



# Center for Teaching and Learning at Kent State

YEAR-END REPORT

2018/2019



[www.kent.edu/ctl](http://www.kent.edu/ctl)

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### **Introduction**

The Center for Teaching and Learning (CTL) 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 where all students can succeed. The mission of the center is well aligned with Kent State's Students First Priority.

The four service areas of the Center are:

- Connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning.
- Provide peer review and guidance on teaching innovations and improvement.

The Center is funded through collective bargaining, with the Director, Jennifer Marcinkiewicz, reporting to Associate Provost for Faculty Affairs, Sue Averill. The CTL has four additional full-time staff members and three student workers responsible for coordinating all efforts of the CTL and its collaborative activities across the Kent State system.

- Dr. Jennifer Marcinkiewicz, Director
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Judy Lightner, Portal Liaison & Teaching Associate
- Phyllis Vair, Special Assistant
- Nancy Daczko-Krestan, Administrative Secretary
- Amal Alhadabi, Graduate Assistant
- Madeleine Kidd, Student Associate Technician
- Tiarra Lucas, Student Associate Technician

The CTL is located in Cartwright Hall, including a suite of 4 offices, a faculty innovation space, conference room, library area and work spaces for student workers. Additional space shared with the College of the Arts (Active Learning Classroom) is located in 251 Center for Visual Arts.

## Center for Teaching and Learning Activities

### A. Overview

The impact of the Center for Teaching and Learning (CTL) in fulfilling its primary mission is clear. The CTL offered **21 workshops**, either individually or in collaboration with other units. These workshops reached approximately **445 participants**, including all faculty types (Tenure Track, Non-tenure track, Adjunct/Part-time), administrators/staff and graduate students (Figure 1, Table 1). In addition, the CTL co-sponsored the Education Elevated Conference and the Student Accessibility Conference with an additional 192 participants for a total of **637 participants**. The Center's impact on individual faculty members was also apparent, with **108 individual consultations** focused on peer review, course design, course revisions, teaching innovations, student success, and career development among others. In addition, members of the Center continue to serve in advisory and leadership capacities on a number of university initiatives, including diversity/inclusion efforts, assessment/accreditation, technology, career advancement, and graduate student development. The work of the CTL has impacts beyond Kent State University through national and international presentations and social media outreach efforts.

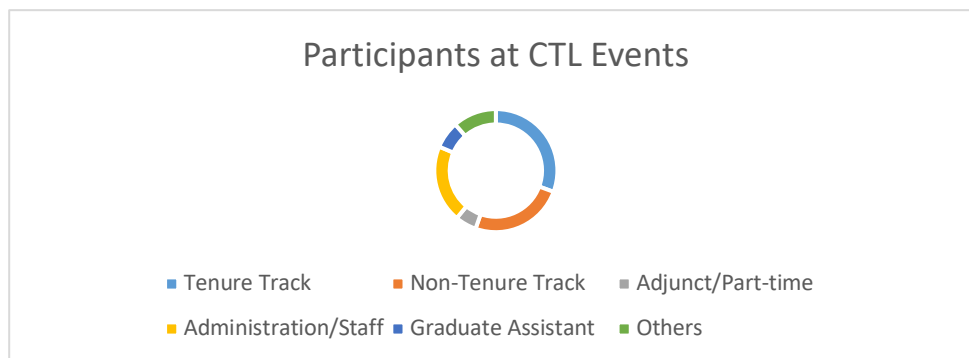


Figure 1. CTL Events Participants

### B. Faculty Development Workshops & Online Resources

The Center offers many different opportunities for professional development. The over-arching theme of professional development offerings is that they are grounded in scholarship. Scholarship is evident in the emphasis on evidence-based practices and speakers with significant expertise to share. Our varied formats include face-to-face workshops, brief “how-to” guides termed Teaching Tools in a Flash and the Change in a Minute video series produced in collaboration with the SOLE Center. The CTL also provides in-depth professional development through individual consultations, peer reviews, and course analyses.

#### *Workshops*

Workshop programming is designed to be educational, inspirational, interactive and responsive to the needs of the faculty. The keynote speaker for 2018-2019 was Dr. Cia Verschelden, author of the book *“Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism and Social Marginalization.”* Dr. Verschelden was on campus for two days, delivering an evening keynote and a workshop the next day. Dr. Tina Bhargava also presented a workshop on the second day, which

was an outstanding opportunity to highlight the collaborations between a Kent State faculty member and our esteemed keynote speaker. In addition to keynote events, the CTL developed workshops for individual units, programs and campuses based on the needs expressed by those units. Many of these and other workshops used the popular “Working Lunch” format in which participants have the opportunity to learn in a relaxed, interactive environment.

The response to the workshop offerings was overwhelmingly positive. For example, our keynote events were met with 92-100% positive overall ratings (good/excellent) and 95-100% positive ratings for the session impacts (agree/strongly agree) (Appendix I). See Appendices II-V for all other workshop evaluations.

### *Teaching Tools in a Flash*

Teaching Tools in a Flash guides provide on-demand professional development for instructors at Kent State and external to the university. These short, evidence-based guides provide scholarly background, strategies, answers to frequently asked questions and additional resources for implementing particular teaching approaches. These guides are available online at the CTL website, and in print at the Center. Guides are also distributed at workshops and consultations as appropriate. There are currently 25 Teaching Tools organized in four categories: Preparing to Teach, Teaching, Assessing Learning and Student Success. We are partnering with other individuals and units on campus in developing additional Teaching Tools and anticipate that the number of Teaching Tools will continue to increase.

### *Change in a Minute Blog*

The Center for Teaching and Learning continues to collaborate with the SOLE Center to produce video blogs that offer quick tips and suggestions to improve student learning that are based on high quality research.

## **C. Faculty Programs**

### *Teaching Scholars*

The Teaching Scholars program, which focuses on providing an intensive faculty learning community for faculty to engage in the scholarship of teaching and learning completed its 18<sup>th</sup> year with 10 faculty participants (<https://www.kent.edu/ctl/teaching-scholars>). All participants disseminated the results of their research, by presentation at the Teaching Scholars Colloquium, and other conferences such as the Celebration of College Teaching, disciplinary conferences, and national teaching conferences. All of the cohort ultimately intend to publish their work in peer-reviewed journals.

### *Faculty Fellows*

The Faculty Fellows program is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of their choosing. (<https://www.kent.edu/ctl/faculty-fellows>). Ed Dauterich continued his leadership project on adjunct faculty issues related to professional development and produced a white paper of recommendations to support part-time faculty. Belinda Boon also chose to focus her faculty fellows work on developing a template for on-boarding adjunct faculty. Marie Gasper-Hulvat provided leadership in pedagogy

through her work in presenting a workshop and Teaching Tool in a Flash on Reacting to the Past Pedagogy, a particular teaching approach that relies on structured role-playing activities. Each of the fellows presented their work to the university community in well-received workshops (See Appendix V).

### *Intercultural Faculty Scholars*

The Intercultural Faculty Scholars Cohort program is designed to provide faculty members with a better understanding of intercultural issues in teaching and learning and culturally responsive ways to enhance teaching practices. The program was facilitated by Dr. Martha Merrill (a faculty member in the College of Education, Health and Human Services with expertise in intercultural communication). The 2018/2019 cohort had 12 participants (<https://www.kent.edu/ctl/intercultural-faculty-scholars>). Each participant developed and delivered a leadership project related to intercultural issues in teaching and learning for their academic unit and several participants served as panelists in a CTL-sponsored workshop.

### *Innovation Intersession*

The Innovation Intersession program on Flipping Your Classroom provides faculty participants with all of the skills needed to flip a course. The program models the flipped approach and includes workshops focused on evidence-based techniques for designing and implementing a flipped course. By the end of the 3-week intersession faculty have developed and received feedback on a flipped module for their course. Twelve faculty were selected to participate, and all successfully completed the program. LeighAnn Tomaswick served as the lead facilitator for the program, with the assistance of two past participants serving to co-facilitate the workshop. Program participants found the program to be extremely rewarding, with 100% strongly agreeing or agreeing that they would recommend the program to others and that the program stimulated their ability to flip their courses.

## **D. Initiatives and Collaborations**

The CTL is involved in a large number of collaborations across campuses, colleges, departments and administrative offices (see Figure 2).

### *Faculty Academy for Student Success*

The Center for Teaching and Learning continued to partner with University College on the Faculty Academy for Student Success (FASS). Participants in the Academy worked together as a community to identify and implement best practices in teaching and learning that support student success at Kent State. Participants (either individually or in pairs) have identified specific projects they are leading in their own units to impact student success.

In its first year, the participants were nominated by Deans, Chairs and Directors. The current faculty were selected through a self-nomination process. The participants are continuing their work throughout the Summer, 2019 with projects being implemented in Fall, 2019. Examples of projects include innovative teaching approaches, creation of student support structures and resources for faculty to support effective and equitable teaching practices. Impacts of these projects will be assessed in the coming academic year.



Figure 2: CTL Collaborations

### SoTL Central

The CTL is partnering with the Regional Campuses to increase faculty participation in the scholarship of teaching and learning. The CTL is collaborating with Rachael Blasiman (appointed to lead the Regional Campus SoTL efforts) in developing a key resource for SoTL scholars, a BlackBoard course called SoTL Central. SoTL Central provides how-to guides, contacts, research instruments, publication and presentation outlets and many other resources that will assist faculty with their endeavors related to the scholarship of teaching and learning. There are currently **129 faculty enrolled** in SoTL Central. These efforts will be ongoing, with joint efforts such as workshops, meetings and other face-to-face opportunities for faculty.

### *Classroom Response Systems*

The University Council on Technology serves as the University's advisory body for matters related to technology. This year, the CTL Innovation and Learning Design Specialist, LeighAnn Tomaswick, served as the representative for the CTL on the Council. She played a significant leadership role on the subcommittee charged with examining classroom response systems. She was instrumental in surveying faculty, conducting evaluations of different platforms, and producing recommendations for review by the University.

### *Active Learning and Virtual Reality Classrooms*

The Active Learning Classroom renovation in 251 CVA was completed in August 2017. The flexible space permits a high degree of collaboration with rolling white boards and a set of Chromebooks for student work. The space is used primarily by faculty using flipped course design and other active learning approaches. In AY 2018/2019, 11 classes were held in this space.

The Virtual Reality Classroom at East Liverpool was successfully launched with a ribbon-cutting ceremony in April, 2019. The Center for Teaching and Learning was a significant donor for this project, providing much of the hardware needed to create a fully functional VR classroom on the East Liverpool Campus. The classroom is already in use for Anatomy and Physiology instruction, among other courses.

### *Faculty Writing Groups*

The CTL created faculty writing groups to support faculty in achieving their summer writing goals. The writing groups afforded faculty the opportunity to identify goals and share their progress in a supportive community of peers. The Center provided a welcoming space and additional resources for faculty (such as sessions on citation software). Participant numbers ranged from 31-41 per semester.

### *Student Surveys of Instruction*

The Director of the CTL, Jennifer Marcinkiewicz, continued to participate in development, communication and testing efforts related to finalizing fully online Student Surveys of Instruction, which will be implemented in Fall, 2019.

### *Faculty Career Development*

The CTL continues to work closely with Associate Provost Mandy Munro-Stasiuk to provide support for the mid-career faculty coaching program. Each year, there are more applicants for the coaching program than can be supported. This year, 10 faculty participated in the Coaching program, which uses external, certified career coaches experienced in faculty development. In addition, the Center supported the mid-career workshop series designed to provide guidance for faculty through post-tenure career development. The CTL also provided ongoing support for new faculty by participating in the New Faculty Orientation, new faculty visits and a new faculty wrap-up luncheon held in Spring, 2019.

### *Issues Related to Campus Climate*

Jennifer Marcinkiewicz serves as the Change Agent for the National Science Foundation IDEAL grant (Institutions Developing Excellence in Academic Leadership) which seeks to advance careers of women and faculty of color in the sciences. Jennifer Marcinkiewicz also serves as the chair of the faculty



subcommittee of the Great Place Initiative committee which seeks to improve the campus climate for faculty on which Judy Lightner also serves.

Phyllis Vair and Nancy Daczko-Krestan continue to serve on improving campus climate for individuals with accessibility issues. They served on the campus electronic and information technology accessibility strategic plan working group. In addition, CTL co-sponsored the first campus accessibility colloquium held in October.

#### *Education Elevated Collaborative*

The CTL, Information Technology, Office of Continuing and Distance Education, Student Accessibility Services and University Libraries worked together to host the first Education Elevated Conference (<https://www.kent.edu/e2>) in Fall, 2018. The conference was designed to provide faculty with the tools needed to elevate student learning through digital technology. The event was highly successful, with 121 attendees. The group of collaborating units has now formed the Education Elevated Collaborative, which will work together in ongoing efforts to provide faculty with the knowledge and skills to implement teaching strategies that elevate students' learning through leveraging technology.

#### *University Teaching Council*

The CTL continues to provide advisory, administrative and website support for the UTC as well as the Annual UTC Celebrating College Teaching Conference held each Fall. The Center will continue to provide services to support the enhancement of teaching and learning opportunities through travel, workshop and teaching development grants.

#### *FlashPort*

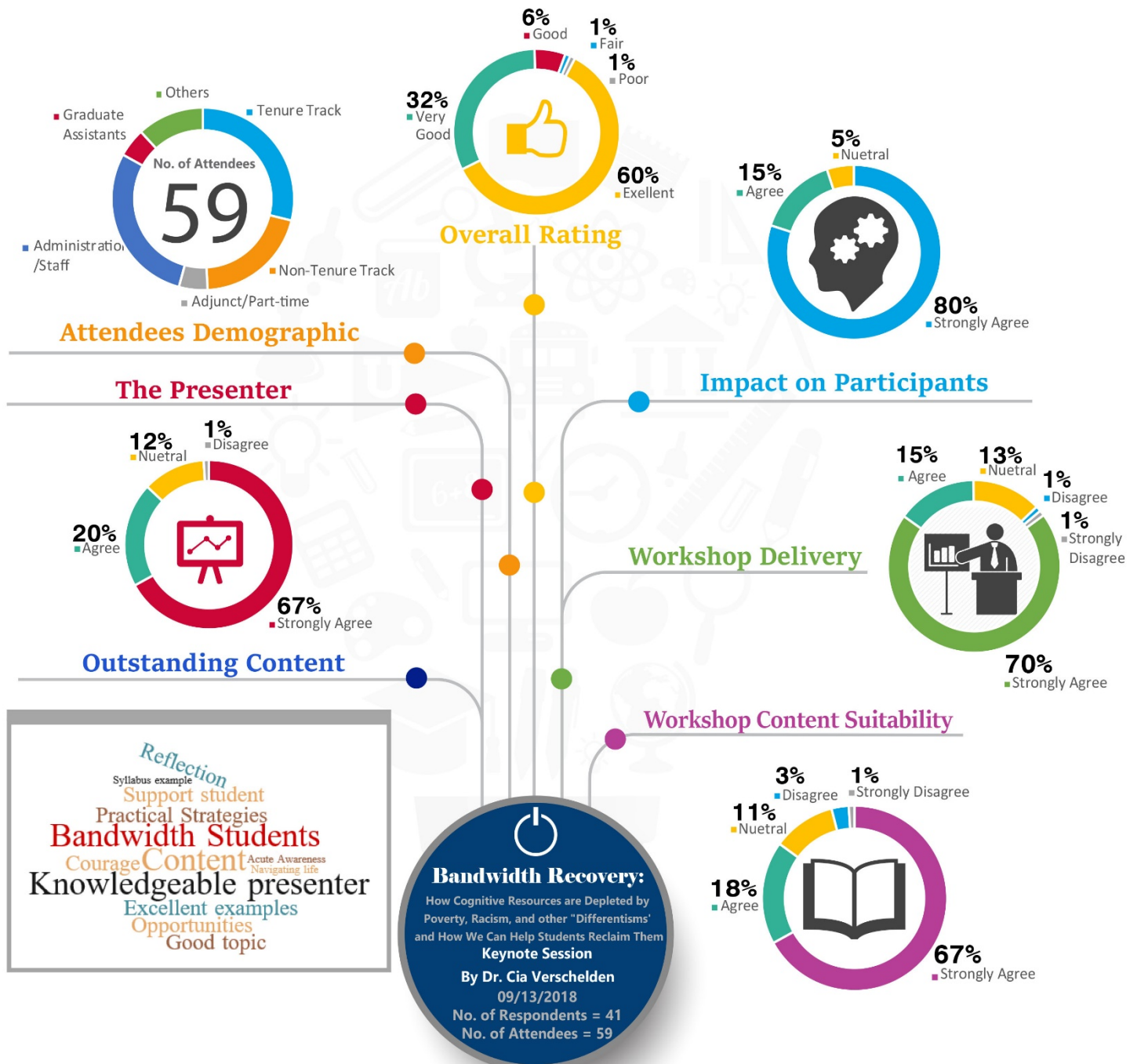
FlashPort is continuing to gain prominence as a key resource for faculty and staff. Judy Lightner, the FlashPort liaison, works with university and department representatives to keep FlashPort current. Most notably, she implemented a Faculty Success tab to serve as a repository for university resources such as Family Friendly policies and mentoring information.

### **E. CTL Social Media Presence**

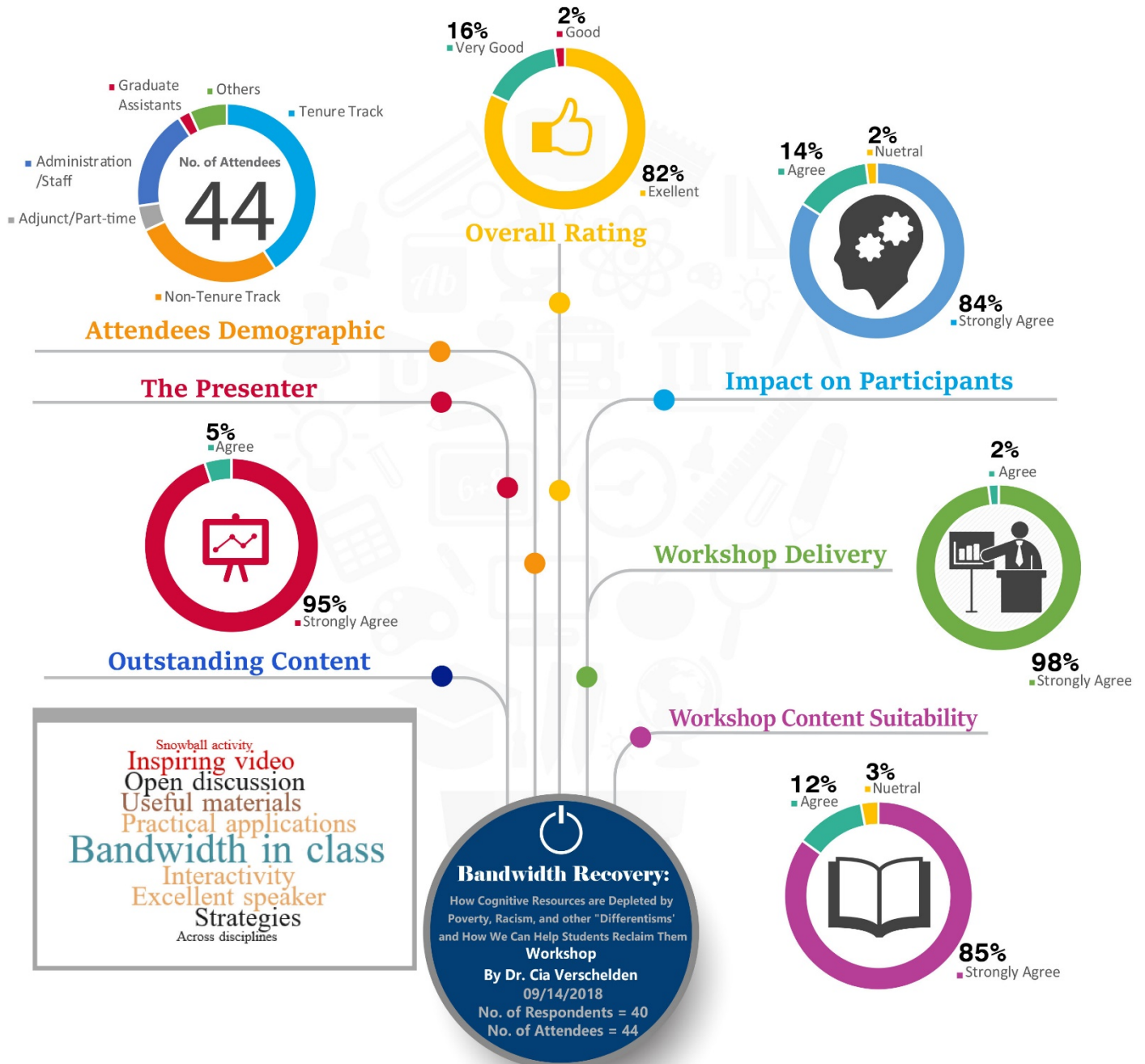
The Center for Teaching and Learning has continued to increase its social media presence by: 1) increasing the number of individuals and units followed at KSU; 2) following other Centers for Teaching and Learning; 3) increasing the number of tweets/retweets on topics related to Teaching and Learning (See Appendix VI). In the coming year, the Center will continue working to enhance the visibility of resources to support teaching and learning through social media.

## Appendix I: Keynote Sessions – Cia Verschelden

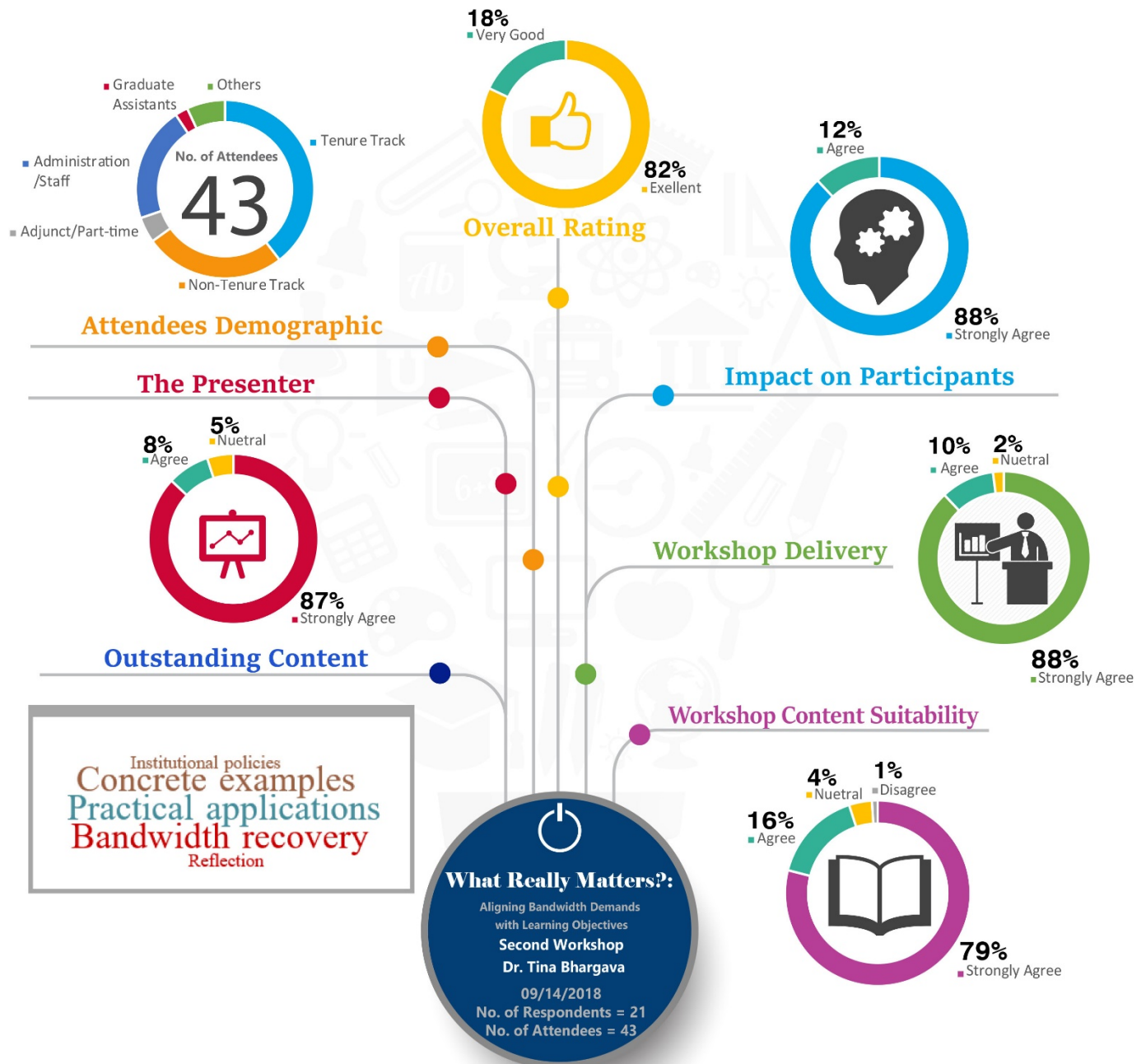
### 1- Bandwidth Recovery Keynote: How Cognitive Resources are Depleted by Poverty, Racism, and other "Differentisms" and How We Can Help Students Reclaim Them



## 2- Bandwidth Recovery Workshop: How Cognitive Resources are Depleted by Poverty, Racism, and other "Differentisms" and How We Can Help Students Reclaim Them



### 3- What Really Matters? Aligning Bandwidth Demands with Learning Objectives. Dr. Tina Bhargava



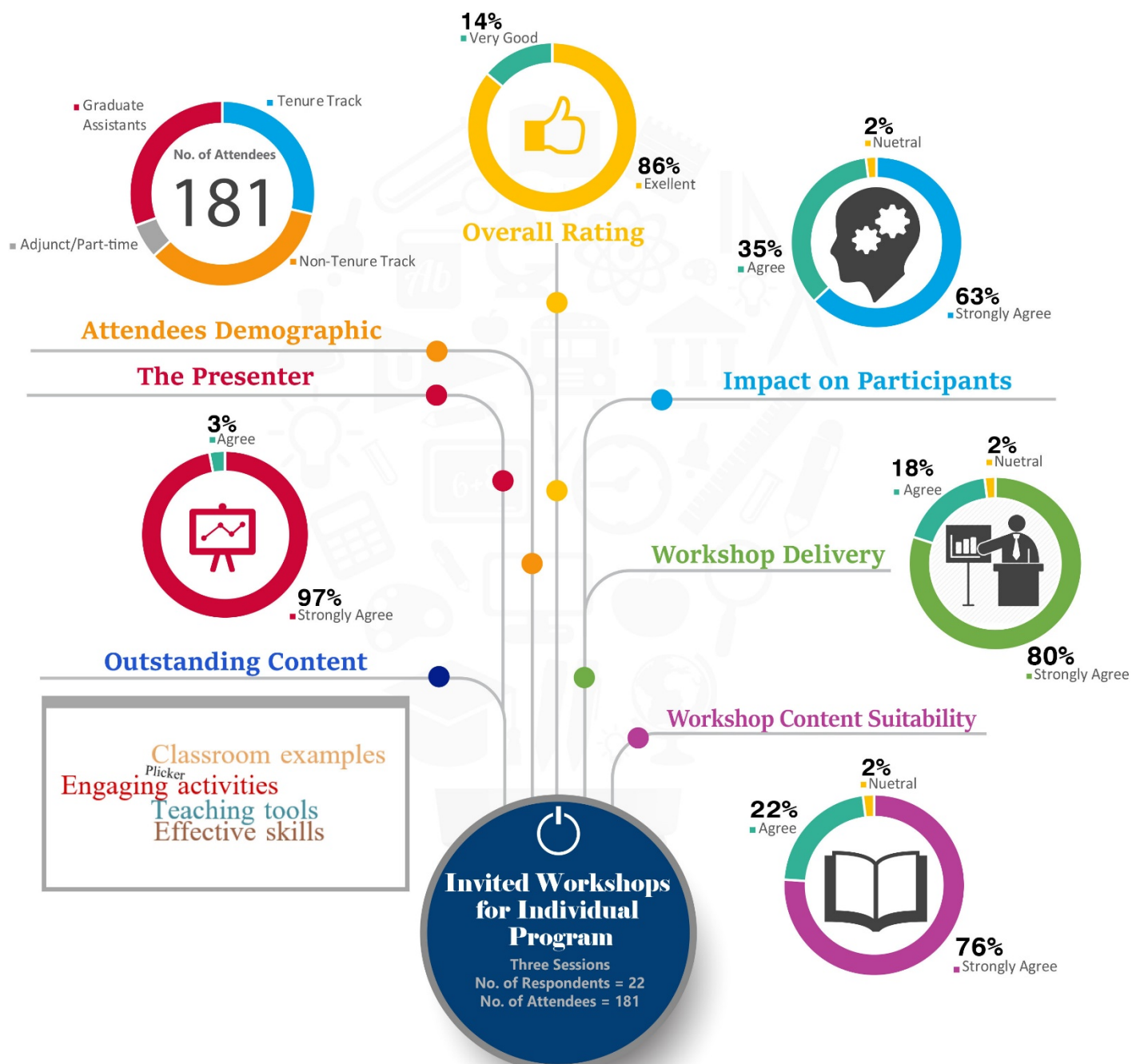
## Appendix II: Invited Workshops for Individual Programs

Session Name	Date	Number of Responses	No. of Attendees
Education Elevated Conference	11/9/2018 Fall	N/A	121
First Year Experience & Classroom Engagement (Aeronautics)	1/18/2019 Spring	22	22
A dialogue on Scientific Teaching in Biology Sciences	2/8/2019 Spring	N/A	20
Student Learning and Gen Z for Graduate Professional and Academic Development (GPAD)	3/6/2019 Spring	N/A	18

Session Name / Date	No. of Responses/ Attendees	Workshop Content Suitability	Workshop Delivery	The presenter	Impact on Participants	Overall Organization
First Year Experience & Classroom Engagement (Aeronautics)	22/22	5: 76% 4: 22% 3: 2%	5: 80% 4: 18% 3: 2%	5: 97% 4: 3%	5: 63% 4: 35% 3: 2%	5: 86% 4: 14%
Total	22/181	5: 76% 4: 22% 3: 2%	5: 80% 4: 18% 3: 2%	5: 97% 4: 3%	5: 63% 4: 35% 3: 2%	5: 86% 4: 14%



# Invited Workshops for Individual Programs Visual Evaluation (The Aggregated Evaluation)

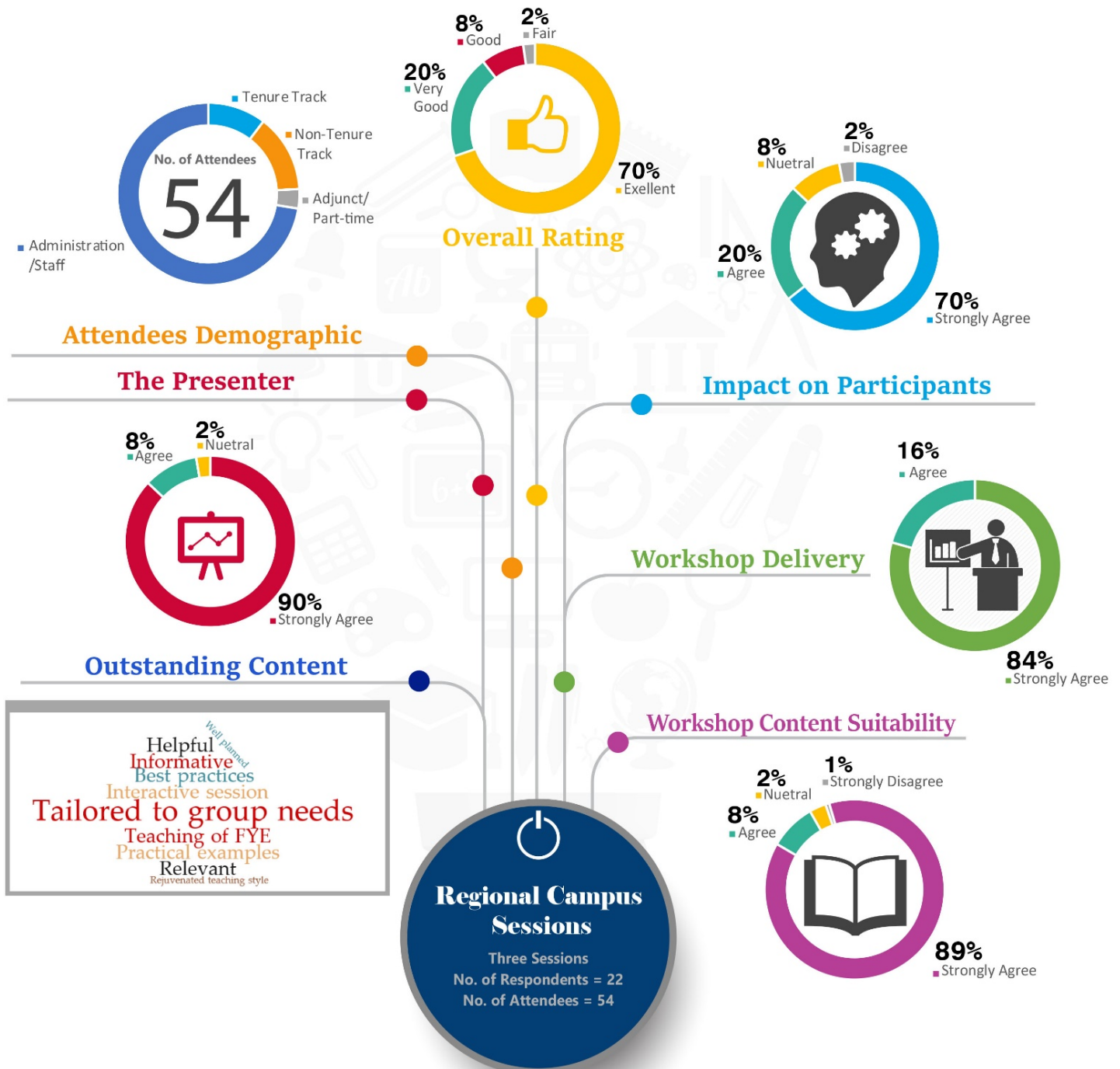


### **Appendix III: Regional Campus Sessions**

<b>Session Name</b>	<b>Date/ Semester</b>	<b>Number of Responses</b>	<b>No. of Attendees</b>
Engaging Students Throughout the class Period- Getting Students to Check-In & Not Check-out/Trumbull	8/ 21/ 2018 Fall	7	10
Strategies That Encourage Student Resiliency (Trumbull Campus)	11/26/2018 Fall	8	11
First Year Experience & Classroom Engagement (Geauga Campus)	12/11/2018 Fall	5	9
Tuscarawas Campus Mentoring Retreat	3/8/2019 Fall	N/A	15
First Year Experience & Classroom Engagement (Trumbull Campus)	1/4/2019 Fall	9	9

## Regional Campus Visual Evaluation

### (The Aggregated Evaluation)





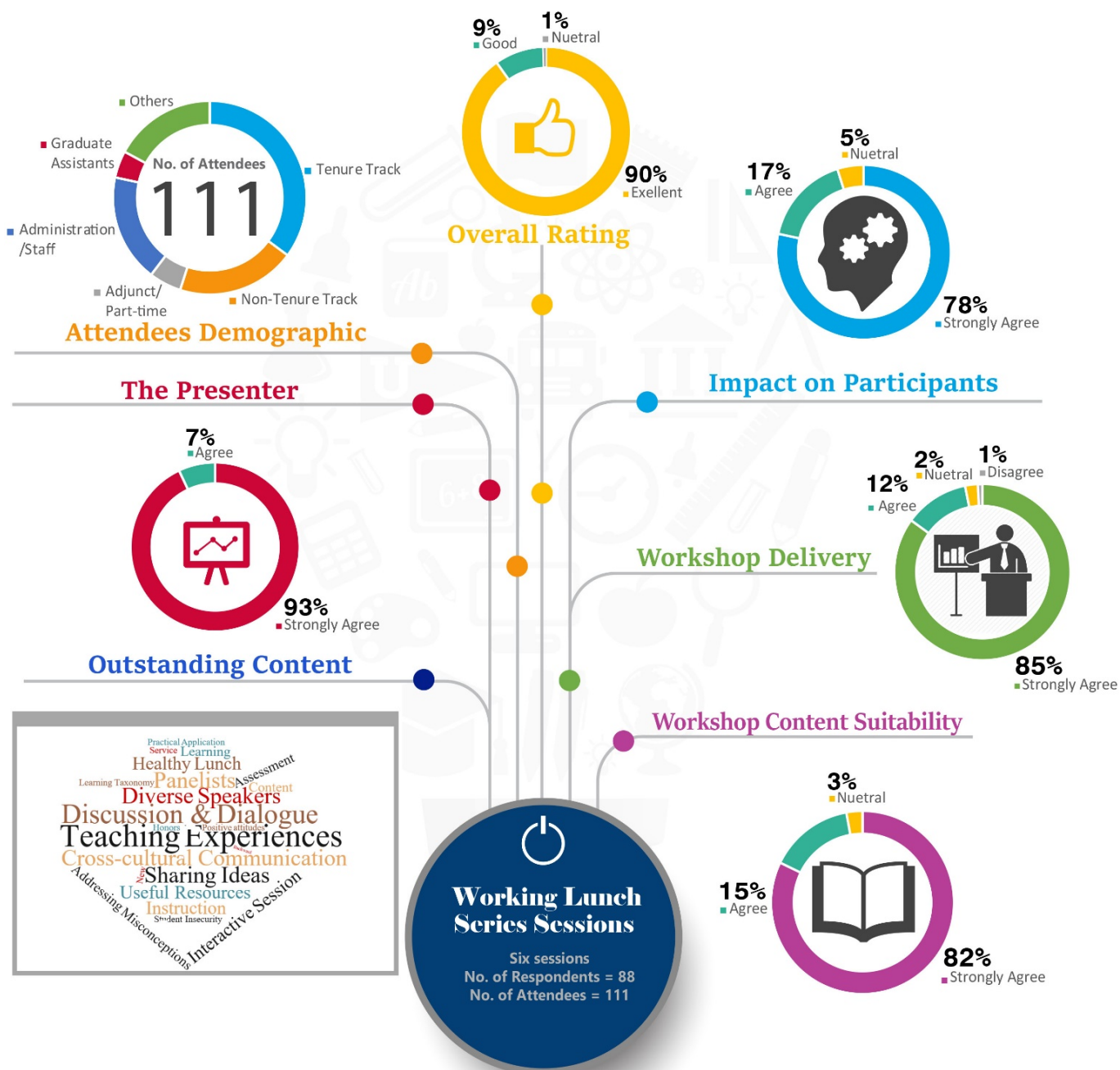
## Appendix IV: Working Lunch Workshops 2018/2019

Session Name	Date/ Semester	Number of Responses	No. of Attendees
Service-Learning: Deep Learning For students, meaningful outcomes for the community	10/2/18 Fall	8	11
Science of Learning: The Wellness Connection	11/14/18 Fall	19	19
Backward Design: Building a Course from Z to A	1/28/2019 Spring	17	17
Teaching across Cultures	2/12/2019 Spring	22	30
Help! My students are experiencing crisis. What should I do?	3/04/2019 Spring	13	21
Faculty Panel: How and why we teach honors courses	3/5/2019 Spring	9	13

Session Name / Date	No. of Responses/ Attendees	Workshop Content Suitability	Workshop Delivery	The presenter	Impact on Participants	Overall Organization
Services-Learning: Deep Learning for students	8/11	5: 98% 3: 2%	5: 94% 4: 6%	5: 100%	5: 78% 4: 13% 3: 9%	5: 88% 4: 12%
Science of Learning: The Wellness Connection	19/19	5: 83% 4: 14% 3: 3%	5: 77% 4: 19% 3: 4%	5: 97% 3: 3%	5: 86% 4: 12% 3: 2%	5: 95% 4: 5%
Backward Design: Building a Course from Z to A	17/17	5: 80% 4: 15% 3: 5%	5: 91% 4: 9%	5: 88% 4: 12%	5: 84% 4: 15% 3: 1%	5: 94% 4: 4% 3: 2%
Teaching across Cultures	22/30	5: 75% 4: 23% 3: 2%	5: 82% 4: 14% 3: 4%	5: 91% 4: 8% 3: 1%	5: 66% 4: 30% 3: 4%	5: 79% 4: 19% 3: 1% 2: 1%
Help! My students are experiencing crisis. What should I do?	13/21	5: 80% 4: 20%	5: 88% 4: 12%	5: 92% 4: 8%	5: 77% 4: 19% 3: 4%	5: 88% 4: 12%
Faculty Panel: How and why we teach honors courses?	9/13	5: 77% 4: 16% 3: 7%	5: 78% 4: 11% 3: 6% 2: 5%	5: 89% 4: 11%	5: 77% 4: 11% 3: 9% 2: 3%	5: 96% 4: 4%
<b>Total</b>	<b>88/111</b>	<b>5: 82% 4: 15% 3: 3%</b>	<b>5: 85% 4: 12% 3: 2% 2: 1%</b>	<b>5: 93% 4: 7%</b>	<b>5: 78% 4: 17% 3: 5%</b>	<b>5: 90% 4: 9% 3: 1%</b>

# Working Lunches Visual Evaluation

## (The Aggregated Evaluation)



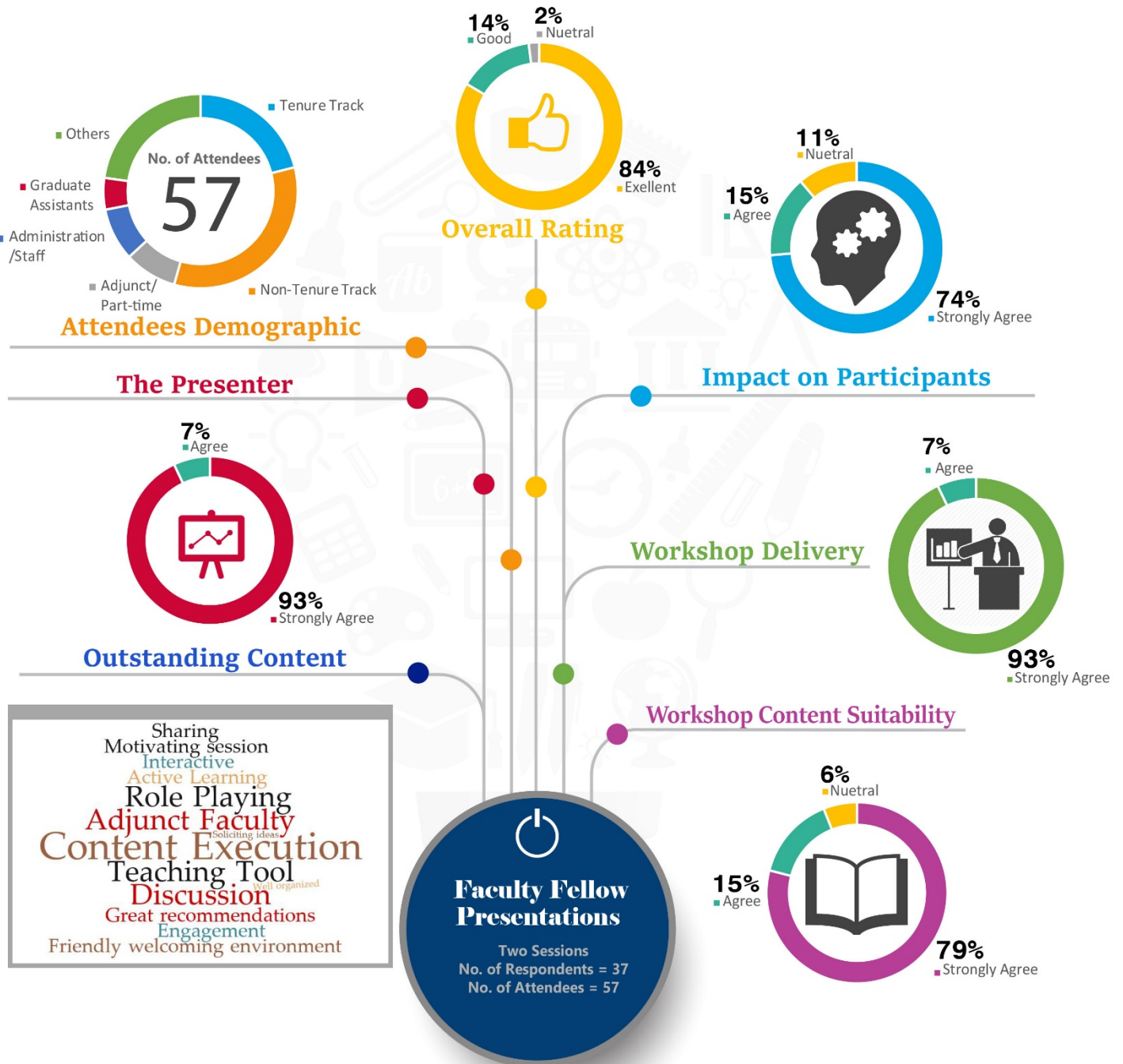
## Appendix V: Faculty Fellow Presentations

Session Name	Date/ Semester	Number of Responses	No. of Attendees
Best Practices for Adjunct Faculty Support	4/3/19 Spring	13	20
Setting Students' Minds on Fire: Using Reacting to the Past to transform your teaching with role-playing games	4/12/19 Spring	21	37

Session Name / Date	No. of Responses/ Attendees	Workshop Content Suitability	Workshop Delivery	The presenter	Impact on Participants	Overall Organization
Best Practices for Adjunct Faculty Support	13/20	5: 86% 4: 9% 3: 5%	5: 100%	5: 100%	5: 76% 4: 6% 3: 18%	5: 90% 4: 10%
Setting Students' Minds on Fire	21/37	5: 72% 4: 21% 3: 7%	5: 83% 4: 17%	5: 86% 3: 14%	5: 69% 4: 24% 3: 4%	5: 77% 4: 19% 3: 4%
<b>Total</b>	<b>34/57</b>	<b>5: 79%</b> <b>4: 15%</b> <b>3: 6%</b>	<b>5: 93%</b> <b>4: 7%</b>	<b>5: 93%</b> <b>4: 7%</b>	<b>5: 74%</b> <b>4: 15%</b> <b>3: 11%</b>	<b>5: 84%</b> <b>4: 14%</b> <b>3: 2%</b>

# Faculty Fellow Presentations Visual Evaluation

## (The Aggregated Evaluation)



## Appendix VI: CTL Social Media Outreach Track

**Table 1: Major Social Media/Online Means of the CTL**

Social Media Presence	2014-2015 Actual	2015-2016 Actual	2016-2017 Actual	2017-2018 Actual	2018-2019 Actual
Twitter	136	175	193	243	276
Facebook	132	162	168	165	177
Blackboard Learn	304	492	542	593	670

