Center for Teaching and Learning at Kent State

Academic Year
2019/2020

KENT STATE
U N I V E R S I T Y

www.kent.edu/ctl

Contents

I.   <u>Introduction</u>

The Center for Teaching and Learning (CTL) has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long-term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University's environments where all students can succeed. The mission of the center is well aligned with Kent State's Students First Priority.

The four service areas of the Center are:
- Connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning.
- Provide peer review and guidance on teaching innovations and improvement.

The Center is funded through collective bargaining, with the Director, Jennifer Marcinkiewicz, reporting to Associate Provost for Faculty Affairs, Sue Averill. The CTL has four additional full-time staff members and one student worker responsible for coordinating all efforts of the CTL and its collaborative activities across the Kent State system.   In March, Special Assistant Vair retired.

- Dr. Jennifer Marcinkiewicz, Director
- Judy Lightner, Assistant Director
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Phyllis Vair, Special Assistant
- Nancy Daczko-Krestan, Special Assistant
- Tiarra Lucas, Student Associate Technician

The CTL is located in Cartwright Hall, including a suite of 4 offices, a faculty innovation space, conference room, library area and work spaces for student workers. Additional space shared with the College of the Arts (Active Learning Classroom) is located in 251 Center for Visual Arts.

II.   Overview

The impact of the Center for Teaching and Learning (CTL) in fulfilling its primary mission is clear. The CTL offered **10 workshops**, either individually or in collaboration with other units. These workshops reached approximately **241 participants**, including all faculty types (Tenure Track, Non-tenure track, Adjunct/Part-time), administrators/staff and graduate students (Figure 1, Table 1). In addition, the CTL co-sponsored the Generation Z keynote, the Scholarship of Teaching and Learning Conference, the Education Elevated Conference, and the Student Accessibility Conference for an additional 820 participants for a total of 1061 participants. The Center's impact on individual faculty members was also apparent, with 125 individual consultations focused on peer review, course design, course revisions, teaching innovations, student success, and career development among others. In addition, members of the Center continue to serve in advisory and leadership capacities on a number of university initiatives, including diversity/inclusion efforts, assessment/accreditation, technology, career advancement, and graduate student development. The work of the CTL has impacts beyond Kent State University through scholarship and service to national/international professional development organizations and social media outreach efforts.
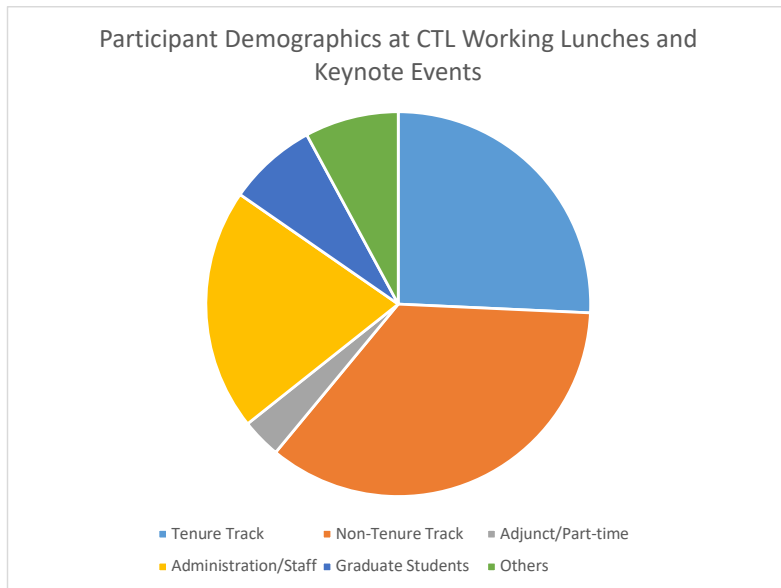

Figure 1. CTL Events Participants

III.   Pandemic Response

The Covid-19 pandemic significantly impacted the work of the Center. Closure of campus in March resulted in postponement of many planned events, including the Teaching Scholars Colloquium and opportunities for our Faculty Fellows to share their work at individual workshops. The Center was highly involved in the rapid pivot to remote instruction and worked collaboratively on this pivot with the Office of Continuing and Distance Education and Information Technology. We developed/co-developed 4 separate webinars on remote instruction: Moving the Needle on Remote Instruction: Creating Engaging Synchronous and Asynchronous Learning Experiences; Moving the Needle on Remote Instruction: Top Five Tools and Strategies for Instructors; Keep on Teaching: Assessing Learning; Keep on Teaching: Science Labs. In addition, we contributed widely to the resources shared on www.kent.edu/keeponteaching. It is worth noting that the Center for Teaching and Learning was instrumental in creating Remote Instruction workshops that occurred in the Summer (for further details see the Annual Report for 2020/2021). In addition, the Center for Teaching and Learning was represented in decision-making related to academic continuity through the service of the Director on the Academic Continuity Committee and the Faculty Concerns Subcommittee.

IV.   Faculty Development Workshops & Online Resources

The Center offers many different opportunities for professional development. The over-arching theme of professional development offerings is that they are grounded in scholarship. Scholarship is evident in the emphasis on evidence-based practices and speakers with significant expertise to share. Our varied formats include face-to-face workshops, brief "how-to" guides termed Teaching Tools in a Flash and the Change in a Minute video series produced in collaboration with the SOLE Center. The CTL also provides in-depth professional development through individual consultations, peer reviews, and course analyses.

Keynote Speaker Events

Workshop programming is designed to be educational, inspirational, interactive and responsive to the needs of the faculty. The keynote speaker for 2018-2019 was Dr. Linda Nilson, internationally known keynote speaker and author of many books, including *Creating Self-Regulated Learners*, *Creating Engaging Discussions, Specifications Grading,* and *Teaching at its Best*. Dr. Nilson was on campus for two days, delivering an evening keynote (Self-Regulated Learning: Active Learning on the Inside) and 2 workshops the next day (Transforming Your Students Into Self-Regulated Learners; Maximizing Student Learning and Participation in Discussions). The response to the keynote speaker workshop offerings was extremely positive. For example, our keynote events were met with 93-98%% positive overall ratings (good/excellent).

Working Lunch Series

The following are the topics that were presented in the 2019-2020 Working Lunch Series:

- Cultivating a Culture of Care in the Classroom – Kent Campus
- Holistic Evaluation of Teaching – Ashtabula Campus
- How Can Video Make Learning More Vibrant? – Kent Campus
- Two (or More) Heads Are Better Than One: Collaborative Learning – Kent Campus
- "Why Do I Have to Take This Class Anyway?": Helping Students Find Meaning in Your Course – Kent Campus

- Holistic Evaluation of Teaching – Salem Campus
- Student Feedback: Making Grading Efficient for You and Meaningful for Student Learning – Kent Campus

Evaluations of the working lunch series were also extremely positive, as shown by 97% excellent or very good ratings.

Workshops in a Flash

The Center continued to expand its offering of Workshops in a Flash, which are 15 minute mobile mini-workshops. They are designed to be delivered to groups of instructors during informal gatherings or departmental meetings. Workshops in a Flash are meant to start exploration of a chosen topic with continued support from the Center as requested.

Each workshop provides:

- An introduction to an evidence-based practice
- Potential reasons instructors might incorporate the technique in their course
- Examples of how the technique can be implemented
- An opportunity to apply the technique to their course

Workshops in a Flash took place during departmental staff meetings and/or graduate teaching seminar class in History, Philosophy, Accounting and Athletic Training (many of which requested multiple workshops). Audience sizes ranged from 5-15 instructors. Feedback from participants suggested that the broad overview and experiencing the topic were the most useful parts of the workshop. A few participants noted they wanted more unit-specific examples but all participants indicated they believe the teaching strategy presented could work for their class. Titles of workshops delivered are shown below. For the full range of offerings, see the CTL website.

- Quick Ways to Get Students to Participate: Think-Pair-Share
- Quick Ways to Get Students To Participate: Polling/Student Response Systems
- Using Testing as a Learning Experience: Exam Wrappers & Post-Exam Analysis
- Knowing What Your Students Know & Don't Know – Admission & Exit Tickets
- Knowing What Your Students Know & Don't Know – Retrieval Practice
- Connecting with Students: Generations and Learning
- Getting Students to Come Prepared: Pre-class Reading Prompts
- Getting Students to Come Prepared: Readiness Assessments

Teaching Tools in a Flash

Teaching Tools in a Flash guides provide on-demand professional development for instructors at Kent State and external to the university. These short, evidence-based guides provide scholarly background, strategies, answers to frequently asked questions and additional resources for implementing particular teaching approaches. These guides are available online at the CTL website, and in print at the Center. Guides are also distributed at workshops and consultations as appropriate. There are currently 28 Teaching Tools organized in four categories: Preparing to Teach, Teaching, Assessing Learning and Student Success. We are partnering with other individuals and units on campus in developing additional Teaching Tools and anticipate that the number of Teaching Tools will continue to increase.

V.   Faculty Programs

Teaching Scholars

The Teaching Scholars program, which focuses on providing an intensive faculty learning community for faculty to engage in the scholarship of teaching and learning completed its 19th year with 10 faculty participants (https://www.kent.edu/ctl/teaching-scholars). All participants will disseminate the results of their research at a future date (due to COVID-19). All of the cohort ultimately intend to publish their work in peer-reviewed journals.

Teaching Scholars 2.0

Many Teaching Scholars expressed the desire to continue a SoTL learning community and the desire for assistance with publishing their projects. Teaching Scholars 2.0 was a year-long program that provided support to previous Teaching Scholars in writing a SoTL paper for submission to a peer-reviewed journal. Monthly meetings supported faculty in finding appropriate venues for publications, connection with resources, peer support, accountability, writing time, and feedback on their writing. Of the 10 applicants, 8 were accepted and 7 finished the program. In addition to the 5 manuscript submissions, pre-post program surveys suggested participant 1) "confidence in ability to write a SoTL paper increased, 2) "ability to describe what makes SoTL publications distinct from other disciplines" increased, and 3) participants read SoTL articles more regularly. All participants felt their experience in the program was valuable and helpful in preparing for a paper for submission with one stating "I am 100% in favor of this opportunity continuing for others".

Faculty Fellows

The Faculty Fellows program is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of their choosing.
(https://www.kent.edu/ctl/faculty-fellows). Nicole Willey, English Faculty at Kent State-Tuscarawas developed a mentoring program for mid-career regional campus faculty. Twelve faculty members participated in the mentoring program, with 7 earning completion awards and 4 earning participation recognition. Tina Bhargava, Public Health Faculty, continued her impactful work on faculty tools for student bandwidth. She presented this work to all participants of 5-day remote instruction workshops in Summer, 2020. Joan Inderhees, Visual Communication Design Faculty, conducted research on studio faculty professional development needs and will conclude her work in Fall, 2020 with public presentation of survey results, a workshop. In addition, she plans to complete a Teaching Tool in a Flash on the signature studio pedagogy of critique.

Inclusive Teaching Faculty Learning Community

While the former Intercultural Faculty Scholars Cohort program was designed to provide faculty members with a better understanding of intercultural issues in teaching and learning, the Inclusive Teaching Faculty Learning Community (ITFLC) further expands that to include best practices in teaching and learning for students of many different identities. One goal of this program is to increase awareness of how some teaching and assessment styles favor the cultural and educational backgrounds and expectations of some students more than those of others. The program was designed in collaboration with the Division of Diversity Equity and Inclusion and sessions were facilitated by the CTL and Kent

State faculty and staff with expertise in the topic areas. This is a multi-disciplinary program inclusive of faculty from multiple campuses, and the 2019/2020 cohort had 12 participants. Demand for the learning community far exceeded availability (38 applicants for 12 spots). Each participant will complete and present a course revision that reflects best practices of inclusive teaching. Initial program evaluation (12 participants; 8 responses) indicated that, of those responding, 100 % strongly agreed or agreed that *the ITFLC has prompted me to consider new strategies related to teaching and assessing student learning that are inclusive of students of different backgrounds and identities. Additionally,* of those responding, 100 % strongly agreed or agreed *to have an increased understanding of best practices related to inclusive teaching.*

Innovation Intersession

The Innovation Intersession program on Flipping Your Classroom provides faculty participants with all of the skills needed to flip a course. The program models the flipped approach and includes workshops focused on evidence-based techniques for designing and implementing a flipped course. By the end of the 3-week intersession faculty have developed and received feedback on a flipped module for their course. Twelve faculty and one graduate student were selected to participate, and all successfully completed the program. LeighAnn Tomaswick served as the lead facilitator for the program, with the assistance of one past participant, Jeff Huston, serving to co-facilitate the workshop. Program participants found the program to be extremely rewarding, with 100% strongly agreeing or agreeing that they would recommend the program to others and that the program stimulated their ability to flip their courses.

Teaching Recognition Award Program

The program is designed to reward instructors for their efforts to enhance teaching and learning. The program allows instructors to earn tiered awards (bronze, silver, gold & platinum) for their efforts to learn about, implement, evaluate and investigate evidence-based instructional practices. Applicants can apply for each award in which they meet the requirements for at any time. A committee of faculty and pedagogy experts then review the applications and forward the certificates of achievements to individuals, unit leaders and publicly announce the award winners. The program was piloted with the Teaching Scholars participants and with full roll-out for the 2020-2021 academic year. We awarded 6 Gold Awards in our pilot program.

Faculty Writing Groups

The CTL created faculty writing groups to support faculty in achieving their summer writing goals. The writing groups afforded faculty the opportunity to identify goals and share their progress in a supportive community of peers. The Center provided a welcoming space and additional resources for faculty. 51 faculty members participated beginning Summer, 2019 through Spring, 2020.

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VI.   Initiatives and Collaborations

The CTL is involved in a large number of collaborations across campuses, colleges, departments and administrative offices (see Figure 2).

Faculty Academy for Student Success

The Center for Teaching and Learning continued to partner with University College on the Faculty Academy for Student Success (FASS). Participants in the Academy worked together as a community to identify and implement best practices in teaching and learning that support student success at Kent State. Participants (either individually or in pairs) planned specific projects in their own units to impact student success (Summer, 2019). These projects were then implemented in Fall, 2019. The current faculty were selected through a self-nomination process. The participants are continuing their work throughout the Summer, 2019 with projects being implemented in Fall, 2019. Examples of projects include innovative teaching approaches, creation of student support structures and resources for faculty to support effective and equitable teaching practices. Impacts of these projects will be assessed in the coming academic year.

SoTL Central

The CTL continues to partner with the Regional Campuses to increase faculty participation in the scholarship of teaching and learning. The CTL is collaborating with Rachael Blasiman (appointed to lead the Regional Campus SoTL efforts) in developing a key resource for SoTL scholars, a BlackBoard course called SoTL Central. SoTL Central provides how-to guides, contacts, research instruments, publication and presentation outlets and many other resources that will assist faculty with their endeavors related to the scholarship of teaching and learning. There are currently **141 faculty enrolled** in SoTL Central. These efforts will be ongoing, with joint efforts such as workshops, meetings and other face-to-face opportunities for faculty.

Active Learning Classroom

The Active Learning Classroom renovation in 251 CVA was completed in August 2017. The flexible space permits a high degree of collaboration with rolling white boards and a set of Chromebooks for student work. The space is used primarily by faculty using flipped course design and other active learning approaches. In AY 2019/2020, 16 classes were held in this space.

Student Surveys of Instruction

The Director of the CTL, Jennifer Marcinkiewicz, continued to participate in development, communication and testing efforts related to finalizing fully online Student Surveys of Instruction, which was implemented in Fall, 2019.

Faculty Career Development

The CTL continued to work closely with Associate Provost Mandy Munro-Stasiuk to provide support for the Faculty Success Career Coaching Program. Each year, there are more applicants for the coaching program than can be supported. This year, 10 faculty participated in the program (7 Assistant Professors and 3 Associate Professors). The program uses external, certified career coaches experienced

in faculty development. In addition, the CTL supported the mid-career workshop series designed to provide guidance for faculty through post-tenure career development. The CTL also provided ongoing support for new faculty by participating in the New Faculty Orientation and new faculty visits.

Issues Related to Campus Climate

Jennifer Marcinkiewicz served as the Change Agent for the National Science Foundation IDEAL grant (Institutions Developing Excellence in Academic Leadership) which seeks to advance careers of women and faculty of color in the sciences. Jennifer Marcinkiewicz also serves as the chair of the faculty subcommittee of the Great Place Initiative committee which seeks to improve the campus climate for faculty on which Judy Lightner also serves.

Phyllis Vair and Nancy Daczko-Krestan continue to serve on improving campus climate for individuals with accessibility issues. They served on the campus electronic and information technology accessibility strategic plan working group. In addition, CTL co-sponsored the first campus accessibility colloquium held in October.

Education Elevated Collaborative

The CTL, Information Technology, Office of Continuing and Distance Education, Student Accessibility Services and University Libraries worked together to host the first Education Elevated Conference (https://www.kent.edu/e2) in Fall, 2019. The conference was designed to provide faculty with the tools needed to elevate student learning through digital technology. The event was highly successful, with 174 attendees. The group of collaborating units has now formed the Education Elevated Collaborative, which will work together in ongoing efforts to provide faculty with the knowledge and skills to implement teaching strategies that elevate students' learning through leveraging technology.

Scholarship of Teaching and Learning Conference

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The Scholarship of Teaching and Learning Symposium was held in November at the Stark Conference Center. The CTL co-sponsored the event with the Stark Campus. Jennifer Marcinkiewicz, and 3 current/former Teaching Scholars (Karen Mascolo, Eric Taylor and Rachael Blasiman) served as keynote speakers, opening the day-long event focused on SoTL. LeighAnn also represented the Center leading a roundtable discussing "Taking Your Scholarly Inquiry to the Next Level – SoTL". In all, there were 68 attendees, with 8 presentations, 4 roundtables and 7 posters highlighting the work done across campuses related to the Scholarship of Teaching and Learning.

University Teaching Council

The CTL continues to provide advisory, administrative and website support for the UTC as well as the Annual UTC Celebrating College Teaching Conference held each Fall. The Center will continue to provide services to support the enhancement of teaching and learning opportunities through travel, workshop and teaching development grants.

University Council on Technology

The CTL continues to attend and engage in University Council on Technology meetings, providing faculty development and faculty perspective.

Generation Z Keynote Events

Corey Seemiller's Keynote was open to all Kent State faculty and staff and was sponsored by the Office of the Provost, College of Education Health and Human Services, and the CTL. There were 454 attendees who provided 128 survey responses. Of these, 93% of attendees rated the keynote events as excellent or very good. In addition, 78% agreed or strongly agreed with the statement that the presentation "motivated me to consider making changes in regard to my teaching".

Tuscarawas Mentoring Retreat

CTL supported Tuscarawas' continued efforts to support their faculty. LeighAnn Tomaswick worked with Jeff Huston to lead a session entitled "The Flipped Classroom". Jenny Marcinkiewicz and Judy Lightner presented "Steering a Course through Stormy Weather: Navigating Difficult Interactions with Students". Judy also lead a session on "Inclusive Syllabus Creation" and "Strategies for an Effective Mentor-Mentee Relationship."

Graduate Student Engagement

LeighAnn introduced graduate students to the CTL and the support we provide during Graduate Student Orientation. During the week-long Graduate and Professional Development, CTL was asked to lead sessions to remote and face-to-face graduate students. These sessions were "Navigating Difficult Conversations" and "Gen Z".

Figure 2: CTL Collaboration

VII.   Engagement in Scholarship and Service to Professional Development

Pittsburgh Regional Faculty Symposium

LeighAnn Tomaswick served on the conference committee, helping to plan the conference, connecting and obtaining the keynote speaker, revising calls for proposals, distributing proposals for review, making final decisions on those accepted, and ultimately being part of conversations to cancel the conference and allow everyone to present the following year.

Invited Workshops

The CTL was able to gain perspective from other universities through invited workshops in the Spring. LeighAnn was asked to do workshops on the Flipped Classroom at Harcum College, Philadelphia PA. Across four presentations of "Strategies to Ensure your Flip is not a Flop", she engaged with over 80 faculty. LeighAnn was also invited to do three workshops at Youngstown State University, with approximately 70 faculty that stayed for all three presentations: 1) Engaging Students Throughout the Class Period, 2) Assessing Student Learning Early & Often, 3) Strategies that Encourage Student Resilience. In addition to gaining perspective generally of faculty and instructions outside of KSU, she gained ideas and skills in working with adjunct faculty (half of the presentations at Harcum were for adjunct faculty only).

Online Science Lab Resource

In developing resources for KeepOnTeaching: Science Labs in the Spring, CTL developed a file with more than 100 applications, software and tools for remote and online laboratories. This list was shared with POD, the Professional and Organization Development Nationwide Network to help instructors outside of Kent State. This list was shared far and wide, gaining attention on Twitter and ultimately having many people engage in the list (using it, adding comments and additions to it). LeighAnn has continued to update the document and has spoken with outside enterprises, such as the Faria Education group, about using it for their training of instructors across the globe.

VIII.   CTL Social Media Presence

The Center for Teaching and Learning has continued to increase its social media presence by: 1) increasing the number of individuals and units followed at KSU; 2) following other Centers for Teaching and Learning; 3) increasing the number of tweets/retweets on topics related to Teaching and Learning (See Appendix VI). In the coming year, the Center will continue working to enhance the visibility of resources to support teaching and learning through social media.

Table 1: Major Social Media/Online Means of the CTL

Social Media Presence	2014/2015 Actual	2015/2016 Actual	2016/2017 Actual	2017/2018 Actual	2018/2019 Actual	2019/2020 Actual
Twitter	136	175	193	243	276	281
Facebook	132	162	168	165	177	171
Blackboard Learn	304	492	542	593	670	705