
Annual Activity Report
Center for Advancing Faculty Excellence
Fall 2020-Spring 2021
Missouri University of Science & Technology

Table of Contents.....	2
MISSION AND VISION.....	4
HISTORICAL TIMELINE	4
STAFF & ORGANIZATIONAL CHART	5
CAFE AND THE MISSOURI S&T STRATEGIC PLAN	9
FACULTY EVENTS.....	10
New Faculty Programs	10
Early Career Faculty Forum	10
All-Campus Faculty Events	11
FACULTY CONSULTATIONS AND INTERACTIONS	12
CAMPUS FACULTY AWARDS PROGRAM	13
OTHER CAFE PROGRAMS	13
Mid-Semester Feedback.....	13
Teaching Partners Program	13
CAFE COLLABORATIONS WITH CAMPUS, UM SYSTEM CONSTITUENTS AND BEYOND	14
Strategic Campus Meetings.....	15
Assistance for Graduate Students	15
Working Relationship With IT	15
Reaching Out Through Regional Conference	15
OTHER SUPPORT OF FACULTY PROFESSIONAL DEVELOPMENT	15
CAFE STAFF PROFESSIONAL DEVELOPMENT	16
RECOMMENDATIONS.....	16
Appendices	18
Appendix A - HISTORY OF CAFE	18
Appendix B – MINER MASTER MENTOR PROGRAM PARTICIPATION REPORT	20
Appendix C – RESULTS OF NEW FACULTY SURVEYS	21
Appendix D – MID-SEMESTER FEEDBACK PROGRAM DATA	22

Appendix F – OFFICE OF eLEARNING FACULTY CERTIFICATION REPORT..... 24
Appendix G – MENTORING RESOURCES AT S&T 25
Apperndix H – ACTIONS TAKEN FROM GAP ANALYSIS REPORT 27

MISSION AND VISION

Mission: The [Center for Advancing Faculty Excellence](#) promotes the success of Missouri S&T faculty as teaching-scholars at all stages of their careers.

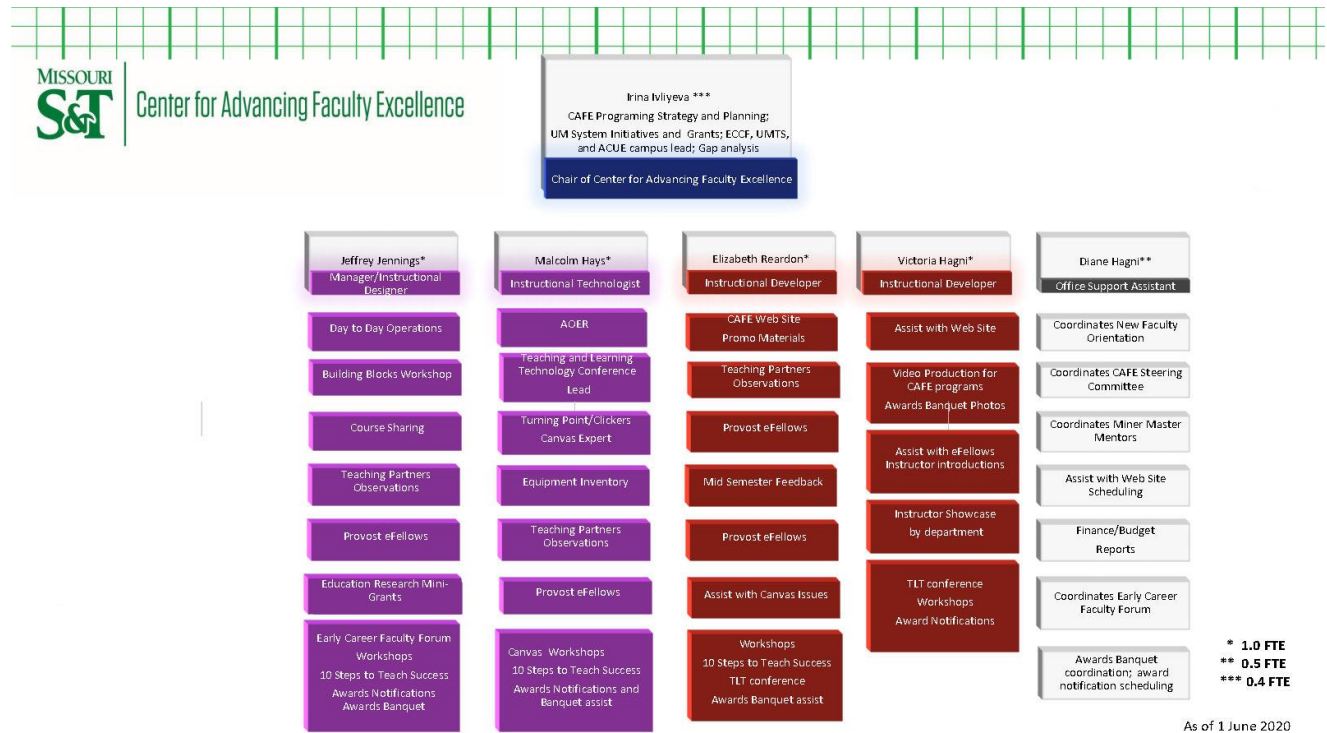
Vision: The Center for Advancing Faculty Excellence will be the focal point for enabling faculty to achieve excellence in, and balance among, the teaching, research and service missions of Missouri S&T.

The CAFE Steering Committee approved the mission and vision statements in 2019 and in 2020.

HISTORICAL TIMELINE

The Center for Educational Research and Teaching Innovation (CERTI) dissolved into CAFE the summer of 2018. The CERTI faculty steering committee was renamed the Committee for Educational Research and Teaching Innovation and serves as a faculty resource to the CAFE. The Instructional Design Team, formerly Educational Technology, merged with CAFE in February 2019.

STAFF & ORGANIZATIONAL CHART



Chair

The Center initially was led with a faculty chair and co-chair, each representing one of the campus' colleges, however, in July 2019, the leadership was trimmed to one chair. Dr. Irina Ivliyeva, professor of Russian in the College of Arts, Sciences, and Business, replaced Dr. Wayne Huebner, professor of materials science and engineering. The inaugural chair of CAFE was Dr. Larry Gragg, Chancellor's Professor of History.

The responsibilities of the CAFE chair are:

- Report directly to the Provost;
- Work with the Office of Provost on staffing issues and budgets;
- Work with the CAFE Steering Committee to improve existing faculty development offerings within budget constraints;
- Perform gap analysis of the campus' contributions to faculty education and professional development;
- Anticipate and respond to emerging programs and initiatives;

- Coordinate with existing faculty development and support offices on campus on ongoing basis;
- Continuously work with deans and associate deans to apply cross-campus and college-specific faculty development opportunities within budget constraints;
- Assume responsibilities of the early career faculty forum head;
- Evaluate, prioritize, and implement faculty support strategies and development offerings;
- Identify new opportunities to support S&T teaching scholars at all stages of their careers, including external funding;
- Coordinate the Miner Master Mentors Program with other mentoring options, on and outside campus;
- Provide oversight to:
 - Early career faculty development;
 - Instructional innovation programs and initiatives;
 - Non-tenure track faculty development;
 - CAFE campus-wide grants (travel and professional development funding, eFellow program, Educational Research mini-grants);
 - CAFE staff performance, development;

The UM System Initiatives:

- Serve as a member of the eLearning Academic Council to address the needs of existing and emerging eLearning programs and initiatives;
- Serve as a member of UM Academic Affairs four-campus University of Missouri Teaching Scholars planning committee and local campus lead for the program;
- Serve as campus lead for the ACUE/NASH initiative;
- Coordinate faculty recruitment for the Lumen Circles program.

CAFE Support Staff

Jeff Jennings, full-time technology resource manager, key responsibilities:

- Collaborate with campus units to coordinate professional development events about teaching and learning for faculty;
- Administer educational research mini-grants to include coordinating proposal review committee meetings, advertising grant program, updating program documents, collecting letters of intent and proposals, providing assistance to faculty in the program, creating rubric to evaluate proposals, ensuring deadlines are met, ensuring IRB approval is obtained;
- Administer Provost's eFellow Program grants to include coordinating proposal review committee meetings, advertising grant program, updating program documents, collecting letters of intent and proposals, providing assistance to faculty in the program, creating rubric to evaluate proposals, ensuring deadlines are met;
- Manage Teaching Partners Program;

- Create and distribute CAFE marketing materials;
- Coordinate development of new CAFE programs such as Ten Steps to Teaching Success and Miner Master Mentors;
- Compile and report bi-annual event attendance data, faculty participation summaries, and program participation numbers;
- Serve as a liaison to all academic areas that have interaction with CAFE;
- Coordinate program evaluation, assessment and improvement efforts.

Diane Hagni, half-time office support assistant III, key responsibilities:

- Provide financial reports and spreadsheets to CAFE chair;
- Greet visitors, answer phone and respond to email inquiries;
- Manage and maintain office supplies; create an inventory list;
- Schedule CAFE steering committee, staff meetings, retreats and telepresence meetings;
- Attend meetings, take minutes and type up reports;
- Edit content that is going out from CAFE;
- Assist provost's office with the campus faculty awards process;
- Coordinate, organize and advertise for the new faculty orientation and early career faculty forum series;
- Coordinate administration of the professional development travel grants for early career faculty;
- Establish and help maintain the CAFE website;
- Create and maintain office records; manage office files; update and create new soft and hard copy files as needed;
- Assist in preparing chairs and manager for meetings and events with agenda, supporting documentation and correspondence to attendees including updates;
- Develop a faculty professional development event calendar; coordinate, organize and advertise for all CAFE-related professional development events.

Malcolm Hays, full-time instructional designer, key responsibilities:

- Provide technical support for technologies/services such as:
 - Canvas
 - TurningPoint
 - Panopto
 - Qualtrics
 - iThenticate
 - Kaltura;
- Manage equipment checkout for certain technologies
 - iPads
 - wireless microphones

- clickers;
- Provide instructional design support for eFellows;
- Facilitate Teaching Partners Program;
- Serve as project manager for Innovation in Teaching and Learning Conference;
- Organize and execute CAFE professional development workshops;
- Help maintain and disseminate information through CAFE communication channels (website, eConnection, edumine);
- Assist provost's office with Faculty Awards Banquet;
- Manage CAFE-related courses in Canvas (Ten Steps to Teaching Success; Online Design Course; etc.);
- Manage Mid-Semester Feedback process and data.

Beth Reardon, full-time instructional designer key responsibilities:

- Reconcile purchase orders, travel and misc. items, and reconcile one cards; pay bills;
- Analyze, redesign and maintain CAFE website;
- Purchase office supplies and supplies for faculty events;
- Track software licenses and communicate with procurement;
- Provide Canvas administration;
- Provide iThenticate & Turnitin administration;
- Maintain courses in learning management system
 - 10 Steps to Teaching Success
 - Missouri Online instructor training and certification courses;
- Provide technical support for technologies/services such as:
 - Canvas
 - Panopto
 - iThenticate
 - Zoom;
- Serve as back-up on help desk tickets;
- Serve as department timekeeper;
- Manage student workers;
- Manage key ordering for department;
- Write and maintain process documentation;
- Perform faculty consultations and other faculty assistance;
- Assist with course design and re-design;
- Provide presentation on Canvas basics for various student groups;
- Assist with CAFE marketing materials, including graphic design;
- Co-manage Twitter account;
- Manage Canvas course housed in sub-accounts
 - Public Course Index
 - Incompletes

- UM System courses;
- Assist with Course Sharing courses;
- Facilitate IT Knowledge Sharing monthly meeting;
- Assist with eFellows program;
- Assist provost's office with Faculty Awards Banquet;
- Assist faculty with creation of content for courses and creation of Canvas course sites.

Victoria Hagni, full-time instructional developer, key responsibilities:

- Create, develop, produce, and implement online course materials to assist instructors in their teaching mission;
- Provide support for equipment used in course material production (faculty/student) eStudio and mobile;
- Inventory current video processes, tools and services, and share these processes with others;
- Provide guidance and leadership to student workers who assist with video processes to ensure quality of production;
- Collaborate and work with other video groups on campus to create promotional media content;
- Manage YouTube channel and playlists;
- Conduct faculty interviews;
- Co-manage Twitter account.

CAFE AND THE MISSOURI S&T STRATEGIC PLAN

CAFE is a partner in Missouri S&T's strategic plan, namely Objective 2: Enhance student learning by supporting teaching excellence. CAFE programs and events promote teaching excellence through mentorship and programs that enrich the quality and effectiveness of teaching, and CAFE supports the development of innovative teaching methods and strategies. These standing CAFE programs specifically address the S&T Strategic Plan:

- Miner Master Mentors
 - See Appendix B for most recent report of activity
- 10 Steps to Teaching Success
- Mid-Semester Feedback
- Teaching Partners and Teaching Observations

- eFellows Grant Program
- Educational Research Mini-Grant Program
- Building Blocks Course Design Workshops

FACULTY EVENTS

NEW FACULTY PROGRAMS

CAFE hosts a two-day new faculty orientation for new faculty and bi-weekly forums throughout academic year for new and early career faculty, which includes all pre-tenure and pre-promotion full-time faculty, both tenure-track and non-tenure track. All faculty in this category are enrolled in the Canvas course New Faculty Programs, which contains a faculty handbook, resources from early career faculty events, and other information designed to assist new faculty. Department chairs are also enrolled in the course so that they can stay apprised of information available to their new faculty.

Early Career Faculty Forum

The CAFE team established the forum schedule based on successes experienced by previous New Faculty Forums, surveys with new faculty, and recommendations from the CAFE steering committee. Forums are held every other Wednesday from 4-5 p.m. during the academic year. Presenters across campus are chosen by the CAFE team for each topic. Most of the sessions were recorded and made available as archives.

Fall 2020-Spring 2021 Early Career Faculty Forum Schedule and Attendance

Date	Topic	Number of Attendees*
Aug. 26, 2020	Charting Your Path to Success	10
Sept 9, 2020	Writing a Teaching Philosophy	5
Sept. 23, 2020	The Basics of Advising	3
Oct. 7, 2020	Identifying Research Sponsors and Finding Funding Opportunities	3
Oct. 21, 2020	Pre-Award Activities & IRB	4

Nov. 4, 2020	Classroom Technologies	0
Nov. 18, 2020	Active Teaching & Learning Strategies Online	0
Dec. 2, 2020	CAFE Funding Opportunities; Research Help From IT	3
Feb. 3, 2021	How Do Students Learn?	2
Feb. 17, 2021	Promotion and Tenure Topics for TT and NTT	11
March 3, 2021	Research Centers	6
March 17, 2021	What's Important to Know About Copyright, Patent and Innovation?	1
March 31, 2021	Writing a Research Proposal	9
April 14, 2021	Digital Literacy for Canvas: Getting Ready for Fall Classes	13
April 28, 2021	NSF FastLane	4

*All Zoom Attendance

Attendance at New Faculty Orientation and Forums

Thirteen unique individuals attended one or both days of the New Faculty Orientation on Aug. 18-19, 2020. Nineteen individuals had been invited.

Evaluation of New Faculty Orientation and Early Career Faculty Forums

After the spring 2021 semester, a survey was sent out to all early career faculty enrolled in the New Faculty Programs Canvas course to gather feedback on what went well and what could be improved. See Appendix C for survey results.

All-Campus Faculty Events

In addition to the New Faculty Orientation and the Early Career Faculty Forums, CAFE offered other professional development events for faculty in the 2020-2021 academic year. These included:

Event Name AY 2020-2021	Date	Number of Attendees*
Student Learning and Assessment in 2020	Sept. 16, 2020	22
Academic Integrity at S&T	Oct. 27, 2020	20
Assessment Best Practices	Nov. 12, 2020	16
Leveraging High-Impact Classroom Practices to Promote Academic Integrity	March 3, 2021	38

*All Zoom Attendance

FACULTY CONSULTATIONS AND INTERACTIONS

To help CAFE staff keep track of all the ways in which faculty are assisted, there is a “Faculty Interactions” Google Sheet for each semester. This gives the team a useful snapshot of who we have helped and in what ways we have helped them. Most of the interactions are technical support issues (e.g. Canvas), but there are also a fair number of consultations.

Fall 2020

- CASB
 - 62 unique faculty assisted
 - 177 interactions
- CEC
 - 63 unique faculty assisted
 - 143 interactions
- Interaction types (top 3):
 - Technical Support – 172 (outside of office hours)
 - Office Hours – 95 (note that many of these involve technical support of some kind)
 - Consultations – 38
- Approximate time spent on assistance: 775 hours

Spring 2021

- CASB
 - 71 unique faculty assisted
 - 163 interactions
- CEC
 - 80 unique faculty assisted
 - 145 interactions
- Other
 - 7 unique individuals assisted
 - 8 interactions
- Interaction types (top 3):
 - Technical Support – 190 (outside of office hours)
 - Office Hours – 70 (often includes technical support issues)
 - Consultation – 43
- Approximate time spent on assistance: 718 hours

CAMPUS FACULTY AWARDS PROGRAM

The CAFE office prepared information to the colleges about faculty stipend payments from award endowments. CAFE staff also put together congratulatory notes and plaques for 73 winners, which included 42 Outstanding Teaching Award winners.

Due to in-person event restrictions, there was no faculty awards banquet or classroom announcements for faculty awarded in 2020. The awards banquet is the main way that CAFE is involved with this program, in collaboration with the provost's office.

OTHER CAFE PROGRAMS

Mid-Semester Feedback

The Mid-Semester Feedback program allows instructors to solicit feedback from their students during the mid-point of the semester, allowing them to make course corrections before the end of the term. The process takes about 15 minutes of class time and uses the students' own smart phones. CAFE instructional designers compile results and are available to consult with faculty for further assistance about their course. Instructors who have participated have seen increased participation in end of course evaluations as well as increased CET scores. Go to Appendix D for participation data.

Teaching Partners Program

The Teaching Partners program is a voluntary, confidential opportunity for instructors who want to enhance their teaching through peer observation and feedback. Trained faculty mentors and instructional designers meet with interested instructors in a pre-observation meeting, observation of a class session, and post-observation follow-up meeting. Individualized feedback is provided in a collegial atmosphere. Instructors can ask for a report from the session to be included in their dossiers, however, no other reporting is required.

As of Spring 2021, 26 instructors had been observed, with 16 coming from CASB and 10 from CEC; 16 of them were tenure-track and 10 were non-tenure track. A total of 16 faculty members have been trained to observe classrooms.

For instructors who are not yet ready to be observed, the CAFE [website](#) lists a number of faculty who have open classrooms and welcome colleagues to observe them in order to improve their teaching.

CAFE COLLABORATIONS WITH CAMPUS AND [UM SYSTEM CONSTITUENTS](#)

CAFE is involved with a number of University of Missouri System initiatives including:

- **UM Teaching Scholars**, where the CAFE chair serves as the director of a cohort of second-year faculty, and plans learning experiences to help faculty progress in adopting a scholarly approach to teaching. The UM System re-started the program in 2019 with 10 teaching scholars from S&T participating. Eight faculty participated in 2020-2021. Go [here](#) for more about the goals of the program.
- **ACUE: Scaling Instructional Excellence for Student Success** is a system-wide initiative focused on improving quality instruction and ultimately student success, through intentional, high-quality professional development. The CAFE chair serves as the campus lead for this program, which assisted 58 faculty in a 25-week, online program for training in either face-to-face or online teaching. There were 53 certificates awarded, including that of campus facilitator Merilee Krueger, and 1,360 badges awarded through the program to S&T faculty. Funding was provided by the National Association of System Heads, and the program content is provided by the Association of Colleges and University Educators (ACUE). Go [here](#) for more information and to Appendix E for a summary report on the 2020-2021 S&T program.
- Formerly called **Faculty Guild**, [Lumen Circles](#) are professional development experiences that use virtual learning communities to connect faculty members with peers and help them hone their expertise as student-centered teachers. The CAFE chair serves as facilitator of enrolling new faculty and reporting results back to the campus from the program.
- **UM eLearning Initiatives:**
 - Both the CAFE chair and manager serve on the UM eLearning Initiative committee.
 - CAFE staff help coordinate the course sharing program at Missouri S&T.
 - CAFE staff support faculty who are enrolled in the four-week Online Course Design Start Here training provided through the system office of eLearning and the online teaching certification seminar.
 - CAFE staff tracks the number of instructors who have achieved online certification. See Appendix F for the report as of June 2021.
- The CAFE chair and staff members serve on the planning committee of the University of Missouri-St. Louis' annual **Focus on Teaching and Technology Conference**.
- CAFE is also involved with helping faculty implement the **Affordable and Open Educational Resources**, a UM System initiative, with textbook and course linkage.

Strategic Campus Meetings

Regarding campus collaborations, the CAFE chair meets monthly with the Missouri S&T provost, and once a semester with the deans of the two Missouri S&T colleges, associate deans for academic affairs, the dean of the library, the vice provost for academic support, the vice provost for graduate studies, and the IT CIO. The CAFE chair presents at the Missouri S&T department chairs council meeting once per semester.

Assistance for Graduate Students

CAFE collaborates with the office of the vice provost of academic support to provide training for GTA workshops.

Working Relationship With IT

CAFE has active and productive working relationships with IT's Media Services, Academic Technology Support, Learning Environments, and Help Desk teams. CAFE helps them provide support for various instructional technologies such as Panopto, Canvas, and TurningPoint. CAFE also works with faculty to familiarize them with using classroom technology effectively. IT makes sure the technology in classrooms is working; CAFE helps faculty use it to its fullest potential. CAFE also collaborates with IT Media Services to provide support for the instructors teaching distance courses. CAFE will continue to collaborate with IT as much as possible as they go through future transitions in their restructuring process.

Reaching Out Through Regional Conference

Through its annual Teaching and Learning Technology Conference, CAFE attracts approximately 200 participants from higher education, K-12, and other institutions from the region and beyond to network, share ideas about teaching and learning, and showcase the S&T campus. Due to COVID-19 pandemic, the conference was postponed in 2021. Plans are in the works for a 2022 conference renamed as Innovations in Teaching and Learning Conference with nationally renowned keynote speaker Flower Darby.

OTHER SUPPORT OF FACULTY PROFESSIONAL DEVELOPMENT

Other ways that CAFE assisted in faculty development was through financial sponsorship of the 2020 UMSL Focus on Teaching and Technology Conference. These funds, in conjunction with other campus funds, provided gold sponsorship status for Missouri S&T, thus enabling all S&T faculty and staff to attend the conference free.

CAFE STAFF PROFESSIONAL DEVELOPMENT

CAFE staff attended the virtual 2020 UMSL Focus on Teaching and Technology Conference Sept. 24-25. Malcolm Hays and Beth Reardon attended the Instructure.com online conference Oct. 15. Beth Reardon is on track to complete her Master of Science degree in technical communication in summer 2021. Victoria Hagni is part of a weekly videographer Zoom group that discusses best practices for film and video equipment.

RECOMMENDATIONS

Previous recommendations (2019 -2020):

1. CAFE recommends that information on course evaluations be located on the Faculty Senate webpage or the provost's office website. (This recommendation is still being worked by the Committee for Effective Teaching that includes what effective teaching looks like and how it is evaluated.) Increasing teaching effectiveness and updating the instruments for assessing it remains a campus-wide priority.

Prior to CAFE being formed, CERTI offered information about course evaluation processes and the link for instructors to look up their CET scores on its website as a courtesy to faculty due to a lack of information elsewhere. Once CERTI dissolved into CAFE, that information carried over to the CAFE website. However, the location of this information has led many instructors to conclude that CAFE is responsible for the administration of the surveys, the data gathering and/or the awards that go with the CET scores, when, in fact, it has no control over any of these processes. CAFE would like to recommend that the CAFE website only link to information on the Faculty Senate page or another page on the provost's office website to indicate which entity owns the processes.

2. CAFE recommends that an IT team be asked to head the services formerly provided by the Educational Technology team (dissolved in 2019) regarding academic software acquisition and technology transfer. These activities include processes for vetting new academic software products, reviewing their life cycles, and authorizing purchases of new software for teaching. It is our understanding that the Office of eLearning (OeL) has such a group and the IT team designated at S&T would serve as a liaison to the OeL department. (This recommendation falls under the Office of eLearning under the Academic Technology Support. The liaison aspect of this recommendation is still being worked out.)

CAFE recommends promotion of increased training and resources be made available to help faculty get certified to teach online. The Office of eLearning provide training: Start Here: Online Design course, Online Teaching Certification Seminar. Additional system-wide initiatives like NASH/ACUE, UM Teaching Scholars and Faculty Guild, supported by the Office of Academic Affairs, were available in AY 2020-2021. (As of June 1, 2021, the CAFE staff has stopped facilitating any of the OeL courses. CAFÉ staff is still monitoring the certification of instructors through the Tableau software. This software updates a dashboard that uses Canvas information to show who is certified to teach online.)

Additional Recommendations (2020-2021):

1. CAFE recommends to further enhance the campus response to the mentoring needs of faculty (early-, mid-, late career); to create and implement a consistent, ongoing mentoring training for department chairs (P&T, hiring); to incorporate best practices for mentoring of graduate students, including GRAs and GTAs. See Appendix G.
2. CAFE recommends working with academic departments on program level alignment. This would include the evaluation of the student learning outcomes for curricular offerings in the departmental programs to determine the programmatic gaps. Instructors typically rely on their colleagues to teach specific skills and content, as well as provide assessments to demonstrate student learning. Without conducting the program alignment, it is challenging to effectively identify possible gaps in the curriculum that may adversely impact student success. UM System has provided each institution with an instance of the CourseTune, a software program (coursetune.com) that allows to systematically capture and map out the learning outcomes for the program. The software can assist with alignment and be instrumental for the accreditation standards for (example ABET) or university assessment committee (SLO, GLO).

Appendices

Appendix A - HISTORY OF CAFE

Provost Robert Marley initiated the development of the Center for Advancing Faculty Excellence in spring of 2017 to provide a focal point for faculty development from “hire to retire.” However, the concept of having a faculty development center at Missouri S&T started many years prior.

In 2003, Vice Provost of Graduate and Undergraduate Studies Harvest Collier wrote a proposal and established a center to foster student-teacher engagement and encourage strategies to transform S&T’s learning environment: The Center for Educational Research and Teaching Innovation (CERTI) began hosting faculty development events to further that mission.

In 2007, a handful of staff within IT formed an educational technology (EdTech) group tasked with helping faculty with technology in the classroom with an end toward improved learning. CERTI and EdTech began to collaborate to offer faculty professional development around teaching.

In 2009, an eLearning committee began looking at blended and online learning with staff from educational technology, IT, and other administrators. The committee’s goal was to identify and possibly address what needed to be adjusted to allow for blended and online learning. This began the start of a campus conversation around other teaching and learning issues.

Through new leadership and reorganization on campus in 2012, a recommendation was put forth by one of the reorganization committees to launch a faculty development center, which was well received by the campus. The eLearning Committee took this to heart and began developing plans that would bring together CERTI with educational technology to provide a teaching and learning center for faculty.

After a number of plans were unsuccessfully submitted to both the campus leadership as well as UM system leadership over several years, Provost Robert Marley convened a committee of faculty and administrators in late 2016 and charged them with developing the parameters and guidelines for a comprehensive faculty development center.

The original CAFE steering committee members and their titles at that time were: Anthony Petroy, assistant vice chancellor of Global Learning; Kate Drowne, associate dean of the College of Arts, Sciences and Business; Daryl Beetner, professor and chair of the electrical and computer engineering department; Mariesa Crow, vice provost of the Office of Sponsored Programs; Diane Hagni, CERTI coordinator; John Myers, associate dean of the College of Engineering and Computing; Melanie Mormile, associate provost for faculty affairs; Bill Fahrenholtz, Curators’ Distinguished Professor of ceramic engineering and director of New Faculty Programs; Jeff Schramm, associate

professor and special assistant to the provost for eLearning; V.A. Samaranayake, Curators' Distinguished Teaching Professor of mathematics and statistics; Caprice Moore, associate provost of administration; and Kris Swenson, professor and chair of English and technical communication.

This committee put forth nominees to the provost about who would lead the center in its inaugural year.

In the Spring 2019 the CAFE budget was cut by approximately 54 percent. Through a restructure of the Center, a smaller staff was equipped to maintain many of the programs that CAFE had provided previously, including Miner Master Mentors, 10 Steps to Teaching Success, Mid-Semester Feedback, the Teaching and Learning Technology Conference, Early Career Faculty Professional Development grants, eFellows grants and educational research mini-grants. The programs that were eliminated were the mini-sabbatical program for mid-career faculty, the special opportunity fund and the fund to public results of educational research. Programs that were reduced were educational research mini-grants (-\$19,000), professional development travel grants (-\$16,500), eFellows (-\$10,000) and Miner Master Mentors (-\$15,600).

In Spring 2019, the following personnel changes were made: the co-chair position was eliminated, the coordinator position was not filled, the senior director position was eliminated, an instructional designer position was eliminated, and two instructional designer positions were vacant.

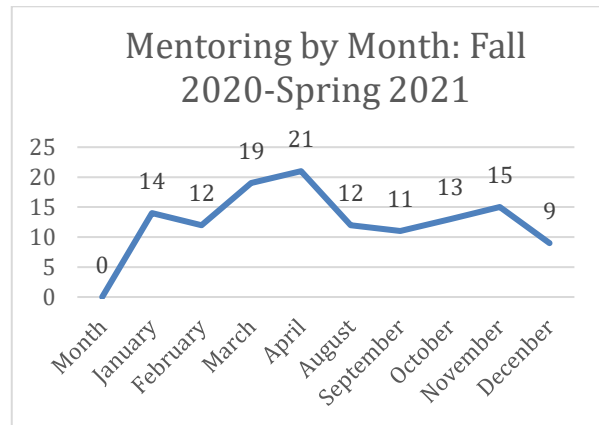
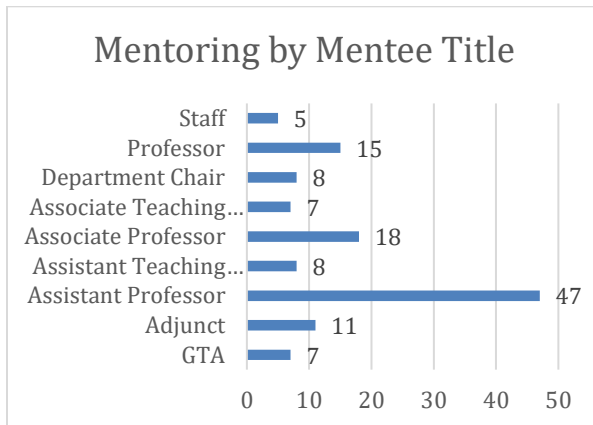
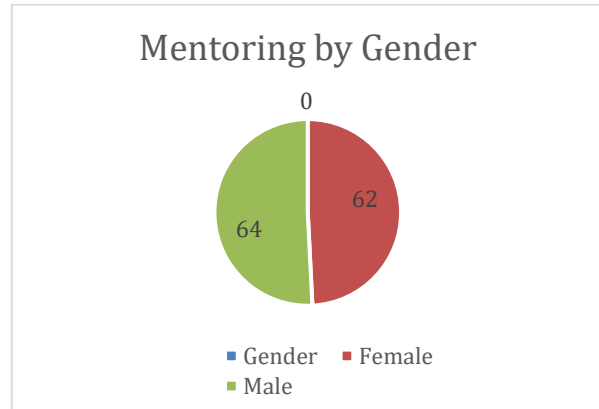
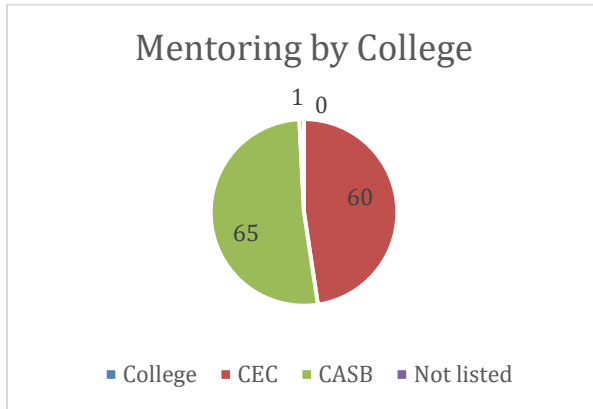
In Spring 2020, as a result of further budget cuts for FY 2021, one of the two remaining instructional designer positions was cut, and the second was reduced by \$18,000 to accommodate a 15 percent reduction. That position has not yet been filled.

In Spring of 2021 the part-time Office Support Assistant (OSA) retired from the university with 15 years of service. This position was replaced with a full-time, benefit eligible position, and Sylvia Dees was hired. To accomplish this reallocation of GRA funds, part of the funding for the Instructional Designer I position was used to gain the full-time OSA IV position.

Current members of the CAFE steering committee are: Daryl Beetner, Dick Brow, Bill Fahrenholtz, Shannon Fogg, Daniel Forciniti, Franca Oboh-Ikuenobe, V.A. Samaranayake, Kris Swenson and Costas Tsatsoulis.

Appendix B – MINER MASTER MENTORS ACTIVITY REPORT

Total Mentoring Encounters reported: 126



Top four topics ranked in order of frequency:

Fall 2020:

- Research/graduate students
- Teaching/advising/CET scores
- Classroom technology
- Promotion, tenure, annual evaluation and performance review

Spring 2021:

- Teaching/advising/CET scores
- Promotion, tenure, annual evaluation & performance review
- Research/graduate students
- Classroom technology

Appendix C – RESULTS OF NEW FACULTY SURVEYS

2021 Results – 4 responses

1. What was MOST helpful from the sessions you attended?
 - a. Digital Literacy
 - b. Different perspectives from different campus members
 - c. Identifying research sponsors and finding funding opportunities
2. What was LEAST helpful?
 - a. NSF Fastlane
 - b. Sessions are not ideal for describing facts or to-do action items
 - c. MyVita
3. What additional questions, comments or concerns do you have regarding CAFE programming for early career faculty?
 - a. <no responses>
4. What topics of interest to you would you like to see next year?
 - a. SoTL
 - b. Would like to hear from faculty who recently received tenure (say in past 3 years) what worked for them and what they'd do differently if they had the chance.
5. How often should CAFE host early career faculty forums?
 - a. Every 3 weeks
 - b. Every 2 weeks (current schedule)
 - c. Every 2 weeks (current schedule)
 - d. Every 2 weeks (current schedule)
6. College affiliation
 - a. Other
 - b. CASB
 - c. CEC
 - d. CEC

Appendix D MID-SEMESTER FEEDBACK PROGRAM DATA

Semester	Average Response Rate	CASB Instructors	CEC Instructors	Total Unique Instructors	Average Score (scale of 4.0)	Median Score	Total # Students Surveyed
Fall 2020	46.93%	36	31	68* (1 military science)	3.12	3.07	1,531
Spring 2021	56.85%	26	29	55	3.13	3.28	1,260

Appendix E – MISSOURI S&T COURSE IN EFFECTIVE ONLINE TEACHING PRACTICES SUMMARY REPORT



53

CERTIFICATES AWARDED



1,360

BADGES AWARDED



MISSOURI UNIVERSITY OF SCIENCE AND TECHNOLOGY

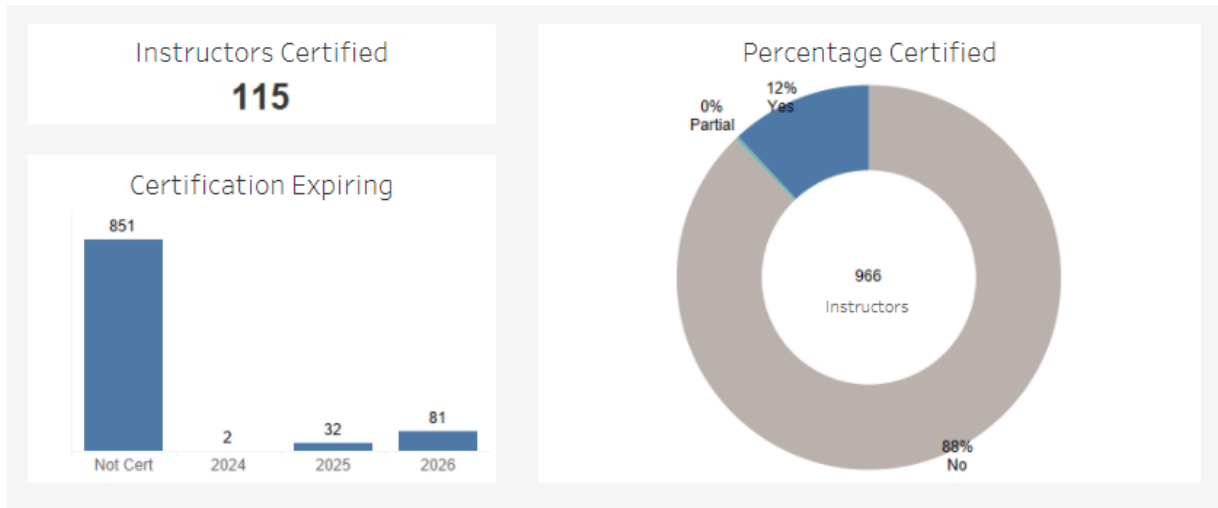
Course in Effective Online Teaching Practices

Summary Report, Impact Levels 1-3
Cohorts A, B

GENERATION DATE
Jun 09, 2021

COHORT CODES
Mizzou_Science_Tech-A_Fa20Sp21,
Mizzou_Science_Tech-B_Fa20Sp21

Appendix F – OFFICE OF eLEARNING FACULTY CERTIFICATION REPORT



As of August 1, 2021

Appendix G – MENTORING RESOURCES AT S&T

FACULTY ORIENTED

At large:

Miner Master Mentors <https://cafe.mst.edu/mentoring/minermastermentors/>

New faculty, pre-promotion and pre-tenure faculty:

New Faculty Orientation, Early Career Faculty Forum <https://cafe.mst.edu/newfaculty/>

Focus on teaching:

Teaching Partners <https://cafe.mst.edu/teachingandstudentlearning/teachingpartners/>

Observe a class <https://cafe.mst.edu/mentoring/classroomobservation/>

MENTORING RESOURCES FOR ALL S&T FACULTY, GRADUATE STUDENTS, AND STAFF

At large:

Employee Lifecycle Programs

https://www.umsystem.edu/ums/hr/tmr/virtual_onboarding

To provide more seamless and consistent support for faculty and staff, HR continues to focus on introducing and growing programs that support each stage of the employee lifecycle.

The UM System Onboarding Series pilot—launched in September 2020—provides new, benefit-eligible staff guidance during their first year. Learn more on our [Onboarding Series](#) webpage.

NCFDD (UM System free resource)

Our institutional link to the info is here: <https://econnection.mst.edu/2020/11/join-ncfdd-for-professional-faculty-development-growth-opportunities/>

Free Resources at large:

The Chronicle of Higher Education webinars: <https://www.chronicle.com/virtual-events/>

The Association of College and University Educators: <https://acue.org/community/>

Future resource to consider:

[Center for the Improvement of Mentored Experiences in Research \(CIMER\)](#)

Facilitator training, Mentor training <https://cimerproject.org/training/>

The University of New Mexico <https://mentor.unm.edu/>

Academic Impressions: <https://www.academicimpressions.com/>

Appendix H – ACTIONS TAKEN FROM GAP ANALYSIS REPORT

In 2017, CAFE Inaugural Chair Larry Gragg interviewed key people on campus who assess faculty performance: the president, chancellor, provost, deans, associate deans, department chairs, and a sample of faculty members who have served on the campus tenure and promotion committee. The chair also interviewed probationary faculty members, associate professors, full professors and non-tenure track professors to learn what they saw as the biggest challenges they faced as they progressed toward their professional goals. In total, more than 80 individuals were interviewed.

The final product of this extensive effort was a comprehensive gap analysis report to the provost in spring 2018 on conditions at Missouri S&T and recommendations on how best to enhance faculty development at all stages of faculty careers.

The following actions were taken or are ongoing to address the findings:

1. To address the challenge of providing more effective mentoring, CAFE established a cadre of “Miner Master Mentors” in 2018 to provide a resource for faculty beyond their departmental resources. These individuals are accomplished and respected senior tenured and NTT faculty from both colleges. The cadre now consists of [13 individuals](#), who provide mentoring in a voluntary fashion on the topics of research, teaching, service, leadership, promotion and tenure, non-tenure track faculty affairs, service learning and early career challenges. (See Appendix B for a report of activity.)
2. To address the clear need for more effective teaching dossiers, CAFE established a program called [“Ten Steps to Teaching Success.”](#) modeled on an effective program with a similar name pioneered at the University of Missouri-St. Louis. It was piloted in spring 2019 and a full implementation made in fall 2019. In spring 2020, there were 22 instructors enrolled in the program and one instructor had completed the program.
3. To address the clear need to provide more help to probationary faculty as they develop a research record, CAFE planned to establish a program called “Ten Steps to Research Success” following the “Ten Steps to Teaching Success” model, however, the program was halted before it got under way due to reductions in personnel and financial resources.
4. To address the challenges faced by mid-career faculty, CAFE established a mini-sabbatical program to fund three-to-four week opportunities for faculty to travel to other universities, research facilities, or industry to help them develop a new research program or to travel to workshops focused upon teaching for those seeking to develop new courses or ways of delivering those courses. This program was in operation from April 2018 until March 2019 and assisted nine faculty with a total of \$63,363 in funding. This program was eliminated in fiscal year 2020 due to budget reductions. (See Appendix C for a list of projects.)

5. CAFE expanded the professional development grant program to include all early career faculty to help them augment start-up packages to attend teaching or research conferences and develop national and international networks. Since 2017, 66 grants totaling \$59,689 have been made to early career faculty. After the budget reductions of spring 2019, a new model of funding was developed where early career faculty could access \$500 for the above-mentioned travels once every three semesters in order to spread out the limited funding more equitably. One-page reports on what transpired as a result of the grants can be found on the [CAFE website](#).
6. CAFE assumed responsibility for the Provost's eFellows program in 2018 to encourage further development of new courses and course delivery methods drawing upon the expertise of the instructional design staff. For the 2019 cycle, seven projects were funded at a rate of \$35,000 total; for the 2020 cycle, five projects were funded totaling \$20,000. (Go to the CAFE [website](#) for a list of funded projects.)
7. To promote the scholarship of teaching and learning, and continual inquiry into questions about student learning and success, CAFE continues to fund the Educational Research mini-grant program started by the Center for Educational Research and Teaching Innovation. For the 2019-2020 cycle, a total of \$15,428.89 was awarded for four faculty projects on topics such as digital badges and how they affect student attitudes to an early alert system for academically at-risk students. (Go to the CAFE [website](#) for a list of funded projects.)
8. To improve the programs and services of the CAFE, CAFE staff will continue researching the "best practices" in faculty development across the nation.
9. CAFE will continue to host the new faculty orientation, including contingency faculty in the appropriate sessions, and continue the Early Career Faculty Forums to support early career faculty in their transition to Missouri S&T.
10. To support faculty who currently serve in, or aspire to a leadership position, CAFE had planned to develop a leadership training summit, drawing upon the expertise of effective chairs at the Missouri S&T campus and in the University of Missouri System. However, that program was canceled before it got under way because the UM System was planning to do department chair training for all four campuses.

For the complete GAP Analysis report, go [here](#).