Pew FTLC
ANNUAL REPORT

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EXECUTIVE SUMMARY

This year marked the tenth anniversary of the Pew FTLC with a fulltime director. Its growth during this time demonstrates the increased degree to which actual practice at the university is consistent with the university’s stated emphasis on teaching and learning.

This year’s report focuses on four areas:

1. Competitive Grants Study. The tenth anniversary of the Center was an appropriate time to assess one of its major activities, an extensive competitive grants program. During this time, the Center awarded almost $1,000,000, funding 180 grants. The survey studied a representative sample of 40 grants, whose recipients were sent a questionnaire, to which 75% responded.

The results of the study were impressive. All of the grants in this study demonstrated ongoing activity, with 80% exhibiting high or moderate ongoing activity levels. It is not an exaggeration to say that every student (2005 enrollment was 22,565) at this institution participates in at least one course that has been directly influenced by Pew FTLC competitive grant funding.

2. Survey of Needs and Interests of Part-time Faculty. Nineteen percent of part-time faculty responded to a survey which attempted to identify their needs and interests. The report on survey results contains recommendations on improving the orientations for part-time faculty, other ways in which they can be better connected to the university, the possibility of compensating them for attending on-campus workshops and seminars, and a review of part-time pay rates.

3. Claiming a Liberal Education Update. The Claiming a Liberal Education Initiative continues in its efforts to affect teaching and learning across the university. Its original goals were to align student and faculty expectations with the goals of a liberal education. Now, the goals have broadened to engage students in their learning, through a variety of ways of connecting the curricular and co-curricular aspects of students’ experience.

4. Faculty Support. Changes in faculty participation suggest the need to explore new directions in specific programs offered by the Center. Individual consultations increased this year, but the overall participation of FTE faculty decreased—from 58% to 40%. Some faculty did not perceive the theme of the Fall Teaching Conference to be directly relevant to them and thus did not attend. Faculty were also preoccupied with workload discussions during the year. While one year does not constitute a trend, the Pew FTLC staff will attempt to focus programming more specifically on faculty needs and interests during 2007-2008.
This year marked the tenth anniversary of the Pew FTLC with a fulltime director. Its growth during this time demonstrates the increased degree to which actual practice at the university is consistent with the university’s stated emphasis on teaching and learning. This report provides indicators of the growth, along with the results of two studies undertaken through the year: of the competitive grants program and the needs and interests of part-time faculty. The report concludes with summaries of the ongoing work of the Center in consultations, programming, and grants.

The Center began as offices of faculty development typically do. It consisted of a fulltime director and a half-time secretary. The director, Catherine Frerichs, organized the annual teaching conference, offered workshops, met individually with faculty, and administered a modest grants program. These activities are worthwhile, but they are aimed primarily at individual faculty.

Five years into the Center’s operation, and encouraged by an outside evaluator and the dean of the College of Interdisciplinary Studies (CoIS), Catherine Frerichs began discussions with Bart Merkle and Diana Pace in the Dean of Students office that evolved into the Claiming a Liberal Education (CLE) initiative, the goals of which are to align faculty and student expectations with the goals of a liberal education. Last year’s Annual Report detailed the changes across the University that can be attributed directly or indirectly to this initiative. In addition, the director has taken leadership roles in other campus-wide initiatives relating to issues of diversity and inclusion, and retention.

In Fall 2003, Ron Garrett, Professor of Engineering, was appointed as a half-time Assistant Director to work with part-time faculty and new faculty, teaching with technology, and issues relating to General Education. With the hiring of a fulltime Assistant Director of Assessment in Fall 2006, the office was reorganized, and his responsibilities have been taken over by other staff, beginning in Fall 2007. His study of part-time faculty is reported on below.

Kurt Ellenberger, part-time Associate Director of Grants and Associate Professor of Music, assisted in developing and continues to enhance an online grant application process for Faculty Travel Grants, which has greatly streamlined the process. He assists faculty in developing teaching-related projects, which may then be supported by a competitive grant. He monitors grants awarded to ensure that they reflect University priorities. His year-long longitudinal study of competitive grants, summarized below, permitted the Center for the first time to assess the effectiveness of that program. Beginning in Fall 2007, when his position became half-time, he also oversees the five categories of teaching awards made annually by the university.
Tamara Rosier, the new Assistant Director of Assessment, who also reports to the Office of Accreditation and Assessment, works with departments and programs to develop and carry out their assessment plans—thus providing the Center with much more detailed knowledge of curriculum and student learning outcomes throughout the university than was previously possible. During the Winter semester, she hosted the first Looking for the Light conference, featuring focused presentations on informal classroom assessment techniques. These techniques encourage students to make their learning more efficient and effective. Beginning in 2007-2008, the conference will be held both Fall and Winter semesters, alternating between the Allendale and Pew campuses.

Tamara has also taken over the responsibilities of working with part-time faculty. In August, the half-day Adjunct Academy featured a variety of approaches to active learning. Future Adjunct Academies will continue to focus on basic issues of teaching and learning, at the request of part-time faculty.

* * * * *

The Center’s strategic plan has guided its work this past year and will be doing so in the immediate future until updating is warranted. The goals follow, with brief notes about the degree to which they have been implemented:

1. **To strengthen support for teaching within units.** The Pew FTLC Faculty Associates will be a group of eleven faculty, based in each of the colleges, who will have one-quarter of their time assigned for this effort. Faculty will be invited to apply during Fall 2007 and trained during Spring/Summer 2008.

2. **To broaden the possibilities for contributing to the professional development of targeted groups of faculty.** A year-long series for new faculty began in Fall 2007. Efforts to reach part-time faculty continue.

3. **To extend the Pew FTLC presence on the Pew campus, thus providing teaching and learning assistance on the two main university campuses.** Discussions about a downtown Pew FTLC office have begun with the Associate Vice President for Academic Affairs. Downtown programming continues.

4. **To broaden the basis for evaluating teaching across the university.** Teaching Portfolio workshops continue to be offered in the summer. The Liberal Education Academy will reward faculty for teaching practices consistent with liberal education (see 5).

5. **To create a Liberal Education Academy which will support, recognize, and reward faculty who teach to engage their students within a liberal education context.** Faculty will be invited in Fall 2007 to commit to a series of workshops, to begin in Fall 2008. Part of their work will focus on developing a project which will be eligible for Pew FTLC funding under a special grant allocation.

6. **To ensure that diversity is a regular, visible aspect of Pew FTLC programming.** Various aspects of diversity continue to be reflected in workshops. Inclusive pedagogy will be a theme in the Liberal Education Academy.

7. **To continue to take a leadership role in furthering the goals of the CLE initiative and related activities.** Implementing the Faculty Associates and Liberal Education Academy is the most meaningful way in which this goal will be realized.
8. To continue to allocate grant funds to reflect CLE and other university priorities. The grant study summarized in this report demonstrates that this goal has been achieved and is likely to continue to be achieved in the future.

* * * * *

Faculty have a dual role, as disciplinary experts and as educators. In a university as large and de-centralized as Grand Valley, there continues to be a need to be intentional about fostering the teaching and learning practices that are critical for the second role. The Center’s challenge in the next ten years is to continue its leadership in this area.

Ten-Year Competitive Grants Study

The Pew FTLC has been providing funding for competitive grants since the mid-1990s. During this time, the Center has awarded close to $1,000,000 in the funding of 180 competitive grants. The competitive grants are comprised of four grant categories:

- Presidential Teaching Initiative Grant (PTI; up to $15,000)
- Pew Scholar Teacher Grant (PST; up to $7,500)
- Pew Technology Enhancement Grant (PTE; up to $3,000)
- Teaching Development and Renewal Grant, Category B (TDRB; up to $3,000)

With a reasonable sample period of approximately ten years available, the director requested a study of the competitive grants and their outcomes over this extended period of time to determine their effectiveness. The survey studied a representative sample of 40 grants, whose recipients were sent a questionnaire, to which 75% responded.

The results of the study were impressive. As Figure 1 demonstrates, all of the grants in this study demonstrated ongoing activity, with 80% exhibiting high or moderate ongoing activity levels. For example, a PTI grant illustrating high activity resulted in significant curriculum changes in the Mathematics Department. The faculty who teach core courses use activities designed as part of the grant. Math education faculty make use of K-12 mathematics curricula paid for by the grant. Conference presentations related to the grant still occur, and the philosophy that prompted the grant continues within the department. As an example of moderate ongoing activity, a smaller grant to a single faculty member to work with pre-service teachers in English continues to affect the way a course in Education is taught. This grant has resulted in five conference presentations, three completed and two planned.

![Figure 1: Level of Grant Activity](image-url)
It is not an exaggeration to say that every student (2005 enrollment was 22,565) at this university participates in at least one course that has been directly influenced by Pew FTLC competitive grant funding. The grants studied resulted in the creation or revision of courses and/or curriculum, course assessment study/revision, and other similar activities (writing of new lab manuals, for example) whose influence is found across campus. These grants also purchased teaching materials that are similarly found in specific courses and in departments across the university. These activities are the staples of the grants, and their influence is ubiquitous on this campus. The proportion of these activities is illustrated in Figure 2.

![Figure 2: Types of Activity*](image)

*“Research” in this graph refers exclusively to teaching-related scholarship.

The influence of grant activity is found at all levels of the university and beyond, helping to shape the way various disciplines at the national and international levels are taught. The primary function of each grant was local (GVSU), but there are also significant contributions being made to the disciplines. The 30 grants studied produced 139 papers and conference presentations, one book, four book chapters, one DVD that is shown regularly to international audiences, as well as several awards and newspaper citations. In addition, the grants studied attracted subsequent external funding of almost $1,500,000, which is 50% more than the entire amount awarded by the Pew Faculty Teaching and Learning Center in competitive grants since its inception.

The study also identified areas for improvement. Grantee demographics, for example, revealed seven colleges that were underrepresented by population; efforts are currently underway to rectify these imbalances. Additionally, one of the grant categories (Pew Scholar Teacher) was in a funding range that was not optimal; proposals are now being considered by the Center to optimize this category for maximum efficacy.

In short, the grants are performing as intended, exerting substantial and lasting influence on teaching and learning at all levels of the university.
Survey of Part-time Faculty

During Fall 2007, Grand Valley is benefiting from the contributions of 400 part-time faculty. For the past four years, having a half-time assistant director has made it possible to begin to address their needs. Based on attendance at August orientations for part-time faculty, turnover of part-time faculty each year is at least 25%, or about 100 faculty each year. Increasing their level of satisfaction as faculty at Grand Valley may reduce turnover as well as improve their ability to teach well.

The assistant director conducted a survey of 406 part-time faculty during Winter 2007 to determine their levels of satisfaction with the services provided by the university. Nineteen percent responded, a lower-than-preferred response rate.

The survey questions centered around teaching-related assistance provided to part-time faculty, whether at the unit, college or university level. The satisfaction level in teaching and course design areas was high: between 65% and 86% in all categories. At the same time, since most part-timers do not have a great deal of teaching experience and often cannot attend regular Pew FTLC events, their frame of reference for responding is unclear.

Thirty-six faculty, or almost half the respondents, also provided open ended feedback. Their greatest need is for more information as they begin teaching, ranging from more information about university services to assistance in setting standards. One-sixth requested workshops at times when they were available and also wanted to feel more connected to the departments within which they teach. Four faculty commented on the need for higher pay and compensation for attending workshops.

A few faculty also made comments such as the following: “The ___ department has been a delight to work with,” and “University staff have been very helpful whenever I asked.”

The report concludes with the following recommendations:

- An assessment of the Part-time Faculty Orientations to make them as informative as possible.
- Emphasis on the basics in determining content for the twice-yearly Adjunct Academies.
- Actions that members of the Pew FTLC Advisory Committee can take in their units and colleges to help part-time faculty feel more connected.
- A consideration by the Provost’s Office of compensating part-time faculty for attending on-campus workshops and seminars.
- A review of part-time pay rates. According to Human Resources, the last official increase occurred in 1996.
Claiming a Liberal Education Update

Last year’s report detailed the many ways in which the university as a whole has responded to the goals of the Claiming a Liberal Education initiative: aligning student and faculty goals with the goals of a liberal education. The initiative is co-directed by the director of the Pew FTLC and the Associate Dean of Students. It is co-sponsored by the Provost, the Vice-Provost for Student Affairs, the Pew FTLC, the College of Interdisciplinary Studies (CoIS), and the College of Liberal Arts and Sciences (CLAS). Oversight for the initiative comes from the CLE Advisory Committee, which meets twice yearly and consists of representatives from across campus, appointed by the Provost.

The committee conducted two retreats during 2006-2006 to identify and develop strategies to address the following climate issues still requiring attention:

- Emphasizing to all constituents that liberal education is education for a lifetime of change.
- Translating the CLE message more fully into student attitudes and actions: learning is fundamentally their responsibility.
- Providing more support to assist the General Education program in meeting its goals for student learning.
- Focusing students’ attention on liberal education (General Education, majors, experiential learning, co-curricular activities, advising, and research) as a whole piece rather than discrete elements.
- Continuing to address students’ consumer attitudes through Freshman Orientation, Transitions, and a variety of Pew FTLC workshops: their understanding of education as a means to a specific career and their political attitudes affect their willingness to engage in liberal education and entertain ideas different from their own. Transparency, relevancy, and self-authorship are key to making a transition in this area.
- Improving the climate that surrounds faculty evaluation:
  - Focus more on asking students, “What did you learn and how did the instructor facilitate that learning?” Rather than, “Were you satisfied with the instruction in this class?”
  - Move from the product/consumer model to the exercise leader model. Intentional growth requires work—“No pain, no gain.” “The brain is a muscle and needs to be exercised.”
  - Move away from the test culture students learn to navigate in high school toward a culture that engages students in the question: “What does it mean to participate in becoming an educated person?”

At its 2006-2007 meetings, the CLE Advisory Committee agreed that this initiative has entered a new phase, with a more focused awareness of the kind of learning it wishes to foster. It seeks a deeper engagement across the university in the learning goals of liberal education. As much as possible, it seeks to work within structures that already exist rather than developing new programs.
With the assistance of L. Dee Fink, a national consultant on higher education, the Advisory Committee identified the following vehicles which will support CLE II, this new phase:

- Focusing on the goals from an AAC&U initiative—Liberal Education and America’s Promise (LEAP)—also Learning Reconsidered, a publication of several national student affairs organizations; framing the language to talk about engaging the community in the next steps.
  --Making explicit the importance of liberal education goals and pulling them together in ways that demonstrate their relationship to aspects of students’ Grand Valley experience: General Education, majors, and experiential learning. Students, faculty, and staff all need to understand this relevancy. Liberal education is thus extensive, intensive, and integrative.
  --Requesting that the Provost deliver a speech framing the kind of education we hope to give our students.

- Providing more resources to General Education so that explicit connections can be made between parts of General Education and the whole of a student's liberal education.

- Providing an avenue for General Education to publicize what we are doing well.

- Developing the technical support for using learning portfolios; providing information on successful programs and research on the use of portfolios.

- Decreasing the confusion between Liberal Education and General Education by changing the name of General Education.

- Encouraging continued dialogues with COTs and APs about liberal learning.

- Continuing the Think Tanks, a group of faculty and staff who meet once a month to discuss how to engage students in their learning.

- Supporting scholarly work in the scholarship of teaching for a quality liberal education; testing what we are doing by collecting information on our scholarship and practice.

- Establishing a reward structure for people who do liberal education well.

Current Pew FTLC Contributions to CLE II:

If the activities discussed below are implemented and are successful, they will mark an even sharper focus of the Center's mission, thus continuing to affect the landscape of teaching and learning at Grand Valley. The following activities are already underway or are proposed:

- Sponsoring a Teaching Circle organized by members of the Pew FTLC Advisory Committee, in which twelve faculty from across the university are keeping “Critical Incidents” reports of their teaching experiences. That is, they are using a specified format to record and reflect on incidents in their teaching that either help or hinder student learning. Each has committed to record at least twenty incidents during Fall 07. A content analysis of these incidents will, for the first time, provide a profile of actual teaching and learning experiences at Grand Valley.
Using the analysis, the group expects to make recommendations on teaching and learning at Grand Valley to various groups and offices across the university: the Provost’s Office, Faculty Senate, and the Pew FTLC.

- Establishing a reward structure for faculty who teach using the principles of liberal education. The Liberal Education Academy, to open in Fall 2008, will consist of faculty who have taken a series of relevant workshops and completed a project. As members of the Academy, they will have access to Pew FTLC grant funds set aside for continuing their teaching-related projects.

To support these faculty and also to extend the principles of liberal education more fully across the university, faculty will be invited to apply for eleven Faculty Associate positions (three of them in CLAS; two in Seidman; and one in each of the other six colleges). Faculty will be invited to apply for these positions as part of their workload; their primary responsibility will be to work with faculty in their colleges on teaching-related issues in a more “on-the-ground” way than will ever be possible for Pew FTLC staff.

- Continuing efforts to influence policy changes in how teaching is evaluated across the university, thus lessening reliance on student ratings of faculty. To that end, the Center offers teaching portfolio workshops every summer. A related concern is the type of student rating form in use. The director has been a member of a CLAS taskforce whose purpose is to develop a new form for the college that will ask students more directly about their learning and less about their satisfaction. The new form is now being considered by standing CLAS committees.

- Participating in campus explorations of learning portfolios. A workshop on the topic was offered at the Fall 2007 Teaching Conference; during Summer 2007, Tamara Rosier attended a week-long training for Chalk and Wire, learning portfolio software.

**Ongoing Activities**

This section reports on the Center’s programming and grant activities.

1. Overall faculty participation. Some changes in faculty participation suggest the need to explore new directions in specific programs offered by the Center. Individual consultations increased this year (from 80 to 90), although the overall participation of FTE faculty decreased—from 58% to 40%, as noted in Table 1:
Table 1: 2006-2007 Faculty Participation

<table>
<thead>
<tr>
<th>College</th>
<th>% of College who attended</th>
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<tbody>
<tr>
<td>CCPS</td>
<td>33%</td>
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<tr>
<td>CHP</td>
<td>58%</td>
</tr>
<tr>
<td>CLAS</td>
<td>38%</td>
</tr>
<tr>
<td>COE</td>
<td>26%</td>
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<tr>
<td>COIS</td>
<td>100%</td>
</tr>
<tr>
<td>KCON</td>
<td>27%</td>
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<tr>
<td>LIBR</td>
<td>36%</td>
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<tr>
<td>PCEC</td>
<td>34%</td>
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<tr>
<td>SCB</td>
<td>40%</td>
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</tbody>
</table>

% of FTE faculty who attended: 40% or 359 of 904 FTE

The participation from individual colleges is relatively strong, but how to interpret the overall drop is less clear. In past years, participation has remained around 50%, even with a greater number of FTE faculty, thus reflecting an increase in numbers. This year, faculty increased again, but the numbers went down, from 497 to 359. The same number of events was offered. The quality of workshops does not seem to be the issue; they continue to receive positive evaluations from those who attend.

One partial explanation for the lower attendance figure is the lower than usual attendance at the 2006 Fall Teaching Conference, whose theme was connecting academic affairs and student affairs. The conference was attended by 241 faculty, compared to 293 the year before. Some faculty who responded to a follow-up survey indicated that they didn’t see the topic as relevant to them. 2006-2007 was also a year of intense discussion about workload more so than teaching; faculty may have decided to concentrate only on those activities that “count” the most. The theme of the 2007 Fall Conference, “Teaching Well at Grand Valley,” was a deliberate attempt to select a topic to which all faculty could relate. Even so, attendance remained at last year’s level. Although one year does not constitute a trend, in 2007-2008, the Center’s staff and advisory committee will consider the question of how to reach more faculty.

2. Programming this year is summarized in the chart below. As in the past, the Center has focused its efforts on teaching strategies, with, this year, topics relating to students a close second. A noticeable omission is course design, although there had been workshops on this topic in the summer of 2006, and course design was a major focus of Dee Fink’s presentations at the 2007 Fall Teaching Conference.
<table>
<thead>
<tr>
<th></th>
<th>Students</th>
<th>Teaching Strategies</th>
<th>Diversity</th>
<th>PT Faculty</th>
<th>Well Being/Faculty Support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 2006</strong></td>
<td>Sept. 28 &amp; 29: What Faculty Don't Know</td>
<td>Sept. 10 &amp; 12: Teaching in America</td>
<td>Oct. 11 &amp;13: Facilitating Communication Between Groups with Different Beliefs</td>
<td>Aug. 11: Adjunct Academy</td>
<td>Sept. 7 &amp; 9: Teaching Seminar for 1st Year Faculty</td>
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<td></td>
<td>That Affects Student Learning</td>
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<tr>
<td></td>
<td>Nov. 8: How Informal Assessments Can Improve Learning</td>
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<td>Aug. 21 &amp; 22: Adjunct Orientation</td>
<td>Sept. 22: Teaching Seminar for 2nd Year Faculty</td>
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<tr>
<td></td>
<td>Nov. 10: Teaching Reasoning and Conceptual Understanding in Science</td>
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<td></td>
<td>Jan. 30: How Library Faculty and Classroom Faculty Can Motivate Students to Think Critically</td>
<td>Mar. 28: Pragma-Dialectics: A Lively and Substantive Way to Better Discussions</td>
<td></td>
<td>May 10, etc. Teaching Portfolio Workshop</td>
<td></td>
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<tr>
<td></td>
<td>Feb. 14 &amp; 15: Developing Self Efficacy: Helping Students Learn on Their Own</td>
<td>Apr. 3 &amp; 6: How to Retire Happy: Preparing for the Psychological Aspects of Retirement</td>
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<td></td>
<td>Feb. 16: Interpreting Student Evaluations: Developing Useful Perspectives</td>
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3. *Faculty-to-Faculty Mentoring Program* (formerly Faculty Associates). This program began in Fall 1998 with the goals of increasing collegiality across the university and fostering discussions of teaching and learning in a relaxed setting. A senior faculty member meets three times each semester with groups of four to six new faculty outside his or her department.

Evaluations of the program show consistently that new faculty appreciate the opportunity to get to know a senior faculty member and other new faculty from outside their department. They also value the chance to talk about teaching when they know they are not being evaluated. In the early years of the program, about half of new faculty participated. This year, less than a third did so.

Several students in a Public Relations class took on the task of studying falling participation rates, concluding that the main problem was poor publicity. Some of their recommendations, which included re-naming the program, were put into effect in Fall 2007. It may also be that university mentoring programs are less needed now than they were ten years ago. Then, few departments had formal mentoring programs. Now, for example, all new hires in CLAS are required to have a mentor.

4. *University-wide Teaching Awards.* Ten years ago, there was only one university-wide teaching award. Now, there are five, and for the first time during 2006-2007, all were administered by the Pew FTLC. The Center convenes the committees that select nominees, but does not participate in selecting them. Funding for the awards comes from the Pew endowment as well as the Provost’s Office (University-wide Outstanding Teacher Award) and Academic Computing (Teaching with Technology Award). The awards are as follows:

- University-wide Outstanding Teacher Award (one award, for $1,000)
- Pew Teaching Excellence Awards (up to seven awarded, at-large, for $500 each)
- Pew Teaching Excellence Award for Part-time Faculty (one award, for $500)
- Pew Teaching with Technology Award (up to two awards, for $500 each)
- Pew Excellence Award for Library Faculty (one award every three years, for $500)

**Grants**

The Center offers both competitive and non-competitive grants. As the ten-year competitive grants study demonstrated, the Pew FTLC grants program continues to make possible significant teaching-related projects, with decisions concerning competitive grants reflecting university priorities. This year was the third in which the Center could offer funds for faculty-mentored student travel to conferences—an increasingly popular activity.

**Competitive Grants**

Table 3 is a summary of the number and amounts of competitive grants awarded this past year, covering projects ranging from $3,000 to $15,000. 2004-2005 figures are high because of funds set aside specifically for CLE-related grants.
Table 3: Competitive Grants by College, 2004-2007

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<td>College of Community and Public Services</td>
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</tr>
<tr>
<td>College of Health Professions</td>
<td>0</td>
<td>1</td>
<td>0</td>
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<tr>
<td>College of Liberal Arts &amp; Sciences</td>
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<td>18</td>
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<tr>
<td>College of Education</td>
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<td>0</td>
</tr>
<tr>
<td>College of Interdisciplinary Studies</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Kirkhof School of Nursing</td>
<td>0</td>
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<td>0</td>
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<tr>
<td>Padnos College of Engineering &amp; Computer Science</td>
<td>2</td>
<td>6</td>
<td>8</td>
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<tr>
<td>Seidman College of Business</td>
<td>1</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
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<td>0</td>
</tr>
<tr>
<td><strong>Total Number Awarded</strong></td>
<td><strong>32</strong></td>
<td><strong>39</strong></td>
<td><strong>28</strong></td>
</tr>
<tr>
<td><strong>Total Amount Awarded</strong></td>
<td><strong>$164,712</strong></td>
<td><strong>$113,572</strong></td>
<td><strong>$104,480</strong></td>
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</tbody>
</table>

The following awards were made during 2006-2007 in the various categories of competitive grants:

_Teaching Development Grants_, for up to $3,000 each, make possible small to medium-sized teaching-related projects. The 2006-2007 recipients were:

- **Jill Eggers**, to fund travel for visiting artists to participate in Crit-O-Rama.
- **Zulema Moret**, to work on the technical aspects of the online magazine, Cabeza de Chorlito.
- **Bruce Ostrow**, to learn techniques for the plastination of specimens for GVSU teaching laboratories.
- **Nael Barakat** and **Hugh Jack**, for renovation and delivery of the laboratory for the Engineering course: EGR 345.
- **Dellas Henke** and **Anthony Thompson**, to attend a photogravure workshop and prepare to team teach a class in the technique.
- **Dalila Kovacs**, to design a new course on green chemistry and industrial processes.
- **Greg Mahoney**, to fund travel expenses to the School of Ethnology and Sociology at Central University of Nationalities in Beijing, PRC, to teach a seminar on Critical Theory & Ethnology.
- **Andrew Sterian**, to set up, develop operating processes, and create training material for using equipment in the new Electronics Assembly facility in the Kennedy Hall of Engineering.
- **Kirsten Strom**, to develop a new Art History survey course in the art and culture of India, China, and Japan.
- **Susan Swartzlander**, to develop and prepare for an Honors College course on Hemingway.
- **Tara Cornelius** and **Jamie Owen-deSchryver**, to study the learning outcomes in note-taking methodologies that use Web-notes.
- **Shirley Fleischmann**, to develop the Engineering course “Structures, Sustainability and the Urban Environment” for the General Education program.
- **Andrew Kurt**, to fund travel to Arabic countries for pedagogical enhancement for the teaching of Islamic history.
- **Corrina McLeod**, to fund travel to South Africa to attend the South Africa International Faculty Development Seminar.
Azizur Rahman, to develop energy conversion test beds for Engineering courses.

Pew Technology Enhancement Grants, for up to $3,000, fund the purchase of materials to enhance new or existing courses. The 2006-2007 recipients were:

Doug Graham, to purchase a tablet PC to enhance the pedagogical logistics of lectures.
Mostafa El-Said, to purchase material to build an RFID Security Platform.
Erik Nordman, to purchase material for a satellite image interpretation case study.
Al Sheffield, to purchase material to implement a portable lighting control console.
John Farris and Prince N. Anayalebechi, to purchase material for integrating computer based material and process selection tools into the Engineering curriculum.
Peter Wampler, to purchase material for technological upgrades for Geology labs.
Greg Wolffe, to purchase material for a stereoscopic 3D projection system.

Pew Scholar Teacher Grants, for up to $7,500 each, support teaching innovation and renewal on a broad and imaginative scale. In 2006-2007, one grant was made to:

Manish Chakrabarti, Hugh McGuire and Akalu Tefera, to develop a technology component of the discrete mathematics courses to be incorporated into the existing curriculum.

Presidential Teaching Initiative Grants, 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. One was awarded in 2006-2007:

Mary Karpen, Julie Henderleiter and Felix Ngassa, to enhance student learning via hands-on visualization tools for introductory and non-majors chemistry sequences.

Travel to Teaching-Related Conferences and Workshops

Table 4 is a summary of the grant category which is used the most frequently. In 2005-2006, the increase in applications made it necessary to limit faculty to one grant each year. The lower amount awarded this year may make it possible to increase the maximum awarded during 2007-2008.

Table 4: Faculty Travel Awards by College, 2004-2007

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>College of Community and Public Services</td>
<td>7</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>College of Health Professions</td>
<td>0</td>
<td>3</td>
<td>4</td>
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<tr>
<td>College of Liberal Arts and Sciences</td>
<td>123</td>
<td>117</td>
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<tr>
<td>College of Education</td>
<td>19</td>
<td>26</td>
<td>19</td>
</tr>
<tr>
<td>College of Interdisciplinary Studies</td>
<td>1</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Kirkhof School of Nursing</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Padnos College of Engineering and Computer Science</td>
<td>12</td>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>Seidman College of Business</td>
<td>10</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Library</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total number awarded</strong></td>
<td><strong>184</strong></td>
<td><strong>194</strong></td>
<td><strong>158</strong></td>
</tr>
<tr>
<td><strong>Total funds awarded</strong></td>
<td><strong>$74,906</strong></td>
<td><strong>$86,295</strong></td>
<td><strong>$70,325</strong></td>
</tr>
</tbody>
</table>
Faculty-Mentored Student Travel to Conferences

Thanks to a 2004 gift from the Alumni Association, the Center began to offer partial support to enable up to four students in a group to attend a professional conference, accompanied by a faculty mentor. This program was then supported by one-time funds from the Provost's Office, but will have ongoing support beginning in Fall 2007. There was no increase in activity during 2006-2007 because the funding was depleted. The reports that students write after returning from an event consistently demonstrate the value of this program. Table 5 summarizes participation by college:

Table 5: Student Travel Grants, 2004-2007

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>College of Community and Public Services</td>
<td>8</td>
<td>3</td>
<td>18</td>
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<tr>
<td>College of Health Professions</td>
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<td>8</td>
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<tr>
<td>College of Liberal Arts and Sciences</td>
<td>45</td>
<td>111</td>
<td>99</td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College of Interdisciplinary Studies</td>
<td></td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>Kirkhof School of Nursing</td>
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</tr>
<tr>
<td>Padnos College of Engineering and Computer Science</td>
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<td>6</td>
<td></td>
</tr>
<tr>
<td>Seidman College of Business</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students Served</td>
<td>54</td>
<td>134</td>
<td>146</td>
</tr>
<tr>
<td>Amount Awarded</td>
<td>$18,937</td>
<td>$27,390</td>
<td>$27,110</td>
</tr>
</tbody>
</table>

Goals for 2007-2008

The Center has the following goals for 2007-2008, derived in part from its strategic plan and in part from immediate needs:

1. To assess programming to better fit faculty needs and interests.
2. To modify competitive grant categories to focus even more on university priorities.
3. To establish the Liberal Arts Academy and the Faculty Associates Program.
4. With the Assistant Vice President for Academic Affairs, to re-examine the orientations for part-time faculty to maximize their effectiveness.