



Alliant International University

Center for Teaching and Excellence - Newsletter

April 27, 2021

The [Center for Teaching Excellence](#) monthly newsletter provides information about events sponsored by the CTL as well as around the university and beyond. We also highlight resources available to Alliant faculty on the CTE site and elsewhere. We encourage you to submit possible content of interest to faculty for an upcoming newsletter.

Center for Teaching Excellence Events

On Demand



The CTE site section on **Course Design**, subsection on Integrating Diversity, Equity, and Inclusion into Course Content and Assignments, includes a link to the recent webinar by Dr. Kim Case, *Syllabus Challenge: Infusing Inclusive Practices*. There is also a link to the Syllabus Challenge document provided by Dr. Case that includes practical tips and strategies to address both the syllabus document itself and broader course design issues.

► View webinar here: [Syllabus Challenge: Infusing Inclusive Practices](#)

Other Events

Upcoming



Combating Anti-Asian Hate: Past, Present, and Future of Asian American Activism. April 29, 2021, 12:00 – 1:00 pm PDT. The presentation will feature Helen Zia, journalist, writer, and activist who will share insights from her life and career in an interview with Santa Clara University Professor Sherry Wang, PhD, Counseling Psychology.

https://www.scu.edu/cas/news--events/calendar/#!view/event/event_id/269834

The Relationship between the Arts and Mental Health. April 30, 2021, 9:15 – 10:20am, PDT. This will be an open dialogue with Rhiannon Giddens, singer, songwriter, and Santa Clara University, artist in residence.

https://www.scu.edu/cas/news--events/calendar/#!view/event/event_id/271047

Diversifying the Graduate Student Pipeline. April 29, 2021, 2:00pm, EDT. a panel of leading professionals and practitioners in diversity and inclusion will join *The Chronicle of Higher Education* for an hourlong discussion of the steps needed to make progress on this pivotal issue in higher education today.

<https://www.chronicle.com/page/diversifying-the-graduate-student-pipeline>

On Demand

Decolonizing Psychology Training. This is a link to a recording of a daylong conference on April 16, 2021, at Teachers College, Columbia University, in which speakers provide a critical examination of systemic racism and provide strategies related to curriculum, research practices, clinical supervision, and mentorship. https://www.youtube.com/watch?v=d0diS_IMl2k

Documents



- In the section **Course Design**, subsection on Integrating Diversity, Equity, and Inclusion into Course Content and Assignments, there is also a link to the Virginia Commonwealth University Guide to Writing Anti-Racism Syllabus Statements, which was a collaborative effort between their Center for Teaching and Learning Excellence, The Office of Institutional Equity, Effectiveness and Success, and additional units across VCU. It stresses the individual nature of such statements while providing general guidelines.
 - ▶ View guide here: [Virginia Commonwealth University Guide to Writing Anti-Racism Syllabus Statements](#)
- In the New Faculty section of the **Resources for Teaching** section of the CTE site, there is an outline of best practices for using PowerPoint. It provides a summary of advice from a variety of sources about content, format, presentation style, and use for teaching that comes from a range of sources. This information can be useful not only for instructors, but also for graduate students who are making presentations.
 - ▶ View PowerPoint tips here: [Best Practices for Using PowerPoint](#)

Events

- The CTE site section on **Diversity, Equity, and Inclusion**, subsection on Supporting Diverse Students, includes a link to the recent webinar sponsored by the Office of Diversity, Equity, and Inclusion on supporting Muslim students during Ramadan. The accompanying Guide provides additional information on Ramadan as well as suggestions for accommodating Muslim students during this period of fasting.
 - ▶ View webinar and guide here: [Supporting Muslim Students During Ramadan](#)
- The CTE site section on **Diversity, Equity, and Inclusion**, subsection on Supporting Diverse Students, also includes a link to a training sponsored by the Office of Diversity, Equity, and Inclusion last fall on Supporting Transgender and Nonbinary Students. The PowerPoint presentation is included along with the recording.
 - ▶ View webinar and presentation here: [Supporting Transgender and Nonbinary Students](#)

Teaching Tips

Creating Rubrics



In its section on Instructional Resources, **Assessment** subsection, the CTE site presents information on creating rubrics for assessing student performance. In developing tests and assignments, instructors aim to be clear about the learning objectives they are evaluating and the expectations they have for student performance. They also aim to be sure that they evaluate students' work consistently and fairly and that students are clear about their expectations and standards. Developing rubrics, which can serve as scoring guides for evaluating student products, allows instructors to meet these goals.

The section lays out the steps for developing rubrics:

1. Start small by creating one rubric for one assignment in a semester; then go on to all your other assignments.
2. Ask colleagues if they have developed rubrics for similar assignments or adapt rubrics that are available online.
3. Define the goal and purpose of the assignment to be evaluated. Relate them to learning objectives.

4. Decide what kind of rubric to use (holistic or analytic). The kind of rubric used depends on the nature of the assignment, intended learning objectives, and the amount and kind of feedback students will receive.
5. Define the criteria. Review the learning objectives and assessment parameters to determine specific criteria for the rubric to cover. Consider what knowledge and skills are required for successful completion of a task and create a list of criteria that assess objectives across different dimensions.
6. Define the rating scale to measure levels of performance. Rubrics typically include 3-5 levels in their rating scales.
7. Write descriptions for each performance level of the rating scale. Each level should be accompanied by a descriptive paragraph that outlines ideals for that level, lists or names all performance expectations within the level, and, if possible, provides an example of ideal performance within each level.
8. Test and revise the rubric. The rubric can be tested with students before implementation. Instructors can share the rubric and results with faculty colleagues for their opinions and revise the rubric for use in class.

You can find more about developing rubrics, including links to examples and additional information and resources, at

<https://alliantintluni.sharepoint.com/provost/SitePages/Rubrics.aspx>

Other Resources



Newsletter articles

Syllabus tone. Oregon State University reported the results of a study that found that "using a warmer tone in college syllabi makes students more likely to ask for help." The study was published in the journal *Teaching of Psychology*.

<https://today.oregonstate.edu/news/using-warmer-tone-college-syllabi-makes-students-more-likely-ask-help-osu-study-finds>

Student diversity at colleges and universities. This *Chronicle of Higher Education* article provides a table that shows the race, ethnicity, and gender of students at 3,942 colleges and universities in the fall of 2019, the latest year for which statistics are available from the U.S. Department of Education. The data include undergraduate, graduate, and professional-school students attending full time and part time in the 50 states and Washington, D.C.

<https://www.chronicle.com/article/student-diversity-at-more-than-4-300-institutions/>

Podcasts

Teaching in Higher Ed is a podcast produced and hosted by Bonni Stachowiak of Vanguard University. The podcast focuses on topics such as excellence in teaching, instructional design, open education, diversity and inclusion, productivity, creativity in teaching, educational technology, and blended learning.

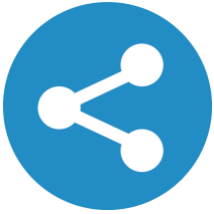
<https://teachinginhighered.com/blog/>

Research In Action is a podcast hosted by Dr. Katie Linder and funded by the Oregon State University Ecampus that is about topics and issues related to research in higher education featuring experts across a range of disciplines.

<https://ecampus.oregonstate.edu/research/podcast/about/>

Shared Resources

[Assessment Information Hub](#)



From Scott Zimmer, University Librarian:

The Alliant Library has created a hub for information about assessments and online assessment platforms. The hub is located at <https://alliant.libguides.com/Tests>, and can also be found on the library home page under Services.

The hub includes a section explaining to students how the library manages assessments, but it is primarily designed for faculty. It contains sections for each of the major testing platforms. Each of these sections describes how the platform works, and what the faculty member should do in order to begin using it with their students.

Assessments and their platforms are constantly changing. The library will update the Hub, as necessary. If users find information that is no longer current or have suggestions about information that should be added to the hub, these can be submitted to library@alliant.edu.

Dalia Ducker

Alliant International University

dducker@alliant.edu

