

MARCH 14, 2022

Happenings at the *Faculty Development Center*

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

Introduction to LGBTQ+ Identities and Inclusive Language

Wednesday, March 23, 4:00-5:30 p.m. | via Zoom

The Spectrum Center's Introduction to LGBTQ+ Identities & Inclusive Language Workshop is designed to support an individual, department, or organization in their knowledge development of LGBTQ+ terminology, inclusivity, and advocacy. Learning objectives include:

- Understand terminology related to LGBTQ identities
- Gain familiarity with various identity terms outside the gender binary
- Make distinctions between sex assigned at birth, gender identity, gender expression, and attractionality (sexual orientation)
- Critically think about the societal construction and expectations of gender identity and gender expression
- Identify some practical strategies for working to create an inclusive space for LGBTQ+ folks

This is an introductory workshop, yet the content is fundamental to building a safe and inclusive environment. Please join us!

Click or scan the code for more information!



Call for Program Proposals

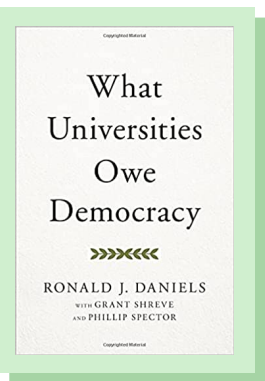
Deadline to submit: Friday, March 18, 3:00pm

The Bruce K. Nelson Faculty Development Center is pleased to invite proposals for significant programming activities during the upcoming summer and fall semesters. We are seeking proposals for sustained learning communities or seminars, for a more involved series of workshops, or for hosting a significant one-time event (such as bringing in a prominent speaker). All faculty, lecturers and staff are invited to submit a Program Request Form.

Click or scan the code for more information or to submit an application



book spotlight



This week we feature *What Universities Owe Democracy* by Donald J Daniels, Grant Shreve and Phillip Spector

This book draws attention to the roles that universities can and should play in preserving democracy, especially at a time when it is in more danger than most of us have seen in our lifetimes.

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

teaching spotlight



Dr. John Wegner

Full-Time Lecturer
History & Philosophy

[click here](#) to read about Dr. Wegner and how his passion for history led him to be a highly regarded EMU educator

Teaching Blog:

The Impact of Feedback on Student-Faculty Relationships

Lauren Trejo



Lauren Trejo

Former EMU Communication Sciences and Disorders graduate student (Class of 2021)

The concept of feedback is engrained in students from an early age, resulting in most students being very familiar with receiving feedback by the time they pursue higher education. Feedback can impact how the students feel about a course, course content, or the course instructor. The process of feedback is straightforward on the surface: the instructor reviews a student's work or performance and then gives information on what was done well and what could be done better.

However, feedback can be complex when diving deeper into the different types of language that can be used. Directive feedback typically includes specific suggestions to the student; however, nondirective feedback in contrast aims to prompt the student to reflect deeper on their work and does not offer a specific, concrete suggestion. Critical feedback points out mistakes or errors but does not offer suggestions or instructions to resolve them, while supportive feedback aims to encourage or affirm the work of the student. In addition to considering the type of feedback given, faculty may give feedback in writing, verbally, or in a combination of the two.

In my master's thesis research, I studied how types of feedback influenced and impacted the students and if it had any effect on their relationships with faculty both inside and outside of the classroom. We know from the literature that college students benefit from positive interactions with faculty and that graduate students in particular view their relationships with faculty as one of the key factors in how they perceive their education. I explored graduate students' perspectives, thoughts, and attitudes on feedback experiences they recalled as being "pleasant" or "unpleasant" throughout their programs. I also asked them to react to mock written feedback. What I discovered from this study was that these students did in fact have very strong reactions to feedback types and less strong reactions to the modalities of written or verbal feedback being used.

Students that received feedback with minimal supportive comments or nondirective comments responded with feelings of "shutting down" that led them to limit their interactions with faculty both in and outside of class. Students avoided interacting with faculty who gave them this type of feedback, preferring to rely on classmates to get assistance rather than speaking directly with the professor. In contrast, feedback that was both supportive and constructive in nature was perceived to have benefitted them the most and caused them to feel much more comfortable not only interacting with faculty in class but seeking them out outside of class as well.

Students expressed having mixed preferences regarding the mode of feedback delivery. Some students found a mixture of both verbal and written feedback to be the most beneficial as the verbal feedback was "immediate and specific" and they enjoyed being able to reference the written feedback

multiple times due to it being “more concrete”. Other students expressed that verbal feedback allowed for professors to “explain things better” and allowed for further clarification in the moment. Written feedback was viewed as more ambiguous at times, with it being easier to take things out of context. These findings of my research study revealed that there is in fact a connection between the types of feedback used and students’ perceived approachability of faculty following their feedback experience. To ensure best feedback practices and subsequent relationships with their students, faculty members need to examine their current feedback practices, including language and modalities used to identify any barriers they may unintentionally be creating.

To make feedback as impactful as possible and increase the likelihood of students coming to you for support, begin by creating a space where students can be active participants in the discussion of their feedback rather than passive listeners. Disclose at the beginning of the semester your own feelings towards feedback and what its intended purpose is in your course and classroom. You can also consider incorporating a feedback preference survey to be completed by students. This would allow you to see which students prefer written, verbal, or both and would allow you to tailor your current practices in ways that will align best with their learning preferences.

Perhaps the most important piece to consider in modifying your feedback styles is to be very aware of the language that you are using. As faculty members you need to not only think of what you are saying but also how you are saying it. When giving written feedback, this may look like reading through your feedback comments a second time with the lens of a student and imagining how you would feel if you were the student receiving that comment. Are there excessive comments or critiques? If yes, consider reviewing what the student did well and add in some comments acknowledging their strengths. Punctuation matters. Almost all the students from my study reported that written feedback came across with a much more negative tone if it lacked the occasional exclamation mark. This element caused students to feel more comfortable with the faculty and increased their likelihood of engaging with them.

When giving verbal feedback, be mindful of the tone of voice and body language that is being used. Are you allowing the student to share their perspective or thoughts in this process or simply reiterating what was done correctly or incorrectly? Students conveyed that verbal feedback delivered with the faculty merely listing all the mistakes and failing to ask the students their own thoughts hindered the student in feeling comfortable asking further questions, which might lead to more of an open discussion. Implementing some of these practices will likely increase your overall approachability as perceived by students and will decrease students avoiding reaching out to you for further support.

Consider that not one feedback type or modality will be effective for all your students. Creating modifications to your current feedback styles and preferences to meet the students where they are most successful will allow for greater opportunities for relationships between students and faculty to grow. We know from the literature this is extremely beneficial in students’ higher education experiences.

S u b m i t a B l o g P o s t

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 #3

March 17, 2022, 2-3:30 pm | via Zoom

- People frequently perceive and allege bias in news coverage, but what does this really mean? In this session we'll help you teach this vital, controversial, complex topic in ways that empower students to meaningfully evaluate the fairness and impartiality of news coverage.



Thank an Eagle: Call for Nominations

Nominations due March 18, 2022

- We are still accepting nominations from students for Thank an Eagle! Encourage your students to recognize those who are meaningful to them by sharing the online form. The recognition ceremony is scheduled for April 8th.



Universal Design for Learning Session #3

March 18, 2022, 12:30-1:45 pm | 109B Halle and Zoom

- This session will focus on strategizing ways to create an educational environment that is inclusive of students from a variety of backgrounds, including race, gender, and learning abilities. This session will focus on the in-person classroom.



How to Use R for Statistics: A Two-Part Workshop

Monday March 28, 2022, 3:30 pm and Monday April 11, 2022, 3:30pm 109B Halle, and Zoom

- A two part workshop, facilitated by Dr. Khairul Islam to introduce users to R, and develop a base-level knowledge on its functions. These workshops are co-sponsored by the Faculty Development Center and the Office of Research Development & Administration.



Developing Inclusive Excellence in STEM

Friday, April 1, 2022, 10 -11:30 a.m. | 109B Halle, and Zoom

- The Faculty Senate Committee for Action on Intersectionality, AntiRacism and Equity (CAIARE) and the Faculty Development Center (FDC) are hosting a workshop on Developing Inclusive Excellence in STEM 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.



From our friends at the Holman Success Center

Supplemental Instruction for Faculty

- Supplemental instruction at EMU typically offers support for gateway undergraduate courses. These are usually general education and/or program gateway courses with high enrollment and moderate-to-high drop or fail rates. Click or scan the QR code to learn more about this useful resource!



From the Inclusive STEM Teaching Project

Massive Open Online Course

March 23rd to May 4th

- This program is designed to advance the awareness, self-efficacy, and ability of STEM faculty, postdocs, graduate students, and staff to cultivate inclusive learning environments for all their students and to develop themselves as reflective, inclusive practitioners.



Brought to you by the EMU NEXT Scholars

Ed-Talks: Decolonizing College of Ed

Saturday, March 19, 2022, 9am-2pm Porter Building

- The NEXT Scholars invite you to attend a student-led journey about the transformative changes the upcoming generation is bringing to education! The conference is free to attend and breakfast and lunch will be provided.

