## 2019-2020 - Report for The Faculty Center

**T**he **C**enter for **F**aculty **E**xcellence at Baldwin Wallace University will strive to:

- **Collaborate** with campus partners and university stakeholders to support continuous professional development for the faculty
- **Facilitate** activities and events to support the holistic development of faculty across all stages of career development
- **Educate** members of the faculty regarding evidence-based best practices in pedagogy, student development, scholarship, and leadership

### MISSION

The Faculty Center promotes innovation, effectiveness, and excellence in teaching, advising, scholarship and leadership to support the students we serve.

### Annual Report for 2019-2020 – Fall and Spring

**NOTE: all planned activities for March and April were quickly pivoted to on-line offerings to maintain accessibility for all faculty and staff

This brief report provides an update on **The Faculty Center's** activities and impact during 2019-2020 Academic Year.

The activities offered were cultivated and developed to provide professional development, cross-discipline interactions and community building for the Baldwin Wallace University faculty. The offerings were crafted using review and assessment of the best pedagogy practices including active engagement and student-centered approaches to learning. Peer-to-peer interactions with the intention to reflect on teaching and adapt one's instruction were the keystones to the offerings.

Continued Yearly Offerings:

(1) **The Faculty Center Web Page** continued to be updated through the collaboration of Lisa Henderson, Susan Finelli-Genovese, Donna Gutschmidt, Lynn Hulthen and Amy Jo Sutterluety. The website is at https://www.bwfacultycenter.com/



(2) A monthly **Faculty Center electronic newsletter** continued throughout 2019-2020 and featured teaching tips, faculty spotlights, campus resources, and faculty professional development events.

(3) The **Monday Morning Mentor,** a weekly webinar for participating faculty often focused on techniques for motivating and engaging students using scientifically, research-based strategies for the 21st century learners.  There were **308** certificates of completion received in the Faculty Center indicating faculty engagement. This is a 2.2-fold increase in participation from 2018-2019.

(4) As part of the 2019-2020 academic year programming for the Faculty Center, all Department Chairs were invited to the **Department Chair Conversations**.

(5) Four members of **faculty traveling troops** were selected to attend The Teaching Professor Conference on June 7-9, 2019 in New Orleans, Louisiana.

New offerings in 2019-2020:

(1) The August 2019 **Faculty Spa** was developed in collaboration with the Ritter Library team. The day brought together "consultants" for a morning of questions and answers. **Thirty-Two (32) faculty** in their first-fifth years discussed concerns or gained insights from participating veteran faculty consultants who addressed questions about syllabi, classroom policies and academic honesty. Four campus librarians spoke about their subject discipline resources, general campus library resources or about alternative research assignments. The campus Reading Support Specialist assisted to identify pre, during, or post reading strategies to promote student engagement with assigned texts. The Writing Center Specialists discussed how to develop effective writing assignments, how to provide feedback to students about their writing and other related writing issues. Educational Technology team/Instructional Designers were on hand to address classroom technologies available at BW and within discipline areas to optimize instruction in both face to face and remote classrooms. Finally, our IT Support team was ready to take questions about the hardware on campus and how to integrate technology in the classroom settings.

(2) **Pedagogy Speaker Series: Inclusive Teaching** was hosted as a result of the thematic READing Circles from the 2018-2019 academic year. Many faculty who participated in those circles raised questions about steps BW can take to address the diverse needs and backgrounds of all students and how to create learning environments where all students feel valued and have equal access to learn.  Dr. Catherine Ross, Executive Director of the Columbia University Center for Teaching and Learning, facilitated discussions (with **33 faculty and six (6) staff )** highlighting the principles of inclusive teaching and guided participants in reflecting on instructional practices, strategies and behaviors which can make an impact on **all** students, their learning and their sense of belonging.

(3) The new initiative, **HigHER**, was developed to support tenured women with 10+ years of service in Higher Education at Baldwin Wallace University.  The initiative focused on three (3) pillars: (1) Networking and connecting - Learning from and building upon the significant departmental/school activities led or fostered by BW HigHER Faculty Women (2) Professional Development opportunities- Fostering successful professional career development for BW HigHER Faculty Women, and (3) Support, encouragement and empowering one another -  Expanding programming for building community and highlighting the scholarship of all women.

(4) Summer programming included: Virtual Pedagogy Summit and the BW Twenty-Minute Mentor Series. A Blended Learning Playbook was also developed and shared with faculty.  Details Below:

**The Faculty Center - Summer 2020 - REMOTE**

Summer 2020 programing through the Faculty Center:
- Virtual Pedagogy Summit
- Twenty-minute Mentor BW series
- Development of a Blended Learning Playbook for faculty by faculty

| Virtual Pedagogy Summit | | June 5th | Collaborate | 98 participants |
|---|---|---|---|---|
| Twenty minutes @ 2:00 | Laurie Willis | June 9th | Collaborate | 32 participants |
| Twenty minutes @ 2:00 | Mary Pisnar | June 23rd | Panopto | 25 participants (through 6/28/2020) |
| Twenty minutes @ 2:00 | Julie Miller | July 7th | Panopto | 33 participants (through 7/8/2020) |
| Virtual Pedagogy Summit | | July 13th | Collaborate | 96 participants |
| Twenty minutes @ 2:00 | Cynthia Dietrich | July 21st | Collaborate | 20 participants |
| Twenty minutes @ 2:00 | Joe Tarantowski | August 4th | Collaborate | 15 participants |

<p style="text-align:center;"><u>**Overview of Summer COVID – 19 - Programming**</u>
**Virtual Pedagogy Summit**</p>

| | **Instructional Design Basics: A Quality Matters Foundation for Online Courses** | **Creating Courses for the Flexibility of Blended Learning** | **Remote Instruction Tips and Strategies Breakout Sessions** |
|---|---|---|---|
| June 5 & July 13 | 9:00– 9:45am | 10:00-10:45am | 11:00 – 11:30am |

**Instructional Design Basics: A Quality Matters Foundation for Online Courses**
Facilitated by Educational Technology Staff

This overview of Ed Tech's OHIO course (Online & Hybrid Instructor Orientation) will highlight the Quality Matters strategies used in developing 'best practice' online courses.

**Creating Courses for the Flexibility of Blended Learning**
Facilitated by Susan Finelli, School of Education

This session will cover:
- An overview of QM standards and how elements can be addressed in remote learning
- Examples of course organization
- Ideas for engaging learning modules
- Tools and strategies that support the 4C's of 21st Century Skills; i.e.  communication, collaboration, creativity, and critical thinking.

**Remote Instruction Tips and Strategies Breakout Sessions– 11:00 – 11:30 AM**

**Flipping the Classroom**
(Facilitated by Tim Marshall, School of Business)
Stressed about planning upcoming courses? Don't flip out -- flip the classroom instead. The flipped classroom approach turns the tables on traditional classroom management and lesson planning. Students review lecture content and complete quizzes and exams on their own. During class time, students do what would typically be considered "homework" in structured, guided activity sessions. The flipped classroom is an active learning strategy that employs various blended learning concepts, making it an option for many courses regardless of delivery method.

**Charting a Course to Success:  Navigating the 7 Cs of Remote Course Design**
(Facilitated by Rochelle Berndt, School of Education)
This presentation will provide effective strategies for planning synchronous and asynchronous remote instruction for the fall semester and beyond.  The presenter will emphasize the importance of **consistency** in online module design and ongoing **communication** with students.  Additionally, examples of **creativity** in assignment design will be communicated using a variety of technology tools aimed at promoting **collaboration** and appropriate **challenge**.  Furthermore, ideas will be shared to support faculty-to-student and peer-to-peer **connections** through **community-building** strategies to foster a positive remote learning environment.

**Exploring Remote Teaching with an iPad and Zoom**
(Facilitated by David Pope, Music Education, Conservatory of Music)
In this breakout session, we will discuss how to create interactive lessons with your iPad and Zoom. Tips for using an iPad, a PDF app, and Blackboard to streamline the digital process of grading written assignments will be shared. This session is for faculty who want to explore a different presentation medium than Blackboard Collaborate. A Zoom link will be provided to all participants.

**Twenty Minutes @ 2:00** (offered on Tuesdays)

These sessions emulate the 20-minute Monday Morning Mentor and our own spring 2019 - BW 20-minute Mentor series.   The twist on these sessions is that each will be presented using Collaborate, Panopto or Teams.

Each twenty-minute session will provide tangible tools for integration into any classroom delivery. The session will be 30-minutes in length with 20-minutes for delivery of information followed by 10-minutes of discussion or questions.

| June 9th | Laurie Willis | Videos, books, and articles for free and I can link to Bb?—Oh my!! |
| June 23rd | Mary Pisnar | End Game:  Backward course design |
| July 7th | Julie Miller | Engaging Students Through Asynchronous Learning |
| July 21st | Cynthia Dietrich | Closing the Digital Gap—Accessible Materials for All Learners |
| August 4th | Joe Tarantowski | The Essentials of Podcasting for Class: Techniques and Technology |



Prepared under the direction of Dr. Lisa Henderson with the assistance of Susan Finelli, the Playbook provides peer-to-peer support for Blended Learning.  Scenarios gathered from BW Faculty included in the Playbook are to guide development of content delivery and student engagement.

**5 Key Steps to Planning for Blended Instruction**

*Within the **Blackboard** Learning Management System (Bb LMS)...*
   1.  **Identify course goals and measurable learning outcomes for students**

Virtual Pedagogy Summit- a session facilitated by Ed Tech entitled *Instructional Design Basics: A Quality Matters Foundation,* Kingsley specifically provided an overview of using Bloom's Taxonomy to Write Effective Learning Objectives

Resources to aid in this work are provided on the Faculty Center website and contained within the *Playbook for Blended Instruction and Learning* designed to assist faculty.

2. **Develop assignments and course activities aligned to the intended learning outcomes**

20 Minute Mentor Workshop- *Backward Design*- this session facilitated by Mary Pisnar walked faculty through a process that began with a clear understanding of overall course objectives, then moved through creating a simple, yet standardized course structure to enable student engagement.

3. **Find teaching materials and resources to guide students' learning**

20 Minute Mentor Workshop-*Videos, books, and articles for free and I can link to Bb?-* this session facilitated by Laurie Willis, directed faculty in the task of finding teaching materials and a variety of resources to guide students' learning.

Another 20 Minute Mentor Workshop- *Closing the Digital Gap—Accessible Materials for All Learners* will be presented by Cynthia Dieterich July 21.  This session will provide general strategies to create accessible course materials that benefit all students in the online environment.  Specifically, leveraging tools that are currently available to the BW community.

4. **Determine the technology tools appropriate for meeting instructional goals and measuring learning outcomes whether in a face-to-face or remote platform. Link all through the Bb LMS.**

Virtual Pedagogy Summit- a session facilitated by Susan Finelli entitled *Creating Courses for the Flexibility of Blended Learning*.  In this session, she provided and demonstrated tools and strategies that support the 4C's of 21st Century Skills; i.e. communication, collaboration, creativity, and critical thinking

**Collaboration (padlet, nearpod/active learning, voicethread, lino/digital postings**
**Communication (Remind, video responses, blogger, now meet)**
**Critical thinking (screencastify, mindmaps, actively learn, trello)**
**Creativity (video creation, digital storytelling, infographics)**

Likewise, David Pope, in a session entitled, *Exploring Remote Teaching with an iPad and Zoom,* discussed how to create interactive lessons using technology.  While Tim Marshall in another session, titled *Flipping the Classroom,* demonstrated tools to use in guided, active learning sessions.

5. **Create well-organized, learning modules for each week or unit of Instruction**

Virtual Pedagogy Summit- a session facilitated by Rochelle Berndt titled *Charting a Course to Success: Navigating the 7Cs of Remote Course Design*, emphasized the importance of **consistency** in online module design and ongoing **communication** with students. Additionally, examples of **creativity** in assignment design were communicated using a variety of technology tools aimed at promoting **collaboration** and appropriate **challenge**. Furthermore, ideas were shared to support faculty-to-student and peer-to-peer **connections** through **community-building** strategies to foster a positive remote learning environment.

Another 20 Minute Mentor Workshop- *Engaging Students through Asynchronous Learning* is scheduled for Tuesday, July 7 where Julie Miller will provide participants with quick tips on ways to engage students on their own time through asynchronous learning.

Additionally, Joe Tarantowski, on August 4 will present **The Essentials of Podcasting for Class: Techniques and Technology** and discuss/demonstrate how to get the most from what you have (Cameras, Microphones, Monitors, and video) and how to improve with some investment.

The *Playbook for Blended Instruction and Learning* outlines numerous scenarios provided by our own faculty for how they plan to use a variety of resources and assessments to allow for student agency and autonomy.  Ideas mentioned include:
- create a virtual whiteboard
- create video micro- lectures (5-15 minutes segments) using Panopto
- class time used primarily for "distanced" group work
- instructor-facilitated project-based assignments
- provide short videos, readings, and other electronic resources to cover the main points of course materials
- breakout groups within collaborate as well as discussion boards on Blackboard to foster the classroom community and smaller-group problems solving
- article review using Actively
- Podcast or TedEd
- FlipGrid prompt and responses
- Distanced group collaboration & worksheets
- Partnered discussion and review of lectures generating Q&A
- Think-Pair-Share activities

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# The Faculty Center - Fall 2019

| Event/Activity | Facilitator(s) | Date/Time | Mode/Location | Outcomes |
|---|---|---|---|---|
| Monday Morning Mentor | Lisa Henderson | Weekly | Email | 218 |
| READing Circles Call to Action | Lisa Henderson | September 3rd | Email | 78 faculty + 15 staff |
| Tenured BW Senior Faculty Women in Higher Education | Amy Jo Sutterluety | September 3rd 12:00 - 1:00 PM | Faculty Lounge Strosacker | 9 faculty |
| Colleagues, Coffee and Conversations Peer Mentoring | Lisa Henderson | September 9th | Email | 39 faculty |
| Lily Conference Applications | Lisa Henderson | September 10th | Email | 1 faculty |
| Department Chair Conversation - Provost Steve Stahl | Amy Jo Sutterluety | September 13th 3:30 - 4:15PM | Colony Room Multi-purpose Rooms A-F | 24 faculty |
| Open Classroom | Lisa Henderson | September 17th | Email | 11 faculty |
| Pedagogy Speaker Series: Inclusive Teaching | Dr. Catherine Ross | September 27th 1:30 - 4:00 PM | Sandstone III | 33 faculty + 6 staff |
| Newsletter | | | | 222 views |

| Event/Activity | Facilitator(s) | Date/Time | Mode/Location | Outcomes |
|---|---|---|---|---|
| Critical Thinking and Doing Workshop | Tom Sutton | October 4th 3:00 - 4:30 PM | CIG | 14 faculty |
| Department Chair Conversation – Steve Stahl | Amy Jo Sutterluety | October 23rd 4:00 - 5:00 PM | Sandstone I | 20 faculty |
| Newsletter | | | | 159 views |

| Event/Activity | Facilitator(s) | Date/Time | Mode/Location | Outcomes |
|---|---|---|---|---|
| Faculty Connections | Traveling Troops Talk | November 1st 3:00 - 4:00 PM | Quarry Room | 14 faculty |
| BW Senior Faculty Women in Higher Education Kick Off Event | Planning Team | November 5th 11:45 - 1:00 PM | Sandstone I and II | 23 faculty |
| Faculty Learning Community (FLC) Call for Applications | 21st Century Pedagogy | November 6th | Email | 18 faculty |
| Critical Thinking and Doing Workshop | Tom Sutton | November 8th 3:00 - 4:30 PM | CIG | 11 faculty |
| Department Chair Conversation – Steve Stahl | Amy Jo Sutterluety | October 23rd 4:00 - 5:00 PM | Sandstone I | 24 faculty |
| Newsletter | | | | 165 views |

*Staff participants have teaching duties

# The Faculty Center - Spring 2020

| Event/Activity | Facilitator(s) | Date/Time | Mode/Location | |
|---|---|---|---|---|
| Monday Morning Mentor | Lisa Henderson | Weekly | Email | 90 participants |
| READing Circles | Lisa Henderson | January 15th | Email | 66 participants |
| Research Circles | Lisa Henderson | January 15th | Email | 32 participants |
| Newsletter | | | | 206 views |

| Event/Activity | Facilitator(s) | Date/Time | Mode/Location | |
|---|---|---|---|---|
| Faculty Connections Counseling Center | Mental Health Part II Sophia Kallergis | February 4th 12:00 – 1:00 PM | Sandstone II | 18 participants |
| Open Classroom | Lisa Henderson | February 5th | Email | |
| Department Chair Conversations Scott Schulz | Amy Jo Sutterluety | February 14th 3:00 – 4:00 PM | Colony Room Multi-purpose Rooms E-F | 14  participants |
| Teaching Professor Conference | Lisa Henderson | February 19th | Email/Newsletter | 32 participants |
| Newsletter | | | | 181 views |

| Event/Activity | Facilitator(s) | Date/Time | Mode/Location | |
|---|---|---|---|---|
| HigHER | Natalie Barratt | April 14th 4:30 – 5:15 PM | **Collaborate\*\*** | 15 participants |
| Faculty Center Fellowship - Remote Instruction Tips | | April 17th 12:15 – 12:45 PM | **Collaborate\*\*** | 53 participants |
| Department Chair Conversations Greg Flanik | Amy Jo Sutterluety | April 24th 3:00 – 4:00 PM | **Collaborate\*\*** | 28 participants |
| Teaching Professor Conference | | | **Virtual\*\*** | 32 participants |
| Newsletter | | | | 152 views |

*Staff participants have teaching duties