Helping faculty settle into CCU

Have you ever wondered what to do to help someone you have hired become a member of the team? Consider the new faculty member’s perspective and your own. He or she may be experiencing some psychological let-down between signing the offer letter and starting their new position. New faculty members come from different and varied backgrounds and experiences, and they may not have higher education experience, which could manifest itself as anxiety about how this is all going to work. At the same time, most of these folks are moving, possibly selling their homes and, at the very least, packing up all of their belongings into a truck to bring to a new place.

As the veteran faculty member, you will want the new faculty member to experience a smooth transition as they become a part of your team. We have developed a checklist (page 4) of activities to consider as you take on your role as a mentor.

The first thing you need to do is establish communication with the new faculty member. Make contact with the new faculty member via email or phone to introduce yourself and welcome him or her to the department/program. Your department chair will have their contact information.

When you make contact with new faculty members, provide them your contact information and ask them what is the best way to contact them (email, text messages, or mobile phone). Store this information in a readily accessible place – it is inevitable that you will be contacted when you least expect it. They may not leave information about how to contact them, because they believe you already have that information. Keeping the information somewhere that is readily accessed will help particularly if the new faculty member is in an emergency situation (i.e., the car broke down, do you know of a repair shop that is reliable they can call, or they are stuck somewhere and won’t be able to get an appointment they set up with you).

Set up some personal parameters for calls, email and texting. It is okay to say you do not answer your phone after 9 p.m., or you will email a response in 24-48 hours, or you will try to respond to a text message within six hours or the next morning if the text comes in after 9 p.m. Be reasonable and set up what you are comfortable doing.

Continued on page 2.
Faculty Spotlight: Lee Shinaberger

by Lee Shinaberger

During my first semester, my mentors Sam Wathen and Dennis Rauch suggested I ask my students to work problems in class to demonstrate their proficiency. Their suggestions, combined with a couple of CeTEAL sessions (in particular Louis Keiner’s Active Learning Strategies for your Courses), turned into eight case studies that are given to my students throughout the semester. The background information and questions are posted to Blackboard in advance. Most of the students choose to do the actual work in class. The advantage of working in class is the additional resources available – their peers and the instructor. Students are encouraged to discuss the case and the questions with each other, and they take advantage of it. The classroom is abuzz with activity.

The cases are written at the analysis and evaluation levels of the cognitive domain of Bloom’s taxonomy. This is intentionally higher level than the homework, which is written at the lower three levels (Knowledge, Comprehension, and Application).

In order to help students attain the highest level of learning, scaffolding is used. Early application. I find that the case studies help students identify gaps in their knowledge prior to high stakes exams.

Lee Shinaberger brings years of experience as a principal engineer to his role as lecturer in the Department of Management and Decision Sciences at CCU.

Wall College of Business Appoints New Faculty Liaison

The Wall College of Business helps new faculty feel welcome.

Lee Shinaberger from the Department of Management and Decision Sciences has been appointed to the role of New Faculty Liaison for the Wall College of Business. Shinaberger will contact new faculty prior to their arrival on campus and assist in their transition to Coastal Carolina University.

The new faculty liaison function supports the university’s mission to recruit and retain highly qualified and motivated faculty. Assistance to new faculty may include answering questions about the internal operations of the college and the university and providing information about the surrounding community—such as recommending professional service providers, identifying social and recreational activities, and providing information about school districts.

New Faculty Orientation

August 13 - 14, 2013

For more information email ceteal@coastal.edu

Categories in the Cognitive Domain of Bloom’s Taxonomy (Anderson & Krathwohl, 2001)

- Analyze
- Evaluate
- Create
- Apply
- Understand
- Remember

Bringing in New Faculty

(Continued from page 1.)

Ask faculty what they need. Generally, new faculty members are new to the area and will want some help in identifying reliable sources for personal, family or work needs. This is where your knowledge and personal resources are most helpful. Provide names and resources as you can, but be careful not to set up a situation where you are making the contacts for them. This is their opportunity to connect with the community. Balance how much information you give or send. It is detrimental if you do not give enough information and equally detrimental if you give too much and overwhelm them.

Be a gracious host and introduce them to the people who will be most helpful. Your new colleagues may want to have some guidance about how to set up their work place. Introduce them to the department’s administrative assistant. Administrative assistants are the backbone of any organization, and will be a great source of knowledge for the new faculty member.

In addition to providing new faculty members with information about the nuts and bolts of the university, start thinking about their socialization. Establish a schedule for contacting them to check on their progress and remind them of various CCU social, cultural and athletic events. Encourage them to make the effort to participate and network with their new colleagues.

Networking may be accomplished in a variety of ways. Set up some sequential events (First Fridays, Game Night, etc.) to integrate them into the department or college. CeTEAL arranges a social event for the new faculty once a month in addition to New Faculty Seminars. Introduce them to others in the department and around the university who may have similar interests. Make them feel welcomed into the university community and help them Feel the Teal.

Continued on page 4.
Tech Tips & Updates

Respondus Quiz Builder Update

Respondus Quiz Builder is a software used by faculty to quickly and easily upload tests into Blackboard and Moodle. CCU faculty have access to the software through an annually renewed campus-wide license. Each year on July 31, the Respondus Quiz Builder software asks users for an **updated license number** to renew the program on individual computers for another year. The new license number will be listed in the Respondus site in your Blackboard course list. If you no longer have access to the Respondsus site in Blackboard or would like to try Respondsus Quiz Builder, please email blackboard@coastal.edu to request access to the site.

Moodle Updates

The Moodle pilot is continuing with Phase 3 in the fall, and Moodle will be available for Fall 2013 courses. To request Moodle courses, use the Blackboard course request form, and let us know in the comments area which of the courses you would like to add to the Moodle system.

CeTEAL will offer Moodle training throughout July and August. To find and register for Moodle training sessions, visit the CeTEAL website: coastal.edu/ceteal.

Moodle Features

Moodle Attendance Module

Moodle offers an attendance module that allows the instructor to take attendance within the class. The Moodle attendance module offers several helpful features including:

- easy grading of student attendance
- options to designate an absence as excused or unexcused
- space for comments for each student/class meeting
- student access to review their own attendance record

Once the attendance module has been set up within the course, taking attendance is simply a matter of clicking down the list of students to select their attendance status.

**To add the attendance module to your Moodle course:**

1. On the main page of your course, in the upper right corner, click **Turn editing on**.
2. Select **Attendance** from dropdown list in the **Add a block** block on the lower left side of the screen. The **Attendance** block will appear just above the **Add a block** block.
3. In the content area of the course, click **Add an activity**.
4. Select **Attendance** from the activity list.
5. Select your desired settings and click **Submit**. The attendance module will appear in the content area.

For more information on how to set up the attendance module to suit your particular class, visit libguides.coastal.edu/moodlefaculty.

Big Blue Button

Big Blue Button is a web conferencing tool being tested within our Moodle environment. Big Blue Button offers basic web conferencing features such as webcam and audio sharing, chat, and desktop or document sharing. Big Blue Button is simple to use and has great potential as a tool for conferencing with other class participants. If you would like to try Big Blue Button, email moodle@coastal.edu for more information.

Visit the Moodle website (coastal.edu/moodle) for more information on Moodle and to keep up with the “Moodle Project” updates and timeline.

To request a practice course in Moodle email moodle@coastal.edu.

Seven Principles for Good Practice in Undergraduate Education

*Improving student learning outcomes is the primary goal of quality education and the focus of CeTEAL’s Faculty Teaching training series.*

“Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing prepackaged assignments and spitting out answers. They must talk about what they are learning, write reflectively about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.” (Chickering and Gamson, 1987)

The Seven Principles for Good Practice in Undergraduate Education, albeit “old” in terms of research, still speaks to higher education. Chickering and Gamson asked this question: “How can students and faculty members improve undergraduate education?” Through their research, they compiled a response to the question including seven principles for good practice. According to Chickering and Gamson, good practice in undergraduate education:

- encourages contacts between students and faculty,
- develops reciprocity and cooperation among students,
- uses active learning techniques,
- gives prompt feedback,
- emphasizes time on task,
- communicates high expectations
- respects diverse talents and ways of learning.

Student outcomes will improve by applying these seven principles in undergraduate classes. The principles address the “how” of instruction and apply to any subject area. Engaging students in and out of class and showing concern for their wellbeing has a positive effect on student learning. Social beings need to work together, learn from one another, share ideas and create community. Expect pushback from students who have been trained to be the receivers of information and are accustomed to working in isolation.

Timely instructor feedback allows students to assess their own learning. Having time to reflect makes learning deeper. Time management, an issue for some students, may be alleviated through instructor expectations of time on task and performance. The one-size-fits-all concept does not apply in education.

Continued on page 4.
Integrating Video into Your Classroom with TED-Ed

Using videos to expand your teaching activities can be an excellent way to begin the process of “flipping” your classroom.

Integrating video lessons into your teaching may be easier than you think. As the flipped classroom concept gains proponents, an increasing number of “flip-appropriate” resources are appearing including TED’s latest initiative: TED-Ed. TED-Ed is a great way to integrate videos into a cohesive lesson.

With TED-Ed you can use any video available on YouTube to build customized lessons. The innovative new platform allows you to select a YouTube video and add:

- student learning outcomes,
- open-ended or multiple choice questions,
- links to further resources,
- discussion questions.

Once the lesson is developed, you can assign the video lesson to your students and track their answers.

TED-Ed lends itself perfectly to the flipped classroom model, but it can also be used for pre-class activities or homework in a face-to-face, distance or hybrid class.

For more information on TED-Ed, visit ed.ted.com.

For more information on flipping your classroom, contact ceteal@coastal.edu.

Seven Principles for Good Practice (Continued from page 3)

Allowing students to demonstrate outcomes through various channels will enable growth.

CeTEAL offers a variety of sessions on topics such as QEP, innovative and emerging technologies, and teaching effectiveness that may help you put some or all of the seven principles into practice. Visit the CeTEAL website (coastal.edu/ceteal) to find and register for sessions.


Bringing in New Faculty (Continued from page 2)

Provided below is a handy checklist of items to consider when bringing in new faculty members. This list is not exhaustive, but it will give you a good starting point in providing your new faculty member with the tools they need.

- Make contact with new faculty members via email or phone.
- Give them your contact information.
- Ask them for their contact information and preferred method of contact.
- Set up some personal parameters for calls, email and texting.
- Provide an introduction to the university and its role in terms of the community and academics.
- Provide access to organization charts (HREO website).
- Review their role as a faculty member including: teaching, intellectual contributions (scholarship), service, advising, assessment, experiential learning, and promotion and tenure expectations.
- Introduce them to the department administrative assistant. Administrative assistants are the backbone of any organization, and the new faculty member can check with this person about:
  - Office space and name placard for office
  - Phone number for their office and the administrative assistant
  - Equipment - computer, copy machine, etc.
  - Furniture - desk, chair, book shelves, file cabinets, etc.
  - Supplies - where to get them, tablets of paper, sticky notes, tape, staples, paperclips, etc.
  - Name badge and business cards
  - Mailbox and campus address
  - Process to mail or fax letters from/to the college
- Have them contact ITS if their username has been lost in the mail. They can visit ITS online to request assistance: coastal.edu/its
- Have them check with Human Resources. Is there paperwork they need to complete, have they had their individual meeting to discuss benefits and set up their accounts, have they attended needed training (must complete Sexual Harassment Prevention, Active Shooter, and Title IX training by August 31).
- Remind them to get their ID and parking stickers. CeTEAL and HREO will send them information about this. HREO provides tours that allow the new faculty to see the university and provides stops for getting their ID and parking stickers. (Sign up online: HREO “Workplace.”)
- Introduce them to the department chair, if possible.
  - They will need to know about posting and determining how many office and/or advising hours are required for their department.
  - They will need to request a master syllabus, if available, for each of the courses they will teach in the upcoming semester.
- Provide information on ordering books. They should make sure books show up in the bookstore (HTC Center) and online.
- Help them get their final schedule. Check WebAdvisor to make sure their courses are listed with their name attached. If not have them contact their department chair.
- Help them set up Blackboard (or Moodle) account. Blackboard (or Moodle) accounts can be set up by sending a request to blackboard@coastal.edu or moodle@coastal.edu. Courses can be requested using the online course request form on the Blackboard site.
- Direct them to the training website through CeTEAL. Go to coastal.edu/ceteal to view and register for sessions.
- Introduce them to the college/department library liaison.
- Introduce them to the college IRC (information resource consultant).
- If they have a disability, suggest they contact Lamonica L. Yates, director of Employee Services in HREO.
- Provide some helpful websites:
  - CCU Faculty Manual: coastal.edu/academics/facultysenate/manuals.html
  - Quality Enhancement Program: coastal.edu/elo
  - HREO: coastal.edu/hreo/workplace
CeTEAL Training Schedule

The full CeTEAL training schedule can be found online at coastal.edu/ceteal. Visit the website and log in to register for the sessions below and many more.

Teaching & Technology Week - August 5-8

Course Design Workshop: Developing a Syllabus
Aug. 5, 9 a.m.

(Re)Constructing Your Syllabus
Aug. 5, 1:30 p.m.

What to do the First Day of Class
Aug. 5, 3:30 p.m.

Rubrics Simplified: A Workshop for Developing Your Rubric
Aug. 6, 1 p.m.

Moodle: Rubrics
Aug 6, 2:30 p.m.

3-in-30: Mindmapping
Aug. 6, 3:45 p.m.

3-in-30: Mindmapping
Aug. 7, 10 a.m.

Getting Your Students to do the Reading
Aug. 7, 1:30 p.m.

Problem-based Learning
Aug. 8, 9 a.m.

Moodle
Introduction to Moodle July 15, 10 a.m.

Moodle: Managing Assignments
July 16, Noon

Moodle: Communication Tools
July 22, 10 a.m.

Moodle Testing (with Respondus)
July 23, 2 p.m.

Introduction to Moodle July 29, 10 a.m.

Moodle: Gradebook
July 31, 1 p.m.

Introduction to Moodle Aug. 6, 9 a.m.

Guidelines for Test Development
July 23, 10 a.m.

Microsoft Products

PowerPoint 2010: From Planning to Presenting - Session 1
July 26, 10 a.m.

PowerPoint 2010: From Planning to Presenting - Session 2
Aug. 2, 10 a.m.

PowerPoint 2010: From Planning to Presenting - Session 3
Aug. 23, 10 a.m.

Assessment

Critical and Reflective Analysis Through Rubrics
July 18, 9 a.m.

Amazing 3x5 Notecard and CATS
July 18, 1:30 p.m.

CeTEAL Advisory Committee

The CeTEAL Advisory Board meets quarterly to review CeTEAL activities, plans and policies. The members are active participants in assisting the center with teaching, scholarship and leadership sessions, seminars and other events such as New Faculty Orientation and the New Faculty Seminar Series.

Louis Keiner - College of Science
Margaret Fain - Kimbel Library
Jeremy Dickerson - College of Education
Elizabeth Howie - College of Humanities and Fine Arts
Marvin Keene - College of Business
Denise Davis - Academic Advisor
Gabrielle Wirth - CCU Student

CeTEAL Online Resources

✦ coastal.edu/ceteal
✦ coastal.edu/blackboard
✦ libguides.coastal.edu/moodlefaculty

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