

CELT Strategic Planning Survey Summary (July 2018)

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Executive Summary

In June 2018, the Center for Excellence in Learning and Teaching (CELT) invited a total of $n=955$ stakeholders to complete a short survey about the importance of and satisfaction with CELT programs, resources, and services. The stakeholders invited to participate included: Administrators such as College Deans, College Associate Deans, and Department Chairs; CELT Advisory Board members from 2017-2018; CELT Staff; Other; and Users of CELT services: defined as any user of any CELT service from 2016 to 2018. The response rate for this survey was 18%.

An ad-hoc volunteer CELT strategic planning committee comprised of Holly Bender, Laura Bestler, Sara Marcketti, and Amy Ward met three times to determine the survey goals and questions (meeting 1); to review the aggregated survey data to review the results of the survey and agree upon thematic categories of the survey (meeting 2); and review the final executive summary report (meeting 3). The survey was administered by CELT staff using the university’s web-based platform Qualtrics. Data were collected throughout the month of June with two reminders sent to non-respondents. The survey closed on June 29, 2018.

The following report summarizes the respondent demographics; level of importance of programs, resources, and services; and satisfaction with programs, resources, and services. Qualitative comments are included within this report. The full report with quantitative data and qualitative data was made available to CELT Staff and is available upon request.

Table 1. Respondents’ Primary Relationship with CELT

	%	N
Administrator	10.23%	18
CELT Advisory Board member	4.55%	8
User of CELT services	71.59%	126
CELT staff member	5.11%	9
Other	8.52%	15
Total	100%	176

Key Findings

There were qualitative representative remarks on many of CELT’s initiatives and programs; as well as, overarching comments related to the key values, mission, and vision of CELT.

To begin analysis we used the WordItOut web-based tool to create a word cloud based upon responses to the question, “What three words would you use to describe CELT?.” The tool created an image that gives visual prominence to words that appear more frequently in a text. The word cloud (Figure 1) used responses that were gathered three or more times with the larger words receiving over 20 responses to describe CELT: Helpful, Resource, Supportive, and Innovative.



Figure 1. A WordItOut word cloud visualizing the frequency of responses to the question, “What three words would you use to describe CELT?.”

Overall Positive Comments about CELT

- What I value most about CELT includes: a) it exists with the strong support of our central administration and b) it provides an important resource for all instructors to obtain feedback on teaching methods and class organization, information about innovative teaching methods, and resources for developing new instructional methods and materials. (Administrator)
- CELT does an awesome job! It feels like a haven within the University, formulated on a cooperative rather than a competitive model. I don't know what I would do without it. (User of CELT services)
- I very much appreciate what CELT bring[s] to this campus. It is a great asset to faculty recruiting and to faculty development. It gives graduate students rich opportunities. Thank you for all you do! (Admin)
- I have enjoyed this community and their focus to maximize to the needs of their students and faculty. (CELT Advisory Board Member)
- CELT is a great place to work. Everyone is very supportive and that challenges us all to do even more. We couldn't accomplish what we do without the support of our peers and administrators. (CELT Staff)
- I am a better instructor because of CELT. We are lucky to have you on campus. (User of CELT services)
- None really come to mind, the entire team is responsive to faculty requests for assistance in terms of consultative services and learning management system. Resources in terms of consultation, training are valued for continued quality improvement and the entire team functions collaboratively. (User of CELT services)

Global CELT Opportunities

Integration

- As for CELT's activities, there are several, but they all remain in their silos. There doesn't seem to be any synergy between the different programs. (Administrator)
- I think we should strive to make sure that everyone giving a program knows enough about other programs to share how they work together. The more that we can show these integrations, the better for our programs as a whole. (CELT Staff)
- Need a unifying theme that ties all services together (CELT Staff)

Assessment

- Increased emphasis and resources on assessment and evaluation. (CELT Staff)
- Stepping up on Student learning assessment. Central resources in this area are limited. The L in CELT is for learning and assessment is a key part of understanding the L. We don't need to be narrow and dogmatic about what Assessment looks like, but faculty and programs are seeking (or need to seek) help and guidance to meet expectations for accrediting bodies and for our own program evaluation processes. We need expertise on campus about assessing learning and impact of courses and programs and CELT seems like a great place to house such expertise. (Administrator)

Enhancing Approachability

- Programs and workshops could be expanded to reach more faculty. CELT's resources are invaluable for those who care about quality of instruction. (User of CELT services)
- Serve staff as well as faculty. Many programs seem to focus on faculty and improving instruction. However, little is available for continuous improvement efforts and skill building for staff members. During these times when staff positions are cut and we need to cover more tasks efficiencies need to be shared. (User of CELT services)

Outreach

- However, strategically CELT might be able to be more proactive in engaging specific colleges or departments instead of just being a resource that others seek out. Most people could teach their entire career at ISU and never have to interact with CELT, and I think this is too bad for them and their students. (CELT Board Member)
- CELT has so many valuable resources, but I still feel that it is underutilized. This type of Center is much less helpful and less developed at other universities - we are so lucky to have it! CELT has helped me to improve as an instructor and as a researcher. The staff and volunteers are always nice and eager to serve others. (User of CELT services)

Focus

- Right now, there's confusion as to CELT's mission and operations. We don't know what exactly CELT does and who to go to for help. (Administrator)
- CELT is a great resource and is valuable. My concern about the center is that it has always focused on niche activities and mechanical things like Canvas/BBL. (Administrator)
- I hope that moving forward we can construct programming so that we are reaching every level of user. If we can help the person not currently using our services all the way up to the skilled instructor/designer that could teach our courses, we are helping a larger amount of students have a positive experience. This will also build a structure to empower instructors to work together to share what they have learned from our programming. The more instructors we build up to this level, the more programming we can provide because they can help us...much like they did in the Course Design Institute. (CELT Staff)

Communication

- Add new options along with the ones you've offered in the past. Advertising them at the beginning or before semesters means I can sign up and add them to the calendar right away instead of forgetting or not hearing about them when I get busy. (User of CELT services)
- Marketing of talks, workshops, etc.: not sure what to suggest, but staff and faculty get inundated with emails, so it is hard to know what is going on when... . (User of CELT services)
- As a new staff member, it was difficult to understand how this office could/should be utilized. By giving more details about this office and the purpose, I think that would serve newer employees better and they would be more willing to attend events. (User of CELT services)

The remaining report details the quantitative and qualitative report of CELT programs.

Importance of Programs, Resources, and Services

Overall, respondents reported that CELT programs, resources, and services were important. Based on the percentage of importance (e.g., important or very important), the most important programs, resources, and services were Canvas training (97%), consultations with CELT staff (96%), Scholarship of Teaching and Learning programs (95%), grants (95%), and the Preparing Future Faculty program (94%). Following closely in importance were the CELT Teaching Symposium (91%), workshops (91%), and open labs for Canvas (89%). The least important program, resource, or service was ThinkSpace training and programs (57%).

Table 2. Overall rating of importance of programs, resources, and services

	Total	Very important		Important		Somewhat important		Unimportant	
		N	%	n	%	n	%	n	%
Canvas training	162	75.31%	122	21.60%	35	3.09%	5	0.00%	0
CELT Teaching Symposium (for new faculty and TAs)	122	70.49%	86	20.49%	25	8.20%	10	0.82%	1
CIRTL (Center for the Integration of Research, Teaching, and Learning)	87	43.68%	38	32.18%	28	20.69%	18	3.45%	3
Consultations with CELT staff	158	70.25%	111	25.95%	41	3.80%	6	0.00%	0
Faculty/staff learning communities (TBL and ISU-OLC)	131	43.51%	57	38.93%	51	16.03%	21	1.53%	2
Grants (Miller faculty fellowship, U.S. Diversity, OER)	136	60.29%	82	34.56%	47	5.15%	7	0.00%	0
Open labs for Canvas	128	62.50%	80	26.56%	34	10.16%	13	0.78%	1
Preparing future faculty program (PFF)	124	75.81%	94	18.55%	23	4.84%	6	0.81%	1
Scholarship of Teaching & Learning programs	122	63.93%	78	31.15%	38	4.10%	5	0.82%	1
Team Based Learning workshop	124	41.94%	52	36.29%	45	21.77%	27	0.00%	0
ThinkSpace training & programs	76	34.21%	26	22.37%	17	30.26%	23	13.16%	10
Quality Matters training	102	39.22%	40	35.29%	36	20.59%	21	4.90%	5
Workshops (ex., Award-winning faculty series, inclusive classroom, series, teaching & learning circles)	150	56.67%	85	34.67%	52	8.00%	12	0.67%	1

Satisfaction with Programs, Resources, and Services

Overall, respondents indicated a high level of satisfaction with the CELT programs, resources, and services. Based on the percentage of satisfaction, 11 of the 13 programs, resources, and services had a 90% or higher level of satisfaction. Quality Matters training (88%) and ThinkSpace training (83%) were slightly lower.

Table 3. Overall satisfaction with programs, resources, and services

	Total	Very satisfied		Somewhat satisfied		Somewhat dissatisfied		Very dissatisfied	
	N	%	n	%	n	%	n	%	n
Canvas training	126	52.38%	66	38.10%	48	7.94%	10	1.59%	2
CELT Teaching Symposium (for new faculty and TAs)	63	61.90%	39	31.75%	20	4.76%	3	1.59%	1
CIRTL (Center for the Integration of Research, Teaching, and Learning)	36	52.78%	19	41.67%	15	5.56%	2	0.00%	0
Consultations with CELT staff	111	77.48%	86	18.92%	21	2.70%	3	0.90%	1
Faculty/staff learning communities	70	58.57%	41	40.00%	28	1.43%	1	0.00%	0
Grants (Miller faculty fellowship, U.S. Diversity, OER)	76	60.53%	46	32.89%	25	5.26%	4	1.32%	1
Open labs for Canvas	72	58.33%	42	38.89%	28	2.78%	2	0.00%	0
Preparing future faculty program (PFF)	65	80.00%	52	16.92%	11	3.08%	2	0.00%	0
Scholarship of Teaching & Learning programs	64	62.50%	40	35.94%	23	1.56%	1	0.00%	0
Team Based Learning workshop	74	58.11%	43	37.84%	28	4.05%	3	0.00%	0
ThinkSpace training & programs	36	44.44%	16	38.89%	14	8.33%	3	8.33%	3
Quality Matters training	58	43.10%	25	44.83%	26	12.07%	7	0.00%	0
Workshops	104	51.92%	54	44.23%	46	3.85%	4	0.00%	0

Qualitative remarks on each CELT programming listed in Tables 2 and 3:

Canvas training

- Continued support for curriculum development on canvas as well as more lectures about the pedagogy of online learning. Basically general support as Iowa State moves more classes online so we can maintain a high quality experience for our students. (User of CELT services)
- Canvas training will continue to be a need. Please keep offering Canvas training sessions. (User of CELT services)
- Provide more virtual webinars for Virtual Summits for inclusivity and collaborative (meeting room) training because our faculty will experience a workforce shortage. We will also be training for that shortage, we must develop more recordable virtual educational webinars for our adult learners and asynchronous anywhere learning experiences. (User of CELT services)

Consultations

- I have benefited lately from the consultations. They have been helpful. (User of CELT services)

Faculty/staff learning communities

- Include a broader array of teaching and learning approaches in opportunities for long-term faculty development - similar to your current faculty "learning communities" and emphasizing pedagogical philosophies/elements/approaches in addition to large classes and/or TBL (Other)

Graduate Student and Post Doc Initiatives

- Include more faculty and graduate student participation via workshops etc. (User of CELT services)
- More training targeted to International TAs (other)
- How involved is CELT in the Graduate Student Teaching Awards? Can we take a more active role in them? Can we celebrate graduate student excellent teachers through CELT also? ... (CELT Staff Member)

Grants

- Grant, foundation and donor funding support. Restore financial support. More money for internal grants. Help with writing grants for improving education (CELT Staff)
- Given the limited resources for miller grants or any other course development resources, consider linking miller grant calls to strategic priorities such as --student success (how can such grants partner with goals of the student success council?) -- research/publication goals (Administrator)

SoTL

- Would love more programs and resources for SoTL. I LOVED the SoTL scholars program and would like more individuals to have the benefit of those resources (not even necessarily the scholarship, more the seminar series and access to support for survey creation, qualitative data analysis, etc.). Part of this is just more advertising for the SoTL Scholars Program itself, but some sort of ongoing community for SoTL would be great to (user of CELT services)
- Overall, CELT does an excellent job meeting my pedagogical needs. Perhaps a workshop or a center on helping faculty advise students in faculty research projects would be helpful. (user of CELT services)

Team-Based Learning

- I have greatly benefited from the programs I have taken such as the TBL or others that my colleagues told me about early enough to register for and the new faculty program several years ago. (User of CELT services)
- ... I want to teach my online asynchronous courses using team-based learning but I need technology to do that. And not only do I need the technology but I also need someone who can help me understand it (User of CELT services)

ThinkSpace

- Thinkspace training and support have provided new avenues for online teaching. (User of CELT services)
- For Thinkspace to be a viable option, faculty need hands-on assistance with developing materials. There needs to be a person in CELT dedicated to assisting with this. (User of CELT services)
- We need continued Thinkspace support. It is my understanding that Thinkspace will still be around but not supported in the same capacity as it was. (User of CELT services)

Quality Matters

- I have attended the Quality Matters training and currently receive e-mail updates. These are good, but it can be overwhelming to think about meeting all guidelines/recommendations. Maybe a few "start here" or "minimum" guidelines. This would be a great "best practices" noon session. Have individuals with QM qualified courses give demonstrations and explain steps taken. (User of CELT services)
- I think Quality Matters is something the University should continue to support. As more and more classes are using the online format (whether partially or entirely) we should strive to offer quality online courses at this institution. (User of CELT services)

Workshops

- We have the PFF program for graduate students and yet we don't have anything that resembles that for new faculty who may have significant teaching appointments or are teaching for the first time. (Administrator)
- Greater attention paid to fundamental teaching tools. (CELT Staff)
- I have very much benefited from the seminars and workshops provided by CELT and by the resources found on the CELT website. I have implemented many of these techniques into my classrooms have observed positive impacts. Thank you for all you do. (User of CELT services)

Next Steps

CELT staff and strategic planning committee will spend the fall semester to focus and define our vision and mission statements ensuring it aligns with the Iowa State University Strategic Plan 2017-2022. The following is our plan of action:

- On July 31 the subcommittee shares this executive summary to the entire CELT staff.
- August 7 CELT Retreat facilitated by Don Broshar to discuss overall goals, dreams, leading to a refinement of our vision and mission statement.
- Following the August 7 CELT Retreat, each staff member will work on developing their specific program area plans for implementation, outcomes and assessment via the CELT Strategic Planning Action Matrix (C-SPAM). This document will be shared with the CELT Strategic Planning committee before implementation.
- Throughout the fall semester the monthly staff meetings will include time for brainstorming focusing on the overarching global CELT opportunities (integration, assessment, enhancing approachability, outreach, focus, and communication). The strategic planning sub-committee will meet following these staff meetings to develop and then recommend short and long term action steps based upon the previous staff meeting brainstorm.
- During the CELT Advisory Board Meetings (September 14 and November 16) we will invite feedback in regards to the ongoing strategic planning work.
- Upon implementation of any of the recommendations there will be an evaluation to continuously refine and improve CELT.