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Facilitating TILTING as a Faculty Community

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Facilitating TILting as a Faculty Community

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Abstract

In this paper, we describe our perspectives and experiences working as one of several small groups within a campus-wide program at our university to help implement transparency in learning and teaching (TILT) principles. Faculty were asked to implement TILT into lower-and upper-level courses, as well as co-curricular activities, by transforming some aspect of their course or activities to be more "transparent," meaning students would be able to better understand its purpose and value and how it relates to their major, future career, and personal lives. The program followed a faculty learning community (FLC) model, where members supported one another through the process and the active participants shared, in addition to a deliverable in the form of a TILTed course element, a written reflection. All participants received monetary compensation for the work completed in the summer, 2021 period. Our group consists of one faculty member from the campus's TILT Steering Committee serving in the role of facilitator and five faculty members serving in the role of active participants who hold various ranks across five departments within four colleges.

Our Article's Purpose and Organization

The purpose of this article is to describe the experiences we had as a faculty learning community (FLC) exploring how to implement transparency in learning and teaching (TILT) principles in our courses, from spring, 2021 up until the present fall, 2022 semester. One faculty member from the campus's TILT Steering Committee served in the role of facilitator and five other faculty members were participants. We first describe

the establishment of the campus-wide program, how that program applied knowledge of FLCs, then we provide details regarding the composition of our FLC, our prior knowledge and involvement – if any – with TILT, the positives and negatives of our summer, 2021 workshop experience, lessons learned, and future implementation of TILT-related training and usage at our campus.

Establishment of a Campus-Wide Program

Beginning in the spring, 2021 semester, Georgia Southwestern State University's (GSW) campus-wide TILT program was initiated under the leadership of our campus's Director of Experiential Learning, in collaboration with administration members. TILT, or transparency in learning and teaching, means helping students better understand the purpose and value of their courses, activities to their major, future career, and personal lives ("Transparency in Learning and Teaching [TILT] Higher Ed," n.d.). At that time, the TILT Steering Committee was formed with six faculty members. (Please refer to the "Composition of our Group" section, found next in this article, for more details.)

The six faculty members on the TILT Steering Committee were recruited as each had been working to implement greater transparency within their own teaching, as well as helping others with teaching across campus. The commitment entailed membership on the committee continuing through the subsequent academic year, thus fulfilling the campus's university-wide service requirement for faculty members. The charge to this committee entailed helping communicate to campus members what TILT is, while also providing leadership in a special professional development opportunity for faculty during the summer, 2021 session. The campus communication efforts about TILT entailed hosting Dr. Mary-Ann Winkelmes for an interactive workshop towards the end of the spring, 2021 semester. TILT Steering Committee members helped facilitate the breakout groups during Dr. Winkelmes's virtual presentation.

The faculty members who were invited to serve on the TILT Steering Committee had already participated as members or leaders within Faculty Learning Committees (FLCs) as part of the University System of Georgia's Chancellor's Learning Scholars program during prior semesters. FLCs are often utilized for professional development through small groups of faculty drawn from a variety of disciplines who support one another's progress across a semester under the guidance of a faculty member serving in the role of facilitator or co-facilitator (Cornejo Happel & Song, 2020; Einbinder, 2018). While FLCs have different themes and emphases, on GSW's campus they often follow a general pattern of functioning. The facilitator may help recruit participants, organize the meeting schedule and format (in-person or virtual), and track members' attendance and submit the information to administration members. During the initial weekly meetings, the facilitator will have faculty members present examples of course items they wish to revise to minimize the challenges they observed students have in their courses. Often, other group members will pose questions or refer to resources they have encountered, which then spurs additional discussions regarding suggested changes or substitutions to the item under review. Then, as the semester progresses, the faculty members make modifications to their items, while incorporating the constructive feedback that was provided. At the end of a FLC, each group member will have a deliverable consisting of their modified item and engage in a written reflection about their experiences (see Appendix A for an example of a pre- and post-TILTed element from our small group). Faculty members can apply the time they spend in meetings with their FLCs towards earning modest professional development

funds. In addition, a certificate of recognition is provided to participants.

With regards to faculty development, FLC experiences can potentially aid in scholarship growth, retention, enhance campus citizenship and improve student learning outcomes (McKee et al., 2013; Mooney, 2018). Prior research has shown that there are benefits of working with groups composed of colleagues, especially those that facilitate learning through repeated interactions and completing shared activities (Busch et al., 2020), including across disciplines (O'Meara, 2005; O'Meara et al., 2019). However, some scholars have noted the lack of clarity in research findings to illustrate how faculty development programs can aid in faculty learning and support student success (Rege, 2011). Others, such as Daly (2011) argue that FLCs may be the most successful faculty development initiative within recent years, given they entail high levels of faculty involvement and ownership. Beach and Cox (2009) noted that evidence exists linking faculty learning communities to benefits for both faculty, such as utilizing new pedagogical approaches, and students, such as improved critical thinking skills. Others, such as O'Meara (2005) presented findings that faculty had more confidence and a greater willingness to try new teaching techniques. Cornejo Happel and Song (2020) found support for multiple factors influencing motivation to participate in FLCs, such as personal, institutional, and communal factors. Two personal motivations, including (1) improvements in teaching were worthwhile and (2) the likelihood to increase scholarly research productivity, were identified as reasons faculty dedicated time and effort towards the demands of FLC enrollment.

Finding common ground to build a FLC, such as an instructional technique or

subject matter, may bring a faculty group from cross-disciplines together; however, implementing a specific instructional technique or subject matter may present unforeseen challenges due to varying expertise of faculty. For example, Poole et al. (2022) demonstrated the implementation of mathematical instructional techniques across multiple disciplines through a FLC varied based on the mathematical expertise of the faculty. An FLC consisting of cross-disciplines provides opportunity to engage with other faculty with different viewpoints and expertise. These viewpoints and expertise can assist others in gaining different perspectives of specific assignments and pedagogical techniques, such that subcultures may emerge through the cross-discipline interaction of FLCs of groups focused on instructional improvements (Mooney, 2018).

However, assessing FLC deliverables from multiple disciplines can present challenges, such as a measure of KSAs (Knowledge-Skills-Abilities) gained by FLC participants (Hoffmann-Longtin et al., 2019), where the assessment is likely more difficult to measure when the target audience varies in their KSAs. For example, students from different disciplines likely vary in their KSAs based on their discipline specific studies. So, assessing the faculty development is likely challenging to discern quantitatively and is more likely assessed qualitatively through the faculty's feedback (Bishop et al., 2020).

Venkatesh and Miltzer (2020) utilized an FLC to develop algebra courses that addressed discipline specific scenarios. Workshops provided a forum to convey situational knowledge from business, nursing, and social work faculty to mathematics instructors. Knowledge gained from the workshops allowed math instructors to learn about applicable situations that

graduates from different disciplines were likely to face and how to address them analytically and/or summarize the situations in reports or papers (Venkatesh & Militzer, 2020).

On our campus, recruitment of faculty participants into FLC groups occurred when the Director of Experiential Learning sent invitations to campus members for the summer workshop professional development opportunity via emails and announcements during campus meetings and events. She also encouraged Deans and other Administration members to pass the information along to Department Chairpersons. Faculty members were encouraged to participate in Dr. Winkelmes's interactive presentation, regardless of whether they were going to opt into the summer workshop professional development activity. Before that interactive presentation was held, a handout summarizing components of the empirical TILT Scholarship of Teaching and Learning research conducted by Dr. Winkelmes and colleagues was shared with campus members (e.g., Gianoutsos & Winkelmes, 2016; Winkelmes et al., Peer Review, 2016; Winkelmes et al., 2019). The Director of Experiential Learning and members of the TILT Steering Committee met virtually to practice their roles ahead of the campus-wide workshop. Campus members received a deadline to indicate their interest in participating in the summer professional development TILT workshop program. TILT Steering Committee members participated in a mandatory University System of Georgia TILT virtual workshop led by the Director of Faculty Development at the University System of Georgia, and the Dean of Planning, Assessment, Accreditation, and Research at Georgia Highlands College.

Initially, 32 faculty members expressed interest in participating in the summer workshop program, which represented approximately 25% of the total faculty employed in spring, 2021. After accounting for early attrition, a total of 28 faculty participated in the summer FLC series. Six TILT Steering Committee members committed to serve in the role of facilitators. The Director of Experiential Learning requested the individuals willing to serve as facilitators provide a schedule that contained three virtual meeting dates from May – August. The meetings were held virtually to allow for maximum flexibility for all involved in terms of aspects such as location from which individuals could take part and adhere to COVID-19 safety guidelines. The Director of Experiential Learning used the virtual meeting schedule information to match small groups of five to six interdisciplinary faculty members to each facilitator. Stipends were offered to each participant. Facilitators were provided \$1200 stipend amount and faculty member participants were provided \$250 stipend amount. Given that many faculty members on our campus have ten-month contracts, the stipends were important as they signaled our campus Administration recognized the labor required for completing this optional summer training should not go uncompensated. Participation of facilitators and other faculty members may have been substantially less if such monetary compensation had not been provided.

Composition of Our Group

Our group consisted of a facilitator, Dr. Debbie Palmer, Associate Professor from the Psychology and Sociology Department, and five active participant faculty members: Mrs. Carrie Bachhofer, Lecturer from the School of Nursing, Dr. Allen Brown,

Assistant Professor from the College of Business and Computing, Dr. Alaina Kaus, Assistant Professor from the Department of English and Modern Languages, Dr. Michele McKie, Assistant Professor and Assessment Director from the College of Education and Dr. Thelma Sexton, Assistant Professor from the College of Education.

Group Members' Prior TILT Experiences

Dr. Debbie Palmer was a member of the TILT Steering Committee and had previous experience with TILT through participating as a University System of Georgia's Chancellor's Learning Scholar during multiple semesters and serving as a University System of Georgia Governor's Teaching Fellow representing Georgia Southwestern State University during the 2020-21 academic year. During these trainings, various course elements were revised to reflect TILTING, such as the learning objectives provided in the syllabus for a Theories of Learning psychology course. Interestingly, the suggestion to translate the course learning objectives into her own words with specific examples for the students was made by Dr. Alaina Kaus when they were both part of the University System of Georgia's Chancellor's Learning Scholars. These course learning objectives were written by other faculty members before the facilitator joined the Department of Psychology and Sociology.

During the summer of 2021, Mrs. Carrie Bachhofer participated with a group of other faculty members to learn about TILT and how it can be implemented in our classroom. While this is an initiative by the university, she was also highly interested because it aligned well with her personal teaching philosophy: take out the extra fluff

so that students can more easily grasp the concept they are intended to learn. Part of her goal as a nurse educator is to help students understand a concept and readily apply it in a way that helps them build confidence in themselves and their ability to care for a human life.

Dr. Allen Brown entered the academic instructional role after three decades of professional experience. As a junior faculty member with continuous engagement in faculty development learning, the TILT concept and implementation practices were new. While a wealth of knowledge is helpful in delivering applicable course material, TILT highlights the over-arching question of how much information is adequate to set expectations and initiate the learning process prior to each assignment. The question of why we are studying a topic is natural for an experienced professional, but how much information transparency is required to set a path for success for each student? The journey to answer these questions was Dr. Brown's primary motivation to explore TILT.

Dr. Alaina Kaus previously had participated in a departmental TILT initiative in which a small group of English faculty members workshopped Composition I essay prompts during the fall of 2019. She also had participated in a semester-long Faculty Learning Community (FLC) devoted to workshopping course materials according to the TILT framework during the spring of 2020.

Prior to participating in the TILT process, Dr. Michele McKie participated in three small group sessions facilitated by Dr. Rebecca Short in the College of Education. The purpose of the small group sessions was driven by Dr. Short's participation in the

University System of Georgia's Chancellor's Learning Scholars program. After participating in the small group sessions, Dr. McKie was excited to continue working on additional elements in her courses. When the opportunity arose to participate in Dr. Winkelmes's and colleagues' TILT processes, Dr. McKie jumped at the opportunity to continue the work.

Dr. Thelma Sexton previously participated in a semester-long Faculty Learning Community (FLC) devoted to workshopping course materials according to the TILT framework during the spring of 2020.

Group Members' Roles in the Summer Workshops

Dr. Palmer provided resources for the group members via email to consider ahead of each virtual meeting, to help supplement and expand their understanding of TILT and associated aspects. These resources were selected from collections provided by the Director of Experiential Learning, Dr. Winkelmes's and colleagues' research group/presentation archive, and Dr. Palmer's own prior training. Additionally, when requests or inquiries were made by group members, Dr. Palmer would search for sources to address those. For instance, one resource (Winkelmes et al., 2019) depicted a course element – an activity – that was not TILTed and then the same activity after being TILTed. In the group, the benefits of the TILTed activity were discussed. This led to a question from one FLC group member to the effect that while the positives for TILTING might appear obvious, was there research evidence indicating whether it was possible to provide “too much” TILTING? In other words, what does the scholarship on TILTING

indicate is the appropriate level of TILTING? Being unsure of any scholarship to reference to address this question, Dr. Palmer reached out to the Director of Experiential Learning, who subsequently contacted Dr. Mary-Ann Winkelmes, since she was not aware of any studies or sources that dealt with the question. Similarly, Dr. Mary-Ann Winkelmes was unable to provide a specific citation. Dr. Palmer then reached out to Dr. Cynthia Alby, who is an accomplished scholar on teaching and learning (e.g., Zehnder et al., 2021) and is the Lead Lecturer for the University System of Georgia's Governor's Teaching Fellows program, with which she has been affiliated since 2001. In her experiences (C. Alby, personal communication, June 16, 2021), it is important to TILT most fully with more novice students, such as Freshmen and Sophomores. As students advance in their education, less TILTING can be offered. Dr. Palmer communicated to the rest of the group members what was learned from each of their contacts.

At the first virtual summer workshop meeting, Dr. Palmer requested each active participant describe their course element to be TILTed. In addition, she described the instructions for a Self-Behavioral Change and Other-Behavioral Change project, which needed to be TILTed for her own Principle of Behavior Modification psychology course. Each group member was able to ask questions about the reasons for the course element's usage, request additional details about the information students might have on the topic of the assignment or class, or request clarifications on what was being described.

In the subsequent weeks between the summer workshop virtual meetings, each group member engaged in revisions to their course elements to provide additional TILTING. Then, prior to each of the additional

virtual workshop meeting dates, the modified course elements were shared with Dr. Palmer as the facilitator, who then compiled them in a more manageable combination and emailed them to the group. Feedback was then offered to each of the group members on their work during subsequent virtual summer workshop meetings. If some active participants were unable to attend, information was passed along and correspondence between group members was done via email messages.

In anticipation of the last virtual summer meeting, and the pending start of the 2021-22 academic year in early August, the active participants were reminded by both Dr. Palmer and the Director of Experiential Learning about the need to submit their TILTed course elements to the Director of Experiential Learning, along with their short reflection on their experience with the TILT process. Then, the TILTed course elements were to be implemented in the subsequent fall or spring semester. The active participants were also offered the option to present their work during GSW's Southwestern Week, which kicks off each academic year, just before classes commence. Southwestern Week provides an opportunity to engage in professional faculty development in a group setting across disciplines and colleges and be updated on events related to campus, including policies and procedures pertaining to curriculum and teaching matters. It is also mandatory for teaching faculty and staff to participate. During this time, active FLC participants were invited to collect pre-TILT and post-TILT data utilizing Dr. Winkelmes's survey at the beginning and end of the semester in which their TILTed course elements were implemented.

Positives of the Experiences: Facilitator's Viewpoint

There were many benefits experienced, both throughout and following the TILT summer workshop series. An important aspect was the opportunity to get to know these five colleagues better. Even though the campus is a relatively small one, I had limited interactions with many of the active participants before the summer workshop series. The chance to see these colleagues' dedication as educators, striving for ways in which they could become better teachers and scholars was a precious thing. Additionally, being able to see the group members express care and compassion towards each other was moving. I developed a greater level of sensitivity and awareness of the need to be transparent and clear in things like email communications with faculty, staff, and students, in-person conversations, research protocol applications, etc. I was grateful for the provision of the stipend during the summer since I am on a ten-month employment contract. The ability to serve as a member on the TILT Steering Committee has also permitted me to interact with those colleagues and get to know them better. The commitment and support of the campus members and Administration for TILT has further demonstrated the dedication to high-quality teaching and student learning on our campus.

Positives of the Experiences: Active Participants' Viewpoints

Mrs. Carrie Bachhofer's Viewpoint

While participating in this group, I chose to TILT a project that I use for my junior students in the pediatric course. The open discussion with other groups members

was eye opening, and I greatly appreciated feedback from faculty members of other disciplines. Our group had a good mix of disciplines and educator experience levels, which I think contributed to me being able to successfully implement my TILT piece. One part that I greatly enjoyed was the light conversations that we had regarding student barriers we could see in our classes and how we as a faculty could come together to help bring down as many of those barriers as we can. For example, one of the barriers we all faced in some way was the students collectively not seeing the value in assignments and how they are applicable to their future careers. The group came up with the solution to add a list of skills and/or qualities that would be utilized during the assignment that they would use during their careers.

Dr. Allen Brown's Viewpoint

A key component of the summer TILT FLC was the diverse cross section of faculty that represented different colleges. Each group member selected an important component to their course(s) that seemed worthy of TILTING. The result was a variety of course components including a course syllabus, individual assignments, and exams to name a few. The variety of course components made the experience interesting and less overwhelming for me. Regular engagement to discuss the development of TILTED components was also very interesting to gain insight from colleagues.

Implementation of my TILTED assignment was helpful in connecting the learning objectives with the complimentary assignment guidelines. In preparing my TILTED assignment, the unknown classroom reception of the additional information and

guidelines was uncertain. However, students embraced the additional information without drudgery, which was encouraging in promoting TILT as a worthy exercise. My student engagement was very high, and each student seemed intensely engaged in completing the assignment in a timely and thorough manner.

Dr. Alaina Kaus's Viewpoint

With the help of the Summer 2021 TILT FLC, I revised an essay assignment I provide to my literature survey students. The assignment asks students to develop a sustained argument about an assigned piece of literature through textual analysis. Inspired by the "task" aspect of the TILT method, I decided to draw from my own writing process the practice of creating "task lists" to frame writing for my students. The list in the revised assignment attempts to guide students through the steps of choosing a text to analyze, rereading and taking notes, drafting and shaping body paragraphs, structuring the argument, reverse outlining, and revising. I have found that the task list encourages students to shift from worrying about the potentially overwhelming task of writing an essay to focusing on the doable work of completing more defined tasks. The list also provides a map to help identify where in the process struggling students are having trouble. Perhaps the most positive thing about the list is that it offers something of a model when I ask students to create their own task list after finishing a draft, to create for themselves a list of small, measurable tasks to complete and, as can be ever so motivating, check off.

Dr. Michele McKie's viewpoint

I enjoyed the opportunity to participate in the summer TILT session. The small group sessions allowed me to meet with other faculty members across campus with which I would not normally interact. Although the campus is a small community, with the structure of the colleges, my interactions were limited to serving on committees with other faculty. Professional development opportunities are typically structured to meet the specific needs of groups, but I had not interacted in professional development with this group of individuals prior to the experience. The most interesting part of the experience was listening to how other faculty members were considering the TILT process and its impact on their work. The discussions with faculty members allowed each of us to provide other ideas from personal teaching experiences to enhance work in the TILT process. I chose to TILT a syllabus (i.e., Language Acquisition and Development) to further enhance the course. I previously learned of the possibility to TILT a syllabus during Dr. Winkelmes's presentation. Although the information presented in the TILT sessions was primarily around TILTING course assignments, I took time to research how to TILT a syllabus. I utilized online resources from UC Berkeley, Colorado State University, and Harvard University (Freishtat, 2015; Otis, 2021; The Derek Bok Center for Teaching and Learning, 2021). The information from Harvard was interesting because of a template provided on their website (The Derek Bok Center for Teaching and Learning, 2021). Although I did not strictly use Harvard's template, the syllabus was updated in a similar manner. Moving forward with the TILT process, I plan to continue TILTING additional assignments. Revision for a second syllabus is underway with plans to TILT another assignment in the

undergraduate assessment course. This assignment affects several courses across the internship program for special education students, so it will require conversations with the other instructors to ensure each portion of the assignment meets the needs for the other courses.

Dr. Thelma Sexton's Viewpoint

With the help of the spring, 2020 TILT FLC, I revised a differentiation assignment for a lesson plan for a class entitled "The Middle Grades Adolescent Learner." The assignment asks students to work with students at all levels, in content, process, or product to maximize learning for students with diverse learning needs. They will use knowledge about differentiating lessons to work with diverse students such as students learning English as a second language, accelerated learners, students with different learning styles, and students with special needs. Inspired by the TILT method in summer, 2021, I reviewed the skills and knowledge my students already had with differentiation but added additional language and techniques needed to differentiate a lesson plan. Using the tasks idea, students were to meet with their mentor teacher prior to writing the lesson plan and observe and take notes on each student learner and their context in detail. Using these notes and observations about the student and their own prior knowledge of differentiation, students would be able to construct a lesson plan to meet the needs of all learners.

Negatives of the Experiences: Facilitator's Viewpoint

While most of my experiences were of a positive nature, there were some challenges, too. Some of the issues encountered were of a

practical nature. For instance, determining how many resources to provide the active participants, while acknowledging the need to protect the virtual meeting workshop times for collaboratively working on the course elements was one challenge. The nature of meeting via Zoom made interruptions and talking over each other more frequent occurrences than perhaps would have occurred with in-person communications. It was also the case that the procedure regarding how facilitators were to address absences of active participants changed following the first virtual meetings held by the groups. That created additional work in communication with the Director of Experiential Learning and what felt at times to be contradictory messages for all involved. At times, some mild “imposter syndrome” symptoms would arise, given the talent and skill levels of the active participant group members, such that I would wonder how *I* was considered a facilitator and not them.

Negatives of the Experiences: Active Participants’ Viewpoints

Mrs. Carrie Bachhofer’s Viewpoint

No negatives were noted.

Dr. Allen Brown’s Viewpoint

While videoconferencing is more widely used today than in recent years, the meeting experience is less enjoyable than meeting face to face. Virtual meetings require extreme attention to the cues in sharing personal thoughts to minimize talking over others that is likely perceived as disrespectful. Considering the potential obstacles to a crisp meeting, the positive experiences overshadow the negative.

During the TILting process of an assignment, a thorough personal review was required with extreme attention to detail for a first-time experience. Repetition and familiarity with the TILting process is likely to improve the efficiency of feeling transparent. While a negative classroom experience might be expected, since too much detail in an assignment could be perceived as overwhelming, monitoring students’ progress during the assignment appeared well received and beneficial in students delivering quality assignments.

Dr. Alaina Kaus’s Viewpoint

My intent in providing the task list in my essay assignment was not to suggest that there was only one way to write an essay about literature. It was to offer one way that works. That said, I did need to confront throughout the semester that the list privileges my writing process over other processes. Writers often fall somewhere on a spectrum between two extremes: those who plan out as much as possible near the beginning of the process and those who tend to write themselves into an essay, outlining after they have generated a substantial amount of material. Falling nearer the latter extreme myself, the task list in the assignment perhaps disadvantages those nearer the first extreme. Moving forward, I plan to allow more room for play in the task list, encouraging students to try out different writing strategies. I also plan to focus more heavily on having students create their own task list after completing a draft.

Dr. Michele McKie’s Viewpoint

My experiences were overwhelmingly positive, but one challenge was found. Other participants were interested

in TILting a course assignment; therefore, conversations were centered around assignments rather than specific to a syllabus. Very little feedback regarding TILting a syllabus was provided, leading me to research on my own. Additionally, I incorrectly added the date for the final feedback session on my calendar and missed the opportunity to receive group feedback. I provided written feedback to each of the participants via email to ensure my part of the commitment was met but did not receive feedback from other members. The lack of feedback did not upset me because it was my error in missing the scheduled meeting.

Dr. Thelma Sexton's Viewpoint

My experience with TILting an assignment was positive. The only negative was in reviewing the previous assignment with the TILted assignment, my students believed more work was added to the assignment. The class and I discussed this and found the TILted assignment more beneficial to the students they would be teaching in their field work. I am not sure that sharing the previous assignment is appropriate, as it may be confusing to the students.

Summary of Positive and Negative Experiences Across Participants

The diverse nature of the group composition was viewed as positive. Another benefit was the opportunity provided to interact with other faculty in a meaningful way. Receiving feedback from others who were also dealing with similar teaching scenarios was helpful. Negatives were also identified, such as the challenge posed by virtual interactions. Additionally, not all participants were revising the same type of course element.

More Lessons Learned When Seeking Out Answers to TILT Questions

In addition to what has been previously mentioned, some interesting and practical information regarding the implementation of TILT practices was gained. For instance, Dr. Alby wrote that:

It is easy to overwhelm students with TILted instructions due to the amount of details included. I often provide students a cover sheet with just the basics on an assignment and then below that the more complete directions, with accompanying oral statements like: The details are there when you are ready for them. It is fine to create some assignments that are purposely “messy” – like real-world problems generally are. To be transparent when you do this, you just need to tell students something like: There are parts of this project that may be a bit tough because some key information is missing. That is how real-world problems look, so be ready for it. But know that I did that on purpose to increase your learning. (personal communication, June 16, 2021)

Dr. McKie found an interesting article by Freishtat (2015) titled, “What does your syllabus say about you,” which allowed her to consider how she could “sell” the course to students. Knowing such a resource exists helped all the group members.

Future Directions

Active participant group members in summer, 2021 served in the roles of facilitators during the summer, 2022 workshop series. While TILT was the subject of their primary focus, the experiences of serving as an active participant permitted

individuals opportunities to observe their facilitators' leadership styles and actions, and perhaps emulate or modify their behaviors as facilitators. Serving as an active participant group member helped inform their perspectives regarding what may have worked or perhaps may not have been so effective with regards to activities. The TILT Steering Committee members completed their service and have pursued additional university-wide service activities in the 2022-23 academic year.

In Conclusion

Overall, faculty participants provided positive feedback of their experiences, which is consistent with the findings of others (Bishop et al., 2020; Busch et al., 2020). Especially appreciated was the cross-discipline composition of the group and being able to interact beyond simply within committee meetings and other more time-limited events (Mooney, 2018). A limitation of our TILT FLC was the openness of TILT course items varying from specific assignments to a complete course syllabus. Focusing on a specific course attribute could provide more in-depth feedback between FLC participants. Based on initial qualitative student feedback to our FLC members, students appreciated greater transparency, and faculty efforts seemed worthwhile in promoting student success through greater transparency (Bishop et al., 2020; McKee et al., 2013; Mooney, 2018). Another limitation in this description of our experiences is the small size of our university, with more limited resources as compared to others. Many of those institutions have multiple full-time staff dedicated to promoting teaching and learning efforts (Cornejo Happel & Song, 2020), whereas we have one full-time staff member, the Director of Experiential Learning, and one faculty member who serves (in a part-

time capacity) as the Director of Teaching and Learning.

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Appendix A

Pre-TILTed Assignment for MGNT 3610 Chapter 8-- Location Planning and Analysis Exercise

Ops Mgmt. Location Assessment Scenario

Company: _____

Objective: _____

Team Members: _____

Number of Employees: _____

Region: _____

State: _____

City: _____

Inside city limits (Yes or No):

Location Justification: _____

- 1) Establish Initial Factory Location: Personal Snow Equipment Manufacturer (Skis, Coats, Gloves, etc.)
 - a) Estimated 200 Employees
- 2) Add two new Retail Stores currently located in Florida only (Beach Umbrellas & Misc. Beach supplies)
 - a) Estimated 4 Employees per location
- 3) Establish new Fast Food Franchise (currently only located in Metro Atlanta area) in another Georgia City
 - a) Estimated 20 Employees per location
- 4) Establish new distribution Warehouse to serve West Coast from California to Washington states (Expansion of East distribution network)
 - a) Estimated 150 Employees per location
- 5) Establish new Peanut processing plant to compete with existing locations in Georgia
 - a) Estimated 125 Employees
- 6) Establish new leather goods (Purses, Boots, Hats, Belts, etc.) Retail Store (Currently located in Texas) in another state
 - a) Estimated 20 Employees
- 7) Establish Initial Factory Location: Personal Water Equipment Manufacturer (Surfboards, Wakeboards, Boogie Boards, etc.)
 - a) Estimated 500 Employees

Post-TILTed Assignment for MGNT 3610

Chapter 8-- Location Planning and Analysis Exercise

The Location Planning exercise simulates a professional scenario of a high-level (Executive/VP) request for your recommendation on a location decision. Textbook chapter learning objectives (noted below) are integral to the understanding of the class exercise with the expectation that participants read the chapter before class.

Exercise Part I:

- Students are assigned to a Team of two or three members.
- Utilizing the provided form, each team is assigned a scenario as listed from 1-7.
- The location exercise simulates a real-world quick decision requested by upper management for initial planning purposes.
- From the Instructor's perspective, this is a real-world scenario that I experienced numerous times in my career where upper management requested quick action to make some general decisions/recommendations then present them to management.
- Time limit: 15 minutes
- Technology: Google Maps (Smartphone or laptop)
- Address each question on the form with as much justification as possible given the time limit. For example, location decision including region, state, city & city limits. Hiring strategy to meet your employment level.
- Create a fictional name for your Team's company.

Exercise Part II:

- As a Team, each member orally presents a portion of the team's scenario and associated decision(s) to their class members and instructor that simulates the requesting upper management.
- Time limit: 15 minutes
- Orally address any questions from the audience.

Chapter 8: Learning Objectives

You should be able to:

- LO 8.1 Identify some of the main reasons organizations need to make location decisions
- LO 8.2 Explain why location decisions are important
- LO 8.3 Discuss the options that are available for location decisions
- LO 8.4 Give examples of the major factors that affect location decisions
- LO 8.5 Outline the decision process for making these kinds of decisions
- LO 8.6 Use the techniques presented to solve typical problems

Ops Mgmt. Location Assessment Scenario

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