# External Discovery Data Collection Log

Please use the data collection table below to record any interesting findings from your interviews using the External Discovery Questions. Please use a separate row for each idea, may have multiple ideas from the same source. First two rows are provided as an example.

**Thrust Areas:** 1. Class/Lab Design, 2. E-Learning Technology, 3. Faculty Development, 4. Infrastructure, 5.Organizational Structures

| AFIT POC  Date | Source Name  Contact Info | Thrust Area | Description | Recommendation (CONSIDER or REJECT) | Estimated Time to Implement | Estimated Cost to Implement |
| --- | --- | --- | --- | --- | --- | --- |
| Maj Rusnock  9/14/16 | Bruce Clapp  Buffalo Pacific  bruce.clapp@buffalopacific.com | 2. E-Learning Technology | The Omni-Suite is a 3D telepresence system designed to provide a cost-effective way to deliver expert contact to geographically separated locations. It is specifically designed to provide life-like, transactional, relationship oriented contact for employees that are not in the same physical location as the customers (i.e. customers visit branch, employees located at centralized call center). It requires a transmitting unit and one or more receiving units. | REJECT  The receiving end requires the customers to visit a specific site; this is not particularly well suited for AFIT DL programs, because the students are not in a central location. | 2-3 months | $40,000-$120,000+ |
| Maj Rusnock  10/20/16 | Don Merritt  Office of Instructional Resources, University of Central Florida  [Don.Merritt@ucf.edu](mailto:Don.Merritt@ucf.edu) | 1.Class/Lab Design  2. E-Learning Technology  4.Infrastructure | UCF is designing a “Sandbox Classroom” which will contain all of the technologies available to instructors, as well as modular furniture, and examples of classroom arrangements. This sandbox will allow instructors to experience options available to them, and provide a location to train instructors on technology and classroom design. The Sandbox is not just a space for testing researching methods and pedagogies but also for testing technology. UCF does not currently have a “test kitchen” where they can try out new products in a production environment. Given the scale at UCF they are hesitant to do testing on courses in current classrooms because of the size of the impact should those technologies fail.  In the Sandbox they will have the capability of running multiple collaboration technologies simultaneously to get feedback and hard data on ease of use, costs of ownership, and frequency of incident reports. As features of collaboration tools converge they expect the true differentiators to be adoption by our faculty and students (ease of use) and their ability to support them at scale (actual costs of ownership).  See documents located in: J:\QIP External Discovery Committee\1. ClassroomLab Design Research\Log Attachments\UCF Sandbox | CONSIDER | 6-12 months | $200,000 |
| Maj Rusnock  10/20/16 | Anna Turner  University of Central Florida, Faculty Development  407-823-0882  anna.turner@ucf.edu | 3. Faculty Development | UCF faculty development hosts “Learning Communities.” These are small (10-15 member) voluntary faculty groups looking to improve their instructional capabilities. A representative from faculty development organizes and runs the meetings (weekly or fortnightly). One format was a book club, where the faculty members read a professional development book and share thoughts and ideas from the book during the meeting. The other format is rotating topics, where faculty members suggest topics of interest to them, and the faculty development personnel either presents or brings in outside (on-campus, other faculty/staff) speakers on the topic. | CONSIDER – already implementing a variation of Learning Communities in EN, but may not be in LS or CE | 1 month | $100-500/year |
| Maj Rusnock  10/20/16 | Anna Turner  University of Central Florida, Faculty Development  407-823-0882  anna.turner@ucf.edu | 3. Faculty Development | UCF encourages innovative classroom techniques by conducting research on teaching techniques. For example, teach some sections in traditional modality and other sections using innovative teaching technique (flipped classroom, inquiry-based learning, etc.). Can you pre and post-tests to track student progress and determine the relative effectiveness of teaching techniques. Also encourages faculty to incorporate these ideas into their classes, because they are conducting publishable research. The faculty development center hosts workshops to teach the techniques, provides a book and a $500 grant to attending faculty. Current initiatives are 1) Scholarship of Teaching and Learning which uses discovery, reflection, and evidence-based methods and 2) Active Learning and Metacognition Course Innovation Project which uses strategies to improve student metacognition, motivation, and performance.  Details about these initiatives can be found at:  <http://fctl.ucf.edu/Events/FacultyDevelopmentCohorts/> | CONSIDER | 6 months | $0-$500 per course |
| Maj Rusnock  10/20/16 | Anna Turner  University of Central Florida, Faculty Development  407-823-0882  anna.turner@ucf.edu | 3. Faculty Development | Do not send teachers to teaching conferences. The faculty development staff find that they can offer higher quality, more tailored material, in-house. The faculty development staff will sometimes attend conferences, using a train-the-trainer approach, where they faculty development staff incorporate conference materials into their own conferences/workshops.  UCF hosts 2 conferences per year for UCF faculty. The Winter Conference (<http://fctl.ucf.edu/Events/WinterConference/>) is a 3-day conference held during the winter break and centers on a specific theme (ex. Dealing with difficult moments in the classroom, student success, transformative learning, building community in politically or socially divisive moments, interdisciplinary collaboration among faculty). This is a combination of intellectual academic conference and a working retreat. **Deliverables** from the conference include 1) a brief write-up and other materials from the individual faculty presentation to be shared as a faculty resource, and 2) a collaborative conference product to be composed by each interdisciplinary faculty cohort during the event.  The Summer Conference (<http://fctl.ucf.edu/Events/SummerConference/>) is a 5-day conference which includes plenary sessions, breakout sessions, and workshop. In order to attend, faculty submit proposal of the issue that they are looking to resolve. These topics are used to create the agenda, assign breakout sessions, and identify speakers. The conference currently features 6 tracks: Success of Women Faculty, Diversity and Inclusion, Faculty Center (curriculum development), Quality Enhancement, Service-Learning and Internship, and Writing across the Curriculum.  Both conference require attendees to submit proposals, provide attendees with a grant for attending the conference, and require the attendees to produce deliverables out of the conference. | CONSIDER | 6-12 months | TBD – sent request for info |
| Maj Rusnock  10/20/16 | Anna Turner  University of Central Florida, Faculty Development  407-823-0882  anna.turner@ucf.edu | 3. Faculty Development | UCF provides faculty development in a range of modalities and levels of detail, including online courses, 1-day boot camps, 12 weeks (semester-long) courses, workshops, in-house conferences, 1-on-1 training, book clubs, and faculty writing clubs.  Workshop topics include: Motivating Students for Success, Confronting a Student Suspected of Academic Misconduct, Strategies for Student Success, Human Subjects Regulations, Designing a Research Study, Generating a Research Question, Active Learning, Harnessing the Power of Metacognition, How to use Turnitin.com, Mobile Pedagogy, and many more. 3-6 workshops are offered every week and posted to a workshops calendar (<http://fctl.ucf.edu/site/Calendar/>) | CONSIDER | 3-6 months | $0-500 per workshop |
| Amy High  10/20/16 | Anna Turner  University of Central Florida, Faculty Development  407-823-0882  anna.turner@ucf.edu | 5. Organizational Structure | The Faculty Center for Teaching and learning at UCF is encouraged to facilitate events and establish partnerships with other depts under the provost office and throughout campus. They often work directly with the Center for Distributed Learning and the Office of Instructional Resources. A look at the [Provost Office org chart](https://provost.ucf.edu/files/Office-of-the-Provost-Org-Chart_Fall-2016_Edits-3.pdf) demonstrates that all things centered around learning fall under the provost’s office. The VP for Technology and Resources oversees distance learning, computer support and the library for the university. In addition to the Teaching and Learning center and office, there is a newly developed Faculty Excellence office that focuses on mentorship, recognition & retention. |  |  |  |
| Rick Kappel | AFIT FY19 POM  Educational Technology-21st Century Classroom  Rick Kappel  937-255-5654x3551  richard.kappel@afit.edu | 1. Classroom/ Lab Design | Mobile Tablet Cart with Tablets: lockable cart with Microsoft Surface Pro 4 (24) (Please see attachments: Tablet Cart and Fire use of tablets).  \*Tablets available for student use during class greatly enhance collaboration and research capabilities. Possible uses could involve utilizing web resources, apps, programs, e-docs, course materials, surveys, testing, concept quizzes, sharing work with other students, sharing work with the instructor, and sharing work with the entire class. When CE instructors were surveyed on new teaching technology projected use, tablets were the #1 instructor response. | Consider | Month | $25,000 |
| Rick Kappel | AFIT FY19 POM  Educational Technology-21st Century Classroom  Rick Kappel  937-255-5654x3551  richard.kappel@afit.edu | 1. Classroom/ Lab Design | Mobile Displays equipped with Click Share: 55” Display; Display stand; Click Share (Please see attachment: Mobile Display)  \*Mobile displays used at student clusters can allow students to collaborate and share work. These are being used in collaborative environments at many schools and universities. The click share component is an easy method to share a student’s device (phone, tablet, computer, etc.) and display the contents on a screen for all group members to see. | Consider | Month | $1,500 each |
| Rick Kappel | AFIT FY19 POM  Educational Technology-21st Century Classroom  Rick Kappel  937-255-5654x3551  richard.kappel@afit.edu | 1. Classroom/ Lab Design | Epson Brightlink 595WI Smart Projector (Please see attachment: Epson Bright Link Projector)  \*The Brightlink interactive projector is easy to use and works on existing whiteboards. One thing instructors within AFIT asked for, when surveyed, is more whiteboard space. Without the need for a screen, whiteboard space increases. The ability to interact with presentation content makes teaching more effective and interesting. | Consider | Month | $2,500 each |
| Rick Kappel | AFIT FY19 POM  Educational Technology-21st Century Classroom  Rick Kappel  937-255-5654x3551  richard.kappel@afit.edu | 1. Classroom/ Lab Design | Collaborative Furniture: Exchange Table System (Please see attachment: Exchange Table)  \*Collaborative furniture allows the instructor flexibility to easily configure the room to whatever arrangement best suits their presentation. This furniture also promotes student sharing of work and provides electrical support of device power. | Consider | Month | $30,000 |
| Maj Freels  11/27/16 | Zoom sales  1 (888) 799-9666 | 2. E-Learning Technology  4.Infrastructure | There are many options available for communicating b/w students and faculty. Of these options Zoom has become very popular at many civilian institutions. Adobe connect can be difficult to use and the security features are often not needed for many meetings with individuals not at AFIT. |  | 3-4 months | TBD |
| Maj Freels  11/27/16 | Google Sales | 1.Class/Lab Design  2. E-Learning Technology    3. Faculty Development  4.Infrastructure | G Suite is a set of tools for sharing content, online meetings, creating tests, etc.  Let’s not kid ourselves – getting all of the approvals to use tools from different companies will take forever. We may have more success bundling several services together. |  | 4-6 Months | TBD |
| Maj Freels  11/27/16 | Github Sales | 1.Class/Lab Design  2. E-Learning Technology    3. Faculty Development  4.Infrastructure | Github is a file sharing and collaboration site for researchers. Github was originally created for software developers but has expanded to a larger population of users.  Github is already available to use at AFIT and is the 60th most trafficked website worldwide (Higher that cnn.com, espn.com and craigslist.com). However, many people at AFIT (outside of the ENG) either have never heard of it or are afraid to use it. As our work becomes more data and software driven tools like Github will become more necessary. |  | 4-6 Months | TBD – Lots of educational discounts available. |
| T. Fuller  CEC  10/26 | 3Play Media | 2. E-Learning Technology | Closed Captioning, Transcription, & Subtitling Solutions for eLearning  **Product Categories:** Accessibility; Captioning;  Lecture Capture; Online Learning | CONSIDER |  |  |
| T. Fuller  CEC  10/26 | Canvas ARC | 1.Class/Lab Design  2. E-Learning Technology | Video platform deployed on 26 October. It is a standalone product that provides VOD. Students can comment on video plays; tag search capability. ARC is also working on webcam capture capability. Students can access/view with mobile app. | CONSIDER |  |  |
| T. Fuller  CEC  10/26 | Computer Comforts | 1.Class/Lab Design | ***Product Category:*** *Furniture* | Consider |  |  |
| T. Fuller  CEC  10/26 | Extron Electronics | 1.Class/Lab Design  2. E-Learning Technology | ***Product Categories:*** *Audio and Video*  *Conferencing; Classroom Control Systems;*  *Lecture Capture* | Consider |  |  |
| T. Fuller  CEC  10/26 | Marshall Furniture | 1.Class/Lab Design | ***Product Categories:*** *Furniture; Learning Space* | Consider |  |  |
| T. Fuller  CEC  10/26 | NEC Display Solutions | 1.Class/Lab Design  2. E-Learning Technology | ***Product Categories:*** *Digital Signage; Hardware*  Collaborative system similar to MicroSoft Hub, but less expensive and more connectivity with other products. | Consider |  |  |
| T. Fuller  CEC  10/26 | Sharestream | 2. E-Learning Technology | ***Product Categories:*** *Content Management*  *Systems; Lecture Capture; Media Production,*  *Preservation, and Storage; Online Learning* | REJECT |  |  |
| T. Fuller  CEC  10/26 | Steelcase | 1.Class/Lab Design | ***Product Category:*** *Furniture*  Excellent collaborative systems with electrical solution that minimizes facility improvement/construction. | CONSIDER |  |  |
| T. Fuller  CEC  10/26 | YuJa | 2. E-Learning Technology | ***Product Categories:*** *Captioning; Lecture*  *Capture; Media Production, Preservation, and*  *Storage; Webcasting* | CONSIDER |  |  |
| T. Fuller  CEC  10/26 | Spectrum Industries | 1.Class/Lab Design | ***Product Category:*** *Furniture* | CONSIDER |  |  |
| T. Fuller  CEC  10/26 | Zoom Video Communications | 1.Class/Lab Design  2. E-Learning Technology | ***Product Categories:*** *Audio and Video*  *Conferencing; Cloud Computing and Services;*  *Mobile Apps; Mobile Learning*  Several universities have moved away from Adobe Connect to Zoom. Same or more capabilities at a lower cost. | CONSIDER |  |  |
| T. Fuller  CEC  10/26 | ZyBooks | 2. E-Learning Technology | ***Product Categories:*** *Cloud Computing and*  *Services; Digital Publishing; Mobile Learning;*  *Student Retention* | REJECT |  |  |
| Amy High | Web Research and will also update when we visit UC and OSU that have Professors of Practice | 5. Organizational Structures | Examine creating Professor of Practice positions that follow a trend in other peer institutions such as NJIT, Ohio State, Cornell, Columbia University, Georgia Tech, RPI and Virginia Tech. Definition of Professor of Practice from Cornell - *The title is reserved for individuals whose experiences in industry, or other non-academic organizations, complement the tenure-track and non-tenure-track faculty in the college. The typical holder of this title is an experienced leader from an upper managerial, technical or research position in his or her organization. These individuals are expected to enrich the experience of our students by bringing to Cornell a deep understanding and appreciation of the best practices as applied in real-world settings, something few tenure track faculty members have.* Many of the universities that I looked up also require licenses or certificates in their field, and or 10 years experience in their field. Other schools also include that these professors are not required to do research and do not have some of the privileges of tenured faculty (eg voting rights). Ohio State’s recent ad for a Professor of Practice in Construction Engineering in Management also included that “promotion requires professional practice and service activities that emphasize outreach.” Here are links to two universities’ guidelines on the position:  Cornell - <https://www.engineering.cornell.edu/research/faculty/FacultyDevelopment/profesor-of-practice-guidelines.cfm>  UC- San Diego (very detailed) - <https://academicaffairs.ucsd.edu/_files/aps/docs/Prof-of-Practice-Implem-Guidelines.pdf> |  |  |  |
| Rick Kappel | Todd Pavlack  Distance Ed. Manager  [Todd.pavlack@wright.edu](mailto:Todd.pavlack@wright.edu)  937-775-3427 | 1. Class/Lab Design 2. E-Learning Tec. | WSU Blended Classroom (IVDL- Interactive Video Distance Learning).  IVDL connects two or more classrooms with audio and video equipment that enables participants to see and talk with other remote locations, such as, the Dayton Campus.  Students in a classroom at Wright State's main campus may be joined by students here at Lake Campus - or by students at any IVDL - equipped classroom in the world. (Please see attached pictures and web site/video). | Consider | 6 Months | $30K per room |
| Lt Col Andrew Geyer  9 Dec 16 | Elizabeth Ancarana  Assistant Provost for Faculty Development and Diversity  Office of the President and Provost  Harvard University  (617) 495-8606  [elizabeth\_ancarana@harvard.edu](mailto:elizabeth_ancarana@harvard.edu)  www.faculty.harvard.edu | 3. Faculty Development | The Dean of the Harvard School of Engineering and Applied Sciences meets with junior faculty on a regular basis, including periodic lunch meetings, and discusses with them ways in which the School can better support their development, and teaching and research efforts. | CONSIDER | 1 Month  (or less) | Negligible.  ~$2K/year in lunch tabs |
| Lt Col Andrew Geyer  9 Dec 16 | Elizabeth Ancarana  Assistant Provost for Faculty Development and Diversity  Office of the President and Provost  Harvard University  (617) 495-8606  [elizabeth\_ancarana@harvard.edu](mailto:elizabeth_ancarana@harvard.edu)  www.faculty.harvard.edu | 3. Faculty Development | The Harvard School of Engineering and Applied Sciences offers or sponsors developmental activities, such as the Division of Science scientific management seminar series for tenure-track faculty and the MIT Leadership Skills for Engineering and Science Faculty course (<http://professional.mit.edu/programs/short-programs/faculty-leadership-skills>). | CONSIDER | 12 Months | $10K/year in TDY funds to either send our people to MIT or to bring someone here |
| Lt Col Andrew Geyer  9 Dec 16 | Elizabeth Ancarana  Assistant Provost for Faculty Development and Diversity  Office of the President and Provost  Harvard University  (617) 495-8606  [elizabeth\_ancarana@harvard.edu](mailto:elizabeth_ancarana@harvard.edu)  www.faculty.harvard.edu | 3. Faculty Development | The Harvard School of Engineering and Applied Sciences conducts a ‘check-in’ survey of its junior faculty and uses the feedback to inform further  improvements to the mentoring program | CONSIDER | 6 Months | Negligible |
| Lt Col Andrew Geyer  9 Dec 16 | Melony A. Shemberger, Ed.D.  Assistant Professor of Journalism and Mass Communications  Interim Director, Faculty Development Center  JMC Undergraduate Program Assessment Coordinator  Murray State University  Arthur J. Bauernfeind College of Business, Department of Journalism and Mass Communications  121-B Wilson Hall, Murray, KY 42071  Telephone: 270-809-6874; fax: 270-809-2390; email: [mshemberger@murraystate.edu](mailto:mshemberger@murraystate.edu) | 3. Faculty Development | Murray State University runs a New Faculty Academy. This academy runs the New Faculty Academy series which offers workshops each month to help faculty navigate the university. These workshops include academic advising, tenure, and grants, to name a few. They have specific sessions on each topic, akin to how we run the 2d Lt Seminar for the EN students. | CONSIDER | 6 Months | Negligible |
| Amy High  Dec 8 | Wright State Visit  Chris Roberts and Terri Klaus from the Center for Teaching and Learning | 5. Organizational Structures | * Will be providing organizational chart to Maj. Rusnock * Faculty Advisory Board provides feedback on workshop selections, instructional technologies and their LMS system, Pilot. Provide incentives such as professional development funds to serve on the board. Members are faculty from each college at Wright State |  |  |  |
| Amy High  Dec 8 | Wright State Visit  Chris Roberts and Terri Klaus from the Center for Teaching and Learning | 3. Faculty Development | Instructional Designers – Assigned to each college/dept.  -Help faculty determine best way to reach their students. For new faculty also help get them used to pedagogy, lesson planning.  -Will design for a specific class or an entire curriculum. (Graduate and undergraduate)  -Will observe and evaluate faculty member and provide feedback.  -Will implement surveys - one is anonymous and one is not.  -Take an Active Learning approach to the courses. |  |  |  |
| Amy High  Dec 8 | Wright State Visit  Chris Roberts and Terri Klaus from the Center for Teaching and Learning | 2. E-Learning Technology 3. Faculty Development | Workshops –  -Always looking for new ideas such as a walk and talk.  -Give surveys after each workshop session and survey faculty for new ideas.  -Calendar <https://www.wright.edu/calendar/administration/center-teaching-learning/workshops/faculty-development-workshops> |  |  |  |
| Amy High  Dec 8 | Wright State Visit  Chris Roberts and Terri Klaus from the Center for Teaching and Learning | 3. Faculty Development | Outreach  -Sponsor Teaching for Student Success Symposium which highlights best practices in teaching.  -One staff member assigned just to adjuncts, TAs and lecturers  -Hosts social events such as Haunted by Technology and Fall in Love with Teaching  -Sponsor Teaching Innovation Grants to support course design that “enhances student learning and engages them in active learning.”  <http://www.wright.edu/center-for-teaching-and-learning/resources/teaching-innovation-grants>  -Coordinate with other campus offices and organizations mainly for New Faculty Orientation. |  |  |  |
| Capt Bindewald  12/9/16 | Dr. Todd Neller  Professor of Computer Science  Gettysburg College, Gettysburg, PA  tneller@gettysburg.edu | 5. Organizational Structure | Gettysburg College has instituted a system to balance faculty commitments between Research, Teaching, and Service wherein professors get to choose (within boundaries) what percentage of their appraisal/tenure goes to each area. For example, since they are a teaching college, they require 40-50% teaching, 15-40% research, and 15-40% service. This allows professors to have more freedom to pursue tenure in a non-traditional way.  (Example documents attached) | CONSIDER | 6-12 months  (Would require buy-in from faculty council and P&T committee) | $0 |
| Capt Bindewald  12/9/16 | Dr. Todd Neller  Professor of Computer Science  Gettysburg College, Gettysburg, PA  tneller@gettysburg.edu | 1. Classroom Design  2. Infrastructure | Gettysburg College’s computer science department has adopted a policy to try and create classrooms that not only enable new learning technologies, but encourage professors to set up students in ways that encourage team learning, experiential learning, and instantaneous feedback. They’ve done this by designing all classrooms with desk lanes that open up to the professor to “walk down the lanes” rather than having desks perpendicular to the professor. Additionally, they provide locations for students to do team work by simply lowering a desk divider, and have ample space for different plug-ins and screens that may come up. See pictures at: <http://cs.gettysburg.edu/~tneller/dept/photos/2016-lab-photos/> | CONSIDER | 6-12 months | Dependent on classroom size |
| Capt Bindewald  12/9/16 | Dr. Todd Neller  Professor of Computer Science  Gettysburg College, Gettysburg, PA  tneller@gettysburg.edu | 1. Faculty Development | Dr. Neller stated that the faculty development from which he’s been able to cull more meaningful information from has been that which is unrelated to teaching or instruction, but rather things related to getting work done better: particularly time management. Having seminars or books such as “Getting Things Done” or “First Things First” available to new faculty can be very helpful | CONSIDER | None (Books)  1-2 months (Seminar) | $300-400 (Books)  $0  (Seminar) |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 5. Organizational Structures | -Org chart for Center for Teaching and Learning (CTL) added to J:\QIP External Discovery Committee\5. Organizational Structures  -CTL has 2 directors, one for operations and a faculty director that oversees the Faculty Advisory Board  -CTL ops director oversees: Distance Education, Multimedia team, LMS technologist, and Instructional Designers  -Faculty Advisory Board consists of 1 faculty member/college  -CTL only responsible for educational side of faculty development, separate Director for Faculty Development and Leadership for other types of professional development such as Leadership Workshops, Mentoring, Daily Grind  -Separate staff member focuses on programs for non-tenured faculty. Send out a monthly Adjunct Newsletter. Sample at: J:\QIP External Discovery Committee\3. Faculty Development\WSU Materials  -LMS is under CTL, not IT, because it is educationally driven |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | Workshops – Added the following items to the folder: J:\QIP External Discovery Committee\3. Faculty Development\WSU Materials  -Fall Workshop listing  -Spring Workshop listing  -Haunted by Technology social event advertisement  -Fall in Love with Teaching social event advertisement  -Workshop Assessment survey |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | -Faculty Development personnel attend the LILLY conference <http://lillyconferences.com/>  -at Miami University <http://celt.miamioh.edu/lillycon/>  - at Traverse City (site blocked) [www.lillyconferences-mi.com/#](http://www.lillyconferences-mi.com/)! |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | Faculty Development Programs offered by CTL:  -Workshops (60-90 min)  -Walk-and-Talk  -Certificate on Active Learning (6 90-min sessions)  -Panel Discussions  -Lunch-Hour Webinar  -FAQ-style online tutorials <http://www.wright.edu/center-for-teaching-and-learning/resources/tutorials> |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | Offer Teaching Innovation Grant  CTL selects a topic (e.g. Active Learning) and puts out a call for proposals. Faculty submit proposals usually $5K, but up to $20K, and these are reviewed by faculty advisory board. Provost decides which to fund based on board recommendation. Faculty do a mid-year report, final report, and present at a panel workshop.  Call for proposals located at:  J:\QIP External Discovery Committee\3. Faculty Development\WSU Materials |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 1.Classroom Design  3. Faculty Development | For active learning classrooms, identified an “Active Learning Cohort” who would be using rooms. Provided them with training, instructional designers, and have them meet as a group throughout year  As an incentive to participate, the cohort receives a stipend that gives them the ability to attend a conference. |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | Hold an annual Teaching for Student Success Symposium  Program located at: J:\QIP External Discovery Committee\3. Faculty Development\WSU Materials  This symposium is faculty driven/organized. It features round tables, poster session, lunchtime keynote speaker, and end of day reception  Use this forum to promote culture change to active learning. |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | CTL performs midterm feedback for faculty members (upon request). Use 2 feedback forms, 1 that is anonymous, 1 that is not. J:\QIP External Discovery Committee\3. Faculty Development\WSU Materials  CTL collates responses and provides to faculty member, along with advice on improvements for the course |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 3. Faculty Development | In conjunction with the Teaching for Student Success Symposium, CTL hosts a 1.5 day new faculty orientation. Schedule located at <http://www.wright.edu/center-for-teaching-and-learning/resources/new-faculty-orientation-information> |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 4. Infrastructure | Vision that the space for the Center for Teaching and Learning will be an inspirational space, where faculty will want to come to work and get away from their offices. Example is Aileron in Tipp City <https://www.mimoa.eu/images/36879_l.jpg> |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 1. Lab Design  4. Infrastructure | Student Success Center classrooms have a laptop for every student. Long-term vision is that computer labs will go away, as students bring their own devices.  Student Success Center building is designed with expectation that each student will have 3 devices (phone, tablet, and laptop). Plentiful wall and floor outlets. 80 wi-fi hotspots. |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 1. Classroom Design  2. E-Learning | For remote, synchronous classes, have a developed interactive video distance learning (IVDL) classrooms. Consist of a 3 camera system that tracks professor and allows students to connect and broadcast.  List of components and video demonstration:  <https://www.wright.edu/information-technology/services/interactive-video-distance-learning-ivdl-classrooms> |  |  |  |
| Maj Christina Rusnock  Dec 8 | Wright State Visit  Renee Aitken  renee.aitken@wright.edu | 1. Classroom Design  4. Infrastructure | 3 Classroom configurations:   1. Baseline – projector, computer, document camera 2. Updated – Sharelink and Apple TVs 3. Active Learning – equipment list: <https://www.wright.edu/center-for-teaching-and-learning/resources/active-learning-classroom-tutorials>   Recommend involving faculty in classroom design decisions |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 5. Organizational Structures | Tenure-track faculty have 2 tracks: Research Track and an Educator Track. Each track has separate criteria for making tenure. Teaching Track has higher course load (6-8 courses per year vs. 2-3 courses per year) with less emphasis on research. This enables UC to develop faculty that specialize, increasing the effectiveness of both research and teaching efforts.  Note: since most military faculty will not pursue tenure, having a teaching-track option for military faculty may be a more effective way to use this resource.  Pat Reid to send me tenure criteria. |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 3. Faculty Development | Faculty development workshops focus on: 1) Scholarship of Teaching and Learning; 2) 3-part active learning sequence on activities, assessments and theory of learning; 3) inclusion, diversity, and equity in teaching and learning; and 4) technology.  List of workshops located at J:\QIP External Discovery Committee\3. Faculty Development\UC Materials |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 3. Faculty Development | Faculty Learning Communities – these are not conversation groups. These function as a faculty working group organized on the basis of a specific topic that meet in a sustained fashion. Example topics include:  -Pedagogy for Junior Faculty  -Scholarship of Teaching and Learning  -Experiential Learning  -Technophobes  -Universal Design  Center for Enhancement of Teaching and Learning organizes and facilitates these groups. They typically meet monthly and have 10-20 members. CETL provides funds for food and materials (books). |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 3. Faculty Development | Summer Institute – is a week-long (or 2 half weeks) session that provides instructional design for building online courses. Each faculty is paired with an instructional designer, who continues to work with the faculty member throughout the semester. |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 5. Organizational Structures | Cluster Hires – in order to build a specific capability, hire a group of faculty at one time around a specific focus area (typically for multiple departments). These faculty are hired as a cohort for their expertise, are aware that they are a cohort, and are encouraged to collaborate and develop a research center. <https://www.uc.edu/provost/initiatives/cluster-hiring-initative.html> |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 3. Faculty Development | 1st year faculty in the Engineering department attend a series of workshops throughout their first year in order to re-emphasize content originally presented at new faculty orientation. |  |  |  |
| Maj Christina Rusnock  Dec 15 | University of Cincinnati Visit  Pat Reid  reidpa@ucmail.uc.edu | 2. E-Learning  3. Faculty Development | Community of Practice centered on e-learning. New members receive an “e-learning backpack” filled with equipment available for faculty to test and then share their experiences with the group.  <https://www.uc.edu/provost/initiatives/elearning/strategic-initiatives/backpack.html> |  |  |  |
| Mr. Michael Hill  Dec 29 | Wright State Visit  Tim Littell  Tim.littell@wright.edu  Charles Platt  Charles.platt@wright.edu  Todd Pavlack  Todd.pavlack@wright.edu | 4.Infrastructure | Training is given to faculty in use of Active Learning equipment usage along with any classroom IT equipment; control panel on podium, ceiling mounted projectors, wall mounted cameras, ceiling mounted microphones. Cisco/Kodak system is used for Active learning. Systems can be purchased locally and are fairly inexpensive from $3K to $30K.  There are also mobile systems for use at cost of $3K  Systems are connected with Cat6 cabling and maintained by WSU staff members. Also using Wireless Share Link system, and Pilot Live ([https://pilot.wright.edu](https://pilot.wright.edu/)) (Blackboard Collaborate) for teaching and learning with 24/7 Support. |  |  |  |
| Mr. Michael Hill  Dec 29 | University of Cincinnati Visit | 4.Infrastructure |  |  |  |  |