

CELT

**Center for Excellence in
Learning and Teaching**

Annual Report 2014 – 15

Jonathan Malesic, Director

**Advisory Board 2014 – 15: Garrett Barr, Marian Boscia,
Thomas Drazdowski, Maria Jump, William Keating, Jayne
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Highlights for 2014 – 2015

The work of the faculty is at the heart of the college's mission to "pursue excellence in teaching, learning, and scholarship." The teacher-scholars on the faculty demonstrate that they are pursuing excellence by continuously expanding and honing their knowledge and skill in teaching through CELT's programs.

New faculty: CELT guided the orientation & mentoring of 15 new faculty members.

A broad range of **program offerings with high participation and satisfaction levels:**

- 29 workshops and presentations.
- **More than 380 total participants** in CELT programs; **2.7** participations per full-time faculty member.
- **More than 40% of full time faculty actively contributed to CELT** as presenters, mentors, board members, or Write Club or PEP participants.
- Dozens more faculty participated in CELT by attending workshops.

Major events

- **Faculty Development Day** featured a workshop by Chris Anson of North Carolina State University, a global leader in Writing Across the Curriculum. The event was attended by approximately **85** faculty members.
- At **Technology for Teaching Day**, faculty and staff offered nine workshops on all aspects of educational technology. The event had **66** registered attendees.
- Faculty expressed high levels of satisfaction with both major events.

Strategic Plan: CELT helped the college attain its goals by aligning programs – like workshops on assessment, the Faculty Research Colloquium, and Write Club – with the college's 2013 – 2018 Strategic Plan.

Connections with other local university teaching centers. A staff member from the University of Scranton's CTLE gave a workshop, and the CELT director attended a conference hosted by Misericordia University's CETL.

CELT's future: CELT took measures to make its success sustainable. The advisory board approved a new set of bylaws (see Appendix) that regularize the board's role and composition, increase accountability for the director, and improve methods of assessing CELT's effectiveness. CELT also selected Robin Field, Associate Professor of English and Director of Women's Studies, to a three-year term as director. Robin brings to the position extensive leadership experience and many new ideas.

CELT Mission

CELT, the Center for Excellence in Learning and Teaching at King's College, is a faculty-led catalyst for innovation and development in teaching. It supports the faculty's commitment to teaching excellence and to the scholarship of teaching and learning.

How CELT accomplishes its mission

CELT promotes faculty discussion of teaching and learning, acts as a resource center for faculty efforts to become more effective teachers, and coordinates and plans college-sponsored programs related to teaching and learning.

CELT's services include, but are not limited to, observing faculty's teaching; consulting about syllabi, assignments, and assessment practices; aggregating and developing teaching resources; disseminating information about conferences, awards, and teaching and research grants; helping with teaching-related grant and conference proposals; and planning and organizing workshops.

CELT collaborates with the Office of Academic Affairs in planning and conducting the annual New Faculty Orientation and Faculty Development Day. It collaborates with IITS in planning and conducting Technology for Teaching Day.

The administration provides resources for and collaborates with CELT because it recognizes that a faculty-led source of faculty development, outside of the chain of performance evaluation, is beneficial to establishing a culture of teaching excellence at King's College. This in turn contributes to key elements in the college's mission:

- Faculty members are committed to active student learning and excellent teaching as their main responsibilities.
- Faculty members engage in ongoing professional development and public scholarship to strengthen their primary role of teaching. (King's College Catalog, p. 5)

Programs

Participation and Outcomes

New Faculty Orientation

Date	Session topic	Attendees
Aug. 20	Opening session Presenters and panelists: Joe Evan (VPAA), Jon Malesic (CELT), Maria Jump (Computer Science), Dawn Kaufman (Biology), Marian Palmeri (Institutional Research)	15
Sept. 11	Academic support services Presenters: Sheri Yech, Kelly Mulhearn, Leslie Wilmes (Academic Skills Center); John Kratz (Advisement); Teresa Peck (Academic Affairs)	12
Sept. 23	Academic and Instructional Technology Presenters: Bill Keating, Pete Phillips, Bonnie Scutch (Academic and Instructional Technology)	6
Oct. 16	Assessment Presenter: Joe Evan (VPAA)	8
Oct. 28	Teaching Facilitator: Jon Malesic (CELT)	7
Nov. 11	Library Presenters: Terry Mech, Jordana Shane, Rebecca Thompson, Marianne Sodoski, Adam Balczuinas (Library)	9
Nov. 20	Tenure and Promotion Presenter: Neal Bukeavich (AVPAA)	12
Feb. 23	Curriculum and Advising Presenters: Mike Little (English) and Jon Malesic (CELT)	8
Mar. 9	Catholic Identity and Mission Presenters: Fr. Tom Looney (Campus Ministry) and Joan Blewitt (Management)	8
Mar. 30	Faculty Governance and Service Presenters: Margarita Rose (Economics) and Fr. Dan Issing (Theology)	9
	Total attendance	84

New Faculty Mentoring

To help new faculty develop a stronger network of mentorship, CELT shifted the New Faculty Mentoring Program from a one-on-one mentoring model to a group-mentoring model. In each group, three new faculty were matched with two more experienced faculty (at the Associate Professor level or above). This model also made it easier to manage the large number of new faculty members this year.

New faculty participants	15
Faculty mentors	11

Faculty Development Day – January 9, 2015

In response to the College’s Strategic Plan 2013 – 2018, task 1.5.2, “Improve the implementation and effectiveness of High Impact Practices and identify additional resources to support them,” and building upon the Curriculum and Teaching Committee’s 2013-2014 series of faculty-led workshops on Writing Across the Curriculum, CELT chose this topic as the sole focus of Faculty Development Day.

Chris Anson, an internationally-renowned researcher and teacher of Writing Across the Curriculum, gave a two-and-a-half hour workshop titled, “It’s About Learning: Using Writing to Strengthen Students’ Engagement in Every Course.”

Attendees	85 (approx.)
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Attendees were asked to fill out an evaluation form at the end of the event, rating its usefulness to their development as teachers on a 5-point scale. There were 40 responses.

Mean response	4.5
Modal response	5

In written comments, several faculty praised the focus and relevance of the event and described it as the best Faculty Development Day they had ever attended.

Technology for Teaching Day – May 12, 2015

In collaboration with the IITS Academic and Instructional Technology team, CELT annually hosts a half-day conference focused on the effective use of technology in teaching. This event has blossomed into a showcase for faculty and staff to demonstrate innovative uses of educational technology. There are always many more possible sessions than there is space and time for.

Sessions

Peer Learning with Panopto

Artur Tsobanjan

Learning through Blogging

Noreen O'Connor and Pete Phillips

Effective Learning with In-Class Polling

Kristi Concannon and Ron Supkowski

Bringing Technology to the Information Literacy Experience

Jordana Shane and Marianne Sodoski

Digital Peer Review for Writing

Corine Coniglio and Jennifer McClinton-Temple

Let's Connect: Virtual Classroom

Fevzi Akinci and Bill Keating

Atomic Learning: Leveling the Tech Field

Bonnie Scutch and Bill Keating

Enabling Student Success with Assistive Technology

Sheri Yech

Using Twitter for Research and Learning

Jon Malesic and Adam Balczunas

Total registrants

66

Workshops

Occasional workshops allow faculty to learn from each other's expertise and the expertise of those outside the college throughout the academic year. In response to the College's focus on assessment and the Strategic Plan's task 1.3.2, "Provide training and promote scholarship and professional development related to assessment," three workshops addressed this issue. Two workshops followed up on the Faculty Development Day focus on Writing Across the Curriculum. Two workshops also addressed oral communication, a transferable skill of liberal learning that faculty across the curriculum have often expressed uncertainty about how they should teach and evaluate it.

Date	Workshop title & presenter	Attendees
Sept. 24	Using Rubrics to Improve Teaching and Learning Adam Balczunas (Library)	11
Oct. 22	Gladiatorial Communication: Using Debate to Teach Oral Communication Skills Across the Curriculum Mike Berry (Communications)	3
Nov. 3	Assessing Oral Communication in Major Programs Jeremy Simington (Athletic Training)	11
Jan. 28	Faster Grading, Better Feedback: Using Rubrics to Evaluate Student Papers* Robin Field (English)	12
Feb. 5	Two-Stage Exams as an Extension of Peer Learning* Kristi Concannon (Physics)	5
Feb. 16	Inquiry-Based Versus Verification Approaches to Learning Concepts in the Undergraduate Classroom* Julie Belanger (Chemistry)	8
Mar. 13	The Intentional Paper Assignment Mary Goldschmidt, University of Scranton	10
	Total attendance	51

Presentations marked with an asterisk were based on work that was supported by a CELT Innovation in Teaching Grant.

Faculty Research Colloquium Series

In response to Strategic Plan task 1.4.2, “Develop a program of colloquia and seminars that generates a more dynamic academic environment,” CELT in 2013 instituted a Faculty Research Colloquium in which faculty can share the results of their research with each other. Presenters this year were all recipients of 2014 Summer Research Grants.

Date	Presenters	Attendees
Nov. 19	Regan Lance Reitsma (Philosophy), “Freud Against Neighbor Love” Tara Shawver (Accounting), “The Impact of Value Preferences on Ethical Decisions Made by Accounting Professionals”	8
Oct. 22	Robin Field (English), “Writing the Rape Victim: From Activism to Fiction” Paul Zbiek (History / Geography), “A Journey Through Time and Place: Cycling and Life in the Susquehanna Country”	10
	Total attendance	18

Faculty Writing Groups (a.k.a. Write Club)

Another CELT initiative that aims to accomplish the Strategic Plan task of creating programs that will “generate a more dynamic academic environment” and “support faculty scholarship” is Write Club. Faculty who participate in Write Club are assigned to a small group that meets once a week in the CELT office to write. The guiding principle is that if faculty schedule a regular time to write, and if they are accountable to each other, then they are more likely to get more writing done.

Fall 2014 participants	21
Approx. hours logged	150
Spring 2015 participants	14
Approx. hours logged	80

The program has resulted in many presentations, published articles, and other written material. A selection of these projects is below.

Robin Field (English) wrote an article entitled “The Traumatic Past in Schwartz’s ‘The Opiate of the People.’” It has been published in *The Explicator* 73:3 (2015): 187-191. She also wrote two short stories, which (eventually) will be sent to literary magazines (like *Gettysburg Review*) for consideration.

Valerie Kepner (Economics) worked on research and grant proposals and started working on a paper that was co-presented at the 2015 American Economic Association (AEA) conference.

Maria Jump (Computer Science) wrote a description of what Computer Science is as well as drafting a Vision and Mission Statement for Computer Science at King's College. This material will become part of all of the Computer Science recruiting material for Admissions, the Catalog, etc.

Anne Massey (Spanish) worked on an article on women in the Dominican Republic under the Trujillo dictatorship as they are portrayed in Julia Alvarez’s *In the Time of the Butterflies* and in Mario Vargas Llosa’s *The Feast of the Goat*.

Jennifer McClinton-Temple (English) wrote an abstract, “Teaching Grammar in the Developmental Composition Classroom,” which was submitted to the Pennsylvania Association of Developmental Educators conference. She also worked on another essay as well as a paper on co-curricular programs and student learning.

Jen Yonkoski (English) used her time in Write Club to work on creative nonfiction pieces. She worked on five new ones, four still in process, one complete. She also revised pieces from earlier semesters, submitting one for publication.

Peer-Evaluated Pedagogy

In response to the 2008-2013 Strategic Plan, CELT in 2011 instituted a program of peer review and coaching of teaching. Participants agree to visit each other’s classrooms, make observations, and then meet to discuss their findings.

Fall 2014 participants	8
Spring 2015 participants	4

CELT Blog

Through its webpage at kingscollegecelt.wordpress.com, CELT shares information about CELT activities, generates discussion about issues in college teaching, and archives resources that faculty at King's and beyond can use for professional development.

Website stats, August 1, 2014 - July 31, 2015:

Page views	1,398
Visitors	964
Countries represented by visitors	47

Consultations

Individual consultations

The CELT director is a resource to any faculty member who wants confidential and formative consultation on any aspect of teaching. Faculty often consult the director in a variety of informal ways: in person, by email, or by social media.

College consultations, advisory roles, and committee appointments

The CELT director is also invited to consult and serve on committees and projects within the college and occasionally asked to consult on projects at other institutions.

- King's College: Distance Learning Working Group
- King's College: Adjunct Faculty Teaching Award Selection Committee
- St. Francis University (Pa.) Center for Excellence in Teaching and Learning

Innovation in Teaching Grants

To encourage faculty to develop new approaches to their teaching that they can eventually share with colleagues, CELT offers two \$500 Innovation in Teaching Grants annually. This year's winners were:

Corine Coniglio, Assistant Technical Professor of English, for a project to develop new pedagogies for teaching CORE 110: Effective Writing as an online course.

Bridget Costello, Associate Professor of Sociology, for a project to design a specifications grading system for CORE 157: Introduction to Sociology.

CELT Director's Professional Development and Scholarship of Teaching and Learning

National conferences attended

- Teaching in the University of Tomorrow, Rice University, Houston, TX, October 13-14, 2014.
- The Idea of a Catholic College, King's College, Wilkes-Barre, PA, September 19-20, 2014.

Local conferences attended

- Teaching to Maximize Motivation, Mastery, and Academic Honesty, Misericordia University, Dallas, PA, April 16-17, 2015.

Presentations & interviews

- "Using Twitter for Research and Teaching," with Adam Balczunas, King's College Technology for Teaching Day, May 12, 2015.
- "Could We Educate the Whole Person Online? Catholic Pedagogical Principles and Online Education," The Idea of a Catholic College conference, King's College, September 19-20, 2014.
- Guest on Teaching in Higher Ed podcast on topic of "Finding Meaning in Our Work," June 25, 2015.

Blog posts

- "An Experiment in Using Twitter to Foster Student Engagement and Information Literacy," CELT Blog, Feb. 15, 2015.
- "How to Improve Student Evaluations of Your Teaching," CELT blog, Dec. 1, 2014.
- "Too Much Reading," CELT Blog, Oct. 20, 2014.
- "Do We Get the Students We Deserve?" CELT Blog, Sept. 24 2014.

Memberships

- POD Network.

Partners and Participants

CELT's work is impossible without the cooperation of many faculty, administrators, and staff at King's College. A total of **58** faculty members – **more than 40% of the full time faculty** – actively contributed to CELT as presenters, board members, mentors, or Write Club or Peer-Evaluated Pedagogy participants.

Many members of the administration and staff also made CELT's success possible, as presenters and planners.

CELT thanks all of the following, who took an active role in fostering CELT's success.

Faculty

Beth Admiraal	Elise Heiss	Matt Olmstead
Fevzi Akinci	Chad Hogg	Jeramia Ory
Adam Balczianas	Fr. Dan Issing	Regan Reitsma
Garrett Barr	Janine Janoski	Bill Reynolds
Julie Belanger	Maria Jump	Bob Richards
Mike Berry	Dawn Kaufman	Margarita Rose
Joan Blewitt	Valerie Kepner	Jordana Shane
J.C. Blewitt	Jayne Klenner	Tara Shawver
Marian Boscia	Fr. Brent Kruger	Jeremy Simington
Dan Clasby	Br. Stephen LaMendola	Marianne Sodoski
Kristi Concannon	Mike Little	Laurie Sterling
Tom Concannon	Jon Malesic	Ron Supkowski
Corine Coniglio	Nicole Mares	Rebecca Thompson
Bridget Costello	Anne Massey	Tammy Tintjer
Rita Cross	Jennifer McClinton-Temple	Artur Tsobanjan
Jennifer Darrell	Karen Mercincavage	Jennifer Yonkoski
Barb Fenner	Lorraine Novinger	Jill Yurko
Robin Field	Jean O'Brien	Paul Zbiek
Fr. Tony Grasso	Noreen O'Connor	Weiwei Zhang
Todd Gutekunst		

Staff and Administration

Rae Lynn Barrett

Neal Bukeavich

Joe Evan

Bill Keating

John Kratz

Fr. Tom Looney

Terry Mech

Paul Moran

Kelly Mulhearn

Marian Palmeri

Teresa Peck

Pete Phillips

Sally Rogers

Bonnie Scutch

Lucyann Skvarla

A.J. Sutton

Leslie Wilmes

Sheri Yech

Financial Summary

Personnel expenditures

In 2014-15, the director received a differential workload to administer CELT.

Fall 2014 **6 credits**

Spring 2016 **6 credits**

Operating expenditures: CELT budget

Account	Budgeted	Actual
Stipends / Grants	1000.00	1225.00
Postage	0.00	55.16
Books	100.00	219.58
Operating Supplies	150.00	89.12
Professional Service	100.00	0.00
Hospitality – Internal	300.00	0.00
Hospitality – KC Dining	0.00	214.43
Total	1650.00	1775.05

Operating expenditures: Academic Affairs budget

Academic Affairs frequently covers the costs of many CELT programs. Below are approximate expenditures from that budget in 2014-15. CELT is most grateful for Academic Affairs' continued willingness to close the gap between CELT's budget and the cost of programs that will most benefit the faculty.

Program	Est. Cost
Faculty Dev. Day: Honorarium, Travel, Catering	3000.00
Tech for Teaching Day: Catering	800.00
Workshops: Honoraria	200.00
Hospitality – KC Dining	100.00
Total	4100.00

Appendix: Bylaws

Bylaws of CELT

I. General policies

- A. When faculty members collaborate with CELT to develop their teaching expertise, their collaboration will always be voluntary, confidential, and formative rather than evaluative. CELT will disclose a faculty member's consultation with CELT only at the faculty member's request.
- B. CELT plays no role in making personnel decisions or evaluating faculty performance.
- C. The administration shall provide CELT sufficient resources – in time, money, personnel, and space – to carry out CELT's faculty development activities.
- D. CELT's office space exists to promote faculty development and collegiality. It may be reserved for non-CELT-related meetings, but it should not be used for interacting with students.

II. The Advisory Board

- A. The advisory board is responsible for ensuring CELT's effectiveness through governance, oversight of the director, and assessment.
- B. The board is comprised of seven voting members and one non-voting, ex-officio member:
 1. One full-time faculty member from each of the four academic divisions, to be determined by a vote of each respective division.
 2. One at-large member, who shall be a full-time faculty member chosen by the board after divisional elections but before May graduation.
 3. One full-time member of the IITS Academic and Instructional Technology department appointed by the Managing Director of the department.
 4. One full-time member of the Library's instructional staff appointed by the Director of the Library.
 5. The AVPAA and Dean of the Faculty shall serve as a non-voting, ex-officio member.
- C. The board members from IITS and the Library shall serve indefinite terms. The four divisional faculty board members shall serve staggered two-year terms. The faculty at-large member shall serve a two-year term. No faculty member shall serve more than five consecutive years on the board.
- D. Board members' terms follow the college's fiscal cycle, running from July 1 to June 30.
- E. Duties of members of the advisory board:
 1. Participate in meetings of the advisory board called by the director of CELT and activities and events sponsored by CELT.
 2. Advise and assist the director, especially on decisions about using the budget, awarding grants, and finding experts for programs.

3. Report to their divisions and departments on CELT activities.
 4. Contribute to CELT's agenda through publicity, advocacy, and consultancy.
 5. Prepare, with the director, CELT's annual report by June 30 each year and present the report to the faculty and administration.
 6. Select and oversee the director of CELT.
- F. Board members may be removed from their positions if a 2/3 majority vote of those present and voting at an advisory board meeting determines that they have not been participating in CELT activities. If a faculty member on the board resigns or is removed, then the board shall select a member to serve out the rest of that person's term, or leave the seat vacant until faculty elections, when a new member can be chosen to complete the former board member's term.
- G. Rules of advisory board meetings
1. The board shall meet in person at least three times during the academic year. An early fall meeting shall include planning the upcoming Faculty Development Day. A late fall meeting shall include informal assessment of the year's work and discussion of the following year's budget request. A late spring meeting shall include assessing CELT's work for the year and planning the following year's program.
 2. While meetings may operate informally (or even electronically), the director or any board member upon request may invoke formal parliamentary procedure, such as Robert's *Rules of Order*.
 3. Quorum for advisory board meetings shall be 51% of the board members eligible to vote.

III. The Director of CELT

- A. The director is a full-time member of the faculty at the rank of associate professor or above, selected by the advisory board and appointed by the president of the college.
1. The administration shall provide the director sufficient time to carry out the duties listed in III.B, normally a six credit per semester reduction in the director's teaching load.
 2. In light of CELT's mission to offer voluntary, confidential, and formative faculty development, the director may not serve simultaneously as a department chair or program director.
 3. The director may teach an overload in any semester only with the approval of the advisory board.
- B. Duties of the director
1. Administration
 - a. Chairs the advisory board, sets its agenda, calls its meetings, and forms and may chair sub-committees of the board to address particular issues and initiatives.
 - b. Administers the CELT budget.

- c. Maintains CELT as a clearinghouse for information and resources on teaching.
 - d. Publishes and advertises for CELT.
 - e. Coordinates and distributes fees for professional services and grants for faculty development from CELT funds.
 - f. Supervises the maintenance of CELT's physical space, equipment, and written and electronic resources.
 - g. Reports and responds to the Faculty Meeting.
 - h. Prepares, with the advisory board, CELT's annual report by June 30 each year and present the report to the faculty and administration.
2. Programming
- a. Organizes activities such as lecture series, workshops, presentations, and conferences.
 - b. Organizes the annual Faculty Development Day.
 - c. Administers the New Faculty Mentoring Program.
 - d. Cooperates with the AVPAA/Dean in planning and carrying out the New Faculty Orientation Program.
 - e. Cooperates with IITS Academic and Instructional Services staff in organizing the annual Technology for Teaching Day.
3. Consultation
- a. Consults with faculty, individually and collectively, on constructing effective assignments and classroom environments.
 - b. Promotes and supports the development of faculty-designed assessment.
 - c. Cooperates with IITS Academic and Instructional Services staff on issues related to academic and instructional technology, including Moodle and distance learning.
 - d. Serves as a resource person for advice to the administration on curricular, pedagogical, and faculty development issues.
 - e. Consults with faculty on teaching-related grant initiatives.
4. Additional duties as assigned by the advisory board, based upon the recommendation of academic units, faculty governance committees, the administration, or the college's strategic plan.
- C. A director's term is for three years.
- D. Selection of a director
- 1. The outgoing director will coordinate the selection process. If there is no director, the advisory board will elect one of its members as temporary chair.
 - 2. The director/chair will solicit from the faculty nominations for director of CELT in the first week of the spring semester (or, in case of a mid-semester vacancy, as soon as possible).
 - 3. Interested, qualified candidates shall send the director/chair a letter of application and a curriculum vitae within two weeks of the call for applications.

4. No later than one week after the close of the application period, the advisory board may vote to invite candidates for interviews. A majority of voting board members must be present at any interview.
 5. Within one week after the application deadline or the last candidate interview (whichever is later), the board will discuss all applications and interviews without any of the nominees present and then vote until a simple majority of those present and voting agrees on a candidate.
 6. The director/chair will then submit the name of the board's choice for director to the administration. Formal appointment of the director is made by the President of the college.
- E. If the director is temporarily unable to fulfill his or her duties due to sabbatical or other leave, then the board may select an interim director according to the procedure outlined in III.D.
- F. Expiration of the director's term
1. In December of the final academic year of a director's term he or she may request another term. The advisory board shall meet without the director present, thoroughly discuss the matter, and then vote whether or not to support another term for the director.
 - a. A simple majority of those present and voting shall be sufficient for the advisory board to reappoint the director.
 - b. The director shall be informed of the results of the vote, without numbers of votes or names of voters disclosed.
 - c. If the board votes to reappoint the director, the director shall notify the administration of the advisory board's support.
 2. If the advisory board votes not to renew the director's term, the director does not seek another term, or if the position becomes vacant for another reason, CELT will conduct a search for a new director according to the procedure outlined in III.D.
- G. Removal of the director
1. The advisory board oversees the director's work. If board members believe the director is not fulfilling his or her duties or has violated these bylaws, then they shall investigate the director's performance and determine if he or she should be removed from the position.
 - a. Discussion of the director's performance may be raised at any regular board meeting if a motion to this effect is made and seconded.
 - b. Any two voting members of the board may also call a special meeting of the board to discuss the director's performance. At this meeting, the board may vote to discuss the director's performance with him or her.
 - c. If a vote to discuss the director's performance succeeds, then two or more board members shall meet with the director to review his or her performance in light of the duties of the director. The purpose of this meeting shall be to develop a written plan for the director to fulfill his or her duties.

- d. No fewer than 13 semester-weeks following the meeting described in III.G.1.c (counting exam periods but not counting summer sessions), the board shall meet with the director to review his or her activity since the meeting, in light of the written plan. After speaking with the director, the board will dismiss the director from the meeting, and board members may move to vote on his or her removal. If no motion is made and seconded, then the board shall inform the director that he or she will remain in the position.
 - e. If a motion to remove the director is made and seconded, then no more than one week following this meeting, the board shall vote on whether to remove the director. In light of the seriousness of the vote, it should be done in a way that will allow every eligible board member to vote. Removal will require a 2/3 majority vote.
2. If the director is removed, then the board shall notify the director and the administration and immediately begin the process of selecting a new director (as outlined in III.D), whose term shall be decided by the board, up to the usual limit of three years.
 3. The board may appoint one of its members to serve as interim director during the search period.

IV. CELT Annual Report

- A. The Annual Report, prepared by the director and advisory board, is CELT's primary means of assessing CELT's work.
- B. The report should be distributed to faculty and administration by June 30.
- C. The report shall enumerate CELT's resources and activity, indicating where possible the extent and intensity of, and satisfaction with, faculty participation in CELT initiatives.
- D. The report shall also evaluate CELT's activity against specific items in the director's duties and any other initiatives assigned to CELT.
- E. The report shall "close the loop" on assessment by suggesting any changes CELT should make in order to be more effective in subsequent years.

V. Amending these bylaws

- A. The advisory board shall review the bylaws every two years.
- B. Amendments may be proposed with a motion and a second.
- C. Amendments shall be made with a 2/3 majority vote of the board.

VI. Effective date of bylaws revision made on October 6, 2014.

- A. The amended bylaws passed by the board on October 6, 2014 shall go into effect immediately, with the exception of the number of board members stipulated in II.B.
- B. The board's membership shall remain unchanged until after the Spring 2015 faculty elections.

Adopted by the advisory board, April 18, 2005.
Amended by the advisory board, October 6, 2014.
Endorsed by Faculty Council, February 6, 2015.

Informational Appendix to the Bylaws

Beginning in the 2012-2013 academic year, the Director has been granted three credits of released time per semester. The director is eligible for additional released time through the differential workload policy.

As of September 29, 2014, in accordance with items III.B.3.b and III.B.4 in the director's duties, the director is to:

- Institute greater mechanisms for mentoring pre-tenure faculty (Faculty Council, May 6, 2013)
- Serve on the Online Education Working Group (2013-18 King's College Strategic Plan 1.2.4)
- Serve on the Assurance of Learning Committee (AoL Committee bylaws & Strategic Plan 1.3.2)
- Administer Faculty Writing Groups (Strategic Plan 1.4.1)
- Administer Faculty Research Colloquia (Strategic Plan 1.4.2)

These and all additional duties of the director should be reviewed by the advisory board annually.

After the 2015 election of a new board, the faculty members' terms shall be:

Division A: ending in 2016 and all subsequent even-numbered years.

Division B: ending in 2016 and all subsequent even-numbered years.

Division C: ending in 2017 and all subsequent odd-numbered years.

Division D: ending in 2017 and all subsequent odd-numbered years.