FACULTY DEVELOPMENT

AY 2016-2017

This report summarizes Eastern Illinois University's Faculty Development programs, activities, and services during the past academic year, and demonstrates the ongoing demand by faculty for the services this unit provides.

EASTERN ILLINOIS UNIVERSITY™

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In mid-July, I will have completed my first year as Interim Director of Faculty Development @ EIU. I continue to teach in the History Department for half my assigned time during the academic year. Although for the first month of my appointment as Interim Director (Summer 2016), and for the beginning of this Summer (2017), I have staffed our office, updated our website and d2l course shell by myself, I am well aware that **Faculty Development** is no one-man band, but instead, to pile on the mixed metaphors, **takes a village**. Our workshops, New Faculty Orientation, web and office policies, mentoring and reading groups, Teaching Squares, write-on-site, Partner Grants, and Faculty Development Advisory Committee: all this was only able to happen because of the solid framework established by my predecessors, Director Dagni Bredesen, and her staff Krishna Thomas and Wanda Kay Robinson. And they built in turn on the work of Mildred Pearson.

I also have leaned heavily on the institutional knowledge and insight of our Faculty Development Advisory Committee, composed of your and my colleagues across the university. The Office itself was run by Graduate Assistant Amanda Roberts and me. Doing so was a voyage of discovery for both of us. In turn, we relied on encouragement and support from the VPAA's office, especially from Blair Lord, Jeff Cross, and Candace Flatt; and from staff across the university: in Booth Library, CATS, ITS, Panther Printer, Business Affairs, and Catering. I am grateful for day-to-day assistance in negotiating university- (and state-) required bureaucratic from my home dept. secretary, Ms. Donna Nichols. The Office is now being assisted by Graduate Assistant for 2017-2018, Raquael Logan.

Respectfully submitted:

Newton Key

Director of Faculty Development &
History Professor
Friday, July 14, 2017

> *Mission Statement:* "The central mission of Faculty Development at Eastern Illinois University is to support and enable faculty to provide high quality service and leadership across the University's integrated missions of teaching, research, scholarship and creative activities. We aim to promote overall faculty excellence, morale, and collegiality, and to facilitate effective and timely responses to changing external and internal circumstances and priorities."

Faculty Development promoted professional development for faculty at all levels through the following activities and services in 2016-2017:

- Ran a **New Faculty Orientation** and checked in with new tenure-track, adjunct, and part-time faculty throughout the semester
- Sent out, assessed, and reported on a **Survey of All Faculty** (all those teaching Fall 2016)
- Ran a series of **Workshops** under the following rubrics
  - Let's ~~Talk~~ Do Teaching
  - Let's ~~Talk~~ TECH Teaching
  - Let's Collaborate
- Facilitated the following **Learning Communities**:
  - **Faculty Reading Groups** on James Last, *Small Teaching*
  - **Teaching Squares**, with facilitator Gene Deerman
  - **Mentoring**, with facilitator Jon Oliver
  - **Write-on-site**, with facilitator Sace Elder
- Revised and updated **Faculty Development Online** presence through:
  - New partnership with Magna Publications, purchasing 20-minute Mentor, through Magna Commons
  - Established Brightspace (d2l) Faculty Development Course Shell, all professors have access to this 20-Minute Mentor Commons, and Faculty Focus newsletter without separate logon
  - Revised and updated FacDev website
  - Slight reorganization of our YouTube site
  - Worked with Tom Grissom, for podcast promotions of Workshops
- Revised **Partner Grants** Announcement/Application, announced, evaluated submissions, and made offers
- Promoted **Faculty Summer Institute** at Urbana-Champaign and paid registration for Eastern Illinois faculty making presenting there

New Faculty Orientation is vital for our new colleagues to give them a map and a compass at the beginning of their Eastern Illinois University careers. We held the New Faculty Orientation on Wednesday, August 17, 2016, in Booth Library. The Interim Director, the former Director, and members of the Faculty Development Advisory Committee greeted our new colleagues outside 4440 Booth Library. Bev Cruse took photos capturing both our new faculty (for their professional web photos) and the day's activities. We worked with Housing & Dining, the Recreational Center, and the Union Bookstore to provide materials for each new faculty member's packet to convey the warm welcome we wanted incoming faculty to experience, and to integrate them into the wider Eastern Illinois community. Breakfast at the outset was catered by What's Cookin' (again with gift vouchers in their bags). Lunch at the Edgar Room was catered by Panther Catering.

The outline of the presentations was as follows:

WELCOME TO EIU

Dr. Blair Lord, Provost & Vice President for Academic Affairs

FACULTY DEVELOPMENT

Dr. Newton Key, Interim Director, Office of Faculty Development
Dr. Sace Elder, History
Dr. Kai (Billy) Hung, Biological Sciences

STUDENT FOCUS: WHO ARE OUR STUDENTS?

Dr. Karla Kennedy-Hagan, Family & Consumer Sciences
Ms. Kimberlie Moock, Director of Orientation, New Student Programs
Dr. Jeffrey Cross, Associate VP Academic Affairs & Interim Dean, School of Continuing Education

MAKING EXCELLENCE INCLUSIVE

Dr. Sace Elder, History
Dr. T. M Linda Scholz, Communication Studies

BOOTH LIBRARY'S SERVICES & RESOURCES

Mr. Todd Bruns, Assistant Professor and Institutional Repository Librarian, Liaison to the College of Technology
Mr. Steve Brantley, Associate Professor and Head, Reference Services and Library Instruction, Liaison to Communication Studies

ACADEMIC TECHNOLOGY SUPPORT FROM CATS

Ms. Julie Lockett, Director, Center for Online Learning
Mr. Jeffrey Cranstoun, Instructional Support Specialist

INTRODUCTION TO EIU/UPI UNIT A AND B AGREEMENTS

Dr. Jeff Cross, Assistant Vice President for Academic Affairs
Dr. Jon Blitz, President, University Professionals of Illinois (UPI)

We had the following new faculty attendees: Danielle Osmelak, CDS; Lynne Barcus, CDS; Ryan Schroth, FLG; Jeanette Andrade, FCS, Kristin Sarvela, MUS; Andrea Pope, MUS; Mary Atteberry, REC; Andrew Kerins, REC; Nicholas Robinson, BUS [A], Steve Kozlowski, BUS; Carole Ayanlaja-Collins , EDL; Chelsea Duncan, KSS; Brianne Breidenbach KSS; Debbie Nivens, ART

The following joined us for lunch (we tried to pair new faculty at tables with their library liaison): President David Glassman, Provost David Lord, Steve Brantley, Todd Bruns, Newton Key, Mikki Sherwood, Pam Ferrell (liaison for CDS, FLG), Marlene Slough (FCS), David Bell (REC, KSS), Janice Derr (BUS), Ann Brownson (EDL)

Unsolicited comments from the new faculty after the NFO:

- "Thanks Newton. The orientation flowed well and the speaking segments were very informative."
- Thank you for organizing an informative session today. I have one request. At the beginning of the day we had photos taken, and I was hoping I could get a copy of that photo to use for my faculty profile. Will that be possible? [It was and they were.]
- "Just wanted to say 'Thank You' for the opportunity to participate in the great orientation presentation yesterday. It was very helpful to find out so much about the machinations of the University environment. It was also fun to get acquainted with so many of the people in this new work setting.... The whole session was top notch and again thank you for all the hard work and preparation that went in to it."

For New Faculty, we also established a listserv. This was used this past year only intermittently. More regular contacts are planned for this year. Finally, at the end of the year, I set up some phone and Skype interviews (most lasted at least 30 minutes) to see how the year has gone for them. The basis for the interviews was/is the following questions:

1.   What were you proud of accomplishing this past year?
2.   What has been your greatest challenge?
3.   What resources have helped you most?
4.   As a faculty member, what support would you like in future?
5.   Who might you consider a mentor for your work (I'm seeking the name of his or her position, rather than a name)? How has that person been involved with your role/development this past year?
6.   How is your work/life balance?

SURVEY OF ALL FACULTY (NEEDS & INTERESTS)

In the previous year 2015-2016, a subcommittee of the FDAC had worked on a program and campus climate survey. The 2016-2017 FDAC discussed whether to continue establishing a campus climate survey. It was decided to look into this further in the future, possibly as a partnership with Faculty Senate.

Instead, in Fall 2016, Faculty Development focused primarily on needs and interests in order to shape programming. We established the survey on Qualtrics Survey Software, and distributed the link through email. We had 130 responses from the 540 faculty or 25% response rate, which was higher than previous surveys and what we were hoping for. Approximately half of respondents expressed that they were not interested in Faculty Development programs. The remaining respondents expressed interest in the following (with actions taken by the Office in parentheses):

•   **Mentoring.** Eight faculty have expressed interest in having a mentor, while 27 respondents are willing to serve as a mentor. An additional 17 people would like more information about the meeting. (Note: in 2016-2017 we worked with Jon Oliver to contact these people and put them in mentoring groups for an end-of-the-semester meeting to get started.)

•   **Teaching Squares.** Fifteen faculty want to participate and 33 others want more information. (Note: we worked with Gene Deerman to set up an initial meeting about the program and to place participants into groups of four. The advisory committee discussed group size and decided to try to keep groups to four people whenever possible as this allows for more conversation and perspectives.)

•   **Faculty Writing Course.** Forty-four people are interested in or want more information about a group focused around the book *Write Your Journal Article in 12 Weeks*. (Fac Dev decided that there were other emphases need 2016-2017. We will revisit that and try to get this group set up for Spring 2018, probably with Newton Key facilitating the group.)

- **Writing Groups.** Thirty-six faculty are interested in or want more information about being a member of a writing group. (Several groups were already operating; once Fac Dev has assisted with forming a group, the group runs itself. But the Office only has knowledge of one still running as of Summer 2017.)

- **Write-on-Site.** Twenty-nine faculty are interested in having time and a quiet space set aside for writing. Fac Dev has begun Write-on-Site on Mondays in the Fac Dev office. The program may be expanded by using the faculty office located on the first floor of the office. (We worked with Sace Elder to contact all of the faculty interested in the faculty writing course, writing groups, and write-on-site at the end of this semester to get the groups/course started. But the office is only used intermittently for this.)

- **Web-based Professional Development.** Seventy-eight faculty are interested in or want more information about online resources for professional development workshops and materials. (In Fall 2016, Fac Dev has purchased a subscription to Mentor Commons, which has been integrated into a shell course on D2L Brightspace. Thanks to Julie Lockett and Janell Moore for creating this course. All faculty have access to this course and the resources of Mentor Commons. In Fall 2017, Fac Dev plans to highlight certain courses and hold "viewing parties," where a group of faculty gather to watch and then discuss a 20-minute video.)

Further results from the survey are available in **Appendix A**.

WORKSHOPS (2016-2017)

All workshops are advertised through email, website, University Newsletter, and flyers and, at least on three occasions, through podcasts done by Tom Grissom. There is a sign-up form on our website https://www.eiu.edu/apps/registration/account_index.php?id=25 and a link is provided with each email, flyer, etc.

Note: In addition to the sign-up form, attendance registers are kept, and (electronic) evaluations are solicited and collected for all (most; our rookie Director forgot to solicit them at least once) workshops. That material, although positive, is not provided in this draft of this report. But it will be integrated at a later time.

LET'S ~~TALK~~ DO TEACHING (A CONTINUING SERIES)

Let's Talk Teaching was revised this year to include Actionable (DO Teaching) ideas and suggestions.

STRATEGIES FOR MAKING IT STICK

Presented by Catherine Polydore on Wednesday, October 16, 2016.

This workshop was inspired by *Make it Stick: The Science of Successful Learning* (Brown, Roedigfer, McDaniel, 2014), discussed in last year's Faculty Development reading groups. Educational psychologist, Dr. Catherine Polydore, Counseling & Student Development, shared her original, classroom-tested methods for deepening student learning. This workshop consisted of a brief, lively presentation, followed by discussion of how these practices and tactics can readily be adopted across disciplines.

Eighteen faculty attended this, our inaugural workshop.

COMMUNICATING (Y)OUR PASSION: A REPRISE

Presented by Ms. **Anne Thibault**, Theatre Arts, this session took place on March 21, 2017.

Last year, Prof. Anne Thibault (Theatre Arts) offered a Faculty Development workshop to help us as faculty manage performance and presentation anxiety, achieve voice control and variety, and improve posture and body language. For this year's program, Prof. Thibault offered a reprise of this workshop explaining the ways to and benefits of Communicating (Y)our Passion. The workshop helped us identify unconscious habits that sabotage our message and showed us how we can more meaningfully engage our students and audiences with authenticity and clarity.

Anne Thibault is not only a professional theater artist, but provides workshops to business corporations on speaking and presenting. This program was a chance to fine-tune our self-presentation and performance. It aimed to increase self-awareness of how we influence how our message is received.

Communicating Your Passion: A Reprise

Presented by Ms. Anne Thibault, Assistant Professor, Theatre Arts

In the classroom or in academic discussions, how do you tell your story, present your vision, or inspire your audience? Last year, Prof. Anne Thibault (Theatre Arts) offered a Faculty Development workshop to help us as faculty manage performance and presentation anxiety, achieve voice control and variety, and improve posture and body language. This month, Prof. Thibault offers a reprise of this workshop explaining the ways to and benefits of Communicating (Y)our Passion. The workshop helps us identify unconscious habits that sabotage our message and shows us how we can more meaningfully engage our students and audiences with authenticity and clarity.

Anne Thibault is not only a professional theater artist, but provides workshops to business corporations on speaking and presenting. This is a chance to fine-tune our self-presentation and performance. It will increase our self-awareness of how we influence how our message is received.

Tuesday, March 21, 2017 | 2–3 pm | Globe Studio, Doudna 1080
Sponsored by Faculty Development
Register online at https://www.eiu.edu/apps/registration/account_index.php?id=25

LET'S ~~TALK~~ COLLABORATE (A CONTINUING SERIES)

We collaborated with MEI and Office of Grants and Sponsored Research for two workshops. I intended it to be under the Let's Collaborate rubric, but our logo became a bit skewed!

FOLLOW THE MONEY

Led by Dr. Robert Chesnut, Office of Research and Sponsored Programs, Wed, Feb 8, 2017

This program consisted of a brief presentation of suggestions for obtaining outside funding for faculty activity, while a panel of faculty who have each had success in obtaining such funding weighed in on these suggestions with practical examples from their own experience. The panel was comprised of Dr. Charles R. Foy, History, Dr. Mary E. Konkle, Chemistry, Dr. Peter Ping Liu, Technology, Dr. Robin L. Murray, English and Women's Studies.

Follow the Money

Funding for Faculty Research & Creative Activity

Wed, 8 February, 1-2pm
Booth 4440

Dr. Robert Chesnut, Office of Research and Sponsored Programs, offers a brief presentation of suggestions for obtaining outside funding for faculty activity, while a panel of faculty who have each had success in obtaining such funding weigh in on these suggestions with practical examples from their own experience. The panel is comprised of Dr. Charles R. Foy, History, Dr. Mary E. Konkle, Chemistry, Dr. Peter Ping Liu, Technology, Dr. Robin L. Murray, English and Women's Studies. We would also like to hear your questions and experience.

Faculty Development
For more information, please call 581-7051 or email facdev@eiu.edu
EIU faculty may register at https://www.eiu.edu/apps/registration/account_index.php?id=25

This session was only attended by six faculty in addition to the five panelists. But the discussion was vibrant and has been placed on our website. To wit:

Bob Chesnut offered a series of talking points about grant proposal writing and research, or, as he termed it, he offered insight instead of instruction. Some of these talking points were in the forms of paradoxes. For example, "there is money out there, but not for you." That is, often your project or part of your project will have to be retooled to fit what the grantor decides is important.

A comment on thinking about projects as discrete or on a continuum, led to an interesting discussion by panel members. Charles Foy, History, offered these thoughts on segmentation. He said, I often ask myself can I construct an application for a portion of my project, not the whole project? Doing this also allows one to get (technically to write a proposal to be considered for) grant money in future for future segments. Dr. Foy also noted that one grant he applied for was limited to former fellows. Either way, partial project grant proposals give one entree into future grants. Robin Murray, English, said that she asks herself, can I build on something of a particular need? This type of thinking about these types of grants, have led her to working on building curriculum across levels. Mary Konkle, Chemistry, said it succinctly, with a sports metaphor, don't always swing for the big ones.

Dr. Chesnut's point that a grant proposal is a sales document, also led to discussion. Dr. Murray noted that grant-proposal writing can respond to a need. She is often writing proposals for someone else's exciting, innovative project, and she simply helps these along. The people we are helping with our grants can be partnerships with the community, with students, or with other faculty. Dr. Foy noted helping students being successful can help

professors on their own proposals down the road. Overall, it is about a record of success. The grantor is asking, "Can I trust this person to deliver the goods?"

How does one find a model for a successful grant proposal. Dr. Foy uses previous successful grant proposals. Dr. Murray draws upon reports that one is required to generate. Dr. Konkle notes that writing unsuccessful grant proposals gives one a basis to fashion successful ones.

The panelists corroborated Dr. Chesnut's dictum to "Be consistently engaged." Ping Liu, Technology, notes that he learned early that one has to have a good idea, and that doing something you want to work on, gives you the ideas. Here, the successful grantee does not just follow the money, but follows one's passion. Dr. Liu noted that he worked in a discipline where funding dried up. He turned to help found the Center for Clean Energy, which has revitalized his passion, and his grant-proposal writing. Dr. Konkle noted that the most difficult thing to acquire is time. Here, the successful professor needs to segment, or as she terms it, scaffold your time in 2-3 year blocks. I will work on x now, y the following, and that will lead to z the year after next. The current budgeting situation in public universities, of course, is impinging on such ability to plan down the road.

The workshop finished with a Q & A session. One attendee asked regarding grant applications: How do you know how you did? Sometimes you don't know; but if you do get feedback, it can be helpful. And being at conferences can put you in touch with those making decisions. Here again, current limits on faculty travel are short-sighted, because one needs to be in the room where it happens (obligatory Hamilton reference). Recommended: get it done/written early and get critical feedback. The Office of Research and Sponsored Programs has a database through which one can track projects. Also recommended: Scientific Writing and communication: Papers, Proposals, and Presentations by Angelika Hofmann. There are many grant-proposal writing workshops and tutors that are expensive. But nearly all of the most talented proposals writers don't use these. Overall, one needs to get motivated and not to get discouraged. Focus is necessary as sometimes it take years. And, like all writing, revise, revise, revise.

RECOGNIZING AND RESPONDING TO MICROAGGRESSIONS ON CAMPUS

Presented by Dr. T M Linda Scholz, Communication Studies, Tuesday, 15 Nov. 2016

Making Excellence Inclusive (MEI) and the Faculty Development Office at Eastern Illinois University co-sponsored a session on Recognizing and Responding to Microaggressions

on Campus. This session defined and provided examples of microaggressions. Through interactive dialogue, the session assisted participants in understanding how microaggressions perpetuate racism, sexism and misogyny, homophobia and transphobia, as well as classism. Proactive communicative challenges and responses were also addressed. It was open to and attended by Faculty, Staff, and Graduate Assistants. At least 22 faculty attended this session.

LET'S ~~TALK~~ TECH TEACHING (A CONTINUING SERIES)

We expanded Let's Talk Teaching to introduce Technology workshops.

GETTING STARTED WITH ONE NOTE FOR TEACHING AND LEARNING

Presented by Dr. **Tom Grissom**, Director of Instructional Technology Center, held on November 3, 2016.

This workshop demonstrated a few lesser-known components of Office 365 to which all EIU faculty and students have free access, and which are specifically designed for education. Hands-on demonstration was followed by discussion of when, how, and why you might want to use these programs. Faculty were encouraged to bring their own device. Some 13 faculty attended this session.

Getting Started with OneNote for Teaching & Learning

OneNote

Presented by Tom Grissom, Director of the Instructional Technology Center @ EIU

This Let's ~~Talk~~ TECH Teaching workshop, sponsored by the Office of Faculty Development of Eastern Illinois University, demonstrates a few lesser-known components of Office 365 to which all EIU faculty and students have free access, and which are specifically designed for education. Hands-on demonstration followed by discussion of when, how, and why you might want to use these programs. Dr. Grissom will offer a follow-up lab-based workshop a week later. BYOD (bring your own device).

This week! Thursday, 3 Nov. 2016, 2-3 pm 1140 Buzzard Hall

For information, please call 581-7051 or email facdev@eiu.edu. Signup now @ http://tinyurl.com/zbwxrdm

For participants who wanted to begin using OneNote in their own courses, Dr. Grissom offered a HANDS ON follow-up lab-based workshop a week later on November 10, 2016. There were only a couple of attendees for this.

CLASSROOM POLLING

Lisa Dallas, Lumpkin School of Business/CATS/SCE; **Kai Hung**, Biological Sciences; **Catherine Polydore**, Counseling & Student Development; **Jeffrey Stowell**, Psychology

On November 8, 2016, to celebrate the end of polling at the national level (for a week or two), we offered a session of four Lightning Talks on **Classroom Polling** (Lisa Dallas, Lumpkin School of Business/CATS/SCE, on PollEverywhere; Kai Hung, Biological Sciences, on Top Hat; Catherine Polydore, Counseling & Student Development, on Kahoot; Jeffrey Stowell, Psychology, on using mobile devices as clickers). Five-minute initial micro-presentations on favored polling practices was followed by discussion on why you might want to try one of these apps in your course. Staff was encouraged to bring their own device to ensure an exceptional learning experience.

Let's TECH Teaching

Classroom Polling

Presenters: Lisa Dallas, Kai Hung, Catherine Polydore, Jeffrey Stowell

Time & Location: Tues., 8 Nov. 2016, 2:30-3:30pm, Booth Library 4440

VOTE

On 8 Nov., to celebrate the end of polling at the national level (well, for a week or two), we offer a session of four Lightning Talks on **Classroom Polling** (Lisa Dallas, Lumpkin School of Business/CATS/SCE, on PollEverywhere; Kai Hung, Biological Sciences, on Top Hat; Catherine Polydore, Counseling & Student Development, on Kahoot; Jeffrey Stowell, Psychology, on using mobile devices as clickers). Five-minute initial micro-presentations on favored polling practices will be followed by discussion on why you might want to try one of these apps in your course. BYODevice.

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Register Here

FACULTY LEARNING GROUPS

FACULTY READING GROUPS

Faculty Development encourages interdisciplinary conversations about teaching and academic life. To facilitate this, the office acquires books, and indeed has a small library open to all faculty for borrowing or perusal. In addition, each year we select a book of choice, and purchase enough copies to distribute *gratis* to interested faculty willing to participate in interdisciplinary discussion groups. The fostering of faculty community (of *universitas*) is as important as the specific points gained from the reading. Groups generally meet 3-4 times during the semester, depending on the group.

This year, the FDAC examined a long list of 9-12 works, for which committee members were assigned about 3 books each—Steve Brantley provided us quality book review links where possible—to report on to the group. The top-ranked based on their written reports were *How We Learn, Small Teaching, The Slow Professor*, and *Lesson Plan*. We discussed these along with *Minds on Fire* (the latter having been purchased in a small amount in Spring 2016 for a Learning Community which dissolved due to budget worries). The FDAC decided that *Minds on Fire, The Slow Professor*, and *Lesson Plan* were less applicable to faculty across campus than the first two. Minds on Fire was not relevant to all disciplines; *The Slow Professor* was thought not realistic when applied to adjuncts, professors at the beginning of their careers, etc. (although since then I have learned about a Community College which chose this work); and *Lesson Plan* was too macro, about large-scale changes in academia. We acquire copies of the first two works to make recommendations: Benedict Carey, *How We Learn: The Surprising Truth About When, Where, and Why It Happens* (New York: Random House, 2014); and James M. Lang, Small Teaching: Everyday Lessons from the Science of Learning (San Francisco: Jossey-Bass, 2016). We went with the latter, in part because:

- It is relatively new. Lang http://www.jamesmlang.com/ has been offering workshops on the work, so there are podcasts http://teachinginhighered.com/podcast/small-teaching/ and ancillaries.
- Specifically, Lang writes a column for the Chronicle of Higher Education, and a series of these is collected in a Special Report on "Small Changes in Teaching" http://www.chronicle.com/specialreport/Small-Changes-in-Teaching/44.
- Each chapter has a structure which allows us all a way in, allows those in the groups a way to tune reading to the amount of time available, and allows us to go meta- or granular as each group desires.
- It is about small changes. Lang even notes that he had taught years before new theories of learning or how the brain works suggested that completely new approaches were warranted and that what he did then was still of value. So it is about modifying what we do, not rejecting all that has gone on before.
- Many of Lang's suggestions can be adopted, adapted, or at least discussed in a wide variety of disciplines. That said, I do wonder if many of these approaches can be adopted in very large groups. Moreover, some of his theoretical basis will already be familiar to those who have read *Making It Stick*. But perhaps interleaving this in as a review will work well.

In Spring 2017 22 EIU faculty and staff, divided into 4 groups, participated in one of the Faculty Reading Groups. Most met at least three times in the Spring semester. We will continue with this work into the Fall semester. We had a final meeting for all groups planned, but ran into end-of-semester crunch time, and will need to plan this earlier next year. See **Appendix B** for faculty participating.

TEACHING SQUARES

The Teaching Square project offers faculty at any stage in their career an opportunity to gain new insight into their own teaching through a non-evaluative process of reciprocal classroom observation and self-reflection. It is about visiting your colleagues' classes (ideally 3 other faculty, from various disciplines) twice, not to evaluate them, but to compare what you do in the class with what they do. It asks participants to think about what watching others teach reveals about what you think works for yourself (to be self-reflexive about one's teaching style). In Spring 2017, groups of faculty met with Gene Deerman who explained the process, then formed three Teaching Squares (and one Teaching Triangle). We had a final meeting for all groups planned, but ran into end-of-semester crunch time, and will need to plan this earlier next year. See **Appendix B** for faculty participating.

MENTORING PAIRS

Faculty Development worked with Jon Oliver to continue the faculty mentoring program. We updated the mentoring booklets, printed those out, and distributed them to faculty mentors (along with lunch passes courtesy of Mark Hudson, Housing and Dining). This year we had 6 mentoring pairs (12 people). We will hold an event at the end of Spring semester for all faculty involved in the mentoring program. We had a final meeting for all

groups planned, but ran into end-of-semester crunch time, and will need to plan this earlier next year. See **Appendix B** for faculty participating.

WRITE ON SITE

"Write-on-Site" was coined by Kerry Ann Rockquemore and describes people coming together to work on their particular projects for two hours at least once a week. Although people are working on their own projects, writing together in one place can provide the accountability of showing up, cultivate the sense that we are part of a community of writers and help create that energy buzz that comes from being around others who are doing the same thing. Professors were urged to bring a laptop to the Faculty Development Office, check in, grab a cup of tea or coffee (sometimes we even have cookies), and start working. (There is also space to work in Booth Library's hidden treasure, the Faculty Reading Room.) Specific mornings, usually Monday and Friday, were designated and advertised for use each semester. We had a final meeting for all groups planned, but ran into end-of-semester crunch time, and will need to plan this earlier next year. See **Appendix B** for faculty participating.

FACULTY DEVELOPMENT ONLINE

In 2016-2017, Faculty Development's online presence was largely if not thoroughly revised and updated.

- We established a Brightspace (D2L) Faculty Development Course Shell and added all faculty to it as students (Faculty as Learners will be a theme for the coming year). If a faculty member is logged into D2L to view his/her own courses, this is available without a separate logon. We provide information in the "News" here as well as Magna Commons (see below)

- We entered a new partnership with Magna Publications, purchasing 20-minute Mentor, which is available through Magna Commons. This can be integrated with Brightspace (D2L) and is accessible through our Faculty Development Course Shell. Thus, all professors have access to this 20-Minute Mentor Commons, and the Faculty Focus newsletter without separate logon. This is all available now. But we plan to offer viewing parties for selected 20-minute videos followed by discussion in FA 2017.

- Revised and updated our Faculty Development website http://www.eiu.edu/facdev/. In addition, we put ourselves on the map!

ment | About Us

Who Are We?

Newton Key, Director of Faculty Development, is also a History Professor at Eastern Illinois. Ms. Raqua
Graduate Assistant for Faculty Development 2017-2018, is also a graduate students in Communicatio
at Eastern Illinois. Our Advisory Committee includes colleagues across campus committed to Faculty
Development.

Where Are We?

The Office of Faculty Development is located in office 1116 in the basement of Booth Library. When
from the north doors, turn right, then right again. Our office is located right at the bottom of the stai

1116 Booth Library
Phone: 217-581-7051
Email: facdev@eiu.edu
Summer 2017: We are open most weekday mornings (call or email to be sure)

What Do We Do?

New Faculty Orientation 2016

Home

Programs ▶

Workshop and Event Registration

Faculty Resources ▶

Teaching Resources ▶

Research Resources ▶

Grants ▶

New Faculty Orientation (and Beyond)

Student Services ▶

Advisory Committee ▶

About Us

Staff

Dr. Newton Key, Director
Ms. Raquael Logan, Graduate Assistant

Office of Faculty Development
1116 Booth Library
Summer 2017 Hours: weekday mornings (phone to check)
Phone: 217-581-7051

Welcome

Summer progresses at the **Office**
as part of **our library**) is pictured
for Fall 2017. Reminders:

- Take advantage of the 20-
  available now on to all EIL
  Development d2l (Brights

- We are planning a series
  initiatives:

• We made a slight reorganization of our YouTube site https://www.youtube.com/user/facdevEIU (we need to work on this for future years; but videos need to be briefer, and I don't have that skill at the moment)	facdevEIU Home Videos Playlists Channels Welcome to Faculty Developme... 0:02 / 12:59 Dr. Virginia S. Lee (2008): Promoting Learning
Finally, we worked with Tom Grissom, for podcast promotions of workshops http://techtalk4teachers.blogspot.com/search?updated-max=2016-12-21T12:13:00-08:00&max-results=7	**Episode 194 - Let's Talk Teaching** 10/31/2016 It's Monday, October 31st, 2016 and welcome to TechTalk4Teachers I'm Tom Grissom and I'm Newton Key. Welcome to TechTalk4Teachers the show about teaching a learning with technology. This time we share information a couple of Faculty Development workshops coming up in November. Dr. Newton Key, Director of the EIU Faculty Development program is our guest. We wrap things up wit Technology Picks of the Week. 0:00 / 10:25 Right-click here to download if the Player does not work with browser. **Technology Picks of the Week** **Tom's Pick of the Week** **Microsoft Forms - New Add Images!!!** https://docs.com/dr-grissom/3755/new-add-images-to-micros forms **Newton's Pick of the Week** **Zotero** (for citing Internet resources https://www.zotero.org/
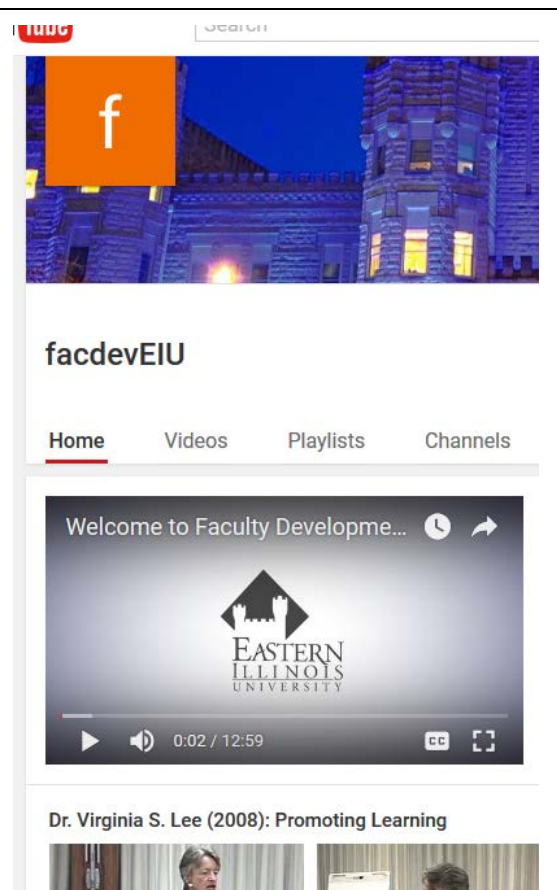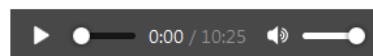
CONSULTATIONS

Faculty Development provided professional development opportunities to faculty and staff through the following activities and services:

- Arranged mentors for faculty who requested such support
- Offered support grants to faculty
- Offered interdisciplinary grants to faculty and staff partnerships
- Served as a referral resource to faculty for their professional needs

In addition, the Interim Director of Faculty Development met with the following groups at separate times:

a. CAH Advisory Council. Ideas by chairs included a Grants workshop and a speaker or something motivational/inspirational. (See workshop led by Robert Chesnut; working on speaker/workshop leader for Designing Your Life/Expressing Your Expertise for 2017-2018.)
b. CEPS Advisory Council. Chairs noted faculty fully-booked or overwhelmed and unable to take advantage of much of what Faculty Development offers. (That said, see workshops by Catherine Polydore and Tom Grissom above.)
c. CATS, ISS. Seeking way to bring back brown bags or something on new tech/cheap & easy tech in the classroom. (See sessions by Tom Grissom and Lisa Dallas.)

FACULTY DEVELOPMENT GRANTS

In past year we offered **Support Grants** and **Partnership Grants**. **Support Grants** are intended for the purpose of supporting the professional development of individual faculty members. Due to administration directives and budget constraints, we were unable to offer these in 2016-2017.

PARTNERSHIP GRANTS

- At the beginning of March 2017, the Office of Faculty Development invited applications for Partnership Grants, designed to help EIU faculty develop interdisciplinary projects within the university, partnerships with the community, or with faculty beyond the campus. Successful grants ($250-$750) were asked to address goals of fostering collegiality between departments, forming partnerships beyond the university, and/or reaching a broad audience. Full description, application form, and two previously successful proposals was available at http://www.eiu.edu/facdev/facpartnership.php. The turnaround for this year's Partnership Grant applications was brief: applications were due 4 p.m. Friday, March 24. We contacted successful applicants within two weeks, and grants were to have been spent by the end of this fiscal year (end of June).

The Partnership Grants Subcommittee of the Faculty Development Advisory Committee (FDAC) reviewed the grants submitted. And, the FDAC has agreed with their recommendations. Approved for funding ($750 transferred to their respective, department accounts) were:

- "Partnership for History Literacy Instruction," proposed by Dr. J.H. Bickford, Early Childhood, Elementary, and Middle Level Education – to work with Dr. Cynthia W. Rich, Director, Teaching with Primary Sources/Library of Congress, and Secondary Education and Foundations, as well as area school teachers.

- "Student Production – Gruesome Playground Injuries by Rajiv Joseph and pre/post show guidance by the Counseling Center," proposed by Prof. Anne Thibault, Theater Arts – to work with Amanda Harvey, Interim Associate Director, Health Services, Health Education Resource Center, as well as EIU students.

- "Expanding our Central Illinois Social Studies Educators Network & Building Bridges with Teaching Alumni," proposed by Dr. Bonnie Laughlin-Schultz, History/Social Science Teaching – to work with regional high school history partners.

- "Intraspecific diversity of Oxalobacter formigenes, an important gut bacterium that prevents kidney stones in humans" proposed by Dr. Steven L. Daniel, Biological Sciences – to work with Dr. Lama Nazzal, Nephrology Division, NYU School of Medicine.

The Office of Faculty Development asked recipients for two outcomes in return. First, we may make their proposals available to faculty as a guide for future submissions (with names and specific cost amounts redacted). Second, when the funded part of the project is complete (at least by the beginning of Fall 2017 semester), we asked for a 200-250 word report on the process, answering three sets of questions. We seek a report on the process more than actual projects, in order to evaluate the merits of future grants and to help advise/inspire other faculty.

1. How did the partnership work, and what sort of exchange, collaboration, or outreach was accomplished?

2. What did not work, or, rather, what were the limitations and/or something you might change for next time?

3. What is next? (And is there a further partnership or collaboration that might be built on/added to this particular project?)

STAFF PROFESSIONAL DEVELOPMENT
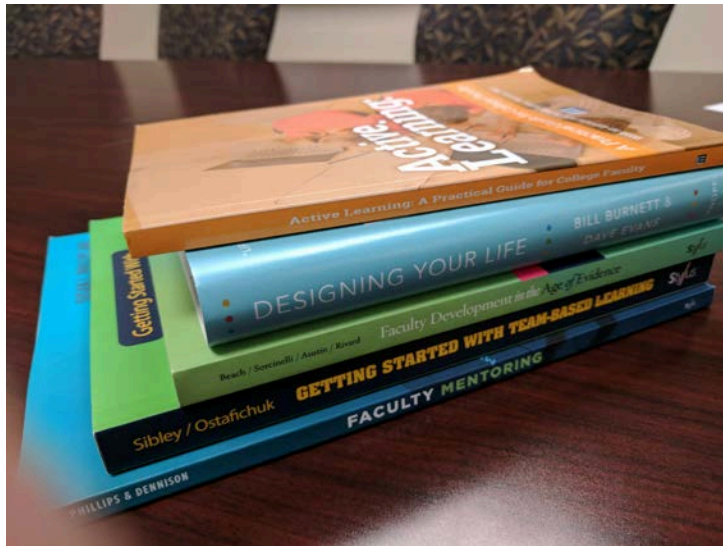
The Director of Faculty Development participated in a few professional development programs during the 2016-2017 academic year.

- Faculty Summer Institute: Jeff Cross asked me to serve and I accepted and became part of the Steering Committee for #FSI2017 http://conferences.illinois.edu/facultysummerinstitute/committee.html I participated in monthly Skype meetings.
- I attended #FSI2017, 23-24 May 2017 @ iHotel, Urbana-Champaign.
- I attended #TPC2017 (The Teaching Professor Conference), 1-3 June 2017 @ St. Louis,
- As part of #TPC2017, I attended an all-day preconference workshop on Faculty Development (Faculty as Learners).
- AT #TPC2017, I purchased books on Faculty Development, Faculty Mentoring, and Active Learning, which I have added to the Faculty Development Library.
- I spoke with potential speakers and leaders in the field about possible future workshops.
- I joined several LinkedIn and otherwise Faculty Development and Digital Learning online groups.

FACULTY DEVELOPMENT ADVISORY COMMITTEE

Advisory Committee members actively participated in the programs offered by Faculty Development, attended monthly meetings, and helped the Interim Director with invaluable institutional knowledge. They also advertised our Office and workshops and helped staff them. Faculty Development acknowledges the invaluable support of the following very active members of the Faculty Development Advisory Committee during 2016-2017:

- Rick D. Anderson, Associate Professor (FA 16)

- Steve Brantley, Associate Professor and Head, Reference and Instruction Services, Bibliographer for Media and Liaison to the Department of Communication Studies (FA 16-SP 17)
- Candra Chayadi, Associate Professor of Finance (SP 17)
- Michael E. Dobbs, Associate Professor of Management (FA 16-SP 17)
- Richard England, Dean, Honors College (FA 16-SP 17)
- Terri A. Fredrick, Professor of English (FA 16-Sp 17)
- John Henderson, CATS, Assistant VPAA for Technology (FA 16-SP 17)
- Kai Hung, Associate Professor (FA 16-SP 17)
- Mark S. Kattenbraker, Interim Chair, Professor, CSCS (FA 16-SP 17)
- Newton Key, Professor of History, Interim Director of Faculty Development (FA 16-SP 17)
- Blair M. Lord, Provost and VPAA (FA 16-SP 17)
- Svetlana Mitrovski, Associate Professor of Chemistry (SP 17)
- Catherine M. Polydore, Associate Professor of Counseling & Student Development (FA 16-SP 17)
- Anne Thibault, Assistant Professor of Acting, Theater Arts (FA 16-SP 17)
- Stephanie A. Woodley, Assistant Professor of Counseling & Student Development (FA 16-SP 17)

APPENDICES

Question 1

Mentoring

The first two questions are about faculty mentoring. Faculty Mentoring assists new faculty (within their first 3 years at EIU). Mentor and mentee are matched at the beginning of the year. Once introduced, they decide how often to meet as well as the kind of support the mentee would like. The purpose is to provide opportunities for new faculty to form relationships with established faculty, usually outside their home departments.

Answer	Bar	Response	%
Yes, I would like to have a mentor.		6	4.69%
Yes, I would like to be a mentor.		27	21.09%
I would like more information about the mentoring program.		17	13.28%
I am not interested in the mentoring program at this time.		78	60.94%
Total		128	100.00%

Question 2

In order to help assess the success of past mentoring, we would like to contact faculty members who have been a part of the mentoring program.

Answer	Bar	Response	%
Yes, I have participated in faculty mentoring previously.		51	38.93%
No, I have not.		80	61.07%
Total		131	100.00%

Question 3

Teaching Squares

This program provides faculty an opportunity to gain new insight into their teaching through a non-evaluative process of reciprocal classroom observation and self-reflection. Teaching squares are groups of three or four faculty members across disciplines working together to improve their teaching skills. The group members take turns observing each other in the classroom environment and discussing teaching methods. A typical program will take about 3 to 4 weeks to complete, and the dates will be decided by group members.

Answer	Bar	Response	%
Yes, I am interested in participating in a teaching square.		15	11.45%
I would like more information about the teaching squares.		33	25.19%
No, I am not interested in teaching squares at this time.		83	63.36%
Total		131	100.00%

Question 4

Write Your Journal Article

For several years, the Office of Faculty Development has set up and run a course for faculty on writing a journal weeks (free course and workbook provided).

Answer	Bar	Response	%
I may be interested in participating. Please send me more information.		44	35.20%
I am not interested in such a course at this time.		81	64.80%
Total		125	100.00%

Question 5

Writing Groups

Faculty Development has helped establish writing groups across disciplines who meet according to their own schedules to read and discuss brief sections of others' writings according to the key sentence method in *Publish and Flourish* by Tara Gray (a previous Faculty Development-sponsored speaker).

Answer	Bar	Response	%
I am interested in joining a writing group.		10	7.94%
I would like to learn more about current writing groups.		26	20.63%
I am not interested at this time.		90	71.43%
Total		126	100.00%

Question 6

Write-on-Site

For several years, we have set aside one afternoon a week for faculty to use our Office as a quiet space for writing (coffee and tea on us!). This practice, like the writing groups, is a very informal type of writing accountability. Mainly it is just a quiet place to work for an hour or two.

Answer	Bar	Response	%
I am interested. Poll me as to which afternoon fits my schedule best this semester.		29	23.02%
I am not interested at this time.		97	76.98%
Total		126	100.00%

Question 7

Faculty Reading Groups

The Office of Faculty Development and its Advisory Committee choose a book each year that we think will spark conversations about teaching and academic life. We then get copies of the books to interested faculty members and establish interdisciplinary reading groups. The groups arrange their own schedules to discuss the book and, where relevant, the application of its ideas at Eastern Illinois. Previous books have included *Make it Stick: The Science of Successful Learning* **by Peter Brown, Henry Roediger III, and Mark McDaniel (Fall 2015),** *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do* **by Claude Steele (Fall 2014), and** *How Learning Works: 7 Research-Based Principles for Smart Teaching* **by Ambrose, et al. (Spring 2014). This year we are planning a reading group for Spring 2017. More information will be available shortly on our email list and website.**

Answer	Bar	Response	%
Yes, I may be interested in participating in a Faculty Reading Group for Spring 2017. Let me know what the book will be.		59	46.83%
No, I am not interested in participating in a Faculty Reading Group for Spring 2017.		65	51.59%
I have an idea of a book about teaching or academic life (author and title):		6	4.76%
Total		130	100.00%

Question 8

Subscribed Online Sources for Self-Paced Faculty Development

The Office of Faculty Development website http://www.eiu.edu/facdev/ provides details of upcoming workshops and groups, as well as links to additional resources. We have also subscribed to and made available to all faculty (through a login code) a source the company calls an "on-demand digital library of targeted faculty development that offers solutions to common classroom challenges." (The one we are currently considering is called Mentor Commons.) We are interested in whether such a resource might be useful to you.

Answer	Bar	Response	%
I am interested in access to such an online source.		33	26.19%
I would be interested in learning more about what such an online source would offer.		45	35.71%
No, I am not interested in such an online source at this time.		48	38.10%
Total		126	100.00%

Question 9

Programming

Faculty Development organizes several workshops and speakers (usually also with practical workshops) each semester. These include a regular series titled "Let's Talk Teaching." Which of these (choose up to three) workshops or speakers most interest you?

Answer	Bar	Response	%
teaching strategies and practices		73	62.39%
curriculum design		28	23.93%
linking learning with working		30	25.64%
integrating diversity		36	30.77%
self-presentation		10	8.55%
teaching apps and technology		58	49.57%
funding ideas that work		29	24.79%
inspiration and motivation		46	39.32%
Total		310	100.00%

APPENDIX B: PARTICIPATION IN FACULTY DEVELOPMENT GROUPS

The following faculty participated in **Faculty Reading Groups** in Spring 2017:

- Anne Thibault, Theater Arts
- Bryan Murley, Journalism
- Stephanie Woodley, Special Education
- Dagni Bredesen, English
- Holly Farley, Nursing
- Rebecca Edgington, CDS
- Lynne Curry, History
- Stefan Eckert, Music
- Holly Farley, Nursing
- Kathryn Fenton, Music
- Gloria Leitschuh, Counseling & Student Development
- Sue Gosse, Nursing
- Lisa Dallas, Assistant to the Dean for Academic Technology
- Mike Dobbs, Management
- Newton Key, History/Faculty Development
- Glenn Gee, School of Continuing Education
- Jinhee Lee, History
- Jonathan Bowman, Music
- Cayla Maurer, Admissions Counselor
- CC Wharram, English/Center for The Humanities
- Catherine Polydore, Counseling & Student Development
- Tim Taylor, English

The following faculty participated in **Mentoring** Pairs 2016-2017.

- Breanne Breidenbach, KSS (paired with mentor Holly Farley, Nursing)
- Ryan Schroth, FLG (met with mentor Bailey Young, History)
- Andrew Kerins, REC (met with mentor Paul Johnston, Music)
- Carole Collins-Ayanlaja, EDL (met with mentor Catherine Polydore, Counseling & Student Development)
- Jeannette Andrade (Nichole Mulvey - Comm. Dis & Sciences)
- Odai Khasawneh (David Boggs – Business)

The following faculty participated in several **Teaching Squares** (and one Teaching Triangle) in Spring 2017:

- Sace Elder, History
- Charlie Foy, History
- Angela Glaros, Sociology-Anthropology
- Rosemary Onyango, Africana Studies
- Anabela Resende da Maia, Biological Sciences
- Bailey Young, History
- Shane Soboroff, Sociology
- Wade Smith
- Deena Kniess, Counseling & Student Development
- Julie Dietz, Health Studies
- Lauri DeRuiter-Willems, Health Studies
- Jay Bickford, Secondary Education
- Catherine Polydore, Counseling & Student Development
- Susan Longley, Psychology
- Newton Key, History/Faculty Development

Just a handful of faculty participated in **Write-On-Site** this past year, or the one Writing Group which identified itself to this Office.

- Dr. Dagni Bredesen, English
- Dr. Sace Elder, History
- Dr. Newton Key, History
- Dr. Jeannie Ludlow, English
- Dr. Richard England, Honors
- Dr. Angela Vietto, English