

Annual Report for the Center for Teaching and Learning Excellence (CTLE)

CTLE has had a busy year and one with a fair amount of stability within the center. We have had two hires whose first full-time years were this fiscal year, an Administrative Assistant and an Inclusion Consultant who was hired in conjunction to the Office of Inclusive Excellence (OIE). This year has been a year of review of how things are going and a look ahead to where we want to go. This fall semester, we developed a new strategic plan and will begin implementation of it this coming year.

Academic Year 2018-19

CTLE has the mission to help develop faculty and graduate students in the area of teaching and curriculum development. We work with faculty and graduate students in many forums including symposium, workshops, departmental initiatives and individual consultations.

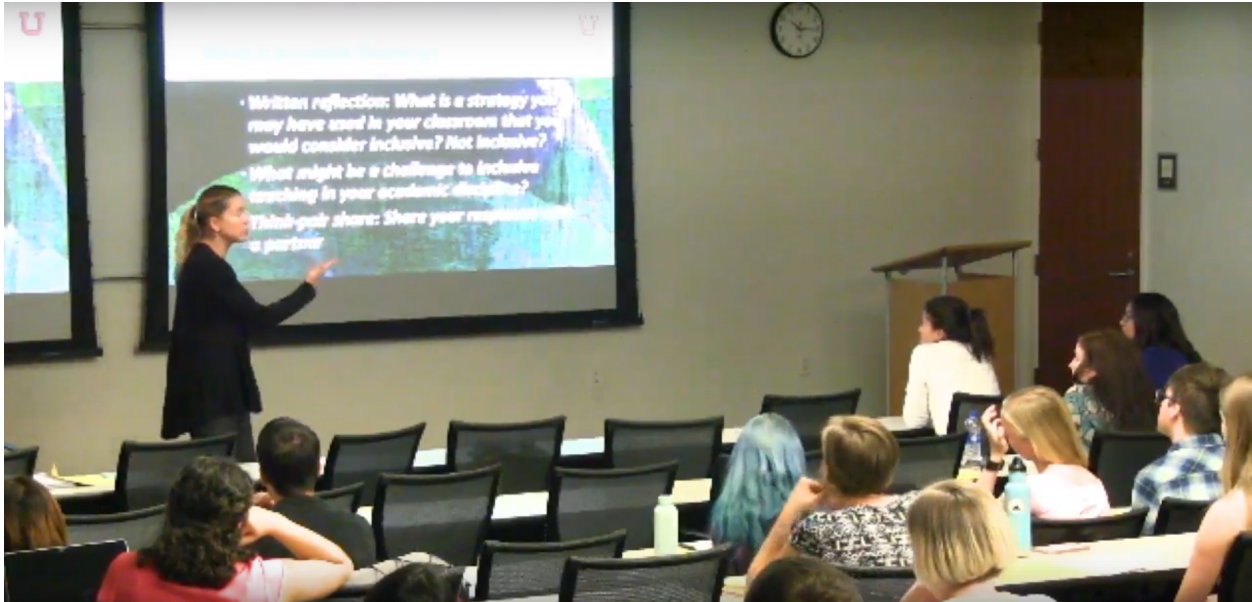
Symposium, Workshops and Bootcamps on Teaching and Learning

CTLE runs a series of workshops and symposia for faculty and graduate students.

This year we ran our Annual Teaching Symposium (ATS) in the fall prior to school commencing. ATS consists of one keynote speaker and then four breakout sessions where faculty around campus discuss various topics. Participants choose which sessions to attend. This year's keynote speaker was Dean McGovern who presented on Community Engaged Learning. We offered 25 breakout sessions that were taught by 24 different faculty members from around campus. The number of participants attending this event was 199 faculty and graduate students. This event largely attracts graduate students.

CTLE has a workshop series each semester which is intended for both faculty and graduate students. This year we had 9 different workshops in the fall and seven in the spring. In the fall term, we had 139 people register for the events and 71 attend them. The spring had 184 people registered and 75 attended. Both the number of registrations and attendance has fallen from previous years.

We offer departmental workshops for faculty development at the request of departmental chairs and deans. The topics of these workshops is determined by the chair and then we are asked if we can do such workshops. It is rare that we get a topic we haven't done prior to being asked by chairs but it does happen. As of June 30th 2019, we have done 20 departmental workshops.



CTLE Instructional Consultant, Liz Rogers, presenting to faculty and graduate students at the 2018 Annual Teaching Symposium (ATS).

CTLE offers two bootcamps for faculty during the summer term. These bootcamps are aimed at mid-career faculty who are looking to breathe new life into their courses and use newer classroom technology to aid in this. This fiscal year we had two bootcamps: one in July and one in May. Each bootcamp is two weeks in length, consisting of eight five hour sessions. July had 16 faculty and May had 15 faculty successfully complete the bootcamp with new courses developed during the two-week period.

CTLE has been running a group of trainings on inclusivity for the last few years. It is titled Turning Classrooms into Inclusive Communities (TCIC). This work is done by David Derezotes, Holly Johnson and about a dozen dedicated faculty from around the university. To date, they have had 8 trainings with approximately 62 faculty and staff in attendance. The number of trainings is down this year as the TCIC group has presented to most colleges and department. I believe that the colleges and departments are now requesting more specific information from CTLE or OIE.

Individual Consultations on Teaching and Learning

CTLE offers the opportunity to meet one on one with a consultant or graduate fellow on topics of teaching and learning and classroom observations. In the current fiscal year, we have conducted 45 official consultations, 83 classroom observations, 10 Canvas course (online course) observations, and 25 in-class focus groups.

Faculty Learning Communities

CTLE has been running Faculty Learning Communities since 2011. This current year six faculty learning communities with a total enrollment of 257 faculty.

Graduate Student Training for Teaching and Learning

CTLE offers training for graduate students through the use of workshops, our Higher Education Teaching Specialist (HETS) program, our classes and our Annual Teaching Symposium (ATS). Students who are currently teaching a class at the university and those who have taught in the past few years get invited to each workshop we offer. We also have workshops that are specifically for graduate students, i.e. Developing a Teaching Portfolio, which the Graduate School sends out to all graduate students via their listserv. The Annual Teaching Symposium was developed to offer training for graduate students who were stepping into the classroom for the first time. It has developed past its original purpose but the large majority of those attending are graduate students. We offer two courses for graduate students. The first one is our Teaching in Higher Education class (CTLE 6000), which had 33 students this fall and winter semesters. Our second course Cyber Pedagogy, which had 43 students.

Strategic Plan for the Center for Teaching and Learning Excellence (CTLE) 2019

This plan was developed through a series of meeting with the CTLE staff during the Fall Semester 2018. We looked at CTLE Goals, what we are currently doing and how we can do a better job of what we are doing. CTLE provides faculty development for all faculty at the university, provides instructional development for graduate students who either currently teach at the University of Utah or are TA's, and administers the Student Course Feedback instrument for all credit bearing classes. CTLE currently has eight staff who work greater than 50% within the department, have three graduate fellows who work between 10 and 20 hours, and one undergraduate intern. The implementation of this new strategic plan will not demand a greater staff.

Badges and Certificates

CTLE will work in conjunction with Continuing Education and Community Engagement to develop a series of badges along faculty development for teaching. These badges will be earned by attending a workshop, bootcamp, webinar or presentation conducted by CTLE. By attending, a faculty member will receive a badge which then can be upgraded. The first level of badge documents a faculty has participated in a learning event. The second level of the badge will be that the faculty member has implemented something learned in that event into their classroom. The faculty member will receive this by sending in a request for an upgrade to CTLE that includes what they implemented and a reflection on how it is working. The highest level of badge will be for the faculty member who has proven a level of proficiency on the topic by publishing a paper, given a workshop or presentation, being on a panel discussion, etc. This

level will again be initiated by the faculty member by describing the event that they participated in and reflecting how it went.

Along with the badges several certificate programs developed by CTLE. These certificates will be in topics such as classroom curriculum development, inclusiveness in the classroom, high impact practices, etc. Each certificate will have a series of badges and reflection requirements in order to obtain them. Badges will be required at differing levels for each certificate along with a reflection on it by the faculty or an interview with CTLE.

The purpose of badges and certificates are two-fold. From CTLE side, it will provide meaningful matrix on what we are doing for faculty beyond how many faculty showed up to a workshop or event. The hope is to develop a better relationship between CTLE and the faculty and help to lead them into a more meaningful dialog. From the faculty perspective, the badges and certificates give the faculty member meaningful evidence that they have attended faculty development event and have benefitted by it. This evidence could be used during the RPT process or during the application for a teaching grant or award.



July 2018 Bootcamp Attendees and CTLE Staff including Pam Hardin, CTLE Associate Director who runs the Bootcamps

Workshops on Teaching and Learning

CTLE has been running workshops at our office for years. In the recent past, the attendance at these workshops has diminished both in those who sign up for them but particularly in those who actually show up on the day of the event. Currently, CTLE offers about three workshops a month during the academic year. Under the new plan, CTLE will be offering fewer workshops at CTLE and expand those outside of CTLE in order to meet faculty closer to their home departments. We will also use technology to provide different options in attending the workshops.

The weekly workshop at CTLE will be reduced to six per semester or roughly every other week. These workshops will concentrate on providing badging options for faculty. Each workshop will also use technology to allow for faculty to attend the workshop via Skype for Business from their own office or other locale. In order to receive an invitation to the Skype session, each faculty will have to register for the event and then request to attend it from a distance. When the call is initiated, they will receive the invitation and can log in from any place that has a decent internet connection.

CTLE will also develop two workshops that will be taken on a traveling show venue to different places around campus every two weeks during the academic year. This year's topics will be "Inclusion in the Classroom" and "High Impact Practices in Education". The first of these workshops will be developed and presented by Liz Rogers and the second by Pam Hardin. These workshops will not be within regular faculty meetings but will be CTLE workshops in rooms available around the campus. When a room is scheduled, CTLE will invite faculty from around that part of campus to that event. An example is if the event is scheduled in the Social Work building, faculty from Social Work, Fine Arts and Social and Behavioral Science will be invited to the event. These will be in person events only with no distance learning available.

CTLE will develop two webinar series this year in order to reach faculty difficult to reach in our more traditional methods. The first group will be new faculty to the University of Utah. This webinar will be a mix between an orientation to teaching events and offices on campus to a series on how to design your class for effective learning. This will be a three or four-part webinar where all attendees will be at a distance and the presenters will be members of CTLE's staff. This webinar will be offered in July and early August. The second group will be adjunct faculty who spend most of the time at another job and come up to the University only to teach their class. This webinar will help faculty to understand what options they have for teaching their class including classroom technology and help them to develop great teaching practices including developing a syllabus, using active learning, inclusive teaching practices, using canvas in your classroom, etc. We intend to hold this event in late November and early December for faculty teaching in Spring 2020. Once these webinars are developed and if they are successful, they will be repeated in future years. CTLE is investigating possible webinar options with the help of the center for Teaching and Learning Technologies (TLT).

Faculty Learning Communities (FLC)

CTLE developed FLC's over the years in order to develop community around various topics related to teaching at a major research university. Topics have included Sustainability, Inclusion, Teaching Technologies, Effective Classrooms, Community Engaged Learning, etc. This will continue for the next couple of years with a few minor changes. First, CTLE staff will take an active interest in future FLC's and will help to develop them around their own interests. Second, we are going to try a slightly different type of FLC where the first half of the FLC will be a series of workshops on the topic and the second half will be a series of presentations by faculty on how they are using it in their discipline. The topic for the first year of this new FLC will be on "Brain Learning – How it Happens" and will be led by Ali Froehlich.

Student Course Feedback (SCF)

SCF is run by CTLE for the University of Utah. Over the last five years, CTLE has led the discussion on how the SCF should be used and how the Academic Senate can change the instrument. This led to a new policy in the University's PPM about 18 months ago. Last year, we helped the Senate Committee of SCF to develop a new set of questions. This new set of questions will be voted on by the Academic Senate in April. Assuming it is passed, CTLE will spend next year developing an implementation plan for the 2020-21 academic year.

Services for Graduate Students

CTLE also provides services for graduate students going into academia or at least who serve as TA's while being a graduate student. CTLE does this very effectively through the use of an Annual Teaching Symposium, two courses offered at the graduate level on teaching, through workshop attendance and finally through the Higher Education Teaching Specialist Certificate. We will continue these programs as is for the time being.