



Alliant International University Center for Teaching and Excellence - Newsletter

February 8, 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.

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Center for Teaching Excellence Events



UPCOMING

Center for Teaching Excellence

February 24, 2022, 4:00 - 5:30 PM, PST

Teaching Disability as Part of Diversity

Dr. Rhoda Olkin will present a webinar that is designed for those who want to include teaching about disability as part of diversity. After a brief review of key foundational concepts, three sample activities will be presented. Finally, suggestions for assessment of outcomes will be discussed. (Note that this is mostly a repeat of a previous workshop with Dr. Olkin in Fall, 2021.) **This workshop will provide 1.5 CE UNITS.**

[Click here to register](#)

Other Events



UPCOMING

Alliant Office of Diversity, Equity, and Inclusion

February 18, 2022, 12:30 - 2:00 PM, PST

Black Mental Health Matters

A distinguished panel of mental health professionals will be discussing topics affecting the Black community today. The panelists will provide insights about managing depression, anxiety, substance-abuse, and family dynamic while at the same time having to meet the demands of academia. The panel will be moderated with an opportunity for questions and engagement from the larger Alliant community.

Panelists: Monica Hinton, Ph.D., Ricky Pope, Ph.D. & Darlene Townes, PsyD

Moderated by: Julii Green, PhD, Associate Professor, Alliant International University & Rhasheda Pace, AMFT Graduate Student, Alliant International University

[REGISTER HERE](#)

Other

How to Use Diversity Equity, and Inclusion in Online Learning February 10, 2022, 11:00am - 12:00pm, PST

During this webinar, sponsored by *Inside Higher Ed*, experts will provide practical strategies to implement DEI and provide information on

- How DEI improves online learning
- Overcoming obstacles in a remote environment to establish DEI
- Ways to use DEI in online courses to improve student engagement and build a learner community

Register at

[How to use diversity, equity, and inclusion in online learning](#)

Resources on Center for Teaching Excellence site



Midterm Feedback

The research literature on teaching suggests that collecting midterm feedback from students can help instructors make crucial midcourse corrections and, thus, improve student learning. The Center for Teaching Excellence site provides information on collecting midterm feedback from students. This section lays out the steps for creating and distributing a measure as well as analyzing and interpreting the results. It also provides links to several examples on surveys of differing lengths.

<https://alliantintluni.sharepoint.com/provost/SitePages/Midterm-Feedback.aspx>

Teaching Tips



Best Practices in Mentoring Students

In graduate education, mentoring relationships, whether informal or formal, help students to develop both personally and professionally. Most faculty members develop their mentoring strategies by faculty don't explicitly think about effective mentoring and expect mentoring relationships to develop naturally and spontaneously. This expectation is sometimes unrealistic, however, given the complexity of the mentoring relationship. Becoming more intentional about the mentoring process may make it more rewarding and productive for both the mentor and mentee. The literature on best practices in mentoring suggests that there are common elements in successful mentoring.

1. Communicate with students
 - a. Clarify mutual expectations for the relationship
 - b. Stay in touch with students on a regular basis
 - c. Be open, approachable, and seek to build trust and create a comfortable working relationship
 - d. Listen carefully and provide constructive feedback
2. Demystify graduate school processes
 - a. Make sure students receives information on program requirements, milestones, and policies and understand program terminology
 - b. Make the implicit explicit; clarify the vague or unwritten aspects of the program's expectations

- c. Alert students to pitfalls and hurdles well ahead of time, especially those that might affect their standing in the program
 - d. Be familiar with campus resources and assist students in identifying support services
 3. Provide academic guidance
 - a. Advise student on developing a program plan that includes coursework and other academic requirements, as well as a realistic timeline
 - b. Provide feedback and guidance on timely progress toward meeting degree requirements
 - c. Provide feedback and advice regarding academic performance
 - d. Educate students about study and time management skills or refer them to school resources that can provide these services
 4. Foster networks and multiple mentors
 - a. Introduce students to faculty, staff, members of the community, and other graduate students who have complementary interests so they can create a team of mentors
 - b. Recommend and help students connect with experts inside and outside of the university
 5. Provide guidance for professional development
 - a. Advise students on opportunities that will advance their professional development
 - b. Provide students with professional opportunities
 - c. Assist students in identifying sources of financial support for professional activities and research; if appropriate, nominate them for awards or prizes
 - d. Assist with preparation of CV and position applications and practice for job or other professional interviews
 - e. Advise students on career options
 6. Provide encouragement
 - a. Reassure students of their skills and abilities
 - b. Work with students to recover and learn from setbacks
 - c. Help students find creative solutions to academic and professional problems
 7. Consider the entire person
 - a. Allow student to share information about their personal lives and interests
 - b. Be sensitive to students' other responsibilities and obligations
 - c. Be sensitive to the diversity of student lifestyles, cultures, and experiences and aware of the challenges faced by students from underrepresented groups
 - d. Support students' holistic development and well-being
 8. Act respectfully
 - a. Give students undivided attention during meetings
 - b. Keep appointments and other commitments
 - c. Write letters of recommendations in a timely manner
 - d. Keep information shared by students confidential to the extent possible (and discuss the limits to confidentiality)

For more information see

<https://alliantintluni.sharepoint.com/provost/SitePages/Mentoring-Students.aspx>

For ideas and examples of how to become a great mentor see

<https://www.apa.org/monitor/2019/01/cover-mentor.html>

Other Resources



Newsletter Articles

[Faculty salaries](#)

This *Chronicle of Higher Education* article reports data on faculty salaries at 3,500 colleges from 2012 - 2020. It is a searchable data base.

[Differences in hiring and salaries](#)

Inside Higher Ed reports on a study that found that educational institutions where women are presidents employ more women, in higher positions and for better pay, than those led by men.

[Ways to increase faculty diversity](#)

This article in the *Chronicle of Higher education* offers suggestions for increasing the number of Black faculty members, including (a) reforming recruitment and retention methods, (b) increasing the pipeline by increasing financial support for graduate students, (c) creating antiracist research centers and programs, and (d) financially rewarding units that are successful in recruiting, retaining, and promoting Black faculty members.

[Women administrators](#)

University Business reports on an American Association of University Women study that found large gender disparities not just in college president positions, but also among provosts and deans.

Podcasts

[Saint Louis University Law Summations](#)

The Saint Louis University Law Summations podcast is a 15-20 minute exploration of a diverse set of legal topics; each episode explores a new legal matter with member of the School of Law faculty.

[Stanford Legal](#)

This podcast, hosted by two Stanford law professors, aims to help listeners make sense of the law and understanding why it is that way.

Shared Resources



Tips

[Last day of class](#)

The University of California/Berkeley Center for Teaching & Learning reports ideas volunteered by faculty members on making the last day of a course count. Often the last day is taken up with housekeeping matter, but it is possible to make it a meaningful learning experience.

[Tips for working at home](#)

The Oregon State University Center for Teaching Innovation provides a list of 26 tips for being productive while working at home. The list includes advice on creating systems and avoiding distractions.



Faculty well-being

[How to give students grace](#)

This article in the *Chronicle of Higher Education* suggests six ways faculty members can revise their teaching policies and practices to better support students without exhausting themselves.

Faculty success

[Choosing service opportunities](#)

This *Chronicle of Higher Education* article advises faculty members on ways to select service opportunities that bring them satisfaction. It advises that faculty select committees that not only are consistent with their professional and personal interests but also allow them to form relationships and accrue social capital.

[Answering student questions](#)

In *Faculty Focus*, the authors provide five helpful strategies for answering questions when teaching and presenting.

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