



# Alliant International University Center for Teaching and Excellence - Newsletter

March 14, 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



### 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](#)

## Other Events



### 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. Two have already occurred, but two more remain: March 25 and April 29 at 11:00am PDT. Use the link provided to register.

### ON DEMAND

#### [Fostering motivation and engagement](#)

This is a link to a recording of the second roundtable in the *Chronicle of Higher Education* series on teaching. **Talking About Teaching: How to Foster Motivation and Engagement in Your Class**

[How to use Diversity, Equity, and Inclusion in Online Learning](#) This is a recording of a webinar sponsored by *Inside Higher Ed*. It featured speakers who provided ideas about how DEI improves online learning and ways to overcome obstacles in a remote environment to including DEI. They also offered practical strategies for implementing DEI in online courses.

## 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

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](#)

## Teaching Tips



### Plagiarism

The CTE site includes a section on Addressing Plagiarism that comprises six subsections that provide information and resources on preventing, detecting, or responding to plagiarism. [Addressing Plagiarism](#)

Strategies for **preventing plagiarism** can be categorized into four types:

1. **Educate students.** Instructors can begin by teaching students what constitutes plagiarism and why it is a problem. Students should be given a clear definition of plagiarism and encouraged to consider the ethical implications of plagiarism, from both a personal perspective and the perspective of the professions that they are about to join.
2. **Inform students.** Instructors should inform students about relevant policies, consequences, and resources. It is important to provide students with examples of both plagiarism and correct ways to present and cite material.
3. **Motivate students.** Another approach is to motivate students so that they appreciate the learning value of doing their own work for the course. This can take the form of pointing out to students that by engaging in plagiarism they are not reaping the full benefits of their education and of fostering engagement and active learning in a class.
4. **Redesign assignments and assessments.** Much of the literature on preventing plagiarism focuses on the need for instructors to plan assignments and assessments to make plagiarism difficult, or even impossible. The suggestions focus on preventing students from using others' past work or using work from other courses or sources.

Two major approaches have been taken to **detecting plagiarism**: One is the use of plagiarism detection programs such as Turnitin. The other is learning to identify the signs of plagiarism, including lack of references or citation, citations of outdated or obscure sources, inconsistent formatting or margins and fonts, abrupt changes in tone or tense, and papers that are slightly off topic or do not follow instructions.

In deciding how to **respond to plagiarism**, an instructor can begin by evaluating the reasons for the plagiarism. Some sources distinguish between deliberate use of someone else's work and inadvertent improper use of citations or misconceptions about academic writing. The process usually begins by meeting with the student. If the instructor decided to proceed with the disciplinary process, students should be given information about that process.

[Student Code of Conduct and Ethics - Academic](#)

The CTE site also provides information on [Academic Integrity in Remote Teaching](#).

This section includes definitions and examples of academic misconduct and ways to address academic integrity infractions. Information is also provided on best practices for moving assessments online. These include both general suggestions for increasing student engagement and motivations and specific strategies for test design and administration.

## Other Resources



### Newsletter Articles

#### [Bias in teaching evaluations](#)

This article in *Inside Higher Ed* makes three specific suggestions for reducing bias in teaching evaluations: (a) remove or replace vaguely worded items, (b) educate students to be less biased evaluators, and (c) incentivize faculty members to study ways to mitigate bias in teaching evaluations. The author believes revising teaching evaluations to achieve equity "is a concrete, low-cost step that can make a real difference in attracting, retaining and promoting a diverse professoriate."

#### [Coping with students requests for exceptions](#)

The author of this *Inside Higher Ed* article asks "How can educators be fair yet, at the same time, not be taken advantage of?" He concludes that attempting to respond on a case-by-case basis is exhausting and proposes some considerations to help with managing student requests. He suggests that first, and foremost, instructors need to re-evaluate their course requirements and content and decide if and how they can be flexible. Once they arrive at a position that feels comfortable to them, they can revise their policies and announce these changes to the entire class, so that all students can benefit from them. (He provides nine considerations for making and implementing these changes.)

#### [How inclusive teaching affects instructors](#)

In this *Chronicle of Higher Education* article, the authors claim that in inclusive teaching instructors are asked to share some of their power and authority in the classroom with students. They argue, however, that faculty of color, women, and adjunct instructors often do not have much acknowledged power and authority, which means that these practices can make their teaching lives even more difficult. They also offer four suggestions for how to balance the benefits of inclusive teaching with the inequities faced by some instructors.

### Podcasts

#### [Strategic Leadership](#)

This site provides links to a series of short videos focusing on professional development for department chairs. Topics include Reclaiming the Service Trap, Work/Life (Im)Balance, Seven Practices for Building Community and Student Belonging Virtually, and The Disproportionate Impact of the Pandemic on Women and Caregivers in Academia.

#### [Dead Ideas in Teaching and Learning](#)

This is a series of podcasts hosted by the Director of the Center for Teaching and Learning at Columbia University. Its mission is "to encourage instructors, students, and leaders in higher education to reflect on what they believe about

teaching and learning." Guests share their thoughts about "dead Ideas" - those that are not true but are widely believes and used.

## Shared Resources



### Teaching tips

#### [Teaching with a mask: Best Practices](#)

This tip sheet from the Harvard University Teaching & Learning Lab advises instructors to "use strategies that you already know are effective to support learning—just with greater intention and amplification." Their advice includes (a) project and protect your voice, (b) maximize communication with your eyes and body, (c) manage your mask, (d) attend to how you and students use classroom space, (e) build a strong learning community, (f) use multiple modes of communication, and (g) incorporate more checks and feedback.

#### [Motivating Students to Complete Pre-Class Readings](#)

The Oregon State University Center for Teaching and Learning has compiled this tip sheet with ideas for motivating students to complete pre-class readings, including (a) rethink syllabus reading lists so that they are relevant, appropriate, available, and reasonable; (b) be transparent about assigned readings by clarifying their relevance and use; (c) support deep reading by giving students guides and strategies to help them understanding complex texts; (d) build community through peer to peer interaction in group activities; and (e) require accountability by tying readings to course grade through quizzes or other assignments.

## Faculty Success and Well-Being



### Faculty success

#### [Seeking Promotion to Full Professor](#)

This article in the *Chronicle of Higher Education* lists the following considerations for determining readiness to apply for full professor: (a) know and understand the written and unwritten rules, (b) look at and compare yourself to recent models, (c) seek advice from senior colleagues, (d) evaluate the strength of your scholarly productivity, (e) make a case for the quality of your teaching, in the context of institutional values, (f) pursue service that is meaningful to you, become a leader, and establish a good reputation, (g) be collegial and reliable in interactions with other faculty members and administrators, and (h) devote the necessary time and hard work to build the case for this promotion.

#### [Writing and revising](#)

In this *Chronicle of Higher Education* article, Rebecca Schulman once again answers readers' questions; this time the focus is on how to stop overworking a manuscript or avoiding one.

Other columns on writing by Rebecca Schulman include the following:

#### [Time Management and Writing](#)

#### [Continuing to write](#)

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