

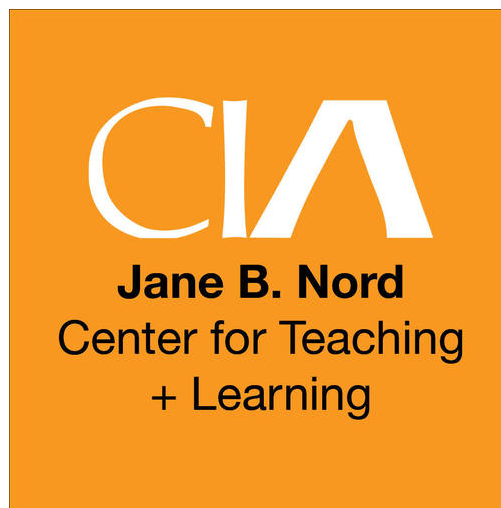
NCTL Newsletter - Fall '24, No. 1

From the Jane B. Nord Center for Teaching + Learning

Welcome and Programming News

In this newsletter, I outline the offerings and services of the Nord Center for this academic year. There are many opportunities for engagement, development, and contribution. Starting this year, most of the programming will be shared through Outlook Calendar to ensure ease of communication, attendance responses, and session information.

Nord Center Services and Offerings



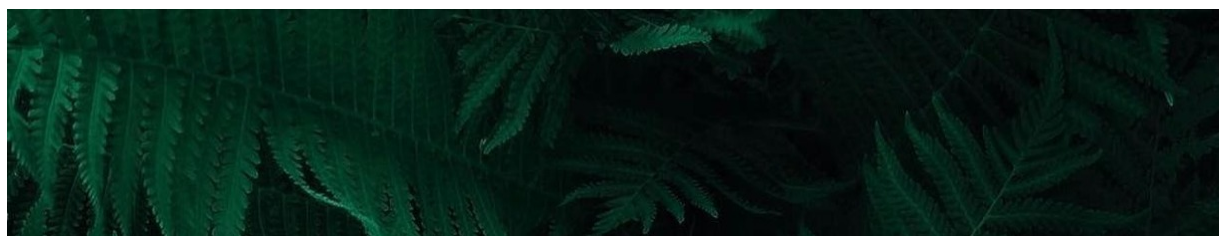
The Nord Center provides several services and offerings for individuals, groups, and the larger community. The most popular resources and services are:

- The NCTL's [myCIA resource page](#), which offers a curated selection of articles, webpages, videos, and podcasts on topics such as course design, classroom management, and AI
- [Newsletters](#) providing information on opportunities, reflections on current issues facing higher education, and links to various resources.
- **Consultations**, offering opportunities to get focused support for specific issues related to teaching and learning. These can be [scheduled](#) for individuals or groups.

A full list of offerings can be found on the [NCTL's myCIA page](#).

Regular Programming

In addition to the annual Teaching Summit (October 22), the NCTL will continue to offer our most popular programs along with two new monthly series and a workshop on neuroinclusive course design. Additional details and updates can be found on our [workshops, opportunities, and events page](#).



Sharing Classroom Practices: These events are meant for faculty to have and open exchange about ideas and issues. Select faculty share innovative approaches and practices. There will be time for questions and discussion. Lunch is provided. These occur twice each semester over the 11-12 campus break period. *Please let me know if you want to lead a session OR if you would like faculty to present on a specific topic.*

TRI Conversations: Conversations meant to help us enact our institutional values of transparency, responsibility, and inclusion. Sessions include facilitated dialogue around poignant and provocative questions. All from the CIA community are welcome to attend. These occur at least twice each semester during a 90-minute window.

NEW! Transformative Teaching: this series will introduce and explore different pedagogical approaches and theories of teaching. During each session, we will provide an overview of the topic and share how to apply the approach in a sample assignment or lesson. Participants will have an opportunity to ask questions of one another, brainstorm ideas of application, and discuss how these models might fit their educational goals and values.

- Thursday, September 19, 2:45 - 4 PM: Universal Design for Learning (UDL)
- Thursday, October 10, 2:45 - 4 PM: Embodied Pedagogy
- Thursday, November 7, 2:45 - 4 PM: Trauma-Based Pedagogy

If you are interested in this programming and cannot attend, [check out this page](#) for alternative engagement opportunities.

NEW! The Empowered Academic: this series is meant to encourage faculty agency and empowerment by offering information and discussion on various aspects of higher education. Potential topics include understanding the work of service and teaching, connecting to institutional strategic plans and mission statements, organizational structures of higher education, and understanding the unique aspects of a BFA degree.

Sessions will be offered each month starting in September. They will take place during the campus break hour (11-12). Check back on our [programming page](#) for updates, or watch for calendar invitations through your Outlook account.

--Please contact Kari Weaver (keweaver@cia.edu) with any questions about this programming--



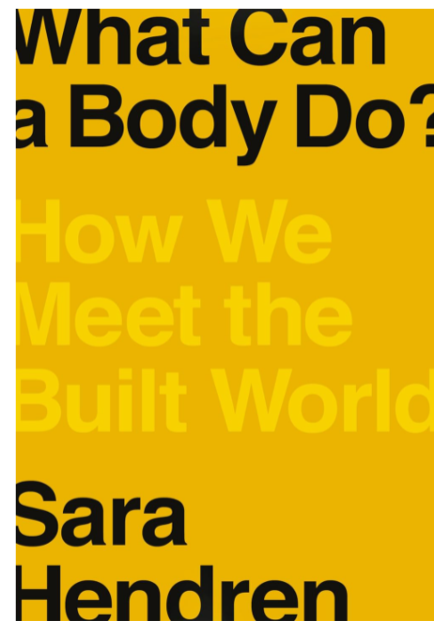
Special Events - Save the Date!

October 22: 3rd Annual Teaching Summit

November 8: Possibility for Repair Conversation - a Lunch on Fridays event accompanying the Reinberger Gallery show.

November 14, 7 PM: Bickford Visiting Artist/Scholar Lecture: Sara Hendren, author of *What Can a Body Do?*

Shared Reading and Theme



The book choice for this academic year is from the Bickford Visiting Artist/Scholar, Sara Hendren. Hendren is a writer, design researcher, artist, professor, and cultural producer who challenges norms to invite creative solutions and diverse perspectives. In her book, [What can a body do? How we meet the built world](#), Hendren states:

"Who is the world designed for? Who, in turn, can grant or summon the power to do the designing or the building? And what can a body do, whether in life in our modest every day or when conditions suddenly change? Let these be our restless and generative questions, each of us in our many bodies making and remaking this adaptive life."

--THEME--

We invite you to find ways to join us this year in asking 'restless and generative questions.'

Assistant Professor and Bickford recipient Amber Kempthorn describes, *'restless' speaks to the forever evolving nature of things and the "generative" speaks to our roles as creators. This speaks to how artists and designers are uniquely positioned to pose and respond to restless and generative questions in ways that invite our full humanity.*

We are therefore looking at ways for our community members to engage in questions that challenge accepted and limiting norms that can contribute to issues of equity and accessibility. What should we be critiquing, and how can we offer possibilities of hope and repair through that critique?

[Click here to learn more](#) about related programming and ways to get involved

[Click here to sign up for a reading group](#) and/or request a copy of the book.

Using Canvas



It has been a year and a half since CIA migrated to Canvas as our Learning Management System (LMS). This has provided time to better understand and fully utilize the platform. Institution-wide utilization of Canvas promotes student success in many ways, by reducing the places they have to seek out information (efficiency!), utilizing easy push notifications (communication!), and easy access to grades and assignments (clarity!).

If you are new to Canvas or working to increase your utilization of this platform, you can start by focusing on two areas:

Grading: Canvas's [gradebook](#) and [assignment groups](#) are key to both communicating and calculating grades. In addition to utilizing assignment groups, which provide percentage weights for different categories (e.g., participation, projects, final), there are many other settings in the gradebook that will help you automatically apply your grading practices, such as [late submission policies](#), [missing submission policies](#), and [grade posting policies](#).

Assignments: Including assignments in Canvas allow faculty to manage several aspects, including [creating different assignment types](#), [setting an allowed number of submission attempts](#), [sharing assignments with other faculty](#), [assigning peer reviews](#), [creating assignments through Google integrations](#). One great outcome of including assignments in Canvas is that it helps students track due dates across all their courses. When faculty input assignment due dates (see image below), this populates students' to-do lists and calendars in Canvas, helping them to keep track of multiple deadlines across courses.

Assign To

Everyone X

Due Date

Time

Clear

Available from

Time

1

Clear

Until

Time

2

Clear

Shows up in students' calendar and task list

When students can access the assignment

When the assignment is closed for submission

Looking for more information on how to use Canvas? Check out the comprehensive [Canvas Instructor Guide](#) with step-by-step instructions and clear visuals; ask other instructors how they are being successful with Canvas; and look through the materials on the [myCIA Canvas page](#).

Preparing for the Election



The 2024 Presidential election will take place on Tuesday, November 5. This is an opportunity to support our [institutional value](#) of responsibility, which states that "we believe our students must learn to be civically and socially aware, entering the world equipped to engage in a multicultural society and committed to contribute to the public good." It is also an opportunity to foster trust and wellbeing in a time of tension.

Past elections have caused [significant short term distress for college students](#). [Current issues at play](#) in this year's election can contribute to similar conditions of high

stakes and divisive sensibilities. Faculty and staff should work to promote civic engagement, acknowledge the stress that accompanies presidential elections and other major sociopolitical events, and establish boundaries that protect our own energy and emotions. As we undertake this work, we need to carefully navigate the positional power that can influence many aspects of our students' experiences. Faculty and staff should create an environment where all viewpoints are respected and where students feel safe expressing their opinions without fear of bias or retaliation.

There are many resources that address the challenges of teaching during the election season. Here are two selections:

- **Teaching during a tumultuous election year.** This guide from Boston College's Center for Teaching Excellence provides research, reflective materials, and practices that help us consider the current context and prepare for the semester ahead.
- **Teaching during an election season.** Stanford's guide addresses five questions:
 - Should I bring anything up about an upcoming election at all?
 - How might I facilitate a productive classroom conversation on an election or other political topics?
 - What other activities can I use to make space for students to think about an election or political event?

*Looking for more resources? Check out the Nord Center's myCIA page on **evidence-based strategies and classroom management**. Additional programming and resources around the election are forthcoming.*

Wondering how to support student participation in voting? Refer them to our library, where students will be supported in creating and executing a voting plan.



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