# Center for the Advancement of Teaching and Learning

# Annual Report 2016-17

## 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, 2 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 (Avery Garcia/Mariah Pursley, full-time university staff).

The Center also hires a Director of our UWGB Teaching Scholars program on a yearly basis (Ryan Martin). The Center is supported by the Instructional Development Council and the UW System's Office for Professional and Instructional Development. 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

* Center reorganization and new mission
* Quality Initiative: Quality Matters
* Online Teaching Fellows Program
* Faculty Development Institute
* UWGB Teaching Scholars and OPID Initiatives
* Grants and Awards
* Workshops and reading groups
* Student Success Grants

### Center re-organization and new mission statement:

Associate Vice Chancellor Matt Dornbush reorganized the Center for the Advancement of Teaching in Learning during the spring and summer of 2016. First, he hired an Instructional Designer, and then he incorporated UWGB's three learning technologists into the Center. Finally, he reinstituted the position of Director on a part-time basis, and hired a new Director in August (Caroline Boswell). As a result of the transformations within the Center, the team created a new mission that reflects our commitment to research-driven pedagogies and continuous improvement in teaching, the thoughtful use of learning technologies, our university's commitment to SoTL, and our desire to foster learning communities around shared teaching and learning issues.

Old mission:

"The Mission of the Center for the Advancement of Teaching and Learning is to provide opportunities, resources and supportive communities to foster exemplary teaching, curricular innovation, and the professional development of faculty."

New 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."

### Quality Initiative: Quality Matters

To date, 103 Online Teaching Fellows have participated in the Starter and Advanced Online Teaching Fellows courses, resulting in over fifty sections of Quality Matters (QM) certified courses. This year, CATL helped six faculty certify nine courses. These courses go through the QM process that seeks to be collaborative, collegial, continuous, and centered. With the UWGB accreditation underway, and this Quality Initiative wrapping up, CATL is creating an asynchronous/hybrid course that will facilitate the course quality assurance process. This new process and rubric is informed by the QM rubric as well as CATL research supporting the adaptation of the QM rubric to better suit the needs of our institution.

### Online Teaching Fellows

During the winter term, CATL provided two online teaching fellow tracks, the Starter Online Teaching Fellows and the Advanced Online Teaching Fellows, for thirteen instructors. The purpose of both tracks is to help instructional staff incorporate instructional design best practices into their courses. The Starter Track is an introduction to instructional design best practices and implementation, while the Advanced Track focuses on helping instructors meet Quality Matters (QM) certification. Although both tracks are most beneficial for instructors teaching online, knowledge gained can be transferred into face-to-face instruction as well. Both tracks are delivered in a hybrid format, consisting of both asynchronous online work and face-to-face sessions.

### Faculty Development Institute

On January 19th, 2017, the Center hosted its annual Faculty Development event. For 2017, the event was rebranded the Faculty Development Institute. The conference was re-envisioned to encourage and promote more active session presentation and participation. Campus participation was high, with three of the four colleges represented in session presentation, as well as the Office of Grant and Research, Advising, Inclusive Excellence, the Writing Center, and individual student presenters. Turnout was on par with previous conferences, with overwhelmingly positive feedback.

### UWGB Teaching Scholars and OPID Initiatives

###### UWGB Teaching Scholars Program

Ryan Martin, 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 Martin and the scholars meet four 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 2016-17 scholars, representing two Colleges, will present their projects on campus during the 2017-18 academic year. There were no scholars in 2015-16.

###### 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 (Christin DePouw and Gail Trimberger) participated in the year-long program, and they presented their research at the OPID Conference in La Crosse in April 2017.

###### Faculty College

Each May the UW System’s Office for Professional and Instructional Development hosts Faculty College at UW-Richland in Richland Center. In 2016-17 we sent six faculty members representing three of the 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 2016-17 we awarded 14 grants for a total of $10,002.55 in awards. These grants fund a range of development opportunities related to instruction and student success, such as a grant to bring in a speaker to discuss teaching religious controversy, to attend a pre-law advising conference, and to attend a conference related to successful undergraduate biology lab education.

Student Nominated Teaching Awards

The Center and the Instructional Development Council awarded the Student Nominated Teaching Award in the Spring 2017 semester. Unlike the Founders Award for Excellence in Teaching, this award is designed to recognize excellence in teaching from the student perspective. This year Megan Olson Hunt (NAS) won the award in the Early Career category, while Katia Levintova (DJS) won the award in the Experienced Teaching category. The award comes with a $500 honorarium.

### Workshops and Reading Groups

Since its reorganization, the Center has begun ramping up a suite of event offerings. These include sessions on timely topics, reading groups with emphases on particular concepts, workshops—including those tied to considerations raised in reading groups, and other experiences aimed at carrying out our new mission. In this short while, the Center has developed both a core group of partners and a larger (and expanding) “learning community” at large. The Center is pleased to have had well over fifty participants in attendance across our various workshops.

### Student Success Grants

During the 2016-17 academic year, the Center applied for and received grants to support multiple initiatives related to teaching and learning. Note that we are also involved in the Advising Certificate grant run by Darrel Renier in Academic Advising.

U-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. The goal of the project was to launch 10 total courses over three semesters: Fall '17, Spring '18, and Fall '18. We initially had four instructors lined up for Fall' 17 – which would have put us on track for our goal, but two dropped out of the program due to unforeseen changes in their teaching responsibilities. We will launch two courses in Fall '17 and have three instructors lined up for Spring '18. We have yet to recruit for Fall '18 but we anticipate that we will be able to find instructors.

Teaching and Learning Community

This grant facilitates the creation of a Teaching and Learning Community Fellows program that will explore capstone experiences for the 2017-18 academic year. The objective of this program is to foster a community of practice among those who teach and administer our new Capstone Experience general education requirement as the first cohorts of students march toward graduation. Fellows will engage with SoTL research on successful capstone courses and experiences—seminars, travel courses, research assistantships, internships or other capstones—and consider how this requirement can meet goals of individual instructors, programs, and our general education curriculum.

Learning Glass/Lightboard

This grant allows for the construction and use of an innovative piece of learning technology—the "Learning Glass." This technology allows instructors to record illustrative content while still facing their students. The grant also allows for the creation of a recording studio so that instructors can produce course content especially designed to enhance engagement, retention, and to create a more intimate learning experience.

Equity Gap Fellows Project

We designed this program with Denise Bartell, Dir. of Student Success and Engagement, to reduce the equity gap and maximize student success in large, intro-level gateway courses. Approximately 60% of UWGB students are from underrepresented backgrounds (i.e., first generation, low income, and/or students of color). Underrepresented students are significantly less likely to complete college, and poor performance in courses is one of the greatest factors in drop out. The focus of this program is larger, general education courses that students frequently encounter in their first year. These courses serve a large number of our first year students, and first year students are at greatest risk of non-retention and academic underperformance. Large courses also 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). Finally, intro courses 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.

Becoming a Student-Ready College

We designed this project with Denise Bartell, Dir. of Student Success and Engagement, and Kate Burns, chair of the Inclusive Excellence in the Classroom Committee, to rally the campus around a year dedicated to enhancing student success in relation to our institutional vision. We secured funds to bring in two nationally known speakers to campus and creating reading groups. This program will provide a framework for the various projects on student success and inclusive excellence supported by the Provost’s one-time funds (e.g., Equity Gap Fellows; Inclusivity Fellows) and encourage cross-campus buy in. At the start of each semester in 2017-18 we will provide campus-wide, professional development events by national experts in the field of student success, focused on topics critical to maximizing the long-term benefits of the grant funded projects. We will tie these events to existing, large-scale campus events – fall convocation and the spring faculty development institute - to maximize audience and therefore impact.