



Executive Summary

Office of Faculty Development Annual Report 2018-19

Jan Gabel-Goes, Director
Julie Apker, Associate Director



L-R Front Row: Laura Urdapilleta, Elise DeCamp, David Paul, Tonya Dean.
Back Row: Thomas Ferragut, Julie Apker, Jan Gabel-Goes, Kristal Ehrhardt

Always **teaching.** Always **learning.**

Executive Summary

The Office of Faculty Development continues to have changes in staff and programming. Our Faculty Fellows are Kristal Ehrhardt and David Paul. Part-Time Faculty Fellow Elise DeCamp is with us per the WMU-PIO Agreement. Our Doctoral Associates are Laura Urdapilleta and Thomas Ferragut. Julie Apker, Professor, School of Communication, joined us as the new Associate Director in fall 2018. Tonya Dean continues as our Admin Assistant Sr. We continue to work towards meeting the needs of all three audiences of board appointed faculty, part-time instructors and graduate teaching assistants. Because we are a part-time staff, we rely heavily on colleagues from around campus to help facilitate many of these programs.

New in 2018-19

Needs Assessment was conducted in April 2019 using Qualtrics survey software. We heard from 131 respondents (54 faculty, 44 Part-Time, 33 GTA). Key takeaways included interest in expanding the learning format to start before and extend beyond each workshop currently offered. Cool Tools will be the candidate to test new teaching methods due to its existing popularity and reach. We are scheduling Cool Tool workshops in various stages to build in learning and practicing new techniques during fall and spring in 2019-20. We will be pursuing more post-workshop assessments that will be implemented on an individual basis based on appropriateness to the content and audience.

We have also increased communication with the TAU Graduate Teaching Assistant Union in an effort to better offer them our services. TAU students are now welcome to attend our continuing Part-Time Instructor Seminar Series offered bi-weekly during fall and spring. We provide meal tickets for both Part-Time Faculty and GTAs who attend the luncheon series. We will also soon be launching a learning community project that seeks to evaluate the quality and unify the standards of how WMU instructors teach baccalaureate writing. Our new Faculty Fellow, Maria Gigante, is leading this work. Additionally she wants to work with Faculty Senate to increase faculty support to implement Writing in the Disciplines in the new academic year.

Continuing Programs 2018-19

Academic Leadership Academy. ALA had thirteen participants, five faculty and eight staff members. Co-facilitators were Jan Gabel-Goes and Chris Sligh. We met weekly both fall and spring semesters. The cohort's poster projects were presented at the 7th Annual Teaching & Learning Bash during the Fall Convocation on September 20, 2019. The 2019-20 cohort has 10 participants, four faculty and six staff members. Below is the 2018-19 cohort receiving their framed certificates.



Cool Tools for Teaching Workshops. These workshops introduce all instructors to a variety of topics and strategies to complement or enhance current teaching methods. Over the years topics drop off and new topics come on board as appropriate. These include high-tech, low-tech, and no-tech tools workshops, which are open to all who instruct—including part-time faculty, full-time faculty, and graduate teaching assistants. The 2018-19 number of unique instructors participating was 90 with attendees to multiple workshops making the total attendance 122. David Paul took the lead on Cool Tools for Teaching. Reminder emails are now sent to registrants to improve the rate of faculty who both sign up AND attend the workshops. These workshops will continue in the 2019-20 academic year.

Critical Thinking Summer Program. We offered Critical Thinking Intensive (CTI) 2-day sessions in May 2019 with follow-up sessions in June, July and August. A total number of 12 instructors participated in 2018-19. Additionally a brief version of CTI and developing critical thinking tasks was presented to the new STEM Instructional Program cohort and the 2019-20 cohort. Feedback to the STEM students was provided by Drs. Carla Koretsky and Heather Petcovic. Jan Gabel-Goes, David Paul, David Reinhold, and librarian Dianna Sachs co-facilitated the program and follow-up sessions.

Course Redesign: Flip and More. The prior flipped classroom summer seminar was redesigned to include course redesign as well as elements of flipping a course. The three morning workshop was attended by eleven participants who worked on a particular class they were wanting to redesign. This was held in Summer I. Kristal Ehrhardt facilitated this program. Dr. Matt Cavelli, from CEAS, also presented work he completed on redesigning his courses. This will be offered again next year as requested.

Faculty Learning Communities. Learning communities included Working with Graduate Students facilitated by Ramona Lewis and David Paul. Lunch tickets were provided for this group of eight regular attendees (11 total) who met monthly to discuss developmentally and disciplinarily appropriate pedagogy, graduate student writing, assessment of graduate students, graduate student advising, and assumptions made about graduate-level learning. For 2019-20, faculty learning communities will include Teaching Writing in Your Discipline and Seeking Excellence in Teaching and Learning: A Community of Practice (COP).

Faculty Peer Teaching Observation. The OFD continues to offer confidential observations of teaching through a group of teaching award-winning faculty. Observations follow a consultative process with pre and post meetings and development of an action plan based on observers' recommendations. Two faculty took advantage of this program in 2018-19.

Fall Convocation 2018. Morning programming included the 6th Annual Teaching & Learning Bash, Assessment as Ally, Virtual Reality Experiences, poster sessions and roundtable discussions. The convocation included the 2017 Faculty and Staff awards, State of the University Address and lunch. The panel style keynote for Teaching & Learning Bash was given by Drs. Ariel Anderson, Louann Bierlien Palmer, and Gwen Tarbox, pictured below with Jan Gabel-Goes. Our participating number was 94. The convocation continues to have increased attendance year to year. Provost Jen Bott welcomed everyone. This format of combining the events will continue for 2019.

Getting to Full or Master Faculty Specialist was held with 4 participants in Summer I and Summer II 2019. Dates we met were June 28, July 12 and August 9, 2019. Two recently promoted to full professor attended our last sessions and discussed their recent experiences with the process. This will again be offered summer 2020 as requested.

Graduate Student Teaching Intensive. The GSTI is a five-day professional development program that helps graduate students assess their teaching practices, refine teaching and learning approaches and improve communication for diverse learners. It includes workshop sessions, small group mentoring and guided practice and reflection. The topics covered include foundations of teaching and learning, active learning techniques, assessing, helping students in distress and managing class dynamics. Twenty-two graduate students attended the GSTI and 19 continued with the year-long **Graduate Student Teaching Institute**. Four faculty mentors worked with the mentees: David Paul, Kristal Ehrhardt, David Rudge, and Cody Williams. Twelve graduate students—double the number from GSTI 17-18—submitted individual E-Teaching Portfolios and received certificates of completion. Students were honored at the 2019 Graduate College Awards Ceremony. The GSTI program will be offered again in 2019-20.

Graduate Teaching Orientation. OFD participated in the Graduate Student Teaching Orientation held in August 2018. OFD presented two group presentations to approximately 216 new graduate teaching assistants. Topics included what to do to prepare for the first day of class, syllabus preparation and dealing with problem students. OFD participation in this event will continue in collaboration with the Graduate College.

Instructional Development Project and Travel Grants. \$40,000 a year in grants are administered by OFD with \$40,000 to be administered by Haenicke Institute for Global Education (HIGE) for their International Education Faculty Development Fund (IEFDF) awards. Project grants up to \$5,000.00 are awarded as needed through the year based on applications received by November 1 and April 1. Travel grants of up to \$2,000.00 are awarded at least four weeks prior to travel. In 2018-19 a grand total of \$64,440.00 was awarded to 15 faculty members. CFO Chris Cheatham confirmed we are able to award above the \$40,000 because of unused past funds. Project and travel grants were awarded in the College of Arts & Sciences, College of Aviation, College of Education and Human Development, College of Fine Arts, Haworth College of Business, College of Health and Human Services. These grants will continue to be awarded and administered by OFD.

New Faculty Orientation. NFO was held over two full-day sessions on August 21 and 22, 2018, with an optional eLearning session on the final afternoon. A total of 75 new faculty were hired for academic year 2018-19, with some designated Tenure-Track, Faculty Specialists, Term, some returning to faculty from administrative positions, and other changes in employee classification. A total of 57 attended the New Faculty Orientation. Our pre-meeting survey helped us ensure that we were meeting the needs of our new faculty for programming during the orientation and new faculty seminars. We also incorporated a Quest format for participants to engage with presenters in a more open forum to find out about services for students and faculty. This was very well received by participants. We had a book raffle at the end. NFO will continue for 2019-20.

New Faculty Seminar. NFS is an academic year-long program that orients new faculty to WMU; it provides an in-depth look at many of the topics covered during NFO. New faculty engage with speakers on a wide variety of topics. Sessions begin mid-September and continue through mid-April. The goals of the program align with the mission of the OFD, they are: 1) to increase new faculty understandings of supports and services at WMU; 2) to increase teaching and research competencies of new faculty (by lessening “startup” time and stress); and 3) to

increase satisfaction and retention of new faculty. Julie Apker was the facilitator for NFS and in April 2019, seventeen new faculty, picture below with Julie Apker and Chris Cheatham, were awarded certificates of attendance. The program will be offered again in 2019-20.



Part-Time Instructor Support Fall 2018 marked the launch of the highly attended and well-received Part-time Faculty seminar series conducted biweekly over the lunch hour. The series works to provide part-time faculty a chance to work with a year-long cohort to develop skills related to diversity and inclusion, engaging pedagogy, and documenting teaching effectiveness. A regularly updated page containing workshop resources from the new series was added to the Office of Faculty Development website. With a cap of 20, nearly that number were registered for each of the 11 events offered. Due to popularity and the additional interest of graduate teaching assistants in instructional development, an additional 5 spots were opened for each session and GTAs were encouraged to enroll for the 2nd Annual offering of the series. Two part-time instructors were awarded instructional development grants, which marked a notable drop from the previous year. Efforts to disseminate information in the coming year on the opportunity for funding are underway to increase application numbers. Three Instructor II workshops were held out of a planned total of five in the 2018-2019 academic year. Of the 17 registered, only 8 attended the three workshops that ran, with three additional individuals scheduling one-on-one consultations. We now offer booked consultations that will be able to work around the previous challenges of scheduling conflicts. Below is photo of Chris Cheatham awarding attendance certificates to part-time faculty at the final luncheon.



Peer Mentoring Program. Kristal Ehrhardt started our new mentoring program with 10 mentors and 20 mentees meeting through fall and spring. Lunch tickets were offered and evaluations were done. An evaluation was sent to all participants in the program and scheduling was the biggest challenge. Doodle polls will be used in the future to find common times to meet together. The majority felt it was worth while and topics of concern were covered in a thorough way. It was noted that creating groups with similar goals, regardless of discipline could be helpful. We realize we need more mentors from the STEM programs are hoping to add a faculty fellow from STEM to OFD. Eighteen of the mentees felt they would like to continue in the program for the next academic year. We are also looking to add mentors and mentees as appropriate. This will continue for 2019-20.

Seminar for Teaching Inclusivity. Julie Apker designed our day long Summer Seminar for Teaching Inclusivity Program that was held June 12, 2019 in the Fetzer Center. A total of 81 attended this summer seminar, 17 of which who were STEM Instructional Program students. Workshops included: Cultural Humility, Helping Students in Distress, and University Design for Learning. The luncheon keynote was given by Dr. Candy McKorkle, vice president, Diversity and Inclusion, titled "Building Community: Preparing for the "New" Student. Afternoon sessions included Microaggressions, Implicit Bias, Intersectionality, and Allyship/Advocacy. This important work will definitely continue in 2019-20.

STEM Instructional Program The second year of the STEM Instructional Program, an extension of the HHMI Grant (PI: Sue Stapleton), was held in June 2019. The goal of this STEM Instructional Intensive Program is to engage community members in the deeper understanding of the concepts and purposes of science (NRC, 2012, p. 43). The program aims to provide opportunities for students to realize their potentials as emerging professionals in STEM fields. Seven STEM participants completed the 2018-19 year-long program and their posters were shown at the 2019 Fall Convocation.

This opportunity was available for any STEM instructor or lab coordinator teaching in Fall 2019 and Spring 2020. A total of 17 participants participated in this year's program. The facilitators for the two week program were NaTasha Schiller, Chartanay Bonner, Julie Apker and Jan Gabel-Goes. Tim Greene and Jan Gabel-Goes will mentor the new group of 15 GTAs who are continuing through 2019-20 to completion of their posters, which will be shown at the 2020 Fall Convocation.



Photo above is the 2018-19 STEM Instructional Program cohort.

Teaching Inclusivity Workshops Julie Apker developed a series of follow up professional development workshops that continued through the fall and spring academic year. The workshop schedule included trans-friendly classroom pedagogies and creating an inclusive classroom environment, overcoming implicit biases and microaggressions in your department, helping students in distress, and diversity and disability in the classroom. A total 43 unique participants attended this popular series, with attendees of multiple workshops bringing the total attendance to 64. These workshop ideas are being updated and continued for 2019-20.

Tenure Preparation Camp. Kristal Ehrhardt facilitated a five-part program over the course of Summer I and II to help 24 faculty preparing for tenure and promotion to ask questions and actually work on writing their materials for submission. Workshop topics included how the tenure process works, CV prep, narrative prep, organizing portfolio materials, and how to handle appeals and self-care. Provost Bott was present at our first camp to discuss Promotion & Tenure Expectations. This program will continue and be offered in summer 2020.

Writing to Learn. Maria Gigante, Faculty Fellow, facilitated this workshop again for those faculty wanting to strengthen students' writing skills. Four faculty attended the two-day workshop at the end of summer II 2019. The online book *Bad Ideas about Writing* by Cheryl E. Ball and Drew Lowe was used. A debrief was held and evaluations were completed. The program will be held again in 2019-20 but with changes. Dr. Gigante will also offer a faculty learning community on *Teaching Writing in Your Discipline* for both fall 2019 and spring 2020 semesters.

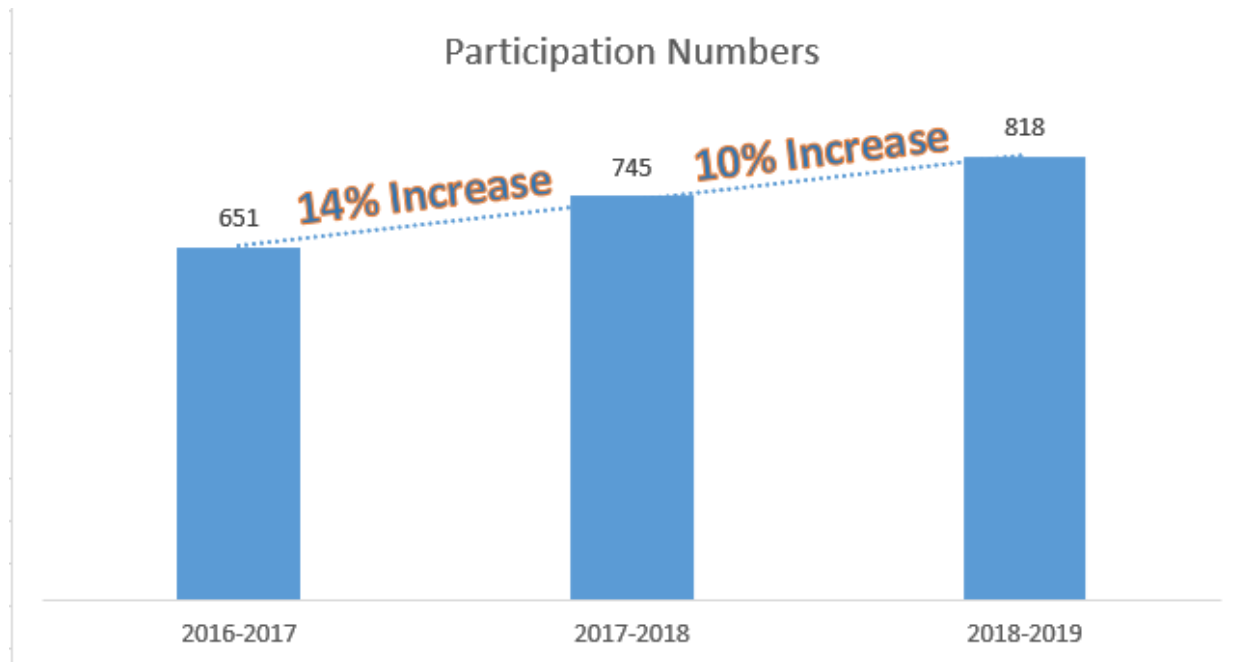
Program Collaborations. OFD collaborates with a wide variety of offices around campus including: Office of Information Technology, Extended University Programs, the Graduate College, Lee Honors College, the Libraries, and the Office of Diversity and Inclusion for training the facilitators each year for their learning communities. We look forward to working with additional offices and programs as needed in the upcoming year.

Individual Consultations. OFD provides one-on-one consultation for faculty members at all levels of their career who are looking for advice or guidance related to their teaching and learning skills, preparing E-portfolios, promotion and tenure files, etc. For 2019-20 we are trying the new Microsoft program Bookings in conjunction with the Office of Information Technology.

Advisory Board Meetings. These meetings are held once per fall and spring semesters each year with the OFD staff updating the board members on past and future events. Our Annual Reports are developed for this audience. 2018-29 meeting dates were November 7, 2018 and March 20, 2019, which was rescheduled due to weather closure.

Full-Time, Part-Time, and GTA Usage of the OFD in Attendance Numbers

The activities and programs organized by OFD for the academic year of 2018-19 include a total participation of 818. This represents a 10% increase from last academic year 2017-18, when OFD activities had a total participation of 745. Graph 1 reflects this increase in participation, and Table 1 reflects attendance numbers by program.



Graph 1. 2016-19 Participation Numbers

Synopsis of Activities 2016-19

Synopsis of Activities 2016-2019				
Program	16-17 Participants	17-18 Participants	18-19 Participants	Semester Offered
(U) Academic Leadership Academy	12	10	13	fall, spring
Cool Tools for Teaching Workshops	154	106	122	all semesters
(U) Critical Thinking Intensive	11	14	12	summer I
Teaching and Learning Bash (Fall Convocation)	27	81	94	fall
Flip your Class Seminar	8	5	Replaced	summer I
(U) Getting to Full Professor/Master Faculty Specialist	4	5	4	summer I
(U) Graduate Students Teaching Intensive	32	19	22	summer II
(U) Graduate Teaching Assistants Orientation	216	214	216	fall
Instructional Development Grants (Travel/Project)	16	24	15	summer I, summer II, fall, spring
Intro to Virtual Reality	N/A	3	Discontinued	summer I
Mentoring	20 (10 mentors and 10 mentees)	Paused (17-18) Resumes (18-19)	30 (10 mentors and 20 mentees)	fall, spring
(U) New Faculty Orientation	39	42	57	fall, spring
New Faculty Seminar (Certificate Awarded)	11	6	17	fall, spring
Online Teaching Collaborative Inquiry Community	5	Paused (17-18) Resumes (18-19)	Discontinued	fall, spring
PIO-WMU Instructor II Status Workshop	N/A	30	7	fall, spring
Redesign Your Class Seminar	6	7	11	summer I
(U) Seminar for Teaching Inclusivity	50	49	64	summer I
STEM Instructional Program (new program)	N/A	12	7	summer I
Teaching Inclusivity Series (new program)	N/A	72	64	fall, spring
(U) Tenure Prep Camp	10	36	48	summer I*
(U) Working with Graduate Students	N/A	N/A	11	fall, spring
(U) Writing to Learn	6	10	4	summer II
Total	651**	745	818	

*spans end of summer I and part of summer II

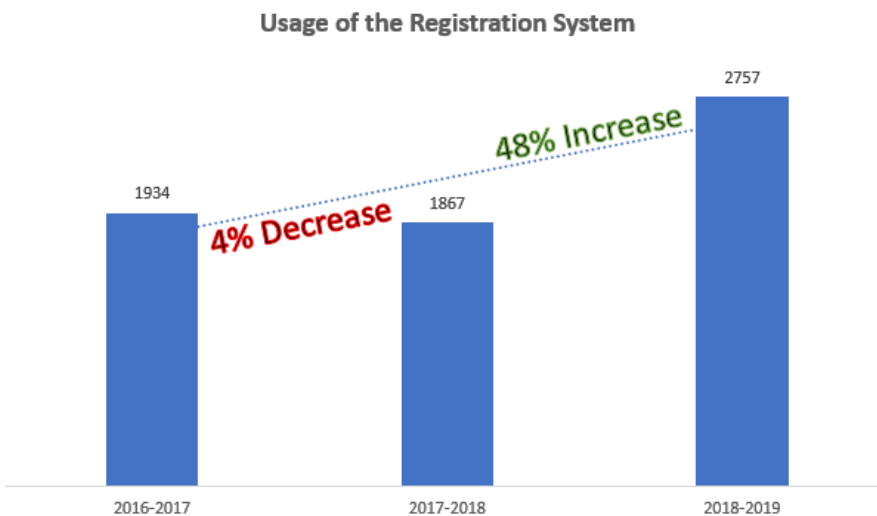
**Includes 24 attendees from discontinued programs

Table 1. Synopsis of Activities 2016-19

Table 2 shows the total number of registrations from our Registration System, which serves not only OFD, but also multiple departments across the university.

Usage of the Registration System		
July 2018 - June 2019		
Program	Department or Office	Registrations
Academic Branding: Managing Your Online Presence	Center for Research on Instructional Change in Postsecondary Education	17
Assessment Allies	Office of Assessment	85
Behind the W	Integrating Marketing Team	71
Cognos User Training	Human Resources	187
Department Coordinator Training ecr	Grants and Contracts	80
Discovery Acceleration Workshops	Office of the Vice President for Research	215
Faculty Activity Reporting System Training	Office of Institutional Research	60
Fulbright Opportunities for Faculty & Administrators	Haenicke Institute for Global Education	5
How to Respond to a Disclosure of Sexual or Gender-Based Harassment or Violence	Office of Institutional Equity	96
HR Workshop Series	Human Resources	121
Implicit Bias Workshop for Search Committees	Office of Institutional Equity	255
Innovation Networking Session on PFAS and Emerging Contaminants	Office of the Vice President for Research	36
Mental Health First Aid	Division of Student Affairs	171
Navigating WMU Essential Studies	Faculty Senate	124
NSF Career Workshop	Office of the Vice President for Research	20
Unseen Elements Affecting Student Success	Center for Research on Instructional Change in Postsecondary Education	79
WMU Assessment in Action Conference	Office of Assessment	99
OFD Programming	Office of Faculty Development	1036
	Total	2757

Table 2. 2018-19 Usage of the Registration System

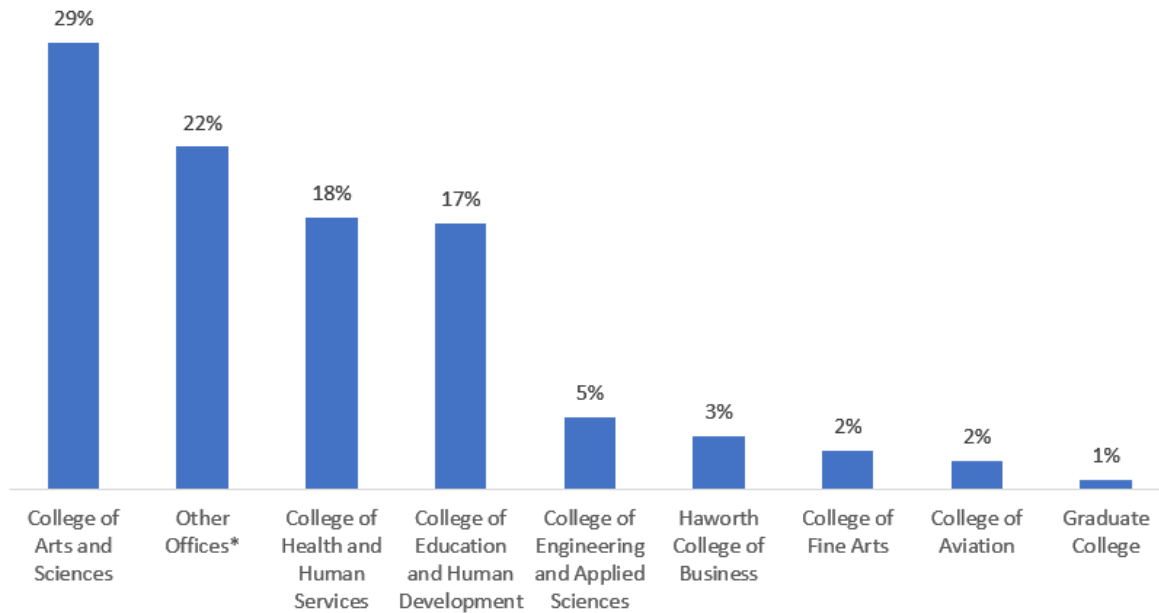


Graph 2. 2016-19 Usage of the Registration System

In the past year, the total use of the registration system has grown by 48%. OFD continues to serve as the largest user of workshops offered through WMU's registration system. While it is understood that OFD would use the registration system most frequently, since access is granted directly from our website and since we administer workshop offerings entered into the registration system, it is significant that most of the professional development workshops and programming that take place on WMU's campus are offered as a result of OFD programming. In short, this data indicates how essential OFD programming is to providing professional development and support services for faculty, part-time instructors, and graduate teaching assistants across the University.

Breakdown of Participation by College

2018-2019 Participation by College



*Such as Haenicke Institute for Global Education, Office of Information Technology, Disability Student Services, and University Libraries

Graph 3. Participation by College

If you would like further information on our office, please contact (269) 387-0732.