

Goal-Getter Award Proposal

Department/Program Name:

Colleges of Liberal Arts, Pharmacy, Business, Science, Health Professions, Education; Center for Teaching Excellence; Shafer Library

Project/Initiative Name:

Excel at Teaching: The First Annual University of Findlay Teaching Symposium

Proposers:

Sarah Fedirka, College of Liberal Arts; Andrew Hvizdos, College of Pharmacy; Chris Ward, College of Business; Helen Schneider, College of Science; Chris Matsos, College of Liberal Arts; Lindsey Buddelmeyer, College of Health Professions; Kim Forget, College of Education; Andrew Whitis, Library Director; Christine Denecker, Director, Center for Teaching Excellence; Beth Stewart, CTE Program Manager

Project/Initiative Synopsis:

The purpose of this project is to sponsor a one-day teaching symposium that showcases pedagogical and/or andragogical excellence and innovation in all delivery formats at the University of Findlay, from traditional to online to clinical and beyond, and at all levels of instruction, from undergraduate to graduate education. Faculty (including adjuncts) from all UF colleges will be invited to present, participate, and share best teaching practices via panel presentations, posters, and round table discussions. Participants will be asked to focus on “What unique approaches does your college or program take to prepare 21st century students for ‘meaningful lives and productive careers’?”

Goals of the symposium include:

- Sharing best practices for teaching and learning across disciplines;
- Discussing new teaching and learning practices and theories in a forum dedicated to enriching the student learning experience;
- Celebrating accomplishments.

The call for proposals and tentative schedule of events are attached to the end of this proposal. (Attachments 1 and 2)

Detailed Explanation of Funding Amount Request:

The funds will be used as initial start-up monies to launch the first-annual Excel at Teaching Symposium. The table below outlines the expected costs. Dr. Fields and the Office of Academic Affairs have pledged support to the project and will provide partial funding. In addition, the committee anticipates the need to request support from each of the college deans. However, the

extent of this support is also limited and unknown. For these reasons, we are requesting \$8,880 to bridge the gap between anticipated monies and planned expenses and needs.

- **How funds are to be used:**

The following costs are consolidated as a summary of how the funds are to be used. A detailed budget is attached to the end of the proposal. (Attachment 3)

| Item | Total Costs |
|---|----------------|
| *Advertising (signs, printing, programs, etc.) | \$80 |
| *Registration/ Participant Materials | \$500 |
| Food (breaks, lunch) | \$1,960 |
| Student Assistants (5 students x 8 hrs. @ \$8.50) | \$340 |
| Speaker Fees (including travel) | \$6,000 |
| Total Amount of Request: | \$8,880 |

*NOTE: These costs do not include IN-KIND contributions, donations, and re-purposing of items/materials that have already been secured for the symposium, including certificates, name tags, UF folders, evaluations, door prizes, and web space design. See attached detailed budget.

NOTE ALSO: In researching possible keynote speakers, the Excel at Teaching Symposium planning committee has found the average speaker fee (including travel) is \$6,000. We are currently deciding among three top choices that charge this price.

- **Facilities and ITS implications:**

The Excel at Teaching Symposium has no implications for existing university facilities. Existing space on campus has already been reserved; no changes or alterations to those spaces are required. (See Attachment 2) Additionally, the symposium will have only minimal implications for ITS. Ray McCandless and the ITS managers have been in conversation with symposium planners. A copy of the proposal initialed by Ray McCandless and Myreon Cobb was submitted with this document as a PDF attachment.

Projected return on investment:

- **Limited Financial**

- The long-range vision is to open the Excel at Teaching Symposium to a regional population. At that point, we would charge registration fees and eventually become more financially self-sustaining. Nonetheless, we do not anticipate a significant

financial return on investment. The committee does not see monetary gain as the purpose of this project at this point or in future iterations. Instead, the goal of the Symposium is to reflect upon, share, and foster best teaching practices, which we see as promoting strategic goals 1, 4, 6, and 7 as described below.

- **Student Retention (strategic goals 1 and 6):**

- A recent whitepaper on student retention in higher education identifies retention as “the 3rd most important item in strategic plans for college boards.” As a result, “its importance becomes an ethical, moral, and mission imperative” (Bourneuf, 2014, para. 3). The Excel at Teaching Symposium takes up this charge, recognizing the clear link between dynamic, student-centered pedagogical and andragogical approaches and student retention and satisfaction. Research indicates that “students who consider leaving [their] university report lower perceptions of teaching quality than their peers” (Xuereb, 2014, p. 146). Therefore, “[i]nstitutions must work towards providing students with a meaningful learning environment, so that these students will become connected to the institution by developing a sense of belonging within the student body” (Lau, 2003, pp. 126-127). Classroom interactions between teacher and student and among students provide “transformational opportunities to change the experience of the student *with* the institution” (Bourneuf, 2014, para. 21, original emphasis).

While many of the factors contributing to a student’s decision to leave his or her university are beyond faculty control, “[t]he academic experience, and in particular the teaching, learning and assessment practices are within the control of teachers” (Crosling, Heagney, and Thomas, 2009, p. 10). In fact, curriculum is consistently viewed “as the primary way to engage students both academically and socially and to build institutional commitment [...] and belonging” (Crosling, Heagney, and Thomas, 2009, p. 12). Thus, what goes on in the classroom “is significant in student retention” (Crosling, Heagney, and Thomas, 2009, p. 10). By providing a forum to reflect upon and promote best teaching practices, the Excel at Teaching Symposium can positively impact student retention at the University of Findlay.

- **Incorporation of new, improved, and/or more informed pedagogical practices (strategic goals 4 and 7):**

- Our planning committee believes we need to make a priority the kind of professional development offered by events like the Excel at Teaching Symposium. Research indicates that instructors teach the way they were taught. However, research also indicates, “it would be difficult to design an educational model that is more at odds with the findings of current research about human cognition than the one being used today at most colleges and universities” (Halpern and Hakel, 2003, pp. 37-38).

While lecture has its limited uses, cooperative, collaborative, and active learning approaches have been proven repeatedly to have the longest lasting effects on a student's ability to learn and retain course content.

Evidence supports that “student-cent[ered], discussion-based and group-based learning activities promote:

- Enhanced student participation and interaction.
- More willingness by students to express their ideas.
- Improved communication among students in culturally diverse classes.
- Better adjustment to university study [...].
- A shift towards deep learning as a space is created for learners to test out new concepts.
- Increased motivation, quality of discussion and level of analysis” (Warren as cited by Crosling, Heagney, and Thomas, 2009, p. 14)

Today's millennial learners enter classrooms expecting “experiential and engaging learning, interactivity and collaboration, and immediacy and connectivity” (Skiba and Barton, 2006, para. 9-10). These “students are no longer the people our educational system was designed to teach” (Skiba and Barton, 2006, para. 6). The result has been “a shift from the traditional teaching paradigm to a constructivist learning paradigm” (Skiba and Barton, 2006, para. 9-10). Research suggests that within this paradigm, “Faculty members can help to maintain a positive learning environment for students by using multimedia technology and innovative instructional techniques such as cooperative and collaborative learning in the classroom” (Lau, 2003, p. 126).

In addition, teachers have a wider-array of delivery tools available today than ever before, including “white boards, scheduling and appointment wizards, synchronous and asynchronous communications, Skype, Google Hang-out, and other tools and platforms in continual development.” (Bourneuf, 2014, para. 21). Though the technology is available and today's students expect teachers to use it, few faculty members have been trained to incorporate these technologies in the classroom successfully.

The Excel at Teaching Symposium provides an opportunity for faculty to share and reflect upon the successes and challenges of using technology to engage millennial learners, while more broadly promoting new, improved, and/or more informed pedagogical and andragogical practices. As teachers we expect our students to come to class prepared. Our students have the right to expect the same from us. In addition to fostering a community of teachers and learners, the Excel at Teaching Symposium will equip University of Findlay faculty with necessary pedagogical and andragogical

tools to, in turn, equip our 21st century students for meaningful lives and productive careers.

Conclusion:

The Excel at Teaching Symposium is designed to engage participants, build on best practices, and provide concrete examples and strategies to enhance teaching and increase student learning. We anticipate that “Excel at Teaching” will forge and renew interdisciplinary teaching connections that will extend beyond the day of the event. As a result it has the potential to impact faculty and students and contribute positively to the University of Findlay’s climate of teaching and learning.

References

- Bourneuf, J. (2014) The 2014 retention imperative: a white paper. Retrieved from <http://www.askonline.net/2014/02/1774/>
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- Halpern, D. and Hakel, M. (2003) Applying the science of learning to the university and beyond: teaching for long-term retention and transfer *Change* 35(4), pp. 36-41. Retrieved from <http://metis.findlay.edu:2048/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=10047046&site=ehost-live>
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- Xuereb, S. (2014) Why students consider terminating their studies and what convinces them to stay. *Active Learning in Higher Education* 15(2), pp. 145-156. doi: 10.1177/1469787414527395.

Attachment 1: Call for Proposals

Excel at Teaching:

The First Annual University of Findlay Teaching Symposium

Saturday, March 14, 2015

In the spirit of the UF mission to equip students for meaningful lives and productive careers, we are pleased to announce Excel at Teaching: The First Annual University of Findlay Teaching Symposium on Saturday, March 14th, 2015 from 8:30 a.m.-1:30 p.m.

The symposium is a day to celebrate and support our teaching and learning community by sharing best practices for teaching and learning across disciplines. It showcases pedagogical and andragogical excellence and innovation in all delivery formats, from traditional to online to clinical and beyond, and at all levels, from undergraduate to graduate education.

Call For Proposals

We invite you to share your best practices in pedagogy and/or andragogy, including but not limited to face-to-face, online, hybrid, or clinical settings. You might consider answering: What unique approaches does your college or program take to prepare our 21st century students for “meaningful lives and productive careers”?

Possible topics might include, but are not limited to: Effective assignment design, general teaching ideas, teaching with technology, responding to and evaluating student work, using research in the classroom or tied to your teaching, and/or evidence-based practice.

We welcome proposals for individual or panel presentations, roundtables, or posters. Individual submissions will be grouped into sessions with similar themes. Sessions are 75 minutes long, with three 20-minute presentations and time for Q&A.

Proposal Submission Process

Submit your proposal via the Excel at Teaching Symposium website. In your proposal, please provide:

1. Names and contact information for all presenters
2. Title of poster, presentation, or roundtable being proposed
3. Abstract (300 word maximum)
 - a. What are you doing?
 - b. How are doing it?
 - c. What are the results and impact?
 - d. How do you assess the success?
4. Platform: Oral or Poster Presentation

Proposal submissions are due by **Monday, November 17, 2014.**

For more information contact:

Sarah Fedirka (Fedirka@findlay.edu) or Beth Stewart (Stewart@findlay.edu)

We hope you will join us for a day of learning and professional dialogue.

Attachment 2: Tentative Schedule of Events

The committee has set the following tentative schedule and booked the locations through facilities. Posters will be available all day in Malcolm Dining Hall.

| Time | Event | Location |
|------------------|---|----------------------------|
| 8:30 a.m. | Registration and continental breakfast | Gardner Fine Arts Pavilion |
| 9:00-10:15 a.m. | First concurrent session | Brewer 106 and 108 |
| 10:30-11:45 a.m. | Second concurrent session | Brewer 106 and 108 |
| Noon-1:15 p.m. | Plated lunch with keynote speaker | Gardner Fine Arts Pavilion |
| (1:30-2:45 p.m.) | (Third concurrent session if necessary) | (Brewer 106 and 108) |

Attachment 3: Detailed Budget for Event**2015 Excel at Teaching Symposium - Approximate Costs**

| Item | Quantity | Est. Cost Per | Total | Costs for '14-' '15 | NOTES for '14-' 15 | Vendors/Website |
|---|----------|----------------|--------------|------------------------|-----------------------|-----------------|
| Certificate of Attendance/Participation | 100 | \$7.35/50 box | \$ 14.70 | \$ - | Have these | varies online |
| Programs w/Abstract and Participants | 100 | | \$ 200.00 | \$ 200.00 | | UF Print Shop |
| UF Folders | 100 | 0.93 | \$ 93.00 | \$ 37.20 | Have 60 folders | UF Bookstore |
| UF Pens | 100 | 0.75 | \$ 75.00 | \$ 75.00 | | UF Bookstore |
| Clear Plastic File/Envelope | 100 | \$28.39/50 box | \$ 56.73 | \$ 28.39 | Have 43 envelopes | shoplet.com |
| Nametag - lanyard | 100 | \$10.64/50 box | \$ 21.28 | \$ - | Have these | shoplet.com |
| Nametag – pin | 100 | \$28.39/50 box | \$ 56.78 | \$ 56.78 | | shoplet.com |
| Postcard Announcement 8.5 x 5.5 | 500 | 0.10 | \$ 50.00 | \$ 50.00 | 2-side color | UF Print Shop |
| Postcard Announcement 8.5 x 3.5 | 500 | 0.07 | \$ 35.00 | \$ 35.00 | 2-side color | UF Print Shop |
| Breakfast - Coffee | 4 | \$12.50/gallon | \$ 50.00 | \$ 50.00 | 16 servings/gallon | UF Catering |
| Breakfast – OJ | 3 | \$12.99/gallon | \$ 38.97 | \$ 38.97 | 16 servings/gallon | UF Catering |
| Breakfast - Water | 5 | \$1.00/gallon | \$ 5.00 | \$ 5.00 | | UF Catering |

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|---|-----------|-----------------|-------------|--------------------|--------------------------|---------------|
| Breakfast - Assorted Baked Goods | 7 | \$7.50/ dozen | \$ 52.50 | \$ 52.50 | | UF Catering |
| Breakfast - Fruit Tray | 1 | \$73.49/tray | \$ 73.49 | \$ 73.49 | Large: 45-50 | UF Catering |
| Lunch - Pre-set | 100 | \$16.00/per | \$ 1,600.00 | \$ 1,600.00 | | UF Catering |
| Break - Assorted sodas | 75 | \$1.30 | \$ 97.50 | \$ 97.50 | | UF Catering |
| Break – Water | 5 | \$1.00/gallon | \$ 5.00 | \$ 5.00 | | UF Catering |
| Break – Chips | 3 | \$5.99/lb | \$ 17.97 | \$ 17.97 | | UF Catering |
| Break - Pretzels | 3 | \$5.99/lb | \$ 17.97 | \$ 17.97 | | UF Catering |
| Keynote Honorarium | 1 | \$6000.00/total | \$ 6,000.00 | \$ 6,000.00 | Total: hotel/travel/talk | |
| Door Prizes (additional) | Depending | | \$ 100.00 | \$ 100.00 | | varies online |
| Web Space Design | n/a | n/a | \$ - | \$ - | Internal ITS | |
| Signs | Depending | n/a | \$ - | \$ - | Internal ITS | |
| Evaluations | 100 | n/a | - | - | Internal Copy | |
| Student Assistants (5 students x 8 hours) | | \$8.50 per hour | \$ 340.00 | \$ 340.00 | UF students | UF students |
| Totals | | | | \$ 8,880.77 | | |