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## WAYS FACULTY CAN SUPPORT STUDENTS' ACADEMIC SUCCESS

### → Clear, Obtainable Deadlines

Clear and obtainable deadline policies balance student and faculty workload, and communicate clear expectations of students and faculty support for students.

Consider a special extension policy or token for students who may need extra time or support.



### → Make Assessments Transparent

Be transparent about how assessments fit into the larger scope of the course.

Using Backward Course Design aligns objectives to assessments, assessments to learning activities, and learning activities to materials. Sharing this connection chain helps students understand the why behind all course content, and promotes increased engagement with course objectives and assessments.



### → Provide Multiple, Meaningful Options for Participation

In-class participation, not attendance, is what really promotes student success.

Using no-stakes or low-stakes classroom assessments to scaffold learning or active learning activities to allow students to engage with content in preferred modalities promotes success - especially if they are not comfortable speaking in class.



### → Be Available Outside of Class

Faculty and students have busy schedules, so flexibility in how student can attend office hours - and where office hours might be held - can benefit both the student and the faculty member.

Consider virtual meetings, holding meetings in social spaces across campus, such as dining halls, or taking a walk.



### → Develop Connections with Students

Student-faculty interactions both in and out of the classroom benefit student engagement, retention, and success.

Small things such as memorizing students' names to use in class, to holding office hours in alternate locations, and participating in campus social events builds rapport with, and empathy for students.



### → Take Mental Health Seriously

Faculty are not mental health professionals, but are integral in the daily lives of students.

Faculty should be aware of mental health resources available on campus and be ready to make referrals to and for students.

Faculty could also seek training on recognizing and intervening with students, faculty, and staff who are struggling with their mental health.



#### Sources:

- Barkley and Major, "Student Engagement Techniques"
- Fink, "Creating Significant Learning Experiences"
- Inside Higher Ed, "Professors Can Make a Difference in Promoting Students' Success"
- Neuhaus, "Geeky Pedagogy"