

# KENT STATE UNIVERSITY CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **15-Jul-14** Curriculum Bulletin \_\_\_\_\_

Effective Date **Spring 2015** Approved by EPC \_\_\_\_\_

Department **Faculty Professional Development Center**  
College **PR - Provost**  
Proposal **Revise Institute**  
Proposal Name **revised center's name to Center for Teaching and Learning**

Description of proposal:

**Since 1998, the Faculty Professional Development Center (FPDC) has been offering programing to assist with the professional expectations of faculty members at Kent State University. This center, formed through a collaborative relationship between the American Association of University Professors (AAUP) and the university administration, has not experienced significant changes in budget, structure and/or function over the past 15 years. In June 2013, Provost Todd Diacon requested that, through the proper shared governance processes, appropriate faculty members and administrators examine the current direction of the center and consider clarifying the mission and focus.**

**The FPDC Re-Design Steering Committee was formed to meet this purpose. The committee members were nominated by deans, chairs and directors, Faculty Senate and AAUP. The core working group considered all elements of the center, including name, focus, location, staffing, and consulted with faculty colleagues throughout the process. In an effort to include as many perspectives as possible, an advisory group to the steering committee, consisting of other nominated faculty colleagues as well as professional development individuals from within and outside the university, periodically provided feedback and insight as the ideas and suggestions were created. The committee has recommended a variety of changes that are included in this documentation.**

Describe impact on other programs, policies or procedures (e.g., duplication issues; enrollment and staffing considerations; need, audience)

**None**

Units consulted (other departments, programs or campuses affected by this proposal):

**Faculty and administrators (94) from various units across the unversity participated on the steering and/or advisory committee. The AAUP and Faculty Senate were consulted at various times in the process.**

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## REQUIRED ENDORSEMENTS

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Department Chair / School Director

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Campus Dean (for Regional Campuses proposals)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
College Dean (or designee)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Dean of Graduate Studies (for graduate proposals)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Provost and Senior Vice President for Academic Affairs (or designee)

**Proposal summary to revise the name of the  
Faculty Professional Development Center  
to the  
Center for Teaching and Learning  
to reflect the center's shift in focus**

The following is from 3343-2-03 *University Policy Regarding the Establishment or Revision of Academic Administrative Structures*.

**1. The quality of the faculty, students and programs.**

The Faculty Professional Development Center was established in 1998 as an independent university structure to support scholarship and scholars. Since then, the center has seen little change in its structure, budget and function. In 2013, at the request of the provost, a steering committee was formed and charged with examining the direction, mission and focus of the center.

After a careful analysis of the university support for faculty, as well as feedback from faculty and internal and external professional development educators, the steering committee identified that there is no direct unit at Kent State that provides teaching and learning support for faculty. The center, due to a broad focus and small staff, was not able to provide the in-depth support for teaching and learning that faculty were requesting. By shifting the focus of the center to teaching, learning innovation and educational support, and increasing dedicated resources, the center better serves faculty and students through improved learning environments. A name change to the Center for Teaching and Learning represents the re-conceptualized center.

The report of the steering committee is attached to the end of this proposal.

**2. Centrality and coherence to the mission and strategic directions of the university and other academic units.**

The mission of Kent State is to “discover, create, apply and share knowledge” in its service to its students, Ohio, the nation and the global community. This aligns with the re-focused mission of the center to provide opportunities for faculty to learn, grow and lead, as well as to support community members in the process of enhancing Kent State’s environments of learning to promote student success.

All of Kent State’s academic units provide some form of teaching and learning opportunities. Having a support structure to help with this mission is critical. Additionally, improvement for student learning is mentioned extensively in the Academic Affairs Strategic Plan. This newly refocused center will be critical to the implementation of these stated goals and objectives.

**3. Comparative advantage versus other structures.**

The previous Faculty Professional Development Center was under-staffed, with two full-time professionals, one part-time support staff and student workers, to provide the wide range of services that it offered to the whole university. With this more direct and specific focus, the current staffing and structure recommended by the steering committee will be able to better serve the faculty. As noted by the committee, an independent unit that focusses specifically on

## Proposal Summary – Faculty Professional Development Center

improving teaching and learning does not current exist at Kent State. Having such a center will provide faculty with focused services that will help to improve classroom practices and student learning. Housing this center under another unit would diffuse the mission of helping faculty to improve student learning.

**4. What makes the unit particularly appropriate for Kent State University.**

Centers for teaching and learning are normative practices at universities with similar size and mission as Kent State. Given the broad range of faculty roles and responsibilities, support for teaching and assistance in researching student learning are important elements to increase student success rates.

**5. Demand for the unit and for the graduates of the unit.**

During the last academic year, the following faculty interactions were conducted by the FPDC:

▪ Mild interactions (large workshops/lectures, short meetings)	475
▪ Moderate interactions (small group workshops/trainings)	105
▪ Intense interactions (one-to-one sessions, peer reviews)	44

Most of these faculty interactions were focused on teaching and learning. With a more clear and stated focus, it is expected that these interactions will increase.

**6. Duplication and interrelatedness of the unit's program(s) within the university, state, and region.**

As noted in the attached report, the steering committee carefully examined faculty professional support throughout the university and identified that a unit specifically focused on teaching and learning was needed. Additionally, the committee also conducted an extensive examination of 32 other centers (attached list) from the region and throughout the country to identify best practices. This extensive review helped to solidify the types of services the committee suggests the re-conceptualized center should offer.

**7. Efficiency and effectiveness of the unit in leveraging existing resources and expanding new resources.**

The current staffing of one director, three faculty developers/leaders and two staff support allows for an easy shift to this new focus. All current professional consultants have a background in college teaching and learning and will be able to provide the services identified in the committee report. Additionally, with a more clearly defined focus and a name that better reflects the work of the center, identifying fundraising opportunities will be an easier task.

**8. Administrative reporting structure.**

The reporting structure will remain the same as the current Faculty Professional Development Center. The center director will report to the associate provost for faculty affairs.

**9. Space and capital budget needs.**

There are no required space and capital budget needs to refocus and rename the center. However, to expand services and meet the issues addressed in the steering committee report, expanding the staffing of the center would increase the quality and amount of services available to faculty.

**10. A proposed operating budget with any one-time resource needs.**

There is no proposed budget change in this recommendation.

**11. Evaluation procedures including academic assessment procedures.**

The evaluation procedures will follow the current practice. This includes an annual report to the Provost's Office, the center's Advisory Board and, as requested, to the Faculty Senate.

**12. A timetable for proposal implementation.**

Tentative Approval Timeline:

Senior VP and Provost:	August 2014
Educational Policies Council:	August 2014
Faculty Senate:	September 2014
Board of Trustees:	December 2014
Implementation:	January 2015

## FPDC Re-Design Steering Committee Report

### Summary

Since 1998, the Faculty Professional Development Center has been offering programming to assist with the professional expectations of faculty members at Kent State University. This center, formed through a [collaborative relationship](#) between the American Association of University Professors (AAUP) and the university administration, has not experienced significant changes in budget, structure and/or function over the last fifteen years. In June 2013, Provost Todd Diacon requested that, through the proper shared governance processes, appropriate faculty members and administrators examine the current direction of the center and consider clarifying the mission and focus.

The Faculty Professional Development Re-design Steering Committee was formed to meet this purpose. The committee members were nominated by Deans, Chairs and Directors, Faculty Senate, and AAUP. The core working group considered all elements of the center including name, focus, location, staffing, etc. and consulted with faculty colleagues throughout the process. In an effort to include as many perspectives as possible, an advisory group to the steering committee, consisting of other nominated faculty colleagues as well as professional development individuals from within and outside the university periodically provided feedback and insight as the ideas and suggestions were created.

This report outlines the changes recommended by these two groups. The more significant recommendations include: a) the re-focus of the center's mission towards teaching and learning, b) significant increase in the staffing of the center to support expanded offerings, c) the creation of a virtual university-wide clearinghouse of information to ease faculty access to the support services available, and d) adjustments to the center's advisory council to be more representative of the current structure of the university.

### Steering Committee Members

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### Center History

The Faculty Professional Development Center (FPDC) had its beginnings in the collaborative efforts of the Faculty Professional Development Study Committee (FPDSC), a body initiated by the American Association of University Professors (AAUP), developed with the Administration, and put forth in the

contract agreement signed in April, 1993. In their report, based on two and one-half years of study, the committee drew attention to the many and diverse forms of support for faculty professional development in existence at Kent State University, most notably the University Research Council (URC) and the University Teaching Council (UTC). The report contained suggestions for strengthening some of these efforts, for making all efforts more broadly known and available, and for creating other opportunities as needed. The committee offered a conceptual framework for faculty professional development and recommended the creation of the Center. The report was presented to the President and to the Faculty Senate for discussion. President Cartwright and Senate Chair Robert Johnson created a planning committee to provide detailed recommendations on housing, staff, budget and reporting. In February of 1997, the planning committee submitted its report. By late August 1998, a director was appointed and in September the Center and its staff began formal operations (<http://www.kent.edu/fpdc/index.cfm>).

### Committee Process

The Faculty Professional Development Re-design Steering Committee first began in October 2013 by examining and reviewing the faculty development services currently available at Kent State University. This process revealed that faculty support services are vast and varied but are not housed and/or organized in a user friendly manner that allows for easy access and identification of support. The committee also identified that teaching and learning support was not the specific focus of any one of these support services. Finally, the committee recognized that many of these services grew out of the work of particular individuals rather than strategic and organized planning. At this point the committee examined previous reviews of the current center as well as recent scholarship from the field of faculty development in order to identify current trends, practices, and perspectives that needed to be considered within the redesign process. This provided the committee with a conceptual framework for analysis.

To identify a clearer picture of best practices within the field of faculty development, the steering committee and the advisory group conducted a two day on-line virtual discussion hosted by the [Civic Commons](#). This virtual discussion featured center directors from a variety of institutions including Penn State, Ohio State, Ohio University, Virginia Tech, Miami University, and Indiana University-Purdue University Indianapolis. Thirty-two different faculty participated in the conversations with over fifty unique responses.

After the Civic Commons discussion, the steering committee and advisory group created over fifty value statements outlining the important services that should be supported by the center. Utilizing the Q-sort methodology, the steering committee reduced these value statements into four different perspectives that could be utilized in the center. Each of these four perspectives would prioritize different services in different ways. At that point the steering committee was able to identify fifteen critical services that would model best practices from the field.

In order to prioritize these services the [Civic Commons](#) was again utilized for a community ballot. This ballot asked participants to select then rank the top ten critical services each felt should be offered by the center. Points were assigned to the options as ranked (#1=10 points, #2=9, etc.). Eighty-one faculty participated in the voting process and the results are included (Appendix A). Once these critical services were identified, the committee was able to examine the appropriate support structure that would be needed to implement these services. Additionally, space and name considerations were also considered that would best support and reflect these services.

Community input was also gathered throughout the academic year through more traditional means. An information booth was utilized at the University Teaching Council's Annual Celebration of College Teaching Conference to gather suggestions and ideas from attendees. Also, information cards were available at the current center's main office in Moulton Hall for anyone to provide input into the re-design process and findings. Finally, the Faculty Professional Development Center co-hosted the university-wide April Faculty Club and again solicited input on the name of the center as well as other important suggestions on key services. All of this information was utilized to reach the final recommendations.

### Committee Recommendations

1. In considering faculty development as a whole at Kent State University, the steering committee identified a core problem to be addressed by a new center: that the professional development opportunities at Kent State University are spread across the campus without a structure that is coherent to most faculty members. This has made accessing the resources extremely difficult for faculty and, therefore, many of the services are underutilized. In an effort to address this problem, the committee recommends a Virtual Faculty Portal be created that will serve as the clearing house for all faculty resources. This should be maintained by the new center and should serve as the entry point to address critical needs and issues related to their role as faculty.
2. After careful analysis of the current faculty development services provided university-wide, the committee identified that a unit that specifically focuses on teaching, learning innovation, and educational support is needed. Having this clear and specific focus on teaching and learning will help to improve the quality of offerings from the restructured center. The committee recommends that the Faculty Professional Development Center should be re-named to **The Center for Teaching and Learning** to clearly represent this new focus.
3. Further, the committee has identified that faculty development has developed into a field of study with a rich body of literature to inform practice. The committee suggests that the university utilize an outside panel of experts which consists of Directors from various centers across the country to serve as an external advisory board to the new center. This will ensure that the new center remains current in best practices from similar institutions.
4. The leadership model of the center in the past relied too heavily on one person. The committee encourages the university to find ways to build future faculty leaders for this center. This may include fellowships, special appointments, etc. to allow interested faculty members a chance to experience faculty development to see if this is a professional option.
5. As noted in previous center reviews, the current unit is understaffed (2 Fulltime Staff, 2 Student Workers, and 1 Part-time Administrative Support position). In an effort to meet the critical services outlined through the review process (see attached) the committee suggests that the following support structure be instituted:
  - a. Director- Tenured faculty member from Kent State University.
  - b. Three Faculty Developers/Leaders with different strengths/background in teaching/learning in higher education.
    - i. Qualitative
    - ii. Quantitative
    - iii. Education Technology/Innovation
  - c. Staff member to develop and maintain the Faculty Portal.
  - d. Administrative Assistant/Support.

The committee urges the administration to think of alternative/shared appointments so that the center personnel can be connected across the entire university.
6. The committee suggests that moving the center to a more centralized campus location would ease faculty access to the services. This move should only occur if the new space signals the central value of teaching

and learning within the university community and is an accommodating space for the new focus of the center. If not, the committee suggests leaving the center in the Moulton Hall location.

7. The committee also suggests slight modifications to the internal advisory body (currently FPDC Council Membership). These changes include:
  - a. Office of the Provost appointments should include one member from the Kent campus and one member from the Regional Campuses.
  - b. Add an Assistant/Associate Dean from the Regional Campuses to the Non-Voting Members of the council.
  - c. Add a representative from the Office of Continuing and Distance Education to the Non-Voting Members of the council.
  - d. Remove the current language of having a non-voting representative from University Libraries. University Library faculty can now be selected as voting members of the council.

#### **Appendix A: Critical Services**

<b>Critical Services As Ranked by Faculty Input</b>
Clearing House for Faculty Services
Support for Exploring, Testing and Implementing New Teaching Strategies
Research on Teaching
Conducting and Disseminating Research on Student Learning
Teaching Skills
Community Building
Technology Integration
Teaching Observations
1 to 1 Consultation
Career Development
Faculty Recognition
GTA Support
Mentoring
Adjunct Faculty Support
Work/Life Balance

#### **Appendix B: FPDC Re-design Steering Committee Advisory Board**

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### **Appendix C: Proposed New Mission Statement**

The Center for Teaching and Learning has a primary mission to provide opportunities, leadership, and support for all faculty to grow in their scholarly and professional endeavors. The long term aim is to support community members in the process of creating, transforming, and/or maintaining Kent State University's environments for learning as spaces where all students can succeed.

The center's four main areas of service are to:

- Connect, network, and support continuity in opportunities for faculty to explore, research, and support student learning.
- Serve as a portal of all information and services related to faculty at Kent State University.
- Offer expertise and consultation related to specific areas of scholarship and professional issues related to teaching and learning.
- Provide peer review and guidance on teaching innovations and improvement.

**CENTERS FOR REVIEW**

<b>UNIVERSITY</b>	<b>CENTER</b>	<b>CONTACT</b>	<b>CENTER WEBSITE</b>
Bowling Green University	Center for Teaching and Learning	Karen Meyers 419-372-7874 meyersk@bgsu.edu	www.bgsu.edu/ctl
Carnegie Mellon University	Eberly Center for Teaching Excellence	Marsha Lovett 412-268-2896 lovett@andrew.cmu.edu	www-dev.eberly.cmu.edu/
Central Michigan University	Faculty Center for Innovative Teaching	Jim Therrell 989-774-3615 Therr1ja@cmich.edu	www.cmich.edu/office_provost/facit
Duquesne University	Center for Teaching Excellence	Laurel Willingham-Mclain 412-396-5177 willingham@duq.edu	www.duq.edu/about/centers-and-institutes/center-for-teaching-excellence
Eastern Michigan University	Bruce K Nelson Faculty Development Center	Peggy Liggitt 734-487-2537 pliggitt@emich.edu	www.emich.edu/facdev
Fort Hays State University	Center for Teaching Excellence and Learning Technologies	Susan M. Zvacek 785-628-4194 smzvacek@fhsu.edu	www.fhsu.edu/ctelt
Georgia State University	Teaching and Learning with Technology Center	A.Faye Borthick 404-651-4472 borthick@gsu.edu	www.gsu.edu/~wwwlwc
Georgia State University	Teaching and Learning with Technology Center	A.Faye Borthick 404-651-4472 borthick@gsu.edu	www.gsu.edu/~wwwlwc
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Indiana University, South Bend	University Center for Excellence in Teaching	Gwendolyn Metteta 574-520-4507 gmetteta@iusb.edu	www.iusb.edu/ucet/contact-ucet
Iowa State University	Center for Technology in Learning and Teaching	Denise Schmidt-Crawford 515-294-9141 dschmidt@iastate.edu	www.cctl.iastate.edu
Miami University of Ohio	Center for the Enhancement of Learning, Teaching, and University Assessment	Cecilia Shore 513-529-9266 shorec@miamioh.edu	www.units.miamioh.edu/celt/
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**CENTERS FOR REVIEW**

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University of Illinois, Springfield	Faculty Development Office	Bill Kline 217-206-6503 Wklyn2@uis.edu	www.uis.edu/fdo/
University of Illinois, Urbana-Champaign	Center for Teaching Excellence	Ginger Mohr 217-333-66--3370 gmohr@illinois.edu	cte.illinois.edu/
University of Michigan	Center for Research on Learning and Teaching	Constance E. Cook 734-763-0159 cecocook@umich.edu	www.crlt.umich.edu
University of Michigan, Flint	Thompson Center for Learning and Teaching	Jan Worth-Nelson 810-424-5493 janworth@umflint.edu	www.umflint.edu/tclt
University of Minnesota	Center for Teaching and Learning	David Langley 612-625-3343 langl029@umn.edu	www.umn.edu/ohr/teachlearn/about/staff
University of Tennessee, Knoxville	Tennessee Teaching and Learning Center	David W. Schumann, 865-974-1642 dschuman@utk.edu	tenntlc.utk.edu
University of Texas, Austin	Center for Teaching and Learning	Harrison Keller 512-232-8277 harrison.keller@austin.utexas.edu	ctl.utexas.edu/
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