Office for Teaching & Learning

WAYNE STATE

ANNUAL REPORT
2013 – 2014

TABLE OF CONTENTS

TABLE OF FIGURES

DIRECTOR'S NOTE

The Office for Teaching and Learning (OTL) supports instructors across all disciplines and career stages. This year saw many changes in the OTL from staffing to a realignment of services. Our 2013-2014 Annual Report describes these priorities, highlights the ways that the OTL promoted excellence and innovation in teaching at Wayne State University (WSU), and provides assessment data from March 2013 through July 2014.

This year marked significant staff transitions. I assumed the newly created position of Associate Provost and Director of the Office for Teaching and Learning. We welcomed Dr. Carl Sorgen and Dr. Sara Kacin, associate and assistant directors respectively, to the OTL. Together with Stacey DeLoose, our web content coordinator, and Kevin Miles, Marion Tate, and Joseph Byle, our Graduate Student Assistants, we engaged in an extensive assessment and review of OTL services. Additionally, members of the OTL Advisory Board and Technology Resource Center (TRC) colleagues collaborated in strengthening the OTL focus on core services related to teaching and learning and outreach to academic units.

Program highlights include OTL's expanded support for instructors, departments, and colleges addressing our shared institutional priority of assessment. For example:

- assessment and learning outcomes workshops, including a 3-part series on course design and assessment
- the Mid-semester Assessment Program (MAP) designed to provide instructors and students the opportunity to reflect on what is going well and what could be changed in how a course is being taught while there is still time to make mid-course corrections
- a monthly Scholarly Writing Series
- the Faculty Teaching Travel Grant Program and roundtable and luncheon (Winter2013)
- the Innovations in Teaching Luncheon (Winter 2014)
- and, a revitalized Large Lectures Faculty Learning Community.

OTL efforts also aimed at the institutional level to create and sustain transformative improvement in the WSU teaching and learning culture. We did this through:

- investigation of pedagogical practices with faculty colleagues across science, technology, engineering, and mathematics fields (STEM) via the National Science Foundation-funded Widening Implementation & Demonstration of Evidence Based Reforms (WIDER) grant
- collaboration with the Graduate School in support of the National Institutes of Health-funded Broadening Experiences in Scientific Training (BEST) grant
- coordination with the WSU Technology Resource Center, a collaboration across the OTL, University Libraries, Computer and Information Technology, and Office of Online Programs
- Partnering with Student Success initiatives in the Provost's Office on initiatives for improved student retention and graduation

In closing, we thank the many colleagues that have been so generous in sharing their time, insight, and commitment to excellence in teaching and learning in the WSU community this year. It made all the difference!

Dr. Mathew L. Ouellett
Associate Provost and Director, Office for Teaching and Learning

SUMMARY OF SERVICES

In response to the WSU strategic plan of 1992, a task force was appointed by Provost Marilyn Williamson in November of 1993 and began meeting on January 27, 1994 to discuss the development of a center for teaching and learning. The Office for Teaching and Learning (OTL) opened its doors in 1996. The OTL has since been involved in several key initiatives and activities related to teaching and learning at WSU. It is among the goals of the OTL to discover, design and promote best practices for WSU teaching initiatives for all instructors at Wayne State, including full and part-time faculty and graduate teaching assistants. The OTL regularly offers workshops and events related to teaching and learning in support and for development of teaching opportunities at WSU. We offer instructional design assistance, classroom observation and feedback, individualized consulting for those instructors with specific needs as well as print and other resources or referrals to other on-campus services, always with the goals of stimulating and facilitating teaching and learning initiatives at WSU.

NEW INITIATIVES

The OTL has expanded our menu of services to include new initiatives such as a Mid-semester Assessment Program, Scholarly Writing Series, internal grants to faculty — including Educational Development Grants and Faculty Teaching Travel Grants — and external grant involvement, including BEST, WIDER, and IBPRO grants.

OTL MISSION, VISION, & VALUES
(as of Spring 2014)

Mission

The OTL improves student learning by providing pedagogical, technological, individually tailored support to all who teach at WSU.

Vision

The OTL:

Responsive...to the entire learning community

Connected...to changing practices and to the needs of faculty

Committed...to a world-class learning experience

Values

- Excellence in teaching
- Evidence-based practices
- Lifelong learning
- Collaboration
- Respect for individuality and privacy
- Forward-thinking approaches to teaching and learning

ADVISORY BOARD

Veronica Bielat	University Libraries
Margo Bowman	College of Liberal Arts & Sciences
Abigail Butler	College of Fine, Performing, & Communication Arts
Donald DeGracia	School of Medicine
Rosanne DiZazzo-Miller	Eugene Applebaum College of Pharmacy & Health Sciences
R. Darin Ellis	College of Engineering
Karen Feathers	College of Education
Diane Featherston	College of Nursing
Jaroslaw Grenda	Part-Time Faculty
Jerry Herron	Irvin D. Reid Honors College
Poco Kernsmith	School of Social Work
Julie Thompson Klein	College of Liberal Arts &Sciences
Lawrence Lemke	College of Liberal Arts & Sciences
Ambika Mathur	Graduate School
Levi Nieminen	Graduate Teaching Assistant
William Volz	School of Business Administration
Dian Walster	School of Library & Information Science

TEACHING

Consultations for Individual Instructors

The OTL offered a variety of one-on-one confidential, voluntary consultations for faculty during 2013-2014 on a range of course design, implementation, and assessment issues. These included, for example:

- instructional technologies (e.g., implementing Grade Center, actively engaging students)
- teaching and diversity (e.g., creating and sustaining multiculturally inclusive classrooms)
- curriculum development (e.g., course design, learning outcome goals, assessment strategies)

In 2013-2014, the OTL held **222 individual consultations** with **110 WSU instructors and staff**.

We held **146 consultations on issues related to technology** in teaching. We consulted with individual instructors on Blackboard, i>clicker, Respondus and how to most effectively integrate these technologies into the classroom.

We met with **47 instructors on issues related to pedagogy,** including Mid-semester Assessments, active learning strategies, and teaching styles. Additionally, we consulted with **26 instructors on course design**, including syllabus review and construction and learning outcomes. Included in our work in 2013-2014 was **1 consultation** in support in the design of a research study focusing on the scholarship of teaching and learning (SoTL).

Consultations were requested by:

    9 Full Professors
    15 Associate Professors
    22 Assistant Professors
    11 Lecturers
    30 Part-time Faculty
    9 Academic Staff, and
    14 GTAs

There were 55 consultations from instructors in the College of Liberal Arts and Sciences as well as requests from instructors in the College of Fine, Performing and Communication Arts, instructors from the College of Education, Student Affairs and instructors from the Law School.

Consultations by Rank

- Full Professor 8%, n=9
- Associate Professor 14%, n=15
- Assistant Professor 20%, n=22
- Instructor / Lecturer 10%, n=11
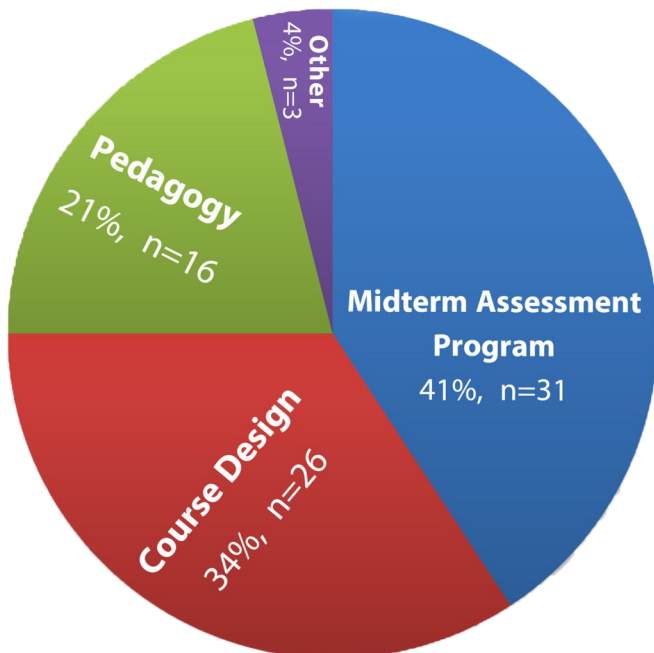- Part Time Faculty 27%, n=30
- Staff 8%, n=9
- GTA 13%, n=14

Pedagogy Consultations

- Midterm Assessment Program 41%, n=31
- Course Design 34%, n=26
- Pedagogy 21%, n=16
- Other 4%, n=3
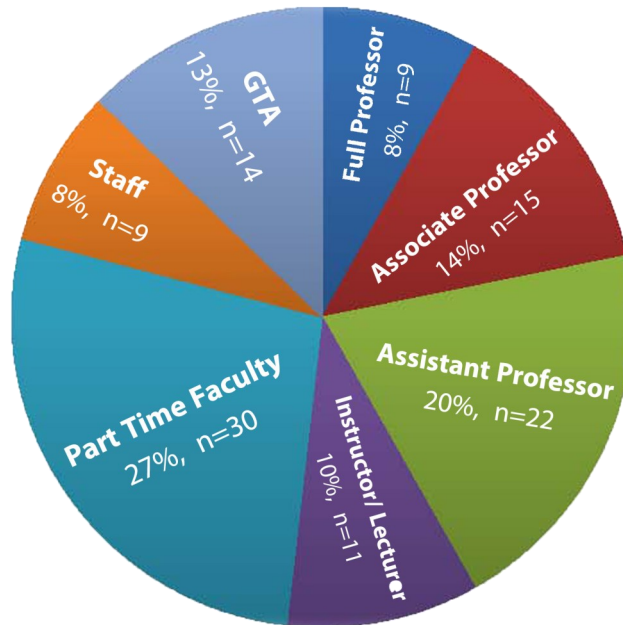
Technology Consultations

- Blackboard Basics 28%, n=41
- Respondus 16%, n=24
- Blackboard Advanced 15%, n=22
- Personal Capture 12%, n=17
- iClicker 10%, n=15
- Basic Computing 5%, n=7
- Powerpoint 4%, n=6
- Safe Assign 4%, n=6
- Camtasia 3%, n=4
- Wimba 3%, n=4
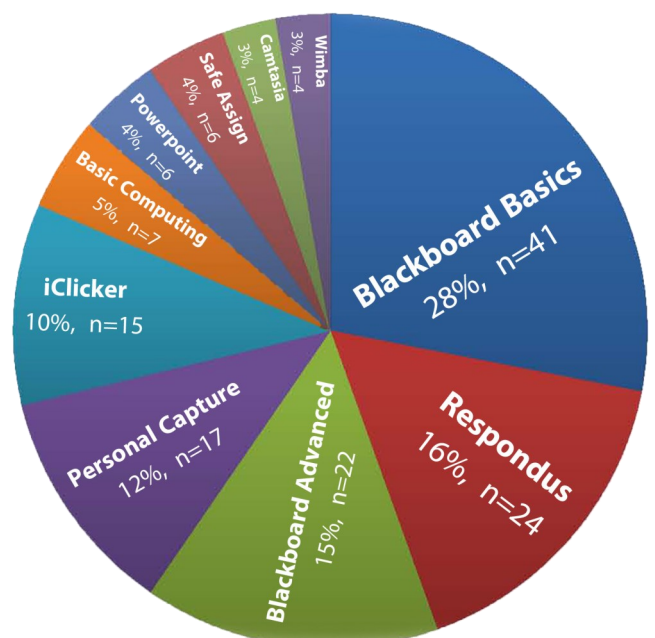
MID-SEMESTER ASSESSMENT PROGRAM

The Mid-semester Assessment Program (MAP) provides an formative opportunity for instructors to get student feedback regarding both instructional design and learning outcome goals in a particular class while the class is in progress.   As the following chart demonstrates, there were <u>41 mid-semester assessments</u> requested by <u>31 individual participants</u> held in the 2013-2014 academic year, with <u>1,032 students</u> having been impacted by the MAP program:

MAP Participation
41 MAPs in AY 2013-2014
- 13 MAPs in the fall
- 28 MAPs in the winter

1,032 students were impacted by the MAP program
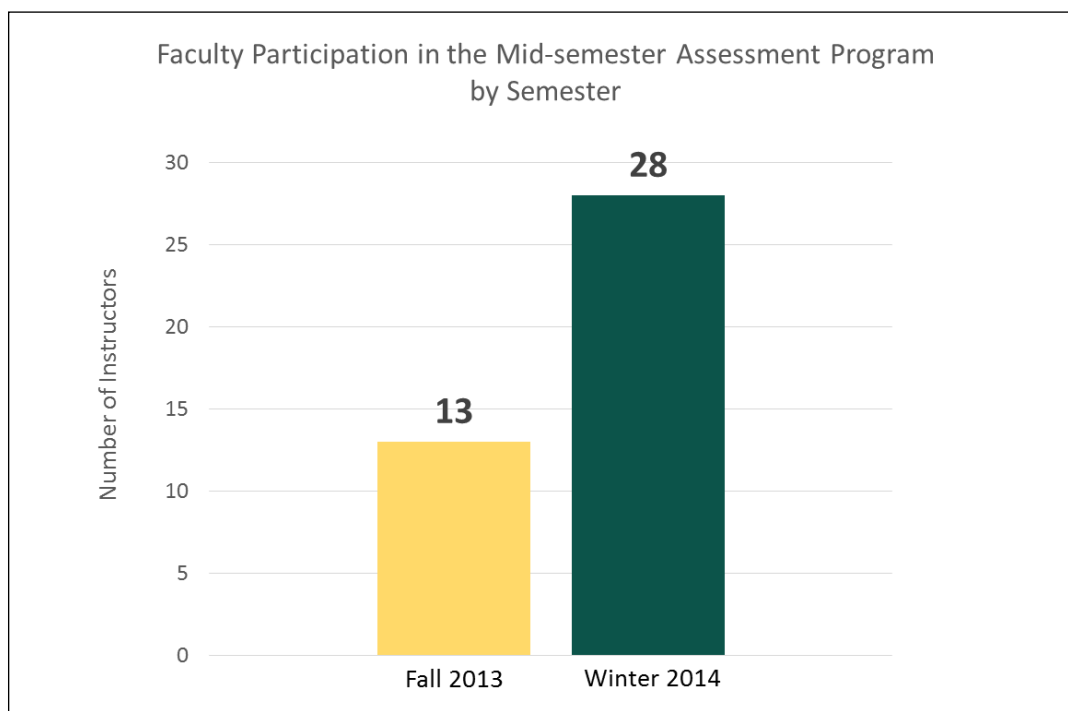
Faculty Demographics for MAPs
31 unique participants

6 instructors used MAPs for more than one course

Breakdown by Rank
2 Full Professors

3 Associate Professors

10 Assistant Professors

4 Instructors/Lecturers

11 Part-Time Faculty

1 Senior Academic Leader

1 Administrator

1 Graduate Teaching Assistant

> "The OTL consultant who worked with me was extremely helpful and very gentle with conveying suggestions for improvement. I was so pleased with the helpful hints on how best to respond to the student comments."
>
> – WSU instructor about the MAP program

Faculty Participation in the Mid-semester Assessment Program by Semester

	Number of Instructors
Fall 2013	13
Winter 2014	28

OPPORTUNITIES FOR FACULTY TO ACCELERATE THEIR GROWTH & DEVELOPMENT

Faculty Learning Communities

The OTL hosts various learning communities in an effort to cultivate a sense of engagement and collaboration related to teaching and learning. These communities consist of a small group of faculty (8-12 members), who meet regularly throughout the year to explore teaching and learning issues in a collaborative and meaningful way, providing opportunities for faculty to engage in growth and development. In 2013-2014, a revitalized Large Lectures Faculty Learning Community met regularly in the OTL to address the challenges faced by instructors in these complex settings.

> "I like it when we read a book and discuss its application. I also like keeping up with new technologies, especially those appropriate to large classes."
>
> – Large Lecture Learning Community Participant

Workshop Participation

There were **20** workshops held during 2013-2014 with an average attendance of **12** participants at each workshop. A total of **178** members of Wayne State's academic community participated in these workshops.

Among the participants were:
16 Full Professors
23 Associate Professors
26 Assistant Professors
17 Instructors/Lecturers
19 Part-Time Faculty
15 Graduate Teaching Assistants
62 Academic Staff Members

Workshop Participants by University Affiliation

Graduate Students 8%, n=15
Staff 35%, n=62
Faculty 57%, n=101
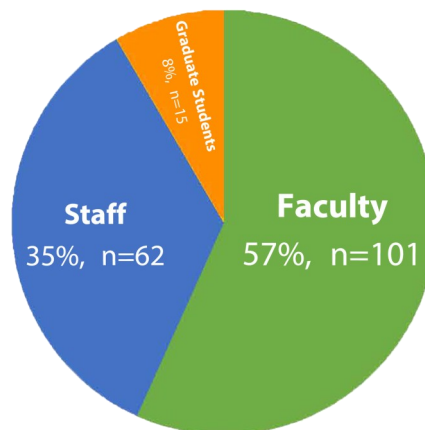
Learning Outcomes Workshop Series

The Learning Outcomes Workshop Series is a good example of teaching and learning initiatives impacting and catalyzing one another. Three unique sessions comprise our Learning Outcomes Workshop Series:

- Getting Started with Learning Outcomes
- Linking Learning Outcomes and Class Activities
- Assessing Learning Outcomes

> "This introductory workshop enhanced my previous understanding of learning outcomes, especially with regard to ascending levels of learning. As a new faculty member with limited teaching experience, I benefitted from the examples that others shared on how they are applying this information or in how they are struggling to apply. Thanks for providing opportunities for others to share."
>
> – Learning Outcomes Workshop Participant

CUSTOMIZED WORKSHOPS FOR DEPARTMENTS AND SCHOOLS & COLLEGES

In 2013-2014, the OTL offered tailored workshops for departments, schools and colleges in support of faculty teaching and learning goals.

Departments

The OTL offered customized workshops for the following departments:
- **Anthropology Department** (curriculum mapping)
- **Center for Latino/a and Latin American Studies** (curriculum mapping)
- **Psychology Department** (interactive lectures & leading effective discussions)
- **The English Language Institute** (curriculum mapping)
- **Biology Department** (instructional technologies)
- **Pharmacy Practice Department** (instructional technologies)

Schools & Colleges

The OTL created customized workshops for the following schools and colleges:
- **College of Education** (provided design and facilitation of K12 retreat)
- **College of Nursing** (academic integrity)
- **College of Liberal Arts and Sciences** (Setting & Advancing Program Goals)
- **Irvin D. Reid Honors College** (multi-section large lecture consultation)
- **School of Medicine** (New Faculty Orientation)
- **School of Social Work** (two presentations for annual fall and winter Curriculum and Instruction Day)
- **University Libraries** (facilitated focus groups and wrote an assessment report based on instructor feedback on newly renovated and upgraded classrooms on the 4th floor of State Hall)

Campus-wide Events & Keynote Speakers

In 2013-2014, the OTL served the WSU community as a catalyst for events that engage and inspire instructors. This included hosting a campus-wide forum on the research and teaching implications of stereotype threat and launching the Innovations in Teaching and Learning Luncheon. These events help to bring new and insightful ways of thinking about teaching and learning to WSU. Presenters are national scholars whose areas of expertise have a broad influence on higher education and student success.

Valerie Purdie-Vaughns, Ph.D.

*Psychology Department, Columbia University*

Dr. Purdie-Vaughns delivered a talk in March of 2014. Dr. Purdie-Vaughns referenced the psychologist's toolbox as she discussed how certain schools and workplaces can cause students to underperform relative to their potential. Rather than being accepted as individuals, there is great concern on the part of students from under-represented groups to worry that they will be seen through the lenses of negative stereotypes. She also addressed strategies for psychological interventions targeting stress associated with stereotypes and biases.

> "Dr. Purdie-Vaughns motivated me to look for stereotype threats in my classroom. I am hoping that by minimizing or eliminating these that I can help many of my students to feel more comfortable and perform better in my classes."   – WSU instructor

Innovations in Teaching & Learning Luncheon

In 2013-2014, the OTL launched the inaugural Innovations in Teaching & Learning Luncheon to bring together WSU faculty and staff to celebrate excellence in teaching. The event convened WSU instructors to share effective pedagogical practices and strategies for engaging students in learning. It was held on April 30, 2014 in the McGregor Memorial Conference Center, and **57 people** attended. Provost Margaret E. Winters provided opening remarks and Associate Professor of Chemistry, Andrew Feig, delivered the keynote address.
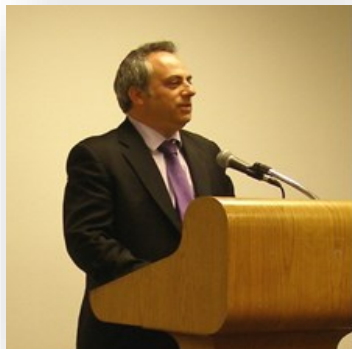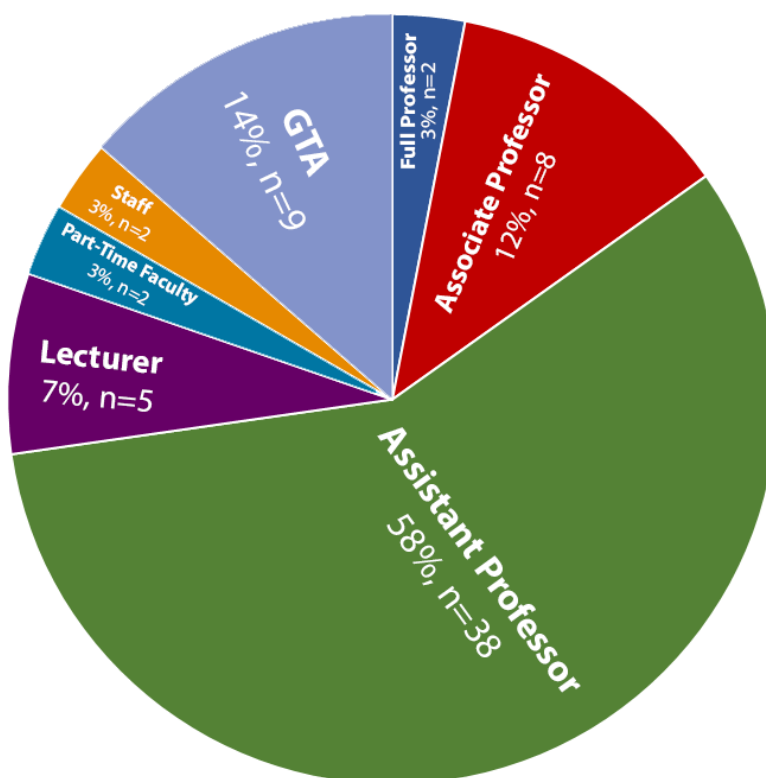
FACULTY DEVELOPMENT

Scholarly Writing Series

The Office for Teaching & Learning sponsors a monthly writing retreat, where faculty have an opportunity to accelerate writing projects from any stage of their process. Faculty can receive feedback or get help with building an outline, sorting notes, organizing, editing, drafting or continuing works in progress. Additionally, faculty have used these retreats to collaborate on scholarship of teaching and learning projects. In 2013-2014, our Scholarly Writing Series was held once a month beginning in October and continuing through July with an average attendance of **15**. Total attendance over the academic year was **66 individuals** and the series was heavily utilized by Assistant Professors.

> "The quiet environment for writing with minimal distractions was incredibly helpful. The regularly scheduled workshop made me focus my time and energies. This series is the only reason why I finally got a paper out the door."
>
> – WSU Assistant Professor

Scholarly Writing Series
Participation by Rank

Full Professor 3%, n=2
Associate Professor 12%, n=8
Assistant Professor 58%, n=38
Lecturer 7%, n=5
Part-Time Faculty 3%, n=2
Staff 3%, n=2
GTA 14%, n=9

GRADUATE TEACHING ASSISTANT DEVELOPMENT

Graduate Teaching Assistants (GTAs) are invited to utilize resources and services at the OTL. In addition to our regular services, which are available to GTAs, the OTL offers several programs specifically to prepare GTAs for teaching at WSU.

GTA Orientations

The OTL supports the annual GTA Orientation coordinated by the Graduate School as well as offering department specific workshops introducing graduate students to OTL services and on a range of topics useful in getting started teaching.

Certificate of Teaching Development

The OTL offers a Certificate of Teaching Development program designed to refine and enhance the teaching skills of our GTAs. To earn the Certificate of Teaching Development, each participant must complete requirements in topics relating to teaching and learning. These include theory, assessment and practice. Goals of the certificate program include enhancing skills, knowledge and values related to effective teaching; promoting reflection on teaching at WSU; and providing support in the job market. In 2013-2014, <u>1 participant</u> completed the requirements of the Certificate of Teaching Development program.

Teaching Portfolios

In a competitive higher education job market, a teaching portfolio can offer an edge for professionals who desire to document their teaching experiences and to demonstrate their competencies to potential employers. Teaching portfolios can also function as a self-reflective instrument that can be used to assess one's own level of experience in order to discern strengths and weaknesses and to suggest potential areas for improvement.

Our teaching portfolio workshops provide an excellent opportunity for faculty and future faculty to learn about the benefits and uses of teaching portfolios. These workshops are designed to assist faculty and GTAs who have not yet produced a portfolio as well as for those who wish to enhance an existing portfolio. In 2013—2014, the OTL offered <u>2 workshops</u> for GTAs and Post-doctoral students on developing a teaching portfolio.

Educational Development Grants

Educational Development Grants can be used for a wide variety of teaching development projects. Faculty have been awarded grants for such diverse applications as:

- incorporation of new technologies in teaching
- development of new techniques to enhance instruction
- enrichment of resource materials
- provision of new learning experiences
- development of new courses to support new programs or new areas of study
- improvement of evaluation procedures within a given course or program
- development of new techniques in such areas as advising, counseling, and library usage
- innovative use of our urban environment to provide a resource for certain courses or programs.

2013-2014 Educational Development Grant Winners

Mohamed El-Sharkawi, Assistant Professor
Classical and Modern Languages, Literatures & Cultures, College of Liberal Arts & Sciences
Project: *I-Arabic: The Online Arabic Listening Comprehension Project.*
Award: $5,000

Joseph Weertz, Academic Services Officer
School of Medicine
Project: *Connecting with at-Risk Students with Technological Literacy: A Measured Integration of Bridging Future Technology.*
Award: $5,000

Robert Akins, Associate Professor
Biochemistry, School of Medicine
Project: *Course Development: Methods Approach to Translational Biochemistry and Molecular Biology.*
Award: $5,000

COLLABORATIONS WITHIN WAYNE STATE

Faculty Teaching Travel Grants

The Faculty Teaching Travel Grant Program is designed to help WSU faculty members participate in or present at conferences, workshops, and other professional development activities that expose faculty to the latest pedagogical research related to effective teaching, and which also support the teaching mission of the university. In 2013-2014, faculty-awarded grants included:

TRAVEL TYPE #1

The faculty member plans to present (or show or perform, as appropriate) evidence-based Scholarship of Teaching and Learning work (SoTL), as it relates to the teaching and learning of WSU students, at a professional conference or similar setting. Maximum $1200, no department or college match required.

2013-2014 Award Winners

- **Silvia Giorgini-Althoen** - *Classical & Modern Languages, Literatures, & Cultures*
- **S. Asli Koca -** *Teacher Education*
- **Lawrence Lemke** - *Geology*
- **Martha Schiller** - *Health Care Sciences*
- **Timothy Spannaus** - *Administration & Organizational Studies*
- **Geralyn Stephens** - *Teacher Education*
- **Edward VanHees** - *Geology*

TRAVEL TYPE #2

The faculty member plans to attend a higher education teaching-learning conference, workshop, or teaching development activity. Maximum $800, 1:2 department or college match required / up to $800 for a $400 match from the department or college.

2013-2014 Award Winners

- **Erin Centeio** - *Kinesiology, Health & Sport Studies*
- **Randall Commissaris** - *Pharmaceutical Sciences*
- **Candice Garwood** - *Pharmacy Practice*
- **Lauren Kalman** - *Art & Art History*
- **Richard Lucarotti** - *Pharmacy Practice*
- **Victoria Pardo** - *Health Care Sciences*
- **Cheryl Somers** - *Theoretical & Behavioral Foundations*

COLLABORATIONS WITHIN WAYNE STATE

In 2013-2014, the OTL supported external grants that address WSU initiatives related to teaching and learning at the institutional level. These include the BEST, WIDER, and IBPRO grants:

BEST Grant

The OTL actively supports the National Institutes of Health (NIH)-funded grant (# DP70D018427) **Broadening Experiences in Scientific Training** (BEST) Program. The goal of this grant is to support doctoral students in biomedical sciences to explore career options across fields: law, business and industry, government, communication, and undergraduate teaching. Matt Ouellett serves as key personnel and internal steering committee member.

WIDER Grant

WSU received a National Science Foundation (NSF)-funded **Widening Implementation and Demonstration of Evidence-Based Reforms** (WIDER) grant (DUE-1347576) to study the pedagogy used in WSU STEM classrooms and explore the opportunities and barriers toward the implementation of interactive, student-centered pedagogies on campus. Matt Ouellett serves as a co-primary investigator.

IBPRO Grant

The OTL collaborates on a National Institutes of Health (NIH)-funded NCI Center for Cancer Training grant (R25CA17191), **Integrated course in Biology and Physics of Radiation Oncology** (IBPRO), with the School of Medicine and College of Education. This grant brings together radiation biologists, medical physicists, and clinicians for six days of cutting-edge topics, innovative instruction, and opportunities for collaboration. Sara Kacin, assistant director of the OTL is a co-investigator on this grant.

Technology Resource Center

The Technology Resource Center (TRC) was created in 2005 as a collaboration between the WSU University Libraries and the division of Computing and Information Technology (C&IT). Originally, the TRC was positioned as an extension of the Office for Teaching and Learning and partners included the C&IT (Blackboard Development and Support Group), the University Library System (the Digital Libraries Initiative and Media Services), and University Television.*

In the spring and fall of 2013, and in ongoing collaboration with University Libraries, C&IT, and the Office of Online Programs, the OTL led the effort to reconceive the TRC as the Teaching Commons. Building on the established network of resources available to support WSU faculty in their teaching and learning, collectively we updated the TRC mission and vision to provide our educational practitioners with an integrated and interdependent hub serving to support excellence in teaching and learning. We also launched an updated website (teachingcommons.wayne.edu)

*Wayne State University. (2007). A Self Study Report: Higher Learning Commission Accreditation Report, Criterion 3b: Student Learning and Effective Teaching.

OTL STAFF

Mathew L. Ouellett, *Associate Provost and Director*

Mathew L. Ouellett, Ed. D., is Associate Provost and Director of the OTL. Matt joined Wayne State University in March 2013. Prior to this, Matt led the Center for Teaching at the University of Massachusetts Amherst (UMass). Additionally, Matt earlier played key roles in Student Affairs at UMass, the University of Vermont, Emerson College and Washington State University.

Carl H. Sorgen, *Associate Director*

Carl H. Sorgen, Ph.D., is the Associate Director of the OTL. Carl joined the OTL in November, 2013. He has a strong foundation in research and assessment, is an experienced university instructor and holds a graduate certificate in college teaching. Most recently, Carl served Wayne State University as a research analyst in the Office of Institutional Research.

Sara E. Kacin, *Assistant Director*

Sara E. Kacin, Ph.D. is the Assistant Director of the OTL. Sara joined the OTL in August, 2013. Sara has significant experience in confidential course observations, teaching development consultations, and assessment of traditional, hybrid, and online instructional environments. Sara also designs, develops, and presents customized workshops and seminars on a range of teaching and learning topics relevant to instructors at Wayne State University.

Stacey DeLoose, *Web Content Administrator*

Stacey DeLoose maintains the OTL website functionality. She also provides individual faculty consultations on technology tools and instructional strategies for online teaching. *(Stacey left the OTL for a position at Northern Michigan University in October 2013).*

Graduate Student Assistants

Kevin Miles is a doctoral student in Engineering. He assists the OTL by researching current peer review of teaching practices and organizing workshop materials. Kevin also supports the activities of the various grants held by the OTL. He has a strong interest in promoting education in the STEM fields and is working towards a PhD in the Department of Chemical Engineering and Materials Science.

Marion Tate is a doctoral student in the College of Education, Department of Curriculum and Instruction. She assists faculty with implementing innovative, research-based practices related to course design, curriculum development, assessment, and instructional technologies.

Joseph Byle is a doctoral student in Sociology. He assists WSU faculty in their teaching endeavors, including delivering workshops and consultations. In addition, he works with GTAs on enhancing their professional development as instructors.

Undergraduate Student Assistant

Jasmine LeFlore works part-time for the OTL as a student assistant graphic designer. She has an associate's degree from Henry Ford Community College and is currently a senior at WSU majoring in graphic design.