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Center Annual Report

Teaching and Faculty Support Center

2013

Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2013

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2013 – 2014 Annual Report
of the
Wally Cordes
Teaching and Faculty Support Center

University of Arkansas

Fayetteville, Arkansas

For the year ended June 30, 2014

Submitted to the Provost and Vice Provost

by Co-Directors

Paul Cronan, Jeannie Whayne, and John Pijanowski

June 1, 2014

2013-2014 Annual Report
Wally Cordes Teaching and Faculty Support Center (TFSC)
submitted to the Office of the Provost

Programs and Activities

- **Annual Teaching Retreat (August 4-6, 2013).** TFSC organized and sponsored the annual teaching retreat this summer, which was held at the Winthrop Rockefeller Institute, atop Petit Jean Mountain. This year, there were 79 applications for the retreat. The capacity for the Teaching Retreat is usually 60 but TFSC was able to accommodate a total of 70 due to an additional grant from Global Campus. This was the largest summer retreat to date and is also the largest programming budget item each year. Although food, transportation, and lodging expenses have continued to increase, the responses from the attendees are that this is an excellent and valuable program.

Every college was represented at Teaching Camp and there was a good mix of new (< 2 years) and not-so-new (3+ years) faculty. Many experienced faculty were incorporated to present several of our “break-out” sessions. This three-day retreat was divided in two main parts: plenary sessions on Sunday and Monday from our featured speaker and other plenary and break-out sessions on Tuesday presented by University faculty. The featured speaker for this year’s retreat was Dr. Ken Bain, Provost and Vice-President for Academic Affairs at the University of the District of Columbia. He has given extensive workshops and lectures and is author of *What the Best College Teachers Do* and also *What the Best College Students Do*. Therefore, the theme of the retreat this year was “What Do the Best Teachers (and Students) Do? Dr. Bain’s work with the attendees was divided into five plenary sessions, including:

Deep, Surface, and Strategic Learning
Building a Deep Learning Environment
What if the Students Don’t Want to Learn Deeply: Creating Goal-Based Scenarios
You’re Invited: The Promising Syllabus
How Do We and Our Students Best Understand the Nature and Progress of Their Learning?

The remaining plenary and break-out sessions on Tuesday were presented by 25 U of A Faculty and also included Updates from the Provost’s Office and Global Campus. Plenary and break-out sessions included:

Learning Styles – Do We Get it Right?	Norm Dennis
iPhone, iPad, Clickers, and Surface Pro	Neil Allison, Paul Calleja
Flipped Classes (Distance and Face-2-Face	Elaine Terrell, David Hyatt
Teaching Large Classes	Tim Kral, Mya Norman
Effectively Using Blackboard in the Classroom	Nann Miller, Rebecca Miles
Critical Thinking in Class	Fran Hagstrom, Alicia Ferguson
Tips and Strategies for New Academics	Mindy Bradley, Michelle Gray

Online Learning Methodology
Assessment of Learning
How to Mentor Other Faculty
Use of Projects
Engaging Students
Teaching a Seminar or Small Class

Susan Bristow, Jeff Mullins
Curt Rom, Rebecca Martindale
Jeannie Whayne, Linda Jones
David Douglas, Doug Rhoads
Jean Henry, Jonathon Marion
Dean Gorman, Santiago Perez

The evaluations from this year's retreat were very positive. Responses regarding Dr. Bain included:

Excellent speaker who really made me think deeply about how to change my courses to get the best from my students.

I am incorporating this info into fall semester.

Inspiring, fun talks – I'm going to completely revamp my classes.

Excellent! I thoroughly enjoyed all of the lectures. They were so engaging that I lost all track of time!

Evaluations indicated that the retreat continues to be a valuable program offered by TFSC.

- **New Faculty Orientation (August 20, 2013).** The TFSC assists new faculty through a variety of activities. The first support activity (New Faculty Orientation) occurs during the first official week of the University's fall academic calendar. This past year, 102 new faculty were sent invitations, and 88 new faculty attended the orientation session held at the Reynolds Center, a large and energetic group.

Orientation consisted of welcoming remarks from the Co-Directors and Provost Gaber. Professor Curt Rom followed with "Teaching Success at the University of Arkansas," Professor Viswanath Venkatesh with "Research Success at the University of Arkansas," Vice Provost James Rankin followed with "Research Resources at the University of Arkansas" and Professor Paul Cronan and Vice Provost Ro Di Brezzo followed with "Academic Integrity at the University of Arkansas". We closed the morning program with a Q&A session with two early career professors. This session was followed by lunch and the information fair featuring representatives from various service and benefits offices on campus. A University Relations photographer made official photographs throughout the morning. The afternoon session was hosted by Human Resources and focused on benefits; an evening reception was hosted by the Chancellor and Provost (Appendix A: New Faculty Orientation schedule attached).

- **Faculty Awards Reception, September 26, 2013.** The TFSC continues to co-host (with the Teaching Academy) an annual reception recognizing the winners of major campus teaching awards. This year, approximately 80 people attended and 28 faculty were honored. In addition, this was the seventh year we presented the "Certificate of Teaching Commendation," a form of recognition designed to encourage our newest peers to participate in faculty development events. Twenty-two faculty members earned the award this year (Appendix B: Faculty Awards Reception program attached).

- **Teaching Assistant Orientation Presentation, August, 2013.** Presentation on the instructor and academic integrity with Paul Cronan and Pat Koski
- **New Faculty Luncheons (NFL, first Thursday and Friday of each month).** The TFSC continues to host a monthly luncheon series for new faculty, those in their first or second year. The luncheons feature a short program and much discussion about teaching strategies, student support, and faculty development broadly. Despite their busy schedules, the new faculty seemed to relish the luncheons so attendance was at an all-time high. Topics presented this year included “Teaching at the U of A – One tool to Enhance Learning (Blackboard Fundamentals);” “Digging Deeper: Techniques to Help Students Go Below the Surface in Learning;” “The What, Why, When, How, Where, and Who of Writing a Syllabus;” “How Do You Know Your Students Are Learning?;” “To Click or Not to Click, that is the Question;” and “And Just How Do I Do That? Practical Tips for Making a Large Class Feel Small.” In recent years, TFSC Co-Directors have expanded our program assessment efforts. All luncheons were assessed with an instrument that asked participants about the quality of the presentation, the quality of the food, how likely they were to attend future programs, whether they read *Relative to Teaching*, and whether they have visited our Web site; we also ask respondents for suggestions for future programming. The results show strong support for the NFL program and gave good suggestions for future programs.
- **Not-So-New Faculty Luncheons (NSN, third Thursday and Friday of two months each semester).** In addition to the NFL series, we continue to host additional luncheons for veteran faculty. We hosted 4 programs in 2013-2014. Attendance at all programs was up from the previous year, and participating faculty always provided lively discussions. Assessment again proved the luncheons were successful and important to the faculty. Suggestions given for future programming helped the Co-Directors plan the next lunch sessions and also gave suggestions for the Winter Symposium and camp topics. Presentation topics included “Blackboard: What’s New? What’s Easy?;” “Digging Deeper: Techniques to Help Students Go Below the Surface in Learning;” “How Do You Know Your Students Are Learning?;” and “Mentoring.”
- **Fall Faculty “Dead Day” Luncheon Series.** It was decided to open the traditional “Dead Day” luncheon to all faculty. Unfortunately, it was necessary to cap attendance at 100 due to space and budget considerations. One hundred twenty faculty responded to the email, so the attendees were chosen on a first-respond basis. Clearly, this program is a success based on attendance alone. The evaluations again demonstrated overwhelming enthusiasm for the fall dead day program. Professors John Pijanowski, Janine Parry, Molly Rapert and Charles Rosenkrans talked about “Our Best Approaches to Enhancing Learning on Campus.”
- ***Relative to Teaching* Newsletter (three issues per semester).** The TFSC publishes and distributes *Relative to Teaching* six times each year. A typical issue features resources for teaching and information about upcoming and ongoing programs offered by the TFSC. Other important announcements are also included. The newsletter is delivered on-line to every member of the UA faculty, serving the double function of “greening” our operation

and drawing more instructors to our Web site. The back issues can be accessed on-line at the TFSC Web site. Lori Libbert and Michele Johnson maintain the operations related to the on-line newsletter. We receive monthly analytics about which pages are accessed most frequently. We plan to continue to redesign the site based on that analysis, and to keep it updated with important information for faculty. The TFSC Graduate Assistant has also helped the Co-Directors, Associate Director and Lori to review and update the TFSC Web site.

- **Teaching Assistant Workshop.** The TFSC continues to work with the Graduate School's Teaching Assistant Effectiveness Advisory Committee to provide TA support.
- **Spring Teaching Symposium, 2014.** The Fifth Annual Winter Symposium was postponed due to weather and became our first Spring Dead Day Teaching Symposium. Chancellor Gearhart and Provost Sharon Gaber welcomed the participants, then Mark Boyer delivered a plenary session on *Process of Learning* followed by Vice Provost Ro DiBrezza. After the main session, six break-out sessions were offered focusing on the following topics: *Pen & Paper/iPad/Smart Phone; A Look at Capstone Experiences; Freshman Courses; Course Design, Process of Learning: Probing Deeper; On-Line Course Development: How do I Get Started?* (Appendix C: Dead Day Symposium program attached).

Each topic was repeated in a second hour of break-out sessions so the participants could choose two to attend for the morning. Over lunch, Paul Cronan facilitated a reporting of what transpired in the first round of breakout sessions. Evaluations of the symposium were outstanding and included such remarks as:

- *This is one of the best, most helpful presentations I have been to.*
 - *Thank you! I will definitely remember to incorporate these ideas.*
 - *Loved the personalization of this program.*
 - *Excellent information – productive use of time!*
- **Scholarship of Teaching and Learning.** In 2013, TFSC continued with a faculty program started in 2010 to promote the scholarship of teaching and learning. The intent was to establish a faculty learning community focused on the principles of SoTL; that is, to identify research questions related to teaching and/or student learning, draw upon a small TFSC grant to pursue the study, and share findings. Thanks to funding through Global Campus two types of grants were available. Teaching Improvement Grants and, a Research in Teaching grant program to support research pertaining to the use of effective teaching practices, assessment, technology in teaching, and other best practices. A total of 60 grant proposals were received from faculty across campus representing 31 departments or units. After review of the proposals, notification of funding was made on October 25 to the following faculty:

Teaching Improvement Grant Awards (up to \$2,000 each)

Elizabeth Dickerson (Fulbright – Mathematical Sciences)
Andrew Fidler (Bumpers – Animal Science)

James Greeson (Fulbright – Music)
David Hyatt (Walton – Supply Chain)
Linda Jones (Fulbright – World Languages)
Jeannie Lee (Fulbright – Drama)
Santiago Perez (Architecture)
Luis Restrepo (Fulbright – World Languages)
Joshua Smith (Fulbright - English)
Hongjian Wang (Fulbright – World Languages)
Shengfan Zhang (Engineering – Industrial Engineering)

Teaching Research “Best Practices” Grant Awards (up to \$5,000 each)

Dennis Beck (Education and Health Professions – Curriculum and Instruction)
Kate Chapman (Fulbright – Psychology)
Vicki Collet (Education and Health Professions – Curriculum and Instruction)
Jason Endacott (Education and Health Professions - Curriculum and Instruction)
Anna Jarrett (School of Nursing)
David Jensen (Engineering – Mechanical Engineering)
Christine Mele (Fulbright – Political Science)
Cheryl Murphy (Education and Health Professions – Curriculum and Instruction)
Ainong Shi (Bumpers – Horticulture)
Jennifer Veilleux (Fulbright – Psychology)

- **Faculty Enrichment Series.** This inaugural offering in the Faculty Enrichment Series was a partnership of the Teaching and Faculty Support Center, the Instruction Design and Support Services in Global Campus, and the Faculty Technology Center in IT Services. The event was held from 10:00 a.m. to 2:30 p.m. on Thursday, April 17, 2014 in Walker Hall’s Hembree Room. Faculty were invited to bring (1) a teaching opportunity they want to explore in one or more classes, (2) a teaching challenge for which they are seeking ideas and/or solutions, or (3) a teaching question they would like to pose to the faculty and support services participating. Faculty mentors were on hand to share experiences, and offer support related to pedagogy. This includes questions or suggestions about design, delivery, population, and learning objectives. Forty-one faculty attended and the following partners participated:

Instructional Design and Support Services of the Global Campus: The IDSS assists faculty in designing course activities and assessments, developing instructional materials, and selecting appropriate tools and technology to support course learning objectives.

Faculty Technology Center of IT Services: The Faculty Technology Center assists faculty in implementing technology to enhance teaching and provide support for Blackboard, web, and video conferencing, classroom capture, video hosting, and course evaluation.

Academic Initiatives and Integrity: Academic Initiatives and Integrity works to support

a culture of integrity on our campus and supports faculty by educating the campus community on the university's academic integrity policy, process, and rubric.

Center for Educational Access: The CEA provides resources to ensure students have equal access to the classroom environment. The CEA works with students on an individual basis to determine appropriate accommodations to reduce barriers.

University Libraries: Comprising five libraries, the University Libraries provide access to information that will support and foster creativity, study, teaching, and research.

UASuccess: UASuccess, powered by Starfish, is scheduling and retention tool integrated with ISIS and Blackboard that fosters communication between faculty and academic support staff to increase student success.

Student Technology Center of IT Services: The Student Technology Center offers great technology resources to faculty, staff, and students, including a Digital Media Lab, a Team Room, and equipment for checkout, as well as Recording Studios.

Additional Activities

In addition to regular programming, TFSC personnel are active in a number of other activities, including one-to-one teaching consultations and classroom observation, representation on campus committees, one-time faculty development programs, and more.

- **Personal Consultations.** Co-directors are called upon to provide one-to-one support and assistance to faculty and teaching assistants from across the university. Eight consultations were done this year which included assisting with course design, learning assessments, rubric design and accreditation.
- **Representation on University Committees and Campus Activities.** It is a pleasure to work in an environment in which respect for the needs of students and teachers is so much in evidence. Although the Center has been asked to represent these interests in the past, the current effort to rejuvenate the campus's physical teaching spaces and tools has expanded this commitment exponentially. To this end, TFSC Co-Directors this year actively participated on the following committees which include:
 - Global Campus faculty advisory committee
 - Reviewer for Honors College Fellowships
 - Reviewer for Distinguished Doctoral Fellowships
 - TFSC represented on Teaching Council -- issue of required class attendance
 - Catastrophic Leave Committee (I'm the TFSC designee for that one)
 - Teaching Council
 - University Accreditation Steering Committee
 - President and members of the Teaching Academy
 - All University Academic Integrity Board
 - Faculty Senate Academic Integrity & Student Conduct Committee

- Quality Initiative Committee
- Ad Hoc Committee Statistics and Analytics MS & PhD Committee
- ISIS User Group
- UA Teaching Council
- Graduate Council

One-time Faculty Development programs. In addition to the regular programs hosted by the Center each year, we have been asked to present faculty development sessions for departments or groups with special needs. This year this included:

- Faculty Enrichment Series
- Syllabus Workshop for part-time faculty, Department of Social Work
- Teaching Assistant Orientation -August- class organization, syllabus
- TFSC worked with Provost's Office on ideas for making up content due to missed classes for ice/snow
- TFSC presented to Department Heads/Chairs about what TFSC has to offer departments and individual faculty
- Summer Rubrics & Teaching Techniques Presentation at Mt. Sequoyah – School of Social Work
- TFSC co-directors Jeannie Whayne and John Pijanowski, along with former co-director Cheryl Murphy, acting on behalf of both TFSC and the Teaching Academy, met with Andy Proctor and other representatives of the Food Sciences Department to offer advice regarding their accreditation issues.
- Jeannie Whayne, working closely with Fulbright College and former chancellor Dan Ferritor, organized a memorial service for Wally Cordes in Giffels Auditorium on March 14, 2014 (program attached).

Personnel

Inza Fort (Health, Human Performance and Recreation) completed a one year term in August 2013 (she had stepped in to complete the final year of Norm Dennis' three-year term in August 2012), at which time **John Pijanowski** (Curriculum and Instruction) joined us as the new Co-Director. However, John took a leave of absence in the Spring 2014 semester and, once again, Inza Fort stepped in, this time for only one semester. John returned in April 2014 and, again, Inza stepped down. **Paul Cronan** (Information Systems) and **Jeannie Whayne** (History) as third and second year Co-Directors. Paul will be succeeded by **Mark Boyer** (Landscape Architecture) in August 2014.

Lori Libbert continues to serve as the TFSC's Special Events Manager, organizing most of the activities for the center under the direction of the Co-Directors and supervising a work study student for 12-14 hours a week. The Center was also able to utilize the expertise of a Graduate Assistant from the Information Systems Department, Sam M. Walton College of Business. We had an assistant each semester and this summer to help with the Web site. This student worked closely with Lori, teaching her how to add information to and maintain the Web site.

Rebecca Miles (Management) was appointed as a half-time appointment, thanks to a grant from Global Campus, for a three-year term as Associate Director. The position was created to facilitate greater TFSC programs for Learning and Faculty Development and to promote additional instruction for faculty seeking online or blended instruction. **Michele “Scout” Johnson** (History Department) was appointed under the same Global Campus arrangement in support of TFSC activities and TFSC Learning Technologies.

Facilities and Resources/Budget

The TFSC, located on the seventh floor of the Harmon Parking Facility, serves as a critical resource for individual faculty, where they can obtain instructional resources, meet with Co-Directors, enhance their teaching and classes, learn about technology resources, etc. Groups including the Teaching Academy and Teaching Council, and at times, subcommittees of Faculty Senate utilize this space as well. The Center also maintains an e-presence via our reorganized Web site. We continue to add and reorganize the site’s content, and have incorporated regular link-checks and updates into the Web site material with the direction of the Co-Directors. The Web site is checked weekly for necessary updates. The Center's newsletter was sent out on-line for a second year, a process started in the 2010-2011 academic year. Lori Libbert has continued to maintain the Web site and send out the newsletter on-line. The newsletters have been housed on the Web site for continued reference for users. There are still some challenges in maintaining the Center's Web site, but we will continue to try to improve and update the materials on the site.

With the help of the Vice Provost, we developed a detailed operating budget for the year. Co-Directors, together with the office administrator, monitor spending closely as well as engage in long-term planning. A summary of expenses (to date) is forwarded to the Provost office monthly. The center is serving an increasing number of faculty and the total amount designated for programmatic expenses was increased modestly this year. With planning and management (such as trimming both luncheon fare, costs for facility use, and travel expenses), the Co-Directors finished the year within the allotted budget for operations. As demands for assistance from the Teaching Center increase, and as the Co-Directors develop new programs to enhance teaching on campus, budget limitations will continue to be a challenging issue. We realize budgets are strained across campus, but believe a graduated annual increase to the center’s budget would help relieve this strain.

To meet the budget challenge to provide increased programming to faculty, the Co-Directors (in conjunction with the Vice Provost) applied for a three year grant (\$100,000/year) from Global Campus to significantly improve the effectiveness and outreach of the TFSC. The focus of the grant was “best practices” in teaching and learning for all classroom presentation modes (on-line, blended, face-to-face,...). The award of this improvement grant for 2013-2014 made possible the following -

- Associate Director (half-time appointment) who with the Co-Directors not only made possible more TFSC programs for Learning and Faculty Development but also more focused and higher quality programs. (approximately \$40,000 plus fringe)

- Graduate Assistantship to directly support TFSC activities and TFSC Learning Technology (\$12,000 plus tuition)
- Research in Teaching Grants “Best Practices” (\$30,000; \$5,000 each) - research projects such as the development and determination of best practices in teaching (including online, face-to-face, or blended courses), research pertaining to the use of effective teaching practices, assessment, technology in teaching, and other best practices. This was in addition to the TFSC Teaching Improvement Grants (\$2,000) designed to improve the scholarship of teaching and learning.
- TFSC Technology Improvement
 - (*Accomplished \$22,900*) Technology appropriate from Co-Director Conference and Planning. This included network switching for Harmon Garage, Dell smart screen for conferencing, conference phone, and furniture.
 - (*in progress*) Faculty Advanced Learning Support Technology – developing an enhanced faculty learning and development area at the TFSC which allows faculty utilize “best practices” support technology to enhance classes.

The differential consequence of the Global Campus grant has been tremendous. The grant has made a significant difference with respect to the TFSC’s ability to affect changes in the quality of teaching and learning on campus. The resultant expanded programs directly relate to improved teaching and learning; the faculty benefit and consequently, the students are the winners. Accordingly, we recommend continuation of this financial support (currently being funded by Global Campus) and that it become permanent in order to continue to impact teaching and learning as well as faculty development at the University of Arkansas.

In sum, the Wally Cordes Teaching and Faculty Support Center continues to expand programming, offering more services to greater numbers of teaching faculty each semester. We are grateful for the continuing support and encouragement of the Office of the Provost and the Vice Provost for Faculty Development in all of these endeavors. This year we especially appreciate the support of the Vice Provost for Distance Education for the financial support to make a difference in teaching at the University of Arkansas.

Future Programming or New Initiatives

New ideas for programming come from both the Co-Directors and from faculty suggestions. New initiatives approved and adopted include the following:

- Expand the presence of use of technology in the TFSC, both in the physical space and in the programs offered
- Onsite (in the Harman Parking Garage) programs for faculty interested in developing online or blended courses – will be facilitated by the development of the new Faculty Advanced Learning Support Technology funded by Global Campus. The space will be designed to assist faculty in utilizing “best practices” to support technology to enhance classes.
- Associate Director position funded by Global Campus and filled to develop and support teaching with technology programs and initiatives, began in July 2013.

- Graduate Assistant position funded and filled to support the Global Campus initiative to develop and support teaching with technology programs and initiatives, began in August 2013
- Will continue the closer working relationship with Teaching Academy fellows
- Will launch a new Faculty Enrichment series, working in collaboration with various units of the Global Campus, UITS, and others. The first in the series, conducted in April 2014, focused on Teaching and Technology. We plan to schedule additional programs in the enrichment series beginning fall 2014 (one per semester).
- Road shows, as time and funding permit.

Appendix A

University of Arkansas, New Faculty Orientation

Sponsored by: Wally Cordes Teaching and Faculty Support Center
Tuesday, August 20, 2013 Donald W. Reynolds Center, University of Arkansas

<u>Time</u>	<u>Event</u>	<u>Location</u>
8:00-8:30	Registration and Continental Breakfast	<i>Atrium & Room 111</i>
8:30-8:45	Welcome to the University of Arkansas <i>Provost/Vice Chancellor for Academic Affairs Sharon Gaber</i>	<i>Auditorium</i>
8:45-9:00	Faculty Support at the University of Arkansas <i>Teaching and Faculty Support Center Co-Directors</i> <i>Inza Fort, Health, Human Performance & Recreation</i> <i>(outgoing)</i> <i>Paul Cronan, Information Systems</i> <i>Jeannie Whayne, History</i> <i>John Pijanowski, Curriculum and Instruction (incoming)</i> <i>Rebecca Miles, Associate Director</i>	<i>Auditorium</i>
9:00-9:30	Teaching Success at the University of Arkansas <i>Curt Rom, Horticulture</i>	<i>Auditorium</i>
9:30-10:00	Research Success at the University of Arkansas <i>Viswanath Venkatesh, Information Systems</i>	<i>Auditorium</i>
10:00-10:15	Break	<i>Atrium</i>
10:15-10:30	Research Resources at the University of Arkansas <i>James Rankin, Vice Provost for Research and Economic Development</i>	<i>Auditorium</i>
10:30-11:00	Academic Integrity at the University of Arkansas <i>Paul Cronan, Professor of Information Systems</i> <i>Ro DiBrezzo, Vice Provost for Academic Affairs</i>	<i>Auditorium</i>
11:00-11:30	Q&A with “Less New Than You” Faculty <i>Jim Gigantino, History</i> <i>Kristen Jozkowski, Health, Human Performance, and Recreation</i>	<i>Auditorium</i>
11:30-1:00	Information Fair: Campus/Community Resource Tables Buffet Lunch Official University Portraits	<i>Seminar A</i> <i>Room 111</i> <i>Room 128</i>
1:00-3:00	Employee Benefits Seminar <i>Richard Ray, Employee Benefits</i> <i>(Please note this is the only benefits session offered!)</i>	<i>Auditorium</i>
5:00-6:30	Meet and Greet Reception <i>Hosted by Chancellor David Gearhart and Provost Sharon Gaber (casual dress)</i>	<i>Fowler House</i> <i>(523 N. Razorback Rd)</i>

Appendix B

Faculty Teaching Awards Reception September 26, 2013

Recognition of the 2012-13 Faculty Award Recipients

5:00 Introductions

Jeannie Whyne, President, Teaching Academy

5:05 Greetings and Congratulations

David Gearhart, Chancellor

Sharon Gaber, Vice Chancellor and Provost

5:20 New Faculty Commendations for Teaching Commitment

Sharon Gaber, Vice Chancellor and Provost

Commendations

Teaching Commitment:

David Albers (ENGR), Mechelle Bailey (AFLS), Joanna Campbell (WCOB), Vicki Collet (COEHP), Travis Curtice (ARSC), Lucas Delezene (ARSC), Matthew Ganio (COEHP), Casey Kayser (ARSC), Sean Kreps (AF ROTC), Jonathan Marion (ARSC), Buster McCall (AF ROTC), Brendon McDermott (COEHP), Susanne Striegler (ARSC), Kelly Sullivan (ENGR), Nelson Torres (ARSC), BJ Wallis (COEHP), Kangzhen (Kenneth) Xie (WCOB), Jing Yang (ENGR), Ben Young (AF ROTC), Shengfan Zhang (ENGR), Wen Zhang (ENGR)

Support of Teaching:

Jordan Nielsen (UNIV LIB)

5:40 Recognition of Award Recipients

Paul Cronan, John Pijanowski, and Jeannie Whyne

Co-Directors, Wally Cordes Teaching & Faculty Support Center

*** * * Award Recipients * * ***

Outstanding Teaching Award Recognitions

Dale Bumpers College of Agricultural, Food and Life Sciences:

Leslie Edgar (Agricultural & Extension Education)

Charles Rosenkrans (Animal Science)

School of Law:

Dustin Buehler

J. William Fulbright College of Arts and Sciences:

Mark Arnold (Mathematical Sciences)

Amy Herzberg (Drama)

Michael Pierce (History)

Sam M. Walton College of Business:

Carole Shook (Accounting)

Ronn Smith (Marketing)

College of Education and Health Professions:

Jennifer Beasley (Curriculum & Instruction)
George Denny (Curriculum & Instruction) - *Posthumous*
Matthew Ganio (Health, Human Performance & Recreation)
Ellen Odell (Eleanor Mann School of Nursing)

College of Engineering:

Bob Beitle (Chemical Engineering)
Julie Carrier (Biological & Agricultural Engineering)
Micah Hale (Civil Engineering)
Alan Mantooth (Electrical Engineering)
Ashlea Milburn (Industrial Engineering)
Timothy Muldoon (Biomedical Engineering)
Scott Osborn (Biological & Agricultural Engineering)
Douglas Spearot (Mechanical Engineering)
Dale Thompson (Computer Science & Computer Engineering)

Campus Teaching Award Recognitions

Jeannie Whayne – *Representing University of Arkansas Teaching Academy Fellowes*

ASG and RIC Teaching Awards:

Susan Bristow (Information Systems)
Carleton Holt (Curriculum & Instruction)
Curt Rom (Horticulture)

Arkansas Alumni Rising Teacher Award:

Benjamin Grob-Fitzgibbon (History)

Imhoff Award for Outstanding Teaching & Student Mentorship:

Lorraine Brewer (Chemistry/Biochemistry)

Charles & Nadine Baum Faculty Teaching Award:

Manuel Rosseti (Industrial Engineering)

Special Recognition

Inza Fort – Co-Director, Wally Cordes Teaching & Faculty Support Center, 2012-2013

Appendix C

**Dead Day Teaching Symposium
May 2, 2014**

Schedule

9:00	Continental Breakfast
9:30	Chancellor David Gearhart, Welcome
	Provost Sharon Gaber, Remarks
9:45-10:45	Process of Learning Mark Boyer (Introduction by John Pijanowski)
10:45-10:50	Vice Provost Ro Di Brezzo, Remarks
10:50-11:00	Break (Walk to WCOB)
11:00-12:00	Breakout Session 1
12:00-12:50	Lunch Buffet (Reynolds Center) Feedback on Breakout Session 1
1:00-2:00	Breakout Session 2

Breakout Sessions

Session Topic	Room #
Pen & Paper/iPad/Smart Phone Susan Bristow Jeff Mullins	WCOB 202
A Look at Capstone Experiences Jim Gigantino Ed Bengtson	WCOB 203
Freshman Courses: Janet Forbess, Moderator Louise Rozier (University Perspectives) Dub Ashton (Business Connections) Heath Schluterman (Freshman Engineering Perspectives)	WCOB 234
Course Design Rebecca Miles Jeannie Whayne	WCOB 235
Process of Learning, Probing Deeper Mark Boyer John Pijanowski	WCOB 240
On-Line Course Development: How do I Get Started? Miran Kang Shelly Walters	WCOB 241