Villanova Institute for Teaching and Learning
2013-2014 Annual Report
OVERVIEW

St. Augustine and his thoughts on education inspire and guide our approach to pedagogy at Villanova. The University seal depicts a heart overlaying a book: How might this image reflect your thinking about your role as an educator? How might this image guide your work as a teacher-scholar? How might students perceive our roles as educators? What expectations might the students bring to their education both in and out-of-class?

The image of a heart overlaying a book made me think about my own teaching approach as faculty: what I believe to be a core competency for my students and how I approach supporting faculty in their pedagogical roles as director of VITAL. I discovered that the centrality of reflection resonated with St. Augustine’s work. Reflective practice constitutes a core competency for my students as future faculty and evidence-based, reflective practice guides how I approach my instructional development work with faculty.

VITAL and Villanova’s Mission

The Villanova Institute for Teaching and Learning (VITAL), established in 1998 under the auspices of the Office of Academic Affairs, supports faculty in their pedagogical activities. VITAL provides a range of services and programs, and coordinates resources for Villanova faculty from all disciplines to foster student learning in various instructional contexts. These services, programs, and resources are developed in response to faculty members’ interests and suggestions. VITAL partners with departments and University offices to identify and support students’ learning needs. Also, VITAL serves as a clearing house for research and materials on teaching, learning, assessment, mentoring, career advancement, and graduate student development.

Pedagogical distinction as much as scholarly research constitute the heart of Villanova’s academic community. Our students are well served when faculty offer them opportunities to critically analyze, synthesize, evaluate, and meaningfully reflect on the diverse facets of their curricular and extracurricular experiences at Villanova. Faculty assist students’ in this academic and personal growth by providing an academically stimulating, personalized, application and service-based learning environment that is grounded in their respective discipline. VITAL, as a university-wide office, holds a key role, in furthering discussion of teaching and learning issues beyond the disciplines and connecting faculty with pertinent campus expertise.

The core goal of all VITAL services is to facilitate dialogue and interaction among faculty who share common curricular and/or pedagogical interests. Such venues allow for cross-disciplinary learning about teaching, spark pedagogical innovation, lead to team-teaching interests and ground the conversations in commitment to engaged student learning. VITAL continues to utilize various means to ensure that services are aligned with Villanova’s mission, academic priorities, interests and needs of the academic community: e.g., University and Colleges’ strategic plans, formal feedback data, and conversations with the faculty advisory board. We welcome your suggestions and program ideas; please stop by the VITAL office at 106 Vasey Hall or send e-mail to: vitalinfo@villanova.edu.

This Annual Report details the services that VITAL provided to the Villanova academic community to support quality pedagogical and learning environments during the programming year of August 2013 – July 2014.

Gabriele Bauer
Dr. Gabriele Bauer, Director
Villanova Institute for Teaching and Learning
Villanova University
ORIENTATION AND CONTINUED INSTRUCTIONAL SUPPORT

VITAL provides orientation programs and services to support both full-time and adjunct faculty who are new to Villanova's academic community.

New Faculty Program (full-time faculty)

The two-part program is offered prior to the fall semester and during January. It is tailored to meet the needs of faculty members who are new to Villanova and/or teaching in the higher education setting, help ease the transition into the teaching position, answer questions, and familiarize them with Villanova’s instructional resources. In this interactive setting, faculty meet colleagues from other disciplines, discuss teaching practices that advance students’ learning, share teaching examples, have a sounding board for ideas and questions, and begin to reflect on and document their instructional approaches. Faculty receive a copy of Teaching at Its Best, a research-based and practice-focused book.

The campus-wide event was held on August 19 and 20, 2013; it comprised 40 participants and 20 presenters from the Office of the Vice President for Academic Affairs (VPAA), Office of the Vice President for Student Life, Falvey Memorial Library, UNIT/Center for Instructional Technologies (CIT), and Human Resources. Participants indicated the overall preparedness for their faculty role as 1.55 on a 4-point scale (1=strongly agree).

Part 2 of the program took place on January 8, 2014; it was designed to help faculty reflect on what worked well in their teaching, and what might be enhanced based on their first semester teaching experience. Twenty-seven participants and 5 presenters discussed topics ranging from student participation and use of rubrics to syllabus design and preparation for the rank and tenure process. Participants rated the overall helpfulness of the program as 2.13 on a 4-point scale (1=extremely informative).

I enjoyed attending the program alongside other new faculty, as it immediately created a friendly atmosphere and an opportunity for networking.

It was helpful to know that faculty are supported in their teaching, research and to learn from the President about the future goals of the University.

The peer-review of the syllabus was particularly engaging. Will include recommendations raised during the discussion.

The rank and tenure session indicated to me that while the process may be demanding at Villanova people approach it in a humane way.  

-- Participants’ Feedback

New Adjunct Faculty Program

Each August, VITAL has supported the Associate VPAA in offering this campus-wide orientation for new adjunct faculty; the program was held August 20, 2013. For the first time, VITAL, in partnership with the Associate VPAA, offered a pre-spring semester program for new adjunct faculty, January 9, 2014. Eleven faculty participated and rated their overall preparedness for their faculty roles as 3.33 on a 4-point scale (4=strongly agree).
TEACHING SERVICES

VITAL provides a range of services that support high quality learning and teaching at Villanova; these services are developed in response to faculty members’ interests and suggestions. In addition, VITAL partners with departments and University offices to offer instructional and/or academic career development programs and co-host sessions.

Instructional Consultations

VITAL offers one-on-one, confidential consultations to support faculty in their teaching to enhance student learning. The consultations may be accompanied by syllabus consultation, classroom observations, instructional document reviews, instructor self-assessment, and student feedback data. In the 2013-2014 academic year, 62 faculty members across the campus and at all career stages took advantage of the service. In addition, the Director met individually with all new full-time faculty members to provide specific pedagogical follow-up to the New Faculty Program.

Student Early Term Feedback for Course Enhancement

The early-term (weeks 4-6) student feedback process is formative in nature, designed to give faculty a sense of how students are experiencing the learning environment, and gives faculty the opportunity to make meaningful adjustments to their courses, as needed, during the semester. The process opens up dialogue about the learning process between students and faculty and affirms student responsibility in this process. VITAL supports the faculty by collecting, analyzing, and interpreting student feedback, and identifying appropriate pedagogical suggestions. One hundred and seventy students, involving six faculty, provided early term feedback.

Graduate Student Development

In 2013-2014, VITAL was invited to support graduate student development in different capacities: (1) History: help Master’s students develop teaching skills; (2) Theology & Religious Studies: assist department with the development of a Preparing Future Faculty (PFF) program for doctoral students, as a distinguishing feature of its proposed doctoral program; and (3) Mechanical Engineering: conduct teaching observations and provide feedback to postdoctoral students in PFF seminar. In total, six graduate students and/or postdocs and four faculty members participated in graduate student development activities.

Teaching and Learning Strategies at Villanova Event

Partnering with UNIT/CIT, VITAL continued to host the campus-wide Teaching and Learning Strategies at Villanova event, the week prior to commencement, May 14, 2014. The event aims to provide a collegial forum for faculty to share, discuss, and/or model a range of teaching and learning approaches that they have found successful in helping their students learn in different settings. One hundred participants, along with 35 faculty presenters, who facilitated 23 concurrent sessions, explored student-centered teaching approaches ranging from the flipped classroom context to narrated videos and peer assessment.

This year’s keynote session was aligned with Villanova’s strategic emphasis on e-Learning: Dr. Lawrence Ragan, Co-Director, Center for Online Innovation in Learning, Penn State University, explored multiple dimensions of online learning and outlined implications for faculty to gain and/or refine competencies and skills for online teaching.

I enjoy the relaxed atmosphere and collegial quality of the sessions. I highly value the opportunity to talk about teaching with colleagues, compare experiences, and share helpful practices.

I like that the sessions are based on Villanova classroom experiences; I get new ideas on what I might include in my own courses.

-- Participants’ Feedback
Food For Thought

The lunch discussions provide faculty with a forum for networking and exchanging ideas on different aspects of students' learning and innovative teaching approaches with colleagues across campus; there are no structured presentations or "experts." The discussions occur monthly each semester, and they are offered on two different days to accommodate faculty’s teaching schedule. In 2013-2014 we discussed the following topics:

<table>
<thead>
<tr>
<th>Fall 2013: 35 Participants</th>
<th>Spring 2014: 18 Participants</th>
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<tbody>
<tr>
<td>• Early Term and Ongoing Student Feedback About Their Learning</td>
<td>• Formative Group-Based Testing</td>
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<td>• Engaging Students in Reflection</td>
<td>• Informal, Non-Graded (Low-Stakes) Writing</td>
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<td>• I Flipped my Class: What Did I Learn in the Process?</td>
<td>• Student Engagement in Hybrid and Online Courses</td>
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<td>• Unlock Your Own Creativity to Encourage Creativity in Your Students</td>
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INSTRUCTIONAL GRANT PROGRAM AND PROFESSIONAL DEVELOPMENT

VITAL encourages faculty across all career stages to participate in instructional professional development opportunities. Currently VITAL offers the following opportunities: (1) instructional minigrant program; (2) Faculty Associate program; and (3) Lilly Teaching Conference Travel Fellowship program.

Minigrant Program

This one-year instructional grant program supports individual faculty, departmental, college, interdisciplinary, or inter-institutional faculty teams to proactively enrich, refine, or re-design learning environments that best address disciplinary contexts, students’ needs, and/or pedagogical institutional commitments and priorities. Specifically, the grant program assists full-time faculty members to foster advances in undergraduate and graduate teaching and learning at Villanova, to implement the teaching-learning sections of the University’s and Colleges’ strategic plans, and to explore the use of new instructional approaches. Proposals undergo peer-review; ten grants were awarded at a total of $63,290. The following faculty members / faculty teams received grants in 2013-2014:

Gail Ciociola, Ph.D., *English* and Heidi Rose, Ph.D., *Communication*
David Fiorenza, M.B.A., *Economics*
Lynne Ann Hartnett, Ph.D., *History*
Markus Kreuzer, Ph.D., *Political Science*
Joseph Lennon, Ph.D., *English*
Park, Ph.D., and Leslie McCarthy, Ph.D., *Civil and Environmental Engineering*
Christopher Schmidt, Ph.D., *Education & Counseling*
Phil Stephens, Ph.D., *Biology*
Carol Weingarten, Ph.D., Patricia Mynaugh, Ph.D., and Amy McKeever Ph.D., *Nursing*
Kelly Welch, Ph.D. *Sociology and Criminal Justice*
Faculty Associate Program

This program is designed to provide the opportunity and the time for tenured faculty members to pursue a special interest related to teaching and/or students’ learning. Faculty Associates spend a semester working with VITAL on a project of their choice that must have the potential to enrich teaching and learning at Villanova and thus strengthen Villanova’s academic community. VITAL was honored to collaborate with two Faculty Fellows during 2013-2014:

Michael Posner, Ph.D., Mathematics and Statistics, developed a program to support Villanova faculty in conducting classroom-based research and engage in the scholarship of teaching and learning (SoTL). He also offered a session on getting started in classroom-based research, which was attended by 16 faculty.

Rodger Van Allen, Ph.D., Theology and Religious Studies, conducted an analysis of Villanova’s faculty resources for the emerging field of American Catholic Studies.

Lilly Teaching Conference Travel Fellowship

The Fellowship sponsors full-time, first-year faculty members at Villanova University to participate in the Lilly Conference, Bethesda, MD. The Fellowship was established in 2013-2014 to support up to 5 junior faculty to attend this regional conference to refine their instructional skills, deepen their knowledge of students’ learning and broaden their repertoire of instructional approaches. The conference is well aligned with Villanova faculty’s commitment to outstanding teaching and increased scholarship as it models scholarly teaching in the discipline, and provides a network of innovative faculty colleagues across East Coast institutions. The inaugural Fellows were Dr. David Jamison, Mechanical Engineering and Dr. Yoon-Na Cho, Marketing. The conference was held, May 29-31, 2014.

Professional Development: Scholarship of Teaching and Learning (SoTL)

VITAL invited faculty to submit poster sessions for peer review to a regional teaching conference at Temple University and sponsored three faculty members whose posters were accepted for presentation: Dr. Don Goelman, Computing Sciences; Dr. Elizabeth Blunt and Dr. Kelly Nestor, Nursing.

INSTRUCTIONAL RESOURCES

VITAL Library and Online Teaching Newsletter

All books and periodicals in VITAL’s comprehensive library have been incorporated into Falvey Memorial Library’s online catalogue; thus, they are easily searchable and accessible to faculty. Library materials will remain housed in the VITAL office, 106 Vasey Hall and are available for check out. In 2013-2014 VITAL and Falvey Library began to cost share an online site license for The Teaching Professor, a national newsletter on research-based teaching practices in support of student learning that is accessible via the library and VITAL websites. VITAL has highlighted pertinent articles on the News section of its website and has linked to articles in its event announcements.
Formative Group Feedback and Testing: IF-AT (Immediate Feedback Assessment Technique)
Since 2013-2014, VITAL makes an innovative multiple-choice assessment tool available to faculty. The tool may be used for formative and/or summative purposes; it gives students immediate affirmation and/or corrective feedback on their knowledge, ensuring that a student’s last response is the correct one. The tool supports students’ learning as it lends itself to peer discussion and clarification of content questions. VITAL makes the tool available to faculty for student group feedback and testing.

PARTICIPATION IN VITAL SERVICES AND PROGRAMS

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<tr>
<th>Orientation and Continued Instructional Support</th>
<th>Total Number of Participants</th>
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<td>New Faculty Program (full-time faculty)</td>
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<td>August Program</td>
<td>40</td>
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<td>January Program</td>
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<td>New Adjunct Faculty Program - January</td>
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<td>Meetings with Departments</td>
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<td>Instructional Consultations</td>
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<td>Food for Thought</td>
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<td>Discussions - Fall</td>
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<td>Discussions - Spring</td>
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<td>Session by Faculty Associate</td>
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<th>Instructional Grant Program and Professional Development</th>
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<td>Minigrant Program</td>
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<td>Minigrant Information Session</td>
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<td>Faculty Associate Program</td>
<td>2</td>
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<tr>
<td>Lilly Teaching Conference Travel Fellowship</td>
<td>2</td>
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<tr>
<td>Professional Development: SoTL</td>
<td>3</td>
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**TOTAL (includes duplicates)** 438
PROFESSIONAL CONTRIBUTIONS

Partnership with University Offices (co-sponsor and/or co-facilitate programs)

Center for Faith and Learning
Center for Peace and Justice
Office of Continuing Studies
Office of the VPAA
UNIT/Center for Instructional Technologies
Villanova Center for Energy & Environmental Education
   Sustainability Across the Curriculum Workshop
Writing Center

University Service

Committee on Outcomes Assessment
Review Committee, President’s Interdisciplinary Course Development Grant
Task Force on e-Learning
UNIT Faculty Advisory Committee

Conference Presentations

Faculty Conference on Teaching Excellence, Temple University, Philadelphia, PA
Lilly Conference on College and University Teaching, Bethesda, MD
Professional & Organizational Development (POD) Network in Higher Education Conference

Reviews and Session Chair

American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA
Journal of Faculty Development
Lilly Conference on College and University Teaching, Bethesda, MD
Professional & Organizational Development (POD) Network in Higher Education Conference
To improve the academy
Tri-State Teaching and Learning Consortium

Advisory Role

National Science Foundation Grant Proposal, Computing Sciences and Statistics
National Science Foundation Grant Proposal, Computing Sciences
VITAL STAFF

Gabriele Bauer, Ph.D., Director, offers teaching, learning, and faculty development programs, services, and resources to faculty consistent with Villanova University’s mission and academic strategic plan.

Ramona Kuczewski, Senior Administrative Assistant, provides general support for all VITAL activities and events. Francesca Cocchi, Honors Interdisciplinary Scholar and VITAL Student Intern, provides support for materials, announcements, and events. Work study position was initiated in 2013-2014.

VITAL Faculty Advisory Board

The Faculty Advisory Board Members are appointed to a three-year term, and they represent departments in each of the four Colleges. The faculty members serve in an advisory capacity to VITAL on issues of learning, teaching, career advancement, and work/life balance. They also serve as informal liaison to their respective departments and Colleges. The Board provides valuable feedback, input, and suggestions that help refine VITAL services, programs, and resources. The VITAL Faculty Advisory Board meets once per semester during the academic year.

Engineering
Robert Caverly, Ph.D., Professor, Electrical and Computer Engineering
Justinus Satrio, Ph.D., Assistant Professor, Chemical Engineering
Bridget Wadzuk, Ph.D., Associate Professor, Civil and Environmental Engineering
Xiofang (Maggie) Wang, Ph.D., Associate Professor, Electrical and Computer Engineering
Aaron Wemhoff, Ph.D., Assistant Professor, Mechanical Engineering

Nursing
Theresa Capriotti, DO MSN CRNP RN, Clinical Associate Professor

Liberal Arts
Craig Bailey, Ph.D., Associate Professor, History
David Barrett, Ph.D., Professor, Political Science
Thomas Ksiazek, Ph.D., Assistant Professor, Communication
Patrick Markey, Ph.D., Associate Professor, Psychology
Megan Quigley, Ph.D., Assistant Professor, English
Teresa Wojcik, Ph.D., Assistant Professor, Education and Counseling

Sciences
Jesse Frey, Ph.D., Assistant Professor, Mathematical Sciences
Don Goelman, Ph.D., Associate Professor, Computing Sciences
Kevin Minbiole, Ph.D., Assistant Professor, Chemistry
Georgia Papaefthymiou-Davis, Ph.D., Professor, Physics
Lisa Rodrigues, Ph.D., Assistant Professor, Geography and the Environment
Dennis Wykoff, Ph.D., Associate Professor, Biology

Villanova School of Business
Aronte Bennett, Assistant Professor, Marketing and Business Law
Cheryl Carleton, Ph.D., Assistant Professor, Economics and Statistics
Sohail Chaudhry, Ph.D., Professor, Management and Operations
Gunita Grover, Ph.D., Assistant Professor, Finance
Stephen Liedtka, Ph.D., Associate Professor, Accounting and Information Systems

Authored by Villanova Institute for Teaching and Learning (VITAL), 106 Vasey Hall, Villanova University, Villanova, PA 19085. 2014.

vitalinfo@villanova.edu - http://www1.villanova.edu/villanova/vital.html