Center for Academic Excellence
Year End Report
2018-2019 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. Prior to 2013, the CAE mostly offered stand-alone, face-to-face sessions on specific topics of interest. Over the last six years, however, the CAE has worked to extend faculty engagement and participation over longer periods of time with the hope of having more impact.

Campus Learning Communities:
In the Spring 2013, the CAE offered its first Campus Learning Community built up on the book *Seven Research Based Principles for Smart Teaching*. Since that time, the CAE has worked with faculty to join and lead Campus Learning Communities. Campus Learning Communities are unique in that the group engages with a selected topic over the course of several weeks during the semester. During the 2018 – 2019 academic year, the CAE-supported CLCs centered on different topics including mentoring, leadership and open educational resources. Across the different CLCs, over 90 faculty members were involved in these extended conversations.

Fall 2018 Campus Learning Communities:
- **CLC on Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream (Goldrick-Rab, 2016)**
  Number of participants: 9
  Lead member: Greg Szczyrbak, Library

- **CLC on Faculty Success through Mentoring: A Guide for Mentors, Mentees, and Leaders (Bland et al, 2009)**
  Number of participants: 9
  Lead member: Oliver Dreon, Director of the Center for Academic Excellence

- **CLC on Algorithms of Oppression: How Search Engines Reinforce Racism (Noble, 2018)**
  Number of participants: 12
  Lead member: Michele Santamaria, Library & A. Nicole Pfannenstiel, English

- **CLC on Becoming a Student-Ready College: A New Culture of Leadership for Student Success (McNair et al, 2016)**
  Number of participants: 10
  Lead member: Fred Foster-Clark, Psychology and Margaret Mbindyo, Advising

Winter 2019 Campus Learning Communities:
- **CLC on Dare to Lead (Brown, 2018)**
  Number of participants: 15
  Lead member: Leslie Gates, English and Steven Kennedy, Chemistry

Spring 2019 Campus Learning Communities:
- **CLC on Experience and Education (Dewey, 1938)**
  Number of participants: 7

Lead member: Justin Mando, English and Ankur Nandedkar, Management & Marketing

- **CLC on How Humans Learn: The Science and Stories behind Effective College Teaching (Eyler, 2018)**
  Number of participants: 13
  Lead member: A. Nicole Pfannenstiel, English and Oliver Dreon, Director of the Center for Academic Excellence

- **CLC on Open Textbook Initiative**
  Number of participants: 20
  Lead member: Stephanie Pennucci, Library and Chris Stieha, Biology

Camp IDEA:
This week-long event is a joint program offered through the CAE, Instructional & Technology Support and the Office of Online Programs. Over the last academic year, 13 faculty members attended Camp IDEA where strategies for incorporating innovative instructional methods and assessment strategies are taught. Camp IDEA is typically offered in January and May each year. NOTE: Camp IDEA was not offered in May 2019 due to low enrollment. A different schedule is being proposed for May 2020.

Open Education Week:
In conjunction with the OER Working Group, the CAE helped to plan a virtual conference called MVille Opens Up in support of Open Education Week in March 2019. During the week, MU faculty members offered nine virtual sessions through MU's Zoom tool on a variety of topics related to Open Educational Resources. These sessions were publicized internationally through the Open Education Week website (www.openeducationweek.org). *Over 200 people attended sessions during the week or have watched the recorded sessions online.* A similar event is being planned for 2020.

New Faculty Mentoring:
After talking with several early career faculty members, the need for a formal mentoring process was identified. Over the last decade, the CAE has mainly offered informal mentoring for new faculty members who requested it. Very few new faculty members, however, took advantage of this. In the Fall 2017, all new faculty members were be partnered with a tenured faculty member from another department. Mentors and mentees met regularly through the fall in an informal yet structured mentoring process. The program will continue for the new faculty arriving to campus in Fall 2019. A mentoring program for second-year faculty and mid-career faculty is being developed with the support of an informal mentoring working group borne out of the Fall 2018 CLC.

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 fifth year, *Lancaster Learns* continues to grow. Over 150 faculty from participating institutions attended the daylong event with 8 Millersville faculty members presenting sessions. More than 20 Millersville faculty members attended the event in February 2019.

Professional Development sessions:
The CAE facilitated 49 face-to-face sessions this academic year with 611 faculty members attending sessions. This increase was due in part to increased programming during Thursday Common Hours and larger events in support of the upcoming Middle States accreditation.

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
2016-2017	60	765	12.75	215
2017-2018	38	403	10.61	139
2018-2019	49	611	12.47	256

The topics for face-to-face sessions included:

Fall 2018	Spring 2019
- Zoom: MU's New Meeting Tool - Diversity to Inclusion - Develop and Lead an MU-Guided Study Abroad Program - Office 365: MU Learning in the Digital Age - Promotion & Tenure Panel Discussion - Create and Verify Accessible PDF's - Embracing Internationalization in Your Classroom - Teaching with Socrative - The Early Alert Program and how to support your advisees who are referred - Creating an Inclusive Class Community - Advising Large Caseloads - Learning Scientific Writing from Expert Scientists - Title IX Obligations - Peer Review in W Courses - D2L Course Template Package - Enhancing Student Learning - Audience Focused Writing - Office 365: Digital Collaboration and Group Work - Curricular Innovation and Models for Program Delivery Presentation - Introducing The Masters of Social Work/ Master of Education in Sport Management - Protecting Student Data Privacy - Strategies for advising international students - Middle States Luncheon	- Supporting Student Success Through Open Educational Resources - Title IX Obligations - Making Accessible PDFs - Learner-Centered Undergraduate Research - Develop and Lead an MU-Guided Study Abroad Program - Academic Advising - Using FlipGrid for Authentic Discussion - Positive Energy Award Program - Mentoring Undergraduate Researchers - Closed Captioning: The Benefits For All Students - Climate Reality Leadership - MU's Student Success & Enrollment Dashboards - Leading Effective Synchronous Sessions - Applying for a Fulbright Scholarship - Millersville's First-Year Seminar - High impact practices: Internships - Using Office 365 for digital storage and organization of materials - What Flipping Tools DO Students Use Outside the Classroom? - Using First-semester Student Assessment Data to Consider Ways to Improve Student Research and Writing - Embracing Internationalization in Your Classroom - Academic Living-Learning Communities as a High Impact Practice: A Research-Based Model

Adjunct Orientation Workshop:
As part of the newly negotiated collective bargaining unit, the University is required to offer an orientation to all new adjuncts. To expand on this professional development opportunity, the CAE offered a workshop for all adjuncts. The session was offered in August 2018 and was planned with the assistance of MU-APSCUF. Another Adjunct Orientation is being planned for August 2019.

Open Textbook Initiative:
Through a partnership with the OER Working Group, the CAE helped to launch a faculty grant program to support the adoption of Open Education Resources in classes beginning Fall 2019. Through $16,000 supplied by the Provost's Innovation Funds, the OTI awarded sixteen professional development stipends to faculty applicants. These faculty participated in the OER CLC held during the spring 2019 semester and will use OER in their classes this fall. The OER Working Group and the CAE plan to assess the impact of the program at the conclusion of the fall 2019 semester.

Monday Morning Mentors:
In addition to these face-to-face sessions, the Center offers "Monday Morning Mentors" through a subscription service with Magna Publication. These short, online sessions were available on-demand each Monday and *over 448 faculty members* attended one of the 30 online mentor sessions offered through the academic year.   **This represents a 35% growth over last year's viewership.**

Center for Academic Excellence website:
During the 2015-2016 academic year, the CAE began 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.

During the 2018-2019 academic year, website traffic on the CAE website was monitored. Over that time, the CAE website has been viewed *4410 times*. **This represents a growth of almost 20% compared to website traffic from the 2017-2018 academic year.**

	Aug. 2018	Sept. 2018	Oct. 2018	Nov. 2018	Dec. 2018	Jan. 2019	Feb. 2019	March 2019	April 2019
Total views	238	428	375	210	262	415	921	997	564
Unique views	190	302	305	169	207	325	782	830	518

Innovative Practices Spotlight:
Beginning in Fall 2015, the CAE website began featuring a monthly "Innovative Practices Spotlight" to highlight the instructional creativity of Millersville faculty and to document the impact of CAE programming. During the 2018-2019 academic year, eight faculty members were featured on the Innovative Practices Spotlight. They include:

October 2018: Cynthia Taylor, Mathematics for the use of active learning strategies
November 2018: Alex Redcay, Social Work for adopting Open Textbooks
December 2019: Brent Horton, Biology for the Biology Mentorship Program
January 2019: Daniel Albert, Chemistry for adopting Open Textbooks
February 2019: Robyn Davis, History for incorporating "reacting to the past" lessons
March 2019: Christopher Stieha, Biology for adopting Open Textbooks
April 2019: Brian Trout, Accounting and Finance for using case studies in his courses
May 2019: Lauren Kaiser, Psychology for using microlessons in her online classes

In their Innovative Practices Spotlight, faculty are asked to identify how participating in a CAE-sponsored professional development opportunity influenced their work. Below are a few of the faculty responses:

"Camp IDEA and CAE Professional Developmental sessions have given me the tools and skills to take these educational resources, modify them, and implement them into my classes, such as via quizzes in D2L or their use in effective pedagogy. Also, through these sessions, I have met and interacted with many people with different frameworks for teaching and education which has allowed me to learn from the collective and expand beyond my experiences."

Christopher Stieha, Biology

"Camp IDEA provided me a tremendous opportunity to grow as an instructor and interact with professors from different fields of study. This broadened my thinking about how accounting courses could be structured. While the pedagogy sessions were centered on online teaching, I found the underlying themes to be applicable to all formats. My biggest takeaway was that we need to understand our students, and be intentional about how we structure courses so the design helps, rather than hinders, the learning process. Putting myself in a student's shoes reaffirmed that providing a consistent context helps narrow the gap between challenging material and a student's limited professional experience."

Brian Trout, Accounting and Marketing

"A particularly influential factor in the development of this vision was my involvement in a CAE-sponsored Faculty Learning Community focused on mentoring underrepresented students in STEM. The weekly discussions with colleagues who shared my strong interest in promoting the success of our underrepresented students were integral in encouraging and shaping the BMP initiative."

Brent Horton, Biology

"The CAE professional development sessions I attend always get me thinking, what can I adapt to my teaching and how can I improve what I do in the classroom so students are provided with the best opportunity to learn."

Cynthia Taylor, Mathematics

Faculty Perceptions of the Center for Academic Excellence:
Looking at the data from the year-end survey that was sent out in May 2019, the events offered by the CAE are valued by faculty both for their professional development and for their connection to the campus community.

Survey Item	Rating
I enjoyed interacting with colleagues from other Departments or Programs during CAE events.	9.35
I gained practical or useful information at the CAE session(s) I attended.	8.97
Participating in CAE events is a valuable use of my time.	8.94
Overall, how would you rate the opportunities that are available to you through CAE programming?	8.88