# Center for the Advancement of Teaching and Learning

# Annual Report 2017-18

## Mission

The Center for the Advancement of Teaching and Learning partners with instructors to promote a culture of continuous improvement in teaching by investigating and engaging with evidence-based best practices, professional development opportunities, the Scholarship of Teaching and Learning (SoTL), and the cultivation of reflective learning communities. Our ultimate goal is to engender lifelong learning in instructors to enhance the student experience.

## Staff and support

The Center is staffed by a Director (Caroline Boswell, 3 (+1 grant-supported) course reassignment appointment and summer stipend), a Lead Instructional Designer (Todd Dresser, full-time academic staff), and three learning technologists (Kate Farley, Luke Konkol and Nathan Kraftcheck, full-time academic staff). We receive limited support from a University Services Associate in the Office of the Provost (Mariah Pursley, full-time university staff).

The Center also hires a Director of our UWGB Teaching Scholars program on a yearly basis (Kris Vespia. The Instructional Development Council and the UW System’s Office for Professional and Instructional Development also support the Center. The Director of the Center serves as UWGB's administrative representative on the OPID Council and this year Alison Staudinger served as the UWGB faculty representative.

## Programs and initiatives in 2016-17

* One-time Student Success Projects
* New online and hybrid program design grant
* Online Teaching Fellows Program
* Instructional Development Institute
* UWGB Teaching Scholars and OPID Initiatives
* Grants and awards offered
* Workshops and reading groups
* Canvas transition & trainings
* Other Initiatives
* Research

### One-time Student Success Projects

###### U-Pace

Lead Instructional Design Todd Dresser worked with two instructors to launch two U-Pace courses – a research-driven online course model in which students work at their own pace. We adapted this program from UW-Milwaukee where it has been highly successful at retaining diverse students and first generation students. U-Pace is a self-paced and mastery-based program in which students work at a rate they choose but are held to a 90% mastery level on all course assessments. Since students work at their own pace, the instructor provides individual, coaching style help. Instructors target their help at the places where students get stuck and also gear their feedback to help with student persistence in the course.

###### Lightboard

Instructional technologist Luke Konkol used grant funds to support the building of a lightboard – a glass chalkboard that allows instructors to face the camera while still capturing their writing. This will be particularly useful for instructors who teach courses online in which they need to work through problems with students.

###### Teaching and Learning Community on Capstone Experiences

Director Caroline Boswell and Instructional Technologist Kate Farley facilitated this learning experience design to create a community of practitioners invested in providing learners a cumulative learning experience that integrates learning across the curriculum and promotes the development of the whole person.

Learning Outcomes:

1. Acquire a personalized understanding of the purpose of a capstone experience that balances institutional and scholarly expectations with your (and your students’) dreams for the course.
2. Explore, isolate, and design learning assessments that promote learners’ achievement of your experience's goals and objectives.

Nine instructors participated in the program, including Karen Dalke, Public and Environmental Affairs 430, Eric Morgan, History 480, Rebecca Meacham, English 4XX, Kimberley Reilly, Democracy and Justice Studies 480, David Voelker, Humanities 360, Elizabeth Wheat, Environmental Science and Policy 763 (graduate), Georjeanna Wilson-Doenges, Psychology 494 (online and f2f), College of Health, Education, and Social Welfare, Myunghee Jun, Nursing 4XX (online).

Three cohorts developed -- those interested in:

* Integrative learning outcomes and intentional design within curricula
* ePortfolios and assessment
* Online capstones and high-impact practices

Results:

* Several instructors adopted ePortfolios as a result of their work with community (Wheat, Dalke, Meacham, Boswell, Jun, perhaps others)
* Survey of instructors and assessment of their artifacts show movement toward more intentional curricular and course design
* The community created a resource for those who wish CATL staff are working on creating a resource site that will include best practices for ePortfolios and facilitating high impact experiences online.
* Caroline Boswell is engaged in a multi-institutional research community at Elon University to continue the assessment conversation surrounding capstones.
* Kate Farley is working with the GPS Instructors and Peer Mentors to create a training plan for how to use ePortfolios in the Comm Sci 145 course. In this course, students will all create the same four artifacts, so assessing the ePortfolios efficacy within this course will be easier than most and will give us some data to use in showing the ePortfolio as a high impact experience collector/curation tool.

###### Becoming a Student-Ready University

The Center worked in partnership with the Director of Student Success and Engagement, Denise Bartell, and Associate Professor Kate Burns on this initiative. The campus rallied around the theme of “Becoming a Student-Ready University” with the generous support of the one-time funds. This language of becoming student-ready comes from Dr. Tia Brown McNair, who kicked off the academic year by giving a campus-wide keynote in August 2017. Dr. McNair’s framework flips the traditional narrative on student success, which focuses on how to help students become “college ready”. This new narrative proposes that institutions of higher education can become more effective in serving the goals of liberal education if we view those students from an assets-focused perspective that acknowledges their strengths and their capacities to learn. This keynote generated a lot of discussion across campus. It was a great opportunity for faculty and staff to collaborate on student success initiatives. Dr. McNair’s argument that “we are all educators” was particularly empowering for staff attendees who often feel like they are not equal partners in student success initiatives.

To build on this energy, we hosted a campus open forum in November 2017. Faculty, staff and administrators generated many ideas about varying changes that could be made around campus. Departments were able to create an action plan for what they could do to become more student-ready.

We had originally proposed Terrell Strayhorn in our grant as the possible speaker for the spring semester, but changed to Dr. Christine Harrington instead. Dr. Harrington gave a campus-wide keynote and workshop in January 2018 on small steps to improve student success and giving effective feedback in conjunction with the Instructional Development Institute.

In addition, we hosted four book clubs throughout the academic year: “Are you Smart Enough?: How Colleges’ Obsession with Smartness Shortchanges Students”, “Why are all the Black Kids Sitting Together in the Cafeteria: And Other Conversations About Race?”, “Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream”, and “Enhancing Campus Capacity for Leadership: An Examination of Grassroots Leaders in Higher Education”. These book clubs engaged faculty and staff in interesting discussions relating to equity, college affordability, and changes we could make on campus. For example, in the “Creating effective grass-roots leadership” book club group, there was discussion between faculty and staff about the possibility of block scheduling for our campus. These book club discussions energized faculty & staff and led to increased partnerships between the two groups.

This project was a great way to provide a framework for the various projects on student success and inclusive excellence (e.g., Equity Gap Fellows; Inclusivity Fellows) supported by the Provost’s one time funds this year. It also pointed to the strong desire for faculty and staff to collaborate on projects relating to student success. It showed that we have not had enough campus-wide conversations on these issues, with staff often not feeling as equal partners. This project also highlighted the need for time and energy to prioritize these issues. While there was a lot of discussion about these topics, there was often not enough time to implement the changes needed because of the already heavy workloads for both faculty and staff. In order for institutional change to truly happen around student success, workloads need to be realigned to make this priority happen. In addition, we would encourage more campus-wide events beyond Convocation so that these faculty-staff collaborations can blossom. In terms of next steps, Kate Farley and Caroline are working on producing a dashboard where people will be able to join or lead a grass-roots initiative that bubbled up as a result of this work, whether it is to work on block scheduling, open educational resources, or something from the November open forum. This will be a valuable way to communicate and engage the campus community on continuing this work in the future.

### Equity gap fellows

The goal this project was to reduce the equity gap and maximize student success in large, intro-level gateway courses. The Center Director worked with Denise Bartell, the Director of Student Success and Engagement on a year-long learning community for instructors in order to enhance success in the course, particularly for underrepresented students.

We chose to focus on large, intro-level courses for three reasons. First, they serve a large number of our first year students, and first year students are at greatest risk of non-retention and academic underperformance. Second, these courses tend to have relatively high equity gaps, defined as poorer course grades and completion rates for historically under-represented students (i.e., low income, first generation, and students of color). Third, these courses often serve as a gateway into majors. High equity gaps in these courses reduce access to, and student interest in, the majors served by the course.

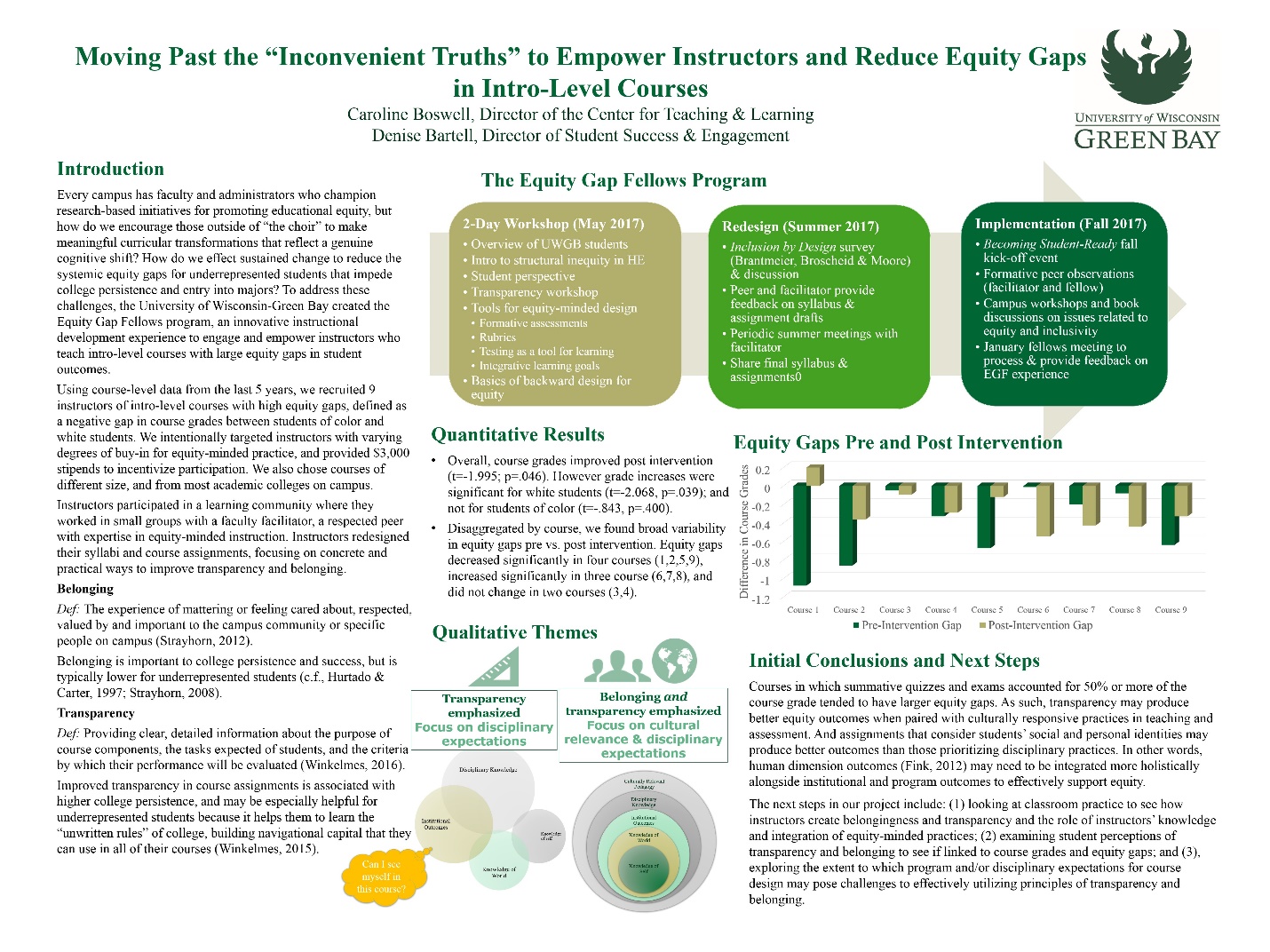
We will recruited 10 instructors who regularly teach large intro-level courses with high first year student enrollments. Instructors were supported in their re-design work by faculty facilitators – three UWGB instructors with expertise in the areas of first year students, equity and inclusivity in education, and student engagement techniques. Each facilitator worked with 2-3 participants.

**Initial Conclusions and Next Steps​**

Courses in which summative quizzes and exams accounted for 50% or more of the course grade tended to have larger equity gaps. As such, transparency may produce better equity outcomes when paired with culturally responsive practices in teaching and assessment. And assignments that consider students’ social and personal identities may produce better outcomes than those prioritizing disciplinary practices. In other words, human dimension outcomes (Fink, 2012) may need to be integrated more holistically alongside institutional and program outcomes to effectively support equity.​

The next steps in our project include: (1) looking at classroom practice to see how instructors create belongingness and transparency and the role of instructors’ knowledge and integration of equity-minded practices; (2) examining student perceptions of transparency and belonging to see if linked to course grades and equity gaps; and (3), exploring the extent to which program and/or disciplinary expectations for course design may pose challenges to effectively utilizing principles of transparency and belonging.

**Addendum:** GPA data results and research poster presented at the AAC&U conference in March, 2018 in San Diego.



###### Advising Certificate Program

The Center participated in the development of the Advising Certificate program. Darrel Renier and Denise Bartell headed this student success grant, aimed at building the knowledge and skills of faculty advisors. Caroline Boswell and Todd Dresser served on the development team for this program and helped design the program’s objectives. They also advised on how to make this program hybrid so that participants would engage in sessions in the face-to-face and environments and they worked to make those two environments feed into one another. This program appears to be on hold due to staff turnover and Project Coastal. But the work done last year will hopefully pay dividends once the program launches.

### Online and Hybrid Program Design Grant

We launched a new grant program that grows out of the campus’s work with Quality Matters that will enable courses that are creative as well as legible from the student perspective. We showcased our work on this grant at the Higher Education Innovation Summit at the University of Minnesota, Rochester. The first grant went to PI-Kevin Kain, who organized a group of instructors to work with the Director of English Composition on the design of online writing emphasis courses.

### Online Teaching Fellows

During January and May 2018, CATL provided two online teaching fellow programs for nine instructors. The purpose of the program is to help instructional staff incorporate instructional design best practices into their courses. Although the fellowship is most beneficial for instructors teaching online, knowledge gained can be transferred into face-to-face instruction as well. The program is offered via a hybrid format, consisting of both asynchronous online work and face-to-face sessions.

### Instructional Development Institute

The annual January Instructional Development Institute set a tone for collaboration with the other branch campuses of Project Costal, and due to funding from the Office of the Provost and Business and Finance, we were able to bring in the keynote speaker as an extension of the “Becoming a Student-Ready University” Initiative. Dr. Christine Harrington, Executive Director of the New Jersey Center for Student Success, from New Jersey Council of County Colleges, opened the Institute with her presentation on “Small Actions, Big Impact!” During lunch she facilitated a breakout session were we discussed strategies to help increase student learning via effective feedback. In addition to this huge success, with 109 attendees from our campus and representation from all four colleges, we also were able to open our workshops and presentations to the UW Colleges, who had 36 attendees. The Center was also able to host 16 presentations, six of which were from other UW institutions.

### UWGB Teaching Scholars and OPID Initiatives

###### UWGB Teaching Scholars Program

Kris Vespia, director, designed this program to provide four-to-five faculty and instructors the opportunity to enhance teaching and learning through scholarly research, reflection, and engagement with a community of practice. Each scholar designs and implements a SoTL (Scholarship of Teaching and Learning) project that the scholar develops over the course of the academic year. Professor Vespia designs the year-long program around a theme, and the 2017-18 theme was “Students and Communication.” The scholars meet several times to discuss relevant readings and to discuss the projects, and the scholars meet one-on-one with the director and engage in peer review. The four 2017-18 scholars will present their projects on campus during the 2018-19 academic year.

###### UW Teaching Fellows and Scholars

The UW System’s Office of Professional and Instructional Development offers a similar opportunity to engage in scholarly, reflective teaching and SoTL research. Two faculty members from UWGB (Jon Shelton and Heidi Sherman) participated in the yearlong program, and Shelton presented his research at the OPID Conference in Madison in April 2018.

###### Faculty College

Each May the UW System’s Office for Professional and Instructional Development hosts Faculty College at UW-Richland in Richland Center. In 2018-19 we sent eight faculty members representing all four Colleges to this three-day immersion in intensive, interdisciplinary seminars that delve into research-based best practices in teaching and learning as well as engagement in SoTL research. This unique experience brings instructors from across the System together to engage in critical discussions related to teaching and learning issues such as stereotype threat and the problem of implicit bias, student motivation, and the science of learning

### Grants and Awards

Teaching Enhancement Grants

In conjunction with the Instructional Development Council, the Center supports instructional development opportunities for instructors through our Teaching Enhancement Grants. We have calls in fall and spring semesters, and in 2018-19 we awarded 14 grants for a total of $9,256.00 in awards. These grants fund a range of development opportunities related to instruction and student success, such as a grant to support travel to a teaching seminar at Harvard, the First Year Experience Conference, the International Teaching Education Conference, and more.

Student Nominated Teaching Awards

The Center and the Instructional Development Council awarded the Student Nominated Teaching Award in the Spring 2018 semester. This year, the Council decided to award all instructors who were nominated by at least two students, and whose nominations reflected strong teaching. This lead to a discussion with the Student Government Association, who wishes recapture their agency and oversee it in the future. The winners were: Mandeep Bakshi, Natural and Applied Sciences; Danielle Bina, Information and Computing Sciences; Bryan Carr, Information and Computing Sciences; Heather Clarke, Business Administration; Jason Cowell, Human Development; Ryan Currier, Natural and Applied Sciences; Karen Dalke, Public and Environmental Affairs; Christin DePouw, Education; Heidi Fencl, Natural and Applied Sciences; Jamie Froh Tyrrell, Education; Regan Gurung, Human Development; Stefan Hall, Humanities; Jennifer Ham, Humanities; David Helpap, Public and Environmental Affairs; Michael Hencheck, Human Biology; Georgette Heyrman, Human Biology; Patricia Hicks, Human Development; Michael Holstead, Humanities; James Horn, Natural and Applied Sciences; Isabel Iglesias, Humanities; Kevin Kain, Humanities; Ryan Kauth, Business Administration; Harvey Kaye, Democracy and Justice Studies; Carly Kibbe, Human Biology; Emily Kincaid, Writing Center; Mary Sue Lavin, Phuture Phoenix; Minkyu Lee, Art and Design; Ekaterina Levintova, Democracy and Justice Studies; Tetyana Malysheva, Natural and Applied Sciences; Ryan Martin, Human Development; Rebecca Meacham, Humanities; Brian Merkel, Human Biology; Amanda Nelson, Human Biology; Cristina Ortiz, Humanities; Debra Pearson, Human Biology; Uwe Pott, Human Biology; Emily Ransom, Humanities; Kim Reilly, Democracy and Justice Studies; Ellen Rosewall, Art and Design; Laura Rowell, Human Biology; Nichole Rued, Writing Center; Sarah Schuetze, Humanities; Sawa Senzaki, Human Development; Christine Smith, Human Development; Alison Staudinger, Democracy and Justice Studies; Jagadeep Thota, Natural and Applied Sciences; Linda Toonen, Humanities; Sara Wagner, Human Biology; Sam Watson, Art and Design; Aaron Weinschenk, Public and Environmental Affairs; Elizabeth Wheat, Public and Environmental Affairs; Georjeanna Wilson-Doenges, Human Development; Julie Wondergem, Natural and Applied Sciences.

### Workshops and Reading Groups

CATL was able to host eight separate book club events, often in collaboration with other areas.:

Sept. 14; Collaborative learning (a series of short readings)

Oct & Feb: *Small Teaching* by James Lang with the new instructors

Feb 2; *Why are all the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum

Feb 13; *Why are all the Black Kids Sitting Together in the Cafeteria?* by Beverly Daniel Tatum

Feb 26; *Bandwidth Recovery* by Cia Verschelden

Mar 8; *Enhancing Campus Capacity for Leadership* by Adrianna J. Kezar and Jaime Lester

Mar 26; *Bandwidth Recovery* by Cia Verschelden

Apr 25; *Paying the Price* by Sara Goldrick-Rab

We were also busy hosting workshops:

Oct 13; Collaborative Assignments Workshop with Instructional Technologist Kate Farley

Oct 26; Collaborative Tools and Technology Workshop with Instructional Technologist Nathan Kraftcheck

Jan 29; Using Multiple-choice Assessments Well with Sawa Senzaki and Kevin Kain

Feb 16; Learning Assessments in Large Classes with Carly Kibbe and Katia Levintova

Feb 23; The Emotional Labor of Teaching facilitated by UWSP’s Director of Center for Inclusive Teaching and Learning, Lindsay Bernhagen

Apr 4; Feedback Workshop with Vince Lowery

Apr 27; Peer Review Workshop with Georjeanna Wilson-Doenges

Collective attendance at these events was over 100 instructors, staff, and students.

### Canvas Transition and Trainings

In addition to their regular duties, the CATL team kicked off the transition from D2L to Canvas. This work entailed over 40 trainings that have already trained 75 community members. These trainings and workshops were just the start of the work that will continue in the 2018-19 AY. Behind the scenes work on the transition was just as busy as members of the CATL team worked on many different subgroups with their colleagues at UW-System to ensure that Canvas works well. In this way, we hope that Canvas will not only replace D2L but offer features that will enhance teaching and learning so that the transition will prove to be worth the effort instructors and students put into it.

### Other Initiatives

###### Educational Resource Symposium

In April 2018, CATL collaborated with the Cofrin Library to run a discussion of how we may be able to mitigate the costs of textbooks, which are increasing unaffordable for students. Topics included how to weigh cost over quality and how we may support the workload involved in adopting these materials, and more. 25 Staff and faculty from across the Colleges, the Library, and the Bookstore attend this discussion, as did bookstore staff from NWTC and St Norbert College. We hope to continue this conversation moving forward in AY 2018-19.

Goals:

Engage with students, instructors and staff who provide instructional materials to students and help them identify ways in which we can support the move towards more affordable materials

Participants:

UWGB:

* Bookstore employee (Phoenix and Follet) 2
* Instructors ~ 10
* Instructional Technologists and Designers 4
* Administration 2
* Librarians 5

St. Norbert:

* Bookstore employee
* Panelist, Librarian

NWTC:

* Bookstore employee

Results:

* Explored student resources from the perspectives of affordability, technology, accessibility, and many other factors.
* Discussed and examined Open Educational Resources (OERs), resources available through libraries, the rising cost of textbooks, the workload surrounding content-development, concerns about technology, and how to weigh cost over quality.

###### Digital Scholarship Institute

In May 2018, CATL collaborated with the Cofrin Library and the College of Arts, Humanities and Social Sciences to put on a “Digital Scholarship Institute.” On our campus, instructors, academic staff and students have been engaging with digital scholarship in the classroom, in undergraduate research, and in their own scholarly research. These sessions will help our campus develop strategies for how to better support and create new digital scholarship projects. We invited Miriam Posner and Amanda Visconti, both experts in this field, to help us explore and plan what these next steps might look like at UW-Green Bay.

Goals:

* Goal 1: Increase number of instructors who engage in digital pedagogy and undergraduate digital scholarship within the classroom;
* Goal 2: Incorporate digital scholarship systematically within curricula
* Goal 3: Develop a plan to support digital scholarship (undergraduate students & faculty) more systematically
* Goal 4: Develop a process workflow for facilitating projects with community partners.
* Goal 5: Build your own goal!

Participants:

39 participants

* Librarians: 7
* Archivist: 1
* Archival staff: 3
* Faculty/Instructional Academic Staff: 16
  + Fields: History (5), English (2), Humanities (3), Philosophy (2), English Comp (1), Education (1), Nursing (1), Psychology (1)
* Non-Instructional Academic Staff/Instructional Technologists: 6
* Student Life: 1
* Institutional Research:  1
* Administration: 4

Results:

* Development of the Digital Scholarship Learning Community that will meet throughout the year to help current and future projects with logistics, ideas, and collaborations with instructors, students, and staff.
* Creation of the Resource LibGuide that encompasses all aspects of support for digital scholarship; it articulates which part of campus could be most helpful and delineates what an instructor is encouraged to handle versus what a support person can assist with.

### Teaching Evaluation Working Group & Pilot

At the request of Chuck Rybak, interim Dean of the College of Arts, Humanities and Social Sciences, Boswell put together a working group to discuss how we support teaching evaluation more effectively and supportively. The working group met roughly 5 times with subject matter specialist, Regan Gurung, to design a new method for supporting teaching evaluation that encouraged instructor growth and reflection versus summative evaluations that rely heavily on end-of-term student evaluations. Though no program adopted the proposal in full, the Music Department has engaged in a condensed version of the recommendations as a pilot over spring-summer-fall.

###### One-page description of pilot

## **Teaching Evaluation Pilot**

Units and instructors within the College of Arts, Humanities, and Social Sciences lack systematic, evidence-based methods for assessing what constitutes exemplary teaching. Research on implicit biases within student evaluations problematizes their use as the primary or sole metric in assessing teaching. Furthermore, most instructors in the College experience teaching assessment as a summative measure used in retention and promotion reviews versus a formative experience designed to support continuous improvement.

At the request of Interim Dean Chuck Rybak, a working group explored alternative methods to evaluate strong teaching and to foster and recognize instructor development. The working group isolated three primary principles for the project:

1. As student success, equity in achievement, and student growth are the goals of instruction, evidence of work toward these should be explicitly integrated into the evaluation process
2. Any recommended teaching evaluation policy should explicitly promote, recognize, and appreciate formative instructional development and instructor growth
3. Any recommended policy should allow for flexibility in implementation across disciplines and units

## **Recommendations**

The working group proposes we build an evaluation policy around the six model teaching criteria laid out in *An Evidence-based Guide to College and University Teaching* (Richmond, Boysen, & Gurung 2016) to promote and evaluate an instructor’s competency in a given criteria through three forms of assessment: self, peer, and student.

The evidence-based six criteria/competencies are: training, instructional methods, content, assessment processes, constructing syllabi, and student evaluation of teaching. The working group proposes that the College support self and peer assessment for each criterion, and support a more rigorous engagement of student evaluation through the “Student Evaluation of Teaching” criterion as well as the use of CCQs.

The working group recommends that the College establish the following program designed to support, evaluate, and incentivize evidence-based instruction within the College.

* An instructor should choose and make progress towards one or more criteria in a given year.
* This process should involve engagement in instructional development (reading, reflection and/or participation in instructional development events). An instructor may have already completed this work when the pilot begins.
* The process should involve self-evaluation, peer-observation or peer engagement of course(s), and documentation of evidence that details instructor growth and progress toward the criterion/a.
* An instructor may choose to work toward a criterion for more than one year.

The Center for the Advancement of Teaching and Learning will facilitate this process using a module in Canvas for each criteria, starting with constructing syllabi. The module will help instructors decide what instructional development resources they wish to engage, how they may wish to engage their peers in their development, what type of self-reflection they wish to write, and what forms of evidence they may choose to upload to demonstrate their development.

Finally, the Center and the Dean are committed to assisting programs consider how they wish to integrate the pilot into the PAR and retention and promotion reviews.

## Research

Currently the team is engaged in a series of educational research related to its programming and campus initiatives. The team is researching the campus's prior HLC quality initiative, Quality Matters, and its impact on the dynamism of teaching in the online environment. Given anecdotal evidence and preliminary statistics, the team aims to study whether or not Quality Matters truly stifled innovation and change in online delivery, and if it did, which components of Quality Matters lead to this stagnation in order to avoid those pitfalls in future "quality" initiatives. Dresser & Konkol discussed the potential impact of this data at the University of Minnesota, Rochester this previous spring. Todd Dresser and Nathan Kraftcheck will voluntarily be participating UWGB Teaching Scholars to further refine the investigative process.

Caroline Boswell presented early findings of the Equity Gap Fellows program with Denise Bartell at the AAC&U Equity conference, and they continue to work on this project. Boswell is also engaging in a multi-institutional study of the capstone experiences that attempts to gauge the influences on capstone design so that faculty developers may be more responsive to instructor and program needs. This study is sponsored by Elon University. Boswell is also conducting research into the faculty development elements of the Gateways to Phoenix Success program with Denise Bartell.

Kate Farley completed a study of ePortfolio integration in a Psychology course with Kris Vespia, which was presented at the MPA in Chicago, and she will continue to develop this research in 2018-19 as the entire GPS cohort adopts ePortfolios.