Center for Teaching and Learning at Kent State

Academic Year
2020/2021

KENT STATE.
U N I V E R S I T Y

www.kent.edu/ctl

Contents

I.   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 had three additional full-time staff members, one part-time staff member, one student worker, and one graduate student intern in Higher Education (Fall semester). All staff members participated in coordinating all efforts of the CTL and its collaborative activities across the Kent State system. Judy Lightner, Assistant Director, changed her status to part-time in January 2021 and holds the newly created Faculty Development Specialist position. Michelle Corvette joined the CTL team as Assistant Director in May after an extensive national search.

- Dr. Jennifer Marcinkiewicz, Director
- Dr. Michelle Corvette, Assistant Director
- Dr. Judy Lightner-Noll, Faculty Development Specialist
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Nancy Daczko-Krestan, Special Assistant
- Tiarra Lucas, Student Associate Technician
- Esther Sijuwade, Higher Education Graduate Student Intern

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

II.   Overview

The impact of the Center for Teaching and Learning (CTL) in fulfilling its primary mission is clear. The CTL offered **Remote Instruction Workshops**, in collaboration with OCDE (Office of Continuing and Distance Education) to prepare faculty for the fully on-line learning environment created by the pandemic. These workshops reached over **781 participants in the summer and 178 in the spring semesters.** The impact of our work is evident not only in the **number of instructors affected** (total, n=787), but also the **broad distribution** of faculty development across all campuses (8 of 8) and colleges (13 of 13), and across more than 100 academic programs (Figure 1). The workshops were presented to all instructor types (Tenure Track, Non-tenure track, Adjunct/Part-time, Graduate Teaching Assistants).
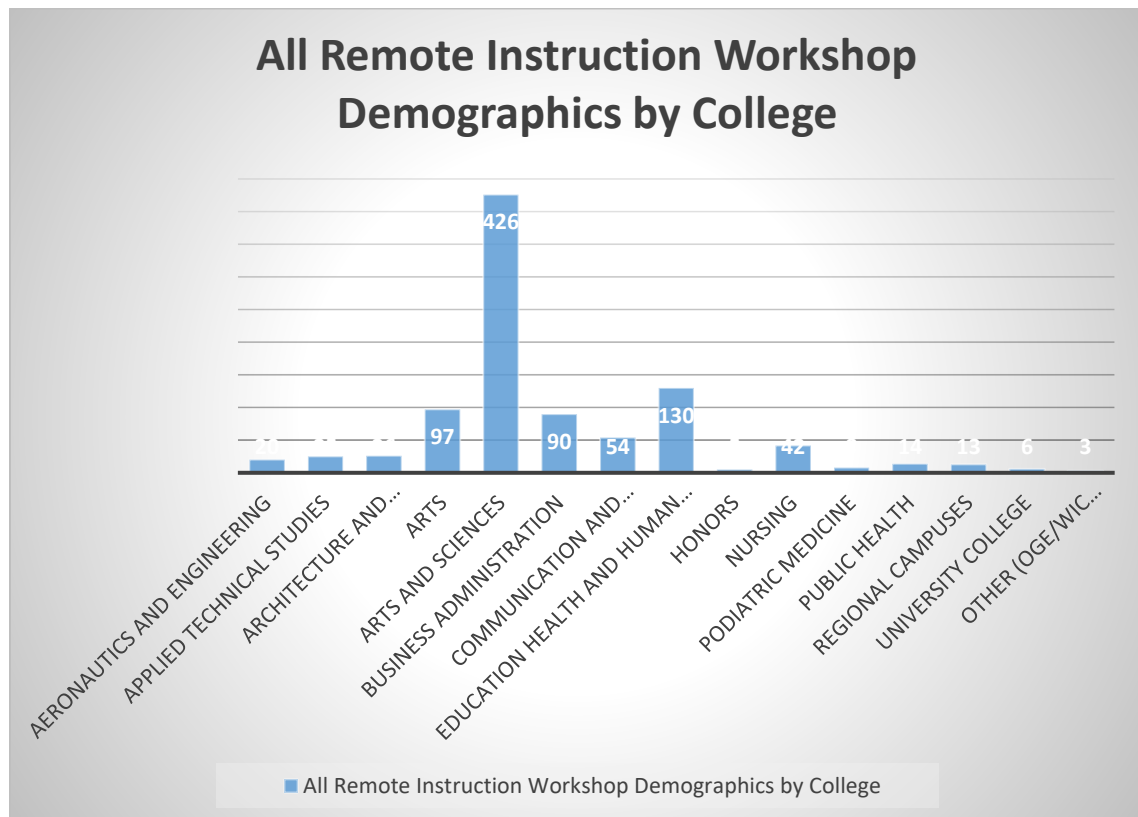

Figure 1. CTL/OCDE Remote Instruction Workshops by College

The Center's consultations with individual faculty members were a crucial component to the success of teaching in the remote environment. Collectively, we completed **97** individual consultations focused on peer review, course design, course revisions, teaching innovations, student success, and career development among others. Additionally, the Center provided substantive support in creating and expanding the Keep on Teaching website, which provided direct support for instructors on remote instruction. The CTL continues to advance the mission of Kent State in serving as an access institution. We provided a workshop on strategies to support first generation college student success as part of the weeklong "I Am First" celebrations.   In addition, members of the Center continue to serve in advisory and leadership capacities on a number of university initiatives which included service on the Academic

Continuity Committee, the Reopening Committee on Classroom Technology, the Faculty Concerns Committee, the Advisory Committee on Academic Assessment, diversity and inclusion efforts among others. The work of the CTL also has impacts beyond Kent State University through scholarship and service to national/international professional development organizations and social media outreach efforts.

III.   Pandemic Response and Remote Instruction

The Covid-19 pandemic significantly impacted the work of the Center. The ongoing closure of campus resulted in many opportunities to offer our programs, events and services remotely. The Center continued to be heavily involved in remote instruction and was instrumental in developing and delivering remote instruction workshops, with significant support from the Office of Continuing and Distance Education (Table 1). For further participant demographics, see Appendix A.

Reasonable, flexible, and equitable pedagogy was modelled and threaded throughout these workshops, while incorporating universal design principles and considering student mental bandwidth demands. All workshop LMS sites also serve as an extensive resource repository, for reuse by participants. The resources developed for these workshops are also accessible to the university community (www.kent.edu/keeponteaching).

Table 1: Remote Instruction Workshops

Workshop	Semester	Length	# of workshops	Units	# participants
Remote Instruction	Summer, 2020	5-day	5	CTL, OCDE	249
Remote Instruction: Student Engagement	Summer, 2020	Half-day	9	CTL, OCDE	538
Remote Instruction: Student Engagement	Spring, 2021	3 hours	6	CTL	117
Dual/Hybrid/Hyflex Instruction	Spring, 2021	3 hours	3	CTL	61

Summer Remote Instruction Workshops

In remote instruction workshops, faculty engaged in critical conversations and practical approaches to student engagement, collaboration, assignments, assessments, and content organization. Faculty also completed asynchronous activities in the LMS, e.g. interactive videos, assignments and discussion boards. They experienced the challenges students face navigating the LMS, collaborating in breakout rooms, managing internet issues, and overcoming isolation in remote settings. Rather than delivering a laundry list of best practices, we provided faculty with an immersive opportunity to experience what it is to be a remote student, while simultaneously practicing and evaluating options for their own courses.

Workshops positively impacted instructors as shown by survey results; respondents agreed/strongly agreed that they had **greater confidence** in their abilities (88%; 84%), had **greater knowledge of strategies for student engagement** (95%; 94%), found **resources useful** (97%; 92%) and were able to

more fully **appreciate the learning experiences of students** (91%; 86%) in the 5-day and 1-day workshops respectively. Overall, faculty reported positive responses (91%; 88%) across all categories of survey questions (n=18; 11 questions) for 5-day and 1-day workshops.

Broader impacts of the workshops also occurred within academic units as faculty participants served as leaders by disseminating what they learned and providing assistance to colleagues. Full-time faculty participants were offered stipends ($1000 for 5-day workshops; $150 for 1-day workshops) for their ongoing service as leaders in remote instruction.

Examples of faculty leadership:

- Opportunities for peers to practice synchronous instruction with breakout rooms
- Coaching centers for colleagues in the LMS
- Resources (videos, how-to guides, and examples) for synchronous/asynchronous instruction tailored to meet disciplinary needs and perspectives
- Sessions on remote instruction for peers and graduate students
- One-on-one mentoring

Spring Remote Instruction Workshops

The Center offered 9 remote instruction workshops in the Spring semester, with a total enrollment of 178 participants (Table 1). These workshops provided additional opportunities for faculty to learn about remote instruction, either as a sole mode of instruction, or as part of dual synchronous instruction for simultaneous in-person and remote attendance (sometimes termed HyFlex instruction). Several of these workshops also utilized Teams for Academics. In these sessions, faculty were introduced to the Blackboard-integrated Teams experience and Full Teams Experience. In addition, we developed a specialized workshop for the College of Communication and Information, titled Remote Instruction: Considerations for Keeping Students Engaged in Breakout Rooms & Beyond

Service to the University Related to the Pandemic

The Center for Teaching and Learning was active in presenting information about remote instruction to other sectors of the university community, participating in two presentations to Faculty Senate (Academic Integrity and In-person Teaching) and a TownHall for Parents and Students on teaching in the pandemic.

The Center for Teaching and Learning was represented in decision-making related to academic continuity through the service of the Director on the Academic Continuity Committee and the Faculty Concerns Subcommittee, as well as LeighAnn's participation on the Classroom Technology group of the Reopening Committee. Furthermore, the CTL was an active participant in weekly meetings of the remote instruction work group, along with staff from OCDE and IT.

IV.   Additional Faculty Development Workshops, Conferences, Online Resources

Education Elevated Collaborative Conference

The Education Elevated Collaborative (CTL, Information Technology, Office of Continuing and Distance Education, Student Accessibility Services and University Libraries) worked together to host the second Education Elevated Conference (https://www.kent.edu/e2) in Spring, 2020. This year's invited keynote speaker, Dr. Derek Bruff, Vanderbilt University Center for Teaching and author of *Intentional Tech: Principles to Guide the Use of Educational Technology in College",* offered ways to explore several teaching principles for matching technology to pedagogy. The conference was designed to provide faculty with the tools needed to elevate student learning through digital technology. The event was highly successful, with 220 attendees, coming from 11 colleges. See Appendix B for further information on participant demographics. The Education Elevated Collaborative will continue to work together in ongoing efforts to provide faculty with the knowledge and skills to implement teaching strategies that elevate students' learning through leveraging technology in the classroom.

Tuscarawas Mentoring Retreat

CTL supported Tuscarawas' continued efforts to support their faculty. LeighAnn Tomaswick worked with Jeff Huston to lead a session entitled "The Flipped Classroom". Jenny Marcinkiewicz and Judy Lightner presented "Steering a Course through Stormy Weather: Navigating Difficult Interactions with Students". Judy also led sessions on "Inclusive Syllabus Creation" and "Strategies for an Effective Mentor-Mentee Relationship."

Workshops in a Flash

The Center offered virtual Workshops in a Flash. These mini-workshop topics are designed to be delivered to groups of instructors during informal gatherings or departmental meetings. Workshops in a Flash are intended to support initial exploration of a specific topic with ongoing support from the Center as requested. During this past year, LeighAnn Tomaswick provided 4 virtual sessions with 10 to 12 in attendance at each session. Two of the sessions were provided for Modern and Classical Language Studies and were recorded and captioned for a hearing-impaired group to view later. The other two sessions were provided for the College of Business Administration doctoral students. The titles of the sessions requested were:

- Engaging Students Meaningfully in Discussions: Remote Considerations
- Getting Students to Tune-in & Stay Attentive: Suggestions for Quick Synchronous Engagement
- Knowing What Your Students Know and Don't Know – Admission and Exit Tickets
- Decreasing Grading Time: Using Rubrics to Communicate Expectations

V.   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 19th year with 10 faculty

participants (https://www.kent.edu/ctl/teaching-scholars). All participants will disseminate the results of their research at a future date (due to COVID-19). All of the cohort ultimately intend to publish their work in peer-reviewed journals. The 2019-2020 Teaching Scholars cohort will present their work virtually during the 2021 UTC Celebration of College Teaching, Fall 2021.

Teaching Scholars 2.0

Many Teaching Scholars expressed the desire to continue a SoTL learning community and the desire for assistance with publishing their projects. Teaching Scholars 2.0 was a year-long program that provided support to previous Teaching Scholars in writing a SoTL paper for submission to a peer-reviewed journal. Monthly meetings supported faculty in finding appropriate venues for publications, connection with resources, peer support, accountability, writing time, and feedback on their writing. Of the 10 applicants, 8 were accepted and 7 finished the program. In addition to the 5 manuscript submissions, pre-post program surveys suggested participant 1) "confidence in ability to write a SoTL paper increased, 2) "ability to describe what makes SoTL publications distinct from other disciplines" increased, and 3) participants read SoTL articles more regularly. All participants felt their experience in the program was valuable and helpful in preparing for a paper for submission with one stating "I am 100% in favor of this opportunity continuing for others".

Faculty Fellows

The Faculty Fellows program (www.kent.edu/ctl/faculty-fellows) is designed to give individual faculty members the opportunity to serve in a leadership role in a professional development area of their choosing. Rachael Blasiman, Department of Psychological Sciences, Salem Campus and Zhiqiang (Molly) Wang, Department of Chemistry and Biochemistry, Geauga Campus were chosen as the 2020-2021 Faculty Fellows. Both Faculty Fellows presented their projects in virtual workshops via Microsoft Teams in the spring semester. Both projects received an overall rating of "strongly agree" that the workshops were valuable experiences and provided faculty with practical strategies to implement in their own classrooms.

Dr. Blasiman's project, "Leveraging the Power of Connections in Teaching and Learning", focused on faculty helping their students make connections between ideas, between content and life experience, and between knowledge and application and how the knowledge of those connections can be used to enhance faculty's overall teaching and student learning.

Dr. Wang's project, "Critical Thinking in STEM", focused on identifying current strategies faculty use to support critical thinking in STEM disciplines at Kent State.

Inclusive Teaching Faculty Learning Community

The inaugural cohort of twelve Inclusive Teaching Faculty Learning Community members completed their individual course revision projects over the summer and held a panel discussion in September sharing how their teaching had evolved and sharing some specific actions they had taken to ensure equity and inclusion in their courses, all resulting from their participation in the learning community. The virtual workshop was attended by 41 faculty and staff members.

New Faculty Orientation

The Center for Teaching and Learning partnered with Faculty Affairs to help new faculty with their transition to Kent State by hosting an all-virtual orientation. Although a virtual orientation was not our preference, the faculty appeared to appreciate the introduction to the university. Faculty were surveyed about their experience, and 100% of respondents strongly agreed or agreed that the new faculty orientation provided valuable information and 100% strongly agreed or agreed that the new faculty orientation was worthwhile.

Innovation Intersession

The Innovation Intersession program on Flipping Your Classroom provided faculty participants with all the skills needed to flip a course. The program modeled the flipped approach and included workshops focused on evidence-based techniques for designing and implementing a flipped course. By the end of the 3-week intersession faculty developed and received feedback on a flipped module for their course. The Innovation Intersession program was developed and delivered via remote, synchronous sessions. Eleven faculty members were selected to participate, and all successfully completed the program. LeighAnn Tomaswick served as the lead facilitator for the program, with the assistance of one past participant, Jeff Huston, 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 supported their ability to flip their courses.

Teaching Recognition Award Program

The program is designed to reward instructors for their efforts to enhance teaching and learning. The program allows instructors to earn tiered awards (bronze, silver, gold & platinum) for their efforts to learn about, implement, evaluate and investigate evidence-based instructional practices (www.kent.edu/ctl/teaching-recognition-awards). Applicants can apply for awards at any time and staff within the CTL review the applications. In 2020-2021, 27 faculty received the Bronze, 5 received the Silver, 4 received the Gold, and 4 received the Platinum award. Awardees have been recognized by receiving certificates of achievement, and receiving public recognition in the CTL monthly newsletter as well as on other platforms of social media by their campus, college or department administrators.

VI.   Initiatives and Collaborations

The CTL collaborates with a wide constituency--across campuses, colleges, departments and administrative offices (see Figure 2).

First Year Experience Revision

Revising the First Year Experience course was recommended by the Great Place Initiative Student Subcommittee. Jenny Marcinkiewicz has helped to support this effort, working extensively with Eboni Pringle and co-chairs Julie Mazzei and LeAnn Starlin-Nilsson. The FYE leadership group solicited input from a broad range of Kent State community members, including students, faculty and staff, in a week-long Kaizen event that resulted in presentation of recommendations to Provost Tankersley and Associate Provost Van Dulmen. The working group will continue to collaborate on the curriculum and formal proposal to the University.

Issues Related to Campus Climate, Diversity, Equity and Inclusion

The Center supported efforts related to campus climate, diversity, equity and inclusion in multiple ways. The most significant was a partnership with the Division of Diversity, Equity and Inclusion in offering a series of faculty anti-bias workshops that began in Spring, 2021 and concludes in Summer, 2021. One hundred faculty were enrolled in the workshop series, which includes synchronous sessions and reflection assignments. The workshop series provided training for faculty around the topics of:

- Equity
- Addressing Bias and Addressing Microaggressions
- Safe Space Ally Training (LGBTQ+)
- Understanding Race, Racism and Anti-racism
- Inclusive Teaching

The Director further supported the work of DEI through participating in the anti-racism task force, co-chairing the subcommittee on Graduate Students, and serving as a facilitator for the DEI Townhall on "Supporting BIPOC Students in the Classroom". Additionally, Jenny Marcinkiewicz was directly involved in the proposal to create the Anti-racism and Equity Institute, serving along with Carla Goar, Mandy-Munro-Stasiuk and Amoaba Gooden in leading this initiative.

Collaborations with University College

The Center for Teaching and Learning has helped to support efforts coordinated through University College, including the Celebration of First Generation College Students. During the weeklong celebration of first-generation students, we offered a virtual workshop titled "Becoming a Student-Ready University: Strategies for Teaching First Generation Students". In addition, the Center provided a workshop on Teaching and Learning for the Peer Leader Training Cohort.

Teaching and Learning in Biology

A Special Topics course, titled "Teaching and Learning in Biology" was developed with Dr. Gail Fraizer as an effort to support undergraduate learning assistants in her Elements of Genetics course. The Center for Teaching and Learning viewed this as an opportunity to provide "proof of concept" for the benefit of this experience both for undergraduate learning assistants and students enrolled in the core course. A total of 3 students enrolled in the special topics course. LeighAnn Tomaswick served as co-instructor of the course and developed all materials related to teaching and learning. Topics included:

- Scaffolding Learning
- Taxonomy of Learning
- Active Learning
- Assessment strategies
- Student mindsets
- Principles of Learning

Students enrolled in the course developed capstone teaching projects and evaluated the effectiveness of their activities on student learning. In addition, students were asked to reflect on their own experiences. Outcomes of these activities demonstrated that the course was mutually beneficial to

the students enrolled in Elements of Genetics (demonstrated by significant learning gains in activities facilitated by learning assistants) and to the undergraduate learning assistants (quotes shown below).

- "This class helped facilitate the development of essential leadership skills, communication skills, and study skills."
- "Gained confidence in my ability to guide students through collaborative learning."
- "Gained critical thinking skills and being able to ask for help."
- "Prior to this class, I had very limited experience with teaching. I was unfamiliar with how to break down complex concepts and explain answers clearly. So, I was not confident in my ability to serve in an instructor role. Through the teaching and learning lectures, I gained confidence as well as a better understanding of how people learned and how to facilitate learning."
- "This class has forced me to re-evaluate my study techniques by eliminating less efficient and time-consuming techniques."
- "This class helped facilitate the development of essential leadership skills, communication skills, and study skills. This class highlighted what it means to be a life-long learner and provided me with information and learning techniques that I hope to utilize throughout the remainder of my time as a student as well as in my future career."

Accessibility

Nancy Daczko-Krestan remained on the Accessibility Committee. The in-person conference held in October during disAbility Awareness Month was cancelled due to the pandemic. Jenny Marcinkiewicz presented a remote workshop titled "Universal Design for Learning and Accessibility", and recordings and resources were posted on the Student Accessibility Services website.

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. Due to the pandemic, the annual conference was not held in 2020.   The Center will continue to provide services to support the enhancement of teaching and learning opportunities through travel, workshop and teaching development grants. Because the annual conference and travel were not an option due to the pandemic, a technology mini-grant program was created for acquisition of educational technology to help defray the high cost of educational technology needed while working in a more fully remote environment. The applicants were awarded up to $200.00 per approved application.

University Council on Technology

The CTL continues to attend and engage in University Council on Technology meetings, providing faculty development and faculty perspective.

Graduate Student Engagement

LeighAnn introduced graduate students to the CTL and the support we provide during Graduate Student Orientation. During the Graduate and Professional Development week, she presented a webinar on "Teaching Philosophies" which was recorded for ongoing use.

Figure 2: CTL Collaboration

VII.   Engagement in Scholarship and Service to the Profession

Ohio Professional Development Consortium

The Center for Teaching and Learning joined the Ohio Professional Development Consortium (recently re-named the Ohio College Teaching Consortium). A major effort of this consortium is to offer the Inclusive Teaching Endorsement. The CTL, along with the Office of Diversity, Equity and Inclusion, has supported this effort extensively by making the faculty anti-bias workshops and the Student-Ready College workshops available to other consortium members seeking the endorsement.
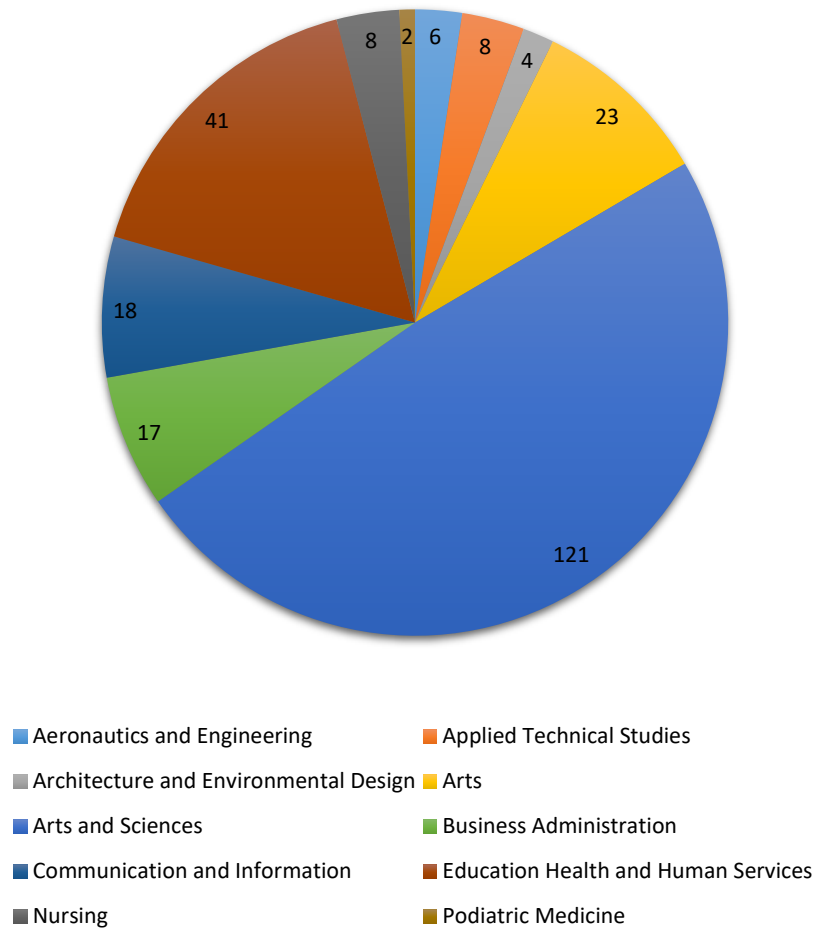
Publication

The work of the Center for Teaching and Learning and OCDE in developing remote instruction workshops resulted in submission of a book chapter proposal to Lexington Books for a 2-volume set, "Helping Our Students Navigate a Post-Covid Education ". The chapter proposal was accepted and will be forthcoming in the second volume: Covid and Higher Education: Institutional Services. Co-authors of the chapter are Tina Bhargava, Jennifer Marcinkiewicz, LeighAnn Tomaswick and Ben Hollis.
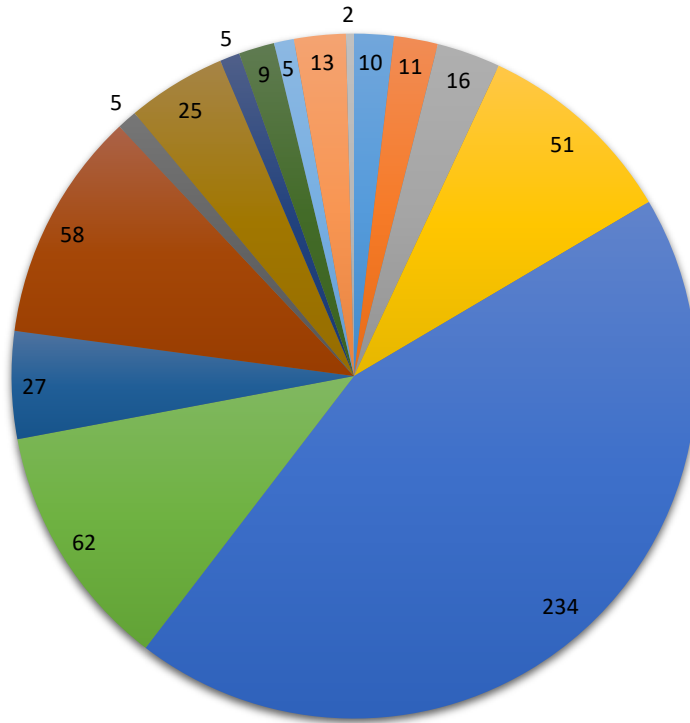
5-Day Remote Instruction Workshop Participant Demographics by College

- Aeronautics and Engineering
- Applied Technical Studies
- Architecture and Environmental Design
- Arts
- Arts and Sciences
- Business Administration
- Communication and Information
- Education Health and Human Services
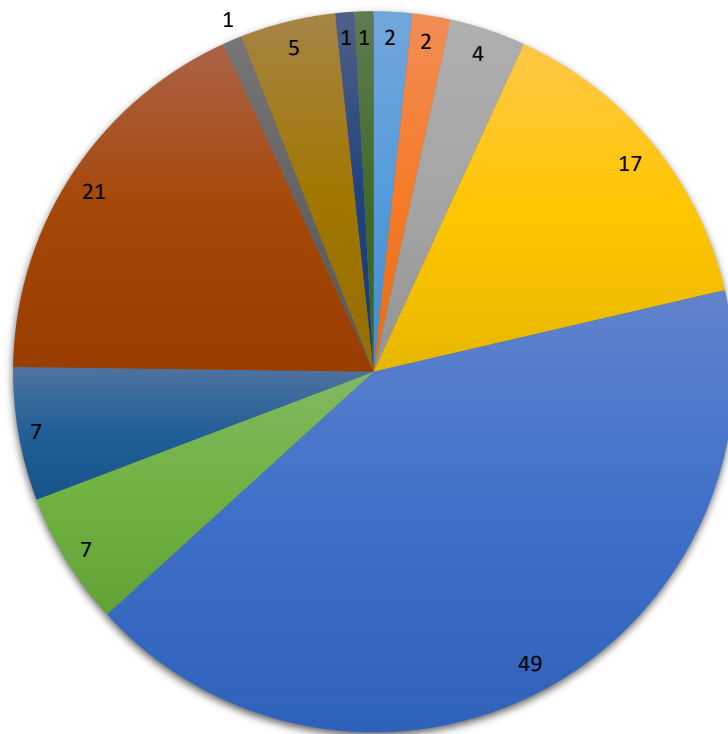- Nursing
- Podiatric Medicine

1-Day Remote Instruction Workshop Participants Demographics by College


Legend:
- Aeronautics and Engineering
- Applied Technical Studies
- Architecture and Environmental Design
- Arts
- Arts and Sciences
- Business Administration
- Communication and Information
- Education Health and Human Services
- Honors
- Nursing
- Podiatric Medicine
- Public Health
- University College
- Regional Campuses
- Other (OGE/Wic Poetry

Remote Instruction Workshop - Spring Demographics by College

Legend:
- Aeronautics & Engineering
- Applied & Technical Studies
- Architecture
- Arts
- Arts & Sciences
- Business Administration
- Communication & Information
- Education Health & Human Services
- Nursing
- Public Health
- University College
- Upward Bound

Spring Remote Instruction Workshop - Hyflex Participant Demographics by College

Legend:
- Aeronautics & Engineering
- Applied & Technical Studies
- Architecture & Environmental Studies
- Arts
- Arts & Sciences
- Business Administration
- Communication & Information
- Education, Health & Human Services
- Nursing
- Podiatric Medicine
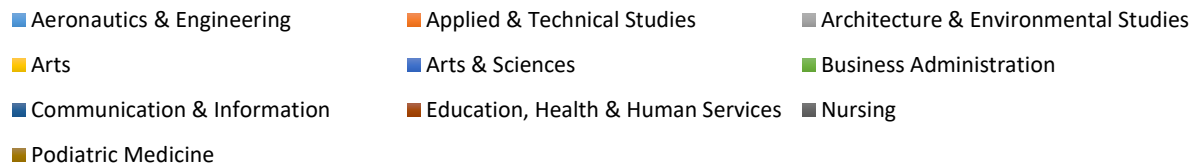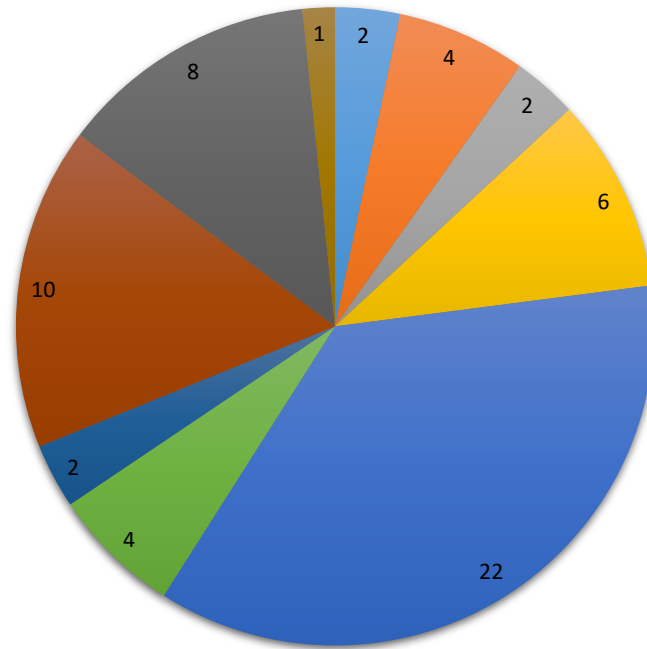
Appendix B: Education Elevated Conference Demographics

Registrants by E-Class

Row Labels	Count of Eclass
C1 - Classified FT Non-Bargaining	1
F1 - Faculty FT Tenure Track	43
F2 - Faculty FT Nontenure Track	77
F4 - Faculty PT Term	1
F5 - Faculty Summer	2
F6 - Faculty FT Professional	1
GA or Out of Contract	37
U1 - Unclassified Full Time	56
U6 - Unclassified FT Salaried	2
Grand Total	220

Registrants by College / Division

Row Labels	Count of College
Academic Affairs and Provost	11
Coll of Ed Health Human Svcs	11
College of Aeronautics and Eng	2
College of Appl/Tech Studies	9
College of Arts and Sciences	28
College of Business Admin	5
College of Comm and Info	13
College of Continuing Studies	9
College of Nursing	8
College of Podiatric Medicine	3
College of Public Health	4
College of the Arts	6
GA or out of Contract	37
Honors College	1
Information Technology	11
Regional Campuses	39
Research and Sponsored Program	1
University College	2
University Libraries	12
VP Human Resources	2
VP Student Affairs	6
Grand Total	220