



## FALCON 2022

*Belonging and Mattering: Meaningful Relationships for Faculty and Student Learners*

<b>Friday, September 30</b>		
<b>TIME</b>	<b>Session Description</b>	<b>Location</b>
<b>10 AM – 4 PM</b>	<b>FACET Associate Directors Summit</b>	Conrail
<b>4:30 – 5:00 PM</b>	<b>Social Hour Check-in</b> Grab a name tag, drink ticket, and extra entry for the book raffle.	Executive Office Alcove
<b>5:00 – 6:00 PM</b>	<b>Meet and Greet Social hour</b> Connect with fellow attendees and keynote speaker, Peter Felten.	Victoria Station AB
<b>8:00 PM</b>	<b>Hospitality Activities</b> After the social hour, you are free to explore the city and later join us in the hospitality suite for conversation and snacks.	Parlor
<b>Saturday, October 1</b>		
<b>TIME</b>	<b>Session Description</b>	<b>Location</b>
<b>7:30 AM – 1 :00 PM</b>	Registration Check-in <i>Information Desk will remain open until 4:00 PM</i>	Executive Office Alcove
<b>8:00 – 9:00 AM</b>	Breakfast	Victoria Station
<b>8:45 – 10:00 AM</b>	<b>Robin Hass-Birky Keynote</b> Relationship-Rich Education: Belonging, Mattering, and Learning for All Students <i>Peter Felten</i>  Decades of research demonstrate that the quality of student-faculty, student-staff, and student-student interactions are foundational to engaging, inclusive, and integrative learning. Educational relationships influence motivation, learning, belonging, and achievement for all students, and particularly for new majority students. Drawing on more than 400 interviews with students, faculty, and staff across U.S. higher education, this interactive session will explore practical strategies that you can use to ensure that all students experience welcome and care, become inspired to learn, and explore the big questions that matter for their lives and our communities.	Victoria Station
<b>10:00 – 10:15 AM</b>	Break	Corridor
<b>10:15 – 11:15 AM</b>	<b>Concurrent Block 1</b>	

<p><b>Session 1:</b></p>	<p>Second Time's the Charm: Why Giving Second Chances to Students Improves Online Engagement <i>Lamia Scherzinger</i></p> <p>Students these days are more disconnected, burnt out, and frustrated with classes than ever before. Online classes can be an even more difficult environment to ensure they are staying on track and motivated. In this session, we will discuss how implementing a “second chance” to students allows for less stress, greater coursework completion, and more engaged students!</p>	<p>Grand Central AB</p>
<p><b>Session 2:</b></p>	<p>Overcoming Implicit Bias through Technology and Critical Discussions <i>Jared Allsop</i></p> <p>Many students are unaware of their own personal implicit bias. They understand what it is in others, but often do not accept their own biases. Without accepting that each of us have some level of implicit bias, we cannot move forward with reducing that bias. This session will focus on the use of five online tools to help students understand the role implicit bias can play in our lives and how to address it.</p>	<p>Grand Central CD</p>
<p><b>Session 3:</b></p>	<p>Building Student-Faculty Relationships: Three Practical Pathways to Growth <i>Adam Kuban</i></p> <p>LEAP Indiana’s 2022 Paragon Award winner presents three practical pathways to grow the student-faculty relationships that support learning. He will show attendees how to be resourceful, opportunistic, and networked as they care for the learning needs of students. He will provide practical examples of how to capture each pathway in syllabi, including selected learning activities. Dr. Kuban will also identify several helpful resources available to help instructors grow these important academic and professional relationships.</p>	<p>Conrail</p>
<p><b>Session 4:</b></p>	<p>Peer Review Primer (Morning Cohort, Part 1) <i>Lisa Kurz and Eric Metzler</i></p> <p>The need for faculty who are qualified to conduct peer review informed by best practices has increased significantly. Drawing on best practices for peer review, this primer will orient you to a conceptualization of peer review as part of a process to improve teaching and student learning. Both the reviewer and the faculty member being reviewed benefit from this process.</p>	<p>Haymarket A</p>
<p><b>11:15 - 11:30 AM</b></p>	<p>Break</p>	<p>Corridor</p>

<b>11:30 – 12:30 PM</b>	<b>Concurrent Block 2</b>	
<b>Session 1:</b>	<p>How Coach Wooden Made Every Player Matter <i>Richard Gunderman</i></p> <p>Hoosier John Wooden was perhaps the greatest coach in the history of American sports. The first person elected to the Hall of Fame as both a player and a coach, he knew a lot about basketball strategy and tactics, but he knew even more about the hearts and minds of his players. In this session, we will revisit some of Wooden's key approaches to teaching his players that every one of them mattered, lessons that can be applied in every academic discipline to help educators inspire their learners as to grow as students and human beings.</p>	Grand Central AB
<b>Session 2:</b>	<p>Hidden Gems and Beyond <i>Mark Sanders</i></p> <p>"I do not bother to read these (Student Evaluation of Teaching - SET) comments anymore. They are received after the next class has started and often lead to irritation on my part". This view reflects a pervasive sentiment among instructors toward the negative comments in SETs. This sentiment undermines a professional development opportunity. Our study about negative feedback highlights way it leads to teaching improvements. We offer positive strategies to read the negative comments.</p>	Grand Central CD
<b>Session 3:</b>	<p>Best Practices for Building Relationships via Technology in a Hybrid Workplace <i>David Swisher and Frank Poncé</i></p> <p>This workshop will revisit the best uses of technology assets for (1) continuously developing and maintaining the necessary relationships for learning beyond in-person classroom interactions and (2) equipping students with the digital literacy skills to thrive in a hybrid world. In addition, recent trends in student attitudes toward technology-based modalities will be considered. Attendees can expect to leave with a set of simple and practical examples of how to leverage technology resources to personalize and further strengthen classroom relationships regardless of modality.</p>	Conrail
<b>Session 4:</b>	<p>Peer Review Primer (Morning Cohort, Part 2) <i>Lisa Kurz and Eric Metzler</i></p> <p>The need for faculty who are qualified to conduct peer review informed by best practices has increased significantly. Drawing on best practices for peer review, this primer will orient you to a conceptualization of peer review as part of a process to improve teaching and student learning. Both the reviewer and the faculty member being reviewed benefit from this process.</p>	Haymarket A

<b>12:30 – 1:30 PM</b>	<b>Lunch</b>	Victoria Station
<b>1:30 – 2:30 PM</b>	<b>Concurrent Block 3</b>	
<b>Session 1:</b>	<p>Circle Up! Part of a Community Building Continuum <i>Cheryl Moore-Beyioku</i></p> <p>Just as instructors are responsible for fostering positive learning environments, students arrive in our classrooms with diverse capacities to construct their own communities to support their learning. Facilitating in-class and online discussions to allow students to learn about themselves and others can help to promote a sense of belonging. This session will provide interactive, social-emotional learning activities and discussions to build community using group activities and Circles on a continuum of practices to build community.</p>	Grand Central AB
<b>Session 2:</b>	<p>Leveraging Technology to Build Relationships in Large Enrollment Courses <i>Meghan Porter</i></p> <p>Large enrollment courses (100+) often bring with them unique difficulties when it comes to fostering faculty-student and student-student relationships. During this session, participants will learn how technology tools can be leveraged to help build these relationships in a sustainable manner for the course instructor and without overwhelming students. Participants will also gain hands-on experience using a variety of free tools and identify tools they can implement in their own courses.</p>	Grand Central CD
<b>Session 3:</b>	<p>Resilience and Student Success: Trauma-Informed Teaching <i>Christine Brandel, Gerald Maki, Tina Mickleborough, and Maureen Rutherford</i></p> <p>Four faculty representing three schools across Indiana will discuss the importance of trauma-informed curriculum design which promotes resilience, growth, positive interpersonal relationships, and critical empowerment. Each member will provide examples from a range of trauma-informed curriculum support – from smaller in-class activities designed to foster community to an overview of a larger “Affective Issues” curriculum unit constructed for first year students - and reflect upon the successes and challenges from those experiences.</p> <p><i>Those interested in this topic are encouraged to attend Concurrent Block 4, Session 3 that follows this session.</i></p>	Conrail
<b>Session 4:</b>	<p>Peer Review Primer (Afternoon Cohort, Part 1) <i>Lisa Kurz and Eric Metzler</i></p>	Haymarket A

	The need for faculty who are qualified to conduct peer review informed by best practices has increased significantly. Drawing on best practices for peer review, this primer will orient you to a conceptualization of peer review as part of a process to improve teaching and student learning. Both the reviewer and the faculty member being reviewed benefit from this process.	
<b>2:30 - 2:45 PM</b>	Break	Corridor
<b>2:45 - 3:45 PM</b>	<b>Concurrent Block 4</b>	
<b>Session 1:</b>	<p>It's My Dime: Addressing Student Attitudes about the Value of Class Attendance <i>Katherine Ryan</i></p> <p>Why does class attendance matter? You should ask this question every day. Your students are. How can you effectively communicate the value of class attendance and achieve buy in from students who have an increasing number of ways to access and engage with course material? This interactive session will explore motivation to attend class and generate strategies to promote class attendance.</p>	Grand Central AB
<b>Session 2:</b>	<p>Building Belonging Beyond Country Borders in International Pedagogical Collaborations <i>Elisa Räsänen</i></p> <p>In this workshop we will discuss how to enhance students' sense of belonging in international, technology-mediated pedagogical collaborations. I will first introduce samples of my previous successful collaborations. After that, you will get a chance to exchange ideas, brainstorm and design your own collaboration.</p>	Grand Central CD
<b>Session 3:</b>	<p>Building Relationships and Community: Trauma-Informed and Healing Centered Practices <i>Megan Oed, Stephanie Hill Alexander, and Michelle Blank</i></p> <p>Relationships are essential for student success; however, trauma can impact an ability to build relationships and learn. The focus of this presentation will be on the relationship building required for trauma informed practices and the building of community relationships essential for healing centered engagement. Participants will learn how trauma impacts the brain, methods to build relationships within their campuses and to their wider communities, and develop personal strategies to use effectively.</p> <p><i>Those interested in this topic are encouraged to attend Concurrent Block 3, Session 3 that precedes this session.</i></p>	Conrail
<b>Session 4:</b>	<p>Peer Review Primer (Afternoon Cohort, Part 2) <i>Lisa Kurz and Eric Metzler</i></p>	Haymarket A

	The need for faculty who are qualified to conduct peer review informed by best practices has increased significantly. Drawing on best practices for peer review, this primer will orient you to a conceptualization of peer review as part of a process to improve teaching and student learning. Both the reviewer and the faculty member being reviewed benefit from this process.	
<b>3:45 - 4:00 PM</b>	Break	Corridor
<b>4:00 - 5:00 PM</b>	<b>Continuing the Conversation</b> <b>Networking with Presenters</b> Hors d'oeuvres & Bar	Victoria Station AB