



Alliant International University Center for Teaching and Excellence - Newsletter

April 7, 2022

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



On **April 11, 12:00 – 1:30pm PDT**, four CSPP/Alliant faculty members (Dr. Julli Green, Dr. Jennifer Staples, Dr. Tara Shuman, and Dr. Jan Estella) will present a webinar: **The Benefits and Challenges of Facilitating Allyship Among Faculty**. This workshop will introduce the importance of allyship efforts among faculty, including ongoing commitment to create and maintain allyship relationships through action, self-reflection, and accountability. The presenters will discuss their cross-racial and intersectional allyship development and impact on their professional roles, program faculty, and students, while highlighting collaboration and transparency and shared efforts toward social justice advocacy. Implications for admissions review, approach to BIPOC students, course content, clinical supervision, and teaching style will be addressed. The workshop will include suggestions for implementing allyship efforts among faculty while acknowledging the challenges of forming and maintaining these relationships.

[CLICK HERE TO REGISTER](#)

ON DEMAND

Teaching Disability as Part of Diversity. This workshop, presented by Dr. Rhoda Olkin, Distinguished Professor at the California School of Professional Psychology at Alliant International University, introduced key foundational concepts and presented sample activities for students. The goal of the presentation is to help teach students to gain knowledge and awareness in working with disabled clients.

[Teaching Disability as Part of Diversity](#)



UPCOMING

[Let's talk about teaching](#)

The *Chronicle of Higher Education* has put together a panel of three experts on teaching to discuss current pedagogical issues and answer questions in a series of four webinars. Three sessions have already occurred, but one more remains: April 29 at 11:00am PDT. Use the link provided to register.

ON DEMAND

The third session in the Chronicle of Higher Education series Talking About Teaching took place on March 25. If you want to watch this discussion on grading and assessment, you can [view the recording here](#).

Below are some resources mentioned during the event.

- Panelist Artze-Vega shared resources on “not-yet” [grading policies](#).
- Panelist Viji Sathy [shared more information](#) about how she gives two-stage exams.

Resources on Center for Teaching Excellence site

Resources for faculty success



The CTE site has added a new section with resources on the following topics related to faculty members' success in their academic roles:

- Teaching Advice
- Work/Life Balance
- Time Management
- Burnout
- Scholarly Writing
- Career Advancement/Professional Development
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The sources cited provide advice and suggest strategies – for both individuals and institutions – on how faculty members can achieve and maintain success and well-being.

[Faculty Success Resources](#)



Inclusive Syllabi

There are multiple ways for instructors to implement their commitment to inclusive teaching. One of these was discussed by Fuentes, Zelaya, and Madsen (2020) in their article on *Rethinking the Course Syllabus: Considerations for Promoting Equity, Diversity, and Inclusion*. The authors contended that the course syllabus sets the tone for the course environment; it is instrumental in the attempt to integrate equity, diversity, and inclusion into a course. To that end, Fuentes et al. offered eight considerations for promoting EDI in the course syllabus:

1. Engage in reflexivity: consider how one's own sociocultural backgrounds may influence one's approach to EDI.
2. Adopt a diversity – centered approach: consider the relevance of cultural factors and infuse this consideration in every aspect of their course, including topics, readings, lectures, activities, and assignments.
3. Highlight diversity in the course description and acknowledge intersectionality: make sure the course description indicates that diversity will be included.
4. Develop diversity – centered learning objectives: adopt either a culture-centered approach, which involves infusion of EDI into all learning objectives, or add a specific learning objective focusing on EDI.
5. Include a diversity statement: develop, adapt, or adopt a statement that includes (a) a commitment to respect for diversity, (b) a list of relevant dimensions of diversity, (c) a commitment to valuing diverse perspectives, and (d) expectations regarding classroom behavior. (The articles provides citations for model diversity statements.)
6. Decolonize the syllabus: (a) focus on readings by authors from marginalized and historically underrepresented groups, (b) acknowledge different holidays and privileges of holidays celebrated, (c) explain and emphasize the importance of office hours in order to mentor first-generation college students, (d) re-examine policies regarding grading, class participation, and attendance to assure equity; (e) rethink assignments and tests to take into account the diversity of learning abilities and incorporating alternative approaches (e.g., active learning), (f) include territorial acknowledgement.
7. Foster a family-friendly syllabus: develop a policy that promotes the diversity of needs and promotes equitable treatment.
8. Establish ground rules for communication: promote civil discourse by working with students to develop classroom communication guidelines.

<https://alliantintluni.sharepoint.com/provost/SitePages/Creating-a-Syllabus.aspx>

The CTE site also provides information on how to create a syllabus

<https://alliantintluni.sharepoint.com/provost/SitePages/How-to-Create-a-Syllabus.aspx>

On integrating equity, diversity, and inclusion into a course

<https://alliantintluni.sharepoint.com/provost/SitePages/Integrating-Equity,-Diversity,-and-Inclusion-into-Course-Content-and-Assignments.aspx>

On inclusive teaching

<https://alliantintluni.sharepoint.com/provost/SitePages/Inclusive-Teaching.aspx>

and on inclusive remote teaching

<https://alliantintluni.sharepoint.com/provost/SitePages/Inclusive-Remote-Teaching.aspx>

Other Resources



Articles

[The power of the pitch](#)

The author of this *Chronicle of Higher Education* article argues that in order to get something you want (e.g., attaining a career goal), you have to create a persuasive pitch and that creating a persuasive pitch can be learned by paying attention to the fundamentals of creating a narrative. These include considering the audience, telling a good story, providing specifics, being authentic, anticipating questions, practicing and getting feedback, and being brief and concise.

Podcasts

Academic Minute:

[The Health and Well-Being of LGBTQ+ Individuals](#)

In this podcast, Dr. Bryan Cochran discusses his research that focuses on the risk and protective factors that impact the well-being of LGBTQ+ individuals. Experiencing discrimination and victimization as well as structural stigma elevate the risk of mental health conditions. Having a supportive adult figure in one's life, attending a school that has a Gender-Sexuality Alliance, and receiving family support—are all beneficial factors that may buffer against negative health outcomes.

Academic Minute:

[Your Brain on Zoom](#)

In this podcast, Dr. Julie Bond explains why video conferences often leaves participants feeling tired and drained. In a series of experiments, she found that average transitions between speakers were about three times longer over Zoom than in person. These results suggest that the automatic neural oscillator was disrupted in the Zoom calls, requiring more mental effort to decide when to begin speaking.

Blogs

[APA's New Inclusive Language Guidelines](#)

The author summarizes three key things to know about APA's new inclusive language guidelines: (a) They are comprehensive and cover both using inclusive language in writing and avoiding micro-aggressions in conversations; (b) They are rooted in psychological science, including research on the long-term effects of inequality and discrimination; and (c) They are designed to be flexible and iterative and therefore are likely to change as new scholarship emerges.

Shared Resources



Teaching Tips

[Implementing successful collaborative group work](#)

This is a handout from the Center for Teaching and Learning at Oregon State University on implementing collaborative group work. It includes suggestions for developing seven aspects of structure as well as for four strategies for implementing each of them.

[Assessing group projects](#)

This is a handout from the Center for Teaching and Learning at Oregon State University on assessing student learning in group projects. It addresses the issues of the balance between group output and individual student performance as well as the balance between product and process.

The CTE site also provides information on evaluating group projects.

[Evaluating Group Projects](#)

Faculty Success and Well-Being



Managing Work Life

[Working with graduate students](#)

This *Chronicle of Higher Education* article provides tips for working effectively with graduate students on their dissertations. Among the issues raised are the need to (a) set clear expectations, (b) manage time and timelines, (c) limit your role to being a teacher, not a therapist, and (d) clarify the roles of the dissertation committee members.

[Moving into administration](#)

In this *Chronicle of Higher Education* article, a new senior administrator lists five factors to consider in deciding whether to move out of the faculty role and into administration. These include (a) considering what it means to leave faculty life, (b) preparing for longer hours on campus, (c) evaluating your skill set, (d) understanding your reputation, and (e) setting aside your ego and being prepared for criticism.

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