Teaching Effectiveness Initiatives at Ohio Faculty Council Institutions

Executive Summary

During the months of September and October, 2018 representatives of the Ohio Faculty Council were asked to describe initiatives undertaken by their institutions to enhance the effectiveness of their teaching faculty. Specifically, "Please provide a one paragraph description of two or three strategies your institution is employing to enhance teaching effectiveness that are particularly effective and/or innovative." and "Is support for these initiatives equally available to and taken advantage of by full- and part-time faculty?"

The faculty at Ohio's institutions of higher education and the institutions themselves are deeply committed to delivering a high quality education as efficiently and effectively as is possible. Each of Ohio's fourteen public four-year universities makes significant investments in a very wide variety of programs that are intended to help faculty develop their teaching skills, create/improve course offerings, and explore new modes of delivery to better serve the needs of Ohio's students. This white paper identifies high impact (and often low cost) best practices that are being employed by public institutions throughout Ohio.

The Ohio Faculty Council is also mindful of the nationwide trend for a decrease in the amount of instruction by full-time faculty relative to that by part-time. In that context we feel it is important to carefully consider what approaches are likely to be effective for both full- and part-time faculty.

Summaries of institution-specific answers to questions about teaching effectiveness initiatives:

Akron

The University of Akron's The Institute for Teaching and Learning (ITL) supports faculty by focusing on improving teaching and enhancing student learning. It offers workshops, information sessions, and training related to professional development, general education, student learning assessment, course design and development, and implementation of technology to enhance teaching.

Akron's ITL is currently offering two workshop series. The first is "Assessment Rx: Keeping Your Program Assessment Healthy" and the second is "HIT (High Impact Teaching) Wednesdays." On HIT Wednesdays, UA faculty from across campus demonstrate new assignments, techniques, and applications that have had a positive impact on their teaching. Topics include "How to Engage Students for Inter-professional

Education with Technology and Simulation," "Transitioning from Traditional to Hybrid Teaching," and "Quoting Primary Sources: Building Better Student Papers**."**

Bowling Green
No response was received.

Central State
No response was received.

Cleveland State
Cleveland State University's Center for Faculty Excellence takes a multi-dimensional approach to the encouragement of excellence and diversity among faculty members seeking to enhance their teaching effectiveness. During academic year 2017-2018, for instance, the main activities of this Center included 141 seminars, all available for full and part-time faculty and staff as appropriate. The seminars included topics such as: New Faculty Orientation, Part Time Faculty Professional Development Day, New Department Chair Orientation, 45 Teaching Excellence seminars, and a year-long book discussion series that explored the teaching-and-learning-oriented book, *Engaging in the Scholarship of Teaching and Learning*. The Part Time Faculty Development Day program was attended by 67 part-time faculty members representing 8 colleges and 30 departments or programs.

The Center for Faculty Excellence awarded Teaching Enhancement Awards to promote the scholarship of teaching and learning at Cleveland State University, each aimed at revitalizing a lower division course. The provost also held a teaching summit that brought together 79 faculty and staff members representing 43 departments and 10 colleges for a period of learning, connecting, sharing experiences and appreciating those dedicated to the development of their and their colleagues' teaching skills.

During the 2018-2019 academic year, the Center for Faculty Excellence has started sponsoring a series of discussions focused upon Flipped Learning and Using Metacognition and Reflection to Improve Student Learning. A faculty learning community has been started with a focus on Using Psychological Science to Improve Student Learning.

The Faculty Senate at Cleveland State University has also recently established a "teaching council" charged with reviewing and advising the Faculty Senate regarding all proposals for policies concerning teaching activities; reviewing and advising the faculty, deans, and provost on all proposals for new programs designed to enhance teaching excellence and success; reviewing and recommending changes to the provost on internal funding programs for supporting and developing teaching; planning and implementing the annual provost's teaching summit; and developing and communicating best practices pertaining to teaching throughout the university community.

Opportunities for enhancing teaching effectiveness are equally available to full- and part-time-time faculty members, however the full-time faculty members tend to take more advantage of them.

Kent State
Kent State's Center for Teaching and Learning has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long-term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University's environments for learning as spaces where all students can succeed. The Center's four main areas of service are to: (1) connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning; (2) serve as a portal of all information and services related to faculty at Kent State University; (3) offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning; and (4) provide peer review and guidance on teaching innovations and improvement.

In order to achieve this, the Kent State Center for Teaching and Learning provides the following specific services: (1) Career development, including consultation and resources for faculty at different stages of their academic career and access to the National Center for Faculty Development and Diversity (NCFDD), of which Kent State University has an Institutional Membership; (2) community building by organizing thematic communities of practice, for which the Center provides support for small groups of faculty to study particular issues related to faculty development; (3) conducting and disseminating research on student learning and providing faculty with suggestions and support for researching student learning within a course; (4) Innovation studio consultations which provide faculty with a place to try out tools, gain insight into methods to use the techniques and obtain support in implementing these tools in courses; (5) international guest speakers and presentations and facilitated workshops by faculty from Kent State University as well as other institutions with expertise in the area of teaching and student learning; (6) planning and implementing the New Faculty Orientation Workshop each Fall semester; (7) offering faculty peer observations of classroom teaching and online teaching with follow up consultation; (8) offering individual and/or department level teaching consultations where resources and researched best practices regarding teaching and learning issues relevant to individuals and/or departments are provided (e.g., intergenerational differences and similarities, active learning, flipping the classroom); (9) assisting with instructional design and educational technology integration; (10) supporting university initiatives promoting student success (e.g., Reducing DFW); and (11) providing technical and administrative support for the university-wide University Teaching Council.

Other programs that foster innovative teaching and leadership include the Teaching Scholars Program, which promotes shared scholarly inquiry into teaching and learning. Those interested in conducting scholarly examinations of strategies designed to enhance student learning are encouraged to apply. This program

continues to be built around collaborative relationships with interdisciplinary faculty colleagues engaging in the scholarly examination of learning. The primary goal of this program is to support faculty in the design, implementation, and assessment of scholarly projects that identify and create significant learning environments.

Another program offered is the Faculty Fellows Program, which is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of her/his choosing. Such issues may include online teaching and learning, researching teaching and learning, effective techniques for large lecture classes, adjunct faculty support, peer review, teaching strategies for difficult courses, mid-career faculty development, etc.

The expectation of the program is that the selected fellows will serve as a mentor/support for other faculty within their chosen topic, create a university-wide workshop on their topic, create a deliverable (article, white paper, learning module) for future faculty use and participate, as much as possible, in the broader workings of the Center for Teaching and Learning.

In addition, the center also offers the Intercultural Faculty Scholars Program. Two of the goals of this program include: (1) Gaining a better understand the potential conflict between one's preferred teaching style and the range of learning styles and experiences international students may bring to the classroom and (2) An increased consideration of culturally responsive ways to modify and/or enhance teaching practices and assessment strategies. Faculty members who have completed this program are able to facilitate dialogue and discussion of critical intercultural issues faced by faculty at the individual and unit level in their respective colleges and programs.

Miami
The Center for Teaching Excellence at Miami provides programming and services for all members of the faculty, irrespective of rank.   The following are specific initiatives that are critical to maintaining Miami's position as a nationally top-ranked teaching institution. These three are examples of the types of programming available. More about the Center and its array of opportunities are described at http://miamioh.edu/cte/.

1. Faculty Learning Communities – A *faculty* learning community (FLC) is a cross-disciplinary faculty and staff group of 8 to 12 members engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, interdisciplinarity, the scholarship of teaching and learning, and community building.

2. The Small-Group Instructional Diagnosis (SGID) involves the facilitation of student focus groups within a class to provide formative feedback to an instructor

concerning ways learning can be enhanced. A post-SGID consultation between facilitator and instructor is part of the procedure.

3. The CTE supports reflective and scholarly practice by instructors and students through the Scholarship of Teaching and Learning (SoTL). Our Lilly Conference on College Teaching and internationally peer-refereed journals inform the Miami community of best teaching practices and provide outlets for educators who choose to contribute to the scholarly literature on teaching and learning, thereby enhancing their scholarly credentials and Miami's reputation within the broader SoTL community. Miami also published two peer-reviewed journals, *Journal of Excellence in College Teaching*, and the *Learning Communities Journal*.

NEOMED

Northeast Ohio Medical University efforts toward enhancing faculty effectiveness reside mostly with the Office of Faculty Relations and Professional Development and activities of the Master Teacher Guild. Programming includes faculty development sessions, subscription to IAMSE (International Association of Medical Science Educators) webinar series (group viewing and discussions), and individual faculty development consultations with faculty. Efforts are tracked through course/faculty evaluation trends, course shores, and benchmarking with national examinations such as the NBME.

Full and part-time faculty take advantage of faculty development opportunities. NEOMED has clinical and community faculty who access in-person and webinar activities.

Ohio State

The Ohio State University has several offices that support teaching broadly with a full array of events and workshops as well as consultation services. These offices include the University Center for the Advancement of Teaching (UCAT) and the University Institute of Teaching and Learning (UITL).

A ground-breaking initiative to enhance teaching effectiveness was initiated in Autumn semester 2018. The new UITL Teaching Support Program is a three-part professional learning opportunity, is financially incentivized, and is available to all tenure-track and non-tenure-track instructional faculty. Part one is a Teaching Practices Inventory (TPI) that asks faculty to assess their current teaching methods. Part two is an online series of five modules that focus on the key elements of effective teaching. Following the completion of these modules, faculty provide reflective evaluations of a book and three scholarly articles on teaching. The third part is a course re-design process. What is so exceptional about this initiative is its scale as nearly all teaching faculty are expected to engage in this training opportunity, which will result in an increase in base salary.

Ohio University
Bruning Teaching Academy

The Bruning Teaching Academy (BTA) provides a developmental, peer-to-peer approach for continuous improvement and implementation of evidence-based best practices. The program matches untenured professors with tenured professors known for their excellence in teaching, with the goal of stimulating inspired teaching dedicated to students' academic success. Participants come together throughout the academic year to discuss instructional strategies, provide constructive feedback, and work toward one common goal—improving teaching.

BTA participants set goals they hope to accomplish each semester, following a backward design model for instruction that emphasizes the importance of planning the desired outcomes before deciding the teaching and assessment methods to use. Current goals are as follows:

1. Write clear learning goals that are student-centered, use active verbs, and are measurable.
2. Align learning activities with the learning goals.
3. Create assessment tools that are aligned with the learning activities and accurately assess achievement of the learning goal.
4. Employ techniques that encourage student participation in the learning activities and engagement with the learning goals.
5. Share ideas and garner feedback related to teaching and learning with a network of colleagues across campus.
6. Observe a colleague teach, review his/her materials, and provide feedback that would help improve his/her teaching.

Shawnee State
Shawnee State University provides faculty development through the Teaching and Learning Center (TLC) which offers six to ten sessions per semester about topics such as learner-centered college classrooms, leading discussions, creating assignments, writing program learning objectives, aligning classroom assessment tools, video conferencing with students, facilitating small group work in the classroom, using social media with students, Title IX in the classroom, etc. Faculty fill out an interest survey and propose these sessions. The TLC also provides weekly emails about pedagogy, a small library about teaching and learning, and individual consultation/ drop-in services.

One particularly interesting and well-received activity is a week-long event, ***The Faculty Festival of Achievement,*** hosted by the TLC, which has grown in recent years. During this event, faculty present their individual research to colleagues, the public and students. The first year began with six faculty participants and four years later as many as thirty faculty presented with approximately 200-300 attendees. About half of these presentations are about the scholarship of teaching and learning. Topics, for example, have included "Empirically Based Evidence for Optimal Skill Learning," "Assistive

Technology to Support Students with Dyslexia and Dysgraphia," and a panel presentation titled "Assessment, pure and Simple" among others. During these sessions, faculty have reported discovering collaborative interests and projects, informing committees decisions about online learning, changing teaching strategies, and creating stronger assignments and assessments. Shawnee State's TLC organizes the Faculty Festival annually and both adjunct and full-time faculty are invited to participate.

University of Cincinnati
University of Cincinnati provides resources to support teaching effectiveness across the institution and within colleges. (1) Current central support includes the Center for the Enhancement of Teaching & Learning (CET&L) which offers programming such as workshops, week-long course design institutes, and Faculty Learning Communities. Within CET&L, the Great Gateways program leverages programming with capital investment to infuse courses and structures with sustainable, evidence-based practices to promote continuous improvement. Investments and in-kind support are developed through annual Great Gateways grants applications. Institutional memberships at national professional organizations such as the National Center for Faculty Development and Diversity promote independent self-paced learning opportunities for faculty such as live webinars hosted by experts in a variety of fields. (2) Colleges, including regional campuses, offer support such as on-site conferences, speaker series, and workshops on recent developments and best practices within the disciplines. Roughly $600,000 in faculty development funding is available under the university collective bargaining agreement on a competitive, grant-funded basis to universal providers (such as UC Libraries, CET&L, and Enterprise Academic Technologies) in direct support of individual and group teaching effectiveness efforts. In addition, bargaining unit faculty can apply within their colleges for funding of local, state, and national conference presentations and participation opportunities as well as hardware and software support to enhance teaching. (3) Set to open in September of 2019 is the Faculty Enrichment Center, a major initiative of the President's office to provide a comprehensive physical and virtual support center for faculty. Emphases are on enhancing mentoring of faculty, cross-disciplinary community-building, and professional and personal development of faculty at each stage of their career. Future planning includes augmenting the centrally-located physical center with satellite offices at the medical and regional campuses.

Unless otherwise noted, faculty development opportunities are available to faculty of all ranks and titles. For CET&L alone, aggregate instructor participation in programs, including graduate assistants, adjunct, educator, and tenure track faculty, stands at roughly 6,000+ instructor visits between 2015-18.

University of Toledo
The University of Toledo's Teaching Center offers a Course Design Institute that is a one-week intensive workshop to guide the integration of best practices in teaching and evaluation into course design. Other workshops and one-on-one assistance in writing

learning outcomes and syllabi are also available. Course assessment workshops are conducted around knowing if students met learning outcomes and teaching effectiveness.

Innovation in Teaching Awards are given to incorporate high-impact practices into courses and assessment pieces are requested for each grant.

A Monday Morning Mentor series of online presentations developed by Magna Publications is distributed weekly to all faculty.

Fulltime faculty are given first priority for initiatives that provide extra compensation but programs, services and resources are open to all faulty (both full- and part-time). Data is not available regarding difference in utilization by different types of faculty.

Wright State

 Wright State University's the Center for Teaching and Learning (CTL) has a four-pronged approach to enhance overall teaching effectiveness on campus. Available to all full and part time employees with instructional duties, core services include instructional design consultation, active learning instruction, university learning management system support, and distance learning course design/development. Quality and timely faculty development is the underlying foundation to all services. The CTL supports faculty through the assistance of five instructional designers, a distance learning course development team, digital technology analysts, and a teaching innovation coordinator. The teaching innovation coordinator specifically concentrates on programming, resources, and consultation for ~~our~~ adjuncts, instructors, lecturers and GTAs.

With the recent statewide Classroom Modernization Project and the relatively new construction of our Student Success Center building, Wright State University has demonstrated a strong commitment to creating active/collaborative learning spaces that now includes 20 classrooms of varying sizes. In coordination with the construction of these classrooms, CTL created a multi-week, active learning cohort training sessions to assist faculty with effectively teaching in these spaces. CTL also hosts a bi-annual, full day conference called, "The Teaching for Student Success Symposium" where teaching approaches/strategies are learned and shared. In addition, WSU's CTL has facilitated the university Teaching Innovation Grants awarding faculty funding to explore and incorporate modern, innovative teaching practices. The CTL distance learning development team works closely with faculty to design highly interactive and effective online courses that can include the use of recording studios, an in-house developed team-based learning app, a presentation lightboard, and/or interactive simulation design.

All services and trainings at WSU are available to any personnel with instructional responsibilities. It is not clear to what extent full-time faculty, adjunct faculty, staff, and teaching assistants take advantage of offered services.

Youngstown State
No response was received.