

TO: Marcia White
FROM: Mary Daniels, Centre College and Diane Persellin, Trinity University
RE: **ACS Mellon Faculty Renewal Grant Report**
DATE: July 20, 2011

Project Title: Summer Faculty Development Workshops: Retreat and Retread

Dates of Project: June 2010-June 2011

Amount Awarded \$8000

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The **original goals** of this collaborative project were to visit the Derek Bok Center for Teaching and Learning at Harvard and the Harriet W. Sheridan Center for Teaching and Learning at Brown University to gain new ideas for the ACS Teaching and Learning Workshop. We anticipated that an important outcome of the project would be to make the ACS Teaching and Learning Workshop a model for other consortia via an expanded ACS Website. We also anticipated that the project would invigorate professional development programs at our respective departments and institutions, Trinity University and Centre College.

As happens, in working out the details of our project our **goals changed** slightly. Due to some of their funding issues the Derek Bok Centre could not see us. Instead we visited the teaching and learning centers at Brown University, MIT, and Boston College. We also attended the Professional and Organizational Development Network in Higher Education (POD) conference and interviewed various faculty developers across the country. One of our goals also became to produce a written document on research-based principles of teaching and learning with citations and links to the research as well as teaching applications.

We feel that this has been a successful project and would like to thank the ACS for the opportunity to work on this endeavor. Our goals were **specifically met** in the following ways:

- 1) During summer 2011 at the ACS Teaching and Learning Workshop we completely changed one plenary session due to our research. We found that what the workshop most needed was to shore up the

plenary sessions, paying more attention to brain-based learning and the science of teaching.

- 2) Daniels and Persellin designed and presented a new plenary session on the principles of learning using brain-based research
- 3) We also produced a take-away document for the participants—giving them ten research-based principles of learning, citations, and teaching applications. We consider this an early draft of a larger document we will be producing. (see below)
- 4) At a recent ACS Teaching and Learning Workshop staff retreat we reported our findings to the ACS staff and our research excited and invigorated the staff who agreed that the workshop will be retooled in at least two ways by summer 2013. First, all our plenary sessions will be based in the science of teaching and learning. Second, in our work we found that the ACS TLW approach to microteaching is unique and highly successful. Our new research based plenary sessions will all be redesigned to help the participants make the most of this unique experience (e.g. what do they do with the feedback they get? What choices do they have? Etc)

Moreover, one of our original goals was to reinvigorate professional development on our home campuses. We feel that we **had a significant impact on our home institutions**. At **Centre College** the pedagogy lunch we jointly gave was the most well-attended pedagogy lunch of the year, more than forty faculty and staff attended our lunch. The Centre community is revamping their Center for Teaching and Learning and our lunch was the inaugural conversation—Centre later had two faculty forums on the topic. The topics discussed at our lunch played an important role in shaping the conversation about Centre's revamped teaching and learning center. Daniels was a member of the Dean's Advisory Board on developing a new teaching and learning center. Centre anticipates a search next year for a new director and Daniels is serving on this committee.

Persellin's work on this project has played a major factor professional development at **Trinity University**. This year Trinity began developing a center for teaching and learning called the Collaborative for Learning and Teaching. Our research shaped their conversations about teaching, learning, and professional development. Persellin co-chaired the committee that wrote the mission of the center, the job description, and hosted Dr. Paul Kuerbis, Director of the Crown Faculty Center at Colorado College. Persellin is now

serving as one of the interim-directors at Trinity's Collaborative for Learning and Teaching and is chairing the search committee for the new director.

Multiple assessments of this project were used throughout the twelve months. The poster of our project was peer-reviewed and accepted for presentation at the Professional Organization of Developers in Higher Education (POD) conference in October. At the POD conference, we received a great deal of feedback about our project from other faculty developers. We have subsequently submitted a poster on our project to the Lilly conference held this coming November. We are waiting to hear of the results of that peer-reviewed process.

Faculty at Centre College gave us feedback on our project at our presentation on that campus in March. Faculty at Trinity University will also have the opportunity to provide feedback this November when we present a workshop on the Trinity campus. ACS staff members provided us with feedback both in June at the ACS Teaching and Learning Workshop as well as in July at the staff retreat where we presented the results of our project. Participants at the ACS Teaching and Learning Workshop were asked to write an evaluation of our new Plenary Session, as well.

In addition, our session on applications of recent brain research was presented to the staff and participants of the ACS Teaching and Learning Workshop in June. We received positive feedback from these faculty members across the ACS. We have also sent the outline of our publication on applications of brain research in higher education to Dr. Donald Hodges, Endowed Chair of Music Learning at the University of North Carolina at Greensborough who has published extensively on this topic. He was very positive about our project and offered additional feedback.

One of the principal lessons we learned from feedback at the POD session as well as from our interviews at MIT, Boston University and Brown University was that the ACS Summer Teaching and Learning workshop is doing something very unique and worthy of sharing with the profession. While we have learned a great deal about other model faculty development programs, many developers found what we are doing at our workshop to be exciting and an excellent model. **If we were to redesign our project,** we would approach it from this viewpoint that we have something unique to share. We may have applied to present a workshop session at POD rather than a poster. In the future we may do this.

We have shared the results of our project at Centre College at a Pedagogy Luncheon in March. This fall we will share the results at Trinity University at a Collaborative for Learning and Teaching luncheon (this was scheduled for Jan 2011, but had to be cancelled due to illness). We also presented the results of our study at a research poster session at the POD conference last October in St. Louis. Additionally, we shared the results with our ACS colleagues at the Teaching and Learning Workshop at Rollins College in June and at the staff retreat in July. Pending acceptance of our proposal, this fall we hope to present a poster at the Lilly conference in Oxford, Ohio.

Both Centre and Trinity are in the process of creating or retooling their centers for teaching and learning. We are both heavily involved in these processes on our respective campuses and have been able to share much of what we have learned from this project to inform these new programs.

A publication, “Nine Guidelines to Brain-based Learning” is in preparation and will be published this year. This is a guidebook on teaching applications of brain- of brain-based research. We anticipate we will have a first run of this publication next summer in celebration of the 20th year anniversary of the ACS Teaching and Learning Workshop. This book will be shared with all institutions in the ACS and available beyond the ACS.

Paragraph for ACS Website

As a result of interviewing directors of well-established teaching and learning centers, attending professional development conferences, and a review of the literature, we have gained new insights for the ACS Summer Teaching and Learning Workshop. An important outcome of the project was to present the ACS Summer Teaching and Learning Workshop as a model for other consortia. This project also invigorated professional development programs at our respective departments and institutions, Trinity University and Centre College.

Please see attached for our original budget, revised budget and expenditures.