

Faculty Center for Teaching and Learning 2007-2008 Annual Report

The staff of the Faculty Center for Teaching and Learning (FCTL) present here the 2007-2008 Annual Report, a report that affords us an opportunity to:

1. Document and reflect on our work during the past academic year
2. Identify goals, focal points, and/or priorities for 2008-2009 academic year
3. Create a report that will reflect the careful and thoughtful documentation, reflection, planning, implementation, and assessment that should continue to characterize our work
4. Provide people outside of FCTL a means for learning about, reflecting on, and evaluating our work.

We have organized the information in this report relative to the areas of work in which the Faculty Center is involved. These include:

- **The Learner-Centered Teaching Program** provides faculty with opportunities to explore new knowledge about teaching and learning, as well as implement new teaching and assessment methods. Through this program, we invite faculty to engage in important discussions, and develop and use innovative and creative teaching content and methods.
- **The Technology in Teaching and Learning Program** provides faculty opportunities to learn about, adopt, develop, and assess the use of technology in teaching and learning.
- **The Course Portfolios Initiative** provides faculty opportunities to write and review course portfolios, as well as become a part of a larger, national course portfolios effort.
- **Scholarship of Teaching and Learning Initiative** provides opportunities for faculty to examine research literature and produce scholarly works that contribute to a body of knowledge on teaching and learning. The initiative also engages faculty in a larger, international effort to advance scholarship in teaching and learning in higher education.
- **Support for New Faculty.** The University is committed to supporting new faculty in their transition to Ferris State University and the communities in which they live. To that end, the Faculty Center for Teaching and Learning provided new faculty two specific opportunities to work with FCTL staff and others during their first year at Ferris.
- **One-on-One Services.** The Faculty Center staff, as well as other Ferris faculty, provide one-on-one assistance to faculty who wish to improve teaching and learning.
- **Faculty-in-Residence Initiative.** This initiative is designed to provide faculty members with opportunities to work in the Center for an extended period of time on specific projects.
- **Collaborations with Others.** FCTL staff work closely with all members of the University and broader educational communities to achieve Institutional and other goals.
- **Faculty Advisory Group.** The Advisory Group is comprised of faculty and staff who have a vested interest in the work and success of the Faculty Center for Teaching and Learning. The Advisory Group's charge is to "help guide the relevance, effectiveness, and direction of the Faculty Center for Teaching and Learning."
- **Website.** The FCTL website provides the Ferris community and the world at large access to information about the Faculty Center and knowledge about teaching and learning.
- **Funding Program.** The FCTL Funding Program, which includes monies allocated by the Office of Academic Affairs and an endowment, supports faculty work in teaching and learning.

Learner-Centered Teaching Program

About

The Learner-Centered Teaching Program provides faculty with opportunities to explore new knowledge about teaching and learning, as well as implement new teaching and assessment methods. Through this program, we invite faculty to engage in important discussions, and develop and use innovative and creative teaching content and methods. We present here information about the Faculty Learning Communities, Discussion Groups, and other activities associated with the Learner-Centered Teaching Program during the 2007-2008 academic year.

2007-2008 Projects: Faculty Learning Communities

Critical Thinking Institute

The Faculty Center for Teaching and Learning continued in the 2007-2008 academic year to support the Critical Thinking Institute, a group of faculty facilitating the infusion of critical thinking across the curriculum at Ferris.

During Summer 2007, two faculty members from the College of Arts and Sciences worked with FCTL to redesign the Critical Thinking Faculty Learning Communities. In the end, a "certification" approach was adopted, such that faculty would engage in progressively deeper and more complex learning and application of knowledge about critical thinking in the college classroom. Three levels of "certification" were identified:

- Practioner: Fundamentals of Critical Thinking (Level I)
- Master: Critical Thinking Dialogue (Level II)
- Trainer: Training the Trainer (Level III)

Each of the three levels of "certification" required, among other activities, that faculty develop a portfolio to document both their learning and plans for applying this learning to their courses.

The first of the redesigned Critical Thinking Faculty Learning Communities, "Elevating Student Learning with Critical Thinking," was offered by Donna Smith and George Nagel (College of Arts and Sciences) in Fall 2007. This Level I Critical Thinking learning community provided faculty an opportunity to learn, apply, and train using an internationally recognized model of critical thinking. This was designed as "hands-on education," and faculty completing this level would possess the ability to design course activities and assignments infused with critical thinking.

In Spring 2008, the second redesigned faculty learning community ("Critical Thinking Dialogue") was offered; facilitators were Donna Smith and George Nagel (College of Arts and Sciences). This Level II Critical Thinking learning community provided participants opportunities to learn and apply the latest theories and models in the pedagogy of critical thinking. Participants developed a heightened sense of the verbal and nonverbal dimensions, and explicit and implicit levels of communication. They developed interpersonal, group, public, and leadership skills, and they learned how to facilitate student-centered discussion. Faculty who complete this learning community were expected to be capable of developing a self-sustaining culture of critical thinking in their classrooms.

Participation data for these faculty learning communities are provided in Appendix I.

Looking Ahead

Donna Smith and George Nagel joined the FCTL staff at a recent meeting to discuss future directions of the Critical Thinking Institute. FCTL indicated its enthusiastic and continued support of the Institute, inasmuch as budgetary and personnel considerations permit. We are also willing to continue to host information about the Institute on the Faculty Center's website. In that regard, we are eager to update this information. We anticipate receiving new content for the web in the Fall semester.

At that same meeting, we briefly discussed hosting a lecture or workshop series (or full-day "conference") on Critical Thinking. We have invited members of the Institute to provide us with a plan for such a series or "conference."

Finally, we anticipate that Donna and George will again offer one or more Critical Thinking Faculty Learning Communities in the 2008-2009 academic year; we have invited them to provide us with a proposed plan for these communities. We also encouraged Donna and George to consider mentoring one or more faculty members who could facilitate, at least initially and perhaps as soon as Fall 2008, the Level I Critical Thinking FCL.

Inquiries into Teaching and Learning Project, Spring 2008

The *Inquiries into Teaching and Learning Project* was launched in Spring 2008 with partial financial support from the Academic Affairs Assessment Committee. This two-phase project is designed to help faculty examine important questions about their teaching or their students' learning. In essence, the *Inquiries Project* is designed to support faculty in their assessment of their students' learning. Additional information about the project, including a detailed schedule for Spring and Summer 2008, are online at: <http://www.ferris.edu/fctl/inquiries/>. Participation information is provided in Appendix I.

At an end-of-Phase I dinner held in April attended by 17 of the project participants, we discussed the successes and shortcoming of the project. Responses to three specific questions are given below.

What were the strengths of the *Inquiries* project? Which of its good qualities should we preserve?

- Receiving feedback from others on our projects
- Diverse and broad representation of faculty from across campus
- The funding (PDI and travel support)
- Created an opportunity to be more reflective and to ask questions about teaching
- Accommodated non-teaching faculty
- The "open architecture" nature of meetings that allowed diverse discussion without a rigid agenda
- The schedule having a handful of "must-attend" meetings and numerous open lab times to attend on an as-needed basis
- There was not a prescribed method or process, but instead openness to a variety of questions and inquiry methods.

What were the weaknesses of the *Inquiries* project? What changes (e.g., additions, deletions, modifications) should be made?

- Assessment – perhaps its scope, methods, outcomes, uses, definitions, etc. – is still unclear
- Instead of exploring two points of inquiry or questions about teaching and learning, explore just one
- Consider making this a 2-semester project, with the first semester for planning and the second semester for implementation/application
- Not absolutely certain what the end-product should look like. Need examples.
- Include mentors who could assist with various aspects of the project
- Send the timeline and list of tasks out as early as possible before the project begins
- (Feedback after the dinner) The Center could go to where the faculty are. Where there is a group of faculty working who are in the same or nearby campus buildings, meet with them in their space. This may lead to a greater sense of a team among those who work close to each other.
- (Feedback after the dinner) Encourage teams of faculty from the same or different programs to explore the same or similar assessment question(s) across courses or sections of a course.

How was the *Inquiries* project helpful to you?

- The product will be submitted for publication and/or presentation

- The project formalized what I was already doing
- The feedback from others gave me more ideas of how to design a better project
- The project caused me to be more reflective on my teaching and the students' learning
- The project findings will help improve future students' success/learning.

Looking Ahead

The faculty who participated in Phase I during the Spring 2008 semester will enter Phase II in the upcoming Fall semester. During this Phase, the faculty will resume meeting with the other project participants to share their findings and lessons learned. The faculty will also have opportunities to share your findings more widely with other faculty on campus or at a conference.

Inquiries into Teaching and Learning Project, Summer 2008

All faculty were once again invited to participate in the *Inquiries Project* during the summer months. In response to feedback received from faculty who participated in Phase I during the previous Spring semester, the project was modified so that, over the course of nine hours during the summer, the faculty participants would develop a plan for assessing aspects of your students' learning in a course they will teach in Fall 2008. Specifically, the faculty participants:

- Identified two student learning outcomes or two questions about their teaching that they wish to examine
- Identified or developed the means, assessment tools, or methods to collect information that will provide answers to the questions
- Established a timeline for completing this work in Fall 2008.

Looking Ahead

During the subsequent Fall 2008 and Spring 2009 semesters, faculty will implement their assessment plans and disseminate the results, respectively, in what is Phase II of the *Inquiries Project*.

Faculty will be invited to participate in the planning phase of the *Inquiries Project* in Fall 2008. Finally, all faculty, in general, and faculty who began this project in Spring 2008, specifically, will be invited to work toward creating scholarly work in teaching and learning (i.e., work that can be presented or published) via a new *Scholarship of Teaching and Learning Project* in Spring 2009. For some faculty, developing the work they did in the *Inquiries Project* into a scholarly piece is a natural next step. For others who may not have participated in the *Inquiries Project* but who are nonetheless interested in research in teaching and learning, the *Scholarship of Teaching and Learning Project* may meet their personal or professional goals.

Transforming a Course toward More Learner-Centered Teaching

The goal of this faculty learning community, offered in both Fall 2007 and Spring 2008 semesters, was for faculty to leave the community with a complete learner-centered course that is ready to be taught in Fall 2008. Participants used Mary Ellen Weimer's book Learner-Centered Teaching as a guide to understanding how to develop a learner-centered approach to instruction. They worked together to adopt specific learner-centered teaching methods, and classroom activities, assignments, and assessments. The community also discussed how to give students a greater role in their own learning and how to help them take greater responsibility for their own learning.

Looking Ahead

During the Fall 2008 semester, the faculty members who participated in this learning community will be invited to share their experiences of teaching the revised courses. Although the most likely venue for this will be the *Discussions on Teaching and Learning Series* (see page 6), other venues for sharing these experiences may arise.

We plan to continue to offer this faculty learning community again in the 2008-2009 academic year.

Using Assessment to Drive Students' Learning and Measure Learning Outcomes

Faculty participants were invited to develop a comprehensive assessment plan for a course. In doing so, participants explored how to design and develop assessment tools that both drive students' learning and show clear evidence to what extent course learning outcomes have been met by each individual student.

This faculty learning community resulted in a plan to develop digital rubrics to aid in assessing Dental Hygiene Clinical practices and to help students in their out-of-class study. The latter point can't be overlooked. These digital rubric resources are anticipated to be powerful study and learning tools for students. Members of the Dental Hygiene program have collaborated with staff in Media Production to create the media.

Looking Ahead

The digital rubric resources are anticipated to be completed in Fall 2008, at which time they will be made available to students on DVD and/or via FerrisConnect. The Faculty Center staff would like to then invite the faculty to work collaboratively with FCTL to measure the extent to which the digital rubric resources affect teaching and learning.

2007-2008 Projects: Discussion Groups

Inclusion, Equity, and Diversity in Teaching and Learning: Issues that Affect the College Classroom

Inclusion, Equity, and Diversity in Teaching and Learning: Issues that Affect the College Classroom was a three-week discussion series in Spring 2008 to which all faculty and staff were invited. The series was facilitated, in part, by a faculty member in the Department of Languages and Literature. Information about the series is online at: <http://www.ferris.edu/fctl/Announcements/Inclusion.htm>.

A project similar to the *Inclusion* discussion series was offered to faculty in Fall 2007. That project – Issues in Diversity in Teaching and Learning – did not garner the interest that was hoped for. But against the backdrop, perhaps, of the University's continued focus on diversity and what was, just weeks earlier, a successful *Equity in the Classroom* conference held at Ferris, faculty responded to the new opportunity to engage in discussion of issues related to diversity in the college classroom such as inclusion, culturally-responsive teaching, and other sociocultural phenomena that bear on Ferris students' experience and learning. Data regarding the number of participants in the *Inclusion* discussion series are found in Appendix I.

Among the issues discussed in the *Inclusion* discussion were:

- Ways to help students discuss racism in the classroom
- Ways to help students and the broader campus community think more broadly about diversity and to understand that diversity is not simply a question of race
- The diversity climate in Michigan
- How to navigate hot topic situations with students
- Gender enrollment differences or changes in some programs at Ferris State University
- Faculty gender and affective dimensions of the classroom and student rapport
- Political correctness and students' expectations about norms of classroom behavior.

During the final meeting, we considered what about this discussion series we'd like to preserve and what we might change. Among the suggestions were:

- Hold 2-hour meetings in the middle of the semester (skip the first and last three weeks of the semester)
- The IRC location works well. There was little to no interest in holding the meetings in someone's home at this time.
- Extend the discussion over more than three weeks. Meet every-other week. Meeting every week would be too frequent, while meeting just once a month too infrequent.
- Provide more opportunities for people to share their stories, personal experiences, personal vignettes

- We liked most of the readings we did this go-round, save perhaps for the gender gap in physics paper. Consider finding (1) a collection of essays (it's good to have different writers' works to read); (2) provocative and controversial writings; (3) papers on multiculturalism; (4) papers on teaching or classroom strategies and methods for teaching diversity, dealing with conflict and hot topics, etc.; and (5) papers on conflict resolution. Consider also assigning people to located one or more papers on a given topic. Last, take a look at books published by Jossey-Bass Publishing.
- Consider using our sessions or interviews of participants to create a video vignette that could be shared with new faculty during the Orientation Week or during the year-long transition program.
- Consider inviting *The CRLT Players*, which "develops and performs sketches that engage faculty and graduate students in discussions of multicultural teaching and learning and institutional climate." (See: <http://www.crlt.umich.edu/theatre/theatre.html>).

Looking Ahead

The *Inclusion* discussion series will resume in the Fall semester, pending faculty interest. Although, at the time of writing this report, the schedule has not yet been drafted, we anticipate extending the discussion over most of the semester with meetings twice monthly. Additionally, we will include opportunities for faculty to engage in a larger community of similarly interested people throughout the country, if not the world. There are opportunities for making these connections via, for example, the TLT Group (<http://www.tltgroup.org/OLI/Diversity/studentdifferencenaomi.htm>) and faculty at other U.S. institutions.

Discussions on Teaching and Learning Series

In Spring 2008, FCTL launched a new discussion series on teaching and learning. The sessions are led by Ferris faculty and staff and are either short, 50-minute presentations and discussion, or longer 2- to 3-hour workshops.

Two sessions were held in Spring 2008:

- *Closing the Loop: How to Solicit and Integrate Student Feedback*, by Susan Jones (College of Business)
- *She Learns, He Learns: What We Know about the Brain and How it Impacts E-Learning*, by Rick Van Sant (College of Education and Human Services)

The Fall 2008 calendar has, at the time of this writing, one session planned:

- *Designing for Learning*, Roberta Teahen (Office of Academic Affairs).

Looking Ahead

In the remaining weeks before the start of the Fall 2008 semester, invitations will be sent to a number of faculty who the FCTL staff have identified; at the start of the semester, all faculty will be invited to consider presenting a *Discussions* session. The Faculty Center's goal is to have at least four sessions planned for each of the two semesters of the upcoming academic year.

How People Learn: Brain, Mind, Experience, and School (Bransford et al., eds., 2000) book discussion

During the 2007-2008, FCTL piloted an online discussion among faculty; the basis of the discussion was a book titled How People Learn: Brain, Mind, Experience, and School. The online discussion, which attracted the largest group ever for a book discussion, unfortunately did not prove very effective. Less than half of the participants regularly posted comments to the online discussion; a handful of participants never posted a comment. Several faculty indicated that they simply became too busy and that it was too easy to put off the reading given the other workload issues they faced.

The Art of Changing the Brain (Zull, 2002) book discussion

The Faculty Center hosted an online discussion of this book during the Spring 2008 semester. The participating faculty (see Appendix I) indicated that keeping up with the readings and posting ideas,

comments, and questions online proved to be extraordinarily time consuming. Consequently, the Learning Community did not complete its discussion of this book.

A User's Guide to the Brain: Perception, Attention, and the Four Theaters of the Brain (Ratey, 2002) book discussion

The faculty participating in this discussion indicated that the book was very relevant to their teaching as it helped them to understand how their students learn and how the way they teach can impact that learning in both positive and negative ways.

Looking Ahead

Regarding the online book discussions, the reviews are mixed. Although we believe we can craft an online discussion that is substantive and productive for faculty, we recognize that other work that faculty are responsible for can easily creep into time that otherwise would be spent advancing the online discussion. Thus, we need to identify the right combination of online work and face-to-face meetings and activities to ensure the success of the discussion group. At the time of this writing, we do not have plans to offer an online book discussion group in the upcoming academic year. We will, in the interim, re-think how the conditions for such a discussion will better facilitate faculty participation and learning.

In addition to possible future offerings of online book discussions, FCTL is developing plans to support book discussions directly in colleges or departments. These plans will be finalized and announced during Fall 2008.

2007-2008 Projects: Other Activities of the Learner-Centered Teaching Program

Crossroads Writing Project and the Faculty Writing Institute

The Faculty Center for Teaching and Learning continued in the 2007-2008 academic year to support the Faculty Writing Institute of the Crossroads Writing Project co-directed by Dr. Ruth Mirtz. In Summer 2007, faculty were invited to participate in the Institute, the goals of which were to:

- Share excellent teaching practices
- Learn how to integrate writing more successfully and efficiently with content
- Learn more about assessing student writing
- Practice writing as teachers to increase confidence and skill in writing
- Make specific changes in writing assignments to improve student learning
- Empower faculty through faculty-directed professional development.

Participation data are presented in Appendix I.

Looking Ahead

The Faculty Center will support the Faculty Writing Institute again in Summer 2008.

Except for discussions between FCTL and the Institute to enable faculty to take work they began in the Institute and incorporate it into the Spring 2008 *Inquiries into Teaching and Learning* Project, we have not engaged in significant dialogue about new designs or ways to enhance the impact of the Crossroads Writing Project in general and the Faculty Writing Institute in particular on, for example, faculty development and student learning. FCTL will initiate this dialogue in early Fall 2008.

Curriculum Mapping Project

Faculty Center staff assisted faculty in the Dental Hygiene program to map the outcomes of the new third- and fourth-year courses to the outcomes of the new bachelor of science degree program. This curriculum mapping work was done to examine possible gaps and overlap or redundancy of course outcomes relative to the program outcomes.

Looking Ahead

The Faculty Center will advertise more widely via, for example, its website, and Chairs' and Deans' council meetings, both the design and value of curriculum mapping work. We hope to engage at least two departments or programs in this work during the upcoming academic year.

Technology in Teaching and Learning Program

About

The Technology in Teaching and Learning Program provides faculty opportunities to learn about, adopt, develop, and assess the use of technology in teaching and learning.

2007-2008 Projects: Faculty Learning Communities

Beyond Migration

Beyond Migration was a six-week series workshop for faculty to learn about the basic principles and practices of instructional design and the relationship to cognitive load theory research. It includes a series of modules on elements of the planning process that is essential to support achievement of student learning outcomes in face-to-face, blended, or fully online learning environments.

In the Summer 2008 workshop, participants explored how their teaching methods and student learning outcomes inform the instructional technologies that might be used in the course. The faculty participants explored instructional technologies such as FlashPaper, SnagIt, and Adobe Presenter, and developed course modules that demonstrate the skills, knowledge, and attitudes they learned in the workshop.

Participation data for the *Beyond Migration* project are found in Appendix I.

Looking Ahead

Beyond Migration will be offered again in the upcoming academic year. The new offering of this workshop will expand upon and give more time to three key, foundational topics. These include:

- A repeatable method for writing terminal objectives or outcome statements where knowledge, skills, and attitudes can be assessed
- Research in cognitive load to help inform how we choose instructional strategies for the design that lead to efficient use of learners' cognitive resources
- Evaluating our design and assessing students' learning.

Innovative Uses of Classroom Technologies

This faculty learning community was offered in both the Fall 2007 and Spring 2008 semesters, and was co-led with Gloria Lukusa-Barnett (University College). Faculty participants explored various classroom and desktop technologies, including the Smart Symposium, interactive whiteboard, document camera, DVD, student response systems, Audacity, StudyMate, Captivate, and PhotoStory. The participants discussed how these technologies may be used in innovative ways to improve teaching and learning. Finally, participants were provided an opportunity to practice using the various technologies and produced individual plans describing how they intend to implement particular technologies into their own teaching.

Participation data in this faculty learning community are found in Appendix I.

Looking Ahead

Although this specific faculty learning community will not be offered during the 2008-2009 academic year, we will identify new ways to support faculty in their use of technologies such as the Symposium, clickers, and multimedia authoring tools such as PhotoStory.

2007-2008 Projects: Other Activities of the Technology in Teaching and Learning Program

Spring Learning Institute

Each Spring semester, the Faculty Center hosts the *Spring Learning Institute*, a small, one-day conference that affords the Ferris community and others an opportunity to focus on a particular teaching and learning issue or opportunity through interactions with colleagues and, often, a noted conference speaker. In Spring 2008, the theme of the *Spring Learning Institute* was "Uses of Technology to Enhance Students' Learning." The schedule for the conference and links to materials used in some of the presentations remain online at: <http://www.ferris.edu/fctl/Announcements/Spring-conference-presentations.htm>

Participation data are provided in Appendix I.

Looking Ahead

The FCTL staff, in collaboration with the FCTL Faculty Advisory Group, will in early Fall 2008 identify the theme of the Spring 2009 Institute

Instructional Technology Learning Activities

The Faculty Center staff provided support, training, and other opportunities for faculty (and staff, in some instances) to gain knowledge of and proficiency in using a wide variety of instructional technologies. These opportunities are described below.

FCTL staff held informal sessions for faculty throughout the 2007-2008 academic year on a variety of instructional technology tools and methods that can be used in the classroom, including:

- SafeAssign
- Respondus
- StudyMate
- Converting Microsoft Office documents for use on the web
- Wikis
- Adobe Captivate
- Narrating presentations
- Symposium
- Audacity
- Delivering video and audio with Flash
- Using the PDF/XPS add-in for Microsoft Office 2007
- Scholar.com
- Adobe FlashPaper
- Editing video and audio with Windows Movie Maker.

Faculty Center staff, in collaboration with Dave Winger from Media Distribution Services, provided opportunities for faculty to gain familiarity with and proficiency in using technologies that currently exist in Ferris classrooms, including, for example, the Symposium, Samsung Presenter, and gyro mouse.

FCTL staff also assisted in the planning, development, and delivery of face-to-face and online FerrisConnect training for faculty and staff. The training provides an overview of the FerrisConnect interface and tools, gives faculty opportunities to use the tools, migrate courses from WebCT, and develop online materials. With regard to the online training, in particular, to date 24 faculty have enrolled in the online training. More information about the online FerrisConnect training is at:

http://wiki.ferris.edu/fckb/index.php/FerrisConnect_Training

Finally, FCTL staff developed and led a six-week workshop in Summer 2008 on Flash CS3, which is described as the "most advanced authoring environment for creating rich, interactive content (e.g., websites, rich media advertisements, instructional media, engaging presentations) for digital, web, and mobile platforms."

Participation data for most of the instructional technology learning activities described above are provided in Appendix I.

Looking Ahead

The Faculty Center will continue to offer sessions for faculty to learn about instructional technology tools and methods that have potential benefit to teaching and student learning. Among the tools for which we will provide training in the 2008-2009 academic year are FerrisConnect and WebEx, the latter being a web conferencing and collaboration tool recently purchased by the University. Inasmuch as possible, accompanying resources and other information about these tool and methods will be included on the FCTL website.

Instructional Technology Assistance

Please see page 17 in the section on **One-on-One Services** for more details.

Project Management and Instructional Design

Development of courses and other student resources for the online Bachelors of Science program in Dental Hygiene is underway. Recently, Faculty Center staff began collaborating with the Dental Hygiene faculty on a handful of activities, from curriculum mapping (described above; see page 7) to developing a template in FerrisConnect that all courses will utilize.

Faculty Center staff members have begun to assist faculty in the Respiratory Care Program in:

- Migrating all of the program's courses from WebCT to FerrisConnect
- Identifying and, where necessary, developing program goals and course student learning outcomes
- (In late summer or early Fall semester 2008) mapping the course student learning outcomes to the program goals, as was done for the Dental Hygiene program (see above).

Online Teacher Certification Program

With invaluable assistance from Randy Vance (College of Optometry), the Faculty Center continued to support the Online Teacher Certification Program, a program for faculty who wish to demonstrate and, through a peer review process, receive certification of specific skills, knowledge, and experience that they possess relative to online teaching and learning.

FCTL staff and others served as reviewers of materials submitted by faculty as evidence of the skills, experience, and knowledge they have relative to the specific levels of the Certification Program. During the 2007-2008 academic year, six faculty submitted materials for review. Further details are provided in the table below.

Faculty Member	Certification Level Requested	Certification Level Received
1	3	3
2	4	2
3	3	3
4	4	3
5	4	4
6	4	4

Table 1. Requests and awards for the Online Teacher Certification Program, 2007-2008.

Looking Ahead

The Faculty Center will continue to support the Online Teacher Certification Program during the 2008-2009 academic year. Specific means to support the program will include:

- At least two information sessions about the Program will be offered to faculty each semester.
- In Fall 2008, faculty who are currently certified at Level 3 will be invited to work together to develop materials for purposes of submitting for Level 4 certification.
- In Spring 2009, faculty who are certified at Level 4 will be similarly invited to work together to prepare materials that can be submitted for consideration of Level 5 certification.

Course Portfolios Initiative

About

The *Course Portfolios Initiative* provides faculty opportunities to write and review course portfolios, as well as become part of a larger, national course portfolios effort.

2007-2008 Project

The *Course Portfolios Initiative*, a new area of work for the Faculty Center for Teaching and Learning, was launched in Summer 2007, and offered again in Fall 2007 and Summer 2008. The portfolio that faculty write focuses on a single course and includes materials that document both the intellectual work of teaching and the outcomes in student learning. More than simply a collection of teaching materials, the course portfolio is a scholarly project reflecting the choices that faculty make in designing, implementing, and evaluating a course. As noted by one faculty member, "... a purpose of the course portfolio is to provide a vehicle for inquiry and reflection into the teaching and learning process." The outcome of this work is a foundational document upon which faculty can build as they go forward innovating, experimenting, and assessing their teaching and students' learning.

At the conclusion of the semester's work, faculty participants provided feedback to three questions:

- What worked?
- What didn't work?
- If you were to design the content, sequence of topics, and so on for the *Course Portfolios Initiative*, how might your design differ from that which we followed? In short, what suggestions for improving the initiative do you have?

The faculty members' feedback follows.

So, what worked?

- The brainstorming that we did before we began to write our "purpose and audience" piece was very useful.
- Access to and review of the online course portfolios was very helpful.
- Sharing our ideas with each other
- The substance of this work is great.
- We created an environment of trust with each other.
- This forced me to think about my course in new ways.

What didn't work?

- There were time constraints both at our meetings and outside of them to complete work. It was difficult sometime to complete a thought or piece of writing before we needed to move on to the next topic.
- I thought I would have more time to write.
- We need a better room in which to write.
- Start during the 2nd or 3rd week of the semester.

What suggestions for improving the Course Portfolios Initiative do you have?

- "Chunk" the writing assignments into small pieces
- Create more time to write during our meetings
- The work of writing a course portfolio is deep. This may be better accomplished over the course of a year. Consider dividing up the entire project into two or three phases. The 1st phase could focus on just what a course portfolio is, and what purposes and audiences they may be written for. The 2nd phase, which addresses each person's specific audience, purpose, course, students, etc., could be done over a one- or two-week intensive period in the summer.

- Consider combining this project with the Writing Institute.
- Help people interested in participating in this project to clearly understand the time commitment that is necessary to be successful. Something along the lines of, "Experience suggests that you will need to commit X hours per week to be happy with your product ..."
- Help people clearly understand the nature of the deliverable product (i.e., the course portfolio) that we're aiming for.
- Be sure to have one or more sessions when each person can share their "teaching episode" piece.
- Create a session when we can give more time to reviewing and discussing some of the online course portfolios. For that matter, consider create a kind of "course pack" with one or more course portfolios, copies of the handouts, and so on.
- Consider having each person prepare for (including identifying resources) and lead a session.
- Have an "open Course Portfolio lab time" outside of the normal meeting times.
- In the final meeting of the session, pose the following questions:
 - How do you measure your progress or success relative to your original goals?
 - What, as a result of your participation in this project, was one of your biggest discoveries?

This feedback informed the design of the Summer 2008 *Course Portfolios Initiative*. Specific changes made to the initiative are listed below. These changes are designed to enable a greater percentage of faculty who participate in the Initiative to succeed in writing their course portfolios. Data regarding number of faculty participants are found in Appendix I.

Specific changes include:

- The addition of the following note-of-advice to faculty who may consider participating in the initiative: "Experience suggests that you may need to spend as much as 1 1/2 to 2 hours working outside of the time when we actually meet in order to be happy with the portfolio you create."
- The initiative was "chunked" into three phases, with Phases I and II held during the summer months, and the optional Phase III in the Fall semester. The three phases are described below.
- In response to the "develop a course pack" suggestions, the initiative now utilizes a FerrisConnect "course" for archiving handouts, agendas, notes, faculty work, etc.
- In order to help faculty develop a clear and deeper understanding of course portfolios, two weeks' time and a meeting session were devoted to examining and discussing the design and content of course portfolios.

Phase I

In Phase I of the *Course Portfolios Initiative*, faculty learn about course portfolios -- their various forms, content, and purposes. We examine a handful of portfolios and then launch into writing the first elements of our course portfolio. These elements include statements about:

- The purpose, goals, and audience of the faculty member's course portfolio
- A philosophy of teaching
- Course context
- The students who enroll in this course.

Phase II

In Phase II of the *Course Portfolios Initiative*, the focus of the work will be on the course design, student learning outcomes, teaching methods, what the students do to enable them to reach the learning outcomes, etc. During Phases II, faculty will also do some careful planning for Phase III.

Phase III (optional; Fall 2008)

Phase III is identical to what is now the implementation phase of the *Inquiries into Teaching and Learning Project*. That is to say, during Phase III, faculty will conduct assessments of their teaching or their students' learning. The assessment project – its design, results, and the faculty member's reflections on the assessment work – will be added to the course portfolio.

Looking Ahead

Of most concern at this point in time is providing the time and support to faculty to succeed in writing their course portfolios. The changes made in Summer 2008 will be carefully reviewed in the early Fall semester to determine whether and to what extent they enabled faculty to complete their portfolios.

The Faculty Center for Teaching and Learning would like to connect Ferris faculty to the larger community of faculty and others who are engaged in writing and reviewing course portfolios. One step toward this goal is to provide faculty in Fall 2008 an opportunity to submit reviews of course portfolios that are currently published in two places on the web:

The Carnegie Academy for the Scholarship of Teaching and Learning in Higher Education: The Gallery of Teaching and Learning (online at:

http://gallery.carnegiefoundation.org/gallery_of_tl/castl_he.html)

Peer Review of Teaching Project: Making Visible the Intellectual Work of Teaching (online at:

<http://www.courseportfolio.org/peer/pages/index.jsp?what=rootMenuD&rootMenuId=1>)

Scholarship of Teaching and Learning Initiative

About

The Faculty Center, through its *Scholarship of Teaching and Learning (SoTL) Initiative*, provides opportunities for faculty to examine SoTL literature and produce scholarly works that contribute to a body of knowledge on teaching and learning. The *SoTL Initiative* also engages faculty in a larger, international SoTL effort.

2007-2008 Projects

Faculty participated in the second offering of the *SoTL Initiative* in Summer 2007 (the inaugural offering was the previous Spring semester). This Summer 2007 project provided faculty an opportunity to examine research literature that addresses issues in college teaching and learning. We considered how the research questions are framed, the research methods used (including discussion, to the extent necessary, of the statistics), and the research results and their relevance to our work in the classroom. We also devoted time to exploring how, as an area of inquiry and dialogue both nationally and internationally, the scholarship of teaching and learning has evolved. And, finally and equally importantly, we shared our own experiences and insights in SoTL with each other.

Participation data are presented in Appendix I.

Examples of papers discussed during the Summer 2007 project include:

Hutchings, P. 2007. Theory: The elephant in the scholarship of teaching and learning room. *International Journal for the Scholarship of Teaching and Learning* 1(1). Online at: http://www.georgiasouthern.edu/ijsoatl/v1n1/essays/hutchings/IJ_Hutchings.pdf. Accessed 16 May 2007.

MacLellan, E. and R. Soden. 2007. The significance of knowledge in learning: A psychologically informed analysis of higher education students' perceptions. *International Journal for the Scholarship of Teaching and Learning* 1(1). Online at: http://www.georgiasouthern.edu/ijstol/v1n1/macLellan_soden/IJ_MacLellan_&_Soden.pdf. Accessed 16 May 2007.

Bugrahan, Y., H. D. Smith, P.L Hirsch, and G. Birol. 2006. Teaching Writing in a Laboratory-Based Engineering Course with a "How People Learn" Framework. In: *New Directions for Teaching and Learning*, No. 108, pgs. 59-71.

Gerdeman, R. D., A. A. Russell, and K. J. Worden. 2007. Web-Based Student Writing and Reviewing in a Large Biology Lecture Course. *Journal of College Science Teaching*, 36(2):46-52.

Zusman, M, D. Knox, and M. Lieberman. 2005. Gender differences in reactions to college course requirements or "Why females are better students." *College Student Journal*, 39(4):621-626.

Bachen, C.M., M. M. McLoughlin, and S.S. Garcia. 1999. Assessing the Role of Gender in College Students' Evaluations of Faculty. *Communication Education*, 48:193—210.

Ainsworth, S. and S. Burcham. 2007. The impact of text coherence on learning by self-explanation. *Learning and Instruction*, 17:286-303.

Looking Ahead

Despite the lack of faculty interest in this project in Fall 2007, the Faculty Center for Teaching and Learning believes there is merit in offering the opportunity for faculty to engage together in a review of current research on teaching and learning. Consequently, we will offer this opportunity again in Fall 2008, perhaps only slightly modified so that faculty commit not to an entire semester of work, but instead to a 3- or 4-week series, repeated for other (or the same) faculty once during the semester. In offering this opportunity, we will consider suggestions from past participants, including:

- In promoting faculty participation in future SoTL projects, consider adding language that draws attention to "reflection and community" and including quotes from past SoTL participants
- Consider periodically having a brown bag session in which faculty are invited to discuss a paper on teaching and learning – a kind of "tasting session" for anyone
- Develop or identify web resources
- Consider offering this community online or via teleconferencing for off-campus faculty.

In addition to the above described project, the Faculty Center will develop an opportunity for faculty to create scholarly works in teaching and learning (i.e., works that can be presented or published) via a new *Scholarship of Teaching and Learning Project* in Spring 2009. For some faculty, developing the work they did in the *Inquiries Project* into a scholarly piece is a natural next step. For others who may not have participated in the *Inquiries Project* but who are nonetheless interested in research in teaching and learning, the *Scholarship of Teaching and Learning Project* may meet their personal or professional goals. The details for this project will be established in Fall 2008.

Support for New Faculty

About

The University and FCTL support new faculty in their transition to Ferris State University and the communities in which they live. We are also committed to supporting and helping new faculty be successful and effective educators. To that end, FCTL provided new faculty two specific opportunities to

work with FCTL staff and others during their first year at Ferris. These opportunities are the New Faculty Orientation Week (NFOW) and New Faculty Transition Program (NFTP).

New Faculty Orientation Week

FCTL, in collaboration with the Office of the Vice President for Academic Affairs, provided a week-long orientation program to assist new faculty in their immediate transition to Ferris State University and the local community. This week-long program has been revised each year to better meet the needs of the new faculty. Feedback gathered from the new faculty and a focus group comprised of a six faculty who have been at the University for less than four years informed these revisions, many of which will be incorporated into the Fall 2008 New Faculty Orientation Week. A summary of this feedback is found below.

Fall 2007 New Faculty Orientation Week: Summary of Faculty Feedback

The faculty who participated in the week-long New Faculty Orientation Week in August 2007 were asked each day to provide feedback about the day's sessions. They were asked to respond to three questions:

1. What did you like about today's sessions?
2. What would have made today's session more valuable to you?
3. What would you suggest we delete for the schedule in the future?

For the purpose of this report, the findings from the evaluations have been divided into four areas:

- Sessions on teaching and learning
- General information about Ferris State University
- Sessions on services at Ferris
- The week's schedule

Sessions on teaching and learning

On learner-centered teaching

The overall consensus from the participants was that the sessions that addressed learner-centered teaching were very valuable. However, the participants also noted that they wanted time and assistance in learning how to apply the principles of learner-centered teaching to their own courses. Nearly 100% of the respondents indicated they wanted time to use what they were learning in planning their courses. One faculty commented, "I would like the theory to be applicable, not just you will learn this later."

On the scholarship of teaching and learning

The faculty also indicated that, although they found the information on the scholarship of teaching and learning interesting, it could have been given to them later in the academic year when they may have been more receptive and not so overloaded with other information.

On FerrisConnect

The sessions dealing with FerrisConnect brought a series of very mixed responses. Faculty that needed to learn FerrisConnect so they could use it immediately were somewhat frustrated that they had to wait until Friday to get significant training. Those that were not going to teach online in the Fall semester liked the introduction and were looking forward to learning more and using the system in their courses.

On assessment

The session on assessment was received very well, with the participants indicating the value they placed on knowing the importance of assessment at Ferris.

General information about Ferris State University

The participants indicated that the session on the demographics of the Ferris students was very valuable.

100% of the participants valued the time they had with the department heads and deans, especially the discussion about tenure and promotion. Nearly 100% of the participants expressed their value for the time with the FFA. The issues that directly affect their employment were very important to the group.

The lunch with the 2006 cohort of new faculty was also cited as being very helpful in better understanding the Ferris culture and our students.

The overall responses regarding the roundtable session titled, "The Role of Ferris Faculty," were negative. One participant wrote, "With my limited experience with teaching, some of the information is more than I can use. I will need to concentrate on teaching." Another participant wrote, "The roundtable is something we could cover during the school year ..."

Sessions on services at Ferris

There were three major areas of services information presented and all were seen as very valuable to the group.

The FLITE services, especially how the library can support teaching and students' learning, received nearly 100% positive response, as did the information media production services shared.

The feedback on Banner and My FSU training suggested that it be done in a computer lab where everyone could apply the information they were learning. The participants found the information very helpful, but several were frustrated that they could not apply the information and experiment with finding information such as class lists, and how and where to post and view grades.

The session on Academic Support Services received excellent reviews. A few respondents suggested that it be held in the Academic Skills Center so new faculty could familiarize themselves with the location of the services.

The week's schedule

The overall consensus of the participants was that the days lasted too long; they also indicated the sessions needed to be more interactive. One participant wrote, "Too much sitting." Several respondents strongly suggested that no sessions be held on Wednesday afternoon to give a break to the group and give new faculty some time to work on their courses or deal with moving issues. It was also very clear that sessions that were in the latter part of the afternoon were a struggle for the participants to stay engaged in; the participants were simply tired.

Many of the respondents indicated some of the session could be delayed until later in the semester, not offered at all, or offered in an online environment. These included: Tour of the FLITE library, Diversity session, History of Ferris, Introduction to the Big Rapids Area, Role of the Senate, Curriculum Process, and Tour of Campus.

Nearly 100% of respondents indicated they would like time to meet with colleagues that teach in the same areas that they do. (This was also a very strong response from the adjunct faculty that usually have little to no contact with other faculty.)

Participants also indicated they would like a bibliography of the resources each presenter made reference to in their presentations.

Looking Ahead

The conclusions to be drawn from all of the feedback that can be used to guide the development of the 2008 program are as follows:

- Shorten the days
- Make the activities more interactive
- Create time for application of teaching and learning information
- Set up times for new faculty to work with current faculty teaching in the same areas to work on course issues
- Delete several of the sessions from the week-long program and add many of them to the year-long transition program, including the sessions on diversity, the role of the senate, and the curriculum process.

The Fall 2008 New Faculty Orientation Week will have a greater focus on teaching and students' learning issues. Information about areas of focus (e.g., grant writing, curriculum committees) will be provided online or presented during the year-long New Faculty Transition Program.

New Faculty Transition Program

Since the 2000-2001 academic year, FCTL has conducted the year-long New Faculty Transition Program. The program provides new faculty an opportunity to gather every two weeks during their first academic year at the University to discuss issues they are facing in their courses and departments; it is also a time for socializing and community building among the faculty.

Looking Ahead

Participation in the 2007-2008 program was lower than is desirable, with less than 50% of new faculty in attendance at each session. In an effort to find ways to better enable new faculty to participate, FCTL staff solicited feedback from department heads and chairs. The feedback we received has led us to add an additional time during the week when new faculty may participate in the program during the 2008-2009 academic year.

One-on-One Services

About

The Faculty Center for Teaching and Learning staff, along with other Ferris faculty, provide one-on-one assistance to faculty who wish to improve teaching and learning. Some of this assistance is formalized (see *Small Group Instructional Diagnosis*, for example), while much of it is informal. Here, we describe the former.

We hasten to add, however, that each member of the staff consults with numerous faculty, in some instances, during the course of a single day, but certainly throughout a semester.

2007-2008 Assistance

Instructional Technology

Faculty Center staff members provide support and assistance to faculty throughout the 2007-2008 academic year through scheduled walk-in hours in the Faculty Workroom (IRC 121). Although there were times during the semester (e.g., at the start, during breaks) when demand was greater, typically, five faculty per week sought assistance during the walk-in hours.

Staff also scheduled individual appointments with faculty. Again, on average, FCTL staff met with five faculty per week to assist them with using instructional technologies.

Not surprisingly, many instructional technology requests for assistance, particularly regarding FerrisConnect, WebCT, and Respondus, were made via telephone and e-mail. Fortunately, the subsequent assistance could also be provided via the same medium. Peak demand for assistance occurs before and during the early weeks of the semester when FCTL staff members, collectively, respond to as many as 75 phone calls and e-mail messages each day. Requests for assistance tend to subside by the second or third week of the semester, at which time the average number of requests is 10 per week.

Regardless of the means (e.g., telephone, e-mail, walk-in sessions) of assistance, faculty typically seek help with migrating courses or content from WebCT to FerrisConnect, configuring their grade books, and setting up and managing discussions, quizzes, and student groups. Other requests for assistance concern creating images, video, and audio, using Respondus to create online quizzes, and converting desktop materials to web-friendly formats such as html, FlashPaper, and PDF.

Finally, student workers, who otherwise provide support to the FCTL staff, have assisted faculty by converting questions that exist in databanks to an online quiz format for use in Respondus. During the

2007-2008 academic year, students assisted in projects with faculty in creating test banks for six textbooks, developing three Image Libraries and glossaries.

Small Group Instructional Diagnosis

A Small Group Instructional Diagnosis (SGID) is a formative assessment of students' learning, a kind of mid-stream evaluation or checkup that usually takes place between the 4th and 8th weeks of the semester, but can be done at any time during the semester. An SGID is a great way to evaluate if the students are learning and if there might be better ways to help them learn during the remainder of the semester.

During the 2007-2008 academic year, FCTL staff and others (see below) conducted SGIDs for 18 courses taught by 15 different faculty members.

In late Fall 2007, FCTL staff invited faculty to engage in a short training workshop that would provide them the knowledge and skills to conduct SGIDs; seven faculty participated in the training. During the following Spring semester, four of the seven faculty members conducted SGIDs.

Curriculum Mapping Project

See page 7 for more details.

Looking Ahead

The Center staff will work during the upcoming year to expand its *One-on-One Services* by identifying faculty experts and volunteers who are willing to provide assistance to others on any number of possible teaching and learning tools, methods, etc.

We also hope to increase the number of faculty using SGIDs in the 2008-2009 academic year, not only because of the potential benefits that accompany doing one, but because of the additional faculty who are available to conduct an SGID. To help inform faculty about this service, FCTL staff will develop SGID content for its website and a small brochure or flyer to distribute at least once each semester to all faculty.

Finally, in an effort to more fully document the level and nature of one-on-one assistance that FCTL staff provide faculty on an informal basis, we will capture such data periodically throughout the academic year and include the results in the 2008-2009 Annual Report.

Faculty-in-Residence Initiative

This initiative is designed to provide faculty members with opportunities to work in the Center for an extended period of time on specific projects. No work was done during the 2007-2008 academic year to advance this initiative.

Looking Ahead

The FCTL staff, in collaboration with the Advisory Group and the Office of Academic Affairs, will draft a concept paper in Fall 2008 that describes this initiative, including its goals, funding requirements, etc. We subsequently hope to launch the initiative by Summer 2009.

Collaborations with Others

University service

The FCTL staff aim to be engaged and contributing members of the larger Ferris community. One such means for such engagement and contribution is through service on University committees. Examples of committees that FCTL staff members participated in during the 2007-2008 academic year include (in no particular order):

- Diversity Planning Committee
- HLC Subcommittees, Criteria 3 and 4
- Advising Implementation Task Force
- College of Pharmacy Professional Development Committee

- Academic Affairs Assessment Committee
- FerrisConnect Implementation Project Teams: Training and Support, Content Migration, and Tracking and Reporting
- Advancing Online Task Force
- Exemplary Online Course Award Review Committee
- Timme Travel Grant Review Committee
- Online Instructor Certification Review Committee
- HLC Academy for Assessment of Student Learning.

Other University projects or activities

Members of the Faculty Center participated in a handful of other University projects or activities during the past academic year. These include:

- With faculty from FLITE, co-sponsored an audio conference titled, "Plagiarism 101: Keys to Preventing Academic Misconduct"
- With the College of Technology, co-sponsored an audio conference titled, "Defining Program Outcomes"
- With faculty from the Social Sciences Department, co-sponsored an audio conference titled, "Study Abroad Programs: Balance Student Wants and Academic Demands"
- With the Office of Academic Affairs, co-sponsored an audio conference titled, "Global Shifts in Higher Ed: Why Bologna Matters to Your College"
- NSF CCLI grant proposal
- *18th Annual Equity in the Classroom Conference* (held at Ferris State University)
- 2007 Summer University events
- HLC Academy for the Assessment of Student Learning
- College of Business ACBSP accreditation review
- FerrisConnect course template development with Media Production
- Office of Academic Affairs and College of Pharmacy *Accelerated Learning* curriculum development project
- Survey development and data analysis with the College of Business Research Center
- Review of courses and dialogue with faculty members who develop online courses per their contract with College of Professional and Technological Studies
- Provided FerrisConnect, Respondus, and Captivate training to students in the Information Technology Assistance Program (see: <http://www.ferris.edu/tac/departments/index.cfm?DepID=1>)
- Administrative support for the WebCT server, including creating course spaces, maintaining faculty and student accounts, creating and maintaining course back-ups, and troubleshooting access issues
- Planned for new faculty development activities associated with the Structured Learning Assistance Program
- Sponsored campus forums about SafeAssign (a plagiarism prevention service), iTunesU (Apple's gateway to educational content on the web), and Sakai (an online learning management system)
- DVD project on assessment of student learning with faculty and students in TV and Digital Media Production program
- Research project with faculty member that focuses on student collaborative writing via a wiki
- Research project on journaling as a means to improve student learning in a science class.

Community service

As our mission statement reads, the Faculty Center staff members are committed to "work(ing) with and support(ing) the greater educational community in (its) efforts to affect deep, positive, lasting, and profound student learning." To that end, examples of ways in which members of the Faculty Center engaged with the broader educational community include:

- Brookside Elementary School Improvement Committee
- Big Rapids School District Citizens' Advisory Committee
- MOISD Regional Science and Engineering Fair judge

- Alpha Phi Omega Communications Chair
- Volunteer work in public schools
- Outreach program to youth in Grand Rapids' neighborhoods
- English language tutoring for children for whom English is a second language.

Faculty Advisory Group

The Faculty Advisory Group to the Faculty Center for Teaching and Learning is comprised of 55 faculty and 2 staff members from 8 colleges and FLITE. During the 2007-2008 academic year, members of the Faculty Advisory Group participated in or consulted on the following:

- Site visit and meeting with faculty and administrators from Northwood University about planning for and establishing a Teaching Center of their own
- Interviews, presentations, and evaluations of candidates for the position of Instructional Designer in the Faculty Center
- The Guidelines and Procedures of Professional Development Incentives and the Timme Travel Grant Program
- Timme Travel Grant Review Committee.

Looking Ahead

The Faculty Advisory Group is a tremendous resource and asset to the Faculty Center for Teaching and Learning, one which we must continue to integrate more fully and substantively into our work. FCTL staff members have begun discussions about Professional Development Incentives, with specific attention on the need to create a more systematic way, with associated criteria, to determine the appropriate monetary award. At the start of the Fall 2008 semester, FCTL will seek the Faculty Advisory Group's input and review on these discussions.

FCTL website

During the 2007-2008 academic year, the FCTL staff and others, including faculty and staff at the University, contributed new content to the FCTL website. Descriptions of these additions follow.

Mission and Values

FCTL staff revised the Faculty Center's mission statement and drafted a statement of values. These were added to the website in August 2007 and can be viewed at:

http://www.ferris.edu/htmls/academics/center/StaffMission/Mission_Statement.htm

Policies and Procedures

FCTL staff, in collaboration with members of the FCTL Advisory Group, College Deans, Department Heads and Chairs, and the Associate Vice President for Academic Affairs drafted new guidelines and procedures for Professional Development Incentives and the Timme Travel Grant Program. The new guidelines and procedures are online at, respectively,

http://www.ferris.edu/fctl/Funding/PDI_files/PDIGuidelines.htm and
http://www.ferris.edu/fctl/Funding/Timme_files/2007_2008TimmeGuidelines.htm.

Online Instructor Certification Program

A substantial amount of information about the Online Instructor Certification Program was added to the FCTL website. This information includes descriptions of the:

- History and purpose of the program
- Five levels of certification
- Instructions for applying for certification
- Check lists for preparing a portfolio for review
- Examples of what can be submitted to fulfill various requirements for certification.

Teaching and Learning Topics

New and revised essays or PowerPoint presentations on a variety of topics related to teaching and learning were added to the FCTL website. Examples of such topics include:

- Student Background Questionnaire
- Bloom's Taxonomy of Educational Objectives
- Creating Community in the Classroom
- Developing an Effective Assessment Strategy in a College Course
- Evaluating Learner-Centered Teaching
- Helping Students to Improve their Memory
- Helping Students Learn in a Learner-Centered Classroom
- Icebreakers for the First Day of Class
- How to Give Students Criticism
- Planning a College Course: A Guide for New Instructors
- Sharing Power in a Learner-Centered Classroom
- Managing the Classroom Learning Environment
- Designing a Course Syllabus (including a sample syllabus)
- Time Management.

Other Additions

New content for the following projects and discussion series was added to the FCTL website:

- *Inquiries into Teaching and Learning*: see <http://www.ferris.edu/fctl/inquiries/>
- *Inclusion, Equity, and Diversity in Teaching and Learning: Issues that Affect the College Classroom*: see <http://www.ferris.edu/fctl/Announcements/Inclusion.htm>
- *Discussions on Teaching and Learning Series*: see <http://www.ferris.edu/fctl/Discussions/LearningSeries.htm>.

Looking Ahead

New content will continue to be developed and added to the FCTL website during the 2008-2009 academic year. Specific content currently planned for the website will address: Small Group Instructional Diagnosis, course portfolios, FCTL Advisory Group, and instructional design.

Currently, the FCTL website consists of at least 275 web pages, the vast majority of which are static html files. Less than 15% of the content displayed on our web pages is dynamically generated from a database. The database structure in place is not, however, used to support data archival, retrieval, or reporting functions.

The staff of the Faculty Center recognize the potential of the web to be a medium for providing resources, training, and information that can have historical significance and significance in real-time. In order to make fuller use of the web in this way, we wish to develop a database structure that would be used to deliver at least 90% of our content to the web. In addition, the database structure would allow the Faculty Center to archive, retrieve, and compile all of the data that are currently collected or may be collected in the future.

Creating a website around a database provides advantages over one built as a set of static html files. These advantages include:

- Ease of content management
- Using the same content for display on multiple pages that serve different purposes and have varying contexts
- With a database, users can store, retrieve, and compile information
- The database provides advanced searching capabilities.

Of course, there's a flip side to this. That is, there are disadvantages to creating a website around a database. These disadvantages include:

- If the database developer leaves, so too might the capability to manage, mine, and further develop the database.

- Designing and then developing the database structure are dependent on knowing what content is to be managed now and how it might be used in the future. Figuring this out takes time and energy.

During the upcoming academic year, the Faculty Center would like to make a significant effort to move to a database-driven website.

FCTL Funding Program

The Faculty Center for Teaching and Learning is funded by monies allocated by the Office of Academic Affairs and an endowment established by Abigail Smith Timme and designated for the Timme Center for Teaching Excellence, now known as the Faculty Center for Teaching and Learning. The endowment, in particular, supports the FCTL Timme Travel Grant Program. Information about the travel grant awards that were made in the 2007-2008 academic year is presented in Appendix II. This information includes similar data for the previous academic years beginning in 2002-2003.

A special note about the Timme Travel Grant Program is warranted here. In addition to the peer-reviewed proposal process that led to the award of 45 Timme travel grants in Spring 2008, the Faculty Center also provided block grants to faculty who wish to attend the 8th Annual Lilly Teaching and Learning Conference. Data regarding the block grants are provided in Appendix II.

Finally, a portion of the FCTL budget provides for Professional Development Incentives (PDI), monies whose purpose is to support and enable faculty members' efforts to improve their teaching and their students' learning. Data regarding PDI awards made during the 2007-2008 academic year are provided in Appendix II. This information includes similar data for the previous academic years beginning in 2000-2001.

For additional information about other expenses associated with the work of the Faculty Center for Teaching and Learning, please contact the FCTL Director, Dr. Todd Stanislav. Todd can be reached at ext. 3541 or via e-mail at stanist@ferris.edu.

Final Reflections

Writing this Annual Report provided a rich opportunity for the FCTL staff members to reflect on the previous year's work and clarify new directions and priorities for the upcoming year. This experience also revealed ways in which we can, in the upcoming year, manage our work in ways that have the potential to simplify the writing of next year's report. For example, with this report as a template for next year, we hope to create time at or near the end of each semester to document the work we've just completed.

Were time and energy unlimited, we would like to have included in this report those goals and priorities provided by colleges in their Unit Action Plans that have direct relevance to the Faculty Center for Teaching and Learning. If possible, we will gather this information and add it to the report at a later date. Certainly, we will compile this information and integrate it into future annual reports.

Last, we hope, as we indicated at the outset, that this report serves as an effective means for you to learn about, reflect on, and evaluate our work. We invite you, should you have any comments or questions, to please contact us at fctl@ferris.edu.

Respectfully,

*The staff of the Faculty Center for Teaching and Learning
Ferris State University
August 2008*