



Center for Teaching and Learning

FY22 Annual Report

We faced many challenges this year in delivering events, programs and services as a result of the ongoing pandemic. However, these challenges again forced us to find new ways to engage with faculty and many of these strategies proved to be quite useful. We continue to use an approach that includes active engagement and implementation by faculty, rather than just listening and attendance. In addition, many of our programs now include both online and in-person components and participants have been quite complimentary of this approach which combines the flexibility of online with the interaction and relationship-building of in-person meetings.

As a Center, we are focused, more than ever before, on continual teacher improvement with new services, updated website resources, new courses for teachers and more engagement and partnerships with allied groups on campus. This year, we introduced our new website, created a new version of the New Faculty Teaching Academy, partnered on inclusive teaching and provided additional resources to document and evaluate teaching effectiveness. We closed out the academic year with a well-attended celebration of teaching that allowed us to recognize those who had completed various programs and to help re-build critical relationships among teachers that had been neglected the past few years. Finally, in May we created a new Canvas course template for the Teaching Portfolio Workshop which had unprecedented involvement with 77 people enrolled. We look forward to another year of working alongside faculty, graduate students and staff to continually improve instruction at the university. Below are some of this year's accomplishments with some of the feedback we received throughout the year.



Website Re-Design

Faculty and Staff:

Amy Barefield, Instructional Resource Consultant

Stephanie Childress, Business Coordinator

Anastasia Elder, Faculty Associate

Melody Fisher, Faculty Associate (summer FY22)

Kris King, Instructional Designer

Kelly Marsh, Faculty Associate

Michael Seymour, Director

Lesley Strawderman, Faculty Associate



Images from the Discussion Activity during the Teacher Appreciation Luncheon



FY22 Accomplishments:

1. New and Improved Website Communication:

We revised and updated our [website](#) with considerable new content, resources and services. We believe that the new site is a much better representation of the work we do and an improved communication tool. New information includes:

- An explanation of our [Approach](#) to professional development.
- Guidance and resources on [Peer Review of Teaching](#)
- Guidance and resources on [Self-Evaluation of Teaching](#)
- Video explanations of upcoming [Events](#)
- [News and Updates](#) on topics of interest like upcoming conferences on Scholarship of Teaching and Learning.

2. Improved and Increased Community of Practice Offerings:

We completely redesigned the **New Faculty Teaching Academy** with considerable online content in order to be able to work with teachers prior to their arrival on campus. We created 2 weeks of online training that began August 1st and focused on 1. Critical Teaching Strategies, 2. Teaching Resources and Student Success and 3. Course Design, Syllabi, and Policies and Procedures. This more active participation model resulted in participants completing 250 practical online assignments like using a checklist to review their syllabi for critical content. Additional in-person events and support were provided once new faculty arrive on campus.



Center for Teaching & Learning

- *"I really appreciated the opportunity to participate in this course. The syllabus checklist was so practical and very helpful. I enjoyed the small groups. I so appreciated your comments on adding creativity to your course."*
- *"I enjoyed hearing from experienced faculty and appreciated the opportunity to learn from each instructor in this course. I believe I have learned the most from this course and the Online Teaching 101 course. The small group discussion was very helpful. I would recommend this to all new faculty, but even experienced instructors will benefit from this course. Thank you for offering this training!"*



- *“I really appreciate having this opportunity. It was helpful to know whether I was on the right track in preparing my classes for the fall. I enjoyed having the sessions broken up over the week, with the opportunity to attend online - It provided the information in really accessible pieces and in a way that I could actually put them into practice while preparing my course over the whole week.”*
- *“The general purpose of the academy helped me get more prepared for my courses and more oriented with the university. It was nice to get to know faculty outside my department and exchange ideas. I felt I learned important concepts.”*
- *“It provided a great survey of some of the resources and strategies necessary for a successful class, as well as an opportunity to experience Canvas from a student's perspective.”*

We developed a fall 2021 **Inclusive Teaching Series** and a new, spring **Inclusive Teaching Community of Practice** in partnership with the Division of Access, Diversity and Inclusion. Participants in the Community of Practice met over the course of the semester and were able to earn a badge by completing three assignments culminating in a Statement of Inclusive Pedagogy.



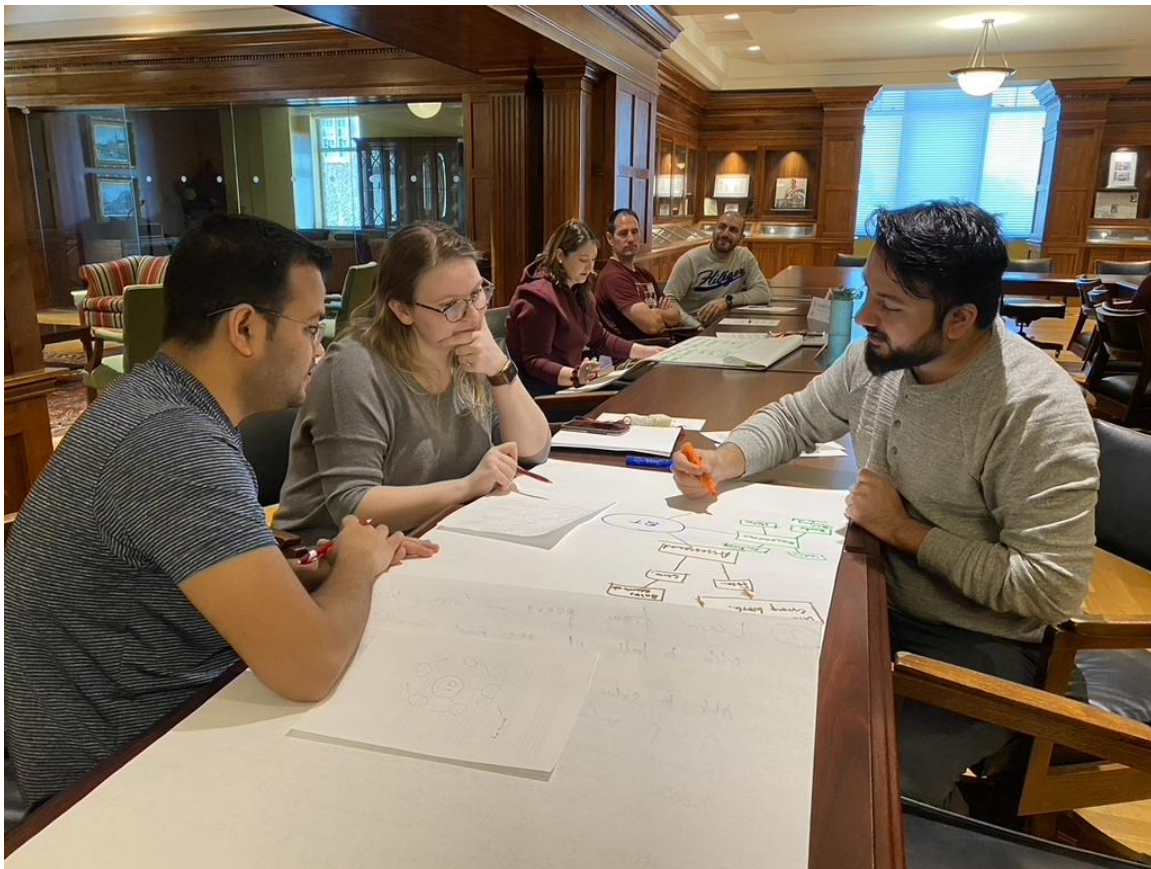
Padlet Activity from the Inclusive Teaching Community of Practice

We revised and improved the **Reflective Teaching Community of Practice** canvas course and graduated our second cohort. Participants completed a Course Self-Evaluation at the end of the spring semester.



We continue to offer the year-long, **Preparing Future Faculty Program** in cooperation with the Office of the Graduate School. The reputation of the program has resulted in considerable growth in applications from 27 in the first year to 55 this year!

- *“The panel discussions were fantastic. All the content about the faculty interview process, teaching statements & portfolios, etc., was really really helpful and informative. And I now have a MUCH better understanding of what a faculty job is actually like, what kinds of questions *I* would ask employers in an interview, and so on!”*
- *“One of the most important lessons I have learned during the PFF program is how to better communicate with my students and conduct structured, relevant, effective, and intentional teaching in the classroom.”*
- *“I loved the panels! Getting to hear real answers straight from the current faculty was genuinely helpful. I also enjoyed the in-class activities when we were able to partner with new people and learn more about their backgrounds and teaching experiences.”*



Preparing Future Faculty Activity




The 4-week, **Online Teaching 101** certification course was offered 8 times this year and completed by 89 teachers. Participants learn best practices for online instruction while completing practical assignments that can be used in their courses.

- *“To be honest, I went into this course thinking it was going to be boring and not useful...BUT, I actually found all of it interesting and I learned something new from each component (and will incorporate/revise my current syllabi and course approaches as a result).”*
- *“The contents covered in the course are super useful and the assignments can be directly applied...”*
- *“I have enjoyed the entirety of the course. It has provided a good view of how an online course can and should be constructed. Since I have not taught an online course myself, it has provided a good introduction and guide for my future. I believe a lot of the material covered here applies in any teaching setting.”*
- *“I learned so much. I have not had the opportunity yet to work through Canvas as an educator and now I feel much less intimidated on that end of things. I'm even more thrilled now to start up my teaching ... and I have some phenomenal tools and ideas to get me started.”*

The **Teaching Portfolio Workshop** was re-imagined this year as a 3-week, asynchronous online Maymester course. Enrollment has steadily increased in the workshop from 22 participants in 2019 to 77 participants this year! Some prior participants have subsequently won major university teaching awards and also assist with the course by providing resources, video recommendations and sample documents.

This is a graded discussion: 0 points possible due May 22

 TP 1: Review and Reflect Discussion May 6 at 2:09pm
Michael Seymour (He/Him) 39 / 67

Choose one of the [Teaching Philosophy Examples](#) to read and analyze. Explain which person's philosophy you chose to review and respond to the 2 prompts below:

- How does the example you chose compare to the advice given for [Composing a Teaching Philosophy?](#)
- How do you anticipate that your philosophy will compare to the example you've chosen?

Begin your thread by clicking "reply" below the instructions.

Also, please respond to at least one colleague.

This topic was edited by Kris King

Teaching Portfolio Workshop Discussion

Awards won by Prior Participants:

- Winner of 2022 Grisham Master Teacher Award
- Winner of the 2022 Early Career Outstanding Teaching Excellence Award
- Winner of the 2022 Center for Distance Education Online Teaching Excellence Award
- Winner of the 2021 University Professional and Continuing Education Excellence in Teaching Award
- Winner of the 2020 Alumni Association Early Career Teaching Excellence Award
- Winner of the 2019 Alumni Association Early Career Teaching Award



3. Increased Focus on Relationship Building

The registration for our first **Teacher Appreciation Luncheon** was filled to capacity at 120 participants. This event celebrates teachers, recognize significant professional development accomplishments and helps to build relationships among teachers and support staff. We envision making this an annual event.



Teacher Appreciation Luncheon

We organized a series of **Classroom Observation** visits where faculty opened their classroom for others to observe their teaching. This included a flier with an explanation of the various opportunities available.

4. Maintained and Improved Services:

We completed 11 **Classroom Observations** of faculty; each observation includes a pre-observation meeting, a classroom visit, a survey of students and a detailed written report with recommendations.

We introduced a new **Informal Classroom Observation** of faculty with a classroom visit and subsequent discussion.



We completed 15 **Informal Canvas Course Reviews**; these reviews include a video capture of the course with recommendations for specific ways to improve student experience.

We received and coordinated review of 27 applications for the **Ottillie Schillig Special Teaching Project grants** and awarded just under \$30,000 for innovative teaching projects.

5. Other successes:

Center faculty associates served on various **Task Forces** related to teaching including the Evaluation of Teaching and Faculty Development Task Forces. In following up on the Evaluation of Teaching work, the Center proposed a new **Statement of Teaching Values** which we will be useful to instructors in focusing their teaching efforts; this statement is currently moving through the revision and approval process.

The monthly **Friday Teacher Forum** provided a way to demonstrate various active learning techniques, address timely topics and promote discussion about participants.

We worked in partnership with Student Affairs to offer 5 separate sessions of **Student-Centered Approaches to Supporting Students in Distress** presented by Dr. Yvett Roby from the Office of Survivor Support and Kim Kavalsky from the Student Counseling Center.

We partnered with Gender Studies on an event focused on students' experiences titled **"Pandemic Pedagogy: What Your Students Want You to Know about Learning during COVID-19"**



Friday Teacher Forum on Life-long Learning

Finally, as a Center focused on continual improvement, we also have worked to continue our own learning through professional development:

- Amy Barefield, Kris King and Michael Seymour completed the online certification course ["Inclusive Teaching: Supporting All Students in the College Classroom"](#)
- Amy Barefield, Kris King and Michael Seymour will all have completed an ACUE teaching micro-credential course by the end of the summer.



- Michael Seymour attended the [Southern Regional Faculty and Instructional Development Consortium Annual Conference in Auburn, GA](#) and presented a paper titled “The Benefits and Limitations of Video Feedback for Assignment Review.”
- Amy Barefield will attend the [Teaching Professor Conference in Atlanta, GA](#) in June.

Looking Ahead to FY23

We plan to continue to evaluate and improve our existing programs and communities of practice in FY23 while focusing on a few, new efforts. We will begin the year by once again modifying the New Faculty Teaching Academy to make improvements based upon last year’s evaluation. For fall and spring programming, we are exploring programming related to Writing in partnership with the MSU Writing Coordinators and also a potential thematic focus of “Building Relationships” after several years of reduced networking as a result of the pandemic. We are also excited about working with a new Faculty Associate, Dr. Melody Fisher, who joins us after Dr. Kelly Marsh completed her service at the Center at the end of the spring semester. We have a number of additional ideas and initiatives in the planning stages and look forward to another year of working alongside faculty to provide the best possible education to our MSU students.

Additional areas of focus:

- We are working on a plan for converting our physical space in the library into an Active Learning classroom for our smaller events and as an example for others at the university to consider.
- We will be working to implement the ACUE training program for faculty.
- We are still short one faculty associate and will be working to explore options for that position both in terms of funding and focus.
- We will continue exploring options for ongoing professional development for faculty and staff in the Center; this year’s efforts helped to infuse a number of new ideas and practices into our programs and services.