

The Center for Teaching and Learning

— Your Partner in Learning



Results of the 2018 Faculty Evaluation of the Center for Teaching and Learning

Prepared By

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MARIAN UNIVERSITY
— Indianapolis —®

Contents

Response Rate and Distribution	1
Engagement with CTL Services and Events	3
Distribution of Use of CTL Services	4
Application of Strategies, Ideas, and Knowledge.....	6
Feedback on CTL Operations and Future Programming	11
Engagement with CTL Newsletter	15
Evaluation of CTL Staff Members	16

Response Rate and Distribution

All full-time faculty, instructors, librarians, chairs, and deans (n=174) were invited to participate in the annual evaluation of the Center for Teaching and Learning (CTL). We had 120 people participate for a response rate of 69%.

The distribution by college and department is below:

College	%	Count
College of Arts and Sciences	48.33%	58
College of Business	3.33%	4
College of Osteopathic Medicine	20.83%	25
Educators College	10.00%	12
Library	2.50%	3
School of Nursing	15.00%	18
Total	100%	120

Department (Optional)	%	Count
Biology	6.59%	6
Chemistry and Physical Sciences	4.40%	4
Communications	3.30%	3
English	4.40%	4
History and Social Sciences	7.69%	7
Language and Cultures	5.49%	5
Mathematics	4.40%	4
Music	1.10%	1
Psychology	4.40%	4
Theology and Philosophy	7.69%	7
Visual Arts	3.30%	3
Performing Arts	1.10%	1

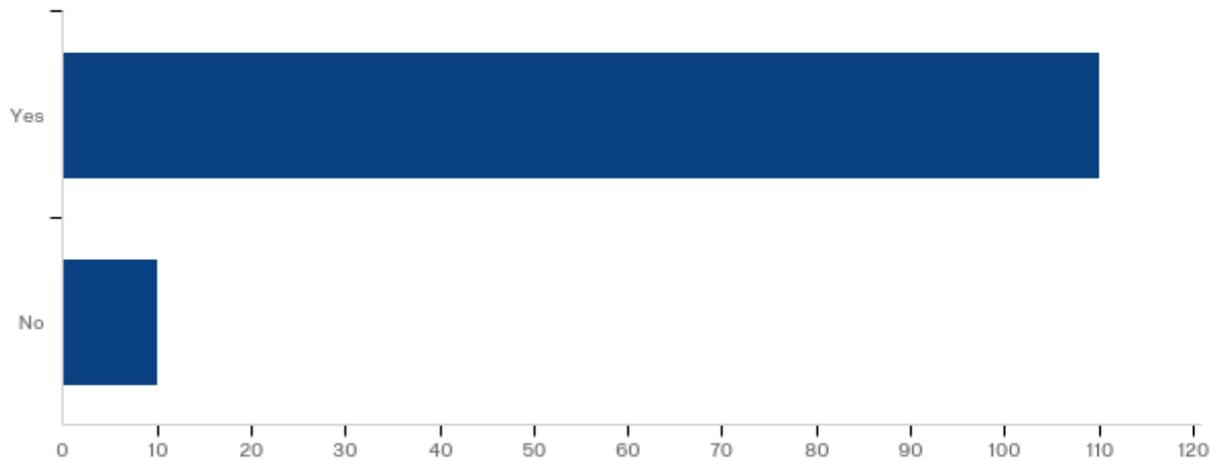
Counseling	0.00%	0
Social Work	0.00%	0
Business	3.30%	3
Biomedical Sciences	13.19%	12
Exercise and Sports Science	2.20%	2
Osteopathic Medicine	6.59%	6
Education Undergraduate	4.40%	4
Education Graduate	3.30%	3
Library	1.10%	1
BSN Traditional	6.59%	6
BSN Online	3.30%	3
RNBSN	0.00%	0
MSN	0.00%	0
DNP	2.20%	2
Total	100%	91

Engagement with CTL Services and Events

A primary measure of CTL performance is faculty engagement in the events and services provided by the Center. The ultimate goal is to have 100% of faculty engage with the CTL services or events at least once each year. Therefore, we will continue to work to design meaningful programming and establish credibility with faculty to accomplish this goal. Until then, we hope to show a continued increase in engagement rates.

At this time, we are very pleased with the 91.6% engagement rate indicated in this initial evaluation; understanding that the element of self-selection would indicate an inflated engagement rate as those who have made use of the CTL’s service would presumably be more likely to participate in the survey. Even so, assuming the worst case scenario, in that every individual who engaged with the CTL completed the survey, we still have a confirmed engagement rate of 63% (110 engaged / 174 invited).

Have you used the services of or participated in any events held by the CTL in the past twelve months (Sept. 2017 - Sept. 2018)?

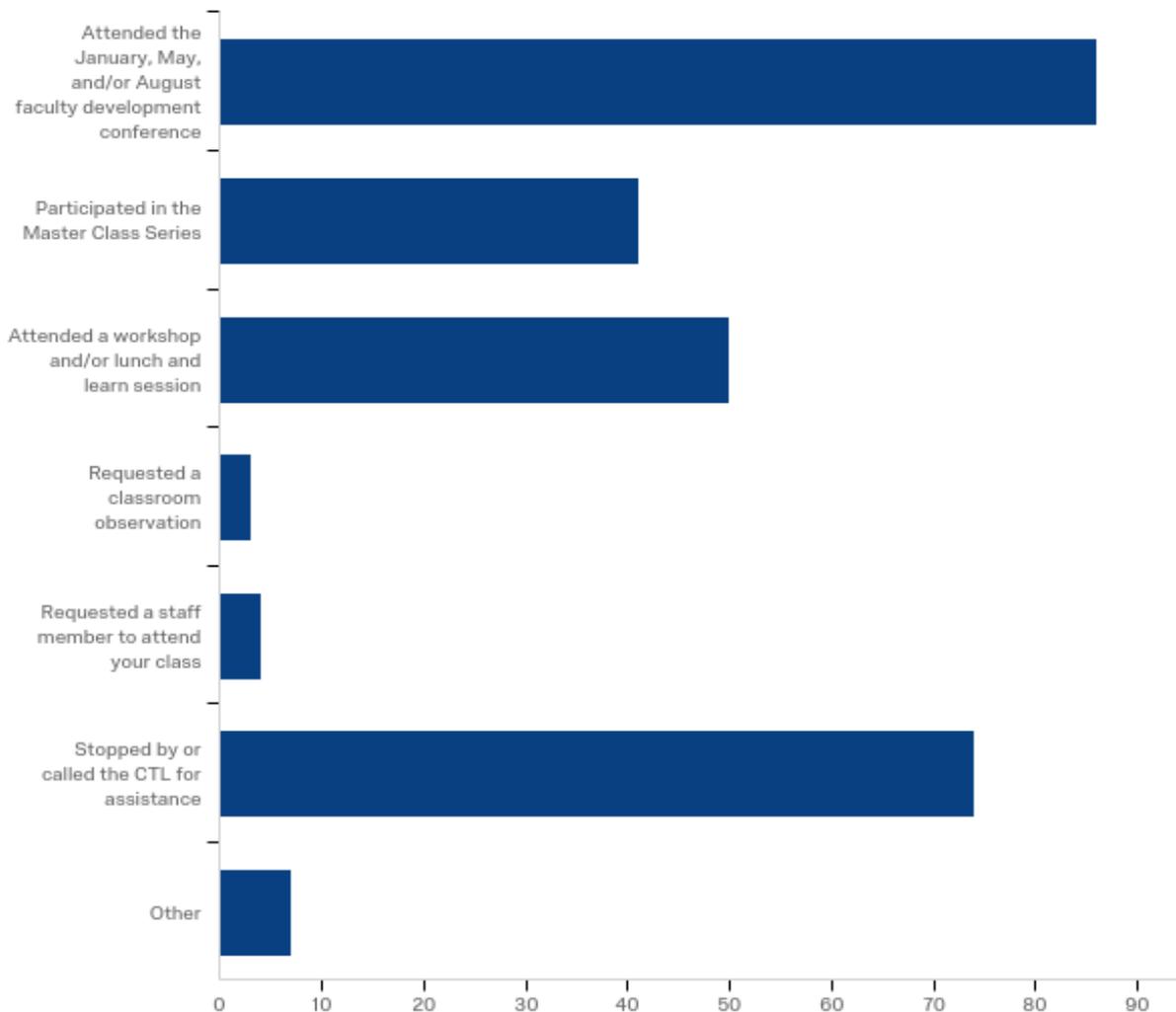


Answer	%	Count
Yes	91.67%	110
No	8.33%	10
Total	100%	120

Distribution of Use of CTL Services

As indicated in the data below, the majority of faculty participate in the three large events hosted by the CTL each year followed closely by individual support provided through direct contact with the CTL staff. Participation in our Master Class series is a point of great pride of the CTL and this series has become the foundation of the CTL's faculty development program. Finally, individual classroom observations and visits are starting take hold and we expect to see these grow in the future.

What services have you used or participated in? (Please check all that apply)



What services have you used or participated in?	%	Count
Attended the January, May, and/or August faculty development conference	32.45%	86
Participated in the Master Class Series	15.47%	41
Attended a workshop and/or lunch and learn session	18.87%	50
Requested a classroom observation	1.13%	3
Requested a staff member to attend your class	1.51%	4
Stopped by or called the CTL for assistance	27.92%	74
Other	2.64%	7
Total	100%	265

Other Forms of Engagement

Asked for assistance writing program goals and assessments

Collaborated with CTL

consulting regarding syllabi for new program

Development of 38 CE course for RNs

collaborated with the tools for teaching conference

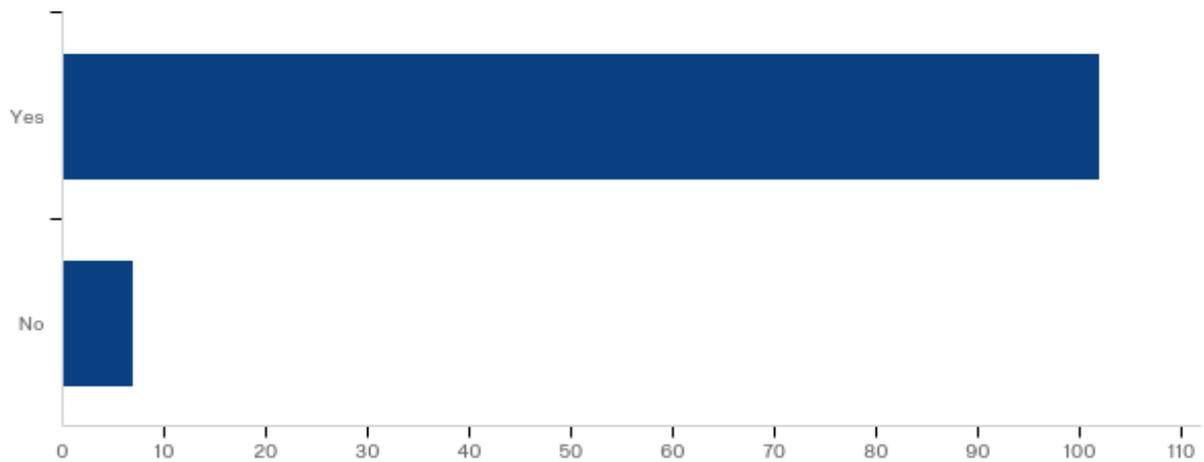
Book Club

utilized printing & other services

Application of Strategies, Ideas, and Knowledge

The most important measure of the CTL performance is whether or not faculty who engage with the CTL are actually implementing the strategies, ideas, and knowledge they obtain. We were extremely pleased to see the over 90% of the people who engaged with the CTL are incorporating what they learned into their teaching.

Have you applied any of the strategies, ideas, or knowledge learned from engaging with the CTL?



Answer	%	Count
Yes	93.58%	102
No	6.42%	7
Total	100%	109

Is there a reason, why you haven't applied any of the strategies, ideas, or knowledge?

Have not yet seen an opportunity where it would be advantageous to change what I already do.

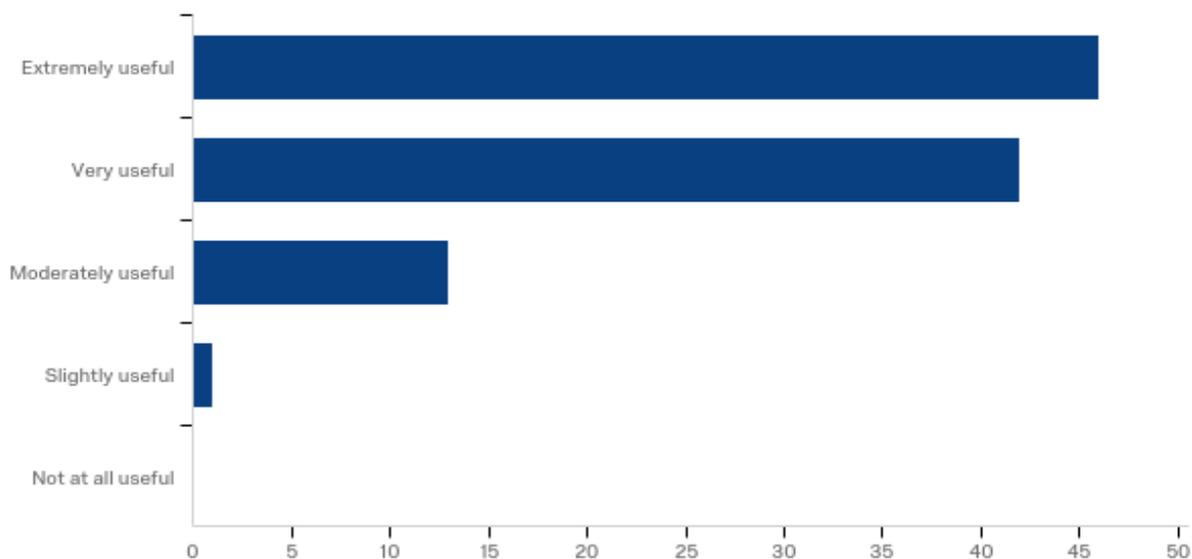
nothing was new, so the useful information was already in practice

They were not helpful for my situation

I was already pretty competent in those strategies

I was already applying the techniques discussed in the workshop. Some of the others don't apply to my teaching.

Did you find the strategies, ideas, or knowledge useful?



Answer	%	Count
Extremely useful	45.10%	46
Very useful	41.18%	42
Moderately useful	12.75%	13
Slightly useful	0.98%	1
Not at all useful	0.00%	0
Total	100%	102

Please share any feedback about your experience in applying what you learned from the CTL.

Sometimes I just don't have time to create new materials. Sometimes I just have to teach the way I know how to teach.

Prior to working with the CTL, I knew that my instructional approach was not as effective as I wanted it to be but I did not know how to improve. The courses, workshops, and book clubs have given me a clear road map for improvement and also helped me realize how much more there was that I didn't know. I feel that I am already a more effective instructor and I am more confident in implementing and evaluating changes to continue that growth.

I appreciated the Master Class very much. It helped me think about using Canvas in my face-to-face courses in a new way (and, I think, the way students use it). I also benefitted greatly from the class planning materials and the emphasis on the CLEAR model. Nothing in the model was exactly new to me but it was a wonderful refresher and it helped me refocus on my course design.

I have started working on how I review from the class before after hearing our guest speaker at the Tools for Teaching discussion. It is helping my students tie things together to see the bigger picture.

It's helpful to know that if I or any of my faculty have an issue arise on student evaluations or if I just want to learn how to do something that there is a place on campus that can help.

The Canvas workshop this summer was extremely useful to me especially in light of our redevelopment of Humanities 230/231 into a new Enduring Questions model HUM 210. In piloting the new team-taught interdisciplinary version of course this semester (Fall 2018), we are using Canvas in more creative and educationally beneficial ways than we have in the past. As a novice to using Canvas I found the CTL workshop wonderfully helpful in showing how to use it pedagogically rather than just as a course management system. I have also benefited greatly from CTL workshops/presentations concerning developments in General Education learning goals and how to assess/measure outcomes that make sense to me and students. These informational events have helped me a great deal in understanding how best to assess my Honors First-Year Seminar which is a little different from but shares the same learning goals as the regular FYS curriculum.

Tom Harrington is very helpful. I would like to have a more elementary program on all the features of CANVAS and how to get the students to use them. I find that there is inconsistency in the use of CANVAS by instructors therefore making the students less likely to want to fully use the resources I post.

The CTL was instrumental in helping me develop an online/in-class hybrid section of THL 105, which I taught in an accelerated format, in order to serve my department before my maternity leave began.

CTL has energized my teaching life, and for that, I am grateful.

Your center has a wonderful staff, and is always more than willing to help us with our development and work as educators. It is much appreciated!

It is energizing to try some new things.

I'd love to apply more of what I learned. Time to do so is the issue that I've come up against.

I appreciate that CTL recognizes that I teach/lecture very often despite not being faculty.

The energy and enthusiasm of the CTL staff to assist faculty to apply effective teaching/learning strategies is notable. Tom and Mona are patient and encouraging as I share my ideas to improve my courses. I intend to make time to attend a Master Class. Many thanks!

CTL sessions are not often scheduled at times I am available. More choices for meetings would help

I completely reorganized and designed my class based on the knowledge and skills gained from the Master Class series. While still early in the semester, the feedback has been positive thus far.

Positive encouragement in teaching in general.

The Master Class series allowed me to completely rebuild my course offerings so that it is much more likely that students will have everything they need to be successful.

CTL has been a tremendous resource. I do incorporate what I learn

Although the January and August sessions are always energizing, I can't necessarily incorporate the ideas into my courses at that time (too busy/already committed to other strategies/etc.). Not sure what the solution is to this, but this has been my experience.

Tom Harrington: Taught me how to work with CANVAS. Provided me 1:1 guidance on several occasions.
Mona Khiery: Also has taught me a great deal regarding the first class I taught on the MU campus in Fall 2017. She presented material on Integrative Health Care strategies during the first class session of NSG 421 Integrative Health Care. She also reviewed with me course design. She provided instruction regarding use of Infographics to me, prior to class, and to the students enrolled in the class. The

Infographics assignment was using during the 421 class in FA 2017 quite successfully. It has been incorporated into the online version of the course. Both of these individuals are exceptional teachers, and their commitment to collegiality and service to others is exceptional. They are highly valued professionals.

While attending the Master class it promoted me to consult with CTL regarding the syllabi for a new program. I have found the faculty/staff in CTL extremely helpful and very willing to assist and consult when needed. CTL is a "breath of fresh air" and a "blessing" having come from another institution where there was little focus of faculty teaching development.

CITL is a vital component of the movement towards online learning and classroom technology! Without the staff this would have been all but impossible for me.

The professional development days over the last two years or so have been the best we've had in the last 15 years. Well organized, top-notch speakers from on and off campus, practical and thoughtful - I always walk away with a few good ideas. The classroom observation was very thorough and helpful. I recommend it for all instructors, particularly those on the tenure track.

I find the CTL staff to be very helpful and enthusiastic no matter the request. Liz is doing a great job directing the CTL.

Office is available and very helpful.

I learned to be more intentional about: 1) aligning course activities to directly contribute to outcomes/objectives for the class; 2) providing context behind assignments or readings. Because I am teaching an online class now for the first time and am trying to use Canvas modules for my traditional classes, I am also applying little things I learned from Mona, like making assignments due on the same day every week, and trying to be present to the students even in an online setting.

Working new course never offered prior, will use many strategies

Helped expand my Canvas capabilities.

Great addition to the campus. Very valuable resource.

CTL is great!

As a novice teacher, I really found the master class and book clubs helpful. I really benefited from learning the most up-to-date research on teaching and learning.

The information I learned in the Master Class series and in the CANVAS Boot camp helped me to design my courses to improve teaching and learning. I have also found many of the ideas in the book clubs useful.

I've only been here for a month but the CTL has been very helpful so far, particularly in the area of getting technology involved in my classes.

I have developed my courses with greater articulation of the purpose of the module and each assignment.

The book clubs have been very helpful; they were great choices. I have learned great ideas to incorporate into my classes from the Masters course.

Elements of the master class were very useful for my online class. I do think the course needs to be broken down between online & face to face courses as the vast majority of the master class material was aimed toward online courses. The Canvas Boot camp was extremely helpful.

This term is the first time that I am applying those ideas. I will follow up at the end of the term.

I found the master class series extremely helpful. I think it helped me address issues in my course evaluations that I didn't know how to address previously. It has helped me reorient my thinking about how to use canvas as well to strengthen organizational issues in my courses.

Elizabeth and Tom were very helpful to me in course planning and doing a project. Elizabeth seems very open and friendly in helping. Tom less so. In doing a project, he would sit in his chair and I had to ask every time I needed him which was often. It was difficult for me to work with him for that reason. I felt like I was imposing.

I have found the staff to be exceptionally responsive and helpful with problems and questions. Thank you for the wonderful support you provide to the faculty.

Just wish I had more time to take advantage of the amazing resources you offer. I'm sure I'm not the only one who feels this way, but Marian would be a better place for it. I also think new faculty could benefit from taking some offerings with you as part of onboarding and that if faculty need remediation in teaching, that a course release was provided to allow them time to participate and improve what they do.

I'm loving the work you do and the support you provide! Thanks!

Feedback on CTL Operations and Future Programming

Faculty provided many ideas in their feedback and suggestions for the CTL. When looking for trends across the data the following were suggested areas of improvement:

- Schedule events so they occur when faculty can get the most opportunity to use what is taught
- Increase number of online resources as there is a lack of time to participate in the actual events
- Provide opportunities to engage with and learn from other faculty
- Coordinate services with IT to eliminate adoption barriers caused by technology
- Revisit what is working and what can be improved with the course evaluation system
- Increase resources for using Canvas and developing presentations / videos

Please provide any feedback or suggestions on the overall operation of the CTL? What are we doing well? What can we be doing better?

I think they do a great job. What CTL does really well includes: --personal attention to faculty's individual needs. --student-oriented in understanding how faculty can meet the teaching & learning needs of students through technology/assessment --very understanding and patient with faculty like me who often feel overwhelmed with assessment data and technological complexity.

Learning Event scheduling

Keep it up!

As a philosophy professor, I am resistant to incorporating too much technology into my class sessions. Canvas is fine to manage the class and I started using PowerPoint when I was injured and couldn't write on the board. Philosophy is about reading, speaking, and writing. It is old-fashioned and so am I. This is how I know how to teach. So I'm not in a great position to provide feedback or suggestions.

I think the CTL is doing great but one of the challenges that I have had is implementing the improvements in my classrooms because of technology. I am not sure if it is possible, but working with IT to ensure that there are options to record lectures, use polling, etc. would be very helpful. When a problem arises, I am not sure whom I should contact and if it goes to IT then it is never resolved.

Keep increasing your visibility...

Although with time restraints I don't get to attend always, I do enjoy the book discussion groups.

When you do a workshop or lunch and learn type activity that I miss, I'd love to have a page summary available of what I missed. I can't get to a lot of these. But, I think I could still learn something from them in that way.

I think the only thing that CTL does not do well is of no fault of their own. The problem that I and other faculty have experienced is that, whether it's the Master Class series or other professional development, it always is after the fact. I wasn't able to take the Master Class series until after I had already designed and given courses. Now, new faculty take it during their first semester of teaching, but again, this is too late. If we are going to hire new faculty and expect them to take the Master Class series, then they should do so BEFORE they start teaching. It is impossible to put in the effort for the series while teaching and trying to design a whole course. This is by NO MEANS a fault of CTL, but I hope CTL will share these

comments. There are a lot of amazing faculty at Marian that truly want to be the best educators. They should be supported and provided with the tools to be the best when they can actually implement the changes they need to. Not providing the front time is an affront to the faculty and a disservice to our students.

What CTL does is excellent. I look forward to new CTL classes with new things to learn.

It is great! I am very impressed with the entire team. Always an excellent experience

I would love to have special session is not restricted just to master class participants. Otherwise I think the CTL is doing a really good job. A nice balance program topics that have been really well executed.

I think you guys are doing a great job and I am wanting to be more involved in the events that you guys put on.

The August/January sessions have been much better the past year. I also really enjoyed the faculty research symposium. Generally, I find I want space to engage the faculty on campus about what they're doing/ideas that they're incorporating in the classroom. Carving out space for this sort of interaction would be super helpful.

The CTL has to be one of the most outstanding Departments on campus. Service is exceptional. Expertise is demonstration, and actions are highly consistent with Franciscan values. CTL is one department where the values are lived.

In the little time I have been at Marian I have been EXTREMELY impressed with CTL and the ways the Center has assisted with various questions, ideas and issues faced with developing a new program and syllabi. There have been times I have referred to the Center as "TLC"...need I say more? Everyone has been responsive and more than happy to assist in any way possible. They have followed up on several questions and other issues in a very timely manner which great ideas and solutions.

Need more staff! With the increase in our faculty, education on our resources is vital. More staff will help MU utilize the most up to date resources because CTL will have time to hold more education services.

Well, this turned out to be a rather glowing evaluation. I'd like to see more resources for classroom observation as well as feedback on lesson planning. I hear good things about the master class. I wonder how that formula might be duplicated in the future but focused on other areas.

It would have been more helpful to have CTL courses prior to the beginning of the academic year to be able to use the information in a more timely fashion.

I think CTL is doing well and surveys like this show that you have a good sense for contributing to Marian.

Ahead of game in planning for online learners

excellent canvas support.

Would love to have faculty development in May to have summer to implement ideas.

CTL is doing a great job supporting faculty and offering way to improve instruction at Marian.

It's a little early for me to offer this assessment

I don't even know what they do. What happened to the Teaching and Learning committee? Is the TLC faculty even involved or has the CTL taken over this role? What faculty are involved in the CTL? I also don't like that the CTL posts announcements in my class CANVAS account. The instructor is responsible for their own class CANVAS accounts. I'd prefer you find another way to handle course evaluations than taking over the announcements to my courses. I also think some of the course eval reports need to be improved. When receiving all 4.5 or above scores, identifying something as a "weakness" seems pretty

lame. I mean, a 4 or above should never be identified as a weakness or area for improvement, in my opinion. Try creating a matrix or some other eval where anything above a certain score is a strength. Not every class/instructor needs to have a weakness!

As I wrote on Liz's evaluation, I have had a very positive experience with CTL. Everyone is available to help and never give me the impression I am disrupting them even when it is obvious they are busy! All professional development programs have been relevant and helpful.

Like many areas on camps, I think they probably are understaffed and could benefit from another staff person.

I have been very pleased with CTL. I would always be open to more workshops and such.

It seems like a sea change in terms of professional development the past two years. It used to feel like our previous faculty days were lip service instead of real workshops or strategies for improving research and teaching, and you guys are doing an excellent job. I feel supported the past two years where I felt a lack of professional development opportunities before.

I love the classes - wish I could attend more. The class offerings are wonderful. Liz and Mona are great. Tom needs to be more friendly and open - sit next to whomever he is helping and make that his primary focus vs working at his desk and always have to call him over. He is very matter of fact. - could be more friendly.

I love the APA workshops you provide the students. I would appreciate knowing if you have any evaluation process for these events and how do we, as faculty, know if the student felt they were beneficial?

Keep advocating for faculty! Keep advocating for expanding what you do! Can we fix those student surveys?

Organizing workshops for COM faculty run by senior COM faculty who have a lot of experience in teaching, assessment and evaluations.

Are there any specific topics, activities, or events you would like to see offered through the CTL?

No.

One thing I would be interested in is writing better exam questions.

I'd like to see CITL work with Dr. Thad Wilson on providing a faculty development session on the ways that he incorporates active learning in his teaching.

I would like to see things that are more discipline specific or that are at least more focused. In discussions or book clubs, I oftentimes feel that the stuff is useful, but is harder to translate to certain areas. For example, practice problems and cases are important, but the biggest hurdles I face are helping students comprehend complex texts. More stuff that is geared towards things that seem basic, like academic reading strategies, would be useful.

I would like to see us hold a CTL campus event/conference in which various teachers, departments, program representatives give short presentations on how they have creatively incorporated some CLT sponsored information into classroom teaching. We never get to see in a sharing environment how, for instance, Theology or English or Spanish or Art or Biology or Math or FYS might be using technology or assessment in innovative ways for the benefit of students. I would like to get new ideas and learn from

my colleagues. I've heard this from other faculty as well--develop a campus community of teachers and learners. I would like to see this exclusively as a College of Arts & Sciences event because when it comes to technology-in-the-classroom presentations I've seen enough from Business, Nursing, and Education to last a long time, and though they it can be intriguing its often irrelevant to liberal arts pedagogy and available resources. Departments like History and English have nowhere near the budgets and technological resources available to the Business School and Educators College.

Love them all

CTL always does great work. I will show up to anything.

Short podcasts on how to make better PowerPoint presentation.

Personally, the next things I need to learn about are how to embed my own videos (videos of me actually making presentations) and how to deliver a "lecture" from a remote location, have it saved, and then students can get to the lecture on their own time.

None that they don't already offer

Work life balance. I would love to hear more about teaching strategies that reduce effort but do not decrease learning.

More space for faculty to interact.

Nothing identified at this time.

Topic: Ideas of various activities which can be used in the classroom and online.

A database of resources available, and what each does.

I'm thinking that we have a lot of new-ish department chairs and program directors. I wonder what kind of additional leading from the middle professional development they might like. That's not exactly teaching and learning, but might fall in part in your area.

Our time is really limited, given our teaching schedules, so I cannot commit to attending what I suggest-- but I am interested in the future of books, libraries and reading. This includes, how can we get our students to read for classes now. I'm also interested in becoming more savvy using web based resources in my own research.

APA for faculty Writing across curriculum tips on grading

I'd be interested in exploring more experiential, problem based delivery methods.

n/a

none that I can think of

More boot camp-like concentrated workshops on canvas, webex, and other university resources.

I am sad I missed the summer canvas course, but I was taking the master class series and had a number of other commitments. I know others feel the same way. I would love to have canvas experts return as I know there is a lot more I need to learn regarding using canvas and its tools.

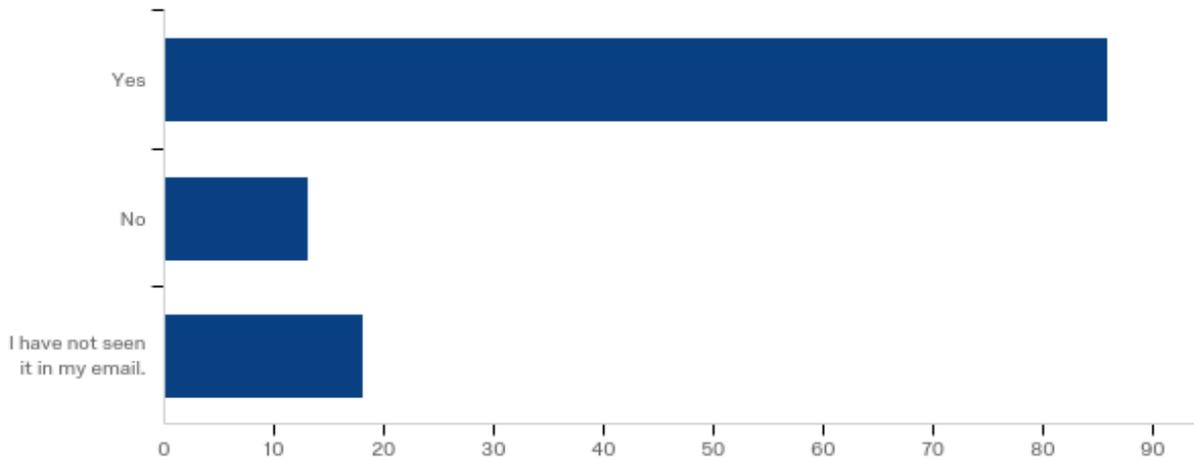
Love the offerings - keep up the good work.

Another Canvas exam/Respondus workshop. Best practice on Canvas Exam review with students.

Engagement with CTL Newsletter

The CTL started a monthly newsletter this academic year. This question was asked to determine the level of penetration the newsletter achieves. We were very pleased to see that over 73% of the respondents are reading the newsletter. However, we will need to do a better job of making sure that all faculty are aware of it, as 15% have not seen it in their inbox.

Do you read the CTL newsletter that is distributed through email?



Answer	%	Count
Yes	73.50%	86
No	11.11%	13
I have not seen it in my email.	15.38%	18
Total	100%	117

Evaluation of CTL Staff Members

Faculty who used the services of the CTL were asked to provide feedback on the performance of the staff members with which they have engaged. The results were extremely positive and is indicative of high service rating received by the Center. The staff and their functions are briefly described below and their specific evaluation results follow.

Staff of the CTL:

Tom Harrington is the Instructional Technologist who is primarily responsible for managing the day-to-day questions and support for faculty, staff, and students. He also serves as an administrator for many of the campus' instructional technology services (e.g. Canvas, Panopto, Poll Everywhere, etc.) and manages the printing and media development requests.

Mona Kheiry is the Instructional Designer who is primarily responsible for the design and facilitation of faculty development activities in the areas of teaching and learning, including facilitating the Master Class series. She also collaborates with faculty individually on the design of their courses, effective teaching strategies, and remediating areas of concern.

Liz Osika is the Director of the CTL who is responsible for the direction of and services offered through the CTL. She works closely with the Provost's Office and other strategic partners to mediate and facilitate the needs of faculty. She is also responsible for the administration of the course evaluation system, support and training on MS Office, and secondary level administrative support of instructional systems.

Summary of Staff Evaluations:

The chart below shows the number and percentage of faculty agreeing or strongly agreeing with the statement about the CTL staff on a seven-point scale of strongly agree, agree, somewhat agree, neither agree nor disagree, somewhat disagree, disagree, and strongly disagree. The number of respondents differ by staff member, as faculty only evaluated those with which they have interacted.

Criteria	Tom Harrington	Mona Kheiry	Liz Osika
Responsive to my needs.	103 99.04%	58 98.31%	87 96.67%
Knowledgeable about the areas for which they are responsible.	103 99.04%	58 98.31%	88 97.78%
Able to solve problems to my satisfaction.	103 99.04%	56 96.55%	85 94.44%
Efficient in providing needed support.	101 97.12%	57 98.27	87 96.67%
Overall, satisfied with the support I receive.	101 97.12%	58 98.31%	87 96.67%