Welcome Back Faculty!

CHANGES AT THE CENTER

Everyone at The Center for Teaching & Learning wishes you a very healthy and happy 2017!

2016 has brought several changes at the Center. One of the biggest changes was the retirements of Dr. Heidi Schweitzer, Director of eLearning and Jon Pray, The Assoc. Vice Provost of Educational Technology. With their departures, people within the Center took on new roles and responsibilities and we welcomed new team members from the Instructional Media Center, Dennis Darmek, John Blandino, Gary Bargholz, and Dan Johnson. These talented individuals have been close partners with the Center for years. They will continue their great work in a new unit, the Academic Media Production Group. Their primary focus will be the development and managing of video and digital media for faculty and academic units.

To build on our strength from a Catholic Jesuit perspective, the Center looks forward to continuing our work with the faculty seminar on Catholic Jesuit Higher Education in 2017. Last semester, we also welcomed the Norman H. Ott Memorial Writing Center into the CTL group, led by Associate Professor of English, Dr. Rebecca Nowacek, award-winning faculty member. 2017 looks to be an interesting year, and everyone here at the Center is excited for new challenges and we are looking forward to having greater ability to support excellence in teaching and learning with an ever more diverse team!

A QUICK WORD FROM THE DIRECTOR

In the spirit of Catholic Jesuit commitment to human dignity, the Center for Teaching & Learning is renewing our own efforts to work with our colleagues, faculty and administrators, to move Marquette towards an increasingly inclusive community. In addition to our offerings on evidence-based practices for interculturally affirming classrooms, Spring 2017 will see an increased number of programs that focus on universal design and accessibility. I know I can speak for everyone at the Center when I say that we are keen to work with faculty to ensure that all Marquette’s students have equitable access to learning materials and opportunities.
RECENT PUBLICATIONS AND PRESENTATIONS COMING OUT OF THE CENTER FOR TEACHING & LEARNING


"Outside Comfort Zones: Supporting Faculty Coming from the Professional World." Amber Young-Brice. Annual Meeting of The Professional and Organizational Development Network in Higher Education. Louisville, KY


"Centers as Integral Partners in Building and Sustaining Accessible Campuses." Shaun Longstreet, Mathew W. Oaellet, Wayne State University and Sara Kacin, Wayne State University. Annual Meeting of The Professional and Organizational Development Network in Higher Education.

THE CTL WELCOMES JORDAN DEMANES

In January, Ms. Jordan Demanes will be joining the Center For Teaching & Learning as the new Inter-Professional Education Coordinator. Inter-professional education (IPE) is a national practice encouraging students from multiple professions to work together as part of more authentic education. For example, nurses, physical therapists and physicians assistants must all work together in a clinical environment but rarely do so in school. Professional standards and accreditation bodies are increasingly requiring some form of IPE for health-care professionals. Jordan is well-situated to take a leading role to assist Marquette students succeed with a wide variety of IPE experiences. At the same time, Jordan will work across the curriculum to bring students from other colleges together Law and Business, Engineering and Marketing.

Jordan has a half-time position with the CTL and will spend the other half of her week working in a similar role at the Medical College of Wisconsin. She has been at MCW for a short while, but comes with Jesuit higher education experience from her work at St. Louis University. If you are interested in exploring ideas about engaging your students with professional peers they are likely to encounter in the workforce, please write to her, jordan.demanes@marquette.edu.

THE WAY KLINGLER TEACHING INNOVATION WINNERS ANNUAL PRESENTATION TO FACULTY

As the Faculty Committee on Teaching is reviewing proposals for the Way Klingler Teaching Innovation Awards, The 2015-16 Way Klingler Teaching Innovation Award Winners will be making their presentation at a breakfast presentation on February 2nd. Co-PIs and co-awardees, Marilyn Frenn (Nursing, above left) and Mary Jo Wiemiller (Health Sciences, below left) will review the successes and lessons learned of the Inter-professional Education program they have established here at Marquette. Inter-professional education (IPE) is a pedagogical movement that creates learning experiences for students from different disciplines who typically work together in a professional or clinical environment. This year’s presentation is open to all and we especially welcome faculty from current participating IPE colleges, (Dentistry, Nursing, Health Sciences, Law, Business, and Communication). Breakfast begins at 8:30AM, presentation and Q&A to follow.

SAVE THE DATE! THE 2017 SPRING LECTURE

On February 20th, at 10 AM in Raynor 330B, The Academic Integrity Council and The Center for Teaching & Learning are pleased to co-host a faculty conversation and workshop with Dr. Tricia Bertram Gallant, the Academic Integrity Director at UC San Diego. This workshop will offer Marquette faculty a chance to engage with an internationally known expert on integrity and ethics in education. She has authored or edited numerous publications as well as consulted with high schools, colleges and universities and spoken at conferences around the U.S. and many international venues. In addition, Dr Betram Gallant is the author of "Academic Integrity in the Twenty-First Century" (Jossey-Bass, 2008), co-author of "Cheating in School" (Wiley-Blackwell, 2009), editor of "Creating the Ethical Academy" (Routledge, 2011), and section editor for the International Handbook of Academic Integrity (Springer, 2016). Please join us later that day for Dr. Bertram Gallant’s public lecture, time and place TBD.
TEACHING WELL USING TECHNOLOGY

The Teaching Well Using Technology Program has tracks that focus on different aspects of teaching with technology. Although tracks may be completed independently from each other, we encourage participation in various tracks, as the topics complement each other and emphasize different skills related to using technology. Upon completion of each track, participants will receive a certificate accompanied with a letter of recognition. For more information, please contact Dr. María Parés-Toral at maria.pares-toral@marquette.edu or 414-288-5453.

<New> eTeaching Track <New>

This newly envisioned seminar series focuses on e-teaching topics and pedagogy that will be useful in face-to-face, online and hybrid (combined online and face-to-face) teaching. They are deeper dives into the pedagogical theory behind evidence-based best practices. At the same time, everyone will come away from each session with practical tips that can be implemented in any course.

Requirements: Participants who wish to complete the eTeaching Track and receive a note of completion must attend four eTeaching sessions (not necessarily all in the same semester). After completing four sessions, participants will be required to submit a written curriculum outline explaining how they will incorporate a new technology tool into their classroom.

All workshops are scheduled from 12:00-1:30 p.m. in Raynor Library, Room 330B

Visual Design: Making Your Courses Visually Appealing & Conducive for Learning – Thu, Feb. 9
Creating Rubrics: What You Need to Know – Wed, Feb. 15
Starting Your Flipped Classroom – Wed, Feb. 22
Making your D2L Content Accessible to Students with Disabilities – Mon, Apr. 3
Integrative Course Design & Creating Meaningful Course Objectives – Wed, Apr. 12
Collaborative Work Online – Thu, Apr. 20
Teaching in Culturally Inclusive Classrooms – Mon, Apr. 24

FUTURE FRONTIERS OF STUDENT LEARNING

Advances in technology have the potential to bring change to the ways we can facilitate teaching and learning. The Center for Teaching & Learning is looking to promote more dialog on how we can facilitate best practices with emerging technologies and classroom design.

ACTIVE LEARNING CLASSROOMS

Although not new nationally, creating courses with continued student engagement and active learning in class are gaining traction at MU. Raynor 330 and soon Cudahy 108 are two examples of classroom spaces that we’ve designed to encourage active student learning in the classroom. Join us for our sessions on teaching in an active classroom. (see schedule, p. 4)

VIRTUAL, AUGMENTED & MIXED REALITY

This semester the CTL adds Google Cardboard virtual reality experiences to our Raynor 330 classroom. Immersive interactive education using digital reality will be coming to a classroom near you. We are offering sessions that review general concepts, talk about the opportunities and challenges of digital realities. Every participant will have the opportunity to try using Google Cardboard.

Below: Grant recipient Dr. Jenya Iuzzini-Seigel.
## ONLINE OPPORTUNITIES FOR FACULTY

### FACULTY SEMINARS ON TEACHING & LEARNING

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Date</th>
<th>Time</th>
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<tr>
<td><strong>Introducing Virtual Reality into the Curriculum</strong></td>
<td>Tue, Jan. 31, 11:00-12:00 p.m.</td>
<td>or Wed, Feb. 22, 10:00-11:30 a.m.</td>
<td>Raynor 330B</td>
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<td>This interactive and immersive session provides participants a window into recently emerging trends in the development of virtual, augmented, and mixed reality technology. These technological shifts will have significant implications for higher education and in this session we will discuss how VR/AR might be incorporated into our curricula. Everyone will have opportunities to play/explore a virtual reality experience as part of the session. Instructions on how to prepare for the session will be provided beforehand and, due to equipment limitations, there is room for 15 participants. During the session, we will also review The CTL Virtual Reality Summer Course Development Grant ($4,000) due May 10th, 2017. Sign up at <a href="mailto:ctl@mu.edu">ctl@mu.edu</a></td>
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<td><strong>Active Learning &amp; Tech: Teaching with the New Microsoft Hub</strong></td>
<td>Wed, Feb. 1, 11:00-12:00 p.m.</td>
<td>or Thu, Feb. 2, 11:00-12:00 p.m.</td>
<td>CU210B</td>
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<td>The Microsoft Hub represents the next generation smart-board, active learning instrument for teaching. Currently, a Microsoft Hub is available for workshops in Cudahy 201B but a Hub will be installed in the new Active Learning Classroom in Cudahy 108 for Fall of 2017. This workshop provides an overview of working with a MS Hub and participants will have an opportunity to interact with the technology as part of the workshop. This is an opportunity to learn more about a specific tech instrument as well as fundamental best-practices around teaching in a mobile configuration active learning classroom. Please note: the session is held in Cudahy. Participants must register in advance of the workshop because space limitations of the Hub lab allows for 10 only. Sign up at <a href="mailto:ctl@mu.edu">ctl@mu.edu</a></td>
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<td><strong>Universal Design for Learning: Creating Courses for Students With and Without Disabilities</strong></td>
<td>Tue, Feb. 7, 9:00-10:00 a.m.;</td>
<td>or Wed, Feb. 8, 11:30-12:30 p.m.;</td>
<td>or Fri, Feb. 10, 10:00-11:00 a.m.</td>
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<td>This session is an introduction to the concept of Universal Design for Learning (UDL). UDL is not a reduction of academic rigor nor is it about creating special privileges for certain students and not others. UDL is the proactive development of a curriculum that allows for access to student-centered learning opportunities for all students. As an inclusive and affirming community, Marquette is always looking to insure that all students regardless of their physical, cognitive and sensory abilities have equitable opportunities for success in the classroom. In this session, we will review some of the guiding principles for UDL and faculty will have an opportunity to discuss changes they might make with UDL in mind. Sign up at <a href="mailto:ctl@mu.edu">ctl@mu.edu</a></td>
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<td><strong>Overview of Copyright for Faculty: Staying within the Boundaries of Fair Use</strong></td>
<td>Tue, Mar. 7, 1:00-2:30 p.m.</td>
<td>Raynor 330B</td>
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<td>This session outlines the, at times, fuzzy guidelines as to what is and is not fair use of sources in teaching. This session provides an overview of some of the basic guidelines for faculty to stay within the bounds of fair use for the purpose of education. We will discuss the use of a variety of media forms from print, audio and visual media. This session offers suggestions on how to offer a rich level of content to our students without creating onerous burdens on the faculty member. Sign up at <a href="mailto:ctl@mu.edu">ctl@mu.edu</a></td>
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<td><strong>Teaching in an Active Learning Classroom</strong></td>
<td>Wed, Mar. 8, 12:30-2:00 p.m.</td>
<td>Raynor 330B</td>
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<td>This session is an opportunity to practice a variety of ways to construct an active learning environment that goes beyond setting aside group work/discussion time. Using the active learning classroom in Raynor 330B, participants will come away with a set of exercises and activities that can increase the level of student-centered learning activities that provide students with rapid feedback on their comprehension and application skills of course content. This session is less focused on technology in the active classroom; it instead emphasizes various tools for establishing cooperative learning and peer-to-peer engagement. Sign up at <a href="mailto:ctl@mu.edu">ctl@mu.edu</a></td>
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CURA PERSONALIS AT THE CENTER

It has always been the case that the CTL takes a holistic approach to faculty and educational development. This is why we partner with as many offices across campus to provide support and opportunities for faculty and instructor colleagues. This includes physical and mental well-being, and thus in Spring 2017 we will offer another round of Meditative Yoga at the Center in Raynor 326.

A professional yoga instructor via Employee Wellness will be facilitating meditative yoga at the CTL every Wednesday afternoon from 4:45 - 5:45 pm. The Center has all necessary equipment on-site & we will have a place to securely store bags & coats. These yoga sessions are designed to appeal to novices and practitioners alike. All sessions are included in the $50 MU Wellness Pass ticket that can be purchased online at the following site:

http://go.mu.edu/2hToOdJ

WHAT WE ARE READING AT THE CENTER


The Blended Course Design Workbook: A Practical Guide. Kathryn Kearns (Stylus 2016)

The Spark of Learning: Energizing the Classroom with the Science of Emotion. Sarah Cavanagh (W. Virginia University Press 2016)
The Center for Teaching & Learning offers approximately $65,000 in direct and indirect funding support for faculty every year. We are currently accepting proposals for the following opportunities:

- **Travel for Scholarship of Teaching and Learning**
  (Five awards up to $500 per awardee, annually / rolling applications)
  Support for conference presentations on evidenced-based practices in teaching and learning. The CTL will contribute funds towards travel expenses (hotel, airfare, or conference registration only) for an instructor or faculty member who is otherwise unfunded.

- **Problem Solving Seed Grants**
  (Five awards, up to $500 annually per applicant / rolling application)
  These awards are offered for faculty looking to incorporate community-based learning (service learning) into their course and need funds for materials/supplies. Successful applicants must state how their community-based learning experience will concretely address an ongoing problem in the community.

- **Virtual, Augmented, Immersive Reality in the Curriculum**
  ($3000 award for summer 2017 / Due March 1st)
  This award can go to a faculty member looking to incorporate three immersive learning experiences using virtual reality, augmented reality, or immersive 3D virtualization into a course curriculum. $1000 of the award is applicable towards classroom equipment such as Google Cardboard headsets but not individual devices such as a PC, tablet or phone.

- **Haggerty Museum-Center for Teaching and Learning Curriculum Development Fund**
  ($3000 award for summer 2017 / Due March 1st)
  This award is for faculty who seek to increase student literacy in the arts and/or connect STEM / Health Related disciplines with the arts. Proposals from faculty must incorporate at least three significant learning opportunities that draw from the Haggerty collection as part of their revised curriculum.

Visit [http://go.mu.edu/2hKGlEt](http://go.mu.edu/2hKGlEt) for details.

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**COMMUNITY-BASED / SERVICE LEARNING SEMINARS FOR MARQUETTE INSTRUCTORS**

**Introduction to the Service Learning Program at Marquette: Faculty Voices**

Have you been thinking about integrating a service learning component into your class, but you worry it might be overwhelming? This session describes how service learning is a high impact pedagogy, how faculty can integrate the pedagogy in meaningful ways, and how our nationally recognized Program Marquette supports faculty with authentic learning experiences in their curricula. Hear from veteran faculty members and students about how service learning has impacted their teaching and learning.

**Thu, Feb. 16, 3-4:30 p.m.**

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**Clayton's DEAL Model of Critical Reflection in Service Learning**

We know that in service learning experiences reflection is critically important. Yet, sometimes structuring reflection in a way that gets students to dig deeper beyond superficial descriptions can be difficult. At this workshop, we will present senior service learning-scholar Patti Clayton’s DEAL Model for reflection, and develop strategies and questions to use this model in service learning courses.

**Wed, Mar. 1, 9-10 a.m.**

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**THE 2017 FACULTY CATHOLIC JESUIT HIGHER EDUCATION SEMINAR**

The Center for Teaching & Learning, through the generosity of alum William Burleigh, has been able to provide funding for faculty to attend a semester-long seminar on Catholic Jesuit Higher Education. After a review of the previous curriculum, a revised course has been developed.

The new course still provides the historical context of Catholic Higher Education, and it reviews the unique identity of a Catholic Jesuit university. The revised seminar is a place for faculty community building, where participants will converse with Marquette colleagues, both Catholic and non-Catholic alike, who have thrived within the university’s mission and identity. They will also have opportunities to see themselves as part of a larger organization and will connect with fellow faculty from other Jesuit campuses to hear a broad range of experiences across Catholic Higher Education.

Letters will be sent to Deans seeking nominations for faculty, preferably in their 3rd or 4th year who demonstrate leadership potential and have strong records towards tenure and promotion.

Recipients of seminar appointments will receive a course buy-out with which they must attend the seminar and complete a capstone project for Fall, 2017.

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**SPRING/SUMMER 2017 FUNDING OPPORTUNITIES**

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FACULTY READING GROUPS, COMMUNITIES OF SHARING PRACTICES

For the past three years, the Center for Teaching & Learning has facilitated a number of faculty reading groups and learning communities. These groups consist of faculty from across campus who come together to read and discuss texts exploring a plethora of topics involved in the scholarship of teaching and learning.

Faculty receive a copy of the book in exchange for participating in the reading group. These reading communities are typically spread across several weeks, they are casually-structured, everyone takes a session to lead and facilitate the previous week’s reading. The overall goal of the reading groups is to provide a sustained opportunity to be self-reflective and to discuss teaching and learning with support from colleagues.

SPRING 2017 READING GROUPS SELECTIONS

How Learning Works
by Ambrose et al.
Starting: Jan 2017, Ending: May 2017

This book expands on how students learn by exploring the technical research on learning in a practical and concrete way. Seven general principles of learning are disseminated with easy to use strategies that are ripe for immediate implementation to improve student learning in your courses. This book has come to be known as a must-read for anyone who teaches students, new or experienced. This faculty group will meet bi-weekly during the spring semester, day to be determined by participants.

Creating Self-Regulated Learners,
by Linda Nilson
Starting: Jan 2017, Ending: May 2017

In this short, but very practical book, Nilson explores strategies to strengthen the self-awareness and learning skills of students. This book will advance understanding of the processes associated with self-regulated learning and provide practical guidance on how to apply strategies to enhance self-regulated learning in the realm of higher education. This faculty group will meet bi-weekly, the day of the meeting to be determined by participants.

Small Teaching,
by James Lang
Starting: Jan 2017, Ending: May 2017

This text is designed for immediate application. Drawing from cognitive and pedagogical theory, the author points to small yet potent shifts any faculty member can try for concrete results for improving student learning. Highly recommended for faculty who have been teaching for a while and looking for that little boost in teaching impact. This faculty group will meet bi-weekly, the day of the meeting to be determined by participants.

Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses
by Dee Fink.
Starting: Jan 2017, Ending: May 2017

This internationally acclaimed text has become the standard for creating student-centered curricula that aligns learning objectives with student activities and course content. This community of practice group is more applied than a reading group. Participants in this course will have the opportunity to work within a community, use the text and take the semester to develop an intentional best-practice course that they can implement in the Summer or Fall semester.

A LITTLE IDEA FOR TEACHING (L.I.F.T.)

From How Learning Works, pg. 251, a suggestion on helping students be more self-directed learners:

“...to encourage students to process their graded exams more deeply, instructors can use exam wrappers, short handouts that students complete when an exam is turned back to them. Exam Wrappers direct students to review and analyze their performance (and instructor’s feedback) with an eye toward adapting their future learning.”

Sample questions can ask students to identify how and how long they spent on various components of the course content and skills practice; in what ways, or in what sections, did they tend to make errors; what three things might they do to address better preparation for the next assignment or exam?

The exam wrapper would do well to also include a question wherein the student identifies possible ways the instructor can be of assistance moving forward. The wrapper is gathered by the instructor for feedback and returned to students at an appropriate time before the next assessment.
Faculty Voice

We would like to hear from you! Most of the programs that the Center offers come directly from Marquette faculty suggestions. Are there specific topics on teaching and learning or faculty professional development opportunities that you think other faculty would be interested? Is there a speaker who you think would have a significant impact on the current conversations around teaching at Marquette? Please let us know: ctl@mu.edu.

SPOTLIGHT ON CATHOLIC JESUIT EDUCATIONAL DEVELOPMENT

In 2013, several representatives from various teaching and learning centers came together at the POD Network Annual meeting in St Louis. Initially the meeting consisted of six people representing Marquette, Seattle University, Xavier, St Louis University, and Loyola Chicago. We discussed a variety of common issues and opportunities between our various spaces. Tyanna McLaurin, Assistant Director of Community Based Learning / Service Learning, has been instrumental in organizing educational development staff from across the AJCU annually since then. At last year’s POD Network meeting in Louisville, we had over 20 AJCU staff and faculty from nine different schools gather to update each other on our initiatives and to share ideas.

Several themes arose in our meeting. The first our common work with faculty on creating active classrooms and teaching with eLearning. The second grew out of a common issue shared with our peers nationally: the need for more clearly established identities of who our offices are and how we support institutional cultures of teaching and learning. The third was a need for further intra-institutional cooperation and sharing of resources.

The result of our meeting in Louisville was a commitment to helping each other with increased cooperation for inter-campus initiatives that support faculty and contribute to the overall strength of the Catholic Jesuit mission in Higher Education.