

FEBRUARY 21, 2022

Happenings at the *Faculty Development Center*

734.487.2530 | faculty_development@emich.edu | www.emich.edu/facdev/

Call for Program Proposals

Proposals are due March 18, 3:00pm

We are now seeking program proposals for the 2022 Summer and Fall semesters! We invite you to submit proposals for programs such as sustained learning communities, seminars, or one-time events such as hosting a prominent speaker. The FDC funded 6 programs for the Winter 2022 semester, including the News Literacy workshop series, and the learning communities on the Pedagogy on Sexual Violence and on Transforming the Classroom through a Wellness Paradigm, to name just a few. Take this opportunity to spread your knowledge on critical topics to a community that's ready to listen.

Click or scan the code for more information about the proposal process, or to access the form to apply!



SAVE THE DATE!

From the LGBT Resource Center

March 23, 4 pm

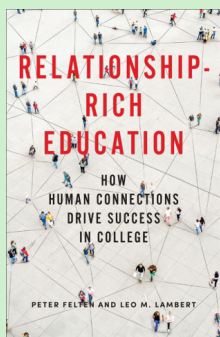
- The FDC is hosting a program on supporting trans+ students in the classroom facilitated by the EMU LGBT Resource Center in conjunction with Spectrum (University of Michigan)

Inclusive Excellence in STEM:

April 1, 10-11:30am

- The goal of this event is to provide a venue to share and discuss ideas for tackling equity and inclusion in STEM Departments at EMU. Five STEM Departments will share strategies and initiatives on which they are currently working. These presentations will be followed by an open discussion.

book spotlight



This week we feature *Relationship-Rich Education - How Human Connections Drive Success in College* by Peter Felten and Leo M. Lambert.

Dr. Mays Imad made mention to this work during her Keynote Address, as it ties with in her message about the value and power held in building connections with students.

[click here](#) to read the full spotlight or to check out this book, or others, from our library

teaching spotlight



Dr. Dan Brickner

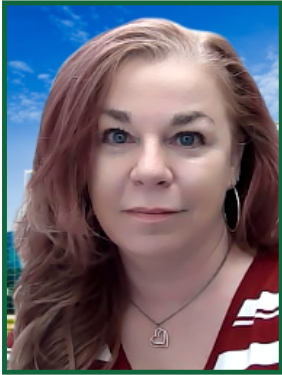
Professor of Accounting
Department of
Accounting, Finance &
Information Systems

[Click here](#) to read about how Dr. Brickner brings the real world into his teaching in our accounting program

Teaching Blog

Starfish, and You: Supporting EMU Students

Tracey Sonntag



Tracey Sonntag

Holman Success Center

One thing about the Holman Success Center: we assess everything. Everything. We even assess our assessments. Of course, we can assess until we're blue in the face, but it won't matter unless we act on those assessments.

Back in 2017, EMU began implementing the early-alert tool, Starfish, in a very limited way. I've been fortunate enough to work with this tool as an instructor and Academic Success Coach for several years now, and have just recently assumed the tenant admin duties upon Raechel Epinoza's departure from the university. It has been fascinating to be involved in

the back end and witness the coordination and development first-hand. Starfish is like a mythical creature with multiple arms, each reaching a hand out to every student on this campus and offering our collective engagement, support, and feedback.

Or, you know, a web-based implement providing holistic student services.

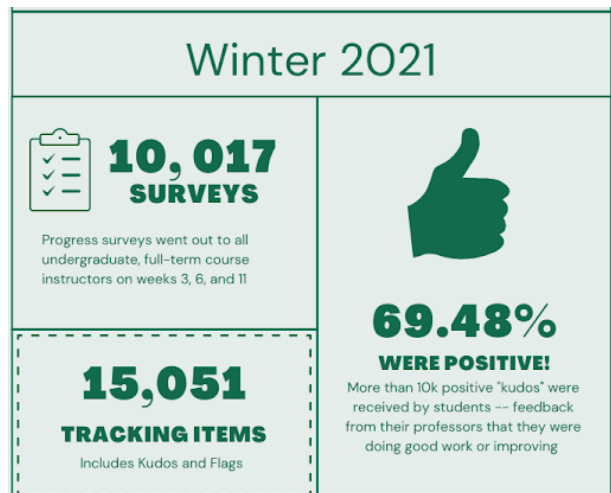
Goals and Metrics

So, you thought this post was going to be about assessment. Oh, it is. I can already share with you some of our baseline metrics.

For Winter 2021, 10,017 surveys went out to instructors - one each at the 3rd, 6th, and 11th weeks, resulting in 15,051 tracking items. Even better, the items raised on these surveys were overwhelmingly positive: nearly 70% were kudos! That's more than 10,000 individual pieces of positive and motivating instructor feedback hitting our students' email inboxes.

But what about the constructive feedback? The remaining 4,594 tracking items were flags of either "Attendance Concern," "At Risk of Failing," "Missing/Late Assignments," "Low or No Online Participation," "Cannot Pass," and "Never Attended." Academic Advisors and Holman Success Coaches conducted student outreach on three of these types of flags (2,052), resulting in 570 successful student contacts and conversations.

"But Tracey," you're saying, "these are just numbers. You're not assessing; you're just counting." That's fair, but our next step will be evaluating the



the effectiveness of instructor feedback. With all other factors being equal, what effect do kudos have on students' success in the classroom? Do students who respond to an "At Risk of Failing" flag ultimately pass the course in greater numbers than those who don't respond? We will have a lot of attributes to control for, so those data might take a while longer.

Opportunities

The ability to connect with groups of students by attribute is especially exciting to me. As an example, just moments ago, I was able to filter for all undergraduate students enrolled in a section of EXSC 201 and 202. Using this filter, I sent a brief message to all these student advertising new tutoring days and times for these courses.

Earlier today, I created a referral for one student to the Disability Resource Center, referred another student to their appropriate academic advising office, and created kudos for all of our returning EMU Edge students.

Academic advisors can pull up a list of students on their caseloads who have already withdrawn from a course in the current term, thus providing an opportunity for outreach and connection to those students who may be experiencing personal difficulties that affect their academic work.

In the Holman Success Center, we piloted the use of a personalized Success Plan for Edge students in the Fall 2021 semester. Based on student and coach feedback, we've begun creating success plans for all the students with whom we work as Success Coaches. UACDC has also been using success plans for reinstated students, providing accessible information to all support staff on individual student goals and requirements. I'm also in discussions with Sara Bamrick, Engagement and Activities Coordinator for Campus Life, on the potential use of the Success Plan tool in Starfish for a co-curricular map for students.

Future Plans

I've already had the opportunity to host [training workshops](#) for instructors and staff members on using Starfish, including best practices and the technical details of setting up appointment scheduling, viewing students by attribute, and documenting student outreach. More training sessions are being added to the calendar for early March. Our ultimate goal, on the training side of things, is to ensure that every faculty advisor and student-facing staff member is comfortable using the [tool](#).

The Starfish Core Team is looking at more short-term goals now, such as increasing our survey completion rate up to the 40% range. For us to reach that goal, we need faculty help. It only takes a few moments to respond to each of the three Progress Surveys we send throughout the term. When you check "Low or No Online Participation" for one of your students, you are quite literally raising a flag that will catch the attention of a success coach and/or academic advisor, as well as coordinators for any programs in which the student may be participating.

While it may [take a village to raise a child](#), we're relying on a Starfish to help us guide and support that same child to a college degree.

Submit a Blog Post

We welcome blog posts from faculty, lecturers, and interested others on teaching and learning topics. Email us at faculty_development@emich.edu with your blog post idea for the opportunity to be featured in future newsletters!

What's Coming Up

Click or scan the QR codes for more info



Addressing Misinformation, Bias, and News Literacy Session #2

February 22, 2022, 2-3:30pm via Zoom

- In this session, we will explore approaches in helping students identify types of misleading, inaccurate, and false information that they encounter. This will provide a look into the motivations behind propagators and offer fact-checking strategies to share with students. A recording of the first session can be found on the FDC website, along with the slides from the presentation.



Fulbright Grant Application Workshop

March 11 | 3-4:30 pm via Zoom (rescheduled due to snow day)

- Through this informational workshop, participants will hear several experts talk about the various types of Fulbright grants, how to navigate the application process through EMU, as well as hear personal success stories of recent EMU faculty Fulbright grantees.



Faculty Scholarly and Creative Activity Showcase

March 17, 2022, 4-6:30 pm | Student Center Ballroom

- We invite all instructors - tenured, tenure-track, emeritus, and lecturers - to display scholarly and creative activities disseminated/completed during 2019, 2020, and 2021. **The submission deadline has been extended until February 22.**



Thank an Eagle - Call for nominations

March 18, 2022

- We are now accepting nominations from students for Thank an Eagle! Encourage your students to submit nominations by sharing the online form linked [here](#). Submissions are due by March 18th, and the recognition ceremony is scheduled for April 8th.

Universal Design for Learning #2

Friday, February 25, 2022, 9:30-10:45am
109B Halle, Zoom attendance available

This session features an emphasis on classroom structures and strategies to keep all learners engaged. Facilitated by Michael McVey and Sarah DeWard, the workshop will review the guiding principles of Universal Design for Learning and the powerful roles of engagement, representation, and expression. Our first session, an Introduction to UDL, was facilitated by Jennifer Desiderio and is now available for viewing on our website.

Click or scan the code for more information, or to register for this session of the workshop.



A note on CONNECT

A recording of the Keynote Address by Dr. Mays Imad at the CONNECT Teaching Conference, as well as the accompanying slides, can be accessed online through the FDC website. Click or scan the code to view these materials!

