

Center for Excellence in Teaching & Learning

University of Colorado Denver



WINTER BREAK COURSE PREPARATION VIRTUAL RETREAT

Written by CETL Instructional Designers
Mary Hoftiezer and Kellie Ferguson

Jumpstart your spring semester planning! We will make it easy for you to plan and create a student-friendly course to promote student learning. Don't wait until the day before the semester begins to finalize your syllabus. In this short virtual winter faculty preparation course, we will provide you with hands-on support from our CETL Instructional Designers including,

- Create an effective and inclusive syllabus to guide your students and your instruction
- Refine your course learning objectives, align them to assessments and learning activities
- Plan your semester with inclusion in mind
- Connect, collaborate, and share ideas with other instructors
- All sessions are held **virtually**, so attend in your warm winter pj's if you want!

The Course Preparation Retreat is formatted with two structured virtual Workshop Days and two Independent Workdays. During the Independent Workdays, faculty members have the option to meet 1:1 with an instructional designer.

INSIDE OUR NEWSLETTER:

NEW - Winter Break Course Preparation Virtual Retreat Register [NOW!](#)

The Power of Names: Namecoach & Belonging in the classroom

ACUE Microcredentials: Why educators love them, how it helps students & our application is [OPEN!](#)

Our November Newsletter drawing! Another month, another chance to win some exciting prizes!

You will leave the retreat with a completed syllabus and a detailed actionable plan for your class assessments and structure with inclusion baked in! Faculty that complete the Course Prep Retreat will receive a small **professional development stipend** for their efforts!

WINTER 2022 DATES & TIME

- Monday, January 10th 9:00 am – 2:30 pm
- Tuesday, January 11th: Independent Work
- Wednesday, January 12th 9:00 am – 2:30 pm
- Thursday, January 13th Independent Work

[REGISTER HERE](#) OR SCAN THE QR CODE



THE SIMPLE POWER OF NAMES: HOW NAMECOACH IN YOUR COURSE STRENGTHENS A SENSE OF BELONGING

Written by Lindsey Hamilton, with support from Antonio Farias

Remember when someone announced your name during the class role call, at graduation, a sporting event, or your concert recital... But they pronounced your name WRONG?

“A person's name is to them the sweetest, most important sound in any language.” - Dale Carnegie

It doesn't matter what your name is, you have probably experienced some kind of mispronunciation throughout your life. Do you remember how it made you feel? Maybe you felt angry, upset, embarrassed, or annoyed. When students feel disconnected from their teacher, it can also disconnect them from learning and they lose motivation for the course.

NameCoach is a game-changer for making our students feel a sense of belonging in our courses. It will support students' learning in ways we never imagined, and support their motivation to learn.

NameCoach is "Accurate audio name pronunciations the tools you use, to promote respect, inclusion, and belonging in every interaction" (NameCoach, 2021) and is fully integrated into Canvas! You can record your name pronunciation and ask students to do the same.

We asked Antonio Farias, Vice Chancellor for Diversity, Equity, and Inclusion at CU Denver, "How will NameCoach help make our campus more inclusive?"

Antonio said, "A seasoned faculty member recently shared how welcoming it was to have their name properly pronounced for the first time in 12 years – the smile that came across their face as they told the story made it clear how one small but powerful act – pronouncing one's name correctly – has a real and positive impact on our campus."

Antonio went on to tell us, "imagine that [impact] times 20,000! **NameCoach is that one small, deliberate action** you can take that helps us live our ethos of being equity serving and acknowledging the dignity we expect of one another."

We couldn't agree more and we hope to see all of our faculty & educators using NameCoach in Canvas to strengthen their sense of belonging on our campus which is why we have created an informational graphic and document for faculty to use. See a sneak peek on the next page or view full graphic on our [website](#).



THAT FEELING WHEN SOMEONE PRONOUNCES YOUR NAME CORRECTLY



ENTER OUR DRAWING TO WIN A PRIZE:

Tell us how you plan to incorporate NameCoach to increase a sense of belonging for your students. If you already implemented it, tell us what impact you have seen.

[Tell us here](#) or by scanning the QR code.

THE SIMPLE POWER OF NAMES

Learn about the importance of using students' names with NameCoach to enhance sense of belonging which directly impacts academic success

BELONGING IS A DEEPLY ROOTED HUMAN NEED

The number one key to student success in college pertains to the concept of belonging. A basic human need, students' sense of belonging has been associated with positive outcomes in college, including academic achievement, satisfaction, and retention (Strayhorn, 2012). Lack of use of student names by instructors and peers is one of the most alienating aspects of classroom environment (Griffiths, 2010).

HONOR STUDENTS' NAMES

Mispronounced names are a constant, everyday reminder that a student does not belong and disproportionately plague students from minoritized backgrounds.

"Pronouncing names correctly is critical to enhancing sense of belonging. Everyone wants to attend Cheers University where everyone knows your name and they're awfully glad you came."

USE
NAME
COACH!

USE NAMECOACH

Record your own name and give students credit for recording their names in NameCoach, which is integrated into Canvas. Review pronunciations and use the NameCoach roster as a quick reference during semester.

ENCOURAGE ALL

Thank students that have already added their pronunciations to NameCoach and encourage all students to use the tool, even if they think their names are easy to pronounce. This helps normalize the sharing of information.

If you mispronounce a student's name, apologize and say the correct name. No need to dwell on mistakes but making an effort to use the correct pronunciation in the future will go a long way!

DURING CLASS

Use name placards in the classroom. Not only will you be able to call students by name, but they can learn each others' names as well. When a student raises their hand, ask them to say their name first and repeat it back when you respond.



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HAVE YOU TRIED THE MOST POPULAR AND #1 OFFERING ON CAMPUS? (AN ACUE MICROCREDENTIAL)

Written by Lindsey Hamilton

We aren't kidding! These ACUE Microcredentials are hot. They are in high demand. During Fall 2021, we had **64 faculty** who enrolled in an **ACUE Microcredential**, and every semester our applications fill up almost immediately.

ACUE Microcredentials can stack to lead to the full ACUE Certificate in Effective College Instruction. These courses give you practical tips and techniques you can start implementing immediately in your courses. Implementing these practices works!

We know when faculty join ACUE they lower DFW rates, increase FCQ scores, students' grades increase, student retention and graduation rates increase. **100% of CU Denver faculty** who have completed an ACUE Microcredential have said they **feel more confident in their teaching!**

“TAKING AN ACUE MICROCREDENTIAL SHOWS A COMMITMENT TO EVIDENCE-BASED TEACHING AND TO EQUITY AND INCLUSION”

-Margaret Wood, AVC Academic Achievement & Student Success



UPCOMING SPRING 2022 MICROCREDENTIALS



NEW Inclusive Teaching for Equitable Learning - Features CETL's own Dr. Hamilton!

Learn teaching practices for developing students' sense of belonging, developing an appreciation for diverse viewpoints, how diversity aids in innovation, and more!



Creating an Inclusive and Supportive Learning Environment

Learn teaching practices to increase student engagement, help students persist in meeting academic challenges, and more!



9 OUT OF 10 CU DENVER FACULTY WOULD RECOMMEND ACUE TO A COLLEAGUE

[REGISTER FOR A SPRING 2022 MICRO](https://www.ucdenver.edu/acue)
[LEARN MORE ABOUT ACUE AT](https://www.ucdenver.edu/acue)
[WWW.UCDENVER.EDU/ACUE](https://www.ucdenver.edu/acue)

OCTOBER NEWSLETTER WINNERS!

Last month we asked, "How do you incorporate flexibility into your attendance or participation class policy?"

CONGRATULATIONS:

- Amy Hasinoff (CLAS)
- Mitch Handelsman (CLAS)
- Scott Bauer (SEHD)
- Priscilla Burrow (CLAS)
- Melissa Tackett-Gibson (SPA)

Look for an email from CETL about your prize!

Enter this month's giveaway on page 2.



WHAT WERE THE RESPONSES TO "HOW DO YOU INCORPORATE FLEXIBILITY INTO YOUR ATTENDANCE OR PARTICIPATION CLASS POLICY?"

— “ —

I define participation in a variety of ways, including big in person group discussions, small group discussions, online discussion board, asking questions, meeting with me outside of class, and chat contributions during our Zoom meetings. There's no one way to participate in my classes!

— ” —

“ I award points for attendance but student have four classes over the semester that they can miss without losing full attendance and participation credit. This allows flexibility if "life happens" and I don't require documentation.

“

When students ask me how they can make up a missed class, I tell them to spend another 2-3 hours engaging with the materials and topics for that week in any way that makes sense and is useful for them. This might include things like replying to their classmates' Hypothes.is annotations, talking to their assigned course buddy, or review another reading they have found or a documentary on the topics of the week.

”

UPCOMING WORKSHOPS & EVENTS

LEARN MORE & REGISTER AT WWW.UCDENVER.EDU/CETL

Lunch & Learn (In Person)

Neurodiversity in the Classroom:

Note: Lunches will be to-go only
Tuesday, November 9th
Time: 11:00 am - 12:30 pm

Books@Work (Virtual)

High Conflict: Wednesday, December 1st
Time: 1:00 pm - 3:00 pm

The ABC's of How

We Learn (In-Person/Virtual)

Wednesday, November 3rd
Time: 11:00 am - 12:15 pm

Community of Practice: Ungrading (Virtual)

Time: 11:00 am - 12:15 pm
Thursday, December 2nd

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