
Annual Activity Report
Center for Advancing Faculty Excellence
Fall 2021-Spring 2022
Missouri University of Science & Technology

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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.

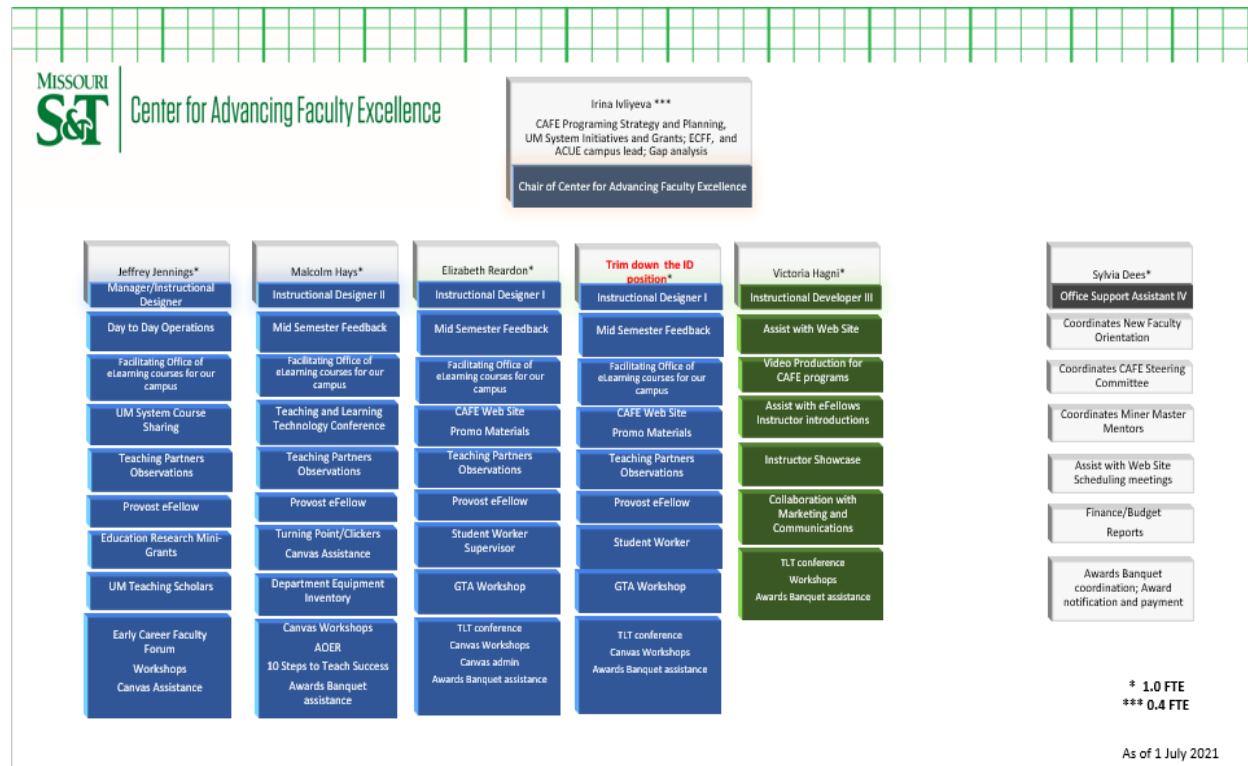
The CAFE Steering Committee approved the mission and vision statement in 2019, 2020 and confirmed in 2021.

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.

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 from June 2019 - June 2022. The inaugural chair of CAFE was Dr. Larry Gragg, Chancellor's Professor of History.

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 from June 2019 – June 30, 2022. 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 monthly.
- 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,
- Ensure the sustainability and continuity of CAFE services and programs; anticipate and respond to emerging programs, needs, 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 forums (ECFF) bi-monthly meetings during the fall & spring semesters and the new faculty orientation (NFO) every fall, head
- Evaluate, prioritize, and implement faculty support strategies and development offerings on and outside campus, in cyclical manner.
- Identify new opportunities to support S&T teaching scholars including through funding and partnerships with various constituents on and outside S&T campus.
- 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 grants (travel and professional development mini-grants, eFellow grants, and Educational Research mini-grants).
 - CAFE staff performance, evaluations, and development.
 - Other duties as assigned by the Provost.

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.
- Serve as campus lead for One Higher Education ([OneHE](#)) a professional development platform for teaching and learning.
- Serve as campus lead for National Center for Faculty Development and Diversity ([NCFDD](#)) a professional development platform for research and mentoring.

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, aiding faculty in the program, creating a 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, aiding faculty in the program, creating a rubric to evaluate proposals, ensuring deadlines are met.
 - Manage Teaching Partners Program.
 - Oversee creation and distribution of CAFE marketing materials.
 - Coordinate development and implementation of new CAFE programs such as Ten Steps to Teaching Success and Miner Master Mentors.
-
- Compile monthly operation report for chair to share with the provost.
 - Serve as a liaison to all academic areas that interact with CAFE.
 - Coordinate department program evaluation, assessment, and improvement efforts.
 - Oversee the daily operations of the department.
 - Assist in creating and managing the department budget.
 - Recruit, hire and onboard new department staff members.
 - Supervise, mentor, and evaluate department staff members.

Sylvia Dees, full time, office support assistant IV, key responsibilities:

- Assist the chair by coordinating and updating the calendar, organizing, and facilitating meetings, keeping and maintain the calendar, reserving meeting rooms, requesting special equipment as needed.
- Assist in preparing chair and manager for meetings and events with agenda, supporting documentation and correspondence to attendees, including updates.
- Schedules CAFE Steering Committee, Miner Master Mentors, Library Dean, CASE(B) Dean & Associate Dean, CEC Dean & Associate Dean, OneHe and CAFÉ weekly team meetings, both in person and on zoom.
- Collaborates with Advancement Services for faculty award letters and award stipends.
- Disburses funds for eFellow, Educational Mini-Grants and Travel grants funds.
- Assist provost's office with the campus faculty awards process including sending out congratulatory letters.
- Provide financial reports and spreadsheets to CAFE chair and manager.
- Create and maintain office records; manage office files; update and create new soft and hard copy files as needed.
- Help plan, coordinate, organize, and advertise the New Faculty Orientation, Early Career Faculty Forum series, and the Chancellor's New Faculty Reception.

- Attend meetings when requested to take notes. Provide meeting minutes. Placed on Y drive and then sent to cohorts of the meetings.
- Coordinate administration of the professional development travel grants for early career faculty.
- Assist with the planning and coordination of the ITLC Conference
- Manage, maintain, and order office supplies; create an inventory list.
- Provide general office support such as answering departmental phone and monitoring department's email and website. Support and assist other team members within the department.
- Greet and provide information to departmental visitors, answer phone and responds to email inquiries, request equipment and/or building maintenance.
- Maintains the faculty professional development event calendar; coordinate, organize and advertise for all CAFE-related professional development events.
- Helps maintain the CAFE website.
- Help maintain and disseminate information through website, eConnection, edumine, and outlook when necessary.
- Purchase supplies for faculty events and office.
- Reconciliation of OneCard
- Edit/proofread content that is going out from CAFE
- Assisted the keynote speaker for the ITLC conference with logistics, dinner, and travel around town.
- Update Standard Operating Procedures as needed
- Performs other job-related duties as assigned

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

- Manage CAFE-related courses in Canvas (Ten Steps to Teaching Success; Online Design Course; etc.).
- Manage Mid-Semester Feedback process and data.
- Provide instructional design support for eFellow program.
- Facilitate Teaching Partners Program.
- Provide technical support for technologies/services such as:
 - Canvas
 - TurningPoint
 - Panopto
 - Qualtrics
 - iThenticate
- Manage equipment checkout for certain technologies
 - iPads
 - wireless microphones
 - clickers.
- Serves 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.

Beth Reardon, full-time instructional designer, key responsibilities:

- Assist faculty with creation of content for courses and creation of Canvas course sites.
- Perform faculty consultations and other faculty assistance.
- Assist with course design and re-design.
- Assist with eFellow program.
- Liaison with Missouri Online Canvas admins, and technical support for S&T faculty and S&T specific functionality.
- Act as S&T representative on the weekly Canvas Coordination meeting.
- Provide technical support for technologies/services such as:
 - Canvas
 - TurningPoint
 - Panopto
 - Qualtrics
 - iThenticate
 - Zoom
- Maintain CAFE website.
- Provide Canvas administration assistance.
- Provide iThenticate & Turnitin administration.
- Serve as back-up on help desk tickets.
- Serve as department timekeeper.
- Processes student ePAFs.
- Manage student workers.
- Manage key ordering for department.
- Write and maintain process documentation.
- Provide presentation on Canvas basics for various student groups.
- CAFE marketing materials, including graphic design.
- Co-manage Twitter account.
- Facilitate IT Knowledge Sharing monthly meeting.
- Assist provost's office with Faculty Awards Banquet.
- Assist with management of the ITLC.

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 department YouTube channel and playlists.
- Conduct faculty interviews to produce professional development media.
- 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
- [Mid-Semester Feedback](#)
- [Teaching Partners and Teaching Observations](#)
- [Provost's eFellow Grant Program](#)
- [Educational Research Mini-Grant Program](#)
- [10 Steps to Teaching Success](#) (scaled down)
- [Building Blocks Course Design Workshops](#) (scaled down)

FACULTY EVENTS

[New Faculty Programs](#)

CAFE hosts a two-day new faculty orientation for new faculty and bi-weekly forums throughout the 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 S&T New Faculty Resources, 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 Forums](#)

The CAFE team established the forum schedule based on successes experienced by previous Early Career 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 2021-Spring 2022 Early Career Faculty Forum Schedule and Attendance

Date	Topic	Number of Attendees*
Aug. 18 2021	Charting Your Path to Success	5
Sept 8, 2021	Teaching Effectiveness: Writing a Teaching Philosophy, mid semester feedback, end of course evaluations	2
Sept. 22, 2021	Advising 101: The Basics of Advising	3
Oct. 6, 2021	Identifying Research Sponsors and Finding Funding Opportunities	8
Oct. 20, 2021	Scholarship of Teaching and Learning; CAFÉ resources for instructional innovation	2
Nov. 3, 2021	Active Teaching and Learning Strategies: Best Practices	2
Nov. 17, 2021	Your Academic Portfolio: Third Year Review Process & Mentoring	2
Dec. 1, 2021	Leveraging Your Classroom and Research Technologies; Promoting your Research	2

Jan. 26, 2022	How do Students Learn? & Information about the Writing Center	5
Feb. 9, 2022	Successful Promotion and Tenure: A Peer Perspective	3
Feb. 23, 2022	Research Centers	2
March 9, 2022	What's Important to Know About Copyright, Patent, and Innovation?	1
March 23, 2022	Writing a Research Proposal	3
April 6, 2022	Digital Literacy for Canvas: Getting Ready for Fall Classes	0
April 20, 2022	Writing a Teaching Philosophy	3

Attendance at New Faculty Orientation and Forums

Eleven unique individuals attended one or both days of the New Faculty Orientation on Aug. 18-19, 2021. Fifteen individuals had been invited.

Evaluation of New Faculty Orientation and Early Career Faculty Forums

After the spring 2022 semester, a survey was sent out to all early career faculty enrolled in the New Faculty Resources 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 2021-2022 academic year. These included:

Event Name AY 2021-2022	Date	Number of Registrations / Attendees
Academic Integrity and Campus Climate	Oct. 12, 2021	38 / 38
ACUE Lunch & Learn	Jan - April 2022	31 / 23
ITLC Hybrid Conference in person and zoom	March 17, 2022	218 / 192

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.

NOTE: This only includes RECORDED interactions. There are myriad small interactions with faculty that often don’t warrant being recorded (such as simple emails and short phone calls). The interactions listed below typically last longer than 5 minutes and may last an hour or more.

Fall 2021

- College of Arts, Sciences, and Business (CASB)
 - 39 unique faculty assisted
 - 69 interactions
- College of Engineering and Computing (CEC)
 - 43 unique faculty assisted
 - 95 interactions
- Kummer College of Innovation, Entrepreneurship, and Economic Development (KCIEED)**
 - 14 unique faculty assisted
 - 23 interactions
- Interaction types (top 3):
 - Technical Support – 94 (outside of office hours)
 - Office Hours – 83 (note that many of these involve technical support of some kind)
 - Consultations – 9
- Approximate time spent on assistance: 424 hours

Spring 2022

- College of Arts, Sciences, and Business (CASB)*
 - 46 unique faculty assisted
 - 77 interactions
- College of Engineering and Computing (CEC)
 - 53 unique faculty assisted
 - 93 interactions
- Kummer College of Innovation, Entrepreneurship, and Economic Development (KCIEED)**
 - 19 unique faculty assisted
 - 32 interactions
- Other
 - 2 unique individuals assisted
 - 1 interactions

- Interaction types (top 3):
 - Technical Support – 99 (outside of office hours)
 - Office Hours – 73 (often includes technical support issues)
 - Consultation – 24
- Approximate time spent on assistance: 448 hours

* CASB will be College of Arts, Sciences, and Education (CASE) as of July 1, 2022.

** Kummer College of Innovation, Entrepreneurship, and Economic Development (KCIEED) as of July 1, 2022.

CAMPUS [FACULTY AWARDS PROGRAM](#)

The CAFE office prepared information to the colleges about faculty stipend payments from award endowments. CAFE staff also assembled congratulatory notes and plaques for 76 winners, which included 41 Outstanding Teaching Award winners. These awards were presented to the recipients during the Faculty Awards Luncheon held on December 9, 2021. CAFE is engaged with the Faculty Awards Luncheon by collaborating with the provost's office by providing banquet scripts and program, plaques, and lunch.

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 2022, 28 instructors had been observed, with 16 coming from CASB and 12 from CEC; 17 of them were tenure-track and 11 were non-tenure track. A total of 13 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, UM SYSTEM CONSTITUENTS AND BEYOND

CAFE is involved with several 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. In 2021 – 2022 follow up resulted in ACUE Lunch & Learn series for the Spring 2022 semester.
- [Lumen Circles](#), formerly called **Faculty Guild** 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. Three faculty enrolled in the fall 2021.

- **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 tracks the number of instructors who have achieved online certification. See Appendix F for the report as of June 2021.
 - NCFDD [Faculty Success Program](#) : Five faculty enrolled for SP 2022.
 - [OneHE](#) in collaboration with Missouri Online held a launch of the program on June 15, 2022. Currently 56 S&T campus community members; faculty, staff, and graduate students, are enrolled.
- 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 Executive Vice Chancellor for Academic Affairs, Dr. Colin Potts, and once a semester with the deans of the two Missouri S&T colleges, Dr. Kathleen Drowne, Interim Vice Provost and Dean of Office Arts, Science & Business, Dr. Richard Wlezien, Vice Provost and Dean of College of Engineering and Computing, the dean of the library, the vice provost for academic support, 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 provides content base lectures to support training for GTA workshops within the office of the vice provost of graduate studies. Most teaching-oriented campus wide events are open for GTAs with proper registration.

Working Relationship With IT

CAFE has active and productive working relationships with IT's 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 implement technology to its fullest pedagogical potential. CAFE will continue to collaborate with IT as much as possible as we go through administrative transition process.

Outreach Through Regional Conference

Innovations in Teaching and Learning Conference, previously Teaching and Learning Technology Conference, attracted 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. The 2022 conference was renamed Innovations in Teaching and Learning Conference and was the first blended format conference which had great success and showcased 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 2021 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 2021 UMSL Focus on Teaching and Technology Conference Sept. 29-30. Malcolm Hays, Beth Reardon, and Jeff Jennings attended the InstructureCon online conference. Beth Reardon completed 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. Irina Ivliyeva, Jeff Jennings, and Beth Reardon represented CAFE at Mizzou's Celebration of Teaching Conference in May 2022. CAFE staff piloted OneHE courses that are now available to faculty.

RECOMMENDATIONS

1. In order to continue supporting teaching scholars at all stages of their careers, from higher to retire, CAFE recommends to further enhance a coordinated campus response to the mentoring needs of faculty (all tracks of early-, mid-, late career); to address a need for a consistent and ongoing mentoring training for department chairs (e.g. faculty onboarding,

P&T, career advancement); to incorporate best practices for faculty mentoring of graduate students, including GRAs and GTAs. See Appendix G.

2. 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 (CET) that includes what is effective teaching and how is it evaluated using criteria. The CET is very active in improving the course evaluation and teaching effectiveness processes)

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 Outstanding Teaching awards, when, in fact, it has no responsibility 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.

3. 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 departments to systematically capture and map out the learning outcomes for the program. The software can provide a digital visualization to assist with alignment and be instrumental for mapping to the accreditation standards (e.g., ABET, AACSB or HLC) or university assessment committee (SLO, GLO).
4. CAFE recommends to exercise systemic approach to faculty training for multi-modal classroom content delivery. To avoid duplication of effort and to exercise fiscal responsibilities coordinate resources made available to faculty on campus and at the UM System level, e.g., through Missouri Online via targeted communications. CAFE would like to reevaluate the programs offered and readjust the priorities due to additional support for the Missouri Online initiatives such as: Start Here: Online Design course, Online Teaching Certification Seminar and additional system wide initiatives like NASH/ACUE, NCFDD and OneHE.
5. CAFE recommends that an IT team be asked to lead the efforts in coordinating the services that Educational Technology team once provided regarding academic software and technology. 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 Missouri Online has such a group and the IT team designated at S&T would serve as a liaison to the Missouri Online department. (This recommendation falls under the Missouri Online under the Academic Technology Support. The liaison aspect of this recommendation is still being worked out.)

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 few 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, eFellow 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), eFellow (-\$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, because 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.

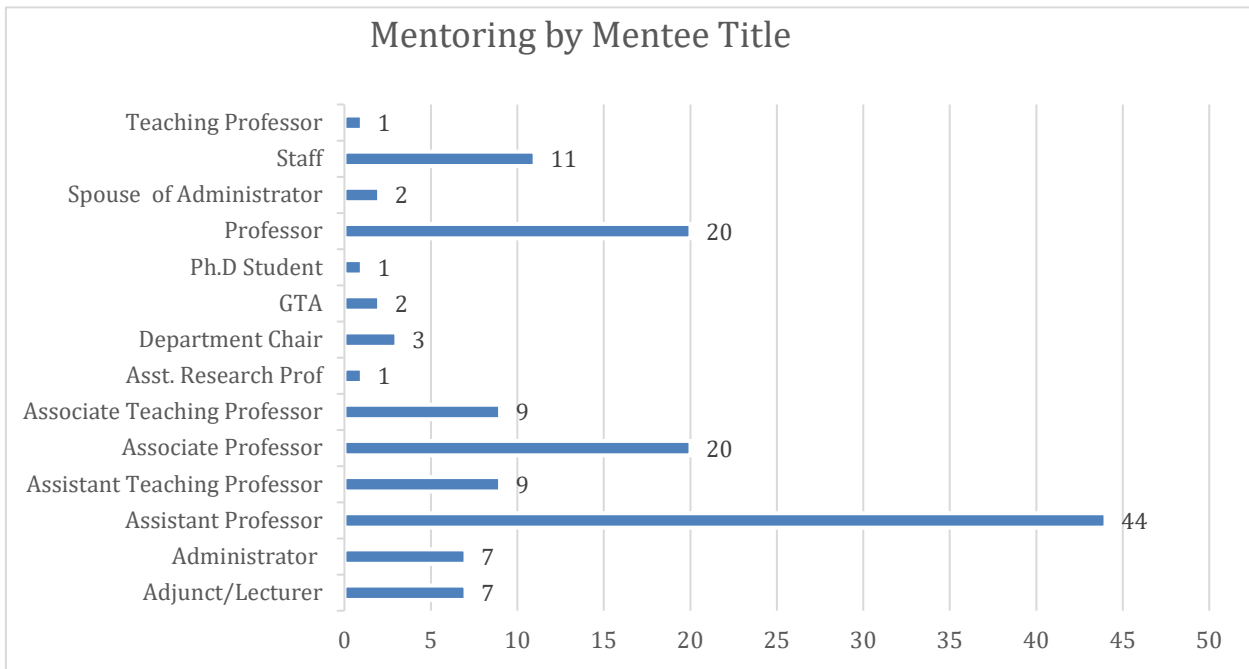
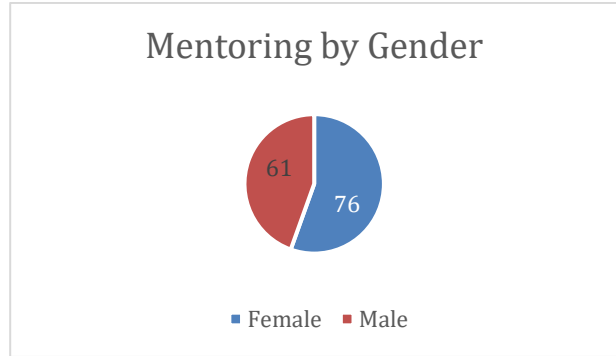
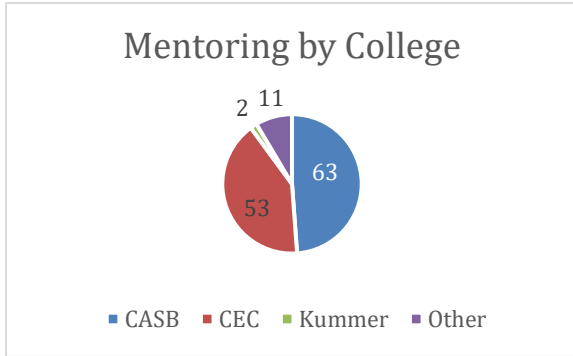
In Spring of 2021 the part-time Office Support Assistant (OSA) retired from the university with 15 years of service. This position was replaced with a full-time, benefit eligible position, and Sylvia Dees was hired. To accomplish this reallocation of GRA funds, part of

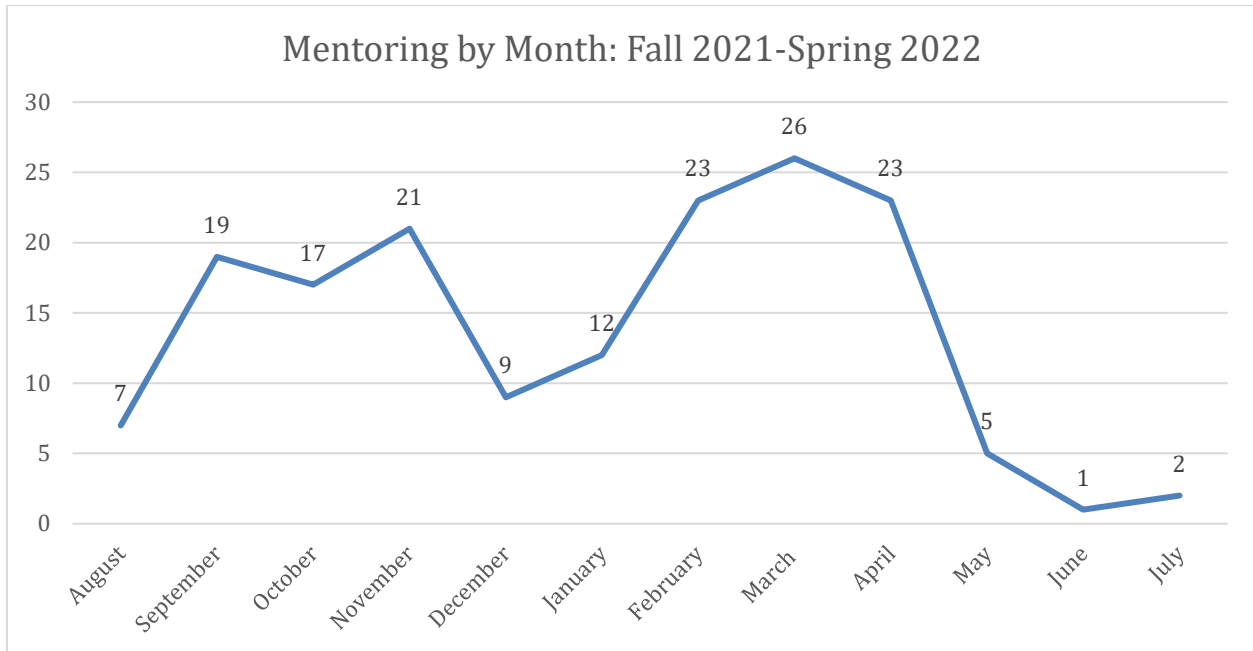
the funding for the Instructional Designer I position was used to gain the full-time OSA IV position.

Current members of the CAFE steering committee are Daryl Beetner, Dick Brow, Bill Fahrenholtz, Shannon Fogg, Daniel Forciniti, Merilee Krueger, Christi Luks, Franca Oboh-Ikuenobe, Joan Schuman,, Kris Swenson and Costas Tsatsoulis. Rotating off will be Dick Brow and added for 2022-2024 Irina Ivliyeva.

Appendix B – [MINER MASTER MENTOR PROGRAM PARTICIPATION REPORT](#)

Total Mentoring Encounters reported: 137





Top four topics ranked in order of frequency:

Fall 2021:

- Teaching
- Promotion & Tenure
- Department Dynamics
- Research Mentoring

Spring 2022:

- Promotion & Tenure
- Teaching
- Advising
- Work Environment

Appendix C – RESULTS OF NEW FACULTY SURVEYS

2021-2022 Results – 1 response

1. What was MOST helpful from the sessions you attended?
 - a. <no responses>
2. What was LEAST helpful?
 - a. <no responses>
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. <no responses>
5. How often should CAFE host early career faculty forums?
 - a. Every 3 weeks
6. College affiliation
 - a. CEC

Appendix D – [MID-SEMESTER FEEDBACK PROGRAM DATA](#)

FALL 2021

	CASB	CEC	Combined
# Course Sections Surveyed	68	33	101
# Reponses Collected	907	685	1,592
Average Response Rate	57%	54%	56%
Average Score of Overall Teaching Effectiveness (on a 4-pt. scale)	3.18	3.00	3.12

SPRING 2022

	CASB	CEC	KCIEED	Combined
# Course Sections Surveyed	55	31	13	99
# Reponses Collected	521	455	194	1,170
Average Response Rate	35%	42%	56%	40%
Average Score of Overall Teaching Effectiveness (on a 4-pt. scale)	3.04	3.08	3.29	3.09

Instructor Breakdown

RANK	FALL 2021			SPRING 2022			
	CASB	CEC	TOTAL	CASB	CEC	KCIEED	TOTAL
Professor	7	5	12	3	3	1	7
Associate Professor	8	1	9	6	4	1	11
Assistant Professor	18	9	27	7	6	3	16
Teaching Professor	0	0	0	0	0	0	
Associate Teaching Professor	6	3	9	3	1	1	5
Assistant Teaching Professor	4	0	4	3	0	0	3
Assistant Research Professor	0	0	0	0	1	0	1
Graduate Teaching Assistant	16	4	20	9	1	1	11
Instructor/Adjunct	7	5	12	2	3	2	8
Post-Doctoral Fellows	0	3	3	0	1	0	1
TOTALS	66	30	96	33	20	9	62

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

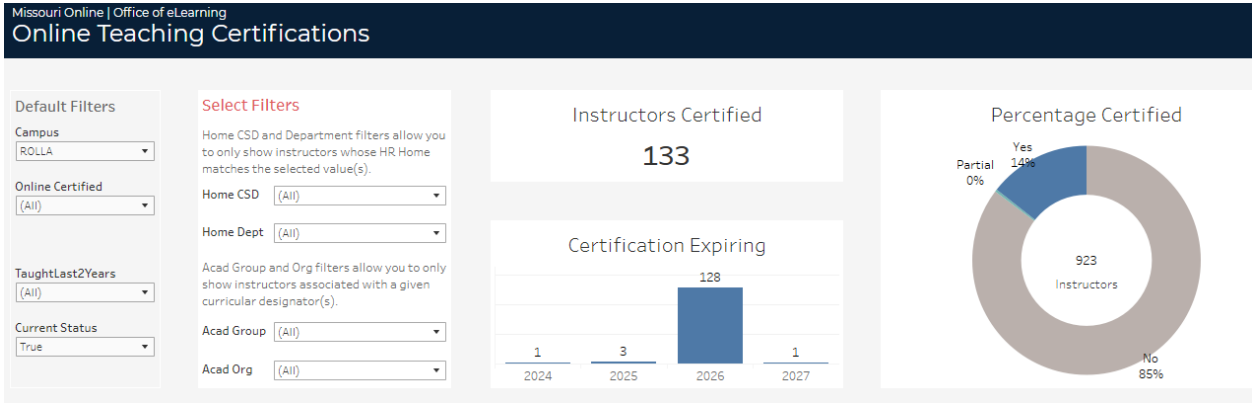
GENERATION DATE

Jun 09, 2021

COHORT CODES

Mizzou_Science_Tech-A_Fa20Sp21,
Mizzou_Science_Tech-B_Fa20Sp21

Appendix F – MISSOURI ONLINE FACULTY CERTIFICATION REPORT



As of July 1, 2022

Appendix G – MENTORING RESOURCES AT S&T

FACULTY ORIENTED

At large:

Miner Master Mentors

<https://cafe.mst.edu/facultydevelopment/mentoring/minermastermentors/>

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

New Faculty Orientation, Early Career Faculty Forum

<https://cafe.mst.edu/facultydevelopment/newfaculty/>

Focus on teaching:

Teaching Partners

<https://cafe.mst.edu/facultydevelopment/mentoring/teachingpartners/>

Observe a class

<https://cafe.mst.edu/facultydevelopment/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

The UM System Onboarding. 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/>

OneHE <https://onehe.org/>

Educause: <https://www.educause.edu/>

UM System Sponsored 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 – Mentoring Institute <https://mentor.unm.edu/>

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

Appendix H – ACTIONS TAKEN FROM GAP ANALYSIS REPORT

To address campus professional development needs in the post Covid-19 academic climate, we recommend not only to perform an additional GAP analysis (last one in 2017) but to align any future GAP analysis with other survey instruments implemented on campus (i.e., COACHE survey, campus climate surveys, etc.)

The final product of this extensive effort might be comprehensive report to the provost on conditions at Missouri S&T and recommendations on how best to enhance faculty development at all stages of faculty careers.

Currently the following actions are ongoing to address the previous 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 [10 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 to spread out the limited funding more equitably. One-page reports on what transpired because of the grants can be found on the [CAFE website](#).
6. CAFE assumed responsibility for the Provost's eFellow 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 2021-22 cycle, three projects were funded at a rate of \$13,000 total. (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 2021-2022 cycle, a total of \$21,000.00 was awarded for seven faculty projects on topics such as integrating MATLAB as a pedagogical tool in course work to study its impact on student learning and collaborative pedagogy and its efficacy in framing the newly designed E&TC degree program. (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, the LDP 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 2017 GAP Analysis report, go [here](#).