

Executive Summary

The VCU Center for Teaching Excellence was successful in meeting all of objectives related to its strategic goals during the 2008 - 2009 academic year. Despite the budgetary constraints and hardships experienced by the University during the past year, the CTE was able to adjust and innovate to continue to provide services and programs in support of faculty and the teaching mission of the University in ways that were both diverse as well as thoroughly integrated throughout key programs and services.

A key focus of the CTE's work over the past three years has been support for the implementation of the University's strategic plan, *VCU 2020: Vision of Excellence*. This Vision, calls for change that is nothing short of transformative. Our work with faculty at VCU suggests that transformative change in teaching develops from sustained engagement with colleagues in supportive contexts that provide opportunities to solve problems, learn and share new knowledge. The CTE has endeavored to articulate a view of learning-centered teaching that engages and inspires faculty to continually reflect on and develop their practice in ways that value this perspective. During the 2008 - 2009 academic year the CTE provided meaningful opportunities for VCU faculty members to engage and learn with their colleagues through several programs, including the following: Junior Faculty Mentorship Program, Small Grants Program, Faculty Learning Communities Program, and the Exploring Tablet PCs in the Classroom Program. In addition to these faculty development offerings, the CTE also conducted two intensive summer institutes, over 135 workshops on teaching and learning, a Brown Bag Lunch series featuring more than twenty unique educational topics discussed by faculty, and countless consultations with faculty members from across the University. The services and programs that the CTE provides in support of teaching and learning are not only unparalleled at VCU, they have become integral to realizing key aspects of what has been envisioned as a learning-centered research university.

The 2008 – 2009 academic year also witnessed the CTE enhance its efforts to promote and engage in the scholarship of teaching and learning (SoTL) with VCU faculty members. Key indicators of this effort included the implementation of a faculty learning community specifically addressing SoTL at VCU, the continued support and engagement with the Learning Technology Research Group, consultations with many faculty members to assist in the development of SoTL projects, and the development of resources on the CTE web site to support faculty exploration of SoTL. The CTE staff also engaged in SoTL activities through their own teaching, research, publication and presenting at professional conferences. The recognition and adoption of SoTL as a valued scholarly activity remains in the early stages at VCU, but the collective efforts described above represent a meaningful contribution toward advancing the dialogue and practice of scholarly teaching.

In addition to anchoring its work in the philosophy of learning-centered teaching and the promotion of the scholarship of teaching and learning, the CTE also focused considerable effort in four key areas during the past year. These included community building, instructional technology leadership, CTE staff teaching at VCU, and expanding specific school / department support. Each of these key areas is briefly described below, with more detailed information provided in the “Highlights” section of this annual report.

Community Building - Perhaps the most unifying aspiration that guides the work of the CTE, one that permeates all of our programs, activities and services, is our perennial desire to build community among the VCU faculty. Community is central to both learning and meaningful experiences. Both of these are essential for VCU to be successful at recruiting and retaining excellent faculty. It is also an essential building block for VCU to realize its strategic plan of becoming “nationally recognized as a learning-centered research university.” Team-teaching, large scale research projects, interdisciplinary collaborations and multi-party community engagement initiatives are all central to the mission of VCU and each require a level of safety, mutual support, respect, and a willingness to take risks that a healthy community of scholars is able to foster. The CTE consistently receives feedback from faculty who participate in our activities and programs, that demonstrate they value the opportunity to have open dialogues about issues surrounding teaching and learning and the CTE is one of the few places where these dialogues take place. Furthermore, these dialogues often lead to the kind of aforementioned collaborations that have contributed to VCU being nationally recognized as a leader in both research and community engagement. The CTE shares VCU vision of becoming nationally recognized as a learning-centered research university and community building is one of the primary means for realizing this ambition.

Instructional Technology Leadership – As the primary unit providing university-wide faculty development, and as a key component of its overall mission, the CTE continues to offer a broad range of programs and services to support the meaningful use of technology to support teaching and learning at VCU. During the 2008 – 2009 academic year the CTE conducted over 80 instructional technology related workshops, facilitated two faculty learning communities (FLCs) focused on technology and learning, supported faculty exploration of tablet PCs, offered an intensive week-long summer institute on teaching and learning with technology, and developed a learning network for faculty interested in exploring the use of Apple Computer hardware and software in education . The CTE has also played a key role in advancing research related the impact of technology in teaching and learning through the creation and support of the *Learning Technology Research Group*. In addition to these faculty development opportunities, CTE staff members also provided leadership in the area of instructional technology through participation in university (Technology Advisory Committee & Instructional Technology Advisory Group), state (Electronic Campus of Virginia & Southern Regional Educational Board) and national (EDUCAUSE & Teaching Learning and Technology Group) committees and organizations.

CTE Staff Teaching at VCU – As professionals engaged in the practice of faculty development it is essential that CTE staff members have regular and routine opportunities to teach courses at

VCU in order to hone their teaching craft, reflect on their practice, and share what they learn. The time invested by CTE staff in teaching is not only important for establishing legitimacy and relevance with colleagues, it is seen as central to the continued development and enhancement of CTE programs and services. During the 2008 – 2009 academic year the CTE focused effort on establishing relationships with various schools / departments that resulted in teaching opportunities for all professional faculty members of the CTE. In each of these instances, the professional faculty members of the CTE made meaningful contributions to the educational mission of the University by filling an identified teaching need. In addition to teaching, members of the CTE collaborated with other faculty members from various schools and departments to design new courses and develop curriculum. Through these activities, the professional faculty members of the CTE continue to refine their teaching and provide educational leadership in their areas of expertise.

Expanding Specific School / Department Support– During the 2008-9 academic year, the CTE continued to explore ways in which it could expand our clientele base from faculty (both individual and small group) to the organizational level (departments, schools, etc.). Part of this initiative is the result of our belief that a learning-centered research university must be able to demonstrate learning-centeredness beyond individual faculty and courses. Consequently, we have encourage department chairs, unit or program level directors, and other organizational leaders to consider using CTE resources to develop more comprehensive and sustainable faculty development initiatives from within their organization (e.g. mini-institutes, faculty learning communities, curriculum review and reform, developing a comprehensive faculty evaluation system, adjunct or GTA training, etc.). This initiative is in direct alignment with our preceding desire to build community. The CTE made considerable progress last year toward this end and we will continue to pursue this important initiative for the foreseeable future.

Having built on and enhanced key programs and services over the past academic year, the CTE has positioned itself to continue the important work of supporting the teaching and learning mission of the University as we head into the 2009 – 2010 academic year.

Contributions to the Institution

Review of 2008 – 2009 Strategic Goals: Each of the strategic goals is in direct support of Theme II in VCU’s Strategic Plan: *“Achieve national recognition as a learning-centered research university that embraces a world-class student experience.”*

Goal I

Support VCU’s strategic vision for becoming a learning-centered research university.

- *The CTE will model learning-centered practice through delivery of its faculty development activities (workshops, institutes and programs).*

- *The CTE will showcase VCU faculty engaged in learning-centered practices through a variety of web-based and print media.*
- *The CTE will support faculty efforts to engage in learning-centered practices through its activities and programs.*

The CTE was able to successfully address this goal in the following ways:

- Application of Mary Ellen Weimer's research-based framework (*Five Key Changes to Practice*) for learning-centered teaching to all CTE workshops and programs.
- Development of a podcasting series that showcased faculty who worked to integrate instructional technology as a learning-centered practice. Available on VCU iTunesU site: (<https://deimos.apple.com/WebObjects/Core.woa/BrowsePrivately/vcu.edu.1730810356>)
- The CTE newsletter, *VCU Teaching*, was used to feature faculty reports from the CTE Small Grant Program.
- The Brown Bag Lunch series featured a range of topics and issues related to learning-centered practice, and provided unique opportunities for VCU faculty to engage in interdisciplinary dialogue about these issues.
- The CTE offered 135 workshops attended by 532 faculty during the 2008-2009 academic year. These sessions represent sustained opportunities to model the application of learning-centered practice.
- Facilitated four (4) faculty learning communities during the 2008 – 2009 academic year (*Redefining Literacy for the 21st Century*, *Using Technology to Enhance Teaching and Learning*, *Engaging in the Scholarship of Teaching and Learning (SoTL)*, *How People Learn*). A total of 27 faculty members participated in these FLCs.
- The CTE staff regularly consulted with VCU faculty members for the purpose of increasing student engagement and integrating learning-centered practice.
- Conducted a regular Brown Bag Lunch series on teaching and learning. This series consisted of 26 total sessions, which were attended by 240 faculty members.
- Created and delivered two, week-long summer institutes (*Summer Institute on Teaching and Learning*, and the *Teaching and Learning with Technology Institute*) that were designed to help faculty improve their teaching based on research on how people learn. A total of 32 faculty members participated in these institutes.
- Delivered a two-part workshop series on learning-centered teaching.
- Consulted with individual schools, departments and administrators on developing more effective workshops and faculty / staff development opportunities.
- Engaged the CTE Advisory Board in discussions about ways to promote and enhance learning-centered teaching in their various schools.
- Continued support of instructional / learning technologies that promote learning-centered principles, e.g. the classroom performance system (aka, clickers), tablet PCs, wikis, blogs and podcasting.
- Support faculty exploration and development of learning-centered practice through the CTE Small Grant Program (http://www.vcu.edu/cte/programs/small_grants.htm)
- All professional faculty members in the CTE modeled learning-centered teaching in courses they taught during the 2008 – 2009 academic year.

Goal II

Promote, support and engage in the scholarship of teaching and learning (SoTL).

- *The CTE will promote awareness and understanding of the value of SoTL among schools, departments and individual faculty members at VCU.*
- *The CTE will support faculty efforts to engage SoTL through a variety of programs and activities.*
- *The CTE will engage in the scholarship of teaching and learning through publication efforts and presentations at professional conferences.*

The CTE was able to successfully address this goal in the following ways:

- The creation of a webpage for the CTE website that is devoted to the promotion of SoTL at VCU <http://www.vcu.edu/cte/resources/SoTL.htm>
- The creation and facilitation of a faculty learning community on SoTL at VCU. One outcome of this FLC was an IRB approved survey exploring faculty attitudes regarding SoTL at VCU.
- The CTE offered a Brown Bag lunch that introduced the concept of SoTL to participants along with some key issues that influence the nature of this work (IRB).
- The CTE engaged in an extended conversation with members of the CTE Advisory Board about the perceived value of SoTL in various school and departments. In addition, we were interested in learning what various schools and departments were already doing with respect to SoTL-like initiatives or projects.
- Faculty members participating in the CTE Junior faculty Mentorship Program were also introduced to the concept of SoTL through various outlets (books, articles, web-based resources, etc.).
- The CTE showcased SoTL related projects that were funded through our small grants program in our annual newsletter, *VCU Teaching*.
- Supported the teaching projects of 8 VCU faculty whose proposals were funded through the CTE Small Grant Program
- Created a SoTL support group to help support faculty and their projects that emerged from our 2008 summer institutes.
- The CTE recently surveyed former small grant recipients in order to ascertain what long-term outcomes may have developed from their grant funded projects. The following outcomes were recorded:
 - 1 art exhibit
 - 1 artistic performance
 - 3 books
 - 9 book chapters
 - 3 cases of web-based instructional materials
 - 5 papers presented at conferences
 - 6 posters presented at conferences

- 4 papers published in peer reviewed journals
- 9 departmental presentations regarding the outcomes of their grants
- The Learning Technology Research Group (LTRG), a former faculty learning community, continues to (1) explore the targeted use and critique of instructional technology, (2) redefine instructional practices and (3) engage in scholarship that contributes to the broader understanding of the impact of technology on teaching and learning. To date, the LTRG has produced:
 - 11 regional and national presentations
 - 2 publications
 - 3 publications in progress
 - 2 research projects currently underway
 - 3 research proposal in development
- For a list of publications and presentations by CTE staff members, please see the "Scholarly Activities" section on page 10.

Highlights

The CTE engaged in a wide range of activities in support of its core mission of faculty development during the 2008 – 2009 academic year. Key areas identified and briefly described in the Executive Summary section are highlighted with more detail below:

1) Community Building – Although community building is central to everything we do, the following represent key areas where we have had the most impact toward this end.

- Development of Faculty Learning Community (FLC) Program (http://www.vcu.edu/cte/programs/faculty_learning_communities.htm)
 - The FLC program offered four (4) new FLC topics for the 2008-9 academic year (How People Learn, Redefining Literacy for the 21st Century, Using Technology to Enhance Teaching and Learning, Engaging in the Scholarship of Teaching and Learning)
 - We also provided support and coordination in the development and facilitation of seven (7) FLC in the Focused Inquiry Program
- Junior Faculty Mentorship Program (http://www.vcu.edu/cte/programs/junior_faculty_mentorship.htm)
 - Eleven schools and colleges are represented by this last year's cohort including eleven faculty members from the College of Humanities and Sciences
 - This program focused on key community building and support for over 25 new VCU faculty members
 - Participants meet monthly to build community and explore topics of significant importance to junior faculty
- Two week-long Summer Institutes
- Brown Bag Lunch Series: Offered every Friday during each semester, the brown bag lunch series provide faculty with an opportunity to engage in informal conversations around key issues that are central to our teaching and learning mission at VCU

2) Instructional Technology Leadership – The 2008 – 2009 academic year witnessed the CTE continuing its role in providing instructional technology leadership at VCU. Key contributions in this area included the following:

- Design and delivery of over 80 workshop opportunities on a wide range of topics related to teaching and learning with technology
(<http://www.vcu.edu/cte/workshops/workshops.htm>)
- Facilitated two (2) faculty learning communities which explored issues related to technology in education:
 - Using Technology to Enhance Teaching and Learning
 - Redefining Literacy for the 21st Century
- Published a white paper addressing online teaching. *Building from Content to Community: [Re]Thinking the Transition to Online Teaching and Learning*,
(<http://www.vcu.edu/cte/pdfs/OnlineTeachingWhitePaper.pdf>)
- Delivery of all faculty development / training related to the use of VCU's enterprise learning management system – Blackboard.
- Development and facilitation of a program supporting sixteen (16) VCU faculty members in the use of Tablet PC's to support teaching and learning
([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))
- The design and delivery of a week-long *Teaching and Learning with Technology Institute: Teaching and Learning in a Networked World* that engaged eighteen (18) VCU faculty members. http://www.vcu.edu/cte/workshops/teaching_w_tech/index.htm)
- The development of a highly successful Brown bag Lunch series which included a focus on issues and questions related to using technology in education
(<http://ctebrownbag.wetpaint.com/>)
- Facilitated a learning network (MacFacNet) of faculty interested in exploring the unique instructional uses of Mac hardware and software.
- Facilitation of the CTE Learning Technology Research Group which consisted of four (4) VCU faculty members who collaborate on designing and conducting research studies on the use of technology in education.
- Continued the growth of the CTE Computer Lab as a space for faculty to experiment with technology tools and benefit from one-on-one consultations with CTE staff members.
- Provide faculty support and training for the effective use of an Audience Response Technology (Clickers) used by over 125 faculty (14,000 students) from across the institution (<http://www.vcu.edu/cte/resources/cps/index.htm>)
- Chairing the Instructional Technology Advisory Group (ITAG), which acts as a university-wide advisory group to the Vice Provost for Instruction, providing guidance on learning technology issues.
- Represent VCU to the Electronic Campus of Virginia (ECVA), a consortium of VA institutions that collaborate on learning technology projects and issues.
- Represent VCU to the Southern Regional Educational Board (SREB).

- Represent VCU (serving Vice-Chair), to the Learning Technology Advisory Committee, an advisory committee to the State Council for Higher Education in Virginia (SCHEV).
- Primary university representative to EDUCAUSE, the leading IT organization in higher education.

3) CTE Staff Teaching at VCU - During the 2008 – 2009 academic year the CTE focused effort on establishing relationships with various schools / departments that resulted in teaching opportunities for all professional faculty members of the CTE. In each of these instances, the professional faculty members of the CTE made meaningful contributions to the educational mission of the University by filling an identified teaching need. In addition to teaching, members of the CTE collaborated with other faculty members from various schools and departments to design new courses and develop curriculum. Specific teaching and course development projects are outlined below:

Teaching

CTE Faculty	Courses	Semester
Zachary Goodell	SOCY 101 - General Sociology SOCY 340 - Self and Society	Fall 2008 Spring 2009
Jeff Nugent	MASC 491 – Learning with Digital Media	Fall 2008
Susan Polich	BIOL 205 – Basic Human Anatomy, Lab	Fall 2008 & Spring 2009
Britt Watwood	TEDU 560 – Instructional Uses of the Internet	Fall 2008 & Spring 2009

Course Development

- VCU Department of Biology
 - The CTE has collaborated with faculty in the Department of Biology and the Division of Life Sciences to redesign *LFSC 101 – Introduction to Life Science*.
- Preparing Future Faculty (PFF) Program
 - The CTE has worked to redesign a course for the PFF Program, *GRAD 602 – Teaching, Learning and Technology in Higher Education*. The course will be submitted for approval in the Fall of 2009.
- VCU School of Education
 - The CTE has collaborated with faculty in the Department of Educational Leadership to redesign *TEDU 560 – Instructional Uses of the Internet*; to specifically address the unique needs of aspiring school administrators. The new course, *ADMS 647 - Educational Technology for School Leaders*, was approved will be offered beginning in the Fall of 2009.
 - The CTE has collaborated with faculty in the Department of Teaching and Learning to develop a new three (3) course track in the Adult Learning Program.

The new track entitled, *Teaching and Learning with Technology*, is currently in the course approval process and will consist of the following courses:

- ❖ *ADLT 6XX – Theory and Practice of eLearning Integration into Adult Learning Environments*
- ❖ *ADLT 6XX – Exploration of Digital Media for Adult Learning*
- ❖ *ADLT 6XX – Design Challenges in Creating eLearning for Adults*

4) Expanding Specific School / Department Support - During the 2008-9 academic year, the CTE continued to explore ways in which it could expand its clientele base from faculty (both individual and small group) to the organizational level (departments, schools, etc.). The following represents primary accomplishments in this key area:

- Office of the Provost and Vice President of Academic Affairs:
 - Provided website maintenance and support
 - Built a website for the Virginia Academy of Science 2009 conference
 - Created a web-based version (PDF) of the revised Faculty Handbook
 - Provided support and training for the SCHEV mandated Computer Literacy Assessment
- University College: provided support in the following areas
 - Focused Inquiry program: developed, coordinated, and trained facilitators for seven faculty learning communities.
 - Focused Inquiry program: developed and provided training and support for an online assessment tool called rGrade
 - Summer Reading program: provided training and support for faculty and staff who will be leading discussions with the incoming freshmen.
 - Provided website maintenance / support
- Office of the Vice Provost for Instruction:
 - coordinated the piloting of an online course evaluation tool
 - maintained the Transfer Guide Website for the Transfer Center
- Office of Assessment:
 - Provided support and training for faculty and staff regarding the web-based program evaluation tool – WEAVE
 - Conducted two quantitative and scientific reasoning surveys on VCU freshman
 - Built and maintained website
 - Coordinated the delivery of the NSSE at VCU
- Grace E. Harris Leadership Institute (GEHLI) for department chairs: developed and delivered two presentations
 - *Developing Comprehensive Faculty Evaluation Systems.*
 - *Utilizing Social Media in Higher Education*
- The department of Educational Leadership in the School of Education submitted a proposal for developing a faculty learning community for the 2009-10 academic year that will assist them in exploring how to integrate instructional technology effectively into their curriculum. The proposal was accepted.

- Department of Management in the School of Business: developed and delivered a mini-institute for their Graduate Teaching Assistants (GTAs). The mini-institute consisted of three workshops:
 - Development of a teaching philosophy
 - Developing a teaching portfolio
 - Create a learning-centered syllabus.
- School of Medicine: provided a number of consultations regarding curricular development. These consultations led to a number of workshops on how to effectively engage students using Audience Response Systems in the classroom.
- Division of Community Engagement: in support of their mission to raise awareness and provide training for VCU faculty regarding the myriad of teaching and research opportunities in our local and regional communities, the CTE provided support in the following areas:
 - The development and delivery of a 3-part workshop series that was offered during the 2008-9 academic year.
 - A member of the CTE staff was asked to serve as a member of a core group of faculty from VCU who went to a Charette at the University of North Carolina, Chapel Hill with the goal of developing a more comprehensive faculty development plan. The plan for the purpose of applying for a national grant to support the implementation of the plan.
- Department of Biology and the Division of Life Sciences
 - A member of our staff co-facilitated a faculty learning community for the Division of Life Sciences with the goal of redesigning a course-- LFSC 101
 - A member of our staff served as an educational consultant for a faculty learning community on the first HHMI grant
 - A member of our staff served as a consultant for the Vice Provost of Life Sciences to assist in the writing of a second HHMI grant
 - Co-developed and delivered 3 of 5 sessions in a *Teaching Biology Summer Series*
- Animal Care Facility and the IACUC: curriculum consultations
- School of Pharmacy: curricular evaluation.
 - Several focus groups with first year students were conducted.
- Department of Pediatrics: Developed and delivered a workshop on “conflict management”

Scholarly Activities

(CTE staff include: Bud Deihl, Zachary Goodell, Jeff Nugent, Susan Polich& Britt Watwood).

Publications

Polich, S. (Submitted for publication). Do faculty members who express learning-centered epistemological beliefs have learning-centered teaching practices? *College Teaching*.

Reardon, R.M., Nugent, J. S., Rhodes, J.A., Smith, F.G., (Submitted for publication). Connections

and disconnections: College faculty and student use of technology in academic and personal contexts. *Computers & Education*.

Self-Published Work

Watwood, B., Nugent, J. & Deihl, W. (2009). Building from Content to Community: [Re]Thinking the Transition to Online Teaching and Learning. Retrieved July 27, 2009, from VCU Center for Teaching Excellence Web site:
<http://www.vcu.edu/cte/pdfs/OnlineTeachingWhitePaper.pdf>

Presentations

Carter, T., Nugent, J., Reardon, R. M., Rhodes, J., & Smith, F.G. (2009). Stories of Engagement and Disengagement: Social Media Adoption in Higher Education. Presentation at the annual meeting of the EDUCAUSE Learning Initiative (ELI), Orlando, FL.

Dolson, T. & Nugent, J. (2008). Creating “Un-workshops”: Weaving the Best Practices from Andragogy and Giftedness. Presentation at the annual meeting of the Professional and Organizational Development Network (POD), Reno, NV.

Goodell, Zachary G. (2008). How do you Know if your Organization is Learning-Centered? Presentation at the annual meeting of the Professional and Organizational Development Network (POD) conference, Reno, NV.

Kirkwood, C., Sicat, B. & Polich, S. (2009). *Evaluating student perceptions of learning gains with Team-Based Learning in a Pharmacotherapy course*. American Association of Colleges of Pharmacy annual conference.

Lynch, E., & Polich, S. (2008). *On the Journey to SoTL: Moving from passive-learning to scholarly teaching and how to know if you've arrived!* The International Society for the Scholarship of Teaching and Learning annual conference

Nugent, J. (2008). Teaching, learning and technology: Making sense of a changing landscape. Presentation at the annual meeting of INFORMS, Teaching Effectiveness Colloquium, Washington, D.C.

Nugent, J. (2008). How people learn: How research on learning impacts teaching. Presentation at the annual meeting of INFORMS, Teaching Effectiveness Colloquium, Washington, D.C.

Nugent, J. & Dolson, T. (2008). Weaving connections: Exploring blogging as a form of academic publishing. Presentation at the annual meeting of the Professional and Organizational Development Network (POD), Reno, NV.

- Polich, S. Sustaining a *teaching grants program: The economy, outcomes, and evidence*. Professional Organizational Developers Network in Higher Education annual conference, 2009. Accepted.
- Polich, S., Cario, C., Rodriguez C., & Monroe, M.. *The Use of the Audience Response System in Anatomy Laboratory Practical Examinations*. The International Society for the Scholarship of Teaching and Learning annual conference, 2009. Submitted June 2009 and accepted.
- Reardon, R.M., & Nugent, J. (2009). Demystifying Podcasting. Presentation at the annual meeting of the Association for Supervision and Curriculum Development (ASCD), Orlando, FL.
- Sicat, B., Kirkwood, C. & Polich, S. (2009). *Evaluating student perceptions of learning gains with Team-Based Learning in a Women's Health course*. American Association of Colleges of Pharmacy annual conference.
- Watwood, B. (2009). Engage your students with free web tools. Presentation at the annual conference of the League for Innovations, Reno, NV.
- Watwood, B. & Nugent, J. (2008). Email is for old People: Developing our own digital literacy. Presentation at the annual meeting of the Virginia School Board Association, Williamsburg, VA.
- Watwood, B. (2008). Net Generation. Presentation at the annual meeting of INFORMS, Teaching Effectiveness Colloquium, Washington, D.C.

Digital Media Presentations

- Nugent, J. & Becker, J. (2008). Shifting Our Schools Episode 17: What Prevents Administrators from Shifting? Retrieved 5 December, 2008, from <http://www.sospodcast.org/2008/12/04/shifting-our-schools-episode-17-what-prevents-administrators-from-shifting/>
- Nugent, J. (2008). A conversation about the Center for Teaching Excellence at VCU. Invited podcast in GenTech: Teaching and Learning with Generative Technology. Retrieved October 22, 2008, from <http://www.stevewhitaker.net/podcasts/gentech/?p=94>
- Nugent, J. (2008). How do adults learn? Invited podcast in Shift Our Schools. Retrieved October 28, 2008, from <http://www.sospodcast.org/page/4/>

Service

The CTE is, at its core, a service organization. By our very nature and through our daily actions, we serve faculty as they work to improve the experience of our students. Our commitment to serve VCU's many communities and our strength in building bridges through interdisciplinary activities has provided the CTE staff the opportunity to serve both internal and external organizations. During the 2008-2009 academic year CTE staff engaged in the following:

VCU Committees

- Member, Diversity & Community Engagement Committee
- Member, IRB Panel C
- 3 members of the CTE served on 3 separate dissertation committees
- Member, Technology Advisory Committee
- Chair, Instructional Technology Advisory Group

External Organizations

- Journal and Conference Session Review Panel member:
 - Journal: To Improve the Academy
 - Online periodical: University of Delaware Problem-Based Learning Clearinghouse
 - Professional conference: Professional and Organizational Development in Higher Education Network
 - Professional conference: American Educational Research Association
 - Professional conference: National Association of Research in Science Teaching (Special Interest Group in Educational Technology)
- Co-Chair, International Society for the Scholarship of Teaching and Learning (Special Interest Group in Problem-based Learning)
- Vice-Chair, Learning Technology Advisory Committee, an advisory committee to the State Council for Higher Education in Virginia (SCHEV)
- VCU representative, Electronic Campus of Virginia
- VCU representative, EDUCAUSE
- VCU representative, Southern Regional Educational Board
- VCU representative, Blackboard Product Development Program

Community Engagement

The CTE continued to work closely with VCU's Division of Community Engagement during the 2008-9 academic year. The three-part workshop series developed in the previous year was modified and delivered again during this past year. These workshops are designed to provide VCU faculty with an introduction "community engagement" at VCU, as well as some initial training and resources on how to develop service learning and community-based research opportunities. In addition, the Division of Community Engagement established a group of faculty and staff to represent VCU in a Charette at the University of North Carolina, Chapel Hill.

This group of four, including a member of the CTE staff, was one of 20 groups from across the nations that were accepted into the Charette. The purpose of the charette was to develop a proposal for a grant that would be used to develop comprehensive faculty development program that would raise awareness and provide training on how to build and utilize community partnerships to explore and develop both teaching and research opportunities

Challenges

As we reflect on the challenges we identified for the 2008 – 2009 academic year, they pale in comparison to the challenges we anticipate during the coming academic term. Last year’s challenges of moving the location of the CTE and continuing to build bridging relationships throughout the University community seem insignificant under the shadow cast by recent and future budget cuts. The CTE is certainly not alone in having to adjust to the fiscal constraints that the university has faced, and will continue to face in the coming academic year. However, the current fiscal climate presents some unique challenges for the CTE as we head into the 2009 – 2010 academic year. These challenges are briefly describe below:

1) Adequate Funding to Support Key Programs – The CTE has developed several highly successful programs that uniquely support VCU faculty members and the teaching and learning mission of the University. The Small Grant Program, Faculty Learning Communities, Junior Faculty Mentorship Program and the Summer Teaching and Learning Institutes have already been impacted by recent budget cuts. An obvious challenge faced by the CTE is the ability to sustain these programs in a meaningful way without appropriate funding levels.

2) Program Development and Innovation – The CTE faces a welcome, but ever-growing challenge to develop new programs and services to meet the needs of VCU faculty members. While the CTE staff continues to design and develop new programming opportunities, these innovations often require nominal funding in order to reward and support faculty for their participation. In a climate of severe budgetary constraint, the CTE faces the considerable challenge in identifying funds to support new initiatives that we believe will enhance teaching and learning at VCU.

3) Increased Demand for Support – Another anticipated challenge facing the CTE is the increased demand placed on existing resources in a time of severe budgetary constraints. As academic and service units across the University work creatively to provide services and meet needs, the CTE is often called upon to assist with program development and support. While the CTE is well versed in the mantra of “doing more with less,” we anticipate an increase in the call for support as our stakeholders attempt to weather the current fiscal strain. Providing balanced and meaningful support with ever-increasing demand may be a very real challenge for the CTE in the near term.

2009 – 2010 Goals

In reflecting on strategic university initiatives and considering the unique mission of the CTE, the following goals have been identified for the 2009 – 2010 academic year:

1) Support VCU's strategic vision for becoming a learning-centered research university.

- The CTE will model learning-centered practice through delivery of its services (workshops, institutes and programs).
- The CTE will showcase VCU faculty engaged in learning-centered practices through a variety of web-based and print media.
- The CTE will support faculty efforts to engage in learning-centered practices through its activities and programs.
- The CTE will promote the meaningful use of instructional technology as an important part of learning-centered teaching.

2) Promote faculty engagement in scholarly teaching.

- The CTE will encourage discussion of evidence-based teaching practice.
- The CTE will promote a view of teaching that invites peer collaboration and review.
- The CTE will provide resources to support faculty engagement in scholarly teaching.
- The CTE will engage in a variety of activities that model scholarly teaching.

3) Promote, support and engage in the scholarship of teaching and learning.

- The CTE will promote the view that the scholarship of teaching and learning consists of academic or artistic creations that are public, are the object of critical review and evaluation by members of one's community, and are used by members of one's community to build upon and develop those acts of mind and creation.
- The CTE will raise awareness of the value of the scholarship of teaching and learning among schools, departments and individual faculty members at VCU.
- The CTE will support faculty efforts to engage in the scholarship of teaching and learning through a variety of programs and activities.

- The CTE will engage in the scholarship of teaching and learning through publication efforts and presentations at professional conferences.

4) Enhance faculty development efforts by focusing on the unique needs of early career faculty.

- The CTE will explore ways to improve existing programs to better meet the developmental needs of early career faculty
- The CTE will develop new programs / initiatives that are directed at preparing early career faculty