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Executive Summary

The annual report of the Robert & Mary Pew Faculty Teaching & Learning Center serves to inform the greater Grand Valley State University community about the Center and its work and as a means of accountability for the Center’s staff. Accomplishments are highlighted and plans for the coming year are described in this first report prepared by the new director, Christine Rener. The Center staff as well as the members of the Advisory Committee have done an outstanding job of orienting and supporting the new director. Together, we are building on the strong foundation of the past fourteen years, expanding our programs and services in exciting ways to better support the university in carrying out its primary mission of teaching and learning.

The following is a brief summary of Pew FTLC activities this past year.

All faculty were invited to complete an online survey regarding Pew FTLC services and topics for future programming. A total of 594 faculty responded. Over half of the respondents chose to provide additional written comments, resulting in rich feedback that we are using to guide our planning for the coming years.

A full slate of semester workshops were offered for faculty, resulting in 1060 instances of participation. The year began with the 15th Annual Fall Conference on Teaching and Learning and its two plenary presentations and twelve faculty-led concurrent sessions. Annual events included the Teaching Life Retreat in Grand Haven, MI, the week-long, on campus personnel portfolio workshops, and a new event called Supporting Scholars that brought eighteen presenters together to offer support to faculty preparing scholarly publications.

Following a two-day orientation in August, all new faculty were invited to participate in two year-long programs sponsored by the Pew FTLC. The Faculty-to-Faculty Mentoring program introduced small groups of new faculty to two senior faculty and involved gatherings throughout the academic year. The First Year Faculty Seminars, led by the Assistant Director, met biweekly, covering a range of teaching-related topics.

Part-time faculty were supported via a new listserv and two Adjunct Academy events held on Saturdays with concurrent sessions led by full- and part-time faculty on teaching topics such as syllabus design, assessment, and the use of technology in the classroom.

Consultations of Pew FTLC staff with individuals and departments continued apace this year. Topics for these consultations included peer review of teaching, managing student teams in class, and student engagement techniques.

The Pew FTLC distributed just under $200,000 in grant money through a total of five grant programs. In addition to supporting faculty travel to teaching related conferences and workshops, the grant programs supported incorporation of new technology into courses, revision of curricula, and innovative projects to support student learning.

The Pew FTLC continues to administer university-wide teaching awards. For 2009-2010, nine faculty members received awards for their work in nursing, history, chemistry (2), engineering, women and gender studies, movement science, music, and honors.

Contributions to the GVSU community by the Pew FTLC staff included service on seven university committees or task forces. Contributions the higher education community included 21 invited presentations or conference sessions. Such conferences included the Professional and Organizational Development Network in Higher Education Annual Conference, The Lilly Conferences on College and University Teaching and the Michigan ACE Network for Women Leaders in Higher Education.

As we prepare to refresh our strategic plan, the Pew FTLC staff are taking stock of all of our programs and services and working to strengthen our internal assessment processes. The coming year will see a reorganization of Center staffing and the concomitant introduction of new programs designed to support a larger portion of the GVSU faculty.
Pew FTLC Overview

Mission

Guided by the ideals of liberal education and the principles of inclusive excellence, the Pew FTLC strengthens the university in carrying out its primary mission of teaching and learning.

Through its programming and services, the Pew FTLC seeks to:

- Reward teaching excellence
- Build community around teaching and learning
- Cultivate dialogue about teaching and learning through orientations, workshops, individual consultations, and other programs
- Promote a scholarly and reflective approach to teaching
- Develop and disseminate teaching resources
- Support faculty in their efforts to improve their teaching and to disseminate the results of their teaching and learning projects
- Partner with other support offices on campus, offering collaborative programming and referring faculty for assistance outside the Center’s area of service
- Collaborate with faculty developers in the region and the nation to share best practices and resources, where appropriate
- Consult with departments, colleges, committees, and campus administrators on faculty development issues

The Pew FTLC staff respond to the needs of the faculty and the campus community. Our programs and services foster dialog and community-building around teaching and learning. We strive to provide a broad range of programs in order to serve faculty, regardless of rank or career stage.
**Staff**

Christine Rener, Director

Christine joined the Center in August, 2009. Prior to coming to Grand Valley, she was Director of Faculty Development and Associate Professor of Chemistry at Carthage College in Kenosha, Wisconsin (1997-2009). She previously served Carthage as Director of Assessment and Re-accreditation Self-Study Coordinator. She holds a Ph.D. from Northwestern University in Biochemistry, Cell Biology, and Molecular Biology (1995) and a B.S. in Biochemistry from Michigan State University (1989).

Kurt Ellenberger, Associate Director

Kurt joined the Center in August, 2005. Prior to coming to Grand Valley, he was on the faculty at the University of Wisconsin-Stevens Point and the University of Lethbridge in Alberta, Canada, where he was the head of Music Theory. As a faculty member in the music department at Grand Valley, he was the head of Jazz Studies. He is now the Associate Director of Pew FTLC and is also a Professor of Music in the Frederik Meijer Honors College. He holds a M.M. in Theory/Composition from the University of Northern Colorado (1990) and a D.M.A in Composition from the University of Texas at Austin (1996).

Tamara Rosier, Assistant Director

Tamara joined the Center in 2006, dividing her time between the Center and serving as Assistant Director of Assessment. She began full time in the Center in June, 2009. She earned a Ph.D. From Western Michigan University in Leadership in Higher Education (2004), an M.A. In Educational Leadership (1997), and a B.A. In English (1990) from Grand Valley State University. Tamara left Grand Valley in June, 2010 to take an administrative position at a nearby college.

The following charts provide an overview of the responsibilities of each of the directors as well as the percentage of their time spent on each area. Please note that Christine and Tamara are both full time. Kurt has a two-course release for Pew FTLC duties; his chart does not reflect teaching, scholarship, and other service.

**Christine Rener**

- Individual and Small-Group Consultations (5%)
- Faculty Committee and Task Force Meetings (5%)
- Attending Workshops, Seminars, Conferences (20%)
- Teaching One Course (5%)
- Administrative Duties & Meetings (55%)
- Scholarly Activities (10%)
Lois Goossen, FTLC Assistant

Lois joined the Center in 2003. She manages the department and grants budgets and maintains databases related to center activities, grants, and teaching awards. She assists the Associate Director in guiding faculty through the grant application and reimbursement processes and prepares agenda and minutes for the Pew FTLC Advisory Committee.

Maria Codega, Event Coordinator

As event coordinator, Maria plans the Pew FTLC's events and workshops and designs the print and email publicity. She began working in the Pew FTLC in 2007.
# Pew FTLC Advisory Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeanine Beasley</td>
<td>Assistant Professor of Occupational Therapy</td>
</tr>
<tr>
<td>Eric Brinks</td>
<td>Student Senate Representative</td>
</tr>
<tr>
<td>Jay Cooper</td>
<td>Associate Professor of Education</td>
</tr>
<tr>
<td>Susan Edwards</td>
<td>Assistant Professor of Finance, Committee Chair</td>
</tr>
<tr>
<td>Patrick Gerkin</td>
<td>Assistant Professor of Sociology/Criminology</td>
</tr>
<tr>
<td>Janel Pettes Guikema</td>
<td>Assistant Professor of French</td>
</tr>
<tr>
<td>Elena Lioubimtseva</td>
<td>Associate Professor of Geography, Director, Environmental Studies Minor</td>
</tr>
<tr>
<td>Azizur Rahman</td>
<td>Associate Professor of Engineering</td>
</tr>
<tr>
<td>Peter Riemersma</td>
<td>Associate Professor of Geology, Committee Chair-Elect</td>
</tr>
<tr>
<td>Ellen Shupe</td>
<td>Associate Professor of Psychology</td>
</tr>
<tr>
<td>Theodore Sundstrom</td>
<td>Professor of Mathematics</td>
</tr>
<tr>
<td>Jodi Tyron</td>
<td>Health Sciences Librarian</td>
</tr>
<tr>
<td>Joy Washburn</td>
<td>Assistant Professor of Nursing</td>
</tr>
</tbody>
</table>

## Summary Flowchart of Services

![Summary Flowchart of Services](image-url)
Strategic Planning Goals for 2008-2014

Goal 1: Continue to work with specific faculty groups—e.g., first-year faculty, part-timers, faculty at regional campuses, specific departments—to assist them in reaching their teaching and learning goals.

Goal 2: Create competitive grant initiatives to advance Pew FTLC, CoIS, and university priorities within the context of liberal education: e.g., the scholarship of teaching and learning, sustainability, diversity.

Goal 3: Nurture the Associates in the Liberal Education Academy (LEA) as a primary means for ensuring the centrality of liberal education at Grand Valley.

Goal 4: Continue to educate the university community on best practices in evaluating teaching for formative and summative purposes.

Goal 5: Work with the director of the new Center for Scholarly and Creative Excellence to develop a healthy relationship between teaching and research.

Goal 6: Establish and carry out a schedule of regular, major assessments of Pew FTLC activities in the following areas: annual report, grant program review, faculty focus groups on teaching and learning, and use of an outside evaluator.

These goals were drafted in Fall 2008. As the GVSU strategic plan has been recently refreshed (Grand Valley State University Strategic Plan 2010-2015), the goals of the Pew FTLC will also need to be updated. This process is already underway and the Director will dedicate time in Fall 2010 to complete this important task.

2009-2010 Goals from Previous Annual Report

The Pew FTLC identified the following goals for 2009-2010:

- To assist the new director as she acculturates to Grand Valley.
- To refine support for Associates in the Liberal Education Academy.
- To continue to develop the community of part-time faculty and programming for them.
- To continue to work with CSCE in coordinating services and leading the ongoing discussions on teaching and scholarship.

As will be detailed below, all four of these goals were met and continue to be part of our ongoing work.

Highlights of the 2009-2010 Year

New Director Appointed

A significant change in the Center has been the retirement of Catherine Frerichs and the appointment of Christine Rener as the new director. The staff should be commended for their work in preparing for and continuing to provide support to the new director. Schedules and draft documents appear in her Inbox before she knows to ask for them. The work of the previous director in gathering a productive and efficient team of people dedicated to assisting faculty must also be commended. The variety of programming and services delivered over the past fourteen years provides an unquestionably sound foundation on which to build.
Needs Survey

In January 2010, all faculty (regular and adjunct) were invited to complete an online survey regarding Pew FTLC services and topics for future programming. The purposes of the survey were to (a) gather valuable information for a director new to the Center and to new to GVSU, (b) obtain feedback to inform decision making about Center operations and to guide strategic planning, and (c) familiarize survey participants with the range of FTLC services. The response rate was extraordinary and the feedback rich in detail. The Pew FTLC have already incorporated suggestions from the survey. The results of the survey are summarized in Appendix One of this report.

Supporting Scholars Event

A new workshop was conceived and delivered this past Winter semester. Called Supporting Scholars, this afternoon event brought together a range of offices and individuals in one place in order to assist faculty completing their dissertations, articles, book chapters, or other scholarly publications. The event was co-sponsored by the Pew FTLC, the Center for Scholarly and Creative Excellence, University Libraries, and Information Technology. Eighteen individuals presented, either at information tables or in concurrent sessions on topics such as:

- Overcoming Writer’s Block
- Preparing a Grant Proposal
- Writing in Technical Disciplines
- Publishing in Peer-Reviews Journals
- Author Rights

The Pew FTLC raffled a book on time management for faculty and sponsored chair massages from Campus Recreation. Attendees remarked that they appreciated the opportunity to talk to others about their scholarship and to learn about the campus resources available that they had not previously known about. Based on the feedback from both attendees and presenters, we plan to offer this event again next year.

Personnel Portfolio Workshops

For the past several years, the Pew FTLC has offered week-long workshops during the Spring/Summer sessions for faculty preparing portfolios for upcoming personnel actions. In the past, these workshops have been called Teaching Portfolio Workshops and have helped faculty articulate their teaching philosophies and draft integrative statements for their portfolios. This year, we broadened the scope of the workshop to more accurately reflect the fact that integrative statements provide a broader picture of the faculty member as a teacher-scholar engaged in teaching, scholarship, and service. The Director and Assistant Director met with representative of each of the eight Dean’s Offices to ensure that the content of the new workshop accurately reflected the personnel requirements in each college. Based on the feedback, the Assistant Director and Associate Director revised the workshop and with the help of three senior faculty mentors, worked with a total of nineteen faculty over the course of two intensive weeks. Most participants left with a nearly completed integrative statement and a plan for preparing the remainder of their personnel portfolio. At their request, we will bring the group together again in the fall to review material and share ideas. In the workshop evaluations, participants responded favorably to the combination of individual mentoring, dedicated writing time, and small-group discussions.
Activities and Services

Campus-Wide Workshops

Throughout the semester, we offer a variety of workshops for faculty. With a few exceptions, workshops are offered within the same week on both the Allendale Campus and Pew Grand Rapids Campus. We request advanced registration for these events and collect signatures from attendees. This past year, we can report a total of 1060 instances of participation in our workshops. We have recently expanded our participation tracking database such that we will be able to examine participation in finer detail in subsequent years.

The kick-off event of the year, the Fall Conference on Teaching and Learning, featured two plenary sessions, “The Evolving Landscape of Teaching and Learning at Grand Valley,” led by two GVSU faculty, Susan Edwards (Finance) and Peter Riemersma (Geology), and “Building the James Madison University Learning Community...One Student at a Time,” led by Carol Hurney from the James Madison University Center for Faculty Innovation. Twelve concurrent sessions were led by 23 GVSU faculty and staff.

Overview of 2009-2010 Workshops

<table>
<thead>
<tr>
<th>Working Effectively with American Students</th>
<th>Motivating Millennials to Learn</th>
<th>Eco-Justice Workshop &amp; Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting the Student Writing You Want: Creating Assignments and Scheduling Drafts</td>
<td>“Is this the Right Technology for My Class?” Discussion Group</td>
<td>How is it Going? Gathering Informal Feedback at Mid-Semester</td>
</tr>
<tr>
<td>Getting the Student Writing You Want: Crafting Peer Sessions and Providing Teacher Feedback</td>
<td>Teaching Students to Learn Part I: Techniques for Promoting Self-Directed Learning</td>
<td>Teaching Students to Learn Part II: Guiding Students as They Assess Their Learning</td>
</tr>
<tr>
<td>Developing Rubrics to Evaluate Writing</td>
<td>Developing a Teaching Portfolio</td>
<td>Experienced Individuals: Engaging Adult Learners</td>
</tr>
<tr>
<td>Orientation for New SWS Faculty</td>
<td>Going Global</td>
<td>Preparing a Pew FTLC Grant</td>
</tr>
<tr>
<td>Working with Second Language Writers</td>
<td>Can All Students Succeed?: Teach as Though They Can</td>
<td>Yes They Can: Strategies for Teaching Millennial Students</td>
</tr>
<tr>
<td>Large Classroom Lunch</td>
<td>Electronic Portfolio Lunch</td>
<td>Supporting Scholars</td>
</tr>
<tr>
<td>Continuing the Conversation with Faculty: ADA Case Studies</td>
<td>Personnel Portfolio Workshops</td>
<td>Introduction to Online and Hybrid Course Development</td>
</tr>
<tr>
<td>Retire Happy &amp; Informed</td>
<td>Teaching &amp; Learning with Technology Fair &amp; Symposium</td>
<td>Fall Conference on Teaching and Learning</td>
</tr>
</tbody>
</table>
A sample of the comments from workshop evaluations is shown below:

“\textit{It was good to have participants exchange their views/ideas on their experiences regarding teaching and their experiences.}”

“You gave me time in the session to try and apply what we’ve learned to our own situations.”

“I’m planning to incorporate student self-assessment exercises in next semester’s syllabus.”

“Thank you for a very interesting and informative learning experience. I feel that I am now better prepared to be able to more effectively communicate course expectations and learning outcomes to my students.”

“I found the handouts very useful. Hearing others’ practices will help me craft strong peer review sessions. I have more tools to use in constructing peer reviews, rubrics for grading, & aspects of writing to teach & discuss in class.”

“I will use some of the questions given as examples and compose my own feedback forms to give to my students in the coming weeks. Thank You!”

Such praise is more common than critical comments. Nevertheless, we have taken to heart two suggestions for improvement: more time and more materials. Participants value time to discuss ideas with other participants; in the future, we will be more intentional in incorporating discussion time into each workshop. We are occasionally asked to provide handouts in advance of the workshop or on our website for later reference. This suggestion fits well with our plan to enhance the website content to include materials to accompany each workshop.

\textbf{New Faculty Programs}

\textbf{New Faculty Orientation}

The Pew FTLC supports new faculty in three ways. First, the Pew FTLC staff assist the Provost’s Office staff to plan the two-day New Faculty Orientation held in August each year. Roughly 100 new faculty participate (regular and visiting faculty), attending sessions designed to orient them to Grand Valley and to introduce services for both faculty and students.

\textbf{Faculty-to-Faculty Mentoring Program}

Secondly, new faculty are invited to participate in group mentoring program called Faculty-to-Faculty (F2F) Mentoring, cosponsored by the Pew FTLC and the Center for Scholarly and Creative Excellence. A total of 26 new faculty participated along with 14 mentors in mentoring groups consisted of four new faculty and two mentors each. We paired mentors for the first time this year in order to provide multiple perspectives and encourage collaboration between junior and more senior faculty. Several faculty who participated in the F2F Mentoring program the previous year enthusiastically volunteered to serve as mentors this year. The mentors gathered in August for a training session. Mentoring groups were assigned shortly after New Faculty Orientation based on scheduling availability. A modest stipend for the mentors and a small budget for meals was provided. Most groups met monthly over a meal or coffee, discussing a range of topics including classroom dynamics, crafting assignments, student support services, career management, and university personnel policies. SurveyMonkey surveys were sent to mentors and participants in April to gather feedback about the program. Reviews of the mentor pairing were mixed; difficulties arose around scheduling and setting the agenda for meetings. The fourteen mentors who completed the survey all spoke highly of the experience and several mentioned how much they had learned themselves from the new faculty.
“I always learn from these meetings. New faculty bring in their teaching issues, solutions and we all benefit from the discussions.”

“Meeting faculty from disciplines/colleges different from the one where I work at GVSU - I like knowing people from outside my unit/college as it makes me feel like I am a part of the university as a whole.”

Difficulties surrounding scheduling and inconsistent attendance were reported by a number of the mentors. Some suggested holding additional meetings in the fall when most needed and fewer in the winter. Twelve of the 26 mentees responded to our feedback request. While also mentioning scheduling difficulties, the respondents valued the opportunity to share their experiences with others.

“It was great to meet colleagues outside of my college. My mentors had great experiences and insights, and really helped me feel like part of the campus community.”

“It provided a reliable environment for discussion and questions about the University and expectations for non-tenure faculty.”

All respondents indicated some level of interest in participating in a small-group mentoring opportunity next year. Based in part on this strong response, we are modifying the program for the coming year to include the following features:

• New faculty as well as all pre-tenure faculty will be invited to participate
• Meeting times will be predetermined and participants will sign up based on availability and will also be able to choose their own mentor
• Groups will be facilitated by a single mentor
• Opportunities will be provided for mentors to gather several times during the year to share experiences
• A celebratory gathering for all program participants will be held near the end of the academic year

First Year Faculty Seminar

Finally, the Pew FTLC organizes a First Year Faculty Seminar, consisting of biweekly meetings based on a text, What the Best College Teachers Do, by Ken Bain. A total of 36 new faculty members participated, meeting as three separate smaller groups.

“Well led group discussions about what was happening in the classroom. The leadership was excellent and we all looked forward to each session.”

“The best part was the group and the relationships that I established. We helped carry each others burdens and shared our anxieties. The second best part was what I learned, regarding how to be a better teacher.”

“My FYFS group was truly one of the highlights of my year.”

In addition to praise for the program and for the facilitator, Tamara Rosier, suggestions for improvement included increasing the number of sessions and addition of research articles related to teaching.
Part-Time Faculty Programs

Under the leadership of Tamara Rosier and the Adjunct Advisory Team, the Pew FTLC continues to support part-time faculty. The group plans and executes the Adjunct Academy, a half-day Saturday workshop held in August and January each year. A Pre-Academy Workshop is also held for part-time faculty new to teaching. About 40 part-time faculty attended each Academy this past year. The primary suggestion for improvement made about the Academy and Workshop are to allow more time for sessions and for open discussion. For now, we will maintain the Saturday morning timeframe, but adjust the schedule to allow for more discussion time between sessions. In response to the question, “How do you plan to use what you have learned today?” Adjunct Academy participants responded:

“Lots to think about! I look forward to using many of the assessment techniques to confirm they have learned the various concepts.”

“Better structure my lectures. Get students more involved.”

“The best part of these academies for me is always the sense of community and the opportunity to share with and learn from other adjuncts.”

The listserv for part-time faculty continues with able moderation from Adjunct Professor of Law, Peter Letzmann. In response to the Adjunct Advisory Team and the Faculty Needs Survey Results, we are expanding our workshop schedule to include evening sessions. Greater attention to offering sessions in Holland and Traverse City will also accommodate the schedules of part-time faculty.

Teaching Life Retreat

The 12th Annual Teaching Life Retreat took place on May 11-12, 2010 at the Khardomah Lodge in Grand Haven, MI. The retreat involved discussions about teaching and Parker Palmer’s *The Courage to Teach*, in an informal setting. Christine Rener and Tamara Rosier facilitated the retreat, structuring individual reflection, small-group and large-group discussions to encourage deep consideration of what it means to teach. As with previous retreats, the participants spoke highly of the experience and requested that the Pew FTLC organize follow-up gatherings to continue the conversations begun during the retreat.

“As a result of this retreat, I plan to write and think of my teaching on a regular basis.”

What was beneficial to you? “Getting together with other peers to share successes and failures and to reinforce the positives within us and with our craft.”

Liberal Education Academy

The Liberal Education Academy began in 2008, supporting nine faculty Associates as they pursued scholarly projects in their discipline related to liberal education principles. The program continues, co-sponsored by the Pew FTLC, the Center for Scholarly and Creative Excellence, and University Libraries. For the 2009-2010 year, five Associates joined the Academy. We held a half-day retreat in August to discuss several articles related to liberal education and to share initial project proposals. The group helped each other formulate the research questions and explored various methodologies. During the year, Associates met with the assigned mentors as they completed their project plans and moved to the implementation phase. Educational research of any type can be time consuming and is often carried out over multiple semesters. What we have found is that many of the Associates, even those who began in 2008, are still working on their projects. Those that have completed their projects have either published or presented their results, at GVSU and in other venues.
For 2010-2011, we have included two different levels of participation - Fellows and Scholars. Fellows are faculty who apply to the Academy in small groups to explore a common question related to liberal education. Scholars are faculty at a more advanced level, needing assistance with a scholarly project related to liberal education. From the application process in May, 2010, two Scholars joined the Academy. Both have begun their projects this summer, working in collaboration with mentors in their discipline.

The Associates currently working on LEA projects are shown below.

<table>
<thead>
<tr>
<th>Name</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Anderson</td>
<td>Assessing viability of team-based learning in Intermediate Latin</td>
</tr>
<tr>
<td>Classics</td>
<td></td>
</tr>
<tr>
<td>Gwyn Madden</td>
<td>Fostering critical thinking, problem solving, and media literacy</td>
</tr>
<tr>
<td>Anthropology</td>
<td>in Human Origins</td>
</tr>
<tr>
<td>Dwayne Tunstall</td>
<td>Implementing three-phase blended learning pedagogy in lower</td>
</tr>
<tr>
<td>Philosophy</td>
<td>level general education courses</td>
</tr>
<tr>
<td>Judy Whipps</td>
<td>Understanding the relationship between interdisciplinary learning</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>and integrative skills in Liberal Studies Senior Seminar</td>
</tr>
<tr>
<td>Erin Naegle</td>
<td>Developing student-driven research with an international focus in</td>
</tr>
<tr>
<td>Biology</td>
<td>a science course</td>
</tr>
<tr>
<td>Josita Maouene</td>
<td>Evaluating a creative thinking technique implementation in two</td>
</tr>
<tr>
<td>Psychology</td>
<td>psychology courses</td>
</tr>
</tbody>
</table>

Consultations

The Pew FTLC offers consultations tailored to the needs of the participants. A Director will meet with individual faculty, small groups, or departments on a range of issues. This year, we solicited feedback from individuals with whom we met via SurveyMonkey. We will continue this practice each semester. From the results of the February faculty needs survey, we learned that not all faculty are aware of our consulting services. We will be adding content to our website that describes the type of consultations that we have done in the past and detail how faculty can arrange either a call or a face-to-face meeting. To better record the time spent and the topics of our consultations, we are implementing a new tracking system. We will preserve the confidential nature of the consultation, recording only the date, length of the session, number of individuals involved, their units, and a topic code, shown below.

<table>
<thead>
<tr>
<th>Obs</th>
<th>Teaching observation (visit and follow-up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Port</td>
<td>Teaching documentation (portfolios)</td>
</tr>
<tr>
<td>Design</td>
<td>Syllabus and course design</td>
</tr>
<tr>
<td>Teach</td>
<td>Specific teaching topic</td>
</tr>
<tr>
<td>SET</td>
<td>Design and interpretation of student evaluations of teaching</td>
</tr>
<tr>
<td>SOTL</td>
<td>Scholarship of Teaching &amp; Learning support</td>
</tr>
<tr>
<td>MIT</td>
<td>“Mid-Semester Interview about Teaching” classroom visits</td>
</tr>
<tr>
<td>CC</td>
<td>Cultural competence and communication</td>
</tr>
<tr>
<td>Grant</td>
<td>Grant proposal preparation and award administration</td>
</tr>
<tr>
<td>PD</td>
<td>Professional development</td>
</tr>
</tbody>
</table>

In the next annual report, we will discuss what we have learned as a result of this tracking system.
Grant Program

Improving an individual faculty member’s effectiveness as a teacher is a goal of the Pew FTLC. The grant programs are a means to achieve this goal. Administration of the grant program is overseen by the Associate Director and the FTLC Assistant. What follows is a summary of the grant money awarded as well as the names of awardees and the goals of their projects.

Grant Program Summary 2009-2010

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount Awarded</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Travel Grants</td>
<td>$79,521.90</td>
<td>41%</td>
</tr>
<tr>
<td>Teaching Circles ($745)</td>
<td>$2,782.00</td>
<td>1%</td>
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<tr>
<td>Special Initiative Support ($2037)</td>
<td></td>
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<tr>
<td>Pew Scholar Teacher Grants</td>
<td>$58,345.80</td>
<td>30%</td>
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<tr>
<td>Pew Technology Enhancement Grants</td>
<td>$24,416.50</td>
<td>13%</td>
</tr>
<tr>
<td>Presidential Teaching Initiatives</td>
<td>$30,000.00</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$195,066.20</strong></td>
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</tbody>
</table>

Pew Scholar Teacher Master Residency Grants

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles Baker-Clark &amp; Lisa Sisson Hospitality &amp; Tourism Management</td>
<td>To host Maria Christine Rinaudi, a chef and restauranteur from Italy, for a month-long residency.</td>
<td></td>
</tr>
<tr>
<td>Henry Duitman Music</td>
<td>To host the percussionist David Gluck as Artist-in-Residence.</td>
<td></td>
</tr>
</tbody>
</table>

Pew Scholar Teacher Grants

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeremy Robinson Modern Languages &amp; Literatures</td>
<td>To develop an interdisciplinary Japanese Civilization course sequence.</td>
<td></td>
</tr>
<tr>
<td>Nael Barakat &amp; Chris Plouff Engineering</td>
<td>To develop and integrate engineering ethics and professional skills into engineering cooperative education courses.</td>
<td></td>
</tr>
<tr>
<td>Christine Drewel Women &amp; Gender Studies</td>
<td>To create faculty advising training videos for the Liberal Studies program.</td>
<td></td>
</tr>
<tr>
<td>David Eick Modern Languages &amp; Literatures</td>
<td>To create a one-volume anthology of Diderot’s Encyclopédie for American students of French literature.</td>
<td></td>
</tr>
<tr>
<td>Mostafa El-Said Computing &amp; Information Systems</td>
<td>To develop interactive course materials in computer forensics.</td>
<td></td>
</tr>
</tbody>
</table>

Pew FTLC Annual Report 2009-2010 14
<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Field</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Kilbourne</td>
<td>Movement Science</td>
<td>To purchase stand-up desks in order to sharpen the minds of movement science students during class.</td>
</tr>
<tr>
<td>Zachary Kurmas</td>
<td>Computing &amp; Information Systems</td>
<td>To develop an interdisciplinary course on quantum computing.</td>
</tr>
<tr>
<td>Samah Mansour</td>
<td>Computing &amp; Information Systems</td>
<td>To use Second Life for developing interactive games to teach computer science programming courses.</td>
</tr>
<tr>
<td>Mehmet Sözen</td>
<td>Engineering</td>
<td>To supervise student analyses of the performance of the grid-tied solar photovoltaic panels.</td>
</tr>
<tr>
<td>Janet Vigna</td>
<td>Biology</td>
<td>To support non-majors biology lab curriculum development.</td>
</tr>
<tr>
<td>Michael Vrooman</td>
<td>Modern Languages &amp; Literatures</td>
<td>To develop a collection of Spanish language podcasts.</td>
</tr>
<tr>
<td>Kurt Ellenberger</td>
<td>Honors</td>
<td>To develop a new junior seminar course, &quot;Music, Culture, and Aesthetics.&quot;</td>
</tr>
<tr>
<td>Dan Royer</td>
<td>English</td>
<td>To host a faculty workshop on beginning Drupal, an open-source web building software platform.</td>
</tr>
<tr>
<td>Peter Riemersma</td>
<td>Geology</td>
<td>To investigate field sites and prepare materials for a summer field course.</td>
</tr>
<tr>
<td>Chirag Parikh</td>
<td>Engineering</td>
<td>To enhance sensor-controlled mobile robots for a digital systems course.</td>
</tr>
<tr>
<td>Gretchen Galbraith &amp;</td>
<td>History</td>
<td>To host a workshop for faculty teaching a new multi-section methods course, Social Studies Teaching Methods.</td>
</tr>
<tr>
<td>Richard Cooley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pew Technology Enhancement Grants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ingrid Johnson</td>
<td>Movement Science</td>
<td>To purchase heart rate monitors for use in Physical Education courses.</td>
</tr>
<tr>
<td>Bill Ryan</td>
<td>Music</td>
<td>To purchase sound equipment to be used by the New Music Ensemble, for other concerts and in composition courses.</td>
</tr>
<tr>
<td>Christine Drewel</td>
<td>Women &amp; Gender Studies</td>
<td>To continue a paperless classroom pilot program.</td>
</tr>
<tr>
<td>Karen Libman</td>
<td>Communications</td>
<td>To purchase an advanced visual projection system.</td>
</tr>
<tr>
<td>Jeanine Beasley</td>
<td>Occupational Therapy</td>
<td>To purchase technology for use in developing a hybrid online graduate program in Occupational Therapy</td>
</tr>
<tr>
<td>Joe Jacquot</td>
<td>Biology</td>
<td>To purchase radio telemetry equipment for use in tracking local mammals.</td>
</tr>
<tr>
<td>Erik Nordman</td>
<td>Biology</td>
<td>To purchase collaborative technologies to connect to classrooms across the world.</td>
</tr>
<tr>
<td>Toni Rice</td>
<td>Chemistry</td>
<td>To purchase three-dimensional models as visual aids to support interactive learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Michael Roskamp
Movement Science
To purchase equipment for real-time, active supervision of offsite student teaching assistants.

Michael Wambach
Health Professions
To purchase software and training for creating interactive online tutorials and simulations for online and hybrid courses.

Presidential Teaching Initiatives

Jeff Chamberlain
Honors
To implement a Scholars Institute, an intensive, mentored, “learning-to-learn” experience for incoming Honors freshmen.

Mary Bair & Cynthia Mader
Education
To help faculty support graduate students in developing critical thinking skills through writing.

Competitive Grants

a) The Competitive Grant Program has undergone significant revision during the last three years:

- Grant categories were streamlined and renamed,
- A new category (Pew Master Teacher) was added,
- Criteria were added that allow us to develop new grants quickly in response to campus needs using the “Special Initiative” Category,
- A rubric was developed which has been successfully used for two years by the Grants Sub-Committee,
- Our online system has been expanded to include the Competitive Grants, which increases access for faculty and administration, is sustainable, and strengthens our database considerably,
- Grants Sub-Committee membership was revised (in conjunction with the Teaching Awards Committee) resulting in a larger committee.

b) Funding Levels

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Requested</td>
<td>$148,019</td>
<td>$233,514</td>
<td>$132,981</td>
</tr>
<tr>
<td>Total Funded</td>
<td>$135,860</td>
<td>$165,696</td>
<td>$112,762</td>
</tr>
</tbody>
</table>

The large increase in 2008 was likely due to:

- Targeted outreach to under-represented colleges (as identified in the Competitive Grant Survey) and first-year faculty,
- An increase in the number of faculty,
- General economic climate.

We were able to meet this increased demand for worthy proposals using endowment savings, but that will not be possible for the foreseeable future due to the economic downturn. Fortunately, this year, the requests were slightly below the previous year’s level. Future requests are impossible to predict, but we should expect increases based on our faculty increase alone.
c) Grant Performance and Assessment
In most grant rounds during the last three years, we had enough funds available to fund all requests, but in most cases, the Grants Sub-Committee did not do so. The Committee is thorough and diligent, and funds only those applications with significant potential for impact on our campus. The rubric has helped tremendously to make this process even more transparent and consistent. This applies to both the committee and the faculty who are applying, since both groups now have explicit evaluation criteria available online.

Summary
While a comprehensive formal assessment of grant performance and outcomes is not required at this time (as per the grant assessment schedule), our new evaluation tools, online submissions, revised grant offerings, and soon, new committee membership, are all aligned to provide the most efficacious system possible. The Pew FTLC staff are thus confident that our funds are being used to great effect in the furtherance of our mission.

Non-Competitive Grants

a) The Faculty Travel Grants are being depleted quickly, usually within three weeks of the opening of each quarter. This is, of course, driven largely by an increase in faculty without a matching increase in funding (which has remained stagnant at $80,000 per year).

b) Teaching Circle Grants and Special Initiative Support
While these account for a very small amount of our funding (less than $3,000, or about 1% this year), they have been surprisingly effective in the past. Teaching Circles foster community building, the results of which are often surprising (new pedagogy, new curriculum, even the seed for new degrees and programs). This year, our Special Initiative Support included the following:

i) Minority Student Award Winners
ii) Scholarship of Teaching and Learning (SoTL)
iii) Global Education (Ghana)
iv) Support for GVSU’s relationship with the Washington Center
Teaching Awards

The Pew FTLC continues to administer university-wide teaching awards. The 2009-2010 award winners are listed in the following table:

<table>
<thead>
<tr>
<th>University Outstanding Teacher Award</th>
<th>Brad Waller</th>
<th>Chemistry CLAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Matthew Daley</td>
<td>History CLAS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Danielle DeMuth</td>
<td>Women &amp; Gender Studies BCOIS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>John Kilbourne</td>
<td>Movement Science CLAS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Ellen Pool</td>
<td>Music CLAS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Andrew Sterian</td>
<td>Engineering PCEC</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award for Part-Time Faculty</td>
<td>Norine Cunningham</td>
<td>Nursing KCON</td>
</tr>
<tr>
<td>Pew Teaching with Technology Award</td>
<td>Nathan Barrows</td>
<td>Chemistry CLAS</td>
</tr>
<tr>
<td>Pew Teaching with Technology Award</td>
<td>Susan Swartzlander</td>
<td>Honors BCOIS</td>
</tr>
</tbody>
</table>

Two changes to the Teaching Awards occurred this year. These changes were made in collaboration with the Pew FTLC Advisory Committee.

Pew Teaching Excellence Award for Part-Time Faculty – A biannual award was established for full-time, non-tenure-track employees of Grand Valley and who have taught part-time at GVSU for a minimum of 6 semesters. This new award will allow administrative personnel teaching at Grand Valley (currently 98 employees) to be recognized for excellence in teaching.

Teaching Award and Grant Committee Membership – The Provost asked that the Pew FTLCAC revisit the membership on these committees to ensure that faculty members are elected rather than selected to serve. A proposal was made to have the members of these subcommittees drawn from the Advisory Committee. While concern was voiced regarding the allocation of time between the regular Pew FTLCAC meetings and the other committee meetings, the proposal was accepted by the Pew FTLCAC on March 22, 2010.
Collaborative Connections and Initiatives

Over the course of the year, the Pew FTLC has collaborated with the following offices/centers/programs. We anticipate continuing these collaborations and seeking additional ways to lend our expertise to teaching and learning endeavors across the campus.

<table>
<thead>
<tr>
<th>Information Technology</th>
<th>Supplemental Writing Skills</th>
<th>Center for Scholarly and Creative Excellence (CSCE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Inclusion &amp; Equity</td>
<td>Disability Support Services</td>
<td>Human Resources</td>
</tr>
<tr>
<td>College of Liberal Arts &amp; Sciences</td>
<td>College of Health Professions</td>
<td>Brooks College of Interdisciplinary Studies</td>
</tr>
<tr>
<td>College of Education</td>
<td>Provosts’ Office</td>
<td>Division of Student Services</td>
</tr>
<tr>
<td>Padnos International Center</td>
<td>Writing Center</td>
<td>Community Service Learning Center</td>
</tr>
<tr>
<td>Women’s Center</td>
<td>Continuing Education</td>
<td>University Libraries</td>
</tr>
</tbody>
</table>

As part of our 1998 endowment agreement, the Pew FTLC sponsors two student scholarships. In collaboration with the Women’s Center, the Pew FTLC sponsors the Women’s Center Non-Traditional Student Scholarship and in collaboration with the College of Education, sponsors the Pew FTLC Endowment Scholarship for Minority Students in Education. These scholarships are awarded by a committee on the basis of GPA, financial need, and an application essay.

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009 Awards</th>
<th>Winter 2010 Awards</th>
<th>Total Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Center Scholarships</td>
<td>8</td>
<td>7</td>
<td>$12,000</td>
</tr>
<tr>
<td>Education Scholarships</td>
<td>2</td>
<td>9</td>
<td>$13,000</td>
</tr>
</tbody>
</table>

Contributions to the GVSU Community

Pew FTLC staff serve on the following committees and task forces:
- Center for Excellence in Science and Mathematics Education Advisory Board (Rener)
- Faculty Facilities Planning Advisory Committee (Rener)
- Faculty Personnel Policy Committee (Ellenberger)
- Pew FTLC Advisory Committee (Ellenberger, Rener, Rosier)
- iTunes Superusers (Rener)
- Scholarship Working Group (Rener)
- University Assessment Committee (Rener)

The accomplishments of the Pew FTLC Advisory Committee are detailed in the Pew FTLCAC Annual Report found in the Appendix. After two years of work by the committee, the University Academic Senate and the Provost approved a revised Faculty Personnel Policy Regarding Effective Teaching. This statement clarifies expectations with regards to effective teaching and its evaluation. The Pew FTLC, along with the Advisory Committee, are planning ways to provide support in the implementation of this new policy.
The Pew FTLC staff contribute to the GVSU community on a range of topics, on an as-needed basis. Examples of invited presentations include:

- College of Liberal Arts & Sciences New Faculty Orientation: personnel portfolio preparation
- College of Health Professions: peer review of teaching
- School of Computing: scaffolding learning in introductory course

The Pew FTLC provides financial support, on a limited basis, to special events on campus. This past year, the Pew FTLC helped support the following events:

- Eco-Justice Workshop & Lecture
- Dede Mirabel Visit & Lecture
- Great Lakes History Conference
- “Veterans in Your Classroom” Webinar

Contributions to the Higher Education Community

West Michigan Collaborative for Faculty Engagement

In collaboration with faculty development professionals at Ferris State University and Grand Rapids Community College, we have established a West Michigan Collaborative for Faculty Engagement. The goals of the Collaborative are as follows:

1. To share faculty development programming, curriculum, and administration best practices
2. To assist in engaging greater numbers of faculty in collaborative and other professional development activities, whether in teaching, scholarship, or service
3. To invite faculty to participate in workshops and events at other institutions
4. To share resources such as invited speakers
5. To create opportunities for institution-community partnerships
6. To publicly highlight through print and other media the collaborative, innovative, and creative work that faculty do in teaching, research, and service

The Collaborative will communicate primarily through electronic means, creating a shared website for communication, collaboration, and dissemination purposes. All organizers of the Collaborative will participate in maintaining the site. Quarterly face-to-face meetings will also be held. After the Collaborative has been established, we intend to invite other institutions in the West Michigan area to join. In February, a Memorandum of Understanding was signed by the Vice Presidents for Academic Affairs at each of our institutions. Our summer agenda includes creation of the shared website and public announcement of the Collaborative.

Conference and Invited Presentations (in chronological order)


Pace, D., Ellenberger, K., Rosier, T. & Frerichs, C. Results of a GVSU 2009 Student Focus Group Study on Students’ Expectations, Concurrent Session, Fall Conference on Teaching and Learning, Allendale, MI, Aug 26, 2009.


Stanislav, T., Busch, K., Meyers, K., and Rener, C. *Support, Opportunities, and Challenges to Fostering the Scholarship of Teaching and Learning*, Panel Discussion, Scholarship of Teaching and Learning Academy, Eastern Michigan University, May 17, 2010.

Rosier, T. *“What do I need to know for the test?”: Helping Students Transfer What They Learn*, Concurrent Session, Scholarship of Teaching and Learning Academy, Eastern Michigan University, May 18, 2010.


Rener, C. *Fostering Collaborative Approaches to Teaching and Scholarship*, Concurrent Session, Great Lakes Conference on Teaching & Learning, Central Michigan University, May 24, 2010.


Goals for the Coming Year

It has been a busy and productive year for the Pew FTLC. Our successful programs continued, with some revision and tweaking along the way, and new traditions were started. Looking ahead to the coming year, the Pew FTLC will expand their offerings to better serve the diverse needs of the faculty. The five goals below reflect not only this inclusive approach, but also a commitment to a data-driven planning process and a foundational value of community-building.

1. **Refreshed Strategic Plan.** In light of a new director and a refreshed institutional strategic plan, the Pew FTLC will critically examine their current efforts and prepare a roadmap for the next five years.

2. **Data Collection for Assessment Purposes.** To support strategic planning efforts, the Pew FTLC will institute additional tracking systems for faculty participation in our events (workshops) and services (consultations). A master database will be created from existing data currently stored in multiple locations. The Director will present a session detailing an assessment decision-making process at the 35th Annual Professional and Organizational Development Network in Higher Education Conference in St. Louis in November, 2010.

3. **Website Redesign and Creation of Electronic Resources.** The website will undergo a redesign to increasing visibility of the range of services offered by the Pew FTLC. Existing web-based resources will be reorganized and additional materials will be created, including short audio podcasts and resource documents to accompany each face-to-face workshop.

4. **Staff Reorganization.** We are in the process of hiring two Faculty Fellows to replace the recently departed Assistant Director. The Faculty Fellows will be tenured faculty with a partial reassignment to the Pew FTLC. In their three-year terms, the Fellows will participate in Pew FTLC activities and take a leadership role for a subset of programs, depending on the interests and expertise of the individuals. These positions represent a new direction for the Center, one that seeks to build in an intentional way on the excellent teaching of GVSU faculty and to disseminate best practices of faculty development to the departments.

5. **Faculty Communities of Practice.** In the coming year, outreach to a greater number of faculty will be a priority. To that end, new opportunities will be offered for faculty to engage with their colleagues around teaching and learning subjects. For example, a senior faculty book club will be started. Faculty Learning Communities and Teaching Circles will be created around specific topics such as critical thinking and classroom assessment techniques. The Faculty-to-Faculty Mentoring Program will be expanded beyond first-year faculty to include pre-tenure faculty. A formalized program will be developed to support those preparing to offer online courses. Finally, programming will be extended into the evening hours and take place on the Holland and Traverse City campuses to accommodate the needs of part-time faculty and those teaching at the regional centers.

Appendices

1. Faculty Needs Survey Results Summary
2. Pew FTLC Advisory Committee Annual Report
Executive Summary

Background

In January 2010, all faculty (regular and adjunct) were invited to complete an online survey regarding FTLC services and topics for future programming. The purposes of the survey included (a) gathering valuable information for a director new to the Center and to new to GVSU, (b) obtaining feedback to inform decision making about Center operations and to guide strategic planning, and (c) familiarizing survey participants with the range of FTLC services.

Development and deployment of survey

The survey was written by the FTLC staff, in collaboration with the FTLC Advisory Committee, and with assistance from the Statistical Consulting Center. Invitations to complete the survey were sent via email through the online survey service, SurveyMonkey. After a three-week survey period, with two email reminders to those who had not yet completed the survey, a total of 594 survey responses were received. Of these respondents, 501 individuals completed a second survey, entering into a random drawing for a gift card as a small token of appreciation for participation. In addition to the objective data, the survey results included 263 written comments to open-ended questions.

Key findings and recommendations based on the findings

The demographic information and responses to individual questions will be used by the FTLC staff and Advisory Committee in a variety of ways over the coming years. The key findings that we are currently responding to as we plan for the coming academic year include:

• The FTLC will continue to offer identical workshops on the Allendale and Pew Grand Rapids campuses. We will expand our offerings to CHS and other campuses, as we are able.

• The length of most semester workshops will be restricted to sixty minutes.

• Online content will be offered to supplement (or substitute for) face-to-face workshops. A variety of formats (handouts, podcasts, resource links) will be used so that faculty can access content on demand.

• We will continue to communicate about our activities via email and the website, avoiding mass distribution of paper flyers.

• Strong-interest workshop topics will be addressed over the next few years.

Project Background

During Winter 2010, the Pew Faculty Teaching & Learning Center conducted a faculty needs survey. Being a new director and being new to GVSU, I considered taking the pulse of the faculty to be of vital importance. Faculty input obtained via this survey will be used to help us improve our offerings and will inform our current strategic planning efforts. We also hoped that by completing the survey, faculty would review the range of services currently offered and become more familiar with FTLC offerings. Finally, it is worth noting that the last comprehensive FTLC survey was conducted in 2001.

The survey was created in SurveyMonkey by the FTLC staff in collaboration with the FTLC Advisory Committee. The Statistical Consulting Center provided valuable survey design assistance. The survey protocol received approval (Exempt status) from the Human Research Review Committee in anticipation of including survey results in future FTLC publications or presentations.
Survey Administration

In January 2010, all faculty (regular and adjunct) were invited to complete an anonymous online survey. A total of 1896 survey invitations were sent via email. This number includes current faculty and any part-time faculty who have taught at GVSU in the past four years. We do not remove names from our database each semester, preferring to communicate with part-time faculty who may return to GVSU in a subsequent semester. During the three-week survey period, two reminder emails were sent to faculty who had not yet responded to the survey. Individuals completing the survey were directed to a second survey to enter a random drawing for one of ten $25 campus dining or $30 Amazon.com gift cards.

A total of 594 responses were returned. We believe that the modest incentive contributed to the strong survey response: 501 of the 594 respondents entered the gift card drawing. The response rate of the non-tenure track faculty was higher (78%) than the tenured (45%) or tenure-track (49%) faculty, likely due to our inclusive invitation approach. As a function of the total number of survey invitations sent, our overall response rate was 31%. If the Fall 2009 faculty count is used (1081), our response rate was 55%. While we expect that the truth lies somewhere in between these two values, the robust response indicates statistical reliability of the survey itself. The response rate to the 2001 FTLC survey was 14%, which may itself speak to increased interest and engagement in the ensuing decade.

Many of the survey questions included space for additional written comments. The survey concluded with two open-ended questions, “Are there any other programs or topics you would like to see presented through the Pew FTLC?” and “If you have any other comments, include them below.” A total of 164 substantive responses to the two open-ended questions were submitted, along with 99 comments on specific questions throughout the survey. The written comments were collated by topic for review by the FTLC staff and the Advisory Committee but will not be published. While not included in this summary document, the written comments are an important part of the feedback and inform the conclusions and recommendations made in this report.

We have the ability to review the survey data in a variety of ways, sorting responses by college and number of years teaching at GVSU, for example. What follows is simply an overview of the results. Upon request, we are happy to provide data in alternative formats.

Survey Results

Interactions with the FTLC

The percentage of respondents who reported being either “Very Familiar” or “Somewhat Familiar” with FTLC services was 93% (Figure 1). The percentage of respondents who report participation in FTLC activities was 84% (Figure 2). Overall, we are impressed by the level of familiarity and participation. Nevertheless, we will continue to strive to provide services for the widest range of faculty possible.

The overwhelming majority of respondents prefer to receive communications via email. A number of respondents suggested that we save money and stop sending paper flyers; we responded immediately by adopting a “paperless” policy in which we send pdf announcements via email, saving over 20,000 sheets (40 reams) of paper per year.
Faculty Needs Survey Results

<table>
<thead>
<tr>
<th>How familiar are you with the services available through the Pew FTLC?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very familiar</td>
<td>173</td>
<td>30%</td>
</tr>
<tr>
<td>Somewhat familiar</td>
<td>358</td>
<td>63%</td>
</tr>
<tr>
<td>Not at all familiar</td>
<td>39</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How often have you participated in Pew FTLC events and activities?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 or more per year</td>
<td>31</td>
<td>6%</td>
</tr>
<tr>
<td>3-4 per year</td>
<td>77</td>
<td>14%</td>
</tr>
<tr>
<td>1-2 per year</td>
<td>363</td>
<td>64%</td>
</tr>
<tr>
<td>Not at all</td>
<td>97</td>
<td>17%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the best way for us to notify you of upcoming events?</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>559</td>
<td>98%</td>
</tr>
<tr>
<td>Paper flyer in campus mail</td>
<td>54</td>
<td>10%</td>
</tr>
<tr>
<td>The Forum</td>
<td>29</td>
<td>5%</td>
</tr>
<tr>
<td>FTLC website</td>
<td>63</td>
<td>11%</td>
</tr>
<tr>
<td>Blackboard</td>
<td>88</td>
<td>16%</td>
</tr>
</tbody>
</table>

Figure 1

Figure 2

Figure 3
Faculty Needs Survey Results

Workshop Format Preferences

While 33% of respondents teach primarily on the Pew Grand Rapids campus, 44% of all respondents indicated a willingness to attend a workshop on that campus (Figure 4). As has been our practice, we will continue to mirror our offerings downtown and in Allendale. Suggestions were made to hold events at the Cook-DeVos Center for Health Sciences, in Traverse City and in Holland. As we are able, we do plan to offer more events at these locations.

Respondents indicated that the desired length of programs depended on the subject matter. Day of the week and time of day preferences varied greatly with individual teaching schedules (data not shown). Evening and weekend programming was also recommended. Shorter workshops appear to be preferred over longer format workshops (Figure 5).

![Figure 4](image)

**Figure 4**

<table>
<thead>
<tr>
<th>Campus</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pew Grand Rapids Campus</td>
<td>271</td>
</tr>
<tr>
<td>Allendale</td>
<td>331</td>
</tr>
<tr>
<td>Neither</td>
<td>12</td>
</tr>
</tbody>
</table>

**On which campus are you most likely to attend a workshop?**

![Figure 5](image)

**Figure 5**

<table>
<thead>
<tr>
<th>Length of Program</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 min</td>
<td>239</td>
<td>43%</td>
</tr>
<tr>
<td>60 min</td>
<td>292</td>
<td>52%</td>
</tr>
<tr>
<td>90 min</td>
<td>183</td>
<td>33%</td>
</tr>
<tr>
<td>2 hr</td>
<td>76</td>
<td>14%</td>
</tr>
<tr>
<td>1/2 day with a meal</td>
<td>70</td>
<td>12%</td>
</tr>
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</table>
Faculty Needs Survey Results

FTLC Services and Content Delivery Options

To supplement our face-to-face workshops, we intend to add a variety of content to our website. As can be seen in Figure 6, respondents reported being either “Very Likely” or “Somewhat Likely” (top two sections of each bar) to access materials such as handouts and other asynchronous content. Last semester, we received positive feedback when we began emailing workshop handouts to interested faculty. Starting next semester, materials for each of our workshops will be accessible from our website. Enthusiasm was expressed in the written comments for on-demand content, included podcasts and discussion boards.

We are planning to add online content to supplement face-to-face workshops. What type of content would you be most likely to use?

![Figure 6](image.png)
Faculty Needs Survey Results

The FTLC offers a variety of face-to-face activities. We find that in addition to traditional workshops, there is strongest interest in peer-to-peer exchange of ideas, informal discussions, and college- or discipline-specific workshops (Figure 7). In the coming year, we intend to provide opportunities for faculty to interact, formally and informally, beyond traditional workshop settings.

In which of the following activities would you be most likely to participate?

![Graph showing likelihood of participation in various activities]

Figure 7

Programming Topics

We asked faculty to rate their interest in range of topics in the following broad categories:

- teaching and learning strategies
- professional issues
- assessment strategies
- working with students

While certainly not exhaustive, the topics listed in each of these areas are representative of offerings at other teaching and learning centers. The charts below indicate the combined number of respondents who indicated either “Great Interest” or “Some Interest” in the topic.
Faculty Needs Survey Results

Teaching and Learning Strategies

Developing critical thinking/problem solving skills
Incorporating active learning strategies
Facilitating classroom discussions
Developing effective assignments
Optimizing group learning activities
Integrating instructional technology
Promoting integrative learning
Creating student learning outcomes
Integrating communication skills across the curriculum
Writing effective exams
Use of humor in the classroom
Inclusive teaching practices
Intellectual property
Integrating community service learning into the curriculum
Teaching for social justice
Designing a syllabus
Large class instruction

Professional Issues

Scholarship of teaching and learning
Conducting peer review of teaching
Maximizing mentoring relationships with colleagues
Writing teaching-centered grant proposals
What research tells us about faculty career stages
Sustaining your passion for teaching
Preparing a personnel portfolio
Conducting effective faculty or committee meetings
Transitions and opportunities for newly tenured faculty

Figure 8

Figure 9
Faculty Needs Survey Results

Assessment Strategies

- Assessing student learning outcomes
- Developing rubrics for grading
- Program evaluation
- Acquiring mid-course student feedback
- Use and evaluation of electronic student portfolios

![Figure 10](image)

Working with Students

- Motivating students
- Accommodating diverse learning styles
- Challenging student misconceptions
- GVSU students, their needs, implications for teaching
- Managing conflict and dealing with difficult conversations
- Teaching adult learners
- Working with students with disabilities
- Working with international students
- Cognitive development
- Teaching first-year students

![Figure 11](image)
Faculty Needs Survey Results

The majority of topics listed were of interest to more than half of the respondents. Interestingly, the relative distribution of interest matches closely the results of the 2001 FTLC Faculty Survey. In addition to the topics provided, a wealth of additional topics and concerns were detailed in the open-ended responses. Topics mentioned by at least four respondents include student evaluation of teaching, involving students in course planning, and effective grading strategies.

Numerous respondents also mentioned the need for more opportunities for dialog among faculty in place of "expert" workshops. We intend to offer several such opportunities this coming academic year, including informal teaching circles and more structured learning communities.

Demographics

On pages 10 and 11, the demographics of the survey respondents are summarized.
## Faculty Needs Survey Results

<table>
<thead>
<tr>
<th>Demographics</th>
<th>N</th>
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</thead>
<tbody>
<tr>
<td><strong>Tenure Status</strong></td>
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</tr>
<tr>
<td>Tenured</td>
<td>241</td>
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<tr>
<td>Tenure Track</td>
<td>132</td>
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<tr>
<td>Non Tenure Track</td>
<td>216</td>
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<tr>
<td><strong>Gender</strong></td>
<td></td>
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<tr>
<td>Female</td>
<td>313</td>
</tr>
<tr>
<td>Male</td>
<td>274</td>
</tr>
<tr>
<td><strong>College of Appointment</strong></td>
<td>N  (Response Rate)</td>
</tr>
<tr>
<td>Brooks College of Interdisciplinary Studies</td>
<td>20 (67%)</td>
</tr>
<tr>
<td>College of Community and Public Services</td>
<td>34 (53%)</td>
</tr>
<tr>
<td>College of Education</td>
<td>39 (55%)</td>
</tr>
<tr>
<td>College of Health Professions</td>
<td>27 (56%)</td>
</tr>
<tr>
<td>College of Liberal Arts and Sciences</td>
<td>330 (51%)</td>
</tr>
<tr>
<td>Kirkhof College of Nursing</td>
<td>37 (84%)</td>
</tr>
<tr>
<td>Padnos College of Engineering and Computing</td>
<td>27 (48%)</td>
</tr>
<tr>
<td>Siedman College of Business</td>
<td>61 (68%)</td>
</tr>
<tr>
<td>University Libraries</td>
<td>15 (65%)</td>
</tr>
<tr>
<td><strong>Campus</strong></td>
<td></td>
</tr>
<tr>
<td>Allendale</td>
<td>377</td>
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<tr>
<td>Pew Grand Rapids</td>
<td>190</td>
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<tr>
<td>Traverse City</td>
<td>7</td>
</tr>
<tr>
<td>Meijer Campus, Holland</td>
<td>5</td>
</tr>
<tr>
<td>Muskegon</td>
<td>1</td>
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</table>
## Key Findings & Recommendations

In response to the results of this survey,

- The FTLC will continue to offer identical workshops on the Allendale and Pew Grand Rapids campuses. We will expand our offerings to CHS and other campuses, as we are able.

- The length of most semester workshops will be restricted to 60 minutes.

- Online content will be offered to supplement (or substitute for) face-to-face workshops. Offer a variety of formats (handouts, podcasts, resource links) that faculty can access on demand. We plan to rely heavily on a redesigned website and blog, reserving Blackboard primarily for new faculty resources and any future restricted-access content.

- We will continue to communicate about our activities via email and the website, avoiding mass distribution of paper flyers.

- Topics such as motivating students, the characteristics of GVSU students, and active learning, that have been the subjects of workshops in the past, are still popular and will continue to be part of our programming.

### Faculty Needs Survey Results

#### Demographics

<table>
<thead>
<tr>
<th>Years Taught at GVSU</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year or less</td>
<td>63</td>
</tr>
<tr>
<td>2-5</td>
<td>191</td>
</tr>
<tr>
<td>6-9</td>
<td>129</td>
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<tr>
<td>10-20</td>
<td>170</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years Taught at College Level</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>One year or less</td>
<td>27</td>
</tr>
<tr>
<td>2-5</td>
<td>127</td>
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<tr>
<td>6-9</td>
<td>105</td>
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<tr>
<td>10-20</td>
<td>227</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>98</td>
</tr>
</tbody>
</table>
Faculty Needs Survey Results

- Other topics rated as of high interest in this survey will be addressed over the next few years. We realize that all of the listed topics were of interest to a large portion of the respondents. We will continue to seek input from faculty, as we want to meet the needs of many and not just the majority.

- Focus groups to follow up on the survey results (the written comments, in particular) are planned for the fall semester.

Conclusions and Gratitude

We greatly appreciate all of the faculty input. The response rate and the range of voices surprised and delighted us. We were humbled by the forty open-ended responses that expressed praise for the FTLC. Several respondents asked about how to arrange consultations or request workshops. The FTLC staff seek additional ways to communicate that we are always happy to answer any questions and to respond to suggestions. Faculty are also welcome to propose workshops - we highly value the opportunity to collaborate in designing our offerings.

Many thanks to the FTLC staff: Maria Codega, Lois Goossen, Kurt Ellenberger and Tamara Rosier. The input of the FTLC Advisory Committee has and will continue to be invaluable as we move forward: Susan Edwards, Jeanine Beasley, Joy Washburn, Jodi Tyron, Patrick Gerkin, Peter Riemersma, Elena Lioubimtseva, Ellen Shupe, Jay Cooper, Aziz Rahman, Janel Guikema, and Theodore Sundstrom.
Faculty Teaching and Learning Center Advisory Committee  
2009-10 Report to ECS/UAS  
April 12, 2010

FTLCAC 2009-10 Roster

Elected Members
Sue Edwards, SCB, Chair  
*Peter Riemersma, CLAS (Geology), Chair-Elect  
Jeanine Biese, CHP  
*Jay Cooper, COE  
Patrick Gerkin, CCPS  
Elena Lioubimtseva, CoIS  
Janel Pettes-Guikema, CLAS (Modern Languages)  
Aziz Rahman, PCEC  
*Ellen Shupe, CLAS (Psychology)  
*Ted Sundstrom, CLAS (Mathematics)

Ex-Officio Members
Christine Rener, Pew FTLC Director  
Kurt Ellenberger, Pew FTLC Associate Director of Grants  
Tamara Rosier, Pew FTLC Assistant Director  
Student Senate Member
Eric Brinks

* Served on the Teaching Award or Grant Committees

ECS/UAS Charge to FTLCAC
(Underlined Items represent proposed continuation of activities for 2010-11 academic year)

1. Assist and support Dr. Christine Rener, the new FTLC Director, in her transition to Grand Valley.
   The FTLCAC Chair met with the FTLC Director biweekly to respond to the ECS charge. These meetings ensured that FTLCAC meetings addressed real-time advisory needs and balanced these requests with the governance role of the FTLCAC (see item 3 below). The frequent and open communication between the FTLC staff and FTLCAC streamlined the operations of the FTLCAC and ensured their responsiveness to the teaching and learning needs of GVSU.

2. Support the work of the FPPC as it considers the 2008-09 recommendation of the FTLCAC to update the Faculty Handbook language regarding “Effective Teaching” at 4.02.9.1A.
   On October 23, 2009, the FTLCAC, in concert with the FPPC, presented to the ECS the proposed revisions to the language relating to the definition (Administrative Manual – Section 2.9.1.A, pg 70) and evaluation (Faculty Handbook - Section 3.01.A, pg. 50) of effective teaching. Although the definition of effective teaching was approved with minor changes, the ECS requested that the FPPC and FTLCAC revisit the evaluation of effective teaching. The intent of this request was two-fold: (1) to clarify that student evaluations do not serve a primary role in the process, and (2) to make the wording for the remaining methods of evaluation broader and more inclusive. The issue was discussed in both the FPPC and the FTLCAC and a subcommittee of these two groups met to finalize the wording acceptable to both. This wording was presented to the ECS/UAS, and after minor revisions, was approved on March 26, 2010, as stated below.

Administrative Manual, Chapter 4, Section 2.9.1.A (p. 70):
Effective teaching. Effective teaching facilitates student learning. Faculty members teach effectively by challenging and engaging their students, and by supporting their academic and professional growth. Their courses address relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. They use appropriate pedagogies, including assessments of student learning. They contribute to revising or developing courses and curricula as needed by their units. See 3.01.A of the Faculty Handbook.

Faculty Handbook, Chapter 3, Section 3.01 and 3.01.A (p. 50):
3.01 Faculty Responsibilities and Workload
The primary responsibility of faculty is effective teaching. The role of a faculty member involves an interlocking set of responsibilities to students, to colleagues in both the institution and the
wider profession, to the institution itself and its surrounding community, to the advancement of knowledge and understanding in the faculty member’s field, and to the ideals of free inquiry and expression. Normally, these are articulated as the areas of teaching, scholarship and creative expression, and service, as outlined in Chapter 4 Faculty Personnel Policies, Sections 2.9.1.

A. Primary Responsibility. The primary responsibility of faculty is effective teaching [as described in Chapter 4.2.9.1.A.]. Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations. Evidence of effective teaching is a significant factor in contract renewal, tenure, promotion, and salary increment decisions.

Units should periodically review and clarify course expectations of students. Appropriate course expectations, pedagogies, and assessment vary, depending on the discipline, course level, and class size.

In the 2010-11 academic year, the FTLC and FTLCAC is committed to provide support and guidance to unit heads, personnel committees, and faculty members in the evaluation of effective teaching.

3. Meet with the FTLC staff to set goals for the 2009-10 academic year.
The FTLCAC Chair met with the FTLC Director at the beginning of the 2009-10 academic year to identify the goals for 2009-10. These goals and the FTLCAC’s progress toward meeting these goals are listed below.
   a. Rubric for the review of FTLC Grant proposals – A rubric was developed by Kurt Ellenberger and presented to the FTLCAC for consideration. Revisions were suggested and the revised rubric was approved by a unanimous vote of the FTLCAC on February 8, 2010. The approved rubric was first used to review the February 2010 round of FTLC Grant proposals and will be used on an ongoing basis.
   b. FTLC Needs Survey – A Needs Survey was developed by the FTLC staff and reviewed by the FTLCAC during October 2009. Revisions were suggested and the revised survey was implemented during the 2010 Winter Semester. Initial data from the survey were reviewed in the FTLCAC. Further analysis of this data to identify potential action items for the 2010-11 academic year is ongoing.
   c. Target Group Identification – The FTLC Director was interested in identifying potential target groups for program development activities. Faculty members involved in online teaching were identified as an initial target group. The FTLCAC invited Glenna Decker and Barbara LaBeau to attend an informal discussion of the current activities and issues surrounding online teaching on October 26, 2009. As an outgrowth of this discussion, it was recommended that the FTLCAC revise its membership to include a representative from Information Technology, serving ex-officio and in a non-voting capacity. Action regarding this recommendation is ongoing. Future target groups may include part-time, mid-career, or senior faculty.
   d. Faculty Development Hotspots – The previously mentioned Needs Survey will aid in the determination of these hotspots and the associated action(s) necessary.
   e. FTLC Website – Volunteers from the FTLCAC have agreed to provide feedback regarding proposed changes to the FTLC website during the Spring/Summer Semester of 2010.
   f. Assessment of FTLC’s Activities – A report of the FTLC Activities for the 2009-10 academic year will be provided to the FTLCAC membership in April 2010. The committee provided comments to the FTLC Director for improvements to the assessment activity.
   g. Interaction with CSCE – The FTLCAC and FTLC continue to support activities promoting the scholarship of teaching and learning (SoTL). Along with internal teaching grant opportunities, regional and national SoTL conferences were publicized during the year. Additional activity is ongoing.

4. Assist ECS/UAS and FPPC in considering policy revisions concerning the use of student evaluations of teaching at GVSU based on the FTLCAC report submitted to ECS/UAS and FPPC in 2008-09.
A report on the results of a Unit Head survey on SETs conducted by the FTLCAC in 2007-08 was prepared by the past FTLCAC chair, Christina Yalta, and Tamara Rosier. Those data were included
in a 2008 report prepared by the Provost’s Task Force on Student Evaluations of Teaching (PTF-SETs) and presented by PTF-SETs Chair, Tamara Rosier. It was determined that any additional action on SETs could not be completed until the faculty agreed upon the definition and evaluation of effective teaching. As this language was not approved by the UAS until March 26, 2010, no action was taken during this academic year regarding this charge. In the 2010-11 academic year, the FTLC staff and FTLCAC is committed to provide support and guidance to ongoing activities regarding SETs.

5. **Support the work of governance in its consideration of the action items in the report submitted by the 2008-09 Academic Integrity Committee as it applies to teaching.**

Support was not requested by the Academic Integrity Committee for the 2009-10 academic year. The Academic Integrity Committee has requested the FTLCAC be available to provide support during the 2010-11 academic year.

**Additional items addressed by the FTLCAC during the 2009-10 Academic Year**

1. **FTLCAC Expectations and Procedures** – A set of expectations and procedures was initially developed by the 2008-09 FTLCAC Chair Ellen Yezierski. The committee determined that these guidelines should be amended to be made appropriate for any academic year. The revision was approved by unanimous vote on September 28, 2009.

2. **Pew Teaching Excellence Award for Part-Time Faculty (revision)** – A biannual award was established for full-time, non tenure track employees of Grand Valley who are also part-time faculty and have taught at GVSU a minimum of 6 semesters. This new award will allow administrative personnel teaching at Grand Valley (currently 98 employees) to be recognized for excellence in teaching.

3. **Teaching Award and Grant Committee Membership** – The Provost asked that the FTLCAC revisit the membership on these committees to ensure that faculty members are elected rather than selected to serve. A proposal was made to have the members of these subcommittees drawn from the Advisory Committee. Concern was voiced regarding the allocation of time between the regular FTLCAC meetings and these committees. This issue will need to be addressed in the charge from the ECS for the 2010-11 academic year. The proposal was accepted by the FTLCAC on March 22, 2010 (6-yea, 2-nay, 2-abstentions).

4. **Chair Selection Process** – The FTLCAC Chair was previously elected in the last month of the academic year. As this timing did not allow for a smooth transition between Chairs, the election date was formally moved forward to January.

5. **Liberal Education Academy** – A proposal to revise the Liberal Education Academy was reviewed by the FTLCAC on January 26, 2010 and suggestions were offered for improvement.

6. **2010 Fall Teaching Conference**

Respectfully Submitted on April 12, 2010

Susan M. Edwards, Associate Professor of Finance

2009-10 Chair, FTLCAC