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COASTAL CAROLINA UNIVERSITY®

CeTEAL *News*

Center for Teaching Excellence
to Advance Learning

## Student Diversity is Just the Start… Inclusion is Next!

Ashley Gaddy, director of Intercultural and Inclusion Student Services

Diversity is defined most commonly as a difference of identity and culture; a melting pot if you will, all coming together. Diversity has been taught to be embraced, celebrated and loved. While diversity implies a level of acceptance and respect, diversity is still a concept that is hard for students to explain. Coastal Carolina University (CCU) incorporated diversity and inclusion in the 2016-2021 Strategic Plan, making these concepts vital to how CCU will progress with its education and programming on all levels. On the student level, there is a wide array of diverse representations on campus. Students bring their identities, hobbies, interests and experiences to CCU and interact with others in sharing and growing. Intercultural and Inclusion Student Services (IISS) empowers students to continue learning about diversity by hosting educational programs and seminars that teach students about other diverse perspectives they may not have been aware of prior to their arrival to Coastal.

Each month, IISS celebrates heritage months and also incorporates dialogues on topics such as class, mental health and religion that students can engage in and take lead on. This helps students to unpack their biases
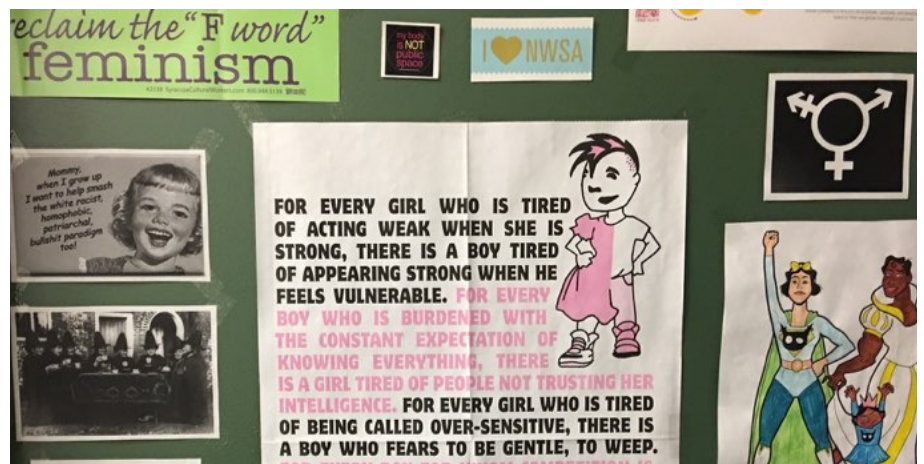
More than Diversity: A Call for Intersectionality

Ina Seethaler

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COOL Leads Campus-wide OER Initiative

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Amanda Masterpaul

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What Counselors Would Like You to Know…

Elisa Sperduto

When considering diversity and inclusion issues, nontraditional students, particularly veterans, ROTC members, active duty service members and their dependents are often not included as a sub-group…

Professional Development Opportunities

Teaching Associate (Adjunct) Orientation

CeTEAL is hosting a Teaching Associate (Adjunct) Orientation in August. This one-day orientation will walk adjunct faculty (known as "teaching associates" at CCU) through the basics of getting started at the University. Whether new to the University or a few years into teaching here, this orientation will provide you with useful information about campus processes and technologies, and give you an opportunity to make connections with fellow faculty and staff. If you have questions about the orientation, please contact Tracy Gaskin at tgaskin@coastal.edu.

Teaching Associate (Adjunct) Orientation
Saturday, Aug. 17, 9 a.m. to 4 p.m.

Register for the orientation on CeTEAL's website: coastal.edu/ceteal or by contacting CeTEAL at ceteal@coastal.edu or 843-349-2353.

Teaching Effectiveness Institute

During the week of May 13, CeTEAL is offering its Teaching Effectiveness Institute (TEI) in a three-day format that will allow faculty to complete all required and elective sessions needed for the TEI certificate. In addition to sessions, participants will have workshop time—with CeTEAL staff support—to work on ideas for the TEI capstone project. The TEI capstone is the final requirement for completing the certificate. The capstone can be submitted during the summer or fall (or beyond) after the institute sessions have been completed. If you have questions about the TEI, please contact Tracy Gaskin at tgaskin@coastal.edu.

Monday, May 13
9 a.m.   Teaching Effectiveness Institute Overview (required)
10 a.m.   Effective Teaching: Course Design and Preparation (required)
1 p.m.   Creating Effective Assignments*
2 p.m.   Effective Teaching: Integrating Instructional Technology (required)

Tuesday, May 14
9 a.m.   Effective Teaching: Classroom Instruction Methods (required)
1 p.m.   Effective Teaching: Assessment Strategies (required)
3 p.m.   Facilitating Effective Discussion in the Classroom*

Wednesday, May 15
9 a.m.   Creating Effective Mini-Lectures to Promote Active Learning*
10 a.m.   Getting Students to Do the Reading*
11 a.m.   Engaging Students by Integrating Choice into Your Classes*
12 p.m.   Peer Instruction for Active Learning*
1 p.m.   Teaching Students to Reflect*
2 p.m.   Five Strategies for Helping Students Understand How to Succeed in Your Class*

*These sessions are offered as electives. Only five electives are required for the program.

Register for the sessions above on CeTEAL's website: coastal.edu/ceteal. If you wish to register for the entire Teaching Effectiveness Institute, contact Tracy Gaskin at tgaskin@coastal.edu.

FROM THE DIRECTOR
Jenn Shinaberger, M.S.Ed., MPIA

Diversity is one of CeTEAL's core values. Over the years, we have hosted sessions on teaching in a diverse classroom, addressing accessibility concerns, engaging feminist pedagogy, and other diversity-related topics.

In the past academic year, we have begun to engage more deeply in the work of diversity and inclusion, and what that means for our department. We are examining our department's role in furthering the discussion and practices at CCU.

As we try to increase our support of diversity and inclusion as an important campus conversation, CeTEAL has been working on:

- *Examining our hiring practices. We are trying to make sure candidates know that we value diversity and inclusion and that it is a priority in our advertising and hiring.*

- *Working with the Office of Diversity and Inclusion (ODI). This spring semester, ODI and CeTEAL co-sponsored an inclusive pedagogy workshop for faculty with Dena Samuels, a nationally known speaker on the topics of the inclusive classroom and mindfulness.*

  Currently, we are participating in a pilot of a professional development series, led by Atiya Stokes-Brown, director of ODI, on diversity and inclusion excellence. Read more about this pilot on Page 5.

- *Increasing diversity-related content and discussion in our sessions. CeTEAL is working to integrate diversity and inclusion into our teaching and to collaborate with campus partners to expand our session offerings.*

With the help of ODI and other partners at CCU, CeTEAL will continue to explore ways to improve our department and our contribution to the diversity and inclusion conversation.

–Jenn

Faculty Focus: Student Diversity

More than Diversity: A Call for Intersectionality in the Classroom

Ina Seethaler, assistant professor/director, women's and gender studies, HTC Honors College and Center for Interdisciplinary Studies

In a previous life at a different university, students were expressing frustration with an instructor's reading choices for an upper-level course in the social sciences. The students were hoping for fewer white male voices and more diverse experiences represented on the syllabus. When I approached the instructor about the issue, they confidently assured me that their syllabus was diverse as they had added a reading by a prominent black feminist theorist. One reading. By one person of color. That fixed the diversity issue. Magic!

Diversity has turned into a buzzword that is oftentimes abused to check off superficial categories and meet artificial quotas—e.g., three out of 15 readings need to be by women, one reading by a person with a disability, etc.; but that approach, in my opinion, does not equal truly inclusive teaching and learning.

I am a strong proponent of intersectionality in the classroom. Intersectionality, as a feminist concept, was defined by legal scholar Kimberlé Crenshaw in the early 1990s as "multilayered and routinized forms of domination that often converge in . . . women's lives, hindering their ability to create alternatives." I explain to my students that intersectionality is a critical lens through which we can see how all our identity markers (gender [identity and expression], race, class, sex, ability/disability, sexual orientation, religion, citizenship status, etc.) come together and shape our everyday experiences with privilege and oppression.

I argue that it is not enough to sprinkle diversity sporadically into our lesson plans; instead, we need to teach students how to think intersectionally about every issue, every class session—whether we are discussing the ethics of war (How have women contributed to peacekeeping efforts?), educational leadership (How has the intersection of race and gender created the school-to-prison pipeline?), marine life preservation (How does socioeconomic class affect the level of environmental safety your community gets to enjoy?), or marketing (Do advertisements adequately represent people with disabilities?). Diversifying your readings, theoretical representatives, guest speakers, etc., is a great starting point, but equity, inclusion and justice need to be on the agenda every day. An intersectional-feminist (there, I said the dreaded f-word) pedagogy that incorporates students' experiences, takes our identities seriously, and allows for a communal and non-hierarchical classroom set-up can help facilitate that goal.

Reference:
Kimberlé Williams Crenshaw, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review* 43, no. 6 (1991): 1245.

COOL Leads Campus-wide OER Initiative

Sherri Restauri, director, Coastal Office of Online Learning

Beginning in the summer of 2017, the Coastal Office of Online Learning (COOL) began compiling data and research in preparation for the official launch of a campuswide Open Education Resource (OER) initiative. The historical motivation for this research and development work was an analysis of students' individual characteristics (SES, DFW rates and other factors), alongside an in-depth evaluation of 100 courses across all disciplines and course formats at CCU. From this analysis, COOL determined that a need existed to pursue the growing model of free-and reduced-cost and inclusive model of educational resources. With the COOL office's mission focused on online and hybrid online learning courses and programs, the two-stage development process for the launch of the OER initiative was born.

OERs have actually been around for many years; more than 20 years ago in the field of distance learning, these were originally termed "Learning Objects" and "Learning Object Repositories" (LOs and LORs). These have evolved today into a tremendous variety of OER objects (i.e., syllabi, quizzes and learning modules, as well as fully developed content such as ebooks and online courses), as well as OER repositories (see MERLOT's website for one of the strongest peer-reviewed OER collections available, and that is heavily utilized by COOL) and OER-support tools (i.e., TopHat, Skyepack and others).

The COOL unit applied for and received a two-year Student Achievement Funding Research (SAFR) grant from the Office of the Provost focused on a two-fold approach for the OER implementation: development of a two-part OER training workshop to teach faculty how to locate high-quality OER tools for their online and hybrid courses, alongside the establishment of a tracking mechanism to compile campuswide adoptions of OERs as a means for improving student achievement and outcomes across various academic disciplines. This grant began officially in Summer 2018 with the Course Enhancement COOL grants, and will continue through Summer 2019 COOL grants.

To date, 33 courses have been or are under development that incorporate elements of OERs, some eliminating all external costs to students for access to high-quality course content for readings, simulations, videos and other supplemental materials used to teach the hybrid and online courses. The goal of the OER initiative is to significantly decrease the total cost expenditures by our students in order to improve the students' likelihood of accessing high-quality course materials. The immediate feedback from students has been overwhelmingly positive, with many students noting that the immediate access to all digital course materials being of incredible value— much less the total cost savings. By the completion of the two-year SAFR grant, we anticipate having a conversion of approximately 50 OER courses on our campus, an incredible accomplishment for Coastal that immediately benefits our students.

To fully support this new campus initiative, COOL has launched a full OER website that is constantly updated with new information. Faculty participating in COOL grants as well as those interested in learning more about the implementation of OERs are encouraged to review the COOL OER website, sign up for our OER workshops, and to reach out to me, for additional discussion and planning relating to OER. Individual and department/college-level sessions are available on a by-request basis, across all course formats of online, hybrid and traditional courses.

To contact Sherri Restauri, email srestauri@coastal.edu or call 843-349-349-2254.

Faculty Focus: Student Diversity

Youth Homelessness Becomes Real – Reflections on the Lighthouse Project

Amanda Masterpaul, teaching associate, theatre/ women's and gender studies

What if our perceptions of youth homelessness are misguided, misinformed and misunderstood? Is it possible for theatre to light the way into a re-envisioning of our societal structures that perpetuate homelessness in order to transform our community through civic engagement?

The Lighthouse Project was developed to challenge the status quo through various theatrically devised vignettes exploring the multi-faceted layers of youth homelessness. Coastal Carolina University's Student Achievement Funding graciously supported The Lighthouse Project, a semester-long collaborative effort between faculty Amanda Masterpaul and Gwendolyn Schwinke, Department of Theatre students and youth participants of Project Lighthouse at Sea Haven Inc.

Project Lighthouse constitutes the first line of defense for street, homeless or runaway youth, identifying issues unique to this population and providing needed services in order to reduce the risks that life on the street ultimately carries. Project Lighthouse offers assistance with travel kits, wallet assembly (attaining I.D.), showers, food, clothing, laundry, counseling and more. Its mission is "to form alliances with fellow travelers whose roads have intersected with ours. In walking a common path for a short distance, we may reconnect significant lifelines, share acquired wisdom, and enhance the adventure of our collective journey."

Over the course of eight weeks, CCU theatre students participated in workshops with Project Lighthouse clients incorporating integrative storytelling, applied theatre techniques, interviewing, physical activity,

critical reflection and dialogue. CCU theatre student Ariana Hooberman-Piñeiro reflects, "Being at Sea Haven at the end of every week became something that we looked forward to and became the highlight of our week. Hanging out, listening and creating theatre together taught us more than we ever could have expected. We hope that this project honors their stories while opening the eyes of our audience just as much as listening to the youth at Sea Haven opened ours."

The Lighthouse Project was a fully devised, applied theatre performance exploring issues of home displacement, sex trafficking, ableism, abuse, visibility and invisibility while illustrating honest depictions of youth homelessness, all based on workshops with the participants at Project Lighthouse. Performances ran from March 22 – 24 in the Edwards Theatre. Each applied theatre performance culminated in roundtable discussions with trained student facilitators and Andy Whipple, the program director for Project Lighthouse. The roundtable forums fostered a space for asking the hard questions, while analyzing the ever-present daily internalized and external oppressions facing these communities, to then envision our desired outcomes through the process of theatre.

> "Have you ever considered theatre to be viscerally impactful, transformative or life-changing? Applied theatre is exactly this, an instrument for concrete social transformation… meant to fight against societal oppressions in order to transform the society which engenders those oppressions."
>
> *—Amanda Masterpaul*

Augusto Boal, the creator of Theatre of the Oppressed, asserts, "I believe that all the truly revolutionary theatrical groups should transfer to the people the means of production in the theatre so that the people themselves may utilize them. The theatre is a weapon, and it is the people who should wield it" (Boal, 1979). Have you ever considered theatre to be viscerally impactful, transformative or life-changing? Applied theatre is exactly this, an instrument for concrete social transformation. This form of theatre is meant to fight against societal oppressions in order to transform the society

which engenders those oppressions. This type of theatre shares stories of truth, injustice and raw vulnerability so that we may humanize humanity and "work together, to learn about each other, to heal, and to grow" (Rohd, 1998). As audience members, we're invited into a theatrical world that may seem distant and far removed from us, but rather is a mirror held up to our lived experience. As active participants in an applied theatre performance, we wake up to our personal and societal responsibilities in combating oppression through the process of collective dialoging and imagination.

The Lighthouse Project was not "feel-good" theatre; rather, it was resistance to the narrative we've been told about homelessness. Oftentimes we hear of homelessness as statistics and facts, and we can easily avoid, ignore or remove ourselves from the obligation of understanding this community and their plight. When instead

Faculty Focus: Student Diversity

Youth Homelessness Becomes Real – Reflections on the Lighthouse Project

Continued from Page 4.

audience members of The Lighthouse Project experienced youth homelessness through the lens of highly theatricalized reality, it finally became REAL for them. They critically reflected upon their preconceived notions of this community and re-evaluated their privilege.

They entered into a space of mutual humanization, destigmatizing the stereotypes of this community. They asked HOW they could get involved and HOW they could align themselves with this community. The Lighthouse Project, as an applied theatre performance, invited audience members into the world of youth homelessness and actively engaged participants in conversation with one another about how they could change the rules, fight for social justice and reclaim power for those left in the shadows of oppression. As a result, actors and spectators alike collectively created a "pedagogy of hope" where they first broke down visible and invisible barriers between often segregated groups to then commit themselves to social transformation. "Transformation of the world implies a dialectic between two actions: denouncing the process of dehumanization and announcing the dream of a new society" (Freire, 1998). So, what's next? What can you do to educate, advocate for or become a stakeholder in dismantling youth homelessness? It's your turn.

CeTEAL Staff Participate in Diversity and Inclusion Excellence Pilot Program

Tracy Gaskin, faculty development program coordinator, CeTEAL

During the spring semester, Atiya Stokes-Brown, director of the Office of Diversity and Inclusion (ODI), presented five professional development sessions to CeTEAL staff. The sessions were part of a pilot program on diversity and inclusion excellence. Participation by CeTEAL is helping Stokes-Brown refine the content of the program to best fit the climate at CCU.

When Stokes-Brown initially approached CeTEAL about participating as a pilot group,

we were happy to help, despite concerns that we might experience discomfort or somehow fail to be the open-minded and inclusive people we try to be. Discomfort is often part of the process of looking within, and with sensitive issues such as diversity and inclusion, some discomfort is to be expected. However, as we learned early in the program, our discomfort is not the issue, and the intent of our words and actions is not the focus; the focus is the impact of our words and actions on others.

As we completed the five sessions offered in the program, we learned to:

- Consider the ways we are all diverse.
- Recognize bias and the subtleties of bias.
- Recognize and understand micro-aggressions.
- Respond appropriately when we say something that negatively impacts someone else.
- Ask difficult questions.
- Be an ally and an advocate.

Most importantly, the time spent with Stokes-Brown helped expand our understanding of why these conversations matter.

Why are we telling you about this experience? Because we want those who may be fearful of this program to know that some of us were nervous too, but we set those fears aside. Stokes-Brown ("Tia") presented the material and activities in an open, comfortable, nonjudgmental manner that helped make everyone comfortable. She shared her own experiences of saying the wrong thing and provided insight into how to handle those awkward moments. She reminded us that no one is ever perfect, and she showed us how to handle our failures gracefully.

By the end of the series, we had a greater understanding of why we need to engage in continuous learning about diversity and inclusion—the landscape is always changing—and we had a greater comfort level with examining our own thoughts, beliefs and behaviors.

Today, we are using what we've learned to inform our departmental goals, our campus relationships, our teaching and our development of CeTEAL sessions. We know we are not perfect, but now we know we don't need to be scared of that fact. Thank you, Tia!

CeTEAL Welcomes New Instructional Designer

Jean Bennett, assistant director, CeTEAL

CeTEAL is excited to announce our newest member, Elif Gokbel. Gokbel is an Ed.D. candidate in the instructional technology leadership program at Duquesne University, and she will serve as an instructional designer and technologist in CeTEAL.

Elif Gokbel

Gokbel brings extensive national and international research experience. Her dissertation topic investigates the influence of technology self-efficacy and three different types of professional development—collaborative, virtually collaborative and course-based—on teachers' technology integration into classrooms, specifically in mathematics.

Gokbel's dedication to teaching excellence and the professional development of faculty will allow her to work with faculty in areas such as scholarship of teaching and learning (SOTL) research, software such as SPSS and Stata, and technology integration, particularly in math-based courses.

With her experience as a researcher, instructional designer and part-time faculty member, we are confident Elif will have a positive impact on our faculty. Please stop by CeTEAL and welcome her to our community.

Faculty Focus: Student Diversity

Being Intentional about Creating a Culturally Inclusive Classroom

Tiffany Hollis, assistant professor, foundations, curriculum and instruction, Spadoni College of Education

Teaching to engage diversity, to include all learners, and to seek equity is essential for preparing civically engaged adults and for creating a campus and society that recognizes the contributions of all students, regardless of backgrounds or beliefs. Teaching for diversity refers to acknowledging a range of differences in the classroom. Teaching for inclusion signifies embracing difference. Teaching for equity allows the differences to transform the way we think, teach, learn and act such that all experiences and ways of being are handled with fairness and justice. These ideas complement each other and enhance educational opportunities for all students when simultaneously engaged.

We often categorize diversity by things we perceive such as race, age and gender, or other physical attributes. It is important to think beyond what we can observe to include invisible diversity that encompasses characteristics such as different world views, lived experiences, place of origin, income, religion, cultural and linguistic differences, and sexual orientation. Each of us enter the classroom daily with our own experiences, views, beliefs and biases. These shape our interactions, our understanding and even our teaching.

Diversity can be conceptualized in different ways depending on the context. When it comes to our classrooms, we conceptualize diversity as understanding each student brings unique experiences, strengths and ideas to our classroom. These differences can be along dimensions of race, ethnicity, sexual orientation, gender, socio-economic status, age, ability, religious or political beliefs, or

other different ideologies. Diversity is the exploration and incorporation of these differences to enrich learning and in our classrooms. What happens when campuses become diverse in physical attributes (i.e., race, age, gender, etc.), but often do not look deeper at the intersecting complexities that come along with that increased efforts to create a more diverse, inclusive, equitable and accessible campus? What happens when differences are not valued or validated by others on the campus? A campus-climate survey, such as the one that was recently administered here at CCU, might reveal, for example, vastly different experiences for white students and students of color in such key locations as the registrar's or financial aid offices, even with their advisers, and vastly different experiences for veterans and nontraditional students in other areas of campus life and even in the classroom.

Research has proven that students do not learn well in an environment where they feel stressed or uncomfortable. Consequently, creating a space and a positive learning environment is that much more important, especially when we consider student retention. Students should feel a sense of belonging and safe enough to take risks and ask inquiry-based questions. Teaching involves so much more than just standing in front of the room lecturing. It involves intentional interaction. Of course, in any course, there is always the potential that a comment or topic might spark a debate as people begin to share their feelings, beliefs and unique experiences. However, I have always encouraged respect of other viewpoints in the class.

Since arriving at Coastal Carolina in August of 2017, I can certainly see the needle moving in the right direction toward promoting inclusion and awareness of diversity issues among our students, staff and faculty. Whether you teach a class in biology, engineering, writing or sociology, there are changes you can make to your classroom and your approach to teaching that create a more inclusive and welcoming environment for all your students.

Students come to Coastal Carolina with a wide range of experiences and educational backgrounds. As educators, we have a responsibility to ensure our students are prepared to work in a diverse environment and collaborate with others who bring new perspectives. When we incorporate a variety of perspectives into our own teaching and offer students new ways of looking at their

discipline, we prepare our students for the diverse workforce.

By creating inclusive classrooms from the very start—in your syllabus design, policies, reading list choices, deadlines, class activities and tone—you can move the needle forward on helping to create a stronger, more equitable community at CCU. Classrooms are never neutral spaces and are marked by the same inequalities, exclusion and power struggles that exist elsewhere in the world. The point is not to claim a privileged space for the classroom that is somehow exempt from those dynamics, but to work to eliminate them where we can, confront them honestly when we cannot, and find ways to listen and include all our students in equitable, just ways. A first step is to examine how inclusive our pedagogies, approaches and practices might be by taking an inventory of your own practices to see how inclusive your classroom is.

In traditional college classrooms, faculty have often been assumed to be in a position of manager and enforcer, making sure students attend class and do their assignments, and then judging that performance. That is, the syllabus serves as a contract and is filled with punishing language about what will happen when a student violates this or that policy. Recent thinking about universal design in higher education suggests a very different approach. By inviting students to learn in approachable, empathetic ways, faculty can create more accessible, learning-centered courses in which all students are given the opportunity to learn well.

Inclusive teaching involves deliberately cultivating a learning environment where all students are treated equitably, have equal access to learning, and feel valued and supported in their learning. Such teaching attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design.

Some key aspects of this definition to note:

- This definition is relevant in every discipline, regardless of content.
- Inclusive teaching requires intentional practice over time.
- Inclusive teaching does not describe any particular pedagogical approach but…

Student Retention: Tools and Resources

Safe Zone

The Safe Zone Program provides a visible network of volunteers for lesbian, gay, bisexual, transgender, queer, and other individuals seeking information and assistance regarding sexual orientation, gender identity, harassment and/or discrimination. Interested individuals will participate in a Level 1 training session to learn about LGBTQ issues and resources at Coastal Carolina University. Level I participants will be given a white Safe Zone Sticker that identifies them as a confidant to LGBTQ+ persons. Those wishing to be Safe Zone allies must participate in a Level 2 training and will commit to the Safe Zone program mission. Those who complete Level 2 training receive a black Safe Zone sticker to identify themselves as allies. To sign up for a training, visit the Training, Development and Service Excellence webpage.

Concerning student retention, the importance of having Safe Zone as well as being Safe Zone trained is best explained by Schlossberg's Theory of Marginality and Mattering which tells us that an environment where students matter inspires them to greater involvement. Having a visible network of faculty, staff and students who show they are allies demonstrates that as a campus community people within the LGBTQIA+ community matter. When we feel, think and believe that we matter as individuals, then we feel good about who we are, and we are happy as individuals. If we are in a community that is not only accepting but also understanding, it creates a healthy, comforting environment that assists with belonging and keeps students at the University. Marginality has the opposite effect, creating an environment where one feels dismissed, overlooked or unwanted. No one stays where they feel unwanted, and these feelings often lead to students to leaving the University, thus lowering retention rates. For more information on the Safe Zone program, visit coastal.edu/safezone.

Contributed by Franklin Ellis, assistant director, Intercultural and Inclusion Student Services

Better Student Communication

Although it seems obvious, effective communication between faculty and students is a vital part of student success and satisfaction, and it can improve students' perceptions of you and of your class. Effective communication is not limited to answering students' questions in class or meeting with them during office hours. Communication includes how you manage in-class time, how you organize your online class and how quickly you respond to emails. All of these aspects of communication demonstrate to students how much you care about them and their success.

Are you getting so many emails and messages from students that you just quit answering the ones you feel don't deserve a response? Take closer look at the questions. Perhaps there is something you can do to clarify class information. Are you annoyed because the answer is in the syllabus? Take a moment to remind yourself: Most of us occasionally send an email with a question that could have been answered if only we had Googled it (or read the syllabus).

Class Management Tip

Clarify Your Course Grades

Far too often, students are frustrated by a lack of clarity in their course grades. As they try to make decisions about whether or not to drop a class or how to balance their study time, a clear understanding of where they stand in each of their classes is vital. Unfortunately, for a variety of reasons, many students are not able to say with confidence that they know what their grade is in any given class. Several situations may lead to this issue of grade insecurity.

The most basic problem that leads to grade confusion is the lack of a clear grading policy in the course syllabus. The explanation of grading should be easy to follow and should allow a student to calculate their grade without difficulty. If students are not able to see their current grade calculated in Moodle, they need to be able to calculate it themselves. In many cases, instructors inherit a syllabus and are obligated to use the existing grading scheme. However, even if you must use an existing grading scheme, consider adding an explanation to help your students understand how grades will be calculated.

Another common grading problem occurs when an instructor does not set up the grade calculations in Moodle until later in the semester. Moodle begins calculating a default average grade from the moment the first grades are entered into the system. If an instructor has not set up their intended calculations before grading begins, students will see an incorrect course total grade from the start. This situation often leads to dramatic changes in student grades once the correct calculations are set up. Best practice suggests checking your syllabus grading scheme against your Moodle gradebook at the beginning of the semester to make sure the grades are being calculated as described in the syllabus. You do not want a student to drop the class because they think their grade is lower than it really is. Conversely, you do not want to have to explain to a student why their "C" is really an "F."

Finally, students need grades and feedback throughout the semester. Students' understanding of quality work may not match that of the instructor, and students may not realize there is a gap in their understanding. A student may be self-rating their work based on expectations from high school or other less (or more) rigorous college courses. Without early feedback, students may not have a clear understanding of the academic quality expectations in a class, and therefore may fail to live up to them. Early grading and feedback sets the standard and gives the students time to reach that standard before their grades are beyond redemption.

Beyond the benefits to students, providing a clear grading scheme and an accurate course total grade in Moodle will save time in your schedule. If students have access to an up-to-date and accurate course total grade, they will not need to ask you for their current grade throughout the semester. Fewer emails about grades is a good thing! Note: If you do provide a correct course total grade in Moodle, you should tell your students that the grade is correct and will be updated automatically up or down as new grades are entered into the gradebook; many students have lost confidence that their Moodle grades are correct, so you will need to reassure them that their grade in **your** gradebook is accurate.

Interested in streamlining your grading scheme? Contact CeTEAL.

Student Retention: Tools and Resources

The Tutoring and Learning Center

The Tutoring and Learning Center (TLC) provides support for a variety of courses offered at the University. The TLC is comprised of three curriculum-specific tutoring centers fully staffed by peer and graduate tutors: the Foreign Language Instructional Center, the Mathematics Learning Center and the Writing Center. Tutoring in these centers is available to all students currently enrolled in courses at the University.

We strongly encourage students to come to the centers prepared with questions and concerns about concepts and/or assignments. We request that students bring in assignment sheets, notes, rough drafts, and/or practice problems so that we can serve each student to the best of our ability. These materials and extra preparation on the part of the student will lead to a more productive tutoring session.

Foreign Language Instructional Center

The goal of the Foreign Language Instructional Center (FLIC) is to provide resources that both support and enhance language offerings at the University. The most frequently used services offered in the FLIC are one-on-one and group consultations with peer tutors. Students are able to set up an appointment of approximately 50 minutes with a tutor. After each appointment, the language tutors will send a notification to the professor regarding the session and the material covered unless the student requests otherwise.

Other services available in the FLIC include, but are not limited to, guided conversation workshops, grammar and cultural workshops, language game days, and movie nights. The foreign language tutors have been working hard with the coordinator of the FLIC to be as prepared as possible to assist students with technology needs, especially in the hybrid 115 courses offered in many of the department's languages. Students are always welcome join our workshops as they are offered or drop by or call to set up appointment with a language tutor in Kearns 204.

Mathematics Learning Center

The Mathematics Learning Center (MLC) is a walk-in center. The goal of all student and tutor interactions in the center is an understanding of key concepts and a concise explanation of methods. Students are encouraged to utilize the area to study and work through practice problems. Appointments are not necessary.

The MLC provides tutoring in a number of math and statistics courses offered at the University, with a major focus on college algebra, trigonometry, calculus, calculus for business and social science, and elementary statistics. Students who need help in other courses are welcome to come by the center for assistance. These students may want to consult with a tutor or look at the list of tutors available throughout the week who specialize in other courses such as Basic Concepts of Contemporary Math and Calculus II.

The MLC also offers other services such as textbook checkout for use in the center, computers for use of mathematics software, and tips for studying and preparing for math courses. Students may drop by the MLC during open hours in Kearns 203 for assistance.

Writing Center

The Writing Center (WC) provides one-on-one assistance to students working on any kind of writing assignment. WC tutors are skilled writers who have excelled in their writing courses and have been recommended by two or more professors before training with the WC coordinator to work in the center. While the WC works with a large number of students from the two first-year composition courses (ENGL 101 and ENGL 102), students come for help on a wide variety of assignments in courses representing majors from across the campus. Students are encouraged to call ahead for an appointment, but are also welcome to drop by the WC during open hours in Kearns 205 to work with a tutor on a walk-in basis if one is available.

In addition to helping students in individual tutoring sessions, the Writing Center provides group workshops on a variety of topics. The WC supports the first-year composition program every year by offering evening and weekend workshops on crucial academic writing skills such as paragraphing, synthesis, thesis development, transitions, organization, and MLA/APA formatting. The WC coordinator or WC graduate assistants also visit classrooms to conduct in-class workshops on writing issues across the curriculum. Faculty members from any department who want a WC workshop in their classrooms may contact the WC coordinator to request and begin developing an in-class workshop on any writing topic.

For more information, visit coastal.edu/tutoring. If you have questions, contact:

Mathematics Learning Center, 843-349-2884
Dolores Pellegrino, coordinator, 843-349-6620

Foreign Language Instructional Center, 843-349-2468
Patience Kotwa, coordinator, 843-349-2478

Writing Center, 843-349-2937
Scott Pleasant, coordinator, 843-349-4154

Tutoring and Learning Center, 843-349-6536
Brianne Parker, director of TLC, 843-349-6536

Course Design Assistance

If you are teaching a course that has high rates of student drops or withdrawals, consider contacting CeTEAL for a instructional design consultation. Any of our designers will be able to sit down with you to discuss strategies for designing or redesigning your course to increase student learning and improve student retention.

To make an instructional design appointment, email ceteal@coastal.edu and let us know how we can help.

Interested in Contributing?

CeTEAL has added this special section on student retention to each issue of the CeTEAL News, and we hope to use this section to bring together information on how faculty, staff and offices across campus are contributing to student retention efforts. If you have ideas, tips or resources you would like to contribute to the student retention section of the CeTEAL News, please contact Tracy Gaskin at tgaskin@coastal.edu.

Faculty Focus: Student Diversity

Being Intentional about Creating a Culturally Inclusive Classroom
Continued from Page 9.

names a foundational intention that shapes your approach, whether you are lecturing, leading discussion, holding office hours, or facilitating team-based learning.

As the definition also suggests, inclusive teaching ideally stems from instructor awareness about the ways that bias and systemic inequities (such as sexism, racism, ableism, homophobia or economic inequality) influence student access to and learning experiences within specific disciplines and institutions as well as higher education more generally.

In this way, the idea of inclusive teaching provides a lens through which to view your discipline, courses, students, institution and the interactions among them. But student success—especially for marginalized and underrepresented students—is a systemic question that demands systemic efforts to answer. It's never been more important for us to make that effort. If we mean what we say about the intrinsic value of higher education, then we must ensure not just access, but success. Inclusive teaching promotes the effective and meaningful learning that's the vital foundation for student success

Beyond even that benefit, though, by focusing on inclusive teaching, we benefit our own institutions by keeping more students on our campuses and enabling them to graduate. Given the climate in which most of us are operating, there's simply too much to lose by not committing to inclusive teaching. Conversely, we have everything to gain.

An inclusive classroom climate refers to an environment where all students feel supported intellectually and academically, and are extended a sense of belonging in the classroom regardless of identity, learning preferences or education. Such environments are sustained when instructors and students work together for thoughtfulness, respect and academic excellence, and are key to encouraging the academic success of all students. Research indicates that many students may be more likely to prosper academically in settings with more collaborative modes of learning that acknowledge students' personal experiences (Kaplan and Miller, 2007).

Student learning can be enhanced by establishing a classroom tone that is friendly, caring and supportive, and that lets students explore the relationships among course material and personal and social experiences. In an inclusive classroom, students can truly embrace differences, break down barriers, challenge stereotypes, and explore what

diversity means and what it means to be a socially just educator, thus transforming their own beliefs, values and attitudes toward others.

Although the classroom experience has not been the focus of most institutions' retention and persistence efforts, faculty can and do play a major role for improving the retention and success of all students.

Keep in mind that as a faculty member, you play a critical role in deciding what climate you would like your classroom to consist of and you have the opportunity and the authority to set the tone. Many faculty feel a need to keep up the appearance of being professorial, but letting students get to know you can help break down barriers. Spend time the first day sharing what you like about your discipline, your own experiences as a student, and even some details about your life. This allows students to see you as approachable and less intimidating.

> "…inclusive teaching ideally stems from instructor awareness about the ways that bias and systemic inequities (such as sexism, racism, ableism, homophobia or economic inequality) influence student access to and learning experiences within specific disciplines and institutions as well as higher education more generally."
>
> *—Tiffany Hollis*

As faculty members, we must regularly ask ourselves: What biases am I carrying, and how do I counteract their effects? Biases that both we and our students carry with us, for example, can influence class discussion in powerful ways. Inclusive pedagogy involves being aware of such tendencies and intervening to mitigate their effects. I share an example in the next paragraph of something that I actually do to promote an inclusive classroom environment.

The qualitative researcher in me often looks for patterns from the first day of class. I have students write on sticky notes their fears and concerns about the class and about the semester. Once the students post their sticky notes, I often revert to my qualitative gene and begin to place the comments into patterns and themes.

Students talk about their fears of failure, their fear of not passing the Praxis exam, their fear of juggling a part-time job, schoolwork and campus involvement, their fear of not writing

well because they were not the best writers in high school, their fears of having been out of school for a while and not really knowing how to navigate all of the new gadgets and new technological advances, commuting to and from campus, balancing school and raising a family, wondering if the financial aid check is going to come in time to get the book needed for the course without falling behind, being in the military and possibly being faced with deployment at any time…all valid concerns and fears.

Many of the fears tend to be similar in nature and that helps ease some of the anxiety and tension which was thick and could be cut with a knife. A lot of times we then talk about the importance of self-care and discovering strategies that will help to navigate these difficult moments, while managing a multitude of responsibilities and wearing a variety of hats. This activity creates a sense of comfort as many students begin to see that they are not alone and it is reassuring to say the least. You can almost feel the tension leave the air.

Creating ground rules in a diversity course where students are not used to discussing such difficult topics is important to try to level the playing field and to support students so that they can have these conversations in a civil manner. We have to make our classrooms comfortable in an effort to do the "uncomfortable work" that needs to be done, especially at the college level. From the first day of class, I do my best to make each student feel visible, feel heard, feel respected, feel safe and feel connected.

Although I mentioned a technique that I implement with intention above, please find a list of strategies below that you can follow to create and sustain an inclusive classroom environment.

Promote a Positive Classroom
Climate: Whether our classes are in a physical or virtual space, a positive climate can have a powerful and constructive effect on students' engagement and learning. We can start the process on the first day of class and provide a welcoming atmosphere for all students, no matter their ethnicities, socio-economic backgrounds or educational preparedness. In addition to having a "welcome message" in our syllabus, we can set the tone by making a habit of arriving to class at least 10 minutes before it is scheduled to begin to greet students (by name, if possible) as they enter the classroom. This technique also affords opportunities to chat briefly with small groups of students about school or other topics. The greeting can be as simple (and obvious) as "How was your weekend?" or "How are your classes going?" These

Faculty Focus: Student Diversity

Being Intentional about Creating a Culturally Inclusive Classroom

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informal conversations can lead to more in-depth conversations and personal relationships as the semester moves along. Having a personal connection with students can increase class participation and enthusiasm based on a greater mutual respect between professor and students.

Embrace students' diversity: We must value and embrace diversity—not just diverse talents, but diversity in ethnicity, religion, gender, sexual orientation, language, socioeconomic backgrounds and even academic readiness for college. Failing to do so can have a negative impact on students' learning, on the development of their talents, and, in turn, on their retention and persistence. The topics of diversity and inclusion can and should be part of all college classes.

Increase our own cultural competence: One way that professors can increase their own cultural competence is to read both nonfiction and fiction material that addresses issues around multiculturalism, diversity and inclusion. Furthermore, part of increasing our own cultural competence means that we need to engage in self-reflection about our own experiences with diversity and "unpack" any unconscious bias that we may have. Attending conferences or workshops that focus on diversity issues in the classroom and culturally responsive teaching practices can help us face our deficits and biases and increase our sensitivity and skills.

Encourage student interactions: The more academically and socially connected students feel to their college or university, the more likely they are to persist. Faculty can help support an institution's student engagement efforts by providing opportunities for students to meet and connect with each other. This includes helping them learn each other's names and stretching their comfort zones by having them move to different seats and sit with different small groups. The benefits are far-reaching—from increasing attendance to building a positive rapport and respect among all those in class. Because most college students are accustomed to choosing where they want to sit, often staying in roughly the same location each class, it is important to share with them why they are being asked to sit in different places throughout the semester. The goal is that our students will have thoughtful interactions and conversations with people from different backgrounds and life experiences.

Foster a community of learners within our classes: We can foster a community of learners in several ways. First, we can encourage students to collaborate and cooperate with their classmates. As our students start experiencing the benefits of being part of a classroom community, they are more likely to participate and will become more involved in learning the course content. Secondly, we can also confirm and support students by using academic validation practices to foster a community of learners because such practices can give students a sense of belonging, a vital component for improving retention and persistence rates. The concept of validation does not assume that students know how to make connections and get involved, or even know how to ask for help. Traditionally underserved students may also be afraid to talk to their professors, participate openly in class, or even ask questions in class for fear of looking incompetent. As professors, we can make purposeful attempts to actively use validation practices to help our students build confidence in their own learning and their capacity to learn. Validation practices can also motivate students to respond to our expectations and the academic rigor of our courses.

The above strategies are just a few that can be incorporated to create a culturally inclusive classroom environment, but the approach musty be truly intentional in nature. Inclusive teaching gives all students the opportunity to engage as full participants in a diverse community of learners. It is about respect, appreciation and belonging. While creating a culturally inclusive classroom and embracing diversity is important, institutions must also be willing to do the work from a systemic approach that challenges oppressive systems, inequitable systems, and also systems that create boundaries regarding access. The need to educate students in an environment that reflects the diversity of the country and the global society in which tomorrow's college graduates will be living and working is of the utmost importance. Research supports that a diverse campus environment is necessary to equip students to be successful in the 21st Century and beyond (Milem, Chang and Antonio, 2005). Consequently, it is our moral imperative, and critical to the success of our campus community, to honor diversity and inclusivity in all forms: race, gender, sexual orientation, disabilities, religious preferences, socio-economic status, age, intellectual, political and geographic diversity. Involvement and inclusive teaching are key ingredients for increasing student retention and promoting success. The type of classroom climate we seek to create and the teaching techniques we use can produce an environment that either supports or impedes the learning process of our diverse students. Studies continue to confirm the positive impact of open and inclusive classroom environments and the enhanced learning that comes with it. This has a direct effect on students' sense of fulfillment and their persistence and retention.

Reference:
Milem, F., Chang, M. J., and Antonio, A. L. (2005). Making diversity work on campus: A research-based perspective. Retrieved from https://www.aacu.org/sites/default/files/files.

Tiffany Hollis is a member of the Access, Diversity and Inclusion Council and she serves as a CCU Dialogue Fellow.

Gender Identity, Expression and Diversity: Cultivating Inclusive Spaces

The Gender Identity, Expression and Diversity workshop is designed to promote respect for people's gender identity at CCU and the broader society, and create a more welcoming space for people of all genders. Participants will be led through a process of reflection on their own identities, followed by an exploration of how misunderstanding and mistreatment of individuals on the basis of gender identity contributes to a culture that invalidates and inhumanizes.

Register with TDSE

May 9, 2 p.m.

Alford Ballroom

Promotion and Tenure

Focusing Your Academic Plan for Promotion and Tenure
May 20, 9 a.m. to noon

Building Your Professional Portfolio for Promotion and Tenure
May 20, 1- 4 p.m.

Register for these sessions at coastal.edu/ceteal.

Faculty Focus: Student Diversity

What Counselors Would Like You to Know about Veterans, Service Members and Their Families

Elisa Sperduto, counselor, Counseling Services

When considering diversity and inclusion issues, nontraditional students, particularly veterans, ROTC members, active duty service members and their dependents are often not included as a sub-group. As the clinical social worker in Counseling Services working with these students and the parent of a CCU alumnus and active duty Lance Corporal in the US Marine Corps, I offer a presentation regarding "What Counselors Would Like You to Know about Veterans and Service Members" several times each semester. I'd like to outline a short version of key elements of this presentation in order to provide important information regarding what this population would like civilians to know. I encourage you to attend the presentation to gather more information and have the opportunity to ask questions and/or address any concerns you may have.

As of the Fall 2018 semester, CCU had 121 veterans, 41 National Guard service members, 326 dependents of veterans and active duty service members, and 51 U.S. Army ROTC students. These categories of students include both males and females, and it is important to note that female veterans and service members often report feeling unrecognized for their service. I address in more detail female veteran and service member experiences and concerns in my presentation.

When working with military-related students as a faculty or staff member, there are many things that should be considered, e.g., adjustment issues in the classroom; making your syllabus veteran and service member-friendly; unique characteristics of this student population; and what supports are available on campus for this student population. The Veterans Administration provides valuable information and handouts in their VA Campus Toolkit at mentalhealth.va.gov/studentveteran. This toolkit can be printed for your use. I also provide these handouts at my presentation, as well as information regarding services available on and off campus.

The PsychArmor Institute (psycharmor.org) is a national nonprofit organization led by veterans that provides free online education and support to all Americans who work with, live with, or care for military service members, veterans and their families. Again, I encourage you to visit this site for valuable information. Their research and information are gathered from active duty service members and veterans. I utilize two videos from this organization in my presentation and would like to share the most important information that military service members and veterans would like civilians to know:

1. We are all not soldiers. A soldier is a member of the US Army branch. There are five branches of the military (Army, Navy, Marine Corps, Air Force and Coast Guard) and each has its own identity and purpose.

2. The Reserves are part of the military.

3. Not everyone in the military is infantry.

4. We have leaders at every level in the chain of command.

5. We are always on duty.

6. We take pride in our appearance and in our conduct.

7. We did not all kill someone and those who have do not want to talk about it. Do not ever ask this question.

8. We do not all have PTSD (post-traumatic stress disorder).

9. Those of us who do have an invisible wound are not dangerous and we are not violent.

10. It is really hard for us to ask for help.

11. Our military experience changes us.

12. We differ in how much we identify with the military after we leave active duty.

13. Our families serve with us.

14. We would die for each other and we would die for our country.

15. We have all make this sacrifice for one reason, to serve something more important than ourselves.

Most importantly, start the conversation, ask them what their job (MOS – military occupational specialty) was, and remember to thank our veterans, servicemembers and their families for their service. You don't have to be an expert in military culture to start a conversation, just take an interest in those who have or are currently serving and their dependents. Feel free to contact me at Counseling Services 843-349-2305 or esperduto@coastal.edu.

Student Diversity is Just the Start... Inclusion is Next!

Continued from Page 1.

and thoughts around identity groups which in turn helps them to define and embrace diversity. However, IISS encourages students to move past diversity and into an understanding of inclusion. According to Diversity Journal (2011), inclusion is defined as "the bringing together and harnessing of diverse forces and resources, in a way that is beneficial. Inclusion puts the concept and practice of diversity into action by creating an environment of involvement, respect and connection—where the richness of ideas, backgrounds, and perspectives are harnessed to create business value" (Jordan, 2011).

IISS continues the ongoing and intentional action of making inclusion real at CCU by conducting trainings and workshops for not only students, but faculty and staff as well. These presentations inform vast audiences about the importance of creating inclusive environments and providing tangible practices in order to do so. Student organizations and initiatives use these practices to help with recruitment and processes throughout the year.

As CCU strives to commit to inclusion on campus, students are also learning more about its importance and how to implement it in their daily lives. Diversity matters, but inclusion matters most. Intercultural and Inclusion Student Services will continue the intersectional education for students.

IISS is located in Lib Jackson Student Union A-102 and can be reached at 843-349-2749 or IG: @iissccu.

Resources & Tips

Moodle's New Canine Friend

COOL recently announced the availability of a nifty new tool in Moodle called "PoodLL." PoodLL allows instructors and students to add audio, video, images and whiteboard content to the word processor-style text boxes in Moodle. Instructors can use PoodLL to add course content and to provide feedback on student work. Students can use PoodLL to submit information to assignments, discussions, etc.

The multimedia options PoodLL provides support the needs of diverse learners by giving instructors and students the opportunity to create content in multiple formats. Another win for accessibility and more proof that our canine friends make life better.

Kanopy

Have you struggled to find the best way to show your students a great movie that you have on a DVD or can only find on Netflix? Did you bump into copyright issues or lack of student access? Are you hiding from the FBI because you showed a movie in class without permission? Now, you have a better option.

Kimbel Library has a new database for streaming video content. Kanopy's video collection includes documentaries, educational and training films, and movies. Kanopy does not include every movie you might need, but it has an extensive collection, and most of the movies are closed captioned.

To access Kanopy, go to coastal.edu/library and click "Database Finder" below the "Discover!" search box. Click "K" and Kanopy will be first on the list.

CeTEAL Staff Moving

Tracy Gaskin and George Warriner moved out of the main CeTEAL office in late April. They have been relocated closer to the CeTEAL's training classroom/computer lab. This move will facilitate classroom operations and will provide space for CeTEAL's new instructional designer. Gaskin is located in Kearns 211H, and Warriner is located in Kearns 211C. Please go by and visit them in their new spaces.

A Few Tips for Supporting Diverse Learners

1. Remember that diversity encompasses a huge array of differences, and your class is full of people who vary in age, abilities, race, religion, life experience, size, sexuality, military service, finances, confidence level and so on.

2. Provide key content in various formats such as videos, readings, lectures, diagrams, etc. Give students the option to take in content in a way that works best for them. This does not mean you need a video for everything in your class, but you might provide some additional video, audio or graphical resources to help students with challenging topics.

3. Provide a variety of activities to help students interact with content. Allow students to select from several activities if reasonable. Students make connections to content in different ways. A student who is anxious about taking a quiz, might shine on an alternative writing assignment.

4. Provide multiple assessment types, so students can show you the best evidence of their learning. Sometimes we all have to complete the same assessment, but even when that is the case, try providing an additional way for students to show you what they know. The learning is what we want to assess, not the ability to take the test.

5. Get to know your students. Students may have challenges that are undermining their ability to study, learn and produce quality work. If you know more about your students, you can use that knowledge to better facilitate learning opportunities. Does your student have access to the textbook? Do they have a computer, or are they completing your online class on their smart phone? Think about how to help these students succeed.

6. Look for opportunities around campus to learn more about student diversity on campus. CCU offers a variety of activities, presentations and social opportunities around campus. At the beginning of each semester, check CCU's cultural arts calendar (coastal.edu/culturalarts) and add a few events to your schedule before it gets full. Attending events helps you integrate more fully into the campus culture.

Register for CeTEAL sessions at coastal.edu/ceteal.

Who's who in diversity and inclusion?

IISS:
IISS stands for Intercultural and Inclusion Student Services. IISS, led by Ashley Gaddy, offers programming and involvement opportunities to support an inclusive environment across campus. Learn more at coastal.edu/intercultural.

ODI
ODI is the Office of Diversity and Inclusion led by Atiya Stokes-Brown. The ODI provides leadership, support and resources to create an inclusive Teal Nation. Learn more about the ODI and its initiatives at coastal.edu/odi.

ADS
ADS, Accessibility and Disability Services, supports students with medical conditions or disabilities who may need services, accommodations or resources related to academics and campus life. Learn more about ADS at coastal.edu/disabilityservices.

Safe Zone
Safe Zone is a voluntary training program for faculty, staff and students that seeks to develop and maintain an inclusive campus environment to support members of the LGBTQ community. Learn more at coastal.edu/safezone.

CeTEAL Faculty Development Schedule

To see our complete schedule, visit coastal.edu/ceteal.

Special Topics

Teaching Associate
(Adjunct) Orientation
Saturday, August 17
9 a.m. to 4 p.m.

Accessibility

Integration of Open
Educational Resources
(OERs) into your Online,
Hybrid and Traditional
Classes
May 7, 1:40 p.m.

Integration of Accessible
Assignments and
Activities into your Online,
Hybrid and Flex Classes
May 10, noon

Assessment/Evaluation

Creating Effective
Assignments
May 13, 1 p.m.

Scholarship/Research

Focusing Your Academic
Plan for Promotion and
Tenure
May 20, 9 a.m.

Building Your Professional
Portfolio for Promotion
and Tenure
May 20, 1 p.m.

Effective Teaching

Teaching Effectiveness
Institute Overview
May 13, 9 a.m.

Effective Teaching: Course
Design and Preparation
May 13, 10 a.m.

Effective Teaching:
Integrating Instructional
Technology
May 13, 2 p.m.

Effective Teaching:
Classroom Instruction
Methods
May 14, 9 a.m.

Effective Teaching:
Assessment Strategies
May 14, 1 p.m.

Facilitating Effective
Discussion in the Classroom
May 14, 3 p.m.

Creating Effective Mini-
Lectures to Promote Active
Learning
May 15, 9 a.m.

Getting Students to Do the
Reading
May 15, 10 a.m.

Engaging Students by
Integrating "Choice" into
Your Classes
May 15, 11 a.m.

Peer Instruction for Active
Learning
May 15, noon

Teaching Students to
Reflect
May 15, 1 p.m.

Five Strategies for Helping
Students Understand How
to Succeed in Your Class
May 15, 2 p.m.

Distance Learning

Academic Integrity and
Best Practices in Digital
Learning
May 9, noon

QAI Online
This fully online course will
launch on May 20 and end
on Aug 5.

Using Best Practices to
Update Your Online
Learning Course
This fully online course will
launch on May 20 and end
on Aug 5.

Personal Lecture Capture
for Online/Hybrid Classes
This fully online course will
launch on May 20 and end
on Aug 5.

Building a Course Tour
and Introduction Video
June 18, 10 a.m.

Webinars

Office365: Five Things You
Can Do With Microsoft
OneDrive (Live Webinar)
May 6, 1 p.m.

Managing the Workload in
Your Online Class (Live
Webinar)
May 7, 9:25 a.m.
June 3, 3 p.m.

Survey of Tech Tools for
Teaching Online (Live
Webinar)
May 8, 10 a.m.
May 22, 10 a.m.

Group Work and Quality
Feedback Made Simple
with Microsoft OneNote
Class Notebook (Live
Webinar)
May 9, 9:25 a.m.

Establishing an Online
Instructor Presence (Live
Webinar)
May 29, 2 p.m.

Technology

Office365: Skype for
Business
May 16, noon

Using Camtasia for
Assessment
May 22, 1 p.m.

Podcasting: Creating
Audio Learning Objects for
Your Course
May 29, 9 a.m.

Advance Moodle Training -
Tier 2
May 29, 10 a.m.

Hybrid Learning

Blended/Hybrid Workshop
- Introduction to the
Workshop
May 16, 9:30 a.m.

Individual Consultations

CeTEAL staff are available
for individual consultations
with faculty. If you have
questions about research,
scholarship, teaching,
instructional design,
instructional technology,
classroom observations or
anything else related to
teaching, contact CeTEAL
and set up an appointment
to meet with us. We are
happy to help!

To suggest ideas for
sessions or to discuss
offering a session through
CeTEAL, contact Tracy
Gaskin at 843-349-2790 or
tgaskin@coastal.edu.

CeTEAL Services and Resources

Professional Development Sessions

CeTEAL offers professional development sessions in the following areas: effective teaching, assessment and evaluation, scholarship and research, leadership and service, technology and distance learning. In addition to the sessions offered by CeTEAL staff, we host sessions led by individuals and offices across campus on topics such as student advising, intellectual property and copyright issues, course and program development, and more. For more information, contact Tracy Gaskin.

Classroom Observations

CeTEAL trains and coordinates a cadre of instructional coaches who are available to provide classroom observations and recommendations for faculty who request them. The process is confidential and strength-based. To request an observation, contact Jenn Shinaberger.

Professional Development and Consults for Departments

CeTEAL is available to work with individual departments to arrange professional development opportunities tailored to the department's needs. In addition, we can assist with assessment planning, curriculum mapping, scholarship of teaching and learning, and training for departmental classroom observation processes. To request any of these services, contact Jenn Shinaberger or Tracy Gaskin.

Individual Consultations

CeTEAL staff are available for individual consultations on a variety of topics, including instructional design for in-class and online courses, using technology for teaching, effective teaching techniques, promotion and tenure activities, research and scholarship activities, and more. For more information, contact Tracy Gaskin.

Certificate Programs

CeTEAL offers several certificate programs. For more information on these programs, visit coastal.edu/ceteal.

- Instructional Coaching
- Teaching Effectiveness Institute
- Assessment Institute
- Blended/Hybrid Institute
- Instructional Technology

CeTEAL Online Resources

- **CeTEAL website:** coastal.edu/ceteal
- **Moodle guide for faculty**: libguides.coastal.edu/moodlefaculty
- **Associated faculty orientation**: libguides.coastal.edu/afo
- **Contingency instruction resources**: libguides.coastal.edu/contingency

CeTEAL Newsletter

CeTEAL News was created to share information with faculty and to highlight faculty accomplishments, activities and research. If you are interested in contributing to the newsletter or have news you would like to share, please contact Tracy Gaskin at cetealnews@coastal.edu.

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