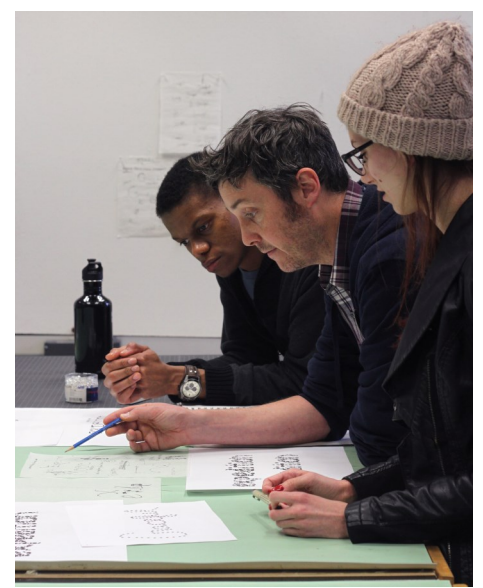
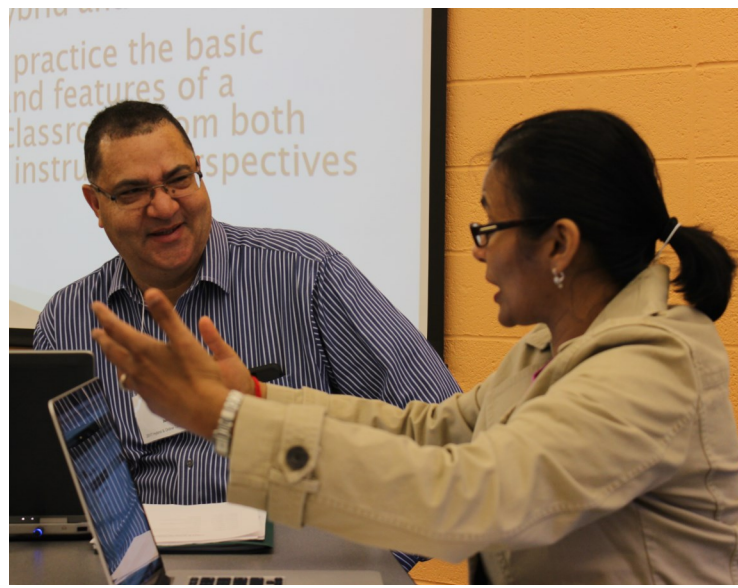
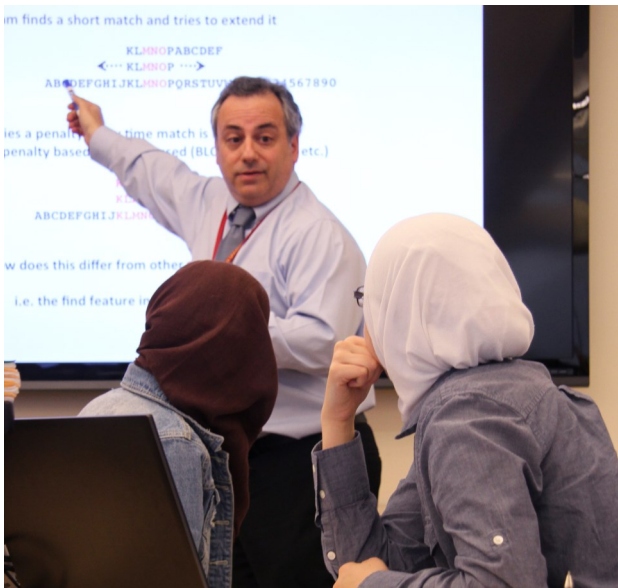


OFFICE FOR TEACHING & LEARNING



2016 - 2017 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 *2016 - 2017 OTL Annual Report* describes our priorities, highlights the range of ways that the OTL promotes excellence and innovation in teaching and learning at WSU as a unit of the Provost's Office and in collaboration with colleagues across the entire WSU community. Additionally, this report provides selected assessment data of OTL services from August 2016 through July 2017.

Faculty and staff continue to rate the OTL's services highly, and the selected outcomes described in this report demonstrate WSU 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 further innovations this year. In addition to a steady climb in participation rates in our core programs, we:

- Reached an all-time high of full-time faculty participation in OTL services and programs to 29% of WSU full-time faculty
- Expanded support for part-time faculty via collaboration with the Union of Part-Time Faculty
- Piloted two new student-centered programs:
 - The *Thank-a-Teacher* program
 - The *Course Introduction Video* program
- Curated the photography essay, *Visualizing Teaching & Learning at WSU*, depicting images of WSU students and instructors engaged in active learning in a range of environments
- Supported a number of institution-wide strategic initiatives related to teaching and learning (e.g., peer evaluation of teaching, the WSU Higher Learning Commission process, open textbook adoption, and the Equity, Inclusion, & Accessibility Working Group of the Office of the Associate Provost for Diversity & Inclusion).

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**



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2016 -2017 PROGRAM HIGHLIGHTS

- Increased **Warrior Teaching Days** participation by 47% for hosts, and 56% for observers (p. 13).
- Expanded the number of instructors participating in **Mid-Semester Assessment** consultations by 54% and the number of students impacted grew by 15% (p. 11).
- Grew the number of instructors participating in Course Observations (**COPUS**) by 114% and the number of students impacted by 40% (p. 11).
- Hosted Dr. **Sandra McGuire** who delivered the interactive campus wide presentation, Teach Students *HOW* to Learn to over 150 WSU instructors and academic advisors (p. 15).
- Exhibited Martin Springborg’s curated photographic essay, **Visualizing Teaching and Learning at Wayne State University**, in the atrium of the Undergraduate Library (p. 14)
- Piloted two new student-centered programs for encouraging a sense of belongingness in the WSU classroom:
 - The **Thank-a-Teacher** program (p. 17)
 - The **Course Introduction Video** program (p. 18)

MISSION & VISION

MISSION

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

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.



2016-2017 OTL FAST FACTS

CONSULTATIONS

634

Individual Consultations

with

303

Instructors

FULL-TIME FACULTY PARTICIPATION

29%

Full-Time Faculty Participated in OTL Programs & Services

with

293

Instructors

MID-SEMESTER ASSESSMENT PROGRAM

199

Mid-semester Assessments

impacting

6,099

Students

WORKSHOPS

45

Workshops

with

204

Instructors

THANK -A- TEACHER

193

Notes written to

175

Instructors

WARRIOR TEACHING DAYS

25

Instructors hosted a class session

25

Instructors observed a class session

Increase in Activity

	Current Year	% Change from 2015-2016
Individual Consultations, Sessions	634	+ 10%
Individual Consultations, Instructors	303	+ 5%
MAP, Courses	199	+ 54%
MAP, Instructors	117	+ 38%
MAP, Students Impacted	6099	+ 15%
COPUS, Courses	15	+ 114%
COPUS, Students Impacted	787	+ 40%
Workshops, Sessions	45	- 35%*
Workshops, Instructors	204	- 35%*
Scholarly Writing Series, Participants	69	- 11%

*Reflects OTL shift to a broader range of contact points with instructors

WORKSHOP PARTICIPATION

A total of **204 individuals** in Wayne State's academic community participated in **45 workshops**.

Assessment

Classroom Assessment Techniques, 8/30/16, 1/6/17
Implementing Learning Outcomes in Course Activities, 9/1/16
Facilitating Discussions & Responding to Emotions in the Classroom, 9/1/16
Promoting Academic Integrity & Addressing Student Misconduct, 9/2/16
Writing Effective Questions for Tests & Quizzes, 9/7/16
Cooperative & Collaborative Learning: Forming, Facilitating & Assessing the Work of Student Groups, 9/14/16
Writing Effective Exams, 9/16/16, 1/20/17
Preparing a Teaching Portfolio for the Academic Job Market, 12/14/16
Taking Stock of Your Teaching Development, 12/19/16

Evidence-Based Teaching Methods

Writing Engaging Polling Questions, 8/29/16
Student-Centered Teaching Methods, 9/6/16, 1/12/17
Evidence-Based Teaching Methods, 9/7/16, 1/18/17
Leading Effective Discussions, 9/13/16, 1/24/17
Mentoring Undergraduate Students in Research, 11/7/16
Active Learning in a Hybrid or Online Course, 12/6/16
Designing Courses for Significant Learning, 12/13/16, 1/6/17, 1/20/17, 5/5/17
Community Service Learning Course Design, 1/26/17

Diversity

Activities for the First Day of Class, 8/30/16, 1/5/17
Supporting the LGBTQ Student Success in the Classroom, 10/12/16
Supporting the Success of Veterans in the Classroom, 11/8/16
Universal Design for Learning, 1/6/17

Educational Technologies

Introduction to Blackboard, 8/22/16, 8/29/16, 1/4/17, 5/2/17
Engaging Students through Blackboard, 8/26/16, 1/4/17
Building Your Course in Blackboard, 8/29/16, 1/4/17
Clicking With Your Students: Using i>Clicker to Enhance Student Engagement, 8/29/16
Introduction to Blackboard Grade Center, 8/30/16
Introduction to Hybrid & Online Teaching & Learning, 12/2/16
Creating Course Videos, 1/5/17, 5/10/17 (am), 5/10/17 (pm)

The average response to the evaluation question
“Overall, this was an effective program?” was
4.7 out of 5.0

FACULTY & OTL COLLABORATIONS



Community Service Learning Course Design

Holly Feen-Calligan, Associate Professor, Department of Teacher Education

Cooperative & Collaborative Learning: Forming, Facilitating, & Assessing the Work of Student Groups

Andrew Feig, Professor, Department of Chemistry

Evidence-Based Teaching Methods

Andrew Feig, Professor, Department of Chemistry

Leading Effective Discussions

Karen Myhr, Assistant Professor, Department of Biological Sciences

Promoting Academic Integrity & Addressing Student Misconduct (for GTAs)

Lisa Maruca, Associate Professor, Department of English
David Strauss, Dean of Students

Universal Design for Learning

Susan Gabel, Professor, Department of Teacher Education

Writing Effective Tests & Quizzes (for GTAs)

Andrew Feig, Professor, Department of Chemistry

Writing Effective Exams

Andrew Feig, Professor, Department of Chemistry

CUSTOMIZED WORKSHOPS FOR DEPARTMENTS, SCHOOLS & COLLEGES

In 2016-2017, the OTL offered tailored workshops for departments, schools and colleges in support of faculty teaching and learning goals. These included 4 workshops for departments and 2 workshops for schools and colleges.

Departments

The OTL offered customized workshops for the following departments:

Psychology - Preparing a Teaching Portfolio for GTAs, *Industrial & Organizational Psychology Students' Brownbag Series*, 9/14/16

Mortuary Science - Assessing Students Online, *Faculty workshop*, 10/14/16

English - Writing a Philosophy of Teaching Statement for GTAs, *English GTA Colloquium*, 11/16/16

Physics - Facilitating Discussions and Labs for GTAs, *Physics GTA workshop*, 1/10/17

Schools & Colleges

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

School of Social Work - Introduction to Blackboard, 8/24/16 & 11/28/16

School of Social Work - Facilitation of day-long, school-wide Faculty Retreat, 10/17/16



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 (5/8/17 & 5/15/17) and Tuesday (5/9/17 & 5/16/17)
- 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.

30 participants from **11 of WSU's schools and colleges** participated in the Hybrid & Online Teaching Institute programs.

The average response to the evaluation question
"Overall, this was an effective program?" was
4.8 out of 5.0

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 2016-2017, OTL consultants worked with three faculty learning communities:

- Teaching & Learning in a Hybrid Course
- School of Social Work Part-Time Faculty
- Large Lecture



SUPPORT FOR ONLINE & HYBRID LEARNING

HYBRID & ONLINE TEACHING INSTITUTE



Institute Participants - Monday Cohort

Front Row from L to R: Marc Kruman, Karen Frade, Vinita Parekh

Middle Row from L to R: Brandon Ivory, Mohsen Ayoobi, Sara Kacin, Emmanuel Ssemakula, Christy Hartman, Ligia Pamfilie, Krystal Tosch, Phebe Lam, Deric Williams, Vinod Shidham

Back Row from L to R: Ron Brown, Jeffrey Martin, Ollie Johnson, Nancy Welter, Rosalind Peters, Diane Adamo, Michelle Kustarz, Susanne Krispien, Ewa Golebiowski, Kamahra Ewing

Not Pictured: Khayyam Hashmi, Candace Howard, Sandy Yarema



Institute Participants - Tuesday Cohort

Front Row from L to R: Anabel Stockle, Rita D'Angelo, Kelly Polasek, Indika Hewavitharana, Elham Taghizadeh, Kelly Kourouma, Ligia Pamfilie, Krystal Tosch, Michelle Sereyn, Christy Hartman, Sara Kacin

Back Row from L to R: Johnson Fadeyi, Tonya Whitehead, Javad Roostaei, Ishak Oduvan Kunnimal

Not Pictured: Teresa Patton, Apoorv Talekar

"The institute is amazing and very well designed. I cannot think of anything that could make it better. It was truly an awesome learning experience. Thanks to all of you!" – WSU Lecturer

WSU TEACHING ORIENTATIONS

2016-2017 Campus-Wide Teaching Orientations

NEW FACULTY ORIENTATION

Teaching & Learning Luncheon

In collaboration with the Provost's Office

August 19, 2016 - Hilberry Ballroom A, Student Center

30 Participants

GRADUATE TEACHING ASSISTANT ORIENTATION

OTL Services for GTAs Presentation

In collaboration with the Graduate School

August 25, 2016 - DeRoy Auditorium

107 Participants

PART-TIME FACULTY FALL KICK-OFF

Teaching & Learning at WSU Workshop

In collaboration with the Union of Part-Time Faculty (UPTF)

September 9, 2016 - Hilberry Ballrooms, Student Center

57 Participants

PART-TIME FACULTY WINTER WELCOME

Designing Courses for Significant Learning Workshop

In collaboration with the Union of Part-Time Faculty (UPTF)

January 20, 2017 - Hilberry Ballrooms, Student Center

44 Participants



FORMATIVE COURSE-BASED ASSESSMENT

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.

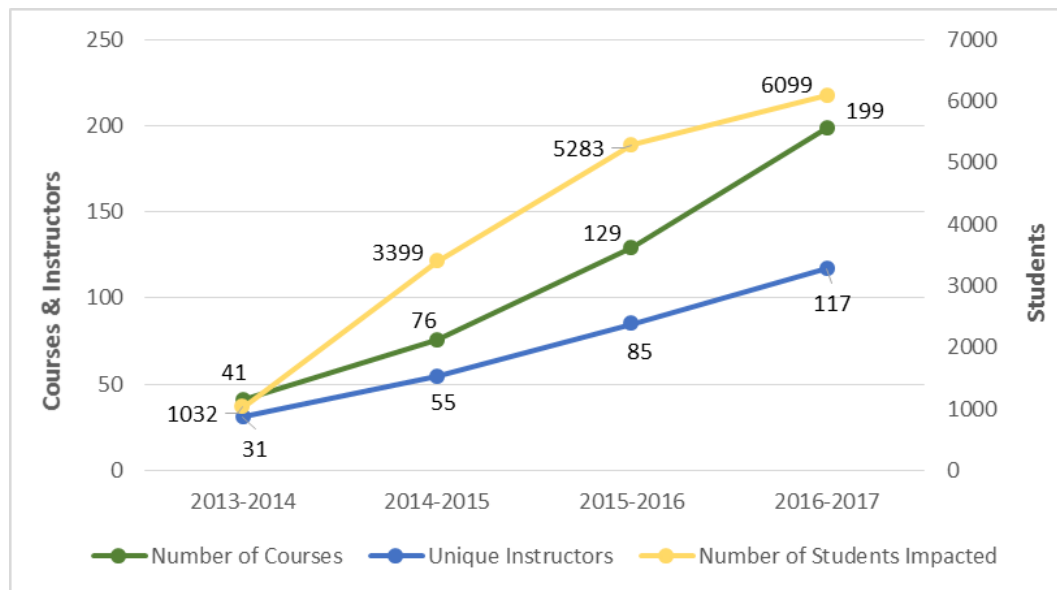
- 199 MAPs in 2016-2017
 - * 101 MAPs in the fall
 - * 98 MAPs in the winter
- 6,099 students were impacted by the MAP program
- 117 unique instructors participated
- 49 instructors used MAPs for more than one course

Course Observation Protocol

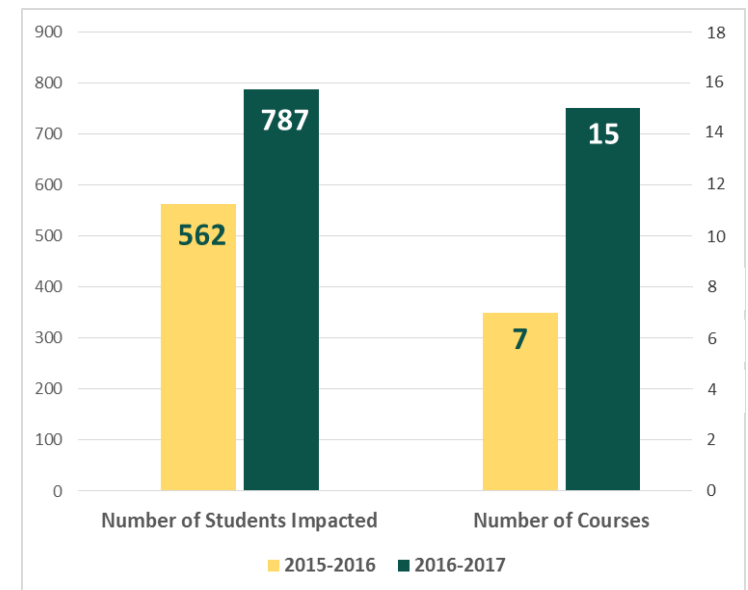
The OTL offers course observations using the Course Observation Protocol for Undergraduate STEM (COPUS). This method tracks how instructors and students use their time in the classroom (i.e., lecturing, leading an active in-class assignment, showing a video, working on problem sets, group work, etc.).

OTL consultants conducted observations for 15 courses in 2016-2017, an increase of 8 courses (114%) over the previous year.

MAP Participation Rates

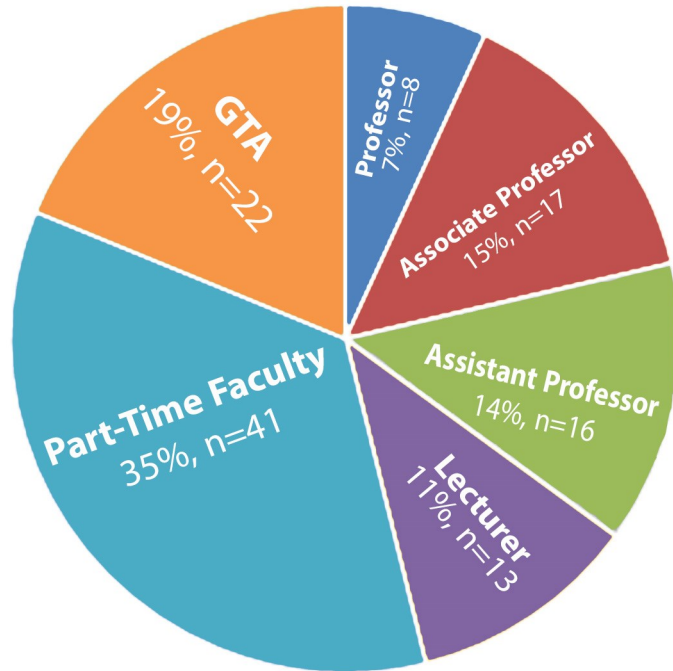


COPUS Participation Rates



MID-SEMESTER ASSESSMENT PROGRAM (MAP)

MAP Participation by Rank



“Meeting with the OTL consultant was very helpful. I found it extremely useful that the consultant provided specific resources based on the feedback from my students. This helped me implement some really good changes.”

– WSU Assistant Professor

WARRIOR TEACHING DAYS

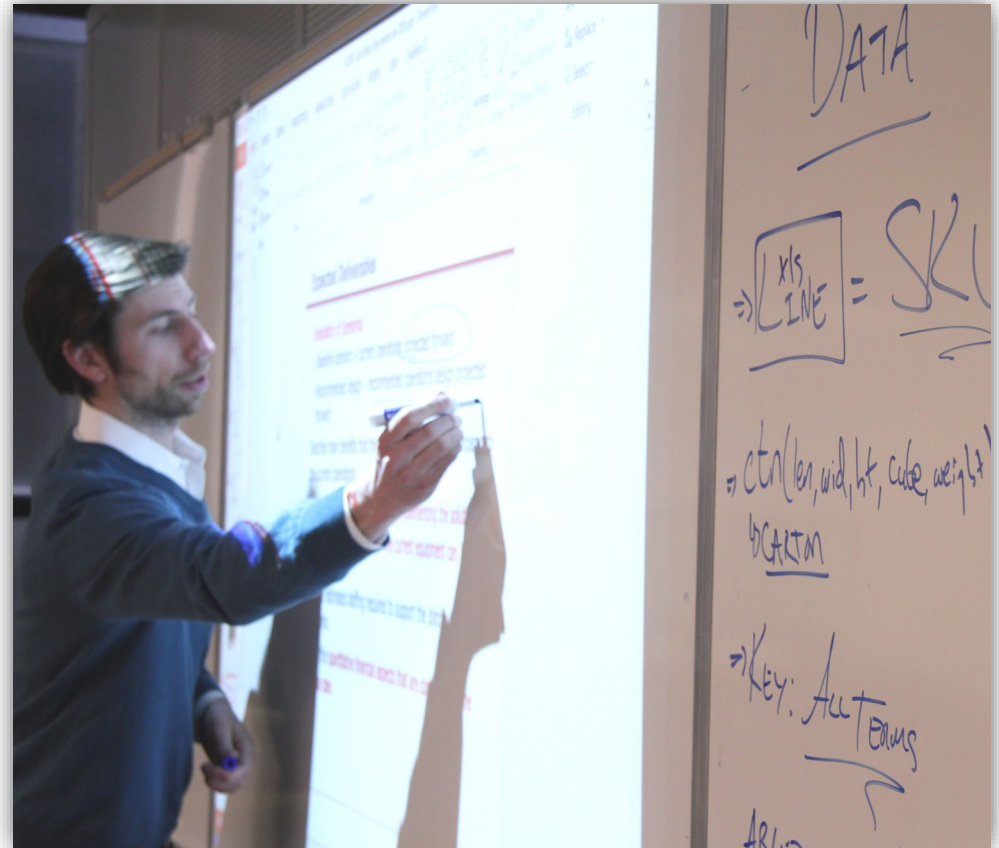
FALL 2016

In September 2016, the Office for Teaching and Learning (OTL) offered the second annual *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 (September 26 - 30, 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.

25 instructors hosted a class session, an *increase of 8 instructors (47%) from last year.*

25 instructors observed a class session an *increase of 9 instructors (56%) from last year.*



"Not only did I have a chance to talk to the instructor whose class I attended, but I also got to talk to other instructors visiting the same class and share ideas with them too." – WSU Lecturer

VISUALIZING TEACHING & LEARNING AT WAYNE STATE UNIVERSITY FALL 2016

Photographer Martin Springborg took pictures of WSU faculty and students engaged in active learning across a variety of courses and classroom settings. These photos were curated as a photographic essay, *Visualizing Teaching & Learning at Wayne State University*, displayed in the atrium of the Undergraduate Library from **September 19-30, 2016**. The exhibit was sponsored by the Office for Teaching & Learning, in collaboration with University Libraries.



KEYNOTE SPEAKER WINTER 2017



Dr. Saundra McGuire Teach Students *How* to Learn *March 28, 2017*

Dr. Saundra McGuire, the Director Emerita of the Center for Academic Success and retired Assistant Vice Chancellor and Professor of Chemistry at Louisiana State University (LSU) was our featured speaker on Tuesday, March 28, 2017. The campus wide forum on teaching and learning was co-hosted by the Office for Teaching and Learning and the Wayne State University (WSU) National Science Foundation – funded WIDER/ SSTEP Grant Program. Dr. McGuire engaged a diverse audience of **over 150 Wayne State faculty, senior academic leaders, and academic staff members** on the topic of engaging students in their learning. McGuire, author of *Teach Students How to Learn*, led participants through a series of interactive exercises in a workshop that exemplified how the use of simple learning strategies, such as introducing students to the study cycle and Bloom’s taxonomy, can significantly improve students’ academic success.

FOURTH ANNUAL INNOVATIONS IN TEACHING & LEARNING LUNCHEON WINTER 2017

Over 100 Wayne State University (WSU) faculty members gathered to celebrate teaching excellence at the fourth annual Innovations in Teaching and Learning Luncheon held on Wednesday, March 22, 2017 in the WSU Student Center Ballroom. The event convenes WSU instructors to share effective pedagogical practices and strategies for engaging students in learning. Provost Keith Whitfield addressed participants about goal setting by asking them to focus on what matters most in teaching at WSU in that what may have worked 10 years ago may no longer be sufficient and that new strategies are called for in today's classrooms. Professor Andrew Feig, Associate Dean in the Graduate School announced the 2017 SSTEP Fellows (department level teams working on exploratory pedagogical projects designed to transform undergraduate STEM education. And, Associate Professor Robert Aguirre, Associate Dean of the College of Liberal Arts and Sciences (CLAS), presented the 2016-2017 CLAS Teaching Award winners.



Some of the 2016-2017 CLAS Teaching Award winners



THANK-A-TEACHER WINTER 2017

Have a teacher you think is fantastic?



Send a note of thanks!

"I would like to thank you for truly being an awesome professor! You made the class with it's heavy content manageable, and provided everything needed to do well. Thanks for being a great professor!"
- WSU Undergraduate Student

This spring (the Winter 2017 semester) the Office for Teaching and Learning (OTL) inaugurated the "Thank-A-Teacher" program. This provides current and former students an easily accessible, voluntary venue to express appreciation for the learning they have gained at WSU and to express gratitude to specific instructors that have impacted their lives in meaningful ways. The nature of the online site also allows students, at any time, to express sentiments beyond the formal end-of-semester evaluation timeline and process.

Students can access the online site to submit a note to an instructor, either with their name attached or anonymously. The OTL staff collects and aggregates the messages and then, at the beginning of the next semester (once grades are posted), sends a letter to recipients with the comments.

We anticipate that this program will be a welcome opportunity for students and instructors to broaden the conversation on excellence in teaching and learning at WSU in a new direction.

Winter 2017 Thank-a-Teacher Participation

193 total submissions from students

167 students submitted notes

175 instructors received notes

COURSE INTRODUCTION VIDEOS WINTER 2017



Winter 2017 Pilot

Course Intro Videos Participation

28 videos added to the Schedule of Classes

14 instructors created videos

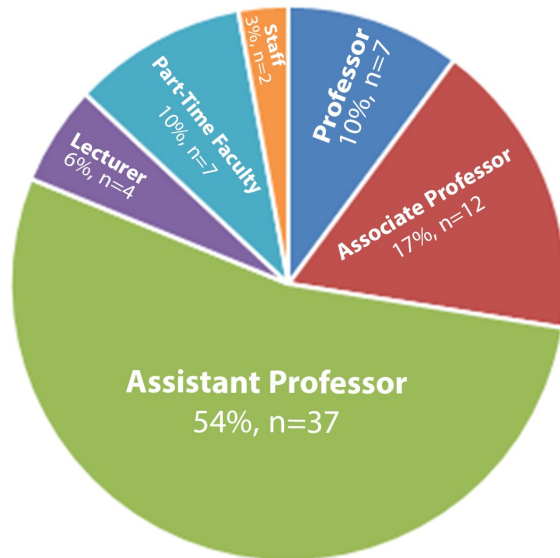
This was the inaugural year of the Course Introduction Video project. This program encourages instructors to create a brief video in which they briefly describe their course to prospective students. These videos are uploaded to WSU's Schedule of Classes to give students a better idea about what they will learn and how they're going to learn it. It's an opportunity for instructors to promote their course and informally engage with future students.

The Office for Teaching & Learning helps instructors prepare selected talking points and record their video. Participants receive a YouTube link of their captioned video to post in their Blackboard site, as well.

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. For example, participants can use this time to build an outline, sort notes, organize, edit, draft or continuing works in progress. Additionally, faculty have used these retreats to collaborate on scholarship of teaching and learning projects. In 2016-2017, our Scholarly Writing Series was held monthly with an **average attendance of 15**. Total attendance over the academic year was **69 individuals**. As noted in the graphic below, this program was heavily utilized by Assistant Professors.

**Scholarly Writing Series
Participation by Rank**



“This gives me quiet time away from distractions to work on my papers under review and to start new projects.” – WSU Assistant 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.

2017-2018 Educational Development Grant Winners

CORE STUDIO IN ART CURRICULUM & COURSE REVISIONS & ADDITIONS

Lauren Kalman, Assistant Professor
Department of Art & Art History
Award: \$5,000

DETROIT POETS IN CLASSROOM TALKS & CONVERSATION

Laval Duncan, Senior Lecturer
Department of English
Award: \$2,500

GLOBAL HEALTH AND INFECTIOUS DISEASES: COLLABORATION FOR THE DEVELOPMENT OF A NEW GLOBAL HEALTH CURRICULUM BY THE GLOBAL HEALTH SECTION DEPARTMENT OF EMERGENCY MEDICINE

Vijaya Kumar, Assistant Professor
Department of Emergency Medicine
Award: \$4,000

THE EFFECTIVENESS OF ONLINE, PSYCHOEDUCATIONAL WORKSHOP INFLUENCING STUDENTS TO ADOPT A STRESS AS ENHANCING MINDSET

Jennifer Crystal & Denise Wunderlich, University Counselors
Counseling & Psychological Services
Award: \$3,500

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 2016-2017, 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.

2016-2017 Awardees

Diane Adamo - *Pharmacy & Health Sciences*
Poonam Arya - *Teacher Education*
Opal Bacon - *Pharmacy Practice*
Abigail Butler - *Music*
Erin Centeio - *Health & Physical Education*
Jazlin Ebenezer - *Teacher Education*
Holly Feen-Calligan - *Teacher Education*
Barrie Frankel - *Teacher Education*
Liette Gidlow - *History*
Silvia Giorgini-Althoen - *Classical & Modern Languages, Literatures, & Cultures*
Justine Gortney - *Pharmacy Practice*
Heidi Gottfried - *Sociology*
Billicia Hines - *Theater & Dance*
Alisa Hutchinson - *Learning Design & Technology*
Lauren Kalman - *Art & Art History*
Michelle Kastea - *Teacher Education*
S. Asli Koca - *Teacher Education*
Julie Koehler - *Classical & Modern Languages, Literatures, & Cultures*
Bianca Korkis - *Pharmacy Practice*
Takisha Lashore - *Social Work*
Thomas Pedroni - *Teacher Education*
Alan Reinstein - *Accounting*
Martha Schiller - *Pharmacy & Health Sciences*
Jennifer Sheridan-Moss - *Classical & Modern Languages, Literatures, & Cultures*
Rick Smith - *Social Work*
Steven Stack - *Criminal Justice*
Monica Tracey - *Learning Design & Technology*
Nicole Trujillo-Pagan - *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.

2016-2017 Awardees

Tom Linz - *Chemistry*
Kristin McIlhagga - *Teacher Education*



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.

Workshops for GTAs

The Office for Teaching & Learning, in conjunction with the SSTEP Grant Program and the Graduate School, offered specific workshops to prepare GTAs for their role in the classroom. In 2016-2017, 15 workshops and one institute were offered. 56 GTAs participated in these programs.

- Introduction to Blackboard, 8/29/16
- Building Your Course in Blackboard, 8/29/16
- Classroom Assessment Techniques, 8/30/16
- Facilitating Group Interaction to Enhance Student Learning, 8/31/16
- Promoting Academic Integrity & Addressing Student Misconduct, 9/2/16
- Student-Centered Teaching Methods, 9/6/16, 1/12/17
- Writing Effective Questions for Tests & Quizzes, 9/7/16
- Using Rubrics for Grading, 9/12/16
- Universal Design for Learning, 9/15/16
- Supporting LGBTQ Student Success in the Classroom: A Graduate Panel Discussion, 10/12/16
- Mentoring Undergraduate Students in Research, 11/7/16
- Preparing a Teaching Portfolio for the Academic Job Market, 12/14/16
- Taking Stock of Your Teaching Development, 12/19/16
- Engaging Students through Blackboard, 1/10/17
- Hybrid & Online Teaching Institute, 5/9/17, 5/16/17

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 2016—2017, the OTL offered 2 workshops and 21 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, 12/14/16
- Taking Stock of Your Teaching Development, 12/19/16

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 2016-2017, 2 participants completed the requirements of the Certificate of Teaching Development program.

Collaborations with the Graduate School

GTA Orientation

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.

GPPD Program Series Presentation

- Teaching Portfolios, 4/18/17

GRADUATE TEACHING ASSISTANT DEVELOPMENT PEDAGOGY SEMINAR SERIES & JOURNAL CLUB

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

Facilitated by Tonya Whitehead, a senior doctoral student in Engineering, 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 higher education pedagogy. A total of **35 participants** from multiple departments across campus attended these seminars.

2016-2017 Pedagogy Seminar Series Topics

- Student Motivation in the face of Academic Failure, 8/17/16
- Active Learning for STEM, 9/27/16
- Active Learning for Large Lecture: Seven Strategies, 10/11/16
- Constructing Good Clicker Questions, 10/25/16
- New Tool for Tracking Student Progress, 11/8/16
- Flipped Classroom, 11/22/16
- Collaborative Exams, 12/6/16
- Educational Transformation -Science Education Initiative Model, 12/21/16
- Creating Groups in the Classroom, 1/11/17
- Grouping Tools - MBTI & CATME, 1/25/17
- Online vs Traditional Classes, 2/8/17
- Using Respondus for Online Tests, 2/22/17
- Just in Time Teaching (JITT) & Classroom Assessment, 3/29/17
- Working with Groups, 4/12/17
- Giving Effective Feedback, 4/26/17
- Pedagogy for Programming Courses, 5/10/17
- Stand up for Science: Practical Approaches to Discussing Science that Matters - edX Course, 5/25/17
- Pyramid Exams, 6/13/17
- Educational Research, 6/27/17
- Storytelling, 7/11/17
- Creating & Using Concept Maps, 7/25/17



The average response to the evaluation question
“Overall, this was an effective program?” was
4.8 out of 5.0

INSTITUTIONAL TRANSFORMATION INITIATIVES

In 2016-2017, 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 SSTEP, NIH-funded ReBUILDDetroit, 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.

SSTEP Grant

The OTL collaborates on a National Science Foundation (NSF)-funded project entitled **Student Success Through Evidence-based Pedagogies** (SSTEP, NSF grant #1524878). The SSTEP program funds a range of competitive department-based awards of up to \$100,000 to transform STEM courses by incorporating more evidence-based teaching methods (EBTMs). SSTEP Faculty Fellows engage in faculty learning communities and consultations with the OTL to implement their course reform projects and share their experiences with colleagues to promote the use of EBTMs across 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)

STEM Instructional Designer: Dr. Christine Hartman (OTL)

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)

ReBUILDDetroit 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 ReBUILDDetroit 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)



CONTRIBUTIONS TO WSU

OTL staff members contribute to university priorities related to teaching, learning, and faculty development through a variety of service endeavors. For 2016-2017, these contributions include:

Teaching

- Design Thinking & Knowledge (IT 6110), College of Education, Fall 2016, *(Kacin)*
- Advanced Research Seminar & Practicum (IT 9110), College of Education, Winter 2017, *(Kacin)*

Campus-wide

WSU Committees

- 2N Student Evaluation of Teaching (SET) Committee, *(Ouellett, chair)*
- BEST Grant, Phase I panelist and Phase II faculty, *(Ouellett)*
- Echo 360 Active Learning Working Group, *(Sorgen & Tosch)*
- Greater Retention & Achievement through Diversity (GRAD), *(Ouellett)*
- WSU Higher Learning Commission (HLC) Steering Committee, *(Ouellett)*
- WSU HLC Steering Committee, Subcommittee on Teaching, *(Ouellett, chair)*
- WSU Equity, Inclusion & Accessibility Working Group, *(Ouellett)*
- Open Textbook Adoption Taskforce, *(Kacin & Pamfilie)*
- QWSU, *(Ouellett, Board member)*

On Campus Presentations

- The Dynamics of Leadership Development in Mongolian Higher Education: A Case Study. Presentation, Humanities Center Brown Bag Colloquium Series. Wayne State University, Detroit, MI: January 26th, 2017. *(Ouellett)*

Schools & Colleges

- Peer Evaluation of Teaching, Presentation to the College of Education, *(Ouellett & Kacin)*
- Faculty Retreat, School of Social Work, *(Ouellett)*
- King Chavez Parks Future Faculty Fellowship Program Selection Committee, *(Ouellett)*



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 2016 -2017, these contributions include:

Fellowships

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

Publications

- Bell, L. A., Goodman, D., & **Ouellett**, M.L. (2016). *Course Design and Facilitation*. In Teaching for Diversity and Social Justice, 3rd ed. San Francisco: Jossey Bass.
- Joiner, M. C., Tracey, M. W., **Kacin**, S. E., & Burmeister, J. W. (2017). IBPRO— A Novel Short-Duration Teaching Course in Advanced Physics and Biology Underlying Cancer Radiotherapy. *Radiation Research*.
- Rankin, S. Merson, D., Garvey, J. C. **Sorgen**, C.H., Menon, I. Loya, K., Osguera, L. (2016) The Influence of Climate on Academic and Athletic Success of Student-Athletes: Results from a Multi-Institutional National Study. *Journal of Higher Education*. 87(5), 701-730.
- Stanley, C.A., & **Ouellett**, M. L. (2016). Developing knowledge and understanding of diverse perspectives, global awareness or other cultures. IDEA Paper. Manhattan, KS: The Idea Center.

Manuscript Reviews/Editorial Board

- 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*)

American Educational Research Association

- Using problem-based learning activities to integrate biology, medical physics & radiation oncology. (*Kacin, Tracey, & Hutchinson*)

Future of Bioscience Graduate & Postdoctoral Training (part 2)

- Incorporation of Internships and Experiential Career Exploration to Doctoral Programs Through the Wayne State University BEST Program. (*Chow, Feig, Kenaga, Moldenhauer, Ouellett, Straub, & Mathur*)

Lilly Conference on College & University Teaching

- Revisions to Student Evaluation of Teaching: Two Years of Experience & Some Remaining Challenges. (*Spannaus, Casey, Ouellett, Kernsmith, Smoller, Brockmeyer, & Woodward*)
- Using Innovative Activities to Integrate Biology, Medical Physics & Radiation Oncology. (*Kacin*)

Michigan Blackboard Users Group (MiBUG)

- Creating Course Videos. (*Tosch & Pamfilie*)

National Conference on Race & Ethnicity in American Higher Education (NCORE)

- A Classic Book Takes a New Turn: Highlights from the New Edition of Teaching for Diversity and Social Justice. (*Ouellett*)
- Engaging with New Approaches from Teaching for Diversity and Social Justice. (*Ouellett*)

Professional and Organizational Development Network in Higher Education (POD)

- Building a community of assistant directors. (*Weaver & Kacin*)
- Centers as integral partners in building and sustaining accessible campuses. (*Ouellett, Longstreet, & Kacin*)
- Collaborating at the Center: Connecting Teaching and Learning Centers with STEM Education Centers. (*Redd, Volpe-Horii, Ouellett, Ortquist-Ahrens, Beach, Shadle, & Finkelstein*)
- COPUS: A New Way to Conduct Classroom Observations. (*Sorgen*)

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 2016 -2017, these contributions include:

Keynote Addresses

- Recognizing and Ameliorating Implicit Bias in the University Setting. Keynote. Quad-POD Consortium Annual Fall Conference. Flint, MI: 3/30/16 (Ouellett)
- Hillary, Donald, and Teaching and Learning in this Presidential Election Season. Keynote. Annual Lilly Conference: Evidence-based Teaching and Learning. Traverse City, MI: 10/20/17 - 10/22/17 (Ouellett)
- Building and Sustaining the Inclusive Classroom: A Systemic Approach. Boise State University Annual Great Ideas for Teaching and Learning Symposium. Boise, ID. 1/4/17 (Ouellett)
- Strategies to Engage and Sustain the Inclusive Classroom. Macomb Community College Faculty & Staff Professional Development, Series 46. Keynote, 3/24/17 (Ouellett)
- Culture in Higher Education: What Accelerates Change? University of Windsor-Oakland University International Teaching & Learning Conference. Closing Plenary, 5/4/17 (Ouellett)

Institute Faculty

- Standards of Professional Practice Institute, National Association of Diversity Officers in Higher Education. New York City. Inaugural faculty, 6/16/17 (Ouellett)

Invited Presentations

- Building and Sustaining the Inclusive Classroom: A Systemic Approach. Invited Speaker. Dartmouth Center for the Advancement of Learning, Dartmouth College. 3/30/17 (Ouellett)
- TCU Diversity, Equity, and Inclusiveness. Texas Christian University, Fort Worth, TX: 4/27/17 & 4/28/17 (Ouellett)

External Grants - National Science Foundation (NSF)

- 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).*
- 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, 9/8/16 (OTL staff)
- Visiting Scholars, Ningbo Technology University, Site visit, 9/23/16 (OTL staff)
- Western Carolina University, 10/12/16 - 10/13/16 (Ouellett)
- University of Iowa 2/19/17 - 2/21/17 (Ouellett)

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. Matt earned his bachelor of arts degree from the University of Nevada Reno, a master of liberal arts degree from Goddard College, and his doctoral degree from the University of Massachusetts Amherst.



Carl H. Sorgen, Ph.D.
Associate Director

Carl 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 has significant experience in traditional, hybrid, and online learning environments. Additionally she has conducted numerous confidential course observations, teaching development consultations, and assessment of traditional, hybrid, and online instructional environments. Sara presents regularly at regional and national conferences. 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



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, Romania.



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 holds a Certificate of Undergraduate Teaching from the University of Georgia (UGA). Christy earned an undergraduate degree at Ferris State University and doctor of philosophy in Genetics from UGA.



Krystal Tosch
Instructional Designer

Krystal assists faculty with course design for distance learning and hybrid teaching. She also works with instructional technologies. Krystal earned a bachelor's degree in business administration from WSU and a Master's degree in Library and Information Science and a Graduate Certificate in Information Management, also from WSU.



Kim Dale
Program Coordinator

Kim provides support for the scope of OTL programs. She manages OTL accounts via Wayne Buy and Travel Wayne, coordinates projects, and helps facilitate instructional support activities. Kim 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.



Tonya Whitehead
Graduate Student Assistant

Tonya researches current evidence-based teaching practices, organizes workshop materials, assists with various grant activities, and supports the teaching development of graduate students. She also supports the activities of the various grants held by the OTL. In 2017, Tonya won the **Heberlein Excellence in Teaching Award** at WSU. She is completing a Ph.D. in the Department of Biomedical Engineering at WSU.