



Center for Teaching and Learning at Kent State

Academic Year
2022/2023



www.kent.edu/ctl

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I. Introduction

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:

- **Student-centered**: We promote "Students First" approaches that center the student learning experience in all aspects of teaching, including curriculum, course design, course delivery and assessment.
- **Evidence-based**: We provide guidance on teaching and learning strategies that are grounded in research.
- **Innovative**: We encourage exploration of innovative, cutting-edge pedagogy that is focused on student success.
- **Inclusive**: 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 CTL are:

- Connect, network, and support continuity in opportunities for instructors 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 teaching observations and guidance on teaching innovations and improvement.

CTL is funded through collective bargaining, with the Director, Dr. Jennifer Marcinkiewicz, reporting to the Associate Provost for Academic Affairs, Dr. Denise Bartell. The CTL had four additional staff members, and two student workers.

- Jennifer Marcinkiewicz, Director
- Michelle Corvette, Assistant Director (until mid-February)
- LeighAnn Tomaswick, Innovation Learning Design Specialist
- Sarah Beal, Professional Development Specialist (shared appointment with the Graduate College, July-present)
- Nancy Daczko-Krestan, Special Assistant
- Mark-Leo Annorzie, Student Associate Technician
- Dezlenae Edwards, Student Office Associate (Fall 2022)

The CTL is located in Cartwright Hall and includes a suite of 5 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 255 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 **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 events reached over **1124 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), colleges (n=10) and instructor types (See Appendix A), as exemplified by participation in our keynote. The Center's consultations with individual instructors provided substantial benefit to faculty seeking concrete guidance on teaching and learning. The Director and two staff members conducted **more than 198 individual consultations** focused on teaching observations, course design, course revisions, teaching innovations, student success, career development, and more. Unfortunately, the number of consultations does not include faculty consultations with Michelle Corvette, since these were not recorded prior to her departure from the university in the spring. One highlight of our work was our close partnership with University College in the process of revising First Year Experience and in helping to **prepare more than 200 instructors for the new, belonging-focused curriculum during the Flashes 101 Instructor Academy.** Another particularly noteworthy accomplishment was our work addressing the emergence of ChatGPT. We successfully delivered 4 workshops that reached **276 instructors, with the first workshop delivered in early January.**

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 Re-envisioning the Kent Core Steering Committee, the University Council on Technology, the We Are First Committee, the LGBTQ+ Center Action Team, Retention Task Force, 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.

III. Keynotes, Workshops, and Conferences

Keynote Speaker

The CTL was honored to host Dr. Sarah Rose Cavanagh as our keynote speaker in January 2023. Dr. Cavanagh, from Simmons University, shared two presentations: “Energizing Learning with the Science of Emotion: Four Pillars of Engagement” and “Crafting Learning Environments of Compassionate Challenge.” 115 participants attended these keynote events. Dr. Cavanagh’s presentations were well received by participants, as indicated by responses to the workshop surveys. When responses from the two presentations were combined, 97% of respondents strongly agreed/agreed that the presentations encouraged them to reflect critically on the learning and teaching process, and that the presentations provided them with practical strategies to implement. Most importantly, 94% of respondents strongly agreed/agreed that the presentations had motivated them to consider making changes to their teaching.

Workshops and Presentations

The Center organized three Working Lunches to engage with instructors and build community:

- “Taking Learning to the Next Level with Metacognition,” facilitated by LeighAnn Tomaswick, 18 participants from 6 colleges
- “Mindful Teaching for Meaningful Learning,” facilitated by Michelle Corvette in collaboration with Drs. Josh Stacher, Gina Zavota, and Mary Ann Raghanti, 26 participants from 7 colleges
- “Gamify Your Classroom: Playful Strategies for Serious Learning,” facilitated by Sarah Beal, 27 participants from 8 colleges

The Center provided numerous additional workshops and presentations:

- “Connections, Community, and Belonging for First-Generation Students,” facilitated virtually by Dr. Liz Wagoner, Jennifer Marcinkiewicz, and LeighAnn Tomaswick as part of I Am First Week, 21 participants
- “Teaching Strategies in the Age of AI,” facilitated virtually by Sarah Beal, 140 participants
- “Supporting Yourself to Support Your Teaching – Navigating Stress and Avoiding Burnout,” facilitated by Dr. Liz Wagoner, Faculty Affiliate, hybrid, 25 participants

The Center was invited to present at several Kent State campuses, both virtually and in-person:

- “Preparing for Case-Based Assessments Through Case-Based Learning,” College of Podiatric Medicine, virtual, 32 participants
- “Case-Based Learning Feedback & Assessments,” College of Podiatric Medicine, virtual, 10 participants
- “The Physical Therapist Assistant Program & the Flipped Classroom,” multiple campuses, virtual, 10 participants
- “Taking Learning to the Next Level with Metacognition,” Twinsburg Campus, in-person, 33 participants
- “Teaching Strategies in the Age of AI,” Stark Campus, in-person, 12 participants
- “Taking Learning to the Next Level with Metacognition,” Ashtabula Campus, hybrid, 19 participants

- “Teaching Strategies in the Age of AI,” Ashtabula Campus, virtual, 29 participants

Education Elevated Conference

The CTL worked together with other members of the Education Elevated Collaborative (Information Technology, Office of Continuing and Distance Education, Student Accessibility Services and University Libraries) to host the Education Elevated Conference (<https://www.kent.edu/e2>) in Spring 2023. Dr. Flower Darby, Associate Director of the Teaching for Learning Center at the University of Missouri, who is a prolific speaker and acclaimed author, delivered the keynote address “Equity-Minded Teaching with Technology: Practical Strategies to Include and Support Learners in Every Class”. Dr. Darby explored how to teach equity-focused classes and extend belonging to our students, foster trust, and promote meaningful time on task. The conference was highly successful, with 142 individuals attending (210 registered) from all 8 campuses (See Appendix B). CTL led a keynote entitled “Teaching Strategies in the Age of AI (ChatGPT),” which had 95 attendees, and another session entitled “Increasing Student Engagement Beyond Bingo,” with 22 participants. 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 by leveraging technology in the classroom.

Tuscarawas Mentoring Retreat

CTL participated in Tuscarawas’ continued efforts to support their faculty by presenting 2 sessions at the annual retreat. There were over 70 people registered for the virtual retreat with 4 options for attendees to choose from during each of the 5 sessions. CTL led sessions on “Rethinking Grading Through Ungrading” with 17 attendees and “Connecting Asynchronous and Face-to-Face Engagement: Crucial Element for Flipped and Hybrid Environments” with 20 attendees.

Workshops in a Flash

The Center offered several Workshops in a Flash, mini-workshops 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 9 virtual sessions with 10 to 20 in attendance at each session. Four of the sessions were provided for the Department of Sociology, three for the College of Podiatric Medicine, one for Mathematics, and one for the Ambassador Crawford College of Business and Entrepreneurship. The titles of the sessions requested were:

- Decrease Grading Time: Using Rubrics to Communicate Expectations
- Helping Students to Become Critical Thinkers: Problem-Solving with Metacognition Prompts
- Exam Wrappers
- Navigating Difficult Conversations
- Center for Teaching & Learning introduction
- Community Agreements
- Strategies to Decrease Student Stress & Increase Student Engagement

IV. Faculty Programs and Resources

Early Career Teaching Program

The Early Career Teaching Program provided new full-time faculty and post-doctoral associates with the opportunity to develop and refine teaching skills, learn about inclusive teaching strategies, and build community networks across the university. Twelve participants were selected and represented 7 academic disciplines from 3 different campuses. The in-person program met eight times in the Fall to cover 8 content modules, followed by a teaching observation with feedback in the Spring. Michelle Corvette served as the lead facilitator for the program with support by Jennifer Marcinkiewicz and Sarah Beal.

Faculty Reading Group

Our Faculty Reading Group, inaugurated in 2021, continued this year to provide faculty with the opportunity to build community and develop their teaching through cross-disciplinary conversations. In the Fall, Michelle Corvette facilitated the monthly reading group to discuss *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, edited by Susan Blum. The reading group was offered both in-person, with 8 participants, and virtually, with 12 participants. In the Spring, Dr. Carla Goar (Professor in Sociology and Criminology and Director of the Anti-Racism and Equity Institute) and Dr. Adrienne Erby (Assistant Professor in Counselor Education and Supervision) collaborated with Michelle, Sarah, and Jenny to facilitate discussions around *Picture a Professor: Interrupting Biases about Faculty and Increasing Student Learning*, edited by Jessamyn Neuhaus. Two virtual sessions were held each month with about 22 participants total. Combined feedback from the two reading groups, showed that 95% of participants agreed/strongly agreed that the reading group provided a meaningful opportunity to connect with colleagues across Kent State and motivated them to consider making some teaching adjustments.

Faculty Affiliate

The goals of the new Faculty Affiliates Program are to build capacity in CTL's teaching and learning mission, bring new perspectives to the work of the Center, and create greater outreach to academic units. This program is designed to give individual faculty members the opportunity to immerse themselves in the work of the Center for Teaching and Learning. This year, CTL welcomed Dr. Elizabeth (Liz) Wagoner as the inaugural CTL Faculty Affiliate. Dr. Wagoner, Assistant Professor in the Department of English on Kent Campus, collaborated closely with CTL staff to develop two Teaching Tools in a Flash, review Teaching Recognition Award applications, and present a workshop titled "Supporting Yourself to Support Your Teaching – Navigating Stress and Avoiding Burnout."

Teaching Scholars

The Teaching Scholars program is a faculty learning community focused on the scholarship of teaching and learning. In Spring 2022, eight faculty members were selected to participate in the Teaching Scholars program, representing 6 academic disciplines and 3 different campuses. These faculty worked with LeighAnn Tomaswick to conduct scholarly examinations of strategies designed to enhance student learning. The group attended the annual Lilly Conference in Fall 2022. In Spring 2023, the

Teaching Scholars presented posters of their work at the Teaching Scholars Colloquium held in the 1st floor lounge in Cartwright Hall.

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.

Dr. Jennifer Taber, from the Department of Psychological Sciences, joined CTL as a Faculty Fellow during the 2021-2022 academic year and presented the results of her research in Fall 2022 to 25 participants. Dr. Taber's project, "Best Practices in Teaching Graduate Seminars," 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. Jessica Leveto, Associate Professor of Sociology at the Ashtabula Campus, worked on a project titled "Addressing Course Accessibility for Parenting/ Caregiving Students." Through her work, she conducted a survey of student experiences and needs and developed recommendations for building equity and inclusion for parenting and caregiving students into undergraduate and graduate courses. Dr. Leveto presented her research with the Kent State community in Spring 2023 with a virtual presentation for 13 participants titled *Breaking Barriers with Pedagogical Practice: Strategies for Faculty to Support Equity and Inclusion for Parenting and Caregiving Students*. Dr. Leveto also presented this work to 18 faculty at the Tuscarawas Mentoring Retreat.

Dr. Rebecca Catto, Assistant Professor of Sociology at the Kent Campus, is working on a project that explores opportunities for more equitable classroom assessment practices. Dr. Catto will present the results of her research in Fall 2023.

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 and resource fair. Several sessions were held virtually the week before faculty were on contract, with a full day of in-person programming and convocation. During the orientation, Jennifer Marcinkiewicz presented a session titled "A Sense of Belonging." Faculty were surveyed about their experience with new faculty orientation. There was a high degree of satisfaction with all sessions and with the orientation overall. Of those who responded to the survey, 100% strongly agreed or agreed that it provided valuable information, 100% strongly agreed or agreed that it made them feel welcomed at Kent State University, and 84.6% strongly agreed or agreed that it provided value to help improve professional effectiveness. Several survey respondents indicated that they would have appreciated more attention to the "nuts and bolts" of navigating Kent State, including Flashline and Canvas. In addition to the in-person orientation events, new faculty attended a luncheon where they were introduced to resources for teaching and research. This included brief presentations by the University Teaching Council, Research and Sponsored Programs, and Institute Directors.

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. This

program was spread over 4 weeks and instructors developed and received feedback on their flipped module during this time. Seven faculty members successfully completed the program. LeighAnn Tomaswick served as the lead facilitator for the program, with past participant, Dr. Jeff Huston, serving as co-facilitator. All who completed the post-program survey strongly agreed that they would recommend the program to others, that they would be able to use what they learned from the program beyond their flipped module, and that the program activities gave them sufficient practice and feedback to build a flipped module aligning with the literature.

Teaching Recognition Award Program

The Teaching Recognition Award program is designed to recognize instructors for their efforts to enhance teaching and learning. The program allows instructors to earn tiered awards (Bronze, Silver, Gold, and Platinum) for their efforts to learn about, implement, evaluate, and investigate evidence-based instructional practices. Applicants may apply for awards at any time, and staff within the CTL review the applications on a rolling basis. During the 2022-2023 academic year, CTL awarded 41 Teaching Recognition Awards (30 Bronze Awards, 2 Silver Awards, 4 Gold Awards, and 5 Platinum Awards). 11 of the awards were granted to graduate students. Awardees were recognized through certificates of achievement and received public recognition in the CTL monthly newsletter and on the CTL website. Faculty awardees were recognized via email to their campus, college, or department administrators, and graduate awardees were recognized in the monthly Graduate Chronicle.

The Active Learning Classroom (CVA255)

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. During the 2022-2023 academic year, the space supported 8 courses in the Fall and 9 courses in the Spring. Instructors 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, held during Summer 2022, supported 11 faculty members. Dr. Judy Lightner-Noll, founder of JLN Coaching, served as the coach for all faculty. The program supported faculty from 4 campuses and 4 colleges. Faculty met with their coach for a 30-minute introductory session and four 1-hour coaching sessions.

Participants reported significant benefits from the coaching program. Most notably, all survey respondents strongly (85.7%) or somewhat (14.3%) agreed **that they were able to identify barriers prohibiting career advancement and had developed strategies to address these barriers after completing the coaching program** (See Appendix D for further metrics).

V. Graduate College Collaborations

In July 2022, Dr. Sarah Beal joined the CTL as the Professional Development Specialist in a joint appointment shared with the Graduate College. This new role was conceived to provide opportunities for more intentional programming to support graduate instructors and teaching assistants (TA). The following workshops and programs grew out of this collaboration with the Graduate College.

Graduate Student Orientation- TA Day

During Graduate Student Orientation, CTL played a pivotal role in training more than 150 graduate teaching assistants. In addition to sharing information on CTL support and resources, CTL team members led two breakout sessions: Inclusive Teaching Strategies and TA in a Science Lab. CTL also collaborated with the ten Graduate Student Orientation Fellows, a group of graduate students who help to organize GSO. These graduate fellows worked closely with CTL staff to design and present breakout sessions on a variety of topics: First Time TA, Classroom Management, Grading & Syllabus, and Teaching Strategies. CTL also had a presence at the resources fair, held in collaboration with the International Student Orientation.

Teaching Tuesdays

Teaching Tuesday is a series of workshops designed specifically for graduate students featuring various topics related to teaching development. In the Fall, three workshops were presented: Teaching What You Don't Know, Managing Your Classroom, and Inclusive Teaching Strategies. In the Spring, the workshops were packaged as a series with a focus on Student Engagement: Effective Lecturing, Active Learning, and Student Engagement Online (in collaboration with Kent State Online). The Spring workshops were offered in a hybrid format, with participants given the choice to attend either virtually or in-person.

College Teaching Courses

Crucial to CTL's collaboration with the Graduate College has been the effort to further foster relationships with the instructors of unit-specific College Teaching courses. CTL had the opportunity to visit the following College Teaching courses this year, either to share information on CTL resources or to present on a particular topic related to teaching and learning:

- CCI Colloquium- "Navigating Challenging Moments" and "Ungrading"
- College Teaching in Business- CTL Resources
- College Teaching in Counselor Education- CTL Resources
- College Teaching in Mathematics- CTL Resources
- College Teaching in Political Science- "Student Engagement"
- College Teaching in Theatre- "Gamify Your Classroom"
- Public Health Colloquium- "Active Learning Strategies"
- VCD Colloquium- CTL Resources

VI. Initiatives and Collaborations

The CTL collaborates with a wide constituency—across campuses, colleges, departments, and administrative offices (see Figure 1).



Figure 1: CTL Collaborations

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 Anti-Bias Workshop Series in Spring 2023. 31 faculty were enrolled in the workshop series, which included synchronous virtual sessions and reflection assignments. The workshop series provided training for faculty around the topics of:

- Working Towards Equity & Accessibility Awareness
- Recognizing Bias and Addressing Microaggressions
- Understanding Race, Racism, and Anti-racism
- Safe Space Ally Training (LGBTQ+)
- Creating an Inclusive Classroom

The Creating an Inclusive Classroom session, developed and delivered by Sarah Beal and Jennifer Marcinkiewicz, was intentionally designed to bring all the topics together with the goal of taking action to make learning environments more inclusive.

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. Several respondents requested more time for small group discussions.

Anti-Racism Conference

In Fall 2022, the Kent State hosted the Anti-Racism Conference. Jennifer Marcinkiewicz helped to lead the faculty Teach-In on Understanding Anti-Racism with Dr. Andrew Barnes and co-presented a workshop titled *Equity-Minded Academic and Co-Curricular Assessment*.

SEA Change Initiative

The SEA Change (STEMM Equity Achievement) initiative at Kent State University aims to advance diversity, equity, and inclusion in STEMM fields. Jennifer Marcinkiewicz joined the Kent State SEA Change team in Spring 2023 and served on the faculty-focused subcommittee. She will continue to serve as the team seeks to earn the Bronze Award from the SEA Change program through the American Association for the Advancement of Science.

Retention Task Force

The Center for Teaching and Learning was asked to serve as a campus partner for the University Retention Task Force, an advisory group to the Office of the Provost that aims to foster undergraduate student progression from the first to second year by creating an environment that supports and celebrates student achievement, cultivating a cohesive relationship between faculty, staff, and students. Michelle Corvette and LeighAnn Tomaswick served on the Retention Taskforce #3 (Develop language for best practices for academic support to be included on the course syllabi and student learning platform) and have developed a Faculty Senate-endorsed syllabus statement about academic support (<https://www.kent.edu/ctl/university-approved-syllabus-statements>). Sarah Beal and Jennifer

Marcinkiewicz served on the Sense of Belonging Committee and are developing an office hours toolkit for instructors to help students to view their instructors as a resource for academic success and support.

University College

The Center for Teaching and Learning has continued to partner with University College and the First Year Experience Redesign Leadership Team. Jennifer Marcinkiewicz has been involved in helping to develop the revised course curriculum (Flashes 101), and the new course was approved for initial delivery in Fall 2023. In addition, LeighAnn Tomaswick was instrumental in developing and implementing an online pilot of the course. LeighAnn has continued to work as an integral part of the Flashes 101 implementation team. She worked to build a resource course for all Flashes 101 instructors, collaborated with Online Teaching to build a base course, and helped develop the curriculum and assessments for the Flashes 101 Academy. Jenny and LeighAnn worked with Student Success Programs in University College to organize the 2-day Flashes 101 Academy where instructors were introduced to the curriculum, strategies to build community, grade and engage their students. Over 200 instructors attended both days with peer success mentors joining the instructors on day two. During the Flashes 101 Instructors Academy in May 2023, CTL staff presented on a variety of topics, including Communicating Belonging, Approaches to Grading, and Facilitating Learning Techniques.

The Center for Teaching and Learning has supported other 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 “Connections, Community, and Belonging for First-Generation Students,” and providing 2 workshops on teaching and learning for the peer leader training cohort.

Academic Affairs

CTL is highly 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 Steering Committee
- Co-Chair of the Kent Core Design Subcommittee
- Affordable Learning Materials/Open Educational Resources Grant Committee
- 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, workshops, and teaching development grants. The CTL oversees all aspects of UTC budget and awards processes and provides

extensive assistance with conference logistics. During the 2022 UTC Conference, Jennifer Marcinkiewicz moderated the Dialogue with Scholars session titled “Fostering Belonging, Community, and Connection... Together.”

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 Tomaswick served on the subcommittee charged with issuing a Request for Proposals for proctoring software and served as the secretary for the Council.

Equal Access Academy

The CTL continues to support accessibility through a close working relationship with the Equal Access Academy. CTL provided two virtual workshops in collaboration with Amanda Feaster (SAS) and Donna Berner (EHHS) on “Disability in the Classroom,” each attended by more than 15 faculty. We look forward to an ongoing partnership with the Equal Access Academy to support educators attending to accessibility in their courses.

Regional Campus

The Center for Teaching and Learning continues to be engaged in regional campus initiatives. LeighAnn Tomaswick served on the Zoom Room Resources Ad Hoc Committee this past year. This committee is setting expectations for continued upkeep of the Zoom Rooms, minimal standards for new rooms, and organizing resources for educators to use when preparing and teaching in the Zoom Rooms. LeighAnn, along with Jennifer Marcinkiewicz, was also part of conversations regarding outreach and training for people from local businesses. Conversations included how CTL could support training of faculty to engage with this different audience. This latter initiative is currently on hold.

VII. Engagement in Scholarship, Service to the Profession, and Outreach

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 and to share resources among members of the consortium. A major accomplishment of the consortium was redesigning the website for ease of navigation for those seeking the Inclusive Teaching Endorsement.

POD (Professional and Organizational Development) Network Activities

CTL continues to foster a strong relationship with the POD Network, an international professional organization for educational developers. Sarah Beal, Michelle Corvette, and LeighAnn Tomaswick all participated in the POD Connects program, a cross-institutional group that brings educational developers from different institutions together each month to discuss goals and share insights focused on topics related to educational development at their own institutions. Michelle Corvette attended the virtual POD Conference in Fall 2022, and Sarah Beal presented two sessions at the in-person conference:

- Birds of a Feather Session: Game-Based Learning, with Victoria Mondelli, University of Missouri
- Workshop-in-a-Box Session: Intro to Inclusive and Equitable Teaching Strategies for Teaching Assistants, with Dr. Anna Donnell, University of Cincinnati

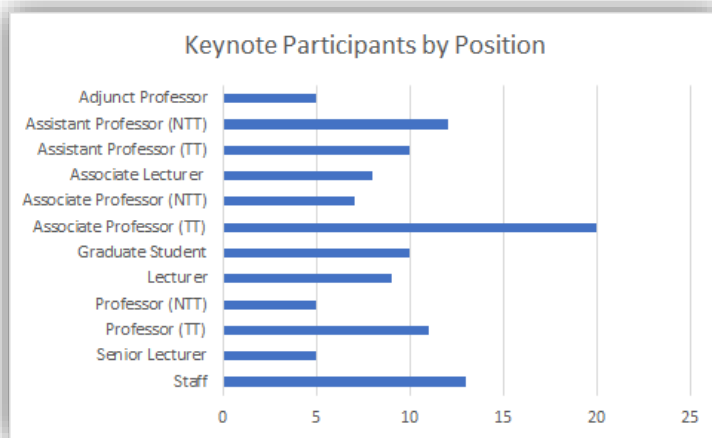
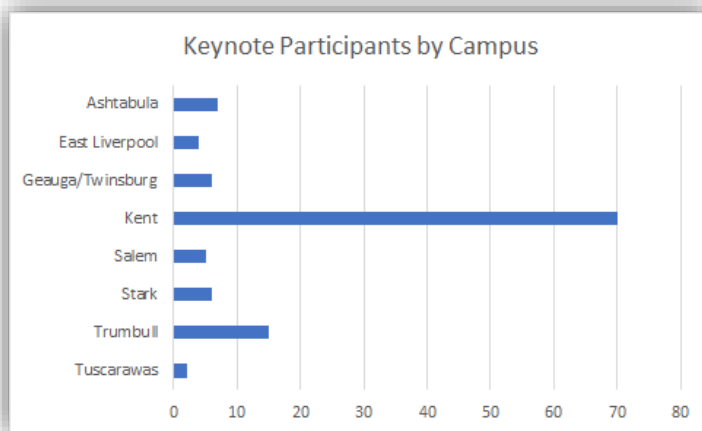
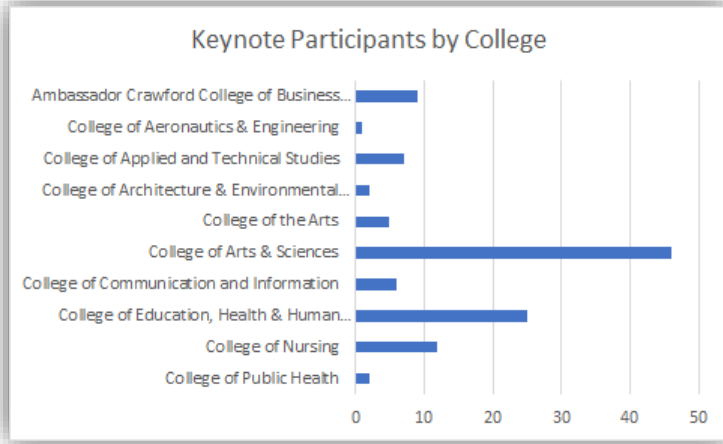
ChatGPT Interviews

The CTL provided important information and insight to the public related to the emergence of ChatGPT, its effects on higher education and the opportunities it provides. News outlets included KentWired.com, Spectrum News 1, and WAKR radio's This Week in Tech with Jeanne Destro:

- <https://www.kent.edu/today/news/how-are-artificial-intelligence-and-chatgpt-affecting-higher-ed>
- <https://kentwired.com/95294/latest-updates/chatgpt-poses-ethical-questions-for-higher-education/>

VIII. Appendices

Appendix A: Keynote Demographics



Appendix B: Education Elevated Conference Demographics

Campus	# registered		Campus	# registered
Ashtabula	9		Salem	8
East Liverpool	2		Stark	7
Geauga	4		Trumbull	9
Kent	167		Tuscarawas	4

Appendix C: Faculty Anti-Bias Workshop Series Survey

Session Topic	Knowledge at time of application (n=31 participants)			Knowledge after program completion (n=21 respondents)		
	Extremely/ very	Moderately	Slightly/ Not	Extremely/ very	Moderately	Slightly/ Not
Equity & Accessibility	22.5%	58.1%	19.4%	81.0%	19.0%	0%
Bias and Microaggressions	12.9%	77.4%	9.7%	76.2%	23.8%	0%
LGBTQ+ Allyship	19.4%	48.4%	32.2%	71.4%	14.3%	14.3%
Race, Racism and Antiracism	22.6%	77.4%	0%	76.2%	19.1%	4.7%
Inclusive Teaching	19.4%	58.1%	22.5%	81.0%	19.0%	0%

Appendix D: Faculty Coaching Program

Survey statement	Strongly agree	Somewhat agree	Neither agree/disagree	Somewhat disagree	Strongly disagree
I am satisfied with the progress I am making (in my career)	0% (pre) 57.1% (post)	36.4% (pre) 42.9% (post)	9.1% (pre)	54.5% (pre)	0% (pre)
I am clear about the expectations of my academic unit in regards to teaching research and service	27.3% (pre) 85.7% (post)	27.3% (pre) 14.3% (post)	18.2% (pre)	27.3% (pre)	0% (pre)
I am able to effectively advocate for my needs regarding time management pertaining to work/life balance	0% (pre) 85.7% (post)	27.3% (pre) 14.3% (post)	9.1% (pre)	45.5% (pre)	18.2% (pre)
I am able to prioritize my workload to effectively achieve my career goals	0% (pre) 57.1% (post)	9.1% (pre) 42.9% (post)	18.2% (pre)	36.4% (pre)	36.4% (pre)
I am able to recognize barriers that prohibit advancing my career goals	0% (pre) 85.7% (post)	72.7% (pre) 14.3% (post)	18.2% (pre)	9.1% (pre)	0% (pre)
I have developed strategies to address barriers that prohibit advancing my career goals	0% (pre) 85.7% (post)	27.3% (pre) 14.3% (post)	18.2% (pre)	45.5% (pre)	9.1% (pre)
I am ready to make changes to implement strategies in response to what is discussed in coaching sessions	45.4% (pre) 85.7% (post)	36.4% (pre) 14.3% (post)	18.2% (pre)	0% (pre)	0% (pre)

NOTE: n=11 respondents to the pre-program survey and n=7 for the survey after program completion