



Alliant International University

Center for Teaching and Excellence - Newsletter

March 29, 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



Upcoming

The Center for Teaching Excellence, in collaboration with the Alliant Office for Diversity, Equity, and Inclusion, is sponsoring a free workshop:

▶ **The Syllabus Challenge for Inclusive Practices**

April 1, 2021 (1:00 - 2:30PM) - Zoom ([REGISTER HERE](#))

View more detail [here](#).

On Demand

The CTE site **Diversity, Equity, and Inclusion** section includes a link to the recent Webinar, One Book, One CSPP. The presentations focus on systemic racism in relation to the book, *Caste: The Origins of Our Discontents*, by Isabel Wilkerson. The video begins with an overview of systemic and structural racism and a discussion of systemic and institutional racism. The second presentation focuses on intergenerational and racial trauma as well as the clinical implications of these traumas. The video ends with the presentation on the effects of systemic racism that includes statistics, information on the impact of racism on health indicators, and reflections on the current state of racism in the U.S.

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

Other Events



Upcoming

The Center for Innovation in Teaching and Learning at the University of California/Santa Cruz is presenting a convocation with a keynote address by Estela Bensimon: Practicing Equity with Fidelity to Racial Justice, on April 14, 2021, 5:30-8:00pm. Registration is free.

<https://citl.ucsc.edu/register-for-citls-2021-convocation-featuring-estela-bensimon/>

On Demand

Academic Integrity Online. When the pandemic forced many colleges online, faculty faced a new issue: ensuring academic integrity online. What are colleges doing now to promote honesty and fairness among their students? And just how prevalent have cheating and plagiarism become? A for a *Chronicle of Higher Education* webinar panel of experts take a look at the data and offer advice for key decision makers ([REGISTER HERE](#)).

Resources on Center for Teaching Excellence site

Reports

- In the **Diversity, Equity, and Inclusion** section, there is a link to a report from the Society for the Psychological Study of Culture, Ethnicity, and Race (APA Division 45) entitled Paper of Color Report: [Protecting and Defending Our People: Nakni tushka Anowa \(A Warrior's Path\)](#). It was prepared by the division's Warrior's Path Task Force in December 2020.



- The **Diversity, Equity, and Inclusion** section also has a link to [A Resource for Incorporating Trans and Gender Diverse Issues into Counseling Psychology Curricula](#) prepared by APA Division 17 Special Task Group, Making Room at the Table: Trans/Nonbinary Pipeline to Counseling Psychology.

Teaching Tips



Writing Learning Objectives

In its **Course Design** section, the CTE site presents information on writing learning objectives, which are conceptualized as the foundation for the process of designing a course: aligning objectives to tests and assignments and then to class activities that teach students the skills needed to accomplish these objectives. Although learning objectives are most often derived from the content of a course, it is necessary to consider additional factors in developing them, including (a) discipline-related skill sets, (b) accreditation and other external accountability expectations, (c) program goals and objectives, and (d) university level competencies. At Alliant, every program has a curriculum map that indicates which objectives should be attained in each of its required courses. The curriculum maps for all programs are linked to this section and should be consulted when course learning objectives are being developed.

The section lays out the steps for creating learning objectives:

1. Make a list of the knowledge and skills you wish students to gain in the course; they should be specific, observable, and measurable.
2. Determine the level of mastery you expect for each objective; then chose a specific action verb that represents the expected level of achievement for each item on the list. Level of achievement is often conceptualized in relation to Bloom’s taxonomy (links are provided to the original and revised versions).
3. When writing learning objectives, make sure that you have devised and developed a way to assess students’ achievements.
4. Use the learning objectives to guide your teaching. As you plan and teach your course, determine whether each new element supports one or more learning objective.
5. Check to determine whether each objective is being supported through specific course content.
6. Evaluate learning objectives using the following criteria: specific, measurable, achievable, results-oriented, and time-bound.

You can find more about writing learning objectives, including links to examples and additional information and resources, at

<https://alliantintluni.sharepoint.com/provost/SitePages/Learning-Objectives.aspx>

Other Resources



Newsletter articles

Faculty diversity. This article in the *Chronicle of Higher Education* on Race on Campus states that “Diversifying the faculty is among the most pressing goals that student activists have demanded from their colleges. And under pressure, many have announced high-profile efforts to create a more representative professoriate. But the latest federal data about who earns doctorates — the cloth from which the tenured faculty is cut — shows that progress over the last decade has been extremely slow.”

<https://www.chronicle.com/newsletter/race-on-campus/2021-02-23>

Effects of pandemic for women faculty. This article in the *Chronicle of Higher Education* on the Pandemic's Sexist Consequences reports that "Covid-19 has precipitated a caregiving crisis with profoundly gendered effects. The well-documented decrease in women's journal submissions is an early example of the pandemic's impact. In coming years, we'll probably see additional consequences, including widening gender divisions in attaining tenure and an increase in the gender pay gap. These effects will be particularly stark for racially minoritized women."

<https://www.chronicle.com/article/the-pandemics-sexist-consequences>[Podcasts](#)

Podcasts

School's In is a podcast series for educators and education administrators produced by Stanford's Graduate School of Education to highlight current issues in teaching.

<https://ed.stanford.edu/news-media/podcast>

Cold Call is a podcast series produced by the Harvard Business School featuring faculty discussing cases they've written and the lessons they impart.

<https://hbswk.hbs.edu/Pages/browse.aspx?HBSContentType=Cold%20Call%20Podcast>

Sharing Resources



In the **Mentoring and Supervision Resources** section of the CTE site, there is a link to an article in the *Chronicle of Higher Education* about a faculty member in the psychology department at the University of Minnesota/Twin Cities who uses an advising statement to mentor students. This statement allows the faculty member to clarify for his students his philosophy, expectations, and preferred ways of working together.

▶ [One Way to Be a Better Mentor to Grad Students? Try an Advising Statement](#)

The CTE site provides a link to his statement.

▶ [Dr. Syed's Graduate Student Advising Statement](#)

This is an important and useful tool for faculty working with graduate student mentees. If you have developed an advising statement for working with your students and are willing to share it with colleagues, please send me the document or a link, and I will post it on the CTE site.

Dalia Ducker

Alliant International University

dducker@alliant.edu

