities can leave students feeling frustrated and disrespected, which can interfere with learning (Merriam & Bierema, 2013). In this session, you will explore strategies for enabling students to bring their backgrounds and experiences to your classes, identify how their prior knowledge might inform or limit their learning, and deepen their learning and retention of information. This session will be offered twice.

**Journal Club**  
*When: Thursdays, February 6, 13, 20, and 27, and March 5, 3 – 4 PM*  
*Where: FLITE 405*  
*Facilitator: Julie Rowan*

Have you been itching to catch up on your reading? Would you like to share in thoughtful discussion of concepts and ideas for applying them in teaching? Does an afternoon break for snacks and conversation sound appealing? Then this Journal Club is for you! Each week, we’ll feature two articles related to one topic. Some Club members will read one of the articles; other members will read the other article. In this way, you’ll read one article but learn from both! Topics will include inclusive teaching, teaching strategies that promote student success, and student development. Articles will address both conceptual knowledge and concrete ideas for your teaching. Join us to check a few articles off your “To Read” list and engage in fun and thought-provoking conversation!

If you’d like to participate but these dates/time don’t work for you, please email fctl@ferris.edu. If enough people are interested, we may establish a second meeting time.
The Enneagram is a 2000-year old, yet modern-day psychological personality system. It’s not about putting someone in a box; it’s not about labels. It’s about discovering your true self. “Personality is a compulsive ego pattern trying its best to simulate divine nature,” says Dr. Bishop.

In this two-hour introductory Enneagram workshop, you will:
- Recognize and discover three centers, nine types, and “wings”
- Explore the paths of growth and levels of consciousness that help dissolve the ego.

This FREE workshop includes lunch and is open to all Ferris employees because of a generous offering from Faculty Center for Teaching and Learning and the Staff Center for Training and Development.

Date and Time: Friday, February 21, 11:30 AM – 1:30 PM
Location: IRC 109
RSVP: Staff Center Event Registration System

Dr. Patrick Bishop
Patrick earned professional certification from Riso-Hudson’s Enneagram Institute. He has also studied directly with Helen Palmer and Fr. Richard Rohr.
Online Short Courses

Social and Emotional Learning (SEL)
When: Monday, January 27 – Friday, February 14
Where: Online
Facilitator: Julie Rowan

The Collaborative for Academic, Social, and Emotional Learning defines SEL as “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” SEL-linked approaches in higher education not only foster growth in social, emotional, and interpersonal skills, they also support academic achievement and retention (Conley, 2015). After this course, you will be able to explain the relevance of SEL in higher education and for your students; justify your use of at least one SEL-based strategy to support students’ academic and holistic growth and success, including how you will assess its impact; and identify questions and resources for future consideration of SEL in your teaching.

Please note that this short course will be offered in Canvas and is not self-paced. You will be asked to interact with colleagues (e.g., through discussion board posts). The total time commitment for this short course is approximately 7-8 hours.

Helping Students Navigate Bottlenecks to Learning
When: Monday, March 10 – Monday, April 20
Where: Online
Facilitator: Todd Stanislav

In this short course, we will identify those specific ways and places in your course where students get stuck in the learning process. These bottlenecks, as they are often called, could be cognitive, emotional, social, or physical in nature.

Once a bottleneck in your course is identified, we will think through what an expert does to avoid this being a bottleneck. With this in mind – that is, knowing what an expert does – we will identify interventions designed to help students avoid experiencing bottleneck.

This short course will be offered in Canvas and is not self-paced. You will be asked to interact with colleagues by providing feedback. The total time commitment for this short course is approximately 7-8 hours.
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. A pool of $11,000 total is available to applicants. All faculty – non-tenure track, tenure-track, and tenured – are invited to apply. The submission deadline for completed applications with the appropriate approvals is 5 PM (EST) on Monday, February 10, 2020. Applicants will receive notification of award status by Friday, March 20, 2020.

Travel grants are for faculty participation in conferences, symposia, and other professional development outside of FSU occurring between July 1, 2020 and December 31, 2020. 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

Big Rapids Campus
- Monday, January 27, 2020, 10 – 10:50 AM, FLITE 405 or by conference call (if the latter, please contact FCTL at fctl@ferris.edu by Friday, January 24); and/or
- Thursday, January 30, 2020, 3 – 3:50 PM, FLITE 405 or by conference call (if the latter, please contact FCTL at fctl@ferris.edu by Friday, January 24).

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.

Kendall College of Art and Design
Friday, January 31, 2020, two sessions:
- 12 – 1 PM and 1:30 – 2:30 PM, WNF Building, Room 225

As with the sessions on the Big Rapids campus, 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.
Self-Compassion Practices For Living Life On Life’s Terms

When: 12:05 – 12:45 PM, Wednesdays, January 22 through March 4
Where: FLITE 304
Facilitator: George Nagel, Ph.D., Professor of Communication, Department of Humanities

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 22 .......................................................Mindfulness Practice: Intention, Attitude, and Attention
January 29 ..........................................................Self-Compassion Practice: Acknowledgment, Release, and Kindness
February 5 ............................................................Acknowledgment: Witnessing my Experience of Thoughts, Feelings, and Body
February 12 ....................................................Release: Observing and Letting Go of Judging my Thoughts, Feelings, and Body
February 19 .........................................................Kindness: Bringing Good Will to My Thoughts, Feelings, and Body
February 26 ..........................................................Practicing Self-Compassion Styles
March 4 ..............................................................Practicing Self-Compassion Styles

Mindfulness-Based Stress Reduction

Dr. George Nagel, Professor of Communication at FSU, will lead an 8-week Mindfulness-Based Stress Reduction (MBSR) course at Heart and Sole Yoga in downtown Big Rapids. The course will meet on Tuesdays from 7 – 8:30 PM from March 17 to May 5. An all-day (9 AM to 4 PM) Silent Retreat will be held on Saturday, April 25. Specific dates are: March 17, 24, and 31, April 7, 14, 21, 25 (All-day Silent Retreat), and 28, and May 5.

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.

There is no cost to participate in the MBSR course. Donations are accepted.

To register, please contact George Nagel at 616.481.1182 or doctormindfull@gmail.com
Learning Glass Light Board: Walk-In Q & A and Demo Sessions

When: Wednesdays, January 29, February 26, March 25, and April 29; 9 AM – 3 PM
Where: FLITE 460G
Facilitator: Wes Thompson

The Learning Glass Light Board enables you to create videos 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. The videos produced with the Light Board can be embedded into Blackboard and Canvas using an unlisted YouTube link, thus allowing your students to view them 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 any of these sessions, 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.
2020 Course Design Institute

Have you thought about...

- Having an opportunity to make some important changes or enhancements to your course?
- Developing a new course?
- Collaborating with colleagues on ways to increase student engagement, learning, and success?
- Rethinking how you assess student learning?
- Finding new ways to incorporate feedback from your students into your course?
- Using one or more new instructional approaches?

If so, the 2020 Course Design Institute can give you the time and supportive community that will help you achieve these and other goals.

What is the Course Design Institute?

FCTL’s Course Design Institute (CDI) is a five-day, hands-on, interactive, and collaborative experience. The CDI will give you a focused, engaging, and collegial environment in which you will learn about course design and approaches to teaching, learning, assessment, and feedback that you can apply directly to one of your courses.

The CDI will be based in part on Dee Fink’s book, *Creating Significant Learning Experiences* (2013), and will engage you in topics and work related to:

- Backward design (Wiggins and McTighe, 2005);
- Integrated course design (Fink, 2013);
- Engaged learning;
- Assessment and feedback; and
- Research-based teaching and learning strategies and ideas.

What should I expect to gain from the CDI?

The goals of the Course Design Institute are for participants to:

- Apply the Backward and Integrated Course Design models to developing or revising a course;
- Design and develop inclusive, learner-centered environments and experiences for students;
- Design and develop important elements of a course (e.g., learning outcomes, assessment and feedback practices, teaching and learning activities) that are aligned with each other;
- Design and develop inclusive, learner-centered syllabi; and
- Expand and enhance collegial networks and sense of community with others.
What is expected of me?
Be prepared to:
• Immerse yourself in the experience of the 5-day CDI;
• Engage in thought-provoking conversation with colleagues;
• Ask questions of yourself and others;
• Work on your own (outside of the CDI) to design your course;
• Enhance your relationships with Ferris colleagues; and
• Enjoy the collaborative learning environment.

When is the CDI?
The CDI is scheduled for Monday, May 11 (1:30 to 4 PM) through Friday, May 15 (we will meet from 9 AM to 4 PM Tuesday through Friday). The CDI will be in FLITE 405. Participants will need to attend all five days.

Is there a cost to attend?
There is no cost to Ferris faculty to participate! What’s more:
• Faculty who fully participate and complete the work associated with the CDI will receive a $750 Professional development Incentive;
• Morning snacks and lunch will be provided each day; and
• For those faculty traveling more than 50 miles, FCTL will reimburse for lodging. Please contact FCTL to coordinate.

Who can apply to participate in the CDI?
All Ferris faculty – tenured, tenure track, and non-tenure track – and Ferris staff who teach a class (e.g., FSUS instructors) are encouraged to apply. We seek a diverse group of participants. Space is limited to 24 people.

How do I apply?
Please complete the online application by Monday, March 30, 2020. The form is here: http://bit.ly/2020CDIApplication. FCTL will give notification of acceptance by Monday, April 13, 2020. Please contact FCTL at fctl@ferris.edu if you have any questions.
Weekly Teaching Challenge!

This semester, challenge yourself to try a few different teaching strategies with your students! The Weekly Teaching Challenge is aimed at motivating and inspiring you to explore different strategies in your teaching and professional life, and building a fun, supportive community of fellow experimenters.

Each week in February and March (except for Spring Break), we’ll share a Weekly Teaching Challenge through a University-Wide Notice. Some challenges will be “student-facing” and include ideas such as using an active learning strategy, having your students teach each other, or using peer feedback. Other challenges will be “self-facing” and include ideas such as trying something new for yourself or practicing self-care.

To participate in any Weekly Teaching Challenge, take a photo of yourself or your students engaged in the challenge or write a short paragraph describing what you did, and email it to fctl@ferris.edu. Each week, a summary will be shared back with Challenge participants, and one Challenge participant will be randomly chosen to win a prize! Prizes may include books or classroom supplies.

You may participate in as many (or as few) of the Challenges as you’d like! FCTL will be available to assist you in completing Challenges and to answer any questions. If you’d like to receive email notices about each Challenge, please send a request to fctl@ferris.edu.

Assessment Work: Open Labs

Have you been looking for a space and block of time to work on your course outcomes or program assessment plan? Or maybe you just need some assistance getting started? FCTL has created some space and time for you to do just this. Below are drop-in times that you may attend as your schedule permits. FCTL staff will be on hand to answer questions or provide assistance.

- Monday, February 3, 9 AM – 12 PM, FLITE 405
- Tuesday, March 3, 2 - 5 PM, FLITE 405
- Friday, March 27, 11 – 2 PM, FLITE 405

Double Robot

The Double Robot allows you, a student, colleague, or guest to participate when you or they 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.
Gaining Insights into the Course, Your Teaching, and Your Students Experiences: Three Options

Small Group Instructional Diagnosis
What
• SGIDs are a great way to gather input from students at a time during the semester when you may be able to use the feedback to improve students’ learning and experiences in your course.
• SGIDs can be conducted for face-to-face, hybrid, and fully online courses.

How
• An experienced facilitator from FCTL will lead a focus group process with your students.
• For face-to-face and hybrid classes, the SGID may take 30-60 minutes, depending on the number of students in your class. For a fully online class, students will spend 15-20 minutes on each step of a two-step process (30-40 minutes total) that is spread out over several days.
• You will be invited to debrief the feedback with the FCTL facilitator.
• Once you have had time to reflect on the feedback, you will spend some time in class discussing it with your students. FCTL staff can also offer assistance with this, if desired.

Video Recording: A Consultation on Teaching
What
• Analyzing a videotape of yourself teaching can provide valuable insights that are easily overlooked in the actual moment-to-moment process of teaching, such as how you use class time and interact with students and they with you, and how students interact with each other and engage with the course content.

How
• Using a teaching observation protocol, an FCTL staff member will evaluate your teaching and provide valuable feedback.

Classroom Observation
What
• Having a second set of eyes to observe the nuances of your teaching and students’ engagement in your class offers a valuable perspective on the teaching and learning process.

How
• Using a teaching observation protocol, an FCTL staff member will provide you important insights about the learning experience you create for your students.

For All Three Options:
How many: You may request a feedback experience for any or all of your classes/sections.
When: Ideally, feedback experiences should occur between weeks four and eight of the semester. However, they can occur at any time.
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’s Media Services staff 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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An Invitation to Join a Book Discussion Group


When: Discussions will be held after Spring Break; dates and times will be announced in early Spring semester

Where: FLITE 405 (joining remotely through BlueJeans or another technology will be made possible)

Facilitators: George Nagel, Julie Rowan, Todd Stanislav

David Levy researches and writes on the challenges of digital distractions and balancing technology use and personal experience. He focuses on finding “contemplative balance - how to use our digital devices and apps to their best advantage and to ours.” He encourages us to develop “a more careful and caring relationship” with technology, and to pay attention to our use of tech tools so we can ensure our use is healthy and effective. Reviewer John Gibley notes that Levy’s book is “at once highly personal and intensely practical, and it convinced me – despite my suspicion of anything with the term “mindful” in the title – that it can play an important part in helping readers assess and address the extent of imbalance in their relationships with communications technology.”

Keep an eye out for further information about this book group so you can join us to consider Levy’s research and advice and to engage in actual practices to reflect on our own use of digital tools. In the meantime, you can learn more about David Levy from this [interview](#) with him.