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Wellness Coalition and LiveWell: Creating a Culture of Wellness at CCU

Lee Carter, director, LiveWell Office

Faculty and staff have many demands—educating and supporting students; contributing to their department, college/division and field; and maintaining balance between work, personal life, and health and wellness. It can be easy for personal wellness to take a back seat when juggling so many things that need attention.

Coastal Carolina University’s mission is to “develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective.” We all share the goal of upholding the University’s mission to develop students and we contribute to this mission in myriad ways. We know that students need to be well both physically and emotionally in order to be in the classroom and to be successful. But what does faculty and staff wellness have to do with student success? As it turns out, a lot.

We know that stress is the most significant problem that students report affecting their academics. Faculty and staff often underestimate the influence they can have on the importance of student self-care and positive health behaviors. Faculty can have a significant impact on student wellness. They can use the syllabus to set expectations for classroom norms as well as provide information to students about available resources like Accessibility and Disability Services, Counseling Services and Student Health Services. Faculty can make referrals to services for students who are struggling, and they can use the Don’t Cancel Class program to bring in professional staff who can talk to students about wellness issues.

Creating space for these conversations with students requires a community that values the health and wellness of ALL of its members. Workplace wellness initiatives that are evidence-based, well-designed and well-executed have shown both positive health and financial outcomes when they are used toward the goal…
I’ve been reading “The Coach’s Guide for Women Professors Who Want a Successful Career and a Well-Balanced Life.” I was drawn to the book as a faculty developer, and I can’t pass up a book that is about work-life balance, wellness or self-care. I always figure that I’ll find a nugget in these books that will change my life, and I will magically become the most organized, productive person in the world.

One of my favorite chapters of the book was “How to Have More Time.” The chapter has many strategies for how to say no and employing the “good enough” strategy to reclaim time. One of the exercises in the chapter is to find 10 things that you can say “no” to in a week’s time. The author suggests opening a note on your phone and keeping track of the list.

As I have become more aware of emotional labor and invisible labor, I have tried to judiciously choose service activities and to be equally aware of the number of times that I ask a faculty member to participate in CeTEAL activities. As we put together new faculty orientation and new faculty seminars, I run through my mental contact list of faculty who we can ask to present. We try to avoid asking the same people every year. Conventional wisdom that says that if you do a good job on any service activity, you will be asked to do more. We sometimes joke with faculty who work with us that they should do a bad job to avoid being asked again.

Reclaiming time is only one small aspect of wellness. In this issue, you will hear from several faculty and staff members about different aspects of wellness such as compassion fatigue, balancing all aspects of wellness, and taking advantage of the health and wellness resources we have at the University. As the summer progresses, I hope you will find some time to put your own health and wellness at the top of your list of priorities.

Reference
Increasing Awareness about Compassion Fatigue and the Importance of Self-Care

Kerry A. Schwanz, professor, psychology, College of Science

When I hear the phrase “helping professions,” the first ones that come to mind are doctors, nurses, emergency response personnel, psychologists, and other social and human service type professionals. I sometimes forget that we, as faculty and staff in higher education, are quite often functioning as helpers for our students in our roles as teachers, mentors and especially as advisers. We are also encouraged to help students in many different ways beyond teaching and advising them, and we are called upon to help with student retention by developing relationships and offering support to a lot of different people such as our colleagues, administrators, parents and members of the community. Therefore, I do believe that as faculty and staff, we are indeed engaged in a “helping profession.” Furthermore, many of us may help others in our daily lives outside the work setting through volunteer experiences and/or caregiving for others.

Engaging in a profession that focuses on helping others or volunteering to care for others is a noble endeavor. Our society seems to value and applaud those who engage in selfless acts of compassion and care toward others. For example, we often hear stories in the media about health care professionals, first responders, foster parents or animal rescue workers who either risk their lives or neglect their own well-being to come to the aid of others, and we applaud them. On the other hand, what sort of thoughts and feeling come to mind for us when we hear about someone who took a “mental health” day off from work or took time to get a massage or to go on vacation? We do not seem to celebrate or hold in high regard people who engage in these necessary acts of self-care. Instead, we might secretly judge them or view them as being selfish and self-centered. It is time that we stop judging others and ourselves harshly for focusing on our own well-being and engaging in self-care. Despite the good feelings and appreciation we get from working in helping roles, sometimes there are negative consequences for helpers. There can be a high cost of caring in the form of something called compassion fatigue.

What is compassion fatigue?
Different descriptions and definitions of compassion fatigue can be found in research literature and popular media. In general, compassion fatigue involves the experience of stress in the form of burnout, cumulative stress, and/or secondary traumatization from helping/caring for others who are under stress or who have experienced some sort of trauma. According to Figley (1995, 2002), compassion fatigue can occur when a helper or caregiver repeatedly engages empathetically with another person and “takes on” some of their suffering. I sometimes refer to this aspect of compassion fatigue as “empathy overload.” I have also noticed in my own professional life and as a volunteer at a local animal shelter that the people who tend to be highly empathetic and compassionate toward others are the ones who seem to be most vulnerable to experiencing compassion fatigue.

“It is time that we stop judging others and ourselves harshly for focusing on our own well-being and engaging in self-care.”

-Kerry Schwanz

Additionally, when people neglect their own self-care to repeatedly meet the needs of others, it may result in a high cost to the caregiver in the form of compassion fatigue. Compassion satisfaction, on the other hand, refers to positive feelings and experiences that people derive from helping others (Stamm, 2010). Compassion fatigue and compassion satisfaction have predominantly been studied in professionals such as nurses, doctors, mental health professionals, veterinarians, emergency responders, etc., who work with clients and patients who are in distress.

Some of the warning signs of compassion fatigue include:
- Physical and emotional exhaustion.
- Depression and/or hopelessness.
- Nervous system arousal.
- Anxiety and sleep problems.
- Bottled-up emotions.
- Isolation and loss of morale.
- Diminished sense of career/job enjoyment.
- Increase in mistakes.
- Substance overuse and abuse.
- Poor relationships with co-workers.
- Avoidance of clients.
- Physical ailments.
- Intrusive thoughts/nightmares.
- Hypervigilance.
- Lowered frustration tolerance.
- Increased outbursts of anger.
- Feeling overwhelmed.
- Feeling depleted as a helper.

Self-care is a positive form of coping that can aid helpers and caregivers in dealing with stress, the symptoms associated with compassion fatigue and lead to an increase in compassion satisfaction. According to Chow and Kalischuk (2008), self-care is a primary prevention for illness and promotes personal well-being. Self-care includes any activity where individuals devote time to focus on their own wellbeing, e.g., taking a bath, meditating or engaging in recreational sports. Such positive coping strategies help to reduce stress across diverse populations and across a variety of stressors (Myers et al., 2012; Potter et al., 2015). Despite the well-established benefits of self-care, individuals may not understand its importance or feel guilty when they take time for themselves instead of helping others. An analogy that is often used to explain the importance of self-care to helpers/caregivers is the one about oxygen masks on airplanes: People are told to put on their own oxygen masks first before helping others put on theirs. Increasing awareness about compassion fatigue and reminders about the importance of engaging in self-care are relevant for us as faculty and staff at Coastal Carolina University, especially once we consider how much, on a daily basis, that we function as “helping professionals” on campus and as helpers and caregivers in our lives outside of work.

The truth of the matter is this: There can be a very high cost for caring and helping others while neglecting one’s own needs. As counterintuitive as it may seem to people who are burning the candle at both ends to get everything accomplished, taking a break...
Finding the Path to Wellness Requires Balance

Carol Fletcher, lecturer, health sciences, College of Science

Health is generally referred to as the absence of disease. Wellness is “optimal health and vitality encompassing all dimensions of well-being” (Insel, et al., 2018). If we explore the idea of wellness, we find a variety of suggested dimensions that make up wellness. Some experts refer to as few as six dimensions of wellness: Dr. William Hettler, of the National Wellness Institute, has developed a model that includes physical, emotional, social, intellectual, spiritual and occupational wellness. Other experts include additional dimensions: Health writer Dianne Hales adds “environmental” to the list (Hales, 2018); and Stanford associate professor Paul Insel and his co-authors include “financial” and “cultural” wellness (Insel, et al., 2018). In this article, all nine of the dimensions listed are considered essential to optimal health and well-being.

The path to wellness is akin to the trip which humans may take from Maslow’s basic human physiological needs of food, water and sleep through his levels of safety, love and belonging needs related to home and family, to esteem (honor and recognition) and arrive at self-actualization (living at your highest potential). Insel describes the path or process by which one may achieve optimal health and vitality through consciously made lifestyle changes. The mind and body are intricately connected and affect each other as they travel the path toward optimal health and vitality. Neither Insel nor Maslow guarantee that one will achieve optimal health and vitality or highest potential. What they do provide is a framework within which one may come to understand the potential of life (Maslow) and a map (Insel) which may serve as one’s guide concerning the parameters of each goal or step. As is usual with life, gains and/or losses in one dimension or need hierarchy affect gains and/or losses in another.

References


CCU Supports Faculty Wellness through its Commitment to Non-Tenure Track Faculty

Elizabeth Muckensturm, lecturer, communication, media and culture, Edwards College of Humanities and Fine Arts

I am sure many of you can relate to committing to something when you are not entirely sure you know to what you are committing. I am not talking about trying out a new meal that you felt obligated to eat during your Coastal job interview, but rather a committee you offered (or were voted) to be on when you weren’t really sure what you were getting into. That’s how I felt when I was asked to be on the Faculty Welfare Committee. At first, it was a little intimidating as I was the only non-tenure track faculty member, and it was a little overwhelming getting up to speed on everything the committee had been working on. However, after a few semesters, it has turned out to be a committee I can say I feel honored to have served. It feels great to have a voice at the table that represents a large part of our faculty. The numbers vary from semester to semester, but there are about 400-450 non-tenure track faculty members who include lecturers, senior lecturers, senior instructors, teaching associates (TAs) and visiting assistant professors.

Many of us have heard the horror stories about TAs from other institutions including the lack of resources, mistreatment and so on. This is why I was so proud of Coastal when I heard that there would be many TAs converted to lecturer positions. This was not something I have heard of any other institution doing (although there may be some places where such an endeavor is common practice). To me, this was a novel and great idea to improve the quality of life for some of our coworkers. Teaching a full class load without benefits or job security is a huge risk to take. The fear of the instability of the job—you could be not needed from semester to semester—is scary to think about and something I experienced as a TA. I was happy to hear that some of my colleagues would be receiving the benefits and peace of mind they deserved. Of course, this is something that the Faculty Welfare Committee strives for: faculty pay equality and the well-being of all. Not to say that Coastal is perfect; there is always room for improvement, but for me, the conversions were a win-win for faculty.

David Yancey, assistant provost for special projects, gave me some facts I would like to share about how the conversions from TAs to lecturer were determined. The original list of eligible teaching associates was derived by taking all TAs scheduled for the Fall 2018 semester to produce a list of eligible employees for conversions. Then, the last four major semesters of teaching were pulled to generate a fall/spring teaching load for the prior two academic years (’16/’17 and ’17/’18).

All eligible candidates were sorted into one of three rounds:

- The first round consisted of anyone with a five-course load in three of four prior semesters.
- Second round was anyone with a five-course load in two of four prior semesters.
- Third round was anyone with a four-course load in three of four prior semesters.

In all, there were 67 total eligible candidates. Of those, a total of 43 qualified under the round one rubric for conversion. This is the number of individuals who were offered lecturer conversions. Any future conversions would be subject to slot allocation for the endeavor, as well as available funding to execute the conversions.

I think it’s important to note the support from our administration and senior leadership to make sure these conversions happened. I know Ralph Byington’s work (among others) was crucial in ensuring that the conversion happened even after it seemed it might not. I heard Byington say that the University made sure the conversions happened because it was the “right thing to do.”

This year brought many updates to the promotion and compensation for non-tenure track faculty. We clarified the promotion and tenure procedures for associates and lecturers to include changes in the faculty manual. Lecturers and senior lecturers were added to the compensation model, which created the need for each college to revisit the guidelines for promotion to senior lecturer and provide clear points of evaluation. These changes helped make the promotion process clearer and more straightforward. Lastly, we reviewed and made suggestions to the post-tenure review guidelines for all faculty, which included definitions of exceptional, favorable, conditional and unfavorable reviews of post-tenure files for senior lecturers and instructors.

We also spent a great deal of time this year discussing student retention issues. We collected information and heard from key stakeholders on campus about retention. Teaching associates and lecturers play a key role in retention as they often teach more classes, have more face time with students and teach many of the freshman-level classes. This will be an ongoing discussion as we continue to think of ways we can help improve retention.

Serving on the Faculty Welfare Committee, I feel confident that strides are being taken to include the voice and opinions of non-tenure track faculty in key University decisions. We are still working to improve the welfare of non-tenure track faculty, and if you have other ideas or concerns you would like to share, please contact me at emuckenst@coastal.edu.

CeTEAL Piloting a Learning Community for New Faculty

Tracy Gaskin, faculty development program coordinator, CeTEAL

CeTEAL is excited to announce that we will pilot a learning community for new faculty in the fall. This learning community will provide an opportunity for those who are new to the role of faculty in higher education to engage with a small group of peers as they get started on this new career path.

The learning community will be hosted by CeTEAL, but will develop its own schedule, content and activities based on input from its members. CeTEAL will support the community by helping with initial start-up and organizational needs, providing requested professional development, and connecting the group with experienced faculty speakers and collaborators.

If you are interested in participating in the learning community, please contact Tracy Gaskin at tgaskin@coastal.edu. We have a limited number of seats in this pilot group, and members will be accepted on a first-come, first-served basis.
University Recreation Offers Services to Support Faculty/Staff Wellness

Tara Josey, associate director, University Recreation

The Department of University Recreation offers many opportunities for faculty and staff here at Coastal.

University Recreation is made up of five different program areas: aquatics, club sports, fitness, intramural sports and outdoor recreation. It’s within these areas that we program for our students, faculty and staff.

Aquatics
We offer year-round courses in American Red Cross Lifeguarding, lifeguard instructing, and CPR/AED as well as swimming lessons for children. These courses do include a fee and you can access information about these courses at coastal.edu/recreation/aquatics.

Club Sports
Our Club Sports program offers students the opportunity to stay competitive once they get to college. We offer more than 20 different club sports. See full listing here: coastal.edu/recreation/clubsports/clubdirectory.

Faculty/staff involvement in club sports has primarily been as coaches or assistants. If you are interested in getting involved, you can contact Taylor Poth at taylor@coastal.edu.

Intramurals
We offer team sports for fall and spring semesters that faculty and staff are welcome to participate in. Get together with your colleagues and form a team to compete in your favorite sport. We offer a variety of fall and spring sports. To see what we offer go to coastal.edu/recreation/intramuralsports.

Fitness
The HTC Student Recreation Center is open and available for all faculty and staff to use free of charge. If you have a spouse who would like to use the facility, you have the ability to purchase a limited access membership for your spouse, but the hours of use are limited when students are in session. For more information about how to get a membership for your spouse, please contact Harriet Louis at hlouis@coastal.edu.

Group fitness classes are offered year-round for students, faculty and staff. There is no fee and no registration required to participate. All equipment is provided. All classes are held inside the HTC Center. We offer different class formats each fall, spring and summer. You can find current schedules for group fitness classes at coastal.edu/recreation/fitness.

If you are interested in more attention and seek one-on-one training, we offer personal training. There is fee for this program depending on the number of sessions you would like to purchase. Visit coastal.edu/recreation/fitness/personaltraining for more information on personal training, or contact Tara Josey at tjosey@coastal.edu for further details.

Outdoor Recreation
The Outdoor Recreation program encompasses not only outdoor trips, but outdoor equipment rentals, Coastal Cycles program and the climbing wall. Faculty and staff are welcome to participate in all that we offer. The outdoor trips offered typically have a fee involved, but the climbing wall is free to use during our open hours. We provide all the gear that you may need to climb, so grab a colleague and come try it out!

We rent outdoor equipment such as tents, sleeping bags, kayaks and paddleboards. There are fees attached to each specific item for rental. There are daily fees as well as weekend rates. Find the full listing here: coastal.edu/recreation/outdoorsclimbing.

The Coastal Cycles program is not just for students. You may rent a bicycle to travel around campus, complete with bike helmet and lock. This is a free service as long as you return it on time and lock it up! If you have questions regarding our outdoor programs, you may contact Elizabeth Javener at ejavener@coastal.edu.

We enjoy having faculty and staff take advantage of what we offer here at CCU. If you are interested or have questions, please feel free to contact Tara Josey at tjosey@coastal.edu or call 843-349-2815.
Counseling Services: Addressing Today’s Mental Health Crisis

Much media hype exists recently regarding the “mental health crisis in America,” particularly as it relates to our youth and young adults (e.g., www.phillyvoice.com/youth-mental-health-crisis-america-suicide-social-media). A study by EAB Inc. concluded that the “data shows that from 2009-10 to 2014-15, counseling center utilization grew five times faster than institutional enrollment growth in the United States.” This trend is occurring locally as well. From Fall 2013 to Fall 2018, the number of students initiating services in CCU Counseling Services grew by 33 percent. We can speculate about why this is happening—social media influences, decreasing contact with core family units, lack of connection due to technology, over-regimented schedules of youth, etc. Regardless of the reasons, today’s students are in need of mental health assistance, and Counseling Services is here to help.

Signs of Distress

There are many indications that may show a student is in distress and could benefit from professional assistance. These are signs that faculty may notice:

Academic problems:
- Disruptive classroom behavior.
- Excessive procrastination/absence/tardiness.
- Uncharacteristically poor preparation or performance.
- Avoiding or dominating discussions.
- Repeated requests for extensions or special considerations.
- Reference to suicide or homicide in verbal statements or writing.

Interpersonal problems:
- Asking instructor for help with personal problems.
- Disruptive behavior/inability to get along with others.
- Dependency on others.
- Hanging around the office.
- Complaints from other students.
- Inability or unwillingness to engage with others.

Behavioral problems:
- Poor personal hygiene or a change in personal hygiene.
- Disjointed thoughts/inappropriate responses.
- Dramatic weight gain or loss.
- Tearfulness/intense emotional displays/irritability.
- Frequently falling asleep in class.
- Difficulty concentrating/impaired speech.
- Unruly behavior/physically harming self.

Making Referrals to Counseling Services

Walk-In Clinic:
If you identify a student who may need assistance from Counseling Services, please encourage them to initiate services through the Walk-In Clinic. This occurs every weekday afternoon from 12:30 to 3 p.m. Morning appointment times are available for those who cannot walk in during the afternoon. During a first contact, information is exchanged between student and counselor, and decisions are made about what services will best meet the needs of the student.

Life-threatening Crisis:
If a student is experiencing a life-threatening crisis (i.e., the student is considering harming self or others), that student can be seen immediately in Counseling Services. The student can walk in during business hours or speak with the on-call counselor after hours by contacting the Department of Public Safety at 843-349-2177.

Making the Referral:
Below you will find suggestions for talking with the student about your concerns and getting them to Counseling Services:

- Talk with the student privately to minimize embarrassment and encourage the student to be open in sharing concerns.
- Listen carefully to the student, reflecting both the feelings and content of the message.
- Be prepared with a list of behaviors that have caused you to be concerned about the student. Communicate your concern and these behaviors openly and honestly.
- Refrain from being judgmental toward the student.
- Help the student identify options and evaluate the consequences of each choice.
- Be prepared to admit your limitations in your ability to help.
- If the student seems to be in imminent danger of hurting self or others, contact Counseling Services or Public Safety immediately. Never promise to keep threats a secret.
- Explain to the student that “you don’t have to be crazy to get counseling.” Asking for and accepting help is perfectly normal.
- Explain to the student that getting help when the problem is small can be much easier than waiting and tackling the problem when it has reached crisis level.
- Explain that the student does not necessarily have to understand what the problem is to seek help. Usually counseling begins with figuring out what the problem really is.
- Help the student understand that going to Counseling Services does not commit the student to a long course of treatment. A student can use the first contact to “check it out” and decide whether it would be helpful to return.
- A student may feel more comfortable going to Counseling Services if someone goes with them.
- Feel free to attend the first contact with the student. You may participate in the first contact, or just help the student feel more comfortable walking in the door. Feel free to call Counseling Services to provide information that could be helpful in the student’s treatment.
- Remind the student that services are FREE, which is something that is not likely to occur after graduation.
- Don’t forget to follow-up with the student. Ask the student if they went, how the session was, and what is planned for the future.

CHANT Intervention Report:
If you find that you are not able to get the student to pursue help or problems persist despite the student pursuing help, consider making a CHANT Intervention Report through the Dean of Students Office at coastal.edu/sai. Through the Dean of Students Office, a wider network of staff will attempt to intervene and get the student the help that is needed.

Call for Consultation:
Remember that counselors are available to consult with faculty and staff regarding student issues. If you find yourself struggling in

Continued on next page.
Counseling Services (Continued from previous page.)

dealing with a particular student’s concerns, feel free to call Counseling Services at 843-349-2305 to talk with a counselor about how to proceed. Remember that due to confidentiality, we cannot provide information about our clients without the permission of the client, but we certainly can have a general conversation about how to help.

References


CCU Advisers Offer Tips and Suggestions for Working with Students

Kayla Johnson, academic adviser, Wall College of Business

One thing we try to do in the Wall College of Business (WCOB) is to answer questions for students before they even ask them. Sometimes students don’t know what questions to ask. If they ask what they think they need to know, and we answer that question alone, it does not always help them. But, if we lead them in the direction of what they need to know, it not only saves time (one solid email versus 10 emails back and forth), students are actually getting the help they need. My response to a student may sound something like, “You are asking this, and this is the answer, but you also need to consider A, B and C.”

Often we get in a rush to respond quickly to emails just to clear out our inbox, but we need to take time to check students’ programs when we can. I am always surprised to see students making schedule changes they think they need (even when they have been told specifically what to take). Taking time to check a student’s program may save them from issues—such as a class prerequisite problem—down the road.

Recently, a student transposed digits in a course number and was registered for a the wrong class. I called and said, “Hey, make this change real quick—this one mistake could cost you a whole semester!” Recognizing and correcting situations like this one prevents the blame game later. I am not saying everyone has time to constantly monitor every student’s program weekly, but as you come across a record, spot check it and make sure everything checks out. As a quick way to do this, look at the bottom of a program evaluation at what is counting as a general elective. If something is showing in that portion of a program evaluation, ask why and do some research. Maybe they need an elective and maybe they don’t, but they certainly don’t need 10 electives before graduating.

I also recommend taking some time with transfer students to research courses they have transferred in that could be used as course equivalencies at CCU. Assisting them with the core petition process goes a long way toward helping them be successful. It can be time-consuming, but they appreciate it. For example, if a student took an art-related class but was not given credit for the class in the core initially, do some research and help them with a petition. It could potentially help them to continue moving forward in their degree program and not have to go back and take a core class.

Making the effort to support students inspires them to want to stay at CCU. These students know the value an academic adviser provides. They don’t forget the amount of time you spend helping them to get to graduation as quickly as possible. Often advisers are truly problem solvers. You work the problems and find solutions. You just have to do some research and serve the student.

Aggie O’Brien-Gayes, director of academic advising, HTC Honors College and Center for Interdisciplinary Studies

Have a welcoming presence for students. See the individual. Help the individual create balance in their academic lives. Individual support and attention to students involves:

- **Helping students identify skill sets prior to declaring a major.** Encourage students to take a breath and list their skills. For example: “I can see what the problem is.” = diagnostic skills; “I am good with numbers.” = quantitative skills; “People come to me to talk things through.” = analytical skills and interpersonal skills; “I am not afraid to get in front of people.” = public speaking skills… you get the idea. In the last academic year, 41 of my advisees changed their major more than once in part because they checked a box on a list of majors before reflecting on their skill set.

- **Helping students understand failing in a class is not being a failure.** Changing a major they were not suited to is not a failure. It is the wisdom to recognize a new path. Help them with this process.

- **Going above and beyond to help every student.** If they need a document faxed or scanned, show them how, and help them learn how for the next time. If they are not sure where an office is, whenever possible, walk with them at least part of the way until the building they are looking for is in their line of vision.

- **Giving generously of your time.** Be comfortable with silence, give the student an opportunity to talk with you, and talk with them according to their needs. Let them vent when they need to and avoid getting defensive on behalf of CCU.

Michele Varga, academic adviser / honors student engagement coordinator, HTC Honors College and Center for Interdisciplinary Studies

Encouraging students to see their adviser early and often is a key component in student retention and persistence. According to Tinto (2016), students are more motivated to persist when they have self-efficacy (belief in the ability to succeed in a specific situation) and a “sense of belonging.” The adviser’s role is to encourage the building of relationships with the campus community through introductions and referrals; to provide academic guidance in regard to curriculum requirements, policies and procedures; and to assist the student in the identification of strengths and potential challenges. Advisers accomplish this by meeting with students before they experience challenges and meeting with them often in an effort to build trust and understanding. The students’ perception of these experiences can impact their sense of belonging and the likeliness of persistence when challenges arise (Tinto, 2016). Once a relationship is developed, students are more likely to discuss their concerns and challenges, opening the door for the discussion of available support, resources and tools the student can use to remain engaged, persist and be retained.

References
State Employee Health and Wellness Benefits You May Be Missing

Paula Gorrera, benefits specialist, Office of Human Resources; and Tracy Gaskin, faculty development program coordinator, CeTEAL

As employees of the state of South Carolina and of Coastal Carolina University, we have access to numerous benefits related to health and wellness. Depending on your position and benefit package, you may have access to the following services:

PEBA Perks

Are you taking advantage of the no-cost health and wellness services offered through South Carolina’s Public Employee Benefit Authority (PEBA)? Faculty and staff who are primary members in the state health plan have access to services beyond health insurance. PEBA provides additional no-cost benefits called “PEBA Perks.”

PEBA Perks are designed to encourage pro-active health care and include preventative screenings, vaccinations, health education and reduced co-pays for medications related to certain conditions. A PEBA representative comes to campus once or twice a year to present a one-hour workshop on available benefits followed by time for questions. CCU’s Office of Human Resource (HREO) sends out an email to announce these visits.

Here are some PEBA Perks that might help you stay on track with your health:

Preventative Screening

Each year, we have the opportunity on campus to participate in preventative worksite screening. The screening includes a health risk appraisal, blood pressure check, height and weight measurements, and blood work and lipid panels. Results from the screening may be picked up on campus at HREO. If you miss the preventative worksite screening, you can sign up to go to a regional preventative screening or a preventative screening provider. For more information on the options, visit peba.sc.gov/pebaperks.html.

No-Pay Copay

No-Pay Copay is a program to encourage members with chronic medical conditions to play an active role in managing their conditions to maintain good health. The No-Pay Copay program will cover the co-pay for generic medications, if the member participates in the Rally program. According to PEBA’s website, Rally is a “digital health experience that helps people be more active in improving their health.” Rally has a mobile app that can connect to your wearable health devices such as FitBit, and uses a gaming feature with virtual coins to help motivate your progress. Through Rally, you can also choose to work with a health management coach to help you manage your chronic conditions. The conditions that make someone eligible for No-Pay Copay include:

- Diabetes.
- High blood pressure and high cholesterol.
- Cardiovascular disease, congestive heart failure and coronary artery disease.

Diabetes Education

Members with diabetes can learn more about how to manage their condition through diabetes education, including information about the disease and options for treatment; education about health behaviors, diet and exercise; and instructions for self-monitoring, decision-making and effective use of medications. This program is provided to eligible members by a certified diabetes educator. Diabetes is also one of the conditions covered in the No-Pay Copay program.

Tobacco Cessation

PEBA Perks provides membership in the Quit for Life program sponsored by the American Cancer Society and Alere Wellbeing. Through the program, you can work with a quit coach who will help you design a plan to quit smoking and support you via phone, text or online.

Health Coaching

Health coaching is available to covered members and covered adult family members for behavioral or chronic medical conditions. BlueCross identifies participants or you can self-enroll through BlueCross at 855-838-5897.

Mammography

Mammogram breast screenings are available, with one routine mammogram—considered a baseline—covered for women 35-39, and one routine mammogram covered yearly for women 40 and up. The plan will also cover diagnostic mammograms. To help make mammogram screening more convenient, a mobile mammogram unit occasionally comes to campus. Watch for emails from HREO about scheduling an appointment with the mobile unit. A visit to the mobile unit on campus takes about 15 minutes and is a handy resource for busy faculty and staff.

The mobile unit is meant for routine mammograms only.

For information on the programs listed above and additional PEBA Perks, visit the PEBA Perks website: peba.sc.gov/pebaperks.html.

Additional Benefits

Beyond the services available through PEBA, CCU offers additional benefits to help support the health and wellness of its employees. The services listed below are confidential.

Employee Assistance Program

The confidential Employee Assistance Program (EAP) is offered through LifeServices. EAP includes many resources available to all employees, their dependents and anyone who resides in their household, including confidential counseling for multiple life issues related to marriage; stress, grief and emotional wellness; financial concerns; alcohol and drug addiction; legal services; smoking cessation and more. Employees can contact LifeServices at 1-800-822-4847, 24 hours a day, seven days a week, 365 days a year. Phones are always answered live!

Information on EAP services can be obtained by visiting lifeserviceseap.com and logging in with username “ccu” and password “employee.” Additionally, there is a 2019 online seminar calendar, where a different topic is highlighted each month. The seminars are prerecorded and available to employees on demand. If employees miss a month, the seminar is still accessible for viewing. For a quick glance at the core services, visit www.lifeserviceseap.com/employee-assistance-services.php.

You Live Well

Faculty, staff and students can use the YOU portal found at youlivewell.coastal.edu to find resources related to academic, social, career and life challenges. The YOU portal provides “personalized tips and resources” to help users with their individual life situations and challenges. You Live Well is confidential, and personal data is not associated with CCU or shared with third parties. The site uses “reality check quizzes” and other interactive resources to help you refine your explorations. To access your account, visit youlivewell.coastal.edu and login with your CCU username and password.

Note: The information here is accurate as of our publication date. For more information on any of these resources, visit the HREO website at coastal.edu/hreo.
CeTEAL Book Review: “Digital Minimalism: Choosing a Focused Life in a Noisy World”

Tracy Gaskin, faculty development program coordinator, CeTEAL; teaching associate, College of Science

For some of us, digital access to a seemingly endless stream of content and apps has left us exhausted and stressed. The digital functions available to us have made life easier and more productive in many ways—and we wouldn’t want to give that up—but manipulation of our use of digital tools is leading us to abandon our “human” lives in favor of our digital addictions. So suggests Cal Newport. In “Digital Minimalism: Choosing a Focused Life in a Noisy World,” Newport offers a potential solution to our dilemma—digital minimalism.

Newport asked 1,600 volunteers to participate in an exercise in which they cut their non-essential technology use for 30 days. They were asked to cut the use of “new” technologies such as social media, texting, binge-watching Netflix, etc., not technology such as work computers, electric toothbrushes or television. Participants were asked to come up with a personal plan for how they would stop using or substantially limit their use of new technology. They were asked to separate vital uses from conveniences and time wasters.

After the 30 days, Newport asked the participants to describe how digital minimalism affected their lives and the challenges they faced in giving up a large part of their digital engagement. Not all participants were able to complete the full 30-day digital diet, but those who were experienced notable changes. Those who cut back on digital technology use saw an increase in time spent with family, time for projects for which they previously “did not have time,” and time to rediscover forgotten pleasures such as reading books.

Newport describes the characteristics that made some study participants successful and others less so, and he offers tips for success for others who wish to decrease their addiction to digital tools. He suggests a deep dive into digital minimalism will help us recognize the tools, apps and activities for which the benefit outweighs the detrimental effects.

Newport is in no way suggesting we give up digital tools entirely. He merely offers a strategy to help us regain control over our digital lives. It takes a great deal of interest in retaking control of your time in order to complete Newport’s suggested strategy for digital minimalism. As some participants reported, withdrawal was an issue for a week or two, but stepping back from the digital smorgasbord actually helped people see how digital tech was robbing them of time and productive accomplishments.

The book is a fairly quick read, however, you may have to cut back on digital technology use in order to find time to finish it. The most interesting parts of the book were the experiences shared by the participants who made it through the 30 days of digital minimalism. Hearing what they learned and how they put that information to use has inspired me to give Newport’s strategy a try.

As someone who does not use social media, I initially thought I was relatively immune to digital addictions, but then I remembered that I check email obsessively, and I have played DominoDrop far more times than I am willing to admit here. (It actually counts the number of times you’ve played it. Who thought that was a good idea?)

So, based on my decision to try digital minimalism, for the month of July, I will drop all non-essential digital clutter. Note: If you text me or email me on the weekend, you might not get a quick response. After my 30 days are up, I’ll try bringing back the tools that make life better, and I’ll see where I stand. If digital minimalism helps me gain a more focused life, I’ll let you know.

CeTEAL Consultations via Skype for Business

CeTEAL Staff

CeTEAL may be best known for the group sessions we offer, but one of our favorite ways to work with faculty is through individual consultations. An individual consultation allows us to discuss specific ideas, situations or concerns with the faculty member and develop individualized strategies, course designs and recommendations based on the faculty member’s specific circumstances.

CeTEAL has long offered individual consultations to assist faculty with:
- Designing instruction for in-class and online courses.
- Integrating instructional technology.
- Exploring new teaching strategies.
- Engaging in research and scholarship.
- Preparing for promotion and tenure review.
- Developing course content.
- Other teaching-related activities.

In order to increase our accessibility for busy faculty, CeTEAL has explored offering individual consultations via Skype for Business. Skype has explored offering individual consultations via Skype for Business. Skype allows users to interact via audio (and/or video) while sharing their computer screens with each other as needed. Skype allows us to interact with faculty from wherever they may be or—as during Hurricane Florence—wherever CeTEAL may be.

Our Skype consultations have been well-received by faculty, and CeTEAL staff are gearing up to expand our availability to consult via Skype. If you are interested in setting up a individual consultation via Skype, please contact us for an appointment.

Wellness Coalition and LiveWell: Creating a Culture of Wellness at CCU

Continued from Page 1.

...of creating a culture of health and wellness, defined as “one in which individuals and their organizations are able to make healthy life choices within a larger social environment that values, provides, and promotes options that are capable of producing health and well-being for everyone regardless of background or environment” (Goetzel et.al., 2014, p. 930). Within this environment, practices that promote wellness are the “default” option.

The Wellness Coalition at CCU is housed within the LiveWell Office and works collaboratively to promote the holistic well-being of students, faculty and staff by connecting them to resources that support healthy and sustainable lifestyles. Many offices and departments across the University are represented on the Wellness Coalition, and a continued focus for the upcoming year is on creating and supporting faculty and staff wellness initiatives. If you are interested in learning more, and/or want to be a part of the Wellness Coalition, please contact the LiveWell Office at 843-349-4031 or livewell@coastal.edu. There are also resources available to faculty and staff through the Employee Assistance Program (EAP) and the youlivewell website, both of which can be accessed at coastal.edu/hr/ewb/benefits/additional/#EA.

Continued from Page 1.

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Faculty/Staff Wellness

Ombuds Services Available for CCU Faculty and Staff

Steve Madden, professor, communication, media and culture, Edwards College of Humanities and Fine Arts; faculty ombuds

Ombuds services offered by Coastal Carolina University comprise a Faculty Ombuds Office and a Staff Ombuds Office. Each ombuds office provides dispute resolution services and serves as an information and communication resource, an informal mediation resource and a source of recommendations for positive institutional change for the University. Each ombuds operates as an impartial, independent, informal and confidential resource available for any CCU faculty or staff member to help facilitate options for equitable and civil resolutions to work-related questions, issues, concerns and conflicts.

The central aim of each office is to provide assistance and guidance to any faculty or staff member who voluntarily seeks aid or information for resolving work-related concerns and problems. The office addresses questions and issues with a commitment to treating all constituents fairly and in a manner that contributes to an improved working environment as expressed in the mission and goals of CCU.

Speaking with an ombuds will increase your awareness of alternatives available to you for resolving work-related problems. Possibilities are tailored to fit your particular circumstances while taking into account any personal concerns you may express. The ombuds works to enhance your ability to deal more effectively with situations on your own. We will listen to your concerns and help you identify options for successful resolution. The ombuds offices engage in a variety of informal conflict resolution methods and adhere to International Ombudsman Association standards of practice.

Faculty ombuds: Steven Madden, Ph.D.
Sands Hall 111
843-349-2727
madden@coastal.edu
Availability: Fall and spring semesters Monday and Wednesday 11 a.m. to 4 p.m. or by appointment

Interim staff ombuds: Dan Lawless, MSIT
Kimbel Library 216
843-333-695
Availability: By appointment or view calendar: coastal.edu/ombuds/staffombudscalendard

Faculty Discussion Series

Grassroots Governance: Understanding and Meeting Our Challenges Together

“The Completion Agenda” is a special introduction to what will be an ongoing discussion series for faculty. This new series, “Grassroots Governance: Understanding and Meeting Our Challenges Together,” will give faculty members an overview of issues, topics and challenges in higher education, with the goal of building knowledge so that faculty members can participate effectively in governance around these issues. Look for grassroots governance discussions as we progress through the academic year.

The Completion Agenda

Discussions about retention, student persistence, graduation rates and student success are ubiquitous in higher education, comprising a significant portion of the agenda at conferences and in trade publications. In recent years, these issues have garnered widespread attention from major daily newspapers, news magazines, and politicians at the state and national levels. At the local level, campus conversations tend to center on retention in the narrowest sense, sometimes to the exclusion of the broader goal—successfully moving students toward degree completion. This session will focus our attention on student success and completion, with the goals of driving a meaningful conversation about student persistence and completion, and empowering faculty to action.

Topics covered during the session will include:

- Understanding local trends: How do we calculate retention and graduation statistics?
- National trends in student completion.
- The practical impact of student persistence.
- Best practices in student persistence and completion.
- What/how faculty members can contribute to the completion agenda.

The Completion Agenda is scheduled for July 31 and Aug. 5. The session will run from 10 a.m. to 3 p.m. with lunch provided. Watch your email for additional information on this new series.
Useful Digital Note-taking Applications to Organize Your Research

The organization of the research process can seem like a daunting task. Digital note-taking applications are tools that would work to organize your scholarly life. A good digital note-taking application does a few things:

- Captures resources as you come across them in your daily life.
- Offers a convenient way to segment the writing of your research into an easily navigable platform.
- Lets you search for an object within the notebook anytime you need to reduce wasted time navigating through pages and subpages.

The important thing is to find a tool that serves best for one’s learning habits and writing styles. Here is a list of popular digital note-taking apps that you might consider using for your research life. As you learn about them, you should also consider ways of integrating one into your classrooms to facilitate student organization in research-related classroom tasks.

Simplenote

If you are looking for a distraction-free app for taking notes, Simplenote would be the first one you should consider. Simplenote is simply designed for creating and editing notes. You can only save text—it does not offer rich text formatting, image uploads, file attachments, drawing, and audio. The search function is easy and fast. Tags for sorting and organizing your notes, are available. You can share notes and collaborate with others. It’s free.

Bear

Bear is only available for Apple devices. Bear offers a focus mode that moves away distractions from your view. You can add tags to organize your notes by simply using hashtags within the note body.

You can dictate and append to recent notes with your Apple Watch. It doesn’t have a web app. It is free with limitations. Most of the features require subscription.

Evernote

Evernote offers a wide variety of note types (text, images, audio memo, sketches, scanned documents, checklists, clipped web pages) and with tools for organizing and searching your notes as well. It has apps for all the major platforms, and with a business account, you can even use Evernote for real-time chat and collaboration with colleagues. With a business account, Evernote searches the text in uploaded PDFs and office documents. Members on the free plan get 60MB of space per month for storing notes and uploading files.

OneNote

OneNote is free. With OneNote, you can type text, drag and drop images and file attachments into notes, use a digital highlighter, create checklists, record audio and video, draw sketches, and so forth. You can also clip webpages with OneNote’s free app extension. And because each note is meant to appear like a piece of paper, you can move elements around the page. You can scan and upload images of handwriting, and Microsoft’s Optical Character Recognition (OCR) will allow you to copy text from images and printouts and make all the writing searchable. An ink-to-text feature in touch screen devices lets you write by hand and have your text converted to type.

Starting in June 2019, CeTEAL began offering a new session about using OneNote for organizing research and boosting scholarly productivity. Join us if you would like to learn more about OneNote’s potential in research for faculty and students. To find and register for CeTEAL sessions, visit coastal.edu/ceteal.

Elif Gokbel, instructional designer, CeTEAL

Are You Taking Full Advantage of Office365?

Office365 offers a wealth of tools to enhance your digital life. Are you taking full advantage of the options? If you would like to explore Office365 with an knowledgable user, contact:

Matthew Tyler, mctyler@coastal.edu, 843-349-2951 or
George Warriner, ghwarrin@coastal.edu, 843-349-2383

Office365 is a suite of tools including Word, Excel, PowerPoint, OneNote, Skype for Business, Outlook, Delve, Sway and Microsoft Teams. Our University license allows you to download Office365 on up to five personal devices.

University Supported Technology Resources

SPSS
IBM SPSS software is available for faculty and staff who need to perform statistical analysis for research, assessment, etc. ITS can install the software on your campus computer if necessary. Training for SPSS is available through CeTEAL.

Echo360
Echo360 is used to produce and manage lecture capture videos. Echo360 can be used to record lectures in the classroom or through screen and webcam on your office or individual computer. Support for Echo360 is offered by COOL.

Office365
Office365 is offered by COOL.

Data Storage
ITS offers several options for storing data including the T Drive, the Microsoft Office365 app OneDrive, Nextcloud, or ww2 pages. To learn more about these storage options, visit the ITS website: coastal.edu/its/facultystaff/datastorage.
To see our complete schedule, visit coastal.edu/ceteal.
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, and instructional technology. 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, study abroad, course and program development, online learning, 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.
- Teaching Effectiveness Institute.
- Assessment Institute.
- Blended/Hybrid Institute.
- Instructional Coaching Certificate.
- Instructional Technology Certificate.

Faculty Orientations
CeTEAL plans and hosts orientations for new full-time and part-time faculty. Full-time faculty orientation is held prior to the fall semester. Orientations for part-time faculty are held prior to both fall and spring semesters.

CeTEAL Online Resources
- CeTEAL website: coastal.edu/ceteal
- New faculty resources: libguides.coastal.edu/newfaculty
- Effective teaching resources: libguides.coastal.edu/effectiveteaching
- 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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