Robert and Mary Pew
Faculty Teaching and Learning Center

2004-2005
FTLC
Annual Report

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EXECUTIVE SUMMARY

2004-2005 at the Pew FTLC was a time for broadening the base of support for the “Claiming a Liberal Education” (CLE) initiative, along with laying the groundwork for assessing its long-term success. The CLE initiative began two years ago as an effort to increase student engagement in learning and to align student and faculty expectations with the goals of a liberal education. It is co-directed by the Director of the Pew FTLC and the Associate Dean of Students.

- **Intergroup Dialogues** were held in the fall with 161 faculty, staff, and students. Participants met three times to discuss readings related to liberal education, student/faculty expectations, inclusive excellence, and plans related to the CLE initiative. Each group recommended ways in which the goals of the initiative might be realized.

- **April 15 Retreat.** Sixteen faculty, staff, and students, representing a cross-section of the university, beginning with the Provost, met to consider the best ways to implement the initiative. Their recommendations, along with others made during this two-year discussion period, have now been collected in one report, which also details who has responsibility for implementing them.

- **Long-term Assessment.** Baseline data are now being gathered so that the success of this initiative may be evaluated. Last spring, both faculty and students completed surveys of student engagement in learning, prepared by the Center for Postsecondary Research at Indiana University. This fall, 300 first-year students and 100 seniors will complete the Collegiate Learning Assessment, a three-hour test of the classic liberal education skills of interpreting and synthesizing information and constructing and analyzing arguments, developed by the Council for Aid to Education, a subsidiary of RAND. The first-year students will be tested throughout their college years to determine how their learning has changed and the value added of a Grand Valley education. Grand Valley is one of 51 colleges and universities selected to participate in this longitudinal study funded by the Lumina Foundation.

- **CLE Grants.** Funds were set aside for projects intended to meet the goals of the CLE initiative. Eleven grants were awarded.

*Other noteworthy activities:* Even though both the Director and the Assistant Director were on sabbatical during part of the year, Pew FTLC programming increased significantly and consultations remained at the same level as last year. The amount of grant money awarded increased by 35%, and the number of grants by 39%. The increased grant activity and the need for the Director to focus on CLE work have led to permission to hire an Assistant Director for Grants, a faculty member with one course release time.
Last year’s report documented research activities undertaken to shape the “Claiming a Liberal Education” (CLE) initiative. The CLE initiative began two years ago as an effort to increase student engagement in learning and to align student and faculty expectations with the goals of a liberal education. It is co-directed by the Director of the Pew FTLC and the Associate Dean of Students and is co-sponsored by the Pew FTLC, the Dean of Students Office, the Provost’s Office, CoIS, and CLAS. This year’s report demonstrates how a base of support is being built across the university, along with detailing the usual program and grant activities of the Pew FTLC.

Claiming a Liberal Education: Aligning Expectations and Enhancing Student Engagement

1. Intergroup Dialogues, Fall 2004. In order to broaden the base of discussion, Diana Pace, Associate Dean of Students and co-director of the CLE initiative, organized a series of three Intergroup Dialogues (IGDs), held among faculty, staff, and students. Eighteen groups, consisting of 7 to 10 participants, were configured. Each group was made up of faculty and students, staff and students, or faculty and staff. Fifty-five faculty, 59 students, and 47 staff participated, for a grand total of 161 members of the Grand Valley community.

The meetings were organized around readings related to liberal education, student/faculty expectations, results of focus group discussions on these topics last spring, diversity and inclusive excellence, and plans developed as part of the CLE initiative.

The following broad recommendations came out of the groups’ discussions, which were quite consistent with one another. The IGD Report contains specific ways to implement each recommendation.

- Clear, consistent communication regarding liberal education and expectations must occur throughout the university.
- The learning environment at Grand Valley must be characterized by high expectations.
- There must a greater emphasis on learning.
- Intercultural awareness must be integrated into the fabric of the institution.
- The importance of liberal education and high expectations must be fostered through ongoing dialogue.

The IGD Report was then discussed at two faculty/staff fora early in the Winter semester, and further recommendations gathered.

2. April 15 Retreat. For the CLE initiative to be successful, it must have the support of everyone from top administrators to faculty leaders to students. To that end, 16 people--
including the Provost, two Vice-Provosts, three deans, a department chair, a representative from faculty governance, a representative from Marketing, three students, and three CLE leaders--gathered for a day-long retreat to consider how the initiative could move forward. That discussion and all the previous recommendations from two years of discussion have now been put together in one report, which covers two broad areas and the people who have responsibility in those areas:

- Developing a shared, accessible understanding of liberal education, which then guides decisions throughout the university.
- Raising expectations and focusing on student learning.

Discussions have been held with the Provost and the Chair of ECS/UAS on implementation.

3. National Surveys and a Test to Monitor the Progress of the CLE Initiative. The most important measure of the CLE’s initiative success will be whether the university can document improved student learning outcomes, particularly in areas associated with liberal education. To that end, with the support of the Provost’s Office, two major surveys of students and faculty were conducted this spring, and a test will be administered this fall. The National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE), with their focus on student and faculty perceptions of student engagement in learning, are seen as proxies for student learning outcomes. The response rate for students and faculty was very good—both were over 40%. The results of these surveys will be reported on at the 2005 Fall Teaching and Learning Conference, which will include a discussion of how the results can be used to improve teaching.

As part of the CLE initiative, this spring, Grand Valley was one of fifty-one institutions selected to participate in a four-year pilot study of the Collegiate Learning Assessment (CLA), funded by the Lumina Foundation. The three-hour test, developed by the Council for Aid to Education, a subsidiary of RAND, assesses the ability to interpret, analyze, and synthesize information, as well as the ability to construct and analyze arguments—in other words, skills at the heart of a liberal education. This fall, three hundred first-year students and one hundred seniors will take the test. The cohort of first-year students will be re-tested in their sophomore or junior years and then as seniors. The test results will thus demonstrate any changes in learning outcomes, and a statistical analysis will show (for the first time) the value added of a Grand Valley education. Julie Guevara, the new Accreditation and Assessment Officer, will administer the test.

Pew FTLC Staff and Office

Both the Director and the Assistant Director were fortunate to be able to take semester-long sabbaticals this year, In spite of their absences, programming almost doubled, due to the efforts of Ron Garrett, the Assistant Director. In the Winter, Karen Libman, Associate Professor of Theatre, acted as Interim Assistant Director. She brought her theatre skills to workshops in the creative classroom and to a series on teaching as
performing (run twice because of its popularity). She also took on a good share of the work of processing competitive grants. Finally, she led the Center’s advisory committee in its strategic planning. Overall, Professor Libman was a fresh, energetic presence in the Center.

Professor Libman’s contributions illustrate the value of bringing in faculty on a short-term basis, as did Donna Henderson-King’s work as Faculty Researcher for the CLE initiative. This next year, an Assistant Director for Grants, with one course release time, will take over the Center’s grants program, thus freeing the Director for CLE-related work. There may always be a need for faculty to work in the Center on specific projects. At the same time, a full-time Assistant Director would allow for more of the ongoing work of the Center to be done by a single person. A request for such a position will be made this next year. The increased level of activity also means that more COT help is needed.

Right now, the brightest star on the Pew FTLC horizon is its move to Lake Ontario Hall. For the first time in its nine-year existence, it will look like a center, rather than a row of offices. Visitors will step into a welcoming space, and there will be sufficient room for all the staff, a work area, and adequate storage.

**Faculty Participation and Programming**

1. *Faculty participation* in Pew FTLC events is typically around 50% of the full-time faculty. Last year, at 61%, was high, but participation from the new Center for Excellence in Science and Mathematics Education was included. This year, without those numbers, 49% participated. If the Center maintains a 50% participation rate, its actual numbers are increasing because there are more faculty each year. For example, the faculty this year increased 14% over last year.

2. *Individual consultations:* Pew FTLC staff met with one hundred faculty this year, about the same number as last, even with half a position less. Again, as with the programming, the credit goes to the Assistant Director for his extra effort.

Something happened to the Pew FTLC website this year: there was an average of 143 hits per day, as compared to 13 last year. Some of the increase may be explained by the fact that one category of grants may now be applied for on-line. Perhaps, too, more faculty now know about the Teaching Resources section of the homepage and its usefulness as a teaching aide.

3. *Programming* this year consisted of a combination of the standard Pew FTLC offerings and, Winter semester, a focus on strategies for engaging students, as part of the CLE initiative. As noted previously, the number of programs almost doubled, in spite of having half a position less.
One of the Pew FTLC long-term priorities is to broaden the base of evaluating teaching beyond student ratings of faculty. The summer Teaching Portfolio Workshops are a key part of that effort. This year, three were offered.

A somewhat different approach to course design was also offered this summer. In a Course Design Workshop, a Pew FTLC staff person meets with a group of four faculty, for four two-hour meetings, each time discussing a different aspect of course design. By the last meeting, a participant will have a course designed if he or she does the assigned work between sessions. Faculty appreciate the individual attention and the opportunity to discuss what they are teaching with faculty outside their disciplines.

The Faculty Associates Program has continued to involve about one-third of the new faculty. In it, a senior faculty member is matched with about six new faculty in other departments, for a series of informal meetings throughout the year.

Efforts to reach part-time faculty have continued. Of particular note are the Adjunct Academies, half-day events scheduled on a Saturday in August and January.

The Tenth Annual Fall Conference on Teaching and Learning was used as a vehicle to present the CLE initiative to the campus. The keynote speakers were Dr. Karl Schilling, Interim Associate Director, Center for the Enhancement of Teaching and Learning at Miami University, and Donna Henderson-King, Associate Professor of Psychology and Faculty Researcher in the CLE initiative.

Other programming follows (Numbers in parentheses indicate the number of times a program was offered.):

What’s New in Teaching with Technology
Teaching in America (2)
Success with Group Projects (2)
Helping Students Take Personal Responsibility for Learning (2)
Classes that Meet Once a Week: The Challenge
Pew FTLC Competitive Grants (2)
Intergroup Dialogues Forum (2)
Teaching as Performance: Exploring Performance Techniques for More Effective Teaching, a 3-part series (2)
Adjunct Academy: The Creative Classroom: Theatre Games, Theatre Exercises, and Classroom Improvisation
A Real World Model of Classroom Discussion
Teaching to Reach All Your Students (2)
The Creative Classroom: Theatre Games, Theatre Exercises, and Classroom Improvisation
Cooperative Learning
How to Use Writing and Still Survive Teaching a Large Class (2)
Teaching Life Retreat
Teaching Portfolio Workshops (3)
Course Design Working Group

Grants

The Pew FTLC grants program continues to make possible significant teaching-related projects. This year, some grant funds were set aside to fund projects specifically related to the goals of the CLE initiative. A total of $239,618 was awarded during 2004-2005—an increase of 35% over the previous year, due largely to the CLE grants.

Table I is a summary of the number of competitive grants awarded this past year, covering projects ranging from $3,000 to $15,000. In past years, comparisons were made with the previous two years, by division and school. Re-organization, however, makes most of the comparisons meaningless until next year, when there will be two years of new data. It should be noted, however, that there was a 39% increase in the number of competitive grants awarded, due primarily to the CLE grants.

Table 1: Competitive Grants: Total by College

<table>
<thead>
<tr>
<th>College</th>
<th>2004-2005</th>
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<tbody>
<tr>
<td>College of Community and Public Services</td>
<td>1</td>
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<tr>
<td>College of Health Professions</td>
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<tr>
<td>College of Liberal Arts and Sciences</td>
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<td>College of Education</td>
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<td>College of Interdisciplinary Studies</td>
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<tr>
<td>Kirkhof School of Nursing</td>
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<tr>
<td>Padnos College of Engineering and Computer Science</td>
<td>2</td>
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<td>Seidman College of Business</td>
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<tr>
<td>Library</td>
<td>1</td>
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<tr>
<td>Total Number Awarded</td>
<td>32</td>
</tr>
<tr>
<td>Total Amount Awarded</td>
<td>$164,712</td>
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</table>

The following awards were made in the various categories of competitive grants:

Claiming A Liberal Education grants, for up to $7,500, support projects intended to meet the goals of the CLE initiative, which has as its goals increasing student engagement and aligning student and faculty expectations with the goals of a liberal education. The first recipients are:

Joan Borst (Social Work), to analyze and revise the BSW syllabi to include liberal education goals.

Jing Chen and Betty McGhee (Psychology), to re-structure Psychology 364: Life Span Development Psychology, within a liberal education context.
Kevin denDulk (Political Science), to introduce a liberal education approach to the Political Science internship program.

Roger Ellis (School of Communications – Theatre), to produce a play featuring intercultural awareness.

John Farris (Engineering) and Paul Lane (Marketing), to work with liberal arts faculty to develop course modules for introductory courses in the entrepreneurship minor.

Milt Ford (English), to bring the Einstein Encounter to GVSU, and to produce the play *Unwavering Light: Einstein in 1905*.

Julie Henderleiter and Deborah Herrington (Chemistry), to align the Chemistry 109 curriculum and expectations across sections.

Diane Rayor, Peter Anderson, Barbara Flaschenriem, William Levitan, Melissa Morison, and Charles Pazdernik (Classics), to evaluate consistency, assessment strategies, and student outcomes for Classics liberal education courses.

Barbara Roos, Deanna Morse, Toni Perrine, Kim Roberts, John Schmit (School of Communication – Film and Video), to assess the pedagogical effectiveness of integrating liberal arts and professional education in Film and Video.

Charles Standridge (Engineering), to develop a liberal education course for first-year engineering students.

Ellen Yezierski (Chemistry), Deborah Herrington (Chemistry), Stephen Burton (Biology), Stephen Mattox (Geology), Keith Oliver (Physics), Linda Goossen (Nursing), Ellen Schiller (Education), Chris Dobson (Biology), to align lesson plans across the Integrated Science disciplines.

**Presidential Teaching Initiatives**, for up to $15,000, were established to enable units to mount broad projects that will result in new or revised curricula and/or pedagogy. The 2004-2005 recipients are:

College of Interdisciplinary Studies, to conduct faculty workshops on teaching LIB 100.

Hospitality & Tourism Management, Biology, and Movement Science, to develop an Interdisciplinary Minor in Adventure Tourism.

Mathematics, to sustain and increase professional growth and academic leadership among part-time faculty teaching Foundations courses.
**Pew Scholar Teacher Awards**, for up to $7,500 each, support teaching innovation and renewal on a broad and imaginative scale. The 2004-2005 recipients are:

Gwenden Dueker (Psychology), to create an electronic evaluation program that teaches while testing.

Chris Haven, Roger Gilles, Ander Monson, Ellen Schendel, and Huatong Sun (Writing), to develop a program of activities to allow Writing majors to graduate with departmental distinction.

Deborah Herrington and Ellen Yezierski (Chemistry), to create classroom ready instruction and assessment materials for the Chemistry Masters concentration.

Sherril Soman (Chemistry), to improve General Chemistry instruction through lab practical assessment.

Kathleen Underwood (History/Women & Gender Studies), to develop a Women & Gender Studies Major.

**Teaching Development and Renewal Awards– Category B**, for up to $3,000 each, make possible small to medium-sized teaching-related projects. The 2004-2005 recipients are:

Peter Anderson (Classics), to investigate and assess the development of a program of Latin for learning disabled students

David Austin and Marge Friar (Mathematics), to produce the Math-in-Action Conference.

Tara Cornelius and Jamie Owen-DeSchryver (Psychology), to examine the differential effects of Blackboard instructor-provided notes on learning outcomes.

Jill Eggers (Art & Design), to produce Crit-O-Rama, a four-day event of intensive art discourse for the Art & Design programs.

Mostafa el-Said (Computer Science), to install testing software and testing experiments.

Maria Fidalgo-Eick (Modern Languages and Literatures), to establish a writing center for Spanish students.

Rita Kohrman (Library), to conduct a comparison study of college and university curriculum resource centers in Michigan, Ohio, and Indiana.

Eva Lewak (Modern Languages and Literatures), to write a text to teach Polish 101, 102, 201, and 202.
Alexey Nitikin (Biology), to cover some of the costs of developing a multidisciplinary approach to the study of human socio-biological development.

Virginia Peterson (Geology), to create virtual Michigan geology field trip resources.

Dan Royer (Writing), to conduct a writing teachers workshop with Bob Tremmel.

Ellen Shupe (Psychology), to develop a new course on The Psychology of Peace and Conflict.

Bethany Walker (History), to develop an image data-base for integrated multi-media learning in Middle East History courses.

**Pew Technology Enhancement** grants fund the purchase of materials to enhance new or existing courses. Under this program 7 grants were awarded to 7 departments for a total of $11,589.

**Travel to Teaching-related Conference and Workshops**

Table 2 is a summary of the grant category which is used the most frequently. As with the other grant categories, the number and amount awarded was up significantly over last year.

**Table 2: TDR-A Awards by College**

<table>
<thead>
<tr>
<th>College</th>
<th>2004-2005</th>
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<tbody>
<tr>
<td>College of Community and Public Services</td>
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<tr>
<td>College of Health Professions</td>
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<tr>
<td>College of Liberal Arts and Sciences</td>
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<td>College of Education</td>
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<td>College of Interdisciplinary Studies</td>
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<td>Kirkhof School of Nursing</td>
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<td>Padnos College of Engineering and Computer Science</td>
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<td>Seidman College of Business</td>
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<td>Library</td>
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<td><strong>Total Number Awarded</strong></td>
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<td><strong>Total Amount Awarded</strong></td>
<td><strong>$74,906</strong></td>
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### 2004-2005 Goals and Strategic Planning
1. **2004-2005 Goals.** The following goals were identified during the Pew FTLC retreat in June 2004. Comments on the degree to which they were achieved are in italics.

- Continue to lead in the CLE initiative, assisting in developing national grant, developing programming in response to information from intergroup dialogues and NSSE and FSSE surveys. *CLE leadership continued; instead of national grant, successful application prepared to participate in CLA pilot study.*

- Strengthen mentoring for new and mid-career faculty, primarily through work with deans and unit heads. *One workshop and ongoing discussions in this area.*

- Continue emphasis on strengthening the ways in which teaching is evaluated. *One additional Teaching Portfolio workshop offered.*

- Encourage grant-funded projects relating to CLE and teaching-related needs that arise from re-organization. *CLE grants were noted earlier. What teaching needs arose from re-organization was not clear; therefore this goal was not addressed.*

- Articulate clearer relationship with the new Center for Excellence in Science and Mathematics Education. *CESME was formally accepted by UAS as a campus office, with the support of the Pew FTLC. The Pew FTLC director serves on the advisory committee for CESME.*

2. **Strategic Planning.** The Pew FTLC Advisory Committee has accepted the following strategic plan. The goals are listed without their accompanying strategies.

**University Goal: To support high quality, student-focused, undergraduate and graduate education.**

**Pew FTLC Goals:**

1. To continue emphasis in the “Claiming a Liberal Education” initiative on aligning faculty and student expectations.

2. To broaden the possibilities for contributing to the well-being of all faculty.

3. To broaden the basis for evaluating teaching across the university.

**University Goal: To create a broad educational experience that is guided by a philosophy supporting liberal education in all academic programs.**

**Pew FTLC Goal:**

To provide opportunities for everyone—faculty, staff, and students—to engage with the concept of “liberal education” and apply it in their roles on campus.
University Goal: To promote and integrate diversity in all aspects of campus life.

Pew FTLC Goal:
To ensure that diversity is a regular, visible aspect of Pew FTLC programming.

University Goal: To encourage a vibrant campus culture that fosters an atmosphere of inquiry and learning in all campus settings.

Pew FTLC Goals:
1. To ensure that the Pew FTLC is a welcoming, accessible space, physically and virtually.
2. To conduct regular dialogues with Educational Technology to facilitate coordination of services.

University Goal: To effectively develop and allocate financial resources with which to advance the university mission.

Pew FTLC Goals:
1. To continue to take a leadership role in furthering the goals of the CLE initiative and related activities.
2. To allocate competitive grant funds to reflect university priorities.

University Goal: To enhance the image and visibility of the university and its work.

Pew FTLC Goal:
To publicize the Pew FTLC and evidence for its success to the university and broader local and higher education communities.