Welcome Back to a New Semester!

Yes, the 2019-2020 Academic School year has begun. Students have moved in, classes are all registered for and the fun begins for another action-packed year.

Who is this class of 2023?

As many freshmen take general education courses, you may be intrigued by some information about them:

Apple’s first iPod was released. Harry Potter and Lord of the Rings were hit movies. Kelley Clarkson won the first installment of American Idol.

When did these events all happen? 2001 and 2002.

Now that I’ve made you feel old… it is important to keep in mind what world these students grew up in, what their communication expectations are, and how you can engage with this audience.

When did they grow up?
The class of 2023 are smack dab in the middle of the generation z. (Generation z members were born as early as 1996). But what’s unique about this audience is that, in American history, this particular class was either born before, or just after, the 9/11 attacks. In addition, they were born before the financial crisis. These two significant world events have built a cautious mindset for this generation.

What are their technology expectations?
Decisively digitally savvy – this generation has grown up in a world where online sites and cell phones were readily available. They also came of age in a time of social media. This means they are not only comfortable with technology, they’ve come to depend on it.

How can you engage with them?
Understanding that this audience is a digital first audience, it is important to use a variety of technology channels to connect. Do make use of social media channels, but also consider additional technology channels such as text, online chat, and yes – even email. But beyond the channels that you use, you must also consider the way you connect with them.

When building your communications, remember to:

- Communicate visually
- Keep it short
- Feed curiosity
- Empower users with control
- Connect viewers with collaboration
- Educate and build expertise

D2L Did You Know?

Course sites automatically activate one week prior to the first official day of class. If you do not wish students to have access to course content at that time, you can switch the navigation bar to the navbar B – Preparing Course Navbar. Student then only have access to the course homepage with announcements and the calendar.

When the course is ready, you can switch the navbar back to the one you wish to use for the term.

Why not just deactivate the site?
If a course goes active and students see it in their list of courses in D2L and then the instructor deactivates the course, the course site inexplicably disappears from a student’s list of courses. It was there when a student logged in but the next time they log in it is gone. This frequently leads to panic. A student checks UAccess and the course is listed for them, then goes to D2L and it is gone, but it had been there the day before. What is going on?

By switching the navigation bar, you do not have to remember to deactivate the course after it automatically activates and you have the ability to communicate directly with students via an announcement when students can expect to have access to content, activities etc. Once you have requested the course site, switch the navigation bar and prepare the course. When the first day of class arrives or when the course site is ready, switch the navigation bar back. The autoactivation becomes a non-issue for you at that point and students are spared the confusion of courses appearing and then disappearing in their list of courses.

Please visit our Control Student Access help page for more information, link below. https://help.d2l.arizona.edu/content/instructor-switch-navbars
TRELLIS PROGRESS: LIVE TO FACULTY, AUGUST 26TH

Student Success & Retention Innovation (SSRI) and Trellis Constituent Relationship Management (CRM) have teamed up to deliver the first product out of the university’s CRM initiative.

Starting Monday, August 26th, Trellis Progress will be available to all UA faculty through D2L. This convenient, comment-based feedback system provides faculty with the ability to create, preview, and send progress reports based on student and classroom needs.

Some key features will include the ability to:
- Build comment-based progress reports in a quick dropdown-style platform
- Choose from common classroom performance or retention topics
- Send positive, as well as constructive feedback, to one or more students at a time
- Preview and check progress report content prior to sending
- Receive acknowledgment when a student interacts with his or her progress report

Trellis CRM and SSRI are continuing to explore ways to expand its usage and functionality over time. Feedback from faculty, students, and university partners is welcomed.

For training and support:
Visit https://trellis.arizona.edu/support/trellis-progress

For more information or to contact us:
Visit the Trellis CRM website at https://trellis.arizona.edu/
Visit the SSRI website at https://studentsuccess.arizona.edu/
Or contact Christine Salvesen, Executive Director, SSRI at cls@email.arizona.edu.

GENERAL EDUCATION HAS A NEW WEBSITE!
Gened.arizona.edu

The university-wide general education program provides foundational knowledge and skills in support of the undergraduate degree programs and as preparation for life in a global society. The General Education curriculum helps students attain the fundamental skills that all college-educated adults must have, whatever their specific areas of concentration (i.e., the major and minor). The experiences of General Education encourage students to develop a critical and inquiring attitude, an appreciation of interdisciplinary subject areas, acceptance of persons of different backgrounds or values, and a deepened sense of self.

Faculty Resource Fair
Thursday 9/19 | 10am-2pm
Grand Ballroom, Student Union
Come meet the people who can help increase your productivity!

Connect with 50+ Campus Resources
- Teaching and Professional Development Resources
- Research Support Services, Proposal Development, Core Facilities, Libraries, and more!
- Work/Life Balance, Health and Wellness, Faculty Reporting, and more!

Register here: tinyurl.com/FacultyResourceFair
(You can also register at the door)

Presented By
Faculty Affairs, Faculty Fellows, The Office of Instruction & Assessment, and Research, Discovery & Innovation

Think Critically   Use Information Effectively   Understand and Value Differences   Communicate Effectively
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WRITE BETTER EMAILS
Make your marketing & listserv materials accessible and available for everyone.

FOLLOW THESE TIPS:

Ensure good color contrast
If you need to emphasize text, don’t depend solely on color—about 10% of us are color blind. Add another visual indicator *like an asterisk*

Format hyperlinks
Use descriptive text for links so your users know where they are going when they click on them. Avoid “Click Here.”

Describe and attach graphics
Using embedded images might prevent screen reader users or those who don’t download images from seeing your message. Provide the details as text within your email and attach the graphics as well.

Add alternate text to images
Provide descriptions for any non-decorative images within your emails. Deliver the meaning in a short and simple statement.

This information and more details can be found at: itaccessibility.arizona.edu/guidelines/email-accessibility
Disability Resource Center- 520.626.4538

NEXT MONTH’S ISSUE: AN UPDATE ON THE GENERAL EDUCATION STRATEGIC INITIATIVE