

OFFICE FOR TEACHING & LEARNING



2015 - 2016 ANNUAL REPORT



Wayne State University

DIRECTOR'S NOTE

Dear Colleagues,

The Office for Teaching and Learning (OTL) supports Wayne State University (WSU) instructors across all disciplines and career stages. This *2015-2016 OTL Annual Report* describes our priorities, highlights the range of ways that the OTL promotes excellence and innovation in teaching and learning at WSU, and provides selected assessment data from August 2015 through July 2016.

Faculty and staff continue to rate the OTL's services highly, and the selected outcomes described in this report demonstrate our instructors' commitment to and engagement with a full spectrum of teaching and learning development opportunities. Innovation and collaboration are at the heart of the OTL mission, and these core values propelled us to some notable successes this year:

- *Individual consultations* – OTL conducted **576** one-on-one consultations with **288** instructors to collaborate on course specific questions related to course design, implementation and assessment, and educational technologies. An increase of **108%** over last year.
- *Mid-semester Assessment Program (MAP)* – OTL consultants conducted MAPs in **129 courses**, consulted with **85 individual instructors**, with an impact on **5,283 students**. Increases of **70%**, **55%**, and **55%** respectively over last year.
- *Warrior Teaching Days* – More than **26** instructors participated in the launch of this campus-wide opportunity for instructors to attend each other's courses and engage in informal conversations about teaching and learning.
- *Hybrid and Online Teaching Institute* – **32** participants from **8** of WSU's schools and colleges engaged in a week of face to face and online activities in this hybrid experience. Interest was so high, we opened a second section. Participants rated their overall experience **4.8** out of 5.0.
- *Workshops and speakers* - The OTL offered **69** pedagogy workshops (often in collaboration with faculty colleagues) with **311** instructors attending. Participants rated their overall experience **4.7** out of 5.0.

As we look to the future, the OTL team continues to be gratified by the warm reception our given services and programs by WSU instructors. We also welcomed Dr. Christy Hartman to the OTL team as an instructional designer. 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



Office for
Teaching & Learning



CONTENTS

Mission, Vision, & Advisory Board.....	3
OTL Fast Facts.....	4
Workshop Participation.....	5
Faculty Collaboration on Workshops.....	6
Customized Workshops.....	7
Support for Online & Hybrid Learning.....	8
Formative Course-Based Assessment.....	10
Mid-semester Assessment Program.....	11
Campus-wide Events & Keynote Speakers.....	12
Warrior Teaching Days.....	13
Innovations in Teaching & Learning Luncheon.....	14
Scholarly Writing Series.....	15
Educational Development Grants.....	16
Faculty Teaching Travel Grants.....	17
GTA Development.....	18
Institutional Transformation Initiatives.....	19
Contributions to WSU	20
Contributions to Faculty Development.....	21
OTL Staff.....	23



2015-2016 PROGRAM HIGHLIGHTS

- Revised mission and vision to reflect the OTL’s role on campus
- Grew the Mid-semester Assessment Program including the number of instructors utilizing the service and the number of students impacted by the program.
- Hosted Dr. Valerie Young who delivered three talks on campus (faculty & staff, graduate students & postdoctoral fellows, and undergraduate students) about how to recognize and ameliorate effects of the impostor syndrome.
- Initiated Warrior Teaching Days, a campus-wide opportunity for WSU instructors to attend each other’s courses and engage in informal conversations about teaching.
- Hosted a site visit for seven university leaders and faculty members from teaching and learning centers across the People’s Republic of China and two colleagues from the Center for Research on Learning and Teaching (CRLT) at the University of Michigan Ann Arbor

MISSION, VISION, & ADVISORY BOARD

MISSION *(Revised for 2015)*

The Wayne State University Office for Teaching and Learning mission is to foster a community of educators at Wayne State University where the success of all students is supported by a culture of teaching excellence, inclusiveness, and shared vision that education and research together can shape the future of individuals and society.

VISION *(Revised for 2015)*

The Wayne State University Office for Teaching and Learning vision is a community of educators whose teaching reflects the research on learning and inspires the success of all students.

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*

Jaroslawn 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*

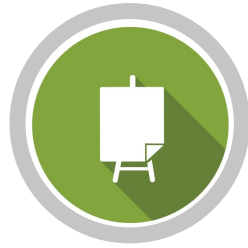
William Volz, *School of Business Administration*

Dian Walster, *School of Library & Information Science*

2015-2016 OTL FAST FACTS



576
Individual Consultations
with
288
Instructors



69
Workshops
with
311
Instructors



129
Mid-semester
Assessments
impacting
5,283
Students



72
Scholarly
Writing
Series
Participants

Increase in Activity

	Current Year	% Increase from 2014-2015
Individual Consultations, Sessions	576	+ 108%
Individual Consultations, Instructors	288	+ 57%
MAP, Courses	129	+ 70%
MAP, Instructors	85	+ 55%
MAP, Students Impacted	5,283	+ 55%
Workshops, Sessions	69	+ 130%
Workshops, Instructors	311	+ 55%
Scholarly Writing Series, Participants	72	

WORKSHOP PARTICIPATION

A total of **311** members of Wayne State's academic community participated in **59** workshops. The average response to the workshop evaluation question "Overall, this was an effective program?" was **4.7** out of 5.0.

Assessment

Classroom Assessment Techniques, 8/28/15, 1/14/16
Implementing Learning Outcomes in Course Activities, 9/8/15
Active Learning in an Online Environment, 9/15/15
Writing Effective Exams, 9/29/15
Assessing Student Work in Groups, 10/20/15
Preparing a Teaching Portfolio for the Academic Job Market, 1/5/16
Creating Activities & Assessments that Improve Learning, 1/7/16
Writing Effective Exams, 2/8/16
Getting Credit for What You Do, 3/9/16

Evidence-Based Teaching Methods

Student-Centered Teaching Methods, 8/31/15, 1/7/16
Facilitating Group Interaction to Enhance Student Learning, 9/1/15, 1/13/16
Evidence-Based Teaching Methods, 9/16/15, 1/27/16
Introduction to Online Teaching & Learning, 9/28/15
Designing Courses for Significant Learning: Part I, Constructing Effective Learning-Centered Outcomes, 9/30/15
Designing Courses for Significant Learning: Part II, Creating Assessment that Improve Learning, 10/15/15
Designing Courses for Significant Learning: Part III, Developing & Integrating Active Learning Experiences, 10/27/15
Leading Effective Discussions, 10/29/15
Cohort Mentoring to Scale Undergraduate Research, 11/11/15
Active Learning in an Online Environment, 1/27/16
Leading Effective Discussions, 1/28/16

Diversity

Activities for the First Day of Class to Address Stereotype Threat & Implicit Bias, 8/24/15, 1/6/16
Teaching at WSU: Who Are Our Students?, 9/17/15
Inclusive Course Design, 9/24/15
Universal Design for Learning, 10/7/15, 5/4/16
Supporting the LGBTQ Student Success in the Classroom, 10/16/15
Supporting the Success of Veterans in the Classroom, 11/12/15
Universal Design for Learning - Design with Everyone in Mind, 1/6/16

Educational Technologies

Introduction to Blackboard, 8/24/15, 8/28/15, 8/31/15, 1/5/16, 1/6/16
Clicking With Your Students: Using i>Clicker to Enhance Student Engagement, 8/25/15
Getting Started with Blackboard Collaborate, 8/26/15, 8/27/15, 1/8/16, 5/11/16, 5/19/16
Setting Up Rubrics in Blackboard, 8/31/15
Getting Started with Camtasia Studio, 9/1/15
Using Blackboard Collaborate to Engage Students, 9/10/15, 2/3/16
Engaging Students through Blackboard, 9/18/15, 1/7/16
Engaging Students with Video Using Camtasia Studio, 9/23/15
Introduction to Grade Center, 10/12/15
Calculating Final Grades in Blackboard Grade Center, 12/4/15, 12/7/15, 12/8/15, 4/18/16
Getting Started w/ Camtasia Studio: From Planning to Publishing, 5/10/16
Getting Ready to Teach Online for GTAs, 5/18/16

FACULTY & OTL COLLABORATIONS



Activities for the First Day of Class to Address Stereotype Threat & Implicit Bias

Lisa Ze Winters, Associate Professor, Department of English

Assessing Student Work in Groups

Lawrence Lemke, Associate Professor, Department of Geology

Cohort Mentoring to Scale Undergraduate Research

Lawrence Lemke, Associate Professor, Department of Geology

Evidence-Based Teaching Methods

Andrew Feig, Professor, Department of Chemistry

Getting Credit for What You Do

Laurie Richlin, Office for Learning & Teaching, School of Medicine

Leading Effective Discussions

Karen Myhr, Assistant Professor, Department of Biological Sciences

Teaching at WSU: Who Are Our Students

Lisa Alexander, Associate Professor, African American Studies

Derek Daniels, Associate Professor, Communication Sciences & Disorders

Thomas Fischer, Associate Professor, Department of Psychology

Universal Design for Learning - Design with Everyone in Mind

Susan Gabel, Professor, Teacher Education

Writing Effective Exams

Andrew Feig, Professor, Department of Chemistry

Peter Hoffmann, Professor, Department of Physics

CUSTOMIZED WORKSHOPS FOR DEPARTMENTS, SCHOOLS & COLLEGES

In 2015-2016, the OTL offered tailored workshops for departments, schools and colleges in support of faculty teaching and learning goals. These included **5** workshops for departments and **5** workshops for schools and colleges.

Departments

The OTL offered customized workshops for the following departments:

Psychology - Leading Effective Discussions for GTAs, *9/23/2015*

Classical & Modern Languages, Literatures, & Cultures – Writing a Philosophy of Teaching Statement for GTAs, *1/25/16*

Family Medicine & Public Health Sciences - Developing & Integrating Active Learning Experiences, *1/27/2016*

English - Writing a Philosophy of Teaching Statement for GTAs, *11/17/15*

APEX Scholars Faculty - Introduction to Blackboard, *5/25/2016*

Schools & Colleges

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

School of Social Work - Introduction to Blackboard, *8/25/2015, 11/23/2015*

University Libraries - Getting Started with Blackboard Collaborate, *8/27/15*

School of Medicine - Using Blackboard Collaborate to Engage Students, *2/3/2016*

College of Nursing - Using Rubrics for Grading Workshop, *3/30/2016*



SUPPORT FOR ONLINE & HYBRID LEARNING

Hybrid & Online Teaching Institute (HOTI)

The OTL offered a Hybrid & 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 was opened to accommodate participation.

The institute was structured as:

- two half-day face-to-face workshops offered on Monday (5/9/16 & 5/16/16) and Tuesday (5/10/16 & 5/17/16)
- 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.

32 participants from **8 of WSU's schools and colleges** participated in the Hybrid & Online Teaching Institute programs. This is an **increase of 1 participant** from 2014-2015. The overall assessment score for the institute was **4.8** out of 5.0.

Online & Hybrid Learning Workshops

In 2015-2016, 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:

- **Getting Started with Blackboard Collaborate**, 8/26/15, 8/27/15, 1/8/16, 5/11/16, 5/19/16
- **Using Blackboard Collaborate to Engage Students**, 9/10/15, 2/3/16

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 2015-2016, OTL consultants worked with three faculty learning communities:

- School of Social Work WOW! Faculty
- Teaching & Learning in a Hybrid Course
- Large Lecture Learning Community



SUPPORT FOR ONLINE & HYBRID LEARNING

HYBRID & ONLINE TEACHING INSTITUTE



Institute Participants - Monday Cohort

Front Row from L to R: Mark Baskaran, Angela Trepanier, Tara Forbes, Amanda Walter, Billicia Hines, Maria Pontes Ferreira, Dolly Tittle, Sara Lenhoff
Back Row from L to R: Ligia Pamfilie, Tim Moran, Bill Hatley, Olubunmi Daramola, Jennifer Townsend, Fred Morgan, Jen Dickson, Tina Reid, Colleen Ezzeddine, Mariane Fahlman, Melvin Gupton
Not Pictured: Nancy Edwards, Beth Fowler, Linda Jimenez, Naresh Mahabir, Georgia Michalopoulou, Donyale Padgett, Lisa Redick, Jasmine Ulmer



Institute Participants - Tuesday Cohort

Front Row from L to R: Aaron Retish, Jennifer Hart, Smiti Gupta, Laura Kline
Back Row from L to R: Ligia Pamfilie, Bill Lynch, Sean Stidd, Carl Sorgen

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.).

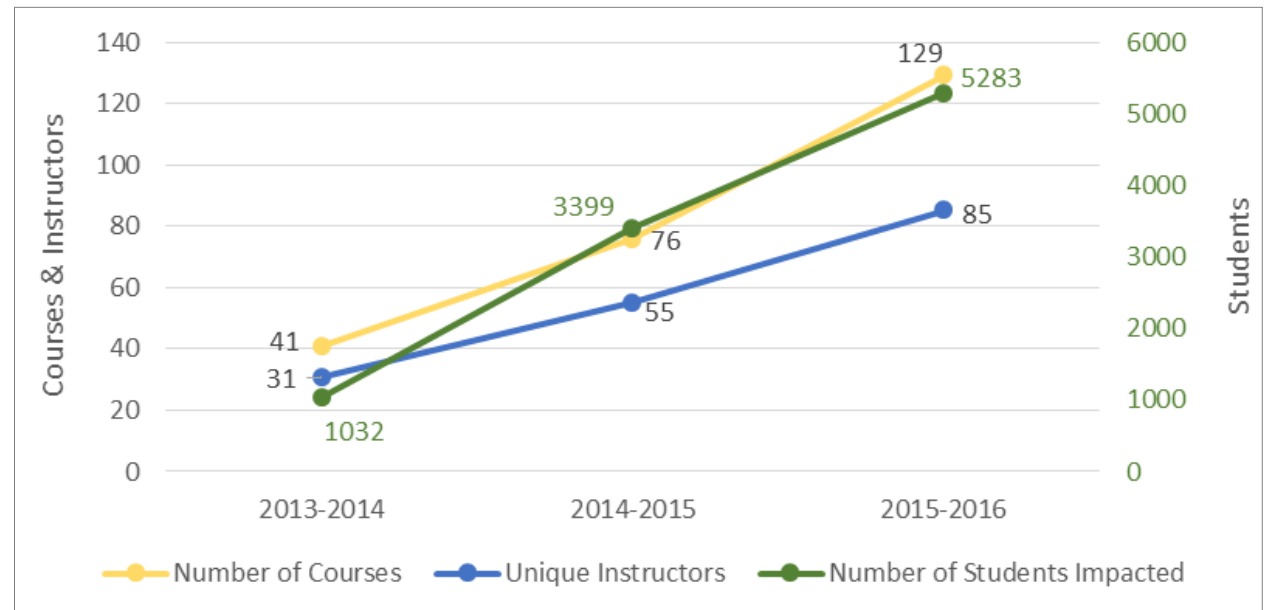
OTL consultants conducted observations for 7 classes in 2015-2016.

Mid-semester Assessment Program

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.

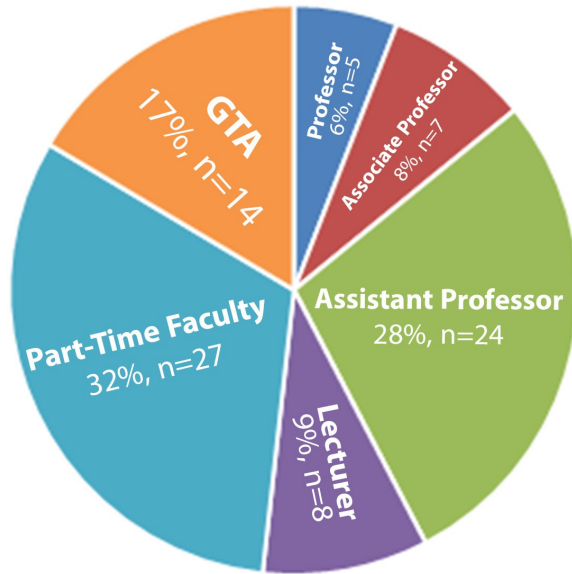
- 129 MAPs in 2015-2016
 - * 67 MAPs in the fall
 - * 62 MAPs in the winter
- **5,283 students** were impacted by the MAP program
- **85** unique participants
- **31** instructors used MAPs for more than one course

MAP Participation Rates



MID-SEMESTER ASSESSMENT PROGRAM (MAP)

MAP Participation by Rank



“It was important for me to see what the students thought and get concrete advice on how to change the course. The information was super helpful and I think the students were more open in their comments because it was through the OTL consultant rather than directly to me.

– WSU instructor about the MAP program

CAMPUS-WIDE EVENTS & KEYNOTE SPEAKERS

FALL 2015



Dr. Valerie Young

Why Capable People Suffer from the Impostor Syndrome & How to THRIVE in Spite of It

Dr. Young delivered three talks on campus (faculty & staff, graduate students & postdoctoral fellows, and undergraduate students) about how to recognize and ameliorate effects of the impostor syndrome. The impostor syndrome manifests as persistent feelings of inadequacy, chronic self-doubt, and feelings of intellectual fraudulence, even when feedback indicates the opposite is true. Participants learned how to: recognize how the impostor syndrome can lead to academic shutdown, quiet negative self-talk, and implement strategies to capitalize on their strengths.

Her visit was co-sponsored by the Office for Teaching and Learning, the WSU WIDER Grant Program, the College of Engineering, the College of Liberal Arts & Sciences, the Graduate School, the Provost's Office & Student Success Programs, the Office for Diversity & Inclusion, and the President's Commission on the Status of Women.

November 16, 2015

WARRIOR TEACHING DAYS WINTER 2016

In March 2016, the Office for Teaching and Learning (OTL) introduced *Warrior Teaching Days* as a campus-wide opportunity for Wayne State University (WSU) instructors to attend each other's courses and engage in informal conversations about teaching. The week (March 21-25, 2016) was meant to spark conversations about teaching, give WSU instructors the rare opportunity to sit in on each other's classes, and to explore interesting topics and teaching styles that may be within or outside of one's own academic department. Opportunities to observe teaching in traditional, hybrid, and online environments were available.

Participation happened in two ways: 1) instructors opened one or two of their class sessions to welcome colleagues as observers; and, 2) participants chose to attend a session from a list of classes where the instructor agreed to welcome visitors.

17 instructors hosted a class session

16 instructors observed a class session



"It was exciting to have people come to class and see what I was doing. It helped me to reflect on my teaching and was useful for sharing ideas with other instructors on campus."

– WSU Associate Professor & Classroom Host

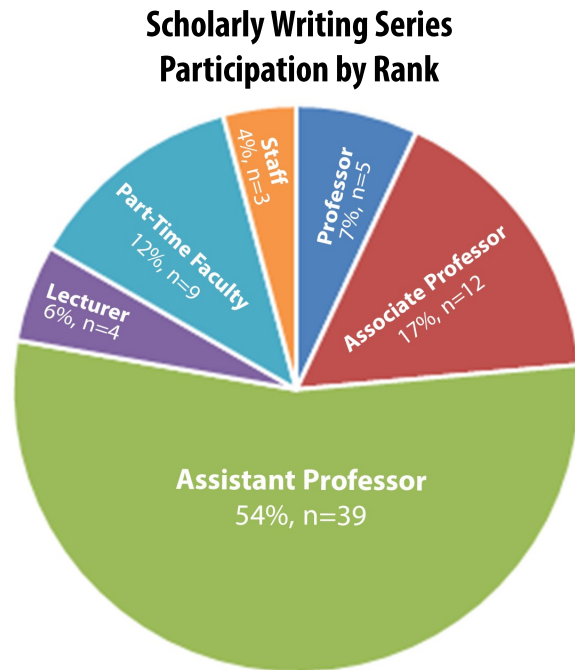
THIRD ANNUAL INNOVATIONS IN TEACHING & LEARNING LUNCHEON

Over seventy Wayne State University faculty members gathered to celebrate teaching excellence at the Innovations in Teaching and Learning Luncheon held on Thursday, March 24, 2016 in the McGregor Memorial Conference Center. The event convenes WSU instructors to share effective pedagogical practices and strategies for engaging students in learning. The keynote, "Teaching & Learning: Visualizing Our Work," presented by noted photographer, Martin Springborg, faculty member in the Minnesota State Colleges & Universities system, featured photos he took over the previous two days of Wayne State faculty and students engaged in learning activities. Springborg photographed faculty and students in music education, literature, molecular biology, facilities design, chemistry, photography, typography, and the WSU Symphony Orchestra. As part of his presentation, he used these images to frame a conversation around elements of effective pedagogies.



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 2015-2016, our Scholarly Writing Series was held monthly with an average attendance of **19**. Total attendance over the academic year was **72 individuals** and the series was heavily utilized by Assistant Professors.



"I've worked on numerous publications and successful conference papers during this program. As I move forward in my post-tenure publication plans, it's a great incentive to stay active in my field."

– 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.

2015-2016 Educational Development Grant Winners

INTERPRETING THE CONTEMPORARY: READING AND WRITING ART CRITICISM

Dora Apel, Professor

Department of Art & Art History

Award: \$5,000

SHARED HEALTH CARE STUDENT PRECEPTING: AN INNOVATIVE INTERPROFESSIONAL EDUCATION EXPERIENCE TO IMPROVE PATIENT ASSESSMENT

Mary Beth O'Connell, Associate Professor

Department of Pharmacy Practice

Award: \$5,000

THE NEWSROOM: USING TECHNOLOGY TO FLIP JOURNALISM COURSES

Elizabeth Stoycheff, Assistant Professor

Department of Communication

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 2015-2016, 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.

2015-2016 Awardees

Derek Coté - *Art & Art History*
Christina DeNicolo - *Teacher Education*
Jazlin Ebenezer - *Teacher Education*
Candace Garwood - *Pharmacy Practice*
Silvia Giorgini-Althoen - *Classical & Modern Languages, Literatures, & Cultures*
Justine Gortney - *Pharmacy Practice*
Billicia Hines - *Theatre*
Lauren Kalman - *Art & Art History*
Saeed Khan - *Classical & Modern Languages, Literatures, & Cultures*
S. Asli Koca - *Teacher Education*
Wendy Matthews - *Music*
Daniel McCafferty - *Art & Art History*
Frederick Pearson - *Political Science*
Alan Reinstein - *Accounting*
Jennifer Sheridan-Moss - *Classical & Modern Languages, Literatures, & Cultures*
Richard Smith - *Social Work*
Steven Stack - *Criminal Justice*
Emery Stephens - *Music*
Talia Weltman-Cisneros - *Classical & Modern Languages, Literatures, & Cultures*

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.

2015-2016 Awardees

Holly Feen-Calligan - *Teacher Education*
Fayetta Keys - *Social Work*
Cheryl Somers - *Theoretical & Behavioral Foundations*
Brittany Stewart - *Pharmacy Practice*

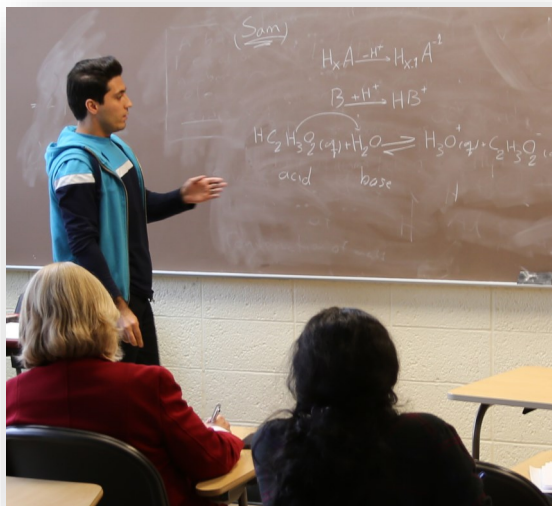


GRADUATE TEACHING ASSISTANT DEVELOPMENT

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 2015-2016, **2 participants** 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 2015—2016, the OTL offered **1 workshop** and **25 individual consultations** for GTAs and post-doctoral fellows on developing a teaching portfolio.

Campus-wide Workshops on Teaching Portfolios

- Preparing a Teaching Portfolio for the Academic Job Market, 1/06/16

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. A total of **15 participants** from the departments of Biological Sciences, Chemistry, Biomedical Engineering, Industrial Engineering, and Psychology attended these seminars.

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 2015-2016, 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 2015-2016, these include:

Schools & Colleges

Peer Evaluation of Teaching, Presentation to the Department of Family Medicine & Public Health Science, 11/18/15, *(Ouellett & Kacin)*

The Graduate School, Humanities Panel – Career Options, 4/12/16 *(Ouellett, moderator)*

Campus-wide

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

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

WSU Higher Learning Commission (HLC) Steering Committee, *(Ouellett)*

WSU HLC Steering Committee, Subcommittee on Teaching, *(Ouellett, chair)*

WSU Equity, Inclusion & Accessibility Working Group, *(Ouellett)*

WSU Office of Diversity & Inclusion Retreat, *(Ouellett, facilitator)*

Open Textbook Adoption Committee, *(Kacin)*

Echo 360 Active Learning Working Group, *(Sorgen)*

Greater Retention & Achievement through Diversity (GRAD), *(Ouellett)*

QWSU, *(Ouellett, Board member)*

Provost Summit for Student Success, 2/26/16 *(Ouellett, co-presenter with A. Feig, Chemistry)*

BEST Grant, Phase I panelist and Phase II faculty, *(Ouellett)*

WSU Orientations

- New Faculty Orientation, Teaching & Learning Luncheon, 8/20/15, *(OTL staff)*
- Graduate Teaching Assistant Orientation, 8/27/15, *(OTL staff)*
- Union of Part-Time Faculty - Fall Orientation, 9/18/15, *(OTL staff)*
- Union of Part-Time Faculty - Engaging Students through Blackboard, 1/29/2016 *(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 2015 -2016, these include:

Fellowships

Fulbright Fellow - Senior Specialist. July and August 2016. University of the Humanities, Ulaanbaatar, Mongolia (*Ouellett*)

Publications

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.

Ouellett, M. L. & Miles, K. (Eds.). (2016). Teaching Documentation Program. Detroit, MI: Wayne State University, Office for Teaching and Learning.

Horii, C.V., Redd, K, **Ouellett**, M., Finkelstein, N., Beach, A., Carlisle, D., Shadle, S., Weaver, G. (2016) Collaborating at the Centers: A Report from a STEM Education Transformation Workshop Involving Leaders of Centers for Teaching and Learning and STEM Education Centers.

Stanley, C.A., & **Ouellett**, M. (*In Press*). Developing knowledge and understanding of diverse perspectives, global awareness or other cultures. IDEA Paper. Manhattan, KS: The Idea Center.

Bell, L. A., Goodman, D., & **Ouellett**, M. (*In Press*). *Course Design and Facilitation*. In Teaching for Diversity and Social Justice, 3rd ed. San Francisco: Jossey Bass.

Manuscript Reviews/Editorial Board

CBE – Life Sciences Education (*Ouellett*, 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)

Journal of Homosexuality (*Sorgen*, reviewer)

Conference Presentations (peer reviewed)

Association of Public and Land-grant Universities (APLU) Science and Mathematics Teaching Imperative (SMTI) National Conference. (*A. Feig, M. Ouellett, P. Hoffmann, & K. Myhr*)

Lilly Conference on College & University Teaching, (*Kacin*)

National Conference on Race and Ethnicity in American Higher Education (NCORE) (*Ouellett*)

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

Keynotes / Plenaries

Calibrating the Lens(es) of the Inclusive Leader. Association of American Veterinary Medical Colleges (AAVMC) 2015 – 2016 Leadership Academy. (*Ouellett*)

Creating and Sustaining Multicultural Classrooms. Virginia Commonwealth University 2016 Institute on Inclusive Teaching. (*Ouellett*)

Teaching in a Diverse Community: Pathways to Full Participation. Bates College May Faculty Conference. (*Ouellett*)

Engaging Diverse Learners. Institute for Inclusive Excellence, Texas Tech University. (*Ouellett*)

Can We Talk About Race? A Conversation with Dr. Beverly Daniel Tatum. "Purpose, Periphery, and Priorities." 40th Annual National Professional and Organizational Development Network Conference. (*Ouellett*, moderator)

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 2015 -2016, these include:

External Grants - National Science Foundation (NSF)

Collaborating at the Centers: Faculty and Educational Development Strategies for STEM Transformation. Collaboration between the Professional and Organizational Development Network in Higher Education (POD) and the Association of Public Land Grant Universities (APLU). *Principal investigator: Mathew L. Ouellett. Co-Principal investigator: Cassandra Horii, Cal Tech.*

WSU Student Success Through Evidence-based Pedagogies (WSU-SSTEP). Grant to disseminate and implement evidence-based teaching strategies to provide better outcomes for our students and serve as a model for improving STEM education nation-wide. *Principal investigator: Andrew Feig (Chemistry) and co-principal investigators: R. Bruner (Math), P. Hoffmann (Physics), K. Myhr (Biology), and M. Ouellett, (OTL).*

Evaluation of WSU Faculty Use of Evidence-Based Methods in STEM Instruction (WSU WIDER). Grant to studies current teaching practices in use in the STEM curricula to assess awareness of evidence-based teaching methods and to gauge readiness to adopt such practices. *Principal investigator: Andrew Feig (Chemistry), Co-principal investigators: R. Bruner (Math), P. Hoffmann (Physics), K. Myhr (Biology), and M. Ouellett (OTL).*

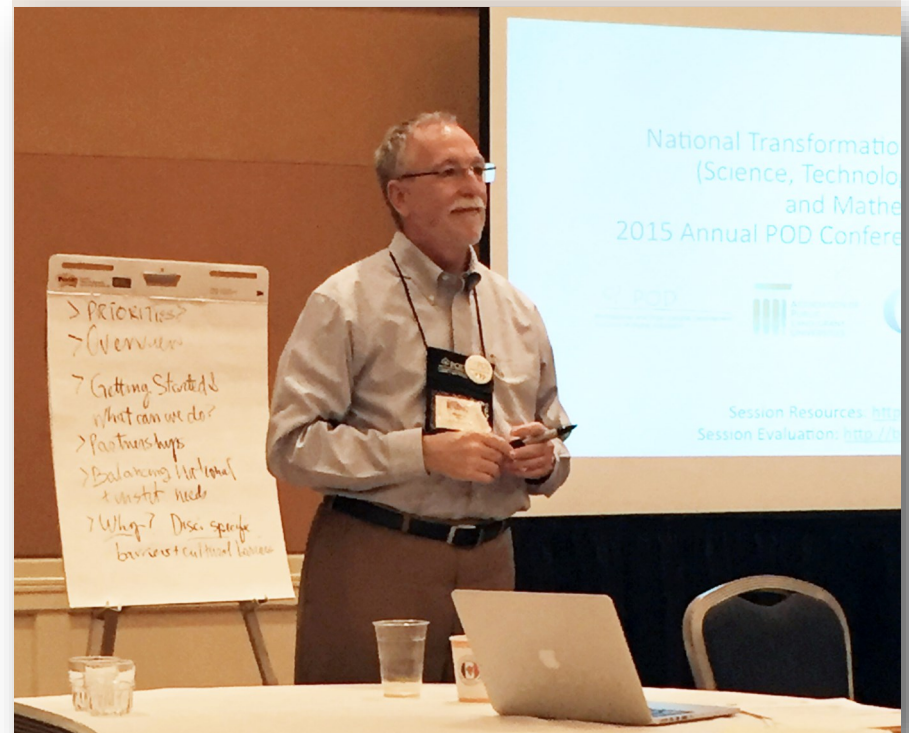
Creating and Studying a National Network of Centers of STEM Education: Developing Foundational Infrastructure of Educational Transformation, IUSE grant. *Principal Investigators: Kacy Redd and Noah D. Finkelstein. Co-principal investigators: Bruce E. Goldstein, Gabriela C. Weaver. Steering Committee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

Consultations with Other Institutions

China Fellows, UM Ann Arbor, Workshop and site visit, 9/3/15 (OTL staff)

Service to Professional Societies

POD Awards Committee, Bob Pierleoni Spirit of POD Award (*Ouellett, chair*)
Blackboard Exemplary Course Program, Reviewer Council (*Kacin, member*)
National Science Foundation Reviewer (*Ouellett*)
Outreach Committee, National Sub-committee. POD Network. (*Ouellett, co-chair*)



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 Pamfile
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.



Christy Hartman, Ph.D.
Instructional Designer

Christy works with faculty across campus, with a particular focus on STEM instructors and departments, on course design and development, pedagogical strategies, assessment of student learning, and course-based assessment. Christy earned a Ph.D. in Genetics and a Certificate in Undergraduate Teaching from the University of Georgia (UGA).



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.