3-1-2019

CeTEAL News, March/April 2019

CeTEAL, Coastal Carolina University

COASTAL CAROLINA UNIVERSITY®

CeTEAL *News*
Center for Teaching Excellence
to Advance Learning

## Documenting Teaching Skills and Continuous Improvement Efforts

CeTEAL Staff

CCU is a teaching institution. As someone who teaches at CCU, you will need to document your success as a teacher in the materials you present during the promotion and tenure review process. Student evaluations of teaching are part of that documentation, but they are not the whole story.

The debate over the value of student evaluations aside, you will need to include them for review. However, you do not need to let the evaluations stand alone as proof of your skill. You can paint a more complete and nuanced image that showcases your particular teaching skills and your efforts at continuous improvement.

Do you have particular assignments and class activities that engage students or lead them to produce exemplary work? Provide examples for your file, including examples of impressive student submissions. Are you particularly proud of the quality of your assessments? Provide an example of a thoughtful exam or other assessment tool. Have you developed creative original course content? Have you shared content, activities or assessments with colleagues? Provide those examples.

In addition to showcasing your efforts to build effective content, activities, etc., you can provide evidence of your efforts for continuous improvement. Did you have an assignment, activity or assessment that did not go well? Show how you improved it. Consider contacting CeTEAL for a classroom observation. CeTEAL will match you up with an instructional coach — usually from a different department — who will meet with you to discuss logistics and any specific issues you might like the coach to look for during the observation.
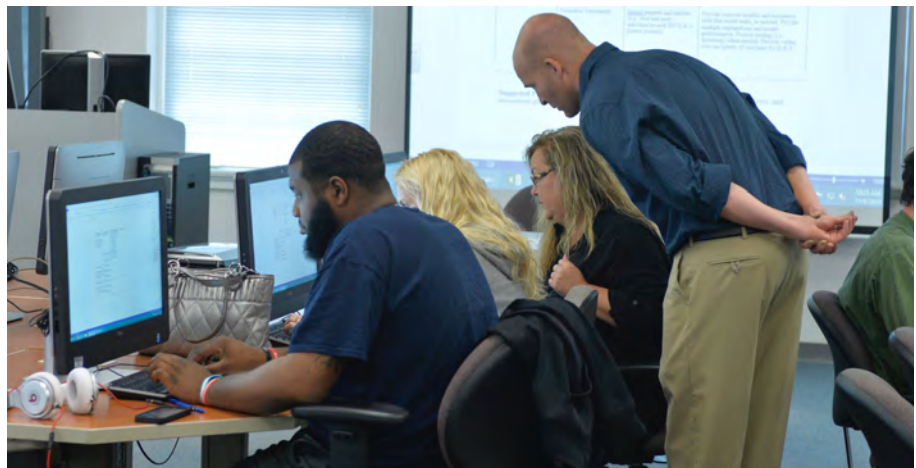
The Tenure Process: Reflections and Advice

Janice Black

Having done it twice, I can tell you, going up for tenure is a stressful process. I had a mentor say to me as a doctoral student looking for my first position, "You can have all the numbers of what you need and still…

Thinking about Applying for Senior Lecturer?

Linda Martin and Steve McCartney

So, you are thinking about applying for promotion to senior lecturer. We, Linda Martin and Steve McCartney, would like to offer some tips and cautions. Why us? Linda has gone through the process successfully…

Building Documentation to Support Promotion

CCU Faculty

Faculty have graciously shared tips and advice based on their own promotion or promotion and tenure experiences. Some tips relate to the vital documentation of teaching, research and service. Some tips…

Your Path to Promotion and Tenure

CCU Faculty

Every spring, CeTEAL invites faculty to attend a panel discussion titled "Your Path to Promotion and Tenure." The audience has the opportunity to ask questions and listen to advice from the panelists — colleagues who…

Professional Development Opportunities

Stress Awareness Week

CeTEAL is hosting Stress Awareness Week from April 1 - 5. During the week, we are partnering with Training, Development and Service Excellence (TDSE) and other presenters from around campus to offer sessions to promote stress awareness and stress management for faculty and staff. On Monday, April 1, we are hosting an event — "The Importance of Play for Stress Reduction" — that will give faculty and staff a chance to get together with colleagues for an afternoon of games, fun activities and information of the importance of integrating play into our lives. For more information about Stress Awareness Week, visit coastal.edu/ceteal.

South Carolina Conference on Innovations in Teaching and Learning in Higher Education

Amy Fyn, coordinator of library instruction/associate librarian, Kimbel Library

The second annual South Carolina Conference on Innovations in Teaching and Learning (SCCITL) in Higher Education will be held on July 12, 2019, on MUSC's campus. This one-day conference, planned and sponsored by a collaboration of South Carolina colleges and universities, aims to highlight current trends, best practices, and future directions of teaching and learning in higher education.

Conference registration opened on Feb. 1, 2019. The total cost for the conference is $85, and registration is fast and easy online. Visit the registration page on the SCCITL website for more information and to register. If you have any additional questions about registration, please email Melissa Hortman (hortmanm@musc.edu).

A call for conference presentation proposals opened on Feb. 1, 2019. Visit the conference proposals page on the SCCITL website for more information and to submit a conference proposal.

SC Conference on Innovations in Teaching and Learning in Higher Education

Save the Date | July 12, 2019 | CHARLESTON, SC

FOR MORE INFORMATION: musc.edu/sccitl
Sponsored by South Carolina colleges and universities

Call for proposals in February 2019
Registration opens in February 2019

FROM THE DIRECTOR

Jenn Shinaberger, M.S.Ed., MPIA

In this issue of CeTEAL News, we share some advice from our CCU faculty on how to prepare for the promotion and tenure process.

As a first step in the process, we strongly recommend checking with your department to learn the specific promotion and tenure requirements of your department and college. Requirements will vary depending on your program, department, college and whether you are seeking promotion only or promotion and tenure.

Several faculty, including professors, faculty librarians and senior lecturers who have been through the process, have contributed their experiences and advice to this issue of the newsletter. Their experiences may not match yours, but much of their advice is applicable, and they may give you ideas of questions to ask. Remember, this is general advice from colleagues. Be sure to check with your chair and department for specifics.

In addition to direct faculty contributions, we have collated some of the best recommendations from faculty who have served as panelists for CeTEAL's annual spring panel "Your Path to Promotion and Tenure" (see Page 6). Despite changes in panelists over the years, the basic advice and best practices remain the same. This year's "Your Path to Promotion and Tenure" panel will be held on April 5 at 3 p.m.

This issue is also our first to include a special section with resources, tools and tips for supporting student retention. If you have information you would like to share related to student retention and the ways faculty and staff can support the success of our students, please let us know. We hope to use the newsletter as a conduit to connect faculty and staff with resources, strategies and tools to aid in supporting retention.

—Jenn

Faculty Focus: Promotion and Tenure

The Tenure Process: Reflections and Advice

Janice A. Black, professor, management and decision sciences, Wall College of Business

Having done it twice, I can tell you, going up for tenure is a stressful process. I had a mentor say to me as a doctoral student looking for my first position, "You can have all the numbers of what you need and still not get it." That was NOT reassuring. I am sure that others have also heard, "Your research (insert scholarly activity, creative endeavor as appropriate to your own person conditions) is really what counts." Or, "You're a female, don't get caught up doing program building before you are tenured, that program is not 'yours' until then." Or, "No one ever gets tenured because of service." Again, NOT helpful! Even when you move beyond this cautionary (and somewhat truthful) advice, you begin to see that what you thought were clear and concrete criteria, even for annual reviews, become more and more subjective. Sure, there is a common outcome score, but what makes up that score seems to vary from individual to individual much less across departments! So, what do you do?

How do you prepare for a process that purports to be clear and objective on the one hand and yet also screams of occlusion and subjectivity on the other? Well, you start at day one and give it your best. Even as you prepare your tenure packet, you continue to give it your best! In that way, no matter what happens you can be confident that you did all you could do that was within your control. That authentic yet persuasive write-up that goes along with the tenure packet (also known as evidence of what you as a tenure track faculty member have done) should highlight your strengths, show how you conscientiously work on your weaknesses and have the grit to seek out opportunities and mitigate threats (and provide support for those assertions). Yes, equifinality rules the day when it comes to tenure decisions.

No one path to tenure is right for all. Yes, you have to do the minimum work that qualifies you to teach in your area. Yes, you have to demonstrate that you can teach and that you look to improve that teaching across time. Yes, you have to demonstrate that you are willing to help shoulder the burdens of shared governance … this means helping out at your institution across many levels *and* supporting your disciplinary organizations. I personally don't think that we have to be everything to everyone … that being said, it is up to us to share who we are and what we have done and to put the best slant on it. Finally, when you are on a tenure track process, always remember to keep your research/scholarly activity/creative activity at levels that would enable to you get hired by an institution of higher ed of similar or higher quality. I recommend the following steps both along the way and as you get ready to go up for tenure:

First, you need to clearly understand your path (use that 20/20 hindsight that we all have) and be sure that it shows where you have added value and supported your discipline, department and university along the way. There is a certain amount of work, academic or otherwise, that is necessary for you to be qualified or to remain qualified to teach in your area. I recommend aiming high and settling for doing about 1.5 of each of the minimum requirements. I also recommend rounding up! So, if your department wants you as a scholar teacher to do one peer-reviewed scholarly article during your tenure clock, do two. If your department wants to see three, plan on doing five. Again, shoot for more than the minimum.

Next, take into consideration the quality of the journals to which you submit your work. The University has a certain reputation. If you are submitting work to journals that don't meet the norm for the department, college or university, your work may not be counted fully. If your department includes collaboration in its mission and you only have single-author pieces, they may view that as a deficiency, although if the quality of the journals is high enough, they probably won't care. Even if your department values collaboration, they probably will want to see some work where you are the sole or lead author. Yes, this means that you need to figure out the norms at the University and show how you have met those unwritten rules that govern behavior as well as showing how you met the rules that are overtly shared. Remember, your path does not have to be like anyone else's, but it does need to show that you respect your discipline, department, college and university.

Your path also includes what and how you teach. If your department has guidelines with respect to what is expected as you teach, be sure that you show how you have addressed those guidelines. If you get great student evaluations, share those up front and very clearly. As much as committees don't like to admit it, often course evaluations and their patterns across time are explicitly a part of their decision-making process. If you can tie your teaching to your research and vice versa, that is great. If not, be sure that you can show how you have used student feedback, especially comments from teaching evaluations, to guide your efforts — if not in the semester/year afterwards, then in the following year or the next time you teach a particular course. If you have had a large number of preps over the years, be sure that you indicate that (and if possible include the average number of preps in your department). Some, but not all, committees will look at large numbers of preps as evidence of a service orientation toward your department. If your department has a number of evidences of good teaching, take advantage of that portfolio approach and indicate how well you have met (and exceeded) each one. When you summarize, be sure that you frame it in a positive and authentic way.

The final contribution to most faculty's path is service. Whether service is just being a good university citizen and helping out whenever and wherever you can, or if it has specific numbers that must be met, craft your summary to show how you have added value to the institution. Tenure committees are there so the institution can be assured that they are making a commitment to someone who will work hard, help with shared governance, and balance teaching research and service in thoughtful and mindful way.

In conclusion, you have a path; now share it! You have been forging your path since you arrived at the institution. However, no else may know what it looks like. They know they need to see the minimums but, truthfully, unless you have some other major award (like a Nobel prize, or a Grammy, or…), you really must show that you add value by working at the institution in ways that exceed the minimum levels. In your packet, make sure you clearly state how you have met *and* exceeded a requirement. Yes, it was stressful, not just because of the process but because I valued the opinion of those judging my path. We just need to remember that valuing those opinions doesn't begin as we build our packet but as we walk in the door for the first time.

Faculty Focus: Promotion and Tenure

Building Documentation to Support Promotion: Tips from Faculty

Compiled by CeTEAL Staff

The CCU faculty below have graciously shared tips and advice based on their own promotion or promotion and tenure experiences. Some tips relate to the vital documentation of teaching, research and service. Some tips relate to the small aggravations that have the potential to ramp up last-minute stress. We hope you will find them helpful.

"The promotion and tenure process is just that, a process. From teaching your first class to writing your first article and everything in between, it is worth seeing how it aligns to your journey through the process. Being organized is sometimes not as easy as you once thought. Once the semester starts, I keep papers and projects, making neat piles where they are easily accessible. You have to figure out what works best for you. Graphic organizers or other tools to save your artifacts will be required."

—Dianne Mark, professor

"One of the things I always advise tenure-track faculty to do is to create a file for each year. In that file, print out unsolicited 'thank you's' from students, faculty and administrators. Place working papers, publications, teaching evaluations, committee work they've done, absolutely anything that lends support to their file. This way, when they are putting together their final file for submission, everything they have is already organized by year and they don't have to sort through emails or track down anything through the dean's office."

—Dennis Edwards, professor

"When preparing your file for promotion and tenure, keep in mind the various audiences that will be evaluating the file. Your audiences will include people as varied as your college dean, departmental peer review committee, college promotion and tenure committee, University promotion and tenure committee, external referees, the provost and the president. It may seem daunting to imagine how to appease all of these evaluators, but I found that keeping these diverse audiences in mind helped me to see the bigger picture. I asked myself whether a certain term would seem too esoteric or jargon-y to those outside my field and so used more general language to describe activities. I attempted to describe how things I had done had positively affected several different campus stakeholders. It also helped to bring me back to the main point of the file: Why am I doing these things in the first place? How are my activities helping students, colleagues and the University achieve our shared strategic goals?"

—Scott Bacon, associate librarian

"There are a lot of resources to help faculty when beginning to work on their P and T files. All departments have various expectations for P and T now, as well as colleges. These expectations tell exactly what is valued as far as evidence of teaching, scholarship and service. Each faculty member will also have a letter of expectations which details the things each specific department expects that faculty member to do. A particular resource I recommend is Peter Seldin and Elizabeth Miller's book *The Academic Portfolio: A Practical Guide to Documenting Teaching, Research, and Service.* This is a book that shows you how to compose a P and T file, how to put it together, what goes in and what does not. I also know that CeTEAL has sessions to help faculty learn how to put their file together.

"When serving on departmental and college P and T panels, I look for evidence of both teaching effectiveness, growth and reflection each year. I would like to see the faculty member reflect on how the class went and what could be done better. I would also like to see in the next year, that they did these things they said they needed to do to improve. I look for both evidence of peer-reviewed scholarship and evidence of involving undergraduates in their scholarship, as well. The biggest mistakes I often see in P and T files is that some come in jumbled, unorganized, and are not very easy for us as a committee to find what we are looking for. If I can find the evidence that I am looking for very quickly, then evaluating a file does not take long. However, if it does take a while to sift through the file and look over everything, then here is a large chance that we may miss things in there, and that is not something you want."

—Louis Keiner, associate professor

"Update your CV every spring when you do your annual report so that you don't have to do it all at once for your file. Don't forget the details of putting together your binder. For example, think about how long it might take you to print the tabs for the dividers in your binder, because this kind of advanced printing is almost an obsolete skill. Figuring out what kind of dividers to buy so the tabs stick out past the documents so people can flip through the book easier is a harder problem than it should be."

—Allison Faix, associate librarian

"Allow more time than you think you will need to put together your binder. It takes longer than you think to do small things such as sliding paper into sheet protectors and adding your labels.

"Plus, you should have the binder ready in advance so you can have someone else review it for you before you submit it. A second or third set of eyes may see something you missed."

—Anonymous

"Tie your work to larger goals of the department or university. For example, if you worked on a special project, explain the specifics of your involvement and its benefits to students (learning, retention, etc.), other faculty, the department, the college, etc."

—Ariana Baker, librarian

Faculty Focus: Promotion and Tenure

Thinking about Applying for Senior Lecturer?

Linda Martin, senior lecturer, English; Steve McCartney, lecturer, English; Edwards College of Humanities and Fine Arts

So, you are thinking about applying for promotion to senior lecturer. We, Linda Martin and Steve McCartney, would like to offer some tips and cautions. Why us? Linda has gone through the process successfully and Steve is in the last stages of the process. We have, between us, probably done everything a person could possibly do to make this process unnecessarily difficult. We hope our experiences will help make your road a little smoother with far fewer potholes than we experienced.

Linda Martin

Steve McCartney

When you are going up for promotion to Senior Lecturer, our first suggestion would be to prepare for paper overload. When Linda decided to apply for consideration as a Senior Lecturer in 2015, the English Department's expectations for promotion seemed straightforward and logical, but when the instructions said "artifacts for Volume I should be housed in a three-inch binder" red flags appeared and alarm bells went off. Luckily, the process has been streamlined, and candidates now are limited to Volume I in a binder no larger than two inches.

Once the nausea and intimidation factor decreased over the volume of material that needed to be collected, the first task was to determine the best way to present what faculty members, especially English department faculty members, do best — communication. Linda thought creating a rough draft of the cover letter was the most appropriate place to start building her binder

material. She quickly found this was not the case. Gathering and compiling all the details of one's academic life are critical to gaining a more objective view of the strengths, and the weaknesses, we all bring to the classroom. One thing we found to be effective was to separate what is required of senior lecturers from what is suggested on many annual reports.

Much like the annual report, the list of expectations might not translate one to one. Here's what we mean. The expectations for promotion ask candidates to submit scholarship when scholarship is not a part of the job description. Another requirement is to provide the review committee with student evaluations. This is much easier today when faculty members receive their evaluations electronically. Prior to the transition from paper to electric format, faculty members had reams of student evaluations stored in file cabinets.

Unfortunately for Linda, her office in Prince became ground zero when an overhead water pipe broke, destroying all paper artifacts. In Steve's case, his paper evaluations were kept in his outside storage unit — not much room in a shared office. Now his artifacts are somewhere between mildew and dust. For both of us, Institutional Research was very helpful in retrieving the records (of nonconfidential material) we needed as we started gathering material. Happily, the shift from paper evaluations to Campus Labs will be a welcome load-lightener for prospective candidates. You will still need to print out your evaluations to submit them, but storage is no problem.

Other advice we have is start early. We don't just mean early in the application term; we mean early in your career. It can be a little abstract to think about a deadline five years in the future, but here are some things to consider: (a) have an Outlook folder just for promotion-related materials; (b) have a digital folder (laptop, cloud, etc.) for promotion-related materials; (c) email copies of promotion-related materials to your email. The backups in secure locations don't take up much space, but create instant access to everything you need once it is compilation time.

Another piece of advice is to remember you are not alone. Don't be afraid to ask people who went up for promotion before you for help. They're almost always willing to give it. Nothing is more helpful than seeing someone's complete promotion binder in its

final form, in particular with respect to best practices for organizing the binders. CeTEAL is another valuable resource. They do much more than just "help with teaching" and offer periodic sessions on techniques for beefing up your vita, annual evaluations and the like. Your department chair and assistant chairs can offer advice on what the process and interview might entail and spend a great deal of time and energy helping candidates succeed.

Teaching observations were required in our department and were a big part of what our portfolios needed, but no one enjoys being under a microscope. One way to mollify that fear is with peer observations. Being observed by other teachers you are comfortable with helps you get used to having someone in the room, someone noticing things about you that you might have not noticed yourself, and some fresh perspectives you might have not even considered. The nervousness of being observed by those in supervisory positions is understandable, but remember that when either a chair or CeTEAL observes you, they want you to succeed. Any "criticism" is very much constructive criticism, and is never delivered with hostility.

In Steve's case, both supervisor and CeTEAL observations came with suggestions for situations Steve already knew were an issue. There were no surprises, but there were helpful strategies. When Linda was observed, the instructional coach, a professor in mathematics, offered strategies for her particular lesson. So observations are not always broad advice; there can be very helpful suggestions for lessons you like and want to keep.

The bottom line is the promotion process is often quite exhausting. The seemingly reams of paperwork required can truly be intimidating, the observations nerve wracking, and the interview(s) nauseating, but a few life tricks help enormously. Planning early by keeping all records safe and easily accessible, starting early by notifying the appropriate people of your intent to become a candidate, and seeking help from the myriad resources will help alleviate the anxiety you may face. Good luck!

CeTEAL's observations are confidential and are performed by instructional coaches who have received training on how to offer constructive recommendations using strength-based language. CeTEAL's instructional coaches observe at your request and are able to assist you with teaching concerns you may have.

Faculty Focus: Promotion and Tenure

Your Path to Promotion and Tenure: Advice from the Panelists

Compiled by Jenn Shinaberger, director, CeTEAL

Every spring, CeTEAL invites faculty to attend a panel discussion entitled "Your Path to Promotion and Tenure." The audience has the opportunity to ask questions and to listen to advice from the panelists — colleagues who have successfully navigated the process. The faculty on the panel may change from year to year, but certain pieces of advice have remained consistent across the years:

Understand the expectations

1. As soon as possible, learn what is expected by the University — and your college and department — before you get too far along in the process. Read the Faculty Manual. Locate any documentation your department and college may offer to guide the process — college by-laws, handbook, performance standards, elaborations, etc. Every college has a different name for this documentation.

2. Talk with colleagues who have been through the process in your department. Remember, departments differ in the types of evidence and artifacts they require.

3. Talk with colleagues outside your department. They will also have good ideas and insights to share.

4. Ask trusted colleagues if you may see their files. It can help to have examples even though your file will be based on your specific experience.

5. Ask if you have questions. If you are not sure the best person to ask, ask CeTEAL. We will help you find the information you need.

6. Don't overdo service. Service to the University is important, but it is not the only criterion. You must leave time for scholarship and quality teaching as well. Try to choose your service selectively; go where you can add the most value.

7. Don't wait until the last minute to explore expectations, you may run out of time for certain activities. Cramming all your expected activities into a semester or two

does present a balanced picture and will not be good for your stress level.

8. Take advantage of leadership opportunities.

Collect your documentation

9. Start gathering information from the beginning (or as soon as possible). Do not wait until the last minute. The process of putting your information together in a meaningful way may take longer than you think.

10. Collect and save everything, but curate your file — more is not necessarily better.

11. Collect evidence to document teaching effectiveness and improvement. Show your efforts to grow as a teacher. For example, include reports from classroom observations and how you used the feedback to inform your teaching.

Build your portfolio

12. Tell your story. Your cover letter and your narrative are important for creating meaning from the documentation you will include in your packet/binder. Tell the story of why you are a valuable part of CCU now and going forward.

13. Use the table of contents in your binder to help tell your story. It can serve as an organizational tool and can help highlight your evidence.

14. Weave in evidence and artifacts to support your narrative. It will be noted if your story and your evidence contradict each other.

15. Show your growth potential and your trajectory. Reviewers want to see what you have accomplished at CCU, but they also want to have a good idea of how you will contribute to the future of the University.

16. Be organized. A clear, logical structure makes the information in your binder easier to access and makes your story easier to follow. [*As of the publication date of this newsletter, you will submit your documentation in a physical binder format. This may change in the next year or two.*]

17. Work smart. Try to interweave your service, teaching and scholarship. Service? Prepare a new course or substantially revise an existing course and share it with interested colleagues who will teach the

same course. Teaching? Teach the new class and improve it based on feedback from students and classroom observations. Scholarship? Consider a scholarship of teaching and learning (SOTL) research question and collect data from your teaching. Present your data at a conference and write a paper.

18. Take a CeTEAL session — we offer several — on building your portfolio for promotion and/or documenting your teaching improvement. We can also help you explore potential SOTL research

AAUP Meetings

March 20, 2-3 p.m., Kimbel Library 109
April 17, 2-3 p.m., Kimbel Library 109

AAUP Spring Events

March

- Wednesday, March 27, 4:30-6 p.m. Hackler Event (Provost and Faculty Senate)
- Thursday, March 28, 12:30-2:30 p.m. Lunch at Chauncey's Choice

April

- Friday, April 5, 11:30 a.m. to 1:30 p.m. Lunch at Hicks
- Wednesday, April 10, 5-7 p.m. Social at Sam Snead's

May

- Wednesday, May 1, 5-7 p.m. End of Year Celebration at 810 Bowling

AAUP events are free and open to the CCU community. Membership is encouraged, but not required.

For more information about AAUP, contact Allison Faix (afaix@coastal.edu) or Deb Breede (dbreede@coastal.edu).

Student Retention: Tools and Resources

Accessibility and Disability Services - FAQs about Student Accommodations

Accessibility and Disability Services (ADS) offers support and assistance to students with disabilities and medical conditions by coordinating and implementing appropriate accommodations and providing resources and services as they relate to academics, housing, dining and campus services. ADS also functions as a source of information, educational outreach and advice, as well as a communication link among individuals with disabilities, faculty and staff, and the University community.

Frequently Asked Questions

When and how does a student register with ADS?
Once a student has been admitted to and has officially selected CCU, the student can initiate the registration process with ADS. Students begin this process by completing an ADS registration form in addition to providing verifiable disability documentation from an appropriate third part (e.g., a treating medical provider or evaluator and including any professional and/or state registration of licensing credentials).

How are students' instructors notified about students' registration with ADS?
After students register with ADS and appropriate accommodations are identified during a one-on-one meeting, ADS staff will create a faculty notification form (FNF), and the student will share an FNF with each instructor. This form includes classroom and testing accommodations. Disability documentation is not shared with instructors.

What else does ADS offer?
ADS has a testing center in Kearns Hall (Suite 106) that allows for a distraction-reduced environment and space for extended testing time. ADS also offers academic coaching via one-on-one meetings to focus on academic skill building and study strategies. Academic coaching appointments are initiated by students.

What is a reasonable accommodation?
The Americans with Disabilities Act (ADA) requires that colleges and universities engage in an interactive process with qualified students with disabilities to determine accommodations. In general, when a student makes a request, the University should make an individualized consideration of each request for academic adjustments, auxiliary aids and services, or modifications to policies and processes to ensure access and non-discrimination. If the interactive process supports that the requested accommodations are necessary to ensure access of non-discrimination, do not substantially modify academic standards, do not fundamentally alter an essential element of the program or service, do not present a health or safety risk to others, and do not constitute an undue administrative or financial burden, then those accommodations should be granted.

What are best practices for implementing extended time for class assignments?
ADS strives to provided additional guidance and clarity regarding extended time for class assignments. For example, a specific amount of time may be indicated (e.g., one to two days) on the FNF. ADS encourages students to establish and maintain open communication regarding the use of extended time for assignments. Extended time for assignments is often used when an unanticipated flare-up occurs, and time frame presents a barrier for the student.

Recommendations for referring a student to the Office of Accessibility and Disability Services

Privately speak with the student about your observations and share your knowledge about campus resources that may be useful. Contact ADS and schedule a time to walk the student to ADS for a meeting with student, instructor and ADS staff member. If students prefer to come on their own, let them know we have drop-in hours throughout the week. Students can call ahead to schedule an appointment to learn more about drop-in hours. ADS refers students seeking an assessment to a local provider who can complete evaluations and provide diagnostic impressions. The provider comes to campus and charges a reduced fee for services.

Visit coastal.edu/disabilityservices. Contact the office at 843-349-2503.

Research and Writing Workshops

Hosted by Kimbel Library and the Writing Center

Would you like your students to seek help with their research and writing? Encourage them to come to these workshops! Kimbel Library and the Writing Center are partnering for a series of drop-in workshops where students can stop in for help with academic research and writing, or come in and work independently on projects.

Upcoming workshops will be held in Room 203 in Kimbel Library.

April 8 and 9, 4-7 p.m.

Registration is not required, but students can pre-register online to receive reminders at: coastal.libcal.com/calendar/workshops. If you would like to offer extra credit or make-up credit for workshop attendance, librarians and writing center staff will report student attendance upon request.

Technology Tip for Accommodations

If you are giving quizzes or assignments in Moodle and you have students who need accommodations, take advantage of Moodle's User Override or Group Override tools. The overrides will allow you to easily set extended time — for example 90 minutes for a 60-minute quiz — for one or more individual students or for a group of students — or extended deadlines — for example, when a student needs an additional 48 hours the assignment.

To set User Overrides and Group Overrides:
1. Set up the quiz or assignment as you normally do.
2. Click the quiz or assignment title on the main page of your Moodle course site.
3. Click the Edit gear/cog in the upper right corner.
4. Select User Override or Group Override, complete the requested information and save your changes.

Student Retention: Tools and Resources

Academic Coaching Experience Department (ACED) Faculty Referral Overview

The **Academic Coaching Experience Department (ACED)** provides academic coaching to students enrolled at Coastal Carolina University. Academic coaching specialists support students in developing core skills that impact overall academic performance, such as time management and organization, goal setting, active studying and learning, critical reading, test taking, and note taking.

The director and academic coaching specialists will work with campus partners to make contact with students referred to the ACED through the academic alert system.

When faculty should refer a student

The best times to refer students to the Academic Coaching Experience Department are after students have received their first or second major grade in the course or when a student is displaying low-success behaviors. They may include poor or sporadic attendance, missing or late assignments, or minimal engagement in the course. The goal is to reach students early enough in the semester that they have the potential to get back on track and complete the course successfully if they make significant adjustments to their course approach and/or invest in meaningful academic skill development. However, faculty can refer students to the office at any point in the semester if they feel the student would benefit from additional academic support.

Is academic coaching the best resource for a student?

Please refer to the Coastal Student Success Center Flow Chart for additional information about campus referrals: coastal.edu/media/2015ccuwebsite/contentassets/images/coastalstudentsuccesscenter/Coastal_Student_Success_Center_flow_chart.pdf.

How to refer a student to academic coaching

Faculty currently have two options for submitting ACED referrals:

1. Create an alert through the Campus Labs Faculty portal (the same place where you view your course evaluations). You can find step-by-step instructions on our website here: coastal.edu/studentsuccesscenter/academiccoaching.
2. (Available through May 2019) Submit an academic coaching referral on the Academic Coaching Experience Department website using the Academic Coaching Referral Form link: coastal.edu/studentsuccesscenter/academiccoaching.

What happens when a faculty member refers a student to the academic coaching experience department?

Contact schedule

Step 1: ACED director assigns the student referral/alert to the appropriate ACED staff member.

Step 2: ACED office emails the student notifying them of the referral/alert, introducing resources, and encouraging them to schedule an appointment with the academic coaching office.

Step 3: ACED office calls the student if they have not responded to email after two business days. If student does not answer the phone, a brief voicemail is left and a follow-up email is sent. If the student answers, the ACED representative discusses the referral/alert with the student, explains resources available, and encourages the student to schedule an academic coaching appointment.

Step 4: ACED office closes the referral/alert once contact is made or if the student is unresponsive after an appropriate amount of time (an additional two business days after attempted phone contact).

Notating the outreach process

The ACED office creates notes viewable to the faculty in the Campus Labs faculty portal so faculty can track the progress of the referral/alert as desired. All action taken on the referral/alert is notated, including attempted contacts.

The following information will be included in the referral/alert response notes:

- How the student was contacted.
- What information was shared with the student.
- Additional recommendations from the ACED office (if applicable).
- Outcome of the alert/explanation of why alert is being closed
  - Appointment scheduled with ACED office.
  - Student not interested in academic coaching services.
  - No response received.

Typical topics discussed in an academic coaching appointment

Understanding faculty expectations
- Creating a course plan that aligns with student goals and faculty expectations.
- Interpreting faculty feedback and making appropriate adjustments moving forward.

Time management and organization
- Creating and implementing a plan for tackling large academic tasks.
- Developing a realistic time management plan that reflects the student's academic goals.
- Balancing several priorities.

Using support resources
- Developing a plan for using academic support resources.
- Preparing for meetings with professors, TAs or tutors.
  - Composing emails.
  - Articulating or clarifying questions or areas of concern.

Learning actively
- Preparing for class effectively.
- Improving in-class engagement.
- Evaluating one's own understanding of material, identifying strengths and weaknesses, and effectively targeting areas of weakness.
- Using provided learning tools (course readings, lecture slides, assignments and study guides) to make meaning of course concepts or specific academic skills, and engage in meaningful, active learning of material.
- Creating and implementing an effective study plan.
- Preparing for exams.

Goals of academic coaching referrals

- Identifying students in danger of underperforming and notifying students of the concern.
- Introducing students to resources that meet their needs, and encouraging them to use these supports.
- Encouraging students to meet with an academic coaching professional to help them in developing a revised, active course approach that addresses current challenges and concerns.

Please feel free to contact Mary Fischer, director of the Academic Coaching Experience Department, with any specific referral details or questions: mfischer@coastal.edu, Kearns Hall 105, 843-349-6973.

Faculty Focus: Promotion and Tenure

Using the Teacher-Scholar Model Guide Your Promotion and Tenure Files

Jenn Shinaberger, director, CeTEAL

What are some things that you can include as evidence in your promotion and tenure file? Consider the Teacher-Scholar Model of Coastal Carolina University, included in the Faculty Manual, as broad guidelines for what activities can be included in the narrative. This model calls for faculty to focus on high-quality teaching and engaged learning; scholarly and creative activities; and informed service activities that are informed, effective and meaningful.

1. High-quality teaching and engaged learning

The Teacher-Scholar Model encourages faculty to "model discipline-specific behaviors and practices in their learning environment." Think about what habits, knowledge and dispositions you teach your students. How do you get your students to think like an expert in your field?

"Expose students to current issues in the discipline." What are the most salient debates and discussions in your field? How do these issues inform your teaching? How do you bring students into the most recent conversations in your field? What are some of the great challenges and opportunities in your field? To support the answers to these questions the methods and strategies that you employ can be reflected in a variety of practices.

"Teacher-scholars implement a variety of strategies to promote student learning." This list of activities gives examples which go beyond a lecture-based classroom:

- Active and experiential learning.
- Collaborative research and creative works.
- Internships.
- Study abroad.
- Community-based projects.

"They approach teaching and student learning in an informed deliberate and reflective way such that activities related to:

- Course design.
- Assessment of student learning.
- Mentoring student research and projects.
- Program design.
- Program evaluation."

Explain how the above activities can be service and tie back to your teaching.

2. Scholarly and creative activities

"Faculty are actively engaged in scholarly and creative activities that contribute to their disciplines but also to student the University and the community."

How do your intellectual contributions contribute to your students? Can you tie together your disciplinary research with your teaching or with how it impacts your students?

3. Service activities that promote a well-functioning university

Ask yourself if your service connects back to your teaching or your research? Have you selected service that utilizes your disciplinary expertise? How does your service contribute to your profession? How does your service contribute to shared governance? Is your service "informed, effective and meaningful…?

The Teacher-Scholar Model should provide guidance for faculty as they prepare their files for promotion and tenure.

Suggested Questions to Ask Your Department about Promotion and Tenure Processes

Compiled by Jenn Shinaberger, director, CeTEAL

These are questions that are commonly asked by faculty and can usually be best answered by your department. Some questions apply to the general promotion process and some apply specifically to promotion with tenure. This is not an exhaustive list and the questions are listed in no particular order.

- Where can I find the requirements for my promotion, or promotion and tenure file?
- Does our department offer promotion and tenure mentors if requested?
- Should a senior lecturer include information on service and scholarship or focus on teaching?
- Are we expected or required to have a classroom observation?
- What should I be doing in my first two years to prepare to go up for third-year review and for promotion and tenure?
- What happens at the third-year review? When should I submit third-year review materials to the department?
- What does effective teaching look like in our discipline?
- I had a bad semester — health issue, bad student evals, natural disaster, etc. — how do I address that?
- Can you give examples of supporting documents for the teaching section?
- Can I submit digital materials such as videos of my teaching?
- What are some of the common problems with promotion and tenure files? How can I avoid them?
- How do I select the right areas of service to the University without overloading myself?
- What are the recommendations for binder size and organization?
- What counts as scholarly and creative works in our department?
- How heavily are student evaluations of teaching weighted?

Your Path to Promotion and Tenure Panel Discussion
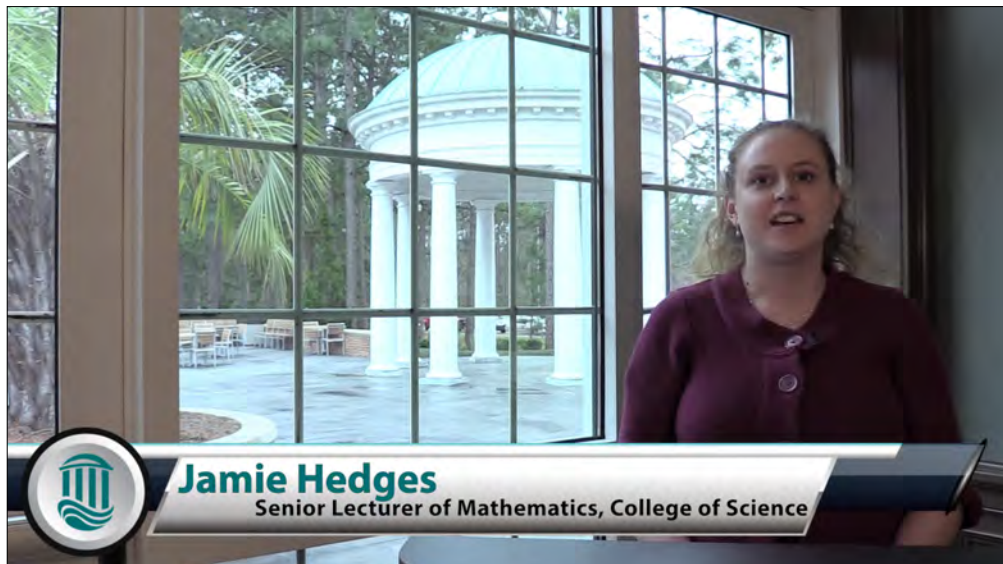
April 5
3 p.m.

Alford Ballroom
Atheneum Hall

Questions?
Contact ceteal@coastal.edu.

Faculty Focus: Promotion and Tenure

Promotion and Tenure Video Series

With the help of CCU faculty, CeTEAL's instructional technologists Matthew Tyler and George Warriner are developing a video series highlighting promotion and tenure processes at CCU. The videos feature faculty from across campus who have successfully completed the process and are willing to share their lessons learned with colleagues. The first video produced for the series features Jamie Hedges, senior lecturer of mathematics from the College of Science.

Watch for more information in CeTEAL communications when the video series is complete.

Jamie Hedges
Senior Lecturer of Mathematics, College of Science

Storing Documents for Your Promotion and Tenure Files

CeTEAL Staff

Several people in this issue of the newsletter have mentioned the importance of finding a safe place to store the documents you are collecting for your promotion and tenure files. Although most of your documentation will be submitted in paper format — based on the standards as of our publication date —it is a good idea to scan documents that you do not already have in an electronic format and store them in the cloud.

Where can you store your documents? You can store files in your personal Google Drive or Dropbox accounts, or you can use storage offered by CCU including:

Nextcloud (formally ownCloud). According to the ITS website, Nextcloud is a "file storage and sharing system for non-sensitive files. Each Nextcloud user is allowed 5GB of space and may upload files of up to 1 GB." Files stored in Nextcloud are accessible with your CCU login from computers and mobile devices and may be accessed from on or off campus.

OneDrive. OneDrive is a service that is available through the University's Office 365 license. Your OneDrive account allows you up to 1 TB of personal cloud storage and gives you access to your files though your computer and mobile devices, and is available through the web.

No matter where you store your files, it is a good idea to have a backup copy so if you lose access to one source, you will still be able to retrieve your work.

◇

Documenting Teaching Skills and Continuous Improvement Efforts
Continued from Page 1.

For example, you might ask them to pay close attention to any issues that were mentioned in your student evaluations. The coach will observe a class meeting of your choosing, and then provide a written report and follow-up meeting to discuss your teaching strengths and the coach's recommendations for improvement. The observation and follow-up report are confidential. CeTEAL will not share your report with anyone beyond you, your instructional coach, and the CeTEAL director and assistant director.

Your instructional coach will note your teaching strengths in the report and address any challenges you may have indicated in your initial meeting. The coach will also include concrete suggestions and teaching strategies to help with any areas that need improvement. CeTEAL encourages the observed faculty member to write a response to the report indicating how they will use the information provided. This response may be as simple as indicating that you will continue to use the strategies that were successful, and/or how you will integrate suggestions or make needed improvements. If you decide to implement new teaching strategies or make other changes, you might request a follow-up observation.

Both the instructional coach's report(s) and your response(s) can be included as evidence of your efforts to improve teaching. Providing evidence for observation and improvement efforts can show your dedication to teaching effectiveness and to your student's success.

Another way to show your dedication to teaching is to consider how your teaching might be a focus for research. Many journals publish articles related to the scholarship of teaching and learning (SOTL), and your classes can be an excellent source of data for this research. Several faculty at CCU have presented and published on teaching-related projects after gathering data from their own classes over the course of several semesters or years. CeTEAL can help with ideas and a list of journals that publish SOTL research.

Finally, be sure to include your professional development experiences related to teaching. Conferences, CeTEAL and TDSE sessions that inform your teaching show your commitment to expanding your teaching skills. Many faculty come to CCU with little or no direct education on how to teach, but CCU provides resources to help bridge that gap. CeTEAL offers the Teaching Effectiveness Institute — a program that can give you ideas and strategies for enhancing or improving your classroom teaching. We also offer sessions on instructional technologies that can help you expand your class digitally.

Documenting your use of the professional development resources CCU provides will help cement your image as someone committed to continuous improvement in teaching.

GENDER IDENTITY, EXPRESSION AND DIVERSITY: CULTIVATING INCLUSIVE SPACES

DID YOU KNOW...
41 percent of trans people have attempted suicide?

DID YOU KNOW...
80 percent of trans students feel unsafe at school because of their gender expression?

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, whereby they will reflect on their own identities and then will explore how misunderstanding and mistreatment of individuals on the basis of gender identity contributes to a culture that invalidates and dehumanizes.

DATES: April 2, 10 a.m., Alford Ballroom
May 9, 2 p.m., Alford Ballroom

This 90 minute session will help participants:
• Learn why respecting gender identities matters.
• Build knowledge and basic cultural competence and increase their familiarity with gender-inclusive language.
• Learn and develop skills to help create a safe and inclusive environment for transgender, gender nonconforming and gender nonbinary students, staff and faculty.

Participants will leave the session with knowledge and skills that can be implemented in their work and interactions at CCU.

Participants who have completed any level of Safe Zone training are welcome to attend the session to deepen their skills and understanding.

Limited seating! Register soon!

DID YOU KNOW...
Trans women have a one out of 12 chance of being murdered?

DID YOU KNOW...
50 percent of trans people have been raped or assaulted by a romantic partner?

DID YOU KNOW...
Trans people of color are six times more likely to experience physical violence when interacting with police?

For more information, please contact the Office of Diversity and Inclusion (odi@coastal.edu).
Sponsored by CeTEAL, the Office of Diversity and Inclusion and the Office of Training, Development and Service Excellence.

Resources & Tips

In each newsletter, CeTEAL includes a page of resources and tips. If you have teaching tips, technologies or ideas you would like to share with fellow faculty, please email them to cetealnews@coastal.edu.

Tips for Your Promotion and Tenure Binder

1. Be aware of college/department standards for the size and number of binders (volumes) that you are allowed to have.

2. Get a three-ring binder with a clear plastic cover on all sides, including the spine. A D-ring binder is easier to open and close.

3. Consider ultrathin plastic sheet protectors (3.3mil/0.84mm thickness or less). They take up less space in the binder.

4. Get dividers that stick out past the plastic sheet covers.

5. Label your binder(s) on all sides with your name, so it can be easily recognized from the front back and spine.

Collect Mid-Semester Feedback from Students to Continuously Improve Classes

Gathering mid-semester feedback from students can help when you are:
- applying new teaching strategies or new technologies.
- considering refreshing a long-running course.
- responding to feedback on a previous course evaluation.

Depending on the class and on your level of comfort and trust with students, you might gather this feedback through in-class discussions, written responses or online surveys. Whatever your method of gathering feedback, be sure to save the data you gather and document your improvement efforts based on the responses. Some departments may allow you to include this information in your P and T file. Check with you department.

CeTEAL Professional Development Report

If you need a list of the professional development sessions or programs you have completed through CeTEAL, you can print one directly from the CeTEAL site when you login to MyCeTEAL at coastal.edu/ceteal/myceteal/status.html.

If you would prefer an official list of your completed sessions on CeTEAL letterhead, contact Gail Sneyers at gsneyers@coastal.edu.

Tools for Tracking Tenure and Promotion

Medford Library at University of South Carolina at Lancaster offers a guide with tools for tracking promotion and tenure. Areas of the guide include organization, focus, digital archiving, licensing and copyright, scholarship dissemination, citation tracking, undergraduate research and networking.

Visit usclancaster.libguides.com/c.php?g=322991&p=2164221 for more information.

SummarizeThis

Looking for a tool to give you quick summary of written information that you don't have time to read? SummarizeThis uses its own algorithm to provide you with the key points from text you have supplied. Just paste the text into the tool and click the "Summarize" button. Your summary will be quickly generated and displayed on the screen.

To access this free online tool, visit summarizethis.com. No email address or login is necessary to use the tool. As always, we recommend against posting any materials that contain information that should be kept private.

Moodle Support has Moved to COOL

As we reported in the previous issue of CeTEAL news, the Coastal Office of Online Learning (COOL) has taken over Moodle training and support. They officially announced the move in February. Along with supporting Moodle, COOL will support Echo360, Turnitin, Respondus, Ally and other Moodle-adjacent tools.

As always, CeTEAL is still happy to help with the instructional design aspect of Moodle courses and online teaching, but general Moodle support will belong to COOL.

If you have questions about Moodle or need assistance with troubleshooting Moodle issues, please contact coastalonline@coastal.edu.

Who to Contact?

Contact CeTEAL for:
- Instructional design
- Classroom observations
- Teaching strategies
- Documenting teaching effectiveness
- Class and program assessment
- Instructional coaching
- Professional development

Contact COOL for:
- Moodle support and training
- Online course templates
- COOL grants
- Echo360 training and support
- Ally (accessibility checker)
- Video Captioning
- Turnitin
- Respondus

Contact TDSE for:
- Feel the Teal
- Leadership Institute
- Mandatory training—FERPA, Title IX, Safe Response to Violence, etc.
- Supervisor training
- Best practice with University systems

Contact ITS for:
- Classroom technology
- Computer hardware/software
- Technology price quotes
- Website (t4) support
- Multifactor authentication
- Fraudulent emails
- Information security
- Data storage

CeTEAL Faculty Development Schedule

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

Special Topics

What Counselors Would Like You to Know about Student Veterans and Service Members
March 8, noon

Wellness Circle for Faculty/Staff (Introductory Session)
March 22, 10 a.m.

Book Talk - "Open: The Philosophy and Practices that are Revolutionizing Education and Science"
March 20, 4 p.m.

VA Education Benefits and Advisors
March 25, 11 a.m.

Visions of CCU - Vision Board
April 1, 9 a.m.

Mindfulness Meditation: The Science and Practice
April 1, noon

Technology Mindfulness
April 1, 2 p.m.

Letters of Gratitude
April 2, 3:05 p.m.

Your Path to Promotion and Tenure - Panel Discussion
April 5, 3 p.m.

Book Talk - "The Shakespeare Requirement"
April 10, 4 p.m.

Accessibility

Integration of Accessible Assignments and Activities into your Online, Hybrid and Flex Classes
March 18, noon
April 2, 11 a.m.
May 10, noon

Integration of Open Educational Resources (OERs) into your Online, Hybrid and Traditional Classes
March 21, 1 p.m.
April 18, 11 a.m.
May 7, 1:40 p.m.

Technology

Office 365: Five Things You Can Do with Microsoft OneDrive
March 20, 11 a.m.

Going Paperless: Apps the Promote Digital Organization and Productivity
March 18, 9 a.m.
March 21, 10:50 a.m.

Advanced Moodle Training - Tier 2
March 26, 1:40 p.m.

Holding Live Online Group Presentations Using Skype for Business
March 26, 12:15 p.m.

Creating a Multi-Page Linked Gradebook in Excel: The Step-by-Step Processes for a PC
March 27, 2 p.m.
March 28, 12:15 p.m.

Podcasting: Creating Audio Learning Objects for Your Course
March 28, 1:40 p.m.

Using Camtasia to Engage Students in Effective Instructional Videos
March 29, 10 a.m.

Low-Stress Method for Making Narrated PowerPoint Lectures
April 5, 9 a.m.

Distance Learning

Distance Learning: Course Organization
March 7, 9 a.m.
April 8, 11 a.m.

Distance Learning: Building Community
March 28, 10:50 a.m.
April 3, 11 a.m.
April 4, 1:40 p.m.

Distance Learning: Ensuring Quality
April 11, 12:15 p.m.

Personal Lecture Capture for Online/Hybrid Courses
This is a fully online class that opened on Jan. 28 and runs through April 26.

QAI Online
This is a fully online class that opened on Jan. 28 and runs through April 26.

Effective Teaching

Group Work and Quality Feedback Made Simple with OneNote Class Notebook
March 20, 1 p.m.

Effective Teaching: Integrating Instructional Technology
March 25, 1 p.m.
March 29, 9 a.m.

Engaging Students by Integrating "Choice" into Your Classes
March 29, noon
April 15, 3 p.m.

Feminist Pedagogy: How to Create an Empowering Classroom
April 15, 11 a.m.

Assessment/Evaluation

Course Evaluations in Campus Labs
March 19, 3:05 p.m.

Stress Awareness Week

CeTEAL will host its annual Stress Awareness Week from April 1-5. This year we are partnering with Training, Development and Service Excellence (TDSE) and other faculty and staff around campus to offer a collection of sessions and activities designed to help faculty and staff recognize, manage and reduce stress.

To see the sessions we have scheduled, go to the CeTEAL registration website and look for the Special Topic section.

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.

CONTACT CeTEAL STAFF

Jennifer M. Shinaberger
Director of CeTEAL
843.349.2737   KRNS 215E
jshinabe@coastal.edu

Jean K. Bennett
Assistant Director
843.349.2481   KRNS 215D
jbennet1@coastal.edu

Matthew C. Tyler
Instructional Technologist
843.349.2951   KRNS 215A
mctyler@coastal.edu

Gail M. Sneyers
Administrative Assistant
843.349.2353   KRNS 215
gsneyers@coastal.edu

Tracy J. Gaskin
Faculty Development Program Coordinator
843.349.2790   KRNS 215B
tgaskin@coastal.edu

George H. Warriner
Instructional Technology Trainer
843.349.2383   KRNS 215A
ghwarrin@coastal.edu

CeTEAL ADVISORY BOARD

Dianne Mark - Spadoni College of Education
Professor - Foundations, Curriculum and Instruction

Agatha O'Brien-Gayes - HTC Honors College
Director of Academic Advising

Dennis Edwards - Wall College of Business
Professor/Department Chair - Finance and Economics

Denise Paster - Edwards College of Humanities and Fine Arts
Associate Professor/Coordinator of Composition - English

Brett Simpson - College of Science
Associate Professor - Chemistry/Director of Core Curriculum

Eric Resnis - Kimbel Library
Head of Instruction Services

Louis Keiner - Ex Officio
Associate Dean - HTC Honors College