Center for Teaching Excellence
DEAN OF FACULTIES

Annual Report
Center for Teaching Excellence
2019-2020
# Annual Report 2019-2020

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Section I
Executive Summary
The Center for Teaching Excellence (CTE) at Texas A&M University consists of three major working groups: Faculty Professional Development in Teaching, Graduate Student Professional Development in Teaching, and English Language Proficiency Program. Each has a distinct responsibility to their separate mission and a valuable impact on their stakeholders. The combined annual reports are presented in this document.

In its thirty-seventh year, the CTE continues to be called upon to support major university initiatives. These initiatives are often supported through collaborative programs which are highlighted below.

The Colleges of Architecture and Engineering created a new interdisciplinary degree, Bachelor of Science in Architectural Engineering. The CTE and the program department faculty director co-led the Program Re(Design) process, which met with disciplinary faculty, industry leaders, and current students to gather input to design the program. As one of only four architectural engineering programs in Texas, it offers students two concentrations: mechanical systems in buildings and structural systems in buildings. This approach will make it one of the few architectural engineering programs in the United States that offer a concentration track on mechanical systems in buildings.

A new initiative to support faculty mentoring was initiated in accordance with Provost Fierke's annual goals. The group teamed up with the University of Wisconsin-Madison's Center for the Improvement of Mentored Experiences in Research (CIMER) to create the structure for the new Faculty Mentoring Academy. The program initiated with a two-day intensive training program, with separate workshops on seven mentoring competencies, created by CIMER. The Faculty Mentoring Academy continued with the implementation of the seven competencies facilitated by the new mentor cohort.

The Center for Teaching Excellence introduced a new annual teaching excellence award for Academic Professional Track (APT) faculty recognized as the Provost APT Faculty Teaching Excellence award. Ten APT faculty were recognized for exceptional teaching and awarded $5000, generously gifted by the Marie M. and James H. Galloway Foundation. This award encourages, recognizes, and rewards faculty who provide students with meaningful learning experiences, embrace effective teaching approaches, and value student-centered learning.

As the end of the academic year approached, so did a global pandemic. The CTE moved workshops from face-to-face delivery to an online format. The Center assisted with immediate emergency training for faculty to quickly move courses online for the remainder of the semester.

The Center for Teaching Excellence depends on its dedicated team members to provide professional development in teaching opportunities across all disciplines. In addition, this year three postdoctoral scholars were hired to support research in Scholarship of Teaching and Learning (SoTL), analysis of CTE and Dean of Faculties programs, and in teaching in the new Innovative Learning Classroom Building (ILCB).

As the academic year comes to a close, the Center looks forward to moving into the new ILCB and staff look forward to the dedicated CTE training room. This room provides a space for faculty to collaborate with Instructional Consultants to share innovative teaching practices as well as develop new learning strategies in their courses.

Debra Fowler, Director
Center for Teaching Excellence
Vision
An educational environment of welcoming, inclusive, and active classrooms where creative and innovative teaching is practiced and rewarded, and where the evidence of learning is documented to inform and improve continued best practices.

Mission
The mission of the Center for Teaching Excellence (CTE) is to support excellence and innovation in teaching through professional development opportunities promoting evidence-based, learner-centered approaches designed to facilitate faculty instructional effectiveness and student academic success in the 21 colleges, schools, and branch campuses of Texas A&M University.

Diversity Statement
Recognize and value diverse perspectives and inclusive teaching and learning approaches; strive to ensure that all faculty, staff, teaching assistants, and students can thrive and succeed.

3 Top Goals

Goal 1: Enhance the student experience by collaborating with faculty and program leadership in updating programs and courses
- Undergraduate and Masters: Support curriculum and program update or original design as requested utilizing the Program (Re)Design Model
- Doctoral: Support curriculum and program update or original design as requested utilizing the Transformative Doctoral Education Model
- Graduate students and faculty: Ongoing professional development in teaching and English language proficiency programs

Goal 2: Prepare faculty to teach in the new 21st Century Classroom Building

Goal 3: Enhance the scholarship of teaching and learning on campus
2019-2020 Faculty & Student Advisory Board Members & Expectations

The Center’s Faculty & Student Advisory Board (FSAB) is made up of 2 or more faculty members from each college, a graduate student representative, a post-doctoral representative, and additional representatives from service offices. Members, who serve a 2-3 year term, are known for their interest and engagement in teaching and learning. The FSAB generally meets two times in the Fall and Spring semesters for 1.5 hours over lunch. Occasionally, FSAB members may receive email inquiries from the Center seeking feedback and advice on important issues and initiatives.

**Expectations of FSAB members include:**

**Be a CENTER information resource:** You are positioned to be one of the CENTER’s best resources about learning and teaching in your department/college. What do faculty in your department/college need to support their teaching activities? What learning/teaching topics are of interest to them? What questions are they asking related to learning and teaching? We count on you to keep us informed.

**Be a CENTER advocate:** The Center for Teaching Excellence offers a variety of programs and services to assist faculty in teaching to facilitate student learning. We count on you to encourage peers to contact/consult the CENTER where appropriate. We ask you to communicate the CENTER program information through channels available to you in your department/college. Not all of your colleagues may be familiar with our programs and services. Your recommendation of the Center for Teaching Excellence to them in response to a particular question or challenge is a powerful tool.

**Be a CENTER advisor:** You are an invaluable source of feedback to the CENTER. We ask your feedback on proposals and new initiatives of programs and services as well as information from your departments/colleges on how those opportunities are perceived by faculty and administrators. We like to hear if programs and services are meeting needs and how we can improve.

**Be a CENTER exemplar:** We are asking all FSAB members to partner with the CENTER in delivery of programs and services. This could be collaborating with the CENTER to offer an event in your department/college, acting as part of a workshop facilitation team, serving as a speaker or discussion panelist, co-leading a faculty learning community, acting as an advisor to the Transformational Teaching & Learning Conference, or evaluating teaching and learning resources on the Center website – Teaching Resources. We hope that each FSAB member will collaborate with us on at least one event or project during the 2-3 year term. We also invite you to attend other CENTER events of interest to you.
Serving All Flagship Campuses

Since the inception of the Center for Teaching Excellence in 1983, the Center has continued to expand its reach to serve all members of the flagship campus. Today, the Center supports faculty, post-doctoral scholars and graduate students pursuing a teaching career from all 21 flagship colleges and campuses. Center consultants travel to Qatar, Galveston, Fort Worth, and McAllen to provide teaching resources to all faculty and future instructors.
Section II

Events and Programs by the Numbers
# Legend and Abbreviations

<table>
<thead>
<tr>
<th>College Name</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Agriculture &amp; Life Sciences</td>
<td>AG</td>
</tr>
<tr>
<td>College of Architecture</td>
<td>AR</td>
</tr>
<tr>
<td>Mays Business School</td>
<td>BA</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>DN</td>
</tr>
<tr>
<td>College of Pharmacy</td>
<td>CP</td>
</tr>
<tr>
<td>College of Education</td>
<td>ED</td>
</tr>
<tr>
<td>College of Engineering</td>
<td>EN</td>
</tr>
<tr>
<td>The Bush School of Government and Public Service</td>
<td>GB</td>
</tr>
<tr>
<td>College of Geosciences</td>
<td>GE</td>
</tr>
<tr>
<td>Texas A&amp;M at Galveston</td>
<td>GV</td>
</tr>
<tr>
<td>College of Liberal Arts</td>
<td>LA</td>
</tr>
<tr>
<td>College of Medicine</td>
<td>MD</td>
</tr>
<tr>
<td>Texas A&amp;M Law School</td>
<td>LAW</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>NU</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>PH</td>
</tr>
<tr>
<td>Texas A&amp;M at Qatar</td>
<td>Q</td>
</tr>
<tr>
<td>College of Science</td>
<td>SC</td>
</tr>
<tr>
<td>College of Veterinarian Medicine</td>
<td>VM</td>
</tr>
</tbody>
</table>
Throughout the academic year, the Center collects participant information categorized by several characteristics: the individual attendee's college and department affiliation, faculty professional rank and title, graduate students' degree level, and employment category. Undergraduates student participation in our programs are typically incidental and therefore not included in our data focus. By populating a database of participant characteristics, the Center is able to present graphical representations of participants, examine Center reach by discipline, and compare participation of Tenure Track and Academic Professional Track faculty.

**Faculty attendance numbers** are typically attributed to face-to-face and online workshops, departmental and college requested professional development events, curriculum (re)design projects, individual consultations, grant programs, orientations, advisory board meetings, and faculty teaching excellence awards.

**Graduate student attendance numbers** are taken from graduate workshops and our biennial teaching assistant training programs. Additionally, these numbers can come from our graduate student college teaching course, graduate teaching research program, and teaching certificate programs.

In academic year 2019-2020, we had **6,367** total attendees at Center events: **1,950** faculty, **323** staff, **3,850** graduate students, and **244** attendees that were unaffiliated.

The onset of the pandemic in College Station, Texas occurred during the week of Spring Break. As events over 10 people were cancelled due to social distancing protocols, a number of CTE workshops and events were cancelled outright, including the annual teaching and learning conference. Emergency Remote Training began that week, with approximately **300 faculty** attending the workshops. No data was collected during this time.

*Unaffiliated includes: undergraduate students, spouses, visiting scholars, advancement council board members, and Friends of the Center.
The following data provides a macro-view of participation across all CTE programs.

In the academic year 2019-2020, the CTE had 5,906 total attendees at Center events: 1,839 faculty, 281 staff, 3,595 graduate students, and 191 attendees that were unaffiliated. Of those, 2,430 are unique individual attendees.

**Faculty by Rank:**

<table>
<thead>
<tr>
<th>Two-digit College Code</th>
<th>College</th>
<th>Total Attendees</th>
<th>Unique Attendees</th>
<th>Total Faculty Tenure Track</th>
<th>Total Faculty Academic Professional Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>AG</td>
<td>College of Agriculture and Life Sciences</td>
<td>789</td>
<td>334</td>
<td>93</td>
<td>132</td>
</tr>
<tr>
<td>AR</td>
<td>College of Architecture</td>
<td>310</td>
<td>129</td>
<td>49</td>
<td>56</td>
</tr>
<tr>
<td>BA</td>
<td>Mays Business School</td>
<td>206</td>
<td>133</td>
<td>20</td>
<td>44</td>
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<tr>
<td>DN</td>
<td>College of Dentistry</td>
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<td>11</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>ED</td>
<td>College of Education &amp; Human Development</td>
<td>521</td>
<td>209</td>
<td>38</td>
<td>160</td>
</tr>
<tr>
<td>EN</td>
<td>College of Engineering</td>
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<td>725</td>
<td>145</td>
<td>232</td>
</tr>
<tr>
<td>GE</td>
<td>College of Geosciences</td>
<td>162</td>
<td>89</td>
<td>41</td>
<td>14</td>
</tr>
<tr>
<td>GB</td>
<td>Bush School of Government &amp; Public Service</td>
<td>29</td>
<td>20</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>LAW</td>
<td>School of Law</td>
<td>9</td>
<td>4</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>LA</td>
<td>College of Liberal Arts</td>
<td>572</td>
<td>239</td>
<td>56</td>
<td>163</td>
</tr>
<tr>
<td>MD</td>
<td>College of Medicine</td>
<td>55</td>
<td>31</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>NU</td>
<td>College of Nursing</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>CP</td>
<td>Irma Lerma Rangel College of Pharmacy</td>
<td>51</td>
<td>17</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>SC</td>
<td>College of Science</td>
<td>797</td>
<td>179</td>
<td>37</td>
<td>341</td>
</tr>
<tr>
<td>PH</td>
<td>School of Public Health</td>
<td>190</td>
<td>43</td>
<td>16</td>
<td>43</td>
</tr>
<tr>
<td>GV</td>
<td>Texas A&amp;M University at Galveston</td>
<td>61</td>
<td>43</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>VM</td>
<td>College of Veterinary Medicine</td>
<td>160</td>
<td>80</td>
<td>33</td>
<td>62</td>
</tr>
<tr>
<td>Q</td>
<td>Texas A&amp;M University at Qatar</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>OTHER</td>
<td>Other</td>
<td>387</td>
<td>213</td>
<td>19</td>
<td>76</td>
</tr>
<tr>
<td>(blank)</td>
<td>(blank)</td>
<td>89</td>
<td>28</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>6367</td>
<td>2537</td>
<td>572</td>
<td>1378</td>
</tr>
</tbody>
</table>
The graph below shows the percentage of each attendee's college affiliation that attended Center events/consultations. This graph displays total contact touch points, and counts individuals multiple times if they attended multiple Center-sponsored activities.

See page 12 for a guide for the college abbreviations.
The graph below shows the percentage of each attendee's college affiliation that attended Center events/consultations. This graph displays unique contact touch points, and counts individuals only one time if they attended multiple Center-sponsored activities. This allows the Center to display the amount of unique individuals reached through events.

See page 12 for a guide for the college abbreviations.

Other includes: TAMU affiliates such as TAMU Libraries, Student Success Center, Instructional Media Services, CTE Staff, Instructional Technology Services, etc.
Diving deeper into our faculty attendee numbers, we have looked at trends regarding a faculty member's professional track (whether they are tenure track or academic professional track faculty).

The graph below displays the college affiliation of faculty attendees that were tenure track.

See page 12 for a guide for the college abbreviations.
The graph below displays the college affiliation of faculty attendees that were academic professional track.

See page 12 for a guide for the college abbreviations.

**TOTAL TENURE TRACK FACULTY ATTENDED CENTER EVENTS IN 2019-2020**

480

**TOTAL ACADEMIC PROFESSIONAL TRACK FACULTY ATTENDED CENTER EVENTS IN 2019-2020**

1,359

*Other includes: TAMU affiliates such as TAMU Libraries, Student Success Center, Instructional Media Services, CTE Staff, Instructional Technology Services, etc.*
Programming Attendance Patterns by Delivery Format

Fall 2019 - Spring 2020

Registration & Attendance Trends by Semester

### Fall 2019

- **Face-to-Face Workshops** (7):
  - Registered: 194
  - Attended: 126

- **ZOOM Workshops** (3):
  - Registered: 46
  - Attended: 35

### Spring 2020

- **Face-to-Face Workshops** (11):
  - Registered: 287
  - Attended: 180

- **ZOOM Workshops** (6):
  - Registered: 177
  - Attended: 102

Registration & Attendance Trends Across Semesters

- **ZOOM Programming** had a 61% Attendance Rate
- Programming Opportunities Increased by 70% from Fall to Spring
- Face-to-Face Programming had a 64% Attendance Rate
- ZOOM Programming Opportunities Doubled from Fall to Spring

- ZOOM Registration Increased by 74% from Fall to Spring
- 70% of Attendees Participated in Face-to-Face Programming
- Face-to-Face Registration Increased by 32% from Fall to Spring
Attendance Patterns by Programming Type
Spring 2020

Registration & Attendance Trends for Core Programming (Multi-Part Programming Excluded)

- **Face-to-Face Workshops (6)**: 87 Registered, 56 Attended (64% Attendance Rate)
- **ZOOM Workshops (5)**: 111 Registered, 75 Attended (68% Attendance Rate)

ZOOM Opportunities for Core Programming Increased by 67% from Fall to Spring.
Multi-Part Workshop Attendance Patterns

Spring 2020

Entering Mentoring

48% of Attendees Participated in at Least Half of Scheduled Workshops

Design Thinking for Engaged Learning

82% of Attendees Participated in at Least Half of Scheduled Workshops

ZOOM: The Power of Conceptualizations of Learning

47% of Attendees Participated in at Least 2 out of 3 Workshops
Section III
Workshops
Fall 2019
The Center was asked to propose an innovative program opportunity for new faculty in fall 2019. New Faculty Institute (NFI) was designed around the Student Learning Experience Guide (SLEG), a tool developed as a component of the Program (Re)Design process. Already in use for consultation on course design and syllabus, the SLEG is useful as a planning document prior to creating a new syllabus or revising an existing syllabus. The SLEG also allows for conversation about institutional policies such as undergraduate student learning outcomes as well as exploration of options for promoting active engagement and implementing formative assessment.

NFI was offered twice – the first time on the day after New Faculty Orientation (NFO) and the second time early in the week before the first day of fall classes. The session was divided into hour topical blocks to allow participants to come and go as needed. All members of the Instructional Consultant team working specifically with faculty (Jean Layne, Nate Poling, Sam Shields, Clint Patterson) facilitated topics during NFI. This allowed participants to meet and get to know CTE staff and identify a follow-up contact for questions. A new member (Visiting Assistant Professor Wendi Zimmer) who was previously a graduate student with the Center also facilitated a session and was able to provide a peer perspective during question and answer opportunities.
New Faculty Institute

Fall 2019

Estimated Annual Student Impact by Participants

Approximately 4,636 Students Enrolled in ~235 Credit Hours of Instruction

I am better informed on today's topic(s) as a result of this event

Questions I had about the topic(s) were addressed during this event

It was valuable to talk about the session topic(s) with facilitators and peers

Program Evaluation

Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity and Inclusion
# Questions that Motivated Participants to Attend

<table>
<thead>
<tr>
<th>Why did I come here?</th>
<th>-To know more about the institute and people working here; How to engage a course with 40+ students? Learn more about syllabus requirements; Work along with others; Make sure I learn what all parts of the syllabus are; Assessment for large sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are new faculty at A&amp;M encouraged to do in the classrooms? What questions do I have now?</td>
<td>-New perspectives on team taught courses; Ideas for developing my own course in future.</td>
</tr>
<tr>
<td>Syllabus planning/Structure; Planning for new/updated courses</td>
<td></td>
</tr>
<tr>
<td>Motivation: Constantly looking for ways to improve teaching; Goals: Formative evaluation of student learning; Engaging classroom activities; Reading, attendance</td>
<td></td>
</tr>
<tr>
<td>Need professional development; Need to refresh/update thinking in course development; Need to confirm, or identity issues that I currently utilize in structuring courses; Pictures and slide show available?</td>
<td></td>
</tr>
<tr>
<td>How to deliver my course effectively? Learn best practices to improve my course</td>
<td></td>
</tr>
<tr>
<td>Standards/templates for online courses? Engagement strategies for online environment?</td>
<td></td>
</tr>
<tr>
<td>Wanted to attend in order to be most efficient in planning and to give students the best “product;” Increase teaching skill</td>
<td></td>
</tr>
<tr>
<td>How to teach larger classes? i.e. How to design engaging classes beyond textbooks? How to stay motivated in teaching two back to back sections of same lecture? What tools can I integrate to make class more active in lecture to cater to breadth of learning styles? I really like to hear students’ ideas (e.g. projects). How to integrate without becoming overwhelming?</td>
<td></td>
</tr>
<tr>
<td>Teaching the TAMU way; Main attraction was research</td>
<td></td>
</tr>
<tr>
<td>How to encourage/motivate students to learn?</td>
<td></td>
</tr>
<tr>
<td>How to make my course better? Face-to-face and online</td>
<td></td>
</tr>
<tr>
<td>Technology tools for older professors?</td>
<td></td>
</tr>
<tr>
<td>How to be a better teacher, especially an effective one</td>
<td></td>
</tr>
<tr>
<td>Learn new techniques</td>
<td></td>
</tr>
<tr>
<td>Best practices for daily assignments; What about articles copyright?</td>
<td></td>
</tr>
<tr>
<td>New to teaching; Want to learn skills to be effective teacher, encouraging engagement</td>
<td></td>
</tr>
<tr>
<td>Want to have a refresher on good teaching practices, especially for U.S. students. In past, I have taught Filipino students</td>
<td></td>
</tr>
<tr>
<td>Explanations regarding eCampus and also uploading articles and chapters to eCampus and possible copyright issues.</td>
<td></td>
</tr>
</tbody>
</table>

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### Please share details about how you plan to apply what you learned in this session. (Participants' comments on post-event survey)

First, I apologize that I only attended two talks because I am on a very tight schedule today. Both talks were super-helpful. For example, I am going to teach (in Spring) an introductory statistical programming course designed for pre-med undergraduates. I realized that it is most important to make sure that everyone has an easy access to computers/internet. To this end, I will contact our department to prepare some extra laptops in case some students don’t have them. I will also tell students that the programming language we will use can be installed locally (on their computers) or simply run on an online platform so that they can choose whatever is more convenient. Moreover, for reference materials, I will find some online learning resources (such as youtube) in addition to textbooks. Lastly, I will also be very careful with mathematical notation/symbols and statistical terminology. I will strive to create an equal and equitable learning environment for every student. Thank you.

I will incorporate more active learning techniques in my class - in particular, I will have the students discuss issues and questions with each other during class time to formulate topics for further analysis and possibly future lectures. I will think about Universal Design principles, although at the moment I don’t have a good idea of how to implement them in the type of class I am teaching. I had already decided to have two writing assignments in the class, but I now have a good set of new ideas for how to evaluate them.

Many of the syllabi/course “outlines” are pre-determined and I can’t make major changes to the course. Also, I hope to employ small steps in making changes.
Please share details about how you plan to apply what you learned in this session. (Participants' comments on post-event survey) - Continued

The SLEG handout is really helpful to organize thinking and planning. The conversation about writing and critical thinking was really informative and brought a different perspective to these topics but to teaching and learning as a whole. Having specific activities, questions, strategies, graphics will help in this process. I will focus on planning for supports for my class and from my students based on my experience teaching this class and will use the planning (SLOs) to rethink the focus of my syllabus. Also plan to change my course description to translate it to my students. Thank you so much for your help!

Active learning activities, hopefully, in every class session, such as think-pair-share, minute paper, poll everywhere, etc. Peer review activities for major writing assignments.

I plan to explore UDL options and increase my awareness of visible and invisible disabilities. I still have questions, but have a little more detail of how to implement "Impact" into my CV. (I appreciate the resource given in the SLEG and plan to investigate that link further)! In addition - I am looking forward to "surfing through" some of the other resources given in the SLEG document.

I am taking over existing courses. This session will enable me to understand why the courses are structured the way they are and to assess ways to update and adapt them.

I plan to incorporate active case discussions using techniques discussed to help cement clinical applications of key knowledge.

I will modify many of the lectures I prepared and used last semester to incorporate the information presented.

I am planning to utilize resources like poll everywhere, captioning in videos, and active learning in class.

I am still unsure how to construct selected tools synergistically in the course design as it progresses. This may be better suited to a subsequent event. I would very much like to meet back with this group mid-way through the semester (e.g. after month 1, month 2, etc.) for more regular assessment with CTE.

In the course introduction on the first day, I will have a conversation about the purpose of the course and motivation for the specific learning outcomes/assessments. I will use some methods discussed to create a classroom community. I will use some new active learning techniques such as polling and making predictions to engage students during the lecture portion of the course (course has lecture and lab). I am considering breaking down the writing milestones for the course into smaller ones as discussed. I will use some of the critical thinking questions during the lab portion when working with individual teams.

I plan to use the Think-Pair-Share in my course. I tried it last semester and the students loved it.

I will include some effective features and strategies in developing my teaching skill. Include the interactive strategies in my classes. Don’t focus on the technologies only to share my knowledge with students.

It is my first semester. I would like to be more familiar with the system before starting to implement new techniques in my style. I might start to do in spring semester.

I will employ the teaching cycle for active learning and active learning activities.

Inherited my course. Only making minor tweaks this semester.

Learning outcomes, active learning, use of writing, meaning of critical thinking, etc.

Active learning section was particularly useful in how I will structure my classes and in how I will divide the class time into lecture and activities. I also learned about a range of activities (writing assignments or group activities) and their impact. I will revise my discussion exercises to include group activities. It was also very helpful to think about the importance of making it clear to the students what you expect for each assignment -especially with writing assignments.

Writing modules and peer discussion of issues

I will implement active learning sections in classes. Let students practice problems solving, discuss with peers and then group teach the class the solution of the problems.

Excellent peer instruction. I loved how the techniques were not only discussed but also displayed so we could see them in action. I greatly appreciated the breadth of information. The only component/information missing is with respect to starting/inheriting courses with TA/UG mentors or resources for who to speak with on how to develop/manage that aspect of the course. Overall, a great workshop.

I don't remember which question was #9. Yet, what I intend to implement is active learning strategies. The 10 min of lecture followed by 4 min of student discussion cycle is ideal for a senior-level "capstone" type course.
### What other opportunities for professional development in teaching would interest you?

- Design of an entire course, especially in the framework of STEM. There are particular challenges for advanced math that are different from other disciplines.
- Video creation..... On line form creation...... Connecting testing/grading outcomes to course assessments or accreditation
- December’s course design institute
- In-depth training on teaching writing and critical thinking. In-depth training on course mapping and SLEG.
- Course planning.
- Given my limited background in teaching training, really any opportunities interest me
- Anything that could help me provide a better product for my students. This is my first year of full time teaching.
- Best practices on teaching!
- Subsequent follow up regularly through the semester.
- How to effectively manage and mentor a TA, grader, and/or combo that benefits the students in my course as well as the TA/grader working with me. It helps immensely to see others in action, so a way to connect with exceptional teachers and sit in on a lecture. How to use technology to make large classes have a small class feeling -- monitoring student progress/attendance/engagement by leveraging existing technology.
- Teaching online
- IT on how to use softwares.
- One to one discussion about the course I am teaching
- TA/UG Mentor organization and management techniques.
- How to organize laboratory sessions to maximize value.

### What session information was most valuable for your teaching?

- I like the concept of Universal Design, but I am not sure how I will implement it. Having my class be more active and encouraging the students to discuss with each other was excellent, and I will use that frequently.
- Modified Blooms’ taxonomy and level of engagement. Impact level of various items such as writing...etc...
- All of them.
- Writing and critical thinking
- Critical thinking
- Specific details on active learning approaches.
- Information on learning styles as well as specific examples of how to incorporate more formative assessments and class activities.
- Several of the sessions. The second to last (writing / critical thinking) was very helpful, as was the segment on learning times (10-12 minutes of lecture, 3-4 minute activity). Q&A for specific needs and questions was very helpful
- Active learning and syllabus sessions!
- I still need time to synthesize all the invaluable information.
- Learning Outcomes and Assessment, Active Engagement, Writing and Critical Thinking were all very impactful.
- The Active Engagement was very helpful to me.
- All of them are valuable. The most one is active learning.
- Writing and critical thinking.
<table>
<thead>
<tr>
<th>What session information was most valuable for your teaching? - Continued</th>
</tr>
</thead>
<tbody>
<tr>
<td>Because many practical info about teaching was provided.</td>
</tr>
<tr>
<td>Universal design.</td>
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<tr>
<td>Active learning UDL</td>
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<tr>
<td>Active learning</td>
</tr>
<tr>
<td>Writing and critical thinking; Active Learning</td>
</tr>
<tr>
<td>Active Learning</td>
</tr>
<tr>
<td>SLEG review (both at the beginning and the end) and the Writing &amp; Critical Thinking.</td>
</tr>
</tbody>
</table>

The active engagement session and the writing intensive and critical thinking session were excellent.
Attendees by College (n = 15)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 2,151 Students Enrolled in ~116 Credit Hours of Instruction
Program Evaluation

I am better informed on today’s topic(s) as a result of this event
Questions I had about the topic(s) were addressed during this event
It was valuable to talk about the session topic(s) with facilitators & peers
This event equipped me to confidently implement new methods in my course(s)
I am going to implement information from today’s event in my teaching in the current semester
I am going to implement information from today’s event in my teaching in the next semester

Content Elements Evaluation

Event Activities/Interactions
Amount of Information
Quality of the Information
Facilitator Knowledge
Facilitator Delivery
Resources Provided
Beneficial for My Stage of Career
Fostered Respect for Diversity & Inclusion

Learning Outcomes  (Participating in this workshop increased my ability to...)

Identify public speaking best practices as they relate to classroom teaching, research presentations, and intercultural communication
Apply and practice public speaking best practices to facilitate increased audience motivation, engagement, and success
Communicating Effectively in the Classroom & Beyond
Fall 2019

Event Logistics

- Event Announcement
- Event Location
- Event Length
- Event Date/Time

Marketing Techniques (How did you hear about this workshop?)

- CTE Email: 7
- DoF Email: 1
- Faculty Development Event: 1
- Other: 1
- Colleague/Peer: 1
- Publications
- Social Media
- CTE Website

What session information was most valuable for your teaching?

- Ethos, pathos, logos. Sharing with peers.
- Discussing classroom environments with colleagues
- Adding ethos, pathos, and logos to your teaching/presentation. How to do this would be great to learn more about.

What other opportunities for professional development in teaching would interest you?

- Conducting classroom demonstrations for large classes
- Expanding on the different subjects touched today more in-depth. Perhaps separate shorter (1h) individual workshops of all different subjects.
Attendees by College (n = 15)

Respondents by Years of Teaching Experience

Respondents by Population

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 2,357 Students Enrolled in ~142 Credit Hours of Instruction
Teaching with and Managing Interactive Methods

Program Evaluation

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Questions I had about the topic(s) were addressed during this event

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This event equipped me to confidently implement new methods in my course(s)

I am going to implement information from today’s event in my teaching in the current semester

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Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

Recognize the role of learner-centered instructional approaches in the learning process

Identify at least two active learning strategies and how they might be used in the classroom

Identify how to address potential challenges when using various teaching methods
Teaching with and Managing Interactive Methods

Center for Teaching Excellence
DEAN OF FACULTIES

Event Logistics

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</table>

Marketing Techniques (How did you hear about this workshop?)

- CTE Email: 9
- DoF Email: 0
- Faculty Development Event: 1
- Other: 0
- Colleague/Peer: 2
- Publications: 0
- Social Media: 0
- CTE Website: 3

What session information was most valuable for your teaching?

- Discussion on the use of polling techniques in large classes
- General ideas for specific active learning activities
- Some small ideas to start trying!
- All
- Engagement techniques.
- All of it
- Lots of good ideas to try and see how it works
- Polling
- All of it jam packed with good takeaways
- Have various ideas on student interaction Videos were insightful
- Sharing ideas of how to change teaching methods
- The variety of approaches. The videos to see how it would work.
<table>
<thead>
<tr>
<th>What other opportunities for professional development in teaching would interest you?</th>
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</thead>
<tbody>
<tr>
<td>Effective use of classroom demonstrations in large classes</td>
</tr>
<tr>
<td>Logistics of working with active learning while still working with students with accommodations</td>
</tr>
<tr>
<td>Different active learning methods</td>
</tr>
<tr>
<td>Mentoring and coaching TAs</td>
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<tr>
<td>Technology in instruction</td>
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<tr>
<td>More one on one approach</td>
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</tbody>
</table>
Attendees by College (n = 15)

Respondents by Population

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 2,172 Students Enrolled in ~162 Credit Hours of Instruction
Using Instructional Technology in Teaching & Learning

Program Evaluation

I am better informed on today's topic(s) as a result of this event

Questions I had about the topic(s) were addressed during this event

It was valuable to talk about the session topic(s) with facilitators & peers

This event equipped me to confidently implement new methods in my course(s)

I am going to implement information from today's event in my teaching in the current semester

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Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

Identify suitable technology tools to promote increased student learning, motivation, and engagement

Integrate appropriate instructional technology tools into course/project design, teaching, and class activities
Using Instructional Technology in Teaching & Learning

Fall 2019

Event Logistics

- Event Announcement
- ZOOM Platform
- Event Length
- Event Date/Time

Marketing Techniques (How did you hear about this workshop?)

- CTE Email: 8
- DoF Email: 2
- Faculty Development Event: 1
- Other: 1
- Colleague/Peer: 1
- Publications: 3
- Social Media: 3
- CTE Website: 3

What session information was most valuable for your teaching?

The various tools

All of it

How to use video in teaching activities (modeled well for us) How to let students conduct research/explore topics as groups using technology.

Seeing other options that are out there and actually using them

Tips for how to implement using the tech in your teaching - it is about more than just learning how to use the tech.

I having been working to incorporate technology and active learning already, so for me this was continued encouragement and small tweaks (timer and specifically having students write things down) as opposed to more major shifts, but I definitely found it valuable.

Learned about Padlet today

Using technology for collaborative activities in the classroom works well for my style of engagement with students.

Mostly just a reminder that the work I put into shifting the energy in classes, creating interactive and active modes of learning, those things really do matter. Also a new tool to support productive discussion. Some students aren’t comfortable speaking, but their ideas can emerge on something like Padlet.

Seeing the padlet and socrative. I have not heard of either.
<table>
<thead>
<tr>
<th>What other opportunities for professional development in teaching would interest you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test question writing workshop</td>
</tr>
<tr>
<td>I can’t think of any at the moment.</td>
</tr>
<tr>
<td>Mentoring and effectively employing TAs and graders.</td>
</tr>
<tr>
<td>What is currently considered best practices</td>
</tr>
<tr>
<td>More ZOOM opportunities! Hard for me to get to main campus</td>
</tr>
<tr>
<td>Interactive classroom activities/demonstrations for large classes</td>
</tr>
<tr>
<td>More resources and discussion of managing group work / activities in the classroom (non-technology based).</td>
</tr>
</tbody>
</table>

Working interactively in different classroom architectures...I struggle with the large lecture halls and my more interactive style of teaching. But I bet there are modes for working with those constraints I haven’t thought of.
Attendees by College (n = 4)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 418 Students Enrolled in ~40 Credit Hours of Instruction
Facilitating Effective Groups & Teams  

Attendees by College (n = 8)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

*No Responses Received from Tenure Track Faculty *

Estimated Annual Student Impact by Participants

Approximately 942 Students Enrolled in ~83 Credit Hours of Instruction
Facilitating Effective Groups & Teams

Fall 2019

Program Evaluation

- I am better informed on today's topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today's event in my teaching in the current semester
- I am going to implement information from today's event in my teaching in the next semester

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes

- Participating in this workshop increased my ability to recognize the implications of student diversity on small group dynamics and success
- Apply principles of effective small group facilitation to teaching and course/project design
**Facilitating Effective Groups & Teams**

**Fall 2019**

---

**Event Logistics**

- **Event Announcement**
  - Extremely Negative
  - Moderately Negative
  - Slightly Negative
  - Neither Positive nor Negative
  - Slightly Positive
  - Moderately Positive
  - Extremely Positive

- **ZOOM**

- **Event Length**

- **Event Date/Time**

---

**Marketing Techniques** *(How did you hear about this workshop?)*

- **CTE Email** - 3
- **DoF Email** -
- **Faculty Development Event** -
- **Other** -
- **Colleague/Peer** - 2
- **Publications** -
- **Social Media** -
- **CTE Website** -

---

**What session information was most valuable for your teaching?**

- The suggestions/examples to help students succeed in groups

- How to form effective student groups and maintain them via charters, progress / workflow plans, conflict resolution, and more really helped understand the group structure and dynamic more.

---

**What other opportunities for professional development in teaching would interest you?**

- I teach online, so I always welcome ways to make online teaching more participatory by taking advantage of technology, like zoom or any other platforms. So maybe software for group work would be useful as a follow up to this workshop

- Disruptive behavior in the classroom and how to manage it.

---

**Comments**

- We could have used a bit more time. I would have liked to review the sample materials (like the contract and conflict resolution protocol) as they were mentioned.
Attendees by College (n = 6)

- Agriculture
- Liberal Arts
- Engineering
- Science
- Public Health
- Education

Respondents by Population:
- Faculty
- Graduate Students
- Staff

Respondents by Years of Teaching Experience:
- 1-4: 1
- 10-19: 1
- 20-29: 1

Faculty Respondents by Rank:

- Assistant Professor: 1
- Clinical Assistant Professor: 1
- Instructional Assistant Professor: 1

Estimated Annual Student Impact by Participants:

- Approximately 828 Students
- Enrolled in ~131 Credit Hours of Instruction

(= 50 students)
Student Expectations & Motivation
Fall 2019

Program Evaluation

- I am better informed on today’s topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
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Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

- Manage learner expectations in the classroom
- Enhance motivation and engagement to increase learning
What session information was most valuable for your teaching?

I’m honestly still trying to process the information provided. What was provides was useful, but it wasn’t what I was hoping to get out of the course. I was looking for more technique-based instruction from the session. What I feel I got was more things I need to be aware of. If the things to be aware of was followed up by activities outside of the active learning options that are covered in other courses, I would have found the overall course more helpful to me at this point in my teaching career.

What other opportunities for professional development in teaching would interest you?

Simulation and experiential learning of active learning strategies
Attendees by College (n = 12)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 2,214 Students Enrolled in ~102 Credit Hours of Instruction
### Program Evaluation

<table>
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<td>Questions I had about the topic(s) were addressed during this event</td>
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<td>It was valuable to talk about the session topic(s) with facilitators &amp; peers</td>
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<td>This event equipped me to confidently implement new methods in my course(s)</td>
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<td>I am going to implement information from today’s event in my teaching in the current semester</td>
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### Content Elements Evaluation

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<td>Beneficial for My Stage of Career</td>
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### Learning Outcomes

(Participating in this workshop increased my ability to...)

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<th>Outcome</th>
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<tr>
<td>Managing learner expectations in the classroom</td>
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</table>
**Event Logistics**

- **Event Announcement**
- **ZOOM Platform**
- **Event Length**
- **Event Date/Time**

**Marketing Techniques** *(How did you hear about this workshop?)*

- **CTE Email**
- **DoF Email**
- **Faculty Development Event**
- **Other**
- **Colleague/Peer**
- **Publications**
- **Social Media**
- **CTE Website**

**What session information was most valuable for your teaching?**

Understanding different student expectations.

**Comments**

Need materials available in other than Google
Attendees by College (n = 19)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 2,278 Students Enrolled in ~159 Credit Hours of Instruction
### Program Evaluation

<table>
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### Content Elements Evaluation

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<th>Slightly Negative</th>
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<td>Event Activities/Interactions</td>
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### Learning Outcomes  
*(Participating in this workshop increased my ability to...)*

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<th>Slightly Disagree</th>
<th>Neither Agree nor Disagree</th>
<th>Slightly Agree</th>
<th>Moderately Agree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>Recognize the role self-identity plays in interacting with students from diverse backgrounds and context</td>
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<td>Identify trends and characteristics of today's students and the implications on teaching and learning</td>
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<td>Identify methods and approaches to proactively manage assumptions and biases in professional and academic contexts</td>
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<tr>
<td>Incorporate components valuing diversity and inclusion in teaching and course design</td>
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</table>
What session information was most valuable for your teaching?

Sometimes I forget that our students have such short attention spans, so I think throw in quizzes at random points in times will help keep them engaged.

Learning to appreciate the struggles my students face, what it is like in "their" world, and all they have on their minds.

It brought about an awareness of how different the influences on newer generations are and how they have changed from my own generation.

The discussion concerning the actual characteristics of Gen Z and the information provided by Disability Resources.

What other opportunities for professional development in teaching would interest you?

How to transition from industry work to teaching and research? How to compete with new technology? Pro and Cons Teaching styles then and now. What could be out of date?

I would like to see a training that bundles effective, research-based teaching strategies to better reach today’s generations. For example, ideas for better incorporating technology use in lessons and lecture or hands-on activities incorporating UDL principles.

Comments

I enjoyed this so much because the presenter and support team were so personable and balanced the silence very well.

The amount of information would be better communicated and less rushed if the workshop was split into two/more sessions.

Personally, I would have preferred to begin at between 10 and 11am so we can get off a little early if it’s on a Friday again. Then we can have more time to eat and trade tips at the end without it seeming like everyone has to rush off. If you change it to Monday through Friday then it should start in the afternoon, so nobody feels like they need to rush back to work.

There was not enough time to complete many of the activities. I would shorten the icebreaker and allow more time for the table group activities.

I appreciated Dr. Poling letting me know about this event.

This easily could have been a 3-4 hour training but the time we had was utilized very well.
Attendees by College (n = 33)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 1,184 Students Enrolled in ~117 Credit Hours of Instruction
Program Evaluation

- I am better informed on today's topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today's event in my teaching in the current semester
- I am going to implement information from today's event in my teaching in the next semester

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

- Identify basic UDL principles and the implications for student learning, engagement, and motivation
- Integrate UDL best practices in class activities and course/assignment design
What session information was most valuable for your teaching?

- The paper airplane activity.
- Information on the UDL infographic
- Perhaps rethinking how to design and conduct group work.
- The activity of making a paper airplane demonstrated well potential problems of a poor course design.
- Examples from faculty of what works. Framing udl through examples. Equality vs equity slide is powerful.
- The airplane instructions demonstration. Panel speakers although I would’ve appreciated diversity in the type of speakers—undergrad student perspective; grad student perspective; designer perspective; etc
- Knowing that UDL is a goal and that I am getting closer.
- The panel really helped to hear concrete examples of how to apply to courses.
- I enjoyed the guest panel sharing their personal experience with incorporating UDL into their teaching practices.

I was expecting this session to provide more examples of how to effectively implement UDL in courses. Rather, most of the content was discussing what UDL is rather than its practical aspects. Because of this, I found the panel the most useful part of this session and I wish the panel members had more time to further discuss their teaching methods.
<table>
<thead>
<tr>
<th>What other opportunities for professional development in teaching would interest you?</th>
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</thead>
<tbody>
<tr>
<td>It seemed to me that the event tried to cover too much. It would be good to have events in the future that focus on certain aspects of teaching and course design.</td>
</tr>
<tr>
<td>More on implementation and best practices</td>
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<td>Hands-on workshops with plenty of time and space to work.</td>
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<tr>
<td>Mentoring TAs, managing group projects and teamwork.</td>
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<tr>
<td>I am looking for ways to better engage my students, which is why I found the panel really useful. I would be really interested in attending a session that allowed excellent faculty to share how they design their courses.</td>
</tr>
</tbody>
</table>
Attendees by College (n = 19)

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 1,742 Students Enrolled in ~134 Credit Hours of Instruction
### Program Evaluation

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Slightly Agree</th>
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### Event Logistics

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</table>
Usefulness of Program Components

Marketing Techniques  *(How did you hear about this workshop?)*

What session information was most valuable for your teaching?

- Learning outcomes and alignment -- thinking about what I want students to take away.
- Planning the first day. The professor is very engaging and (can I say, a hoot!)
- I learn a large amount of new information in all sessions.
- Assessment of and for learning
- Student engagement Add Concepts equality equity diversity to the conceptual framing of the class assignments
- Student Learning Outcomes
- Design thinking
What other opportunities for professional development in teaching would interest you?

- Managing and mentoring graders/TAs.
- Other lectures and seminars, peer-group meetings to discuss teaching challenges.
- Longitudinal assessment
- Hands on workshop Implementation
- Sorry can’t think right now :)

Please describe how you plan to implement information from today’s session in your teaching

- Revisiting learning outcomes and alignment of assignments/activities/assessments with them. Deploy some of the community building activities. Have senior design class go through design thinking process for their project.
- Revise my course assignments to better align with the student learning objectives.
- Syllabus reassessment
- Look at course that I wrote to see how I can modify and add more engagement
- There are a lot of cool ideas I will be implementing and I just need to figure out how to incorporate them so that they are not too overwhelming for me and/or the students

On index card

Comments

- Excellent event!
- Thank you
- Pdfs before hand please. I keep notes on tablet so much easier if can habe notes with the info instead of trying to reconcile notes with pdf later
- Was a lot of information, may have preferred over 2 days with more time to reflect/implement.
- None
- This course might work better about one week before a semester starts.
- Need a room where cam plug in computers.
Workshop Attendance Summary

Workshop Registration, Attendance, & Survey Response Trends

Faculty Attendees by Rank

- APT
  - Clinical Assistant Professor: 6
  - Clinical Associate Professor: 5
  - Instruct. Associate Professor: 2
  - Instructional Assistant Professor: 12
  - Research Assistant Professor: 2
  - Senior Lecturer: 2
  - Lecturer: 20
- Associate Prof. of the Practice: 4
- Other: 2

- Tenure Track
  - Professor: 2
  - Associate Professor: 7
  - Assistant Professor: 9

- Other
  - Post-Doc: 1
  - Graduate Student: 6

Estimated Annual Student Impact by Attendees

Approximately 6,122 Students
Institute Attendance Summary

Fall 2019

Institute Registration, Attendance, & Survey Response Trends

Registered | Attended | Submitted Feedback

Faculty Attendees by Rank

Estimated Annual Student Impact by Attendees

- Approximately 8,037 Students
- (= 400 students)
### Learning Outcomes

**Fall 2019**

**Communicating Effectively in the Classroom & Beyond**
- **Attendees**: 21
- **Respondents**: 10
- Identify public speaking best practices as they relate to classroom teaching, research presentations, and intercultural communication
- Apply and practice public speaking best practices to facilitate increased audience motivation, engagement, and success

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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**Teaching with and Managing Interactive Methods**
- **Attendees**: 16
- **Respondents**: 15
- Recognize the role of learner-centered instructional approaches in the learning process
- Identify at least two active learning strategies and how they might be used in the classroom
- Identify how to address potential challenges when using various teaching methods

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**ZOOM Using Instructional Technology in Teaching & Learning**
- **Attendees**: 15
- **Respondents**: 12
- Identify suitable technology tools to promote increased student learning, motivation, and engagement
- Integrate appropriate instructional technology tools into course/project design, teaching, and class activities

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<tr>
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**Facilitating Effective Groups & Teams**
- **Attendees**: 4
- **Respondents**: 0
- Recognize the implications of student diversity on small group dynamics and success
- Apply principles of effective small group facilitation to teaching and course/project design

- *No Survey Responses Received*

**ZOOM Facilitating Effective Groups & Teams**
- **Attendees**: 8
- **Respondents**: 3
- Recognize the implications of student diversity on small group dynamics and success
- Apply principles of effective small group facilitation to teaching and course/project design

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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</table>

**Student Expectations & Motivation**
- **Attendees**: 6
- **Respondents**: 2
- Managing learner expectations in the classroom
- Enhance motivation and engagement to increase learning

<table>
<thead>
<tr>
<th>Strongly Agree</th>
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</table>

**ZOOM Student Expectations & Motivation**
- **Attendees**: 12
- **Respondents**: 5
- Managing learner expectations in the classroom
- Enhance motivation and engagement to increase learning

<table>
<thead>
<tr>
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*No Survey Responses Received*
The table below summarizes the participant experience questionnaire results from Fall 2019. Each row represents different sessions, and the columns show the levels of agreement with statements about the event:

- **Strongly Agree** (3 points)
- **Moderately Agree** (2 points)
- **Slightly Agree** (1 point)
- **Neither Agree nor Disagree** (0 points)
- **Slightly Disagree** (-1 point)
- **Moderately Disagree** (-2 points)
- **Strongly Disagree** (-3 points)

<table>
<thead>
<tr>
<th>Session Description</th>
<th>Attendees</th>
<th>Respondents</th>
<th>Question 1: I am better informed on today’s topic(s) as a result of this event</th>
<th>Question 2: This event equipped me to confidently implement new methods in my courses</th>
<th>Question 3: I am going to implement information from today’s session in my teaching in the current semester</th>
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<td>Teaching with &amp; Managing Interactive Methods</td>
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<td>15</td>
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<td>Zoom Student Expectations &amp; Motivation</td>
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The percentages and numbers above each question indicate the level of agreement among respondents.
Section III
Workshops
Spring 2020
Attendees by College (n = 7)

- Liberal Arts
- Science
- Agriculture
- Public Health
- Nursing
- Architecture

Respondents by Population:
- Faculty
- Graduate Students
- Staff

Respondents by Years of Teaching Experience:
- <1
- 5-9
- 10-19

Faculty Respondents by Rank:
- Associate Professor
- Assistant Professor
- Senior Lecturer
- Lecturer

Estimated Annual Student Impact by Participants:
- Approximately 2,452 Students Enrolled in ~66 Credit Hours of Instruction
### Program Evaluation

- I am better informed on today's topic(s) as a result of this event: "Strongly Agree"
- Questions I had about the topic(s) were addressed during this event: "Agree"
- It was valuable to talk about the session topic(s) with facilitators & peers: "Agree"
- This event equipped me to confidently implement new methods in my course(s): "Agree"
- I am going to implement information from today's event in my teaching in the current semester: "Agree"
- I am going to implement information from today's event in my teaching in the next semester: "Agree"

### Content Elements Evaluation

- Event Activities/Interactions: "Agree"
- Amount of Information: "Agree"
- Quality of the Information: "Agree"
- Facilitator Knowledge: "Agree"
- Facilitator Delivery: "Agree"
- Resources Provided: "Agree"
- Beneficial for My Stage of Career: "Agree"
- Fostered Respect for Diversity & Inclusion: "Agree"

### Learning Outcomes

- Participating in this workshop increased my ability to...
  - Identify suitable technology tools to increase student learning, motivation, & engagement: "Agree"
  - Integrate appropriate instructional technology tools into course/project design, teaching, & class activities: "Agree"
Using Instructional Technology in Teaching & Learning  
Spring 2020

**Event Logistics**

- Event Announcement: Extremely Negative
- ZOOM: Extremely Negative
- Event Length: Moderately Negative
- Event Date/Time: Slightly Negative

**Marketing Techniques** *(How did you hear about this workshop?)*

- CTE Email: 3
- DoF Email: 1
- Faculty Development Event: 2
- Other: 0
- Colleague/Peer: 0
- Publications: 0
- Social Media: 0
- CTE Website: 0

**What session information was most valuable for your teaching?**

- New tech without having to find it and test it myself.
- The various platforms for student involvement that aren’t traditional clickers
- I liked the padlet and ewg.org information.
- The tools that we can use for online courses.
- The modeling session where Dr. Nate integrated how to scaffold and incorporate video was especially great. I could readily see myself adapting that model for my own in-person classes. I also liked the modeling he did with Socrative. I could that tool being very useful in in-person classes as well.
- It is important to use technologies based on my teaching philosophy.

**What other opportunities for professional development in teaching would interest you?**

- I registered for the session on critical thinking for classes, and it will be excellent if they can offer it via webinar or record it in case one misses one class.
- More of the same.
- active learning, effective practices in online teaching, ideas for alternative major assignments (that is, assessments that are not traditional tests or essays)
- Course development & design, An inclusive learning environment
Attendees by College (n = 5)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 605 Students Enrolled in ~35 Credit Hours of Instruction
The Power of Conceptualizations of Learning

Spring 2020

Program Evaluation

I am better informed on today’s topic(s) as a result of this event

Questions I had about the topic(s) were addressed during this event

It was valuable to talk about the session topic(s) with facilitators & peers

This event equipped me to confidently implement new methods in my course(s)

I am going to implement information from today’s event in my teaching in the current semester

I am going to implement information from today’s event in my teaching in the next semester

Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

Evaluate assumptions in different conceptualizations of learning

Develop strategies to implement evidence-based high-impact practices through shifting conceptualizations of learning
**What session information was most valuable for your teaching?**

- Being validated about the use of "concept maps" to foster long-term learning. Students had previously been quite critical of being made to do this.
- The metaphor of an anthill; self-reflection about our own conceptualizations of learning; discussion about students' conceptualizations.
- I found the session interesting and potentially useful to improving teaching, but I will need to think more about my personal application of the material.

**What other opportunities for professional development in teaching would interest you?**

- Any thing that fosters continuous growth/improvement that helps me understand how best to be of service to the needs of the variety of students and their perspectives.
Attendees by College (n = 5)

- Engineering
- Education
- Pharmacy

Respondents by Population

- Faculty
- Graduate Students
- Staff

Respondents by Years of Teaching Experience

- <1

Faculty Respondents by Rank

- Tenure Track: *No Responses Received from Tenure Track Faculty*
- APT

Estimated Annual Student Impact by Participants

- Approximately 447 Students Enrolled in ~41 Credit Hours of Instruction

(1 = 25 students)
Program Evaluation

I am better informed on today's topic(s) as a result of this event
Questions I had about the topic(s) were addressed during this event
It was valuable to talk about the session topic(s) with facilitators & peers
This event equipped me to confidently implement new methods in my course(s)
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Content Elements Evaluation

Event Activities/Interactions
Amount of Information
Quality of the Information
Facilitator Knowledge
Facilitator Delivery
Resources Provided
Beneficial for My Stage of Career
Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

Explain the history and purpose of design-based research
Explain the defining features of design-based research
Develop design-based research projects
Event Logistics

Event Announcement
Event Location
Event Length
Event Date/Time

Extremely Negative
Moderately Negative
Slightly Negative
Neither Positive nor Negative
Slightly Positive
Moderately Positive
Extremely Positive

Marketing Techniques (How did you hear about this workshop?)

CTE Email
DoF Email
Faculty Development Event
Other
Colleague/Peer
Publications
Social Media
CTE Website

What session information was most valuable for your teaching?

What other opportunities for professional development in teaching would interest you?
Attendees by College (n = 3)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

*No Responses Received from Tenure Track Faculty*

Estimated Annual Student Impact by Participants

Approximately 244 Students Enrolled in ~15 Credit Hours of Instruction
Program Evaluation

- I am better informed on today’s topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today’s event in my teaching in the current semester
- I am going to implement information from today’s event in my teaching in the next semester

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

- Develop strategies for enactive learning in their classrooms
- Develop strategies for embodied learning activities
- Develop strategies for embedded learning in course content, activities, and tools
- Develop strategies for extended learning in course tools and activities
What session information was most valuable for your teaching?

in depth about these concepts and how we may be using them or could use them in the future was valuable. I liked the workshopping of something we already do to to figure out how to bring out one of the E’s more.

What other opportunities for professional development in teaching would interest you?
Supporting Students in Becoming High Performing Groups/Teams

Attendees by College (n = 17)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 2,195 Students Enrolled in ~157 Credit Hours of Instruction
Supporting Students in Becoming High Performing Groups/Teams

Program Evaluation

- I am better informed on today’s topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today’s event in my teaching in the current semester
- I am going to implement information from today’s event in my teaching in the next semester

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

- Recognize the implications of student diversity on small group dynamics and success
- Apply principles of effective small group facilitation to teaching and course/project design
- Structure projects and activities in ways that maximize student small group performance and ownership of learning
Supporting Students in Becoming High Performing Groups/Teams
Spring 2020

Event Logistics

Marketing Techniques  *(How did you hear about this workshop?)*

What session information was most valuable for your teaching?

None

Yet another method to identify leadership styles. A virtual whiteboard program may prove valuable

Many of the things I was already doing, so helpful encouragement. Peer evaluation is one thing I wanted to learn more about.

What other opportunities for professional development in teaching would interest you?

Getting started in SOTL (especially in my department/discipline)

Online presentations that focus on teaching large classes online.
Attendees by College (n = 25)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 6,918 students enrolled in ~206 credit hours of instruction
Program Evaluation

I am better informed on today’s topic(s) as a result of this event

Questions I had about the topic(s) were addressed during this event

It was valuable to talk about the session topic(s) with facilitators & peers

This event equipped me to confidently implement new methods in my course(s)

I am going to implement information from today’s event in my teaching in the current semester

I am going to implement information from today’s event in my teaching in the next semester

Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity & Inclusion

Event Logistics

Event Announcement

Event Location

Event Length

Event Date/Time
Promoting Academic Integrity in the Classroom
Spring 2020

Learning Outcomes (Participating in this workshop increased my ability to...)

- Apply best practices to proactively encourage academic integrity: Strongly Agree
- Identify reasons why students may struggle with academic integrity: Strongly Disagree
- Define important terms and contexts regarding academic integrity: Slightly Agree
- Select appropriate tools and approaches that can help promote and ensure academic integrity: Moderately Agree
- Explain the process that happens when reporting and addressing concerns related to academic integrity: Slightly Disagree

Marketing Techniques (How did you hear about this workshop?)

- CTE Email: 6
- DoF Email: 1
- Faculty Development Event: 3
- Other: 0
- Colleague/Peer: 0
- Publications: 0
- Social Media: 0
- CTE Website: 0

What session information was most valuable for your teaching?

- I learned ways in which other faculty members promote awareness of academic integrity among students in their courses.
- Tim’s input was most valuable and I would have preferred to hear more from him, rather than several faculty members who seemingly dominated the conversation and provided some insight, but really ran much too long in their discourse.
- The fact that upper-level students are actually more cases than first-year students.
- Recognizing cheating can be triggered by all sorts of factors (e.g., stress, life crisis) and that students may struggle with what cheating actually is, despite definitions.
- The various case studies were interesting. Hearing from other faculty how they incorporate academic integrity into their courses was useful.

What other opportunities for professional development in teaching would interest you?

- I would like to discuss academic integrity and how it applies specifically to online teaching.
- Time-efficient active learning strategies for graduate courses. Active learning strategies for large-format courses. Mentoring TAs.
- Learning methods of active learning and how to engage a large classroom.
Supporting Students in Becoming High Performing Groups/Teams

Attendees by College (n = 4)

- Education
- Pharmacy
- Liberal Arts

Respondents by Population

- Faculty
- Graduate Students
- Staff

Respondents by Years of Teaching Experience

- 30+

Faculty Respondents by Rank

- Tenure Track
  - *No Responses Received from Tenure Track Faculty*
- APT
  - Instructional Professor: 1

Estimated Annual Student Impact by Participants

- Approximately 568 Students Enrolled in ~34 Credit Hours of Instruction

(= 25 students)
Supporting Students in Becoming High Performing Groups/Teams

Spring 2020

Event Logistics

Event Announcement
Event Location
Event Length
Event Date/Time

Extremely Negative
Moderately Negative
Slightly Negative
Neither Positive nor Negative
Slightly Positive
Moderately Positive
Extremely Positive

Marketing Techniques (How did you hear about this workshop?)

CTE Email
DoF Email
Faculty Development Event
Other
Colleague/Peer
Publications
Social Media
CTE Website

What session information was most valuable for your teaching?

randomization of making groups; reminder of value of 5 min personality test
Attendees by College (n = 18)

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 3,822 Students Enrolled in ~111 Credit Hours of Instruction
Program Evaluation

- I am better informed on today's topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today's event in my teaching in the current semester
- I am going to implement information from today's event in my teaching in the next semester

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes

- Participating in this workshop increased my ability to...
  - Identify basic Universal Design of Learning (UDL) principles and the implications for student learning, engagement, and motivation
  - Integrate UDL best practices in class activities and course/assignment design
UDL-izing Best Practices to Enhance Learning

Event Logistics

Event Announcement
- Extremely Negative
- Moderately Negative
- Slightly Negative
- Neither Positive nor Negative
- Slightly Positive
- Moderately Positive
- Extremely Positive

Event Location
- Extremely Negative
- Moderately Negative
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Event Date/Time
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- Slightly Positive
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- Extremely Positive

Marketing Techniques (How did you hear about this workshop?)

- CTE Email: 6
- DoF Email: 0
- Faculty Development Event: 3
- Other: 0
- Colleague/Peer: 0
- Publications: 0
- Social Media: 0
- CTE Website: 1

Please describe how you plan to implement information from today’s session in your teaching.

different approaches - use different methods to present the information

Being intentional that the course material and implementation is accessible to all students.

Incorporate an increased amount of variety in learning exercises.

Just better understand who are students are

By creating more UDL elements in my slides and handouts as well as being more aware of how and what I am teaching to be more inclusive.

I plan to change from a lecture format to a student driven format (discussing engineering in architecture!) I plan to shorten quizzes and make them less worth. I plan to make practice calculation assignments get full credit for completion to give feedback. I plan to add projects and president. I’m researching how to do projects now.

Vet new course materials with an eye towards UDL

What session information was most valuable for your teaching?

The challenge to move from accommodation to incorporation of material/approach.

The checklist and papers on active learning.

Making my examples more inclusive. It was nothing I had really thought about before, and I do try to practice having materials that can be viewed in multiple ways, as well as trying to always read through my slides and keep them short on text over all with images to add other visual elements.

UDL Design Principles

I’ve looked up the information on MYP: From principles into practice to help me prioritize the type of non-practice assignments and figure out how to give them credit. I don’t think I have the resources yet to provide the variety for them to pick and choose (choice) without teaching assistants for a 90 student class, but I can add it in subsequent semesters. Informally, I learned from an attendee how he uses Collaborate Ultra in his entry level chemistry classes and talked with him about Matlab for solving calculations.
What other opportunities for professional development in teaching would interest you?

- Training regarding optimizing the use of eCampus.
- Webinars or sessions on how to make powerpoints/other documents accessible, peer to peer sessions where we can learn from others what practices, tools and ideas they are implementing in F2F and online courses.
- Engaging students in inclusive and fun ways.

I’m working on the on-line course review (I’ve been through the syllabus design) so that I can come see Jean again (because student concern about what and how I teach comes up on a cyclical basis). I have this semester off to "repair my reputation" and learn how to "connect" to students. I’ll come to any sessions that will help me with that.

Comments

- Fridays worked out for me but perhaps a different day; offer virtual attendance. Thanks for the lunch!!
- For some reason I thought I’d signed up for a student centered learning event, but what I got out of it was equilly valid because I know I have an ever increasing number of students with non-registered ADHD because they inform me of all their problems at the end of the semester.
- Increase the amount of hands-on -- possibly table-team -- activities in the session.
- Was a bit general and overview, I was hoping to really dig into some specifics. I didnt stay for the second part though.
- While I thought the workshop was helpful in understanding UDL, I wish there had been more aspects of creating UD slides, handouts, etc. It seemed to be more of an awareness and introduction to UDL and I was hoping for more practical application of what we learned overall.
- I love the LGBTQ+ unicorn! I did my ALLY training years ago and we didn’t get that.
Attendees by College (n = 17)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 1,679 Students Enrolled in ~181 Credit Hours of Instruction
Program Evaluation

- I am better informed on today's topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today's event in my teaching in the current semester
- I am going to implement information from today's event in my teaching in the next semester

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

- Explain the design thinking process
- Explain design thinking strategies (designerly ways of knowing)
- Use the design thinking process as a structure for collaborative project-based learning activities
Please describe how you plan to implement information from today’s session in your teaching.

Many ways: next semester in project based classes I plan to use the design-based thinking for students to generate ideas, plan to use the GEMs framework for developing critical thinking/assessment/teamwork skills in students, plan to use video and self reflection ideas for student presentations.

I plan to present it to the faculty members I work with to design courses.

The product we created during the training will be implemented in the next academic year. Use of the design thinking approach is something I need to take into consideration when preparing for my courses for the fall semester.

Peer/self review using video recording for wicked problems.
What session information was most valuable for your teaching?

The breakdown of designerly ways of knowing each session was very helpful, both in providing different approaches to problems and scaffolding techniques for designing new activities.

I was very helpful to practice divergent/convergent thinking (Day 2) and to iterate on feedback and share (Day 4). Of course the other days were needed to facilitate these, but days 2 and 4 stick out as the highlights.

Theories of Design Thinking

#4 - Designerly ways of Knowing

Practice with applying the approach

Understanding that I may be more of a learning scientist than I thought

The session about wicked problems

What other opportunities for professional development in teaching would interest you?

Getting started in SOTL, publishing, IRB, etc.

Strategies for Implementing DT projects in my classroom

Capstone classes

Comments

It was very beneficial to meet with the same people several sessions in a row. This developed a community and gave us all time to think/process ideas between sessions so more was done than would have been in back-to-back meetings.

I loved some of the elements, e.g brain dumping on postits... i have implemented that already

The only significant con of the event was the flakiness of attendees, which was compounded by the emphasis on group work. There’s not much the presenter could have done about that, though.

Everything was really fabulous, felt supported and encouraged

I enjoyed the interactive aspect a great deal. I also really appreciated the information/teaching you provided. I would have liked even more direct instruction from you, as you have quite a bit of knowledge to share that others do not have

I LOVED THIS WORKSHOP
Creating Effective Exam Items that Promote Higher Order Thinking

Attendees by College (n = 24)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 4,091 Students Enrolled in ~258 Credit Hours of Instruction
## Creating Effective Exam Items that Promote Higher Order Thinking

### Spring 2020

#### Program Evaluation

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<thead>
<tr>
<th>Statement</th>
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<th>Moderately Positive</th>
<th>Extremely Positive</th>
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<tr>
<td>I am better informed on today's topic(s) as a result of this event</td>
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#### Content Elements Evaluation

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<td>Event Activities/Interactions</td>
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<td>Beneficial for My Stage of Career</td>
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<td>Fostered Respect for Diversity &amp; Inclusion</td>
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#### Learning Outcomes

*(Participating in this workshop increased my ability to...)*

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<th>Outcome</th>
<th>Extremely Negative</th>
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<tbody>
<tr>
<td>Identify best practices when creating effective exam items</td>
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<td>Recognize common mistakes made when creating effective exam item</td>
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</table>
Creating Effective Exam Items that Promote Higher Order Thinking
Spring 2020

Event Logistics

Marketing Techniques (How did you hear about this workshop?)

0
4

None, rather superficial approach

It was disjointed d/t the new technology

appropriate for entry level faculty
Attendees by College (n = 18)

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

1,325 Students Enrolled in ~177 Credit Hours of Instruction
Project-Based Learning
Spring 2020

Program Evaluation

I am better informed on today’s topic(s) as a result of this event

Questions I had about the topic(s) were addressed during this event

It was valuable to talk about the session topic(s) with facilitators & peers

This event equipped me to confidently implement new methods in my course(s)

I am going to implement information from today’s event in my teaching in the current semester

I am going to implement information from today’s event in my teaching in the next semester

Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

Describe how project-based learning improves teaching and student learning

Define essential project design elements

Apply a backward design process to the development of projects for students
Event Logistics

<table>
<thead>
<tr>
<th>Event Announcement</th>
<th>ZOOM Platform</th>
<th>Event Length</th>
<th>Event Date/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely Negative</td>
<td>Moderately Negative</td>
<td>Slightly Negative</td>
<td>Neither Positive nor Negative</td>
</tr>
<tr>
<td>Slightly Positive</td>
<td>Moderately Positive</td>
<td>Extremely Positive</td>
<td>CTE Email</td>
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</tbody>
</table>

Marketing Techniques (How did you hear about this workshop?)

- CTE Email
- DoF Email
- Faculty Development Event
- Other
- Colleague/Peer
- Publications
- Social Media
- CTE Website

What session information was most valuable for your teaching?

- The part on how to implement and engage the students, and how will be engaged and in their own learning activity.

Goals of PBL (7 or 8 elements) Planning activities (backward design, action worksheet)

- Detailed background on the planning and concepts

What other opportunities for professional development in teaching would interest you?

- Any active learning strategy, to build autonomy in learning and specially cooperative learning strategies to encourage students to work collaboratively on projects. To better understand the value of a students intrinsic or extrinsic motivation, and how to best support both.

Comments

- Getting the student experience was helpful. Would like more examples to see.

- It was very fast, would have liked more time to interact and think through how it applies to my courses.

- Send Zoom link in reminders
Attendees by College (n = 8)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 229 Students Enrolled in ~43 Credit Hours of Instruction
Program Evaluation

- I am better informed on today’s topic(s) as a result of this event.
- Questions I had about the topic(s) were addressed during this event.
- It was valuable to talk about the session topic(s) with facilitators & peers.
- This event equipped me to confidently implement new methods in my course(s).
- I am going to implement information from today’s event in my teaching in the current semester.
- I am going to implement information from today’s event in my teaching in the next semester.

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes

- Participating in this workshop increased my ability to identify mentoring evidence-based practices.
- Recognize available institutional and external resources, including individual development plans, mentor-mentee compact, and vision statements.
- Apply principles of effective mentorship through case studies.
Event Logistics

Event Announcement: Extremely Negative, Moderately Negative, Slightly Negative, Neither Positive nor Negative, Slightly Positive, Moderately Positive, Extremely Positive

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Marketing Techniques (How did you hear about this workshop?)

3 CTE Email

CTE Email, DoF Email, Faculty Development Event, Other, Colleague/Peer, Publications, Social Media, CTE Website

What session information was most valuable for your teaching?

The links to campus resources were useful.

What other opportunities for professional development in teaching would interest you?

More on mentoring graduate students.
Attendees by College (n = 18)

Respondents by Population

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

*No Responses Received from Tenure Track Faculty*

Estimated Annual Student Impact by Participants

Approximately 6,457 Students Enrolled in ~192 Credit Hours of Instruction
Program Evaluation

I am better informed on today’s topic(s) as a result of this event
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It was valuable to talk about the session topic(s) with facilitators & peers
This event equipped me to confidently implement new methods in my course(s)
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Content Elements Evaluation

Event Activities/Interactions
Amount of Information
Quality of the Information
Facilitator Knowledge
Facilitator Delivery
Resources Provided
Beneficial for My Stage of Career
Fostered Respect for Diversity & Inclusion

Learning Outcomes (Participating in this workshop increased my ability to...)

Evaluate assumptions in different conceptualizations of learning
Align their practices with their conceptualizations of learning
Help their students align their conceptualizations of learning with evidence-based high-impact practices
Implement evidence-based high-impact practices through shifting conceptualizations of learning
What session information was most valuable for your teaching?

This truly was an exceptional three-session workshop. I could not have been more pleased with how it turned out. Dr. Donaldson was engaging to us as an audience, and even though it was completely online, the discussion he led and fostered amongst the participants was very informative. He really made us think hard about the information presented and see how to implement it in our teaching.

All three session was equally valuable

categorization of high impact practices from most to least effective

The list of practices and learning new approaches that fit my goals

What other opportunities for professional development in teaching would interest you?

Other seminars on teaching methods, academic job market.

Any subject related to active learning framework

I think I would benefit from a seminar that would allow me to apply the concepts introduced in this class (e.g., workshop). It was helpful for me to have the instructor give suggestions on improving learning outcomes.

I loved this one because it felt a bit like an "advanced" pedagogy class. Not that it wasn't accessible to teachers with less experience but that the heavy emphasis on a particular approach and the "deep dive" with the science focus led to many new terms and concepts that seemed to go beyond the more basic pedagogy info. I loved it and would like to see more of this. Maybe even in a different context like a reading group? Where we could work through a set of literature as a small group? In terms of topics I'd love to hear more about many of the high-impact practices on that list and critical pedagogy.

Comments

I appropriated the interactive approach
Attendees by College (n = 19)

Respondents by Years of Teaching Experience

Respondents by Population

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 654 Students Enrolled in ~75 Credit Hours of Instruction
Program Evaluation

- I am better informed on today's topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators & peers
- This event equipped me to confidently implement new methods in my course(s)
- I am going to implement information from today's event in my teaching in the current semester
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Content Elements Evaluation

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- Amount of Information
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- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity & Inclusion

Learning Outcomes
(Participating in this workshop increased my ability to...)

- Identify mentoring evidence-based practices
- Recognize available institutional and external resources, including individual development plans, mentor-mentee compact, and vision statements
- Apply principles of effective mentorship through case studies
Event Logistics

Marketing Techniques (How did you hear about this workshop?)

What session information was most valuable for your teaching?

The surveys provided

The breakout session was useful for brainstorming ways that the resource we were examining could be used in our work.

What other opportunities for professional development in teaching would interest you?

Learning more about cultural differences among students from different parts of the world, and how those differences can be interpreted and factored into our interactions with students.
Workshop Registration, Attendance, & Survey Response Trends (Single Part Workshops)

- **Faculty Attendees by Rank**
  - APT: 14, 7, 6, 10, 8, 5, 1, 5, 3, 2
  - APT: 2, 6, 11, 2, 1, 2, 13, 22, 25
  - Tenure Track: 19, 17, 6, 25, 10, 11, 4, 1, 25

- **Estimated Annual Student Impact by Attendees**
  - Approximately 28,173 Students Enrolled in ~2,157 Hours of Instruction

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Workshop Registration, Attendance, & Survey Response Trends (Multi-Part Workshops)

- **Faculty Attendees by Rank**
  - Clinical Professor: 36, 26, 36, 96, 2, 6, 56, 2, 7, 0, 0
  - Clinical Associate Professor: 21, 20, 25

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Estimated Annual Student Impact by Attendees
Institute Attendance Summary
Spring 2020

Institute Registration, Attendance, & Survey Response Trends

Faculty Attendees by Rank

Estimated Annual Student Impact by Attendees

*Other institutes scheduled for Spring 2020 were cancelled due to the COVID-19 pandemic

Approximately 3822 Students Enrolled in ~111 Hours of Instruction
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
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<td>The Power of Conceptualizations of Learning</td>
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<td>Evaluate assumptions in different conceptualizations of learning</td>
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<td>Design-Based Research for Powerful Learning</td>
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<tr>
<td>Explain the history and purpose of design-based research</td>
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<td>Explain the defining features of design-based research</td>
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<tr>
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<tr>
<td>4E Learning: Enactive, Embodied, Embedded, &amp; Extended</td>
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<td>3</td>
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<tr>
<td>Develop strategies for enactive learning in their classrooms</td>
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<tr>
<td>Develop strategies for embodied learning activities</td>
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<tr>
<td>Develop strategies for embedded learning in course content, activities, and tools</td>
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<tr>
<td>Develop strategies for extended learning in course tools and activities</td>
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<td>ZOOM Supporting Students in Becoming High Performing Groups &amp; Teams</td>
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<tr>
<td>Recognize the implications of student diversity on small group dynamics and success</td>
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<tr>
<td>Apply principles of effective small group facilitation to teaching and course/project design</td>
<td>1</td>
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<tr>
<td>Structure projects and activities in ways that maximize student small group performance and ownership of learning</td>
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<td>1 2 3 4Identifying Best Practices</td>
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<td>Identify basic Universal Design for Learning (UDL) principles and the implications for student learning, engagement, and motivation</td>
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<td>Integrate UDL best practices in class activities and course/assignment design</td>
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- **ATM Center for Teaching Excellence**
- **Dean of Faculties**
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<tr>
<th>Workshop</th>
<th>Attendees</th>
<th>Respondents</th>
<th>Learning Outcomes</th>
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<tr>
<td><strong>Leveraging Conceptualizations of Learning</strong> (3-Part Workshop)</td>
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<td>Recognize the implications of student diversity on small group dynamics and success</td>
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<tr>
<td><strong>Supporting Students in Becoming High Performing Groups &amp; Teams</strong></td>
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<td>1</td>
<td>Explain the design thinking process</td>
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<td>Explain design thinking strategies (designerly ways of knowing)</td>
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<td>Use the design thinking process as a structure for collaborative project-based learning activities</td>
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<td><strong>Design Thinking for Engaged Learning</strong> (4-Part Workshop)</td>
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<td>Identify best practice when creating effective exam items</td>
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<td>Recognize common mistakes made when creating effective exam items</td>
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<td><strong>Creating Effective Exam Items</strong></td>
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<td>7</td>
<td>Describe how project-based learning improves teaching and student learning</td>
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<td></td>
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<td>Define essential project design elements</td>
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<tr>
<td><strong>Project-Based Learning as a Vehicle</strong></td>
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<td>Identify mentoring evidence-based practices</td>
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<td>Identify mentoring evidence-based practices</td>
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<tr>
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Learning Outcomes - Spring 2020 (Continued)
### Participant Experience Questionnaire

**Spring 2020**

**Center for Teaching Excellence**

**DEAN OF FACULTIES**

<table>
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<th>Event</th>
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<td>Promoting Academic Integrity in the Classroom</td>
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**Participant Experience Questionnaire**

**Spring 2020**

**Center for Teaching Excellence**

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### Participant Experience Questionnaire - Spring 2020 (Continued)

<table>
<thead>
<tr>
<th>Event</th>
<th>Attendees</th>
<th>Respondents</th>
<th>I am better informed on today's topic(s) as a result of this event</th>
<th>This event equipped me to confidently implement new methods in my courses</th>
<th>I am going to implement information from today's session in my teaching in the current semester</th>
<th>I am going to implement information from today's session in my teaching in the next semester</th>
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<tr>
<td>Supporting Students in Becoming High Performing Groups &amp; Teams</td>
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<td>UDL-izing Best Practices to Enhance Learner Success and Engagement</td>
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<td>12</td>
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<tr>
<td>Design Thinking for Engaged Learning (4-part workshop)</td>
<td>15</td>
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<tr>
<td>Supporting Students in Becoming High Performing Groups &amp; Teams</td>
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<td>1</td>
<td>1</td>
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</table>
Leveraging Conceptualizations of Learning (3-Part Workshop)
Attendees = 17
Respondents = 6

I am better informed on today’s topic(s) as a result of this event
This event equipped me to confidently implement new methods in my courses
I am going to implement information from today’s session in my teaching in the current semester
I am going to implement information from today’s session in my teaching in the next semester

ZOOM: Equipping for Mentoring
Attendees = 18
Respondents = 7

I am better informed on today’s topic(s) as a result of this event
I am going to implement information from today’s session in my teaching in the current semester
I am going to implement information from today’s session in my teaching in the next semester
Section IV
University Initiatives
Answering the Provost’s charge, the Office of the Dean of Faculties is committed to promoting a culture of mentoring within and across Texas A&M University. To this end, many efforts are already underway. Thirty-two faculty members are trained facilitators through Center for the Improvement of Mentored Experiences in Research (CIMER), a nationally recognized mentoring initiative. Each mentoring session uses case studies to address CIMER’s evidence-based competencies. Workshops were offered on a rolling basis, both concurrently during the semester as well as during outside the traditional semester (i.e., May and August immersions, and summer programming).

**Program Overview**

### ENTERING MENTORING - Competencies & Learning Outcomes

1. **Maintaining Effective Communication - Learning Outcomes for Communication**
   Mentors will have the knowledge and skills to:
   - Provide constructive feedback
   - Communicate effectively across diverse dimensions including various backgrounds, disciplines, generations, ethnicities, positions of power, etc.
   - Identify different communication styles
   - Engage in active listening
   - Use multiple strategies for improving communication (in person, at a distance, across multiple mentees, and within proper personal boundaries)

2. **Aligning Expectations - Learning Outcomes for Expectations**
   - Effectively establish mutual expectations for the mentoring relationship
   - Clearly communicate expectations for the mentoring relationship
   - Align mentee and mentor expectations
   - Consider how personal and professional differences may impact expectations, including differences across disciplines when working in multidisciplinary teams

3. **Assessing Understanding - Learning Outcomes for Understanding**
   - Assess their mentees’ understanding of core concepts and processes
   - Identify various reasons for a lack of understanding, including expert-novice differences
   - Use multiple strategies to enhance mentee understanding across diverse disciplinary perspectives

4. **Addressing Equity and Inclusion - Learning Outcomes for Equity and Inclusion**
   - Improve and expand understanding of equity and inclusion, and how diversity influences mentor-mentee interactions
   - Recognize the impact of conscious and unconscious assumptions, preconceptions, biases, and prejudices on the mentor-mentee relationship and reflect on how to manage them
   - Identify concrete strategies for learning about, recognizing, and addressing issues of equity and inclusion, in order to engage in conversations about diversity with mentees and foster a sense of belonging

5. **Fostering Independence - Learning Outcomes for Independence**
   - Define independence, its core elements, and how those elements change over the course of a mentoring relationship
   - Employ various strategies to build mentee confidence, establish trust, and foster independence
   - Identify the benefits and challenges of fostering independence, including the sometimes conflicting goals of fostering independence and achieving grant-funded research objectives

6. **Promoting Professional Development - Learning Outcomes for Professional Development**
   - Identify the roles mentors play in the overall professional development of their mentees
   - Develop a strategy for guiding professional development using a written document
   - Initiate and sustain periodic conversations with mentees on professional goals and career development objectives and strategies
   - Engage in open dialogue on balancing the competing demands, needs, and interests of mentors and mentees, e.g., research productivity, grant funding, creativity and independence, career preference decisions, non-research activities, personal development, work-family balance, etc.

7. **Articulating Your Mentoring Philosophy and Plan - Learning Outcomes for Articulating Your Philosophy and Plan**
   - Reflect on the mentor-training experience
   - Reflect on any behavioral or philosophical changes they intend to make across the mentoring competencies
   - Articulate an approach for working with new mentees in the future
Attendees by College (Series 1-3)

- Liberal Arts
- Pharmacy
- Education
- Public Health
- Engineering
- Agriculture
- Architecture
- Science
- Vet Med

Attendees by Rank (Series 1-3)

- Executive Associate Dean
- Associate Dean
- Associate Department Head
- Assistant Department Head
- Interim Department Head
- Professor
- Associate Professor
- Assistant Professor
- Clinical Associate Professor
- Clinical Professor
- Clinical Assistant Professor
- Instructional Assistant Professor
- Research Assistant Professor
- Lecturer
- Visiting Assistant Professor
- Post-Doc

Attendance Trends (Series 1-3)

- Series 1
- Series 2
- Series 3

48% of Attendees Participated in at Least Half of Scheduled Workshops
Attendees by College (n=14)

- Pharmacy
- Liberal Arts
- Agriculture
- Engineering
- Architecture
- Vet Med

Attendees by Rank (n = 14)

- Professor
  - 2
- Associate Professor
  - 3
- Assistant Professor
  - 2
- Clinical Professor
  - 1
- Clinical Associate Professor
  - 1
- Instructional Assistant Professor
  - 1
- Lecturer
  - 1
- Executive Associate Dean
  - 1
- Associate Department Head
  - 1
- Clinical Associate Professor
  - 1
- Clinical Professor
  - 1
- Assistant Professor
  - 2
- Associate Professor
  - 3
- Professor
  - 2

Attendance Trends

- Series 1
  - 0
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
  - 9
  - 10

36% of Attendees Participated in at Least Half of Scheduled Workshops
Section V
University Grants
Presidential Transformational Teaching Grant

The Presidential Transformational Teaching Grant (PTTG) program is a seed-grant program that is part of the Presidential Excellence Fund designed to further Texas A&M University’s commitments to the three pillars of advancing transformational learning; enhancing discovery, promoting/encouraging innovation and expanding impact on our community, state, nation, and world. The primary intent is to facilitate innovations within existing courses or learning experiences. PTTG will fund 30 two-year projects per year: to include 20 projects by individual faculty at $20,000 and 10 team projects for $60,000 each.

Utilizing a web-based interface, proposals are posted for all faculty to review. Full-time Texas A&M University faculty submit either individual or team proposals. Individual proposals are submitted by a single eligible faculty member. Team proposals must include at least two faculty from distinct disciplines. In most cases, this will involve separate academic units. In all cases, the team proposal must describe the interdisciplinary emphasis associated with the plan. Academic Professional Track (APT) faculty are especially encouraged to apply. The proposed projects are for two years, during which time funded PTTG investigators are not eligible to apply for another PTTG.

The funded projects for the 2019-2020 school year were awarded to:

- Wendi Zimmer
- Hans Schuessler
- Lanying Zeng
- Leslie Garcia
- Cathrina Laporte
  - Anna Linderholm
  - James Woosley
  - Dale Rice
  - Mindy Bergman
  - Rajesh Miranda
- Glen Miller
- Angela Clendenin
- Jose Fernandez-Solis
  - Geoffrey Booth
  - Mark Clayton
- Courtney Raeisinafchi
- Haejune Kim
- Gabriela Zapata
- Luis Tedeschi
- James Herman
  - Shannon Washburn
  - Amanda Davis
  - Carly Patterson
  - Shannon Glaser
- Daniel Alge
- Marian Eide
- Manuel Pina
  - Valerie Hudson
  - Raymond Robertson
- Jayne Reubin
- Mohammad Nutan
  - Ziaur Rahman
  - Matthew Kuttolamadom
- Zi Jing Wong
- Jayanth Ramadoss
  - Timothy Scott
  - Elizabeth Crouch
  - Larry Suva
- Oi-Man Kwok
  - Elizabeth Wells-Beede
  - Carly Gilson
- Brian Shaw
- Carisa Armstrong
  - Christine Bergeron
  - James Ball
  - Adam Seipp
- Wei Yan
  - Dezhen Song
- Fatma Marouf
- Hongwei Zhao
  - Ka Wai Wong
- Juan Carlos Laya Pereira
- Lindsay Sansom
- Jeffrey Wieglert
Presidential Transformational Teaching Grant (PTTG)

Attendees by College (n = 22)

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 5,776 Students Enrolled in ~479 Credit Hours of Instruction
Program Evaluation

- I am better informed on today’s topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators and peers

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity and Inclusion

Event Logistics

- Event Announcement
- ZOOM Platform
- Event Length
- Event Date/Time
## Marketing Techniques (How did you hear about this workshop?)

<table>
<thead>
<tr>
<th></th>
<th>CTE Email</th>
<th>DoF Email</th>
<th>Faculty Development Event</th>
<th>Other</th>
<th>Colleague/Peer</th>
<th>Publications</th>
<th>Social Media</th>
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</tbody>
</table>

### What session information was most valuable for your teaching?

- I appreciated the questions that were presented to help me better develop each aspect of the application.
- Being able to ask questions
- It’s great to see a teaching grant from TAMU!
- This really helped understand the process and next steps.
- The presenters took the time to respond to all of our questions and collaborated well to make it an informative session.
- Thank you so much for a great informative session!

### What other opportunities for professional development in teaching would interest you?

- I appreciated the questions that were presented to help me better develop each aspect of the application.
- Being able to ask questions
- It’s great to see a teaching grant from TAMU!
- Right now I am focusing on integrating PTT in my capstone classes as a pilot and in a continuous learning mode. The amount of information and its quality is impressive. Thanks for making it available and rewarding the efforts.

### Questions that Motivated Participants to Attend

- No specific questions... just brainstorm an idea I have
- Would a longitudinal 3 year course (modification of an existing course) focused on personal and professional development for pharmacy students meet the requirements for this program?
- Can you elaborate more on the proposal selection process?
- Does this grant encourage multi-departmental or college teaching?
- Will we receive feedback on our PTTG proposals?
- I am interested in redesigning a current graduate course, and want to expand the students who can enroll for credit for this course. This course has interdisciplinary focus and applications. I also need to identify faculty at other schools at TAMU who may be interested in a team grant. How do make sure that the current graduate course will fit within the curriculum of other degree plans and for other students with other degree plans. How do we recruit and identify faculty for brainstorming in specific disciplines who may be interested in joining our team. Suggestions would be helpful.
- My team would like to know more about the evaluation process and about the expectations for a continuation plan
- I'd like to know more about the evaluation process and expectations for a continuation plan
- Topics, ideas, and the team members rules
- I am interested in details about the timeline.
- format and detail needed
### Questions that Motivated Participants to Attend (Continued)

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>I'm interested to understand the scope and better understand how the funds can be utilized.</td>
</tr>
<tr>
<td>the proposal requirements</td>
</tr>
<tr>
<td>Can I get summer money to work on a Website for a class?</td>
</tr>
<tr>
<td>I have been working on a course redesign and improving another course I currently teach. Can I apply for this to help?</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>how to equalize duplicate large sections</td>
</tr>
<tr>
<td>I would like to learn about the selection rubric</td>
</tr>
<tr>
<td>Receptivity to Collaborative Online International Learning methods?</td>
</tr>
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</tr>
<tr>
<td>Will you fund proposals on learning by building?</td>
</tr>
<tr>
<td>What proposals have been granted in the past? (types/examples)</td>
</tr>
<tr>
<td>Can I request funding for undergraduate researchers to help me with my proposed project if I cannot afford a grad student? Also, for individual proposals, is the funding amount 20k/2 years or 40k/2 years?</td>
</tr>
<tr>
<td>What specifically can the PTTG grant funds cover (i.e. grad student support, course release, travel funds, etc.)?</td>
</tr>
<tr>
<td>Topics, ideas, and the team members rules</td>
</tr>
<tr>
<td>I always learn subtle but valuable details from hearing people describe the project live don't you?</td>
</tr>
<tr>
<td>Can a proposal address more than one of the four emphasis areas? Since there are no more than three funded proposals per college, does that mean there will be two funded at the undergraduate level and one at the graduate level per college?</td>
</tr>
<tr>
<td>no questions just interested in listening and running our ideas past someone</td>
</tr>
</tbody>
</table>
Attendees by College (n = 13)

Respondents by Years of Teaching Experience

Faculty Respondents by Rank

Estimated Annual Student Impact by Participants

Approximately 3,063 Students Enrolled in ~250 Credit Hours of Instruction
Program Evaluation

- I am better informed on today’s topic(s) as a result of this event
- Questions I had about the topic(s) were addressed during this event
- It was valuable to talk about the session topic(s) with facilitators and peers

Content Elements Evaluation

- Event Activities/Interactions
- Amount of Information
- Quality of the Information
- Facilitator Knowledge
- Facilitator Delivery
- Resources Provided
- Beneficial for My Stage of Career
- Fostered Respect for Diversity and Inclusion

Event Logistics

- Event Announcement
- Event Location
- Event Length
- Event Date/Time
**Presidential Transformational Teaching Grant (PTTG)**

**Marketing Techniques** *(How did you hear about this workshop?)*

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<td>CTE Website</td>
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</table>

**What session information was most valuable for your teaching?**

- This really helped understand the process and next steps.
- The presenters took the time to respond to all of our questions and collaborated well to make it an informative session.
- Thank you so much for a great informative session!

**What other opportunities for professional development in teaching would interest you?**

Right now I am focusing on integrating PTT in my capstone classes as a pilot and in a continuous learning mode. The amount of information and its quality is impressive. Thanks for making it available and rewarding the efforts.

**Questions that Motivated Participants to Attend**

- I have been working on a course redesign and improving another course I currently teach. Can I apply for this to help?
- No specific questions... just brainstorm an idea I have
- Will we receive feedback on our proposals?
- Do we need to include how we will use the grant $ in the proposal? I don’t see a place to include that information in the RFP.
- how to equalize duplicate large sections
- I would like to learn about the selection rubric
- Receptivity to Collaborative Online International Learning methods?
  
  I am interested in redesigning a current graduate course, and want to expand the students who can enroll for credit for this course. This course has interdisciplinary focus and applications. I also need to identify faculty at other schools at TAMU who may be interested in a team grant. How do make sure that the current graduate course will fit within the curriculum of other degree plans and for other students with other degree plans. How do we recruit and identify faculty for brainstorming in specific disciplines who may be interested in joining our team. Suggestions would be helpful.
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- Can I request funding for undergraduate researchers to help me with my proposed project if I cannot afford a grad student? Also, for individual proposals, is the funding amount 20k/2 years or 40k/2 years?
- What specifically can the PTTG grant funds cover (i.e. grad student support, course release, travel funds, etc.)?
- Topics, ideas, and the team members rules
  
  I always learn subtle but valuable details from hearing people describe the project live don’t you?
- Can a proposal address more than one of the four emphasis areas? Since there are no more than three funded proposals per college, does that mean there will be two funded at the undergraduate level and one at the graduate level per college?

**no questions just interested in listening and running our ideas past someone**
Attendees by College (n = 9)

- Liberal Arts
- Geosciences
- Public Health
- Nursing
- Other
- Education

Respondents by Years of Teaching Experience

- < 1 year: 1
- 5-9: 5
- 10-19: 3

Faculty Respondents by Rank

<table>
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<th>Instructional Associate Professor</th>
<th>Instructional Assistant Professor</th>
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<th>Other</th>
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<td>1</td>
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<td>2</td>
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</table>

Estimated Annual Student Impact by Participants

- Approximately 2,713 Students Enrolled in ~229 Credit Hours of Instruction
Presidential Transformational Teaching Grant (PTTG)  
Fall 2019  

Program Evaluation

I am better informed on today’s topic(s) as a result of this event

Questions I had about the topic(s) were addressed during this event

It was valuable to talk about the session topic(s) with facilitators and peers

Content Elements Evaluation

Event Activities/Interactions

Amount of Information

Quality of the Information

Facilitator Knowledge

Facilitator Delivery

Resources Provided

Beneficial for My Stage of Career

Fostered Respect for Diversity and Inclusion

Event Logistics

Event Announcement

ZOOM Platform

Event Length

Event Date/Time

135
Presidential Transformational Teaching Grant (PTTG)

Fall 2019

Marketing Techniques (How did you hear about this workshop?)

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<th>Method</th>
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<td>Faculty Development Event</td>
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What session information was most valuable for your teaching?

I appreciated the questions that were presented to help me better develop each aspect of the application.

Being able to ask questions

It's great to see a teaching grant from TAMU!

What other opportunities for professional development in teaching would interest you?

Incorporating Study Abroad in Existing Online Courses

The ALL about Book Writing

Ones like this. Encouraging high impact teaching across the university.

Questions that Motivated Participants to Attend

No specific questions... just brainstorm an idea I have

Would a longitudinal 3 year course (modification of an existing course) focused on personal and professional development for pharmacy students meet the requirements for this program?

Can you elaborate more on the proposal selection process?

Does this grant encourage multi-departmental or college teaching?

Will we receive feedback on our PTTG proposals?

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I'd like to know more about the evaluation process and about the expectations for a continuation plan

Topics, ideas, and the team members rules

I am interested in details about the timeline.

format and detail needed

I'm interested to understand the scope and better understand how the funds can be utilized.

the proposal requirements

Can I get summer money to work on a Website for a class?
Section VI
Faculty Excellence Awards
Montague - Center For Teaching Excellence Scholars

The Montague-Center for Teaching Excellence Scholars Program was initiated in 1991 as an important part of the Center’s mission for providing services that contribute to the improvement of teaching quality at Texas A&M University. Named after the award’s generous benefactors, Kenneth and Judy Montague, this award is designed to recognize excellence in tenure-track faculty. In its 29 years, the Montague-CTE Scholars program has recognized over 260 scholar-educators, facilitating cutting-edge research efforts and teaching creativity, both of which directly benefit student learning.

Each academic college annually selects one early-career, tenure-track faculty member for the Montague-Center for Teaching Excellence Scholar designation for demonstrating teaching excellence and service to their community. Each Scholar receives a $6,500 grant to further their research in and development of effective teaching approaches.

The 2019-2020 academic year Montague-CTE Scholars are listed below:

**Jessica Leatherwood**
College of Agriculture & Life Sciences
Department of Animal Sciences

**Joshua DiCaglio**
College of Liberal Arts
Department of English

**Youngjib Ham**
College of Architecture
Department of Construction Science

**Christopher Yust**
Mays Business School
Department of Accounting

**Sara Raven**
College of Education & Human Development
Department of Teaching, Learning, & Culture (TLAC)

**David Powers**
College of Science
Department of Chemistry

**Daniel Alge**
College of Engineering
Department of Biomedical Engineering

**Julia Reece**
College of Geosciences
Department of Geology and Geophysics

**Jessica Labonté**
Texas A&M University - Galveston
Department of Marine Biology
The Center for Teaching Excellence introduced a new annual teaching excellence award for Academic Professional Track (APT) faculty. Ten APT faculty were recognized for exceptional teaching and awarded $5000, generously gifted by the Marie M. and James H. Galloway Foundation. Academic Professional Track faculty bring a vast array of disciplinary knowledge along with unique experiences and skills to their teaching. This award encourages, recognizes, and rewards faculty who provide students with meaningful learning experiences, embrace effective teaching approaches, and value student-centered learning.

The 2019-2020 academic year Provost Academic Professional Track Faculty Teaching Excellence Awardees are listed below:

**Kathrin Dunlap**  
College of Agriculture & Life Sciences  
Department of Animal Sciences

**Holly Gaede**  
College of Science  
Department of Chemistry

**Glenda Byrne**  
College of Education & Human Development  
Department of Educational Psychology

**Andrew Tag**  
College of Science  
Department of Biology

**Robert "Jay" Woodward**  
College of Education & Human Development  
Department of Educational Psychology

**Amy Hodges**  
Texas A&M University - Qatar

**Catharina Laporte**  
College of Liberal Arts  
Department of Anthropology

**Virginia Fajt**  
College of Veterinary Medicine & Biomedical Sciences  
Department of Veterinary Physiology & Pharmacology

**Diane Chico**  
College of Medicine  
Department of Neuroscience & Experimental Therapeutics

**Shannon Washburn**  
College of Veterinary Medicine & Biomedical Sciences  
Department of Veterinary Physiology & Pharmacology
Another award hosted by the Center for Teaching Excellence highlights Texas A&M faculty’s transformational teaching, the Aggies Celebrate Teaching! Recognizing Transformational Learning award recognizes professors through individual student nominations via essays. These essays are intended to spotlight a faculty member who had a substantial impact on a student’s educational journey and gives students the opportunity to give back to a professor that has been a positive influence in their academic career. Faculty winners of the award receive a $1,500 educational grant and the nominating student receives a $500 grant.

The 2019-2020 Aggies Celebrate Teaching! awards reception was not held due to COVID-19 Pandemic social distancing protocols. The program selection process ran from September 2019 to January 2020. Six faculty were selected, and The Center honored the six award winners listed below:

**Anita Sohn McCormick**  
College of Education & Human Development  
*nominated by*  
Amy Simpson  
Graduate Student, Educational Psychology

**Dave Tarvin**  
College of Liberal Arts  
*nominated by*  
Jaime Rodriguez  
Sophomore, University Studies

**Lisette Templin**  
College of Education & Human Development  
*nominated by*  
Dylan Manshack  
Senior, Economics

**Mónica Vásquez Neshyba**  
College of Education & Human Development  
*nominated by*  
Anayeli Calixto  
Senior, Interdisciplinary Studies

**Thomas McDonald**  
School of Public Health  
*nominated by*  
Jillian Barthelemy  
Senior, Public Health

**Ben Zoghi**  
College of Engineering  
*nominated by*  
Perryl Libardo  
Graduate Student, Technical Management

Total nominations for the 2019-2020 Aggies Celebrate Teaching! Recognizing Transformational Learning award.

Applicant count by college affiliation:

<table>
<thead>
<tr>
<th>Agriculture</th>
<th>Architecture</th>
<th>Bush School</th>
<th>Mays Business School</th>
<th>Education*</th>
<th>Engineering*</th>
<th>TAMU Galveston</th>
<th>Geosciences</th>
<th>School of Law</th>
<th>Liberal Arts*</th>
<th>Nursing</th>
<th>Public Health*</th>
<th>Veterinary Medicine</th>
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<td>13</td>
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<td>2</td>
<td>2</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

*Award recipient
Section VII
Emergency Remote Teaching
Emergency Remote Teaching

The Center for Teaching Excellence (CTE), along with the entire University System, began to receive guidance and policies due to the COVID-19 Coronavirus pandemic from the Texas A&M leadership. Center team members participated in online training over Spring Break to assist the Offices of the Provost and the Office of Academic Innovation to transition operations in response to the pandemic. An excerpt from the Office of the President email, March 23, 2020:

In a matter of days, your heroic efforts have helped us fundamentally change everything we do - from educating our students, to conducting research, to maintaining essential business operations.

During this challenging time, you have shown us the true character of our university community. Aggies never shrink from a challenge, they always rise to the occasion - with decisive action, inspiring innovation and remarkable determination.

As faculty members, you have demonstrated your incredible care for and commitment to our students. Although circumstances have dramatically altered your plans for research and teaching, you have stepped up at an important moment. You have shared your collective wisdom and resources with colleagues across the university, working rapidly and tirelessly to rewrite syllabi and take all of our educational efforts online. I know how meaningful your efforts are for our students, and I want you to know how much all of us appreciate your hard work.

I also want to thank and recognize the dedication of our exceptional staff across the university. At a time of great need, you have stepped forward with flexibility, resiliency and resolve. In addition to keeping our campus clean and safe, you are providing the entire IT infrastructure that is making all of our endeavors possible - from online classes, to Zoom meetings, to keeping our Learning Management System running smoothly. In only days you have set up both the TAMU Keep Teaching site to help faculty get connected quickly with resources as well as the TAMU Keep Learning site to help students do the same. You have also conducted most of the 1,342 technology trainings centrally, as well as countless sessions in our colleges and departments. The Central TAMU COVID-19 site that provides a centralized hub for updates and resources has been viewed more than 325,000 times.

Cancellations

8 CTE Workshops (100+)
Designing for Creativity in Learning, pt2
Designing for Creativity in Learning, pt3
Team-Based Learning
"Caring" as a Viable Pedagogical Choice
Reaching Gen-Z
Designing for Creativity in Learning, pt4
Communicating Effectively

1 Faculty Award Luncheon (100)
Aggies Celebrate Teaching!

1 21CCB Orientation (100)

1 Teaching Conference (500)

Shift to Zoom Online

4 CTE Workshops
Leveraging Conceptualizations of Learning, Pt 1
Project-Based Learning as a Vehicle
Leveraging Conceptualizations of Learning, Pt 2
Leveraging Conceptualizations of Learning, Pt 3

Loss of Total Contacts due to cancellations
(Extrapolated data)

~750 faculty

CTE Staff Hours Supporting Initial Pandemic Trainings

~330 hours

CTE Staff Hours Supporting Ongoing Pandemic-related Changes (Apr - May)

343 hours

Shift to Online Modules and Videos

New media created for asynchronous faculty development

10 Media
Section VIII
Appendices
Fall 2019
Center for Teaching Excellence
Faculty Professional Development Guide
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New Faculty Institute
YMCA 108R Conference Room, Office of the Dean of Faculties

A working session series designed to facilitate completion of our course planning tool, this opportunity helps with setting goals, clarifying communication, and assessing learning and teaching impact. Bring a device to work on the course planning tool electronically. Lunch will be provided.

9:00-9:55  **Introduction to the Student Learning Experience Guide**
Facilitated by: CTE Instructional Consultant Team & Guest Consultant
*Participants Will: Use the Student Learning Experience Guide as a pre-syllabus course planning tool*

10:00-10:55  **Learning Outcomes and Assessment**
Facilitated by: Jean Layne
*Participants Will: Apply backward design principles to course planning*

11:00-11:55  **Active Engagement**
Facilitated by: Sam Shields
*Participants Will: Select engagement strategies to support learning outcomes*

12:00-12:55  **Students Today In General and at TAMU Specifically**
Facilitated by: Clint Patterson
*Participants Will: Develop action plan for challenges/opportunities of teaching today’s students*
*Lunch will be provided*

1:00-1:55  **Universal Design for Learning (UDL)**
Facilitated by: Nate Poling
*Participants Will: Identify useful UDL practices to implement in course*

2:00-2:55  **Writing & Critical Thinking**
Facilitated by: Wendi Zimmer
*Participants Will: Plan for integration of writing and/or critical thinking in course*

3:00-3:55  **Reflection & Teaching Impact**
Facilitated by: Jean Layne
*Participants Will: Draft plan for reporting impact of teaching practices on student learning*

4:00-4:05  **Short Survey and Adjourn**
Facilitated by: Jean Layne

Upon completion of the New Faculty Institute, participants will have a completed draft of the Student Learning Experience Guide (SLEG) to use for course planning and as evidence of professional development in teaching.

*Sign-up for New Faculty Institute at ERS.TAMU.EDU*
HELLO2 Professional Development in Teaching Certificate Program

The Humanizing Education, Learning, and Leadership Online/Offline (HELLO²) teaching certificate program is offered through the Texas A&M University Center for Teaching Excellence (CTE). Participants will learn and apply best practices to maximize learner motivation, engagement, and success. They will also explore teaching methods and approaches that highlight and promote the social and relational aspects of teaching and learning. The program focuses on student-centered teaching that takes student diversity and inclusion into account.

The certificate program is open to any TAMU faculty member (tenure-track or academic professional track) or staff member who has or will have teaching responsibilities at either the undergraduate or graduate level. It is highly customizable and participants will work with a CTE consultant to create an individualized professional development plan based on their interests, needs, and time availability.

*Participants who successfully complete the two-semester program will receive a certificate signed by the Director of the TAMU Center for Teaching Excellence and the Associate Dean of Faculties for Faculty Development.*

The certificate program includes:

- Participation in two interactive workshops on student learning, success, and wellness facilitated by different units across the University. Participants will work with a Center for Teaching Excellence (CTE) instructional consultant to identify suitable sessions on campus
- Two individual consultations regarding teaching and learning with a CTE instructional consultant
- One classroom teaching observation and one follow-up consultation (third consultation) conducted by a CTE instructional consultant
- Development and revision of course materials and teaching philosophy statements.

Participants have up to 2 consecutive long semesters (Fall-Spring, Spring-Fall) to complete all the requirements of the program to earn the certificate. It is rolling enrollment, but please note that it generally takes at least one semester to fulfill all requirements.

**Learning Outcomes:**

- Apply best practices to maximize learner motivation, engagement, and success
- Incorporate student-centered teaching practices in the design of courses, materials, assessments, and activities that promote diversity and inclusion of all students in the learning process
- Articulate a personal philosophy of teaching

To sign-up for HELLO2, ask questions, or to schedule an orientation consultation, please contact Dr. Nate Poling at npoling@tamu.edu.
Individualized Consultation Services - Professional Development Support

Interested in talking with an instructional coach or mentor? CTE Instructional Consultants are available to assist faculty with questions regarding teaching and learning by:

- Meeting faculty where they are with their teaching experience and questions
- Sharing information on evidence-based teaching methods
- Matching suggestions to course context and teaching approach
- Connecting faculty to peers with similar experiences

Here are some examples of how Instructional Consultants can assist:

Classroom Focused

 ✓ Provide feedback for enhancement of course materials like the syllabus
 ✓ Partner to brainstorm ideas for enriching lecture
 ✓ Identify active engagement strategies and plan for their implementation
 ✓ Incorporating Universal Design for Learning (UDL) principles in a course to promote diversity and inclusion
 ✓ Conduct classroom observation and provide a follow-up report
 ✓ Analyze student evaluation feedback and suggest ways to address concerns

Beyond the Classroom

 ✓ Help instructors describe their impact in teaching
 ✓ Motivate student participation in office hours
 ✓ Implement an Individual Development Plan (IDP - a tool for helping graduate students build a mentoring team to support their professional development)
 ✓ Facilitate collaboration between two or more faculty to design of interdisciplinary courses
 ✓ Refine your plan for the educational portion of a grant proposal

Got questions about learning and teaching? Email cte@tamu.edu to schedule a conversation - face-to-face, email, phone, Skype, or Zoom options are available.

Workshops on Course Delivery Methods (available face-to-face and via Zoom)

Communicating Effectively in the Classroom and Beyond -
September 11, Wednesday, 11:30-2:30, ROOM: Rudder Tower 302
Presentation Format: Interactive Lecture, Small Group Activities, Structured/Guided Practice
Facilitated by: Sara Rowe, Lecturer, Communications, Liberal Arts; Nate Poling, Instructional Consultant & Brandon Cooper, English Language Proficiency Consultant, Center for Teaching Excellence
Lunch will be provided
For more information, please contact Nate Poling at npoling@tamu.edu.

Participants Will:
1. Identify public speaking best practices as they relate to classroom teaching, research presentations, and intercultural communication
2. Apply and practice public speaking best practices to facilitate increased audience motivation, engagement, and success
Teaching With and Managing Interactive Methods
September 18, Wednesday, 1:00-3:00 pm ROOM: Rudder Tower 302
Presentation Format: Combined 2-hour Session - Interactive Lecture and Working Session
Facilitated by: Catharina Laporte, Instructional Assistant Professor, Anthropology, College of Liberal Arts and Sam Shields, Instructional Consultant, Center for Teaching Excellence

Participants Will:
1. Recognize the role of learner-centered instructional approaches in the learning process
2. Identify at least two active learning strategies and how they might be used in the classroom
3. Identify how to address potential challenges when using various teaching methods

Using Instructional Technology in Teaching and Learning
Zoom (online only): September 20, Friday, 9:00-10:00am, Zoom link will be sent to participants
Presentation Format: Interactive Lecture, Small Group Activities, Guided Practice Session
Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence

Participants Will:
1. Identify suitable technology tools to promote increased student learning, motivation, and engagement
2. Integrate appropriate instructional technology tools into course/project design, teaching, and class activities

Facilitating Effective Groups/Teams
Register for Face-to-Face – https://ers.tamu.edu/register.aspx?scheduleid=28219
Face-to-face: October 2, Wednesday, 2:00-4:00 pm, ROOM: Rudder Tower 302
Register for Zoom - https://ers.tamu.edu/register.aspx?scheduleid=28274
Zoom (online only): October 3, Thursday, 3:00-4:00 pm, Zoom link will be sent to participants
Presentation Format: Interactive Lecture, Discussion, Small Group Activities
Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence

Participants Will:
1. Recognize the implications of student diversity on small group dynamics and success
2. Apply principles of effective small group facilitation to teaching and course/project design

Student Expectations & Motivation
Register for Face-to-Face – https://ers.tamu.edu/register.aspx?scheduleid=28220
Face-to-face: October 16, Wednesday, 9:30-11:00am, ROOM: Rudder Tower 302
Zoom (online only): October 17, Thursday, 9:30-10:30am, Zoom link will be sent to participants
Presentation Format: Interactive Lecture
Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence

Participants Will:
1. Managing learner expectations in the classroom
2. Enhance motivation and engagement to increase learning
New Institutes for Fall 2019

Diversity and Inclusion Institute

Reaching Gen Z: Placing Today’s Students at the Center of Learning
TIME UPDATE: October 18, Friday, 11:00 am-1:30 pm, Room: Rudder Tower 302
This working session is designed to help participants identify best practices when it comes to teaching, engaging, and motivating today’s Gen Z students and also how to best maximize their learning and success. Lunch will be provided.
For more information, please contact Nate Poling at npoling@tamu.edu.
Presentation Format: Interactive Presentation, Small Group Activities/Discussion
Facilitated by: Nate Poling, Instructional Consultant and Willie C. (CJ) Harmon Jr., Graduate Assistant, Center for Teaching Excellence and Guest Collaborators
Learning Outcomes:
1. Recognize the role self-identity plays in interacting with students from diverse backgrounds and context
2. Identify trends and characteristics of today’s students and the implications on teaching and learning
3. Identify methods and approaches to proactively manage assumptions and biases in professional and academic contexts.
4. Incorporate components valuing diversity and inclusion in teaching and course design

UDL – Universal Design for Learning Institute

UDLizing Best Practices to Enhance Learner Success and Engagement
November 6, Wednesday, 9:00 am-2:00 pm, Rudder Tower 410
This working session is designed to help participants create universally designed instruction for learning that encourages and supports all students’ success. Practical methods and approaches will be shared and participants will have the opportunity to apply what they learn directly to their own contexts and teaching. Lunch will be provided.
For more information, please contact Nate Poling at npoling@tamu.edu.
Presentation Format: Interactive Presentation, Small Group Activities
Facilitated by: Nate Poling, Instructional Consultant and Willie C. (CJ) Harmon Jr., Graduate Assistant, Center for Teaching Excellence and Guest Collaborators
Learning Outcomes:
1. Identify basic UDL principles and the implications for student learning, engagement, and motivation
2. Integrate UDL best practices in class activities and course/assignment design
21st Century Classroom Building

Do you believe teaching can transform student learning? Do you currently use or wish to incorporate more active learning in your teaching? Are you a dynamic lecture style teacher? Are you interested in teaching in Texas A&M University’s 21st Century Classroom Building?

Scheduled to open fall 2020, this classroom building is filled with innovative learning spaces that accommodate dynamic lecture style teaching and active learning. As an instructor at Texas A&M University, you have the opportunity to teach in this new building...all you need to do is complete an Invitation to Teach!! Faculty development will be offered early, often, and on-going, should you be interested, to assist as you transition your teaching in these educational spaces. The Invitation to Teach is a simple process.

The Invitation to Teach in the 21CCB is open from May 1 to September 8, 2019.

For more information and resources, please visit our website or contact:
https://21ccb.tamu.edu
the21CCB@tamu.edu
To join the workshop, register HERE!
Course (Re)Design Institute

Register for Course (Re)Design here: https://ers.tamu.edu/register.aspx?scheduleid=28270

9 a.m.-4 p.m., Tuesday, December 17, Rudder Tower 302

A working session series designed to facilitate design or update of a course using our evidence-based model.

9:00-10:00 (Re)Design based on data
   Participants Will: Identify change drivers for teaching and learning

10:00-11:00 Course/Student Learning Outcomes
   Participants Will: Create new or revise existing student learning outcomes

11:00-12:00 Assessment
   Participants Will: Identify new or update existing assessments FOR and OF learning

12:00-1:00 Question & Answer Session – Lunch Provided

1:00-2:00 Learning Activities & Assignments
   Participants Will: Plan meaningful course activities that promote and support learning

2:00-3:00 Alignment & Syllabus
   Participants Will: Check course alignment and transparency

3:00-4:00 Action & Analysis
   Participants Will: Reflect on outcomes and plan for impact in teaching

4:00 Short Survey and Adjourn

Upon completion of the Course (Re)Design Institute, participants will have a new or revised course plan completed to facilitate instruction and as evidence of professional development in teaching.
Transformational Teaching & Learning Conference

Through a combination of exciting conference activities and various presentation formats, we seek to:

- Feature faculty projects that promote engaging, innovative, and inclusive student experiences
- Give voice to the everyday excellence of faculty
- Encourage critical thinking and civil dialogue among faculty and students about learning
- Honor and showcase faculty recipients of prestigious teaching awards
- Host nationally recognized keynote speakers

TTLC 2020 – ttlc.tamu.edu

Graduate Student Professional Development in Teaching:

- Academy for Future Faculty Teaching Certificate Program (AFF)
- Teaching Assistant Institute (TAI)
- Graduate Teaching Consultant Program
- English Language Proficiency Program
- College Classroom Teaching
- Transformative Doctoral Education Model & Individual Development Plan (IDP)
Spring 2020
Center for Teaching Excellence
Faculty Professional Development Guide

21st Century Classroom Building
“21CCB”
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Facilitating a Culture of Mentoring: *Entering Mentoring Faculty Series*

The recent National Academies Consensus Study Report “The Science of Effective Mentoring in Science, Technology, Engineering, Medicine, and Mathematics (STEMM)” [www.nap.edu/MentorshipInST Emm](http://www.nap.edu/MentorshipInST Emm) shares important information related to mentoring in the academy including the following:

1. **Mentoring experiences can be transformative for the people involved.** (p. 15)
2. **Despite its important place in the academic culture, mentorship rarely receives the focused attention, evaluation, and recognition of other aspects of the professional development process, such as teaching and research.** (p. 16)
3. **In many cases, the practice of mentoring occurs without drawing upon theories, empirical studies, and other forms of evaluation to support such practices. There is still an absence of intentionality, both in designing programs for particular mentor and mentee functions in contexts and in evaluating these components specifically.** (p. 23)

The report aligns with the commitment, through a collaboration of the Office of the Dean of Faculties, the Office of Graduate and Professional Studies, and the Center for Teaching Excellence, to foster a culture of mentoring within and across Texas A&M University. To this end, many foundational and structural efforts are already underway.

- Collaboration with the University of Wisconsin-Madison’s Center for the Improvement of Mentored Experiences in Research (CIMER) [https://cimerproject.org/](https://cimerproject.org/)
- CIMER graduate student and graduate advisor workshops in October 2019
- CIMER *Entering Mentoring* Facilitators Training for 32 A&M faculty leaders in November 2019
- *Entering Mentoring Faculty Series*, facilitated by Texas A&M faculty, to occur throughout 2020. The content of each session is designed to address the key concerns and challenges identified by mentors. Each series incorporates case studies to address CIMER’s evidence-based competencies (see table below). In addition to general content about mentoring, all of the case studies and some of the discussion questions draw specific attention to the unique circumstances and challenges related to mentoring in higher education.

  Participating faculty will:
  - join a community of mentors
  - explore each competency with faculty peers
  - reflect on mentor-mentee relationships
  - create a mentoring philosophy and plan
  - have the opportunity for individual support with trained *Entering Mentoring* facilitators

- A website presence for *Entering Mentoring Faculty Series* schedule and mentoring resources is in development.

*Entering Mentoring* attendance is customizable based on mastering seven competencies. Additional *Entering Mentoring Faculty Series* will be offered post-Spring Break, May, Summer, August, and Fall 2020. All the sessions do not need to be completed within one *Entering Mentoring* series. Rather, the focus should be on assembling the sessions necessary to master seven competencies based on your own availability.

Participants who successfully complete the seven competencies will receive a letter of completion signed by the Director of the Texas A&M University Center for Teaching Excellence and the Associate Dean of Faculties for Faculty Development.
Enter the Mentoring Faculty Series competencies and schedule for Series 1, 2, and 3.

<table>
<thead>
<tr>
<th>Session Competencies</th>
<th>Series 1 Schedule</th>
<th>Series 2 Schedule</th>
<th>Series 3 Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Addressing equity and inclusion &amp; 5) Fostering independence</td>
<td>Thursday, February 20 1:00pm-3:30pm, MSC 2405 <a href="https://ers.tamu.edu/register.aspx?scheduleid=30389">https://ers.tamu.edu/register.aspx?scheduleid=30389</a></td>
<td>Wednesday, February 26, 2:30pm-5:00pm, rm. VIDI 102 <a href="https://ers.tamu.edu/register.aspx?scheduleid=31391">https://ers.tamu.edu/register.aspx?scheduleid=31391</a></td>
<td>Tuesday, March 10 1:00pm-5:00pm, MSC 2405 <a href="https://ers.tamu.edu/register.aspx?scheduleid=30392">https://ers.tamu.edu/register.aspx?scheduleid=30392</a></td>
</tr>
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</table>

Enter the Mentoring Faculty Series and sessions are open to faculty of all ranks and across all disciplines. At this time this program is only delivered face-to-face.

*Series 1 is designed primarily for mentors of graduate students and postdocs.

**Series 2 is designed primarily for mentors of faculty of professional students.

***Series 3 is designed primarily for mentors of faculty and will occur before the staff holidays the week of Spring Break.

To register for Enter the Mentoring, click the links associated with each session. This program is designed for customizability so you can mix and match the seven competencies across any session options.

For questions or to schedule a consultation, please contact Dr. Clint Patterson at capatterson@tamu.edu
HELLO2 Professional Development in Teaching Certificate Program

Humanizing Education, Learning, and Leadership Online/Offline (HELLO2) is a professional development certificate program focused on teaching. HELLO2 is open to any Texas A&M University faculty member (tenure-track or academic professional track) or staff member who has or will have teaching responsibilities.

The program is highly customizable based on instructor interests, needs, and availability. Participants will apply best practices to maximize learner motivation, engagement, and success. The flexibility of the program provides opportunities to explore teaching methods, student-centered learning, formative and summative assessment, universal design for learning promoting diversity and inclusion, team-based learning, as well as approaches that promote the social and relational aspects of teaching and learning. Faculty will work with a CTE consultant to create the individualized plan.

**Learning Outcomes:**

- Apply best practices to maximize learner motivation, engagement, and success
- Incorporate student-centered teaching practices in the design of courses, materials, assessments, and activities that promote diversity, equity, and inclusion in the learning process
- Articulate a personal philosophy of teaching

**The certificate program requirements include:**

- Participation in two interactive workshops on student learning, success, and wellness facilitated by different units across the University. Participants will work with a Center for Teaching Excellence (CTE) instructional consultant to identify suitable sessions on campus
- Two individual consultations regarding teaching and learning with a CTE instructional consultant
- One classroom teaching observation and one follow-up consultation (third consultation) conducted by a CTE instructional consultant
- Development and revision of course materials that could include: syllabus, teaching philosophy statements
- Completion of all requirements of the program within two consecutive long semesters (Fall-Spring, Spring-Fall)

*Participants who successfully complete the two-semester program will receive a certificate signed by the Director of the Center for Teaching Excellence and the Associate Dean of Faculties for Faculty Development.*

To enroll in the HELLO2 teaching certificate program, ask questions, or to schedule an orientation consultation, please contact Dr. Nate Poling at npoling@tamu.edu.
DEPARTMENT HEAD TEACHING RESOURCES

CTE “On Demand” Workshops for Spring 2020:
Designed for delivery in a department or college, these hour long sessions facilitate peer engagement within the specific disciplinary context of the host group. For face-to-face sessions, organizer schedules a location. Zoom sessions are also available. Perfect for departmental “lunch & learn” meetings. Email cte@tamu.edu to request a session.

- **Getting Started with Active Learning** – What is active learning? How does it enhance the student learning experience and contribute to student success? Participants will learn three ways to implement active learning.
- **Successfully Navigating Challenging Dialogues and Topics in the Classroom**
  How can you create a positive classroom dynamic that promotes effective learning in areas such as covering controversial topics or facilitating challenging dialogues? Participants will learn how to a) facilitate effective classroom dialogue, discussion, and debate, b) learn how to create a classroom centered on trust and respect that provides students with a safe environment to grapple with challenging
- **Introduction to Peer Review of Teaching** – What are guidelines for effective peer review of teaching? How are peer reviews of teaching conducted and documented? Participants will learn best practices of the peer review process.

**Individualized Consultation Services - Professional Development Support**
Interested in talking with an instructional coach or mentor? CTE Instructional Consultants are available to assist faculty with questions regarding teaching and learning by:

- Meeting faculty where they are with their teaching experience and questions
- Sharing information on evidence-based teaching methods
- Matching suggestions to course context and teaching approach
- Connecting faculty to peers with similar experiences

**Classroom Focused**
- Provide feedback for enhancement of course materials like the syllabus
- Partner to brainstorm ideas for enriching lecture
- Identify active engagement strategies and plan for their implementation
- Incorporating Universal Design for Learning (UDL) principles in a course to promote diversity and inclusion
- Conduct classroom observation and provide a follow-up report
- Analyze student evaluation feedback and suggest ways to address concerns

**Beyond the Classroom**
- Help instructors describe their impact in teaching for annual reviews
- Motivate student participation in office hours
- Implement an Individual Development Plan (IDP) - a tool designed to help graduate students identify professional goals, assess current skills, and communicate with their mentor(s) to develop an action plan to achieve short- and long-term objectives)
- Facilitate collaboration between two or more faculty to design interdisciplinary courses
- Refine your plan for the educational portion of a grant proposal

Got questions about learning and teaching? Email cte@tamu.edu to schedule a conversation - face-to-face, email, phone, Skype, or Zoom options are available.
Single Session Workshops (available Face-to-Face and/or via Zoom)

Using Instructional Technology in Teaching and Learning
Zoom (online only): Friday, January 17, 2:00-3:00 pm, Zoom link will be sent to participants
Register for Zoom - https://ers.tamu.edu/register.aspx?scheduleid=30162
Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence
In today’s digital world, technology can both help—and hinder—student learning and engagement. This session focuses on how to best use tools such as video and interactive web applications in the classroom so that technology can help facilitate learning, rather than hindering it.

Participants will be able to:
• Identify suitable technology tools to promote increased student learning, motivation, and engagement
• Integrate appropriate instructional technology tools into course/project design, teaching, and class activities

The Power of Conceptualizations of Learning
Thursday, January 23, 2:30-4:00 pm, YMCA Great Hall (second floor lobby)
Facilitated by: Jonan Donaldson, Postdoctoral Research Associate, Center for Teaching Excellence
There is a robust body of evidence-based literature regarding high-impact practices in teaching and learning, but educational practice often remains relatively unchanged. In this presentation we will investigate an innovative strategy for facilitating change in educational practices through complex systems theory. Conceptualizations of learning are complex systems from which practices are emergent. Just as thoughts lead to actions, conceptualizations lead to practices. One conceptualization of learning leads to a particular set of practices, while another conceptualization leads to a completely different set of practices. Therefore, impacting change in educational practices involves changing conceptualizations of learning.

Participants will be able to:
• Evaluate assumptions in different conceptualizations of learning
• Develop strategies to implement evidence-based high-impact practices through shifting conceptualizations of learning

Design-Based Research for Powerful Learning
Wednesday, January 29, 12:30-2:00 pm, YMCA Great Hall (second floor lobby)
Facilitated by: Jonan Donaldson, Postdoctoral Research Associate, Center for Teaching Excellence
Design-based research (DBR) is a research methodology in which a course or learning activity is designed based on a strong theoretical foundation. Data is collected during and after implementation and revisions are made based on findings from analysis of data. Multiple iterations of design, data collection, and analysis lead to robust designs for powerful learning, as well as publishable findings which inform further development of the theory in which the design was grounded. In this presentation you will learn how to make DBR studies of your designs for learning in your own classes.

Participants will be able to:
• Explain the history and purpose of design-based research
• Explain the defining features of design-based research
• Develop design-based research projects
4E Learning: Enactive, Embodied, Embedded, and Extended

Monday, February 3, 9:00-10:30 am, YMCA Great Hall (second floor lobby)
Facilitated by: Jonan Donaldson, Postdoctoral Research Associate, Center for Teaching Excellence

Cutting-edge theory and research frames cognition as enactive, embodied, embedded, and extended (4E cognition). This presentation translates this perspective into practical application for designs for learning in your own courses.

Participants will be able to:
• Develop strategies for enactive learning in their classrooms
• Develop strategies for embodied learning activities
• Develop strategies for embedded learning in course content, activities, and tools
• Develop strategies for extended learning in course tools and activities

NEW - Promoting Academic Integrity in the Classroom

Tuesday, February 11, 11:30 am-1:30 pm, Rudder Tower 410, Lunch will be provided
This session is facilitated by experts at the TAMU Center for Teaching Excellence, Aggie Honor System Office, University Writing Center, and University Libraries.

How can we promote academic integrity and also increase student learning? This interactive session focuses on proactive course practices—such as transparency and setting clear expectations—that can help promote academic integrity while also increasing student performance.

Participants will be able to:
• Apply best practices to proactively encourage academic integrity
• Identify reasons why students may struggle with academic integrity
• Define important terms and contexts regarding academic integrity
• Select appropriate tools and approaches that can help promote and ensure academic integrity
• Explain the process that happens when reporting and addressing concerns related to academic integrity

Supporting Students in Becoming High Performing Groups/Teams

Face-to-Face: Thursday, February 13, 11:00 am-12:30 pm, Rudder Tower 301
Register for Face-to-Face – https://ers.tamu.edu/register.aspx?scheduleid=30164
Zoom (online only): Friday, February 7, 11:00 am-12:00 pm, Zoom link will be sent to participants
Register for ZOOM online – https://ers.tamu.edu/register.aspx?scheduleid=30165
Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence

Have you ever wondered why some small groups work together effectively and some don’t? Meaningful and collaborative group interaction does not just happen. Processes can be implemented to facilitate small group learning in traditional face-to-face contexts and in online/blended environments. This interactive session will focus on some practical tips and useful processes on how to structure and facilitate effective small groups in order to maximize student learning.

Participants will be able to:
• Recognize the implications of student diversity on small group dynamics and success
• Apply principles of effective small group facilitation to teaching and course/project design
• Structure projects and activities in ways that maximize student small group performance and ownership of learning
Creating Effective Exam Items that Promote Higher Order Thinking

Zoom (online only): Friday, February 21, 10:00-11:00 am, Zoom link will be sent to participants
Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence

This interactive session describes a process for creating common types of exam questions – multiple choice, true/false, fill-in-the-blank, short-answer, and essay. Designing questions to target different levels of knowledge in the discipline as well as focusing on creating items to test critical thinking will be discussed. Participants will also learn best practices as well as the implications of implicit biases when creating assessments.

Participants will be able to:
- Identify best practices when creating effective exam items
- Recognize common mistakes made when creating effective exam items

Interested in Boosting Student Engagement and Interaction? Consider Team-Based Learning . . .

Wednesday, March 25, 2:00-3:00 pm, Rudder Tower 301
Facilitated by: OP McCubbins; Assistant Professor; Agricultural Leadership, Education, and Communications; College of Agriculture and Life Sciences and Sam Shields, Instructional Consultant, Center for Teaching Excellence

This is an introductory workshop on Team-Based Learning (TBL) and using it as a vehicle for evidence-based collaborative learning!

Participants will be able to:
- Explain the instructor’s role over the course of a team-based learning (TBL) session
- Describe the student’s role in a TBL session
- Apply a backward design process to develop and plan a TBL session

Interested in Bringing the Real World into Your Course? Consider Project Based-Learning . . .

Tuesday, April 7, 2:00-3:00 pm, Rudder Tower 301
Facilitated by: Jeff Hatala, Instructional Associate Professor/MPH Program Director, School of Public Health and Sam Shields, Instructional Consultant, Center for Teaching Excellence

This is an introductory workshop on Project-Based Learning (PBL) and using it as a vehicle for high-impact student learning!

Participants will be able to:
- Describe how project-based learning improves teaching and student learning
- Define essential project design elements
- Apply a backward design process to the development of projects for students
Communicating Effectively in the Classroom and Beyond

Wednesday, April 8, 11:30 am-2:00 pm, Rudder Tower 301
Facilitated by: Sara Rowe, Lecturer, Communications, Liberal Arts; Nate Poling, Instructional Consultant & Brandon Cooper, English Language Proficiency Consultant, Center for Teaching Excellence

It's a given that faculty members have expertise in their content areas. Communicating that expertise in an engaging manner -- whether to students via classroom lectures or to conference attendees via research presentations -- requires additional skill sets. This interactive session will provide participants with an opportunity to enhance their delivery methods, audience analysis, intercultural communication, and engagement techniques. Participants will learn important public speaking tips and also practice their skills to build confidence for the classroom and beyond. Lunch will be provided.

Participants will be able to:
• Identify public speaking best practices as they relate to classroom teaching, research presentations, and intercultural communication
• Apply and practice public speaking best practices to facilitate increased audience motivation, engagement, and success

Equipping for Mentoring

Tuesday, April 14, 11:30 am-12:30 pm, Rudder Tower 410
Register for Face-to-Face - https://ers.tamu.edu/register.aspx?scheduleid=30174
ZOOM (online only): Wednesday, April 15, 10:15-11:15 am
Presentation Format: Interactive Lecture, Structure/Guided Practice Session, Case studies
Facilitated by: Clint Patterson, Instructional Consultant, Center for Teaching Excellence

Faculty often are not trained for their crucial role of mentoring graduate students. At this workshop you will gain the knowledge, confidence, and skills needed for this important role.

Participants will be able to:
• Identify mentoring evidence-based practices
• Recognize available institutional and external resources, including individual development plans, mentor-mentee compact, and vision statements
• Apply principles of effective mentorship through case studies
Multi-Session Workshops
Design Thinking for Engaged Learning – 4 Session Workshop

Facilitated by: Jonan Donaldson, Postdoctoral Research Associate, Center for Teaching Excellence
This is a 4-session workshop - we ask you to attend all four. ROOM CHANGED FOR ALL FOUR SESSIONS, SEE NEW ROOMS BELOW.

Two of the most frequently mentioned evidence-based high impact practices in the literature are project-based learning and collaborative learning. In this workshop you will learn how to use design thinking to structure learning activities that are both collaborative and project-based, as well as goal-oriented and learner-centered. Participants will leave the workshop with a newly designed activity for potential implementation in their course.

Participants will be able to:
• Explain the design thinking process
• Explain design thinking strategies (designerly ways of knowing)
• Use the design thinking process as a structure for collaborative project-based learning activities

This registration automatically registers you for all four sessions:

Wednesday, February 5, 12:30-2:00 pm, ROOM CHANGE TO RUDDER TOWER 502
Day 1: The design thinking process
Wednesday, February 12, 12:30-2:00 pm, ROOM CHANGE TO RUDDER TOWER 504, please note this date is in a different room than the other three dates.
Day 2: Ideation
Wednesday, February 19, 12:30-2:00 pm, ROOM CHANGE TO RUDDER TOWER 502
Day 3: Prototyping
Wednesday, February 26, 12:30-2:00 pm, ROOM CHANGE TO RUDDER TOWER 502
Day 4: Iteration

Designing for Creativity in Learning – 4 Session Workshop

Facilitated by: Jonan Donaldson, Postdoctoral Research Associate, Center for Teaching Excellence
This is a 4-session workshop - we ask you to attend all four. ROOM CHANGED FOR ALL FOUR SESSIONS, SEE NEW ROOMS BELOW.

Have you ever wanted to make your courses more creative? Creativity—coming up with novel ideas that are useful—is a crucial 21st century skill and plays a critical role in every discipline. Furthermore, creativity is essential for powerful learning. In this workshop you will analyze and adjust your courses for optimal facilitation of creativity.

Participants will be able to:
• Evaluate class environments and activities for strengths and weaknesses in facilitating creativity
• Revise learning activities and contexts for greater facilitation of creativity

This registration automatically registers you for all four sessions:

Tuesday, March 3, 9:30-11:00 am ROOM CHANGE TO RUDDER TOWER 502
Day 1: The Creativity Landscape Framework
Tuesday, March 17, 9:30-11:00 am ROOM CHANGE TO RUDDER TOWER 502
Day 2: Analyzing your courses for creative mindset and creative environment
Tuesday, March 24, 9:30-11:00 am ROOM CHANGE TO RUDDER TOWER 502
Day 3: Analyzing your courses for creative process and creative cognition
Tuesday, March 31, 9:30-11:00 am ROOM CHANGE TO RUDDER TOWER 502
Day 4: Adjusting your courses for optimal creativity

Leveraging Conceptualizations of Learning – 3 Session Workshop
Facilitated by: Jonan Donaldson, Postdoctoral Research Associate, Center for Teaching Excellence

This is a 3-session workshop - we ask you to attend all three. ROOM CHANGED FOR ALL THREE SESSIONS, SEE NEW ROOMS BELOW.

There is a robust body of evidence-based literature regarding high-impact practices in teaching and learning. But how can we translate this research into practice? In this workshop we will investigate innovative strategies for facilitating change in educational practices through complex systems theory. Conceptualizations of learning are complex systems from which practices are emergent. Just as thoughts lead to actions, conceptualizations lead to practices. One conceptualization of learning leads to a particular set of practices, while another conceptualization leads to a completely different set of practices. Therefore, impacting change in educational practices involves changing conceptualizations of learning. If we want to translate research in evidence-based high-impact practices into practical strategies for designing and facilitating powerful learning we have to understand the conceptualizations of learning in which that research is grounded. In this workshop participants will develop new conceptualizations of learning and leverage those conceptualizations to identify and implement cutting-edge evidence-based high-impact practices in their classes.

Participants will be able to:
- Evaluate assumptions in different conceptualizations of learning
- Align their practices with their conceptualizations of learning
- Help their students align their conceptualizations of learning with evidence-based high-impact practices
- Implement evidence-based high-impact practices through shifting conceptualizations of learning

This registration automatically registers you for all three sessions:

Thursday, April 2, 2:30-4:00 pm ROOM CHANGE TO RUDDER TOWER 502
Day 1: Investigating conceptualizations of learning

Thursday, April 9, 2:30-4:00 pm ROOM CHANGE TO RUDDER TOWER 502
Day 2: Evidence-based high-impact practices

Thursday, April 16, 2:30-4:00 pm ROOM CHANGE TO RUDDER TOWER 502
Day 3: Finding evidence-based high-impact practices that align with your goals
Institutes for Spring 2020

UDL – Universal Design for Learning Institute
UDLizing Best Practices to Enhance Learner Success and Engagement

Friday, February 14, 11:30 am-1:30 pm, Rudder Tower 301; Optional follow-up working session 1:30-2:30, register for the 11:30 workshop using the link above and select ‘will attend working session’ in questions section.


For more information, please contact Nate Poling at npoling@tamu.edu.

Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence and Guest Collaborators

Universal Design for Learning (UDL) is a framework and approach to teaching and learning that focuses on maximizing learning for every student. It utilizes proactive, inclusive, and equitable strategies that recognize and harness the power of students’ identities, cultures, experiences, abilities and disabilities, and demographic characteristics. UDL strives to help every learner feel valued, represented, and respected in the learning process. This interactive session will provide participants with an overview of UDL and how to implement it in their own teaching and course design. Lunch will be provided.

**Participants will be able to:**
- Identify basic Universal Design for Learning (UDL) principles and the implications for student learning, engagement, and motivation
- Integrate UDL best practices in class activities and course/assignment design

Diversity, Equity, and Inclusion Institute
Reaching Gen Z: Placing Today’s Students at the Center of Learning

Friday, March 27, 11:30 am-1:30 pm, Rudder Tower 301


For more information, please contact Nate Poling at npoling@tamu.edu.

Facilitated by: Nate Poling, Instructional Consultant, Center for Teaching Excellence and Guest Collaborators

On university campuses and classrooms worldwide, Millennials have given way to Gen Z, the most diverse generation ever seen. This interactive session explores the characteristics of today’s Gen Z students and how to best motivate and engage them in learning. It also focuses on how to best facilitate student-centered active learning approaches which aim to help diverse learners succeed academically, socially, and professionally. Lunch will be provided.

**Participants will be able to:**
- Recognize the role self-identity plays in interacting with students from diverse backgrounds and contexts
- Identify methods and approaches to proactively manage assumptions and biases in professional and academic contexts
- Identify trends and characteristics of today’s students and the implications for teaching and learning
- Incorporate components valuing diversity, equity, and inclusion in teaching and course design
Course (Re)Design Institute

Tuesday, May 12, 9:00 am-4:00 pm, MSC 2404

A working session series designed to facilitate design or update of a course using our evidence-based model.

9:00-10:00  (Re)Design based on data
Participants Will: Identify change drivers for teaching and learning

10:00-11:00  Course/Student Learning Outcomes
Participants Will: Create new or revise existing student learning outcomes

11:00-12:00  Assessment
Participants Will: Identify new or update existing assessments FOR and OF learning

12:00-1:00  Question & Answer Session – Lunch Provided

1:00-2:00  Learning Activities & Assignments
Participants Will: Plan meaningful course activities that promote and support learning

2:00-3:00  Alignment & Syllabus
Participants Will: Check course alignment and transparency

3:00-4:00  Action & Analysis
Participants Will: Reflect on outcomes and plan for impact in teaching

4:00  Short Survey and Adjourn

Upon completion of the Course (Re)Design Institute, participants will have a new or revised course plan completed to facilitate instruction and as evidence of professional development in teaching.
The mission of the Transformational Teaching & Learning Conference (TTLC) is to celebrate and promote a culture of teaching excellence and innovation at Texas A&M University.

**TTLC 2020 – ttlc.tamu.edu**

**Graduate Student Professional Development in Teaching:**

- Academy for Future Faculty Teaching Certificate Program (AFF)
- Teaching Assistant Institute (TAI)
- Graduate Teaching Consultant Program
- English Language Proficiency Program
- College Classroom Teaching
- Transformative Doctoral Education Model & Individual Development Plan (IDP)
Facilitating a Culture of Mentoring: *Entering Mentoring Faculty Series*

The recent National Academies Consensus Study Report “The Science of Effective Mentoring in Science, Technology, Engineering, Medicine, and Mathematics (STEMM)” [www.nap.edu/MentorshipInSTEMM](http://www.nap.edu/MentorshipInSTEMM) shares important information related to mentoring in the academy including the following:

1. **Mentoring experiences can be transformative for the people involved.** *(p. 15)*
2. **Despite its important place in the academic culture, mentorship rarely receives the focused attention, evaluation, and recognition of other aspects of the professional development process, such as teaching and research.** *(p. 16)*
3. **In many cases, the practice of mentoring occurs without drawing upon theories, empirical studies, and other forms of evaluation to support such practices. There is still an absence of intentionality, both in designing programs for particular mentor and mentee functions in contexts and in evaluating these components specifically.** *(p. 23)*

The report aligns with the commitment, through a collaboration of the Office of the Dean of Faculties, the Office of Graduate and Professional Studies, and the Center for Teaching Excellence, to foster a culture of mentoring within and across Texas A&M University. To this end, many foundational and structural efforts are already underway.

- Collaboration with the University of Wisconsin-Madison’s Center for the Improvement of Mentored Experiences in Research (CIMER) [https://cimerproject.org/](https://cimerproject.org/)
- CIMER graduate student and graduate advisor workshops in October 2019
- CIMER *Entering Mentoring* Facilitators Training for 32 A&M faculty leaders in November 2019
- *Entering Mentoring Faculty Series*, facilitated by Texas A&M faculty, to occur throughout 2020. The content of each session is designed to address the key concerns and challenges identified by mentors. Each series incorporates case studies to address CIMER’s evidence-based competencies (see table below). In addition to general content about mentoring, all of the case studies and some of the discussion questions draw specific attention to the unique circumstances and challenges related to mentoring in higher education. Participating faculty will:
  - join a community of mentors
  - explore each competency with faculty peers
  - reflect on mentor-mentee relationships
  - create a mentoring philosophy and plan
  - have the opportunity for individual support with trained *Entering Mentoring* facilitators
- A website presence for *Entering Mentoring Faculty Series* schedule and mentoring resources is in development.

*Entering Mentoring* attendance is customizable based on mastering seven competencies. Additional *Entering Mentoring Faculty Series* will be offered post-Spring Break, May, Summer, August, and Fall 2020. All the sessions do not need to be completed within one *Entering Mentoring* series. Rather, the focus should be on assembling the sessions necessary to master seven competencies based on your own availability.

**Participants who successfully complete the seven competencies will receive a letter of completion signed by the Director of the Texas A&M University Center for Teaching Excellence and the Associate Dean of Faculties for Faculty Development.**


**Entering Mentoring Faculty Series** competencies and schedule for Series 1, 2 and 3.

<table>
<thead>
<tr>
<th>Session Competencies</th>
<th>Series 1 Schedule*</th>
<th>Series 2 Schedule**</th>
<th>Series 3 Schedule***</th>
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<tbody>
<tr>
<td>1) Maintaining effective communication</td>
<td>Thursday, January 30 1:00pm-3:30pm, MSC 2404</td>
<td>Wednesday, February 12 2:30-5:00pm, rm. VIDI 102</td>
<td>Monday, March 9 1:00pm-5:00pm, MSC 2405</td>
</tr>
<tr>
<td>2) Aligning expectations &amp; 3) Assessing understanding</td>
<td>Thursday, February 6 1:00pm-3:30pm, ROOM CHANGE TO MSC 1400</td>
<td>Wednesday, February 19, 2:30pm-5:00pm, rm. VIDI 102</td>
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<td>4) Addressing equity and inclusion &amp; 5) Fostering independence</td>
<td>Thursday, February 20 1:00pm-3:30pm, MSC 2405</td>
<td>Wednesday, February 26, 2:30pm-5:00pm, rm. VIDI 102</td>
<td>Tuesday, March 10 1:00pm-5:00pm, MSC 2405</td>
</tr>
<tr>
<td>6) Promoting professional development &amp; 7) Articulating your mentoring philosophy and plan</td>
<td>Thursday, March 5 1:00pm-3:30pm, MSC 2405</td>
<td>Wednesday, March 4, 2:30pm-5:00pm, rm. VIDI 102</td>
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**Entering Mentoring Faculty Series** and sessions are open to faculty of all ranks and across all disciplines. At this time this program is only delivered face-to-face.

*Series 1 is designed primarily for mentors of graduate students and postdocs.*

**Series 2 is designed primarily for mentors of professional students.*

***Series 3 is designed primarily for mentors of faculty and will occur before the staff holidays the week of Spring Break.

To register for *Entering Mentoring*, click the links associated with each session. This program is designed for customizability so you can **mix and match** the seven competencies across any session options.

For questions or to schedule a consultation, please contact Dr. Clint Patterson at capatterson@tamu.edu
GSPDT
Graduate Student
Professional Development in Teaching
Fall 2019 Guide
PROGRAMS FOR EVERY STAGE OF YOUR COLLEGE TEACHING CAREER

What is GSPDT?
A collection of graduate student professional development opportunities in TEACHING from the Center for Teaching Excellence in collaboration with the Office of Graduate and Professional Studies.

TEACHING ASSISTANT INSTITUTE (TAI)
The university-mandated TA Training Program supports new TAs in their assignments as lecturers, lab instructors, recitation leaders, and course graders for their departments. This one day training program provides new TAs the opportunity to clarify, question, apply, and organize knowledge comprising foundational principles in teaching and learning.

TA MENTOR TRAINING
TA Mentor Training assists experienced TAs in the development of skills, attitudes, and techniques needed to effectively mentor new TAs during the university-mandated TA Training Program. TA Mentors serve as facilitators for a variety of small group breakout sessions at TA Training and are instrumental to the professional development of new TAs in teaching. TA Mentor Training also supports mentors in the continual development of their own classroom teaching practice.

INDIVIDUAL CONSULTING
CTE offers one-on-one consulting with all graduate students and postdoctoral researchers on teaching related topics such as instructional methodology, syllabus design, effective feedback, and assessment. In addition, graduate students serving as Teaching Assistants (TAs) can schedule an observation of their classroom teaching and receive written feedback for their records. Graduate students and postdoctoral researchers can meet with a CTE consultant to discuss and/or review their teaching philosophy statement.

GRADUATE TEACHING CONSULTANT (GTC) PROGRAM
The Graduate Teaching Consultant Program supports the professional development in teaching of graduate students, and includes opportunities that support enhanced teaching experience, as outlined in the Model of Graduate Student Professional Development in Teaching. GTCs are graduate students exhibiting pedagogical skills and knowledge within their disciplines. GTCs, under the supervision of the Center for Teaching Excellence (CTE), serve as instructional coaches and peer mentors to TAs across campus. GTCs are available to conduct classroom observations upon request.

CTE – ENGLISH LANGUAGE PROFICIENCY (ELP) PROGRAM
The Center for Teaching Excellence’s English Language Proficiency (CTE-ELP) program is a linguistic service provided to international instructors (and prospective instructors) who wish to improve their spoken English skills. The CTE-ELP supports the University’s commitment to excellence in teaching and learning by encouraging effective oral communication among Texas A&M professors and teaching assistants, pursuant to meeting the English language proficiency requirements set by OGAPS and the State of Texas (Sec. 51.917 http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm).
NATIONALLY RECOGNIZED CERTIFICATES FOR YOUR CV

Did you know?

Texas A&M University is a member of a prestigious group of 43 universities that make up The Center for the Integration of Research, Teaching, and Learning.

What is the Center for the Integration of Research, Teaching, and Learning (CIRTL)?

The CIRTL Mission is to enhance excellence in undergraduate education through the development of a national faculty committed to implementing and advancing effective teaching practices for diverse learners as part of successful and varied professional careers.

ACADEMY FOR FUTURE FACULTY (CIRTL ASSOCIATE CERTIFICATE)
The Academy for Future Faculty (AFF) supported by the Office of Graduate and Professional Studies and the Center for Teaching Excellence offers a variety of seminars, workshops and activities supporting professional development in teaching, research, and service. Seminars topics in teaching include learning outcomes and the course development cycle, syllabus design, teaching methodology, active learning strategies, and many others. Graduate students and postdocs can complete a one-year program and receive the Academy for Future Faculty Fellow Certificate.

COLLEGE CLASSROOM TEACHING: INTEGRATION OF RESEARCH, TEACHING, AND LEARNING (CIRTL PRACTITIONER CERTIFICATE)
Doctoral level students who desire a career in academia can benefit greatly from training and experiences in teaching. The professional development in teaching Course enables selected PhD students to learn how to teach and including the opportunity to design and implement a course module with a faculty mentor. The course is facilitated by teaching and learning consultants from the Center for Teaching Excellence (CTE). The course is open to students in all colleges.

To get involved in CIRTL@TAMU please visit the website: https://cirtl.tamu.edu/
What is the Academy for Future Faculty?

As a CIRTL@TAMU program, AFF provides professional development for graduate students and post-docs in preparation for a career in higher education. AFF offers a two-semester program anchored by faculty mentorship and featuring weekly seminars and workshops. AFF events are free and open to everyone in the Texas A&M University academic community.

WHY SHOULD I JOIN?

⇒ Develop your teaching portfolio for your future job search
⇒ Build your teaching skills by learning from a diverse pool of professors known for excellence in teaching
⇒ Work one-on-one with a mentor in your field
⇒ Explore a variety of career paths
⇒ Earn a nationally-recognized CIRTL Associate Certificate

AFF Spring Kick-Off Event

Come enjoy some pizza and learn more about the Academy for Future Faculty!

Thursday, September 5, 2019 from 5:30 – 6:30 p.m. in MSC 2406A

FALL 2019 Core Seminars

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<tr>
<th>DATE/ TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
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<tr>
<td>September 9th 5:00-6:30 p.m.</td>
<td>Learning Outcomes &amp; the Course Development Cycle</td>
<td>Rudder Tower 301</td>
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<tr>
<td>September 26th 5:00-6:30 p.m.</td>
<td>Syllabus Design</td>
<td>Rudder Tower 301</td>
</tr>
<tr>
<td>October 7th 5:00-6:30 p.m.</td>
<td>Developing a Teaching Philosophy</td>
<td>Rudder Tower 601</td>
</tr>
<tr>
<td>October 14th 5:00-6:30 p.m.</td>
<td>Curriculum Vitae</td>
<td>Rudder Tower 301</td>
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</tbody>
</table>

REGISTER TODAY
What is the College Classroom Teaching Course?

The College Classroom Teaching course is a 1 credit course providing doctoral level students with the unique opportunity to discuss relevant teaching techniques with other graduate students and experienced faculty from multiple disciplines and design and implement a course module with a faculty mentor in an undergraduate classroom.

Want to learn more about teaching in a classroom? Looking for experienced mentors to help you get started on your future educational career? TAMU CIRTL, CTE and OGAPS are pleased to offer the College Classroom Teaching course to Texas A&M graduate students! All disciplines welcome!

WHY SHOULD I JOIN?

⇒ Work side-by-side with a master teacher in your field
⇒ Design a course module for your discipline
⇒ Gain Teaching Experience in a Real College Classroom
⇒ Develop a Teaching Statement, Syllabus, and ePortfolio that show employers you are “College-Teaching” Ready
⇒ Create a Teaching-As-Research Plan that leads to a future publication
⇒ **Earn a nationally-recognized CIRTL Practitioner Certificate**

READY TO START TEACHING IN A COLLEGE CLASSROOM?
This course will be offered spring 2020. Contact us for more information and enrollment.

WHAT IS THE TEACHING AS RESEARCH (TAR) FELLOWSHIP PROGRAM?

The Teaching as Research Fellowship Program gives TAMU graduate students the opportunity to conduct an experiment in teaching methods in a real classroom project in collaboration with a faculty mentor in their discipline. In this year long program, students design, implement, assess and report on innovative teaching methods tested in a classroom here at Texas A&M.

WHY SHOULD I JOIN?
⇒ Develop your teaching through research in your classroom
⇒ Get support in conducting your own research project
⇒ Work one-on-one with a mentor in your field
⇒ Receive a stipend of either $300 or $750
⇒ Earn a nationally-recognized CIRTL Practitioner or Scholar Certificate

READY TO APPLY?

Please visit http://cirtl.tamu.edu/graduate-students and download the application form and faculty mentor contract. Our next cohort will begin summer 2020.

NOTE: Applicants must have completed a CIRTL Associate or Practitioner Certificate.
BUILD EVEN MORE TEACHING AND RESEARCH SKILLS

FREE ACCESS for Texas A&M Students to all of the CIRTL Network’s courses, workshops, online communities, and events on CIRTL.net.

START YOUR ONLINE PROFESSIONAL DEVELOPMENT SESSION NOW

https://www.cirtl.net
ENGLISH DEVELOPMENT FOR INTERNATIONAL TEACHERS

What is CTE-ELP?

The Center for Teaching Excellence’s English Language Proficiency (CTE-ELP) program is a linguistic service provided to international instructors (and prospective instructors) who wish to improve their spoken English skills.

WHAT SERVICES ARE AVAILABLE?

⇒ Accent Analysis and Individualized Improvement Plans
⇒ Private Consultations / Class Observation with Feedback
⇒ Group Practice and Discussion Sessions
⇒ Conversation Partners
⇒ Workshops
⇒ A Language Lab with Pronunciation Software

CTE-ELP WORKSHOPS

Register at ers.tamu.edu/cte

Open to Faculty and Graduate Students, unless otherwise noted

Facilitated by Ginessa Payne and Brandon Cooper, English Language Proficiency Consultants, unless otherwise noted

Resources for Improving your English while in College Station
August 19  3:30-4:45 pm in CHEM 100
Register at https://ers.tamu.edu/register.aspx?ScheduleId=28157

Open also to staff, undergraduates, visiting scholars, and post-docs
International faculty, graduate students, visiting scholars, undergraduate students, and guests who are mastering English as a Second (or additional) Language (ESL) are invited to this presentation by English Language Proficiency consultants. In this interactive workshop, you will practice strategies for language acquisition and learn about many resources -- on campus and online – that foster better vocabulary, grammar, reading, writing, listening, and speaking.
American English Vowel System
Friday Aug. 30 (part 1) and Friday Sept. 13 (part 2) 3:00-4:30 pm in Evans Library 612
The vowel sounds of American English are challenging to non-native speakers because there are so many, and because written English (spelling) does not convey the pronunciation predictably. Increasing one’s phonological awareness will increase one’s listening comprehension and intelligible speech. Through a variety of activities and handouts, attendees will become familiar with each vowel and with resources to practice listening discrimination and pronunciation on their own.
Note: This is a two-part workshop. Please sign up only if you can commit to attending both parts.

Linguistic Diversity
Tues., Nov. 12 from 4:00-5:00 pm in Evans Library 612
For both international students and domestic students.
Attendees will explore the judgments they make about different varieties of English and will discuss the merits and dangers of language standardization. They will learn about the history of English language standardization and effects on speakers of non-standard dialects. They will learn about the feasibility and desirability of accent modification.

Mystery Mixer
Tues., Nov. 12 from 5:15-6:15 pm in Evans Library 612
For both international students and domestic students.
Research shows that natural conversation and structured intergroup activities are among the best ways to improve intercultural communication skills. Designed to improve your ability to communicate across linguistic and cultural differences, the Mystery Mixer challenges participants to work in a group to solve a mystery using a set of clues.

THROUGHOUT FALL SEMESTER
Liberal Arts International Teaching Assistants (LAITA) Lunch Series
Co-sponsored by the Center for Teaching Excellence and the College of Liberal Arts. Hosted by Dr. Hoi-eun Kim, Professor of History.
Tuesdays, 11:15 am – 12:30 pm, GLAS 107
Open to International Graduate Students in the College of Liberal Arts only. Colleges or Departments interested in organizing similar workshops: please contact the Center for Teaching Excellence at cte@tamu.edu
Liberal Arts International Teaching Assistants (LAITA) meet once per month over lunch to discuss challenges they grapple with, to hear strategies, and to support one another. This event is open to international graduate students in the College of Liberal Arts, especially those with teaching duties. Lunch is provided. Registration via ERS is required.
Sept. 17: What I Wish I Had Known, presented by Laura Bernal and Graduate Teaching Consultants from the Center for Teaching Excellence.
Oct. 15: Aggie Honor Code, presented by Tonya Baker, Academic Integrity Administrator
Nov. 12: Stress Reduction, presented by Counseling and Psychological Services
FALL 2019 PRACTICE GROUP FOR INSTRUCTORS (AND FUTURE INSTRUCTORS)

Participants will develop pronunciation, functional vocabulary, interactive teaching methods, and confidence. In special sessions, they will interact with experienced TAs and with undergraduate students. This series of 10 workshops runs several times throughout the semester. Choose whichever day and time best suits your schedule for a given week. You may attend all sessions or just select some of them. Visiting scholars and post-docs are welcome if space permits. Current instructors have priority for registration.

Evening series in the first half of the semester: Tuesdays and Thursdays from 5:15-6:15 pm starting Sept. 17 and ending Oct. 17, in Evans Library 612
Afternoon series in the first half of the semester: Wednesdays and Fridays from 2:00-3:00 pm starting Sept. 18 and ending Oct. 18, in Evans Library 612 (for all sessions except Oct. 4 and Oct. 16; location TBD)
Afternoon series in latter half of the semester: Wednesdays and Fridays from 2:00-3:00 pm starting Oct. 23 and ending Nov. 22, in Evans Library 612
See updated dates, times, and locations at [https://ers.tamu.edu/cte](https://ers.tamu.edu/cte).

### SESSION DESCRIPTION

| 1 | Develop a self-introduction with effective volume, rate, and poise. Learn features of American English pronunciation, and reflect on your own speaking. |
| 2 | Use visual aids–and describe them–strategically in your lectures and presentations. Learn and apply a major feature of American English pronunciation: syllable stress. |
| 3 | Meet American undergraduate students. Through group discussions, TAs and students will gain a better understanding of each other, leading to more effective communication in the classroom, lab, and office hours. |
| 4 | Ensure communication with your audience by checking for comprehension and using appropriate body language. Speak fluently and clearly by pausing between thought groups. |
| 5 | Use cues in your presentation to help your audience follow along. Speak fluently and clearly by pausing at the appropriate time and emphasizing the appropriate words. |
6. Communicate effectively in a “flipped classroom” by asking thought-provoking questions that are grammatically correct and also pronounced with correct intonation.

7. Interact with a panel of experienced TAs (Graduate Teaching Consultants from the Center for Teaching Excellence). Ask questions and listen to their advice on the topic of effective communication in the classroom.

8. Practice fielding questions from the audience and repairing communication breakdowns. Use contrastive stress (intonation) to make your message clear.

9. Acquire functional language for the classroom or lab, such as phrases useful when facilitating a discussion. Link English words together fluently.

10. In this final session, you have the opportunity to practice your communication skills by delivering a micro-lesson. You will receive feedback from peers and a consultant. Video-recording is available.

**English Language Proficiency Exam (ELPE) Overview**

Once per month, preceding the ELPE offered by Testing Services

Date, time, and location TBA

This session provides a brief overview of the ELPE including information about the test format and scoring. It also provides some tips for the exam and an opportunity to ask any questions that you may have. Graduate students planning to take the next ELPE have priority for registration.

**LEARN ABOUT ALL THE ELP PROGRAMS!**

http://cte.tamu.edu/Graduate-Student-Support/English-Language-Proficiency

or contact our English Language Proficiency Lab:

979-458-3966

LAAH room 232

cte@tamu.edu

BECOME “COLLEGE-TEACHING” READY TODAY!
Fall 2019 Graduate Student Workshop Calendar

SEPTEMBER

AFF Orientation & Kick-Off
Thursday, September 5, 5:30 - 6:30 pm, MSC 2406A

AFF CORE: Learning Outcomes & the Course Development Cycle
Monday, September 9, 5:00 - 6:30 pm, Rudder Tower 301

GSPDT Bloom’s Taxonomy and Assessment † *
Thursday, September 12, 1:00 - 2:00 pm, Rudder Tower 701

GSPDT Increasing Engagement and Comprehension of Assigned Class Readings † *
Tuesday, September 17, 12:00 - 1:00 pm, MSC 2404

GSPDT Aggie Honor System, Part 1: Plagiarism, Multiple Submissions, and VoR † *
Wednesday, September 18, 11:30 am - 12:30 pm, Rudder Tower 701

AFF Elective: Introduction to Copyright for Educators
Thursday, September 19, 5:30 – 6:30 pm, Rudder Tower 301

AFF Elective: Connecting with Gen Z: Teaching Today’s Students
Monday, September 23, 5:30 – 6:30 pm, Rudder Tower 301

AFF CORE: Syllabus Design
Thursday, September 26, 5:00 – 6:30 pm, Rudder Tower 301

OCTOBER

AFF Elective: Diverse University—Teaching in a Diverse Classroom
Thursday, October 3, 5:30 - 6:30 pm, Rudder Tower 301

AFF CORE: Developing a Teaching Philosophy
Monday, October 7, 5:00 - 6:30 pm, Rudder Tower 601

GSPDT Aggie Honor System, Part 2: Cheating, Fabrication, and VoR † *
Friday, October 11, 11:30 am - 12:30 pm, Rudder Tower 701

AFF CORE: Curriculum Vitae
Monday, October 14, 5:00 - 6:30 pm, Rudder Tower 301

GSPDT An Introduction to College Teaching, Part 1 † *
Tuesday, October 22, 12:00 - 1:00 pm, ONLINE ONLY
NOVEMBER

AFF Elective: Micro-Teaching
Thursday, November 7, 5:30 - 6:30 pm, Rudder Tower 301

AFF Elective: Micro-Teaching
Monday, November 11, 5:30 - 6:30 pm, Rudder Tower 301

GSPDT Troubleshooting Course Materials to Enhance Equity in the Classroom † *
Friday, November 15, 1:00 - 2:00 pm, Rudder Tower 701

GSPDT An Introduction to College Teaching, Part 2 † *
Tuesday, November 19, 12:00 - 1:00 pm, ONLINE ONLY

REGISTER TODAY – ERS.TAMU.EDU
† May be used for an AFF Elective Credit   * May be used for G.R.A.D. Aggies Credit
CONTACT US

As collaborators, we are all happy to answer any questions that you may have. Email and web links are available in each section. Additionally, please feel free to contact the Center for Teaching Excellence at:

Center for Teaching Excellence

YMCA Building, Suite 206
MS 4246
979.845.8392
cte@tamu.edu
https://cte.tamu.edu

Dr. Ra'sheedah Richardson
Assistant Director
Center for Teaching Excellence

“The dogmas of the quiet past, are inadequate to the stormy present. The occasion is piled high with difficulty, and we must rise -- with the occasion. As our case is new, so we must think anew, and act anew.”

- Abraham Lincoln
GSPDT
Graduate Student
Professional Development in Teaching
Spring 2020 Guide
PROGRAMS FOR EVERY STAGE OF YOUR COLLEGE TEACHING CAREER

What is GSPDT?

A collection of graduate student professional development opportunities in TEACHING from the Center for Teaching Excellence (CTE) in collaboration with the Office of Graduate and Professional Studies (OGAPS).

TEACHING ASSISTANT INSTITUTE (TAI)
The university-mandated Teaching Assistant Institute (TAI) Program supports new Teaching Assistants (TAs) in their assignments as lecturers, lab instructors, recitation leaders, and course graders for their departments. This one-day training program provides new TAs the opportunity to clarify, question, apply, and organize knowledge comprising foundational principles in teaching and learning.

TA MENTOR TRAINING
TA Mentor Training assists experienced TAs in the development of skills, attitudes, and techniques needed to effectively mentor new TAs during the university-mandated Teaching Assistant Institute Program. TA Mentors serve as facilitators for a variety of small group breakout sessions at TAI and are instrumental to the professional development of new TAs in teaching. TA Mentor Training also supports mentors in the continual development of their own classroom teaching practice.

INDIVIDUAL CONSULTING
CTE offers one-on-one consulting with all graduate students and postdoctoral researchers on teaching related topics such as instructional methodology, syllabus design, effective feedback, and assessment. In addition, graduate students, serving as TAs, can schedule an observation of their classroom teaching and receive written feedback for their records. Graduate students and postdoctoral researchers can meet with a CTE consultant to discuss and/or review their teaching philosophy statement.

GRADUATE TEACHING CONSULTANT (GTC) PROGRAM
The Graduate Teaching Consultant (GTC) Program supports the professional development in teaching of graduate students and includes opportunities that support enhanced teaching experiences, as outlined in the Model of Graduate Student Professional Development in Teaching. GTCs are graduate students exhibiting pedagogical skills and knowledge within their disciplines. GTCs, under the supervision of the Center for Teaching Excellence, serve as instructional coaches and peer mentors to TAs across campus. GTCs are available to conduct classroom observations upon request.

CTE – ENGLISH LANGUAGE PROFICIENCY (CTE-ELP) PROGRAM
The Center for Teaching Excellence’s English Language Proficiency (CTE-ELP) Program is a linguistic resource provided to international instructors (and prospective instructors) who wish to improve their spoken English skills. The CTE-ELP supports the University’s commitment to excellence in teaching and learning by encouraging effective oral communication among Texas A&M professors and teaching assistants, pursuant to meeting the English language proficiency requirements set by OGAPS and the State of Texas (Sec. 51.917 http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.51.htm).
NATIONALLY RECOGNIZED CERTIFICATES FOR YOUR CV

Did you know?

Texas A&M University is a member of a prestigious group of 43 universities that make up The Center for the Integration of Research, Teaching, and Learning (CIRTL).

What is the Center for the Integration of Research, Teaching, and Learning (CIRTL)?

The CIRTL mission is to enhance excellence in undergraduate education through the development of a national faculty committed to implementing and advancing effective teaching practices for diverse learners as part of successful and varied professional careers.

ACADEMY FOR FUTURE FACULTY (CIRTL ASSOCIATE CERTIFICATE)

The Academy for Future Faculty (AFF) supported by the Office of Graduate and Professional Studies and the Center for Teaching Excellence offers a variety of seminars, workshops and activities supporting professional development in teaching, research, and service. Seminar topics in teaching include learning outcomes and the course development cycle, syllabus design, teaching methodology, active learning strategies, and many others. Graduate students and post-docs can complete a one-year program and receive the Academy for Future Faculty Fellow Certificate.

COLLEGE CLASSROOM TEACHING: INTEGRATION OF RESEARCH, TEACHING, AND LEARNING (CIRTL PRACTITIONER CERTIFICATE)

Doctoral level students who desire a career in academia can benefit greatly from training and experiences in teaching. The professional development in teaching course enables selected doctoral students to learn how to teach and includes the opportunity to design and implement a course module with a faculty mentor. The course is facilitated by teaching and learning consultants from the Center for Teaching Excellence (CTE). The course is open to students in all colleges.

To get involved in CIRTL@TAMU please visit the website: https://cirtl.tamu.edu/
PREPARE FOR YOUR FIRST YEARS IN THE ACADEME

What is the Academy for Future Faculty?

As a CIRTL@TAMU program, the Academy for Future Faculty (AFF) provides professional development for graduate students and post-docs in preparation for a career in higher education. AFF offers a two-semester program anchored by faculty mentorship and features weekly seminars and workshops. AFF events are free and open to everyone in the Texas A&M University academic community.

WHY SHOULD I JOIN?

⇒ Develop your teaching portfolio for your future job search
⇒ Build your teaching skills by learning from a diverse pool of professors known for excellence in teaching
⇒ Work one-on-one with a mentor in your field
⇒ Explore a variety of career paths
⇒ Earn a nationally-recognized CIRTL Associate Certificate

PROGRAM REQUIREMENTS

⇒ Attend four core seminars
⇒ Attend four elective seminars (see Graduate Student Workshop Calendar for qualifying electives)
⇒ Select and meet with a mentor in your field
⇒ Perform two classroom observations
⇒ Complete drafts of a teaching philosophy statement, CV and syllabus

AFF Spring Kick-Off Event

Come enjoy some pizza and learn more about the Academy for Future Faculty!
Thursday, January 16, 2020 from 5:30 – 6:30 p.m. in Rudder Tower 301

SPRING 2020 Core Seminars

<table>
<thead>
<tr>
<th>DATE/ TIME</th>
<th>EVENT</th>
<th>LOCATION</th>
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<tbody>
<tr>
<td>January 27th</td>
<td>Learning Outcomes &amp; the Course Development Cycle</td>
<td>Rudder Tower 301</td>
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<td>5:00-6:30 pm</td>
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<tr>
<td>February 10th</td>
<td>Syllabus Design</td>
<td>Rudder Tower 301</td>
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<td>5:00-6:30 pm</td>
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<tr>
<td>February 17th</td>
<td>Curriculum Vitae</td>
<td>Rudder Tower 301</td>
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<td>5:00-6:30 pm</td>
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<tr>
<td>February 24th</td>
<td>Developing a Teaching Philosophy</td>
<td>Rudder Tower 301</td>
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<td>5:00-6:30 pm</td>
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REGISTER TODAY

http://cte.tamu.edu/Graduate-Student-Support/AFF
What is the College Classroom Teaching Course?

The College Classroom Teaching course is a 1 credit course providing doctoral level students with the unique opportunity to discuss relevant teaching techniques with other graduate students and experienced faculty from multiple disciplines and design and implement a course module with a faculty mentor in an undergraduate classroom.

Want to learn more about teaching in a classroom? Looking for experienced mentors to help you get started on your future educational career? CIRTL@TAMU, CTE and OGAPS are pleased to offer the College Classroom Teaching course to Texas A&M graduate students! All disciplines welcome!

WHY SHOULD I JOIN?

⇒ Work side-by-side with a master teacher in your field
⇒ Design a course module for your discipline
⇒ Gain teaching experience in a real college classroom
⇒ Develop a teaching statement, syllabus, and ePortfolio that show employers you are “College-Teaching” ready
⇒ Create a Teaching-As-Research plan that leads to a future publication
⇒ Earn a nationally-recognized CIRTL Practitioner Certificate

READY TO START TEACHING IN A COLLEGE CLASSROOM?

This course will be offered spring 2020. Contact us for more information and enrollment.
What is the Teaching-as-Research (TAR) Fellowship Program?

The Teaching-as-Research Fellowship Program gives Texas A&M University graduate students the opportunity to conduct an experiment in teaching methods in a real classroom project in collaboration with a faculty mentor in their discipline. In this year long program, students design, implement, assess and report on innovative teaching methods tested in a classroom at Texas A&M.

WHY SHOULD I JOIN?
⇒ Develop your teaching through research in your classroom
⇒ Get support in conducting your own research project
⇒ Work one-on-one with a mentor in your field
⇒ Receive a stipend of either $300 or $750
⇒ Earn a nationally-recognized CIRTL Practitioner or Scholar Certificate

READY TO APPLY?

Please visit https://cirtl.tamu.edu/TAMU-Programs/Teaching-as-Research-Fellows and download the application form and faculty mentor contract. Our next cohort will begin summer 2020.

NOTE: Applicants must have completed a CIRTL Associate or Practitioner Certificate.
BUILD EVEN MORE TEACHING AND RESEARCH SKILLS

FREE ACCESS for Texas A&M students to all of the CIRTL Network’s courses, workshops, online communities, and events on CIRTL.net.

START YOUR ONLINE PROFESSIONAL DEVELOPMENT SESSION NOW

https://www.cirtl.net
ENGLISH DEVELOPMENT FOR INTERNATIONAL TEACHERS

WHAT IS CTE-ELP?

The Center for Teaching Excellence’s English Language Proficiency (CTE-ELP) program is a linguistic resource provided to international instructors (and prospective instructors) who wish to improve their spoken English skills.

WHAT SERVICES ARE AVAILABLE?

⇒ Accent analysis and individualized improvement plans
⇒ Private consultations
⇒ Class observation with feedback
⇒ Videotaped microteaching
⇒ Group practice and discussion sessions
⇒ Conversation partners
⇒ Lunchtime conversation circle
⇒ Workshops
⇒ Language lab with pronunciation software

CTE-ELP WORKSHOPS

Register at ers.tamu.edu/cte

Open to Faculty and Graduate Students, unless otherwise noted.

Facilitated by Ginessa Payne and Brandon Cooper, English Language Proficiency Consultants, unless otherwise noted.

English Language Proficiency Exam (ELPE) Oral Skills Overview with Dr. Suzanne Droleskey

Tuesday Jan. 7, 9:00-11:30 am in SCTS (Scoates) 208
Register at https://ers.tamu.edu/register.aspx?scheduleid=30019

This workshop will describe what to expect in all three ELPE Oral Skills test sections (Interview, Reading, and Presentation), explain scoring techniques used by the judges in each test section, and provide general practice tips for each part of the test. There is a special focus on how to prepare an outline for the presentation in the 20-minute period provided before the presentation section of the test is conducted. Finally, general public speaking tips are shared with participants. Registration is open to all who are interested. Dr. Droleskey is the Executive Director of Public Partnership & Outreach Effectiveness and the former head of International Student Services. Graduate students who attend will be invited to additional microteaching practice with feedback, that afternoon.
American Speechsounds Tutorial for English Language Proficiency
Fri. Jan. 10 from 4:15-4:45 pm and Thurs. Jan. 16 from 11:30 am – 12 noon in LAAH 232
Register at https://ers.tamu.edu/event/7150
In this hands-on workshop, attendees will learn about and begin using the software program "American Speechsounds for Academics." Available in the CTE-ELP Lab, this software helps with listening to and speaking English. Attendees will receive an in-depth tutorial on how to use this program and get the most out of their practice sessions.

Academic Communication Skills: Leading a Lab Class
Friday Jan. 17, 3:30-4:30 pm in Evans Library 612
Register at https://ers.tamu.edu/register.aspx?scheduleid=30141
Laboratory teaching assistants use oral language to enhance the learning of their students and to keep them safe while working with potential hazards. Attendees will practice intonation and functional vocabulary for lab instruction. This workshop is for current and future TAs who use English as a Second Language, or American English as a second dialect.

American English Vowel System
Friday Jan. 24 (part 1) and Friday Jan. 31 (part 2); from 3:00-4:30 pm in Evans Library 612
Register at https://ers.tamu.edu/register.aspx?scheduleid=30082
The vowel sounds of American English are challenging to non-native speakers because there are so many, and because written English (spelling) does not convey the pronunciation predictably. Increasing one’s phonological awareness will increase one’s listening comprehension and intelligible speech. Through a variety of activities and handouts, attendees will become familiar with each vowel and with resources to practice listening discrimination and pronunciation on their own.
Note: This is a two-part workshop. Please sign up only if you can commit to attending both parts.

Academic Communication Skills: Office Hours
Tuesday Feb. 11 5:15-6:45 pm in Evans Library 612
Register at https://ers.tamu.edu/register.aspx?scheduleid=30142
Attendees participate in a role-play workshop in which interactions between instructors and students are simulated (e.g. during office hours), preparing both parties for successful intercultural interactions in an academic setting.

Mystery Mixer
Tuesday March 25 5:15-6:45 pm in LAAH 124
For both international students and domestic students.
Research shows that natural conversation and structured intergroup activities are among the best ways to improve intercultural communication skills. Designed to improve your ability to communicate across linguistic and cultural differences, the Mystery Mixer is an evidence-based approach to improve communication that challenges participants to work in a group to solve a mystery using a set of clues.

THROUGHOUT SPRING SEMESTER
Liberal Arts International Teaching Assistants (LAITA) Lunch Series
Co-sponsored by the Center for Teaching Excellence and the College of Liberal Arts. Hosted by Dr. Hoi-eun Kim, Associate Professor of History.

Open to international graduate students in the College of Liberal Arts only. Colleges or Departments interested in organizing similar workshops: please contact the Center for Teaching Excellence at cte@tamu.edu
Liberal Arts International Teaching Assistants (LAITA) meet once per month over lunch to discuss challenges they grapple with, to hear strategies, and to support one another. This event is open to international graduate students in the College of Liberal Arts, especially those with teaching duties. Lunch is provided. Registration is required.

Topics this semester include time management, stress reduction, and public speaking. Each meeting will be held on a Tuesday at 11:15 am in the History Department Library (Glasscock 107). For details and to register, visit ers.tamu.edu and filter by the event name “LAITA.”

Spring 2020 Practice Group for Instructors (and Future Instructors)

Participants develop pronunciation, functional vocabulary, interactive teaching methods, and confidence. In special sessions, they interact with experienced TAs and with undergraduate students. This series of 10 workshops runs twice during the semester (before Spring Break, and again after Spring Break). You may attend all sessions or just select some of them.

Visiting scholars and post-docs are welcome if space permits. Current instructors have priority for registration.

**Afternoon series in the first half of the semester:** Wednesdays and Fridays from 3:00-4:00 pm starting Feb. 5 and ending March 6
**Evening series in the latter half of the semester:** Tuesdays and Thursdays from 5:15-6:15 pm starting March 17 and ending April 16
Location: Evans Library 612
To register, log in to ers.tamu.edu and filter by the event name “Practice Group.”

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**Lunchtime Conversation Circle**

Once per week
See [https://ers.tamu.edu/cte](https://ers.tamu.edu/cte) for date, time, and location

International students and faculty members who are looking for an opportunity to practice English speaking and listening, discuss American culture and other cultures, and talk with a diverse group of people are invited to join the ELP staff for casual conversation during lunch. A student worker from the Center for Teaching Excellence hosts this weekly event. Bring your own lunch and topics that you want to talk about, and join us for this informal and comfortable event.

**English Language Proficiency Exam (ELPE) Overview**

Once per month, preceding the ELPE offered by Testing Services
See [https://ers.tamu.edu/cte](https://ers.tamu.edu/cte) for date, time, and location

This session provides a brief overview of the ELPE including information about the test format and scoring. It also provides some tips for the exam and an opportunity to ask any questions that you may have. Graduate students planning to take the next ELPE have priority for registration. *Those who attend are invited to additional microteaching practice with feedback.*

**LEARN ABOUT ALL THE ELP PROGRAMS!**

[http://cte.tamu.edu/Graduate-Student-Support/English-Language-Proficiency](http://cte.tamu.edu/Graduate-Student-Support/English-Language-Proficiency)

or contact our English Language Proficiency Lab:

979-458-3966

LAAH room 232

cte@tamu.edu

**BECOME “COLLEGE-TEACHING” READY TODAY!**
SPRING 2020 GRADUATE STUDENT WORKSHOP CALENDAR

JANUARY

**AFF Orientation & Kick-Off**
Thursday, January 16, 5:00 - 6:30 pm, Rudder Tower 301

**AFF CORE: Learning Outcomes & the Course Development Cycle**
Monday, January 27, 5:00 - 6:30 pm, Rudder Tower 301

**AFF Elective: Overview of the Aggie Research Program**
Thursday, January 30, 5:30 – 6:30 pm, Rudder Tower 301

**GSPDT Learning Outcomes and the Course Development Cycle † * **
Friday, January 31, 2020 11:30 am - 12:45 pm, Online

FEBRUARY

**GSPDT Metacognition † * **
Monday, February 3, 11:30-12:30, Rudder Tower 401

**AFF Elective: Aggie Honor System – How to Reduce Inside and Outside Classroom Cheating?**
Monday, February 3, 5:30 – 6:30 pm, Rudder Tower 301

**AFF CORE: Syllabus Design**
Monday, February 10, 5:00 – 6:30 pm, Rudder Tower 301

**AFF Elective: Working with Students with Disabilities**
Thursday, February 13, 5:30 - 6:30 pm, Rudder Tower 601

**AFF CORE: Curriculum Vitae**
Monday, February 17, 5:00 - 6:30 pm, Rudder Tower 301

**GSPDT Writing Your Teaching Philosophy Statement † * **
Wednesday, February 19, 11:30 am - 12:45 pm, Online

**AFF CORE: Developing a Teaching Philosophy**
Monday, February 24, 5:00 - 6:30 pm, Rudder Tower 301

**GSPDT Encouraging Discussion in the Classroom † * **
Tuesday, February 25, 12:00 – 1:00 pm, Online
MARCH

**AFF Elective: Micro-Teaching**  
Monday, March 2, 5:30 - 6:30 pm, Rudder Tower 301

**AFF Elective: Micro-Teaching**  
Thursday, March 5, 5:30 - 6:30 pm, Rudder Tower 601

**GSPDT Creating a Syllabus † *  
Tuesday, March 17, 11:00 am - 12:15 pm, Online  

**GSPDT “Caring” as a Viable Pedagogical Choice for Classroom Instruction *  
Thursday, March 26, 11:30 am - 12:30 pm, Rudder Tower 701  

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**AFF CORE AND ELECTIVE WORKSHOP REGISTRATION IS ONSITE**  
† May be used for an AFF Elective Credit  
* May be used for G.R.A.D. Aggies Credit
CONTACT US

As collaborators, we are all happy to answer any questions that you may have. Email and web links are available in each section. Additionally, please feel free to contact the Center for Teaching Excellence at:

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Dr. Ra’sheelah Richardson

Assistant Director
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