



MIAMI UNIVERSITY MIDDLETOWN ANNUAL REPORT - ADMINISTRATIVE

Complete and submit this as an e-mail attachment to Donna Hensley at hensled@muohio.edu by **MAY 16, 2011**

Administrative Unit: Center for Teaching & Learning

Person Reporting: Lizz Howard/Ellenmarie Wahlrab

OVERVIEW - *Please offer a brief description of the progress your unit has made in the last year.*

- Sponsored or co-sponsored 16 faculty/staff development events with an aggregate attendance of 259 persons, including six "Conversations" on the theme of "Big Picture, Shifting Perspectives." Presenters included MUM students, staff, and faculty; Jeanne Hey and Leonard Mark (Oxford); Chen Ferguson, Chinese exchanges students and our new Dean, Michael Pratt (Regionals); and Suzanne Klatt and Beverley Taylor (MUH) Highlights included a special on teaching international students with a follow-up session on Chinese names.
- For the first time, audio recorded CTL sessions and had the audio files available for upload on the CTL website.
- Invited MUH faculty to contribute citations to the CTL's SoTL webpage.
- Introduced a new series: "'T' at MUM: Teatime Discussions about Technology in the Classroom," that featured MUM and Oxford faculty, staff and students demonstrating and leading discussions on digital pedagogies.
- FLING proposal, "Don't Fade Away and Burn Out: Work Together to Renew Our Energy," funded by CELTUA for next year
- Continued regularly scheduled "tech hours" at the CTL for faculty consultation on teaching with technology.
- Coordinated 45 Small Group Instructional Diagnosis (SGID) sessions, which were facilitated by 10 different MUM faculty and staff members for courses offered by 16 different departments, involving 561 student responders. We recruited and trained a facilitator for the VOA SGIDs and managed its scheduling process and also provided more intensive training on remote response SGIDs for our continuing facilitators.
- Sponsored the third BIS Faculty Learning Community, with the support of the Offices of the Deans on the Hamilton and Middletown campuses. Participants included seven faculty members from both campuses as members, two more as facilitators and seven coaches from all three campuses.
- Funded grants for ten faculty teaching initiatives, including a first-time grant to a student for a scholarly presentation, one reading group, and professional development stipends for four SGID facilitators for outstanding service for a total of \$3,250. (Note: Due to a budget reduction of \$1260, we adjusted the minimum allocation of CTL funds available for teaching initiatives and reading groups to \$3,210, representing half of our adjusted budget.)
- Published six *CTL Notes* newsletters that included columns and reviews by students, faculty, and staff as well as information on CTL activities. Our student assistant, Jennifer Pugh, wrote a regular column.
- Organized all facets of the MUM Excellence in Teaching Award. Ten full-time and eight part-time faculty members were nominated this year.
- Co-sponsored (with CELTUA) summer reading groups, with 17 faculty/staff from the three campuses who will be reading/discussing *Why School* by Mike Rose and 9 who will be reading/discussing *The Heart of Higher Education* by Parker Palmer and Arthur Zajonc.
- Other CELTUA involvement: Co-published the *JCTL II*; participated in CELTUA's process of assessing its impact on partners.

PROGRESS TOWARDS GOALS:

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Last Year's Goal	Progress Made/Explanation
Collaborate and lead, when appropriate, with others on the Regionals in supporting quality teaching and learning on our campuses	<p>The MUM CTL continues to send announcements on CTL sessions to our Hamilton colleagues who have requested to be a member of our "friends" listserv.</p> <p>Although not part of the Regionals, we continue to enjoy a synergistic relationship with CELTUA, including developing a common explanation of the SGID process. We continue to work with CELTUA on the summer reading program.</p>
Continue to involve students in the CTL	<p>The CTL LC met with the Education Advisors for a discussion exploring connections between the CTL and Education majors.</p> <p>The CTL sponsored sessions where students were part of the panel/presentation: "Teaching International Students," "Chinese Names," and "Our Well-Being is Part of the Conversation."</p> <p>Our student assistant wrote a regular column for the <i>CTL Notes</i>.</p>
Explore relationship with Honors Program	Members of the CTL LC met with MUM Honors students for a discussion and to offer possible ways that the CTL could be involved in their honor's experience.
Continue to offer quality programming	The CTL sponsored 16 specials and conversations throughout the academic year with an aggregate attendance of 259 faculty, staff and students.
SGID program: Train more SGID facilitators and ensure all facilitators are trained in remote response SGIDs and that the system reliably works; explore research into SGID data.	We trained 4 new SGID facilitators, including one VOA staff member, thus extending our SGID service capability to the VOA. We held trainings and provided coaching for our facilitators on doing remote response SGIDs. A CTL LC member began soliciting data on the impact of SGIDs on teaching and learning. Our SGID requests were down, and we could not meet 4 requests. We attribute both of these to the challenges of the transition to a fully mediated SGID process: We both did not have enough facilitators who were confident to do the process, and we did minimal promotion of the SGID program as we worked to get the new approach running smoothly.
Continue our assessment of the CTL's impact through effective data gathering and analysis	<p>We researched how other CTLs conduct assessment of their programs, including having a consultation with CELTUA. In this research, we discovered that CTLs who have conducted extensive assessment programs are more traditionally staffed with fulltime staff members.</p> <p>The CTL LC member who was leading the effort in</p>

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	assessment resigned from the LC (along with another LC member). We were unable to further develop an assessment plan.
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GOALS FOR NEXT ACADEMIC YEAR: Please list no more than five of your unit's short-term and long-term goals with a brief explanation of each.

Goal and short explanation	Timetable for meeting the goal
Continue to offer quality programming, exploring alternative times and delivery options (e.g. webinars and podcasts)	Develop a strategy for exploring different delivery options and times at the fall retreat; enact throughout the year.
Promote the JCTL (readership, submissions and continuing dialogues)	Brainstorm at the fall retreat or at an early fall CTL LC meeting; possibly host a CTL Special related to a discussion thread in the JCTL to connect the scholarship of CTLs with our actual CTL operation
Explore a more activist, advocacy role for the CTL, including promoting/advocating for 21 st -century pedagogical practices campus-wide	Discuss at the fall retreat and reflect upon and decide on options at CTL LC meetings during the first half of the fall semester; enact as decided. For the promotion of 21 st -century pedagogical practices: Begin the discussion at the fall retreat, determining how to develop a leadership role in this area; enact as decided.
Continue to explore expanded relationships with students, including specific student cohorts	Follow up with the Honors Program Coordinator/students in the fall for more specific ways to collaborate; promote funding for student scholarly work early in the fall and throughout the year; follow up in the fall with Education advisors and the Education Club to explore possible collaboration later in the year.
Increase and meet SGID requests	By Sept. 15 th : Schedule a refresher training with all SGID facilitators and/or set up mentoring relationships; promote SGIDs early in the semester and then periodically throughout; consider sponsoring a special on the impact of SGIDs featuring faculty and students.

CHALLENGES: Please offer brief explanations of the challenges facing your unit. You may discuss challenges from the past year, continuing challenges or anticipated challenges. (word limit = 200)

<ul style="list-style-type: none"> - <i>The funding for infrastructure for Top 25 and other 21st-century pedagogical approaches is uncertain or lacking.</i> - <i>Taking a leadership role in advocating for improved teaching and learning across campus(es) is situated in a context lacking a faculty governance structure.</i> - <i>Maintaining the quality of ongoing CTL programs and services will be challenging while taking on these additional priorities.</i>

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