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Association of College and University Educators "Effective Online Teaching Program"

The University of Missouri System was selected by the National Association of System Heads (NASH) to participate in Scaling Instructional Excellence for Student Success, a strategic initiative focused on improving quality instruction, and ultimately student success, through intentional, high-quality professional development for faculty across our four universities. Four systems nationwide were selected for this program including University of Missouri System, California State University System, City University of New York and The Texas A&M University System.

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 that is

In an upcoming module we are exploring how to use groups effectively in online learning. The module focused on two main topics:

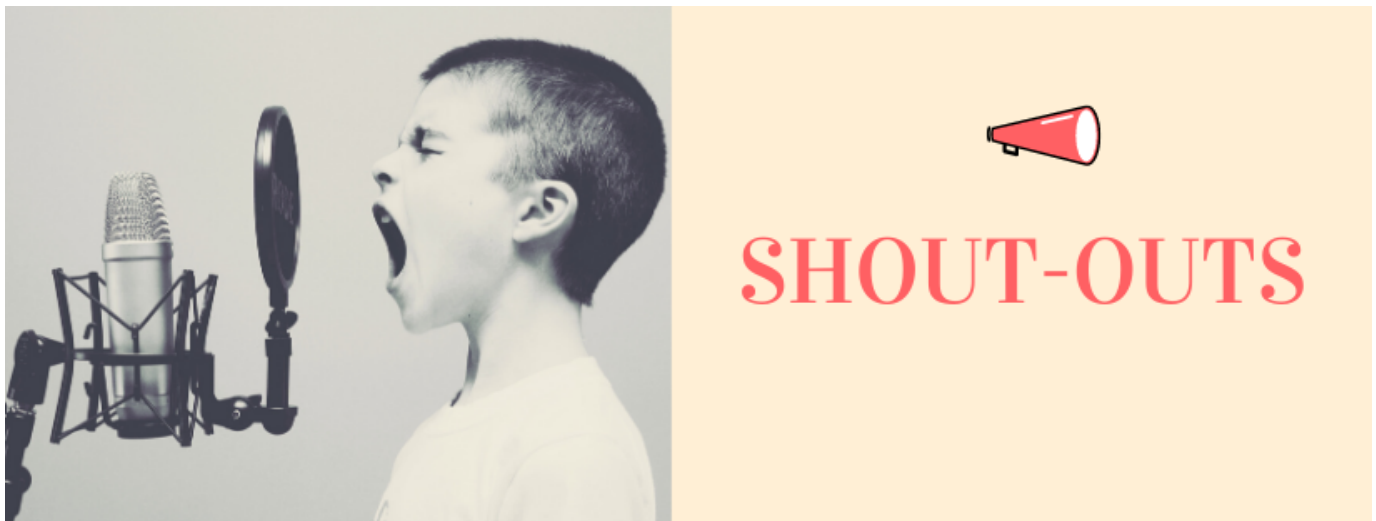
- facilitating active learning groups
- implementing active learning techniques

Professor Linda Wells-Glover from the School of Social Work uses active learning techniques in both her graduate and undergraduate classes.

Professor Wells-Glover said the following about her undergraduate class, Social Work as a Social Institution *"In this course I assign student groups to research a specific topic related to social welfare and then ask students groups to present an interactive experience for their classmates on their chosen topic. This semester, students have chosen to do skits, game shows, as well as use Kahoot to educate classmates on important social welfare issues. Last week, we had a group of students present on cyber bullying and then have a Kahoot contest amongst other students to test their knowledge of this topic. One student remarked, "I didn't know learning about policy could be so much fun!"*



If you have any questions about how to use this activity in your course, Erin Whitteck from the CTL has a faculty support hour every Tuesday from 1-2 PM in her Zoom room <https://umsystem.zoom.us/j/3145165978>. If that time does not work for your schedule, please reach out to Erin Whitteck (elwbef@umsl.edu) or Jen McKanry (mckanry@umsl.edu) to schedule an individual appointment.



Shout-Outs: Giving Thanks

We are all experiencing this challenging time in unique ways, it is very encouraging to acknowledge those around you that are going above and beyond. The recipients received a postcard in their e-mail, and are featured below. We are [accepting shout-outs for next month](#).

Recent Shout-Outs

Theresa Coble, E. Desmond Lee Endowed Professor of Experiential and Family Education in the College of Education

Dr. Theresa Coble is the chief faculty mentor for the large Heritage Leader EdD cohort. She is also the spiritual leader of that group, and does a fantastic job, spending hours and hours every week supporting, informing, and inspiring the students, and the rest of the faculty mentoring team. - Keith W. Miller

Beth Eckelkamp, Vice Provost for Student Success and Academic Innovation in Academic Affairs

Your willingness to go the extra mile for students is admirable! Thank you! UMSL is lucky to have you working to ensure students are able to achieve success! - Anonymous

Chuck Granger, Curators Distinguished Teaching Professor in the College of Education and Arts and Sciences

Dr. Chuck Granger is the excellent leader of the THEMES EdD cohort. This is our third cohort, and Dr. Granger is determined to make it an even more valuable experience for our students. Thanks, Chuck. - Keith W. Miller

Megan Hemann, Human Resources Consultant in Human Resources

Thank you for always making my questions a priority and making me feel at ease. Your dedication to serving your departments is one-of-a-kind! Thanks for your hard work! - Jason Johnson

Rebecca Mulloy, Tutoring Coordinator in the University Tutoring Center

Thanks for your dedication to serving students and ensuring their success! UTC is blessed to have you on our team. - Jason Johnson

Lynn Navin, Director of the University Child Development Center and Clinical Professor in the College of Education

When Covid first began, our center closed but Lynn worked hard and long to insure her teachers and staff were taken care of. Now our center is back open due in large part to Lynn and her dedication to the center. - Anonymous

Zoya Samsonov, Student

Zoya Samsonov is a student in my CS 4500 class. After writing a great program for the first programming assignment, Zoya went above and beyond, and explored the problem space, delivering a detailed analysis that was enlightening, and completely extra. I was so impressed. - Keith W. Miller

Natissia Small, Assistant Provost for Access and Student Support in Academic Affairs

I value your student-focused approach. You guide your team to ensure students are successful. Thanks for your leadership! - Jason Johnson

Janeece Woodson, Tutoring Coordinator in the University Tutoring Center

Thanks for your dedication to serving students and ensuring their success! UTC is blessed to have you on our team. - Jason Johnson



We have all learned that teaching and learning amidst a pandemic benefits from a trauma-aware lens but election week demands an elevated level of shared humanity. Lessons from the scholarship of teaching and learning have shed light on how to approach teaching when important events are happening outside the classroom. The University of Oregon has prepared a "[Teaching in Turbulent Times Toolkit](#)" that helps faculty with resources to help us all through teaching during Election Week 2020. They break the practice into manageable steps and also provide embedded strategies to support these steps.

1. *Acknowledge Context and Build Community.* The research indicates that your response need not be elaborate to be effective. Simply by acknowledging and giving space for reflection you show your humanity and normalize student feelings of stress and anxiety.
2. *Support Student Success and Well-Being.* Point out campus resources (counseling services, communities of care) and post-election campus events.
3. *Be Proactive and Flexible.* Provide students with extensions and options for participation during election week and beyond.
4. *Connect Context with the Work of the Class.* Does your class content naturally lend itself to our current context? Consider ways you can connect course learning objectives with current events.
5. *Facilitate Productive and Respectful Interaction.* Allow various modes students can interact with each other and the course content during this challenging time.
6. *Facilitate Difficult Moments.* You may find yourself in a difficult moment in the classroom. The toolkit provides some go-to resources to be prepared to handle charged moments.
7. *Provide Emotional Outlets.* When you pair an emotional outlet with an acknowledgement of context this provides the potential for a much more productive learning environment. Examples of emotional outlets are mindfulness, emotions awareness inquiry, journal or logbook, or anonymous comment or suggestion box.
8. *Network with Others and Take Care of Yourself.* Four pillars to avoid faculty burnout are reaffirm your purpose, practice compassion for yourself and others, strive for balance, and seek out connection.

Further Reading:

- The University of Michigan's Center for Research on Learning and Teaching's article "[Preparing to Teach About the 2020 Election \(and After\)](#)."
- The University of Oregon's article "[Teaching and the Election](#)"
- Rebecca Pope-Ruark's article "[Beating Pandemic Burnout](#)"

Campus Events:

- Wednesday, November 4th 1-2 p.m. OR
Monday, November 9th 1-2 p.m.
Via Zoom: <https://umsystem.zoom.us/j/93702429297> with Baorong Guo, David Kimball, Anita Manion, Christopher Sullivan and Adriano Udani.
- Thurs 11/12 at 5pm—a Zoom discussion with David Kimball, Anita Manion, and Adriano Udani to discuss what happened with the election; FB event: <https://fb.me/e/2WqsxQZxU>
- [Chancellor Sobolik has encouraged us to make Friday November 6th "Focus Friday"](#) to focus on health and well-being and limit Zoom meetings and email.

If you have any questions or want to talk through strategies for election week in your course Erin Whitteck from the CTL has a faculty support hour every Tuesday from 1-2 PM in her Zoom room <https://umsystem.zoom.us/j/3145165978>. If that time does not work for your schedule please reach out to Erin Whitteck (elwbcf@umsl.edu) or Jen McKanry (mckanry@umsl.edu) to schedule an individual appointment.



We recently launched a new Part-time Teaching Circle to provide support and community to our amazing Part-time faculty, you! We had a wonderfully successful kickoff session in October around the topic of mid-semester preparation and evaluation. For our November session we are going to relax and have some fun as well as providing an opportunity for you to network with other Part-time faculty here at UMSL. We hope you are able to join us.

PT-Teaching Circle Trivia Night

November 18, 2020

6:30-7:30pm

Via Zoom (link will be emailed to registered faculty week of the event)

[Trivia Night Registration](#)

The Advisory Group will be meeting in December to set the schedule and topics for Spring 2021. Have an idea for a topic you'd like to see or interested in serving on our advisory group? [Submit topic ideas or sign up for the Advisor Group here.](#)



The Center for Teaching and Learning at UMSL does not position itself as an expert in anti-racist pedagogy but instead finds itself as 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.

The Columbia University's Center for Teaching Learning has recently compiled a guide called "[Anti-Racist Pedagogy in Action: First Steps.](#)" Last month we highlighted an accessible resource in the first section of the guide. This series will continue to highlight resources that may be pedagogically useful. The next section of the guide provides resources to interrogate one's own positionality and (un)conscious biases.

A resource listed in this section that I have used in trainings and with students is the TED talk by Adichie "[The Danger of a Single Story.](#)" This resource emphasizes the importance of a nuanced view of people and the intersecting

with me that can be used with faculty, staff, or students that can be helpful in analyzing our own complexity and how some of our identities provide us with either privileges or disadvantages in different social contexts. This [general approach has been studied by Rosette and Toste \(2013\) who found that affirming disadvantage](#) makes it more likely for people to accept how they are privileged.

Do you use a similar activity in your classroom? Do you have any pedagogical resources to share around interrogating one's own positionality and (un)conscious biases? The [Office of Diversity Equity and Inclusion has some excellent resources and trainings that pertain to unconscious bias](#).

Please forward any questions about anti-racist pedagogy to Erin Whitteck, CTL Assistant Director, at elwbcf@umsystem.edu.



Next semester, the Center for Teaching and Learning will offer two student support programs: the Supplemental Instruction (SI) program and the Active Learning Assistant (ALA) program. [Apply now](#) to set your students up for success this spring!

The SI program supports students in large, required, and/or challenging courses. Faculty work closely with a student who has taken the course before and done well (called an "SI Leader"). The SI Leader attends class, assists with class activities, and serves as a model student. SI Leaders also hold regular study sessions outside of class. SI sessions provide opportunities for students to teach and learn from one another in smaller group settings. For more information, and to request an SI Leader for your course(s), visit our website [here](#).

The ALA program assists faculty in creating more engaging, collaborative, and student-centered courses. Active Learning Assistants (ALAs) are undergraduate students who attend weekly workshops with Jenna Alexander, CTL Assistant Director for Student Support Programming, to learn about facilitation, collaboration, and active learning. ALAs also meet with the faculty members for weekly preparation sessions. These sessions give faculty members opportunities to receive feedback from their ALAs, and to brainstorm ways to incorporate more active learning in their courses. Overall, the ALA program supports and rewards faculty who strive for instructional innovation. To learn more, check out this list of ["30 Ways to Use ALAs"](#) in your courses. Additional information is available on our ALA website [here](#) as well.

Please note that these programs are not mutually exclusive - you may have both SI Leaders and ALAs in your courses. In addition, the SI and ALA

We encourage faculty from all disciplines and ranks to apply. Applications are due Friday, December 4.

If you have any questions, please contact Jenna Alexander (alexanderjm@umsystem.edu).



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?

- Fall 2020 8-Week 1: October 5 – October 11
- Fall 2020 8-Week 2: November 23 – December 6
- Fall 2020 16-Week: November 23 – December 6

When can I see my course evaluations?

- Fall 2020 8-Week 1 evaluations: October 14
- Fall 2020 8-Week 2 evaluations: December 9
- Fall 2020 16-Week evaluations: December 9

Accessing Results

1. Sign into [MyCourseEval](#) with your SSOID and password.
2. After a faculty logs into MyCourseEval, they will be placed on the **My Reports** landing page, which houses their course evaluation results for the most recent semester.

Office support personnel administer surveys for departments across UMSL. For questions about department specific surveys, please see the office support personnel in your department.

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



We are excited to announce that the Center for Teaching and Learning (CTL) is seeking a Faculty Fellow to be a collaborative member of the CTL team. The CTL Faculty Fellow will work with academic units on the assessment phase of

on or revise their program assessment plans for determining how graduating students have acquired program student learning outcomes. This project is a continuation of the Curriculum Alignment Process (CAP) and closely connected to UMSL's accreditation reporting, and the CTL Faculty Fellow will join CTL colleagues already engaged in the work of CAP. The CTL Faculty Fellow will work collaboratively with the Office of Academic Affairs Faculty Fellows to choreograph these and other campus efforts in an efficient way.

The Faculty Fellow will start January 5, 2021. Compensation will include a stipend and a course release.

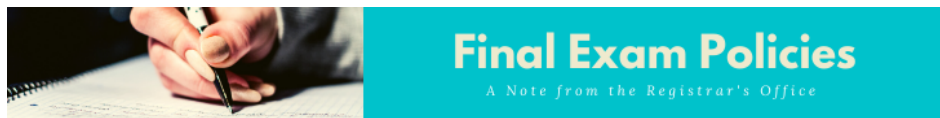
Qualifications:

- Full-time faculty member
- Respect and appreciation of individual programs and the contributions to the broader campus mission
- Strong organizational and facilitation skills
- Excellent communication and collaboration skills with demonstrated ability to positively interact with diverse people, units and situations
- Willingness to learn and seek feedback
- Interest in building partnerships to strengthen the university

Preferred Qualifications:

- Experience with building and assessing degree programs or crafting assessment reports to accreditation organizations

Please send cover letter detailing your interest in and experience with degree program assessment planning, CV, and the names and contact information of three references directly to Keeta Holmes using the subject line "CTL Faculty Fellow" by **December 1, 2020**. The committee will include representatives of the CTL team and Academic Affairs with the final decision made by the Assistant Vice Provost for Academic Innovation and CTL Director Keeta Holmes.



- Fall 2020 finals begin Saturday, December 12th, at 7:45 a.m. and end Friday, December 18th, at 12:15 p.m. please refer to the Final Exam Schedule link: <http://www.umsi.edu/registration/final-exams.html>
- Final exams must align with the official final examination schedule published on the Registrar's site so that students do not have conflicts in exam times.

please consider the following:

- Contact the Registrar's Office immediately (scheduling@umsl.edu) to arrange the location for your final exam. **You must email the Registrar's Office in order to secure a room for your final exam otherwise we cannot guarantee that your classroom will be available, cleaned, or unlocked.**
- For multi-section blended courses, common in-person exams cannot be held in Fall 2020 due to space restrictions that will accommodate social distancing. Each section holding an in-person exam should still schedule that exam at the time and day listed on the final examination schedule working with the Registrar's office to arrange a room (scheduling@umsl.edu).
- While it is not required to have a final exam, if at all possible, we encourage faculty to be flexible and please consider [giving your final exam as a take-home assignment or as a quiz online](#) using the Canvas quiz features (such as a timer). Remember, all student work including final exams must be submitted in Canvas and not transmitted by email, per FERPA requirements.
- **For 100% online courses (synchronous or asynchronous),** the final exam or final project must be offered online in Canvas and best arranged asynchronously to be completed during the span of finals week.
 - Exams can take place in Canvas with or without the web-based remote proctoring tool (Proctorio).
 - If a faculty member is using Proctorio, please note the required [syllabus statement](#) to students about Proctorio.
 - If a student requires accommodations, exams can also be scheduled in the Campus Testing Center, limited seating is available.
 - If the last exam of the course is not cumulative but instead covering the last section of course material/concepts, that exam can take place during the last week of courses and not necessarily take place during finals week.

For questions please contact the Registrar's Office at scheduling@umsl.edu.



[Students Cheat. How Much Does It Matter?](#)

This article provides a balanced view of the issue of cheating. Lisa Eytel an organic chemistry professor shares her struggles and ways she has combatted cheating in her course.

["You're Out of Your Mind if You Think I'm Ever Going Back to School."](#)

What does this mean for students in Higher Ed?
