

## Center for Academic Excellence

Year End Report  
2015-2016 Academic Year

This academic year, the Center for Academic Excellence continued to explore new ways to offer professional development opportunities to the faculty and staff at Millersville University. Traditionally, the CAE has mostly offered stand-alone, face-to-face sessions on specific topics of interest. Over the last two years, however, the CAE has worked to extend faculty engagement and participation over longer periods of time with the hope of having more impact.

### **Faculty Learning Communities:**

In the Spring 2013, the CAE offered its first Faculty Learning Community built up on the book *Seven Research Based Principles for Smart Teaching*. Faculty Learning Communities are unique in that the group engages with a selected topic over the course of several weeks during the semester. During the 2015 – 2016 academic year, the CAE supported four FLCs centered on different topics. Across the different FLCs, over 25 faculty members were involved in these extended conversations.

- **FLC on Creating Inclusive Campus Environments for Cross Cultural Learning & Student Engagement (Shaun, 2008)**  
Lead member: Michelle Perez, Associate Vice President, Student Affairs & Enrollment Management
- **FLC on Gender & Sexualities in Education: A Reader (Meyer & Carlson, 2014)**  
Lead members: Jan Bechtel, Interim Director, Office of Diversity & Social Justice & Tiffany Wright, Assistant Professor, Educational Foundations, Co-Director of EdD program in Education Leadership
- **FLC on Mindset: The New Psychology of Success (Dweck, 2006)**  
Lead member: Oliver Dreon, Director of the Center for Academic Excellence, Associate Professor, Educational Foundations
- **FLC on Cheating Lessons: Learning from Academic Dishonesty (Lang, 2013)**  
Lead member: Greg Szczyrbak, Learning Technologies Librarian

### **Camp IDEA:**

This week-long event is a joint program offered through the CAE, Instructional & Technology Support and the Associate Provost for Academic Administration. Over the last academic year, over 25 faculty members attended Camp IDEA where strategies for incorporating innovative instructional methods and assessment strategies are taught. Camp IDEA is offered in January and May each year.

**Lancaster Learns:**

Planned as a collaborative activity with seven other institutions of higher education in Lancaster County, *Lancaster Learns* was created to promote quality teaching and learning by building capacity for evidence-based pedagogy and learner-centered instruction. Entering its second year, *Lancaster Learns* continues to grow. Over 138 faculty from participating institutions attended the daylong event with 11 Millersville faculty members presenting sessions. In addition to the presenters, more than 18 Millersville faculty members attended the event in February 2016.

**Professional Development sessions:**

The CAE facilitated 35 face-to-face sessions this academic year with 370 faculty members attending sessions. While the CAE offered slightly more sessions than last year, the average attendance was on par with last year's attendance statistics but continues to show an increase in the average attendance over the 2013-2014 academic year.

Academic Year	Number of sessions	Attendees	Average attendance	Unique attendees
2013-2014	60	448	7.46	128
2014-2015	26	283	10.88	77
2015-2016	35	370	10.57	134

Interestingly, while the CAE did not show an increase in the average attendees at its sessions, there was a sizable increase over the number of unique attendees over the prior academic year. In fact, the number of unique attendees even surpassed the number of unique attendees for the 2013-2014 academic year, despite offering almost half the number of sessions. This reach is due mostly to the adoption of the common hour across campus.

**Monday Morning Mentors:**

In addition to these face-to-face sessions, the Center offers "Monday Morning Mentors" through a subscription service through the Teaching Professor. These short, online sessions were available on-demand each Monday and *over 290 faculty members* attended one of the 30 online mentor sessions offered through the academic year. This was a dramatic increase over the 185 faculty members who viewed the content last academic year.

**Center for Academic Excellence website:**

Another initiative started this academic year was a focused expansion of the Center for Academic Excellence web page. Prior to the 2015-2016 academic year, the CAE web page was mainly used to communicate the face-to-face sessions being offered. From the end-of-the-year survey from 2014-2015, several respondents asked for more teaching and learning information on the site. Targeted pages were added to broaden faculty members' understanding of important topics related to the roles on campus (formative assessment, growth mindset, syllabus design, etc.). As new pages were published, faculty members on campus were notified via email. A

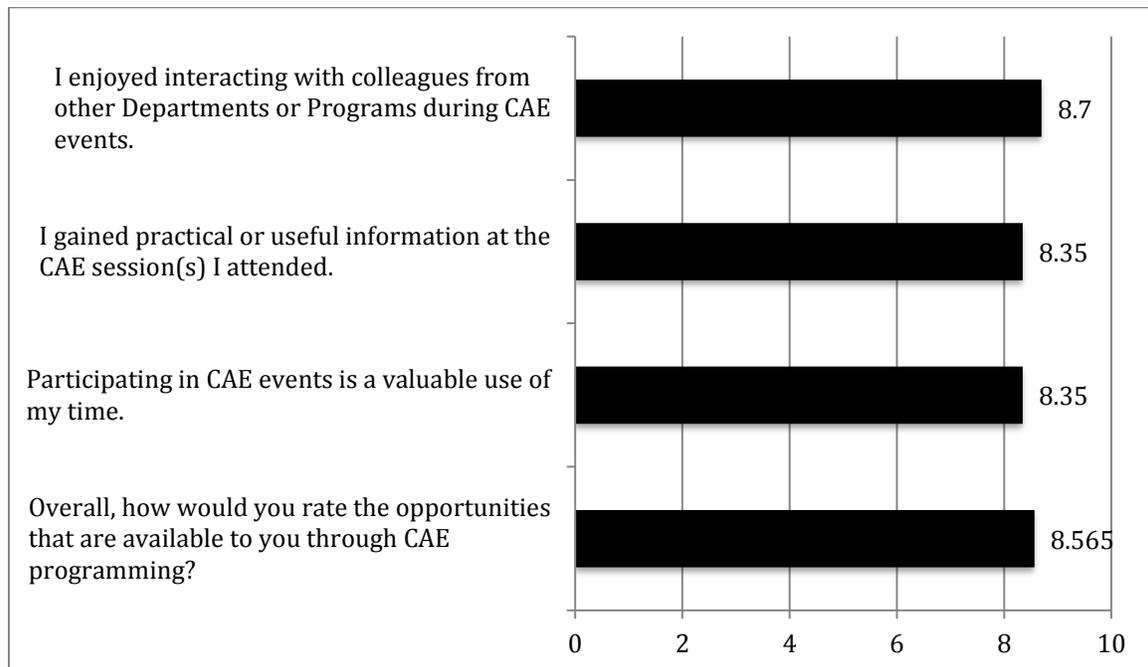
recurring feature called the Innovative Practices Spotlight was also added which identified faculty who were taking risks with their instructional strategies.

Over the course of the 2015-2016 academic year, website traffic on the CAE website was monitored. Over the course of the six months monitored since the expansion of the CAE website, the page has been viewed almost 3000 times.

	August 2014-September 2015	October 2015	November 2015	December 2015	January 2016	February 2016	March 2016
Total pageviews	1,693	917	525	150	404	578	417
Unique views	1,235	369	319	121	289	385	262

**Faculty Perceptions of the Center for Academic Excellence:**

Looking at the data from the year-end survey that was sent out in May 2014, the events offered by the CAE are valued by staff both for their professional development and for their connection to the campus community.



### Which best describes the impact of your participation in CAE events?

