

# Center for Teaching and Learning

## 2017-2018 Annual Report

### I. Purposes of PLNU Academic Centers and Institutes

Centers and Institutes are created to accomplish the mission of the University in ways that complement and extend its academic programs. Each Center/Institute must embrace at least one of the following possible emphases:

- a) Resourcing the professional development of faculty and/or staff to better serve the University mission
- b) Serving external constituents and/or connecting them to the University in mission-driven ways
- c) Horizontal (Interdisciplinary) facilitation with faculty, staff and students on the following cross-disciplinary themes:
  - 1) Christian formation
  - 2) Contextualized education
  - 3) Global engagement

**The Center for Teaching and Learning actualizes the following emphases:**

**a.** The Center for Teaching and Learning (CTL) is strategically positioned to offer professional development to PLNU faculty. In everything we do, we purposefully target this goal and align ourselves under it, bringing professional development to all faculty. We accomplish this through many avenues, beginning with New Faculty Seminar, Faculty Development for Adjuncts Day, Faculty Development Day and Faculty Scholarship Day, workshops and Faculty Learning Communities, offering individual classroom observations with personalized feedback and individualized consultations on IDEA reports, the CTL website, and most recently a Writing Retreat.

**c.i.** The Center for Teaching and Learning helps faculty develop practices to integrate Christian faith in their curriculum and classrooms through workshops and individual consultations. We also collaborate with the Wesleyan Center workshops on Christian Practices.

### II. Alignment of CTL with the University

#### Point Loma Nazarene University Mission

“To Teach ~ To Shape ~ To Send”

“Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.”

#### PLNU Core Values

1. Excellence in teaching and learning
2. An intentionally Christian community
3. Faithfulness to our Nazarene heritage and a Wesleyan theological tradition
4. The development of students as whole persons
5. A global perspective and experience
6. Ethnic and cultural diversity
7. The stewardship of resources

## 8. Service as an expression of faith

[https://catalog.pointloma.edu/content.php?catoid=28&navoid=1724#Mission\\_Statement](https://catalog.pointloma.edu/content.php?catoid=28&navoid=1724#Mission_Statement)

PLNU's mission and strategic goals help to explain the role of CTL and why PLNU places such a high priority on faculty development. CTL's goals and overall work align directly with several of PLNU's goals. The strongest alignment is with PLNU's first goal: **"Excellence in teaching and learning."** In 2010, in order to increase the speed with which PLNU was pursuing and meeting this goal, Provost Kerry Fulcher, made the role of CTL director a full-time appointment, up from a .33 appointment given to the previous director, Dr. Hadley Wood. The ways in which CTL supports PLNU's goal of "Excellence in teaching and learning" are outlined throughout this document and on our website, CTLPointloma.org.

CTL also supports PLNU's second and third goals: **"An intentionally Christian community"** and **"Faithfulness to our Nazarene heritage and a Wesleyan theological tradition."** These goals, primarily met by the Wesleyan Center, also align with some of CTL's work. For example, in 2015, CTL hosted David I. Smith, author of *Teaching and Christian Practices* as our keynote speaker and to also run a workshop at Faculty Development Day. The Wesleyan Center has facilitated several Faculty Learning Communities on Dr. Smith's book. In addition, CTL has partnered with the Wesleyan Center to host panel presentations on faculty's implementation of Christian Practice in the classroom. We house their materials on our website. The CTL director also participates in the sessions of New Faculty Seminar dedicated to faith in the classroom and also Wesleyan Heritage.

The CTL helps support the fourth goal: **"The development of students as whole persons"** through various workshops such as having guest presenter, Dr. Jean Twenge's iGen presentation; partnering with PLNU's Counseling Center to give the workshop "Partnering Together for Student Success and Wellness"; faculty member Lindsey Lupo's "Reducing Classroom Incivility" presentation, and many more.

The CTL helps support PLNU's sixth goal: **"Ethnic and cultural diversity"** through various workshops most recently hosting outside presenter Gabriel Salguero founder of the National Latino Evangelical Coalition to give the keynote address and run a workshop at Faculty Development Day on inclusive pedagogy from a Christian perspective. We have partnered several times with the Tutoring Center to host workshops such as "Disabling Difference: Strategies for Teaching Students with Disabilities," and partnered with the Diversity Committee to host "Strategies for Teaching Culturally Diverse Students"

### III. **Advisory Board**

What is the composition of the Center/Institute's Advisory Board and how does it serve the Center/Institute?

#### **Composition of the Center's Advisory Board**

CTL does not have an official advisory board however, the Faculty Development Committee (FDC) serves in this capacity to some degree. The CTL director is an ex-officio member of the FDC and so is involved in all meetings and discussions. The director has used the committee to get opinions on programing, timing, and other decisions about the CTL calendar, so they do serve in an advisory role.

The FDC has been tasked by the Provost to create a teaching award. That should move forward during the 18-19 year and the hope is that the FDC will help with the yearly selection of the award.

The members of the 17-18 FDC were, Jill Hamilton-Bunch, chair, Nicole Cosby, former chair, Jen Lineback, Kathryn Maloney, Stephen Goforth, and Jo Clemmons and Katie Jacobson, ex-officio.

#### **IV. Capacity and Resources**

##### **IV. A. What resources have been allocated to the Institute or Center in the last year? Please include operating budget, salary, administrative staff and benefits of the director (e.g., load release).**

*CTL's 2017-18 budget:*

*\$172,974.10 Total budget includes Director and Admin Assistant salaries and program budget, which is listed below*

*\$42,470 CTL Program Budget used for stipends for guest speakers, workshop costs, conferences, supplies, library additions, food for workshops, etc.*

##### **IV B. How are monies used to achieve the Institute/Center's Learning Outcomes?**

**CTL's LO's are contained in its Mission Statement and list of goals. These goals direct the way that we spend our budget, which is listed below.**

##### **Center for Teaching and Learning Mission Statement**

The Center for Teaching and Learning exists to provide leadership, encouragement, advocacy, and resources to enhance teaching, learning, and scholarship for all faculty, including full-time, part-time, and adjunct faculty. The Center is committed to cultivating a culture at PLNU that values and facilitates ongoing professional development and growth. CTL supports faculty as they design coursework, improve classroom techniques, contemplate and adapt new techniques and technologies into their classrooms, and assess the effectiveness of their teaching methods.

##### **CTL Goals**

1. Provide faculty with professional development that enriches teaching, encourages student engagement and learning, scholarship and scholarly writing, helping faculty to develop full, meaningful and useful careers.
2. Provide individual classroom observations, consultations, and personalized feedback to promote professional growth.
3. Provide opportunities for faculty to cultivate community and collegiality within PLNU as they develop their craft and also with the larger academy as we connect with thought-leaders and authors who interact with the faculty.
4. Provide faculty with helpful resources including the CTL website and library.
5. Provide instruction and resources to faculty that support diversity and faith integration consistent with the heritage of Point Loma's Wesleyan theological tradition.

*CTL's budget is used to:*

- *organize and run*
  - *Faculty Scholarship Day and lunch*
  - *Faculty Development Day*
  - *Adjunct Development Day and lunch*
  - *Stipends for attendees at Adjunct Development Day*
  - *Workshops given by the director and/or faculty*
- *Fee and travel expenses for outside presenters for workshops*
- *Travel and conference fees for the director*
- *PEG (Pedagogical Enrichment Grants) mini-grants that help send faculty to teaching or SoTL conferences*
- *Food for workshops*
- *New books for the CTL library*
- *Office supplies*
- *Stipends for TNT*
- *Stipends for facilitating an FLC or workshop*
- *Room/board for 3 faculty and the director to the Writing Retreat*
- *Departmental charges (i.e. copier, Sodexo, Media Services, etc.)*

**IV c. What efforts have you made to garner external funding, and what successes can you report?**

*N/A*

## **V. Effectiveness: Services and Community Engagement**

What are the connections of the Institute/Center's work to the larger University and to the Institute/Center's Learning Outcomes? How effective are these connected programs and activities?

**V. A. Name and describe the programs and activities of the Center/Institute in the past academic year.**

CTL consistently reaches out and partners with faculty, other Centers and academic departments, co-curricular departments such as Student Development, Spiritual Development, the Tutoring Center campus wide as well as faculty-to-faculty learning including regional campuses. These events are a regular part of the CTL calendar of events. These connections and subsequent presentations help to establish a sense of community at PLNU, as well as providing lasting effects on the communication, collaboration and collegiality on our campus.

Examples of our curricular and/or co-curricular partnerships are listed below.

- Alumni House, Wesleyan Center, RASP Grant:
  - Faculty Scholarship Day presentations – yearly in August. (See sample program in Appendix QK)
- Business Department:
  - Team-Based Learning presentation from Larry Michaelsen
- Disability Center:
  - Teaching Strategies for Students with Disabilities: Nichole Hope-Moore (given at Faculty Development for Adjuncts, Aug 2017)
- LJWL, Writing Professors
  - Writing Transfer roundtable discussion.

- Music Department:
  - Joint Scholarship with Music Faculty
- Science Department:
  - Faculty Learning Community on Pedagogy in STEM – monthly, ongoing for 4 years
  - Team-Based Learning in Science with Lorrie Comeford, Salem State University
- Student Development:
  - Co-host Dr. Jean Twenge: iGen and Today's Culture
  - Co-host Dr. Brenda Salter McNeil: Presentation on Diversity
- The Wesleyan Center:
  - Writing Retreat at Serra Center, Malibu, CA, up-coming: May 2018
- Faculty Learning Communities:
  - Science Pedagogy, Facilitator: Matthieu Rouffet (Chemistry)
  - Specifications Grading, Facilitator: Conni Campbell (SOE)

**V. B. Describe CTL's assessment plan and activities, what has been learned through assessment, and what programmatic adjustments have been made based on the assessment evidence.**

We keep extensive records of attendance, numerous end-of-workshop assessments, keep track of individual observations and consultation meetings done per year, have sent out Qualtrics surveys assessing opinions and feedback, etc. These measurements (listed below) are significant to us. They help inform our work and guide our programming.

To formally measure effectiveness, we use several types of assessment to inform our work. These include but are not limited to:

- Workshop, Events and FLC attendance (See Appendix A.)
- Workshop and event evaluations (See Appendix B.)
- Faculty Writing Retreat survey (See Appendix C.)
- Requests for teaching observations and personalized feedback
- Requests for consultations on IDEA Student Reports
- Attendance at teaching conferences, such as the Lilly West, POD and the TBL Conferences.

We have collected data on our two largest annual events: Faculty Development for Adjuncts and Faculty Development Day.

#### Faculty Development for Adjuncts, satisfaction surveys collected in August 2017

- 28 total participants
- 28 survey respondents
- Attendees rated Agree or Strongly Agree to the following two questions:
  - o 100% - "I learned something which I consider valuable, and can use in my courses(s)"
  - o 100% - "This workshop was well worth my time."

#### Faculty Development Day satisfaction surveys collected in August 2017

- 126 total participants
- 42 survey respondents
- Attendees rated Agree or Strongly Agree to the following two questions:
  - o 87% - Was well organized:
  - o 67% - Was informative and practical / Was well worth my time

We learned from our data that faculty love learning from faculty. Because of this love of learning from each other, I have increased the number of faculty-to-faculty workshops CTL offers. I've also increased the work I do with individual faculty members to develop their own workshops.

The response to Specifications Grading has been very positive, therefore we plan to have a few FLC's reading Nilson's book in the fall and implementing a Specs grading scheme in the spring.

One of our goals is to increase attendance at teaching conferences and hopefully build toward presentations at these conferences. To encourage growth in this area, we created a mini grant, called the PEG, Pedagogical Enrichment Grant, that can be used for conference attendance. We gave away four of them this past year.

I've started Faculty Learning Communities with faculty facilitators and seen over 40 faculty members in a given year participate in these. There have been panel and roundtable discussions such as the Writing Transfer discussion.

## What programmatic adjustments have been made based on the assessment evidence?

The Center for Teaching and Learning periodically sends out an “Interest Survey” to faculty to get a read on their interest. In our most recent Interest Survey in 2017, respondents expressed interest in many of the topics that were listed in the survey (see below) and also wrote other suggestions for faculty development events. Below are the highest rated along with our response.

The question was “How likely would you be to attend CTL workshops or use services that address the following topics?” (The percentages listed below answered “Likely” or “Very Likely”)

### **68% Using technology to improve teaching:**

- Appy Hour
- Retrieval Practice: Bonni Stachowiak
- iPad grading
- Using Airplay
- Give all new faculty a PowerPoint presenter to encourage them to get out from behind the podium and engage with their students. engagement with their students.

### **63% Active and collaborative learning:**

- Give all new faculty *Collaborative Learning Techniques* by E. Barkley
- 4S Design Workshop: Structuring Group Activities
- TBL in Business with Larry Michaelsen
- TBL in Chemistry with Lorrie Comeford

### **61% Christian Practice in the classroom / integrating faith and learning:**

- David Smith, author of *Christian Practice*, gave a key-note address and workshop.
- CTL co-sponsored with the Wesleyan Center a panel presentation of faculty who have implemented a new Christian Practice into their pedagogy.
- House faculty exemplars on the CTL website

### **55% Designing your course to teach critical thinking skills:**

- Webinar: Creating Critical Thinkers in the Information Age (MAGNA)
- 4S Design Workshop: Structuring Group Activities
- TBL in Business with Larry Michaelsen
- TBL in Chemistry with Lorrie Comeford
- Measuring Course Rigor with Dave Phillips (CEL)

### **52% Work-life balance:**

- This is a very weak area for CTL. The Science FLC has addressed this issue more than once, having discussions on the topic.
- Faculty Writing Retreat at the Serra Center, Malibu, CA
- Specifications Grading with Linda Nilson (workshop and FLC) – can streamline and lessen grading time
- iPad grading – can lessen grading time (forthcoming at FDD 2018)

### **51% Promoting student interaction:**

- Debate Strategies Across the Curriculum with Skip Rutledge (COM)
- 4S Design Workshop: Structuring Group Activities
- TBL in Business with Larry Michaelsen

- TBL in Chemistry with Lorrie Comeford

**48% Team-Based Learning:**

- 4S Design Workshop: Structuring Group Activities
- TBL in Business with Larry Michaelson
- TBL in Chemistry with Lorrie Comeford
- PEG grant that sponsored 4 faculty to attend the TBL conference in San Diego

**45% Improving your course design:**

- Specifications Grading with Linda Nilson (workshop and FLC)
- Excel at Teaching with Tara Gray

**40% Getting better student writing in your discipline:**

- Writing Roundtable

In this same interest survey, we received two comments asking for a workshop on the current student culture and pedagogical help in how to teach them. We have had comments like this on other interest surveys we've sent out as well.

Jeane Twenge iGen

Roundtable discussion on iGen pedagogical strategies

Fall 18, workshop on Teaching iGen Students

We have also responded to feedback on our New Faculty Seminar program over the years. As an example, this past year, in response to comments on our questionnaire about how frantic new faculty felt at the end of the year, we only scheduled meetings through Mid-November and transferred two meetings to Spring semester.

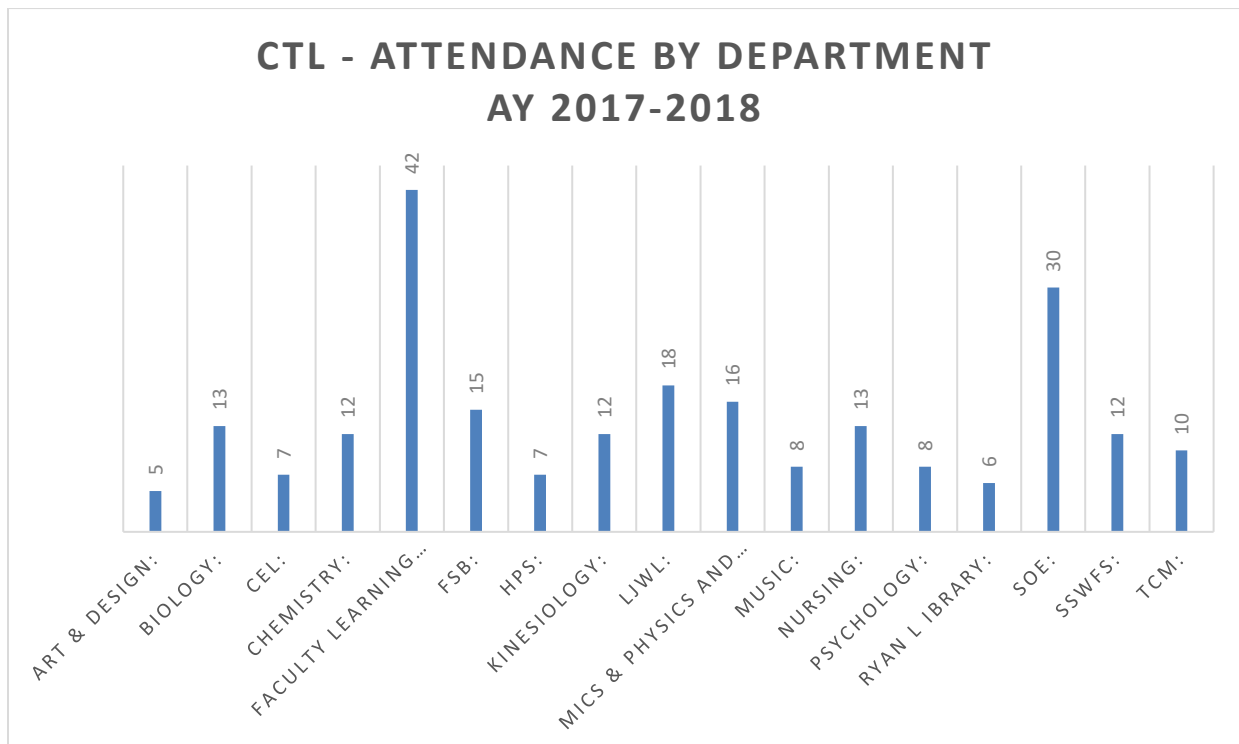
**V. C. To what degree is the work of the Center/Institute effective and linked to the University's academic programs?**

CTL exists to support PLNU's academic programs. Our mission states that we exist "to enhance teaching, learning, and scholarship for all faculty .... cultivating a culture at PLNU that values and facilitates ongoing professional development and growth." To that end, we create a calendar of workshops and Faculty Learning Communities along with other events like Faculty Development Day and Faculty Scholarship Day. Each workshop, event, presenter and topic is selected to support PLNU's academic program.



Appendix A.

2017-2018 – Through March 2018		
Faculty Development & Scholarship Day	8/22/2017	126
Adjunct Training	8/20/2017	27
New Faculty Seminar	FALL 2017	15
Retrieval Practice with Bonni Stachowiak	9/13/2017	26
Jean Twenge Workshop	10/4/2017	32
iGen Follow-Up meeting	11/8/2017	15
Specs Grading Share Out	11/6/2017	9
Webinar: Critical Thinking	1/11/2018	11
4S Design Workshop: Structuring Group Activities for Maximum Impact	1/24/2018	16
Writing Transfer Roundtable discussion	2/13/2018	12
Specs Grading Panel	2/21/2018	15
TNT with John Wu	Spring 2018	22
POD Network Conference	Nov-17	2
TBL - Conference	02/28-03/02/2018	3
LOEX Library Instruction Conference	Spring 2018	1
FLC – Science	2017-2018	25
Academic Writing Retreat	June 1-5, 2018	10
Individual Consultations with CTL	2017- 2018	<60

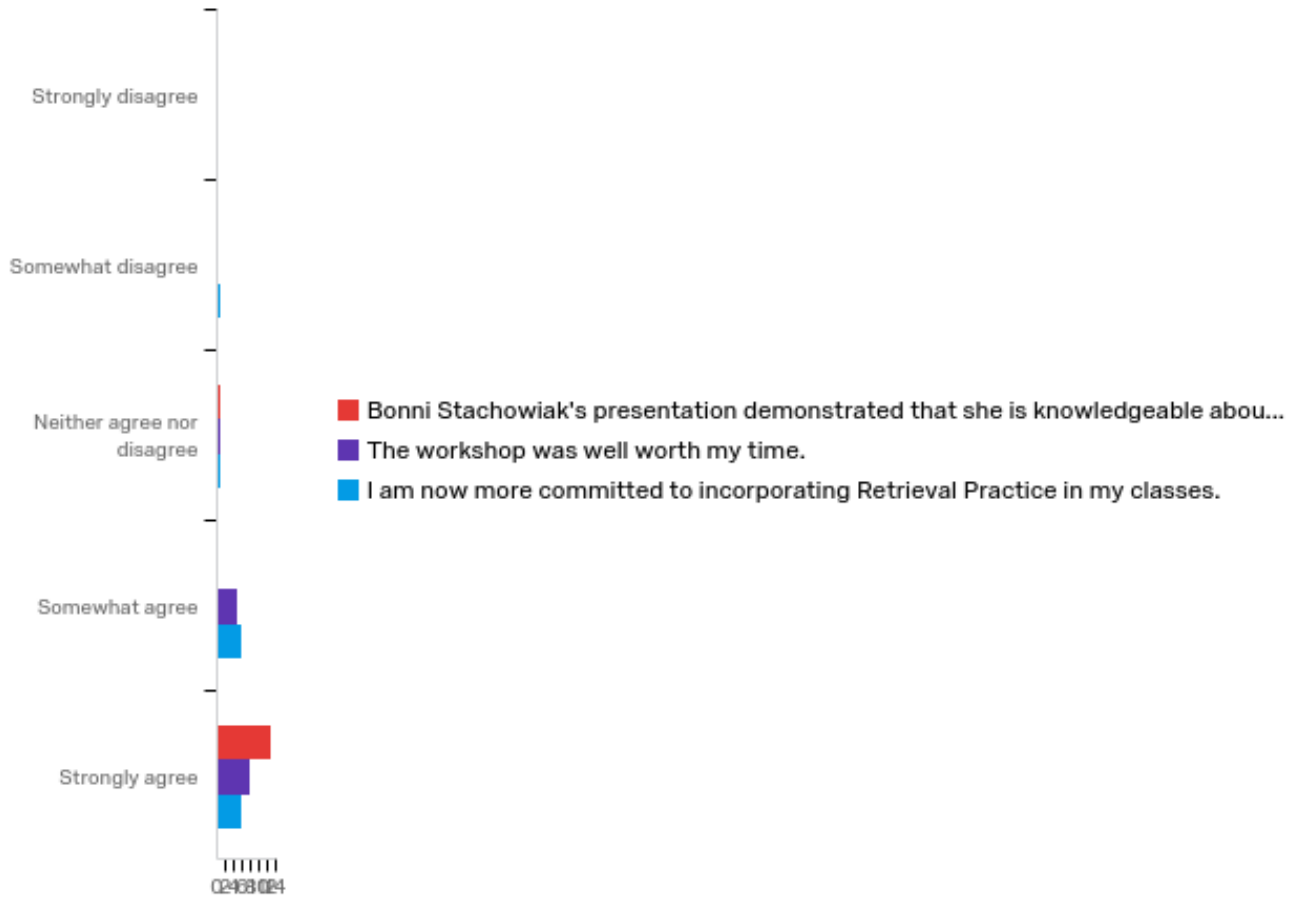


Appendix B.

Qualtrics Survey *Retrieval Practice with Bonni Stachowiak*

September 13, 2017, 12:56 pm PDT

Q2 - Based on your experience in the Retrieval Practice workshop, please rate the following:

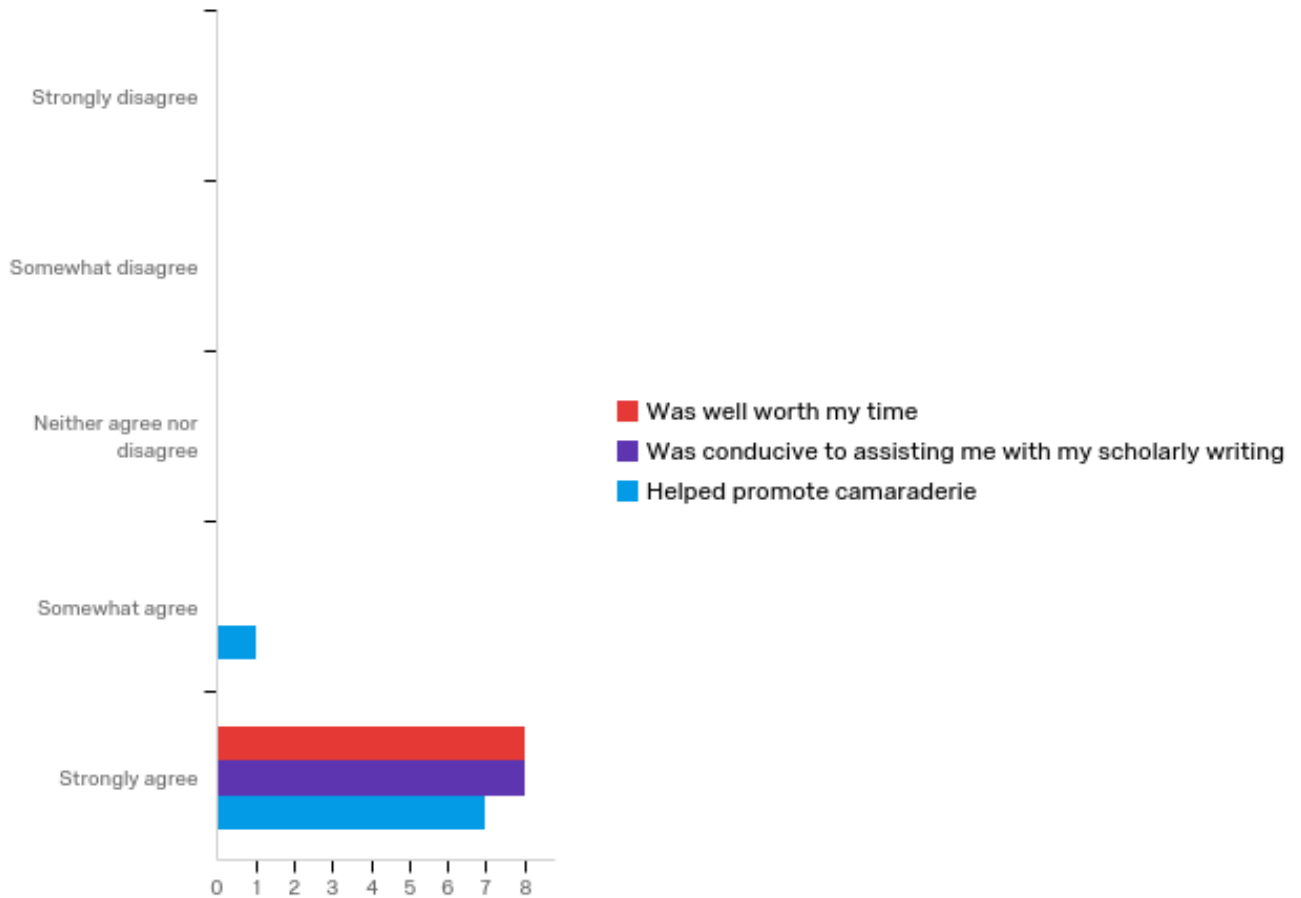


#	Question	Strongly disagree	Somewhat disagree	Neither agree nor disagree	Somewhat agree	Strongly agree	Total
1	Stachowiak is knowledgeable about Retrieval Practice.	0.00% 0	0.00% 0	7.14% 1	0.00% 0	92.86% 13	14
2	Workshop was well worth my time.	0.00% 0	0.00% 0	7.14% 1	35.71% 5	57.14% 8	14
3	I'm will incorporate Retrieval Practice in my classes.	0.00% 0	7.14% 1	7.14% 1	42.86% 6	42.86% 6	14

Appendix C.

Qualtrics Survey: *Faculty Writing Retreat*  
**May 29 to June 1, 2018**

**Q1 - The Faculty Writing Retreat ...**



#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	Was well worth my time	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	8	8
2	Was conducive to assisting me with my scholarly writing	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	8	8
3	Helped promote camaraderie	0.00%	0	0.00%	0	0.00%	0	12.50%	1	87.50%	7	8