

The Learning Curve

Episode 10: Transformational Belonging with Dr. Kathy Shaffer

Presented by the Academic Commons

[00:00:00;00 - 00:00;13;05] **Jacob Santos**

Welcome to The Learning Curve, a podcast presented by the Academic Commons.

[00:00;13;08 - 00:00;24;22] **Jacob Santos**

Your hosts for today are myself, Jacob and Demi. Our mission is to illuminate higher education, teaching and learning through the power of shared experiences and research informed practices.

[00:00;24;25 - 00:00;48;11] **Demi Harte**

On this episode of The Learning Curve, we'll be discussing transformational belonging with Dr. Kathy Schafer. Stick around through this episode for actionable advice on how to make your students feel seen, safe, and empowered in your classroom. As you listen, reflect on how you can use her experiences to not only teach content, but shape the identities of your students.

[00:00;48;13 - 00:01;11;18] **Demi Harte**

Doctor Kathy Schaefer, associate professor and director of Innovation in the College of Nursing, is passionate about creating learning experiences that connect healthcare students with Philadelphia's most vulnerable communities. Her work focuses on developing educational strategies and researching how they shape both health care providers and population health. Welcome, Katherine.

[00:01;11;20 - 00:01;13;04] **Kathy Schaffer**

Thank you. Thank you for having me.

[00:01;13;06 - 00:01;18;22] **Demi Harte**

How would you describe your teaching practice in three words?

[00:01;18;24 - 00:01;27;28] **Kathy Schaffer**

Well, you started your show out with two of them. Transformational belonging. The third word I would use would be limitless.

[00:01;28;00 - 00:01;35;23] **Demi Harte**

And so what does transformational belonging mean to you and how has it evolved throughout your career?

[00:01;35;25 - 00:01;59;19] **Kathy Schaffer**

So this is a great question because several months ago, a colleague of mine asked me if you could describe your superpower, what would it be? And I was like, I don't know what that is. So, you know, I did what every normal educator would do and what the ChatGPT and I said, you know a lot about me from conversations that we've had over the last nine months.

[00;01;59;22 - 00;02;21;18] Kathy Schaffer

You you've seeing some of my writing. If you could describe my superpower, what would it be? ChatGPT came back and said, you are, your super power is transformational belonging. And I was like, what is that? And I went and I looked it up and I was like, oh, that is new. So transformational belonging isn't just about fitting in.

[00;02;21;20 - 00;02;56;15] Kathy Schaffer

It's really about creating spaces where people feel so deeply seen and safe and valued that they see themselves differently in that space, and they step in to their fullest potential. And that is my goal. Every student that I encounter, I want them to feel they belong here and that they can succeed in this space and they can be whatever they want to be.

[00;02;56;17 - 00;03;24;06] Kathy Schaffer

And I think that kind of started, I have three children, I actually have four children, I have a stepdaughter, but three biological children and two of my boys, they're twins. Have learning disabilities. And I always knew when they were little they just learned differently. They weren't the kid who sat in the front. If you sat in the classroom with their hands folded, they could absorb information they needed to move.

[00;03;24;08 - 00;03;53;10] Kathy Schaffer

They needed to experiment. They needed other forms of knowing. And I always made it my mission when they were going through school, that they saw their fullest potential. That they weren't going to be put in a box because they were not like everybody else. And I think I took a lot of that, fierce fighting like that mama bear fighting directly into my classroom because I saw kids in my classroom who looked just like my kids at home.

[00;03;53;12 - 00;04;04;01] Kathy Schaffer

And I was like, you know what? I'm going to fiercely fight for them. And I need to have them believe that they can succeed.

[00;04;04;03 - 00;04;28;23] Jacob Santos

It's wonderful to hear how you make that connection in your family and saying, you know, the human in the student that's sitting in front of you rather than just kind of a brain that's sitting there for you to teach. So with that idea, you know, talking about wanting your students to feel like they are meeting their fullest potential and you fighting for that belief for them in your classroom.

[00;04;28;25 - 00;04;36;05] Jacob Santos

How does that view, impact your approach to the challenges of teaching and learning?

[00;04;36;07 - 00;04;58;09] **Kathy Schaffer**

Yeah. So a lot of it has to do in the space of trauma informed pedagogy. I do a lot of work with another professor here at Jefferson by the name of Doctor Stephen DiDonato. He is a trop. He's a licensed psychologist, and he used to run the trauma counseling center at East Falls, but now they work since 2020 at Jefferson.

[00;04;58;12 - 00;05;28;07] **Kathy Schaffer**

And Steve and I have always had a connection around trauma awareness from informed Care. And it evolved during the pandemic to trauma informed pedagogy. And I really come from every time I step into a classroom, every faculty meeting that I enter into, every leadership conversation that I have from the lens of trauma informed pedagogy. And I think it doesn't change overnight.

[00;05;28;09 - 00;05;49;26] **Kathy Schaffer**

But I think the more that we talk about it, the more that people become aware of what is trauma informed pedagogy that you start to see differences in the way of of our expectation. You just because you have empathy in the classroom, doesn't mean you lower the standards of your students. The expectations are still there. It just comes with a different lens.

[00;05;49;28 - 00;06;05;02] **Kathy Schaffer**

Yeah. That's, important way to look at it. And so just to continue with this conversation of teaching practices, how do you foster creativity in environments that might be resistant to change or innovation?

[00;06;05;04 - 00;06;31;02] **Kathy Schaffer**

So in my class every year, every January, I have a group of 25/30 nursing students who say I am not creative this is not what I do. I don't know what to do, and I, I think the way that I do. It is I create that space that this is a safe space for you to make a mistake that I now in.

[00;06;31;05 - 00;06;54;13] **Kathy Schaffer**

And that with the understanding, is that they're not going to the content that I teach doesn't directly help them pass the NCLEX, that state board exam. Right. However, creativity does foster clinical judgment, because if you think quickly, oh, this didn't work, I have to try something different. This oh this part work with this student, part work. How do I put this piece together?

[00;06;54;18 - 00;07;13;19] **Kathy Schaffer**

It's the same thing. I walk into a patient's room. They're not doing very well. This. This method is not working. I've got to quickly change. I don't have time to sit here and think. I got to do something different. And so it does foster creativity. So I just create the space, and I just give the students the encouragement that it's okay to fail in my classroom.

[00;07;13;21 - 00;07;44;19] **Kathy Schaffer**

But when you do it, you got to do it fast and you got to pick yourself up and you got to say, okay, now, now what do I have to do differently? I think I also foster in my classrooms a sense of when I receive feedback. It is not a direct criticism of you as an individual. It's it's a it's guiding you to look at it from a different lens because this might not work or it didn't work.

[00;07;44;21 - 00;08;12;21] Kathy Schaffer

So I need you to reflect on why it didn't work and what could you do differently? Reflective practice is very big in neuroscience, very big. And I try to foster that from the moment. I need students in my intro to nursing class. Everything should be a reflection that you do in life. It doesn't matter what it is. Every conversation you have, every test that you study for, anything that you do should be reflective in nature.

[00;08;12;23 - 00;08;28;19] Kathy Schaffer

And and then from there figure out, well, if I was going to do it differently, what would I do? Or maybe I wouldn't do it differently. Maybe I did it exactly way I- the way I felt I should. It's the other person who did it respond the way that, you know, I thought they would.

[00;08;28;26 - 00;08;52;20] Jacob Santos

You talk, a lot about how your classroom you really work to make your classroom a creative space where learners can try new things, even if it means they might fail. And it's good, you know, try it doesn't work. Now, let's figure it. Let's get yourself to pick yourself up and keep moving. And a little bit earlier you talked about how trauma informed pedagogy is so key to what you do in the classroom.

[00;08;52;23 - 00;09;11;00] Jacob Santos

So I was wondering if you could go a little bit deeper in that kind of defining for us what trauma informed pedagogy is for you and how those practices really impact your day to day teaching. If there's like an example when this led to a particularly creative breakthrough or something.

[00;09;11;02 - 00;09;45;28] Kathy Schaffer

So to me, a warm pedagogy is really being able to understand students identities, struggles, and even their stories that they bring to every class, right. And I, as a faculty honored to right I and when I say create a safe space, I can't make anyone feel safe. And that's that is a key piece of trauma informed pedagogy. But what I can do is I can create a space where you feel comfortable enough to take a chance.

[00;09;46;01 - 00;10;10;12] Kathy Schaffer

Right? There is a lot to do with what some people call psychological safety. And that's really hard to foster in in health care, in general. Right. I think you ask any health care provider here at Jefferson and any faculty member just saying the words psychological safety and everyone just like kind of like, oh, right. We all go, oh, that's not possible.

[00;10;10;14 - 00;10;37;04] Kathy Schaffer

But we know that when you create psychological safety, the most successful health care teams function in that room. So what I try to do with my students is create space where, you know, we I, I create what I

do soft landing. But just recently, last year, I started to tell a joke every day in class. They are the corniest mom jokes.

[00;10;37;04 - 00;11;03;24] Kathy Schaffer

You've ever heard. And I said to the students, when I tell my jokes, I don't care if you're laughing at me. I don't care if you're laughing at the joke. I don't care if you laugh, you're chuckling and you won't admit it and you're chuckling inside. I got you to shift from the sympathetic nervous system into the parasympathetic nervous system to start class, because we all know that when you're highly stressed, you can't there's no cognitive like absorption whatsoever.

[00;11;03;27 - 00;11;22;24] Kathy Schaffer

So I work a lot with in my classes to shift them out of that stress mode and try to, you know, I'll take parasympathetic breaks throughout the my class. I'll, you know, and I'll say to them, so how are you all doing? And I'll hear like, fine. And I'll say, you know, fine is not a feeling. Fine is not an emotion.

[00;11;22;27 - 00;11;45;12] Kathy Schaffer

Give me an emotion that you're feeling. And I really want them to start using words. I really want them to start using what I'm asking them to do with tapping into the parasympathetic nervous system and I try to in my classes, when I have students who maybe are struggling, but because they're, you know, the competing class version of my class.

[00;11;45;12 - 00;12;05;12] Kathy Schaffer

And so maybe they they submit an assignment and it's not the greatest in the world. You know, I try to use the feedback that I give them that I know you you tried. All right. Because you attempted, you handed it in on time. Right. That's that's an attempt. This is what I want you to think about next time when you're going to write something for me.

[00;12;05;14 - 00;12;22;02] Kathy Schaffer

I need to see more connection. "blah" whatever the rubric says, you know it; you're supposed to make some sort of connection to the to one of the concepts that we just talked about. You have little depth here. Next time, I need to see. So it's almost like in my classroom, the first time is almost like not the first.

[00;12;22;02 - 00;12;41;24] Kathy Schaffer

It's not a pass, but I will give you a little bit more of a leeway when you when you do something. But now that I've given you some feedback, that feedback, and I'm telling you it's not personal, it's how to make you better. I knew I want to see improvement, and a lot of times I do have students who just say, you know, thank you, I appreciate that.

[00;12;41;27 - 00;13;03;06] Kathy Schaffer

I, you know, I'd had some students, you know, who for whatever reason, don't hand in assignments for several weeks. And I will argue, you know, Canvas is your best friend and go in and I'm like, hey, listen, I,

you know, I don't know what's going on. I'm just reaching out, you know, is there anything I can do to help?

[00;13;03;13 - 00;13;19;00] Kathy Schaffer

How can I get you back on track? I never say what's wrong. I always say, how can I get you back on track? Oh, great. So let you know that your assignments were subjected to the five. You know, our late policy. I don't want to see this happen again, to the few of them them because we're almost at the end of the semester, so things like that.

[00;13;19;00 - 00;13;34;04] Kathy Schaffer

So I use those types instead, you know, not just out of my innovation class, but in my other classes. I try to use that which all come from trauma informed pedagogy, to help them and then develop that piece of them.

[00;13;34;06 - 00;13;52;20] Demi Harte

I love this, I'm like you said earlier, this mama bear approach, you have to hear the students and the classroom. And I think it is just so important to have, you know, empathy for your students and not asking what's wrong, but how to get them back on track. I think that's that's really, really cool way to phrase it.

[00;13;52;23 - 00;14;07;23] Demi Harte

And so, you know, moving into empathetic leadership, how do you utilize empathy, empathetic leadership through long words and your day to day work with students or colleagues.

[00;14;07;26 - 00;14;38;14] Kathy Schaffer

So I think that that has a lot to do with just being trauma aware. I'm not saying that this, that all the focus is on students. I am a faculty member. I have colleagues life is stressful for us as well. We feel it. We have large classes. You know, we are trying to our best, you know, being there for the students 24/7 and then, you know, transitioning to home and take care of your family, 24/7 then leaves no time for you.

[00;14;38;17 - 00;15;16;03] Kathy Schaffer

So how I approach transformational leadership, right, is when I have a colleague or a student who maybe something is off, could be in a tone, could be in something that they said. I often will say to myself, okay, something is happening here. Maybe I can show them the other side, meaning the person who seems to be having this struggle, right, like so, I, I hear what you're saying about the students, but maybe looking at it from this lens.

[00;15;16;05 - 00;15;40;05] Kathy Schaffer

Right? I try to, in those instances, as much as I can and have the other person see the other side. Something I'm trying with my students in this summer is this, you know, we have five and this has nothing to do with this, but it's going to come back full circle. Trust me. Hold on. We have five generations, people in the workforce right now.

[00;15;40;07 - 00;16;06;13] Kathy Schaffer

So that means five you know, different sets of values of how I function, how I lead, how I expect to communicate in one space, in one small space. And for a long time we have said to the older generations, well, you have to understand, this is a new generation. This is how they communicate. And they like to say, we have not done that to the younger generation.

[00;16;06;15 - 00;16;28;06] Kathy Schaffer

So my goal this summer is to say to my students, you're entering a workforce where there are some older people and this is how they value work, not just say that what you're doing is wrong, but maybe you have to meet them a little bit. Right? Maybe you have to understand that text messaging is not the way they communicate emails, right?

[00;16;28;11 - 00;16;55;09] Kathy Schaffer

Or maybe it is about, you know, being able to take two seconds and having a conversation where you and I are looking directly face to face with each other, right? And not talking on the phone. So I'm working with making it both ways to go both ways. And I think that's with everything that I do when I'm with faculty and we're in, even with a visit between colleagues, being able to see it both ways, with my students, being able to see it both ways.

[00;16;55;11 - 00;17;18;17] Kathy Schaffer

I have a set of girls in my class that every semester I show my students, and it does things like, you know, like we value diversity of thought. Everyone you know is welcome in our classroom. And we sit to listen and not, you know, to talk, but you know, not to, answer. Right. But one of my rules in my classroom is this that we all make mistakes.

[00;17;18;17 - 00;17;43;16] Kathy Schaffer

Students and faculty. So we need to allow grace to each other when those make mistakes are made. And I think that's part of transformational leadership is that we all make mistakes. And I'm the first person to admit that I've either made a mistake. I don't know, I got it wrong and I'll try to fix it in any way that I can, or get the right answer, or find the right people who can answer it.

[00;17;43;18 - 00;17;47;10] Kathy Schaffer

But you got to give me some grace because I'm going to do the same thing to you.

[00;17;47;17 - 00;18;18;05] Jacob Santos

There is so much in that response that I love, and I'm really trying to figure out what I want to hone in on as I transition to our next question. First of all, the communication with the individuals that they're

working with that are older than them, I really like that. In a way. It kind of lends itself to this idea of you in your classroom are trying to make sure your students are feeling valued and seen, and in a way, this is how they can make their colleagues feel valued and seen.

[00;18;18;05 - 00;18;47;24] Jacob Santos

Making these accommodations to help more a more collaborative working environment. And this idea of allowing grace for each other. So going with that line of making people feel seen and valued, can you speak towards any strategies? I know you've kind of probably hinted at some of these, but things that you've done in your classroom that you found to be most effective in making people feel seen and valued in, in your classroom.

[00;18;47;26 - 00;19;15;19] Kathy Schaffer

Yeah. So I teach Intro to Nursing on the East Falls campus, and one of my big goal of that entire class is to have the students in my classroom see people who look like them, who are nurses. And so we do this project called the. At the end of the semester, they have to do a presentation on a nurse, you know, from a history occurrence.

[00;19;15;22 - 00;19;36;26] Kathy Schaffer

But one thing is they can't use Florence Nightingale because I say to them, you know, when we say the word nursing, everyone just automatically goes towards Florence Nightingale. But there were many nurses who came before her, and there are many nurses after her. And in my classroom, everyone doesn't look like Florence Nightingale. And so I send them to a website called Nurses

[00;19;36;26 - 00;20;21;06] Kathy Schaffer

You Should Know. It is a fabulous website by one of my, colleagues who did it as an Johnson and Johnson Innovation Fellows project, and students look through when they find people who they can connect with. And this past spring, 2025 was the first time that I've ever had students make me cry because the connection of my students to nurses who looked like them and how they when they said in their presentations, I didn't know that there were any other Asian American nurses who did such great things.

[00;20;21;08 - 00;20;51;07] Kathy Schaffer

You know, I didn't know that there, you know, and they would make statements. I'm a young African-American male entering nursing. And to see what people have done before me to break barriers. And it was and I was like, you know, that that that's it. That's why I do it. Like, that's what I want you to see, that there are people who look and and I'm not just saying that it is based on the color of our skin or the gender that you are.

[00;20;51;10 - 00;21;15;12] Kathy Schaffer

We had able bodied nurses. You know, we have neurodivergent nurses who, you know, students who just don't feel like they belong, like they're just a little like they're not sure. They're just not like everybody else. And I connect them to people, nurses who are successful who say, no, no, no, no, no, no, no, you belong here because I'm here.

[00;21;15;15 - 00;21;32;14] Kathy Schaffer

So I think that's the most enriching thing that I can. That's a perfect example. And it's not something big and crazy and like really out there in an idea thought. Right. It's about letting students see that there are people like them who are in nursing.

[00;21;32;21 - 00;21;59;05] Demi Harte

I think some people don't realize how impactful it is to see people who think like you or look like you in any type of media, you know, especially something like with nursing, where, you know, traditionally we see a lot of women. So seeing male nurses doing great things or people of color doing great things as nurses and just showing that, hey, we all belong here, you know, you belong here.

[00;21;59;05 - 00;22;09;15] Demi Harte

And I think that's that's really amazing and great that there's a website like that where, you know, you can look through and learn about nurses and the amazing stuff that they do.

[00;22;09;16 - 00;22;31;15] Kathy Schaffer

So I, I just want to add one more thing. So this this past spring, also, I did something a little bit different based on feedback from my fall course. Students said in my intro to Nursing course they wish they could talk to real nurses. It's like, hey, what am I? I'm a nurse and I know what they meant.

[00;22;31;18 - 00;22;46;14] Kathy Schaffer

They wanted to talk to a nurse and a nurse anesthetist. They wanted to work, talk to a nurse. They wanted the nurse from the ICU to come in the classroom and tell them what the ICU was like. The pediatric. I got them right. My class is 75 minutes on a Monday. It was it would not be possible.

[00;22;46;14 - 00;23;09;12] Kathy Schaffer

So I created my own podcast called Scrub Talk Beyond the Bedside. And I interviewed nurses and I let my students hear them. But what was really fascinating about the people that I talked about or talked to is I was very strategic in asking questions like, did you always want to be a nurse? You know, tell us about my story.

[00;23;09;14 - 00;23;29;10] Kathy Schaffer

The other thing was like, it, tell me, what do you think it takes to be successful in nursing school? Because again, I'm trying to set them up as they're going to go into our JCN right. And many of my, the nurses I interviewed were like, you know, nursing school, this struggle like one. Well, one, you know, I failed chemistry.

[00;23;29;12 - 00;23;51;23] **Kathy Schaffer**

Right. And I was like, yeah. So, you know, that's great because I failed out of school. The first time I went, I went to college. And so again, it's not just about gender. Isn't this not about race? Not just it's about people who struggle like people think that, oh my God. Like everyone gets straight A's in nursing school and you know that's what it is, no people struggle.

[00;23;51;26 - 00;24;13;01] **Kathy Schaffer**

So again I wanted my students to see that it's not we all and it's nothing to be ashamed of, the struggle. It's be- it's a sign of strength to ask for help than a sign of weakness. And I wanted them to see that in those types of conversations that I had with other people.

[00;24;13;03 - 00;24;42;17] **Demi Harte**

That's really awesome that you took the feedback and did something with it, like creating a podcast. Like that's really, really cool. And just, I'm sure the students really appreciated that, that you made that effort for them. And so I, it seems like you're kind of answering a little bit with the feedback, but how else do you measure or really recognize when a culture of belonging has truly taken place, taken root in a classroom?

[00;24;42;20 - 00;25;06;25] **Kathy Schaffer**

I think I see it a lot in, listen, I will tell you this, I up until about maybe four years ago, feedback for students became very personal to me. I mean, any of you who are listening to this, who are in academia, you're know, your evaluations. You read them. And out of a class of one hundred, ninety eight students think that you're like, the best thing next to ice cream.

[00;25;06;25 - 00;25;33;01] **Kathy Schaffer**

And two students were like, oh my God, you were the worst faculty member. You should never be teaching at all, right? I've had those, I've had those. And I spent many times in my office crying. And it wasn't till about a few years ago that I took it with a different lens. And I said, you know what? There's something in this student that and I think it comes from the problem, informed awareness.

[00;25;33;01 - 00;26;04;08] **Kathy Schaffer**

Right. There's something in this student's statement, there's truth to this that I retraumatize them somehow. I'm going to read it some more. And it had to do with the fact that a student, the one student, said that I always seem so angry that I'm always yelling and I'm like, I don't yell. And then I thought, as I sat and I read it and I'm like, what what? When I get very passionate and I am extremely passionate about teaching and my profession.

[00;26;04;16 - 00;26;32;06] **Kathy Schaffer**

I love being a nurse. I love what I do, I get very excited and I talk very loudly because even my kids be like, mom, why are you yelling? I'm like, I'm not yelling. I'm just so passionate. And I thought to myself, you know what? I'm going to put a disclaimer every time I teach and say, and if you know, I when I talk about a concept or talk about a subject, I tend to get very passionate, excited, and I raise my voice and I'm not yelling at anyone.

[00;26;32;08 - 00;27;10;29] **Kathy Schaffer**

But if I am, you have to say Dr. Shaffer bring it down a little like we love you, but you're. Because then I get it right, I'll get it. And so I that way. And I see, you know, I see differently my feedback from my evaluation. I think what I see more so, in feedback is my students, in my innovation class, when they do weekly reflection, then we start out at the beginning and I'm every semester I am the faculty member who literally will redo almost all the assignments or change something up because I'm like, oh, I can't do that.

[00;27;11;01 - 00;27;30;10] **Kathy Schaffer**

It's not right yet. It's just not right. It's just not right. I'm going to get it. I'm going to get it. I'm going to get it. And then I read their like final reflection in the class and they're like, I feel like I have the power to change people's lives. I'm like alright, that'll, I don't need to do anything else.

[00;27;30;16 - 00;27;38;22] **Kathy Schaffer**

I don't my job. If I've given you the ability to feel like you can change someone's life, I've done my job.

[00;27;38;29 - 00;28;00;19] **Jacob Santos**

I think that's a really, you know, as an educator, hearing that from a student that is so affirming of what you're doing. And even if you know you're doing different things that are differently from colleagues or trying new things, and you hear that from a student, it is just such like, okay, I tried this, I changed things up.

[00;28;00;22 - 00;28;27;13] **Jacob Santos**

It really worked for them. And that's that's beautiful to hear from a student. So we're coming, unfortunately, to the close of our interview. We've heard so much wisdom from you today. So I was wondering if you could and, end us with 1 or 2 pieces of advice you would want to give to educators who are listening to this, who would like to transform their learning environments into these places of belonging for their students.

[00;28;27;16 - 00;29;09;14] **Kathy Schaffer**

Yeah. So I think my one piece of advice to educators would be this don't just teach content, shape identity in your classroom. How you go about doing that? I think you have to experiment. I think you have to be willing to take feedback. I think you have to be open to changing. I think maybe, you know, I, I

honestly understand the demands of being a faculty member, a mother, a wife, you know, an employee, a teacher.

[00;29;09;16 - 00;29;32;15] Kathy Schaffer

That's a lot. Right? And I am also a business owner. That's a lot going on. You've got a lot of lives that you're trying to take care of, and little time for yourself. But I think you have to be willing to maybe put in a little, a little bit to try to change something that in the end you will see, like the fruits of your labor.

[00;29;32;18 - 00;30;12;03] Kathy Schaffer

And so it might be changing the assignment again that maybe you're asking them instead of, you know, objective testing. You're asking for reflections and reading the reflections and giving, you know, honest, you know, good, honest feedback to shape them. Because, oh, and the one thing I do all the time to my students at the end of the semester, I write an email to my students thanking them for allowing me to be their teacher for the semester, for showing them ways that they have changed and transformed me, and that what I hope and wish for them in the future.

[00;30;12;05 - 00;30;33;15] Kathy Schaffer

And I think that students need to be again, I think we need to acknowledge them, that they do make impact on us, that they do make a difference, and that we hope that what we did changes them. So that would be my other piece of advice is to send, the send an email to their students at the end of the semester.

[00;30;33;17 - 00;30;37;14] Kathy Schaffer

It goes a long way, a long, long way.

[00;30;37;16 - 00;31;00;11] Demi Harte

I agree, and that's both great pieces of advice. And thank you. Thank you so much for taking time out of your day to be here with us and sharing your knowledge and expertise. There's so much good content here, and we had a lovely time talking with you and that is the end for this episode. Thank you again, Catherine.

[00;31;00;13 - 00;31;04;28] Kathy Schaffer

Thank you. It was my pleasure.

[00;31;05;00 - 00;31;30;26] Leah Miller

Thank you for joining us this month. On The Learning Curve. You can find more information and resources related to this episode at Academiccommons.jefferson.edu/thelearningcurve, and we hope to see you at some upcoming Academic Commons workshops. If you would like to be featured on a future episode of The Learning Curve, please contact us by using the button on our show page.

[00;31;31;03 - 00;31;32;09] **Leah Miller**

Thanks for tuning in.