



# FIRST2 NETWORK

## FIRST2 NETWORK CHANGE IDEA EXPERIENCE

University of Charleston



### HIGHLIGHTED CHANGE IDEA

## Impromptu Lecture

### PLAN

The First2 Student Directors (and other club members) will design slides for the professors to present. The slides will be chosen using previous class material and comparing them to random real-life concepts that remind us of the class. Each professor will have five slides. The first four will be in a grouped category, and the fifth slide is a fun slide. Professors will be assigned a set of slides that are outside their subject area.

### DO

First, Student Directors sent an email to STEM faculty before the event asking who would be interested in participating, while other First2 students began working on compiling the appropriate amount of slides for the attending professors.

As students arrived at the event, they were asked to scan a QR code and complete the intake survey if this was their first time at a First2 club event this year. Students and professors were also asked to sign in on a piece of paper for attendance.

During the presentation, each professor had 5 minutes to present five slides. Professors presented on topics outside of what they typically teach. The last slide was a fun/informal slide. After the presentation, students voted on which professor presented the information the best and that professor was given a "BS" award.

### STUDY

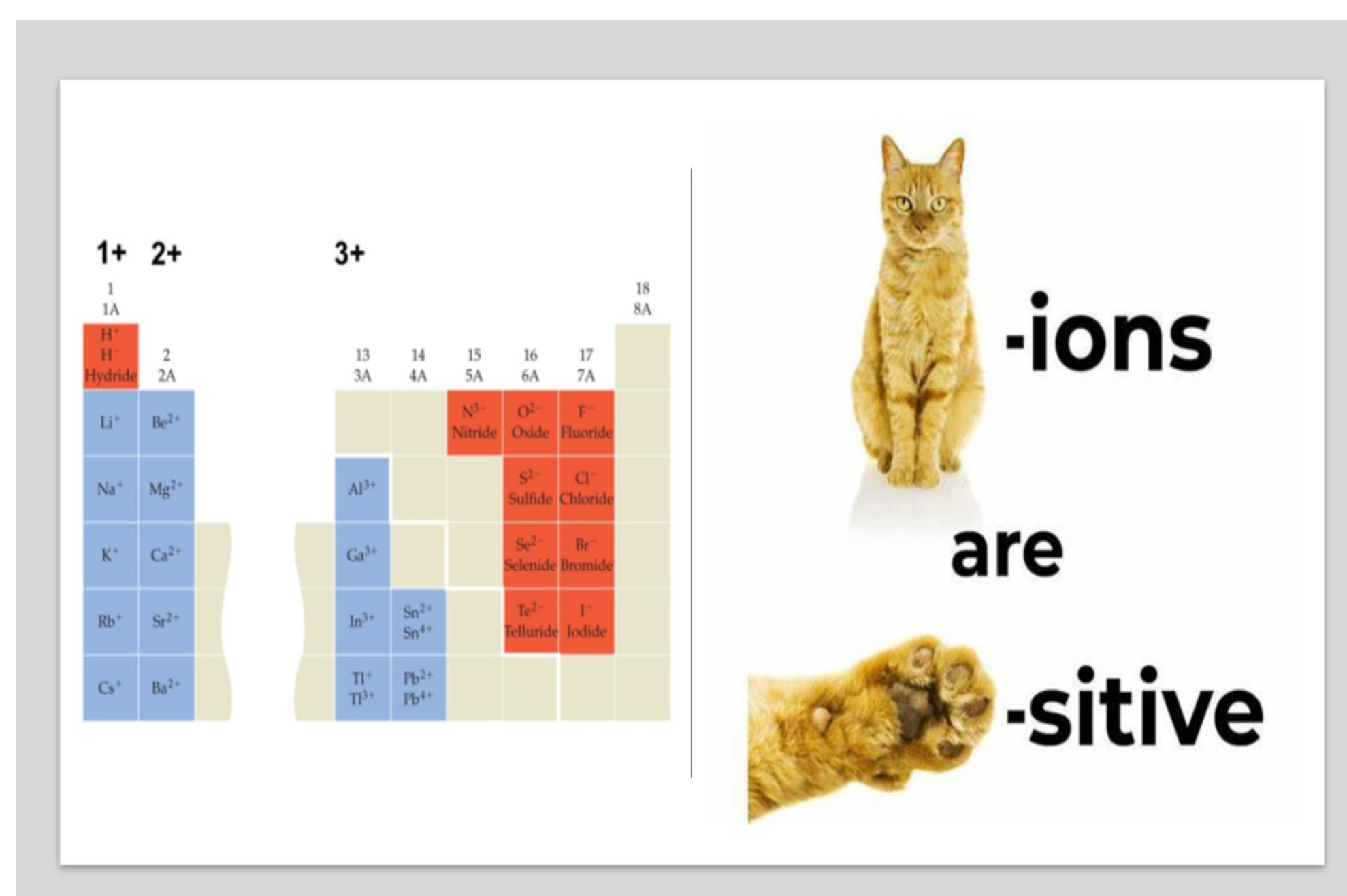
Student participation was lower than what we expected.

- 5 out of the expected 11 faculty members attended.
- Faculty from each STEM department participated.
- 80% of students were more likely to ask their professors for help.
- 10% of students reported an increase in belonging, as 80% reported they already felt a strong sense of belonging before the event.

### SUMMARY

As a team-building exercise to improve students' sense of belonging and comfort when talking with faculty and administrators, students will host an impromptu/improv lecture activity with faculty and administrators from the STEM department. Students will use information/slides from various STEM class lectures, put them together into a creative PowerPoint, and ask faculty to give a 5-minute impromptu lecture on slides not in their subject area. This activity is designed to get faculty out of their comfort zones in front of students, to allow students to see a humorous side of faculty, and to enable faculty to gain a better understanding of the student experience of learning new material which they are held accountable for understanding and knowing.

### PHOTO HIGHLIGHTS



### TIPS FOR OTHER INSTITUTIONAL TEAMS

It is a fun event to host, and everyone seems to enjoy it; the room is always filled with laughter. It is an excellent opportunity for student and faculty interaction, and I would highly encourage other institutions to try it.

### ACT

We would like to adopt this PDSA again as the results were very similar to last time and the results show measurable improvements.

### DATA

The results were pretty straightforward, so there was not much analysis needed. One out of ten respondents showed an increase (from neither agree/disagree to somewhat agree) related to respect in the campus STEM community. The rest of the responses were positive (somewhat agree or strongly agree), and there was no shift in the responses pre/post.

### DISCUSSION & CONCLUSION

While the numbers are small and inconsistent, the data suggest that this activity increased students' willingness to discuss non-academic matters with their professors. However, faculty willingness to engage in these conversations appears to have declined. Given the low number of responses and the potentially different individuals who responded, this interpretation is weak at best.

Our data reveals that students do benefit from social interactions with professors regarding connection with their STEM department faculty and administrators.



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