# SPOTLIGHT
## on the Center for Teaching Excellence

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## *A Letter from the CTE Director*

Dear Colleagues,

Welcome to Fall Semester 2002! The CTE staff has been busy planning for the new academic year, and we are excited about some of the new opportunities available through the CTE. In this issue you will hear about our **updated website**, which is receiving recognition for both its content and accessible format from teaching and learning centers nationwide. You will also read how your colleagues address **classroom management issues in our FAQ section**, *and* pick up a couple of **Blackboard tips** from our Online Teaching Consultant, Susan Halick.

Because of the new Faculty Orientation program's great success, together with Organizational Development and Human Resources, the CTE will continue to offer these face-to-face sessions at the onset of each semester. During the 2001-2002 academic year, 143 faculty participated. This is a 680% increase in faculty participation from previous years! In the CTE, we are noticing more new faculty utilizing our resources and services and we attribute this to faculty orientation participation.

During Fall and Spring Semesters the CTE will once again be offering both **Academic Software Grants and Teaching Incentive Grants**. There are no submission deadlines, and grants will be available while funds last.

As a result of our hosting the first annual meeting of Michigan Faculty Developers and Teaching and Learning Center Directors on May 17th, we are offering something new this year, **"Teaching Circles"**. A Teaching Circle is a small group of faculty, 4 minimum, who meet throughout the academic year to work together on a specific issue or concern related to teaching and learning. The CTE will sponsor up to three Teaching Circles this academic year. Faculty at colleges and universities across the country are joining Teaching Circles. Last year U of M Flint's center sponsored 8 Teaching Circles on topics including "Improving Students' Critical Thinking" and "Developing Business Leaders." Look for more information on Teaching Circles to appear in your campus mailboxes or Lotus Notes.

Last year we offered Teaching-Ettes, which are 50-minute sessions focused on various teaching and learning issues. Not only did faculty leave these popular sessions with numerous strategies and tips, but more importantly they had an opportunity to share their experiences with colleagues. This year we will offer a series of **Teaching-Ettes on *Assisting Under-Prepared Students to Succeed in the Classroom***. Look for the Teaching-Ette flyer for more information, or see our website at **http://www.lcc.edu/cte/workshops/teachingettes.html**.

The CTE will continue to offer the ever-popular Small Group Instructional Feedback (SGIF's) sessions and support to faculty who engage in Faculty Feedback Projects. For more information on SGIF's and Faculty Feedback Projects, contact me at 483-1427, or see our website at **http://www.lcc.edu/cte/resources/index.html.**

We have a lot in store and are looking forward to seeing you at the CTE!

Best Wishes in the coming year!

Sincerely,

**Tracy Price**
Faculty Director
Center for Teaching Excellence

## CTE Website: A Valuable Resource for Faculty

If you thought you could only enjoy the benefits of the Center for Teaching Excellence by visiting TLC 324….think again!  As your days become busier and the semester gets more hectic, **consider the CTE website as a source of professional development**.  Take a break from your busy schedule in the convenience of your home or office, by accessing the CTE's website at **www.lcc.edu/cte**.  The CTE's website has been modified to fit the new LCC site standard and with that there have been many changes and enhancements.

Along with general information about the Center, you will find that registering for a workshop has never been easier.  Our improved website features **online workshop registration** which is fast and easy.  You'll even get a confirmation by phone or e-mail.  Of course, you'll find the most up-to-date workshop calendar.

> "I appreciate the mini-online courses about classroom management & lecturing, etc. Your site is easy to navigate and is not 'busy'.  It has good, solid information as well as resources.  Please keep up the good work."
> *– Kathleen Pritchett*
> *High School Special Education Teacher*
> *O'Fallon, IL*

If a workshop isn't what you're looking for, then perhaps one of the several **Self-Paced Online Workshops** will do.  There are several to choose from, they include:

- J ˙ Course Planning & Development
- J ˙ Getting Your Class Off to a Great Start
- J ˙ Lecturing Techniques
- J ˙ Testing Techniques
- J ˙ Early Semester Student Feedback
- J ˙ Ending on a High Note
- J ˙ Program-Level Outcomes and Assessment

The information in each self-paced workshop is concise and easy to understand.  Each workshop is simple to navigate and contains references and links to related information.  Why not give one a try!

In addition to workshop information, our updated website is full of valuable teaching and learning information.  You can access the **CTE Faculty Resource Guide** which provides valuable information to help faculty accomplish their teaching and learning goals.  The Guide includes information about the CTE, LCC policies which impact faculty, teaching tips, and what LCC Students have to say about learning.  Similarly through the website you can access the **Interactive Television Manual,** or the **Classroom Strategies for Fostering Student Retention** booklet that offers 12 key strategies faculty can adopt for retaining students.  All of these resources are available in the "Teaching Resources, Services and Support" section of our website.

On our website you will also find a series of *"Creative Teaching-Ettes",* one to two-page articles on various teaching and learning strategies with titles such as *Seven Myths About Learning* and *The 1ˢᵗ Day*.  Of course hard copies are always available upon request by calling the CTE at 483-1680.

If you haven't actually visited the CTE, go to "Inside the CTE" and take a virtual tour through our website.  Our 'guided tour' will show you each area of the CTE and describe its function along the way.

And if you have a question about the CTE, its resources or services, simply give us a call, send an e-mail, or better yet, visit our website!  Enjoy!



## Favorite Teaching & Learning Websites

Do you have a favorite teaching and learning website that you would like to share with your colleagues?  Why not submit it to be included on the CTE's website?  Check out our current list of **LCC Faculty Favorite Links** at **www.lcc.edu/cte/resources/index.hmtl**.  You can submit your own directly on the website, or you may e-mail your list to us at cte@lcc.edu.

# FAQ's

## Q: What is your policy when a student misses a quiz or an exam?

**A:** If the student has contacted me ahead of time, then I let them make it up at the testing center. If they did not contact me ahead of time, I subtract 10% of their grade and let them make it up. – **Bill Petry**, *Math & Computer Science*

A: My policy in the past has been to give make-up exams only if students contact me and ask for a make-up. Most of the work in my classes is based on projects and these are marked down a letter grade for each class late. – **Fred Clark**, *Visual Arts & Media*

**A:** The student has one calendar week to "make-up" the missed exam. So, I place the exam in the assessment center with their name on it. When the students in class receive their feedback on the exam taken, the class is not allowed to ask any questions, etc.as I have a "coupon" system where they must write their questions, comments, etc. and hand it in to me. I then match the coupon with the exam and respond to questions, comments, etc. in writing or the next class period after all the students have taken the exam. This protects the exam "integrity". All exams are returned to me, and I check the signature of the student with each exam copy to make certain that all are returned. This procedure is explained to them in advance. I also make an appeal that all take the exam on the original date unless an absolute emergency, as I frequently have "objects" associated with exams, such as minerals and rock identification. I also tell students in advance that students who take make-up exams lose the right to ask questions of the instructor. Since they are told in advance what format the exam will have, and have practice opportunities on-line, I don't have as much abuse as I've had in the past. I would estimate that less than 10% of the students in a given semester need a "make up" exam. But, some of those "absolute emergencies" are rather interesting! – **Mary Brown**, *Science*

**A:** I allow a student who misses a quiz or exam to make it up, provided he/she has legitimate reason for missing, and provided he/she has tried to contact me as soon as is reasonable, given the cause of the absence. – **Tim Miank**, *Language Skills*

**A:** If they contact me in advance that they have a problem, I'll make other arrangements with them to make it up - no penalties. If they don't show up AND don't call, they get a 0. – **Kathy Shaffer**, *Business & CTE*

## Q: How do you handle chronic tardiness?

**A:** Between 10% and 20% of a student's grade consists of participation points. I let students know that tardiness will result in a loss of participation points and I regularly inform them of the number of participation points they've earned. – **Melissa DeRosia**, *Social Science*

**A:** I ignore it unless there are complaints. – **John Thommen**, *Health & Human Services & CTE*

**A:** I teach a virtual class and I usually accept late assignments. I had only one student who was really **a** problem but I found his excuses amusing (His fake sick e-mails were **just** shy of typing the words "*cough cough*"). He didn't pass the course anyway which is usually the case. – **Susan Halick**, *Math & Computer Science & CTE.*

**A:** I expect students to contact me about any conflict they might have which would cause them to be late. If students have a job conflict which makes them a few minutes late for a few weeks, I will attempt to help them with material that they might miss. Very few students have been chronically late in my classes. The more serious problem has been students missing classes. I tend to drop these students prior to the 6th week. **- Doug Pfister**, *Business*

**A:** Tardiness is often a problem early in the term because of the parking situation. I tend to be flexible during the first two weeks but I do not repeat lecture material. After the first two weeks I make little distinction between significant tardiness and an absence. Students will be dropped from the class if absences/tardiness become excessive. – **Fred Clark**, *Visual Arts & Media*

**A:** A significant majority of the students in our program work Full Time and squeeze in classes between work and family responsibilities. In addition, many of our courses are only offered as single sections and one time per year. It is not uncommon that a student has no option but to be 20 minutes late. Instructors and students in our area accept this reality and work with it. It is a different story if a student has no legitimate excuse and especially if their arrival is disruptive. In a case like, that the student would be approached and asked to change their behavior. If the problem should continue we would approach our department chair. I have never needed to resort to this step however. – **Dave Mattson**, *Technical Careers*

## Congratulations to All Our Grant Recipients!

Each year the Center for Teaching Excellence offers funding to eligible faculty in the form of Incentive Grants for Teaching Innovations. The objective of these grants is to contribute to faculty development by offering faculty the opportunity to implement creative, innovative ideas for which they would not ordinarily have the funds.

This year, in addition to the Teaching Innovation Grants, the CTE offered Academic Software Grants. These grants provide faculty with an opportunity to try new and/or innovative software in teaching, research, or community service.

**Incentive Grants for Teaching Innovations** were awarded to:

**Melissa DeRosia** – *Social Science*, **"Strategies for Assisting Under-prepared Students to Succeed in the Classroom."** Melissa is interested in developing a series of workshops for faculty, each to present strategies for assisting students who lack skills and/or the preparation necessary for their academic success.

**Jeffrey Huber** – *Public Services Careers*, **"Fire Science Technology for the 21st Century".** This project is directed at purchasing several CD ROM's and videos to enhance the multimedia presentation capabilities of the instructors in the Fire Science Programs.

**Academic Software Grants** were awarded to:

**Teresa Schulz** – *Science* – **The Universe CD ROM**
**Michael Masterson** – *Math & Computer Science* – **Math Type 5**
*Trixi Smith* – **Library/SAS** – *Dreamweaver 4/Fireworks 4 Studio*
**Fred Clark** – *Art, Design, & Multimedia* – **Adobe After Effects 5.0**
**Jeffery Huber** – *Public Service Careers* – **Essentials of Fire Fighting CD-ROM PowerPoint**

## Blackboard Tips & Tricks

*by Susan Halick*
  *CTE Online Teaching Consultant*
  *shalick@lcc.edu*

Even if you are teaching face-to-face, you have a Blackboard course site. The following are just some of the ways you can use your Blackboard course site: to post handouts, to allow students to view grades confidentially, and to provide an environment for students to communicate with one another outside of class.

To see your course sites, click on the Blackboard link from the LCC home page (www.lcc.edu), click continue, and enter your TUID (call 483-5221 for login assistance).

Tips for Customizing your Blackboard Course Site

1. **Customize Your "My LCC" Page:**
    Put your course list at the top of your opening page so you don't have to scroll down to find them. Click on **'content'** and then 'My Courses'. Continue clicking on the up arrow to the right of the box until your course list is at the top. You can also switch panels from left to right.

2. **Change Your Course Title:**
    Click on the **'Courses'** tab to view the CRN number in the Course ID. Enter the course by clicking on the title. Go to the Control Panel, then Course Settings, and Course Properties. Change the title, choose a main category and subcategory, and submit. Students will see the new course title as well. Make your title easy to identify with titles such as:

    SOCL255 TTH 10:10-11:30
    Business Writing - Internet Spr02
    WRIT 127 - CRN80410

## Congratulations to Rebecca Lawson of Information Technology & Office Systems!

Rebecca was a featured author in the March 2002 issue of *TEACHING FOR SUCCESS*! Rebecca's article, "Building a Virtual Team is Easier Than You Might Think" is an excellent example of how faculty are developing practical ideas to improve instruction. Rebecca's idea will be read by more than 20,000 faculty and represents an important contribution to the teaching profession. Congratulations Rebecca from Lansing Community College and the CTE!

The CTE is happy to provide subscription access to *Teaching for Success*. You can read this article by accessing the CTE website at: **www.lcc.edu/cte** . You will need the **User Name: lccemp** and **Password: tfs98**. You will be instructed to download Acrobat Reader (unless you already have it on your computer). Bookmark this site for easy access to future issues! You can also request a paper copy of *Teaching for Success* if desired. Just call the CTE at 1680, or send a Lotus note to cte@lcc.edu.

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**Monday – Thursday 8am to 7pm, Friday 8am to 5pm**

Visit us on the web at:    www.lcc.edu/cte