

**Annual Report
2009-2010**

Teaching and Learning Center
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Mission Statement

The Teaching and Learning Center (TLC) promotes the value and practice of excellent teaching, teaching that facilitates student learning and growth. It provides programs and resources designed to promote teaching methods that are consistent with the research on how people learn. It provides opportunities for faculty and TAs to reflect on their work as well as opportunities to share and learn from the experience and expertise of their colleagues. The TLC also aims to promote its mission in the form of assessment and scholarly research on teaching and learning. Our ultimate goal in supporting faculty is to facilitate the development of Temple's richly diverse students as scholars and citizens.

Introduction to the Annual Report

The 2009-2010 academic year contained important accomplishments at TLC, the most significant being increases in faculty use of TLC services, implementation of four new faculty development programs, and the development of a budget auxiliary that innovatively supports new programming. This report details these accomplishments in support of TLC's mission as well as the university's Academic Strategic Compass. The report concludes with a request for space. As TLC's service to the university has grown, we have outgrown our office suite. Some of our colleagues do not have desks in our space and it affects communication, efficiency, and team culture.

Accomplishments 2009-2010

- a) Increased usage of TLC programs and services. 10% more individuals served and 24% more contacts than previous year.
- b) First year implementation (and assessment of) four major new initiatives:
 - The Provost's Teaching Academy
 - Teaching in Higher Education (T.H.E.) Certificate for matriculated graduate students
 - Budget auxiliary for T.H.E. Certificate for non-matriculated students
 - Health Sciences Summer Teaching Institute
- c) Expansion of sustained programs: Institutes and Teaching Circles
- d) Collaboration on teaching and learning projects and initiatives with colleagues from across the university.
- e) Publication and presentation of the scholarship of teaching and learning;
- f) Findings of our second systemic assessment program, which validate the value and impact of TLC programs and services.
- g) Entrepreneurial Development

A. Increased usage of TLC programs and services

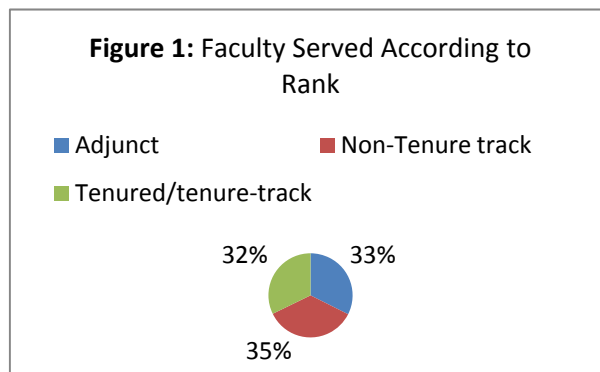
We measured the increase of TLC usage along two dimensions: the number of individuals served and number of total contacts. (We define contacts as discrete instances of attendance at a program or utilization of a consultation service). See Appendix One for data about TLC usage by school/college, affiliation and rank.

While we increased on almost all measures, the most remarkable change was in the total number of discrete contacts, which increased by 24%. This change is part of a noteworthy trend, with faculty use of the center more than doubled in the past two years alone. This accomplishment helps Temple to fulfill the strategic compass principle of access to excellence and opportunities for success for all students. Simply put, our mission and practices are dedicated to this core value; research indicates that quality teaching is a primary factor in student success.

Individuals served: The TLC served a total of 1078 instructors, administrators, and graduate students in 2009-2010, an increase of 10% from the previous year. (See Appendix One for a breakdown of this increase by affiliation: faculty, administrator, graduate student.) Use of TLC has increased dramatically over the course of four years. (See Table 1). In addition to these figures, 57 graduate students took the Teaching in Higher Education seminar in this pilot year of the new Certificate program. Based on data provided by Institutional Research’s 2009 common data set, the Center reached 19% of the Temple instructional faculty. We served instructors from every Temple school and college, and faculty members from all ranks use TLC services in roughly equal numbers (see figure 1).

Table 1: Total People served, from 2006-2007 to 2009-2010

2006-2007	2007-2008	2008-2009	2009-2010
715	659	983	1078



Total contacts: There was a 24% increase in the number of TLC contacts with instructors, administrators and students since the previous year (from 1868 to 2323). This is consistent with an upward trend, representing a 107% increase from just two years ago (See Table 2.) Thirty-five percent of the

population participated in TLC programs or services more than once, evidence that instructors find our programs and consultations valuable.

Table 2: Total contacts from 2007-2008 to 2009-2010

2007-2008	2008-2009	2009-2010
1120	1868	2324

New programming at the Health Science Campus, including the first annual Health Sciences Summer Teaching Institute and a monthly lunch and learn workshop series at the School of Dentistry, contributes to the overall increase. We served 185 faculty in the health sciences, representing a 29% increase in individuals served. Due to repeat usage and programming at HSC, we had a total of 441 contacts with these individuals, representing a 130% increase with this faculty alone. (See Appendix One). The increase may also be due to increases in faculty teaching circles and other institutes that bring faculty participants together several times over the course of a semester or year.

We are also serving the community with our web resources, including relevant tip sheets and articles. All traffic sources for the year sent 9,860 visits to our website, via 294 sources and mediums. Our website received 1222 visits in August and 1151 in January. As we can see, people turn to TLC web resources as they prepare for the coming semester’s teaching.

To achieve these results, TLC offered a total of 172 programs, and 124 individual consultations.

B. First year implementation of four new faculty development programs

Combined, these new programs demonstrate TLC’s fulfillment of the Academic Strategic Compass expectations for innovation and entrepreneurship.

- ***New Program One: Provost’s Teaching Academy (PTA):*** The PTA met for the first time in July-August 2009. Sixteen faculty members from across the university met to experience and learn the curriculum for the new Teaching in Higher Education Certificate’s requisite coursework. The second PTA cohort of 14 faculty is meeting in May-June, 2010. PTA faculty represent nearly all schools/colleges with graduate students. (See Appendix Two for list of PTA faculty and affiliations). Ultimately, PTA faculty teach the requisite courses to Temple graduate students in their schools/colleges.

Our assessments have found that all PTA faculty from 2009 report that they made at least one change in the way they teach due to what they learned. Most reported that they valued the opportunity to learn about teaching in a cross-disciplinary faculty community. Most of those interviewed suggested that PTA curriculum should be offered to (even required of) *all* new faculty. (See Appendix Five for detailed assessment, pp. 28-30).

- ***New Program Two: Teaching in Higher Education (T.H.E.) Certificate for matriculated graduate students:*** T.H.E. Certificate coursework is being implemented in nearly every school/college with TAs. In the first year of the program, we launched 7 new courses, in

5 schools: CHP, CLA, CST, ED, SCT. This entailed training faculty through the Provost's Teaching Academy, enlisting leadership and faculty to approve and schedule the course in individual departments. At this time last year, this was a promising idea. There are currently 57 Temple students earning the certificate. There are 10 classes planned and scheduled for 2010-2011, taking place in every school with grad students except Tyler (which will send students to CLA course sections) and Engineering (which will send students to CST course sections). Every school has agreed to its value and found ways for students to participate. (See Appendix Three for participation by school/college).

- ***New Program Three: Budget auxiliary for T.H.E. Certificate for non-matriculated students:*** In the past year, we have built the new budget auxiliary and a track of the Teaching in Higher Education Certificate program for non-matriculated students. Our target audience is community college faculty. The TLC team has developed all processes related to new budget auxiliary which is scheduled to earn \$52,000 in its first year of operation. We have defined structures/processes related to launching classes with extension services and TU campuses. This includes: determining various registrations systems, outreach to community college leaders, advertising, hiring several teachers.

There were two courses piloted in spring 2010: one at DCCC and one at TUCC. We enrolled a total of 23 students. In preparation for launching courses at DCCC, TUCC, Ft. Washington and online in 2010-2011, we have hired several teachers, and worked with them to develop the second part of curriculum on assessment, diversity and technology. (See Appendix Three for representation of auxiliary coursework and location).

- ***New Program Four: The Health Science Summer Teaching Institute:*** this four day institute met for the first time in August 2009, including faculty from all 5 Health Science schools. 56 unique faculty members participated, the majority (73%) attending for two or more days. When we add up attendance for all four days, there were 131 contacts. Assessments show that 99.5% either strongly agreed or agreed that the program was beneficial for them. 100% indicated that they "plan to apply ideas learned in this session to my teaching." Specific plans include use of clickers, rubrics, and interactive lecturing methods. (See Appendix Five for detailed assessment of program, pp. 30-32).

C. Expansion of Sustained Programs: Institutes and Teaching Circles

In 2007-2008, all TLC programs were one-time workshop offerings and day-long conferences. In the past two years, we have developed more sustained, substantive opportunities for instructors to reflect on their teaching and to explore new teaching ideas and methods in communities of peers. These include the PTA and the Health Science Teaching Institute (above), but also faculty teaching circles, monthly faculty development groups facilitated by TLC staff. Faculty participants meet repeatedly, accounting for some of the increase in total number of TLC contacts discussed in the beginning of this report.

In 2009-2010, TLC facilitated semester and year-long teaching circles on: inclusive teaching, globalization, and community based learning. Twenty four individual faculty members participated. This work was recently recognized when the TLC Director and faculty members of the 2008-2009 Teaching Circles on Globalization and Sustainability presented at AACU's March 2010 Conference on "Shaping

Faculty Roles”. The AACU session focused on how these faculty learning communities supported best teaching practices for our General Education program’s new curricular tracks in globalization and sustainability. We have been invited to contribute an article based on this session to AACU’s monthly newsletter *Academic Leader*.

- **Teaching Circle One: Project EDIT: Embracing Diversity for Inclusive Teaching** was a year-long teaching circle supported by collaboration with Disability Resource Services, and funded by a Verizon grant. The group was facilitated by a part-time coordinator trained in universal design and best practices for inclusive teaching. Fifteen faculty representing 8 schools and colleges participated in up to 15 hours of bimonthly sessions during the spring semester, while simultaneously teaching a course they had redesigned in response to fall training. This pilot project is currently in the evaluation phase and preliminary results suggest that it had a significant positive impact on at least one major aspect of each participant’s teaching practice. The favorable faculty feedback highlighted the value of meeting regularly with a cross-disciplinary group of colleagues. Faculty report that this environment stimulates creativity, encourages the sharing of insights and strategies, supports risk-taking, expands one’s realm of possibilities; and renews excitement about teaching.
- **Teaching Circle Two: The Globalization Teaching Circle** was facilitated by TLC staff, with the support of the General Education Program. Recruited and facilitated by the TLC in 2008, four faculty members from across the university met monthly in 2009-2010 to address the challenges of teaching students for global competence. We have representatives from: CLA, SCT, and Tyler. Under the name *The Marco Polo Collaborative*, the group is developing a web resource archiving materials for teachers of globalization in 2009-2010. We have received a \$5,000 grant for this project from Temple’s Center for International Business Education and Research (CIBER). The work of the circle is aligned with the Academic Strategic Compass principle of cultural and global awareness.
- **Teaching Circle Three: Community Based Learning Teaching Circle** was facilitated by TLC staff, in collaboration with the Community Learning Network. Five faculty members from across the university met monthly in spring 2010 to discuss and get feedback on their course design, and support for productive engagement with community partners. We had representatives from: CHP, CLA, Ambler. Outcomes included the development of six new community based learning courses, including the TLC facilitator’s new course on “Cultural Crossings in Contemporary Literature” which partners Temple students with immigrant Philadelphians. The work of the circle is aligned with the Academic Strategic Compass principle of ethical, social and community responsibility/metro-engagement.

D. Collaborate on teaching and learning projects and initiatives with colleagues from across the university

The TLC contributes to many, if not most, teaching initiatives on Temple’s campus. Examples of collaboration in 2009-2010 include:

- Designing and overseeing new mentoring program for Teaching Learning & Technology Roundtable 2.0
- Facilitating faculty teaching circles for new Community Learning Network and contributing to all CLN planning
- Planning annual faculty development institute with Intellectual Heritage
- Supervising Verizon supported inclusive teaching initiative with Disability Resource Services
- Designing a monthly faculty development series for School of Dentistry
- Planning summer bridge program with School of Medicine
- Serving on five person assessment team for General Education
- Designing peer review protocol with College of Education
- Planning and implementing STEM Educators' Lecture Series with CST, Engineering and Education
- Contributing to the planning of regional intergroup dialogue conference with Office of Multicultural Affairs, and facilitating a dialogue session.

E. Publish and present the scholarship of teaching and learning

Professional staff have published 4 articles and presented 5 sessions or posters at national and regional conferences this year (See Appendix Four). A fifth article is currently under review at *Teaching in Higher Education*, an international, peer-reviewed journal. We are currently assisting 2 faculty with research projects. (A study of impact of chemistry animations on learning, a study of team-based learning.) The Assistant Director authored and submitted an NSF grant for promoting problem based learning (in collaboration with CST). This was not funded, but represented a tremendous amount of work and learning. We have also contributed to another NSF grant for promoting retention and success of diverse faculty (in collaboration with School of Medicine). We have recently developed a web page archiving published work on learning by Temple faculty. All of these efforts contribute to the Academic Strategic Compass expectation for the creation and application of knowledge and research excellence.

F. Findings of our second systemic assessment program, which validate the value and impact of TLC programs and services

We have always assessed attendance, satisfaction and teaching impact for our programs through surveys. We have expanded the assessment program to our new, creative initiatives related to the Provost's Teaching Academy and the Teaching Certificate. This is a major undertaking, utilizing resources of TLC staff and colleagues in the College of Education. Assessment of PTA has led to improvements for 2010.

Appendix Five fully represents both quantitative and qualitative assessment results for 2009-2010. We include some highlights here:

- 99% of instructors surveyed on the day of the program “strongly agreed” or “agreed” that the workshop attended was beneficial.
- 95% of instructors surveyed on the day of the program “strongly agreed” or “agreed” that they would apply ideas learned to their teaching.

- 99% of instructors surveyed at the end of the semester indicated that, over time, they found the program useful: (60.4% said “very useful”; 28.4% said “useful”, while 9.8% reported the program was “somewhat useful.”)
- 78% of instructors surveyed at the end of the semester indicated that they had actually applied ideas learned to teaching; 15% indicated that they intended to apply an idea but had not had the opportunity yet.
- 69% of respondents discussed what they learned at TLC with colleagues, magnifying impact and creating teaching community.

G. Entrepreneurial development

We have sought and implemented creative solutions for expanding TLC services in a time of budget cutbacks. We developed a viable auxiliary that provides funds for an annual summer institute; the auxiliary is projected to earn 52K in its first year. We have also negotiated for TLC to be written into educational grants, including two NSF grants (one out of chemistry, another out of the School of Medicine). We secured a 5K grant from CIBER to develop the teaching globalization website. Finally, we have arranged for College of Education graduate students to assess data from Project EDIT at no cost. Our efforts and innovations in this area meet the Academic Strategic Compass expectation for innovation and entrepreneurship.

TLC Needs for 2010-2011

TLC was a smaller unit with less impact when we moved into this space. TLC had 1120 contacts with instructors in 2007-2008. Just two years later, we have 2324 contacts. Our success developing initiatives and increasing use of our services has bred immediate needs for additional space.

The Center currently has 9 staff members (4 full-time and 5 part-time, not including student workers). We work in a suite with room for 5 desks and anticipate more crowding when we recruit two College of Education graduate students to research the efficacy of TLC’s new Teaching in Higher Education Certificate program. We are also considering using auxiliary funds to bring a faculty fellow from Education to work with us to develop grants to support faculty development in STEM disciplines.

Given the disparity between staff and the space, TLC staff already work in three different campus locations. In addition, part-time workers must often share office space with the Director and Associate Director because there is no other space available. This is not a solution, as the Director and Associate Director consult confidentially with faculty. Another specific concern is that TLC’s faculty fellow meets colleagues in his office in the Fox school, making his consultation services less confidential. The Administrative Coordinator sits at a desk in the relatively trafficked “lobby” of the TLC, which impacts her concentration as she works on more complicated projects. The Administrative Assistant also has a desk in this lobby space, but no room for files as the coordinator has necessarily taken the larger work space.

In addition, the conference room in the TLC is often too small for our workshop and meeting needs. If people are seated, it is too narrow for others to enter to the room. You will often come to TLC

workshops to find faculty clustered near the entrance because they can't get to other parts of the room. TECH 111, is an adjacent space controlled by the Instructional Support Center; it is not consistently available for larger meetings and seminars. This affects the types and frequency of programming that can be offered.

The current space arrangement negatively affects our efficiency, communication, and office culture. We seek a space that meets our current needs, including: 1) seven offices (3 of those to be shared); 2) a seminar room that seats 20 people 3) storage for equipment, files, office supplies, etc. Preferably, the Center would also include a small conference room for meetings of several staff and faculty members.

Table 2: TLC Space Needs

Office 1	Director: Pamela Barnett
Office 2	Associate Director: Stephanie Fiore
Office 3	Assistant Director: A. Baris Gunersel
Office 4	Department Coordinator: Mary Etienne
Office 5: Shared	Faculty Fellow/auxiliary instructor: Rob Pred Project EDIT coordinator/auxiliary instructor: Amy Weigand
Office 6: Shared	Office Assistant: Dominick Jones Student workers: Keisha Kirton, Winson Yuan
Office 7: Shared	Grad Extern (web, graphics): Suzanne Willever Grad Research Assistant (NSF assessment): Qiana Enang Research Assistant (certificate assessment): TBD from College of Ed Research Assistant (certificate assessment): TBD from College of Ed
Seminar room	Seats 20
Storage space	For equipment, files, office supplies etc.

APPENDIX ONE: Attendance data

In this appendix there are 6 tables and 1 figure that indicate TLC attendance this year as well as changes from the previous year. They are:

- **Table 1:** Attendance by school/college
- **Table 2:** Attendance by Affiliation
- **Figure 1:** Percentage breakdown of total people served by affiliation
- **Table 3:** Change in individuals served by category, 2008-2009 to 2009-2010
- **Table 4:** Change in Services, 2008-2009 to 2009-2010
- **Table 5:** Change in total Health Sciences People Served, 2008-2009 to 2009-2010
- **Table 6:** Change in total Health Sciences Contacts, 2008-2009 to 2009-2010

Table 1: Attendance by school/college

SCHOOL/COLLEGE	Total People	Total Contacts
Ambler College	7	14
Art, Tyler School of	31	53
Business and Management, Fox School of	72	165
Communications and Theater, School of	115	231
Dentistry, Maurice H. Kornberg School of	40	118
Education, College of	70	146
Engineering, College of	70	176
Health Professions, College of	87	189
Law, Beasley School of	5	8
Liberal Arts, College of	273	582
Medicine, School of	31	78
Music and Dance, Boyer College of	44	73
Pharmacy, School of	21	43
Podiatric Medicine, School of	6	15
Science and Technology, College of	125	279
Social Administration, School of	2	2
Tourism and Hospitality Management, School of	5	14
Non-Academic	69	133
Unknown	5	5
	1078	2324

Table 2: Attendance by Affiliation

AFFILIATION	Total People	Total Contacts
ADMINISTRATION	98	188
TENURED	134	457
TENURE TRACK	49	143
NON TENURE TRACK	201	699
ADJUNCT	184	328
STUDENT	403	499
UNKNOWN	9	10
	1078	2324

Figure 1: Percentage breakdown of total people served by affiliation

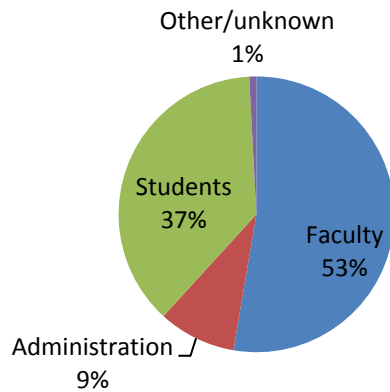


Table 3: Change in individuals served by category, 2008-2009 to 2009-2010

Category	2008-2009	2009-2010	Percentage change
Faculty	539	568	5%
Administration	76	98	29%
Students	333	403	21%
Other/unknown	35	9	-74%
Total	983	1078	10%

Table 4: Change in Services, 2008-2009 to 2009-2010

Type of service	2008-2009	2009-2008	Percentage change
Pedagogy programs	143	172	20%
Consultations	172	124	-28%

Table 5: Change in total Health Sciences People Served, 2008-2009 to 2009-2010

School College	2008-2009	2009-2010	percentage change
Dentistry, Maurice H. Kornberg School of	36	40	11%
Health Professions, College of	54	87	61%
Medicine, School of	32	31	-3%
Pharmacy, School of	9	21	133%
Podiatric Medicine, School of	12	6	-50%
	143	185	29%

Table 6: Change in total Health Sciences Contacts, 2008-2009 to 2009-2010

School College	2008-2009	2009-2010	percentage change
Dentistry, Maurice H. Kornberg School of	43	118	174%
Health Professions, College of	80	189	136%
Medicine, School of	46	78	70%
Pharmacy, School of	10	43	330%
Podiatric Medicine, School of	13	15	15%
	192	441	130%

APPENDIX TWO: PTA Faculty Participants

2009

1.	Shohreh Amini, Professor/Dept Chairperson, CST
2.	Shenid Bhayroo, Assistant Professor, SCT
3.	Jean Boyer, Assistant Professor-Teach/Inst, ED
4.	Natasha Davis, Instructor, CHP
5.	Steven Fleming, Professor, CST
6.	Terry Halbert, Professor, FOX
7.	Alistair Howard, Assistant Professor-Teach/Inst, CLA
8.	Daniel Kern, Professor, SCT
9.	Ken Finkel, Distinguished Lecturer, CLA
10.	Robert Pred, Assistant Professor-Teach/Inst, FOX
11.	Rickie Sanders, Professor, CLA
12.	Justin Shi, Associate Professor/Dept Chairperson, CST
13.	Juandalynn Taylor, Assistant Professor-Teach/Inst, SCT
14.	Tsvetlin Tsankov, Assistant Professor, SCT
15.	Amy Weigand, Adjunct Professor, CLA, Project Coordinator, Project EDIT
16.	Robert Yantorno, Professor, ENG

2010

1.	William Aaronson, Assistant Dean, FOX
2.	Rebecca Alpert, Associate Professor, CLA
3.	Ina Calligaro, Assistant Dean, PHAR
4.	Peggy Dewolf, Assistant Professor, CLA
5.	Luke Kahlich, Professor, Boyer
6.	Dominique Kliger, Assistant Vice Provost, Online Learning
7.	Janice Laurence Associate Professor, EDU
8.	Sarah-Kate LaVan, Assistant Professor, EDU
9.	Maria Lorenz, Associate Professor, CST
10.	Sheryl Love, Assistant Professor, CST
11.	Lori Salem, Assistant Vice Provost, UWC
12.	Paul Toth, Assistant Professor, CLA
13.	Kariamua Welsh, Professor/Dept Chairperson, Boyer
14.	Chang-Hee Won, Associate Professor, ENG

APPENDIX THREE: Teaching in Higher Education Certificate seminar offerings: Matriculated and non-matriculated student track

Table 1: Teaching in Higher Education Certificate Seminar Offerings: Matriculated Student Track

List of Colleges	2009-2010	2010-2011
College of Health Professionals	<ul style="list-style-type: none"> •Health Related Professions 8985, Teaching in Higher Education: Health Professions 	<ul style="list-style-type: none"> •Health Related Professions 8985, Teaching in Higher Education: Health Professions
College of Education	<ul style="list-style-type: none"> •Ed Psychology 8970, Problems in Ed Psych: Teaching in Higher Education 	<ul style="list-style-type: none"> •Ed Psychology: 8985.001, Teaching in Higher Ed: Education
College of Liberal Arts	<ul style="list-style-type: none"> •Political Science 8985.001, Teaching in Higher Education: Social Science 	<ul style="list-style-type: none"> •Spanish: 8985.001, Teaching in Higher Ed: Language •Geography and Urban Studies: 8985.001, Teaching in Higher Ed: SocSci •Religion: 8985.001, Teaching in Higher Ed: Humanities
College of Science and Technology	<ul style="list-style-type: none"> •Chemistry: 8985.001, Teaching in Higher Ed: Physical Science 	<ul style="list-style-type: none"> •Chemistry: 8985.001, Teaching in Higher Ed: Physical Science
School of Communications and Theater	<ul style="list-style-type: none"> •Theater 9282, Project in Acting •Strategic Organizational Communication 9020.001, Special Topics: Teaching in Higher Education •Mass Media Communication 9004.001, Teaching Communication 	<ul style="list-style-type: none"> •Mass Media Communication 8985, Teaching in Higher Education: Communication
Pharmacy (not yet on books, but planned for spring)		<ul style="list-style-type: none"> •Pharmaceutical Science 8985: Teaching in Higher Education: Pharmacy
Fox (not yet on books, but planned for spring)		<ul style="list-style-type: none"> •Business 8985: Teaching in Higher Education
Boyer (not yet on books, but planned for spring)		<ul style="list-style-type: none"> •Dance 8985: Teaching In Higher Education

Table 2: Teaching in Higher Education Certificate Seminar Offerings: Non-Matriculated Student Track

	<u>Spring 2010</u>	<u>Summer 2010</u>	<u>Fall 2010</u>	<u>Spring 2011</u>
Part I: ED PSY 8985	Delaware County Community College (DCCC) , TUCC	DCCC	Ft. Washington	DCCC TUCC
Part II: ED PSY 9991, sections 001, 002, and 003 (1 credit modules)		DCCC	DCCC	Ft. Washington

APPENDIX FOUR: TLC staff publications and presentations in the Scholarship of Teaching & Learning

Publications:

Barnett P. & Hodges, L. (2009). Teaching learning processes to students and teachers." *To Improve the Academy, Volume 27*. 401-424.

Gunersel, A. B., & Simpson, N. J. (2009). Instructors' uses, experiences, thoughts and suggestions regarding Calibrated Peer Review. *Assessment & Evaluation in Higher Education*, 35. DOI: 10.1080/02602930902977780. Available online at <http://www.informaworld.com/smpp/content~db=all~content=a913892584>

Gunersel, A. B., & Simpson, N. J. (2009). Improvement in Writing and Reviewing Skills with Calibrated Peer Review™. *The International Journal for the Scholarship of Teaching and Learning*, 3(2), 1-14. Available online at http://academics.georgiasouthern.edu/ijotl/v3n2/articles/PDFs/Article_GunerselSimpson.pdf

Gunersel, A. B. (2009). A qualitative case study of the impact of environmental factors on prominent Turkish writers. *The Psychology of Aesthetics, Creativity, and the Arts*, 3(4), 222-231.

Articles under review

Barnett, P. (2010). Discussions across difference: Addressing the affective dimensions of teaching diverse students about diversity. Submitted and under review with *Teaching in Higher Education*.

Conference Presentations & Posters

Barnett, P., Gunersel, A.B. & Willever, S. Preparing future faculty and improving teaching at Temple University and local community colleges (poster). *Lilly Conference on College and University Teaching and Learning*, Washington, D.C. June 3, 2010.

Barnett, P. & Gunersel, A.B. Challenges to change: Overcoming resistance to Temple's new certificate program. *Lilly Conference on College and University Teaching and Learning*, Washington, D.C. June 4, 2010.

Barnett, P. & Peters, D. Can we talk? Addressing barriers to discussions about race. *Lilly Conference on College and University Teaching and Learning*, Washington, D.C. June 4, 2010.

Barnett, P., Waheed, F. & Peters, D. Race Dialogue. *Engaging Diversity, Keeping it Real: An Introduction to Intergroup Dialogue*, Temple University, Philadelphia, PA, May 21, 2010.

Barnett, P., Fiore, S. & Wingert-Playdon, K. Developing Faculty Learning Communities to Support High Impact Practices," *AACU Conference on Shaping Faculty Roles*, Philadelphia, March 25-27, 2010.

Submitted grant applications

Gunersel, A.B. (Principle Investigator), Barnett, P & Kanter, D. (Co-PI). Problem-Based Learning in STEM Education: Exploring Faculty Attitudes Towards Teaching and Perceived Barriers To Innovative Teaching Methods. *NSF grant for Research and Evaluation on Education in Science and Engineering (REESE)*. (Submitted November 2009. Not funded.)

APPENDIX 5: Assessment of TLC programs and services

In the 2009-2010 academic year TLC programs and services were evaluated with two types of assessments: (1) Workshop evaluations, filled out by participants after a workshop and (2) Quarterly surveys, filled out by people who have attended various programs and services during a semester (summer, fall, and spring). Responses to quantitative questions on both types of assessments have been analyzed and responses to qualitative questions have been surveyed.

In addition to the two types of assessments that evaluate TLC programs and services, separate assessments were used to evaluate the Provost Teaching Academy and the Health Science Summer Institute. Interviews with participants of the Provost's Teaching Academy were conducted, transcribed, and analyzed. A survey with Likert-scale and open-ended questions was sent to participants of the Health Science Summer Institute to get their feedback.

This report includes the analysis of the above mentioned evaluations. It consists of 4 sections:

- A. Workshop Evaluation Forms
- B. TLC Services Surveys
- C. Assessment of the Provost's Teaching Academy 2009
- D. Assessment of Health Science Summer Institute 2009

A. Workshop Evaluation Forms:

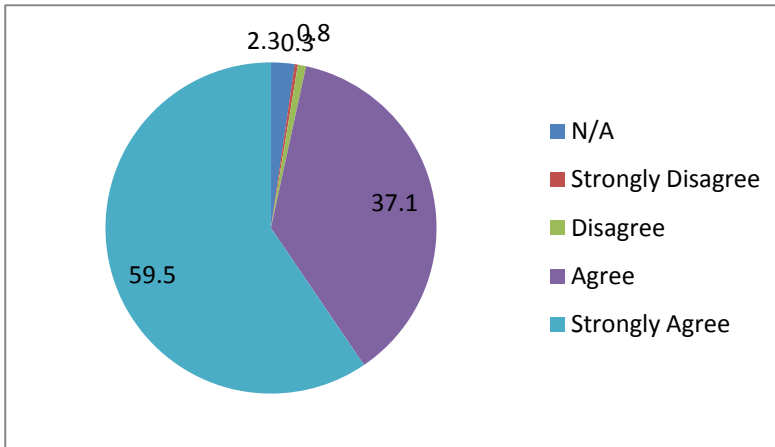
A total of 357 workshop evaluation forms regarding workshops offered between July 2009 and May 2010 were analyzed. The forms had two Likert-scale items, the first of which was followed by room for explanation, and two open-ended questions. Below are the questions as they appeared on the evaluation forms:

1. Please rate the following: Overall this was a beneficial workshop.
Answer choices: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1), N/A (0)
2. Please explain...
3. Please rate the following: I plan to apply ideas learned in this workshop to my teaching.
Answer choices: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1), N/A (0)
4. What, if anything will you apply?
5. Please share any comments and/or suggestions for improvement.

Quantitative Analysis:

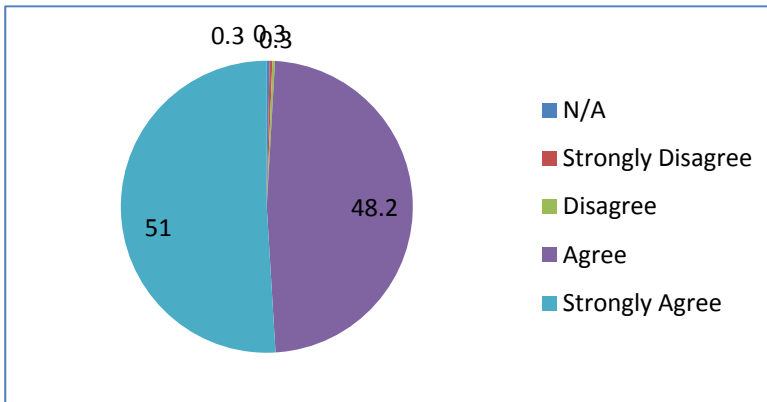
Question 1: The majority of the responses to the Likert-scale item on the overall benefit of the workshop was “Strongly Agree” (4) – 182 out of a total of 357 responses (51%). The mean was 3.49. 172 responses were “Agree” (3) (48%) (see Graph 1).

Graph 1 (percentages)



Question 3: The majority of the responses to the Likert-scale item on whether participants plan to apply ideas learned in the workshop to their teaching was “Strongly Agree” (4) – 210 out of a total of 353 responses (58.8%). The mean was 3.51. 131 responses were “Agree” (3) (36.7%) (see Graph 2).

Graph 2 (percentages)



“Overall this was a beneficial workshop’...Please explain.” Overall, responses indicated that participants found workshops beneficial. Examples of responses are:

- “Simple and clear explanation. Handled questions well.”
- “I was able to refine my understanding of how to organize rubrics.”
- “(The facilitator) gave specific examples of how to apply these skills; utilized the knowledge and expertise of fellow attendees.”
- “It required me to think about *how* my material is conveyed (not just what I teach).”

“What, if anything will you apply?” Responses indicated that participants would apply almost all of the teaching strategies that they learned at the workshop. Examples of responses are:

- “Rubrics for my writing workshop.”
- “Techniques for engaging students better, i.e. questions, pauses...”
- “Ask questions, group work.”

Some participants did not specify which ideas they would use, but emphasized the usefulness of the whole workshop. Examples include:“

Responses of the sample presented a variety of ways in which the workshops led the instructors wanting to try to use different strategies. Examples of such responses include:

“Please share any comments and/or suggestions for improvement.” Overall, there were not many suggestions. Some of the suggestions that appeared were specific to the workshop in question. Examples include having more time for sharing after a small group activity during the workshops and presenting more practical examples to real-life situations.

B. TLC Services Surveys:

Between September 2009 and May 2010, the TLC conducted four surveys through zoomerang.com to get feedback on the participation and quality of its services: one for Summer 2009, one for Fall 2009, one for Spring 2010, and one separate survey for the TA Orientation 2009. Data from the Annual New TA Orientation and Teaching Conference Survey is presented at the end of this section.

A total of 172 people who participated in TLC activities or utilized TLC resources filled out the surveys (25 people in Summer 2009, 67 in Fall 2009, and 80 in Spring 2010). The majority of the participants were from the College of Liberal Arts (26%). 9.8% were from the School of Communications and Theater, 8.7% were from the College of Education, and 8.1% were from the College of Science and Technology (for numbers and percentages, see Appendix A).

Each survey consisted of one Likert-scale question, two questions with answer choices, and four open-ended questions. Questions were:

1. “Program(s) or service(s) used (please check all that apply)” (Answer choices provided)
2. How useful was/were the program(s) or service(s)? (Answer choices: Very Useful, Useful, Somewhat Useful, Not Useful.)
3. Please share your comments or suggestions about the program or service.
4. Have you discussed teaching or what you learned through TLC programs and services with a colleague you met at TLC or other colleagues? (one or both choices)

5. What have you tried?
6. How did it work? (Consider evidence of students' responses and student learning, as well as your own experience of the change.)
7. Please describe any differences in your understanding of teaching and learning that you would attribute to your experience with TLC programs or services.

The Spring 2010 Survey had the additional open-ended question, "What topics or teaching challenges should TLC address with programming or online resources?" For this report, responses to the Summer 2009, Fall 2009, and Spring 2010 Surveys have been aggregated when possible.

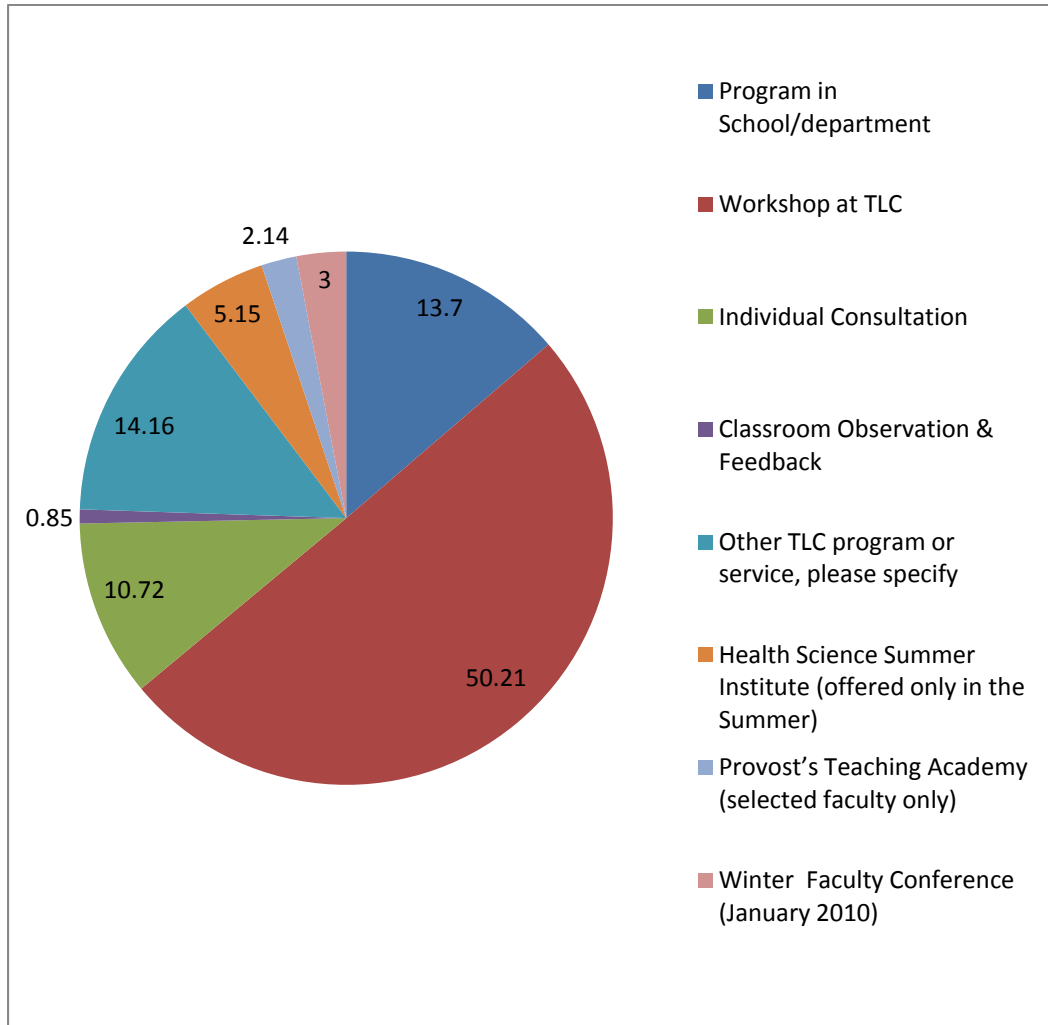
Quantitative Analysis:

The three questions that could be analyzed quantitatively were:

- "Program(s) or service(s) used (please check all that apply)."
- "How useful was/were the program(s) or service(s)?" (a Likert-scale question with choices "Very Useful, Useful, Somewhat Useful," and "Not Useful")
- "Have you discussed teaching or what you learned through TLC programs and services with a colleague you met at TLC or other colleagues?" (one or both could be chosen).

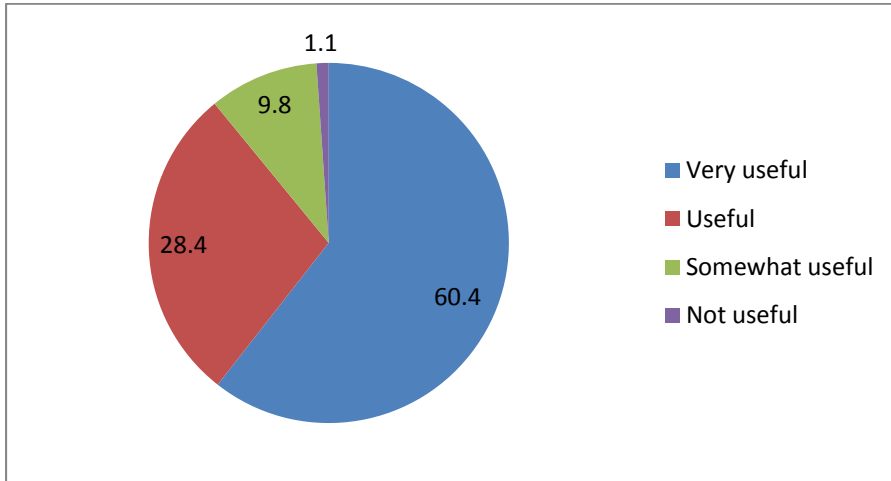
"Program(s) or service(s) used." Responses to the first question are presented in Graph 3. Participants could choose more than one response (there were a total of 233 responses to this question). The majority of respondents attended a workshop at TLC (50.21%); 14.16% attended another TLC program (unspecified); and 13.70% attended a program at their school or department. 5.15% of the respondents attended the Health Science Summer Institute which was only offered in the summer and 2.14% of the respondents were faculty who were selected for the Provost's Teaching Academy (PTA), which was not open to public.

Graph 3 (percentages)



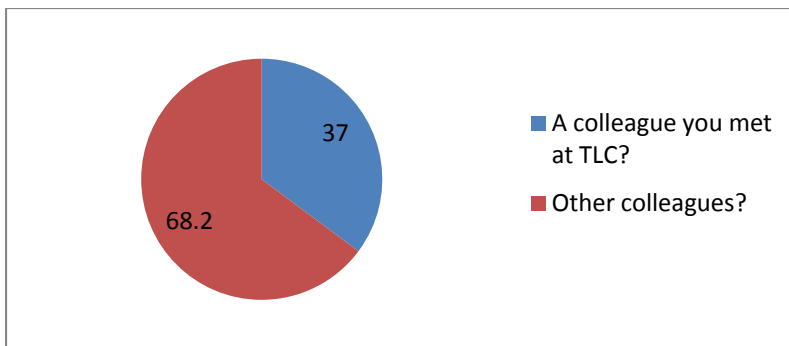
“How useful was/were the program(s) or service(s)?” Responses to this question are presented in Graph 4. Responses indicated that 60.40% of participants found TLC programs or services “very useful,” while 28.40% found them “useful.” Only 9.8% found TLC’s programs and services “somewhat useful” and 1.1% found them “not useful.”

Graph 4 (percentages)



“Have you discussed teaching or what you learned through TLC programs and services with a colleague you met at TLC or other colleagues?” Responses are presented in Graph 5. Participants could choose one or both responses. 68.20% of participants indicated that they discussed what they learned through TLC programs with colleagues, while 37% indicated that they discussed such topics with a colleague they met at the TLC.

Graph 5 (percentages)



Qualitative Analysis:

Responses to the open-ended questions were surveyed for the purposes of this analysis. The open-ended questions were:

- Please share your comments or suggestions about the program or service.
- What have you tried?

- How did it work? (Consider evidence of students' responses and student learning, as well as your own experience of the change.)

The second open-ended question ("What have you tried?") was analyzed quantitatively as well, by manually counting up responses as "yes," "no" or "not available," and is further explained below.

The Spring 2010 Survey had the additional open-ended question, "What topics or teaching challenges should TLC address with programming or online resources?"

"Please share your comments or suggestions about the program or service." The majority of the responses to this question was positive. Participants typically referred to specific TLC programs. For example, one comment regarding the Winter Faculty Conference was, "Networking within my department as a result of the conference may have been important to my assignment this Spring." One comment regarding the Health Science Summer Institute was "Pamela and staff have done a wonderful job of working with the health science dean's office to create programming to help faculty with their educational role. The topics chosen were very well received, and has led to continued growth within each of our schools."

Some of the responses addressed TLC programs in general and all of such comments were positive. For example:

- "I've been to a number of programs, all with different foci. What I find most useful is that they remind me of what good teaching is about and inspire me for the next couple of weeks."
- "Specific ideas/strategies are helpful, but just as important is the experience of meeting with other faculty to talk about teaching. It is energizing and encouraging."
- "It was useful to learn about the teaching experiences of other faculty at Temple. Especially faculty that have encountered difficult situations with students and can share their advice."
- "Some of them should be mandatory for new employed assistant professor."
- "The lecture helped me to understand the difference between reciting information and deeply learning it."

Some participants offered suggestions in their responses. Some suggestions included:

- "It is difficult to find the time for workshops, because they overlap with teaching hours."
- "My only criticism is the programs are too short. I learn so much at the TLC that it definitely has helped my teaching skills."

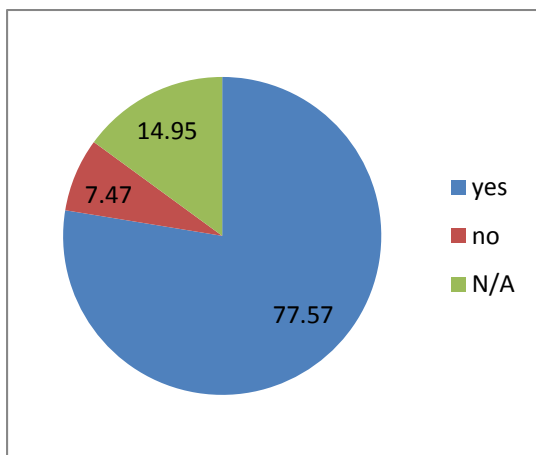
We have addressed several of these suggestions, for example, we have been offering programs in the evenings and at the weekends to accommodate those with various schedules.

"What have you tried?" For quantitative analysis of this question, a sample of 107 responses has been analyzed by manually counting up responses as "yes," "no" or "not available." Responses indicating that

participants had not been able to try teaching strategy they learned at TLC because they had not taught the appropriate course yet was categorized as “not available” (N/A).

Out of 107, 77.6% (N=83) of the responses were “yes;” 7.47% (N=8) of the responses were “no;” 15% (N=16) of the responses were categorized as “N/A” (see Graph 6).

Graph 6 (percentages)



A majority of the responses indicated that participants had tried various teaching methods that they learned at the TLC. Examples include:

- “Circle of voices.”
- “Making lecture notes more accessible/editable, improving multiple choice exams.”
- “Using rubrics and standardized grading profiles for class projects.”
- “Techniques for improved classroom discussion.”
- “I now use ‘CLICKERS’ to see what concepts my students have grasped and for exam prep.”
- “I have changed a lot of my teaching style based on recommendations I have learned at TLC programs. Specifically, I used the ‘one minute paper’ exercise this semester to get feedback on my course at the mid term.”
- “I’ve decreased the number of exams and looked for more collaborative projects that students can do together.”

“How did it work?” Almost all of the participants indicated that they observed positive results after using the new strategy, while a few were still assessing how the strategy worked. Examples for positive responses are:

- “I grew from the experience and so did the students, as evidenced by an informal class assessment that I did.”
- “It has worked great. The students love it and I am able to get suitable feedback.”

- “The students seemed to enjoy classes more. They had more opportunities to apply their learning. I will have to structure my class differently in the future to allow more time for active learning strategies. I felt much better about my teaching than I have about my past teaching (lecture-based).”

“Please describe any differences in your understanding of teaching and learning that you would attribute to your experience with TLC programs or services.” Responses to this question were overwhelmingly positive and mostly indicated what participants gained through TLC programs. Examples include:

- “It's all about the students' learning.”
- “‘Break the mold’, learn new things, try new things.”
- “Lots of great ideas and analysis which have provided guidance and creativity to my teaching. I LOVE what you folks do!”
- “I am increasingly impressed -- and occasionally overwhelmed -- by all that is involved in good, effective teaching. It is good to know that there are so many resources to help in mastering this very complex set of skills.”
- “Students have different ways of absorbing information and as such it is crucial to get feedback from them to ascertain whether or not they have grasped a particular concept.”
- “I wish I could participate in more--every time I engage with the TLC staff I feel energized about teaching.”
- “Over the years my overall understanding of and approach to teaching have been greatly enhanced by TLC seminars.”

“What topics or teaching challenges should TLC address with programming or online resources?” Only the Spring 2010 Survey had this additional question. At least three respondents indicated that more workshops on grading would be desirable. Other responses included:

- “I think it would be helpful to split the courses about helping with online teaching into 2 groups: 1) people who have never taught online yet, and 2) people who have taught online at least once.”
- “Start a moderated listserv or bulletin board where we can share questions or comments about teaching.”
- “How to efficiently and unobtrusively deal with students who disrupt class with cell phones, texting, etc. would be very helpful!”
- “Perhaps a session on the construction of tests. Some of the ones I have seen are not very good.”
- “After introductory courses in teaching techniques and classroom management, I would ask to senior professors, which teach in different fields, to share their experience and thoughts to new assistant professors.”

2009 Annual New TA Orientation and Teaching Conference Survey:

The survey administered on zoomerang.com after the 2009 Annual TA Orientation and Teaching Conference had the same questions that were on the TLC Services Survey. A total of 34 teaching assistants filled out the survey. 12% of the respondents (N=4) indicated that the orientation was “very useful,” 56% (N=19) found it “useful,” and 26% (N=9) “somewhat useful.” 6% (N=2) found it “not useful.” 91% (N=21) of the respondents indicated that they discussed what they learned through the orientation with colleagues.

Table A:

<u>Schools</u>	<u>Summer 09</u>	<u>Fall 09</u>	<u>Spring 2010</u>	<u>Totals</u>	<u>Percentage</u>
Ambler College	0	3	0	3	1.70%
Art, Tyler School of	1	0	5	6	3.40%
Business Management, Fox School of	0	2	10	12	6.90%
Communications and Theater, School of	4	9	4	17	9.80%
Dentistry, Maurice H. Kornberg School of	2	0	8	10	5.80%
Education, College of	2	7	6	15	8.70%
Engineering, College of	1	4	1	6	3.40%
Health Professions, College of	2	4	5	11	6.39%
Law, Beasley School of	0	0	1	1	0.58%
Liberal Arts, College of	2	19	24	45	26.10%
Medicine, School of	6	4	0	10	5.80%
Music and Dance, Boyer College of	0	0	3	3	1.70%
Pharmacy, School of	0	0	3	3	1.70%
Podiatric Medicine, School of	3	0	1	4	2.30%
Science and Technology, College of	2	9	3	14	8.10%
Social Administration, School of	0			0	
Tourism and Hospitality Management, School of	0	0	1	1	0.58%
Other affiliation	0	6	5	11	3.60%
Total	25	67	80	172	

C. Assessment of the Provost's Teaching Academy 2009:

12 of the 16 faculty members that attended the Provost's Teaching Academy (PTA) 2009 were interviewed; the interviews were transcribed and analyzed by TLC staff. The 3 main questions that were asked were:

1. What specific experience at the Provost's Teaching Academy (PTA) do you remember most strongly? Why?
2. Do you think attending PTA has had/ will have an impact on your teaching? How?
3. Are you thinking differently about teaching and learning after PTA? How?

Four specific categories emerged from the interviews, most of them prompted by the questions. Below are the categories and examples for each category.

Specific significant moment/experience at PTA:

5 faculty members indicated that communicating with colleagues from different departments with whom they would normally not be in contact ~~with~~ was the most significant experience at PTA. They noted that getting a chance to hear how they teach and discuss various teaching-related issues was invaluable. This was the most frequently occurring response to the question, "What specific experience at the Provost's Teaching Academy (PTA) do you remember most strongly?" One faculty member said: "... The dynamic nature of the people who were present was a very memorable moment. Based on the way the campus is set up, as all large schools are, it is often difficult to meet people outside of your area." Another faculty member said:

"Another thing about the PTA experience that was just *absolutely* delightful was to be in a group of people consistently for x number of weeks who were very interested and committed to teaching and to have conversation with that group that you don't ordinarily have with people in your department. I am *never*--in the department here--engaged in a real conversation about-- 'do you understand how to construct a rubric?' 'Have you used one?'--we don't have those conversations. And I somehow think they're useful. And so the PTA experience gave me the opportunity to *be* with a group of people and *talk* about those kinds of things and offer a critique and say 'well, when *I* use this, I had this problem. When I did *this*, I was very successful.' So it gave me an opp--I think it gave *all of us* an opportunity to talk about teaching in a context where it was acceptable, other people was interested in it."

Faculty members also noted that they found interacting with people from various disciplines beneficial. One said, "I was intrigued and struck by the sorts of dynamics that developed between the science faculty and the non-science faculty."

Other responses included learning about the importance of rubrics and linking rubrics to learning goals, learning how to structure small group work, becoming aware of how self and others are perceived, discussing the importance of diversity and related issues. One faculty member noted that overall, PTA was "an eye-opening experience."

Impact of PTA:

Faculty members presented various ways in which PTA impacted them as educators and/or their teaching.

1. Practical changes in teaching. All of the faculty members indicated that they made at least one change in the way they teach due to what they learned at PTA. Changes included moving from lectures to discussion, using PowerPoint more effectively, including small group work, facilitating students' critical thinking skills, incorporating small group work in class, and using rubrics to evaluate student work.

2. Attitudes or thoughts changed about teaching. 11 of the 12 faculty members who were interviewed indicated that PTA changed the way they thought about teaching or their approach to teaching. One faculty member noted that he realized that it's not just about content, but the process of teaching. Another indicated that he started trying to step away from the position of authority in the classroom. Some example quotes are:

"...The only thing that I would say is that is sort of energized me about teaching. Then, so it kind of was a *great* thing for pulling a lot of things into perspective for me and making me feel like very confident in what I'm doing and excited...I guess treating teaching as a work in progress and this is really, sort of, a milestone in terms of confirming or pointing me in other directions. So in that way it has sort of been important to my mental attitude."

"I went in without much presumptions or anything, but what I took away from the course--6 weeks--was well worth the time—it is, actually, totally changing my view. It is quite interesting --I thought that I knew how to teach... But the PTA actually gave me a really different perspective...then I realized that there is active research going on in the education field. It's not sitting still like we're always teaching, you know, the same old way and apparently *we* are the ones being left out. So, this is quite a--you know to me it was an eye-opening experience. And, I was totally unaware and I was very glad to be part of it. And then I started to develop things that are for *our* department and for myself."

Suggestions for PTA:

One major suggestion that faculty members had was the extent of reading that was required. The TLC staff heard this concern during PTA 2009 and made necessary changes accordingly. Thus, this year's PTA has much less reading involved. While one faculty member suggested less emphasis on online components such as blogging, another faculty member suggested having more emphasis on online components. One faculty member suggested having more in-class activities based on the readings, which TLC staff is currently applying in this year's PTA.

Comments about PTA:

Almost all of the interviewed faculty members suggested that PTA be either offered to new faculty or be made mandatory for new faculty. Some comments about PTA include:

“It was a tremendous experience that was unique and really something I felt very lucky and honored to be a part of.”

“You know, I think I would love for everybody to be able to take it. I mean, I think it was really a - it’s a unique experience to be able to gather for those extended periods of time--really excellent faculty from all over the university, you know, so that’s really--the interaction and the m engagement with really serious pedagogical issues. I thought, just, it’s *really* stimulating and *really* helpful. I feel very fortunate to have been able to do it and I think everybody who would be able to do it would benefit from it.”

“It was a terrific opportunity and I wish that every faculty member would have a chance to do it... I think it would be a terrific opportunity for everybody, *everybody* to be able to appreciate the fact that there’s more than one way of teaching.”

D. Assessment of Health Science Summer Institute 2009:

The total number of evaluations filled out and collected at the Health Science Summer Institute (August 18-August 21, 2009) was 91. The breakdown of evaluations per day is in the table below.

Day 1	22
Day 2	25
Day 3	20
Day 4	24

The evaluation forms included two Likert-scale items and three open-ended questions.

Quantitative Analysis:

There were 2 Likert Scale Items:

1. Overall this was a beneficial session. (Strongly Agree, Agree, Disagree, Strongly Disagree)
2. I plan to apply ideas learned in this session to my teaching. (Strongly Agree, Agree, Disagree, Strongly Disagree).

The evaluations indicated out of the 91 total participants, 99.5% either strongly agreed (56%) or agreed (43.5%) that the session was overall beneficial for them (item 1) and 100% either strongly agreed (49%) or agreed (51%) that they planned to apply ideas learned to their teaching (Item 2). The table on the

following page presents percentages of responses for each Health Science Institute Day and each question.

		Item 1	Item 2
Day 1	Strongly Agree	50%	45.40%
	Agree	45.40%	54.50%
	Disagree	4.50%	0
	Strongly Disagree	0	0
Day 2	Strongly Agree	56%	52%
	Agree	44%	48%
	Disagree	0	0
	Strongly Disagree	0	0
Day 3	Strongly Agree	40%	45%
	Agree	60%	55%
	Disagree	0	0
	Strongly Disagree	0	0
Day 4	Strongly Agree	71%	54%
	Agree	29%	46%
	Disagree	0	0
	Strongly Disagree	0	0

Qualitative Analysis:

The first open-ended question followed the Likert Scale Item 1 (“Overall this was a beneficial session”) and simply asked participants to “explain” their response for Item 1. The second open-ended question was “What, if anything (ideas learned in the session), will you apply?” The third open-ended question invited comments and/or suggestions for improvement.

Explanation of why the session was beneficial. Replies for the first open-ended question indicated that participants gained a lot from the sessions. Responses include: “great ideas, great discussions. I learned!” “good ideas presented,” “useful strategies for doing clinical teaching,” “excellent ideas for constructive teaching on the floor,” “enlightening and potentially very useful,” “reinforced value of teaching and good methods/tips,” “I know realize the importance of student feedback,” “evaluation of difficult terms and evaluation of myself and different teaching methods,” “insight to effective learning,” and “I learned a lot and will be using many of the strategies.”

Comments indicated that participants found interacting with colleagues from various disciplines very useful. Comments include: “good interaction and free exchange among various disciplines,” “as a new faculty member, it was fantastic to be able to interact with other disciplines on this campus,” “great attempts were made to bring together staff members from every discipline!” “nice interaction with other attendees from different schools,” “I liked working in ‘mixed up’ groups forcing us to interact with

different schools," "I realized that there were so many people whom I had never met; this was a wonderful opportunity!" and "enjoyed working with faculty from other schools."

Participants found that sharing concerns and problems with others was also beneficial. Comments include: "good to hear about other people's concerns," "it was gratifying to learn that I was not the only one having such problems and even more gratifying that the problems themselves are quite similar and can be remedied," and "learning different disciplines experience the same problem is validating."

"What ideas learned in the session will they apply?" Replies for the second open-ended question indicated that participants are planning to apply specific strategies and concepts they learned in the sessions. Responses include: "more class participation," "teaching in a more multi-modal fashion," "probably ALL," "incorporation of more kinesthetic activities," "making lecture more interactive," "probing questions, assessing students' level of understanding, modeling reasoning," "several of the tactics in creating a good learning environment," "building on knowledge incrementally," "learning my students' expectations," "using questions to break up the class time, using movies and images in PowerPoint," and "the one-minute paper."

Three participants indicated that they would use clickers, which was demonstrated on Day 1.

Seven people noted that they would try rubrics which was demonstrated and suggested on Day 3.

Three participants pointed out that they would make their lectures more interactive, which was one of the foci of Day 4.

Suggestions, Comments. Comments indicated that the Health Science Summer Institute was a successful event. Two participants noted that the Institution, or a condensed version of it, should be made mandatory to all new faculty. One suggested that it should be made into a course which is offered twice and "mandated through the Deans of the Schools."