

Colleague Development Days Schedule McNichols Campus

August 17-19, 2021

Tuesday, August 17th

<p>8:00am – 8:50am 50 minutes</p>	<p>A1 – In Person</p> <p>Check-In/Refreshments, Pastry, & Fruit <i>Pick up a light breakfast. Then, prepare for the Welcome/Keynote or go to session A2 before the event kicks off.</i></p>		<p>A2 – In Person</p> <p>Reconnecting with Community: An Informal Conversation <i>Hosted by Office of Mission Integration</i></p>	
<p>9:00am – 10:30am 90 minutes</p>	<p>B1 – In Person</p> <p>Welcome <i>Pamela Zarkowski</i> <i>Provost and Vice President for Academic Affairs</i></p> <p>Keynote: Becoming a JEDI Advocate - (Justice, Equity, Diversity, and Inclusion) <i>Deirdre Young</i> <i>Chief Diversity Officer</i> <i>Assistant Dean for Institutional Equity & Inclusion</i> <i>College for Creative Studies</i></p>			
<p>10:30am – 10:45am</p>	<p>Break/Session Change</p>			
<p>10:45am – 12:00pm 75 minutes</p>	<p>C1 – In Person</p> <p>Dysfunctional Illusions of Rigor <i>Matthew Mio</i> <i>Mara Livezey</i></p>	<p>C2 – In Person</p> <p>Three Generation Mentoring Teams: A Novel Approach to Faculty Mentoring <i>Elaine Webber</i> <i>Maureen Anthony</i></p>	<p>C3 - Online</p> <p>Meaningful Assessment of Student Learning <i>Karen Lee</i></p>	
<p>12:00pm – 1:00pm 60 minutes</p>	<p>Lunch on Your Own <i>Food Truck Available</i></p>			

<p>1:00pm – 2:15pm 75 minutes</p>	<p>D1 – In Person</p> <p>CETL and Faculty Teaching & Learning Grants</p> <p><i>Mike Verduco</i></p>	<p>D2 – In Person</p> <p>Pushing the Service-Learning Envelope with Anti-Racism and Enhanced Assessment</p> <p><i>Timothy Hipskind, S.J., Elaine Webber Mara Livezey Si Hendry S.J.</i></p>	<p>D3 - Online</p> <p>Understanding Student Reactions to Sudden Online Shift March 2020: Anxiety and Age Dynamics</p> <p><i>Linda Slowik Kathy Zhong Hannah Kaganac</i></p>
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Wednesday, August 18th

<p>9:00am – 10:00 am 60 minutes</p>	<p>E1 – Online</p> <p>How Civility Can Be Exclusionary <i>Alex Zamalin</i> Associate Professor of Political Science Director of the African American Studies Program</p>		
<p>10:00am – 10:15am</p>	<p>Break/Session Change</p>		
<p>10:15am – 11:15am 60 minutes</p>	<p>F1 – In-Person</p> <p>And That’s How the Bookstore Can Help You!</p> <p><i>Michael Milton Jodi Young Brenda Dubay</i></p>	<p>F2 – In-Person</p> <p>Supporting Equity and Inclusion with the Office of Title IX and Disability and Accessibility Support Services</p> <p><i>Megan Novell Laura Bagdady</i></p>	<p>F3 - Online</p> <p>Level Up Your Virtual Presence</p> <p><i>Lily Swan</i></p>
<p>11:15am – 12:30pm 75 minutes</p>	<p>Networking Lunch <i>McNichols Campus Library</i></p>		

<p>12:30pm – 1:30pm 60 minutes</p>	<p>G1 – Online Voice 101: Voice Care for Professional Voice Users <i>Victoria McKenna</i> <i>Assistant Professor</i> <i>Department of Communication Sciences</i> <i>University of Cincinnati</i></p> <p><i>Renee Gustin</i> <i>Speech Pathologist</i> <i>Gardner Neuroscience Institute</i> <i>University of Cincinnati</i></p>		
<p>1:30pm – 1:45pm</p>	<p>Break/Session Change</p>		
<p>1:45pm- 3:00pm 75 Minutes</p>	<p>H1 – In-Person</p> <p>What Should We Keep in Post-Pandemic Teaching?</p> <p><i>Faculty Panel</i></p>	<p>H2 – In-Person</p> <p>Big Spending UP Ahead: Are YOU Ready?</p> <p><i>Ann Serra</i></p>	<p>H3 – Online</p> <p>The 411 on F-1s, I-20s, and Immigration – Oh My!</p> <p><i>Lily Swan</i> <i>Leyla Field</i> <i>Katie Franklin</i> <i>Alison Roberts</i></p>

<h2>Thursday, August 19th</h2>			
<p>9:00am – 10:15am 75 minutes</p>	<p>I1 – In-Person</p> <p>Strategies for a Successful Proposal Development</p> <p><i>Ann Serra</i></p>	<p>I2 – In-Person</p> <p>HERI Faculty Survey Results</p> <p><i>Shelly Wagnon</i></p>	<p>I3 - Online</p> <p>Incorporating Inclusive Elements into Your Syllabus</p> <p><i>Jordan Hall</i></p>
<p>10:15am – 10:30am</p>	<p>Break/Session Change</p>		
<p>10:30am – 11:45am 75 minutes</p>	<p>J1 – In-Person</p> <p>From One Novice to the Next: Don't be Afraid and Design Your First Website!</p> <p><i>Nicole Najor</i></p>	<p>J2 – In Person</p> <p>911 Detroit Mercy</p> <p><i>Amber Johnson</i></p>	<p>J3 – Online</p> <p>Notion: How to Work and Take Notes like a Boss</p> <p><i>Jordan Ewert</i></p>

Session Descriptions

B1: Colleague Development Days Welcome & Keynote: Becoming a JEDI Advocate - (Justice, Equity, Diversity, and Inclusion)

Presenters: Pamela Zarkowski, Provost and Vice President for Academic Affairs and Deirdre Young, Chief Diversity Officer and Assistant Dean for Institutional Equity & Inclusion, College for Creative Studies

Session Description: After a welcome message from Pamela Zarkowski, Deidre Young will share her JEDI journey. Through this reflection, she will explore the impact of current events on higher education, review opportunities for enhanced student engagement, and provide tools toward creating inclusive campus college spaces.

Time: 75 Minutes

Primary Audience: Faculty, Staff, Administrators

C1: Dysfunctional Illusions of Rigor

Presenters: Matthew Mio, Mara Livezey

Session Description: The traditional tenets of academic rigor are based on our experiences and training as students. Might the time be right to challenge these tenets, especially post-pandemic? Yes! Evidenced-based practices now show that academic rigor is defined differently by faculty and students and rigor is a key aspect of diversity, equity, inclusion, and justice in our classrooms.

Objectives:

- At the end of the session, attendees will be familiar with the nine (9) most basic illusions of academic rigor.
- At the end of the session, attendees will be better able to self-assess and revise their pedagogical philosophies to match more evidence-based tenets concerning academic rigor.

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

C2: Three Generation Mentoring Teams: A Novel Approach to Faculty Mentoring

Presenters: Elaine Webber, Maureen Anthony

Session Description: This session provides a framework for developing a 3-generation faculty mentoring team composed of a novice, mid-career faculty (pre-tenure) and tenured faculty member. Common mentoring pitfalls will be reviewed. Research based recommendations for mentor selection, roles and responsibilities for each team member, and topics for monthly mentoring sessions will be discussed. This structure combines teaching support and foundational scholarship concepts for new faculty as well as scholarship support for pre-tenure faculty.

Objectives:

- Participants will be able to describe the benefits of a 3-generation mentoring model comprised of novice, pre-tenure and tenured faculty.

- Participants will be able to identify the roles and responsibilities of each mentoring team member.
- Participants will be able to discuss the value of a structured approach to mentoring to support faculty development and collaboration in the academic arena.

Time: 60 Minutes

Primary Audience: Faculty

C3: Meaningful Assessment of Student Learning

Presenter: Karen Lee

Session Description: Detroit Mercy has recently implemented new outcomes assessment processes for reporting on student learning in programs and in core-curricular and co-curricular areas. This session will review the various forms used to document student learning in a meaningful way.

Objectives:

- Participants will be able to apply the University Assessment Team Rubric to Annual Program Assessment Reports prior to submitting.
- Participants will be able to submit meaningful assessment reports that are shared publicly on the Assessment webpage.

Time: 75 Minutes

Primary Audience: Faculty, Administrators

D1: CETL and Faculty Teaching & Learning Grants

Presenters: Mike Verduco

Session Description: The University recently received a U.S. Department of Department of Education grant that funds the creation of a Center for Excellence in Teaching & Learning (CETL). The Center will provide support for faculty through individual consultations, pedagogical workshops, formal faculty development, and mini-grants. The University will use a significant amount of funding to establish the Center for Excellence in Teaching and Learning (CETL), a resource that will help faculty engage in research and enhance instructional methods and techniques that professors use in the classroom to increase student success.

This session will introduce the CETL and announce the availability of the faculty grants that target to enhancements and support teaching and learning, especially related to traditionally underserved students. The grant opportunities and application process will be outlined for this year's submissions.

Objectives:

- Discover CETL faculty support and professional development opportunities
- Identify opportunities that can utilize the CETL faculty grants

Time: 75 Minutes

Primary Audience: Faculty

D2: Pushing the Service-Learning Envelope with Anti-Racism and Enhanced Assessment

Presenters: Timothy Hipskind, S.J., Elaine Webber, Mara Livezey, Si Hendry S.J.

Session Description: Insights from the Anti-Racism in Service-Learning advisory group will help us explore ways that the rising awareness combined with technical expertise can help us increase our impact on students and enhance our community engagement.

Objectives:

- Participants will be able to identify four areas of Anti-Racism insights to explore with options to do so.
- Participants will be able to identify four ways to enhance reflection in experiential learning
- Participants will be able to use a Logic Model to strengthen one aspect of course design
- Participants will understand the new expectations for all Service-Learning courses and help to shape the path forward in implementation

Time: 75 Minutes

Primary Audience: Faculty

D3: Understanding Student Reactions to Sudden Online Shift March 2020: Anxiety and Age Dynamics

Presenters: Linda Slowik, Kathy Zhong, Hannah Kaganac

Session Description: The sudden shift to online learning at Detroit Mercy in March 2020 marked a singular moment in which faculty, staff and students adopted virtual work/learning strategies. Findings from a mini-survey showed younger students experienced greater stress and anxiety. Research on identity formation, coping skills, life ambiguity, and life experiences help explain these results. Policy changes and management skills are explored to help reduce stress and anxiety, especially among the younger students.

Objectives:

- Participants will learn about sources of anxiety and stress among college age/emerging adults
- Participants will learn about how to address/alleviate anxiety among college age/emerging adults

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

E1: How Civility Can Be Exclusionary

Presenter: Alex Zamalin, Associate Professor of Political Science and Director of the African American Studies Program

Session Description: This session will review the idea and practice of civility as it has been used to exclude citizens from the democratic community, and what we can do about it. Alex Zamalin's book on the topic, [AGAINST CIVILITY: The Hidden Racism in Our Obsession with Civility](#), was published early this year. Dorian Warren, president of Community Change, described Zamalin's book as, "Monumental... A must-read book to help us conceptualize liberation for a well-functioning multiracial democracy."

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

F1: And That's How the Bookstore Can Help You!

Presenters: Michael Milton, Jodi Young, Brenda Dubay

Session Description: Barnes & Noble has been powering the Detroit Mercy Bookstore for decades! Do you know all the ways that they can help you in the classroom? Learn about the new platform launching to easily order your books (a replacement for "Faculty Enlight"), learn tricks about getting the best prices for the students, and learn about the special services the bookstore can provide to enhance your content! Our bookstore team is on-campus and ready to help!

Objectives:

- Faculty will be introduced to the new AIP system to place their book orders (Faculty Enlight replacement)
- Participants will learn how to help get their students the best books for the best pricing
- Participants will hear about all services available through the Bookstore
- Participants will meet the friendly faces behind the Detroit Mercy Bookstore

Time: 60 Minutes

Primary Audience: Faculty

F2: Supporting Equity and Inclusion with the Office of Title IX and Disability and Accessibility Support Services

Presenters: Megan Novell, Laura Bagdady

Session Description: This session offers an overview of the ways the Office of Title IX, Disability and Accessibility Support Services, and faculty can work together to support students and promote equity and inclusion on campus and in the classroom.

Objectives:

- Participants will have a clear understanding of the changes to Title IX regulations in higher education.
- Participants will understand different ways to support students who may be experiencing sex- or gender-based harassment or discrimination.
- Participants will understand how and when to work with Disability and Accessibility Services to support student retention and success.

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

F3: Level Up Your Virtual Presence

Presenters: Lily Swan

Session Description: 2020 has been the year of virtual meetings, conferencing and advising. In 2021, let's "level up" your appearance for both your audience and your physical well-being.

Objectives:

- Participants will be able to learn the basics in lighting and cinematography.
- Participants will understand the importance of modifying their at-home set up and how to do it for free.

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

G1: Voice 101: Voice Care for Professional Voice Users

Presenters: Victoria McKenna, Assistant Professor, Department of Communication Sciences, University of Cincinnati and Renee Gustin, Speech Pathologist, Gardner Neuroscience Institute, University of Cincinnati

Session Description: Do you use you have to speak in your job? have you had those days where you are tired from speaking all day? Communicating with students, lecturing, and meetings can all challenge and impact your vocal health. Learn about challenges of professional voice users and how to maintain to vocal health.

Objectives:

- Identify challenges facing professional voice users
- Describe how masks impact speech and voice
- Identify and describe strategies to maintain vocal health

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

H1: What Should We Keep in Post-Pandemic Teaching

Presenters: Faculty Panel

Session Description: Teaching during a pandemic posed extraordinary challenges for teaching and learning. But in the process, many of faculty have discovered new teaching hacks, creative methods to engage students, and valuable uses for technology that can enhance our teaching in a post-pandemic world. This panel hosted by the CETL Faculty Advisory Board will consist of a faculty panel sharing their pandemic teaching strategies that will carry forward, followed by a peer discussion of teaching philosophy and practice.

Objectives:

- Identify emergency teaching practices
- Discover how these practices can be leverage going forward

Time: 60 Minutes

Primary Audience: Faculty

H2: Big Spending UP Ahead: Are YOU Ready?

Presenters: Ann Serra

Session Description: President Biden asked Congress to give big budget increases to most civilian science agencies. The \$6 trillion request calls for sweeping investments in the 2022 fiscal year. It also includes a 9% increase, or \$13.5 billion, in total federal spending on R&D. Spending on basic research would rise by 10%, or \$4.4 billion, whereas applied research would get a 14% bump to \$6.3 billion. Are you prepared to take advantage of what promises to be a singular opportunity to boost investments to higher education?

Objectives:

- Learn what we know about the federal budget priorities and what opportunities lie ahead for faculty and staff.
- What does this unprecedented spending mean for the University across the federal grant landscape?
- Know the process for engaging with OSPRA, IRB, and the IACUC before you apply for support.
- Become familiar with the deadlines and some of the recent procedural changes across several federal agencies like NSF, NIH, NEA, NEH, IMLS, DoD, DoJ, etc. so there are no surprises at the ninth hour.

Time: 75 Minutes

Primary Audience: Faculty, Staff, Administrators

H3: The 411 on F-1s, I-20s, and Immigration – Oh My!

Presenters: Lily Swan, Leyla Field, Katie Franklin, Alison Roberts

Session Description: Come learn everything you need to know about the International Services Office. This session will give an overview of international students go through to come to the U.S. for their studies and who oversees their stay while they are at Detroit Mercy. Learn about our American Language and Cultural Program (ALCP), advising office and when to contact them.

Objectives:

- Learn and understand what ISO does: ALCP and Advising.
- Gain a better worldview and understanding of what an international student goes through to come to the U.S. and study. Also, what it takes to remain in the U.S. in good immigration standing.

Time: 75 Minutes

Primary Audience: Faculty, Staff, Administrators

I1: Strategies for a Successful Proposal Development

Presenters: Ann Serra

Session Description: OSPRA supports research and other scholarly activities of faculty, students and staff. This is achieved through provision of a range of services that results in attracting federal, state and local grants, which build our collective capacity to achieve Detroit Mercy's mission. Successful proposal development is a multi-faceted process that requires coordination between principal investigators, funding agencies, and institutional staff. This presentation will provide information, strategies, and examples of how to collaborate with OSPRA to take full advantage of all the resources the office has to offer.

Objectives:

- Know the process for engaging with OSPRA and the resources available through its website.

- Distinguish between the components of the grant's life cycle including Prospecting, Budgeting, Pre-award, Award Acceptance, Post-award, Compliance and Technology Transfer.
- Describe the emerging focus on research development as part of a larger emphasis on building institutional capacity and individual research portfolios in a highly competitive environment.
- Identify challenges and solutions for developing successful large-scale, collaborative grant proposals, the emerging importance of team science, and the important role of the research administrator in facilitating these complex projects.

Time: 75 Minutes

Primary Audience: Faculty, Staff, Administrators

I2: HERI Faculty Survey Results

Presenters: Shelly Wagnon

Session Description: The Higher Education Research Institute (HERI) Faculty Survey is designed to provide institutions with actionable information on important and timely issues. It includes topics such as pedagogical practices, faculty goals and expectations for students, research and service activities, sources of stress and satisfaction, and the connection between learning in the classroom and practices in the local and global community. Detroit Mercy conducted the HERI Faculty Survey in Winter-Summer 2020. The Institutional Research & Effectiveness Office will be presenting the analyzed results of this survey. We hope to provide insight to allow positive change on campus for the entire university community. Results from the HERI Faculty Survey highlight key areas of faculty's engagement in teaching, research, and service activities. The survey also touches on faculty's level of stress, satisfaction with their institution, and perspectives for undergraduate education.

Objectives:

- Participants will be able to identify faculty's engagement in teaching, research, and service activities.
- Participants will understand faculty perspective on campus climate.
- Participants will be able to identify faculty's level of stress, satisfaction with their institution, and perspectives for undergraduate education.

Time: 75 Minutes

Primary Audience: Faculty

I3: Incorporating Inclusive Elements into Your Syllabus

Presenters: Jordan Hall

Session Description: Your syllabus can be a powerful tool in creating an inclusive learning environment. For example, syllabi can introduce alternative narratives instead of reinforcing and reproducing norms that generally align with white students' experiences. In addition, incorporating equity in your syllabus can foster a sense of belonging among BIPOC and other marginalized groups. In this workshop, you will be introduced to an Equity Tool designed to help increase inclusivity in your syllabus and, ultimately, your classroom.

Objectives:

- Participants will be able to incorporate different narratives into their Syllabus
- Participants will be able to incorporate inclusive language/terms to foster a sense of belonging

- Participants will be able to create safe and brave spaces for discussion around controversial topics

Time: 60 Minutes

Primary Audience: Faculty

J1: From One Novice to the Next: Don't be Afraid and Design Your First Website!

Presenters: Nicole Najor

Session Description: Ever wondered if you could create a website? In this new age, the demands of virtual experiences are becoming increasingly required. Is there an experience you want to provide in class that doesn't quite fit into the confines of Blackboard? Would a website for your research program help recruit and engage student researchers? Through this DIY workshop, you can learn the basics of designing a website to fit your needs.

Objectives:

- Participants will discover the basics of Wordpress.
- Participants will be able to create a template for their first website during this workshop.
- Participants will gain a broad understanding of best practices for student engagement via website design and execution.

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators

J2: 911 Detroit Mercy

Presenters: Amber Johnson

Session Description: Interested in learning ways to engage with and support students that may be facing academic difficulties, familial concerns and pressures, decreases in self-motivation and overall belongingness during a pandemic? During this session, education professionals will discuss methods of engagement and support interventions before a student disconnects from their academic workload and the institution. The goal of this session is to provide faculty and staff with unconventional strategies to support students through the obstacles and challenges of higher education during a global pandemic, especially underrepresented student populations.

Objectives:

- Participants will be able to identify strategies and resources for students dealing with concerns regarding COVID-19, health and wellness, and transitioning back to in-person learning.
- Participants will be able to identify strategies and resources for student engagement and retention for underrepresented populations (students who identify as first-generation, limited income, multicultural, etc.)

Time: 75 Minutes

Primary Audience: Faculty, Staff

J3: Notion: How to Work and Take Notes like a Boss

Presenters: Jordan Ewert

Session Description: Educators and students have FREE access to the pro version of Notion. Notion is a note taking, task management, and productivity app similar to Evernote and Trello (it's actually both of these combined but better). It's a way to stay organized and create pages or dashboards with useful information. Overall, it does what you need it to do.

Objectives:

- Participants will sign up for free using their .edu email accounts and create their own personalized dashboard during the session. This dashboard can be anything, but I'll define it by a collection of pages, databases, and useful information.
- Participants will be able to use Notion as a task management system or page full of useful links. Every page can contain text, images, embedded videos (i.e. YouTube), symbols, basically anything you can see on a website. Pages with information (links, toggles, etc) can be shared with public URL's or shared with only certain people (a pro feature).
- Notion can be used as a way to track progress on bigger projects and incorporate multiple people to participate (similar to Trello, Monday.com). Every database contains calendar views, list views, table views (like Excel), and other views that allow you to drag and drop the progress of something, or pass on responsibility to a student aid.
- The key to Notion is really its databases. It allows you to reference other databases. Classroom assignments, for example, could tie into a course, and everything connects like a neural network. This is all something I can show you how to use, with powerful filters, to more easily display information.

Time: 60 Minutes

Primary Audience: Faculty, Staff, Administrators