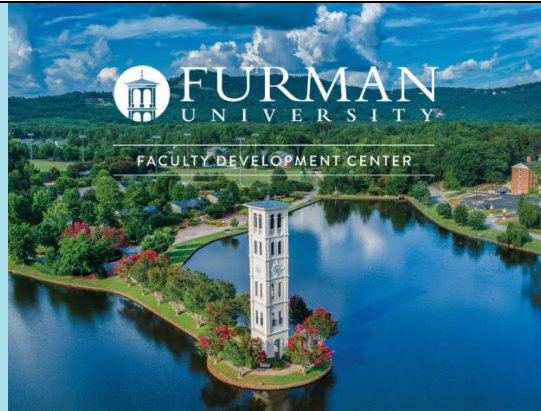


FDC Connections

A Snapshot of Faculty Learning Opportunities



“Every action you take is a vote for the person you wish to become.” ~ James Clear

Labor Day, *The End of Burnout*, and Self-Efficacy

Heading into the first break of a new-ish semester and the Labor Day holiday may seem an odd time to think about burnout, but since we've been gearing up for our *The End of Burnout* reading circle the links between the holiday, work, and our collective moment in the semester feel prominent. If you'd like to learn a little more, have a listen to [this Teaching in Higher Ed interview](#) with author Jonathan Malesich in which he contends: “We need to see work as the support to whatever is at the center of our lives.” We are hoping the holiday provides time and space for you to enjoy what centers you and yours!

He further argues that “Always going the extra mile for your students is, in a way, admirable, but in another sense, it’s ultimately a disservice...because you can’t do that forever. You can’t always be there for them. You have to hold back and we have to build institutions that make it okay to hold back, be competent and dedicated, but not to give everything that we have to our jobs.” Finding ways to co-create classrooms and institutions that do this, Malesic suggests, portends the end of burnout.

Another way to conceptualize this “holding back” is helping students claim and further develop their self-efficacy early in the semester. This effort supports their success later in the term in your course, throughout their Furman pathway, and as they live out their careers. A relatively recent meta-study of improving self-efficacy in university students ([Bartimote-Aufflick, et al. 2016](#)) suggests these small changes for big self-efficacy results:

- Increase students’ confidence in new-to-them tasks with many practice opportunities (in-class collaborative learning or multiple-attempts no-stakes quizzes)
- When solving problems in class, model coping strategies—that is, “making errors and correcting them, rather than completing problems flawlessly” (p. 1930)
- Recognize students’ psychological visibility by sharing stories related to your course content and inviting them to do so.

What other ways have you helped students amplify self-efficacy in your course? We'd love to discuss and/or further trouble the ideas of *The End of Burnout* along with you this semester. To register for the reading circle, see below.

Faculty Spotlight: The Liquid Syllabus

After watching the FDC's [Learning by Design Studio on the graphic syllabus](#), **Associate Professor of Chemistry Karen Buchmueller** decided to create liquid syllabi for her fall courses. A liquid syllabus is an accessible, live, web-based resource that incorporates visual stimulation and a student-centered focus. Karen's liquid syllabi (available [here](#) and [here](#)) are excellent examples of syllabi that are fluid, engaging, and easily digestible. If you would like to discuss opportunities to modify your syllabi to become more "liquid", the FDC is here to help! Furman has several enterprise systems, including free blog space, to enable seamless liquid syllabus development.

September FDC Professional Development Opportunities

To pre-register for any of the events listed below, please [CLICK HERE](#).

Lunch & Learn: Developing and Proposing an FYW Seminar

September 6th 11:30am – 12:30pm

Trustees Dining Room

FYW seminars provide faculty the opportunity to teach to their passions, but the prospect of teaching a writing course can feel daunting. Join us for this Lunch & Learn to explore the goals of the FYW program and how you can design a course that speaks to your passions and the interests of our students. We will explore the process of developing your course and of officially proposing your course to the Curriculum Committee.

Talking Teaching Conversations: Teaching & Assessing Writing

September 27th 4 – 5:00pm

Library 043

These open conversations focus on emergent teaching and learning issues in an informal, discussion-based format. Each session has a loose theme, although specific topics of focus are established in real-time based on the interests, ideas, and questions of those in attendance. No advanced preparation is required. Join colleagues from a range of disciplines to discuss ideas about both long-standing and emerging pedagogical challenges.

Lunch & Learn: Contemplative Pedagogy

September 29th 11:30am – 12:30pm

Trustees Dining Room

Contemplative Pedagogy is an approach to teaching and learning that harnesses the present moment to achieve greater focus, purpose, reflection, and attention in the classroom. Regardless of discipline and educational context, contemplative practices can cultivate a more engaged and connected learning environment to transform the way students learn, process, and share information. Join us for this Lunch & Learn to explore how tenets from meditative and mindfulness practices can enhance the learning experience for you and your students.

*"In the best classrooms, grades are only one of many types of feedback provided to students."
~ Douglas B. Reeves*

New Learning by Design Studio: Specifications Grading Basics

Our latest Learning by Design Studio (LBD) is [available online today!](#) Specifications, or “specs” grading is based on clearly defined learning outcomes and self-selected course bundles, satisfactory-unsatisfactory grading with no partial credit, and multiple opportunities for students to demonstrate proficiency. This LBD Studio provides a basic overview of specs grading pedagogy and practice.

All LBD Studios are available on-demand through the [FDC Commons](#) Moodle site or [on our website](#). Please email us (fdc@furman.edu) if you do not have access to the FDC Commons.

Join Us for a Fall Reading Circle

Atomic Habits: An Easy & Proven Way to Build Good Habits and Break Bad Ones

Join one of two *Atomic Habits* reading circle groups:

Group 1 - Mondays – Sept. 19, Oct. 17, & Nov. 10 from 3:30-4:45pm

Group 2 - Thursdays – Sept. 22, Oct. 20, & Nov. 10 from 1:00-2:15pm

[CLICK HERE](#) to register.

Drawing from the most proven ideas in biology, psychology, and neuroscience for making good habits inevitable and bad habits impossible, *Atomic Habits* is a comprehensive and practical guide for how to create good habits, break bad ones, and get 1 percent better every day. **Whether you want to cultivate new habits of your own or better understand how to help students break unhealthy ones, the FDC invites you to join this fall reading circle for faculty and staff.**

The End of Burnout: Why Work Drains Us and How to Build Better Lives

Join one of two *End of Burnout* reading circle groups:

Group 1 – Thursdays - Sept. 15, Sept. 29 & Oct. 13 from 2:30-3:30pm

Group 2 – Tuesdays - Sept. 27, Oct. 4 & Oct. 25 from 11:00am-12:00pm

[CLICK HERE](#) to register.

Although *The End of Burnout* tells the tale of a professor in academia, its central arguments about the ways we theorize and internalize our work—and **ways to disrupt the deleterious effects of “productivity” -- are applicable to all colleagues in higher education, including staff and faculty.** This

book interrogates the gap between our vocation and our work and challenges readers to confront how their own identity formation is structured and limited by the "slash" between work/life. In addition, Malesic offers examples of communities intentionally designed to resist the false separations between work and life.

"A true community is not just about being geographically close to someone or part of the same social web network. It's about feeling connected and responsible for what happens. Humanity is our ultimate community, and everyone plays a crucial role." ~ Yehuda Berg

Strengthening Community Connections

Research is now documenting the various impacts of the COVID-19 pandemic on social and mental wellbeing ([Giuntella et al. 2021](#)). Several of these studies have highlighted recent declines in social connectedness and a sense of belonging ([Okabe-Miyamoto & Lyubomirsky, 2021](#)). You may be witnessing the effects of this disconnect among your students. Further still, you might be feeling it too. As James Clear notes in *Atomic Habits*, creating "habits that stick" is one of the best ways to make lasting change. To develop and maintain our social connections, creating build-in-regularity around certain activities and practices might help us reconnect as a community and forge new ties that strengthen our personal and professional wellbeing. Consider the following ideas for simple, low-cost opportunities to build community with your students and colleagues:

- Develop a consistent "lake walk" schedule to decompress with a student or colleague
- Mark special occasions as a department (birthdays, personal or professional anniversaries) with regular brief celebrations
- Share a meal in the dining hall with a colleague at least once a month (a private employee lounge is available)
- Develop a regular creative practice to share with a colleague (e.g. knitting, painting, cooking)
- Attend a campus wellness activity together (see [Live Well Furman](#) for available activities)
- Implement a 15 minute daily "fun break" with a colleague to solve a puzzle, play cards, or share a joke
- Share responses to a "question of the day" with a colleague on a daily basis (for a list of professional get-to-know you questions, see [here](#))
- Attend a weekly or monthly athletic event or creative performance/show together
- Invite a colleague to participate in a professional development opportunity together (see FDC fall events [here!](#))
- Schedule a regular coffee break on the library porch

Stay up-to-date with FDC programs, resources, and support services by visiting our [website](#). Use the QR code below for quick mobile access!



Connect with us on [Instagram](#)



To request accommodation or for inquiries about accessibility for any of our events, please contact Linette Reyes (linette.reyes-berberena@furman.edu).

Contact Us: fdc@furman.edu or [Request a Consultation](#)