



**CENTER FOR TEACHING &  
LEARNING EXCELLENCE**  
NEVADA STATE COLLEGE



ANNUAL REPORT (DRAFT)  
2018-2019



August 2019

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

Several key items to highlight from this report:

- 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 2<sup>nd</sup> 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 Executive Leadership Team, the 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 and clearly communicate that NSC values innovation and also recognizes faculty who invest time and effort towards improving their teaching.

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 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
- ✚ 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

### **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 2<sup>nd</sup> 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 July 2019, eleven (11) faculty (including one Part-Time Instructor) have completed the requirements for the Foundations of Teaching Certificate and will be 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

In addition, two full-time faculty have completed the CTLE Teaching Academy Advanced Certificate: Reflective Practitioner, and they will 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 &
  - Nathan Silva, LAS: Linked Courses (ALS 101, Biology 189, & ENG 101)
  - Jessica Price, LAS &
  - 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 full-time faculty and new administrators attended on August 16<sup>th</sup>. 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.

### **Coordinated the pilot program for the Online Quality Assurance Rubric.**

- In Fall 2018, we 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.

### **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 3<sup>rd</sup> 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 the pilot program for the Online Quality Assurance Rubric.**

- In Fall 2018, we commenced 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 Center for Teaching and Learning Excellence 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. CTLE Director Chris Garrett accepted the assignment to serve as Coordinator of the Online Quality Assurance Review Process. During Spring 2019 we continued into the second phase of the initiative as a pilot program (aka "Mission Possible") and training was provided 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.

### **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 connecting and creating 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.).



## LIST OF CTLE PROGRAMS, ACTIVITIES, SERVICES, AND RESOURCES

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 School Faculty Meetings	Teaching Observations with Formative Feedback	Mid-Term Feedback (Small-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

## ASSESSMENT OF FACULTY LEARNING OUTCOMES

Upon completion of three significant 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
<b>Engaging in critical self-reflection about my work as a teacher</b>	100% strongly agreed or agreed	96% strongly agreed or agreed	100% strongly agreed or agreed	100% strongly agreed or agreed
<b>Expanding my knowledge of evidence-based teaching and learning methods</b>	88% strongly agreed or agreed	100% strongly agreed or agreed	100% strongly agreed or agreed	89% strongly agreed or agreed
<b>Incorporating best practices in course design, instructional methods, and/or assessment</b>	88% strongly agreed	100% strongly agreed or agreed	100% strongly agreed or agreed	89% strongly agreed or agreed
<b>Collaborating in a community of teaching scholars</b>	88% strongly agreed or agreed	100% strongly agreed or agreed	80% strongly agreed or agreed	100% strongly agreed or agreed

## CTLE PROGRAM STATISTICS

### **Full-Time Faculty Participation**

*in at least One or More CTLE Faculty Development Activity*

#### **Fall 2018**

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

#### **Spring 2019**

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

#### **Summer 2019**

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	14	7	7	50%
LIBERAL ARTS & SCIENCES	46	13	33	28%
NURSING	23	10	13	43%
LIBRARY	5	0	5	0%
<b>Totals</b>	<b>88</b>	<b>30</b>	<b>58</b>	<b>34%</b>

## CTLE PROGRAM STATISTICS

### **Part-Time Faculty Participation**

*in at least One or More CTLE Faculty Development Activity*

#### **Fall 2018**

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

#### **Spring 2019**

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

#### **Summer 2019**

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	1
LIBERAL ARTS & SCIENCES	19
NURSING	1
Totals	21

## CTLE PROGRAM STATISTICS

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
<b>Totals</b>	<b>710</b>

# CTLE PROGRAM STATISTICS

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
<b>Totals</b>	<b>605</b>

## CTLE PROGRAM STATISTICS

Summer 2019

Program/Activity	Number of Participants	Overall Rating <sup>1</sup>
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	
<b>Totals</b>	<b>246</b>	

---

<sup>1</sup> 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

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

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

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

Opportunity to meet and network with other faculty	79%
Desire to collaborate with others	67%
My professional development needs (e.g., seek support in improving a course and/or my teaching)	92%
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 campus partners and resources	100%
Desire to collaborate with others on my project	75%
My professional development needs (e.g., seek support in improving a course and/or my teaching)	75%
Scheduled during summer	88%
Stipend was offered	88%
Needed support and structure for an innovative project idea	63%



❖ **What activities were valuable to you during the Teaching Fellows Institute?**

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

**Comments/Feedback from TFI Faculty 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 faculty	100%
Desire to collaborate with others	80%
My professional development needs (e.g., seek support in improving a course and/or my teaching)	100%
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 other TFI faculty participants	60%
Receiving feedback and support from CTLE facilitators	100%
The content and concepts presented	100%
Learning more about Canvas	80%
Opportunity to experiment with new tech tools	100%
The textbook that was provided	80%

## GOALS, ACTIVITIES, AND OUTCOMES

<b>Goal</b>	<b>Program/Activity</b>	<b>Outcome</b>
-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	

## **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)

## 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 &amp; 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 two-year 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.