

Center for Teaching & Learning Excellence

NEVADA STATE COLLEGE



ANNUAL REPORT 2018-2019



August 2019

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 campuswide convocations and training events, coaching and consulting faculty, and many other activities, as shall be summarized in this annual report.

Several key items to highlight:

- 1) **90% of NSC's full-time teaching faculty participated in at least one or more CTLE professional development activities** during Fall 2018 and 87% during Spring 2019.
- 2) **41% of Nevada State's full-time teaching faculty participated in a Faculty Learning Community** during 2018-19.
- 3) The CTLE **facilitated the Teaching Fellows Institute (TFI)** during Summer 2019, assisting and supporting the innovative course design projects of eight (8) faculty.
- 4) During Summer 2019 the CTLE sponsored and facilitated the new Online Course Renovation Collaborative, engaging nine (9) faculty in improving online course design.
- 5) **15 part-time instructors and 9 full-time faculty participated in CTLE's 2nd Annual Active Learning Retreat** (including three part-time instructors who teach online courses remotely but travelled from out-of-state [California, Texas, and Florida] to participate), a three-day professional development activity

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 NSC values innovation, and recognize faculty who invest time and effort towards improving their teaching.

Sincerely,

Chris Garrett, Director, Center for Teaching and Learning Excellence Christine Draper, Instructional Designer, Center for Teaching and Learning Excellence Sierra Adare-Tasiwoopa api, Instructional Technologist, Center for Teaching and Learning Excellence

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.

PRIMARY CONTRIBUTION TO NSC STRATEGIC PLAN (2015-2020)

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

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

OBJECTIVES

- Create inclusive, engaging learning environments
- 🖊 Facilitate interdisciplinary dialogue and collaboration
- **4** 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
- 🖊 Provide services that are confidential, voluntary, and formative

CTLE HIGHLIGHTS

4 Increased the number of Faculty Learning Communities offered.

• Last academic year (2017-2018) nine (9) FLCs were offered; this year that number increased to fourteen (14). During Fall Semester 2018, eight (8) Faculty Learning Communities were organized and engaged 37 teaching faculty (25 full-time and 12 part-time). In the spring there were six (6) FLCs, with 41 teaching faculty (22 full-time and 19 part-time) participating. During 2018-2019, each Faculty Learning Community (FLC) focused on one of the following topics: Creativity in the Classroom and Online; Flipping the Classroom; Digital Learning Strategies; Dynamic Lecturing; Discussion-Based Learning; Teaching Difficult Subjects; Small Teaching; Pedagogy of the Oppressed; Teaching the Whole Student; Classroom Technology; and Making Teaching Visible. Each FLC met monthly to discuss readings, best practices, and receive feedback on innovative ideas and learning activities. Shantal Marshall proposed an FLC topic, "Teaching Difficult Subjects," and she facilitated that FLC during Spring 2019. During 2018-2019, 41% of our full-time teaching faculty participated in an FLC. In Fall 2018, 56% of new full-time faculty participated in an FLC.

Offered the 2nd annual, campus-wide Active Learning Retreat for both full-time faculty and part-time instructors.

During June 2019, the CTLE organized and facilitated an intensive, three-day program for 24 teaching faculty (15 Part-Time and 9 Full-Time). Workshops were presented on various teaching and learning topics, and participants engaged in working sessions focused on the following deliverables: create a new learning activity or make a change in his/her teaching practice to improve student learning outcomes; design an evaluation plan to measure the effectiveness of the new learning activity or change in his/her teaching practice. \$450 stipends were provided to those actively engaged in the entire program and made progress on these deliverables.

Supported faculty in pursuing and completing CTLE Teaching Academy Certificates.

 Last academic year (Fall 2017), in collaboration with our CTLE Faculty Advisory Board, we designed and introduced a new professional development program called the CTLE Teaching Academy. Currently, two certificates are offered to all full-time and part-time faculty and can be completed in one to two years. Certificate requirements include engaging in workshops, Faculty Learning Communities, Teaching Circles, and writing a reflective essay (see Appendix). There are two certificates with an estimated investment of 13-20 hours to complete the Foundations of Teaching Certificate. As of August 2019, fifteen (15) faculty (including two Part-Time Instructors) completed the requirements for the Foundations of Teaching Certificate and were recognized at Fall Convocation on August 21, 2019:

- Sarah Bryans-Bongey, SOE
- Vanessa Mari, SOE
- Serge Ballif, LAS
- Aaron Wong, LAS
- Jessica Price, LAS (PTI)
- Emily Hoover, LAS
- Kayla Bieser, LAS
- Vu Duong, LAS
- Sherri Coffman, SON
- Susan Growe, SON
- Patricia Nill, SON
- Christine Beaudry, SOE
- Lori Navarrete, SOE
- Christina Squires, LAS
- Malak Charara, LAS (PTI

In addition, two full-time faculty have completed the CTLE Teaching Academy Advanced Certificate: Reflective Practitioner and were be recognized at Fall Convocation on August 21, 2019:

- Vanessa Mari, SOE
- Patricia Nill, SON

Coordinated and facilitated the 2019 Teaching Fellows Institute.

- Thanks to continued financial support from the Office of the Provost, the Teaching Fellows Institute (TFI) was offered again during Summer 2019. This year marked the first opportunity for the CTLE to coordinate and facilitate this six-week professional development program. During TFI, each faculty member engaged in mini-workshops, discussions about teaching and learning, and course design. Eight faculty made significant progress on their respective course projects:
 - Dawn Butler, LAS: Linked Courses (ALS 101 & Communications 101)
 - Myra Infante-Sheridan, LAS: Linked Courses (ALS 101, BIO 189, & ENG 101)
 - Nathan Silva, LAS: Linked Courses (ALS 101, Biology 189, & ENG 101)
 - Jessica Price, LAS: Linked Courses (Women Studies 101 & ENG 101)
 - Emily Hoover, LAS: Linked Courses (Women Studies 101 & ENG 101)
 - Derric Carter, LAS: Interdisciplinary Studies 300 Online Course
 - Seth Churchman, LAS: Math 95R Curriculum Redesign
 - Christina Squires, LAS: Psychology 201 Online Course

Organized and facilitated the 2018 New Faculty Orientation and coordinated mentoring for new faculty.

 The CTLE offered its annual, campus-wide orientation and ten (10) new fulltime faculty and new administrators attended on August 16, 2018. In addition to introducing new faculty to campus partners and resources for student success and faculty support, brief training was provided on instructional technology and teaching methods. The CTLE Director also ensured that mentoring partnerships were established for each new faculty member. The CTLE organized several events to facilitate and encourage mentoring conversations.

Planned and co-sponsored 2019 Spring Faculty and Staff Professional Development Day (aka Spring Convocation).

- The CTLE Team engaged in the planning process for the 2019 Spring Convocation event with CTLE Director Chris Garrett serving as chair and Christine Draper and Sierra Adare-Tasiwoopa api also serving on the planning committee. The CTLE also co-sponsored Spring Convocation (held on Friday, February 8) by providing funding support for the Keynote Guest Speaker, Dr. Michael Wesch (Kansas State University). In his keynote presentation, "EdTech 3.0: Rediscovering the Essence of Learning," Dr. Wesch provided inspiring stories and insights about effective teaching, student engagement, and utilizing new instructional technologies. He also facilitated a breakout session later that afternoon titled, "Teaching Upside Down: Re-imagining Your Course by Starting with What is Real and Meaningful." In the post-event survey, the feedback on the event was overwhelmingly positive:
 - "It was the best keynote I have ever heard."
 - "Dr. Wesch's presentation was inspiring and amazing. I enjoyed hearing his experiences."
 - "My favorite part of these events is always the keynote speaker. It brings external energy back into the college and offers a fresh perspective on teaching and learning."

Other breakout session topics included: diversity, marketing, rubrics, instructor feedback, helping distressed students, and Windows 10.

4 Recognized for outstanding contributions to the campus community.

- Christine Draper received Nevada State College's "Be Great Award" Spring 2019.
- In Spring 2019 Sierra Adare-Tasiwoopa api was honored with a profile included in Nevada State College's Celebrating Excellence in Diversity.

4 Coordinated the pilot program for the Online Quality Assurance Rubric.

In Fall 2018, the CTLE commenced work on an initiative to improve the quality of online teaching and learning. As part of our work in the initial phase of the Online Quality Assurance Initiative a faculty working group comprised of five faculty and three staff members from the CTLE designed a rubric that will be used to evaluate online courses. In addition to designing the rubric we also tested it out by evaluating three NSC courses. The CTLE coordinates and facilitates the Online Quality Assurance Review Process. During Spring 2019 we continued into the second phase of the initiative as a pilot program (dubbed "Mission Possible") and training was provided by the CTLE Team to six faculty on how to use the rubric. Those six reviewers were divided into two teams who then evaluated six additional online courses. At this stage in the process, we are relying on faculty volunteers who desire to receive feedback on their online course design.

4 Provided travel grants for faculty to engage in conferences.

- The CTLE provided funding to support faculty to participate in and/or present at two academic conferences:
 - The 3rd Annual Intermountain Teaching for Learning Conference (Utah State University, Logan, Utah)
 - Vanessa Mari & Katie Durante, "Reinforcing Learning: Using Escape Rooms to Engage Students in Discussion."
 - Becky Cash, "If You Build It, They Will Come: Scaffolding Writing Tasks for Student Success."
 - Heather Lang-Cassera, "How Does That Relate to This? Activating Prior Knowledge."
 - Christine Draper, "Refresh Your Lecture with Active Learning Techniques."
 - Sierra Adare-Tasiwoopa api, "Refresh Personalized Learning with Canvas MasteryPaths."
 - Chris Garrett, "Reinforce Learning in Discussions through Effectively Responding to Student Contributions."
 - InstructureCon (Long Beach, California):
 - Katie Durante
 - Sherri Coffman
 - Rachel Bowers
 - Sharon Jones (coordinated funding support via SOE)
 - Sierra Adare-Tasiwoopa api

Coordinated 2nd Annual Excellence in Online Learning Series.

 In 2017-2018, we offered an online workshop and luncheon event for faculty that featured Ariel Anbar (Arizona State University) who shared his gamified online science course. In Fall 2018, the CTLE sponsored the second annual event—an online workshop led by Courtney Stewart and Travis Thurston (Utah State University) that focused on creating student-centered online learning activities.

Facilitated a new summer professional development program, the Online Course Renovation Collaborative.

 Offered as a six-week program during May and June 2019, the objectives of the Online Course Renovation Collaborative were to create more engaging online courses, utilize best practices, experiment with new tech tools, and utilize the new Online Course Quality Assurance Rubric. Eight (8) part-time instructors and one (1) full-time faculty engaged in this intensive training experience facilitated by CTLE Instructional Technologist Sierra Adare-Tasiwoopa api. Seven of the nine participants completed the online course and received a \$1,000 stipend.

Designed and Introduced the Affinity Groups Directory.

 As Nevada State College continues to grow rapidly, we face the challenges of connecting and strengthening relationships within our campus community. Toward that end, the CTLE created a new directory of affinity groups, a list of various shared interests, hobbies, and activities. We hope that these affinity groups will assist in fostering a sense of belonging for staff and faculty (especially new faculty). The list now includes 15 affinity groups (e.g., arts and crafts, dog lovers, hiking, tennis, etc.).

4 Implemented and increased efforts to improve workshop attendance.

 To improve attendance at workshops the CTLE offered more events during the campus common time slot. We also organized more workshops that featured faculty as presenters and/or co-presenters. We polled faculty on topics that they were most interested in, asked for their availability, attempted to schedule those events they were interested in during times they stated they were available, and then emailed personalized invitations to faculty for those events. Unfortunately, after implementing these efforts, overall workshop attendance rates did not significantly increase as we had hoped.

Faculty Learning Communities	New Faculty Orientation	Consultations on Teaching
Teaching Academy Certificate	Mentoring Partnerships	Consultations on Technology
Workshops (campus-wide)	Portfolio Training	Writing Retreats
Requested Topic Workshops at	Teaching Observations with	Mid-Term Feedback (Small-
School Faculty Meetings	Formative Feedback	Group Instructional Diagnosis)
Coaching on Scholarship	Teaching Circles	Canvas Site with Resources
Faculty Showcase Events	Bi-Monthly CTLE Newsletter	Books on Teaching & Learning
Active Learning Retreat	Canvas Training Sessions	Evaluating Teaching Training
Teaching Fellows Institute	Online Course Renovation	Assessment Training
	Collaborative	

LIST OF CTLE PROGRAMS, ACTIVITIES, SERVICES, AND RESOURCES

ASSESSMENT OF FACULTY LEARNING OUTCOMES

Upon completion of these programs, we surveyed faculty participants and asked them to self-assess their progress in each of the four Faculty Learning Outcomes through their involvement with CTLE programs and services. That data is summarized below.

	Teaching Fellows Institute	Active Learning Retreat	Online Course Renovation Collaborative	CTLE Teaching Academy Certificate	Faculty Learning Communities
Engaging in critical self- reflection about my work as a teacher	100% strongly agreed or agreed	96% strongly agreed or agreed	100% strongly agreed or agreed	100% strongly agreed or agreed	100% strongly agreed or agreed
Expanding my knowledge of evidence-based teaching and learning methods	88% strongly agreed or agreed	100% strongly agreed or agreed	100% strongly agreed or agreed	89% strongly agreed or agreed	100% strongly agreed or agreed
Incorporating best practices in course design, instructional methods, and/or assessment	88% strongly agreed	100% strongly agreed or agreed	100% strongly agreed or agreed	89% strongly agreed or agreed	100% strongly agreed or agreed
Collaborating in a community of teaching scholars	88% strongly agreed or agreed	100% strongly agreed or agreed	80% strongly agreed or agreed	100% strongly agreed or agreed	100% strongly agreed or agreed

Full-Time Faculty Participation

in at least One or More CTLE Faculty Development Activity

Fall 2018

SCHOOL/ UNIT	TOTAL	# FACULTY	# FACULTY DID NOT	PARTICIPATION RATE
	FACULTY	PARTICIPATED	PARTICIPATE	
EDUCATION	14	11	3	79%
LIBERAL ARTS	45	41	4	91%
& SCIENCES				
NURSING	21	20	1	95%
LIBRARY	3	1	2	66%
Totals	83	73	10	90%

Spring 2019

SCHOOL/ UNIT	TOTAL	# FACULTY	# FACULTY DID NOT	PARTICIPATION RATE
	FACULTY	PARTICIPATED	PARTICIPATE	
EDUCATION	14	12	2	86%
LIBERAL ARTS	45	38	7	84%
& SCIENCES				
NURSING	22	20	2	91%
LIBRARY	5	5	0	100%
Totals	86	75	11	87%

Summer 2019

SCHOOL/ UNIT	TOTAL	# FACULTY	# FACULTY DID NOT	PARTICIPATION RATE
	FACULTY	PARTICIPATED	PARTICIPATE	
EDUCATION	14	7	7	50%
LIBERAL ARTS	46	13	33	28%
& SCIENCES				
NURSING	23	10	13	43%
LIBRARY	5	2	3	40%
Totals	88	32	56	36%

Part-Time Faculty Participation

in at least One or More CTLE Faculty Development Activity

Fall 2018

SCHOOL/ UNIT	# PT FACULTY
	PARTICIPATED
EDUCATION	1
LIBERAL	16
ARTS &	
SCIENCES	
NURSING	3
Totals	20

Spring 2019

SCHOOL/ UNIT	# PT FACULTY
	PARTICIPATED
EDUCATION	2
LIBERAL	23
ARTS &	
SCIENCES	
NURSING	1
Totals	26

Summer 2019

PT FACULTY
PARTICIPATED
1
19
1
21

Fall 2018

Program/Activity	Number of Participants
New Faculty Orientation	22
LAS Faculty Workshop: Polling Tool	32
LAS Faculty Workshop: Student Engagement	32
SON Faculty Workshop: New Canvas Tools	21
SON Faculty Workshop: Student Engagement	21
Workshop: Engaging with your Students	19
Workshop: New Canvas Gradebook	4
Workshop: Active Learning	7
Workshop: Flipgrid	8
Workshop: Flipped Learning Strategies	8
Workshop: Assessment	4
Workshops: Yuja Tools	3
Workshop: Evaluation Kit	4
Humanities Dept. Workshop: MasteryPaths	7
SON Faculty Workshop: Nearpod	19
Workshop: StudyMate	3
Workshop: Padlet	2
Workshop: ASL Basics	6
Workshop: Question Banks	2
Workshop: Student Engagement	17
Workshops: Help Your Students Bloom	2
Workshop: Teaching Tricks	10
Workshop: Mastery Paths	2
Workshop: Creating Rubrics	3
Guest Webinar: Excellence in Online Teaching	13
FLC: Creativity in the Classroom and Online	12
FLC: Flipping the Classroom	22
FLC: Digital Learning Strategies	13
FLC: Classroom Technology	19
FLC: Flipping the Classroom	17
FLC: Dynamic Lecturing	19
FLC: Dynamic Lecturing	20
FLC: Dynamic Lecturing	14
FLC: Discussion-Based Learning	26
Teaching Circles	8
CTLE Individual Consultations	269
Totals	710

Spring 2019

Program/Activity	Number of Participants
LAS Faculty Workshop: Icebreakers	23
LAS Faculty Workshop: MasteryPaths	23
New Faculty Mentoring Luncheon	14
Workshop: Backwards Course Design	10
Workshop: Visually Engaging Syllabi	8
Workshop: New Canvas Gradebook	16
Breakfast Discussion: Innovative Teaching-M. Wesch	15
Convocation Keynote: Mike Wesch, EdTech 3.0: The Essence of Learning	51
Convocation Session: Rubrics	5
Convocation Session: Instructor Feedback	8
Workshop: iClickers	4
SON Faculty Workshop: Formative Assessment	15
Workshop: Rubrics and Other Canvas Tools	5
Workshop: Building a Better Lecture	7
Workshop: StudyMate	1
Intermountain Teaching for Learning Conference	7
Workshop: MasteryPaths	3
Workshop: Rubrics and Other Canvas Tools	6
Workshop: Teaching GenZ Students	4
Workshop: Office365 in Canvas & Badges	2
Workshop: Rubrics and Other Canvas Tools	3
Workshop: Active Learning Strategies	3
Workshop: Date Modifier and Flipgrid	3
Workshop: Peer Review & Learning Mastery Gradebook	1
FLC Showcase	15
Workshop: Escape Rooms as Tool for Engagement	5
FLC: Teaching Difficult Subjects	19
FLC: Small Teaching	19
FLC: Pedagogy of the Oppressed	36
FLC: Teaching the Whole Student	38
FLC: Classroom Technology	19
FLC: Making Thinking Visible	37
Teaching Circles	5
CTLE Individual Consultations	175
Totals	605

Summer 2019

Program/Activity	Number of	Overall
	Participants	Rating ¹
Teaching Fellows Institute	8	4.00
Portfolio Workshop: Philosophy	8	
Portfolio Workshop: Teaching	4	
Portfolio Workshop: Service	4	
Portfolio Workshop: Scholarship	3	
Course Design 1	8	
Course Design 2	12	
Course Design 3	9	
InstructureCon: Canvas Conference	5	
Online Course Renovation Collaborative	9	4.00
Active Learning Retreat: Day 1	25	3.96
Active Learning Retreat: Day 2	25	
Active Learning Retreat: Day 3	25	
CTLE Individual Consultations	110	
Totals	246	

¹ Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following paraphrased question: "[This activity] was a useful and valuable experience."

SUMMARY OF DATA-FACULTY FEEDBACK SURVEYS

Feedback from Faculty Who Participated in CTLE's Faculty Learning Communities:

- I really enjoyed sharing ideas and strategies.... The fact that faculty were from various disciplines made it even more interesting and helped me develop pedagogical approaches and also to make collegial connections with people with whom I might not otherwise connect with.
- The 4 sessions that I attended were an enormous help to me, not just as an instructor, but the knowledge gained can enhance the course and outcomes along with helping the students be better students. In short, I learned much this past semester with CTLE. The things I learned will be integrated into my summer (trial run) and moving forward, will become the norm.
- When I brought concerns/questions about progress/student engagement to the group, everyone was very helpful and provided a lot of very useful knowledge.
- This FLC provided me an opportunity to learn many new ideas in the technology area that I will utilize next semester. This will benefit me as an instructor because it will allow me to provide additional strategies to increase student engagement.
- It was a good chance to see various techniques applied across several disciplines, especially mind-maps which I have never had much of a vision for.
- What helped me most was hearing my colleagues discuss the challenges they face in the classroom, and how they address them, and learning about the assignments and methods they use to help students learn certain objectives. It provided me with a diversity of thought that informs my own teaching strategies.
- There was so much value in this FLC. Overall, I appreciated that it forced me to dedicate time to read about pedagogy and provided the opportunity to discuss foundational and theoretical pedagogy concepts. With how hectic our jobs are, it can be difficult to prioritize the time to think about new paradigms when so many other tasks require immediate attention.
- > [This FLC] helped me feel connected, as a PTI, to full-time faculty members and learn from their expertise.
- This FLC, like others in which I've participated, helped me as a teacher by offering practicable takeaways. Perhaps the most notable from this FLC were techniques for encouraging reflection throughout the semester, not just at the end of the academic term.
- Over the course of the semester I was able to go to her either in-person or via email with my tough questions and receive excellent advice. The feedback and follow-up on our class discussions helped me in many ways. I even will go so far as to say that my participation in the FLC this semester assisted me in earning an exemplary on my in-class evaluation. During my first year at NSC, I had discontinued doing many of the things I used to do but the FLC really validated my style of teaching by exposing me to the theoretical framework behind what I was doing in many respects.

SUMMARY OF DATA-FACULTY FEEDBACK SURVEYS

Feedback from Faculty Who Participated in CTLE's Workshops: What were the major takeaways?

- > I gained several new ideas for improving student experiences in my classroom.
- > I need to vary instructional techniques and use different materials to engage students!
- I need to keep the goal of the lesson in mind and I need to include authentic assessments in my classroom.
- This presentation covered a range of important features regarding the new gradebook. I will be activating this and appreciate the pointers that will allow me to make the most of the new tools.
- > The rubric features will be super helpful for the course I teach.
- > I love the idea of embedding drawings for concept checking, etc. Very cool!
- I do a quick review lesson before each class. I can use Nearpod for this. This way they also get this review after class which they currently don't get right now.

SUMMARY OF DATA-FACULTY FEEDBACK SURVEYS

What influenced your decision to participate in the CTLE Teaching Academy Certificate program?

Opportunity to meet and network with other	71%
faculty	
Desire to collaborate with others	57%
My professional development needs (e.g.,	86%
seeks ways to improve my teaching)	
Motivated to complete a structured program	14%
Earn a certificate to demonstrate my	57%
commitment to my professional development	
(and include that achievement in my Annual	
Review and/or Portfolio)	

***** What influenced your decision to participate in the Active Learning Retreat?

Opportunity to meet and network with other	79%
faculty	
Desire to collaborate with others	67%
My professional development needs (e.g.,	92%
seek support in improving a course and/or	
my teaching)	
Scheduled during summer	63%
Stipend was offered	58%

***** What influenced your decision to participate in the Teaching Fellows Institute?

Opportunity to make time to connect with	100%
campus partners and resources	
Desire to collaborate with others on my	75%
project	
My professional development needs (e.g.,	75%
seek support in improving a course and/or	
my teaching)	
Scheduled during summer	88%
Stipend was offered	88%
Needed support and structure for an	63%
innovative project idea	

***** What activities were valuable to you during the Teaching Fellows Institute (TFI)?

Networking, feedback, and discussions with	88%
other TFI faculty participants	
Receiving feedback and support from CTLE	100%
facilitators	
Mini-Workshop Sessions	63%
Structured Design Time	88%
Networking and meeting with Campus/Staff	75%
Partners	

Comments/Feedback from Teaching Fellows Institute Participants:

- *"TFI was an amazing experience. Everyone should have the opportunity to experience this level of collaboration!*
- "Very enjoyable and productive."
- "It was an awesome experience! I'm so thankful for the opportunity."
- "Excellent experience! Was really great working and collaborating with colleagues."

What influenced your decision to participate in the Online Course Renovation Collaborative?

Opportunity to meet and network with other	100%
faculty	
Desire to collaborate with others	80%
My professional development needs (e.g.,	100%
seek support in improving a course and/or	
my teaching)	
Scheduled during summer	60%
Stipend was offered	100%

What activities and resources were valuable to you during the Online Course Renovation Collaborative?

Networking, feedback, and discussions with	60%
other TFI faculty participants	
Receiving feedback and support from CTLE	100%
facilitators	
The content and concepts presented	100%
Learning more about Canvas	80%
Opportunity to experiment with new tech	100%
tools	
The textbook that was provided	80%

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 -Incorporate evidence-based best practices in course design, instructional delivery, and assessment
-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	-Faculty retention -Engage in reflective practice

CTLE Contributions Toward Achieving the 2015-2020 NSC Strategic Plan

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

- Faculty Learning Communities (FLC) Program
 - Organized and facilitated 14 cross-disciplinary Faculty Learning Communities (FLCs) comprised of full-time faculty and part-time instructors that met monthly, 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 for early tenure-track faculty during summer workshop series, focusing on how faculty can document teaching philosophies, effective instructional strategies, learning outcomes, and assessment methods (Strategic Plan Item 2.4)
- Professional Development Workshops
 - Provided workshops to enhance instructional quality, including topics such as active learning, assessment, course design, learning theory, and instructional technology (Strategic Plan Item 2.4).

Enrichment - Initiative: Inspire Meaningful Accomplishments

- Improve Online Learning
 - Provided workshops and Faculty Learning Communities on Online Teaching and Learning for NSC faculty; coordinated Online Course Quality Assurance pilot program (2.6, 2.4, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)

2018-2019



CTLE Team

Director: Chris Garrett, PhD Instructional Technologist: Sierra Adare-Tasiwoopa api, PhD Instructional Designer Christine Draper, PhD

Committee Work

- Strategic Planning Working Group: Curriculum and Instruction
- Adjunct Faculty Affairs Committee, Faculty Senate
- Bookstore Vendor Selection Committee
- Seed Awards Research Grants Committee, Office of the Provost
- Diversity and Inclusion Task Force
- First Generation Subcommittee, Diversity and Inclusion Task Force
- Attracting and Engaging Diverse Faculty and Staff Subcommittee, Diversity and Inclusion Task Force
- Planning Committee, Fall Convocation 2018
- Planning Committee, Spring Convocation 2019
- Planning Committee, Summer Professional Development Day 2019
- Planning Subcommittee, 2019 Southern Nevada Diversity Summit,
- Planning Committee, 2018 NSHE Southern Nevada Diversity Summit
- Proposal Review Committee, 2018 NSHE Southern Nevada Diversity Summit
- Technology Advisory Committee
- Search Committee Member-CEDI Director Search
- Online Quality Assurance Working Group
- Canvas Working Group

External Committees and Professional Service

- Founding Board Member, NVTESOL Group
- Planning Committee, 2019 NVTESOL Conference.
- Planning Committee, Intermountain Teaching for Learning Conference
- Executive Board, Intermountain Consortium for Faculty Development
- Proposal Reviewer, 2019 Professional and Organizational Development (POD) Network Conference.
- Reviewer, *To Improve the Academy Journal*, Professional and Organizational Development (POD) Network
- Reviewer, Georgia Journal of Reading, Georgia Reading Association
- National Board Member-Endowment Committee, Children's Literature Assembly
- Reviewer, The Reading Teacher Journal, International Literacy Association
- POD Scholarly Reading Group, Professional and Organizational Development (POD) Network
- New Faculty Developers Focus Workgroup, Professional and Organizational Development (POD) Network

Customized Services (Campus Projects)

- Designed and developed Academic Success Center Tutoring Course in Canvas (2018-2019)
- Designed and created Online Evidence Room in Canvas for School of Nursing Accreditation (2018-2019)
- Consulted and Facilitated, Creation of a new Peer Teaching Evaluation Rubric, Physical and Life Sciences Department (Fall 2018).
- Consulted and Facilitated, Program Outcomes Assessment and Revision Project, Environmental and Resource Science (Summer 2019)
- Designed and facilitated two workshops ("Polling Tool" and "Active Learning") for the Fall 2018 School of Liberal Arts and Sciences Faculty Development Day
- Designed and facilitated two workshops ("New Canvas Tools" and "Student Engagement") for the Fall 2018 School of Nursing's Faculty Meeting
- Designed and facilitated two workshops ("Mastery Paths" and "Breaking the Ice") for the Spring 2019 School of Liberal Arts and Sciences Faculty Development Day
- Designed and facilitated one workshop on formative assessment for the School of Nursing Faculty Meeting, Spring 2019
- Provided support to Library Services for the Open Stax Institutional Partner Project
- Set up a demo of Unicheck plagiarism software for Information Technology Services
- Edited and corrected the closed captions on YuJa videos several faculty members in LAS
- Created self-reflections and modules on plagiarism and APA citations and formatting for faculty in the School of Nursing
- Created a module on Peer Review for School of Liberal Arts and Sciences faculty
- Revised the Getting Started with Canvas for new School of Liberal Arts and Sciences full-time and part-time faculty
- Created a video on how students can access their Turnitin scores for the School of Nursing
- Trained faculty and created a step-by-step guide for students in First Year Experience and English courses on how to use Canvas's ePortfolio
- Developed the Online Student Preparedness Module for Gregory Robinson, Vice-Provost
- Trained English Department faculty on Canvas and Design Tools Objectives/Outcomes
- Created a How to Feedback on Graded Assignments for School of Liberal Arts and Sciences faculty
- Developed a Frequently Asked Questions and Resources Module for School of Liberal Arts and Sciences faculty

Publications

- Draper, C. A. & Garrett, C. "Engaging Faculty in Experimenting, Assessing, and Revising Teaching Strategies and Practices through Teaching Academy Certification." In *Re-Imagining Teaching to Maximize Student Learning: Case Studies of Faculty Development Centers*, Otherine Neisler, Peter Looker, Mairette Newman, eds. Palgrave Macmillan (Forthcoming, 2020).
- Draper, C. A. (2018). "Little Leaders: Bold Women in Black History." READ: An Online Journal for Literacy Educators, 3 (6): 50.

Conference Presentations

- Adare-Tasiwoopa api, S. "Gamification for Student Engagement," InstructureCon, Long Beach, California, July 2019.
- Adare-Tasiwoopa api, S. "Refresh Personalized Learning with Canvas Mastery Paths," Intermountain Teaching for Learning Conference, Logan, Utah, March 2019.
- Adare-Tasiwoopa api, S. "Gamifying an Online English Course with Canvas," Nevada Innovations Summit, Las Vegas, July 2018.
- Draper, C. A., & Garrett, C. "More than lip service: Promoting Belonging for Isolated Adjunct Faculty," Professional and Organizational Development Annual Conference, Portland, Oregon, November 2018.
- Draper, C. A. "Refresh Your Lecture with Active Learning Techniques." Intermountain Teaching for Learning Conference, Logan, UT, March 2019.
- Draper, C. A., Scott, H., LeJeune, M., & Reidel, M. Tucson Festival of Books, "Difficult Topics, Strong Emotions: The Power of Story," Tucson Festival of Books, Tucson, March 2019.
- Garrett, C. "Evaluating Faculty Development Programs in Higher Education," Hawaii International Conference on Education, Honolulu, January 2019.
- Garrett, C. "Reinforce Learning in Discussions through Effectively Responding to Student Contributions," Intermountain Teaching for Learning Conference, Utah State University, Logan, Utah, March 2019.

APPENDIX

The CTLE Teaching Academy Certificates

Goals for the CTLE Teaching Academy:

- Encourage engagement in the CTLE programs
- Provide opportunity to recognize faculty who strive to improve their teaching
- Provide a structured program that identifies key areas of expected competencies for our teachers

Learning Objectives

Those who pursue Teaching Academy Certificates will be able to:

- Examine your own assumptions about teaching and learning
- Engage in the process of experimenting, assessing, and revising your teaching strategies and practices in order to improve student learning
- Practice critical reflection to catalyze your professional growth as a teacher

Foundational Teaching Topics

Learning Theory & Strategies

• Bloom's Taxonomy, Metacognition, Learning Strategies, Study Cycle, Growth Mindset

Course Design

• Backward Design, Facilitating Diverse Ways of Learning

Teaching Methods

• Discussion-Based Learning, Collaborative Learning, POGIL, Technology Tools (e.g., Canvas), Online Teaching, Service Learning, Experiential Learning

Assessment

• Formative Assessment, Summative Assessment, Grading, Providing Meaningful Feedback

Foundational Ability

Reflective Practice and Observation

• Peer-reviewed teaching, receiving formative feedback

Logistical Notes

- The CTLE Teaching Academy Certificate can be completed at your own pace during a one or twoyear period
- Approximately 13-14 hours required to complete the CTLE Teaching Academy Certificate: Foundations of Teaching
- Approximately 12-15 additional hours required to complete the CTLE Teaching Academy Advanced Certificate: Reflective Practitioner
- Certificate recipients will be recognized at Fall Convocation annually in August

The CTLE Teaching Academy Certificate: Foundations of Teaching

Learning Experiences:

- > Attend at least five (5) CTLE Workshops that include at least two (2) Foundational Teaching Topics
- Actively engage in a Faculty Learning Community (FLC) on a teaching and learning topic for at least one
 (1) semester (active engagement=attend at least 75% of the scheduled FLC meetings)
- Participate in a CTLE Teaching Circle (an interdisciplinary partnership, focused on formative feedback):
 receive two (2) teaching observations from your Teaching Circle colleagues and engage
 - afterwards in reflective sessions;
 - provide one (1) teaching observation for your Teaching Circle colleague and provide feedback afterwards in a reflective session.
- Write a one to two-page reflective essay about your personal growth as a teacher during these learning experiences; share reflections on new activities and innovative ideas that you implemented into your teaching; record how you assessed the impact of those implementations. This reflective essay will be shared at the end-of-the-year celebratory event for the Teaching Academy (held in the spring).

The CTLE Teaching Academy Advanced Certificate: Reflective Practitioner

Those who have successfully completed the CTLE Teaching Academy Certificate are invited to continue to develop their skills as reflective practitioners by fulfilling these additional Learning Experiences:

- Attend at least two (2) additional CTLE Workshops (with the goal of additional breadth, covering each of the Foundational Teaching Topics)
- Actively engage in one additional (1) Faculty Learning Community on a teaching and learning topic (active engagement=attend at least 75% of the scheduled meetings).
- > Participate in one additional **CTLE Teaching Circle**:
 - receive two (2) teaching observations from your Teaching Circle colleagues and engage afterwards in reflective sessions;
 - provide one (1) teaching observations for your Teaching Circle colleagues and provide feedback afterwards in reflective sessions.
- Request the Mid-Semester Feedback from Students (aka Small Group Instructional Diagnosis) service conducted by the CTLE and engage in the consultation process to discuss student responses.
- Submit your Teaching Portfolio to the CTLE to post in a digital repository to share with NSC faculty. The Teaching Portfolio should include your teaching philosophy statement, teaching strategies, assessment methods, response to course evaluations, statement on professional development, and artifacts of teaching and learning.