

2002
~
2008

Robert and Mary Pew
Faculty Teaching and
Learning Center

Six-Year Self-Study



THE ROBERT and MARY
Pew
FTLC

Pew Faculty Teaching and Learning Center
324 Lake Ontario Hall, Allendale, MI 49401
Phone: 616 - 331- 3498
Fax: 616 - 331- 3505
Email: ftlc@gvsu.edu

Catherine Frerichs, Director
Kurt Ellenberger, Associate Director of Grants
Tamara Rosier, Assistant Director of Assessment
Lois Goossen, Pew FTLC Assistant
Maria Codega, Events Coordinator

THE ROBERT AND MARY PEW
FACULTY TEACHING AND LEARNING CENTER

SELF-STUDY, 2002-2008

I. Executive Summary of Assessment Report

A. Attaining Past Goals

In the past six years, the Pew Faculty Teaching and Learning Center (Pew FTLC) has evolved to a mature center that functions as a teaching and learning leader at the university. It offers a variety of programs to particular constituent groups, that develop as participants express their needs and interests. The Center's extensive and dynamic grant programs encourage innovation throughout the curriculum and in a range of pedagogies. Its grounding in liberal education sets high standards and provides a clear guide for action.

The Pew FTLC's 2008 assessment report documents progress in three broad areas of the Center's work. A brief summary follows:

Goal 1: To broaden the possibilities for contributing to the professional development of targeted groups of faculty. This goal has been met through programs for first-year faculty and part-time faculty. In two evaluations of the First-Year Faculty Seminar program, a great majority of participants indicated that they made use of specific strategies discussed in the seminar. All but one said they valued getting to know faculty from outside their disciplines. This program will be revised and expanded in 2008-2009, with separate sessions on the two main campuses.

About fifty part-time faculty attend the biannual, half-day Adjunct Academy. Topics promote the scholarship of teaching and techniques for enhancing student learning. Participants appreciate the quality of the offerings. The Academy will continue to offer programming, enhanced by suggestions from a new advisory committee.

Goal 2: To provide opportunities for targeted groups on campus—drawn from faculty, staff, and students—to engage with the concept of liberal education. Focus groups to discuss teaching and learning at Grand Valley within the context of liberal education were held with targeted groups of faculty in 2004 (45 faculty) and 2008 (73 faculty). In both years, faculty recognized and supported teaching as the primary focus of the university. In 2008, however, faculty questioned which was valued more, research or teaching. Perceiving students as consumers was a less prevalent theme; faculty could more readily indicate how they encourage higher expectations of students within the context of liberal education. Results of the 2008 focus groups will be publicized and discussed.

The Pew FTLC also uses its competitive grants program to further the liberal education mission of the university. Every year, approximately half the grants funded fulfill this goal.

Goal 3: To support faculty and students in teaching-related projects and initiatives of all kinds through the Pew FTLC grant program. A representative sample of forty grants, drawn from the ten-year history of the competitive grants program, was studied to determine its effectiveness. Eighty percent of the funded projects continue in some form; it is not an exaggeration to say that every student participates in at least one course that has been directly influenced by Pew FTLC funding. The reports on individual projects are additional documentation of the effectiveness of the grants program.

The ten-year study also showed that seven colleges were under-represented in funded grants and that one category of grants needed to be re-defined. These colleges have since been visited, with a resulting increase in applications, and the grant category has been re-defined.

B. Current Strengths and Areas for Further Strengthening

The Pew FTLC's strength lies in its strong connection to the core value of the university: an unwavering commitment to teaching excellence, grounded in the values of a liberal education. As the assessment report demonstrates, its programs are robust in their conception and delivery and well-supported by the faculty. In most of its areas of operation, the Pew FTLC has the resources it requires to operate effectively. The earnings from its endowment enable it to offer a strong competitive grants program, fund four categories of teaching awards (for a total of fifteen awards), and support new initiatives.

Two examples from programming for first-year faculty illustrate how Center staff strengthen programs based on assessment and reflection. The number of participants in the First-Year Faculty Seminar was lower than expected for this first year. Because of this, the Pew FTLC plans to improve publicity about the seminar and offer two sessions next year, one on each campus. Another, older program for new faculty, Faculty-to-Faculty Mentoring, has been declining in numbers in spite of being well received by those who participate. Students in a public relations class made recommendations on improving its publicity, which were implemented but without the desired effect. Publicity for the program will receive even greater emphasis in the fall.

A component of the grants program requires more support because of sustained faculty growth. The non-competitive grants program would benefit greatly from additional funds to meet the needs of faculty and students who travel to conferences. There was a 25% shortfall in both areas in 2007-2008.

Finally, the Center would benefit greatly from an additional full-time professional person, given continuing growth in faculty numbers and the staffing levels in the Center. Currently, only the director is full-time. The Associate Director of Grants, who also administers the teaching awards program, is half-time, and the Assistant Director of Assessment divides her time with the Office of Assessment and

Accreditation. Another full-time professional would mean that most of the programming, currently carried out by two people, could be shared among three, with the resulting ability to focus more intentionally on areas of particular need, for example, new faculty and part-time faculty.

II. Self-Study Methodology

The following sources were used to gather and evaluate information and data for this self-study:

- Pew FTLC participation records
- Content analysis of faculty questionnaires
- Content analysis of faculty focus groups
- Documents from initiatives
- Ten-year study of competitive grants
- Individual grant reports
- Faculty development at peer institutions
- Published faculty development research

All five of the Pew FTLC staff have participated in preparing this report. Everyone has had specific responsibilities. The two clerical staff collected data and worked on the data's optimal presentation; the entire staff then discussed how to interpret the data. The directors wrote the sections for their areas of responsibility and also edited the report as a whole. The clerical staff are due the credit for the report's attractive, readable presentation.

III. Programs, Data, and Implications

A. Programs and Initiatives

This section will summarize programs and initiatives not covered in the assessment report. They demonstrate the Center as a teaching and learning leader in its broad and varied range of programming.

Conferences, Seminars, and Workshops

The *Fall Teaching and Learning Conference*, along with workshops and other offerings during the semesters, are the primary way in which the Center reaches out to faculty. For the last two years, *Looking for the Light*, a half-day series of brief presentations by faculty, has been a way to engage faculty in simple but effective ways in which to assess student learning in their classes. Given the competition for faculty time, the strong initial support has lessened; we will now weave its perspective into other Center programming.

This year, for the first time, we contracted with an intercultural communications expert to offer *Enhanced Communication*, a seminar series for international faculty

who wish to work on their pronunciation and their confidence in teaching in an American classroom. The twelve-week series, a combination of group work and individual tutorials for thirteen faculty and staff, was a great success, as evidenced by pre- and post-test tapes of reading and participant surveys. The series will continue next year, with both beginning and advanced levels.

The *Faculty-to-Faculty Mentoring Program* continues, this year with eighteen participants (as compared to 24 and 33 in the last two years). It is designed to complement mentoring that occurs within individual units. Its goals are to increase collegiality across the university and to foster discussions about teaching and learning in a relaxed setting. It is designed to complement mentoring that occurs within individual units. The program consists of three small-group meetings Fall and Winter semester, led by a senior faculty member from outside the unit of participating faculty. The mentor has no part in evaluating the faculty in his or her group. Faculty who participate appreciate the informality and the chance to get to know a senior faculty member from outside their department.

The program's difficulties have previously been alluded to. If our more vigorous publicity this year does not work, we will seek other methods of meeting the need for quality faculty mentoring outside of units.

The table below summarizes workshop programming over the past six years. In recent years, we have been more intentional about a balance of programming, usually selected around a theme. The categorizing is somewhat misleading because the categories overlap. Also, certain themes pervade almost all programming. A workshop on involving students in their learning, for example, will have implications for course design, teaching strategies, and the ability to appeal to a diverse group of students.

Table 1: Categories of Pew FTLC Programming, 2002-2008

Category	Relating to Students	Teaching Strategies	Diversity	PT Faculty	Course Design	Well Being/ Faculty Support
Year						
2002-2003	2	8	0	1	0	10
2003-2004	6	16	1	1	3	15
2004-2005	6	13	0	1	0	5
2005-2006	3	15	3	3	1	14
2006-2007	9	8	5	3	0	9
2007-2008	7	9	3	1	7	7

Faculty Satisfaction With and Use Of Programming

The results of Pew FTLC satisfaction surveys after an event have typically been consistent: in the comment analysis carried out for the 2001-2002 self-study, faculty identified two primary values of the programming: learning specific techniques and taking advantage of the opportunity to meet other faculty and exchange ideas. This year, along with satisfaction levels, we wanted to know which techniques faculty used, along with their perceptions of the outcomes.

We sent a survey to all faculty who had participated in at least one event during Fall 2007, asking them these questions:

“How well have the Pew FTLC events that you attended added to your knowledge and skills as a teacher?”

“Which new activities have you tried in your classroom?”

“Have these new activities affected student learning? If so, how?”

Thirteen percent responded. As with the earlier study, the responses were positive with the same broad areas stressed. The comments were more focused, however, most likely explained by our use of continuing, research-based advances in faculty development approaches, combined with a more intentional focus on liberal education as the basis for much of our programming

Faculty indicated that the primary value of the workshops, besides the opportunity for networking, was being challenged to think, leaving with an increased motivation to teach, and possessing more ways to involve students in their learning. The following techniques were listed most frequently: course design, using rubrics, reflective journals, group activities, mid-semester evaluations, and ways to give students more responsibility in their learning. Faculty also said that students were now more interested in what they were learning, were willing to take more responsibility, and that, overall, there was more faculty/student interaction.

These responses encourage us to continue our current approaches to programming.

Benchmarking Comparisons

Comparing our offerings to the results of a nationwide survey of faculty development centers demonstrates that our programs are consistent with what faculty developers at other comprehensive universities indicate are the most important current issues.

The following topics were the ten most frequently cited, in order of importance: teaching for student-centered learning, new faculty development, integrating technology into “traditional” teaching and learning settings (carried out at Grand Valley by Educational Technology), active, inquiry-based, or problem-based learning, assessment of student learning outcomes, multiculturalism and diversity related to teaching, scholarship of teaching, writing across the curriculum/writing to learn, course and curriculum reform, and course/teaching portfolios (Sorcinelli,

M. D., Austin, A. E., Eddy, P. E., & Beach, A. L. (2006). *Creating the Future of Faculty Development*. Bolton, MA: Anker, 189-191.)

Our primary method of evaluation—faculty self-reporting—is also consistent with nationwide practices (Hines, S. (2007). *Investigating faculty development program assessment practices*. Professional Organizational Development Network. Pittsburgh, PA.) No doubt, all teaching and learning centers would like to be able to document ways in which they have affected student learning. Given the variables affecting student learning, this approach is not possible. Instead, we have given depth to the self-reporting process through a variety of methods. This past year, as noted above, we asked faculty about their use of our programs and conducted focus groups with 73 faculty on teaching and learning at Grand Valley. In the previous self-study, we carried out a content analysis of the evaluations of individual workshops and invited eight faculty who were regular participants to create concept maps of what their participation (including grants awarded) had led to.

University-Wide Teaching Awards

In the past two years, two new awards have been added, an award for part-time faculty, and an award for Library faculty, for a total of five categories of awards. All awards are administered by the Pew FTLC, which convenes the committees that select awardees, 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 Excellence Award for Library Faculty (one award every three years, for \$500)
Pew Teaching with Technology Award (up to two awards, for \$500 each)

Initiatives: Claiming a Liberal Education

The Claiming a Liberal Education Initiative began in 2003, initially, as a discussion of how to overcome differences in expectations between faculty and students. From the beginning, Student Services was part of the discussion, and the Associate Dean of Students has been a co-director, along with the director of the Pew FTLC. When we asked ourselves how faculty and student expectations should be aligned and realized the obvious answer was “liberal education,” we had the focus we needed for institutional change that was much broader than any single office or individual could or should carry out.

From the beginning, the initiative has had broad institutional support, having been co-sponsored by the Office of the Provost, the Colleges of Interdisciplinary Studies (CoIS), and Liberal Arts and Sciences (CLAS), and Student Services. The advisory group has included administrators, faculty, students, and staff from across the university, including non-academic offices such as Institutional Marketing.

The first step in developing the initiative was research, to find out whether our

hunches about the discrepancies in student and faculty expectations were accurate. With the assistance of a faculty researcher funded by the Provost's Office, we conducted focus groups and surveys with faculty and students as well as requesting the first institution-wide use of the National Survey of Student Engagement (NSSE), the Faculty Survey of Student Engagement (FSSE), and, later, participating in a pilot study of the Collegiate Learning Assessment (CLA) instrument. The offices of Institutional Analysis and Accreditation and Assessment now administer these surveys and tests. (NSSE and FSSE are based on self-reports of factors affecting engagement in learning; the CLA measures student outcomes in critical thinking, analytic reasoning, problem solving, creating an argument, and written communication skills.)

The findings from our local research were presented to faculty at the 2004 Fall Conference on Teaching and Learning. They demonstrated that there were strengths on which to build as well as areas in which change was warranted. That fall, 160 faculty, staff, and students met in small groups to do readings and reflect on liberal education, student/faculty expectations, diversity and inclusive excellence, and next steps for the initiative. The Fall 2005 conference featured the NSSE/FSSE results as did fora during the year.

During 2005-2006, we began to see changes demonstrating that members of the university community were engaging more intentionally with the concept of liberal education as a core value, although not all changes were tied directly to this initiative. A summary follows:

Institutional Marketing developed simpler, more direct language for talking about liberal education. Student orientations were more focused on liberal education. Faculty governance passed a resolution supporting the initiative. CoIS greatly increased the sections of Introduction to Liberal Education so that, every year, about one-third of freshmen take the course. It also sponsored dialogues among faculty, staff, and students, and CLAS began to require a liberal education component in job descriptions for all its searches. Student Services became much more intentional about integrating the curricular and co-curricular aspects of students' education and developed a plan for the first learning community of campus, for freshman women in science and engineering. The co-directors of the initiative met with clerical and non-academic professional staff to discuss liberal education readings. More than half of the competitive grants awarded by the Pew FTLC had a liberal education focus. The Pew FTLC worked for a broader, fairer basis for evaluating teaching (discussed below).

In the last two years, administrators, faculty, and Student Services staff associated with the initiative have worked on how best to use liberal education as a means to unify all aspects of a student's experience: General Education, majors, and varieties of experiential learning. "Think Tanks," sponsored by CoIS, have brought together faculty and staff to discuss ways to engage students in their learning and this past year focused on poverty and economic justice. A Pew FTLC staff member has been a part of campus discussions on using electronic learning portfolios as a richer way to document learning rather than relying only on survey results or test scores.

In Fall 2008, the Liberal Education Academy will open, sponsored by the Pew

FTLC. Its purpose is to increase the number of Grand Valley faculty who apply the principles of liberal education in meaningful ways in their teaching, thus also contributing to the scholarship of teaching and learning. Ten Associates (faculty from five colleges) have committed themselves to study one of their courses in the context of liberal education, and then develop, carry out, and report on a project that derives from the study. Associates who complete their reports will receive \$500 for professional development. In the project's second year, returning Associates will meet with new Associates. The program is expected to continue indefinitely.

The success of the CLE initiative has been assessed through a second administration of NSSE in 2007 and a series of faculty focus groups in Winter 2008. The NSSE results are encouraging, although, in terms of the CLE, it must be noted that the profile of our students has also improved during this period—no doubt the single greatest factor in the improved scores. The changes since 2005 are positive, with our students' responses, both freshmen and seniors, now more in line those at peer institutions. For example, under "Level of Academic Challenge," freshman scores improved significantly and are now equal to peers. Seniors outperformed seniors at peer schools.

The results of the faculty focus groups are summarized in our assessment report. While it was gratifying to note, for example, that faculty were more aware of liberal education as a guiding principle and could more readily indicate how they encourage high expectations of their students, they were also now more conflicted about where their priorities should lie, in teaching or research.

The CLE initiative has shown us that institutional change is possible but also enormously complicated in an organization as large and complex as a university, where multiple agendas exist. Its success will soon be discussed in an invited chapter for a book to be published by Stylus, *Coming in from the Margins: Faculty Development's Emerging Role in Institutional Change*.

Initiatives: Broadening the Basis for Evaluating Teaching

A more holistic approach to evaluating teaching has been a focus of Pew FTLC activity throughout the last six years. Part of the motivation for the emphasis came from an awareness of research findings on how best to evaluate teaching and a recognition that there was great variation in practice at Grand Valley. Another source for motivation came from the CLE initiative: if we wanted faculty to take the risk of teaching differently and expecting more from their students, they needed to be evaluated on more than only student evaluations.

Summer teaching portfolio workshops offered during this period have been the most successful way to effect change in this area. Other efforts have not been broadly enough accepted to result in institution-wide change. The various efforts and the responses to them illustrate how difficult it is to evaluate teaching in a way that is valid, reliable, and efficient, the confusion from mixed signals about the relative importance of teaching and research (in spite of the stated primacy of teaching at Grand Valley), as well as the strong Grand Valley tradition of independence within units. A brief history of the Pew FTLC efforts in this area follows:

During Winter 2003, the director met with a group of faculty in the Arts and Humanities Division to develop a pilot plan for evaluating pre-tenure faculty. It emphasized goal-setting by individual faculty, informal evaluations from students, self-reflection and consultation with a mentor, and preparing a teaching portfolio. End-of-term student evaluations would not be used until the second review. Two faculty were evaluated under this system during 2003-2004, and the process was received favorably, but the university was reorganized the following year, and the interest in carrying forward the discussion was lost.

From 2005-2007, the Pew FTLC director was a member of a CLAS taskforce charged with developing a common form for CLAS. One of the Pew FTLC's contributions was to fund a factor analysis of a large sample of student responses on the seventeen different forms currently in use in CLAS. The results of the analysis, along with research on questions appropriate for student evaluations, formed the basis for six common questions, which could be supplemented by questions from departments and individuals. The form was piloted in courses during Fall and Winter, 2006, with mixed results. It did not receive the support it required to become the CLAS standard. During Fall 2007, the Pew FTLC director asked the Provost to form a taskforce to look into the feasibility of Grand Valley's adopting a form that is nationally normed and criterion-based. This taskforce, chaired by the Assistant Director of Assessment, will complete its work during Summer 2008.

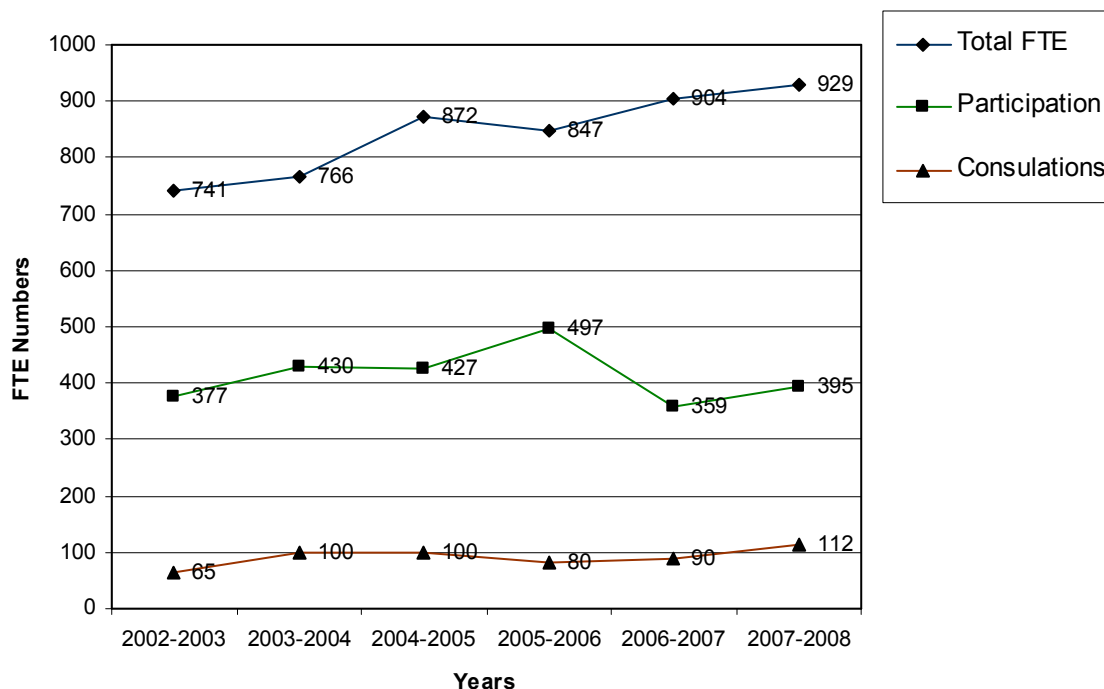
A related discussion on effective teaching has grown out of the Pew FTLC director's chairing the Academic Rigor Sub-Committee of the Student Success Planning Team, which issued its report in December 2007. The Sub-Committee developed a set of characteristics of effective teaching, which was presented jointly by the Executive Committee of the Senate and the Pew FTLC Advisory Committee at two faculty fora during Winter 2008. The controversies generated made it clear that only a more neutral definition would be acceptable for the Faculty Handbook. The Pew FTLC was free to develop its own definition if it wished. This work of building consensus as to what constitutes effective teaching will continue. It goes hand-in-hand with valid and reliable forms to evaluate teaching and an evaluation process that relies on a range of types of evidence.

B. Faculty Participation in Pew FTLC Programs

Faculty support for the Pew FTLC has been strong since its inception. The 2001-2002 self-study indicated that 53% of the faculty had attended at least one event in that year, up from 35% in 1997-98. Given the large increase in faculty during that time, the figures represented a 112% increase in participation.

The graph below demonstrates faculty participation compared to total fulltime-equated faculty. While the numbers of participants have not grown at the same rate that the faculty has grown, in three of the last six years, close to half the faculty have participated in at least one event.

Figure 1: Faculty Participation Compared to Total FTE



Our year of lowest participation, 2006-2007, can be accounted for primarily by lower attendance at the Fall Teaching and Learning Conference. The explanation also illustrates the danger in relying solely on numbers to evaluate a program. Every year, about half of our participant number comes from conference attendees. To understand the decline in participation in 2006-2007, we surveyed faculty about the conference. Two-thirds of the respondents had not attended, and almost half of them said they had scheduling conflicts. A number almost as large indicated that they were not interested in the conference theme (“Developing the Whole Student: Collaborating with Student Support Services”) or in the workshop topics, most of which were related to the conference theme.

While we want the conference to appeal to a broad range of faculty, we also want to be able to take chances with the theme, as we did in 2006-2007. This past year, with a theme to which faculty could relate more easily, “Teaching Well at Grand Valley,” our numbers are up again.

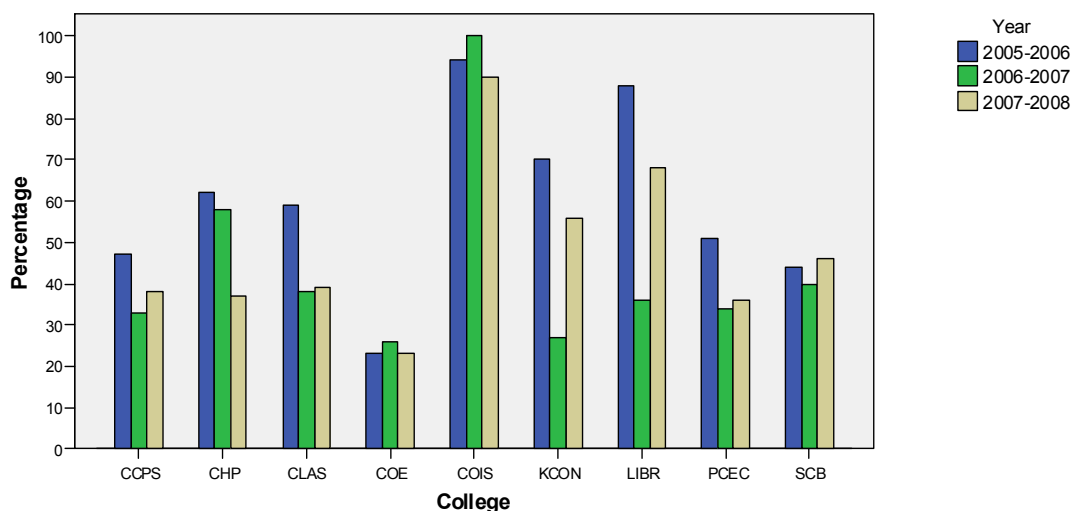
2005-2006 was a very good year, most likely because the conference keynoter was from the National Survey of Student Engagement (NSSE) office, speaking about Grand Valley results after the survey’s first administration earlier that year. That year also included well-attended fora on the NSSE results, and two popular outside workshop leaders.

The graph also tracks our consultations with individual faculty. The greatest increase occurred in 2003-2004, when we had a half-time assistant director for the first time. This past year, the directors who work with grants and assessment

emphasized meeting with individuals, as well as units and colleges, to increase these groups' understanding of particular programs. Building relationships is a critical part of developing programs.

The bar chart below, showing participation by college, illustrates varying levels of support across the university.

Figure 2: Percentage of Faculty Participation by College, 2005-2008



The colleges with the highest levels of participation are also much smaller than the very largest college, Liberal Arts and Sciences. As noted above, 2005-2006 was our highest rate of attendance in the last six years, followed by our lowest year, with this past year the start of an upward trend, we hope. Some of the year-to-year fluctuations can also be explained by our having done a special program at the request of a college.

Benchmarking Comparison

We have not been successful in establishing a context for our participation rates. In an attempt to do so, we contacted the faculty development directors at our six peer institutions (out of eleven) that have members in the Professional and Organizational Development Network, the national organization of faculty developers. Only one responded, Appalachian State University (ASU). Their participation rate (an average of 55% of fulltime faculty in the last three years) is higher than ours, but they include many more categories in their numbers. They begin with the number of individual teaching faculty, not FTEs, as we do. For actual participants, they include faculty who participate in any center-related activity. Thus, members of the advisory committee are counted, grant proposal reviewers, grant recipients, and all attendees at new faculty orientation. By comparison, we count only faculty who attend a workshop, seminar, or conference. We do not include new faculty orientation.

C. Grants

Competitive Grants

Competitive Grant Study

The Associate Director of Grants undertook a comprehensive survey in 2006-2007 to study the effectiveness of the Pew FTLC competitive grants program. 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. For example, curricula developed by a grant are still in use, papers deriving from grant activity are still being given, and articles being published. This activity is also very resilient over time (grants in this survey are taken from 1998-2005).

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 too numerous to mention in detail; however, combined, they impact dozens of courses and many thousands of students. In fact, 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. These activities are the staples of the grants and their influence is ubiquitous on this campus.

The influence of grant activity is found at all levels of the university and beyond, reaching into the various disciplines at the national and international levels. The primary focus 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 the competitive grants since its inception.

In short, the grants are performing as intended, exerting substantial and lasting influence on teaching and learning at all levels.

* * *

As the table below illustrates, the total funding awarded for competitive grants has been fairly consistent. In 2004-2005, the Center allocated additional funds to support the Claiming a Liberal Education Initiative (CLE), which accounts for the unusually high disbursement in that year. Grant activity appears to be on the rise, as the current year's total suggests. This is due to direct outreach by the Associate Director to individual colleges that were found to be under-represented (by population) in the Competitive Grant Survey. The table shows that the grants awarded to the various colleges this past year are distributed much more evenly than in previous years.

Table 2: Competitive Grants by College, 2004-2008

College	2004-2005	2005-2006	2006-2007	2007-2008
College of Community and Public Services	1	0	0	0
College of Health Professions	0	1	0	1
College of Liberal Arts & Sciences	24	26	18	14
College of Education	0	0	0	3
College of Interdisciplinary Studies	2	2	2	2
Kirkhof College of Nursing	0	0	0	2
Padnos College of Engineering & Computer Science	2	6	8	6
Seidman College of Business	1	4	0	0
Library	1	0	0	1
Total Number Awarded	32	39	28	29
Total Amount Awarded	\$164,712	\$113,572	\$104,480	\$135,860

Faculty Travel Grants

Table 3 summarizes the Faculty Travel grants awarded by college. The funds awarded in 2005-2006 were higher than average: in response to high demand, funding in this category was increased. As a result of such high demand, faculty were now limited to one, rather than two, grants per year. The rapid growth of faculty at GVSU has made this reduction inevitable. The change, however, did allow for more faculty to attend at least one conference per year. These grants received 33% more funding in 2007-2008, which allowed for the markedly higher level of funding. As noted in the assessment report summary, even with the increased funding, there was still a shortfall.

Table 3: Faculty Travel Grants by College

College	2004-2005	2005-2006	2006-2007	2007-2008
College of Community and Public Services	7	11	6	4
College of Health Professions	0	3	4	10
College of Liberal Arts and Sciences	123	117	95	98
College of Education	19	26	19	22
College of Interdisciplinary Studies	1	2	6	7
Kirkhof College of Nursing	8	2	2	11
Padnos College of Engineering & Computer Science	12	17	8	17
Seidman College of Business	10	13	16	16
Library	4	3	2	1
Total Number Awarded	184	194	158	186
Total Amount Awarded	\$74,906	\$86,295	\$70,325	\$91,365

When the Center began with a fulltime director eleven years ago, faculty had access to \$1,500 per conference to a maximum of \$2,000 per year. This amount has been steadily declining over the years as the overall number of faculty and the number interested in attending teaching-related conferences have both increased substantially. When monetary inflation is also taken into account, the issue is further exacerbated. Clearly, the support received by faculty through these funds has deteriorated significantly, and continues to do so as the faculty grows and the dollar shrinks.

Student Travel Grants

As Table 4 demonstrates, the number of students served by the Student Travel Grants program has tripled in the four years of its history. The program provides partial support for up to four students to attend a professional conference, accompanied by a faculty mentor. The reports that students write after returning from an event consistently demonstrate the value of this program, which began with a gift from the Alumni Association and is now a regular part of the Center's budget.

Table 4: Student Travel Grants, 2004-2007

College	2004-2005	2005-2006	2006-2007	2007-2008
College of Community and Public Services	8	3	18	17
College of Health Professions		8		3
College of Liberal Arts and Sciences	45	111	99	127
College of Education				1
College of Interdisciplinary Studies		1	23	28
Kirkhof School of Nursing		1		
Padnos College of Engineering and Computer Science		6	6	12
Seidman College of Business	1	4		14
Students Served	54	134	146	202
Amount Awarded	\$18,937	\$27,390	\$27,110	\$40,585

IV. Staff Scholarly/Creative Work and Service Activities

The tables below summarize the activities of both the directors and the clerical staff of the center for the time they have worked in the center. The numbers do not accurately represent the activities of everyone during the six years of the self-study because only the director has worked in the center for the entire six years. Even so, the numbers illustrate that the directors in particular are very active, professionally and in the community, outside of the day-to-day work they carry out in the center. Details are available in the attached vitae.

Table 5: Directors' Scholarly Work, 2002-2008

Papers Workshops	Posters	Publications	Manuscripts
16	2	3	4 (include book-length manuscript)

Table 6: Musical Work (Associate Director of Grants), 2005-2008

Compositions/ Arrangements	Performances	Recordings
10	22	6

Table 7: Staff Service, 2002-2008

College	University	Community	Professional Organizations
6	16	22	6

V. Strategic Plan, 2008-2014; Staff Goals

PEW FTLC GOALS, 2008-2014

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.

The first three goals relate specifically to Pew FTLC programs and will be discussed in the Center's next assessment report. The last three goals relate to administrative priorities within the Center.

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.

Objective:

Faculty in at least two target groups will indicate that Pew FTLC programming contributed significantly to their success in specified areas.

Measure:

Faculty in the two target groups will be surveyed as to applications of Pew FTLC programming and their outcomes.

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.

Objective One:

The grant director, together with the Grants Sub-Committee and the Pew FTLC Advisory Committee, will engage in year-end discussions on possible changes in funding directions.

Measures:

- a) The grants director will include any recommendations in his annual report to the director.
- b) Publicity on any new initiatives will occur in the fall, with visits to colleges that are most affected or have not responded in the past.

Objective Two:

At least one-quarter of the competitive grants in the year of a new initiative will reflect its emphasis.

Measures:

- a) The proportion of grants reflecting the new initiative will be reported in the Center's annual report.
- b) Reports of grant projects in the initiative will demonstrate that the goals of the initiative have been met in substantive ways.

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.

Objective One:

Each year, all Associates in the LEA will successfully complete their projects.

Measure:

Project reports will be evaluated according to a set of rubrics.

Objective Two:

Each year, all Associates will develop and carry out a meaningful plan for extending their work into their units.

Measure:

Units' responses to the plans will demonstrate that they are a meaningful contribution to their teaching practices.

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

Objective One:

Lead in university-wide discussions on greater depth and consistency in how to evaluate teaching.

Objective Two:

Continue to offer teaching portfolio workshops as the primary means for the summative evaluation of teaching.

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

Objective One:

During 2008-2009, the directors will meet to discuss possibilities for working together.

Objective Two:

The directors will develop and carry out a plan for enhancing connections between teaching and research at Grand Valley.

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.

Objective One:

The relevant staff will carry out the assessments as noted on this schedule during this next self-study period:

Table 1: Pew FTLC Assessment Schedule, 2008-2014

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Pew FTLC Annual Reports	√	√	√	√	√	√	√
Budget/Funding Memo (all grants)	√	√	√	√	√	√	√
Grant Program Review (all grants; criteria, funding levels, eligibility, and procedures)	√			√			√
Full Survey of Competitive Grants	√						
Faculty Focus Groups on	√				√		
Outside Evaluator						√	

Objective Two:

The results and anticipated actions will be reported to appropriate audiences, e.g., CoIS dean, other administrators, unit heads, and all faculty.

PEW FTLC GOALS, CoIS GOALS, and GVSU GOALS

Pew FTLC Goals	CoIS Goals	GVSU Goals
1—Work with specific faculty groups—e.g., first-year faculty, part-timers, international faculty, faculty at regional campuses	1—Increased participation 3—Promote teaching in lib. ed. tradition 6—Promote inclusive excellence	1—Offer high-quality education 2—Ground offerings in liberal education 3—Build collaborations within university 4—Promote inclusion 5—Create vibrant university culture
2—Create, evaluate grant initiatives to reflect university priorities	1, 3, 6; also 4—support programs to internationalize curriculum, and 7—increase involvement in sustainability	1-5; also 6--effectively allocate financial resources
3—Nurture Liberal Education Academy	1, 3, 6; also 2—increase visibility of CoIS in university community	1-5; also 7—effectively present university's image
4—Lead in identifying best practices for evaluating teaching	3, 6	1-5
5—Encourage healthy relationship between teaching and research	2	1-5
6—Carry out and respond to regular assessments of major Pew FTLC programs	3, 6	1-6

STAFF GOALS, 2008-2014

Catherine Frerichs, Director

Catherine Frerichs plans to retire in August 2009. In this next year, her goals are to:

1. Ensure the success of the first year of the Liberal Education Academy.
2. Make a decision about the status of the Faculty-to-Faculty Mentoring Program.
3. Complete a successful application for the Theodore Hesburgh Award (\$30,000 award from TIAA-CREF to an institution for faculty development work).
4. Ensure a smooth transition for the new director.

Kurt Ellenberger, Associate Director of Grants

Kurt Ellenberger's goals are to:

1. Inform all new faculty of the myriad offerings in Pew FTLC, emphasizing personal relationships.
2. Develop special initiative grants that are targeted and timely support mechanisms for faculty and for campus-wide initiatives.
3. Become more knowledgeable and active in Faculty Development.

Tamara Rosier, Assistant Director of Assessment

Tamara Rosier's goals are to:

1. Develop service to part-time faculty with advice from new adjunct advisory team.
2. Expand programming for targeted groups, such as first-year faculty.
3. Assist the Liberal Education Academy members with their projects and facilitate the growth of this program.
4. Lead the task force committee on student evaluations to a successful completion.

APPENDIX: STAFF VITAE

Catherine Frerichs, Director

Kurt Ellenberger, Associate Director of Grants

Tamara Rosier, Assistant Director of Assessment

CATHERINE E. FRERICHS

324 LOH
Grand Valley State University
1 Campus Drive
Allendale, MI 49401
616-331-3499 (phone)
616-331-3505 (fax)
frerichc@gvsu.edu

964 Kenesaw Dr. SE
East Grand Rapids, MI 49506
616-975-9284

ADMINISTRATIVE EXPERIENCE

- 1997 Director, Pew Faculty Teaching and Learning Center, Grand Valley State University, Allendale, MI. Responsible for all aspects of faculty development program, including coordinating workshops and seminars, working with departments and colleges on pedagogical and curricular issues, supervising \$175,000 grant program, and consulting individually with faculty. Assist in developing policies related to teaching mission of the university. Co-director of “Claiming a Liberal Education” initiative.
- 1996-1997 Senior Program Officer, Great Lakes Colleges Association, Ann Arbor, MI. Responsible for faculty development initiatives in this consortium of 12 private liberal arts colleges in Indiana, Michigan, and Ohio. Coordinated all aspects of week-long course design and teaching workshops, including one with multicultural focus; assessed \$270,000 Ford Foundation grant for multicultural curriculum and pedagogy development; worked with consortial women’s studies committee; assisted faculty in mounting discipline-based meetings on curriculum and pedagogy.

At Albion College:

- Fall 1995 Director, Great Lakes Jerusalem Program. Jerusalem (focus on Israeli-Palestinian conflict). Coordinated six courses taught by Israeli and Palestinian professors, arranged for 25 guest speakers, supervised student research, taught capstone roleplay/negotiation course, coordinated field trips in Israel, the West Bank, and Gaza; managed \$65,000 budget.
- 1985-1990 Director, Anna Howard Shaw Women’s Center. Chaired Planning Group for Center. Encouraged campus/community communication on women’s issues; organized annual women’s week; coordinated implementation of sexual harassment policy and peer counseling for survivors of sexual assault; established Women in Math/Science Task Force.

- 1985-1989 Associate Provost. Responsible for all aspects of faculty development: assisted faculty in locating sources for grants and in writing grants, established mentoring program for new faculty. Member, advisory committee, Exxon-Lilly-funded GLCA study of the long-term effects of faculty development. Wrote successful \$208,750 Kellogg Foundation proposal in science education with special emphasis on minority participation and encouraging college/elementary school connections; facilitated Albion's participation in Pew Science Program. Chaired affirmative action committee charged with developing new policies for hiring and retaining women and minority faculty. Coordinated Intensive Summer Program for high school teachers of AP courses (first year, more than doubled enrollment)
- 1981-1983 & Director, Developing Skills Center. Coordinated tutoring in study 1984-1985 skills, writing, word processing, critical reading, subject areas, and English as a second language.

TEACHING EXPERIENCE

- 2001- Professor of Writing, Grand Valley State University
- 1997-2001 Professor of English, Grand Valley State University. Courses taught: Freshman English, Writing in the Disciplines, Argument and Analysis, Life Journey, History of Diversity in the United States, Introduction to Liberal Education
- 1974-1997 Began as Adjunct Asst. Prof.; eventually, Prof. of English, Albion College, Albion, MI
- Courses taught: Writing Essentials, Freshman English, Creative Writing, Nature Writing, Advanced Expository Writing, Technical Writing, Introduction to Literature. Women and Literature, American Literature I and II, British Literature I, Introduction to Women's Studies, Basic Ideas (freshman humanities course), Great Issues in Humanities (Honors Program).
- 1968-1971 Instructor in English, Glen Oaks Community College, Centreville, MI

UNIVERSITY SERVICE

- 2006- North Central Association Accreditation Steering Committee
- 2005- Campus-Wide Student Success Planning Team
- 2005- Intercultural Awareness Committee; Search Committee, Vice President for Inclusion and Equity (2007); ad hoc committee developing Inclusion Advocates program (2007)
- 1998-2003 GVSU Women's Commission (Chair, 2000-2001; 2002-2003)
- 1998- Interviewer, Physical Therapy and Occupational Therapy applicants; also Honors Program scholarship finalists

EDUCATION

- 1974 D.A., English. The University of Michigan
1968 M.A., English. The University of Chicago
1967 B.A., English, magna cum laude. St. Olaf College, Northfield, MN

MANUSCRIPTS

With Diana G. Pace and Tamara Rosier, "Informing Institutional Initiatives with Research-based Expertise." Coming in from the Margins: Faculty Developments' Emerging Role in Institutional Change. Ed. Connie Schroeder. Stylus Publishing, forthcoming, 2009.

Desire of the Heart: A Daughter's Biography of Her Missionary Parents (book-length manuscript), completed 2008, under consideration by publishers.

SELECTED PUBLICATIONS

With Priscilla Atkins, "Planning and Implementing a Teaching Workshop for Librarians," College and Undergraduate Libraries. Vol. 9 (2) 2002, 5 – 15.

Essays in Grand Valley Review: "Only Connect" (Fall 2002); "Yu Tok Stret" (Spring 2000); "Teaching as Dialogue" (Fall 1997).

Under "Catherine E. Lamb":

"Different Voices, Other Parties: Feminist Responses to Argument." Perspectives on Argument. Ed. Deborah Berrill. Hampton Press, 1996.

"A White Bird Flying Straight Down" [autobiographical literary criticism]. Public Lives, Private Voices: Women Speak on the Literary Life. Ed. Nancy Owen Nelson. North Texas State University Press, 1995.

"Beyond Argument in Feminist Composition." College Composition and Communication 42 (February 1991): 11-24. Rpt. in The Writer's Sourcebook, 3rd ed. Eds. Gary Tate and Edward Corbett. Oxford UP, 1994; 4th ed., 2000; rpt. In Harcourt Brace Sourcebook for Teaching Writing. Ed. Patricia Roberts. Harcourt Brace, 1998; rpt. in Feminism and Composition: A Critical Sourcebook. Ed. Gesa E. Kirsch, et al. Bedford/St. Martin's, 2003.

"Initiating Change as a Writing Consultant for Colleagues." College English. (March 1983): 296-300. Abstracted in special issue on writing programs, The Forum for Liberal Education, October 1984.

Related activities:

Member, Core Committee, Professional and Organizational Development Network, 2004--

Peer Reviewer, Social Sciences and Humanities Research Council of Canada, 1994.

Scholarship Review, Tenure Evaluation, Oberlin College, February 1992.

Consulting Reader, College English, 1992-1996.
Consulting Reader, College Composition and Communication, 1986-1993.
Editorial Board, College Composition and Communication, 1988-1990.
Review Panel, Summer Stipend Program for New Course Development, Lilly Endowment, 1987-89.

SELECTED PAPERS AND OTHER PRESENTATIONS

“Teaching in the ‘Twenty-first Century,” Professional and Organizational Development Network (POD), Pittsburgh, PA, October 2007.

“Helping Students Develop Their Metacognition to Become More Proficient Readers,” POD, Portland, OR October 2006.

“Teaching to Reach *All* Students.” POD, Milwaukee, WI, October 2005.

With Donna Henderson-King, “Aligning Student and Faculty Expectations: A Project in Culture Change.” POD, Montreal, Canada, November 2004.

“New Horizons in Assessing Faculty Development.” Coordinator and presenter at 3-hour workshop. POD, Denver, CO, October 2003.

“Dreams Become Reality: Using Concept Maps to Document Faculty Development.” POD, Atlanta, GA, October 2002.

“Fosterparenting Refugee Children as Activism.” Women and Gender Studies Festival, GVSU, March 2003.

“Only Connect.” Invited address at Honors Banquet, GVSU, April 2002.

“Defining the Scholarship of Teaching.” Roundtable discussions, AAHE Roles and Rewards Conference, New Orleans, LA, February 2000; POD, October 2000.

“Mature Discourse and Social Change: Expanded Notions of Argument.” Conference on College Composition and Communication (CCCC), Chicago, IL, April 1998.

Under “Catherine E. Lamb”:

“The Place of Argument in a Pluralist Democracy.” CCCC, Milwaukee, March 1996.

“Analyst” for two segments (on persuasion and evaluation) of The Writer’s Exchange, a freshman composition course made for educational television by Dallas Telecourses and underwritten by PBS and HarperCollins. Videotaping in Dallas, January 1995. In use for 10 years.

“Logic and Feminist Argument: Yet Again, Can the Master’s Tools Dismantle the Master’s House?” CCCC, Nashville, March 1994.

“Expressions of Authority: Realities of Evasion/Possibilities for Emancipation.” CCCC, San Diego, April 1993. Part of panel I organized: “Re-Visioning Authority in the Composition Classroom.”

“Minimizing Essentialism: Maternal Thinking and Writer/Reader Relationships.”

CCCC, Cincinnati, March 1992. Part of panel I organized: "Responding to Essentialism in Feminist Theory and Practice."

"Other Voices, Different Parties: Feminist Responses to Argument." Invited paper at "The End of Argument: A Crisis for American Education and Democracy." Institute for Thinking and Writing, Bard College, January 1992.

"A Feminist Theory of Rhetoric." Luncheon Seminar Series, Center for Research on Women, Wellesley College, November 1990.

"Beyond Argument in a Feminist Composition Class." Wyoming Conference on English, Laramie, June 1990.

"Is the Curriculum Changing? What and How Faculty Teach About and For Women," summary of GLCA survey of women's studies curriculum and faculty development. National Women's Studies Association, Minneapolis, June 1988.

"Less Distance, More Space: Feminist Alternatives to Aristotelian Rhetoric." Presented at "The Poetics and Politics of Women Writing." Inter-University Centre, Dubrovnik, Yugoslavia, April 1986.

"Where Gender Makes a Difference in Contemporary Autobiography." National Women's Studies Association, Seattle, June 1985.

SEMINARS, WORKSHOPS, AND CONSULTATIONS

Consultant, Teaching and Learning Center, Susquehanna University; workshop on critical thinking, March 2003.

Facilitator, discussion of Mary Catherine Bateson, Peripheral Visions: Learning Along the Way, POD, October 2001.

"Critical Thinking and Active Learning: A Workshop for Librarians." Hope College, November 2000.

"Reflections on First-year Teaching"; meeting with first-year faculty, Albion College, April 2000.

Member, doctoral committee for dissertation on adult learning and conflict resolution, The Union Institute, 1998-2000.

Staff, GLCA Multicultural Course Design and Teaching workshop (intern, 1993; permanent staff, 1994-95).

Four microteaching workshops for Albion College faculty, 1991-95. Funded by faculty development grants and GLCA/Ford Foundation Grant, "Empowering Faculty to Foster Intercultural Learning."

Co-teacher, one-week intensive course for high school teachers of AP English, Albion College, summers, 1989-91.

Facilitator, three sessions on "Mentoring and Collegial Faculty Relationships in Faculty Development," Institutional Faculty Development Conference, Lilly Endowment, Indianapolis, October 1989.

"Theory and Classroom Uses of Non-traditional Forms of Writing." A workshop

for Albion College faculty, August 1989.

Consultation with students, staff, and faculty at DePauw University on implementing their sexual harassment policy, February 1989.

“Integrating Teaching and Research.” Workshop for Council of Independent Colleges, Hartford, June 3, and Pittsburgh, June 10, 1988.

AWARDS AND HONORS

- | | |
|-----------|---|
| 2003 | Maxine Swanson Award for promoting gender equity, GVSU. |
| 1999 | Bright Idea Award, for Faculty Associates Program (group mentoring program for new faculty), POD. |
| 1998 | Invited member, Academic Leadership Roundtable, GVSU (spring). |
| 1990 | Visiting Research Scholar, Center for Research on Women, Wellesley College (fall). |
| 1990 | The Sears-Roebuck Foundation Teaching Excellence and Campus Leadership Award, Albion College. |
| 1989 | Hewlett-Mellon Faculty Development grant to attend seminar on “Managing Conflict Within Systems,” sponsored by Negotiation Project, University of Massachusetts, Amherst, May 1989. |
| 1983-1984 | Sabbatical to study male and female presentations of self in contemporary American autobiography; complementary computer-assisted study of style. |
| 1980-1981 | Mellon Faculty Development grant to act as writing consultant to faculty; one-third released time. |
| 1973 | Dissertation Research Grant, The University of Michigan |
| 1967-1968 | Ford Foundation Fellowship, The University of Chicago |
| 1967 | Phi Beta Kappa, St. Olaf College |

PROFESSIONAL SOCIETIES

American Association of Colleges and Universities

Professional and Organizational Development Network in Higher Education

COMMUNITY SERVICE (in Grand Rapids)

St. Mark’s Episcopal Church: Choir (1997--; President, 2003-2006); Vestry (2006--; Junior Warden, 2007; Senior Warden, 2008); Stewardship Committee, Chair (2006-2007); Family Resettlement Committee, Chair (2004-2006); Community Involvement Commission (1997-2000; Chair, 1999-2000); Taskforce on Healing Racism (2000-2002).

Humanities Council, Grand Rapids: Lead book discussions (attended by 50 – 70 people) once or twice each year, 1998--.

Tamara H. Rosier

616.331.8075 ❖ 7927 Thornapple Club Drive, Ada, Michigan 49301 ❖ rosiert@gvsu.edu

EDUCATION

Western Michigan University, Kalamazoo, MI

Ph.D., Leadership in Higher Education

2004

Teaching, Learning, Leadership Program

Dissertation: Teachers' Career Decisions in a Cognitive Framework: Logistical Regression Analysis of a National Data Set

Grand Valley State University, Allendale, MI

M.A., Educational Leadership

1997

Area of concentration: Teaching literature

Grand Valley State University, Allendale, MI

B.A., English

1990

Minor: History

Secondary Professional Education Certificate

FACULTY DEVELOPMENT EXPERIENCE

Grand Valley State University, Allendale, MI

Assistant Director for Assessment

2006 - Present

- Position in the Pew Faculty Teaching and Learning Center
- Reports to the Accreditation and Assessment Officer and Director of the Pew Faculty Teaching and Learning Center
- Assists academic and student service units as they develop assessment plans
- In collaboration with the director, plans and facilitates First-year Faculty Seminar
- Plans and implements part-time faculty events
- Designs and implement workshops that explore teaching and learning topics
- In collaboration with the director, develops strategies and events that will meet the needs of faculty
- Provides direction and training for units as they assess student learning outcomes
- Support units as they interpret their assessment work
- Appointed by Provost to chair task force examining the use of student evaluations of teaching

Cornerstone University, Grand Rapids, MI

Assistant Dean for Faculty Development and

2005 - 2006

Director of the Center for Excellence in Learning and Teaching

- Founding Director of the Center for Excellence in Learning and Teaching (CELT)
- Established faculty development program
- Collaborated with professors to design new courses including writing proposals, creating measurable objectives and establishing assessment rubrics
- Led the faculty team that advises the Center for Excellence in Learning and Teaching

- Consulted with department chairs and faculty regarding course assessment and refinement
- Observed and coached adjunct faculty as they developed classroom skills
- Assisted faculty in preparation of tenure and promotion portfolios
- Planned, implemented, and evaluate New Faculty Seminar
- Initiated scholarship groups, faculty learning communities to support scholarship on campus
- Guided faculty in the use, interpretation and application of the IDEA diagnostic report of student ratings

COLLEGE TEACHING EXPERIENCE

Cornerstone University, Grand Rapids, MI

Faculty Member of Teacher Education

2001 - 2006

- Taught undergraduate courses: Educational Psychology, Content Area Literacy, Teacher Assistant Practicum, Language Arts Methods
- Taught graduate courses: Student Motivation and Behavior, Language Arts Methods
- Assistant Professor, tenure track
- Encouraged learners to apply theory learned in class to their teaching experiences
- Designed, delivered, and evaluated lessons that encouraged active learning
- Supervised college tutors in an at-risk reading program at Creston High School
- Mentored, supervised and assessed student teachers
- Developed and delivered a new faculty seminar designed to improve pedagogical skills while providing collegial support before faculty development was established
- Elected faculty representative for Core Curriculum Revision Committee
- Served as Assessment coordinator for Teacher Education Division
- Appointed by president to serve on Lifestyle Statement Review Committee
- Mentored students in leadership development and service learning through *Leadership Journey*TM; Certified Master Facilitator

Western Michigan University, Grand Rapids, MI

Adjunct Professor

2003

- Taught graduate course: Reading for Middle School
- Created course: Teaching Reading in the Middle School; Selected texts, wrote objectives and assessments

Calvin College, Grand Rapids, MI

Adjunct Professor

1999 - 2002

- Taught undergraduate course: Reading in the Content Areas
- Developed syllabus and overall course structure for semester

CONSULTING EXPERIENCE

Acorn Leadership Consulting, LLC, Grand Rapids, MI

2007 - 2008

- Co-founded leadership and organizational development consulting firm
- Clients in for profit and not for profit sectors
- Provided team analysis, team building experiences, and personal coaching
- Developed interactive workshops for colleges

K - 12 EXPERIENCE

East Kentwood High School, Kentwood, MI

English Teacher

1991 - 1998

- Created a warm, supportive environment for each student
- Planned innovative lessons that taught literature to ninth-, eleventh- and twelfth-graders
- Taught reading and writing skills to diverse ability levels
- Developed and piloted an at-risk program
- Appointed by superintendent to Restructuring Committee to analyze and apply current research for the purpose of improving school environment in district
- Used State of Michigan guidelines to establish district-wide student outcomes and student performance benchmarks
- Developed curriculum for new senior multicultural literature class
- As member of North Central Accreditation visiting teams, evaluated two districts
- Served on search committee for assistant principal and teacher
- Mentored first year teachers
- Coordinator for the High School Proficiency Test

SCHOLARSHIP OPORTUNITIES

- “Motivating the Millennial Leaner” – invited presenter, *Lilly North Conference*, Traverse City, MI, September, 2008.
- “Teaching for Transfer” – invited presenter, *Conference on Teaching, Learning, and Civic Engagement*, Mt. Pleasant, MI, May, 2008
- “Approaching Sensitive Subjects: Using the CHANGE Method to Resolve Cognitive Dissonance,” in *Encountering Faith in Secular Classrooms*, Sterling, VA: Stylus Publishing, 2008.
- “Closing the Loop: Assessment as a Strategy for Improving Student Leadership Development” – presentation, *The 2008 Assessment Institute*, Indianapolis, IN, November, 2007.
- “The Magic of Metacognition” – invited presenter, *Lilly North Conference*, Traverse City, MI, September, 2007.
- “Closing the Loop: Assessment as a Strategy for Improving Student Leadership Development” – presentation, *International Assessment and Retention Conference*, St. Louis, MS, June, 2007.

- “Learning to Give and Receive Feedback” – presentation, *Fire Up! Student Teacher Conference*, Allendale, MI, March, 2007.
- “Creating and Managing Cognitive Dissonance” - presentation, *POD Network*, Seattle, WA, October, 2006.
- “Deleting the Discussion Dilemma” – invited presenter, *Lilly North Conference*, Traverse City, MI, September, 2006.
- *Learning to Apply Course Material (to improve thinking, problem solving, and decisions)* - POD Paper, with Todd Zakrajsek, (available at <http://www.idea.ksu.edu/podidea/index.html>, August, 2006.
- “Creating and Managing Cognitive Dissonance” - poster session, *Teaching Professor Conference*, Nashville, TN, May, 2006.
- “Deleting the Discussion Dilemma” - presentation, *Teaching Professor Conference*, Nashville, TN, May, 2006.
- “The CCCU-CAP Initiative Providing a Foundation for Institutional Assessment: The Cornerstone University Story” - presentation, co-presenter, *Council for Christian Colleges and Universities (CCCU) Comprehensive Assessment Project National Conference*, Dallas, TX, March, 2006.
- “Knowing Before Leading: Understanding Who You Are and How You Lead” – workshop, *Becoming a Woman of Influence*, Grand Rapids, MI, February, 2006.
- “Engaging Seamless Learning Environments at CU” - presentation, *Faculty Colloquium*, Cornerstone University, Grand Rapids, MI, 2005.
- “Faculty Mentoring Students: Creating an Environment for Effective Adult Learning” - presentation, *Professional and Graduate Studies Workshop*, Cornerstone University, Grand Rapids, MI, February, 1999.
- “Placing Fictional Characters on a Psychologist’s Couch: Ideas for Exploring Characters in Prose and Poetry” - presentation, *Fire-Up Conference*, Grand Rapids, MI, April, 1999 - 2003.
- “I Thought Only English Teachers Had to Teach Reading” - workshop, *Cooperating Teachers Conference*, Grand Rapids, MI, March, 1999.

SERVICE TO COMMUNITY

Kids Food Basket, Grand Rapids, MI

President of Board of Directors

2006 - Present

- Provide leadership and facilitation for the Executive Board, the Board of Directors, and the Executive Director in an organization that feeds sack suppers to children in need
- Facilitate discussion on strategic initiatives

Board Member/Volunteer

2004 - Present

- Develop relationships with Grand Rapids Public Schools
- Make sack suppers for elementary students

Kurt Johann Heinrich Ellenberger

Curriculum Vitae

Personal

Contact: 4320 Leonard
Marne, MI
USA 49435
ph. (616) 855-1622 h.
(616) 331-8131 w.
web: www.kurtellenberger.com

Education

Doctor of Musical Arts	University of Texas-at-Austin 1996
Master of Arts in Music Theory and Composition	University of Northern Colorado 1990
Bachelor of Arts	University of Windsor 1983

Work Experience

Associate Professor

Grand Valley State University (1999-present)
Associate Professor of Music, College of Interdisciplinary Studies
Associate Director of Grants, *Pew Faculty Teaching and Learning Center* (2005-present)

Assistant Professor

University of Lethbridge (1995-1999)
Head of Music Theory and Composition

Lecturer

University of Wisconsin-Stevens Point (1994-95)
Professor of Music Theory, Composition, and Piano
Director, Small Jazz Ensembles Program

Teaching Assistant

University of Northern Colorado
University of Texas-at-Austin

Administrative Experience

Associate Director of Grants, PEW Faculty Teaching and Learning Center

- Manage entire grant program (seven grant categories, almost \$250,000 in total funding, servicing the entire campus)
- Evaluate all non-competitive grants (three categories)
- Consultation with individual faculty on grant writing and related development issues, and as FTLC representative on committees involved with large grants
- Deliver grant and program-related presentations to colleges and departments
- Deliver grant workshops
- Continued development of Faculty Travel Grant webpage
- Chair, Grants Subcommittee
- Manage University Teaching Awards
- Revise grants when needed, write new grant descriptions and accompanying criteria, coordinate with Handbook and FTLC website
- Assist with all tech-related issues in my area of expertise (inc. graphics, report publishing, PDF conversion, HTML, sound and video file conversion, web postings, etc.)

Performing Experience

Grand Rapids Symphony	Grand Rapids Ballet	Grand Rapids Jazz Orchestra
Kenny Wheeler	Randy Brecker	Della Reese
Don Thompson	Musaeus String Quartet	Elias Haslanger
Danny Gottlieb	Dane Richeson	Kyle Turner
Marvin Stamm	Tony Campise	Steve Smith
Ray Manzerolle Quartet	CBC Recording (1986)	Kurt Ellenberger Trio
The Temptations	Frank Gorshin	Sid Caesar
Al Martino	Carol Lawrence	Ed Nuccilli
Johnny Trudell	Eddie Fisher	Peter Marshall
Gordon Edwards	Jack Jones	Joey Bishop
Carl Allen	Windsor Symphony Orchestra	Central Wisconsin Symphony Orchestra

Selected List of Reviews: (see webpage www.kurtellenberger.com for complete information)

OPUS MAGAZINE (Toronto, Canada)	NEW YORK TIMES
JAZZNU (Holland)	THE NEW YORKER
CHATTANOOGA FREE PRESS	LA WEEKLY
THE PAPER (Grand Rapids, MI)	BILLBOARD MAGAZINE
ALL MUSIC GUIDE	CLEVELAND PLAIN DEALER
ALL ABOUT JAZZ	BALTIMORE SUN
NEW YORK MAGAZINE	PITTSBURGH POST-GAZETTE

Recordings/Broadcasts

- *Music for 18 Musicians* (Innova Records)
- *Modern Piano* (compilation CD by JP Morgan/Chase Bank featuring *Tabulah Bluesah*)
- *Spirit of the Place* (music for brass compilation disc featuring five of my compositions)
- *A Tale of Three Cities* (duo recording with saxophonist David Renter)
- *Quadrants* (solo piano recording released with the **Grand Valley Review**, 2003)
- *It's a Spring Thing!* (Dave Spring Trio featuring Danny Gottlieb)
- October 26, 2000—Live NPR broadcast with Elias Haslanger
- February 17, 2000—Live NPR broadcast
- October 7, 1999—Live NPR broadcast

- *Nine Visions: A New Music Compilation* (compilation CD featuring *After The Swan's Song*)
- *Songs from Far West* (Challenge-A Records, Netherlands)
- *CBC Live Radio Broadcast* featuring *The Kurt Ellenberger Trio* (1987)
- *The Sun Messengers "Thimlela"* (1981)

Publications and Presentations

In Music

- Poster Presentation at the *Jazz Composers' Symposium*
University of South Florida, March 2007
- *From Chart to Reality: The Editorial Role of the Pianist in a Big Band*
Jazz Education Journal, Oct. 2005
- *Thirteen Ways of Looking at a Black Piano*
Grand Valley Review, Spring 2003
- *The Creative Process vs. The Canon*
Grand Valley Review, Fall 2001
- *Hin und Zurück: Hindemith Recycles in Ludus Tonalis*
Alberta New Music and Arts Review, Winter 2000
- *Materials and Concepts in Jazz Improvisation*, 5th ed., 2005; published by Assayer Publishing

In Faculty Development

- *Pew Faculty Teaching and Learning Center: Competitive Grant Tracking Report*
- *Grant Tracking Report* Poster Presentation
Professional & Organizational Development Network in Higher Education
National Conference (Pittsburgh), Oct. 2007

Peer Review/Editorial Work

Jazz Educators' Journal (JEE): Peer Reviewer, 2003-2008
 Prentice Hall: *Elements of Tonal Music* by *Dr. Joseph Straus*
 Wadsworth/Schirmer: *Jazz Arranging and Composition* by *Dr. Leslie Sabina*
 Prentice Hall: *Jazz Theory and Composition*

Selected Residencies, Workshops, and Clinics

Banff Centre for the Arts (Alberta, Canada)	Interlochen Arts Academy
Augusta State University	Shell Lake Jazz Camp (WI)
Oklahoma City University	University of Windsor
Kalamazoo Piano Teachers' Forum	Capital City Music Teachers' Association
Southwestern Community College (IA)	Grand Rapids Piano Teachers' Forum
Holland Music Teachers' Association	Ann Arbor Piano Teachers' Forum

Awards and Selected Commissions

Awards

- American Society of Composers, Authors, and Publishers (ASCAP)
ASCAP PLUS Awards, 1998-2007
- Urban Institute for the Contemporary Arts
Local Composer's Concert Award
- Clef Records *Nine Visions*
includes *After The Swans' Song*, nominated for best classical
recording in Canada (2003) by WCMA.
- Research Excellence Envelope Award
University of Lethbridge, 1998
- Kent Kennan Composition Scholarship
1993 and 1994, University of Texas-at-Austin

Selected Commissions

- Grand Rapids Symphony Orchestra
Arrangement of Vivaldi's **Four Seasons** for jazz trio, orchestra and ballet (premiere: Feb. 2007).
- *Gormenghast Overture*
GVSU New Music Ensemble (2006)
- *Time For Spring*
commissioned by the **Lakeshore Jazz Connection**
- *Ten Dedicatory Pieces for Brass Sextet*
commissioned by President Mark Murray (GVSU, 2005)
- Arrangement of *Angel Eyes* for carillon.
- *The Moon Is A Harsh Mistress*
for Greg Secor and the GVSU Pandrums
- *Invective Against Swans*
for Rich Stoelzel; premiered at International Trumpet Guild Convention (Dallas, Texas 2003)
- *Six New Inventions for the Young Harpsichordist*
for Greg Crowell
- *The Tolling of the Iron Bell*
for Julianne VandenWyngaard,
published by the **American Guild of Carilloneurs**
- *Inscription for An Unintended Monument*
for Richard Stoelzel and the Avatar Brass Quintet
- *A Community of Trees*:
six movement chamber work for the Northwest Chamber Players
- *Hooligan Wind*
for Richard Stoelzel and the Avatar Brass Quintet
trumpet ensemble with bass and percussion
- *The Sail of Ulysses*
for the *Musaens String Quartet*
- *Six or Seven Songs from Eight Significant Landscapes*
for Eva Peng (internationally renowned Chinese opera singer and the *Lyric Duo* for a song-cycle based on by Wallace Stevens
- *Techne et Episteme*
for the *Lethbridge Symphony Orchestra*,
double concertino for Flute and Violin

Compositions and Arrangements

Instrumental/Chamber

- *Gormenghast Overture*—mixed chamber ensemble
- *The Moon Is A Harsh Mistress*—for pandrum ensemble.
- *Invective Against Swans*—for 8 trumpets.
- *Inscription for An Unintended Monument*—for flugelhorn and piano.
- *Hooligan Wind*—for trumpet ensemble, double bass, and percussion
- *My Funny Valentine*—arrangement for trumpet and jazz rhythm section.
- *A Community of Trees*—six movements for piano, voice, trumpet, clarinet and flute
- *After the Swan's Son*—Nocturne for Cello and Piano
- *Songs from Far West* (jazz trio)
- *Mathis der Maler*: II. Grablegung
arrangement for double bass and piano
- *A Tale of Great Ulysses*—Ballade for Violin and Cello
- *Three Roman Scences for Brass Quintet*
- *Fanfare for a New Day* (ver. I: for three B-flat trumpets)

- *Fanfare for a New Day* (ver. II: for two piccolo trumpets and one trumpet in 'D')
- Vocal
- *A Community of Trees*—for voice, piano, trumpet/flugelhorn, clarinet/bassoon, and flute
 - *Elegy—In Memoriam Douglass Green* for wordless women's chorus
 - *The Sail of Ulysses*—for piano and double bass, string quartet, horn, and voice with text by Wallace Stevens
 - *The Tomb Song*—improvisatory quintet with vocalist
 - *Zigeunerkind*—mixed SATB chorus
 - *Six or Seven Songs from Eight Significant Landscapes*—song cycle for voice and piano
- Solo Piano/Keyboard
- *Angel Eyes* (carillon)
 - *Nocturne No. 1* (piano)
 - *Nocturne No. 2* (piano)
 - *The Tolling of the Iron Bell* (carillon)
 - *Six New Inventions for the Young Harpsichordist*
 - Transcription, Hindemith's *Mathis der Maler: II. Grablegung*, solo piano
 - *Sonatina* (piano, three movements)
 - *Canadian Suite* (piano, five movements)
- Concertos
- *Techne et Episteme*—Double Concertino for Flute, Violin and Orchestra
 - *The Crime of Galileo*—Ballet Suite in Five Movements for Solo Piano and String Orchestra
- Full Orchestra and other Large Ensembles
- *Caesar et Rubicon* (for orchestra)
 - *The Nameless City* (for orchestra)
 - *Symphony for Brass Choir and Percussion*

Professional Affiliations

Associate Composer, *Canadian Music Centre*
 Full Member of the *American Society of Composers, Authors, and Publishers* (ASCAP)
 Member, *Edmonton Composers' Concert Society*
 Member, *Phi Kappa Phi* (Academic Honor Society)
 Member, *International Association of Jazz Educators* (IAJE)
 Member, *Professional and Organizational Development Network* (POD)