CENTER FOR TEACHING & LEARNING EXCELLENCE

NEVADA STATE COLLEGE

ANNUAL REPORT

2016-2017

LETTER FROM THE DIRECTOR

May 2017

The new Center for Teaching and Learning Excellence (CTLE) at Nevada State College began offering programs in January of 2017. The CTLE provides professional development opportunities for full-time and part-time faculty. I am pleased to offer this report which summarizes those CTLE activities offered during Spring Semester 2017.

Currently, I am the only CTLE staff member. However, our CTLE team will be expanding. We completed two successful searches and hired a new Instructional Designer and also an Instructional Technologist. Both new hires will begin working on July 10th at the NSC campus. Also, Jo Meuris, an Assistant Professor of Visual Media, will contribute her skills to the CTLE team as an Animator, assisting faculty by creating animated videos for their courses.

Several key items to highlight from this report:
1) 91% of NSC's full-time teaching faculty participated in at least one or more CTLE professional development activities during Spring Semester 2017.
2) 24% of NSC's full-time teaching faculty participated in a Faculty Learning Community during Spring Semester 2017.
3) In 2018 the CTLE and Nevada State College will host the 2nd Annual Intermountain Teaching for Learning Conference, engaging teaching scholars in higher education from Nevada, Utah, Colorado, Idaho, Arizona, and beyond.

As we move forward in creating and designing our new CTLE, I will continue to work closely with faculty members, Faculty Senate, deans, department chairs, Provost, and Associate Provost, and others across the campus. In particular, this Fall I will look to our new Faculty Advisory Board for counsel and input in establishing priorities and charting the course for CTLE. I extend my gratitude for the support received from the Office of the Provost and the deans.

Sincerely,

Chris Garrett
Director, Center for Teaching and Learning Excellence
Associate Professor of Education

MISSION

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

OBJECTIVES

- Create inclusive, engaging learning environments
- Share evidence-based teaching and learning practices
- Facilitate interdisciplinary dialogue and collaboration
- Promote reflection and innovation
- Foster a culture of continuous improvement
- Support integrating technology to enhance quality and efficiency

PHILOSOPHY

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

PRIMARY CONTRIBUTION TO NSC STRATEGIC PLAN

- Enrichment
  - Initiative: Foster Intellectual, Professional, and Personal Growth
    - Improve the quality and consistency of instruction in courses and degrees by enhancing instructor development and resources, strengthening assessment methods, and standardizing learning outcomes

CTLE HIGHLIGHTS

- **Initiated the Faculty Learning Communities program.**
  - o Three (3) Faculty Learning Communities were organized and comprised of 19 teaching faculty (18 full-time and 1 part-time). During Spring Semester 2017, each Faculty Learning Community (FLC) focused on one of the following topics: Collaborative Learning, Effective Teaching Practices, and How Learning Works.   Each FLC met monthly to discuss readings, best practices, and receive feedback on innovative ideas and learning activities. 24% of our full-time faculty participated in an FLC during Spring Semester 2017. This FLC program will continue during 2017-2018.

- **Planned, implemented, and evaluated the first campus-wide Academic Portfolio Retreat.**
  - o Thanks to generous funding and support from the School of Liberals and Sciences, the School of Nursing, and the School of Education, the CTLE organized an intensive, two-day portfolio training opportunity held May 11-12 at the Nevada State College campus. Designed to help prepare for the third-year review, this Academic Portfolio Retreat engaged six (6) early tenure-track faculty from each of the four schools and units (SOE, SON, LAS, and Library) and provided both instruction and time for faculty to begin drafting narratives for their portfolios. Each faculty participant received feedback and coaching from an assigned Faculty Mentor.

- **Coordinated Faculty and Staff Professional Development Day.**
  - o This event provided professional development opportunities for both faculty and staff on Feb. 17. The day began with a Student Showcase, featuring student success stories and talents. Breakout sessions were offered on topics such as time management, dealing with plagiarism, building student confidence, understand college data dashboards, and CPR Training.

- **Planned and hosted campus guest speaker, Dr. Susan Robison.**
  - o In partnership with UNLV, we sponsored campus guest scholar and speaker, Dr. Susan Robison, who provided a campus-wide workshop on time management. The event was attended by 21 faculty and staff.

CTLE PROGRAM STATISTICS

Full-Time Faculty Participation in at least One or More

CTLE Faculty Development Activity

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	9	8	1	89%
LIBERAL ARTS & SCIENCES	38	36	2	95%
LIBRARY	3	3	0	100%
NURSING	24	20	4	83%
Totals	74	67	7	**91%**

CTLE PROGRAM STATISTICS (Cont.)

Program/Activity (Presenter/Facilitator)	Number of Participants	Overall Rating	Identified Idea to Implement[1]
Workshop: Leading Effective Discussions ▪ Garrett	37	-	-
Working Sessions: Course Design ▪ Garrett	5	-	-
Workshop: Engaging Learning Environments ▪ Garrett	16	3.5[2]	100%
FLC: Collaborative Learning ▪ Garrett	5	3.7	100%
FLC: How Learning Works ▪ Garrett	7	3.5	100%
FLC: Effective Teaching Practices ▪ Garrett	9	3.7	86%
Faculty Writing Session (Feb.)	5	-	-
Guest Workshop: Time Management ▪ Guest scholar: Dr. Susan Robison	17	3.5	100%
Workshops: Professional Development Day ▪ Tucker & Barber; Wong, Phillips, & Garrett: Decker, Miranda, & VandeHei; Thanki & Le-Nguyen	55	-	-
Faculty Writing Session (March)	8	-	-
Workshop: Scholarship of Teaching & Learning ▪ Garrett	8	-	-
Faculty Writing Retreat (April)	14	-	-
Faculty Scholarship Showcase	13	-	-
Workshop: Writing Learning Outcomes ▪ Garrett	20	-	-
Academic Portfolio Retreat ▪ Garrett, Navarrete, Sharp, & Wong	13	3.8[3]	-
Classroom Observations/Feedback on Teaching	1	4.0	-
Totals	233	3.7	98%

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[1] Participants were asked: "Please identify one key idea or concept that you learned that you can implement."

[2] Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "The content presented was useful and relevant."

[3] Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "The Academic Portfolio Retreat met my expectations."

ASSESSMENT OF
FACULTY LEARNING COMMUNITIES

What were some of the benefits that you experienced as a member of a Faculty Learning Community?

➢ "One benefit I experienced from taking part in the FLC was to interact with faculty from different disciplines. I enjoyed being in an extended discussion about teaching with faculty who genuinely care about their students' success and who strive to always improve their teaching. By listening to their stories and questions, I became more thoughtful about my own teaching and what I can do to improve."
-Faculty Participant, Effective Teaching FLC

➢ "I enjoyed having the opportunity to meet with faculty outside my department to discuss research and experiences related to collaborative learning…the discussion and conversations we had were enlightening and exciting for me."
-Faculty Participant, Collaborative Learning FLC

➢ "This was a good experience because I was able to meet other professors who had issues that were similar to problems I've experienced. Mainly, keeping students engaged and encouraging discussions. It was also really nice to have access to reading material and made me examine my own teaching style more in depth."
-Faculty Participant, Effective Teaching FLC

➢ "I enjoyed the cross disciplinary discussions we had. It was nice to step back and see the students from a perspective of their education as a whole, rather than just as students in my classes. I enjoyed the tips and tricks we shared, and I was reassured that my own perceptions of our students is shared by other faculty."
-Faculty Participant, How Learning Works FLC

➢ "I really enjoyed getting to know other faculty members and learning about strategies they have used in the past. I think what was most beneficial to me as a teacher was talking to other faculty about their experiences with students—what helped them learn, how they deal with certain behaviors and situations and how they run their classrooms. This is only my third year teaching so I welcome opportunities to learn."
-Faculty Participant, Effective Teaching FLC

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ASSESSMENT OF
FACULTY LEARNING COMMUNITIES (Cont.)

Participating in this Faculty Learning Community was worth the investment of time and effort.

        Strongly agree: 8
        Agree: 5
        Disagree: 0
        Strongly disagree: 0

I would recommend participating in a Faculty Learning Community to my colleagues.

        Strongly agree: 8
        Agree: 5
        Disagree: 0
        Strongly disagree: 0

FEEDBACK ON ACADEMIC PORTFOLIO RETREAT

In what ways was this Portfolio Retreat beneficial and useful for you?
- Faculty Participant A: "Different disciplines, sample reviews, book examples"
- Faculty Participant B: "Getting feedback from tenured faculty, perspectives from deans and other faculty was very useful"
- Faculty Participant C: "It helped me to reflect on my teaching philosophy and how this is congruent with my teaching statement. It helped me to listen to different points of view and activities created by other faculty"
- Faculty Participant D: "Hearing from previous experiences, seeing examples of things going in different categories, reading teaching philosophies of other people from other disciplines"
- Faculty Participant E: "Many, many ways—resources, how to organize portfolios, samples of portfolios, feedback from mentor, table of resources, dean and peer lunches)

The Academic Portfolio Retreat met my expectations.

        Strongly agree: 4
        Agree: 1

What most influenced your decision to participate in the Portfolio Retreat?

        I need to produce a Portfolio for my 3rd Year Review (4)
        I desire to collaborate with others (2)
        I need some guidance, support, and mentoring on producing a Portfolio (2)
        The retreat was recommended by a dean or department chair (1)
        Other: "I want to build the structure to make my annual reviews and the 3rd year review more straightforward" (1)

FEEDBACK ON TEACHING CONSULTATIONS

> ➢ "The process was tailored to my needs and added to my style of pedagogy."
> *-Faculty Member, School of Nursing*

The consultation session provided strategies that I can readily use in my teaching.

   Strongly agree: 1

The consultation process encouraged me to be self-reflective as a teacher.

   Strongly agree: 1

The consultation provided me with constructive feedback on my teaching.

   Strongly agree: 1

Overall, the consultation process was helpful and valuable.

   Strongly agree: 1

I would recommend the CTLE's consultation services to another faculty member.

   Strongly agree: 1

GOALS, ACTIVITIES, AND OUTCOMES

Goal	Program/Activity	Outcome
-Educate & facilitate discussions on teaching & learning	-Workshops -Faculty Learning Communities -Working Sessions	-Create and enhance sense of community among faculty -Faculty implement innovative teaching strategies
-Promote critical reflection on teaching practices & provide formative feedback	-Portfolio training -Faculty Learning Communities -Formative teaching consultations -Scholarship of Teaching and Learning (SoTL)	-Make one's teaching public (transparency) -Increased awareness of strengths & weaknesses -Faculty focused on student learning outcomes
-Provide support to faculty toward achieving promotion & tenure	-Portfolio training -Faculty Writing Sessions and Retreats	

Activities Contributing toward Achieving NSC Strategic Plan

Enrichment - *Initiative: Foster Intellectual, Professional, and Personal Growth*

SPRING SEMESTER 2017

- ❖ *Faculty Learning Communities (FLC) Program*
  - ➢ *Organized and facilitated 3 theory-based, cross-disciplinary Faculty Learning Communities (FLCs) comprised of full-time and adjunct faculty that met monthly during the spring semester, promoting innovative teaching methods and utilizing evidence-based practices (Strategic Plan Items 2.4, 2.6, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*

- ❖ *Tenure-Track Faculty Support*
  - ➢ *Provided academic portfolio training via two-day retreat for early tenure-track faculty, facilitating discussions on teaching philosophies, effective instructional strategies, learning outcomes, and assessment methods (Strategic Plan Item 2.4)*

- ❖ *Scholarship of Teaching and Discovery*
  - ➢ *Planned and implemented monthly Faculty Writing Sessions and a full-day Faculty Writing Retreat that provided opportunities for faculty make progress toward producing scholarship of teaching and/or scholarship of discovery writing projects for conference presentations and publications (Strategic Plan Item 2.4; NSC Goal to be a national model for closing equity gaps)*

- ❖ *Professional Development Workshops*
  - ➢ *Provided workshops to enhance instructional quality, including topics such as discussion-based learning, creating engaging learning environments, course design, growth mindset, and academic honesty (Strategic Plan Item 2.4).*

Potential CTLE Activities and/or New Projects Under Consideration and Alignment with NSC Strategic Plan

Opportunity - *Initiative: Expand and Integrate Academic Support*

❖ *Students for Innovative Teaching and Learning (SITL)*
   ➢ *Utilize 1 NSC student as CTLE Student Scholar who will assist in providing leadership for the Students for Innovative Teaching and Learning program (1.22, 2.4, 2.6, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*
   ➢ *Engage 12 students as partners in developing innovations in teaching and learning through focus groups: Students for Innovation in Teaching & Learning (SITL) Program (1.22, 2.4, 2.6, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*
   ➢ *Partner with, train, and utilize Course Assistants in providing formative feedback to faculty (1.22, 1.25, 2.4, 2.6, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*

Enrichment - *Initiative: Foster Intellectual, Professional, and Personal Growth*

❖ *Assessment Training*
   ➢ *CTLE Director and CTLE Faculty Fellow will participate in the Teaching for Competencies Using Performance Assessment Workshop at Alverno College, June 2017 and provide assessment training to NSC faculty (2.4, 2.6, 2.7, 2.8, 3.2; NSC Goal to be a national model for closing equity gaps)*

❖ *Faculty Fellow Program*
   ➢ *Utilize 1 NSC full-time faculty as CTLE Faculty Fellows who will assist in providing leadership for assessment initiatives and co-facilitate two (2) workshop sessions on assessment (2.4, 2.6, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*

Enrichment -*Initiative: Inspire Meaningful Accomplishments*

❖ *Improve Online Learning*
   ➢ *Provide workshops and Faculty Learning Community on Online Teaching and Learning for NSC faculty (2.6, 2.4, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*

Suggestions from Faculty regarding topics and ideas for future CTLE events and programs:

- **Formative assessment**
- Group projects and **rubrics**
- **How to assess student work**
- How to develop **rubrics**
- Designing online instruction, especially active learning for online courses
- Techniques for STEM courses
- **Formative assessment** and other strategies for student success
- Universal Design for Learning
- Dealing with incivility in the classroom
- Plagiarism
- Time management for course material; striking the balance between covering content and student engagement activities
- Study techniques that students can use in courses with heavy content
- How to embed **formative assessment** during instruction
- Share new innovative teaching styles
- Effective team work
- How to organize the documentation/evidence for annual reviews
- Writing teaching philosophy statements
- Continue to offer the Portfolio Retreat annually during May
- Organize a workshop for new faculty on how to organize ideas for annual reviews, third year review, and tenure; and review standards of academe
- Provide a workshop on how to provide effective feedback for peers to evaluate each other
- Writing workshops at or near time annual reviews are due
- Workshop on accessibility (closed-captioning videos for courses)
- Efficient **course preparation and grading**
- **Course preparation and grading**
- Ways to **foster the success of Part-Time Instructors**
- Organization
- Dealing with sexism encountered by female professors from students and colleagues
- **How to be a Part Time Instructor** and not work 8 other jobs