

2009 Ellbogen Center for Teaching and Learning Academic Plan

Background and mission

Established in the fall of 1991, the Center for Teaching Excellence grew out of reallocation and recommendations from the Academic Reallocation Committee. A university-wide advisory council hired a director and consolidated resources from across campus that included two instructional technology offices and the Writing Center. The director and advisory council crafted a brief mission statement that has remained unchanged: providing leadership, advocacy, support, faculty development and instructional services for teaching and learning excellence. In September 2001, the center was renamed The John P. “Jack” Ellbogen Center for Teaching and Learning (ECTL). The staffing levels have remained relatively unchanged since the mid 1990s: a full-time director and full-time office associate, two full-time instructional technology coordinators, a half-time writing center director, and several lab assistants. Now in its 17th year, the Center has enjoyed stability with some longevity in staff: the current director (the third director) was the Writing Center director from 1989 – 2003, and one of the instructional technology coordinators has been with the Center from the beginning. There has been steady growth in numbers of programs, constituencies, and collaborations. The original mission has proven to work for an increasingly complex set of activities.

2004 – 2009 Accomplishments

The ECTL’s 2004 plan contains twenty-one action items, grouped in five categories: assessment in service to teaching and learning; programs for particular populations and audiences; supporting the curriculum through instructional and curricular innovations; instructional media and computing; and the writing center. Many of the twenty-one action items were accomplished through the following major developments, all of which have involved significant collaboration with multiple university entities.

- *Implementation of LeaRN.* From 2004 – 2008, the ECTL, in conjunction with the Office of Academic Affairs, provided considerable support in infrastructure, personnel, advice, and collaborative programming to establish this unique combination of student services and faculty development devoted to high school-to-college transition issues. In 2008, LeaRN became fully independent of the ECTL and is making significant contributions to teaching and learning at the university.
- *Advancement of classroom technologies.* In the late stages of the Classroom Building remodeling project, the ECTL, in conjunction with Information Technology and Facilities Planning, led a working group to revise and implement plans for installation of classroom technologies. The instructional media services coordinator participated in hiring and mentoring the Manager of Instructional Technology, a new position at the university. The university is now firmly committed to the goal of standardizing classroom technologies.
- *Development of major initiatives in instructional computing.* In conjunction with Information Technology and numerous faculty groups, the instructional computing services coordinator and other ECTL personnel have developed three initiatives that are

well underway: the adoption of Sakai as one of the course management systems, the development of e-portfolio opportunities, and the piloting of a laptop initiative. The number of courses with online course supplements administered by the ETL has quadrupled over the last five years (from 50 to 200). In addition to these major projects, the instructional computing services (ICS) coordinator also participated in the Banner implementation.

- *Completion and extension of FIPSE grant.* After the successful completion in 2006 of the FIPSE grant entitled “Connecting Learning Across Academic Settings,” project participants have extended and institutionalized their work in some substantial ways, including the creation of new or revised University Studies courses, development of departmental, program and college-wide assessments, the sponsorship of interdisciplinary working groups, such as the science literacies initiative, and the delivery and publication of research articles. Also, the 2006-2009 Kaiser Ethics Project, which was modeled on the FIPSE project, has successfully developed a cadre of faculty members in several disciplines who are infusing ethics instruction across the curriculum.
- *Expansion of programs for graduate students* In conjunction with the Graduate School, the ECTL has substantially increased opportunities for graduate students to develop their teaching abilities. The newly developed three-credit GRAD 5910 course is fully subscribed every fall and spring semester, attracting graduate students from a wide variety of disciplines. The ECTL’s graduate student Teaching and Learning Seminar Series now consists of twenty workshops and draws an attendance of 30 – 35 per session, or a total of 600 – 650 a year. A small number of graduate students also enroll in the Program in College Teaching, a formal program that requires coursework, independent study, mentoring, and the completion of a teaching portfolio.
- *Development of an assessment culture.* In conjunction with the Assessment Coordinators and in close collaboration with the Assessment Specialist, the ECTL has sponsored assessment assistance grants program for four years (ranging from \$10,000 - \$30,000 per year) with which departments have launched important assessment projects. Every fall, the ECTL and several co-sponsors organize a Fall Forum on learning and assessment that features several days worth of invited speakers, panel discussions, presentations, and workshops.

Action Items, 2009 – 2014

A significant percentage of the ECTL’s work consists of collaborating with other university units to assist them with actions in their academic plans. The action items we list here reflect some of these collaborations.

Teaching with technology.

- Action item 1: In collaboration with the Outreach School and Information Technology, the ECTL will investigate and recommend policies or procedures for developing and acknowledging hybrid courses (courses that combine traditional seat time with electronic and distance technologies for delivery). 2010 – 2012

- Action item 2: Partially in connection with the concept of hybrid courses, the ECTL, primarily through instructional media services, will continue to manage podcasting and videocasting services and develop a list of good pedagogical use of these technologies. Ongoing.
- Action item 3: The ECTL will assist in making recommendations for continuing or not continuing two technology pilot projects: e-portfolios and departmental adoption of laptop requirements. 2009 - 2010
- Action item 4: Instructional media and instructional computing services will continue to investigate (in collaboration with the Outreach School and Information Technology) Web 2.0 and make recommendations to faculty: Ongoing
- Action item 5. Instructional media services will assist the Manager of Classroom Technology to upgrade additional classrooms to the campus technology standards. Ongoing.

Services for international faculty and students

- Action item 6. In response to the increased need for writing assistance expressed by international students, the Writing Center will investigate ways to expand or change its work with international student writers at both the undergraduate and graduate level. 2010-2011.
- Action item 7. The ECTL will create a series of workshops on teaching designed for an audience of international graduate students and international faculty members, with a pilot project starting in 2009 - 2010

Programs for graduate assistants

- Action item 8. In collaboration with the Graduate School, the ECTL will assess and modify the Teaching and Learning Seminar Series for graduate assistants to more effectively meet the needs of departments. 2009-2010
- Action item 9. The ECTL will initiate a yearly colloquium for UW faculty members who participate in departmental level development of graduate assistants with teaching responsibilities. 2010 and then ongoing.

Programs for faculty

- Action item 10. In collaboration with the Department of Philosophy and the College of Business, the ECTL will pursue more permanent funding of the ethics-across-the-curriculum-project which received its initial three-year funding as the Kaiser Ethics Project. 2009-2011
- Action item 11. After the first year of the Transitions Program (Summit 2009), the ECTL will assess the “Sneak Peek” faculty session and continue to collaborate with the Transitions Program committee to incorporate faculty involvement. 2009 and ongoing
- Action item 12. The ECTL will substantially change its new faculty program based on input from the COACHE survey and interviews with pre-tenured faculty. 2010 – 2012
- Action item 13. The ECTL will create a new leadership program, based on the principles of Invisible College, CLAAS, and the Kaiser Ethics Project. 2010 – 2013.

Assessment

- Action item 14. In collaboration with the Assessment Coordinators, the ECTL will assist departments to develop and complete plans for advanced stages of assessment: the interpretation of data, the development of changes in the curriculum and/or teaching approaches, and the continuation of data collection to document the effectiveness of those changes. Ongoing.