

The Why's and How's of a Teaching Center

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Benefits of Having a Campus Teaching Center

- Enhance faculty morale
- Improve faculty-student relations
- Win outside grants
- Improve teaching effectiveness
 - learning vs. customer satisfaction

Clemson's "Office of Teaching Effectiveness and Innovation" (OTEI)

- History, est. 1998
- Services
- Assessment
- Visibility
- Staffing
- Space
- Budget
- New Directions

Assessment

- Overall workshop attendance/usage
- Post-workshop surveys
- End-of-semester surveys of those who have had other services: individual, closed workshop, unit consulting.

Services: Workshops

Year	Workshops	Attendance*
• 2002-03	91	1050
• 2003-04	112	1230
big year for training faculty in using laptops		
• 2004-05	90	1074
• 2005-06	107	1474
• 2006-07	118	1728

* Faculty has grown from ≈ 950 to 1040.

Workshop Feedback

- >99% learned something valuable.
- >90% rate facilitator's presentation, materials, activities high.
- >90% leave with written intentions to use something that they learned; 6% not sure yet; 1-2% already do it.
- Very few reject the message or find it useless.

Class Interviews & Classroom Observations

- Very highly rated by faculty and graduate student users
- Very effective: 100% of users who were advised to change their teaching did.

Services: Private Consults

- **Teaching** – 2006-07, 105; 2005-06, 111
– typically a little over a hundred.
- **Career/faculty review** – 2006-07, 58;
2005-06, 40
- **Research/grant** – 2006-07, 78; 2005-
06, 52; 2004-05, 77

Auburn: endowed center with a staff of 3, all for teaching
Bowling Green State: staff of 8 & 2 grad students, all for teaching

Georgia Tech: staff of 11, 5 for instr tech and 6 for teaching

Penn State: staff of 20, 6 in testing/scanning and 14 in teaching & office administration, plus 3 grad students

UGA: staff of 26, 15 for instr tech and 11 for teaching, plus grad students

UNC Chapel Hill: staff of 10, all for teaching

UNC Greensboro: staff of 23, 19 for instr tech and 4 for teaching

U Northern Kentucky: staff of 6, 5 for teaching and 1 web developer, plus 4 student workers.

U Washington: staff of 14 for teaching, plus an IT staff

Vanderbilt (smaller than Clemson): staff of 5, plus 10-12 grad students, all for teaching

1998-1999: \$25K + Admin Coordinator

1999-2000: \$100K, thanks to \$75K from State & Provost Rogers' support

2000-2001: \$100K, thanks to....

Provost Rogers leaves for Bucknell presidency.

2001-2002: \$100K, but lost Admin Coordinator (AC)

2002-2003: \$118K, but no AC

2003-2004: \$72K – Cut by \$45.5 (39%), and no AC

Had to let go of 2 Faculty Fellows.

2004-2005: \$48.5K – Cut by \$23.5 (33%), and no AC

2005-2006: \$63K – Incr of \$14.5K (30%), but no AC

2006-2007: \$58K – Cut of \$5K (8%), and no AC

2007-2008: \$53K – Cut of \$5K (9.4%), and no AC

New Directions

- **Workshops on research**

Finding funding, finding collaborators, gov't & foundation grantsmanship, research methods, time management, electronic bibliographic software, improving scholarly writing, writing more quickly & efficiently, dealing with journal editors & book publishers

- **Open discussions**