



**CENTER FOR TEACHING &
LEARNING EXCELLENCE**

NEVADA STATE COLLEGE

ANNUAL REPORT 2020-2021



July 2021

Established in 2016, **the Center for Teaching and Learning Excellence (CTLE)** at Nevada State College provides professional development services and support to full-time faculty and part-time instructors. Those services include facilitating workshops, coordinating campus-wide training events, coaching and consulting faculty, and many other activities, as shall be summarized in this annual report.

Key statistics to highlight for 2020-2021:

- 1) 100% of Nevada State's full-time teaching faculty participated in at least one or more CTLE professional development activities and services during Fall 2020, Spring 2021, and Summer 2021.
- 2) 38% of Nevada State's full-time academic faculty participated in at least one Faculty Learning Community during 2020-21, including 53% of our cohort of new full-time academic faculty. 3 Part-Time Instructors engaged in an FLC (1 did both semesters). 6% of FT faculty participated in FLCs both fall and spring.
- 3) In January 2021 the CTLE organized and sponsored the 2nd Annual Faculty Symposium on Teaching and Learning, a two-day professional development opportunity that drew attendance from 76 full-time and 16 part-time faculty.

On behalf of the CTLE, we thank the faculty, Executive Leadership Team, Office of the Provost, deans, department chairs, and Faculty Senate for your continued support. As we continue to build and expand the CTLE, it is imperative to have administrators encourage faculty to participate, clearly communicate that Nevada State College values innovation, and recognize faculty who invest time and effort towards improving their teaching.

Sincerely,

Dr. Chris Garrett, CTLE Director

CTLE Mission and Overview

Mission

The Center for Teaching and Learning Excellence (CTLE) provides professional development opportunities for full-time faculty and part-time instructors at Nevada State College in order to improve student learning outcomes and support the college's academic mission.

Faculty Learning Outcomes

- Expand evidence-based pedagogical awareness
- Incorporate evidence-based best practices in course design, instructional delivery, and assessment
- Collaborate in a community of teaching scholars
- Engage in reflective practice

CTLE Contributions to the College's Strategic Plan

- CI2.3: Expand resources and support for ensuring the accessibility of instructional and other materials.
- CI3.1: Revise and enhance the core curriculum
- CI4.1: Implement peer-reviewed quality assurance program based on best practices for online teaching and learning
- CI4.3: Enhance training for faculty teaching online courses
- CI4.4: Increase students' technological literacy to enhance their ability to succeed in an online environment.
- OC1.2: Improve support for part-time instructors.
- OC2.2 Design college-wide programs to increase leadership opportunities for faculty and staff.

CTLE Objectives

- Create inclusive, engaging learning environments
- Facilitate interdisciplinary dialogue and collaboration
- Foster a culture of continuous improvement
- Support integrating technology to enhance quality and efficiency



Dr. Chris Garrett, CTLE Director

Guiding Principles/Philosophy

- Create a safe space for faculty
- Offer a variety of programs and activities
- Provide services that are confidential, voluntary, and formative

CTLE 2020-2021 Teaching Academy Certificates Program

Teaching Academy Certificates Program

- Since Fall 2017, the CTLE Teaching Academy offers structured professional development certificate programs to all full-time and part-time faculty. Certificate requirements include engaging in workshops, Faculty Learning Communities, Teaching Circles, and writing a reflective essay (see Appendix). As of July 1, 2021, 31 faculty (29 FT and 2 PT) have completed **the Foundations of Teaching Certificate**.
- The following faculty completed the **Teaching Academy: Foundations of Teaching Certificate** during 2020-2021:

- Nathan Silva, LAS
- Anna Taber, SON
- Zarah Borines, SON
- Laura Rosales Lagarde, LAS
- Erica Tietjen, LAS
- Samantha Jewell, LAS
- Kelly Morrow, SON
- Chris Garrett, SOE
- Heather Lang-Cassera, LAS
- Heidi Batiste, LAS
- Bo Liang, LAS



Dr. Wendi Benson sharing ideas at the Faculty Teaching and Learning Symposium on January 15, 2020

- In addition, five full-time faculty and two part-time instructors have completed the **CTLE Teaching Academy Advanced Certificate: Reflective Practitioner**:
 - Vanessa Mari, SOE / August 2019
 - Patricia Nill, SON / August 2019
 - Sherri Coffman, SON / August 2020
 - Malak Charara, LAS (PTI) / August 2020
 - Jessica Price, LAS (PTI) / September 2020
 - Vu Duong, LAS / October 2020
 - Nathan Silva, LAS / June 2021

CTLE 2020-2021 CTLE Best Practices in Online Teaching Certification Course

CTLE Best Practices in Online Teaching Certification Course

- This course focuses on the five key components for quality online course design: organization, learning design, accessibility and technology tools, instructor presence, and assessment. This asynchronous course is available through our Canvas LMS and allows faculty participants the opportunity to do so at their own pace, requiring approximately 12-15 hours to complete, and receive feedback and guidance from a CTLE facilitator. In addition to sharing best practices and key principles for online course design and online teaching, the course includes several activities for participants to demonstrate their ability to implement best practices.
- Faculty who have completed/earned the **CTLE Best Practices in Online Teaching Certificate** Course:
 - Vu Duong, LAS
 - Katie Durante, LAS
 - Carol Lee, LAS
 - Derryce Howzell, LAS
 - Nina Marcellus, SON
 - Chris Garrett, SOE
 - Cindy Bezar, SOE (PTI)
 - Aaron Wong, LAS



Dr. Peter La Chapelle and Dr. Dennis Potthoff participating in the Faculty Teaching and Learning Symposium on January 15, 2020

CTLE 2020-2021 ACUE Effective Online Teaching Practices Certificate Course

ACUE Effective Online Teaching Practices Certificate Course

Through a partnership with the Association of College and University Educators (ACUE), the Provost's Office offered 34 faculty members the opportunity to enroll in ACUE's program in Effective Online Teaching Practices. This 25-week course promotes evidence-based teaching practices proven through independently-validated research to improve student achievement and close equity gaps. Faculty who completed the program earn a nationally recognized Certificate in Effective College Instruction, the only college teaching credential endorsed by the American Council on Education (ACE).

The program addresses all of the core competencies defined in ACUE's Effective Practice Framework and is organized into five major areas of practice:

- Designing an Effective Course
- Establishing a Productive Learning Environment
- Using Active Learning Strategies
- Promoting Higher Order Thinking
- Assessing to Inform Instruction and Promote Learning

The program was co-facilitated by Chris Garrett and Jack Agamba, who also led five synchronous workshops or summary discussions for faculty participants that focused on key concepts related to the course. Of the 34 who enrolled in the course, 27 faculty completed all of the modules to earn the ACUE Certificate, including six part-time instructors.

Faculty who completed the ACUE Certificate course:

Cynthia Bezard	El Hachemi Bouali	Shirli Brautbar
Nicholas Carroll	Vu Duong	Roxanne Farrar
Cecelia Fernan	Cathleen Furtado	Susan Growe
Courtney Hafen	Lance Hellman	Amber Howerton
Ludy Llasus	Timothy Malacarne	Nina Marcellus
Patricia Nill	Latricia Perry	Bryan Sigel
Anna Taber	Ivonne Baxter	Christine Beaudry
Nikki Corda	Darla Manning	Griselda Wille
Christy Fleck	Chris Garrett	Jack Agamba



2020-2021 CTLE Faculty Fellow

Dr. Nathan Silva
Senior Lecturer of Biology
Department of Physical and Life
Sciences

Dr. Silva's fellowship projects included providing professional development support to faculty in converting their courses from face-to-face to online and also implementing gamification. He co-facilitated a Faculty Learning Community on instructional technology and presented a workshop on case studies.

Dr. Silva attended the Lilly Conference and presented on gamification with Sierra, which led to them securing a book contract with Stylus. We are grateful for the many, on-going contributions Dr. Silva makes in promoting and supporting effective teaching practices.

CTLE 2020-2021 New Faculty Mentoring

New Faculty Mentoring

- The CTLE continues to provide both informal and formal opportunities for mentoring. For example, Faculty Learning Communities are ideal for informal mentoring and networking. However, we also provide a more structured, formalized mentoring program for new faculty.
- New full-time academic faculty are asked by the CTLE Director whether or not they would like to be matched with mentor. In some cases, a dean or department chair may already have assigned a mentor. If not, the CTLE Director ensures that each new faculty member has the opportunity to work with a mentor. The CTLE typically sponsors at least one mentoring event each semester for mentors and mentees. Those involved in the program are asked to sign a mentoring agreement which details expectations for their mentoring relationship (e.g., frequency of meetings, goals, etc.).
- We are grateful for those faculty who accepted invitations to serve during 2020-2021 as mentors to our new full-time faculty.

Special thanks to the following who served as mentors:

- Lori Navarrete
- Roberta Kaufmann
- Aaron Wong
- Christina Squires
- Leila Pazargadi
- Angelo Larocco
- Zachary Woydziak
- Laura Naumann
- Kelly Morrow
- Heidi Batiste
- Kayla Bieser
- Susan Growe
- Michael Johnson
- Stefanie Coleman
- Clark Pearson



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2020-2021 CTLE Events

Annual Excellence in Online Learning Event

The CTLE held our fourth annual webinar in the continuing series on Excellence in Online Learning. During the Fall 2020 semester, the CTLE featured the topic “Creating Presence in Online Learning” with guest presenter and author, Dr. Kevin Gannon (Professor of History, Grand View University). This webinar explored how instructor presence, both social and cognitive, manifests itself in online teaching and learning.

Dr. Gannon highlighted what the research suggests about the importance of presence and demonstrated specific ways in which our faculty can create and sustain presence in their own online courses. 24 faculty attended the virtual event.

Guest Speaker: Flower Darby

In Spring 2021, the CTLE sponsored a special webinar presented by renowned guest scholar Flower Darby on “Faculty and Student Wellbeing Online: Self-Care and Meaningful Engagement in Virtual Spaces.”

Darby examined some of the challenges to significant engagement with students and revealed how self-care course design and teaching strategies benefits students and faculty. She also shared ways to reinvigorate our online teaching with small, practical ideas to support both faculty and our students' success and offered concepts for enlivening class interactions in the online environment. 22 faculty attended this virtual workshop.

Instructional Tech Test Kitchen Events

Begun pre-pandemic, the CTLE Technology Test Kitchen went virtual for the Fall 2020 and Spring 2021 editions. Similar to the in-person edition, the virtual Test Kitchen provided our faculty with hands-on learning experiences designed to support their teaching. Test Kitchen modules encouraged faculty to explore new or improved educational technology tools that could be implemented easily in their courses. Sierra, the “Tech Chef,” prepared tasty demonstrations and activities, guided and reinforced by “recipes” for faculty to download. Via direct engagement with these ed tech tools and applying the step-by-step “recipes,” our faculty gained new skills and the confidence to put these tools to work in their own courses.

Of the 25 faculty participants, four participated in both the fall and spring editions, with faculty testing eight tools in each edition of the virtual Test Kitchen. All of the highlighted tools in both editions of the virtual Test Kitchen were requested by faculty.



Dr. Sierra Adare-Tasiwoopa Api and Melanie Bradle at the annual CTLE Tech Test Kitchen event on February 25, 2020.

2020-2021 Instructional Technology

Report on Instructional Technology

Moving all courses to online brought about a need for synchronous teaching and test monitoring technology tools. NS augmented Canvas Conferences BigBlueButton with Zoom and Microsoft Teams for synchronous class sessions, Cranium Café for virtual office hours, and Respondus Monitor for exam monitoring. With the majority of our faculty recording lectures and embedding quizzes in them, as well as making welcome and weekly overview videos, YuJa use has greatly increased. Other technology tools that our faculty began using on a regular basis includes Respondus Lockdown Browser; Turnitin; StudyMate; Multi-Tool Template Builder, Module Builder, Due Date Modifier, and Announcement Due Date Modifier; Design Tools Content Blocks, Accordion Tabs, Buttons, Syllabus Navigation, Module Progress/Navigation, Objectives/Outcomes, Popup Content, Quick Checks, and Check Accessibility; MyLab and Mastering; EdReady; EvaluationKIT; and Flipgrid.

Since adding Respondus Monitor 38 faculty have employed over 3500 seats for exams. Over 200 faculty made use of BigBlueButton. Thirty-two faculty are currently on NS's Padlet account, with more using the free individual Padlet accounts for faculty who need fewer than four Padlets. As Flipgrid is free to educators and not integrated into Canvas, there is no way to track the number of faculty currently using Flipgrid. Individual faculty have also used Grammarly, YouTube, Kahoot, Polling Everywhere, Top Hat, Doodle, Qualtrics, Perusall, Credo Instruct, DropThought, Screencastomatic, Evolve, Via, and McGraw Hill Connect.

Report on Canvas during the COVID-19 Pandemic

Having to switch to remote learning due to COVID-19 and then sustain online learning throughout this past school year, the majority of our faculty, many of whom had never taught online, availed themselves of the CTLE's services, especially in the areas of Canvas training, best practices in online teaching and learning workshops, and online course design.

Demand for workshops and individual consultations on Canvas tools soared with 100 percent of our faculty utilizing Canvas for all course content. As faculty grew more comfortable with Canvas, they began exploring ways to use more Canvas tools in order to enhance student learning and make the online environment more like an in-class experience. Faculty experimented with using little-applied quiz question types such as matching, multiple dropdown answers, and fill in multiple blanks as worksheets for case studies.

Faculty offered multimodal projects through Mastery Paths. Underutilized Canvas tools, such as Module Requirements, Module Prerequisites, Message Students Who, Video Gradebook Feedback, Peer Review, Podcasts, and Weighted Grading Groups, have become frequent additions to courses.



Dr. Chris Garrett and Dr. Ipuna Black attending CTLE Tech Test Kitchen Event on February 25, 2020.

2020-2021 Instructional Technology

Online Course Renovation Collaborative (OCRC)

This activity brings together faculty from diverse disciplines who want to collaborate on renovating their online courses. The OCRC is comprised of two components: the course content and the example course each participant plans to renovate. More than just brainstorm, the collaboration focuses on exploring how faculty have organized their example courses, the design methods they have employed, how they use Canvas tools, the ways they incorporate other educational technology tools into their courses, the types and number of low- and high-stakes assessments, how they express instructor presence, embed feedback, and made their courses accessible.

The peer feedback on the example courses combined with the best practices and ed tech tools featured in the facilitated OCRC course inspire faculty to create more engaging online courses. Based on faculty feedback from the initial 2019 OCRC course, the COVID-19-driven need to provide quality online courses, and the rapid changes in ed tech tools, the OCRC course was completely redesigned for Summer 2021. There are 12 faculty enrolled in the course for summer 2021.

2nd Annual Faculty Symposium on Teaching and Learning

The CTLE planned, sponsored, and facilitated this symposium event held virtually on January 13-14, 2021 and which provided an opportunity to focus on best practices in online teaching. Our guest/keynote presenter was Dr. Michelle Miller (Professor of Psychology at Northern Arizona University and author of *Minds Online*) who spoke on the topic, “Going from Good to Great in Online Teaching.”

The symposium also featured sessions presented by our Faculty Learning Communities. In the post-event survey, faculty responded that they strongly agreed that attending this event was worth the investment of time and effort (overall rating: 3.56 on a 4.0 scale). 76 full-time faculty and 16 PTI attended at least one or more sessions during the two-day event.



Dr. Raul Tapia, Associate Professor of Business, interacts with his students.



CTLE 2020-2021 Faculty Learning Communities

Faculty Learning Communities

38% of Nevada State's full-time academic faculty participated in at least one Faculty Learning Community during 2020-21, including 53% of our cohort of new full-time academic faculty. 3 Part-Time Instructors engaged in an FLC (1 did both semesters). 6% of FT faculty participated in FLCs both fall and spring.

Topics of Faculty Learning Communities

Fall 2020

- Coping with Change: A Whole-Person Approach to Managing Stress, Finding Balance, and Drawing Boundaries (Facilitated by Christina Squires and Carol Lee)
- Active Learning in Online Courses (Co-Facilitated by Jack Agamba and Sherri Coffman)
- Best Practices in Online Teaching (Facilitated by Jack Agamba)
- Instructional Technology (Co-Facilitated by Nate Silva and Sierra Adare-Tasiwoopa api)

Spring 2021

- Relationship-Rich Education (Facilitated by Chris Garrett)
- Small Teaching Online (Facilitated by Jack Agamba)
- Teaching Distracted Minds (Facilitated by Sierra Adare-Tasiwoopa api)
- Teaching to Transgress (Facilitated by Katie Durante)
- The Dynamic Enabler: Strategies for Collaborating with your Students as Partners in their Learning (Facilitated by Jack Agamba)
- Using Technology in Teaching and Learning (Facilitated by Sierra Adare-Tasiwoopa api)
- Improving Course Exams (Facilitated by Sherri Coffman)



Dr. Amber Howerton, Associate Professor of Chemistry

New Faculty Orientation

The CTLE offered its annual, campus-wide orientation and fifteen (15) new full-time faculty and six (6) part-time instructors attended August 12-13, 2020—the largest cohort of new hires. Due to COVID restrictions, the entire orientation was conducted virtually via Zoom. In addition to introducing new faculty to campus partners and resources for student success and faculty support, training was provided on instructional technology and how to utilize Canvas, our learning management system.

CTLE Program Statistics – Full-Time Faculty Participation (in at least One or More CTLE Faculty Development Activity)

2020-2021 (Fall, Spring, and Summer Combined)

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	13	13	0	100%
LIBERAL ARTS & SCIENCES	68	68	0	100%
NURSING	25	25	0	100%
LIBRARY	5	5	0	100%
Totals	111	111	0	100%

Fall 2020

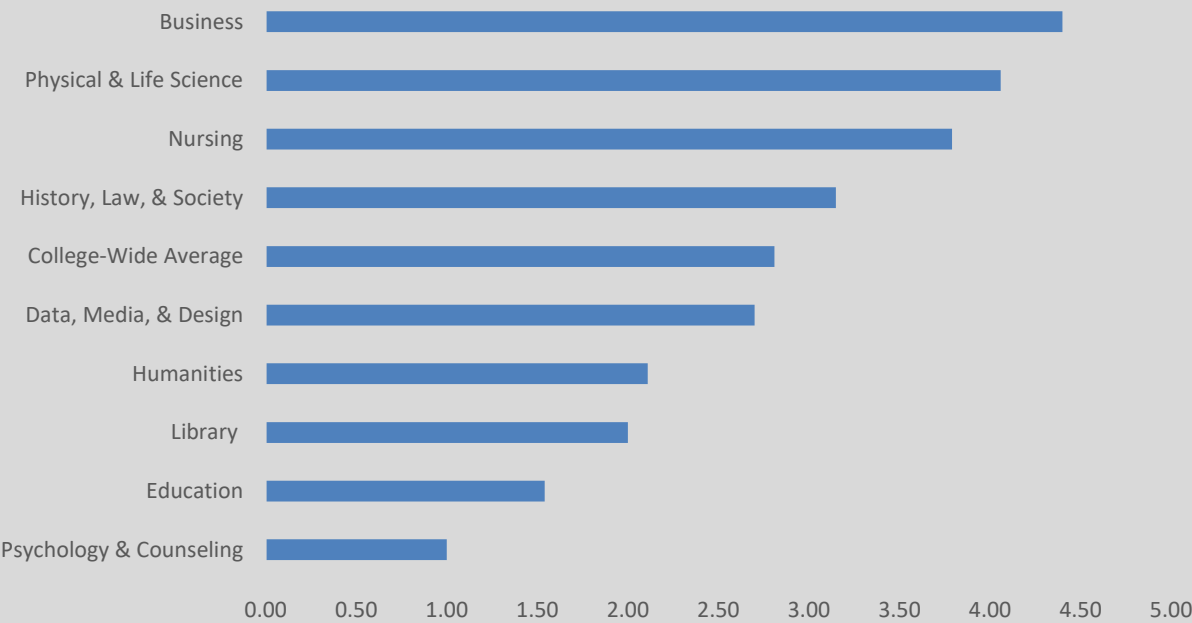
SCHOOL/ UNITn	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	13	11	2	85%
LIBERAL ARTS & SCIENCES	67	51	16	76%
NURSING	28	25	3	89%
LIBRARY	5	3	2	60%
Totals	113	90	23	80%

Spring 2021

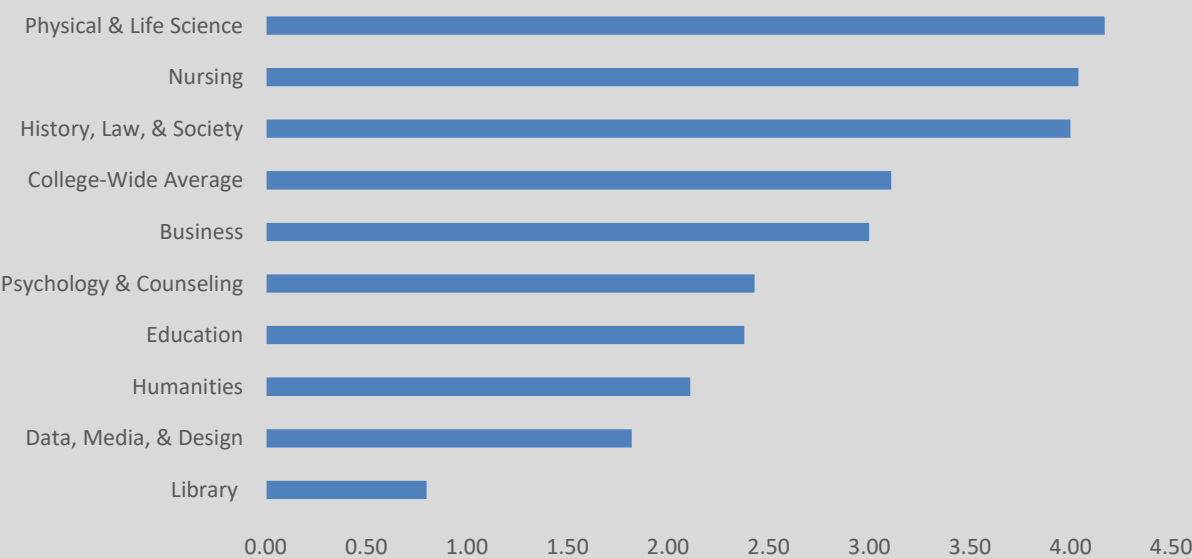
SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	13	13	0	100%
LIBERAL ARTS & SCIENCES	68	64	4	94%
NURSING	25	24	1	96%
LIBRARY	5	4	1	80%
Totals	111	105	6	95%

Comparative Data: Average Full-Time Faculty Participation Rates by Department/School

Fall 2020 Average Number of CTLE Activities Participated in by Full-Time Faculty



Spring 2021 Average Number of CTLE Activities Participated in by Full-Time Faculty



Note: Data excludes consultations and attendance at multiple FLC meetings.

CTLE Program Statistics – Part-Time Faculty Participation

(in at least One or More CTLE Faculty Development Activity)

Fall 2020

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	13
LIBERAL ARTS & SCIENCES	39
NURSING	7
Totals	59

Spring 2021

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	11
LIBERAL ARTS & SCIENCES	22
NURSING	9
Totals	42

In the News

Faculty involvement in the CTLE's professional development programs was [featured in an article published in September 2020 by Nevada Business](#). The article highlights both the ACUE certificate and the CTLE Best Practices in Online Teaching Certification courses. "The CTLE Best Practices in Online Teaching is an awesome crash course for faculty not accustomed to online teaching, and a great review for those with the online experience," said Hon-Vu Q. Duong, M.D., Senior Lecturer of Neurosciences, Anatomy, and Physiology at Nevada State College.

Online Course Peer Review Program (Fall 2020 & Spring 2021)

Twenty-five courses were reviewed by 13 faculty for the fall 2020 and spring 2021 cycles with eight faculty reviewers serving on both cycles. Thus far, two courses have been designated Gold Certified; these are the only two fully revised courses following peer review feedback. Eight courses are almost Gold Certified; course authors just need to make revisions based on the reviews. The majority of the courses reviewed would receive certification if they were revised as recommended.

Common areas that courses need improvement: course shell organization, weekly and modular content organization, learning outcome-assessment alignment, and accessibility and ADA compliance. Faculty typically express appreciation for the review/feedback with a promise to revise and re-submit for the certification but they have not yet done so.

From an assessment standpoint, students would benefit if faculty highlighted or emphasized desired learning outcomes with evidence of how learning outcomes are driving learning design and instruction. There is a need for more student self-assessment opportunities. Based on this, the CTLE must continue to address the need for assessment evidence in learning design. This should be evident in weekly and modular course organization.

Faculty peer reviewers in the Quality Assurance program represented the following departments: six from LAS, five from SON, one from SOE and one faculty serving both LAS and SON. Reviewees represented the following departments: 15 from LAS, 4 from SON, 2 from SOE, 2 from Academic Advising and 2 serving both LAS and SON.

Accessibility and Compliance

Faculty continue to make incremental progress on accessibility compliance. Accessibility continues to be a part of course review process, workshop presentations, faculty learning communities, and direct consultations. Dr. Jack Agamba has designed an accessibility module for the CTLE Active Learning Online Summer Program and a five-week CTLE Accessibility Training Course for the summer. Twenty instructors have enrolled for both. He is also designing a course as a general guide for accessibility implementation. Enrollment in this course beginning the fall of 2021 will help to gather data on how many faculty are visiting it. Dr. Agamba also plans to send out brief instructional information at the beginning of each semester that faculty can easily utilize to implement accessibility in course design.

Book Project on Gamification

Dr. Sierra Adare-Tasiwoopa ápi, CTLE Instructional Technologist, and Dr. Nathan Silva, Senior Lecturer of Biology, are co-authoring *Gamification in Higher Education: A How-To Instructional Guide* that will be published by Stylus Publishing. Sierra and Nate believe the purpose of education is to facilitate student learning so that students can apply knowledge to solve real-world problems and become motivated to continue to learn throughout their lives. To these ends, their goal as educators is to assist students in developing the skill set of critical thinking, reading, and, ultimately, writing that is crucial to generating knowledge that can be accessed and used beyond academic life. This book will be a resource to instructors curious about or interested in implementing gamification into their own courses. They define gamification as adding game elements to a non-game educational setting with the expressed purpose of increasing student engagement in the course content. There are many benefits to gamification, but there are also risks. Incorporating gamification can be intimidating for instructors who are not familiar with the concept or consider any form of gamification too juvenile for the academic rigor of college.

The body of gamification research has exploded in recent years. Yet, the emphasis remains on theory and principles rather than modeling the execution in high education. This book will provide actual examples from college courses that Sierra and Nate have gamified, either in part or in totality. They will furnish strategies and detailed plans for integrating gamification into courses, regardless of the subject area or discipline, and without the need for specialized software. The how-to aspects of gamification that do not require expensive, proprietary gaming software sets their book apart from others in the field.

The CTLE Team, 2020-2021

- Sierra Adare-Tasiwoopa api, PhD, Instructional Technologist
- Jack Agamba, PhD, Instructional Designer
- Chris Garrett, PhD, CTLE Director & Professor of Education
- Katelyn Gerencser, CTLE Office & Event Assistant/Student Worker
- Morgan Iommi, PhD, Instructional Designer
- Nathan Silva, PhD, CTLE Faculty Fellow (2020-21) & Senior Lecturer of Biology
- Rosemary Willrich, CTLE Graduate Intern (Summer 2021)



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