2011 Annual Report

The Robert and Mary Pew
Faculty Teaching and Learning Center

Christine Rener, Director
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Executive Summary

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

Faculty Fellows Program: Pew FTLC programming has been planned and delivered in support of two new staff members - our Faculty Fellows. Dana Munk and Patty Bolea, faculty with release time from their departments, have provided not only valuable new perspectives, but are well-suited to work with other faculty to improve and expand their teaching and learning expertise. We have also hired a new budget manager, Peggy Gaegauf, allowing us to better track participation, assess our programs, and provide timely resources on our website.

Workshops: A full slate of semester workshops were offered for faculty, resulting in over 1000 instances of participation. The year began with the 16th Annual Fall Conference on Teaching and Learning and its two plenary presentations and twelve faculty-led concurrent sessions. Annual events included the Teaching Life Retreat in Grand Haven, MI, the week-long, on campus personnel portfolio workshops, and a year-long slate of new workshops geared toward faculty of all disciplines and career stages.

New Faculty Support: Following a two-day orientation in August, all new faculty were invited to participate in two year-long programs sponsored by the Pew FTLC. The Faculty-to-Faculty Mentoring program introduced small groups of new faculty to two senior faculty and involved gatherings throughout the academic year. The New Faculty Learning Communities, met biweekly, covering a range of teaching-related topics. New this year, faculty relatively new to teaching participated in a day-long New Faculty Institute in August, a hands-on workshop preparing for the fall semester led by Pew FTLC staff and teaching award winning faculty.

Part-Time Faculty Support: Part-time faculty were supported via a orientation sessions, a listserv, two Adjunct Academy events and the efforts of a new part-time advisory group. This group, with support from Dana Munk, conducted a needs survey of all part-time faculty, collaborated with the Provost Office on policy improvements, and planned part-time faculty events, including the Adjunct Academy and monthly lunch gatherings.

Faculty Learning Communities: Several ongoing communities of practice were formed this year. These new Faculty Learning Communities bring together faculty interested in developing curricula and exploring new research directions. Early success indicates that this program will be expanded next year.

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

Teaching Awards: The Pew FTLC continues to administer university-wide teaching awards. In 2011, ten faculty members received awards for their work in finance, nursing, cell and molecular biology, African and African American studies, biology, economics, anthropology, honors, and psychology.

Service and Scholarship: Contributions to the GVSU community by the Pew FTLC staff included service on 20 university committees or task forces. Contributions the higher education community included 12 invited presentations or conference sessions. Such conferences included the Professional and Organizational Development Network in Higher Education Annual Conference, The Lilly Conferences on College and University Teaching and the Michigan ACE Network for Women Leaders in Higher Education.
Mid-Semester Interviews about Teaching (MITs): We have renewed our commitment to helping faculty gather mid-semester feedback from their students through the MIT program. The MIT is an interview technique that provides instructors with useful feedback from their students about their learning in a course. This new FTLC service involves a member of our staff visiting a class, interviewing students, and reporting back to the instructor. Student and instructor response has been quite positive and we plan to continue to offer the MIT opportunity every semester.

SoTL Academy: In collaboration with two partner institutions, Ferris State University and Grand Rapids Community College, the Pew FTLC staff is organizing a conference, the 4th Annual Scholarship of Teaching and Learning (SoTL) Academy. This regional conference, to be held May 20-22, 2012, has a theme of Collaborative Engagement and is expected to draw several hundred faculty. Keynote presentations and concurrent sessions will engage the community of SoTL practitioners to learn from each other and establish collaborations across disciplines, academic institutions, and community partners.

Pew FTLC Overview

Mission, Vision, and Values

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

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

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

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

Christine Rener, Director

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

Kurt Ellenberger, Associate Director

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

Patricia Bolea, Faculty Fellow

Patty joined the Center in August, 2010 as a half-time appointed Pew FTLC Faculty Fellow. She is an Associate Professor in the School of Social Work. She has taught at GVSU since 1997. She holds an M.S.W. from Indiana University (1986) and a Ph.D. in Social Sciences from Michigan State University (1996).

Dana Munk, Faculty Fellow

Dana joined the Center in August, 2010 as a half-time appointed Pew FTLC Faculty Fellow. In her home department of Movement Science, Dana is an Associate Professor in the Sport Leadership Program. Dana has taught at GVSU since 2002. She holds a M.A. in Sports Management from Central Michigan University (1995) and a Ph.D in Sports Psychology from Michigan State University (2006).

Peggy Gaegauf, FTLC Assistant

Peggy joined the Center in June, 2011. She manages the department and grants budgets and maintains databases related to center activities, grants, and teaching awards. She assists the Associate Director in guiding faculty through the grant application and reimbursement processes and prepares agenda and minutes for the Pew FTLC Advisory Committee.

Maria Codega, Event Coordinator

As event coordinator, Maria plans the Pew FTLC’s events and workshops and designs the print and email publicity. Maria also serves as the liaison to other collaborating campus units, maintains the Pew FTLC library collection, and coordinates communications about our events, programs, and services. She began working in the Pew FTLC in 2007.
The following charts provide an overview of the responsibilities of each of the Directors and Fellows as well as the percentage of their time spent on each area.

**Christine Rener**
- Individual and Small-Group Consultations (20%)
- Faculty Committee and Task Force Meetings (5%)
- Attending Workshops, Conferences, Scholarly Activities (15%)
- Teaching One Course Per Year (5%)
- Administrative Duties & Meetings (55%)

**Kurt Ellenberger**
- Grant Administration (40%)
- Workshops/FTLC Programming (10%)
- Teaching & Departmental Duties (50%)

**Dana Munk**
- Teaching & Departmental Duties (50%)
- Individual and Small-Group Consultations (20%)
- Workshops, Conferences (10%)
- Part-Time Faculty Programming (20%)

**Patty Bolea**
- Teaching & Departmental Duties (50%)
- Individual and Small-Group Consultations (15%)
- Workshops, Conferences (10%)
- Part-Time Faculty Programming (25%)
The Faculty Teaching and Learning Center Advisory Committee (FTLCAC) was set up in January 1997 to provide advice on the policies, direction, and performance of the Faculty Teaching and Learning Center. The committee will:

a) Serve as a liaison between the GVSU community and the Administrative Staff
b) Provide information about faculty development needs.

c) Provide feedback to the Administrative Staff about faculty responses to the Pew FTLC and its activities.
d) Develop Pew FTLC policies.
e) Review proposed programs and activities for the Pew FTLC.
f) Initiate and/or respond to discussions of teaching and learning issues, referring them to appropriate bodies of necessary.
g) Establish grant funding priorities, and to establish a sub-committee to review applications for faculty teaching renewal and development grants.
h) Annually review the effectiveness of the Pew FTLC's program activities, and report results to ECS/UAS. Review annually the physical resource and space needs for the Pew FTLC.

j) In the case of a vacancy, assemble a search and selection committee for Pew Administrative Staff.

<table>
<thead>
<tr>
<th>2011-2012</th>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>David Bair</td>
<td>Education, committee chair</td>
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<tr>
<td>Peter Coco</td>
<td>University Libraries (Fall 2011)</td>
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<tr>
<td>Lindsay Ellis</td>
<td>Brooks College of Interdisciplinary Studies</td>
<td></td>
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<tr>
<td>Vijay Gondhalekar</td>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Scott Grissom</td>
<td>School of Computing and Information Systems (Fall 2011)</td>
<td></td>
</tr>
<tr>
<td>Deborah Herrington</td>
<td>Chemistry</td>
<td></td>
</tr>
<tr>
<td>Kim Kenward</td>
<td>Information Technology, ex officio</td>
<td></td>
</tr>
<tr>
<td>Hugh McGuire</td>
<td>School of Computing and Information Systems (Winter 2012)</td>
<td></td>
</tr>
<tr>
<td>Peter Riemersma</td>
<td>Geology</td>
<td></td>
</tr>
<tr>
<td>Michael Scantlebury</td>
<td>Hospitality and Tourism Management</td>
<td></td>
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<tr>
<td>Lynn Sheehan</td>
<td>University Libraries (Winter 2012)</td>
<td></td>
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<tr>
<td>Ellen Shupe</td>
<td>Psychology</td>
<td></td>
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<tr>
<td>Laurie Stickler</td>
<td>Physical Therapy</td>
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<tr>
<td>Darren Walhof</td>
<td>Political Science</td>
<td></td>
</tr>
<tr>
<td>Joy Washburn</td>
<td>Nursing</td>
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Summary of Services & Programs

Our activities and areas of emphasis follow from the strategic goals and objectives of the following three related plans:

- GVSU Strategic Plan 2010-2015
- Academic and Student Affairs Division Strategic Plan 2010-2015
- Pew FTLC Mission and Strategic Plan 2008-2014

<table>
<thead>
<tr>
<th>For Faculty Communities</th>
<th>For All Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>- New faculty</td>
<td>- Workshops held throughout the year</td>
</tr>
<tr>
<td>- Part-time faculty</td>
<td>- Fall Teaching Conference</td>
</tr>
<tr>
<td>- Faculty learning communities</td>
<td>- Grants to support teaching projects and conference attendance</td>
</tr>
<tr>
<td>- Outreach to all campuses</td>
<td>- Teaching Awards</td>
</tr>
<tr>
<td>- Pre-tenure mentoring program</td>
<td>- Newsletters and social media</td>
</tr>
<tr>
<td>- Personnel portfolio workshops</td>
<td>- Website resources</td>
</tr>
<tr>
<td>- Teaching Life Retreat</td>
<td></td>
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<tr>
<td>- Seasoned Educators Book Group</td>
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</table>

<table>
<thead>
<tr>
<th>Collaborative Initiatives</th>
<th>For the Faculty Development Community</th>
<th>For Individual Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Student scholarships - Women’s Center and Education Department</td>
<td>- Conferences</td>
<td>- Individual consultations: one-time and ongoing; face-to-face and electronic</td>
</tr>
<tr>
<td>- Collaboration with other campus units</td>
<td>- Publications</td>
<td>- Class observations</td>
</tr>
<tr>
<td>- Teaching with Technology Symposium</td>
<td>- Professional Organizations (e.g. POD Network)</td>
<td>- Mid-Semester Interviews about Teaching</td>
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<td></td>
<td>- Collaboration with other Universities</td>
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Pew FTLC Annual Report 2011
The Pew FTLC identified the following goals for 2011, aimed to expand offerings and better serve the diverse needs of the faculty. The five goals below reflect not only this inclusive approach, but also a commitment to data-driven planning and a foundational value of community-building.

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

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

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

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

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

As will be detailed below, four out of five of these goals were met and all continue to be part of our ongoing work. The one goal that will require ongoing effort is the completion of a refreshed strategic plan. While we continue to keep our 2008-2014 goals in mind, and reference newly planned activities with the university strategic plan, a formal Pew FTLC strategic plan remains a goal for the coming year.
2011 Highlights

Faculty Fellows

In 2010, one of our staff members, the Assistant Director, left the university. Rather than hiring another AP staff member, we chose to create a set of new positions - Pew FTLC Faculty Fellows - bringing in faculty members with outstanding teaching records, to help carry out the work of the Center. We hired two faculty members in the fall of 2010 who serve as Faculty Fellows on a half-time basis for a three-year term. The appointment of resident experts to these positions is a cost-effective approach to carrying out our work that also broadens the faculty development expertise of the university. Dana Munk, from Movement Science, and Patty Bolea, from Social Work, have not only provided valuable new perspectives to the Center, but are well-suited to work with faculty from across the university to expand their teaching and learning expertise. Dana and Patty have attended conferences, read extensively, and worked with the Director and Associate Director to become more acquainted with the Center and best practices of faculty development.

Faculty Learning Communities

Building on community of practice programs such as the Liberal Education Academy, we have created a new Faculty Learning Community program. In this widely practiced faculty development model, multidisciplinary groups of faculty work together over the course of semester or year on projects around a common topic. We established Communities around four unique topics this year - new faculty, the scholarship of teaching and learning, mid-career women faculty, and gender identity and expression in the classroom. We plan to expand the program next year into the areas of collaborative learning, critical thinking, and service learning. These collaborative, outcome-based experiences have partially replaced our previous extensive semester schedule of one-hour workshops. In addition to the Faculty Learning Communities, we also offer a menu of workshop sessions on-demand, and we are finding that tailoring these sessions to the needs of a department or group of faculty can be a much more effective means of assisting faculty.

Part-Time Faculty Programming

Under the leadership of Dana Munk, Pew FTLC Faculty Fellow, our support of part-time faculty has greatly expanded. Dana now has primary responsibility for the organization and delivery of twice yearly New Part-Time Orientation sessions and organizing twice yearly Adjunct Academy conferences. Under Dana’s leadership, we now hold monthly Adjunct Chat lunchtime gatherings and have created a active Part-Time Faculty Advisory Committee. This committee helps plan events, recommend programming, and developed a part-time faculty survey whose results have informed our efforts this past year. In the coming year, we plan to refine our orientation and workshop events, add online content to support part-time faculty with their teaching, and find additional ways to build community among part-time faculty.

Mid-Semester Interviews about Teaching

This year, we have promoted our new Mid-Semester Interview about Teaching (MIT) service. The MIT is an interview technique that provides instructors with useful feedback from their students about their learning in a course. A MIT involves a member of our staff visiting a class, interviewing students, and reporting student feedback to the instructor. The process provides students with a productive discussion about what is helping them learn in the class and their suggestions for improvement. Instructors gain valuable insight into the perceptions and needs of their students. Certainly, there are many ways of gathering this type of mid-semester information, but the MIT has proven effective in providing discussion opportunities and nuanced feedback. The MIT consultants report that both student and instructor response has been quite positive, such that we plan to continue to offer the MIT opportunity every semester.
Activities and Services

Campus-Wide Workshops

Throughout the semester, we offer a variety of workshops for faculty. With a few exceptions, workshops are offered within the same week on both the Allendale Campus and Pew Grand Rapids Campus. We request advanced registration for these events and collect signatures from attendees. This part year, we can report over 1000 instances of participation in our workshops. We have recently expanded our participation tracking database such that we will be able to examine participation in finer detail in subsequent years.

The kick-off event of the year was the Fall Conference on Teaching and Learning, whose them was “Responding to a Changing Student Body.” The conference began with presentations by Provost Gayle Davis and faculty Jay Cooper (Education), Kathleen Bailey (Criminal Justice), and Christine Yalda (Criminal Justice). Sixteen concurrent sessions were led by 25 GVSU faculty and staff. The conference was attended by 275 faculty and staff.

Sampling of 2011 Workshops

<table>
<thead>
<tr>
<th>Introduction to Student Response Systems (Clickers)</th>
<th>Inclusion and Diversity in the Classroom</th>
<th>Working with Second Language Writers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Performance: Strategies for the Classroom</td>
<td>Leading Class Discussions that Develop Critical Thinking</td>
<td>Being “Real” in the Classroom</td>
</tr>
<tr>
<td>Improving Student Motivation: The Role of Teamwork and Self Assessment Assignments</td>
<td>Active Learning and Student Engagement Series</td>
<td>Preparing a Pew FTLC Grant</td>
</tr>
<tr>
<td>Personnel Portfolio Workshops</td>
<td>Teaching &amp; Learning with Technology Symposium</td>
<td>Teaching Transformation: Transcultural Classroom Dialogues</td>
</tr>
<tr>
<td>Retire Happy &amp; Informed</td>
<td>Clarifying Expectations for Your Students With Rubrics</td>
<td>Foundations of Online/Hybrid Course Development and Delivery</td>
</tr>
<tr>
<td>The Changing Landscape of Identity: Understanding and Supporting Students of All Sexual Orientations</td>
<td>Inviting Men to Learn: Gendered Pedagogical Considerations for Undergraduate Teaching and Learning Environments</td>
<td>Strategies for Teaching Large Classes</td>
</tr>
</tbody>
</table>

Relative to our workshop schedule in previous years, we have reduced significantly the number of scheduled sessions in favor of topical, in-depth small-group meetings, workshops led by request of units and colleges, and individual consultations. To further accommodate faculty schedules and interests, we have made available more handouts and resources on our website. These materials can be accessed by anyone at any time; we have seen considerable increased traffic to our site.
New Faculty Programs

New Faculty Orientation

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

New Faculty Institute

New this year, as a supplement to New Faculty Orientation, we held a one-day retreat targeted to those faculty entering their first year of college teaching and those in the early years of their teaching careers. The Institute was facilitated by Christine Rener, Dana Munk and four teaching award winning faculty members. Topics covered included course and syllabus design, student learning and motivation, active student engagement, and creating meaningful assignments. Held early in August, the Institute allowed new faculty to work on their fall semester courses under the guidance of more experienced GVSU faculty.

Faculty-to-Faculty Mentoring Program

Secondly, new faculty are invited to participate in group mentoring program called Faculty-to-Faculty (F2F) Mentoring. Based on feedback from the program last year, faculty within their first three years at GVSU were invited to participate. A total of 31 faculty participated along with 8 mentors in small mentoring groups. Several faculty who participated in the F2F Mentoring program in previous years enthusiastically volunteered to serve as mentors this year. Most groups met monthly over a meal or coffee, discussing a range of topics including classroom dynamics, crafting assignments, student support services, career management, and university personnel policies.

In the end-of-year evaluation survey, the mentors spoke universally of the value of gaining new perspectives and learning with and from the members of their groups.

“I gained experience in the perspectives in the wider university community.”

“I gained new perspective on different colleges (climate, procedures, curriculum) in the university. I enjoyed the fellowship among colleagues (sharing ideas about research, balancing work and home life, getting to know GR, etc.).”

As we noted last year as well, difficulties surrounding scheduling and inconsistent attendance were reported by a number of the mentors. Fourteen mentees responded to our feedback request. While also mentioning scheduling difficulties, the respondents valued the opportunity to share their experiences with others, gain a wider university perspective, and build support networks. Examples of what mentees most valued about the mentor program, included:

“Exchanging perspectives on teaching, getting out of my solitary box.”

“Sharing experiences with other new faculty members. Advice and resource information from the group mentor.”

New Faculty Learning Community

Finally, the Pew FTLC organizes a New Faculty Learning Community (previously called the First Year Faculty Seminar), consisting of biweekly meetings around teaching topics. The book, “Tools For Teaching” by Barbara Gross Davis, as well as supplementary articles from the teaching and learning literature serve as the basis of the discussions. A total of 12 new faculty members participated, meeting as three separate smaller groups. Most valued aspects of the experiences included:
“Meeting other faculty members and sharing pedagogical strategies to enhance my teaching.”

“Getting to meet and discuss issues with experienced faculty outside my department.”

“I found the discussions useful; the articles are critical and I have (and will continue you to) return to them with regularity.”

As with the Faculty-to-Faculty Mentoring program, scheduling and consistent attendance by group members were mentioned as areas for improvement. For next year, we plan to utilize time blocks that have been popular in past years and reduce the number of groups from three to two.

**Part-Time Faculty Programs**

Under the leadership of Dana Munk, Pew FTLC Faculty Fellow, our support of part-time faculty has greatly expanded. Dana now has primary responsibility for the organization and delivery of twice yearly New Part-Time Orientation sessions and organizing twice yearly Adjunct Academy conferences. Under Dana’s leadership, we now hold monthly Adjunct Chat luncheon gatherings and have created a Part-Time Faculty Advisory Committee. This committee of ten dedicated part-time faculty members assist Dana with event planning and were instrumental this past year in the administration of a comprehensive part-time faculty survey. Results from this survey are being used to guide our planning of programs and services geared toward part-time faculty. The Advisory Committee has also taken initiative to meet with the Provosts Office to recommend and endorse recent changes in university policies related to part-time faculty hiring and promotion. In the coming year, we plan to refine our regularly scheduled orientation and workshop events, add online content to support part-time faculty with their teaching, and find additional ways to build community with and among the part-time faculty.

**Teaching Life Retreat**

The 13th Annual Teaching Life Retreat took place on May 9-10, 2011 at the Khardomah Lodge in Grand Haven, MI. The retreat involved discussions about teaching and a new book, *How Learning Works: Seven Research-Based Principles for Smart Teaching*, in an informal setting. Christine Rener and Dana Munk facilitated the retreat, structuring individual reflection, small-group and large-group discussions to encourage deep consideration of what it means to teach. As with previous retreats, the participants spoke highly of the experience and its value beyond the two-day timeframe.

“There were many good aspects of this retreat that will carry into fall. The book is great and a vital tool, we had very good conversations around it,”

“Time away - time alone to reflect - great book - came home with great, practical suggestions for improvement based on research - met lots of great people from different areas of the university”

**Faculty Learning Communities**

Building on the successes of programs such as the Liberal Education Academy, we have expanded our small-group programs targeted to faculty interested in a particular topic. In the Liberal Education Academy, we were able to provide structural support and expertise to faculty pursuing scholarly projects in their discipline related to liberal education principles. Successful at other universities, the Faculty Learning Community model brings groups of faculty from across the university together for projects that span either a semester or a year. With group size limited to twelve faculty (or staff) members, individuals work either in parallel or in collaboration on projects with a deliverable, publicly presented outcome.
Groups meet on a regular basis (biweekly or monthly) and also employ electronic means of communication and collaboration. Participants receive a modest professional development allowance and also enjoy an allocation for materials and supplies to carry out their work.

The Faculty Learning Communities formed this year include:

- New Faculty
- Scholarship of Teaching and Learning
- Every Fourth Friday: Mid-Career Women Faculty
- Gender Identity and Expression in the Classroom

We plan to continue this program the following year, inviting faculty to join (or facilitate) communities around the following topics:

- Collaborative Learning
- Social Justice in the Curriculum
- Critical Thinking
- Service Learning

**Consultations & Mid-Semester Interviews about Teaching**

The Pew FTLC offers consultations tailored to the needs of the participants. A staff member will meet with individual faculty, small groups, or departments on a range of issues. Based on survey feedback and consultation tracking last year, we have added content to our website that describes our consultation services in greater depth and we continue to market these services in numerous ways. Feedback from participants in these confidential meetings continues to be positive, in part evidenced by repeat requests.

This year, we have promoted our new Mid-Semester Interview about Teaching (MIT) service. The MIT is an interview technique that provides instructors with useful feedback from their students about their learning in a course. A MIT involves a member of our staff visiting a class, interviewing students, and reporting student feedback to the instructor. Research studies at other universities have shown improvement in student satisfaction when instructors participate in this type of program. The process provides students with a productive discussion about what is helping them learn in the class and their suggestions for improvement. Instructors gain valuable insight into the perceptions and needs of their students. Certainly, there are other methods for gathering this type of mid-semester information, but the MIT has proven particularly effective in the following areas:

- Engaging students in a discussion of their learning in a course
- Norming student expectations and recommendations for teaching methods
- Providing feedback to the instructor about student perceptions that are more nuanced than can be captured in an online or in-class survey
- Engaging the instructor with a trained consultant and the opportunity for teaching improvement
- Sparking a conversation between the instructor and students about the feedback

The MIT consultants report that both student and instructor response has been quite positive, such that we plan to continue to offer the MIT opportunity every semester. To date, we have conducted 44 MITs and plan to train additional consultants in order to keep pace with demand.
Grant Program

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

2011 Grant Program Summary

<table>
<thead>
<tr>
<th>Program</th>
<th>Amount Awarded</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Travel Grants</td>
<td>$80,632</td>
<td>45.0%</td>
</tr>
<tr>
<td>Teaching Circle Grants</td>
<td>$740</td>
<td>0.4%</td>
</tr>
<tr>
<td>Pew Scholar Teacher Grants</td>
<td>$47,223</td>
<td>26.0%</td>
</tr>
<tr>
<td>Pew Technology Enhancement Grants</td>
<td>$22,558</td>
<td>13.0%</td>
</tr>
<tr>
<td>Presidential Teaching Initiatives</td>
<td>$29,150</td>
<td>16.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$180,303</strong></td>
<td></td>
</tr>
</tbody>
</table>

Pew Scholar Teacher Grants

<table>
<thead>
<tr>
<th>Name and Department</th>
<th>Project Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feryal Alayont &amp; Brian Drake</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Mathematics</td>
<td>To design, develop and implement activities for the Discrete Mathematics course to replace sole reliance on the textbook.</td>
</tr>
<tr>
<td>Dorothy Armstrong</td>
<td>Education</td>
</tr>
<tr>
<td>Education</td>
<td>To infuse the GTC program with enhanced interactive media and train faculty in online instruction.</td>
</tr>
<tr>
<td>Cynthia Beel-Bates &amp; Jeanne Smith</td>
<td>Nursing</td>
</tr>
<tr>
<td>Nursing</td>
<td>To enhance the professional development of health care faculty as educators and leaders of reform by attending the Harvard Macy Institute in Boston.</td>
</tr>
<tr>
<td>Ranelle Brew</td>
<td>Allied Health Sciences</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>To enhance the hybrid/online Medical Terminology course with tools such as virtual flashcards, interactive PowerPoints, virtual patient medical records, and iTunes modules for verbal pronunciation.</td>
</tr>
<tr>
<td>Cynthia Coviaik</td>
<td>Nursing</td>
</tr>
<tr>
<td>Nursing</td>
<td>To extract and analyze data housed in electronic health records which will extend capabilities for teaching in the specialty field of nursing informatics.</td>
</tr>
<tr>
<td>Scott Grissom</td>
<td>Computing &amp; Information Systems</td>
</tr>
<tr>
<td>Computing &amp; Information Systems</td>
<td>To increase the number of STEM graduates by making gateway courses more engaging and effective through strategies such as proactive advising, career awareness, additional peer tutoring.</td>
</tr>
<tr>
<td>Craig Hulst &amp; Roger Gilles</td>
<td>Writing</td>
</tr>
<tr>
<td>Writing</td>
<td>To create a one-credit, linked interdisciplinary course (WRT 180 which is linked to PSY 300) through faculty collaboration.</td>
</tr>
<tr>
<td>Name</td>
<td>Department</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Colleen Lewis &amp; Shari Bartz</td>
<td>Movement Science</td>
</tr>
<tr>
<td>Melanie Shell-Weiss</td>
<td>Liberal Studies</td>
</tr>
<tr>
<td>Regina Smith</td>
<td>Modern Languages &amp; Literatures</td>
</tr>
<tr>
<td>Elizabeth Stolle</td>
<td>Education</td>
</tr>
<tr>
<td>Jyeeon Suh</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Pew Technology Enhancement</td>
<td>Grants</td>
</tr>
<tr>
<td>Kurt Ellenberger</td>
<td>Honors</td>
</tr>
<tr>
<td>Timothy Evans</td>
<td>Biology</td>
</tr>
<tr>
<td>Gary Greer</td>
<td>Biology</td>
</tr>
<tr>
<td>Bill Ryan</td>
<td>Music</td>
</tr>
<tr>
<td>Ross Sherman</td>
<td>Movement Science</td>
</tr>
<tr>
<td>Patricia Videtich</td>
<td>Geology</td>
</tr>
<tr>
<td>Christina Beaudoin</td>
<td>Movement Science</td>
</tr>
<tr>
<td>Paul Keenlance</td>
<td>Biology</td>
</tr>
<tr>
<td>Charlie Lowe</td>
<td>Writing</td>
</tr>
<tr>
<td>Al Sheffield</td>
<td>Communications</td>
</tr>
</tbody>
</table>
Presidential Teaching Initiatives

Nathan Barrows, Mary Karpen, & Steve Matchett
Chemistry
To support student learning in chemistry by generating a database of web-delivered, compute-enhanced tutorials, homework questions, and laboratory materials.

Kathleen Underwood & Milt Ford
Women and Gender Studies
To initiate a LGBTQ Studies Minor and revise the Women and Gender Studies curriculum with an updated curriculum that includes a focus on gender, appealing to a more diverse student population and enhancing graduate study opportunities.

Janet Vigna and 12 other faculty
Integrated Science Program
To implement an effective service learning component into the Integrated Science major curriculum through a faculty retreat focused on study, discussion, and collaboration to develop a revised five year strategic plan.

Competitive Grants

Competitive Grant Funding Levels

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Requested</td>
<td>$148,019</td>
<td>$233,514</td>
<td>$132,981</td>
<td>$153,978</td>
</tr>
<tr>
<td>Total Funded</td>
<td>$135,860</td>
<td>$165,696</td>
<td>$112,762</td>
<td>$98,931</td>
</tr>
</tbody>
</table>

We are regularly now receiving more requests than can be funded, and these tables show that the Grant Sub-Committee is willing to make the difficult decisions needed to remain within our budget. The addition of the rubric as an evaluation tool two years ago was critical in this regard, and that rubric is undergoing revision as the Committee continues to refine and tweak the rubric.

Competitive Grant Recipients by Number of Grants Per College

We regularly now receiving more requests than can be funded, and these tables show that the Grant Sub-Committee is willing to make the difficult decisions needed to remain within our budget. The addition of the rubric as an evaluation tool two years ago was critical in this regard, and that rubric is undergoing revision as the Committee continues to refine and tweak the rubric.
Not surprisingly, the above tables show that CLAS is the largest recipient of competitive grants funds. It is encouraging to see that some of our smaller colleges (BCOIS) are receiving funding at a much higher rate than might be expected by the percentage of faculty in the college. It is also encouraging to see that COE is much more engaged than they were several years ago. PCEC’s lack of funding this year is not typical, since they have been recipients of many grants in the last few years.

In next year’s planned “On Demand” programming, we should reach out to the under-represented colleges specifically to make sure that they are all aware of the resources available to them through our Center.

Non-Competitive Grants

The Faculty Travel Grants are being depleted quickly, usually within three weeks of the opening of each quarter. This is, of course, driven largely by an increase in faculty without a matching increase in funding (which has remained stagnant at $80,000 per year). The increase in faculty does, however, appear to be leveling off after the significant growth experienced in the last decade.
Teaching Circle Grants and Special Initiative Support

There were only three Teaching Circle grant requests this year, which is disappointing. This may be another indicator of reduced engagement which we have noted in certain other areas in recent years. We have take steps this year in our outreach to remind and inform faculty about these inexpensive and effective grants.

Special Initiative Support has been discontinued this year due to the increased pressure on our funds and due to the lack of transparency and accounting in this formerly rare, but customary, practice. Faculty are still requesting funds for “last minute” projects and projects that fall outside of the normal grant schedule, but we expect that these requests will diminish over the course of the next year or two.

Teaching Awards

The Pew FTLC continues to administer university-wide teaching awards. The 2011 award winners are listed in the following table:

<table>
<thead>
<tr>
<th>Award</th>
<th>Winner</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Outstanding Teacher Award</td>
<td>Vijay Gondhalekar</td>
<td>Finance SCB</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Rebecca Davis</td>
<td>Nursing KCON</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Margaret Dietrich</td>
<td>Cell and Molecular Biology CLAS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Jack Mangala</td>
<td>African and African American Studies BCOIS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Bruce Ostrow</td>
<td>Biology CLAS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Gerald Simons</td>
<td>Economics SCB</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award</td>
<td>Heather Van Wormer</td>
<td>Anthropology CLAS</td>
</tr>
<tr>
<td>Pew Teaching Excellence Award for Part-Time Faculty</td>
<td>Norman Kravitz</td>
<td>Honors BCOIS</td>
</tr>
<tr>
<td>Pew Teaching with Technology Award</td>
<td>Jennifer Gross</td>
<td>Psychology CLAS</td>
</tr>
</tbody>
</table>
Collaborative Connections and Initiatives

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

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

As part of our 1998 endowment agreement, the Pew FTLC sponsors two student scholarships. In collaboration with the Women’s Center, the Pew FTLC sponsors the Women’s Center Non-Traditional Student Scholarship and in collaboration with the College of Education, sponsors the Pew FTLC Endowment Scholarship for Minority Students in Education. These scholarships are awarded by a committee on the basis of GPA, financial need, and an application essay. We found this year that not all the awards given were not completely utilized and that fewer applications were received than in previous years. Thus, we anticipate being able to allocate additional funds for the 2011-12 year.

<table>
<thead>
<tr>
<th>Scholarship Type</th>
<th>Fall 2010 Awards</th>
<th>Winter 2011 Awards</th>
<th>Total Amount Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's Center Scholarships</td>
<td>7</td>
<td>7</td>
<td>$7,000</td>
</tr>
<tr>
<td>Education Scholarships</td>
<td>3</td>
<td>2</td>
<td>$4,125</td>
</tr>
</tbody>
</table>

Service Contributions to the GVSU Community

Pew FTLC staff serve on the following committees and task forces:

- Center for Excellence in Science and Mathematics Education Advisory Board (Rener)
- University-Wide Assessment Conference Planning Committee (Rener)
- Faculty Facilities Planning Advisory Committee (Munk)
- Faculty Personnel Policy Committee (Ellenberger)
- Pew FTLC Advisory Committee (Ellenberger, Rener, Munk, Bolea)
- iTunes Superusers (Rener)
- Advisor Professional Development Committee (Rener)
- University Assessment Committee (Rener)
- Online Education Council (Rener)
- Inclusion Advocate (Rener, Munk)
- EDPAC Subcommittee, Nontraditional Student Leadership Group (Rener)
- High Impact Experiences Committee (Rener)
- Speech Lab Board of Directors (Rener)
- Campus Climate Committee (Munk)
The Pew FTLC staff contribute to the GVSU community on a range of topics, on an as-needed basis. Examples of invited presentations include:

- College of Liberal Arts & Sciences New Faculty Orientation: personnel portfolio preparation
- Kirkhof College of Nursing: Helping Students Prepare for Class; Strategies for Teaching a Higher Volume of Students
- College of Education: Rubrics Refresh
- University Libraries: How to Be a Better Mentor; Mentees and Proteges: How to Move Forward in Your Professional Development

## Contributions to the Higher Education Community

### West Michigan Collaborative for Faculty Engagement

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

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

The Collaborative, formed in 2009 meets on a quarterly basis, are sharing the responsibility of co-organizing a regional conference, and have begun conversations with our faculty development at other local institutions to expand the Collaborative.

### 2011 Conference and Invited Presentations


Rener, C. “Why Are We Learning This? Four Ways to Help Students Connect to Your Course Materials,” featured speaker presentation at the Great Lakes Conference on Teaching and Learning, Central Michigan University, Mt. Pleasant, MI, May 12, 2011.

Rener, C. “Getting Started in SoTL” pre-conference workshop session with Todd Stanislav, Ferris State University, Scholarship of Teaching and Learning Academy, Eastern Michigan University, Ypsilanti, MI, May 15, 2011.


Goals for the Coming Year

Looking ahead to the coming year, the Pew FTLC will expand their offerings to better serve the diverse needs of the faculty. The seven goals below reflect not only this inclusive approach, but also a commitment to a data-driven planning process and a foundational value of community-building.

1. Refreshed Strategic Plan. In light of our recent staffing changes and unit reporting structure, the Pew FTLC will critically examine their current efforts and prepare a roadmap for the next five years.

2. Refinement and Expansion of Faculty Fellows Program. As the two Faculty Fellows gain experience in faculty development, their plans for creating and delivering events and services have evolved. As we set our future strategic directions to serve the needs of a faculty population diverse in both disciplinary focus and career stage, we will review the position descriptions of our current staff and propose to add additional Faculty Fellows in order to more fully support the strategic initiatives of the university.

3. Faculty Learning Communities. Additional topical Faculty Learning Communities will be offered in the coming year. The topics chosen will reflect needs expressed by faculty from across the university. Additional means of collaboration and communication will be identified to support participants in their work.

4. Part-Time Faculty Programs. Through the efforts of Dana Munk and the Part-Time Faculty Advisory Committee, we will build upon our existing programs and services directed towards the needs of the part-time faculty. Additional online content and evening sessions will be developed. Programs will respond to the needs identified through the 2011 comprehensive part-time faculty survey.

5. Website Redesign and Posting of Electronic Resources. Building upon the extensive work done last year to our website, we will revise our website to increase the visibility of our current and future events and services. Resource documents, audio podcasts, and tutorials to supplement existing faculty orientation programs will be added.

6. Scholarship of Teaching & Learning Academy. The Pew FTLC will co-organize this regional conference in May, 2012. As this will be the first year that the conference is held in West Michigan, all aspects of the conference will be assessed and will inform planning for the 2013 conference.

7. Dissemination of Best Practices in Support of University Initiatives. For initiatives related to teaching and faculty development, such as peer review of teaching, student perceptions of teaching effectiveness, and faculty mentoring, we will widely disseminate best practice information and offer to interested units the opportunity to lead discussions around these important practices.