



BOISE STATE UNIVERSITY



The Center for Teaching & Learning

# 2017-2018 Year in Review



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By the numbers:



**702**

faculty and staff reached through workshops, programs, and events. We reached 45% of all faculty.



**112**

workshops, programs, and events hosted for faculty, staff, and graduate teaching assistants



**2,830**

students at Boise State participated in Service-Learning experiences in our community

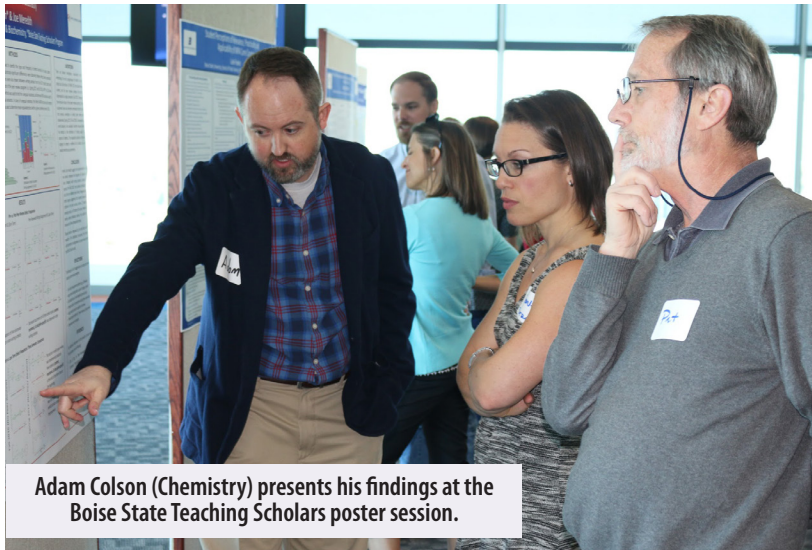


**60,875**

exams administered from 432 courses in the Testing Center



Senior Instructional Design Consultant Lana Grover demystifies “the cloud” at the Mobile Learning Summer Institute.



Adam Colson (Chemistry) presents his findings at the Boise State Teaching Scholars poster session.

### Our Mission

The Mission of the Boise State Center for Teaching and Learning (CTL) is to support, promote, and enhance teaching effectiveness and to facilitate engagement in student learning. The center is a resource for all instructors who care about the learning environment they create for students. It fosters dialogue, scholarship, innovation, and excellence in learner-centered teaching.

### Our Staff

The CTL was staffed this year by 16 full-time staff, 7 faculty associates, and 4 student staff. The IDEA Shop of the CTL focuses on the effective integration of emerging technology in teaching, and the Service-Learning Program supports faculty to engage students in community-service projects that support classroom learning.



## Course Design Institutes

In two intensive summer institutes, 52 participants from 7 colleges focused on the role of course design in teaching and completed substantial work towards a new or revised course design.

## The CTL supports teachers to engage in scholarly teaching.

### Workshops/Spotlights

75

Workshops Offered

482

Faculty Attendees

Popular topics were “Accessible Teaching Materials” and “Managing Student Resistance to Active Learning.” Five “Teaching and Learning Spotlight” presentations drew 85 faculty participants and highlighted the valuable work of faculty on pedagogical approaches such as Just-in-Time Teaching and specifications grading.

### Great Ideas for Teaching and Learning Symposium

The Great Ideas Symposium is an annual event at which we explore an important teaching topic. Dr. Valerie Purdie Greenaway presented the keynote session “From Stereotype Threat to Inclusive Pedagogy.” The event also highlights faculty practice through a poster session and breakout workshops. This year the event had 137 attendees and 17 faculty presenters.



Dr. Valerie Purdie Greenaway, presenting at the 2018 Great Ideas Symposium.

### Scholarly Teaching Projects

The Boise State Teaching Scholars program engaged 9 early-career faculty to consider their practice in light of the scholarship around teaching and learning. The scholars presented teaching projects on topics such as “developing resilience in the classroom” and “peer review in scientific writing courses.”

Instructional designers supported advanced faculty from the Mobile Learning Scholars program conducting research on the impact of mobile technologies on teaching and learning. Research topics included leveraging mobile technologies to advance child welfare education, modeling mobile-enhanced pedagogy for teaching candidates, and tracking changes in digital fluency in an Engineering Living Learning Community.

## The CTL supports teachers to use assessment as an integral part of teaching and learning.



Inside the Testing Center, where students come to take assessments and exams scheduled by their instructors.

### Testing Center and Virtual Proctoring

The Boise State Testing Center administered more than 60,000 exams to Boise State students and community members. The Testing Center provides outstanding student employment opportunities for over 36 Boise State students, from test proctors to senior project specialists.

### Service Learning Assessment Protocol

The Protocol was developed as an assessment to better understand the impact of Service Learning on students' learning. This year, 92 students from 3 courses participated, and 82% of responses indicated shifts in perspective in such areas as civic duty, entrepreneurship, and career shift.

# The CTL supports teachers to incorporate principles of inclusive excellence and universal design into their teaching.

## BUILD Certificate Program

The CTL launched the *Boise State Uniting for Inclusion and Leadership in Diversity* program in January 2017 with partners from across Academic and Student Affairs. BUILD supports campus educators expanding their knowledge and engagement with inclusion and diversity. 153 faculty/staff have enrolled this year (there are currently 201 total enrollees), and 17 completed the certificate.

“ I believe [the BUILD Certificate] is one of the ways we can continue to move forward... It has changed how I teach and how I look at situations in my classroom. ”

—BUILD Participant

## BUILD Campus Forums Initiative

In spring 2018, the CTL received funding from the Howard Hughes Medical Institute and matching funds from the Offices of the President and Provost to build capacity and commitment towards fostering a more diverse, equitable, and inclusive Boise State University. This two-year initiative will support participants in considering their own perspectives on diversity and inclusion and will catalyze individual and collective movement toward Boise State’s commitment to diversity and inclusion. The initiative will launch with three forum events in August 2018.

## Accessibility “In a Nutshell” Series

The IDEA Shop developed a website of resources about accessibility related to teaching (*accessibility.boisestate.edu*). Included on the site is the “In a Nutshell” series aimed at helping faculty with the design, production, and delivery of accessible teaching materials and practices. Each 2-page document in the series focuses on concrete steps that faculty can take to make teaching materials more accessible. Topics include universally designed assignments, course content, and learning activities, as well as accessible documents and presentations.

## Refugee Series

The Service-Learning Program coordinated an interdisciplinary initiative to help faculty and students succeed when collaborating with the refugee community. Main accomplishments included the following:

- A series of faculty development events
- Distribution of guidelines for collaborating and building assignments with refugees
- A campus-wide refugee speaker with 130+ attendees
- Co-hosting and promoting the statewide conference on refugees
- Moderating quarterly meetings between campus leaders and refugee agency heads
- Convening refugee agency staff to discuss new project ideas

## Inclusive Excellence (IE) Faculty Learning Community

This program supported 8 faculty to address equity and diversity at the course level. Participants applied principles of IE to pedagogical and course design choices. Participants completed and assessed projects for their programs and courses and will share their project findings at departmental meetings. Projects focused on topics such as intrapersonal awareness and the five dimensions of IE and interventions to encourage growth mindset and reduce stereotype threat.

## Open Educational Resources

Open educational resources (OER), openly licensed course materials made available to students at no cost, help to make higher education more relevant, affordable, and accessible to a broader range of students. The IDEA Shop has partnered with Learning Technology Solutions, eCampus Center, the bookstore, Albertsons Library, and the Associated Students of Boise State University (ASBSU) to take a multi-pronged approach to the adoption and creation of OER at Boise State, synthesizing student awareness, faculty development, instructional design, and emerging technologies. This past year, 60 faculty attended OER-related events and programs.



Emily Meredith (Biology) and Greg Hill (Public Policy and Admin.) search the Creative Commons website at the OER Institute.

# The CTL supports dialogue and a sense of community around teaching.



Cristina Bailey (Accountancy) and Dan Rush (IT & Supply Chain Mgmt.) talk with their peers at the New Faculty Orientation.

## Welcoming New Faculty

The CTL hosted 49 full-time faculty at our 2-day New Faculty Orientation, 32 new adjunct faculty at orientation events in August and January, and 92 new graduate student TAs at TA Orientation. 15 new faculty were paired with experienced faculty mentors as part of the Interdisciplinary Mentoring Program.

## Graduate Certificate in College Teaching

The GCCT program engages graduate students in designing college-level courses, provides opportunities for hands-on experience in teaching, and promotes reflective teaching practice. 19 students from such departments as Communication, Civil Engineering, and Kinesiology participated in the program this year, with 11 completing the program.

## SparkShops

The WIDER PERSIST project trained faculty to facilitate “SparkShops,” specially developed 15-minute workshops designed to introduce faculty to a teaching idea during a department meeting. CTL staff facilitated five SparkShops on various topics, such as Formative Classroom Assessment, for Mathematics, Geosciences, Materials Science, and others.

## Adjunct Faculty Support Programs

The CTL continues to provide this important faculty group with opportunities to discuss their teaching and create community. The Adjunct Faculty Learning Community brought together 17 faculty to discuss topics such as the universal design for learning, mobile technology, and fostering effective classroom discussions. Also, in partnership with CWI and NNU, the CTL presented the second annual Treasure Valley Adjunct Conference, which brought together more than 50 adjunct faculty and university administrators from across the region to present on their teaching approaches.

## Communities of Practice

Communities of Practice (CoP) are loosely facilitated groups whose participants share ideas and innovate around teaching. The CTL supports four CoPs: Team-Based Learning, Process Oriented Guided Inquiry Learning (POGIL), The Flipped Classroom, and Service-Learning Practice.

## WIDER PERSIST

The WIDER PERSIST (NSF # DUE-1347830) project will officially be completed in August 2018, concluding with visits to each STEM department to determine the impacts of the project. Departments reported increased discussions around teaching, course coordination, and collaborations as positive outcomes of the project. The Leadership Team offered a final opportunity to catalyze teaching shifts within each STEM department. 7 of 12 departments applied for and have been awarded this final \$5,000 investment.

“ I haven’t felt this connected to campus in years, and it has been wonderful in so many ways. ”

—Adjunct FLC Participant

The CTL supports teachers to reflect on their teaching for the purpose of continuous improvement.

## Framework for Assessing Teaching Effectiveness (FATE)

CTL Faculty Associates Shawn Simonson and Megan Frary developed a new framework and associated rubric for assessing teaching effectiveness. An NSF proposal to study the implementation of the framework and rubric is pending. In the meantime, they are sharing the rubric across campus and are piloting it in Materials Science and Engineering.



Megan Frary (Materials Science and Engineering) presents FATE at the Great Ideas Symposium in January 2018.

## Classroom Observation Protocol for Undergraduate STEM (COPUS)

During the past year, the CTL conducted 25 COPUS observations as part of the WIDER PERSIST grant. COPUS analysis of instructional styles in Materials Science, Geosciences, Anthropology, Mechanical and Biomedical Engineering, Electrical and Computer Engineering, and Psychology indicates that the majority of faculty use active learning and EBIPs (evidence-based instructional practices) in their courses. While 80% incorporated a moderate to significant amount of active learning, only 20% of courses observed contained little to no active learning.

## Consultations

This year, the CTL consulted with 438 individuals and facilitated 18 consultations with departments, including Economics, Criminal Justice, and English. The CTL offers consultations for developmental and formative purposes. Consultations include teaching observations, one-on-one meetings about assessment or pedagogy, and work with departments on curriculum design and assessment. All consultations invite faculty to take a scholarly, evidence-based approach to their teaching choices.

## Mid-Semester Assessment Process (MAPs)

CTL staff and faculty associates conducted 70 MAPs this year for faculty in 7 colleges. A MAP allows an instructor to assess their teaching and gauge the effectiveness of their course at mid-semester.

Students participate in learning that shifts their perspectives about the communities with which they are engaged.



Student Madisen Chinnock presents her poster at the Fall 2017 Service Learning Student Exhibition.

## Service-Learning

The Service-Learning Program accomplished the following this past school year:

- Supported 93 faculty members with 159 service-learning courses
- Partnered with 72 community organizations
- Facilitated student involvement in 276 community projects
- Hosted two poster exhibitions with 131 posters representing students' learning and impact.

88% of students reported that their service-learning experiences helped them better understand course concepts. The Service-Learning staff help faculty integrate community projects into their courses, develop community partnerships, and foster civic responsibility in students.

# The CTL supports teachers to push boundaries and take risks as they find new ways to support student learning.



Stephanie Hall (Kinesiology) showcases the Nearpod app at the Mobile Learning Summer Institute.

## Mobile Learning

Programs like the Mobile Learning Summer Institute and Mobile Learning Scholars cohort bring together faculty from across campus to learn how to pair mobile technologies with pedagogical practice. This year 50 faculty, representing 21 different departments, participated in mobile learning programs. Lana Grover, Senior Instructional Design Consultant in the IDEA Shop, joined members of Boise State's Executive Council to present these programs to Apple last November, which were referred to as among the most innovative approaches to faculty development in the mobile arena.

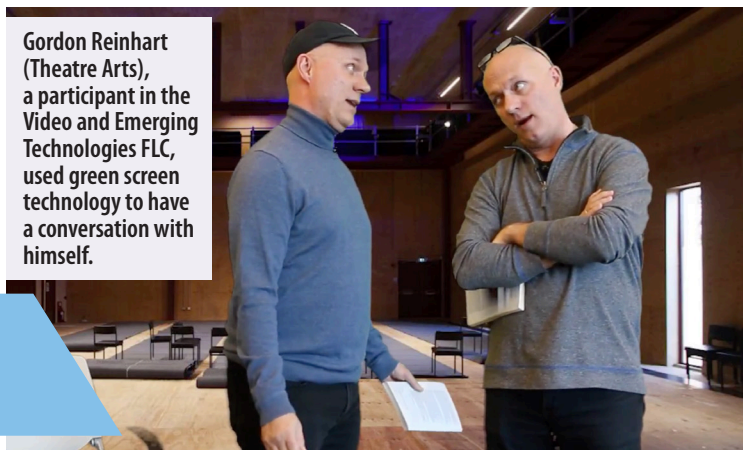
## New Active Learning Classroom

The CTL provided the support needed for the remodel of Multipurpose 101, which will be completed prior to the start of Fall 2018. The remodel is a result of increasing use of active learning pedagogies by faculty and the need for classroom spaces that support movement for both students and the instructor. The remodel will provide the first large enrollment, active learning classroom at Boise State, and the process used can be replicated in future projects.

## Video and Emerging Technologies FLC

To address the growing need for faculty to create their own videos for their courses, the IDEA Shop offered a new faculty learning community in Spring 2018. Faculty learned about best practices for creating engaging, effective videos and gained hands-on experience working with audio and video technology. Each member submitted two video projects to demonstrate what they learned.

Gordon Reinhart (Theatre Arts), a participant in the Video and Emerging Technologies FLC, used green screen technology to have a conversation with himself.



## The CTL has a positive impact on the field of teaching and learning beyond Boise State.

### Recognition for Support of Student Success

The Boise State Testing Center, in partnership with Dual Enrollment at College of Western Idaho, received recognition from the College Board on the 50th anniversary of the CLEP exam for the "most innovative student success story." The partnership brings bilingual high school students to the Boise State Testing Center each year to earn college credits in Spanish, in preparation for possible admission to college upon graduation.

### Travel Awards

The CTL Travel Awards program and the NSF WIDER-PERSIST grant together supported 27 faculty to travel to make presentations and attend workshops to support their teaching. Recipients attended conferences such as the Intermountain Teaching for Learning Conference and the National Conference for Advanced POGIL Practitioners.

Beyond Boise State, CTL staff and faculty associates have accomplished the following this past year:



Presented at  
**26**  
conferences



Authored  
**12**  
publications

“ CTL support has been **invaluable** in helping me connect my teaching to my research and to continue **innovating** as a teacher. ”

—Travel Award Recipient



To learn more about the  
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