The CTL newsletter presents several great resources and opportunities to engage with faculty colleagues this summer and beyond. Thank you for reading more below!

- CTL Summer CAMP (Collaborating to Advance Meaningful Partnerships) – Register by May 1 to join a faculty cohort this summer supported by student partners and CTL colleagues
- We have two new tech tools you might consider to support interactive lectures and student video work – workshops are next week!
- Proposals are due April 30 for the annual Focus on Teaching and Technology Conference to be held virtually this year 9/29-10/1
- Sign up by June 1 to join our Alternative Assessment Faculty Learning Community to begin meeting this fall.

April 2021

CTL's Monthly Newsletter keeps you plugged into events and support available to everyone in the UMSL teaching community and research-informed practices for use in the classroom or online.

In This Issue

- **Message of Hope:** Teaching through turbulent and challenging times
- **Faculty Spotlight**: Each month we highlight faculty implementing practices from ACUE
- **Anti-Racist Pedagogy:** Spotlight on the College of Nursing
- **Learn new teaching approaches:** Three Teaching Intentions
- **CTL's Summer CAMP:** Opportunity for full and part-time faculty teaching blended, synchronous online, or face-to-face in Fall 2021 (Register by May 1)
- **Alternative Assessment Faculty Learning Community (FLC):** Opportunity to learn and network with STEM faculty across campus and other institutions to implement new forms of assessment (Register by June 1)
- **Teaching Tools:** Demos for new teaching tools available at UMSL
- **New Opportunities for Part-Time Faculty:** Part-Time Teaching Circle
- **Announcing our Annual Conference:** Focus on Teaching and Technology Proposals due April 30th
- **Course Evaluation Dates:** Dates for 8-Week1, 2, and 16-Week Course Evaluations
- **Office of eLearning:** Updates about website and One Canvas

Message of Hope

Grief, hope, and processing while teaching and living through turbulent times.

Many of us have been reflecting on the fact we have now been teaching, working, and living in our homes for over a year. In fact, I have now worked longer remotely for UMSL than I did in on the physical campus. We are experiencing a collective trauma, and some populations have been disproportionately impacted. Recent violent events add to that trauma. Last fall we provided some resources about teaching through turbulent times. There are certainly days that make it very challenging to keep going when we are all exhausted. While it may feel hard to think about hope, we hope you will soon be ready to read this article, "Hope Still Matters," by my colleague and friend Professor Mays Imad who talks about the importance of hope in our teaching...for ourselves and our students.

This trauma is going to live in our bodies, and we will all need space to grieve. The Chronicle featured a discussion about grief and the importance of processing by Josh Eyler. Professor Ann Steffen from Psychological Sciences wrote about grief for our CTL Newsletter last April and will be updating her article for our May 2021 issue.

In whatever ways you can, give yourself and others space to grieve, process and hope.

-Erin Whitteck

If there is a group of faculty that want a space to have these conversations to process, grieve and infuse hope in their teaching, please contact Erin Whitteck at elwbcf@umsl.edu.

ACUE Faculty Spotlight

Almost 50 faculty at UMSL were selected to participate in ACUE's "Effective Online Teaching Practices" year-long program. Each month we will be featuring some practices from the program and a faculty member implementing these practices.

Dr. Andresa De Souza is an Assistant Teaching Professor of Special Education and the VCS Coordinator for the BCBA Certificate Program. Dr. De Souza teaches a variety of graduate level courses in Special Education. Below Dr. De Souza details her implementation of visual tools to organize and deepen students' thinking, and gives examples of tools students have found useful to help develop their study skills.

"*A difficult concept for students to understand is that of Positive and Negative Reinforcement, and Positive and Negative Punishment. To help students understand these concepts, I use (a) visuals to show the process and (b) a decision-making model that students can follow to identify the*

process in the context of a specific behavior.

To engage underprepared students in my course, I provided several resources from ACUE to assist with their studying skills. I have also created an assignment with a [video lecture from Dr. McGuire "Metacognition is the Key"](#) where she presents several strategies that have been empirically shown to improve students' academic performance. I offered students extra-credit points for reflecting on the strategies they would try in the following weeks to study for my course.

About this approach a student said 'I will commit to use the study cycle, even before watching the video, I realized that I was out of practice with my study skills and needed to make a change. It has been 10+ years since I last took Master's course. The study cycle and concept mapping are two strategies I learned early in my Bachelor education. I found that last week when I used the study cycle I was able to score higher on my last quiz."

If you have any questions about implementing visuals in your courses or resources for teaching students study skills please reach out to ctl@umsl.edu.

Anti-Racist Pedagogy: A Commitment to Diversity, Equity and Inclusion - Engaging the Community

The Center for Teaching and Learning at UMSL does not position itself as an expert in anti-racist pedagogy but instead is part of a larger campus effort of facilitating ways for collective education, conversations and actions towards contributing to a truly diverse, equal, and inclusive campus. This section will focus on anti-racist teaching practices and efforts around campus.

Article below written by Drs. Vanessa Loyd (Faculty Fellow for Diversity, Equity and Inclusion) and Sheila Grigsby (Faculty Fellow for Community Engagement) from the College of Nursing

The death of Mike Brown in 2014 impacted our University community deeply. Our University had the opportunity to make a profound impact in the community to begin to address structural and social racism. Instead of taking risks to make bold statements about race relations there were many silent, segregated siloed conversations filled with many passionate opinions and emotions on both sides. In subsequent years there have been many other controversial deaths that continue to remind us of the need for social justice reform in the United States. Recent events of the past year have continued to challenge the world as well as the university to formulate and implement inclusive strategies to address diversity and community engagement. Today our university embraces inclusive excellence and community engagement as a strategic priority for each college.

As members of the health care community, nurses have a personal and professional responsibility to recognize and call-in racism which can be a barrier to equity and inclusion. It is understood that racism appears in many forms. It is present in institutional, structural, and interpersonal expressions, negatively impacting healthcare (biased treatment decisions), discriminatory mistreatment of BIPOC (Black Indigenous People of Color) students, community, and employees who do not identify as white. As nurses, if we do not act intentionally to identify racism as a root cause of health disparities, we fail the profession.

The College of Nursing (CoN) values the American Nurses Association (ANA) Code of Ethics which advises nurses to advocate for and protect patients and communities by confronting biases and reducing disparities. Our nursing curriculum includes required courses for both our undergraduate and graduate programs. The Cultural Diversity in Healthcare course has been designed and is required for all undergraduate students. This course is taken during the first semester. The Social Determinants of Health course is required for all graduate students.

Embracing the ANA Code of Ethics and the CoN strategic plan for Inclusive Excellence and Community Engagement, the CoN has appointed two Faculty fellows: a Diversity, Equity & Inclusion Fellow and a Community Engagement Fellow. The fellows are committed to ensuring that anti-racist practice is introduced through education, research, and community engagement with faculty, staff and students within the CoN. Our journey as Fellows began with having open and honest dialogue with our colleagues about the death of George Floyd and others who have recently been killed under controversial circumstances. These conversations forced us to confront questions about race and racism. Having this dialogue via Zoom seemed to help us become more comfortable with being uncomfortable during difficult conversations. In these conversations, it was clear that it was essential for us to share our experiences and perspectives. Still, we were not certain what was necessary to collectively shift our efforts to action in building a collaborative and inclusive nursing community. Our journey towards action began with the adoption of the book, "How to be an AntiRacist" by Ibram X. Kendi. This book serves as a guide for conversations about racist behaviors, steps toward the identification of those behaviors, and how to work toward opposing the behaviors in ourselves and within the CoN. Concurrently, we developed a four-module course called ACTION 101 for faculty and staff. In each of the modules, there are

activities that require participants to delve deeper into implicit and unconscious biases and microaggressions. There are personal and learning action steps in each module to help build a community of inclusive excellence by reflecting and sharing.

In addition, we hold a monthly Diversity, Equity and Inclusion and Community Engagement meeting for faculty and staff, distribute a quarterly newsletter and host a monthly "Good Trouble Tuesday" Happy Hour. During this happy hour, attendees are encouraged to BYOV (Bring Your Own Voice) as "Hot Topics" and "Real Talk" conversations are facilitated by individuals within the University and the community.

Universities can affect community change in many forums. The CoN is committed to building an excellent inclusive environment and engaging the community by providing and embracing safe and brave spaces. You are welcome to join us for the Good Trouble Tuesday Happy Hour on the fourth Tuesday of each month. To get the Zoom link please contact Alexandria Bratcher at bratchera@umsl.edu or 314-516-7216.

Thank you for reading!

Several colleges and departments at UMSL have committed to anti-racist actions. We would love to highlight what faculty are doing in their classrooms and beyond to support an anti-racist environment here at UMSL. In the next newsletter we will continue our series to highlight these actions. If you would like to be featured please contact Erin Whitteck at elwbcf@umsl.edu.

Three Teaching Intentions

This section will highlight technology, activities, practices, or elements of course design for the online or on ground classroom to be implemented with intentionality. Every suggestion will not be appropriate for every context. Please see our contact information at the bottom of the newsletter to set up an individual consultation if interested in discussing these ideas in more detail.

Did You Guess? What's That Mean?

Activity: Many times students get a quiz or exam returned to them and do not revisit its content or reflect on their preparation for the assessment. One simple strategy to help students continue learning from assessment is to give them a reason to revisit the quiz or exam. Exam wrappers can be used to help students reflect on how they prepared for the assessment. One way to get to students to think about the content of the assessment is to get learners to reflect on their confidence level for each question to give an indication of how they might prepare differently in the future. Another technique is to get students to break down a problem into component parts and get them to search back in their notes for the meaning of each piece of the problem, if they get stuck they are next directed to consult with their peers.

Click here for Examples of Exam Wrappers

Click here for an Article detailing "Did You Guess?" and "What's That Mean?"

Zoom Fatigue

Practice: Many of us spend a significant portion of our days on Zoom either teaching, or meeting with students, staff, or other faculty. Many of us having been wondering "is Zoom fatigue real?" The article below outlines a study that indicates that video conferencing is exhausting for four main reasons: excessive amounts of close-up eye-contact, constantly seeing one's self, reduced mobility, and cognitive load. The article provides some strategies to mitigate fatigue. The approach I have tried and works well for me is to use the "Hide Self" feature in Zoom so that I don't have to constantly be looking at myself!

Click here for an article about Zoom Fatigue

Click here for the guide to "Hide Self" in Zoom

Click here for an article about Cognitive Load Theory

Time Management

Practice: A theme in our newsletters this year is time management. All of us, students, faculty, and staff are struggling with how to manage our time. One method I have recently found helpful, and could be shared with your students, is time blocking. The article below outlines different approaches to time blocking and gives strategies to help with focus.

Click here for an article about time blocking

Summer CAMP

Summer 2021 faculty program offer by the Center for Teaching and Learning to support fully in-person, blended, or synchronous online Fall 2021 Courses. Questions about the program? Contact Keeta Holmes, holmeskm@umsl.edu

Collaborating to Advance Meaningful Partnerships (CAMP)

Teaching in-person, blended or online via Zoom this fall? Join the CTL's new summer CAMP (Collaborating to Advance Meaningful Partnerships) to work within a faculty cohort, student partners, and CTL. This program will run May 24 through June 25, 2021. We will also be available July 12-30 to help faculty with questions, course design, and implementation. Faculty who complete the program will earn an $800 stipend.

Register Now through May 1 and Choose Your Cohort:

You'll receive student and peer feedback as you focus on specific aspects of your course related to your choice of one of these three areas:

1. Cohort 1, meetings on Tuesdays 10am-12pm: Activities and Assessments (Building confidence, academic integrity, alignment with course goals)

2. Cohort 2, meetings on Thursdays 1pm-3pm: Collaborative Learning (Groups, Discussion, Classroom Engagement)

3. Cohort 3, meetings on Fridays 10am-12pm: Student Motivation (Building community, self-directed learning, keeping students engaged)

During the 4-week program, expect to spend 4-5 hours per week (meeting in your cohort, developing activities and assessments, and testing out technical solutions for your fall class) with your student and CTL partners. Refine and hone your teaching skills in an area you choose to support your teaching goals for the fall and beyond.

Who is this program intended for?

Up to 75 UMSL full and part-time faculty on the Fall 2021 schedule teaching at least one fully in-person, blended, or synchronous online course with specific meeting patterns. Please only register once; if you are developing multiple courses it is not necessary to register multiple times. If teaching fully online this fall, contact the Office of eLearning at keeplearning@umsystem.edu for workshop opportunities to develop courses for fully asynchronous online delivery.
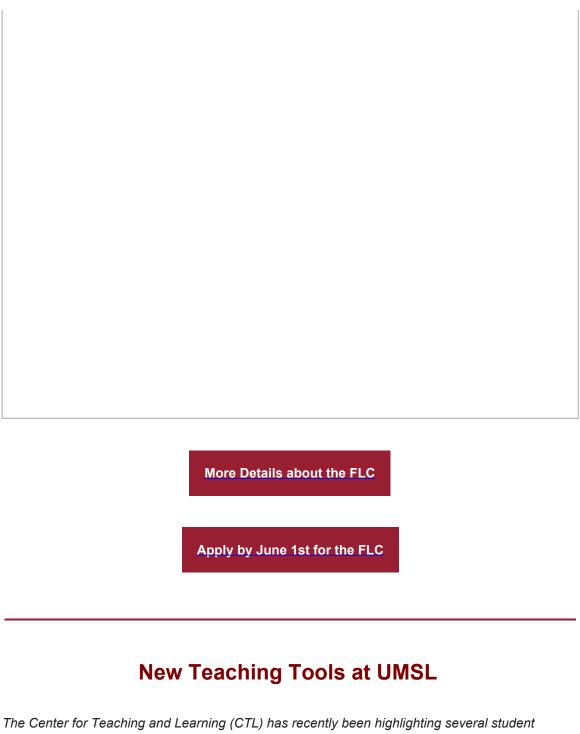
What are the benefits of the program?

You will have the opportunity to build your teaching toolbox and learn from others in interdisciplinary cohorts centered around the same area of focus. Time will be set aside for synchronous interactions within the cohort, small peer groups, and one-on-one consultations with your student partner and CTL facilitators. Interested faculty can practice with new technologies and synchronous instruction in the classroom or on Zoom. Upon completion of the program, faculty will submit a plan for the unexpected, syllabus statements that pertain to their teaching goal, and a reflection.

Register for CTL's Summer C.A.M.P.

Alternative Assessment FLC for STEM Faculty
Unique opportunity for STEM faculty to network and innovate with faculty across UMSL and other insitutions.

More Details about the FLC

Apply by June 1st for the FLC

New Teaching Tools at UMSL

The Center for Teaching and Learning (CTL) has recently been highlighting several student engagement tools through short webinars, for details about the tools and registration for additional sessions see below.

As you wrap up the spring term and prepare for summer, the CTL is pleased to announce three additional demo and workshop sessions for new student engagement tools you might find helpful. Note we also have recorded demos for our previously announced tools. See our Spring Tool Highlight list for the links. These short sessions will highlight course examples to help you engage your students and provide them with richer feedback.

Upcoming Sessions (via Zoom)

- **Wednesday, April 7**, 12:00 - 12:30pm CT: Nearpod short Demonstration (Register to receive Zoom link)

- **Wednesday, April 14**, 12:00 - 1:00pm CT: GoReact Interactive Hands-on Workshop (Register to receive Zoom link)

- **Thursday, April 15**, 12:00 - 1:00pm CT: Nearpod Interactive Hands-on Workshop (Register to receive Zoom link)

Unsure how to best use these tools to engage or assess students? Contact Jen McKanry mckanryj@umsl.edu or Erin Whitteck erin.l.whitteck@umsl.edu in the Center for Teaching and Learning to learn more.

Just need help activating the tool? See the Support Contact column in the handout for technical help.

Part-Time (Adjunct) Teaching Circle

The Center for Teaching and Learning (CTL) recently launched a new Part-Time Faculty Teaching Circle to provide support and community to our amazing part-time faculty. We invite all part-time (adjunct) faculty to join the group as their schedule allows.

Join us for our last two sessions of the year or join our Advisory Group to help us set next year's agenda!

- Tuesday, April 13, 6:30-7:30pm CT: Strategies and resources for managing student conflict (Register to receive Zoom link)

  - We all have had those challenging student situations. In this session Kasey Fraser-Smith, Assistant Director, Student Conduct & Academic Integrity will discuss communicating with students exhibiting inappropriate language or behavior and what resources are available.

- Friday, May 7, 12:00 - 1:00pm CT: Part-time Faculty Teaching Circle - Trivia Hour (Register to receive Zoom link)

  - Part-time faculty wrap up your semester with a fun trivia teaching circle session getting to know your colleagues. Win door prizes or just come along for the fun. Don't worry about having a team, we'll organize you during the session. It is all just for fun.

Consider joining our Advisory Group to set next year's agenda. Email Jen McKanry mckanryj@umsl.edu if interested.

Register for the Part-Time Teaching Circle and see schedule

Focus on Teaching and Technology Conference - VIRTUAL

The Focus on Teaching and Technology Conference offers an ensemble of keynote addresses, faculty innovations during concurrent sessions, technology workshops, and vendor exhibits. The conference program has evolved over the years to reflect emerging trends in technology applications in higher education and shared expertise in online teaching experiences and strategies.

Consider submitting a proposal for this year's FTTC

Deadline is April 30, 2021

The FTTC planning committee invites you to submit a proposal for our 2021 VIRTUAL conference to be held Wednesday, September 29 - Friday, October 1, 2021. We are seeking presenters who can offer attendees both a vision of the impact and importance of their topic and concrete, practical examples of real-world implementation.

Questions about presenting or looking for inspiration? See our website for ideas, session design options and presentation & delivery suggestions see [last year's program](#) (access code fttc2020)

Have questions about format and structure? See these [presenter FAQs](#)**.**
Session types:

1) 50-minute interactive workshop

2) 25-minute presentation

3) 5-minute tech trek tool demo (see https://tinyurl.com/s86pe76 for more information)

If you are interested in submitting a proposal and would like to brainstorm ideas, Committee members would be glad to assist. Email mckanryj@umsl.edu or mapxvc@umsl.edu to arrange a consultation. We would love for you to share all the amazing things you do with the rest of our regional partners! Also see [examples of proposals and information](#) on the typical FTTC participants.

The deadline for proposal submissions is April 30 11:59 PM CT, 2021. The proposal selection committee will review proposals throughout May and early June. We will reach out to you as soon as decisions have been made about the program.

<div align="center">

Submit FTTC Proposal

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Course Evaluation System

Course evaluations are now managed in the CTL. The Faculty Senate set dates for opening and closing of course evaluation surveys, as well as when faculty can access their results.

When do students complete course evaluations for Spring 2021?

- Spring 2021 8-Week 2: April 26- May 9
- Spring 2021 16-Week: April 26- May 9

For more information on course evaluations, please visit our [CourseEval Resource Guide](#).

Updates from the Office of eLearning at UM-System

This section will highlight news and technology updates from the Office of eLearning.

One Canvas for all campuses

Fall 2021: All faculty, staff and students on the MU, S&T, UMKC, and UMSL campuses will use the same, unified instance of Canvas. Consolidating into one Canvas supports cross-campus enrollment and collaborative teaching by providing a single point of access for all users. The change will remove redundancy in academic tools, reduce license fees and provide more efficient allocation of support resources. Instructors will be able to begin working on their Fall 2021 Canvas sites in March 2021, and content from current Canvas sites will be moved.

Instructors can now begin developing their Fall 2021 Canvas courses in the new One Canvas by going to UMSystem.instructure.com

To ensure that everyone is logging into the new and correct place for the Fall 2021 semester, your current Canvas web address will redirect to the new Canvas in mid-August. Please see the **Unified Canvas FAQ** for more information.

For questions contact Mary Fowler, Director of Academic IT Services at fowlerm@umsl.edu.

About the Center for Teaching and Learning (CTL)

The Center for Teaching and Learning (CTL), a division of the Office of Academic Affairs, supports the professional development of those who teach and learn at the University of Missouri-St. Louis. Our goals - to promote engagement in courses, on campus, and in the community - enhance the University as we align our activities, services, and consultations with the campus goals to promote excellence in teaching, research, and service.

**Director, CTL and
Assistant Vice Provost for Academic Innovation**
Keeta Holmes
holmeskm@umsystem.edu

Assistant Director of Student Support Programming
Jenna Alexander
alexanderjm@umsystem.edu

Assistant Director
Jen McKanry
mckanryj@umsystem.edu

**Assistant Director
Assistant Teaching Professor of Chemistry and Biochemistry**
Erin Whitteck
elwbcf@umsystem.edu

Learning Analytics Coordinator
Mary Painter
mapxvc@umsystem.edu

Testing Center Coordinator
Sarah Butler
butlersr@umsystem.edu