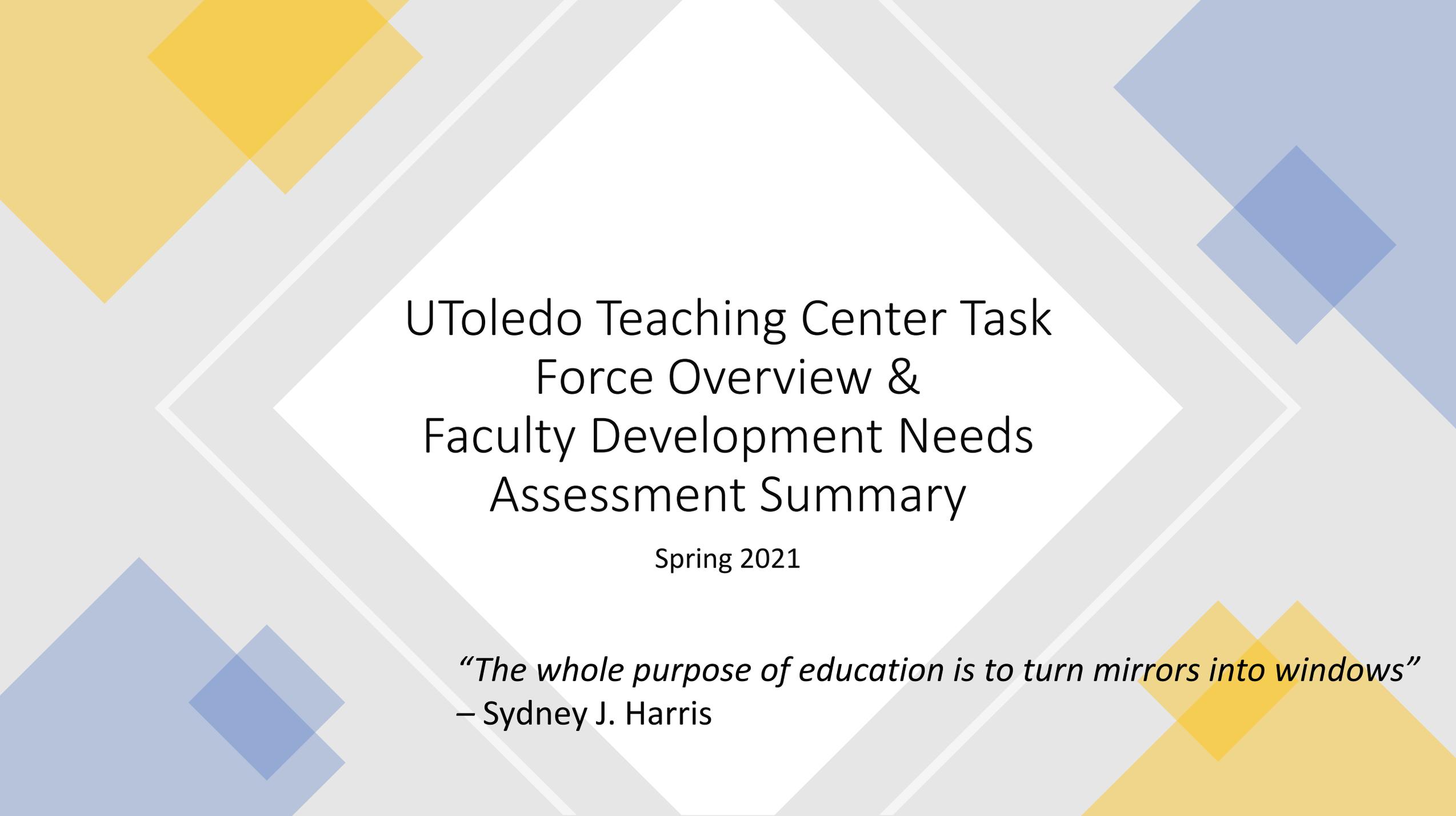




Questions for Discussion

1. Please review the data summarized on the slides below. Are they consistent with your experiences and perspectives – as a teacher, in your department or college, at the university? What resonates with you as particularly important? What else would you like to know to better understand the current state?
2. Please review the proposed teaching center mission and vision. Do you feel they are consistent with institutional and faculty needs to support teaching excellence? What stands out to you as particularly important for us right now? What may be missing that we should consider?



UToledo Teaching Center Task Force Overview & Faculty Development Needs Assessment Summary

Spring 2021

“The whole purpose of education is to turn mirrors into windows”
– Sydney J. Harris

UToledo Teaching Center Task Force

“One of the beauties of teaching is that there is no limit to one’s growth as a teacher, just as there is no knowing beforehand how much your students can learn.” — Herbert Kohl

Task Force Charge

- Review evidence-based best practices and peer institution models of teaching and learning centers and develop vision for UToledo center for teaching excellence that will position us well to advance faculty and student success
- Develop proposal for an integrative, innovative, high-impact teaching center and affiliated programs at the University of Toledo
- Support implementation of approved model

Note: Task force will transition into standing advisory committee upon implementation of new center model

Committee Membership

- | | |
|---------------------------------------|-------------------------------|
| • Denise Bartell (Provost) (Co-Chair) | • Ting Li (CISP) |
| • Ashley Pryor (HON) (Co-Chair) | • Christopher Martin (CAL) |
| • Rachel Barnes (UT Online) | • Susanne Nonekowski (CPPS) |
| • Malaika Bell (ODI) | • James Oberlander (NUR) |
| • Carmen Cioc (ENG) | • Melissa Oddo (Provost) |
| • Kari Dilworth (CSC) | • Michael Prior (HHS) |
| • Joan Duggan (MED) | • David Sherman (Grad S; HHS) |
| • Kevin Egan (CAL) | • Jessica Swan (Grad S, ED) |
| • David Giovannucci (MED) | • Heather Tessler (HHS) |
| • Jeanne Kusina (CAL) | |

Spring 2021 Survey of Faculty Development Needs in Support of Teaching Excellence



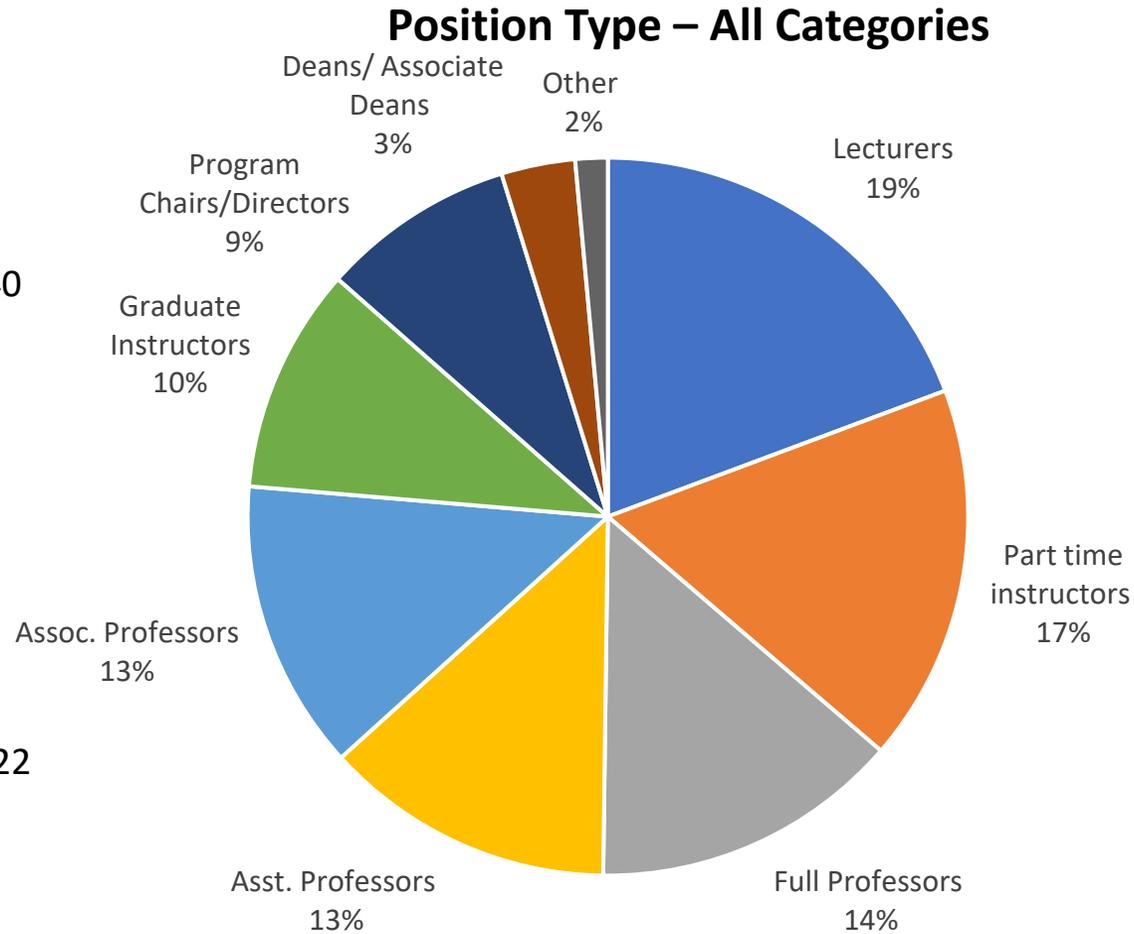
*“Empowerment cannot happen
if we refuse to be vulnerable
while encouraging students to
take risks.” – bell hooks*

Sample Characteristics

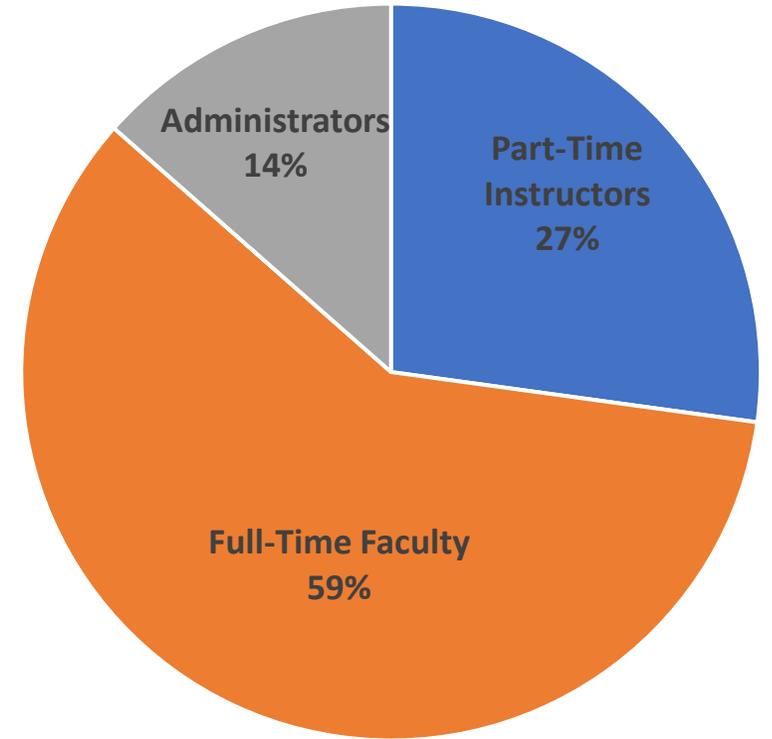
N=482 responses (41.2% response rate)

Participation by College:

- AL = 139
- COBI = 37
- Educ = 32
- Engineering = 40
- Honors = 8
- HHS = 70
- Law = 7
- Med = 18
- Nursing = 19
- Pharm = 17
- NSM = 72
- Univ College = 22
- Other = 1



Position Type - Consolidated Categories

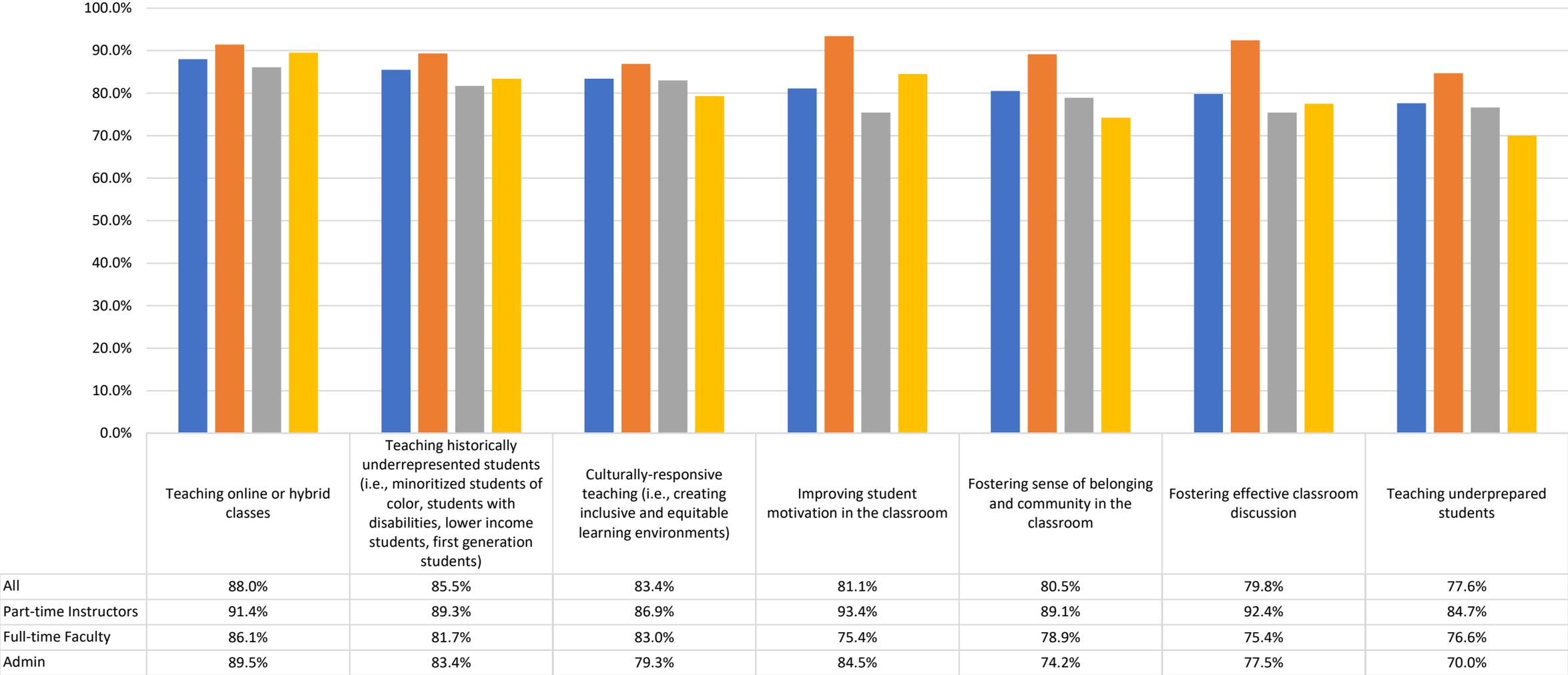


Resource Interest by Broad Categories



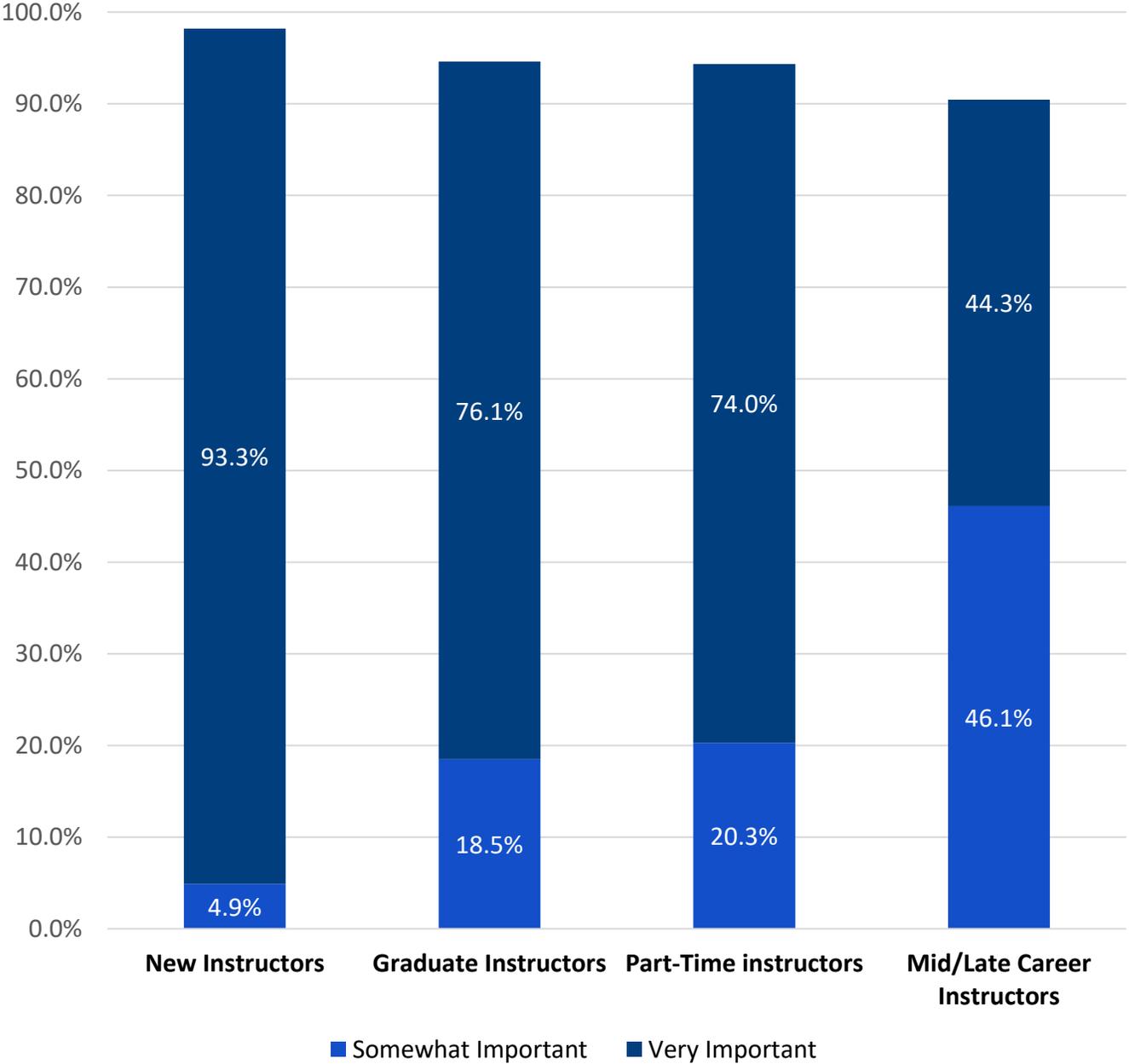
Note: Numbers reflect % of respondents who indicated that they were somewhat or very likely to use resources on this topic

Topics of Greatest Interest Across Categories

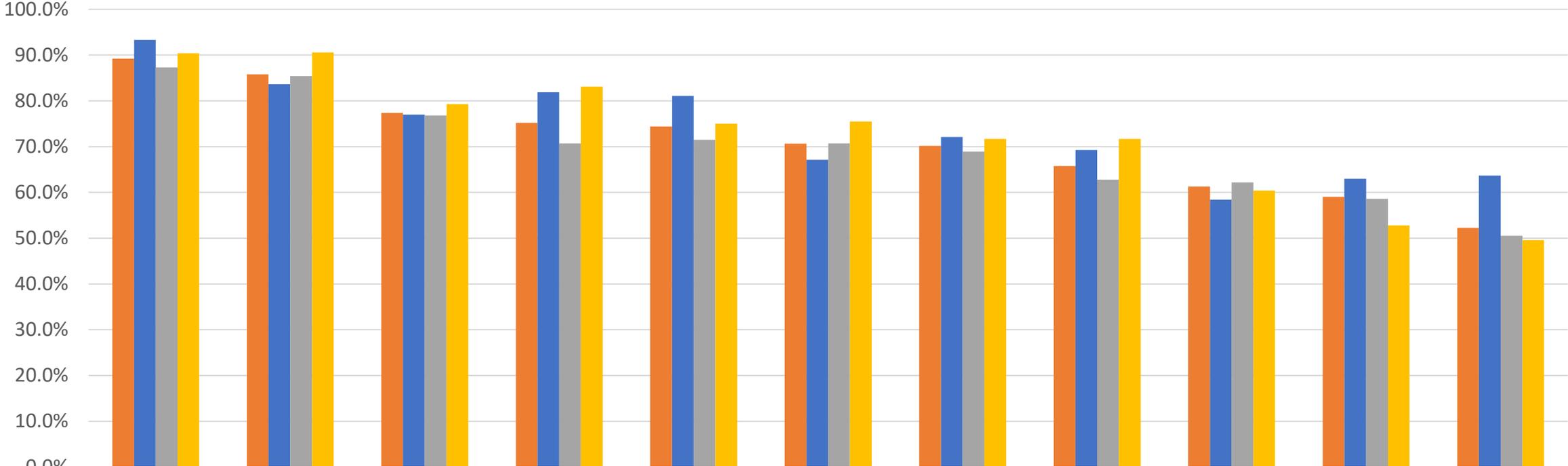


Note: Numbers reflect % of respondents who indicated that they were somewhat or very likely to use resources on this topic

Perceived Importance of Support for Instructors at Different Career Stages



Reported Likelihood of Using Resources by Modality Type

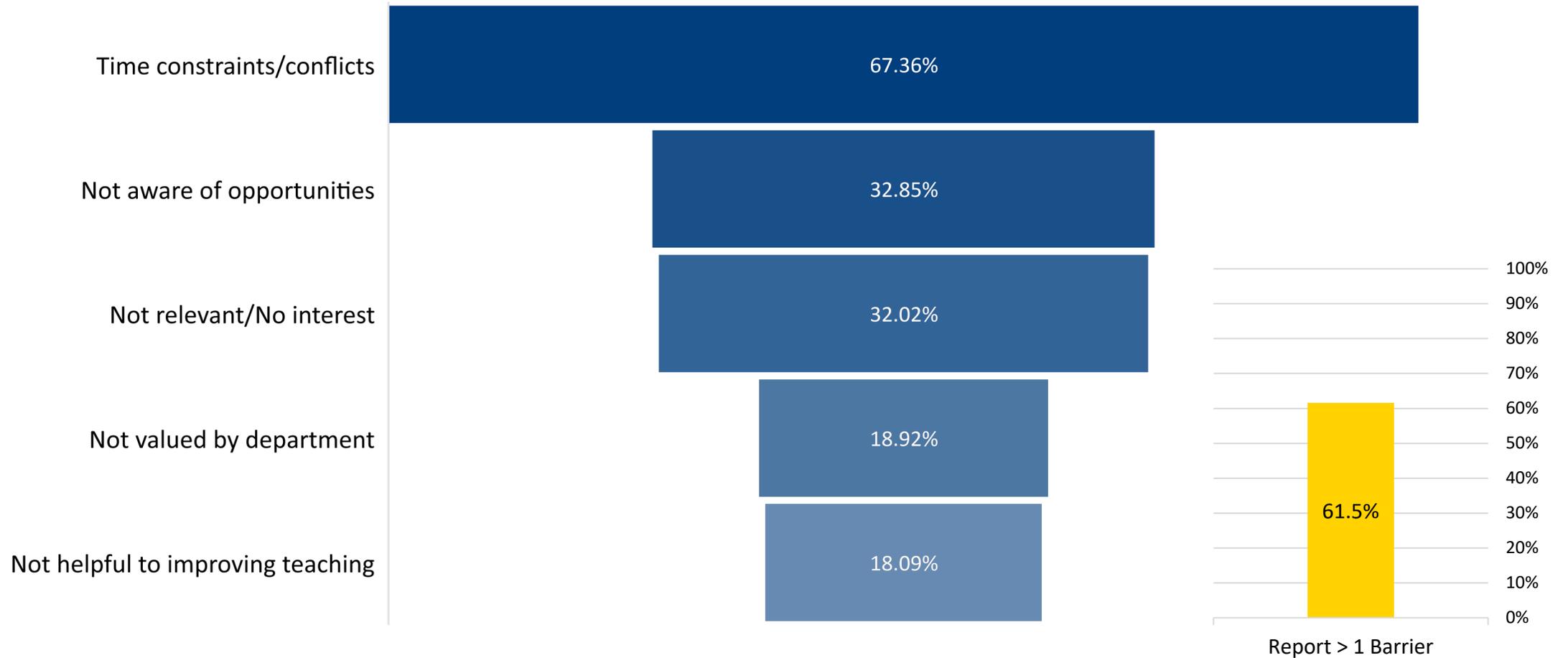


	Website	Informal Discussions	Online workshops	Asynchronous Programs	Emails	Faculty Meetings	Face-to-face Workshops	Individual Consultation	Faculty Fellowships	Communities of Practice	Structured Discussion
All	89.2%	85.8%	77.4%	75.2%	74.4%	70.7%	70.2%	65.8%	61.3%	59.0%	52.3%
Part-time Instructors	93.30%	83.60%	77.00%	81.90%	81.10%	67.10%	72.10%	69.30%	58.40%	63.00%	63.70%
Full-time Faculty	87.30%	85.40%	76.80%	70.70%	71.50%	70.70%	68.90%	62.80%	62.20%	58.60%	50.50%
Admin	90.40%	90.60%	79.30%	83.10%	75.00%	75.50%	71.70%	71.70%	60.40%	52.80%	49.60%

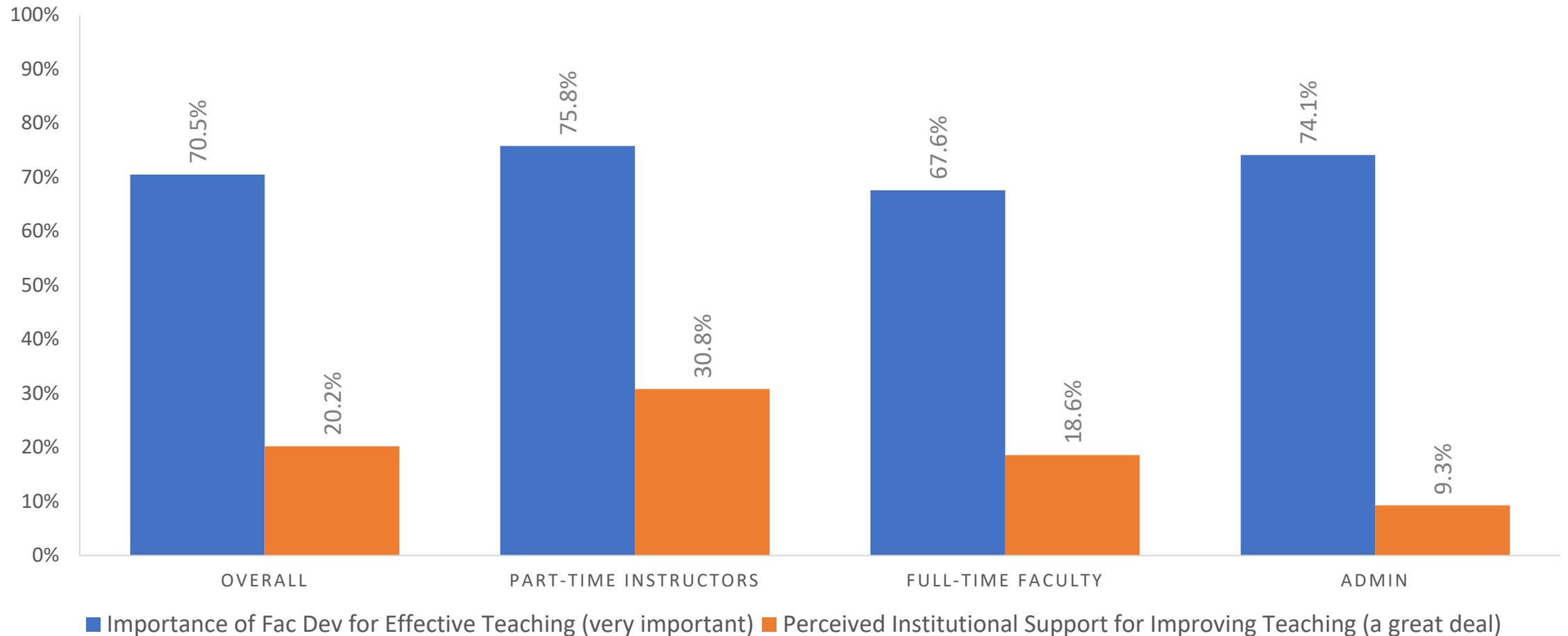
■ All
 ■ Part-time Instructors
 ■ Full-time Faculty
 ■ Admin

Note: Numbers reflect % reporting somewhat or very likely to use resource in this modality

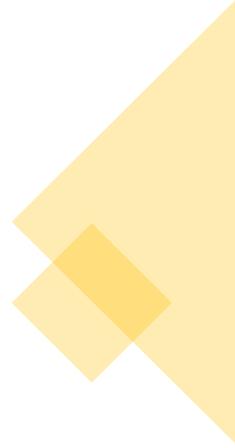
Barriers to Past Participation in Faculty Development Opportunities



Gap Between Perceived Importance of and Institutional Support for Faculty Dev of Teaching Effectiveness



How Best to Foster a Culture of Teaching Excellence at UToledo



50% of responses recommended improvements to institutional policies and programs. 25% specifically addressed the need to revise institutional rewards/incentives and/or the need to improve allocation of institutional resources to support teaching excellence.

“Prioritize mentorship opportunities for faculty of all ranks and offer continuous opportunities for feedback from faculty about their needs and proposed solutions.”

24% of responses addressed a perceived inconsistency between institutional rhetoric about the importance of teaching excellence and campus policies and practices.

“Chairs and Deans need to recognize and encourage excellence in teaching by treating it with as much validity as excellence in research. The University needs to find its identity. If excellence in teaching (outstanding learning experiences, more broadly) is part of what UToledo identifies as a core value and part of the institutional mission, then it also needs to ensure that instruction is excellent through both professional development as well as ongoing evaluation at multiple levels, including individual instructors regarding less of rank or title.”

N=95 total responses

19% of responses specifically addressed tenure and promotion criteria, noting that tenure and promotion decisions don't adequately value excellent teaching and that development of teaching should carry more weight in workload and compensation.

“If we counted teaching more than at the most minimal level for tenure and promotion, that would go a long way toward making folks attend to their teaching.”

“It needs to be aligned--genuinely--with promotion. It also needs to be cultural, meaning that programs as collectives embrace the concept and probably designate a leader for that aspect of their program.”

Almost no responses addressed the need to improve equity of learning outcomes for historically underserved student populations, despite the visible presence of this issue in ongoing national conversations about teaching and the sizable and persistent equity gaps on our campus.

This oversight may demonstrate the importance centering equity in our work to support teaching excellence moving forward.



Preliminary Center Proposal

UToledo Center for the Advancement of Teaching & Learning (CATL)

Mission Statement:

In support of the educational mission of the university, CATL is a catalyst for the advancement of evidence-based, equity-minded, student-centered teaching and learning at the University of Toledo. We create and nurture collaborative spaces for all members of the campus teaching community to utilize high-impact pedagogical techniques, engage in thoughtful conversations about teaching and learning, and pursue a scholarly approach to teaching excellence. CATL partners with all our constituencies to foster a culture that values and rewards teaching excellence, respects and supports individual differences, and creates learning environments where diverse students and instructors can excel.

The New Center will:

- Play an integral role in institutional efforts to improve student success and equity through excellence in teaching and learning
- Encourage the use of innovative, evidence-based, equitable and student-centered approaches to teaching and learning
- Build partnerships with academic units and colleges to encourage collaboration and increase the scope of our impact on teaching and learning
- Inspire the increased use and valuing of the scholarship of teaching and learning
- Provide resources to support excellence in all aspects of teaching and learning
- Create a collaborative, engaged, and committed community of learners dedicated to excellence in teaching and learning
- Develop a campus network of leaders supporting excellence in teaching and learning at the University of Toledo
- Become regional leaders on excellence in teaching and learning

Preliminary Model

Advisory Committee

Center Director

College Fellows

High Impact Professional
Development for Teaching

- Competitive grants
- Multiple levels of engagement & diverse modalities
- Individual, department, & college-level support
- Annual UT Conference

Enhanced Location with
Resource Library and
Collaborative Workspace

Dialogue & Next Steps

Questions for Discussion



Do you feel the proposed mission and vision are consistent with institutional and faculty needs to support teaching excellence?

What stands out to you as particularly important for us right now? What may be missing that we should consider?



What are your initial reactions to the proposed model? Are there specific elements that you think will be particularly helpful in supporting teaching excellence at UToledo? What additional elements do you think we should consider?

For More Information

Please go to:

<https://www.utoledo.edu/offices/provost/utc/teaching-center-task-force/>

Or contact our Task Force Co-Chairs:

- Denise Bartell (Denise.Bartell@UToledo.edu)
- Ashley Pryor (Ashley.Pryor@UToledo.edu)

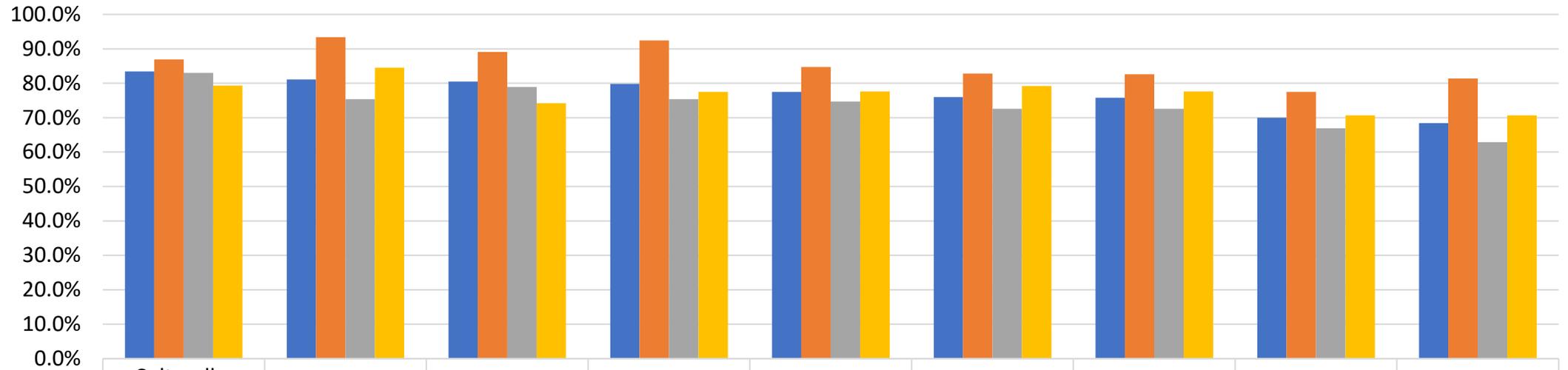
You can share feedback anonymously [here](#)

Please share and discuss the data and proposed model with your constituencies and ask them to [provide feedback](#) and participate in upcoming [campus listening sessions](#)

Appendix

Additional results from
Spring 2021 Faculty
Development Needs
Assessment Survey

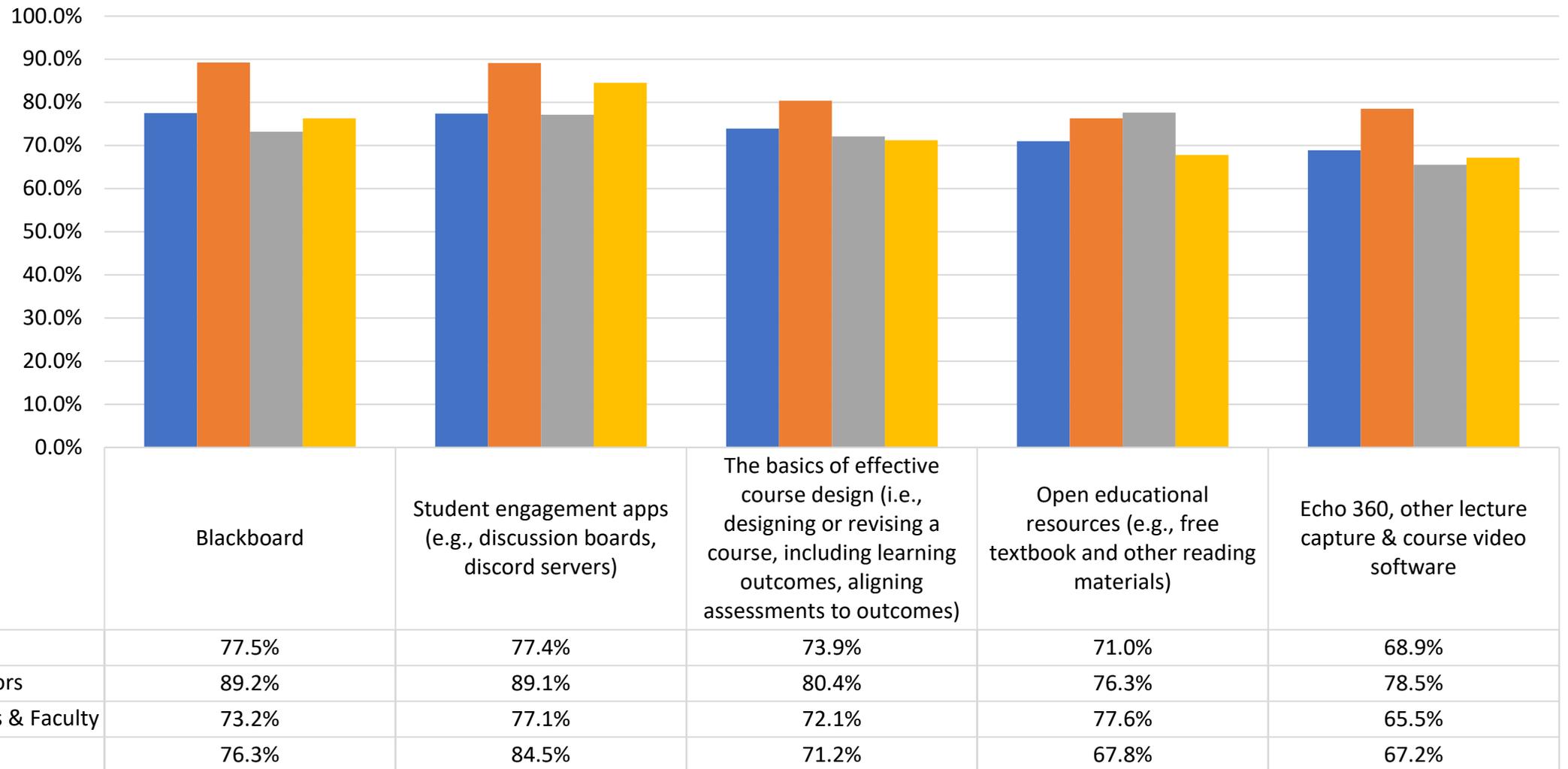
Interest in Resources on Supporting Student Learning



	Culturally-responsive teaching (i.e., creating inclusive & equitable learning environments)	Improving student motivation in the classroom	Fostering sense of belonging and community in the classroom	Fostering effective classroom discussion	Making effective referrals for students in need	Collaborative learning techniques (e.g., group work, project-based learning)	Designing valid assessments of student learning (e.g., exams, essays, projects)	The science of learning	Giving timely and effective feedback on student learning
All	83.4%	81.1%	80.5%	79.8%	77.5%	76.0%	75.8%	70.0%	68.4%
Part-time Instructors	86.9%	93.4%	89.1%	92.4%	84.7%	82.8%	82.6%	77.5%	81.4%
Full-time Faculty	83.0%	75.4%	78.9%	75.4%	74.7%	72.6%	72.6%	66.9%	62.9%
Admin	79.3%	84.5%	74.2%	77.5%	77.6%	79.2%	77.6%	70.7%	70.7%

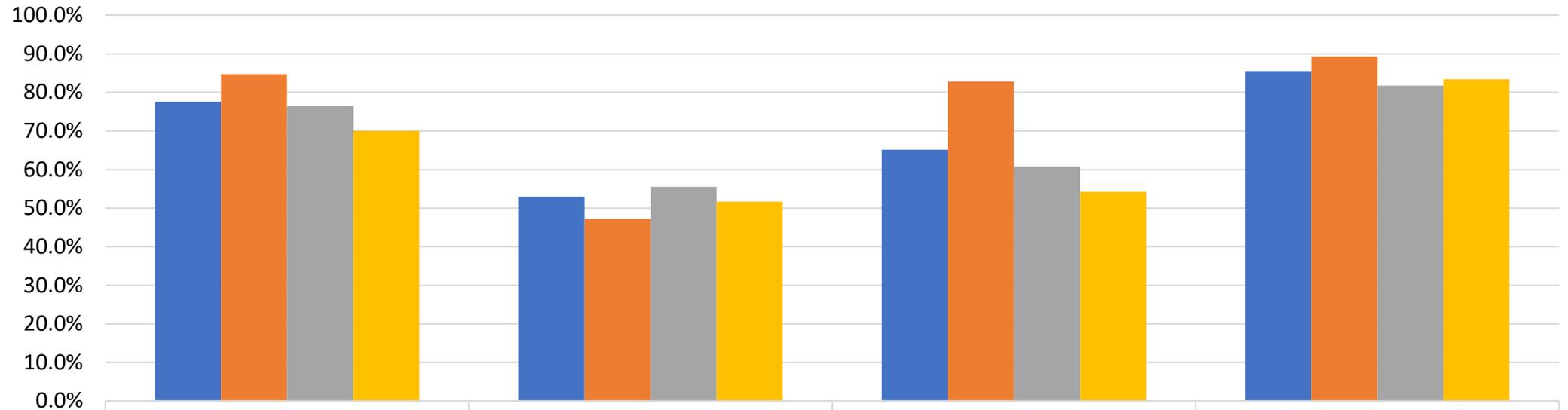
Note: Numbers reflect % of respondents who indicated that they were somewhat or very interested in resources on this topic

Interest in Resources on Teaching Tools & Basics



Note: Numbers reflect % of respondents who indicated that they were somewhat or very interested in resources on this topic

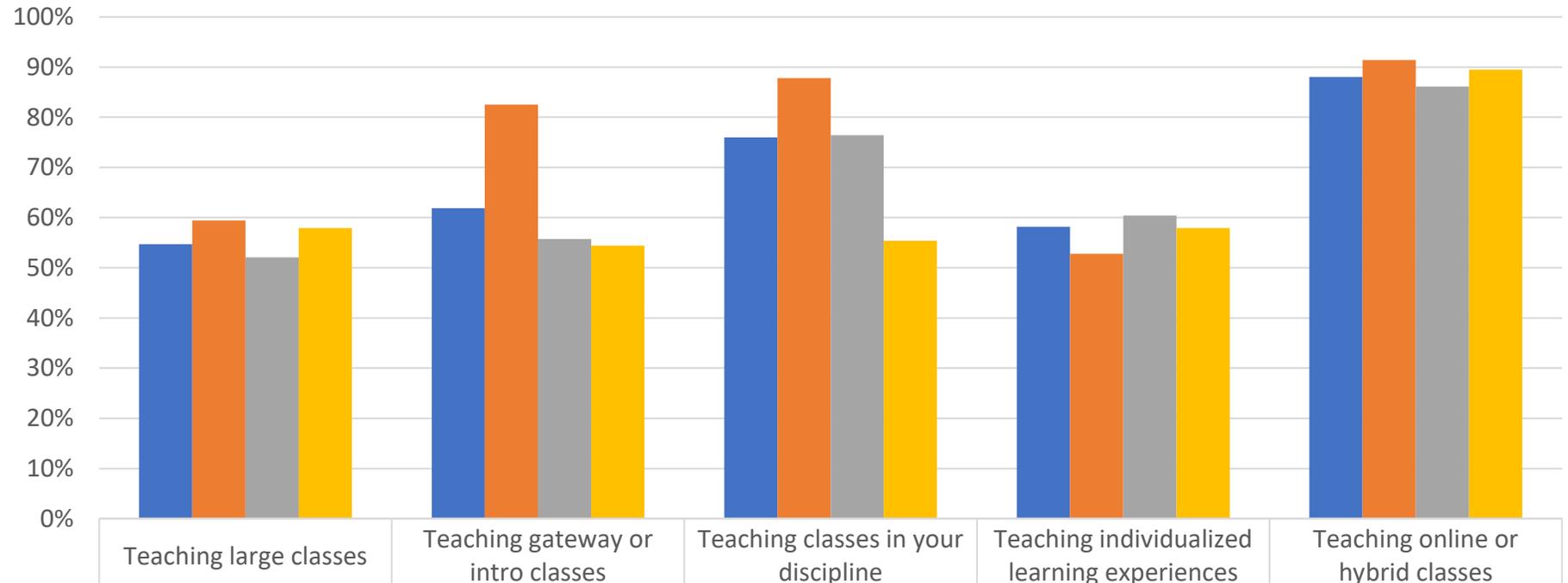
Interest in Resources on Teaching Specific Populations



	Teaching underprepared students	Teaching graduate students	Teaching first year students	Teaching historically underrepresented students (i.e., minoritized students of color, students with disabilities, lower income students, first generation students)
■ All	77.6%	53.0%	65.1%	85.5%
■ Part-time Instructors	84.7%	47.2%	82.8%	89.3%
■ Full-time Faculty	76.6%	55.5%	60.8%	81.7%
■ Admin	70.0%	51.7%	54.2%	83.4%

Note: Numbers reflect % of respondents who indicated that they were somewhat or very interested in resources on this topic

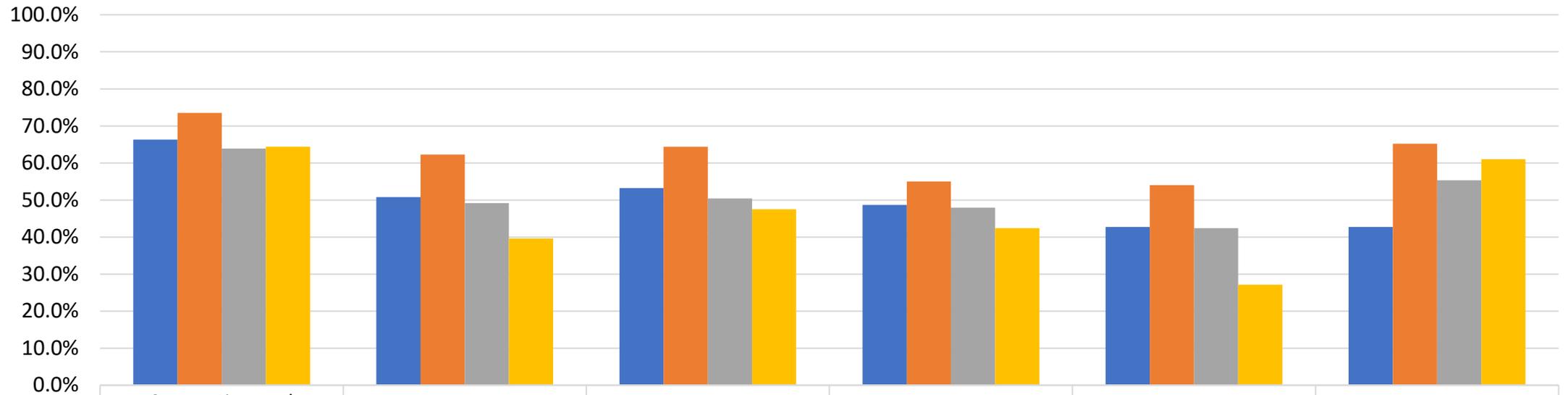
Interest in Resources on Teaching Different Types of Courses



■ All	54.7%	61.9%	76.0%	58.2%	88.0%
■ Part-time Instructors	59.4%	82.5%	87.8%	52.8%	91.4%
■ Full-Time Lecturers & Faculty	52.1%	55.7%	76.4%	60.4%	86.1%
■ Admin	57.9%	54.4%	55.4%	57.9%	89.5%

Note: Numbers reflect % of respondents who indicated that they were somewhat or very interested in resources on this topic

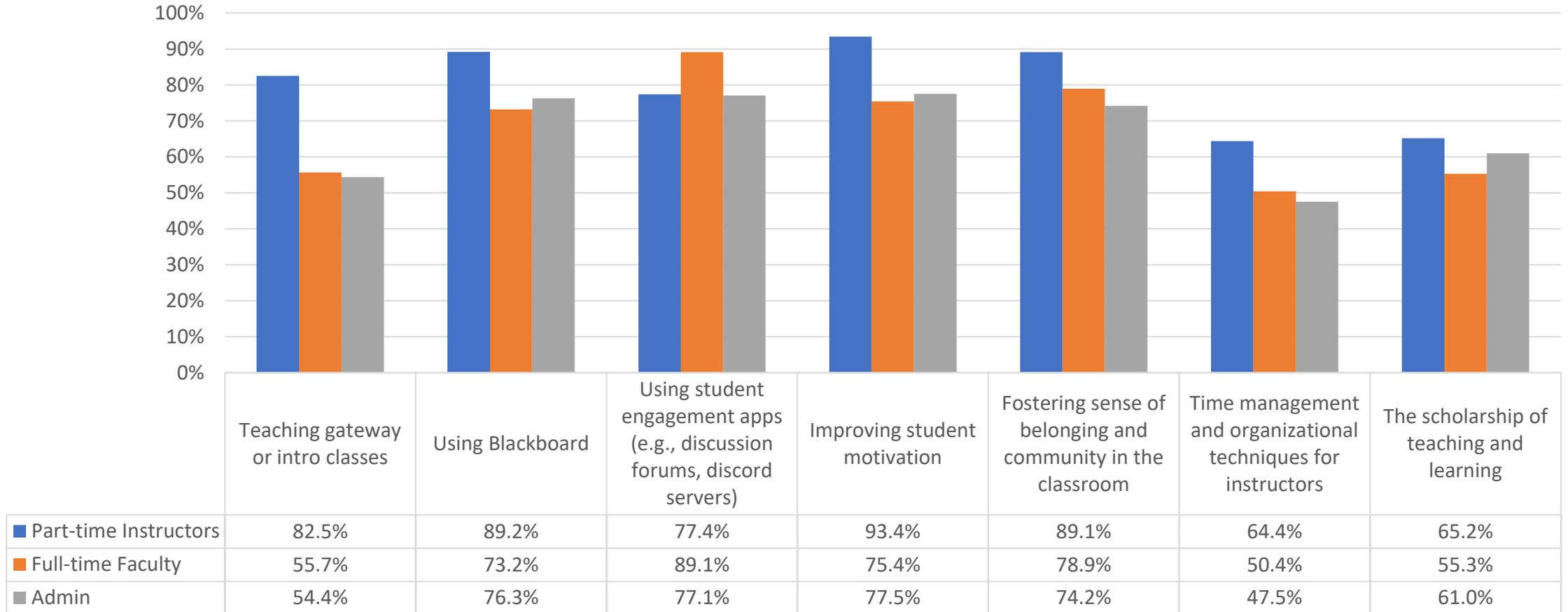
Interest in Resources on Instructor Development & Personal Growth



	Supporting and enhancing campus capacity for excellence in teaching and learning (i.e., ways to support efforts in your department, college, scholarly community)	Designing a teaching portfolio or statement of teaching philosophy	Time management & organizational techniques for instructors	Work-life balance for instructors	Finding your authentic voice as a teacher/Teaching as vocation	The scholarship of teaching and learning (i.e., conducting scholarly inquiry into effective teaching & learning techniques)
■ All	66.3%	50.8%	53.2%	48.7%	42.7%	42.7%
■ Part-time Instructors	73.5%	62.3%	64.4%	55.0%	54.0%	65.2%
■ Full-time Faculty	63.9%	49.2%	50.4%	47.9%	42.4%	55.3%
■ Admin	64.4%	39.6%	47.5%	42.4%	27.1%	61.0%

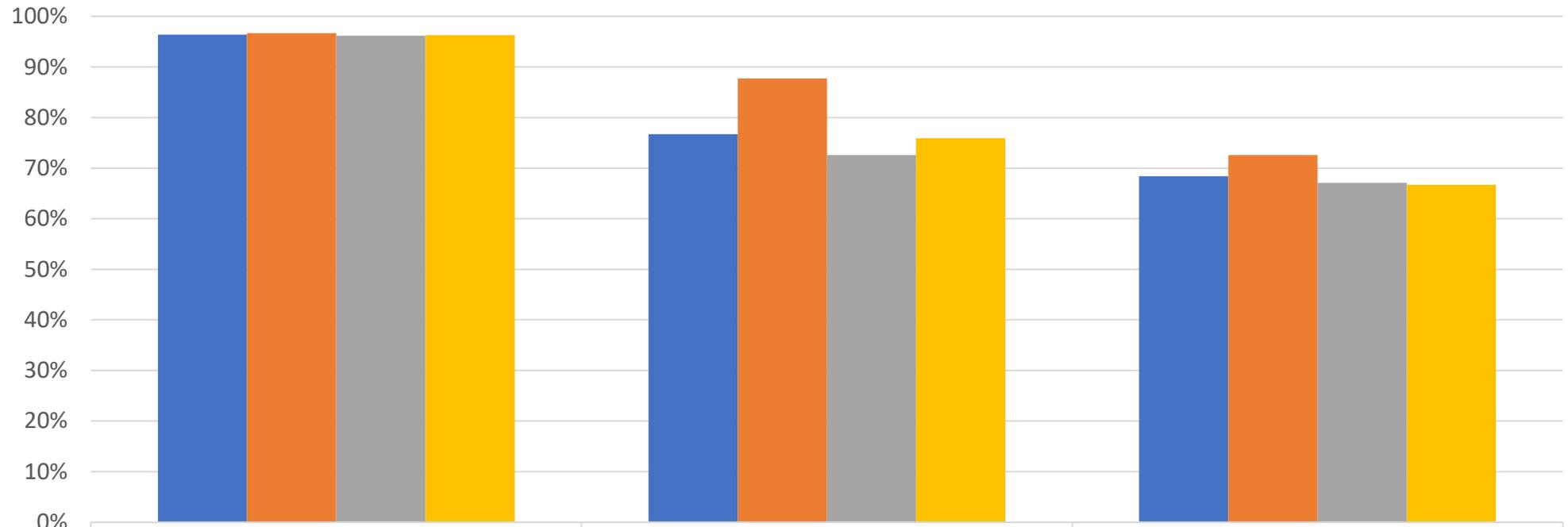
Note: Numbers reflect % of respondents who indicated that they were somewhat or very interested in resources on this topic

Differences in Topics of Interest by Instructor Type



Note: Numbers reflect % of respondents who indicated that they were somewhat or very likely to use resources on this topic

Perceived Importance, Institutional Value, and Support for Effective Teaching



■ All	96.4%	76.7%	68.4%
■ Part -time Instructors	96.7%	87.7%	72.6%
■ Full-time Faculty	96.2%	72.6%	67.1%
■ Admin	96.3%	75.9%	66.7%

4 Dimensions of Teaching & Learning Centers



Hub

Makes connections between people on campus who would otherwise not be connected; has a unique view of university that is used to support initiatives and work towards culture change



Incubator

Fosters growth and engagement, cultivates individuals and communities, nurtures relationships, promotes transformation, and creates a sense of belonging



Temple

Provides legitimacy, credibility, authority and recognition for instructors through support of teaching, learning and educational development
Provides a space where people can find community, hope and inspiration on teaching and learning, and an institutionally-sanctioned space for exploring pedagogy



Sieve

Vets information and resources to support evidence-based pedagogical practice for instructors and the institution