



Faculty Center for Teaching

Annual Report for Academic Year 2018 – 2019

Staffing

Academic year 2018 – 2019 was Linda McGuire’s (Mathematics & Computer Science) third and final year of service in her role as Director of the Faculty Center for Teaching (FCT). During this past year, Cathy Kim (Education) continued her excellent work as the Assistant Director. Faculty board members included Sharon Albert (Religion Studies), James Bloom (English), Paul Murphy (Music), Mark Sciotto (Psychology), and Sherri Young (Chemistry). Brenda Larimer (Psychology) carried on her exemplary, often invisible, work as the administrative assistant charged with supporting FCT.

In the fall of 2018, Linda McGuire communicated her decision to officially complete her term of service as Director at the end of the academic year. Provost Haring’s office sent a solicitation for applications to the faculty, outlining requirements for the Director’s position and detailing the application procedures that would be followed. At the conclusion of that process in March 2019, it was announced that Dr. Mark Sciotto, Professor of Psychology and current member of the FCT Board, will become the new Director of FCT as of July 1, 2019. To ensure continuity through this leadership transition, Cathy Kim will continue in her role as Assistant Director for one more year and Linda McGuire will serve on the FCT Board for AY 2019 – 2020.

Administration

The FCT Board met once a month with each meeting lasting 90 – 120 minutes. In addition to working on FCT programming, the board had engaging discussions about how FCT could effectively support faculty and staff development, especially as related to pressing issues on the national and international landscape of higher education.

A major change in FCT’s reporting structure was instituted this year following the creation of a new administrative position in the Provost’s Office, namely the Associate Provost for Faculty and Diversity Initiatives (APFDI). The FCT Director now reports directly to the APFDI instead of to the Provost. As such, Linda McGuire met regularly with Muhlenberg’s new Associate Provost, Brooke Vick, to update her on the Center’s activities and to seek advice, counsel, and support regarding FCT initiatives.

Campus-wide Programming and Workshops

In September 2018 FCT hosted our (now) traditional *Open House* event where faculty and staff were invited to provide input and suggestions as to what sorts of development programming they would like FCT to offer. A summary report of those findings was shared with faculty and staff in mid-September (see [Appendix A](#)) and the FCT Board continued to draw on information gathered at that session to inform and drive FCT’s campus-wide programming initiatives.

The Center offered several well-received campus-wide event throughout the academic year. Topics were varied and often the result of collaborative efforts with other campus groups (Dean of

Students Office, CARE team, Digital Learning Team, LGBTQ+ Faculty & Staff Collective etc.). Faculty and staff colleagues continue to enthusiastically support the center's efforts, with many of them offering to serve as co-organizers, discussion leaders, and behind-the-scenes collaborators.

This was the third year of the *Teachers Talking* series, with three programs dedicated promoting in-depth dialogues on the broad theme of working with the current "*i-Gen*" or "*Gen Z*" generation of students. The positive feedback we continue to receive about the *Teachers Talking* series encourages us to offer other thematically-linked programming in future, while tweaking the current format and structure to ensure we use limited resources in an optimal manner. For a detailed list of all campus-wide programs offered by the center this year, please see [Appendix B](#).

Two *Teachers Talking* events this year brought FCT into collaboration with new campus partners. The *Teachers Talking i-Gen: Supporting Students with CARE* event, co-sponsored with the Dean of Students Office and the CARE team, used jointly written case studies to initiate conversation about addressing challenging behaviors that students may display in and out of the classroom. The January 2019 *Teachers Talking i-Gen: Transgender Sensitivity and Cultural Competency* workshop aimed to provide faculty and staff with basic tools to better support our transgender and non-binary students, colleagues and community members. Colleagues in the LGBTQ+ Faculty & Staff Collective and Office of Multicultural Life proved to be excellent collaborators in bringing that event to fruition. Both events made clear the need for more extensive and ongoing faculty and staff development as related to these themes.

In December 2018, FCT collaborated with the Faculty Development and Scholarship Committee to host a *Grants Fair*, where recent recipients of New Course Development Grants, Pedagogical Development Grants, Small Group Pedagogical Development Grants and Summer Research Grants were given the opportunity to share outcomes related to their work. We believe this event was an excellent opportunity for colleagues to showcase their supported projects, while providing a space for attendees to ask questions and get feedback on ideas they had for future grant proposals.

A major event organized by FCT this year was the two-day campus visit in March by Dr. Jane Thierfeld-Brown, Director of College Autism Spectrum. Her charge was to lead our community through conversations that would help us identify tangible, realistic strategies for working with students with disabilities. During her visit she offered two faculty/staff workshops in which she provided important information and facilitated discussions of case studies based on experiences here at Muhlenberg that highlighted important academic, interpersonal, and legal challenges. She also offered an evening keynote, *Is This Person Ready to be a College Student?*, that was robustly attended by members of the campus and local communities. Dr. Thierfeld-Brown met with a number of key campus and community groups as part of her visit, including President Williams, President's Senior Staff, the Dean of Students unit at their divisional meeting, LVAIC ODS professionals, Career Center personnel, local and pre-service teachers, and members of ARCH of the Lehigh Valley. This visit had a lot of moving parts, but was extremely successful. FCT is grateful for all of the support it received from the administration and other campus constituencies to make this series of events happen.

Brooke Vick and Linda McGuire collaborated with Integrative Learning co-coordinators Sharon Albert and Kim Heiman to organize the two-day May workshop called *Engaged Liberal Arts for All: Inclusive Pedagogies and High Impact Practices*. Brooke Vick facilitated day one of the workshop on inclusive pedagogy and campus climate, while Paul Hanstedt of Roanoke College led the second

day's session on high impact teaching. This workshop was sponsored by the Provost's Office and the Andrew W. Mellon Foundation. In addition to a stipend, each participant received a copy of Dr. Hanstedt's book, *Creating Wicked Students: Designing Courses for a Complex World*. Early feedback from the workshop has been quite positive and we look forward to continuing and extending these conversations across campus in the future.

New Faculty Orientation

At its two-day New Faculty Orientation (NFO) session in August 2018, FCT welcomed sixteen new faculty members (six tenure-track, three lecturers, and seven full-time visiting). NFO continues to serve as an excellent opportunity for new faculty to be introduced to the teaching and learning context at Muhlenberg and meet a community of peers, a select group of senior colleagues, and key administrators.

In addition to the existing array of panels and workshops (e.g., teaching in the liberal arts, getting to know department chairs, connecting with second-year faculty, constructing course syllabi, and introduction to active learning strategies), this year's NFO also featured a new session, *Micro Digital Brew*. This session was designed to introduce instructional technology tools available to support learning such as *Canvas*, classroom technologies ("tech wall"), and *Domain of One's Own*. As the session was conceptualized and implemented in collaboration with staff members from the Instructional Technology and Digital Learning team, it also served as an occasion for the new faculty to meet and engage with staff members who will continue to support integration of relevant and appropriate technologies in their courses.

Based on the feedback received from the participants, the goals of the NFO to 1) provide an opportunity to reflect on teaching and 2) be challenged to include new ideas and tools in teaching were met. The August NFO was followed by a year-long programming to support both the first-year and the second-year faculty (See [Appendix C](#)).

For AY 2018-2019, FCT revised the Peer Partner Program in order to expedite and strengthen the partnerships. For example, new colleagues were asked to complete an "intake questionnaire" to help us better identify potential faculty partners. The peer partners were encouraged to start their work as soon as the partnerships were announced in November 2018, rather than launching the program at its annual dinner. That dinner was moved to a later date (March, 2019) to celebrate the partnerships already in progress. This small change prompted some peer partners to meet more frequently (as evidence by the reimbursement requests for meals). FCT will continue to try new strategies in 2019-2020 for better matches, better timing, and better support for meaningful and productive peer partnerships.

FCT-Sponsored Pedagogical Learning Community: *Maximizing Learning: Lessons from Cognition*

This year, FCT decided to dedicate resources to pilot at Pedagogical Learning Community (PLC) for interested faculty and staff. Current faculty development literature makes clear that the learning community model leads to many teaching and learning successes on campuses across the country. FCT recognized that in order to try this at Muhlenberg, funds normally earmarked for other purposes would have to be allocated to support such a learning community. As such, the FCT Board

decided to suspend funding Small Group Pedagogical Development grants for one year in order to use that money to fund a pilot PLC.

After review several proposals submitted by faculty, the FCT Board awarded the PLC monies to the *Maximizing Learning: Lessons from Cognition* proposal. Co-facilitated by Alexandra Frazer (Psychology) and Brett Fadem (Physics), this reading group examined current literature on effective teaching and learning strategies informed by cognitive psychology. Throughout the academic year, thirteen faculty and staff members engaged in these conversations. A complete description of the PLC can be found in [Appendix D](#).

The FCT Board will follow up on the outcomes of the PLC and determine whether to expand beyond a pilot phase of this project in the coming months.

Teaching Grants and Support for Conference Travel

FCT has continued to work with the Provost, FDSC, and the Writing Program Committee to ensure equity and coordination in providing summer funding opportunities for faculty development. FCT awarded five pedagogical development grants for the summer of 2019. The FCT board also reviewed applications for new course development grants and submitted recommendations pertaining to those applications to the Provost's Office. FCT continued to provide up to \$500 in support for faculty participation in teaching conferences or workshops. Eight such awards were made during this fiscal year. A more detailed account of the above grant information is in [Appendix E](#).

Recipients of Summer Grants from this cycle will be invited to participate in a future session to share their work with the campus community.

Additionally, the FCT budget provided support for Linda McGuire and Cathy Kim to attend the 2018 *Professional and Organizational Development (POD) Network in Higher Education* in Portland, Oregon. The conference theme was *Leading in Times of Change* and we were pleased to have our session proposal accepted into the program. Jenna Azar, Cathy Kim, and Linda McGuire presented the interactive session *Three for One!: Developing Leadership to Foster Inclusive Classrooms* based upon the collaboration between the BRET team and FCT in AY 2017 – 2018. Brooke Vick was also able to attend the session and contribute to our conversations in important and helpful ways.

PCLA Arthur Vining Davis Grant

On behalf of FCT, Linda McGuire collaborated with the Director of the Teaching and Learning Center at Lafayette College (Tracie Addy) to apply for a PCLA Arthur Vining Davis Grant. Funding was sought to partner with students and inform multi-institutional efforts around inclusive pedagogy. Our proposal, *Students as Critical Partners for Inclusive Teaching Efforts*, was successful and we have begun work at each campus on our portion of the project.

Muhlenberg's project will focus on issues of inclusion as related to international students at the college. In keeping with the goals of the current strategic plan as related to international student recruitment and retention, we seek to deepen our knowledge about the lived experiences of international students at Muhlenberg, as well as promote faculty/staff development as related to inclusive practice and pedagogy. We are interested in addressing questions such as: How do notions of inclusive pedagogy shift and (perhaps) get complicated when we think about

international students? To what extent are we defining and practicing “inclusive pedagogy” from our own cultural contexts? What challenges might we be inadvertently presenting to our international students? With specific focus on international students, do we have implicit biases that emerge with regard to how we grade, how we comment on student work, and how we view participation in discussion? If so, how do we address them?

Muhlenberg undergraduates Jiatao Fang, Kaelyn Kappes, Ji Ku, and Michelle Sanchez have committed to being the student researchers associated with this project, and faculty/staff collaborators include Jenna Azar, Thomas Janis, Cathy Kim, Linda McGuire and Connie Wolfe. There will be an FCT event for faculty and staff about this work next fall and a “summit” between the two research groups at Lafayette College in December 2019.

Resources

A listing of books in the FCT collection can be accessed through our website (<http://www.muhlenberg.edu/main/aboutus/fct/resources/>) or one can search for titles on the Library website. We also continue our subscription to *The Teaching Professor* for faculty and staff use. Magna Publications, which offers *The Teaching Professor* among other higher education journals, changed to a completely digital format in fall 2019. As such, any Muhlenberg faculty and staff member can now access a wide variety of higher education resources through our institutional membership.

Conclusion

AY 2018 – 2019 was another active and productive year for the Faculty Center for Teaching. We are pleased with the intellectual depth and variety that our programming offered and will work to continue this trend in the future. The Center continues to struggle with challenges related to the lack of designated faculty/staff development space on campus, scheduling events for optimal attendance, and fixed budgetary constraints, but we will continue to work with campus constituencies to try to address these concerns.

We genuinely appreciate the continuing good will and generosity of the administration, the Shire family, and our colleagues in supporting our work.

On a personal note, I must remark that it has been my pleasure to serve as the Director of the Faculty Center for Teaching. I have learned so much over the last few years and view this work as some of the most rewarding I have undertaken in my 20 years at Muhlenberg College. I want to express my sincere appreciation to my faculty and staff colleagues, as well as our students, who made this work so meaningful.

Respectfully submitted on behalf of FCT,

Linda McGuire

Linda McGuire

Director, Faculty Center for Teaching

May 2019

Appendix A

Summary Report of Faculty Center for Teaching Open House

September 2018

Description of FCT Open House Format

FCT is called upon to help provide development support related to an array of campus initiatives. At the Open House event on September 4th, 2018, we asked for input with regard to how FCT might best facilitate faculty and staff development needs across campus.

At five different tables, prompts were provided to solicit input on either (a) questions regarding the structure, resource allocation, and/or functioning of FCT or (b) questions about FCT programming. A sixth table was reserved for Pedagogical Learning Community co-conveners Brett Fadem and Alexandra Frazer to discuss the themes of their AY 2018 – 2019, FCT-sponsored reading group, *Maximizing Learning: Lessons from Cognition*.

Table 1: FCT Structural Issues

Electing some FCT board members? The FCT Board is comprised of 7 faculty members (including the Director and Assistant Director) and board members are selected to ensure both commitment to pedagogical inquiry and divisional representation. As FCT has oversight with regard to many pedagogical grants awarded to faculty across campus, do you think some portion of the FCT Board should be elected by the faculty? Please give a brief indication of your rationale.

Summary of Responses:

Most respondents were not in favor of electing FCT Board members. Reasons cited included that the process seems to work well as is, concerns that such actions could cultivate a “buddy” system, and that we would run the risk of creating yet another committee that must be staffed.

Encouraging vigorous faculty governance was, however, a point of interest. It was noted that the “representation of FCT is important vis-à-vis the administration.” This led to new questions to consider: Could/should FCT play a bigger role in faculty/staff governance? If so, what would that look like?

Space

If FCT were to occupy a physical space on campus, where might that be?

Summary of Responses:

Respondents indicated that any physical location of FCT should be “in a place of prominence.” Suggestions for location included in a current academic building, but there were clear preferences for either a location in the library or in the new, interdisciplinary academic building.

In addition to providing a gathering space for events, what would you like to see such space used for?

Summary of Responses:

There was clear interest in having any FCT space also serve as a gathering place for informal meetings, faculty/staff lunches, or a “collaborative, open space for small group meetings and consultations.” It was also noted that a space to house teaching and learning resources that has more of an “open lab” configuration would be appreciated.

Changing the FCT name? At last year’s Open House, FCT initiated a dialogue about changing the name of the center to be more inclusive to all members of our community and to better align with the names of faculty development centers across the country.

The “top 5” possible name changes generated at and after that event were:

- Muhlenberg Center for Teaching and Learning
- Faculty Center for Teaching and Learning
- Center for Teaching, Learning and Scholarship
- Center for Collaborative Learning
- Center for Engaged Teaching and Learning

Please rank order your choices (1 through 5) for a revised name for the center. Let “1” be your top choice and “5” be your least favorite.

Summary of Responses:

As you may know, over the last two years the Faculty Center for Teaching has been encouraging a dialogue about the name of the center. Two things motivate this conversation. First, similar centers at peer institutions (including centers endowed by and named for benefactors) use names that include the phrase “teaching and learning” such as

- Center for Teaching and Learning (CTL) ** (Ex: Carleton, Conn College, Harvard, Haverford, Pomona)
- Center for Teaching Innovation and Excellence (Ex: Boston College, Oberlin)
- Center for Learning, Teaching and Scholarship (Ex: Lafayette, St. Mary’s College)
- Center for Engaged Learning (Ex: Elon, Providence, Cornell)

(** CTL is now a commonly used abbreviation in professional literature.)

Second, many staff members at Muhlenberg regularly participate in FCT programs and, based on comments and questions we receive, FCT is concerned that there is something exclusionary about leading with the word “Faculty” in the title.

The vast majority of participants at last year’s Open House believed that a change to the FCT name would contribute to a more inclusive, collaborative environment and we generated a list of possible new names. This year we asked participants to rank order their preferences from this list of possibilities.

The title *Muhlenberg Center for Teaching and Learning* had the most support. This was followed by the *Faculty Center for Teaching and Learning* in second place and the *Center for Teaching, Learning, and Scholarship* in third place.

FCT will consult with the Provost's Office to determine the best way to bring the idea of a name change to the full faculty for discussion.

Table 2: FCT Resource Allocation

FCT has an operating budget of ~\$33,000 per year from which we allocate faculty grants (pedagogical development, small group grants, learning community stipends, travel grants, etc.), campus events and discussions, and new faculty orientation. While we do a lot with limited resources, more money would allow us to support faculty and staff in more substantial and different ways.

Pursuing a donor for the Center? If an appropriate donor could be identified and were interested in supporting the center, would you be in favor of FCT transitioning to being a named center funded solely by donor money? Please give a brief indication of your rationale.

Summary of Responses:

There was significant, positive response to the idea of seeking donor for FCT, as long as that support comes with "no strings attached." While seen as an excellent way to expand FCT's resource pool, concerns raised included worrying that a donor would "have a say in the operation of FCT if their name were on it," and asking "how would this affect the human resource aspect of FCT and how will the money be allocated under such a structure?" Many concurred with the thought that this would be viable "as long as the MOA were clear and it would need to be an endowed gift to assure the independence of FCT."

One respondent indicated that they were not in favor of seeking a donor and added that they "like how the center is faculty operated and how this is reflected in the title." While another noted that "I have zero issues with getting a donor to give us money."

This gives FCT important feedback to consider and identifies key information to gather as we continue this discussion.

Resource Allocation: If a donor could be secured to support the center and if, as a result, the FCT budget could increase two to three times its current value, what sorts of activities or initiatives would you suggest FCT allocate money toward?

Summary of Responses:

Open House participants made the following suggestions:

- Offer more substantial funding for faculty going to teaching conferences;
- Provide more grant money for course development and/or stipends for professional development;
- Fund a "Teacher in Residence" like a scholar or artist in residence;
- Offer time management workshops;
- Provide more quick (e.g. online) access to resources for class prep;
- Create a more interactive website where we can get quick ideas for classes, etc.
- Provide development opportunities at several different times. It is not always possible to attend, but if the same program were offered at different times, it might work.

While the current FCT operating budget adequately funds *current* programs and initiatives, there are many interesting projects and initiatives that we are simply not in a position to support financially. More substantial funding streams would allow FCT to channel funds to a larger group of faculty and staff and to appropriately compensate people for their time and efforts to improve teaching at Muhlenberg.

Table 3: Faculty Development wants/needs for new, mid-career, and senior faculty

FCT is sensitive to the different needs faculty and staff have depending on the stage of their career. Please offer concrete suggestions for programming or other initiatives FCT could facilitate to address the needs of:

- i. New Faculty
- ii. Mid-career Faculty
- iii. Senior Faculty
- iv. New Staff
- v. Mid-career Staff
- vi. Senior Staff

Summary of Responses:

In addition to the longstanding *Peer Partner Program* for new faculty facilitated by FCT, it was suggested that we might consider supplementing with an established pool of peer partner mentors people could reach out to with questions and ideas.

A number of responses to these prompts centered on the challenges faced by mid-career and/or post-tenure faculty. It was suggested that there could be a “Peer Partner” program for mid-career colleagues, as well as the need for beyond-the-handbook conversations about moving toward promotion.

There were also requests for better integration between faculty and staff. For example, might FCT sponsor “mixed learning groups with specific projects to work on?” Also, can FCT secure sufficient funding to allow staff to be supported members of learning communities?

It was noted that it would be useful make a comprehensive list of funding opportunities and sources known to faculty and staff. There was also the acknowledgement that it is always helpful for FCT to provide and archive “resources for teaching (books, websites, journals, etc.)”

We often hear that colleagues would like to find ways to connect and get to know each other to bridge generational divides. Do you have any suggestions as to how FCT might facilitate such cross-connections?

Summary of Responses:

Many participants requested that FCT offer more networking events to promote interactions between junior faculty, senior faculty and staff. There was also strong interest in the idea of creating “pedagogical mentors” for faculty at all stages of their careers.

Other suggestions included:

- Creating a “first-gen” faculty group;

- Expanding efforts to support faculty reading groups around interdisciplinary topics;
- Developing a campus-wide conversation channel where faculty and staff can collaborate;
- Facilitate open fora “where faculty and staff can mingle, solve problems, feel rewarded, and know they are bridging the gap.”

Table 4: Hot Topics in Higher Ed

What would you identify as current “hot topics” in higher education? What would you suggest FCT do to engage the community on any particular topics you suggested?

Summary of Responses:

Topics suggested by Open House participants include:

- Addressing on-going issues: textbooks, food, insecurity, unfunded internships;
- Authentic assessment;
- The place of higher education in civic and public life;
- The rising number of administrative staff in higher education;
- Involving more community speakers/partners to create connections;

FCT appreciates these suggestions and will gladly work to develop programming around as many of these issues as is feasible.

This year the *Teachers Talking* series will focus on the so-called “i-Gen” generation (those born between 1995 and 2014) and the new challenges faculty and staff in higher education encounter when working with this generation of students. Are there specific questions or ideas you would like FCT to address or include as part of this series?

Summary of Responses:

One theme that emerged from responses was the challenges faculty and staff face when working with students struggling with issues such as depression, anxiety, chronic over-commitment, and nervousness as related to social media. Another clear strand was related topics such as the role of technology in the classroom, a perceived push to adopt such technologies, the tension between what we think “digital natives” know and what they actually know, and struggling to find an appropriate balance in one’s pedagogy.

Other topics of interest included the role of faith/religion in higher education, integrative learning as related to i-Gen, and the concern that there is less student interest in the humanities and social sciences than seen in recent years.

Table 5: Work/Life balance

With so many of us torn between juggling heavy teaching and advising loads, trying to maintain active research programs, and managing family responsibilities and outside interests, it's no surprise that achieving some sort of work-life balance is an on-going struggle for faculty and staff.

What specific changes would make your work day more manageable? How can FCT best advocate for improvements?

Summary of Responses:

Responses made clear that there continues to be a call for some form of on-site child care on campus. FCT was encouraged to join other campus constituencies in advocating for such a change.

It was also noted that reframing the period code to reclaim a lunch hour for events would be a positive step. Other suggestions included offering smaller, more audience-targeted events and sequencing events in a reasonable way.

FCT struggles with scheduling programming times that people can work into their schedules. If we use the scale:

- 1 = would/could attend
- 2 = might attend
- 3 = would not/could not attend,

please use this ranking system to indicate whether you would be willing or able to attend an FCT event during the indicated time:

- 8 AM – 9:30 AM
- 11 AM – 1 PM
- 4 PM – 6 PM
- 5 PM – 7 PM
- 7 PM – 9 PM
- Friday Common Hour 2 PM – 3:30 PM
- Friday Common Hour 3 PM – 4:30 PM

Summary of Responses:

The data gathered from the “sample” of attendees showed clear preferences for events in the 4 PM – 6 PM window, followed by both time slots during Friday Common Hours. There was little support for morning events in the 8 AM – 9:30 AM window or the 7 PM – 9 PM evening time slot.

There was some interest in the 11 AM – 1 PM time frame, but people admitted this was difficult for faculty on days when they teach anywhere near those times.

We will continue to work on this issue and welcome any creative ideas others would like to share.

Moving Forward:

The conversations had and information gathered at the Open House generated many productive ideas and issues for FCT to consider and avenues of interest to pursue. FCT will work to address and promote as many of these initiatives as possible.

If you have any additional thoughts, suggestions, or questions, please do not hesitate to contact any member of the FCT Board.

Thank you for your continued support of the Faculty Center for Teaching!

Faculty Center for Teaching Board

Sharon Albert (Religion Studies)

James Bloom (English)

Cathy Kim (FCT Assistant Director, Education)

Linda McGuire (FCT Director, Mathematics and Computer Science)

Paul Murphy (Music)

Mark Sciutto (Psychology)

Sherri Young (Chemistry)

Appendix B

Campus-wide Programming for AY 2018 - 2019

Fall 2018

OPEN HOUSE + Wine + Cheese

Tuesday, September 4th, 4:30 PM - 6:30 PM , Seegers Union 111 - 112

As in years past, this wine & cheese event is, in part, a “welcome back” social get together for faculty and staff.

There will be opportunities for participants to discuss and brainstorm ideas related to FCT's work. This year, topics for discussion stem from inquiries and suggestions we've received from faculty and staff such as faculty development wants and needs, expanding FCT's identity profile, developing concrete strategies to promote work/life balance, and current hot topics in higher education.

Shortly after the event we will provide a detailed summary report of the input gathered. We plan to offer as many opportunities for faculty conversation and development as are feasible based on the comments we receive.

Teachers Talking Series 2018 - 2019: i-Gen: What's the Difference?

Teachers Talking i-Gen: Post Millennials Rising?

Opening Event: Thursday, October 11th, 5:00 PM – 6:00 PM, Hoffman House

As Homer wrote: "Like the generations of leaves, so are the generations of mortal men." Current marquee labels for those born between 1995 and 2012 are “i-Gen” or “Generation Z.” According to *Forbes*, i-Gen members make up twenty-five percent of the United States population and outnumber both Millennials and Baby Boomers.

The *Teachers Talking* series for 2018 - 2019 will focus on challenges and opportunities we are encountering while working with the current "i-Gen" generation of students. Jean Twenge's controversial 2017 book, *i-Gen: Why Today's Super-Connected Kids Are Growing Up Less Rebellious, More Tolerant, Less Happy and Completely Unprepared for Adulthood* links i-Gen's distinctiveness to “how they spend their time, how they behave, and in their surprising attitudes toward religion, sexuality, and politics.” (Twenge)

Though we always need to question and debate the very value of generational categories, FCT has over the years found it helpful, in conversations with colleagues across disciplines, to reflect on intellectual and behavioral trends we have observed in our current students and to strategize about how to most effectively connect and work with them. This series will focus on questions about effective pedagogy and student agency. These sessions will also allow follow up on questions about this topic that surfaced at the FCT Open House on September 4th.

At this first event on 10/11, we will begin interrogating the patterns and characteristics of our current generation of students by discussing questions such as:

- In what ways are students growing up differently? What are the implications for our teaching? Are we so different from i-Gen? How much like i-Gen are we?
- To what extent should student preferences drive pedagogical decisions?
- How do *i-Gen* students interpret concepts such as trigger warnings, safe spaces, and micro-aggressions?
- A 2017 McGraw Hill poll of faculty indicated that students were less willing to ask questions and participate in class than they were five years ago. Are we experiencing this at Muhlenberg? Do we see the characteristics described in the suggested readings for this session (links below) in our own students?
- How does one determine the appropriate use of technology for these students? Given the degree to which i-Gen students learn on line, how can we best teach them to evaluate and analyze content? What positive role can social media play in a student's scholarly development?
- Do the spaces we teach in align with i-Gen's needs?
- How can we manage the prevailing campus "culture of busyness" so that it does not compromise student's academic achievement and intellectual development?

FCT would like this first conversation to help us move toward identifying behaviors and approaches that promote better understanding and more effective teaching of i-Gen students at Muhlenberg.

We ask that you peruse the following two articles prior to the session:

[The iGen Shift: Colleges Are Changing to Reach the Next Generation](#)

[Kids These Days and iGen: two competing visions of what makes a millennial](#)

Other recent references:

[Does Our Cultural Obsession With Safety Spell the Downfall of Democracy?](#)

[Today's College Students Aren't Who You Think They Are](#)

Digital Brew III (Co-sponsored with the Digital Learning Team)

Friday, November 9th, 3:30 PM – 5:00 PM, Language Commons, Ettinger Hall

This session is designed so that participants have an opportunity to gain hands-on experience with some of the digital technologies in use on campus. In addition, faculty from a variety of disciplines and digital learning collaborators (complete list below) will be on hand to demonstrate how available technologies are being integrated into Muhlenberg courses. Whether you are a "digital beginner" or have some background with these tools already, we are confident you will come away

from this event with new ideas for effectively integrating these technologies into your courses and your student-faculty research collaborations.

All interested faculty and staff are welcome. If this isn't enticement enough, we will also offer craft beers, other beverages, and assorted snacks.

Digital Brew III Contributors:

wayGen: Mapping Pathways to Present

Susan Falciani, Trexler Library

openGen: Italian I Open Textbook

Dan Leisawitz and Daniela Viale, Languages, Literatures, and Cultures, & Timothy Clarke, Digital Learning

castGen: Podcasting in the Classroom

Danielle Sanchez, History and Africana Studies & Lora Taub-Pervizpour, Digital Learning

virtualGen: Explorations in Virtual Reality

Thomas Sciarrino, ITDL

storyGen: Mediamaking Across the Curriculum

Richard Niesenbaum, Biology and Sustainability Studies, & Sean Miller, Media Services/ITDL

Grants Fair (co-sponsored with the Faculty Development and Scholarship Committee)

Thursday, November 29th, 4:00 PM – 5:30 PM, Hoffman House

All interested faculty and staff are welcome. An assortment of appetizers, wine, beer, and other beverages will be provided.

This will be an interactive event highlighting faculty work that was supported by either the types of grant funding linked to FCT (New Course Development Grants, Pedagogical Development Grants, and Small Group Pedagogical Development Grants) or the funding available through FDSC (Summer Research Grants, Summer Collaborative Grants with Students, and Mellon Community Grants).

Faculty discussants will share information about how they framed and executed their pedagogical and/or scholarly projects and how the grant funding facilitated their progress. As the next round of applications for such funding will be due early in the spring semester, we believe this session will also provide timely opportunities to talk about potential projects.

Faculty participants include Sharon Albert, Sue Clemens, Tom Cragin, Gail Eisenberg, Yariv Fadlon, Will Gryc, Tineke D'Haeseleer, Roland Kushner, Jonathan Lassiter, Daniel Leisawitz, Dawn Lonsinger, Matt Moore, Leticia Robles-Moreno, Stefanie Sinno, and Mattieu de Wit.

Teachers Talking i-Gen: Supporting Students with CARE (Co-sponsored with the Campus Assessment, Response, and Evaluation Team)

Friday, December 7th, 2:00 PM – 3:30 PM, Seegers GQ Annex

This session will be facilitated by Allison Gulati, Michele Paules, Mark Sciutto, and Tim Silvestri.

A goal of this second session in the *Teachers Talking i-Gen* series is for faculty and staff to continue conversations about how to address challenging behaviors that students may display in and out of the classroom. We will consider strategies for supporting students who are dealing with complex issues such as anxiety, depression, aggression, and over-commitment. Other session goals are to highlight the role of the CARE team and to clarify faculty/staff responsibilities with regard to when or if to report student behaviors. Conversations will be initiated using case studies based on situations encountered at Muhlenberg.

Spring 2019

The Faculty Center for Teaching is pleased to collaborate with on the upcoming event:

Teachers Talking i-Gen: Transgender Sensitivity and Cultural Competency Workshop (Co-sponsored with the LGBTQ+ Faculty & Staff Collective, the Office of the Provost, the Division of Student Affairs, the Dean of Students Office, and the Office of Multicultural Life)

Friday, January 18th, 2019, 1 PM - 2 PM, Hoffman House

The workshop aims to provide faculty and staff with tools to better support our transgender and non-binary students, colleagues and community members, and will be co-facilitated by Connie Wolfe (Associate Professor of Psychology and Intergroup Dialogue Program Co-Director) and Mark Smiley (LGBT Coordinator and Assistant Director, Office of Multicultural Life).

Disrupting Dialogues: Battling Burn Out and Restoring Self and Community

Friday, February 8th, 2019, 1:00 PM – 2:30 PM, Seegers 113

This session will be facilitated by Kenneth Michniewicz (Psychology), Kate Richmond (Psychology, Women & Gender Studies), and Sherri Young (Chemistry).

Nationwide and across institution-type, faculty and staff are consistently reporting being professionally, emotionally, and mentally stretched. Teaching and learning centers are increasingly becoming sites where colleagues collaborate to address issues related to self-care, burn out, restoration, community connection, and workday balance.

Key goals for this workshop include identifying strategies to promote work-life balance and disrupting the pattern of “becoming sick and tired of being sick and tired.” Through both individual work and collective dialogue, we seek to identify actionable initiatives and develop practical approaches to better cultivate a campus culture at Muhlenberg that supports satisfying and manageable work lives.

Pre-Session Readings:

<https://www.chronicle.com/article/Why-I-Collapsed-on-the-Job/242537?fbclid=IwAR0YFjY2Vw-r16LsRFUspqpQR66ZIB7cPBixyXau8fjy7EOWd3pVe4HzAnw>

<https://www.insidehighered.com/advice/2019/01/17/professor-gives-advice-colleagues-starting-new-year-self-care-opinion#.XEM6H6w9Ves.link>

<https://search-proquest-com.muhlenberg.idm.oclc.org/docview/2116575226?accountid=40980>

Wednesday, March 20th and Thursday, March 21st 2019

The Faculty Center for Teaching (FCT), the Office of the Dean of Academic Life, the Dean of Students Office, the Education Department, and the Office of Disability Services, will co-sponsor a campus visit by **Dr. Jane Thierfeld-Brown**. Professor Thierfeld-Brown is an Assistant Clinical Professor at Yale Child Study, Yale Medical School, Director of College Autism Spectrum, and former Director of Student Services at the University of Connecticut School of Law.

There will be two separate opportunities for faculty and staff to participate in discussion-based workshops with Dr. Thierfeld-Brown. These conversations will include identifying tangible strategies for working with students with disabilities. As part of these workshops, she will facilitate discussions of case studies based on experiences here at Muhlenberg that highlight important academic, interpersonal, and legal challenges.

Workshop A: Wednesday, March 20th, from 3:30 PM - 5 PM in the Hoffman House

Workshop B: Thursday, March 21st, from 1:30 PM - 3 PM in the Hoffman House

If you would like to participate in one of the workshops, **please RSVP to Brenda Larimer (brendalarimer@muhlenberg.edu) and indicate which session you plan to attend.** We welcome your participation even if your schedule does not permit attending the session for the entire time. Refreshments will be served at both workshops.

Dr. Thierfeld-Brown will also give a public address on the evening of **Wednesday, March 20th at 7 PM in the Miller Forum, Moyer Hall**. Her presentation, ***Is This Person Ready to be a College Student?***, will address what she describes as the "realities of post-secondary options for students with disabilities."

The Provost's Office, the Faculty Center for Teaching, and the Integrative Learning Co-Coordinators welcome your participation in the two-day May workshop:

Engaged Liberal Arts for All: Inclusive Pedagogies and High Impact Practices.

This interactive workshop is funded by the College's Andrew W. Mellon Grant, *Practicing the Liberal Arts: Developing and Applying Scholarly Skills*.

Thursday, May 16th and Friday, May 17th, 8:30 AM – 3:30 PM

Hoffman House on 5/16 and Seegers Union, Room 113 on 5/17

Workshop Description:

As the AAC&U website notes, “high-impact” teaching and learning practices “have been shown to be beneficial for college students from many backgrounds, especially historically underserved students, who often do not have equitable access to high-impact learning.” This interactive workshop will explore the importance of classroom climate, as well as pedagogical strategies for increasing inclusion in learning environments in and outside of the classroom. We will also examine how high impact practices and engaged assignments can enhance learning for all students. Each day will provide opportunities for participants to apply tools and strategies to their own courses, assignments, and pedagogical practices.

Brooke Vick, Associate Provost for Faculty & Diversity Initiatives, will lead the first day of the workshop, and Paul Hanstedt, Director of Pedagogical Innovation and Professor of English at Roanoke College, will lead the second.

This workshop will 1) provide opportunities to recognize the ways in which our own current pedagogies might be excluding or marginalizing some students, and to realign our teaching to be genuinely inclusive for all students; and 2) to incorporate high-impact practices into all of our interactions with students to strengthen these inclusive pedagogies.

Some key topics to be discussed in this workshop include:

- Description of inclusive pedagogical approaches and common pitfalls that can decrease learning in underrepresented or minoritized groups;
- Characteristics and best practices for increasing inclusion in higher education;
- How high impact pedagogies can increase inclusion;
- Concrete examples of high impact practices and opportunities to apply these examples;
- How to develop high impact assignments which enhance inclusion and foster integrative learning;
- Demonstrate and explore links between high impact inclusive pedagogies and the IL requirement;

Each participant will receive a copy of Paul Hanstedt’s book, *Creating Wicked Students: Designing Courses for a Complex World*, as well as a stipend of \$300 for completing both days of the workshop. It is important to note that we only have room for 25 participants. Continental breakfast and lunch will be served both days.

Appendix C

New Faculty Orientation 2018-2019

FCT offered differentiated programs for the first-year cohort and the second-year cohort in order to meet their differing needs in the Fall Semester of 2018.

For the first-year cohort, the year-long program began with a session on academic resources with participation from the Writing Program/Writing Center, Digital Learning, Trexler Library, Academic Resource Center/International Student Support, and Disabilities Services. Each of these campus offices used this opportunity to introduce key staff and administrators and share essential information regarding how it supports student learning on campus. Other sessions for this cohort included funding opportunities for research and teaching and creating a mentoring network.

During the Fall Semester of 2018, a dedicated adjunct joined the first-year cohort to take advantage of all of FCT's professional development and networking opportunities. He continued to participate fully in all of the NFO programs, including the Peer Partner Program. Issues and questions that arose from his participation prompted Linda and Cathy to think about future work with other adjuncts, including those who teach in the Wescoe School.

The second-year cohort met in the Fall Semester of 2018 to begin a deeper reflection on their teaching based on their experience as new faculty in 2017-2018 and their goals for the new academic year. The second-year faculty were introduced to the teacher research/action research framework to generate questions to explore in their teaching. For example, one of the participants wanted to rethink the role of grading and set goals to experiment with independent projects with opportunities for students to self- and peer-evaluate. This cohort also gathered to talk about topics specific to their needs such as how to prepare for the second-year review.

In the spring of 2019, the two cohorts met about once a month to explore various topic such as reading comprehension, reading in the discipline, and strategies for the meaning-making process, and meaningful assignments to accompany reading (facilitated by the Co-Directors of the Writing Program). As with most sessions during the academic year, these sessions generated dialogues regarding teaching stemming from successes, challenges, questions, anecdotes, and new ideas. The spirited conversations are a hallmark of NFO sessions, and they embody the supportive and nurturing community our new colleagues have developed for one another.

The NFO 2018-2019 culminated with a celebratory social gathering to reflect on this academic year and to bid farewell to the second-year cohort who officially concluded their two-year NFO program.

Appendix D

Pedagogical Learning Community

Maximizing Learning: Lessons from Cognition

The Faculty Center for Teaching (FCT) is pleased to sponsor the pedagogical learning community, *Maximizing Learning: Lessons from Cognition*, during the 2018-2019 academic year. In keeping with emerging trends at college and university teaching and learning centers nationwide, FCT hopes to promote deeper conversations about pedagogy through supporting this eight-to-twelve-member learning community. We think of pedagogical learning communities as informal seminars having a pedagogical focus that are intended to engage faculty in collaborative explorations of innovative teaching and to help disseminate important, new learning strategies to the broader community.

This learning community will examine current literature on teaching and learning from the viewpoint of cognitive science, considering the processes involved in memory, attention, language, perception, reasoning, problem-solving, and learning. The group will be co-convened by Alexandra Frazer (Psychology) and Brett Fadem (Physics).

PLC Description

Teaching at a small liberal arts college, many faculty at Muhlenberg may already be familiar with the various ideas that will be examined in this PLC, but they may not be aware of the underlying reasons WHY learning is facilitated by such pedagogical techniques. Other faculty may have learned about such issues in the past, but in some cases pedagogical approaches have changed – for example, learning styles are no longer ‘en vogue’ as little research supports their efficacy. Yet, learning styles are just one example of outdated information persisting in education. Laptop use in the classroom is a very new topic, as laptop use in classes did not become widespread until perhaps the last 15 years – so what are the pros and cons of computers in the classroom?

This PLC aims to address such issues with a group of faculty from across the College, to look at the current state of the literature on teaching and learning from the viewpoint of cognitive psychology. Cognitive psychology, or more broadly cognitive science, considers the processes involved in memory, attention, language, perception, reasoning, problem-solving, and learning. As such, it is well-situated between education, psychology, neuroscience/biology, and philosophy and draws from all of those disciplines in its approach to the mind. This PLC hopes to encourage faculty to look at the current state of the field and to think about how they can, or perhaps already do, use this in their courses to improve learning for their students.

We will be reading portions of the books *Make it Stick, How We Learn: The Surprising Truth about When, Where, and Why it Happens*, and *Minds Online: Teaching Effectively with Technology*. We will also be reading a number of current primary source research articles. Another component of the program will involve inviting student Learning Assistants (LAs) to join some parts of our sessions. As students, they possess a unique perspective into our courses, and as LAs, they have perspective on how students engage with the material and assignments we use in our courses. In their training to become LAs, they have also read many of the sources we will examine in this PLC. An outline of session topics is provided at the end of this document.

Application Specifications and Procedures

Participants will receive a \$300 stipend with costs of required materials being covered by FCT. Participants will be expected to attend two sessions in the Fall 2018 semester (October and November), and four sessions during the Spring 2019 term (January, February, March, April). We expect each session will be an hour and half in length. Exact dates for these meetings will be decided when the list of participants has been determined.

To apply, please submit a brief (1 ½ to 2 pages) explanation of your interest, including a statement of what you hope to gain from this opportunity as well as any pedagogical revisions you envision making or are considering. The Faculty Center for Teaching Board and the two co-conveners of the PLC will review applications and make determinations soon after the application deadline.

Outline of Session Topics

1. Mythbusters: Education Edition
 - a. A discussion of learning myths and why they persist – including some that many of us AND many of our students believe
 - b. Discussion of practical ideas to help to dispel such myths among students and how that can improve learning outcomes
2. Testing and Spacing Effects
 - a. The testing effect is the phenomenon that shows that repeated retrieval of information from memory can facilitate long-term retention of material.
 - b. The spacing effect similarly shows improved long-term retention of learned material but based on studying in multiple short sessions rather than cramming in one long study session.
3. Study Skills

In contrast to many of the myths we will discuss in the first section, here we will identify and analyze practices to encourage in students including some possibly unexpected things like time management and scheduling.
4. Metacognition
 - a. Often described as “thinking about thinking,” but in this context is could be thought of as “learning about one’s own learning”
 - b. How can we encourage metacognition in our classes and in our students?
5. Laptops in the Classroom and Teaching with Technology
 - a. Discussion of Pro/Con of Laptops
 - b. Ways to use laptops effectively – how can we encourage the positive aspects?
 - c. What can we take from research in cognition to effectively use new technological techniques on our classes?
6. Brainstorming and Idea Sharing Session
 - a. How people think they may incorporate some of this information in their courses and how they think it can improve student learning
 - b. Outcomes from any changes made to pedagogical practices during the duration of the PLC and evaluation of those changes.

Appendix E

FCT Grant Report for 2018 - 2019

Pedagogical Learning Community: *Maximizing Learning: Lessons from Cognition*

To better align with emerging trends at college and university teaching and learning centers nationwide, the Faculty Center for Teaching piloted the pedagogical learning community, *Maximizing Learning: Lessons from Cognition*, in AY 2018 – 2019.

This learning community examined current literature on teaching and learning from the viewpoint of cognitive science, considering the processes involved in memory, attention, language, perception, reasoning, problem-solving, and learning. The group was co-convened by Alexandra Frazer (Psychology) and Brett Fadem (Physics).

In total, twelve faculty and staff participants were involved in these conversations, with each contributor receiving a stipend of \$300.

Note: In order to financially support the learning community pilot, FCT had to temporarily suspend funding for the *Small Group Pedagogical Grant* program this year. The FCT Board will continue to rethink such budgetary allocations moving in order to optimize opportunities for meaningful faculty and staff development.

Pedagogical Development Grants Awards for Summer 2019:

The FCT Board awarded 4-week pedagogical development grants to Erika Bagley & Stefanie Sinno (joint award), Adam Clark, and Erika Iyengar. Amelia Moreno and Sherri Young will each receive a longer-term pedagogical development grant.

- Drs. Bagley and Sinno will work to reframe the regularly-offered *Child Development* course (that they alternate teaching) to address identified pedagogical issues related to diversity and student engagement. With an eye to helping students understand and engage with children's diverse lived experiences, they intend to move away from a traditional lecture format to include flipped classroom strategies and digital storytelling using resources such as the NJH-NSF-sponsored, web-based library *Databrary*.
- Dr. Clark proposes to fully weave team-based learning into his *General Physics I* and *General Physics II* courses. In addition to creating a full suite of videos for flipped classroom pedagogies and accompanying problem sets for in-class use, Dr. Clark will examine what effect the combination of team-based strategies and flipped lectures has on student learning using standardized instruments such as the Force and Motion Conceptual Evaluation (FMCE) and the Conceptual Survey of Electricity and Magnetism (CSEM).
- Dr. Iyengar proposes a major overhaul of *BIO-150: Principles of Biology I* to more effectively implement group work and promote out-of-classroom learning. This project aligns with on-going department conversations about reframing the 3-course *Principles* sequence. Dr. Iyengar's proposal has four major threads: paring down content covered and using case

studies to stress applications, introducing more active learning exercises in class, using flipped classroom techniques to convey more basic information, and altering the existing multi-class project to become more of an independent research experience.

- Professor Moreno's project focuses on the *Spanish for Heritage Speakers I* and *II* courses (SPN-202 and SPN-303) and will culminate with producing an on-line workbook for classroom use. Now that both courses have been offered once, Professor Moreno argues that significant changes in approach and revisions to the structure of the course are in order. She will work to identify content-based instruction recommendations and will adapt them to the three key parts of this two-course sequence: grammar and vocabulary, interpretive and presentational modes of communication, and culture and literature. Sensitive to the price of materials for this specialized student, the last portion of her project will be devoted to creating on-line course activities in a workbook format to complement the new pedagogy.
- Dr. Young's grant will support her reimagining and restructuring *Organic Chemistry I* and *Organic Chemistry II* to both incorporate biochemistry content and improve student learning. First, Dr. Young will focus on breaking away from the traditional framework where functional groups are taught in separate modules with little to no reinforcement. Instead, she will organize the course to introduce multiple variations of the same reaction type at once and then follow up with exercises and activities to better solidify these concepts and applications. Second, she will work to bring the courses into alignment with recommendations from the American Chemical Association and the Medical College Admission Test by adding content modules focusing on biochemistry. This aspect of the project will require the creation of new exercise sets and laboratory activities, not to mention content-knowledge acquisition on the part of the instructor. She has a department-approved assessment plan in the works for when the courses are offered under this new structure.

Travel Grants (\$500 per participant):

- Erika Bagley (Psychology): to attend the Society for Research on Child Development conference in Baltimore, MD and to present a poster as part of the pre-conference Teaching Institute titled *Teaching about Development and Poverty: Challenges and Ideas about How to Address Them*.
- Tineke D'Haeseleer (History): to present at the *Domains 2019: Back to the Future* conference organized by Reclaim Hosting in Durham, NC. The paper is based on the *Bergbuilds Domain of One's Own* initiative to support the development of an open pedagogy, and to increase students' engagement with the course materials by having them share their work (and learning) in a digital space.
- Eugene Fiorini (Mathematics) & Gail Marsella (Chemistry): to attend the annual conference of the National Center for Case Study Teaching in Science in Amherst, NY. Participation will inform their development of forensics activities for the classroom use that demonstrate practical applications of mathematics and science, offer forensic-themed workshops for high school and middle school students, and develop an undergraduate forensics textbook that emphasizes mathematical and scientific applications.

- Mohsin Hashim (Political Science): to present the paper *Teaching Climate Change and Sustainability Abroad: Reflections on a Short-Term Study Abroad Course in Bangladesh* at the Annual Conference of the Western Political Science Association in San Diego, CA.
- Roland Kushner (Accounting, Business, Economics and Finance): to attend the Association of Arts Administration Educators conference in Madison, WI, to chair a panel and present on the artistic programming decision process using ordered weighted average and voting methods.
- Richard Niesenbaum (Biology): to present at the *Domains 2019: Back to the Future* conference organized by Reclaim Hosting in Durham, NC. The paper addresses using a Domains focus to enhance integrative learning and global perspectives in sustainability studies, and the ways that Muhlenberg faculty are linking Domains to pedagogical formations that actively imagine and invent new possibilities for ourselves and the students we teach.
- Stefanie Sinno (Psychology): to attend the Society for Research on Child Development conference in Baltimore, MD and to present a poster as part of the pre-conference Teaching Institute titled *Teaching about Diversity in Family Engagement through Community-Based Research in an Undergraduate Course*.