



February Newsletter

Welcome to February! While higher ed reels in the federal turmoil, I wanted to share a glimmer of good news. The CTL's work on faculty wellbeing and burnout was recently featured in [The Chronicle of Higher Education](#). A highlight from our faculty survey and focus groups is that burnout levels are high, but faculty do not cite students as a cause of burnout. Can students be a source of stress/frustration? Absolutely. It's a variety of other sources that contribute to burnout, such as heavy service loads, understaffing/turnover, and anxiety related to tenure/promotion guidelines. These findings track with national studies. It's important that the higher ed narrative around faculty burnout accurately reflects faculty experiences, so thank you to everyone who filled out the survey and/or attended a focus group! The CTL work on this continues and more updates will be shared.

Canvas update: All faculty now have [access to Canvas](#). Most of your courses from the past three years have been migrated from D2L to Canvas. There will be additional migrations to move Fall 2024 courses and Spring 2025 courses in the future.

Remember that no teaching will happen in Canvas until Summer 2025. Until then, you can create content in Canvas to have ready for when courses go live. Your Canvas space includes access to an optional self-paced training course called "Growing with Canvas." The CTL will be hosting weekly training sessions, and we also have [a Canvas website](#) with lots more info.

I'm currently reading a pedagogy book, *Distracted: Why Students Can't Focus and What You Can Do About It* by James M. Lang. While I haven't finished it yet, I appreciate the research on focus and attention spans. It emphasizes we've never been very good at focusing yet technology has created more demands for our attention. Lang promotes strategies for cultivating student attention versus blanket bans of anything distracting. It definitely makes me think about the competing demands for my own attention.

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Student Engagement in Online Courses

Online courses don't have to be silent. In fact, with just a little change in how we approach them, online courses can be thriving communities. Join us for a discussion of best practices in online teaching and see some examples of student engagement strategies from Melinda Tilton, Lecturer in Communication, and Melissa Bergeson, Instructor, Medical Coding and Insurance Billing.



Thursday, February 13th at 3:00pm in B001(Tech Building – City College) or [via Webex](#).

[An RSVP is appreciated so please click here to register](#)

Student Post-Exam Review and Reflection



Jenna Jones, Program Director/Instructor for Radiologic Technology, will share a strategy called “Exam Autopsy” where students review and reflect on their performance on exams to better understand the material and prepare for future exams. This type of post-exam review encourages students to practice metacognition and self-assessment, and research shows an improvement in student outcomes. Jenna will outline the strategy and share its impacts on student performance in her courses.

Tuesday, February 18th at 3:00 pm in COE 328 or [via Webex](#).

[An RSVP is appreciated so please click here to register](#)

Join us to celebrate faculty and everything they do for MSUB! Doors open at 5:00 pm, dinner begins at 5:30 pm, and the ceremony starts at 6:00 pm. [Please click here to RSVP](#) and we look forward to seeing you there!

Tuesday February 25th at 5:00 pm in the Glacier Room

**Faculty
Excellence
Awards
Ceremony**