Center for Teaching and Learning at Kent State

Academic Year
2021/2022

KENT STATE
UNIVERSITY

www.kent.edu/ctl

Contents

I. <u>**Introduction**</u>

The mission of the Center for Teaching and Learning (CTL) is to provide support for faculty to learn about, implement, and engage in scholarship on teaching and learning practices that are student-centered, evidence-based, innovative, and inclusive. 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. Our approaches are:

- <u>**Student-centered**</u>: We promote "Students First" approaches that center the student learning experience in all aspects of teaching, including curriculum, course design, course delivery and assessment.
- <u>**Evidence-based**</u>: We provide guidance on teaching and learning strategies that are grounded in research.
- <u>**Innovative**</u>: We encourage exploration of innovative, cutting-edge pedagogy that is focused on student success.
- <u>**Inclusive**</u>: We affirm the value of diverse experiences, identities, backgrounds, and perspectives and are committed to teaching and learning practices that actively promote equity and inclusion.

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, Dr. Jennifer Marcinkiewicz, reporting to the Associate Provost for Faculty Affairs, Kevin West. The CTL had three additional full-time staff members, one part-time staff member in the Summer and Fall semesters and one student worker each semester.

- Dr. Jennifer Marcinkiewicz, Director
- Dr. Michelle Corvette, Assistant Director
- Dr. Judy Lightner-Noll, Faculty Development Specialist (Summer and Fall)
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Nancy Daczko-Krestan, Special Assistant
- Tiffani Nelson, Student Associate Technician, Fall Semester
- Mark-Leo Annorzie, Student Associate Technician, Spring Semester

The CTL is located in Cartwright Hall and includes a suite of 4 offices, a faculty innovation and workspace, conference room, library area and workstations for student workers. The active learning classroom is shared with the College of the Arts located in Room 251 in the Center for Visual Arts.

The impact of the Center for Teaching and Learning (CTL) in fulfilling its primary mission is clear. The CTL offered **keynote events, workshops, and conferences, both alone and in collaboration with other units, such as the Elevation Educated Collaborative, the University Teaching Council, and individual departments.** These workshops reached over **1140 participants** (see below for further detail). The impact of our work is evident not only in the **number of instructors affected**, but also the **broad distribution** of faculty development across campuses (8 of 8) (Figure 1.A.)**,** colleges (13 of 13) (Figure 1.B.) and instructor types (Figure 1.C.). The Center's consultations with individual faculty members provided substantial benefit to faculty seeking concrete guidance on teaching and learning. Collectively, we completed **147 individual consultations and 7 departmental consultations** focused on peer review, course design, course revisions, teaching innovations, student success, and career development among others. Two particularly noteworthy additions to the programs offered by the CTL were the Early Career Teaching Program and Faculty Reading Groups.

The CTL continues to advance the mission of Kent State in serving as an access institution focused on serving the needs of our diverse student body. For example, we have contributed significantly to faculty training around issues of diversity, equity, and inclusion, with a particular focus on inclusive teaching. Members of the Center continue to serve in advisory and leadership capacities on a number of university initiatives which included service on the Advisory Committee on Academic Assessment, the University Council on Technology, the We Are First Committee, and the Academic Affairs Strategic Planning Committee, 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.
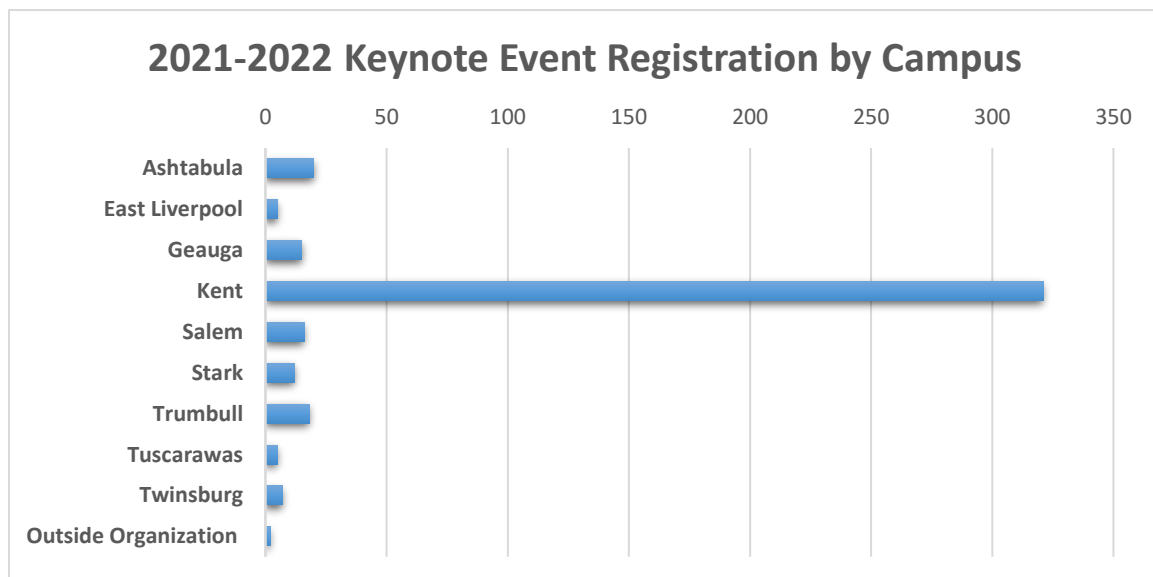

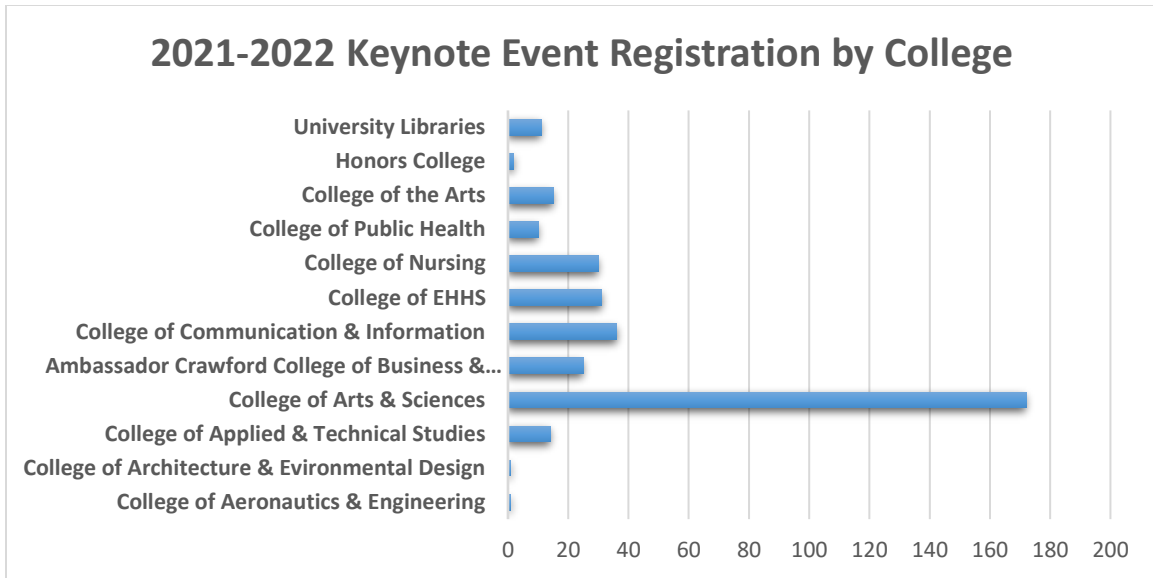*Figure 1.A. Campus affiliation of keynote attendees*

2021-2022 Keynote Event Registration by College

College	Value
University Libraries	~9
Honors College	~2
College of the Arts	~13
College of Public Health	~9
College of Nursing	~31
College of EHHS	~32
College of Communication & Information	~36
Ambassador Crawford College of Business &…	~26
College of Arts & Sciences	~170
College of Applied & Technical Studies	~13
College of Architecture & Evironmental Design	~2
College of Aeronautics & Engineering	~2

Figure 1.B. College affiliation of keynote attendees

2021-2022 Keynote Event Registration by Position

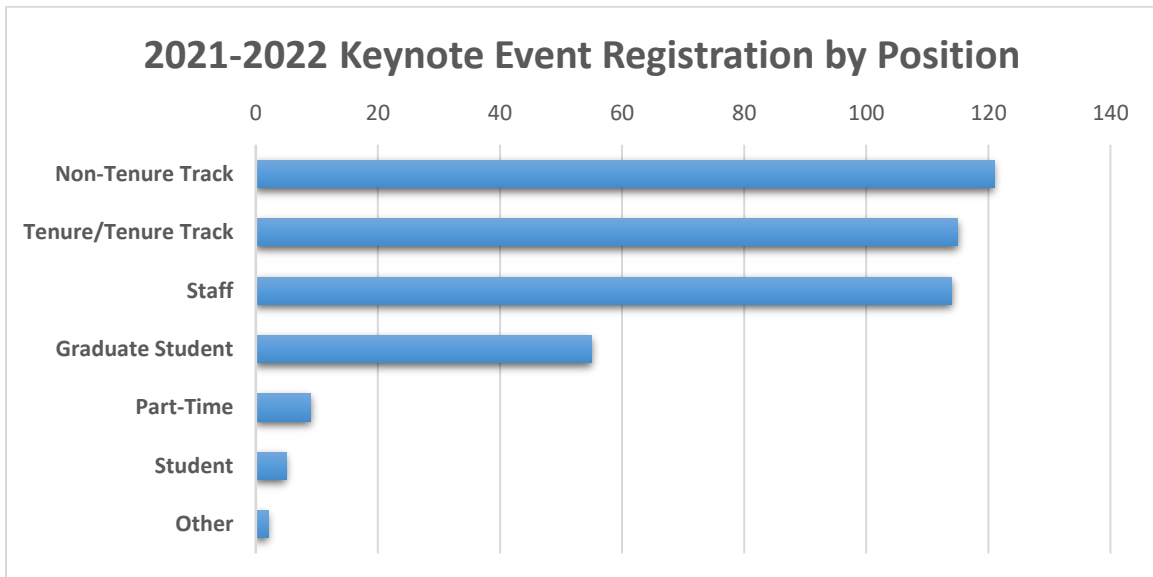| Position	Value
Non-Tenure Track	~121
Tenure/Tenure Track	~114
Staff	~113
Graduate Student	~48
Part-Time	~9
Student	~5
Other	~2

Figure 1.C. Position types of keynote attendees

III.   Keynotes, Workshops, and Conferences

Keynote Speakers

The CTL was fortunate to host a number of highly regarded speakers for keynote addresses and workshops. Our featured speakers provided important insight on student belonging, the importance of care in the classroom, and pedagogical practices that support the academic success and well-being of students. This focus was chosen in response to our awareness of student needs, with our awareness and student needs both being heightened by the pandemics related to Covid-19 and ongoing oppression of marginalized people. Dr. Maha Bali, American University in Cairo, delivered a virtual keynote on "Creating an Equity and Care Ecosystem in Education" that was attended by 80 participants. Our second keynote speaker was Dr. Lisa Nunn, author of the books *College Belonging* and *33 Simple Strategies: A Week-by-Week Resource for Teaching First-Year and First-Generation students*. Dr. Nunn delivered two sessions: "Fostering College Belonging" and "Building a Toolkit for Fostering Academic Belonging" on two separate occasions. The virtual sessions were attended by 264 participants. Our final keynote speaker was Dr. Mays Imad, a nationally-recognized expert on trauma-informed teaching and learning, who was co-sponsored by the University Teaching Council and the Department of Biological Sciences Larkin Seminar. Dr. Imad delivered two presentations "Bearing Witness as an Act of Love, Resistance, Hope and Healing" and "Beyond Theory: A Practical Approach to Trauma-Informed Teaching and Learning" that were attended by 77 participants. The workshops were very well-received as indicated by participant responses to workshop surveys (see Figure 2). When responses from all three of the presentations were combined, 92% of respondents strongly/agreed that the presentation encouraged them to reflect critically on the learning and teaching process (Figure 2.A.).
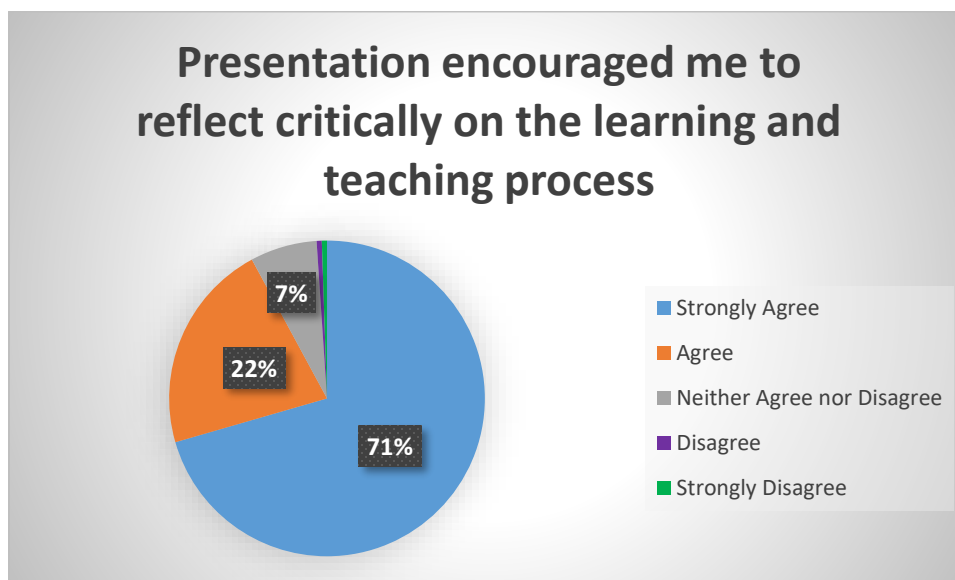

Figure 2.A. Summary responses on critical reflection for all keynote events
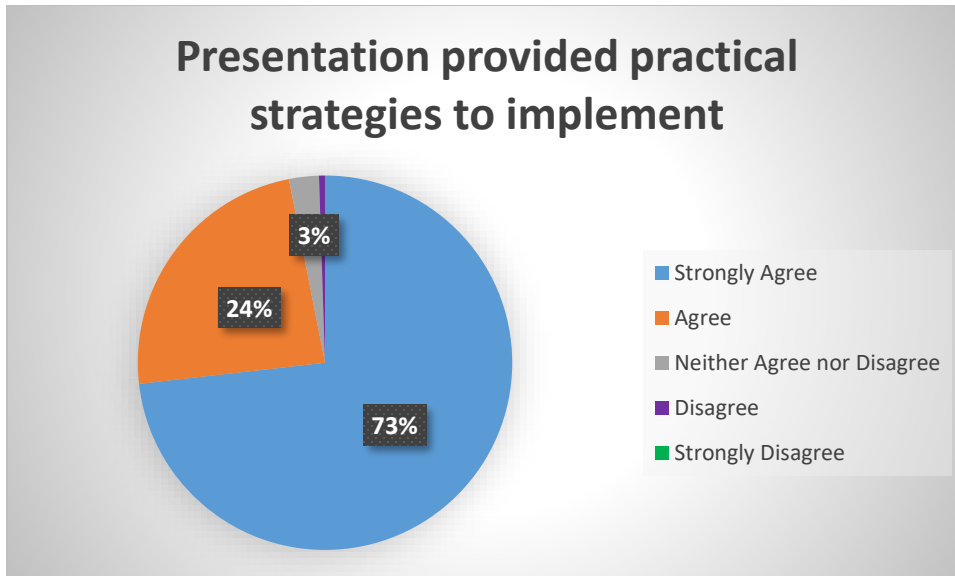
Figure 2.B. Summary responses on practical strategies for all keynote events

Similarly, 97% strongly agreed/agreed that the presentation provided practical strategies to implement (Figure 2.B.). Most importantly, the keynote presentations motivated faculty to consider making some changes in regard to teaching, with 92% strongly agreeing or agreeing with this statement (Figure 2.C.). See Appendix A for further details.
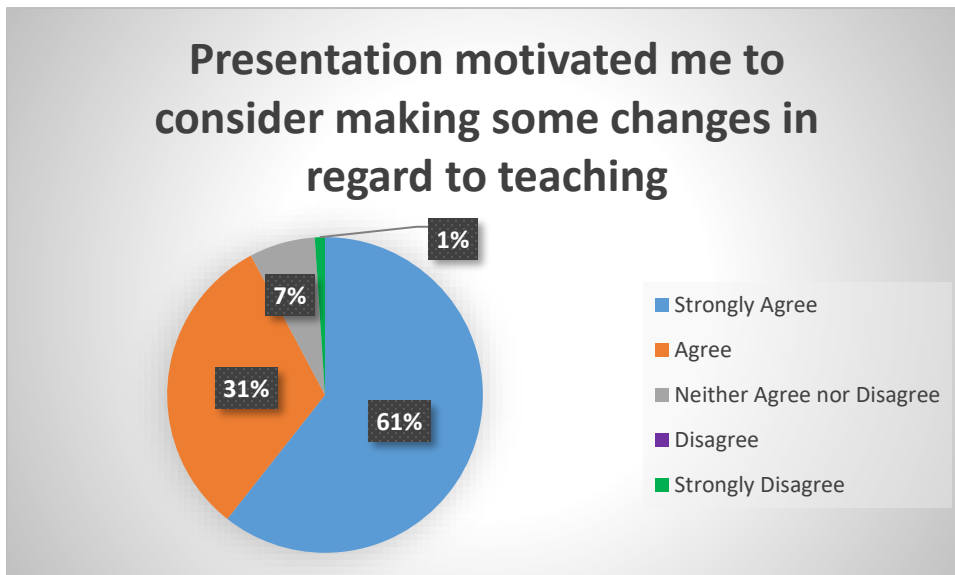

Figure 2.C. Summary responses on motivation to change for all keynote events

Education Elevated 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. Dr. Todd Zakrajsek, faculty member at University of North Carolina, Chapel Hill, who is a prolific speaker, acclaimed author, and President of the International Teaching Learning Cooperative, delivered the keynote address "Preparing for the Adventure you Choose: Knowing What to Pack". Dr. Zakrajsek offered ways to decide which educational tools are needed to "pack a small but powerful suitcase designed to meet nearly any educational need". The event was highly successful, with 142 individuals attending from all 8 campuses. See Appendix A 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 participated in Tuscarawas' continued efforts to support their faculty by presenting 3 sessions at the retreat. Sessions were titled "Easing the Transition to In-person Teaching"; "Self-Reflection and Managing Microaggressions"; and "It's in the Syllabus: Supporting First Gen Students". There were 10-20 attendees at each session with more than 95% of attendees reporting that they were satisfied or very satisfied with each of the three workshops.

Workshops and Presentations

The Center was invited to provide numerous workshops and presentations during 2021-2022, as seen below.

- "No SSIs? No Problem: Strategies for Writing Your Teaching Narrative" was a workshop created in response to policies related to the omission of SSIs from personnel files that was temporarily in place during campus shutdown. The workshop was created to assist faculty with crafting an effective teaching narrative without relying on student surveys of instruction. The workshop was delivered on two occasions and was attended by 57 faculty members in total.

- "Easing the Transition Back to the Classroom for Students and Faculty" was an invited workshop attended by approximately 10 faculty in Communication Studies.

- "Let Yourself Dream: Cultivating Leadership and Understanding Academic Cultures" was an invited workshop with approximately 10 Visual Communication Design graduate students in attendance.

- "Active Learning Strategies" was an invited workshop presented to the College of Communication and Information using a hybrid approach, with faculty and graduate students attending either in person or remotely. There were approximately 20 attendees for this event.

- Public Health Workshop "Anti-racist Pedagogy and Microaggressions in the Classroom" was presented to the College of Public Health, with approximately 15 attendees.

- "Anti-racist Pedagogy" was presented to 6 graduate students enrolled in the School of Theater and Dance's College Teaching course at the invitation of Dr. Yuko Kurahashi.

- "Leadership and Classroom Management" and "Facilitation Skills" were workshops developed for undergraduate students in the Peer Leader Training Course.

- "Strategies for Teaching Online" and "Online Strategies for Student Engagement" were developed for Upward Bound Facilitators teaching in the Summer Institute program.

- Presentations on leadership, faculty roles and responsibilities, and an overview of the Center for Teaching and Learning were made in an undergraduate Honors Colloquium course, a graduate course in the Higher Education program, and a doctoral course in College Teaching in the Counselor Education and Supervision program, respectively.

Hybrid Teaching Workshop Series for Regional Campus Faculty

The CTL was invited by Vice President Peggy Shadduck to develop this workshop series on hybrid teaching for regional campus faculty. The overarching goal of the program was to provide faculty with the foundation and skills so they could successfully redesign their existing courses in the future. Participation in the workshops was a prerequisite for faculty to be eligible to apply for a regional campus hybrid course development grant sponsored by VP Shadduck. The specific objectives of the workshop series were to help faculty:
- Determine where various elements of their course fit well into the different learning environments of the hybrid model.
- Identify evidence-based strategies to engage students across modalities that work for them, their content and their students
- Purposefully design elements in their courses to attend to anticipated student challenges.

Each of the three, 2-hour workshops in the series was developed and facilitated by Leigh Ann Tomaswick. The first workshop was broadcast from Twinsburg to the other Zoom Rooms across the regional campuses. The second workshop added a Teams live-chat component to facilitate engagement across campuses while the third workshop was held fully remotely via Teams.   There were 26 participants across all 7 of the regional campuses representing 15 different units. Survey responses after the series concluded indicated that faculty were satisfied with the workshop and believed they had a better understanding of what the hybrid environment can be.

Workshops in a Flash

The Center offered several 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, CTL provided 8 virtual sessions with 10 to 20 in attendance at each session. Three of the sessions were provided for the Department of Sociology, one for the College of Public Health, one for the East Liverpool Campus and one for Graduate Student Senate. The other two sessions were provided for the College of Business Administration doctoral students.

The titles of the sessions requested were:

- Connecting with Students: Generations and Learning
- Quick Ways to Engage All Students: Peer Instruction
- Helping Student to Become Critical Thinker: Metacognitive Prompts for Problem Solving
- Easing the Transition to In-Person Teaching
- Decreasing a Sense of Isolation with Increasing Instructor Presence
- Inclusive Teaching

IV.   Faculty Programs & Resources

Early Career Teaching Program

The inaugural Early Career Teaching Program is designed to provide new full-time faculty and post-doctoral associates the opportunity to develop and refine teaching skills, learn about inclusive teaching strategies, and build community networks across campuses. Twenty-four participants were selected and represented 9 academic disciplines from 3 different campuses. The virtual program occurred every two weeks in the Fall covering 7 content modules and a teaching observation with feedback in the Spring (see Appendix B). Michelle Corvette served as the lead facilitator for the program. Participants found the program to be extremely helpful with 91% strongly agreeing or agreeing that they would recommend the program to others and 100% strongly agreeing or agreeing that the program provided valuable information and skills for them as educators.

Faculty Reading Group

The inaugural Faculty Reading Group is designed to help faculty interested in building community and developing their teaching through cross-disciplinary conversations. Michelle facilitated monthly virtual reading group discussions for twenty-nine participants (12 in Fall and 17 in Spring) from 9 different disciplines and 3 campuses. In the Fall, *Radical Hope: A Teaching Manifesto* by Kevin M. Gannon was discussed and, in the Spring, *The Spark of Learning: Energizing College Classroom with the Science of Emotion* by Sarah Rose Cavanagh was discussed. Program participants found the program to be extremely helpful, with 100% strongly agreeing or agreeing that they would recommend the program to others and 100% strongly agreeing or agreeing that the program provided meaningful opportunities to connect and was a valuable learning experience.

Faculty Writing Group

The Faculty Writing Group is designed to help faculty remain on-track with their writing goals throughout each semester, as well as increase productivity and overcome any writing barriers. There were four participants in the Fall of 2021, representing 4 different disciplines, who met once every two weeks to advance their writing goals.

Teaching Scholars

The Teaching Scholars program is a faculty learning community focused on the scholarship of teaching and learning. Eight faculty members were selected to participate in the Teaching Scholars program (https://www.kent.edu/ctl/teaching-scholars). Participants represent 6 academic disciplines and 3 different campuses. The program was modified in response to ongoing challenges related to the pandemic. Rather than occurring completely within the academic year, current participants will participate during the traditional calendar year (January through December 2022). It is expected that Teaching Scholars will present their projects to the university community in the Spring semester, 2023.

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. Wendy Tietz, Department of Accounting and Jennifer Taber, Department of Psychological Sciences, were chosen as the 2021-2022 Faculty Fellows.

Dr. Tietz's project, focused on providing resources for faculty using the Full Teams Experience in Microsoft Teams. She presented two separate workshops on her project, "Starting Strong with Teams Without Losing Your Way (Or Your Mind), and "Leveling Up Your Teams Experience: Making the Most of Teams for Student Engagement." In addition, she has drafted an extensive, pedagogy-focused manual on this technology to further support instructors in designing and delivering high-quality learning experiences for students.

Dr. Taber's project, "Best Practices in Teaching Graduate Seminar", focused on identifying the range of practices used by social science faculty teaching graduate seminars at Kent State University, and the experiences of graduate students in these courses. Dr. Taber will present the results of her research in Fall 2022.

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 orientation program that was primarily virtual, with an in-person reception and resource fair. In addition, the Director presented a session with Dean Eboni Pringle, titled "College Belonging". Faculty were surveyed about their experience, and 93% of respondents strongly agreed or agreed that the new faculty orientation provided valuable information; 71% strongly agreed or agreed that the new faculty orientation made them feel welcomed and 71% strongly agreed or agreed that the orientation provided value to help improve professional effectiveness.

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 past participant, Jeff Huston, serving as co-facilitator. 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 may apply for awards at any time and staff within the CTL review the applications. In 2021-2022, a total of 79 Teaching Recognition Awards were conferred (55 Bronze Awards, 10 Silver Awards, 3 Gold Awards and 11 Platinum Awards).   With the transition to Canvas, the Office of Continuing and Distance Education developed an online professional development course, titled "Canvas in a Flash". The CTL partnered with OCDE in providing

a pathway for faculty to earn the Bronze Teaching Recognition Award by completing Canvas in a Flash and documenting their learning in alignment with the requirements for the Bronze award. Of the 55 Bronze awards conferred, 42 of these were for Canvas in a Flash. 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.

The Active Learning Classroom (CVA251)

The Active Learning Classroom serves as a teaching innovation space where instructors can teach their courses while exploring active learning strategies with support from the Center for Teaching and Learning. The room was offline during the Fall semester, but returned to use in the Spring semester, when the space supported active learning in 7 different courses. Faculty noted engaging in active learning techniques such as group work, collaborative research, flipped classroom approaches, jigsaw activities, team presentations, various whiteboarding activities, and think-pair-share-square.

Faculty Success Coaching Program

The faculty success coaching program piloted a new format. Rather than being held during the regular academic year, the program was held entirely during the summer since faculty have more time to devote to issues of career advancement when teaching and service responsibilities are generally lighter. In addition, Dr. Judy Lightner-Noll, the Professional Development Specialist in the CTL and founder of JLN Coaching, served as the coach for all faculty. Fifteen faculty were selected to participate in the program and included full-time tenure-track assistant, and full-time tenured associate professors from 4 different campuses and seven different colleges. Faculty met with their coach for a 30-minute introductory session and four 1-hour coaching sessions.

Participants realized tangible benefits from participating in the coaching program, as illustrated by individual comments in a debrief meeting with the Director and results of a survey administered before and after the program. Following participation in the coaching program, faculty reported a higher degree of agreement with the following statements when compared to their responses prior to beginning the program:

- I am satisfied with the progress I am making toward my career goals.
- I am able to effectively advocate for my needs regarding time management pertaining to work/life balance.
- I am able to prioritize my workload to effectively achieve my career goals.
- I have developed strategies to address barriers that prohibit advancing my career goals.

In addition, all agreed or strongly agreed that they were ready to make changes to implement strategies in response to what was discussed in coaching sessions. Faculty also commented very favorably on having the program in the summer. Faculty also commented in glowing terms on their experiences in working with Judy as their coach.

Examples of faculty comments on the program follow:

- "I started the summer bummed out and disappointed about my prospects for promotion. This helped turn that around and plan for actionable steps."

- "The program filled a void I didn't even know I had; provided help I didn't realize I needed. It helped with things I couldn't get from my mentor or my therapist."

V.   **Initiatives and Collaborations**

The CTL collaborates with a wide constituency--across campuses, colleges, departments, and administrative offices (see Figure 3).

Figure 3: CTL Collaborations

First Year Experience Revision

Revising the First Year Experience course was recommended by the Great Place Initiative Student Subcommittee. The Director has helped to support this effort, serving on the leadership team. After soliciting extensive input from College and Campus stakeholders, the FYE leadership team drafted an FYE course proposal (to be reviewed in Fall, 2022). In addition, the Director served on the subcommittee charged with developing the course curriculum and sample lessons.

Anti-Bias Workshop Series

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 the inaugural series of faculty anti-bias workshops that began in Spring, 2021 and concluded in Summer 2021. One hundred faculty were enrolled in the workshop series, which included 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 Inclusive Teaching session was intentionally designed to bring all of the topics together with the goal of taking action to make learning environments more inclusive. This session was designed and delivered by the CTL (Judy Lightner-Noll, Michelle Corvette, and Jenny Marcinkiewicz).

Participants in the workshop demonstrated significant gains in their understanding of these topics as shown through pre- and post-program surveys as illustrated in Appendix C. All sessions were rated as positively influencing the ways in which participants work with students, faculty, and staff. A common theme among written comments was that faculty were much more aware of the issues, with many respondents offering tangible strategies they had gained. Both the survey results and experience with facilitating the series demonstrated a greater need for clarity regarding the purpose of the workshop and expectations of the participants. The second series is currently underway and will conclude in Summer 2022.

Additional Collaborations Supporting Diversity, Equity, Inclusion, and Belonging

The Center supported additional efforts focused on diversity, equity, inclusion and belonging. The Director consulted with the Anti-racism Taskforce Subcommittee working to draft a DEI syllabus statement, which was subsequently approved by Faculty Senate. In addition, the Director serves on the Anti-racism and Equity Institute Advisory Committee and served on the organizing committee for the HIGHER Summit focusing on equity for university women.

Significant activities focused on student belonging included keynote events hosted by Dr. Lisa Nunn (see above) and creation of the Student Belonging Project which solicited belonging strategies from faculty which are shared on the CTL website. Several strategies were included in every monthly newsletter to support faculty in their efforts to support student belonging.

University College

The Center for Teaching and Learning has helped to support efforts coordinated through University College. These include serving on the I Am First Committee, providing a virtual workshop during the weeklong celebration of first-generation students titled "It's in the Syllabus: Crafting a Syllabus for First Generation Student Success" and providing 2 workshops on teaching and learning for the peer leader training cohort.

Academic Affairs

CTL is heavily involved in initiatives led by Academic Affairs. These include the Director serving on the following committees:

- Academic Affairs Strategic Planning Committee
- Academic Affairs Strategic Planning Subcommittee Enhancing Academic Excellence and Innovation
- Re-envisioning the Kent Core
- Advisory Committee for Academic Assessment
- COACHE Survey Advisory Group
- Multidisciplinary Advisory Committee

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 UTC supports the enhancement of teaching and learning opportunities through travel, workshop, and teaching development grants. The CTL oversees all aspects of UTC budget and awards processes. The Center for Teaching and Learning provides extensive assistance with conference logistics. Due to the pandemic, the annual conference was held remotely in the Fall with an in-person DTA and OTA awards ceremony on the Stark Campus. There were 110 faculty who participated virtually and 56 who attended the in-person awards ceremony and luncheon. The Director moderated the conference session, Dialogue with Scholars, titled "Resilience, Ingenuity and Community: What We Learned About Teaching During the Pandemic".

Graduate Student Engagement

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

University Council on Technology

The CTL continues to attend and engage in University Council on Technology meetings, providing faculty development, and faculty perspective. Additionally, LeighAnn served on the subcommittee charged with issuing a Request for Proposals for proctoring software and served as the secretary for the Council.

Online Teaching and the Transition to Canvas

The CTL has been involved in attending the Weekly Huddle Online Support meeting and the Canvas Study Group which represents a collaborative effort between the Office of Continuing and Distance Education and Information Technology to assist in the transition to canvas along with other issues related to distance learning. While the CTL has no formal responsibility regarding the transition, we have been able to provide input and faculty perspectives on this effort.

VI. **Engagement in Scholarship and Service to the Profession**

Ohio College Teaching Consortium

The Center for Teaching and Learning is a member of the Ohio College Teaching Consortium (formerly the Ohio Professional Development 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 available to other consortium members seeking the endorsement. There were a total of 47 participants in the anti-bias workshops who were external to Kent State. In addition, the Director and Assistant Director serve on the consortium Planning Committee.

Center for the Integration of Research Teaching and Learning Panelist

LeighAnn has continued her involvement with CIRTL, Center for the Integration of Research, Teaching & Learning, that began at her previous institution. LeighAnn was invited to serve as a panelist at the annual conference related to her perspective on careers within and beyond academia. She continues to bring the resources CIRTL offers to the attention of KSU instructors.

POD (Professional and Organizational Development) Network Activities

LeighAnn participated in POD Connects, a cross-institutional group that brought professional developers from 5 universities together each month to discuss goals, and to share insights focused on topics related to faculty development at their own institutions.

Presentations

"Opening the Front Door to Inclusive Teaching: Intentional Reflection and Practical Strategies", Jennifer Marcinkiewicz, Plenary Speaker for the Inaugural NEOMED Celebration of Medical Education, October 20, 2021.

"Reflect, Engage, and Act: Collaborating to Foster Inclusive Learning Environments", Judy Lightner-Noll, Jennifer Marcinkiewicz, Michelle Corvette, and LeighAnn Tomaswick, POD Network 46th Annual Conference, November 11, 2021.

VII.   Appendices

Appendix A: Keynote Speaker Survey Responses

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Dr. Maha Bahli **Equity and Care**					
Presentation encouraged me to reflect critically on the learning and teaching process	100%				
Presentation provided practical strategies to implement	71.4%	23.8%	4.8%		
Presentation motivated me to consider making some changes in regard to teaching	61.9%	28.6%	9.5%		
Dr. Lisa Nunn **College Belonging**					
Presentation encouraged me to reflect critically on the learning and teaching process	79.4%	19.6%		1.0%	
Presentation provided practical strategies to implement	63.9%	32.0%	2.1%	1.0%	1.0%
Presentation motivated me to consider making some changes in regard to teaching	61.8%	32.0%	5.1%		2.1%
Dr. Mays Imad **Trauma-Informed Pedagogy**					
Presentation encouraged me to reflect critically on the learning and teaching process	59.6%	23.1%	17.3%		
Presentation provided practical strategies to implement	52.2%	39.1%	8.7%		
Presentation motivated me to consider making some changes in regard to teaching	56.8%	34.1%	9.1%		

Appendix B: Education Elevated Conference Demographics

Registration Summary

Row Labels	Count of Email
⊞ Ashtabula Campus	7
⊞ East Liverpool Campus	6
⊞ Geauga Campus	3
⊞ Kent Campus	73
⊞ Salem Campus	9
⊞ Stark Campus	6
⊞ Student - No Data	21
⊞ Trumbull Campus	8
⊞ Tuscarawas Campus	10
Grand Total	**143**

Appendix B: Early Career Teaching Program Details

Module 1: Introduction, Types of Teaching & Learning, and The Syllabus

This module will provide an overview of the program, introduce teaching and learning pedagogies, and begin the construction of student-centered syllabi.

Module 2: Inclusive Teaching and Teaching Philosophy/Narrative

In this session, we will develop strategies for inclusion, diversity, and equity in classroom climate, course content, pedagogy, and assessments, as well as writing strong teaching philosophies and/or teaching narratives to help document your teaching for evaluation purposes.

Module 3: Course Design

This module will cover the process and methodology of creating quality learning environments and experiences for students to be successful. Backward design, the Universal Design for Learning (UDL) framework and other instructional materials, learning activities, and student interactions will be discussed.

Module 4: Evidence-Based Teaching Strategies

Effective and active learning strategies, metacognition to improve critical thinking, facilitating motivation, best practices for feedback, group work, and collaborative learning will be discussed with examples of each.

Module 5: Assessing Student Learning

Creative classroom assessment techniques such as concept maps, ticket-out-the-door, muddiest point, think-pair-share, exam wrappers, and other formative assessments will be demonstrated as well as approaches to summative assessments.

Module 6: Navigating Challenging Moments in the Classroom

How can you apply your insights from inclusion and collaboration to articulate what to do in the classroom when challenges occur? What are the steps you can take to lead to a peaceful, meaningful, and teachable resolution? Various methods to help in common situations will be covered.

Module 7: Signature Pedagogies, Teaching Portfolios, and Program Reflection

Signature pedagogies (forms or styles of teaching that are specific to disciplines), development of a complete teaching portfolio (teaching statement, course design, syllabi, etc.), program reflection will be covered.

Module 8: Teaching Observation and Feedback

New faculty will participate in two teaching observations and feedback sessions with a member from the Center for Teaching and Learning. Post-docs will complete a mini-module focused on a discipline-based demo or lecture.

Appendix C: Faculty Anti-Bias Workshop Series Survey

Session Topic	Knowledge at time of application (n=121 applicants)			Knowledge after program completion (n=32 respondents)		
	Extremely/ very	Moderately	Slightly/ Not	Extremely/ very	Moderately	Slightly/ Not
Equity	21.5%	62.8%	15.7%	78.1%	21.9%	0%
Bias and Microaggressions	24.0%	47.1%	32.2%	65.6%	31.3%	3.1%
LGBTQ+ Allyship	23.1%	43.8%	33.1%	62.5%	34.4%	3.1%
Race, Racism and Antiracism	32.2%	57.1%	10.7%	71.9%	25.0%	3.1%
Inclusive Teaching	21.5%	49.6%	28.9%	78.1%	18.8%	3.1%