



**CENTER FOR TEACHING &
LEARNING EXCELLENCE**
NEVADA STATE COLLEGE



ANNUAL REPORT
2017-2018

August 2018

During the 2017-2018 school year, the new Center for Teaching and Learning Excellence (CTLE) at Nevada State College expanded its professional development offerings, reaching more full-time and part-time faculty. Our capacity has greatly increased with the addition of our two new CTLE team members, **Sierra Adare-Tasiwoopa api** and **Christine Draper**. This brief report summarizes our CTLE programs and activities.

Several key items to highlight from this report:

- 1) 89% of NSC's full-time teaching faculty participated in at least one or more CTLE professional development activities during Fall 2017 and 84% during Spring 2018.
- 2) 43% of NSC's full-time teaching faculty participated in a Faculty Learning Community during 2017-18.
- 3) We hosted and organized the 2nd Annual Intermountain Teaching for Learning Conference, engaging 52 NSC faculty and 98 teaching scholars in higher education from Nevada, Utah, Idaho, Washington, Alabama, Wisconsin, Canada, and Italy
- 4) 15 Part-time and 10 full-time teaching faculty participated in CTLE's Active Learning Retreat (including two part-time instructors who teach online courses remotely but travelled from out-of-state [Texas and Florida] to participate), a three-day professional development activity

One of our goals for the CTLE is to increase engagement among our part-time faculty, upon whose shoulders NSC relies heavily for teaching courses across the campus. Given the successful response to the Active Learning Retreat, it is evident that part-time faculty are willing to participate in professional development opportunities—especially during summer and when a modest stipend is extended.

On behalf of the CTLE, we thank the Office of the Provost, deans, department chairs, and Faculty Senate for your continued support. As we build this program, it is imperative to have administrators encourage faculty to participate and clearly communicate that NSC values and recognizes faculty who invest time and effort towards improving their teaching.

Sincerely,

Chris Garrett

Director, Center for Teaching and Learning Excellence
Associate Professor of Education

MISSION

- ✚ The Center for Teaching and Learning Excellence (CTLE) provides professional development opportunities for all full-time and part-time faculty at Nevada State College in order to improve student learning outcomes and support the college's academic mission.

FACULTY LEARNING OUTCOMES

- ✚ Expand evidence-based pedagogical awareness
- ✚ Incorporate evidence-based best practices in course design, instructional delivery, and assessment
- ✚ Feel sense of connection in a community of teaching scholars
- ✚ Engage in reflective practice

OBJECTIVES

- ✚ Create inclusive, engaging learning environments
- ✚ Facilitate interdisciplinary dialogue and collaboration
- ✚ Foster a culture of continuous improvement
- ✚ Support integrating technology to enhance quality and efficiency

PHILOSOPHY

- ✚ Create a safe space for faculty
- ✚ Offer a variety of programs and activities
- ✚ Our services are confidential, voluntary, and formative

PRIMARY CONTRIBUTION TO NSC STRATEGIC PLAN

- ✚ Enrichment
 - Initiative: Foster Intellectual, Professional, and Personal Growth
 - Improve the quality and consistency of instruction in courses and degrees by enhancing instructor development and resources, strengthening assessment methods, and standardizing learning outcomes

CTLE HIGHLIGHTS

Increased participation in the Faculty Learning Communities program.

- During Fall Semester, four (4) Faculty Learning Communities were organized and comprised of 44 teaching faculty (35 full-time and 10 part-time). That number increased in the spring to five (5) FLCs, engaging 34 teaching faculty (23 full-time and 11 part-time). During 2017-2018, each Faculty Learning Community (FLC) focused on one of the following topics: Facilitating Seven Ways of Learning; Effective Teaching Practices; Online Teaching and Learning; Teaching Students How to Learn; Time Management; Practical Advice for Adjunct Faculty; Universal Design for Learning; Gamification. Each FLC met monthly to discuss readings, best practices, and receive feedback on innovative ideas and learning activities. 43% of our full-time teaching faculty participated in an FLC during 2017-2018.

Offered a campus-wide Active Learning Retreat for both full-time and part-time faculty.

- During June 2018, the CTLE Team, in collaboration with Kathryn Tucker and Danette Barber, facilitated an intensive, three-day program for 25 teaching faculty (15 Part-Time and 10 Full-Time). Workshops were presented on various teaching and learning topics, and participants engaged in working sessions focused on the following deliverables: **create a new learning activity or make a change in his/her teaching practice** to improve student learning outcomes; design an evaluation plan to measure the effectiveness of the **new learning activity or change in his/her teaching practice**. \$600 stipends were provided to those actively engaged in the entire program and made progress on these deliverables. The CTLE is conducting on-going assessment of this program during Fall Semester.

Designed a new CTLE Teaching Academy Certificate program.

- In collaboration with our Faculty Advisory Board, we designed a professional development program called the CTLE Teaching Academy Certificate. The certificate can be completed in one to two years and is offered to all full-time and part-time faculty. Major components include engaging in workshops, Faculty Learning Communities, Teaching Circles, and writing a reflective essay (see Appendix A). There are two levels of achievement with an estimated investment of 13-20 hours to complete the certificate. Those who earn the certificate will be recognized at an annual celebratory event. 14 Faculty have declared their intent to pursue the certificate, including 4 Part-Time Instructors.

Organized and hosted the Intermountain Teaching for Learning Conference.

- In partnership with the Intermountain Consortium for Faculty Development, we organized and hosted this second annual regional conference that attracted 150 participants, including 52 full-time and part-time faculty from Nevada State College. This event was a great opportunity to show off our campus and highlight the many innovative ways that we support the success of our students. The conference promoted evidence-based best practices for effective teaching and learning and encouraged innovation and creativity in teaching methods, including the use of technology and student engagement.

Our conference keynote speaker was Dr. Saundra Yancy McGuire, professor emeritus at Louisiana State University, author of the book, *Teach Students How to Learn*, and she spoke on the importance of metacognition in learning. We also organized a special interactive, campus-wide workshop for NSC students on metacognition that featured Dr. McGuire.

Over half of the 150 conference attendees were from outside Nevada--including attendees from Utah, Idaho, Washington, Alabama, Wisconsin, Canada, and Italy. Within the state, attendees came from UNLV, College of Southern Nevada, Truckee Meadows Community College, Great Basin College, and Touro University. Nevada State College had a great showing, with 52 full-time and part-time faculty attending; of those, 26 presented papers or workshops or participated in roundtables. In the post-event survey, 86% of attendees reported that the conference either met or exceeded their expectations, and 88% were either satisfied or very satisfied with the content of the conference. Our marketing efforts paid off: attendance at the 2018 Intermountain Teaching for Learning Conference at Nevada State College increased by 50% compared to the 2017 conference hosted by Utah Valley University.

LIST OF CTLE PROGRAMS, ACTIVITIES, SERVICES, AND RESOURCES

Faculty Learning Communities	New Faculty Orientation	Consultations on Teaching
Teaching Academy Certificate	Mentoring Partnerships	Consultations on Technology
Workshops (campus-wide)	Portfolio Training	Writing Retreats
Requested Topic Workshops at School Faculty Meetings	Teaching Observations with Formative Feedback	Mid-Term Feedback (Small-Group Instructional Diagnosis)
Coaching on Scholarship	Teaching Circles	Canvas Site with Resources
Faculty Showcase Events	Bi-Monthly CTLE Newsletter	Books on Teaching & Learning
Active Learning Retreat	Canvas Training Sessions	Evaluating Teaching Training

ASSESSMENT OF FACULTY LEARNING OUTCOMES

In our annual faculty survey, we asked faculty to self-assess their progress in each of the four Faculty Learning Outcomes. 66 responded (62% PTIs and 38% FTIs). That data is summarized below.

“Through my involvement with the CTLE I made progress in”

- 1) **Engaging in critical self-reflection about my work as a teacher**
82% strongly agreed or agreed they made progress (10% N/A)¹
- 2) **Expanding my knowledge of evidence-based teaching and learning methods**
70% strongly agreed or agreed they made progress (17% N/A)
- 3) **Incorporating best practices in course design, instructional methods, and/or assessment**
79% strongly agreed or agreed they made progress (15% N/A)
- 4) **Networking with other teachers on campus**
55% strongly agreed or agreed they made progress (24% N/A)
8% disagreed or strongly disagreed

¹ N/A (not applicable)-not every faculty respondent has participated in CTLE programs and activities.

CTLE PROGRAM STATISTICS

Full-Time Faculty Participation

in at least One or More CTLE Faculty Development Activity

Fall 2017

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	12	12	0	100%
LIBERAL ARTS & SCIENCES	40	36	4	90%
LIBRARY	3	2	1	67%
NURSING	24	20	4	83%
Totals	79	70	9	89%

Spring 2018

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	12	11	1	92%
LIBERAL ARTS & SCIENCES	42	35	7	83%
LIBRARY	3	2	1	67%
NURSING	25	21	4	84%
Totals	82	69	13	84%

Summer 2018

SCHOOL/ UNIT	TOTAL FACULTY	# FACULTY PARTICIPATED	# FACULTY DID NOT PARTICIPATE	PARTICIPATION RATE
EDUCATION	12	5	7	42%
LIBERAL ARTS & SCIENCES	42	12	30	29%
LIBRARY	3	1	2	33%
NURSING	23	5	18	22%
Totals	80	23	57	29%

CTLE PROGRAM STATISTICS

Part-Time Faculty Participation

in at least One or More CTLE Faculty Development Activity

Fall 2017

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	2
LIBERAL ARTS & SCIENCES	17
NURSING	26
Totals	45

Spring 2018

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	2
LIBERAL ARTS & SCIENCES	28
NURSING	4
Totals	36

Summer 2018

SCHOOL/ UNIT	# PT FACULTY PARTICIPATED
EDUCATION	1
LIBERAL ARTS & SCIENCES	10
NURSING	2
Totals	13

CTLE PROGRAM STATISTICS

Fall 2017

Program/Activity (Presenter/Facilitator)	Number of Participants	Overall Rating ²
New Faculty Orientation	24	--
SON Faculty: Teaching Large Classes	17	--
LAS Faculty Workshop: Accessibility	32	
Workshop: Getting Students to Read & Understand	12	3.64
Workshop: Canvas Tech Tools	9	--
Workshop: Canvas 101	5	4.00
Workshop: Formative Assessment Techniques	25	4.00
Workshop: Canvas Multi-Tool	35	3.71
Workshop: Whet Students' Appetites for Learning	15	3.72
Workshop: Active Learning	7	3.71
SON Part-Time Faculty Workshop: Active Learning	31	--
Workshops: Canvas Advanced	12	3.50
Workshop: Student Learning Objectives	5	4.00
Training: Evaluating Faculty Teaching	6	--
Workshop: Encouraging Student Engagement	8	3.71
Workshop: Accessibility	2	--
Workshop: Canvas for Trio Faculty	3	--
Faculty Writing Retreat	13	--
Workshop: Immersive Technology (Graziano)	5	4.00
Workshop: Five Teaching Tools	8	3.83
Workshops: Canvas New Teacher App	5	--
Workshop: More Getting Students to Read	5	3.67
Faculty Mentor Partnerships Sessions	11	--
Faculty Writing Session (Nov.)	8	--
Faculty Writing Session (Dec.)	6	--
FLC: Facilitating 7 Ways of Learning	32	--
FLC: Effective Teaching Practices	61	--
FLC: Online Teaching & Learning	26	--
FLC: Time Management ("Professor Mommy")	10	
CTLE Individual Consultations	335	
Totals	773	

² Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "The content presented was useful and relevant."

CTLE PROGRAM STATISTICS

Spring 2018

Program/Activity (Presenter/Facilitator)	Number of Participants	Overall Rating ³
Workshop: Feedback That Matters	12	3.57
Workshop: Mind Mapping	10	3.66
SON Faculty Workshop: Teaching Research Skills	21	
Faculty Learning Community Showcase	10	
Workshop: 5 Teaching Tools	5	3.75
Tech in 20: ePortfolios in Canvas	5	3.83
Workshop: New Gradebook in Canvas	3	4.00
Workshop: Managing Disruptive Students	5	4.00
Guest Webinar: Dr. Ariel Anbar, "Habitable Worlds"	20	
Workshop: Badging and Leaderboards	3	4.00
Workshop: New Canvas Tools	6	3.75
Workshops: Growth Mindset	7	4.00
Workshop: Diversity, Inclusion, & Equity in Classrooms	3	4.00
Workshop: Padlets	4	4.00
Intermountain Teaching for Learning Conference: Day 1 Teach Students How to Learn, Guest Speaker: Sandra McGuire	47	3.63
Intermountain Teaching for Learning Conference: Day 2	29	
Workshop: Nearpod	3	
Spring Convocation: Assessment of Student Writing Guest Speaker: Ghada Gherwash	67	
FLC: Teach Students How to Learn	22	
FLC: Happy Professor (Tips for Adjunct Faculty)	22	
FLC: Universal Design for Learning	40	
FLC: Gamification	37	
FLC: Online Teaching and Learning	38	
CTLE Individual Consultations	241	
Totals	660	

³ Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "The content presented was useful and relevant."

CTLE PROGRAM STATISTICS

Summer 2018

Program/Activity (Presenter/Facilitator)	Number of Participants	Overall Rating ⁴
Workshop: Updating and Revising CV	9	
Portfolio Workshop: Philosophy	9	3.75
Portfolio Workshop: Teaching	7	
Portfolio Workshop: Service	8	
Portfolio Workshop: Scholarship	6	
Portfolio Workshop: Electronic Format	4	
Workshop: Engaging Students Online	6	
Webinar: Improve Learning & Student Success	6	
Active Learning Retreat: Day 1	26	3.75
Active Learning Retreat: Day 2	26	
Active Learning Retreat: Day 3	26	
CTLE Individual Consultations	112	
Totals	245	

⁴ Based on a scale of 1 (strongly disagree) to 4 (strongly agree), participants were asked to respond to the following question: "The content presented was useful and relevant."

GOALS, ACTIVITIES, AND OUTCOMES

Goal	Program/Activity	Outcome
-Educate & facilitate discussions on teaching & learning	-Workshops -Faculty Learning Communities -Working Sessions	-Create and enhance sense of community among faculty -Incorporate evidence-based best practices in course design, instructional delivery, and assessment
-Promote critical reflection on teaching practices & provide formative feedback	-Portfolio training -Faculty Learning Communities -Formative teaching consultations -Scholarship of Teaching and Learning (SoTL)	-Make one's teaching public (transparency) -Increased awareness of strengths & weaknesses -Faculty focused on student learning outcomes
-Provide support to faculty toward achieving promotion & tenure	-Portfolio training -Faculty Writing Sessions and Retreats	

2017-18 CTLE Activities Contributing toward Achieving NSC Strategic Plan

Enrichment - Initiative: Foster Intellectual, Professional, and Personal Growth

- ❖ **Faculty Learning Communities (FLC) Program**
 - *Organized and facilitated 8 theory-based, cross-disciplinary Faculty Learning Communities (FLCs) comprised of full-time and adjunct faculty that met monthly, promoting innovative teaching methods and utilizing evidence-based practices (Strategic Plan Items 2.4, 2.6, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*

- ❖ **Tenure-Track Faculty Support**
 - *Provided academic portfolio training for early tenure-track faculty during summer workshop series, focusing on how faculty can document teaching philosophies, effective instructional strategies, learning outcomes, and assessment methods (Strategic Plan Item 2.4)*

- ❖ **Professional Development Workshops**
 - *Provided workshops to enhance instructional quality, including topics such as, creating engaging learning environments, course design, growth mindset, and assessment (Strategic Plan Item 2.4).*

Enrichment - Initiative: Foster Intellectual, Professional, and Personal Growth

- ❖ **Assessment Training**
 - *CTLE Director participated in the Teaching for Competencies Using Performance Assessment Workshop at Alverno College, June 2017 and provide assessment training and workshops to NSC faculty (2.4, 2.6, 2.7, 2.8, 3.2; NSC Goal to be a national model for closing equity gaps)*

Enrichment -Initiative: Inspire Meaningful Accomplishments

- ❖ **Improve Online Learning**
 - *Provided workshops and Faculty Learning Community on Online Teaching and Learning for NSC faculty (2.6, 2.4, 2.7, 2.8, 3.2, NSC Goal to be a national model for closing equity gaps)*

APPENDIX A: CTLE Teaching Academy Certificate

Goals for this Certificate Program

- Encourage engagement in the CTLE programs
- Provide opportunity to recognize faculty who strive to improve their teaching
- Provide structured program that identifies key areas of expected competencies for our teachers

Learning Objectives

Upon completing this certificate, you will be able to:

- Examine your own assumptions about teaching and learning
- Engage in the process of experimenting, assessing, and revising your teaching strategies and practices in order to improve student learning
- Practice critical reflection to catalyze your professional growth as a teacher
- Receive formative feedback on your teaching

Foundational Teaching Topics

Learning Theory & Strategies

- Bloom's Taxonomy, Metacognition, Learning Strategies, Study Cycle, Growth Mindset

Course Design

- Backward Design, Facilitating Diverse Ways of Learning

Teaching Methods

- Discussion-Based Learning, Collaborative Learning, POGIL, Technology Tools (e.g., Canvas), Online Teaching, Service Learning, Experiential Learning

Assessment

- Formative Assessment, Summative Assessment, Grading, Providing Meaningful Feedback

Logistical Notes

- The Teaching Academy program can be completed at your own pace during a one or two-year period
- Approximately 13 hours required for the Teaching Academy Certificate (paper certificate)
- Approximately 20 hours required to complete the Teaching Academy Certificate with Distinction (Plaque Award)
- Recipients will be recognized at an annual celebratory event

Teaching Academy Certificate

Learning Experiences:

- Attend at least five (5) CTLE Workshops that include at least two (2) Foundational Teaching Topics
- Actively engage in a Faculty Learning Community (FLC) on a teaching and learning topic for at least one (1) semester (active engagement=attend at least 75% of the scheduled FLC meetings)
- Participate in a CTLE Teaching Circle (an interdisciplinary partnership, focused on formative feedback):
 - receive two (2) teaching observations from your Teaching Circle colleagues and engage afterwards in reflective sessions;
 - provide one (1) teaching observation for your Teaching Circle colleague and provide feedback afterwards in a reflective session.
- Write a one to two-page reflective essay about your personal growth as a teacher during these learning experiences; share reflections on new activities and innovative ideas that you implemented into your teaching; record how you assessed the impact of those implementations. This reflective essay will be shared at the annual celebratory event for the Teaching Academy.

Teaching Academy Certificate with Distinction

Learning Experiences:

- Attend at least seven (7) CTLE Workshops that include at least three (3) Foundational Teaching Topics.
- Actively engage in 2 Faculty Learning Communities on a teaching and learning topic (active engagement=attend at least 75% of the scheduled meetings).
- Participate in two CTLE Teaching Circles:
 - receive four (4) teaching observations from your Teaching Circle colleagues and engage afterwards in reflective sessions;
 - provide two (2) teaching observations for your Teaching Circle colleagues and provide feedback afterwards in reflective sessions.
- Request the Mid-Semester Feedback from Students (aka Small Group Instructional Diagnosis) service conducted by the CTLE and engage in the consultation process to discuss student responses.
- Write a one to two-page reflective essay about your personal growth as a teacher during these learning experiences; share reflections on new activities and innovative ideas that you implemented into your teaching; record how you assessed the impact of those implementations. This reflective essay will be shared at the annual celebratory event for the Teaching Academy.
- Submit your Teaching Portfolio (narratives of your teaching philosophy statement, teaching strategies, assessment methods, response to course evaluations, and statement on professional development) to the CTLE to post in a digital repository to share with NSC faculty.