

VCU CENTER FOR TEACHING EXCELLENCE 

An Introductory Overview

2007

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Executive Summary

The Center for Teaching Excellence (CTE) was established in the fall of 2000 by Provost Roderick J. McDavis upon the recommendation of Deans Stephen D. Gottfredson and John S. Oehler. Since its inception, the Center for Teaching Excellence has striven to promote, enhance, and assess teaching effectiveness and student learning through faculty development. In the slightly more than six years of its existence, the CTE has distributed over \$300,000 in small grants to faculty throughout the university. These funds have been dedicated to the improvement of instruction in the classroom. Also during this time over 200 junior faculty and 150 senior faculty have been involved in the CTE Mentorship program. Last year alone the CTE offered 159 workshops and institutes with over 900 faculty participants.

A relatively new addition to the CTE has been the creation of Faculty Learning Communities (FLC). These year-long associations bring together faculty focused on a single topic or problem. Last year there were three FLC's running simultaneously and facilitated by staff in the CTE. Forty-eight faculty spent the year collaborating on various topics which culminated in on-line presentations of the work to be shared with other colleagues.

In the fall of 2005, the Provost restructured technology services that resulted in the CTE absorbing the instructional technology services component of the former Academic Technology unit. Since then the CTE has offered a host of support services for the meaningful use of technology in the classroom. From Blackboard Workshops to exploring the instructional applications of tablet PC's to on-line coursework development, the CTE now supports both campuses in the integration and exploration of new technologies.

Recent results of a national survey by COACHE (the Collaboration on Academic Careers in Higher Education) indicate that VCU faculty are very satisfied with the "effectiveness of professional assistance for improving teaching." In fact, it was ranked the highest of twenty-two institutional policies and practices that are devoted to supporting the work of faculty (see appendix A).

With so many young faculty coming to Virginia Commonwealth University the CTE has become an integral part of their introduction into the world of instruction in the 21st century. We hope to serve the needs of both the young and senior faculty on both campuses for many years to come.

Introduction

Founding of the CTE

In August of 1999, Dr. Roderick J. McDavis, Provost and Vice President for Academic Affairs for Virginia Commonwealth University charged Deans Stephen D. Gottfredson and John S. Oehler with assessing the need for a Center for Teaching Excellence at VCU. After several meetings with both administrators and faculty, and a university wide assessment survey the following recommendations were made:

- Virginia Commonwealth University should establish a Center for Teaching Excellence. The need for such a center is immediate and acute.
- The Center should not attempt to duplicate or replace the host of excellent services already available informally at the department level. Ideally, it would supplement them.
- The Provost and Vice president for Academic Affairs should, in consultation with the faculty, establish a Teaching Effectiveness Coordinating Council to be used as an advisory board for the Director of the Center for Teaching Excellence.

Mission Statement

Since its inception in the Fall of 2000, the Center for Teaching Excellence at VCU continues to promote, enhance, and assess teaching effectiveness and student learning through faculty development.

The CTE endeavors to realize this mission through the following:

- Promote a community of teacher-scholars where the theory and practice of teaching and learning are valued and, shared and sustained
- Promote collegiality through mentoring and sharing expertise among the faculty that spans all of the University's Schools and Colleges
- Support a university climate conducive to open, regular, and collegial discussion about teaching and learning
- To provide leadership in the discussion of what it means to work, teach, and learn in a learning-centered institution, with attention to the varied perspectives of Administration, Faculty and Students

- To provide leadership in the discussion, development, and implementation of teaching and learning in an online environment with attention to the varied perspectives of Administration, Faculty and Students
- Provide resources and consultation that fosters the professional growth of faculty as teachers (particularly in ways that impact student learning)
- Encourage strategies that engage students in active learning such as collaborative activities, group and cooperative learning, undergraduate research, and problem-based instruction
- Provide both support and guidance for instructors and academic units to develop, implement, and assess instructional approaches, methods, and delivery
- Foster innovation and creativity in higher education
- Promote teaching as an important function of a public metropolitan research university
- Promote the appropriate integration of instructional technology into the classroom to support effective teaching and enhance student learning
- Encourage faculty, staff, and teaching assistants to participate in conversations about teaching, learning, and professional development within departments, disciplines, and professional conferences

CTE Staff

- Director and Vice Provost for Instruction, Joseph Marolla, Ph.D.
- Associate Director, Zachary Goodell, Ph.D.
- Associate Director, Jeffrey Nugent, Ed.S.
- Instructional Consultant, Susan Polich, Ed.D.
- Online Learning Specialist, Britt Watwood, Ed.D.
- Technology Specialist, William Deihl, MA.Ed.
- Web Services Specialist, Gaurav Gupta, M.B.B.S.
- Office Manager, Lynn Welton, B.A.

CTE Advisory Board

The Advisory Board is comprised of faculty from across the University's schools and departments. To ensure that a wide range of interests are represented, the advisory board reflects the diversity of our faculty body. The members of the Advisory Board play an important role in advising the CTE on a range of issues surrounding the teaching and learning mission of the University. The Advisory Board typically meets twice during each semester, and is not a policy-making body. Key responsibilities of the Advisory Board are outlined below:

- Provide feedback on existing CTE programs, goals and strategic initiatives.
- Suggest new initiatives to help meet the teaching and learning needs and interests of schools, departments and the University.
- Play a key role as liaisons between the CTE and the rest of the University community.

CTE Advisory Board members for 2007-08

- Sharon Lanning (Periodontics)
- Jennifer Stewart (Biology)
- Bill Eggleston (Biology & Forensic Science)
- Jeff South (Mass Comm)
- Gary Huvar (Engineering)
- Jan Chlebowski (Medicine)
- D'Arcy Mays (Statistics)
- Wes Poyner (Pharmacy)
- Daniel Salandro (Business)
- Lisa Abrams (Education)
- Camden Whitehead (Arts)

CTE Programs

The CTE has developed a number of core programs that serve the faculty and support VCU’s teaching and learning mission. Brief descriptions of these programs and current impact data are provided below.

Small Grants Program

The Center for Teaching Excellence annually requests proposals from the faculty for small grants to support their teaching efforts. The purpose of this program is to supply the faculty with necessary resources to improve their delivery of instruction and student learning. Grant applications are welcome from individuals as well as groups of faculty or departments.

The program is broadly conceived and can include requests for funding to support: (1) travel to attend teaching conferences or workshops, (2) hardware or software purchases, (3) release time in order to revise or create a new course, or (4) research projects that would benefit instruction. Faculty can request up to \$3500 in support.

Since the inception of the strategic plan, *VCU2020: Vision for Excellence*, and the Quality Enhancement Plan (QEP), the CTE has encouraged faculty proposals whose goal is to explore learning-centered teaching practices and/or to increase student engagement.

The CTE earmarks approximately half of its annual budget to the Small Grant program (approx. 40k). Additional funding is provided through the Higher Education Electronic Trust Fund (HEETF) to support small grant proposals that seek to integrate technology into classroom instruction.

Funded Projects	Total Allocations
18 Faculty Members (2006 – 2007)	~\$50,000
125 Faculty Members (2001 – 2007)	~\$300,000

Note: The results of many of these grants can be found in the final reports located both on our website and in our annual newsletter, VCU Teaching.

Junior Faculty Mentorship Program

Begun in the Fall of 2001, the Junior Faculty Mentorship Program remains one of the CTE’s most essential programs. Providing early mentorship to incoming junior faculty is a crucial support for faculty retention and success in scholarship and teaching within the academy. The CTE Junior Faculty Mentorship Program described below is conceptualized as a living program that will both

grow and change over time. It is not merely a joining of a senior and junior faculty member but rather a collective effort on the part of all dedicated faculty at VCU to embrace new and junior faculty who will form the heart of the university for the next several decades.

The CTE Junior Faculty Mentorship program includes both one-on-one mentoring and group mentoring opportunities (the choice being that of the junior faculty member). During the academic year, a typical junior faculty member meets with his or her mentor at least once a month. The CTE provides monthly workshops specifically directed at junior faculty issues.

1. Creating Learning-Centered syllabi and writing learning objectives
2. Student engagement and active models of learning
3. Testing and assessment
4. Special issues and obstacles facing minority faculty at VCU
5. Balancing teaching, research and service
6. Obtaining external funding
7. Knowing your school/department's tenure and promotion guidelines
8. Creating a teaching portfolio with your mentor

In addition to scheduled workshops, brown bag lunches are offered where junior faculty can discuss specific questions and solutions regarding academic life at VCU. A Faculty Expert Database (FED) is at the disposal of all mentors and junior faculty for expert help with specific topics related to teaching and learning. Junior faculty are also given priority with regard to the Student Technology Experts Program (STEP) and the Small Grant Program. Finally, a CTE Book Club is organized around the discussion of a number of important pieces of scholarship in the area of higher education.

The mentorship of junior faculty continues to be of interest to all schools and departments in the university experiencing significant growth over the last several years.

Academic Year	Junior Faculty Participants
2001 - 2002 (inception year)	15
2002 - 2003	22
2003 - 2004	28
2004 - 2005	42
2005 - 2006	55
2006 - 2007	38

Faculty Learning Communities Program

A Faculty Learning Community (FLC) is a cross-disciplinary group of 8 – 12 faculty members who engage in an active, collaborative, yearlong program that consists of both individual and group teaching and learning projects. Participants immerse themselves in exploratory research as “expert” learners attempting to solve various teaching and learning issues.

The Center for Teaching Excellence started an FLC program in the spring of 2005 in an effort to address two over-arching issues. One, reduce individual faculty isolation by building collaborations around common interests. Secondly, to address Theme II of the VCU 2020 strategic plan to become “nationally recognized as a learning-centered research university.” The CTE envisioned FLCs as an opportunity to move VCU in the direction of learning-centeredness.

In general, there are two types of FLCs: *cohort-based* and *topic-based*.

- Cohort-based FLCs address the unique teaching, learning, and developmental needs of a particular cohort of faculty. Typically, these cohorts have historically experienced some degree of isolation, or neglect.
- Topic-based FLCs are created to address specific needs, issues, or challenges that relate to teaching and learning. These topics can pertain to university-wide or departmental initiatives. Topics can be generated from an outside mandate i.e. teaching large classes, or topics can emerge from internal needs i.e. promoting the Scholarship of Teaching and Learning (SoTL).

FLCs at VCU

2005

- Teaching Large Classes at VCU (topic)
- Service Learning Associates Program (topic)
- Junior Faculty Development (cohort)

2006

- Exploring the Question, “What is a Learning-Centered Research University?” (topic)
- Using Technology to Enhance Teaching and Learning (topic)

- Creating a Systems Biology Course (topic)

2007 (Planned)

- Problem-Based Learning
- Developing Engaged Online Learners
- Fostering Adjunct Faculty Success

Note: 48 faculty have participated since the beginning of the program in the spring of 2005

Student Technology Expertise Program (STEP)

STEP is designed to assist faculty with integrating technology into their teaching through project and skill development. Faculty members are matched with student interns who are experts in specific software applications. Interns work collaboratively with faculty members to help them develop a specific project and simultaneously learn new technology related skills. A key goal of the program is to provide faculty with skills that can sustain and promote the effective integration of technology to support teaching and learning. Web-site development, multimedia presentations, on-line course development, web-based case studies, media conversion, online surveys and assessment tools are examples of past projects.

Academic Year	Faculty STEP Projects Supported
2005 - 2007	15

New Faculty Orientation

The New Faculty Orientation (NFO) at VCU is a 3-day event that is designed to help junior faculty members who are either new to VCU, new to teaching at VCU, or both. It is both an orientation to VCU and an orientation to teaching at VCU. As the primary sponsor of this event, the Center for Teaching Excellence recognizes that improving faculty retention and promoting “quick starters” are crucial for supporting quality teaching and learning at VCU.

The first day of the orientation is designed to be an orientation to VCU. Participants have an opportunity to hear from a number of institutional leaders at VCU including the President, the Provost and VP of Academic Affairs, the VP for Health Sciences and CEO of VCU Health System, the VP for Research, and the Vice Provosts for Instruction and Community Engagement. In addition, participants learn about some of the key offices that will play a central role in the daily work of

faculty members e.g.. The Center for Teaching Excellence, VCU Libraries, Technology Services, and Human Resources.

The second and third day of the orientation are designed to help new and junior faculty members prepare for teaching at VCU. In addition to individual consultations, the Center for Teaching Excellence offers a number of half-day workshops on the following topics:

- Creating a Learning-Centered Syllabus: From contract to roadmap
- Active Learning: Techniques for all occasions
- Introduction to Teaching with Technology
- Teaching Large Classes
- Classroom Management: What to do on the first day of class and beyond

Note: Approximately 75 - 100 new faculty members attend the NFO every year. The numbers vary depending on the number of faculty hired in the previous year.

Workshops and Institutes

Another core aspect of supporting the teaching and learning mission of the university is to provide faculty members with the opportunity to hone their instructional skills, and expand their knowledge of teaching and learning. The CTE offers workshops and institutes to address this need. Additional detail about these formats is provided below.

Workshops

The workshops offered through the CTE provide faculty with opportunities to explore instructional techniques, learn new skills and technologies, and to engage in collegial discussions about teaching and learning in higher education. Workshops often represent a starting point in the development of teaching practice; they also provide the CTE staff with an invaluable opportunity to network with faculty to better support individual needs. The CTE staff is committed to working with faculty on a consultative basis to follow-up on any of the workshops or institutes in which faculty participate.

All of our workshops emphasize the dual goal of improving faculty instruction in an effort to improve student learning. We have organized our workshops around two separate but overlapping themes: (1) Teaching and Learning, and (2) Teaching and Learning with Technology. Whether we are exploring a new teaching technique or a new learning technology, the primary question that we ask each of the faculty that we work with to consider is, “How will my learning (fill in the blank) improve the way my students learn?”

Academic Year	Total Workshops	Unique Workshops	Faculty Participants	Unique participants
2006 - 2007	159	50	906	484

Note: Please see Appendix B for a comprehensive list of the teaching and learning workshops that are offered.

Institutes

Each summer the CTE conducts two separate week-long institutes. The *Teaching and Learning Institute* is an opportunity to explore innovative teaching practices, reflect on course design and engage with relevant research on teaching and learning. *The Teaching and Learning with Technology Institute* focuses on the effective use of technology to enhance teaching and learning, the exploration of emerging tools and the selection of appropriate technology to support learning objectives. Both Institutes are linked to a CTE a sponsored grant opportunity that is available only

to Institute participants to support the implementation of teaching projects that take shape during the Institutes.

Academic Year	Faculty Institute Participants
2006 - 2007	34

Note: Participation in each Institute is typically limited to 15 – 20 faculty members.

Consultations

The CTE offers both individual and group consultations. Individual consultations provide faculty with the opportunity to work with CTE staff on a range of instructional needs and issues including: the exploration of new teaching methods, refining classroom management, aligning instructional objectives with assessments, crafting course syllabi, considering innovative uses of instructional technology, and course design - including the transitioning courses to the online environment. Consultations are an effective way to receive follow-up support after a workshop or to receive assistance from the CTE staff when faculty members are unable to attend regularly scheduled workshops.

In addition, we provide a wide range of methods for providing faculty with formative feedback on their teaching and their students' learning. Some of these include:

- Classroom observations
- Peer coaching
- Midterm assessments
- Focus groups

Academic Year	Individual Faculty Consultations
2006 - 2007	145

In addition, the CTE consults with schools, departments and administrative units to address specific teaching and learning needs. A sample listing follows below:

- School of Pharmacy Faculty Retreat
- School of Dentistry Faculty Retreat
- School of Nursing Adjunct Faculty Orientation

- Occupational Therapy, Improving Online Instruction
- Wilder School of Government and Public Affairs Adjunct Orientation
- Provost and VP for Academic Affairs, Department Leadership Development Program
- Vice Provost for Instruction, Focused Inquiry Faculty Development Institute
- Vice Provost for Research, Junior faculty workshops on obtaining external funding and developing a research agenda
- Vice Provost for Community Engagement, Community Engagement Workshops: “Stepping out into the Community”
- Vice Provost for Student Affairs, Preventing and addressing Disruptive Student Behavior workshops

Instructional Technology to Support Teaching and Learning

The Fall of 2005 witnessed a significant reorganization of services and support for technology use at VCU. Two units, Administrative Information Technology (AIT) and Academic Technology (AT) were merged into a single unit, Technology Services. As a result of this reorganization, the CTE took on new a new role in providing leadership and program development for supporting the instructional use of technology among VCU faculty.

During the past two academic years (2005 – 2007) the CTE has developed the following programs to support faculty in the meaningful use of technology to support instruction:

- ***Blackboard Workshops*** – Blackboard is the enterprise level learning management system used by faculty and students at VCU. The CTE provides all faculty training on the instructional use of Blackboard.
- ***Implementation and Support of Classroom Performance System (CPS)***
<http://www.vcu.edu/cte/resources/CPS/index.htm> – CPS is an interactive polling technology that permits real-time question / answer activities, and displays response data that is valuable to both faculty and students. The CTE provides all training and support of this technology for faculty. VCU has been recognized as leader in the use of this technology in higher education. Currently, over 10,000 students and 100 faculty use this technology each semester at VCU.
- ***Exploring Tablet PCs in the Classroom Program***
[http://www.vcu.edu/cte/programs/instructional technology/tablet PC prog/index.htm](http://www.vcu.edu/cte/programs/instructional%20technology/tablet%20PC%20prog/index.htm) – Launched in the Fall of 2006, this program provides a cohort of fifteen (15) faculty members with a tablet PC. These faculty collaborate and meet regularly for a full academic year as they explore the instructional uses of tablet PCs. This program is continuing in the fall of 2007.
- ***Using Technology to Enhance Teaching and Learning Faculty Learning Community***
[http://www.vcu.edu/cte/programs/faculty learning communities.htm](http://www.vcu.edu/cte/programs/faculty%20learning%20communities.htm) – This faculty learning community (FLC), facilitated by a CTE staff member, provides a small cohort of 8 faculty members to work collaboratively for a year on both individual and group projects that seek to enhance teaching and learning through the use of technology. This group,

entering its second year, will conduct a broad-based research study exploring faculty and student expectations for using instructional technology at VCU.

- ***Pilot of Wimba Live Classroom*** – In the Fall of 2006, the CTE collaborated with the office of Technology Services and VCU Qatar to pilot a web-conferencing technology, Wimba Live Classroom, for delivering courses on the internet. Following a successful pilot, VCU now provides this resource to all VCU faculty. Again, the CTE provides all faculty training in the effective instructional use of this technology.
- ***Learning Online Network – Computer Assisted Personalized Approach (LON-CAPA)***
<http://loncapa.vcu.edu/adm/roles> – This technology is a learning content and assessment management system that was introduced by the CTE in the Fall of 2004. The system is ideally suited to support student learning in science and mathematics. LON-CAPA permits very sophisticated question authoring by faculty members that can then be integrated into online assignments providing practice and immediate feedback to students. It is currently being widely used by VCU faculty in chemistry, physics and mathematics.
- ***Exploring Emerging Technology*** - Through workshops and informal brown bag lunches, the CTE continues to explore emerging technologies that have potential to support teaching and learning. The most recent include podcasting, screencasting, social networking applications and simulated learning environments.

University-Wide Forums, Sponsored Events and Grants

The CTE designs, coordinates and sponsors events that address university-wide issues, and are targeted at generating open dialogue among faculty and staff.

Open Forums

- What is a Learning-Centered Research University? (2006 – 2007)
- Web Fluency, Authority and Publishing in the 21st Century (2006 – 2007)
- VCU Strategic Plan Kick-Off event featuring William Plater

Guest Lecturers: 2005-2007

- MaryEllen Weimer: Integrating Learning-Centered Teaching into the Classroom
- Jose Mestre: Using Learning Research to Improve Teaching and Learning
- Larry Michaelsen: Getting Started with Team-Teaching
- Barbara Gottesman: Peer Coaching model of Classroom Observations

Invited Grant Participation

- ***Producing Results in Math and Science (PRISM), U.S. Department of Education Title III Grant***

Since the Fall of 2003 the CTE has been actively involved in this grant which has targeted improved student learning and retention in gateway science and math courses. Through workshops and consultations the CTE has provided support for PRISM faculty in course design, developing learning objectives, exploring active learning techniques, use of CPS technology and integration of the LON-CAPA system. The 2007 – 2008 academic year is the final year of the grant and the CTE's role will be shifting to one of program assessment.

- ***“Program for Undergraduate Education and Research in Systems Biology,” Howard Hughes Medical Institute (HHMI) Grant***

The CTE has played a vital role in the first year of the HHMI grant entitled, “Program for Undergraduate Education and Research in Systems Biology.” The CTE's role fell into three

areas: administrative, facilitator, and consultant. In the administrative role, the CTE was vital in helping to design the faculty learning community that created of a new section in each of two gateway biology courses, BIOL152 and BIOL151, as well as give feedback to the Office of the Vice-Provost for Institutional Effectiveness as it assessed the grant's effectiveness in the first year. The primary role of the CTE, however, was as facilitator and educational consultant to the faculty learning community as it created the course sections. The CTE hopes to continue in its administrative and consultative role for future faculty learning communities.

- ***“Implementing Faculty Learning Communities to Address Untried Key Topics and Cohorts and to Involve New Types of Institutions,” The Fund for the Improvement of Postsecondary Education (FIPSE) Grant***

The CTE has been invited to participate as a Lead Institution (LI) in a 2007 hub and spokes FIPSE grant entitled, *“Implementing Faculty Learning Communities to Address Untried Key Topics and Cohorts and to Involve New Types of Institutions.”* In one of the four parts to this grant, Miami University has identified and invited five lead institutions to each disseminate their key type of FLC (one they have successfully implemented or are trying) at three to five adapting institutions. VCU will serve as the Hub or LI for assisting Adapting Institutions in the implementation of FLCs on the topic of *“Creating a Support and Development Program for Adjunct Faculty.”* Notification of awards will take place in September of 2007.

CTE Newsletter

The CTE newsletter, *VCU Teaching*, underwent changes in content and publishing this year. The content has changed to better reflect VCU's mission, with articles stemming from CTE small grants projects and book reviews focusing on learning-centered teaching and the scholarship of teaching and learning. In order to produce this larger and more journal-like newsletter, the CTE partnered with Creative Services. The CTE hopes to expand this annual publication to a biannual publication that continues to focus on the scholarly teaching of VCU's faculty.

CTE on the Horizon

The CTE continues to develop its vision for supporting the instructional mission of VCU. As we look to the immediate horizon, the following program areas have been identified as possibilities for continued growth and new development:

- ***Focused Inquiry Program*** – The CTE remains committed to providing tailored faculty development opportunities for faculty teaching the Focused Inquiry Courses. This unique and new program at VCU will present unique instructional challenges, and the CTE has positioned itself to support identified and emerging needs.
- ***Online Teaching and Learning*** – Individual faculty, as well as departments and schools at VCU continue to explore options for online course delivery. In the fall of 2006 the CTE hired an online learning specialist to support faculty in effective online teaching practices and sound course design. We believe VCU is poised for significant potential growth in the area of online learning.
- ***Faculty Learning Community (FLC) Program*** – Recent research in faculty development indicates that long-term changes in teaching practice, can be sustained through active engagement in structured programs lasting 1 year or more. The CTE's FLC Program meets this need, and is something that will continue to grow organically based both on faculty and university-wide needs.
- ***Ongoing Explorations of Instructional Technology*** – It is no longer a question of whether technology will change the learning landscape in higher education, it is a question of how. In a field that seems to change overnight, the CTE remains committed to assisting faculty with the identification and implementation of instructional technologies that can support teaching and learning in meaningful ways.
- ***Faculty Academy*** – The CTE would like to develop a university-wide conference for VCU faculty to share their experiences and research in regard to teaching and learning. We envision a two day conference open to all VCU faculty to offer presentations and engage in meaningful conversations with their colleagues about teaching and learning.

Appendix

Appendix A: COACHE Survey Data

Policies and Practices		1	2	3	4	5	6
		Mean	Peer Comparison			Differences at your institution	
			Overall	Gender	Race	Gender	Race
Q34b-06	effectiveness of professional assistance for improving teaching.	3.96	+	M+/F+	W+/C+		
Q34b-07	effectiveness of travel funds to present papers or conduct research.	3.69	+	M+	W+		
Q34b-04	effectiveness of written summary of periodic performance reviews.	3.58	+	M+/F+	W+/C+		
Q34b-03	effectiveness of periodic, formal performance reviews.	3.55			W+/C-		
Q34b-02	effectiveness of informal mentoring.	3.54					
Q34b-09	effectiveness of paid or unpaid personal leave during the probationary period.	3.47	+	M+	W+/C+		
Q35c	departmental colleagues do what they can to make having children and the tenure-track compatible.	3.42	+	M+/F-	W+		
Q34b-15	effectiveness of stop-the-tenure-clock for parental or other family reasons.	3.38		M+	W+		
Q34b-0l	effectiveness of formal mentoring program.	3.37	+	M+/F+	W+/C+		
Q35d	departmental colleagues do what they can to make raising children and the tenure-track compatible.	3.37	+	M+/F-			
Q36	satisfaction with compensation.	3.37	+	M+/F-	W+		
Q34b-11	effectiveness of an upper limit on teaching obligations.	3.36				M>W	
Q34b-08	effectiveness of paid or unpaid research leave during the probationary period.	3.15	+	M+/F+	W+		
Q34b-10	effectiveness of an upper limit on committee assignments.	3.11			W-/C+		C>W
Q34b-13	effectiveness of childcare.	3.04	+	M+/F+	W+		
Q34b-12	effectiveness of peer reviews of teaching and research.	3.04					
Q37	satisfaction with the balance they are able to strike between professional time and personal or family time.	3.03	+	M+/F+	W+/C+		
Q35b	institution does what it can to make raising children and the tenure-track compatible.	3.03	+	M+/F+	W+/C+		
Q35a	institution does what it call to make having children and the tenure-track compatible.	2.93	+	M+	W+		
Q34b-16	effectiveness of spousal/partner hiring program.	2.64		F+			
Q34b-05	effectiveness of professional assistance in obtaining externally funded grants.	2.49					
Q34b-14	effectiveness of financial assistance with housing.	2.26		F+			

Appendix B: Workshop Title List

1. Assessment in Problem-Based and Active Learning Classes
2. Blackboard - Teaching with Blackboard Version 6.3: making technology meet your teaching objectives
3. Blackboard 7 Sneak Peeks - Effective Teaching with Blackboard 7
4. Blackboard Assessments, Respondus and StudyMate
5. Blackboard: Assessment and Gradebook
6. Blackboard: Communication Tools
7. Blackboard: Introduction to the Content Management System
8. Blackboard: Open Consultation
9. Blended/ Hybrid Classes – The Third Format
10. Classroom Assessment Techniques (CATs)
11. Creating a Teaching Portfolio
12. Creating Online Assessments for Blackboard Using Respondus
13. Creating Podcasts for Instruction
14. Demo of Web Conferencing Using Live Classroom
15. Developing ePortfolios with Blackboard
16. Effective Use of Threaded Discussions in Online or Hybrid Classes
17. Exploring Learning-Centered Teaching: A Framework for Self-Evaluation
18. Exploring Learning-Centered Teaching: From Learning to Teaching
19. Information, Community, and Authority in the Age of Wikipedia
20. Instructional uses of Podcasting
21. Intro to Blackboard 7: Course Design and Delivery
22. Introduction to Blackboard: Course Design and Delivery
23. Introduction to Podcasting
24. Introduction to Problem-Based Learning
25. LessonBuilder - Special Class for SOE
26. LessonBuilder: Create Interactive Course Content
27. Lunch-N-Learn - Exploring the Instructional use of Blogs
28. Lunch-N-Learn - Screencasting: Creating Instructional Materials with Screen Recorders
29. Lunch-N-Learn - Social Bookmarking: What is it and Why Does it Matter?
30. Lunch-N-Learn - Teaching with Tablet PCs
31. Lunch-N-Learn - The World Is Flat – Impacts on Higher Education?
32. Lunch-N-Learn - Using Modeling Software in Education
33. Lunch-N-Learn - Web Conferencing Tools for Online Course Delivery
34. Making Student Thinking Visible: Teaching with Classroom Response Systems
35. Managing Student Resistance in the Classroom
36. Minimizing the Perils of Small Group Discussion
37. Photoshop for the Creation of Instructional Images
38. Promoting Critical Thinking in the Classroom
39. Searching and Authenticity in the Age of Google
40. SEMINAR: What is a Learning-Centered Research University?
41. Teaching and Publishing in the 21st Century: Where will Scholarly Communication take Place?
42. Teaching Large Classes
43. Teaching with Cases or Problems
44. Using Concept Mapping for Instructional Planning and Teaching

45. Using Live Classroom for Teaching and Learning
46. Using Wimba Live Classroom for Teaching and Learning
47. What Does Learning-Centered Really Mean Online?
48. Why I Should Not Teach Online (or Should I?)
49. Writing a Better Syllabus
50. Writing Multiple Choice Questions