



TEACHING AT FRANKLIN UNIVERSITY

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Summer INST600 Series

The summer 600 series, composed of four courses on general instructional practices, feedback, technology tools, and inclusive pedagogy, are similar to seminars for advanced instructional practices. In these courses, instructors will have the opportunity to design and implement concrete and practical strategies to facilitate engaging and collaborative learning.

Instructors may enroll for all four courses at once, in chronological order, but can also register for individual courses independently without any fear of missing material. Instructors who have taken the course previously are also welcome to take the course again, since the discussions and foci vary according to the interests of the cohort. To register for the INST600 series or to read the course descriptions or course outcomes, please visit the [Faculty Development Courses webpage](#).

Please note that active Franklin adjunct faculty who successfully complete any of the following faculty development courses and also complete the course evaluation will be compensated with a one-time incentive of \$50. Only active Franklin adjunct faculty are eligible to receive compensation. Adjunct faculty who are onboarding but who have not started teaching are not eligible to receive compensation until after beginning their first teaching assignment.

Instructor Reminders

- Turnitin.com is a great tool to assist instructors and students in ensuring there is no plagiarism in assignments. For more information on accessing the similarity report and how to use Turnitin.com, click [here](#).
- Both unposted grades and assignments submitted after grading can prevent students from seeing grades. To learn more about manual grade entry, click [here](#).
- To grade a resubmitted assignment, you must access the assignment in the SpeedGrader and click the small link that says “Use grade for previous attempt.”
- Attendance is taken through the Self Service system. There is a link to Self Service in the Information menu of Canvas. For step-by-step instruction on how to take attendance, click [here](#).

Textbook Accessibility

While students are supposed to get access to their etextbook 10 days before the course starts, the textbook vendor can sometimes be a little slow. Vendors usually get the textbook up and running a few days before the course starts. If access is still not available the day before the course starts, contact the help desk and the Learning Commons will alert the vendor.

Most courses involving McGraw Hill or Pearson courseware require you to complete a pairing process when your section begins. Students are usually unable to access their etextbook until this process is complete. As a result, the process should be completed as early as possible so that students can access their materials. Because the process varies from platform to platform, if you encounter any issues, the lead faculty for the course you teach should be able to provide you with assistance.

While most courses have etextbooks available through the eReader link in the course navigation menu, many courses with courseware do not. In these cases, the course materials are usually accessed either through a link in a special module towards the top of the course content (e.g., Pearson, WebAssign) or through a link in the course navigation menu (McGraw Hill Connect).

Updates from the Learning Commons

The Franklin University Library is proud to announce a new research tool that will unlock your (and students) research potential.

Introducing LibKey Nomad, a suite of tools that connect you to the library's academic journal holdings when you're searching on the open web and through library databases.

Learn more about [LibKey Nomad](#).

Also, as more courses incorporate outside software platforms for proctored exams, testing staff are seeing a higher rate of students submitting their exams prematurely (without realizing it) and/or not knowing how to navigate their exam. Please consider adding a couple of screenshots to your course pages and/or walking students through the exam experience, prior to the exam window opening, as this will provide students the opportunity to see the exam platform in a neutral, less-stressed environment. And will hopefully lead to fewer students closing themselves out of their midterm (and panicking!).

Academic Misconduct

The Academic Integrity Policy has been put in place to ensure that all correct steps are taken when an instructor encounters academic dishonesty (for example, evidence of plagiarism) it is important to act quickly when this situation arises.

The first step in the Academic Integrity Policy is reporting the incident within 7 calendar days of realization. Follow this link, [Reporting an Incident of Academic Dishonesty](#), to learn more about what information is needed in the report. For more information on the steps of the academic misconduct process and the Good Faith Discussion, look for the informational flyer on the last page of this newsletter.



Upcoming Faculty Development Courses

INST501 Teaching Effectively in Higher Education

- Start date: 7.18.2022
- Register by: 6.18.2022

INST602 Incorporating Inclusive Pedagogy for a Classroom of Opportunity

- Start date: 7.18.2022
- Register by: 6.18.2022

INST603 Integrating Educational Technologies to Enhance Student Engagement

- Start date: 6.27.2022
- Register by: 5.27.2022

Learn more about these courses as well as additional INST 600 courses with ongoing enrollment and start dates by visiting the [Faculty Development webpage](#).

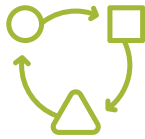
Four Strategies to Conduct a Productive and Positive Good Faith Discussion

The Good Faith Discussion (GFD) was designed to provide the opportunity for the student to express their side of a given incident of alleged misconduct, as well as a means to assist faculty to better understand the student's actions and motivations so as to direct the student to learning outcomes, University resources and minimized recidivism.



RESERVE JUDGEMENT.

Avoid making judgments and suspend any preconceived notions you may have prior to engaging in your discussion with the student. Review the evidence, present the student with it, determine responsibility and potential mitigating circumstances. Do not consider a judgment until the conclusion of the GFD, and avoid communicating this to the student directly. At the end of the discussion, inform the student that they will receive an outcome letter via email from the Office of Community Standards.



ADAPT TO THE SITUATION.

It is difficult to predict the demeanor of a student in a GFD. The student may appear embarrassed, defiant or stoic, and may possess elevated levels of stress. To ensure a productive GFD, it is vital that the instructor "reads the room" and adjusts their approach based on the student's response. Sometimes it's best to lead the conversation and at other times it's best to listen; active listening can both create a better understanding and relieve the tension, leading to a more conversational tone and positive next steps.



PREPARE QUESTIONS.

A productive GFD provides both instructor and student a better understanding of each other in relation to the reported incident. Good questions set the stage for this learning opportunity: the student may learn more about student conduct policy and course expectations, and the instructor learns about the student's motivations and what can be done to avoid repeated behavior.



PRACTICE DISCIPLINE WITH SUPPORT.

Remember that academic misconduct cases should not revolve around a "crime and punishment" dynamic. Franklin is committed to taking advantage of teaching opportunities both inside and outside of the classroom. The purpose of the GFD is not solely to determine a student's guilt or innocence, but also to establish why an action occurred. When this connection is established in the context of a live discussion, the instructor can best operate as a source of support and prevention by directing students to appropriate resources to minimize recidivism.

ADDITIONAL RESOURCES.



- **Academic Misconduct Process:** www.franklin.edu/academic-misconduct-process
- **Good Faith Discussion Guide:** www.franklin.edu/good-faith-discussion-guide
- Your Lead Faculty and/or Program Chair
- **Christopher Tyner**, Director of Student Life and Community Standards
x6781 advocate@franklin.edu
- **John M. Moreno**, Community Standards Coordinator
x6758 advocate@franklin.edu