



Alliant International University

# Center for Teaching and Excellence - Newsletter

September 15, 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.

Dalia Ducker

## Center for Teaching Excellence Events



### UPCOMING

**October 22, 12 :00 - 1:30PM** Dr. Dana Ferris, Professor and Associate Director of the Writing Program at University of California/Davis, will give a webinar/workshop on **providing students with effective feedback on their writing**. Dr. Ferris's research areas include responding to student writing and second language literacy. She is widely published and teaches writing courses, writing pedagogy courses, English Grammar, and graduate seminars on second language writing and responses to student writing.

This interactive webinar focuses on creating conditions that result in success for student writers. It proposes a thoughtful approach to feedback on student writing that can go a long way toward establishing those optimal conditions.

We will discuss principles and strategies for

- assessing student writing,
- responding to student written work,
- providing feedback on content, and
- providing feedback on language and mechanics.

▶ [Click here to register](#)

## Other Events



### UPCOMING

#### Alliant

The Office of Diversity, Equity, and Inclusion will sponsor three interactive webinars by Dr. Shorter-Gooden during the fall semester:

**September 17, 12:00 - 1:30PM** Implicit Bias: What It Is and How to Interrupt It

**October 5, 12:00 - 1:30PM** How to Deal With Diversity Flash points in the Classroom

**November 6, 12:00 - 1:30PM** Culturally Responsive Mentoring

Dr. Shorter-Gooden is a principal at Shorter-Gooden Consulting. She served as the first Chief Diversity Officer and Associate Vice President at the University of Maryland, College Park, and as Associate Provost for International-Multicultural Initiatives at Alliant International University and Professor at the California School of Professional Psychology. Dr. Shorter-Gooden is a thought leader with respect to equity, diversity, and inclusion and has provided consultation, training, and coaching to educational institutions, professional associations, and non-profit organizations.

#### Other

Drs. Thema Bryant-Davis, Anneliese Singh, and Carrie Casteñada-Sound will discuss **Exploring Liberation Psychology: Teaching, Training, and Practice**. This CE presentation will be held Wednesday, September 22nd at 11am/PST, 2pmEST.

▶ [Click here to register](#)

Please register and feel free share the information widely.

## ON DEMAND

### Other

#### [Promoting Academic Integrity](#)

This recorded panel discussion sponsored by *Inside Higher Ed* covers ways faculty are addressing the problem of student cheating, emphasizing the need for prevention and education.

#### [Providing Flexible Learning Models in Higher Education](#)

This recorded discussion also sponsored by *Inside Higher Ed* is titled "Providing Flexible Learning Models in Higher Education." It features a discussion of ways instructors are rethinking their use of teaching modalities and pedagogy to provide greater flexibility and maintain quality.

## Resources on Center for Teaching Excellence site



### Articles

In the **Course Design** subsection of the Resources for Teaching section of the CTE site, there is a summary of an article by Fuentes, Zelaya, and Madsen (2020) on Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion. The authors offered eight considerations for promoting EDI in the course syllabus.

▶ [CTE: Creating an Inclusive Syllabus](#)

### Consultations

The **Confidential Individual Consultations** section of the CTE site includes a information on the services the Center can provide. These include confidential individual consultations on course design and teaching, help creating and implementing midterm evaluations, and assistance in reviewing and interpreting final course evaluations. Consultation Request form:

▶ [Request consultation here: Consultations Request Form](#)

## Teaching Tips



### Midterm Feedback

Mid-semester feedback allows instructors to make teaching adjustments and improve their courses midstream. Instructors can gain insights about what is working as well as recommendations for improving learning and teaching. Based on recommendations by the University of Texas/Austin Center for Teaching and Learning, these are the steps in developing and implementing a plan to collect midterm feedback from students:

#### 1. Things to consider as you begin:

- When is the best time to collect this feedback?
  - A good time to collect this feedback is after the first major exam or unit break, but still early enough to be able to make adjustments if necessary (usually 4-8 weeks into the semester or 2-3 weeks into the term).
- How many students are in your class?
  - For large-enrollment courses, consider using closed-ended questions.
  - For smaller courses, consider using a mixture of open-ended and closed-ended questions.
- What are you most interested in learning about from the feedback collected:
  - Discovering what instructional strategies or course policies are and are not working well.
  - Determining how well specific changes made to the course are working.
- What's the best format for collecting the feedback?
  - Canvas allows students to complete an anonymous survey.
  - Qualtrics or Microsoft Forms can be used for surveys.
  - Sometimes a live discussion might seem like the most fitting setting for hearing from students. Consider letting an outside colleague facilitate a feedback session with your students while you step out of the room.

## 2. Select or create a brief feedback form for use during class

- The CTE site includes examples of forms that you can use or modify.
- If you would like to create your own feedback form, remember these strengths of each type of question:
  - Open-ended questions provide students with an opportunity to share about class dynamics or specific strategies.
  - Closed-ended questions help get a sense of trending answers across the class and are extremely helpful when focusing on the impact of specific strategies.

## 3. Discuss the purpose and process with your students

- Explain to students why you are collecting anonymous feedback.
- Provide an overview of the process, including when it will take place, how you plan to use the feedback, and when you will share results with the class.

## 4. Administer survey

- Online: Message students when the survey becomes available.
- In-class: do it at the start of class to avoid opinions being based on that day's class, give your students 5-7 minutes to complete the form, collect the surveys in a way that ensures anonymity.
- Thank your students for participating.

## 5. Analyze the results

- Closed-ended questions are easy to organize by mean and standard deviation. Open-ended question responses can be grouped into meaningful categories.
- Reflect on your teaching considering the results and identify realistic changes that can be made this semester.
- Summarize the results in a way that you can share with your class.

## 6. Respond to feedback

- Share your results and reflections with students and let them know what will and will not change as a result of their feedback.
- Use the opportunity to highlight what is working, as well as to clarify your rationale for using certain teaching strategies.
- Address what you as the instructor and they as the students can do to make the most of the learning opportunities remaining in the semester.

For additional information on midterm feedback please see this portion of the **Confidential Individual Consultations** section of the CTE site.

▶ [CTE: Developing and Implementing Midterm Feedback](#)

The CTE can assist instructors in selecting, modifying, or developing midterm evaluation forms.

## Other Resources



### Reports

#### [2021-22 Almanac Data Highlights](#)

This is a link to the *Chronicle of Higher Education* annual almanac with information on faculty, including average pay per standard course section and annual salaries at different types of institutions.

### Newsletter articles

#### [On \(Not\) Sleeping With Your Students](#)

This *Chronicle of Higher Education* article, "On (Not) Sleeping With Your Students" includes an interview

with Amina Srinivasan, a philosopher at Oxford University. The author "talked with Srinivasan about the similarities between therapy and teaching, whether students are newly infantilized, the ethics of shame and punishment, and what it means to do public philosophy."

### Podcasts

#### [Academic Minute](#)

*The Academic Minute* is a two-and-a-half-minute daily module that features researchers from colleges and universities around the world, keeping listeners abreast of what's new and exciting in the academy. A different professor is featured each day and you'll enjoy updates on groundbreaking research and how it helps us better understand the world around us. It is sponsored by the American Association of Colleges and Universities. Here are examples of recent modules:

- [Systemic Racism](#)
- [Creating a Culturally Competent Campus](#)
- [Toxic Racism](#)

### Blogs

#### [A Trauma-Informed Lens for Addressing Race-Based Incidents on Campus](#)

This post on the *Higher Education Today* blog (sponsored by the American Council on Education) by the directors of two university counseling centers, describes a trauma-informed approach for addressing race-based incidents, including ongoing discrimination, microaggressions, and other forms of racialized violence and systemic inequities on campuses.

## Shared Resources



#### [Using a Backchannel in an In-Person Synchronous Class](#)

In the switch to remote teaching, many instructors noticed an increase in student participation and question asking during synchronous virtual sessions through the Chat function in Teams or Zoom. This handout from the University of Guelph Office of Teaching and Learning tells how to continue the practice of using a backchannel in an in-person synchronous or HyFlex context.

## Faculty Success and Well-Being



### Faculty Life

#### [Your Career](#)

This article in the *Chronicle of Higher Education* provides advice on how to juggle multiple project deadlines. It offers two strategies for how to continue making progress.

#### [Could You Repeat the Question?](#)

This opinion piece in *Inside Higher Ed* addresses age-related hearing problems among faculty and makes suggestions for possible ways to address them.

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