Policies and Procedures Manual
Mailing Address

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PURPOSE OF THIS DOCUMENT

The purpose of this document is to outline the policies and procedures for CeTEAL staff, graduate assistants and student workers. This document addresses the following areas: administrative structure, confidentiality, session guidelines, social media and online sessions.
## Contents

- Purpose of this Document .................................................................................................................. 2
- Mission Statement ................................................................................................................................. 4
- Vision Statement ................................................................................................................................. 4
- Goals ...................................................................................................................................................... 4
- CeTEAL Values Statement ...................................................................................................................... 5
  - Service to Faculty ............................................................................................................................... 5
  - Teaching Effectiveness ....................................................................................................................... 5
  - Evidence-Based Practice ...................................................................................................................... 5
  - Inclusiveness ...................................................................................................................................... 6
  - Confidentiality ................................................................................................................................... 6
  - Community ......................................................................................................................................... 6
- Introduction and Services ........................................................................................................................ 7
- Administrative Structure ........................................................................................................................ 8
- CeTEAL Advisory Board ........................................................................................................................ 9
- Privacy and Confidentiality Statement .................................................................................................... 10
  - Exceptions to the Confidentiality Policy ............................................................................................. 10
- Professional Development Sessions ....................................................................................................... 12
  - Requested Sessions ............................................................................................................................ 12
  - Faculty Cancellations ......................................................................................................................... 12
  - CeTEAL Instructor Cancellations ......................................................................................................... 12
  - Instructor No-Shows ............................................................................................................................ 12
  - Attendee No-Show .............................................................................................................................. 12
- Social Media Policy ............................................................................................................................... 13
  - Policy ................................................................................................................................................ 13
  - Procedures ......................................................................................................................................... 13
- CeTEAL Online Sessions Policy ............................................................................................................ 15
  - Policy ............................................................................................................................................. 15
  - Procedures ....................................................................................................................................... 15
MISSION STATEMENT

The Center for Teaching Excellence to Advance Learning (CeTEAL) seeks to promote a culture of excellence in teaching and learning at Coastal Carolina University by facilitating the integration of proven pedagogical techniques into the instructional process and encouraging the development of a university-wide community of reflective practitioners.

VISION STATEMENT

To be a strength-based collaborative group of faculty developers who provide an inclusive, safe space and a dynamic center to engage, inspire and motivate all faculty to innovate in teaching, research and service.

GOALS

CeTEAL will:

- Support effective teaching by providing research-based faculty development sessions, consultations, instructional coaching and resources.
- Support the development of quality face-to-face, hybrid and online classes through instructional design consultations.
- Provide an inclusive, collaborative environment that encourages the sharing of ideas and innovations.
- Research and share best practices in the use of emerging instructional technology tools.
- Recognize faculty success in the areas of teaching, scholarship and service.
- Provide a highly-qualified professional staff who maintain current knowledge in the fields of teaching and learning, instructional design, and instructional technology using the scholar-practitioner model.
- As faculty developers in higher education, adhere to the Ethical Guidelines for Educational Developers as defined by the Professional and Organizational Development Network in Higher Education.
CETEAL VALUES

Our approach to serving faculty

CeTEAL Values
Center for Teaching Excellence to Advance Learning Coastal Carolina University

Service to Faculty
- We value service that is responsive, kind and effective. We use a strength-based approach to serve those in teaching roles across the university, and we work with all faculty—from new faculty to veteran faculty, from graduate assistants to full professors. Our services allow for growth in teaching practice at any point in a career. We provide a non-judgmental, supportive approach in our service to faculty.

Teaching Effectiveness
- We value a climate and culture that promotes student learning and engagement. As faculty developers, we are dedicated to helping faculty improve the craft of teaching, so our students can excel in learning. We want to see our faculty and students to be successful.

Evidence-Based Practice
- We value teaching that employs best-practice strategies and innovative ideas grounded in a thorough knowledge of the scholarship of teaching and learning (SOTL) research and signature pedagogies. As faculty developers, we strive to advance our current knowledge and practice in support of teaching and learning through our own reflective practice.
Inclusiveness
- We strive to provide an environment where all feel welcome and safe. We honor the varied experiences and backgrounds that faculty bring to our Center. We value teaching strategies that address the needs of students with a variety of backgrounds and abilities. Such strategies will facilitate a learning environment where CCU community members feel valued.

Confidentiality
- We value the relationships and trust we share with the faculty we serve. We recognize that confidentiality must be a cornerstone of our Center in order to build and maintain that trust. We value each interaction we have with faculty, and we offer support, constructive feedback and advice in a confidential environment.

Community
- We value shared knowledge, and we understand that, as a community, we can be more successful than if we stand alone. As members of the CCU community, we value collaboration with many departments across campus to develop quality programs for faculty. As a faculty development center, we offer opportunities for collaborative learning through our programs, institutes and sessions.
INTRODUCTION AND SERVICES

The Center for Teaching Excellence to Advance Learning at Coastal Carolina University is a dynamic faculty development center that supports faculty in their teaching, research, scholarship, leadership and service. We provide programs, institutes and sessions with the goal of providing faculty members and teaching staff opportunities for growth and development. Services we provide include:

- Certificate Programs and Institutes
  - Instructional Coaching
  - CeTEAL Special/Shared Interest Group (SIG) Program
  - Assessment Institute
  - Distance Learning Institute
  - Teaching Effectiveness Institute
  - Hybrid/Blended Course Institute
  - Instructional Technology Certificate
- Faculty Learning Communities for Signature Pedagogies
- New Faculty Orientation
- Teaching Associate (Adjunct) Orientation
- Graduate Teaching Assistant Orientation
- Teaching effectiveness sessions
- Classroom observations
- Instructional design consultations
- Online course design consultations
- Writing Circles
- Book talks
- Instructional technology training
- Moodle course management training
- Resources for contingency instruction
CeTEAL reports to the Vice President for Online Education and Teaching Excellence. The staff for CeTEAL includes the following positions.

- Director
- Administrative Assistant
- Assistant Director
- Faculty Development Program Coordinator
- Instructional Designer & Technologist
- Instructional Technologist
- Instructional Technology Trainer
- Graduate assistant(s)
- Student Assistants
The CeTEAL Advisory Board is made up of one faculty member from each college. Members of the advisory board, who serve voluntarily, provide a diverse representation of faculty at Coastal Carolina University. The advisory board provides faculty perspective for CeTEAL programs and policies.

Current Advisory Board Member

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Year</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dennis Edwards</td>
<td>College of Business</td>
<td>2017–</td>
<td>Advisor</td>
</tr>
<tr>
<td>Margaret Fain</td>
<td>Kimbel Library</td>
<td>2012–</td>
<td>Advisor</td>
</tr>
<tr>
<td>Dianne Mark</td>
<td>College of Education</td>
<td>2017–</td>
<td>Advisor</td>
</tr>
<tr>
<td>Brett Simpson</td>
<td>College of Science</td>
<td>2016–</td>
<td>Advisor</td>
</tr>
<tr>
<td>Denise Paster</td>
<td>College of Humanities &amp; Fine Arts</td>
<td>2016–</td>
<td>Advisor</td>
</tr>
<tr>
<td>Aggie O’Brien</td>
<td>University College</td>
<td>2017–</td>
<td>Advisor</td>
</tr>
<tr>
<td>Louis Keiner</td>
<td>College of Science</td>
<td>2012–</td>
<td>Ex-Officio Advisor</td>
</tr>
</tbody>
</table>

The following faculty have previously served on our advisory board:

<table>
<thead>
<tr>
<th>Name</th>
<th>College</th>
<th>Year</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Davis</td>
<td>Advising</td>
<td>2012–2017</td>
<td>Former Advisor</td>
</tr>
<tr>
<td>Marvin Keene</td>
<td>College of Business</td>
<td>2012–2017</td>
<td>Former Advisor</td>
</tr>
<tr>
<td>Vin Porter</td>
<td>College of Education</td>
<td>2014–2017</td>
<td>Former Advisor</td>
</tr>
<tr>
<td>Amy Tully</td>
<td>College of Humanities &amp; Fine Arts</td>
<td>2015–2016</td>
<td>Former Advisor</td>
</tr>
<tr>
<td>Elizabeth Howie</td>
<td>College of Humanities &amp; Fine Arts</td>
<td>2012–2015</td>
<td>Former Advisor</td>
</tr>
<tr>
<td>Jeremy Dickerson</td>
<td>College of Education</td>
<td>2012–2014</td>
<td>Former Advisor</td>
</tr>
</tbody>
</table>
The Center for Teaching Excellence to Advance Learning (CeTEAL) is a resource for faculty who wish to improve their teaching and their students’ learning. Confidentiality is the cornerstone of our Center and is important to build trust with the faculty we serve. The teaching assessment services that we provide are formative in nature and neither summative nor evaluative. CeTEAL services are consultative in nature and act as feedback to instructors so that they can improve. Our services are not meant to be used for yearly evaluations, in the hiring process, or in the promotion and tenure process, unless the instructor chooses to do so.

- **Classroom Observations with or without Student Feedback Sessions and Other Consultations**
  CeTEAL respects the confidentiality of any individual consultation that occurs between a faculty member and the CeTEAL staff. When a faculty member requests an individual consultation, a classroom observation, or a mid-semester student feedback session, these encounters are considered private. The CeTEAL staff will not share any information about the consultation with any third party, except at the request of that faculty member. Faculty members may choose to use this information as part of their annual reports or the promotion and tenure process.

- **General Faculty Teaching and Technology Seminars**
  CeTEAL keeps a record of the names of faculty members who attend our regularly scheduled teaching and technology training sessions. We collect this data for two reasons: 1) we use the numbers of faculty that we helped for our year-end reports and assessments, and 2) we use the records to provide individual faculty members with training transcripts for their annual report (see CeTEAL website under MyCeTEAL). If a faculty member does not wish for their name be recorded, we will honor that request and record an anonymous attendee. These records are not public and the data is used by CeTEAL only in aggregate form.

The following programs are exceptions to the Confidentiality Policy

- **New Faculty Programs**
  The University requires all new slotted faculty members to attend the New Faculty Orientation and New Faculty Seminar Series during their first year. CeTEAL reports faculty attendance at these events to the chairs, deans and provost. Teaching Associate (Adjunct) Orientation is also reported to chairs, deans, and provosts upon request.

- **Associate Faculty Orientation**
  Attending this orientation is optional, attendance is reported upon request to department
chairs and college deans.

- **Graduate Teaching Assistant Orientation**

  Attendance is required and reported to the Associate Provost of Graduate Studies and direct supervisors upon request.

- **Distance Learning Institute**

  Certain sessions are reported for faculty who receive COOL Grants from the Coastal Office of Online Learning. Reporting is limited to the required sessions and other sessions taken for professional development stipends as part of the grant.

- **Letters of Support or Recommendation for Faculty**

  If a faculty member requests a letter of support or recommendation from a CeTEAL staff member, we may use specific information about the faculty member and our services that are relevant to request. Faculty making the request understand that they are allowing CeTEAL to disclose relevant confidential information.
PROFESSIONAL DEVELOPMENT SESSIONS

Requested Sessions

CeTEAL welcomes requests for sessions according to the following guidelines:

- Sessions will be scheduled and developed upon request by faculty only when a name or username is attached to the request. The faculty member will receive an email letting them know when the session has been scheduled.
- Sessions can be requested from Class Suggestion Form

Faculty Cancellations

CeTEAL requests that faculty members cancel your session registration, appointment for consultation, or observation if a conflict arises. You may cancel your registration in the following ways:

- You may cancel your session registration by going to the CeTEAL Website, click on the MyCeTEAL Account and click on “cancel” next to the title of the session, or email ceteal@coastal.edu
- An email to a CeTEAL staff member is sufficient for cancelling an appointment for consultation or observation.

CeTEAL Instructor Cancellations

CeTEAL requests that instructors contact us as soon as possible if they are unable to teach a CeTEAL session so that the session maybe rescheduled or cancelled. In order to cancel a session you can:

- Email a CeTEAL staff member
- Email ceteal@coastal.edu

Instructor No-Shows

If an instructor does not show up to teach a session:

- Attendees will be notified after 15 minutes that the session has been cancelled
- CeTEAL staff will contact the instructor to attempt to reschedule the session
- The CeTEAL calendar and administrative website will be updated to reflect “Instructor No-Show” for the session.

Attendee No-Show

Faculty who do not attend a session, will be marked as “Cancelled” in the CeTEAL administrative website. “Cancelled” will then be reflected in the faculty member’s MyCeTEAL account. This information is only available to the faculty member (and requires login) and CeTEAL staff. See the Privacy and Confidentiality Policy above.
SOCIAL MEDIA POLICY

This policy applies to the use of CeTEAL social media including; but not limited to, social networks, websites, blogs, wikis and video content websites. In addition to the Coastal Carolina University Social Media Policy (UNIV-UCOM-408), this policy seeks to help portray, promote and protect the CeTEAL brand and the university. This policy covers CeTEAL staff and student workers and others representing CeTEAL.

Policy

A. This policy requires that all social media representing CeTEAL will:
   1. Be in keeping with Coastal Carolina University’s mission
   2. Focus on topics related to CeTEAL’s mission
   3. Project a professional image
   4. Apply social media best practices in promoting CeTEAL brand
   5. Contain appropriate content
   6. Be free of personal opinions

B. Individuals contributing to CeTEAL’s social medial site will:
   1. Use professional judgement
   2. Respect privacy and copyright laws
   3. Use strength-based language

C. Types of content may include:
   1. Technology tools, ideas and resources
   2. Professional articles and publications
   3. Faculty professional development sessions
   4. Significant events that relate to faculty
   5. CeTEAL newsletter highlights
   6. Faculty/staff spotlights/achievements
   7. University happenings or events of interest

Procedures

A. CeTEAL will assign two CeTEAL staff members as administrators to maintain each social media site

B. Content contributed to CeTEAL’s social media sites by CeTEAL student workers, graduate assistants, advisory board members and others associated with CeTEAL must be approved by the administrators.

C. Social media administrators will:
   1. Post regularly scheduled content
   2. Approve and post content from student workers, advisory board members and others associated with CeTEAL
3. Regularly monitor sites for inappropriate content
D. CeTEAL will follow a regular weekly schedule of posts to our social media in order to keep the sites current.
CETEAL ONLINE SESSIONS POLICY

The purpose of this policy is to ensure consistency in CeTEAL online programs and courses. CeTEAL will model best practice in online course design using the Quality Assurance Inventory (QAI) of the Distance Learning Policy (ACAD-SENA-128).

Policy

A. CeTEAL will use a standard layout with template for all CeTEAL online training sessions.
B. Courses will utilize activities within the course management system that provide an email when faculty members have completed an assignment.
C. Each CeTEAL member is responsible for monitoring their course activities.
D. Each course will include a final assessment activity that will determine successful completion and course attendance.
E. Attendance will be reported through the Administrative Assistant. Session instructors will send the Administrative Assistant the names of participants who have completed the session. The Administrative Assistant will record the attendance on the CeTEAL admin site.
F. Courses will be open at the beginning of the fiscal year and remain open until the end of the fiscal year for reporting purposes. Faculty who do not complete the course within this time period will be cancelled from the class. Faculty will be notified prior to the end of the year if they have not completed a session.

Procedures

A. CeTEAL Course Request Procedures
   1. Course is requested through Training Coordinator
   2. Training Coordinator requests course from the Moodle Administrator based on current standard template
   3. Training Coordinator will inform CeTEAL staff member when course is ready
   4. CeTEAL online training sessions will be reviewed by at least two CeTEAL staff members prior to be opened for registration.
   5. CeTEAL online professional development sessions will undergo two in-house reviews:
      a. One staff member will review the course based on the QAI
      b. One staff member will complete the course as a student to test the functionality
   6. Reviews will be assigned by the Training Coordinator to be reviewed using the QAI
   7. When the two in-house reviews are successfully completed, the course will be opened for registration

B. Registration Process
   C. Course is listed on the CeTEAL website.
   D. Faculty member registers for the course and is sent an automated email
   E. CeTEAL is sent an automated email for notification of registration.
   F. Training Coordinator sends to the Moodle Administrator to add the faculty member to the course.
G. Training Coordinator notifies the faculty member via email that s/he been added to the course and provides instructions for getting started in the course.