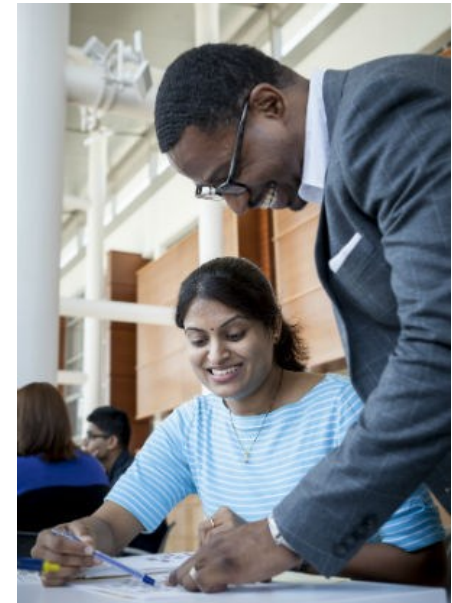


## OFFICE FOR TEACHING & LEARNING



2014 - 2015 ANNUAL REPORT



Wayne State University

# DIRECTOR'S NOTE

Dear Colleagues,

The Office for Teaching and Learning (OTL) supports instructors across all disciplines and career stages. Our 2014-2015 Annual Report describes our priorities, highlights the ways that the OTL promotes excellence and innovation in teaching and learning at Wayne State University (WSU), and provides selected program assessment data from August 2014 through July 2015.

This year saw a prioritization of efforts to link WSU to selected national initiatives aimed at transforming undergraduate and graduate education and improving WSU student success. The OTL did this through an expanded role in support of faculty-led campus wide teaching development initiatives including:

- course reform efforts in undergraduate 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 (NIH)-funded Broadening Experiences in Scientific Training (**BEST**) grant
- facilitating several teaching development seminars for graduate students and faculty participants in the NIH-funded Building Infrastructure Leading to Diversity (**ReBUILDetroit**) grant consortium
- launching an innovative week-long continuing education seminar in a partnership between the WSU College of Education and School of Medicine via the NIH-funded Integrated Course in Biology and Physics of Radiation Oncology (**IBPRO**) grant
- continued administration of internal Education Development Grants and Faculty Teaching Travel Grants (**EDG** and **FTTG**) to support faculty classroom innovation, conference presentations, and travel related to spreading the word of WSU's forward-thinking teaching and learning practices.

We are gratified by the warm reception WSU instructors have given OTL services and programs over the past year. For example, participation by instructors in the **Mid-Semester Assessment Program** nearly doubled and the number of students impacted tripled. As a team, we were able to significantly expand programming such as the annual summer **Hybrid and Online Teaching Institute** and **COPUS**, a new course observation feedback program. As programs grew, we welcomed three new members to the OTL: Kim Dale, program coordinator, and LaTonya Motley and Ligia Pamfilie, instructional designers.

In closing, we thank our 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





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## 2014-2015 PROGRAM HIGHLIGHTS

- Revised OTL mission, vision, and website
- Assumed responsibility for hybrid and online course support, including the expanded and enhanced Hybrid & Online Teaching Institutes (HOTI)
- Increased options for formative course-based assessment by galvanizing the MAP program and adding COPUS
- Hosted Nobel Prize winner Carl Wieman, Professor of Physics at Stanford University who delivered a campus-wide talk on science education and met with multiple campus constituents to discuss teaching and learning
- Hosted Nilanjana Dasgupta, Professor of Psychology at the University of Massachusetts Amherst, who delivered two campus-wide talks, one research and one teaching-focused, on ameliorating implicit bias in academia
- Initiated a Certificate of Teaching Development for Graduate Teaching Assistants



# MISSION & VISION

## *Revised for 2014-2015*

### MISSION

The mission of the Office for Teaching and Learning is to advance student learning throughout Wayne State University's culturally pluralistic community by fostering excellence in teaching. (2014)

### VISION

The vision of the Office for Teaching and Learning is for all Wayne State University students to be engaged learners inspired by a community of instructors dedicated to excellence. (2014)



# OTL 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*

**Jaroslav Grenda**, *College of Liberal Arts & Sciences*

**Jerry Herron**, *Irvin D. Reid Honors College*

**Lauren Hopper**, *College of Liberal Arts & Sciences*

**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*

**Janna Roop**, *College of Nursing*

**William Volz**, *School of Business Administration*

**Dian Walster**, *School of Library & Information Science*

# 2014-2015 OTL FAST FACTS



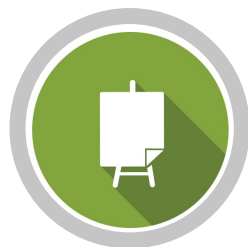
**276**

Individual Consultations

*with*

**183**

Instructors



**30**

Workshops

*with*

**200**

Instructors



**76**

Mid-semester  
Assessments

*impacting*

**3,399**

Students



**92**

Scholarly  
Writing  
Series  
Participants

## Increase in Activity

	Current Year	% Increase from 2013-2014
Individual Consultations, Sessions	276	+ 24%
Individual Consultations, Instructors	183	+ 66%
MAP, Courses	76	+ 85%
MAP, Instructors	55	+ 77%
MAP, Students Impacted	3,399	+ 229%
Workshops, Sessions	30	+ 76%
Workshops, Instructors	200	+ 39%
Scholarly Writing Series, Participants	92	+ 39%

# WORKSHOP PARTICIPATION

During 2014-2015, there were **30** workshops held with an average attendance of **7** participants at each workshop. A total of **200** members of Wayne State's academic community participated in these workshops.

## Fall 2014

Introduction to Blackboard, 8/25/14  
Clicking With Your Students: Using i>Clicker to Enhance Learning, 8/26/14  
Get the Most Out of Your Recorded Lectures, 8/29/14  
Creating Blackboard Exemplary Courses, 9/5/14  
Implementing Learning Objectives through Classroom Work, 9/19/14  
Evidence-Based Teaching Methods, 9/23/14  
Facilitating Group Interaction to Enhance Student Learning, 9/26/14  
Constructing Learning Outcomes & Objectives, 10/3/14  
Enhancing Assessment Strategies, 10/13/14  
Activities that Engage Students, 10/14/14  
Multiplying the Benefits of Undergraduate Research Engagement, 11/13/14

*"We had a small group, so the workshop was individualized to our specific interests and needs. The interaction with colleagues was stimulating. I appreciate the facilitator's expertise and left with several new ideas for engaging students."*

- WSU Assistant Professor

## Winter 2015

Introduction to Blackboard, 1/6/15  
Getting Started with Learning Outcomes, 1/6/15  
Introduction to Blackboard Collaborate, 1/7/15  
Get the Most Out of Your Recorded Lectures, 1/8/15  
Implementing Learning Objectives through Classroom Work, 1/23/15  
Inclusive Course Design, 1/30/15  
Teaching at WSU: Who Are Our Students, 2/6/15  
Getting Started with Blackboard Collaborate, 2/10/15, 3/11/15, 4/21/15  
Evidence-Based Teaching Methods, 2/11/15  
Engaging Diverse Learners, 2/20/15  
Engaging Students in an Online Classroom, 2/26/15  
Facilitating Discussions & Responding to Emotions, 2/27/15  
Captioning: Making Your Video Content Accessible, 3/4/15  
Taking Stock of Your Teaching Development, 3/27/15  
Introduction to Online Teaching & Learning, 4/22/15  
Getting the Most out of Blackboard Grade Center (2), 4/23/15



# FACULTY & OTL COLLABORATIONS



## ***Activities that Engage Students***

*S. Asli Koca, Associate Professor, Department of Teacher Education*

*Lauren Hopper, Doctoral Candidate, Department of Chemistry*

## ***Creating Blackboard Exemplary Courses***

*Geralyn Stephens, Associate Professor, Department of Teacher Education*

## ***Engaging Students in an Online Classroom***

*Geralyn Stephens, Associate Professor, Department of Teacher Education*

## ***Evidence-Based Teaching Methods***

*Andrew Feig, Associate Professor, Department of Chemistry*

## ***Implementing Learning Objectives through Classroom Work***

*Peter Hoffmann, Professor, Department of Physics*

## ***Multiplying the Benefits of Undergraduate Research Engagement***

*Lawrence Lemke, Associate Professor, Department of Geology*

## ***Teaching at WSU: Who Are Our Students***

*Derek Daniels, Associate Professor, Department of Communication Sciences & Disorders*

*Lawrence Lemke, Associate Professor, Department of Geology*

*Felecia Lucht, Assistant Professor, Department of Classical & Modern Languages, Literatures, & Cultures*

*David Njus, Professor & Chair, Department of Biological Sciences*

*Nutrena Tate, Assistant Professor, College of Nursing*



# CUSTOMIZED WORKSHOPS FOR DEPARTMENTS, SCHOOLS & COLLEGES

In 2014-2015, the OTL offered tailored workshops for departments, schools and colleges in support of faculty teaching and learning goals. These included **8** workshops for departments and **5** workshops for schools and colleges.

## Departments

The OTL offered customized workshops for the following departments:

- English** - Introduction to Blackboard, 8/25/14
- Heath Care Sciences** - Fostering Professionalism with Students, 9/8/14
- CMLLC** - Online Teaching and Student Learning Full Day Institute, 9/12/14
- Psychology** - Leading Effective Discussions, 10/1/14
- Heath Care Sciences** - Introduction to Blackboard, 11/11/14
- Accounting** - The Flipped Classroom, 11/19/14
- Physics** - Effective Group Work, 12/15/14
- Psychology** - Engaging Students in Large Lecture Courses, 5/12/15
- Heath Care Sciences** - Getting Started with Respondus, 6/8/15



## Schools & Colleges

The OTL created customized workshops for the following schools and colleges:

- School of Social Work** - Introduction to Blackboard, 8/22/14
- School of Social Work** - Collaborative Learning Using Discussion Groups 8/25/14
- School of Social Work** - Promoting Success of our Diverse Students, 3/9/15
- University Libraries** - Getting Started with Blackboard Collaborate, 4/14/15
- School of Medicine** - Implementing Active Learning in a Large Medical School, 6/25/15

# SUPPORT FOR ONLINE & HYBRID LEARNING

## Online Teaching Institute, Summer 2015

The OTL offered an Online Teaching Institute to help instructors prepare for teaching online. The focus was on developing a strong foundation in course design principles, best practices, and implementation of effective online courses. Because of the high demand for the institute, a second section in the afternoon was opened to accommodate participation.

The institute was structured as:

- two half-day face-to-face workshops (5/11/15 & 5/18/15)
- a week of learning activities completed in an online environment to experience the perspective of student.
- course design groups over the summer to support individual the course development goals.

**31 participants** from **7 of WSU's schools and colleges** participated in the 2015 Online Teaching Institute programs.

## Online & Hybrid Learning Workshops

In 2014-2015, we developed and delivered 7 campus-wide workshops through **Blackboard Collaborate at WSU** (a synchronous, interactive conferencing platform) for instructors to have an experiential opportunity to explore this platform as a pedagogical strategy for increasing interactivity with students.

Workshops included:

- Introduction to Blackboard Collaborate, 1/7/15
- Getting Started with Blackboard Collaborate, 2/10/15, 3/11/15 & 4/21/15
- Engaging Students in an Online Classroom, 2/26/15
- Introduction to Online Teaching & Learning, 4/22/15
- Captioning: Making Your Video Content Assessable, 3/4/15

## 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 2014-2015, OTL consultants worked with three faculty learning communities:

- College of Education Online & Hybrid Learning
- Family Medicine and Public Health Sciences, School of Medicine
- Large Lecture Learning Community



# SUPPORT FOR ONLINE & HYBRID LEARNING

## ONLINE TEACHING INSTITUTE, SUMMER, 2015



Institute Participants - Morning Cohort

*Front Row from L to R:* Sara Kacin, Andres Romero, Nazri Gholam-Abbas, Genevieve Rattray, Marsha Richmond, Tamara Bray, Jyoti Nautiyal, Roxana Zuniga, Rayman Mohamed, Fayette Martin, Pradeep Sopory

*Back Row from L to R:* Matt Ouellett, James Janisse, Anne Clayton, Ligia Pamfilie, Sean Stidd, Vanessa DeGifis, Donnie Sackey, Jared Grogan, LaTonya Motley



Institute Participants - Afternoon Cohort

*Front Row from L to R:* Sara Kacin, Eyda Vaughn, Amy Asmar, Kim Campbell-Voytal, Gerry Conti, Joe Kvoriak, David Magidson, LaTonya Motley, Jim Geistman

*Back Row from L to R:* Matt Ouellett, Sara Escobar, Cassandra Bowers, Margaret Greenwald, Sylvia Taschka, Dan McCafferty, Ligia Pamfilie



# FORMATIVE COURSE-BASED ASSESSMENT

## Course Observation Protocol

In the Winter 2015 semester, the OTL began offering course observations using the **Course Observation Protocol for Undergraduate STEM (COPUS)**. This method tracks how instructors and students use their time in the classroom (i.e., lecturing, leading an active in-class assignment, showing a video, working on problem sets, group work, etc.) .

OTL consultants conducted observations for 5 classes in Winter 2015.

## Undergraduate Student Focus Groups for Program Assessment

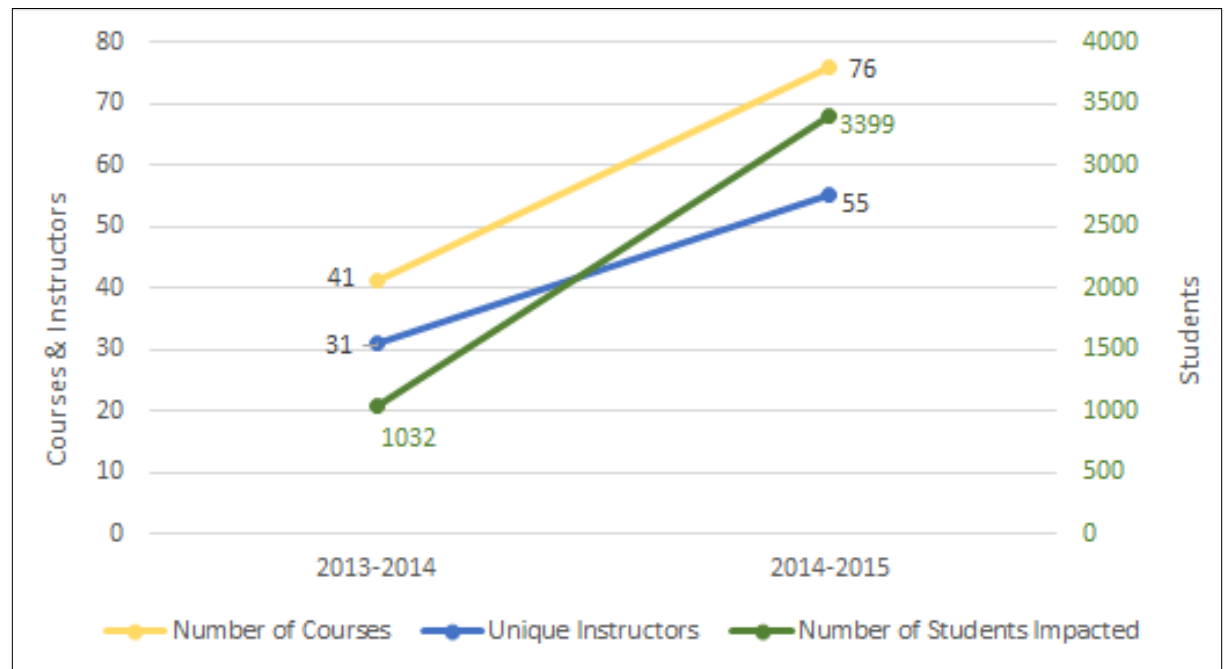
Given the high priority for the institution's assessment efforts, we piloted focus groups for the Department of Classical and Modern Languages, Literatures, and Cultures to better understand undergraduate experiences in selected academic programs. Four focus groups, categorized by academic program, were offered.

## Mid-semester Assessment Program (MAP)

The Mid-semester Assessment Program (MAP) provides a 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.

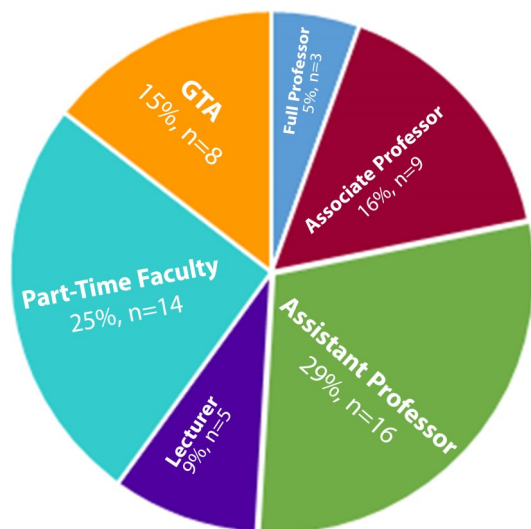
- 76 MAPs in 2014-2015
  - \* 40 MAPs in the fall
  - \* 36 MAPs in the winter
- 3,399 students were impacted by the MAP program
- 55 unique participants
- 12 instructors used MAPs for more than one course

MAP Participation Rates



# MID-SEMESTER ASSESSMENT PROGRAM (MAP)

MAP Participation by Rank



*"This is so helpful. While I think it's important to get end-of-semester feedback from students, having the opportunity to communicate about how the course is going and receive critique in the MIDDLE of things is a really wonderful opportunity for instructors."*

– WSU instructor about the MAP program

# CAMPUS-WIDE EVENTS & KEYNOTE SPEAKERS

## FALL 2014



### Carl Wieman, Ph.D.

*Professor of Physics, Stanford University  
2001 Nobel Prize Winner in Physics*

Dr. Wieman delivered a talk, ***Taking a Scientific Approach to Science Education***, in September of 2014. He discussed how research on how people learn is now revealing much more effective ways to teach and evaluate learning than what is in use in the traditional science class. The combination of this research with information technology is setting the stage for a new approach to teaching and learning that can provide the relevant and effective science education for all students that is needed for the 21st century. In addition, he met with members of the WSU WIDER Grant team, the Physics Department, and institutional change leaders. His visit was co-sponsored by the Office for Teaching and Learning, the WSU WIDER Grant Program, and the Graduate School.

**September 16 - 17, 2014**



# CAMPUS-WIDE EVENTS & KEYNOTE SPEAKERS

## WINTER 2015

### Nilanjana Dasgupta, Ph.D.

*Professor of Psychology,  
University of Massachusetts Amherst*

In March 2015, Dr. Dasgupta delivered two talks, one research and one teaching-focused, on ameliorating implicit bias in academia. In her research talk, ***Mind Bugs: The Nature of Implicit Prejudice & Stereotypes***, she described the subtle ways in which implicit gender and racial stereotypes influence hiring and promotion of academic professionals. For her second talk, ***Mind Bugs: How Implicit Bias Affects Teaching & Learning***, she addressed pedagogical strategies for recognizing and reducing the impact of implicit bias and stereotyping in the university classroom. Dr. Dasgupta illustrated how implicit stereotypes can influence professors' evaluations of students, students' evaluations of their professors, and student academic and professional achievement. Co-sponsored by the Office for Teaching and Learning and the WSU WIDER Grant Program.

March 12 - 13, 2015



# SECOND ANNUAL INNOVATIONS IN TEACHING & LEARNING LUNCHEON

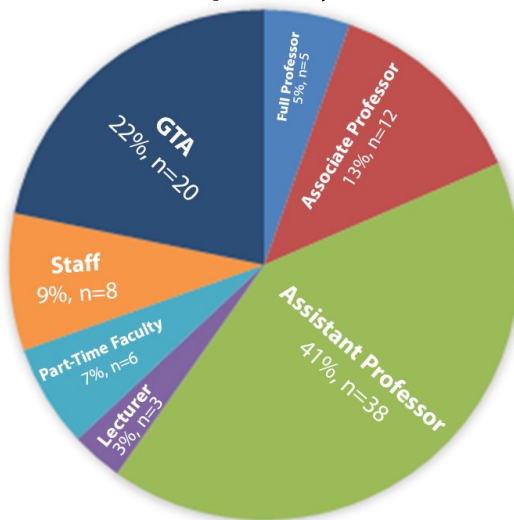
The Innovations in Teaching & Learning Luncheon brings together WSU faculty and staff to celebrate excellence in teaching. The event convenes WSU instructors to share effective pedagogical practices and strategies for engaging students in learning. It was held on April 15, 2015 in the McGregor Memorial Conference Center, and 77 people attended. **Dr. Larry Lemke**, OTL Faculty Fellow, delivered the keynote address during the second annual Innovations in Teaching and Learning Luncheon. His talk, *"Engaging Undergraduate Students and Stimulating Department Change,"* highlighted how he uses pyramid exams to enhance students' learning and strategies for faculty colleagues to encourage good teaching in their departments.



# 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 2014-2015, our Scholarly Writing Series was held monthly with an average attendance of **19**. Total attendance over the academic year was **92 individuals** and the series was heavily utilized by Assistant Professors.

**Scholarly Writing Series  
Participation by Rank**



*“This program allows me to step away and carve out time just for writing. It is so difficult to unplug from work and the distractions at home that being in a space where you know everyone is laser focused on writing progress was so energizing!”*

— WSU Associate Professor



# EDUCATIONAL DEVELOPMENT GRANTS

Funded by the Office of the Provost, 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.

This program is open to faculty and academic staff as defined by the WSU/AAUP-AFT Agreement. Proposals are evaluated by the Educational Development Grant Committee and judged according to their quality and the degree to which they promise to contribute to the educational mission of the University as perceived by the Committee.

## 2014-2015 Educational Development Grant Winners

### **Certified Education Robot Training**

**Ana Djuric**, Assistant Professor  
*Engineering Technology*  
Award: \$5,000

### **Undergraduate Service-Learning in the School of Business**

**Sheri Perelli**, Senior Lecturer  
*Management & Information Systems*  
Award: \$5,000

### **Development of Interdisciplinary Course**

**Jeffrey Ram**, Professor      **Donna Kashian**, Assistant Professor  
*Physiology, School of Medicine*      *Biological Sciences*  
Award: \$5,000

### **The Online Media Arabic Material Bank Project**

**Maha Saker**, Senior Lecturer  
*Classical and Modern Languages, Literatures, and Cultures*  
Award: \$5,000

# FACULTY TEACHING TRAVEL GRANTS

Funded by the Office of the Provost, 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 2014-2015, 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.

### 2014-2015 Awardees

**Helen Berlie** - *Pharmacy Practice*  
**Sherika Gibson** - *Biological Sciences*  
**Christopher Giuliano** - *Pharmacy Practice*  
**Justine Gortney** - *Pharmacy Practice*  
**S. Asli Koca** - *Teacher Education*  
**Jennifer Lewis** - *Teacher Education*  
**Fayetta Martin** - *Social Work*  
**Eldonna May** - *Music*  
**Mary Beth O'Connell** - *Pharmacy Practice*  
**Alan Reinstein** - *Accounting*  
**Kathryn Roberts** - *Teacher Education*  
**Francine Salinitri** - *Pharmacy Practice*  
**Jennifer Sheridan-Moss** - *CMLLC*  
**Michelle Sperlich** - *Social Work*  
**Steven Stack** - *Criminal Justice*  
**Brittany Stewart** - *Pharmacy Practice*  
**Monica Tracey** - *Administration & Organizational Studies*  
**Sheila Wilhelm** - *Pharmacy Practice*

## 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.

### 2014-2015 Awardees

**Jarod Hart** - *Mathematics*  
**Karen Myhr** - *Biological Sciences*  
**Debra Patterson** - *Social Work*  
**Richard Slaughter** - *Pharmacy Practice*  
**Cheryl Somers** - *Theoretical & Behavioral Foundations*  
**Felice Sperone** - *Geology*  
**Millee Tibbs** - *Art & Art History*

# GRADUATE TEACHING ASSISTANT DEVELOPMENT

Graduate Teaching Assistants (GTAs) are invited to utilize a range of OTL resources and services at the OTL. In addition, the OTL collaborates with the Graduate School to offer specific programs designed to prepare GTAs for teaching at WSU and in the future.

## 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 2014-2015, 1 participant 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 2014—2015, the OTL offered 2 workshops and 9 individual consultations for GTAs and post-doctoral fellows on developing a teaching portfolio.

### Campus-wide Workshops on Teaching Portfolios

- Taking Stock of Your Teaching Development, 3/27/15
- Creating a Teaching Portfolio for the Academic Job Market, 4/22/15

## STEM Pedagogy Seminar Series

The Office for Teaching and Learning and the WSU WIDER Program host the STEM Pedagogy Seminar Series, a bimonthly journal club for graduate students. Participants engage in discussions of research-based articles related to STEM pedagogy at the university level, explore pedagogical applications, strategies and techniques, and consider how instructors can implement such strategies in higher education STEM courses.

Participants meet over lunch to review a pre-selected research article and discuss the technique presented, including unique aspects of the technique and consideration of its application in the broader landscape of the STEM education field. Participants were from the departments of Biological Sciences, Chemistry, Biomedical Engineering, Industrial Engineering, and Psychology.

## 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.



# INSTITUTIONAL TRANSFORMATION INITIATIVES

In 2014-2015, the OTL supported WSU's participation in national initiatives related to the transformation of teaching and learning practices at the undergraduate, graduate, and post-graduate levels. These include the faculty-led NSF-funded WIDER, NIH-funded ReBUILDetroit, BEST, and IBPRO grants. OTL staff played significant roles in the development, implementation, and assessment of these professional development opportunities on innovative pedagogical practices in teaching and learning with faculty colleagues across campus this year.

## 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.

**PI: Dr. Andrew Feig (Chemistry)**

Co PI: Dr. Robert Bruner (Mathematics)

Co PI: Dr. Peter Hoffmann (Physics)

Co PI: Dr. Karen Myhr (Biological Sciences)

Co PI: Dr. Mathew Ouellett (OTL)

Co PI: Dr. S. Asli Ozgun-Koca (Teacher Education)

## 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.

**PI: Dr. Ambika Mathur (Graduate School)**

Co PI: Dr. Christine Chow (Chemistry)

## ReBUILDetroit Grant

The National Institutes of Health awarded the consortium of Marygrove College, University of Detroit Mercy and Wayne State University a **Building Infrastructure Leading to Diversity** grant of \$21.2 million over a five-year period to implement the ReBUILDetroit Project. This grant fuels the academic renaissance of Detroit by establishing it as the center for biomedical research training for underrepresented undergraduate students.

**WSU PI: Dr. Ambika Mathur (Graduate School)**

## 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.

**PI: Dr. Monica Tracey (Administrative & Organizational Studies)**

**PI: Dr. Michael Joiner (Radiation Oncology)**

Co PI: Dr. Sara Kacin (OTL)

Co PI: Dr. Jay Burmeister (Radiation Oncology)



# CONTRIBUTIONS TO WSU

OTL staff members contribute to university priorities related to teaching, learning, and faculty development through a variety of service endeavors. For 2014-2015, these include:

## Schools & Colleges

### College of Liberal Arts & Sciences Online Course Development Grants

- Selection committee, 3/26/15, (Ouellett, Kacin, & Motley members)

## Campus-wide

### 2N Student Evaluation of Teaching (SET) Committee, (Ouellett, chair)

### 2N Peer Review Committee, (Ouellett, consultant)

### Provost's Committee on Accessibility, (Ouellett, chair, & Kacin, member)

### General Education Reform Committee (GERC)

- Training on focus group facilitation, 2/13/15, (Ouellett, consultant)

### Greater Retention & Achievement through Diversity (GRAD), (Ouellett, member)

### QWSU (Ouellett, Board member)

### Research & Academic Development Seminar Series, Office of the Vice President for Research and Office of the Provost

- Preparing a Teaching Portfolio for the Academic Job Market, 2/19/15 (Ouellett, moderator & panelist)

### Teaching Commons Ginkgotree Project

- The Teaching Commons collaboration between C&IT, University Libraries, OTL explored Ginkgotree as an open educational resource and instructional content platform option. Fall 2014 & Winter & Summer 2015 (Ouellett & Motley, members)

### WSU Orientations

- New Faculty Orientation, Teaching & Learning Luncheon, 8/20/14, (OTL staff)
- Graduate Teaching Assistant Orientation, 8/21/14, (OTL staff)



# CONTRIBUTIONS TO FACULTY DEVELOPMENT REGIONALLY, NATIONALLY, AND INTERNATIONALLY

OTL staff contribute service to regional, national, and international endeavors related to teaching, learning, and faculty development.  
For 2014 -2015, these include:

## Fellowships

*Visiting Associate Professor*, Center for the Studies in Higher Education, Nagoya University, Nagoya, Japan. December 2013 – January 2014. (Ouellett)

## Publications

Tracey, M. W., & Kacin, S. (2014). Graduate students in a service-learning design case: The development of a parenting program. *International Journal of Computing in Technology*, 23, (3), 227-237.

Ouellett, M. L. (2015). An Institution-wide Approach to Pedagogical Change. *Nagoya Journal of Higher Education*, vol.15. Nagoya University Center for the Studies of Research in Higher Education: Nagoya, Japan.

## Manuscript Reviews/Editorial Board

CBE – Life Sciences Education (Ouellett, reviewer)

Currents in Teaching & Learning (Kacin, reviewer)

Innovations in Higher Education (Ouellett, reviewer and editorial board member)

International Journal of Designs for Learning (Kacin, reviewer)

Journal of Excellence in College Teaching (Ouellett, reviewer)

Journal of Faculty Development (Ouellett, reviewer)

## Conference Presentations (peer reviewed)

American Educational Research Association (Kacin)

Blackboard World (Kacin)

Windsor / Oakland Universities 8<sup>th</sup> Annual International Conference on Teaching & Learning (Miles)

Lilly Conference Series on University Teaching (Kacin & Sorgen)

Professional and Organizational Development Network in Higher Education (POD) (Kacin & Ouellett)

## Keynotes / Plenaries

*Leveraging Our Collective Experience: Reflections from Long-Time Developers and Participants*. D. Dezure, A. Kalish, M. Kaplan, & M. Ouellett. "Purpose, Periphery, and Priorities." 39<sup>th</sup> Annual National POD Conference. Dallas, TX: 11/9/14 (Ouellett)

*Strategies to Engage and Sustain the Diverse classroom*. Invited day-long faculty development seminar, University of Massachusetts Amherst, Amherst, MA with Dr. Christine Stanley, Texas A & M. 5/1/15 (Ouellett)

*Realizing the University of the Future: An Institution-wide Approach to Pedagogical Change*. Keynote. Spring Perspectives on Teaching Institute. Western University, Canada. 5/13/15 (Ouellett)

## Service to Professional Societies

POD Awards Committee, Bob Pierleoni Spirit of POD Award (Ouellett, chair)

Blackboard Exemplary Course Program, Reviewer Council (Kacin, member)

## Consultations with Other Institutions

Hobart & William Smith Colleges, April 2015, (Ouellett, external reviewer)

## External Grants

National Science Foundation (NSF #1524832) 2014 – 2019

*Creating and Studying a National Network of Centers of STEM Education: Developing Foundational Infrastructure of Educational Transformation*, IUSE grant Principal Investigators: Kacy Redd and Noah D. Finkelstein. Co-principal investigators: Bruce E. Goldstein, Gabriela C. Weaver. (Ouellett, steering committee member)



# OTL STAFF



**Mathew L. Ouellett, Ed.D.**  
*Associate Provost and Director*

Matt joined the provost's senior staff in March 2013. As a regular contributor to the literature on faculty development and inclusive teaching and learning, he has authored or co-authored over 40 peer-reviewed articles, book chapters, books, and edited collections. After earning his bachelor of arts degree from the University of Nevada Reno, he earned a master of liberal arts degree at Goddard College and his doctoral degree from the University of Massachusetts Amherst.



**Carl H. Sorgen, Ph.D.**  
*Associate Director*

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. Carl earned a bachelor of science degree from Ohio University, a master of arts in higher education administration from New York University, and a doctor of philosophy in higher education from the Pennsylvania State University.



**Sara E. Kacin, Ph.D.**  
*Assistant Director*

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. Sara earned a bachelor of arts from Michigan State University, a master in training and development from Oakland University and a doctor of philosophy in instructional technology from Wayne State University.

# OTL STAFF



**LaTonya Motley**

*Instructional Designer*

LaTonya focus area includes teaching and learning with Blackboard and instructional design. She has also taught as a part-time adjunct instructor for traditional, blended and online courses. LaTonya earned a bachelor of applied arts and science from St. Edward's University and a master of science in instructional design and technology from California State University Fullerton.



**Ligia Pamfilie**

*Instructional Designer*

Ligia's work blends pedagogical methods with technical skills. Her methods are driven by creativity, a commitment to the students' success, and the individual needs of the classrooms. Ligia earned a bachelor of arts and a master of arts in history of literature and literary criticism systems, both from Petru Maior University.



**Kim Dale**

*Program Coordinator*

Kim provides administrative support for the scope of OTL programs. She manages OTL accounts via Wayne Buy and Travel Wayne, coordinates multiple projects and interfaces with personnel to help facilitate instructional support. Kim also served for six years as an adjunct instructor at WSU. Kim earned a bachelor of arts degree from Davenport University, a master of arts in liberal studies and a master of arts in religious studies from the University of Detroit Mercy.



**Kevin Miles**

*Graduate Student Assistant*

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