

- ◁ Engage critical thinking and discussion through open forums; and
 - ◁ Establish and maintain mutually supportive relationships with other institutions of higher education in Pennsylvania.
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Overview of Report

To discuss how the CAE fulfilled the Purpose and Mission through a variety of programming options, and to make recommendations for areas of growth, the Program Review Committee used "A Center for Teaching and Learning Matrix." This matrix was co-created by the American Council on Education (ACE) and the Professional and Organizational Development (POD) Network, organizations devoted to the improvement of higher education teaching practices, student learning, and institutions. The matrix is designed to support Center's for Teaching and Learning, the Center for Academic Excellence at Millersville University, set goals, plan strategically, self-study, and self-assess.

More information on the POD Network matrix can be found at this site:

<https://podnetwork.org/resources/center-for-teaching-and-learning-matrix/>

Members of the CAE Program Review Self-Study committee used the POD Network "A Center for Teaching and Learning Matrix" to assess the Millersville CAE, and offer recommendations for the CAE moving forward. This report begins with a brief history of the Millersville CAE, then uses the 17 domains of practice outlined in the matrix to assess the current efforts of the CAE. Based on best practices identified, domains in the matrix are ranked 1) beginning/developing, 2) proficient, or 3) accomplished/exemplary. The current CAE Self-Study committee ranked the Millersville CAE at proficient and accomplished/exemplary, with no domains of practice identified at the beginning levels. Using the best practices described by the POD Network and ACE, this report concludes with committee recommendations for continued excellence in teaching and learning support by the CAE moving forward.

A Brief History

Since 1997, the CAE has been led by a Director appointed by the Provost and Vice President for Academic Affairs (currently Dr. Vilas Prabhu). Dr. Patricia Hill served as Director from 1997-2003 with ½-time release (1997-2002), and then ¼-time release (2002-2003). Dr. Marjorie Warmkessel served as Director from 2003-2007, Dr. Diane Zimmerman Umble served as Director from 2007-2009, Dr. Sharon Brusic served as Director from 2009-2012 all with ¼-time release. Dr. Oliver Dreon has served as Director since Fall 2012 with a ¼-time release.

The CAE is an independent entity. The CAE Director reports to the Associate Provost for Academic Administration (currently Dr. James Delle). Currently the CAE operates with limited Administrative support. Marie Zufelt (Administrative Assistant for the Associate Provost for Academic Administration) provides help with purchasing and budget management processes. Finally, the CAE has support from a full time GA (20 hours per week during the academic year).

In Fall 2013 the CAE moved to the 5th floor of McNairy Library. Since 2013, the CAE has made use of rooms within McNairy Library for programming. Initially the CAE was schedule to relocate from McNairy to Lyle late Winter 2020. The move was postponed until Spring Break as the Instructional Designers, the CAE, and meeting rooms were still being updated. Because Spring 2020 has been interrupted by COVID-19 closures the expected move is now Fall 2020.

The CAE has regularly updated a university web page (www.millersville.edu/cae) since 2008 including regular posting of upcoming professional development sessions, celebrations of faculty innovations, and access to teaching and learning resources to support educational development. In addition to regular website updates, the CAE maintains a calendar of events, and emails to a distribution once per week. These regular digital updates connect the campus community with CAE programming, and literature on best teaching practices in higher education.

goals and objectives moving forward. Additionally, members of this Program Review Self-Study are members of the AUC working to ensure the CAE and its mission are recognized as necessary for units to meet strategic issues that involve teaching, technology integration with teaching, and student success moving forward. This report presents a way to further demonstrate how the CAE Mission and Vision align with the Millersville strategic plan, how the CAE can support faculty in achieving many of the objectives identified as goals for the next 5 years.

The following chart is an overview of the number of sessions offered with and in collaboration with the CAE. Attendance at sessions differs across years, is impacted by Middle States, All University Council strategic planning, and the normal pressures of semester schedules. The unique attendees shifts based on institutional activities like Middle States, where information sessions leading into Middle States review cycles increases programs offered and unique attendees. For the 2019-2020 academic year, Middle States review is underway, and the 5-year strategic plan is being created. Both require a significant time commitment which will ultimately reduce session attendance and unique attendees as CAE sessions.

Continuing to offer sessions that meet the various needs of faculty at various career stages, with modest incentives for participation will continue to see these levels of participation, and this swing in participants.

Academic Year	Number of sessions	Attendees	Average attendance	Unique attendees
2013-2014	60	448	7.46	128
2014-2015	26	283	10.88	77
2015-2016	35	370	10.57	134
2016-2017	60	765	12.75	215
2017-2018	38	403	10.61	139
2018-2019	49	611	12.47	256

Operational Procedures and Archives (Organizational Structure Matrix) Online Resources (Resource Allocation and Infrastructure Matrix)

The CAE has a **proficient to accomplished** level of organizational procedures and archives. The CAE's website includes 6 years of annual reports which include records of past programming, description and impact of events, attendance at sessions, and assessment data from an annual survey.

The CAE has an **accomplished** level of Online Resources. The CAE's website includes video recordings of Open Education Week sessions, monthly celebrations of innovative teaching through its Innovative Practices Spotlights, resources for teaching and learning, resources for adjuncts, resources for Universal Design for Learning, resources for centers for teaching and learning, resources for grant writing and opportunities, resources for instructional technology, and resources for UNIV 103. These additional guides for faculty help connect them with various best teaching practices in an on-demand fashion to meet faculty needs outside the CAE sessions.

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Staff Expertise and Preparation (Organizational Structure Matrix) Staffing (Resource Allocation and Infrastructure)

Director Dreon is **accomplished/exemplary** with expertise and preparation. Dr. Dreon has significant organizational and management experience and ability. The CAE utilizes both internal and external sources to provide professional development topics spanning faculty orientation to technology, learning, and assessment. All of these are critical components in faculty development. There is a significant emphasis on encouraging SoTL, the Scholarship of Teaching and Learning, too. Consistently, the CAE's offerings are communicated and delivered professionally, speaking to the expertise and preparation devoted to the CAE's mission. The CAE solicits and receives participation from across the campus in developing and delivering original content.

In staffing, the CAE is **proficient**. The Director receives administrative support from a Graduate Assistant, currently Sadie Wentland. The CAE receives some limited support from an administrative assistant, but would benefit from a full-time administrative support person. Additionally, as mentioned above, the CAE would benefit from an Assistant Director to help the sufficiently meet operational and programming needs, and to support with connecting the CAE Mission and Vision with both the Millersville EPIIC values and 5-year Strategic Plan.

Budget (Resource Allocation and Infrastructure Matrix)

In staffing, the CAE is **proficient**. Currently the Millersville CAE operates on a budget of \$10,000, \$5,000 of that allocation allotted to the GA stipend, \$5,000 allotted to programming. The majority of the CAE budget is spent on educational supplies, the books and materials used by Campus Learning Communities, and luncheons that incentivize participation in larger events. Some of the CAE events presented in collaboration with other groups that include lunches will draw from outside funding for the lunches, including the Assessment Luncheon, Library Liaison luncheon, OER Celebration luncheon and others. None of the CAE budget incentivizes participation beyond lunch. Additionally, none of the CAE budget goes to cover outside speakers brought to campus in support of faculty professional development, a cornerstone of most centers for teaching and learning.

Based on the findings reported in *Faculty Development in the Age of Evidence* (Andrea L. Beach, Mary Deane Sorcinelli, Ann E. Austin, and Jaclyn K. Rivard, 2016), over 70% of centers for teaching and learning operate on programming budgets over \$24,999 (p. 45-46), this is five (5) times the programming budget of the MU CAE. While these findings include the budgets at research one institutions, these findings also represent comprehensive universities, community colleges, and liberal arts colleges. In comparison the Millersville CAE is incredibly underfunded.

Discussion & Recommendations

Based on the evaluation matrix we have identified the following areas for potential growth:

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with Millersville's EPIIC values and the 5-year Strategic Directions (as possible) will help demonstrate the value of the CAE within Millersville's community.

Drawing from the successful collaboration with Mentoring and the OER Working Group, goal setting for the year should involve a small group of faculty, or faculty and staff to help expand programming. Instead of serving as a 'Board of Advisors' that dictate the direction of programming, the collaborative board should help take on the work as part of CAE programming, help write and seek grants for future programming, help identify and develop the areas of growth for the CAE. It is very important that the board be collaboratively created for this direction to be successful in the future, if the CAE chooses to implement this approach.

Millersville appears to be moving toward a one-time funding model for projects, working through and designing the projects, and then supporting the implementation of those projects. The CAE may benefit from collaboration to successfully use this funding model to provide meaningful programming in support of the CAE Mission and student success.

High Priority

- ◁ Scope + Approach + Content + Impact: While the CAE has been responsive to campus

