



May 8, 2023

The Center for Teaching Excellence monthly newsletter provides information about events sponsored by the CTE as well as around the university and beyond. We also highlight resources available to Alliant faculty on the CTE site and elsewhere.

Dalia Ducker

Center for Teaching Excellence Events



On Demand

Title of Workshop: DIY Video Production: Video for Creating Community

Presenters: Dr. Jeremy Bond and Dr. Melissa Vervinck

Creating a video can be done with your smartphone, tablet, or computer at anytime from anywhere. In this first of three webinars, the presenters looked at the use of video as the basis for creating a positive and supportive online learning community for all students enrolled in your course. A variety of video recording options and editing suggestions as well as best practices to improve your video production skills were shared.

[DIY Video Production_012723.mp4](#)

Title of Workshop: Content and Clarity: Video as a Course Delivery Tool

Presenters: Dr. Jeremy Bond and Dr. Melissa Vervinck

When delivering content in an online environment, videos are often used. In this second session, the presenters discussed research backed best practices when creating videos for delivering course content and information. (Hint, it is NOT recording 90-minute lectures and posting them online.) They also focused on Zoom and how to use it to create videos, including how to use the annotations and whiteboard as well as using PowerPoint as a virtual background.

[Video as a Course Delivery Tool_021723.mp4](#)

Title of Workshop: Multimedia Feedback: Bringing Your Input to Life

Presenter: Dr. Melissa Vervinck

In this last webinar of the series, the presenter focused on how to provide audio or video feedback to students and the affordances of doing so. Specifically, the presenter focused on utilizing tech tools in Canvas for sharing this information quickly and easily. In addition, the presenter will address any other questions or issues brought up in the previous two webinars and provided a wrap up of the series.

[Multimedia Feedback Bringing Your Input to Life.mp4](#)

Center for Teaching Excellence Upcoming Events



CSPP lecture series

Title of Workshop: Developing Asian American Leaders: Research and Application

Date: May 16, 2023

Time: 11:00am – 12:00pm PT (1 CEU)

Description of Content

Asian American representation drops significantly at senior levels in organizations. There are a variety of barriers that prevent the leadership pathways of Asian American professionals. In celebration of AANHPI Heritage Month, please join this webinar to learn more about the factors that enable the career advancement of Asian American professionals.

Presenters

- Dr. Yon Na, Consultant and Founder of Radiance HQ
- Linda Akutagawa, CEO and President of LEAP (Leadership Education for Asian Pacifics)
- Dr. Debra Kawahara, Associate Dean of Academic Affairs and Distinguished Professor at Alliant International University

The speakers will draw on their research background and practical experience to share ways to support the advancement of Asian American professionals in organizational settings.

The Center for Teaching Excellence



News about the CTE site: We are moving

The Center for Teaching Excellence site is now a website. It is available at <http://cte.alliant.edu> and can be accessed by faculty, staff, students, alums, and the public. Currently, it has all the content of our SharePoint site, including resources for teaching, videos of past webinars, and an archive of newsletters. We will continue to expand and update it with new topics and updated information (e.g., new sections on ChatGPT and AI, Gender Inclusive Teaching, Balancing Structure and Flexibility, and Universal Design for Learning). As always, we welcome your input; please send ideas, suggestions, and feedback to Dalia Ducker, dducker@alliant.edu.

Teaching Tips



Teaching Tips

ChatGPT Syllabus Statements

Because students are using ChatGPT and other forms of generative artificial intelligence for completing course assignments, it is important for instructors to have explicit and clear policies about their use. Several schools have developed guidance or recommendations for syllabus statements regarding the use of ChatGPT that instructors can use or adapt. For example, The Center for Teaching & Assessment of Learning at the University of Delaware has developed four sample syllabus statements.

Use prohibited

Students are not allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course. Each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Use only with prior permission

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if instructor permission is obtained in advance. Unless given permission to use those tools, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Use only with acknowledgement

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course if that use is properly documented and credited. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. <https://chatgpt.com/>. Material generated using other tools should follow a similar citation convention.

Use is freely permitted with no acknowledgement

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course; no special documentation or citation is required." [Advanced Automated Tools: Syllabus Language](#)

Here are two examples of policies provided by Yale University Poorvu Center for Teaching and Learning:

A policy prohibiting the use of ChatGPT for assignments in your course might read:
Collaboration with ChatGPT or other AI composition software is not permitted in this course.

If you'd rather consider students' use of ChatGPT on a case-by-case basis, your policy might read:

Please obtain permission from me before collaborating with peers or AI chatbots (like ChatGPT) on assignments for this course."

[AI Guidance](#)


Here are two additional options from the Northern Illinois University Center for Innovative Teaching and Learning:

SAMPLE STATEMENT PROHIBITING USE OF AI-GENERATED TEXT

All written work submitted for this course must be completed by you, personally. Use of artificial intelligence (AI) to generate text is strictly prohibited. Submission of text generated by AI will be considered a violation of academic integrity, including AI-generated text that you have summarized or edited.

	<p>SAMPLE STATEMENT PROVIDING PARAMETERS FOR USE OF AI-GENERATED TEXT</p> <p><i>You are responsible for the content of any work submitted for this course. Use of artificial intelligence (AI) to generate a first draft of text is permitted, but you must review and revise any AI-generated text before submission. AI text generators can be useful tools but they are often prone to factual errors, incorrect or fabricated citations, and misinterpretations of abstract concepts. Utilize them with caution.</i></p> <p>Chat GPT and Education</p> <p>Additional examples of syllabus statements can be found on the following sites:</p> <ul style="list-style-type: none"> • University of Connecticut Center for Excellence in Teaching and Learning • Addressing AI ChatGPT Princeton University McGraw Center for Teaching & Learning Guidance on AI/ChatGPT • Temple University Center for Advancement of Teaching Sample Syllabus Statements for the Use of AI Tools
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Other Resources

	<p>Articles</p> <p>Will ChatGPT Change How Professors Assess Learning? In this <i>Chronicle of Higher Education</i> article, the author discussed potential changes in academic assessment in response to students' use of ChatGPT. Experts discourage the use of "cheating detectors" and encourage trying to mitigate cheating instead. Instructors can (a) create conditions in which cheating is difficult (e.g., giving closed-book, closed-note, closed-internet exams in a controlled environment); (b) create assignments in which cheating is difficult (asking students to draw on what was said in class and to reflect on their own learning); and (c) make cheating less relevant, by letting students collaborate and use any resource at their disposal. They also can diminish the forces that make cheating appealing: (a) reduce pressure by having more-frequent, lower-stakes assessments and (b) increase students' desire to do their own work by making assessment more like solving real-world problems.</p> <p>How to Teach Your (Many) Neurodivergent Students In this <i>Chronicle of Higher Education</i> article, the author pointed out that neurodivergent students struggle to get accommodations and often face stigma. She recommended that instructors openly welcome neurodivergent students with a syllabus statement such as "If you are disabled, I welcome a conversation to discuss your learning needs. I want to make sure you succeed in our course." She advised instructors to focus on accessibility, not just accommodation and suggested four strategies (a) scaffold assignments by providing interim structure, (b) scaffold readings (e.g., provide a list of key concepts), (c) rethink your ideas of "paying attention" and recognize that students may be engaging in behaviors that allow them to focus, and (d) rethink how you run class discussions (e.g., allow students time to think about answers to questions rather than calling just on those who respond early).</p>
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Helpful Links

	<p>Helpful Links</p> <p>This section contains links to faculty resources at Alliant. The purpose of this list is to</p>
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help faculty, especially those new to Alliant, to find the forms, handbooks, guidelines, information, and explanations pertaining to faculty functioning that will make it easier for them to find what they need to navigate the system.

[Office of the Provost](#)
[Faculty Resource Page](#)
[IRB](#)
[Center for Teaching Excellence](#)
[Faculty Forms and Handbooks](#)

Workload documents
[APL Faculty Workload Guide](#)
[FWA Guidelines](#)
[Scholarship Matrix](#)
[APL PD/Dean Workload Guide](#)
[Workload Instructions and Checklist](#)
[FWA Form](#)
[Service matrix](#)

FAR/PERC Forms (annual and other reviews)
[FAR-PERC forms](#)
[Faculty Annual Review Timeline](#)

Faculty Handbook and CBA
[Faculty Handbook](#)
[CBA](#)

[PD and Faculty Calendar](#)
[Attendance, Grades, and Rosters](#)
[Textbook Resources](#)
[Course Evaluation Process](#)
[Faculty Training Resources](#)
[Human Resources](#)

Faculty Success and Well-Being



Compensation **How Does Your School's Faculty Salary Stack Up Compared to the Country?**

This article in University Business summarized a report on "The State of Educator Pay in America" from The National Education Association, which explores higher education faculty salaries and the factors leading to pay discrepancies. It provides information by type of university, union status, and state. The key findings of the study itself regarding higher education were:

- The average salary for full-time faculty on 9/10-month contracts was \$93,914 in 2021-22, a 2.1% increase over 2020-21. The average salary was slightly higher for faculty at public, four-year institutions (\$96,414) and much lower for those at public, two-year institutions (\$74,173).
- Adjusting for inflation, faculty lost \$4,837 in purchasing power from the prior year.
- In 2021-22, women earned 85 cents to every dollar earned by men in public higher education institutions.
- In 2021-22, the faculty of historically Black colleges and universities (HBCUs) earned \$24,000 less, on average, than their colleagues at other institutions, or 75 cents to the dollar.