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2014 – 2015 Annual Report
of the
Wally Cordes
Teaching and Faculty Support Center

University of Arkansas

Fayetteville, Arkansas

For the year ended June 30, 2015

Submitted to the Provost and Vice Provost

by Co-Directors

Jeannie Whayne, Mark Boyer and John Pijanowski

July, 2015

2014-2015 Annual Report
Wally Cordes Teaching and Faculty Support Center (TFSC)
submitted to the Office of the Provost

Programs and Activities

- **Annual Teaching Retreat (August 3-5, 2014).** 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 85 applications for the retreat. This year Teaching Camp was divided into two sessions. One for Not-So-New Faculty (August 3-4) and one for New Faculty (August 4-5) with joint overlapping sessions on Monday (August 4). Faculty who taught three years or more at the College or University level were considered Not-So-New Faculty. Faculty who taught for less than three years at the College or University level were considered New Faculty. We took 35 Not-So-New Faculty (August 3-4) and 28 New Faculty (August 4-5). 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 (< 3 years) and not-so-new (3+ years) faculty. The theme of the retreat this year was “Back to Basics 2014 Style.” The focus was hands on work to review, redesign, or design a course you teach.

The evaluations from this year’s retreat were very positive. Responses included:

Wonderful experience connecting with other faculty! Thank you for this retreat!
Great presentations! I have heard a lot of great ideas that I can’t wait to try.
This was fantastic and extremely helpful.
Love Camp! I’m excited to go home and make positive changes to my courses.
Great job! I liked the sharing of best practices approach.
Great experience and knowledge.

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

- **New Faculty Orientation (August 19, 2014).** 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, 113 new faculty were sent invitations, and 96 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 and Vice Provost James Rankin. Professor Lorraine Brewer followed with “Engaging Students at the University of Arkansas,” Professor Peter Ungar with “Research Success at

the University of Arkansas,” Professors Peter Ungar, Chris Goering, and Ed Clausen followed with “Engagement Between Research and Teaching” 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 with Professor Paul Cronan as moderator of a Q&A session with three previous students. 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 (attached).

- **Faculty Awards Reception, September 29, 2014.** The TFSC continues to co-host (with the Teaching Academy) an annual reception recognizing the winners of major campus teaching awards. This year, approximately 75 people attended and 28 faculty were honored. In addition, this was the eighth year we presented the “Certificate of Teaching Commendation,” a form of recognition designed to encourage our newest peers to participate in faculty development events. Fourteen faculty members earned the award this year (program attached).
- **New Faculty Luncheons (NFL, first Tuesday and Wednesday 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 Camp Poster Presentations; “Preconceptions about How Students Learn;” “Constructivist Teaching Methods;” “Who We Are and Who We Want to Be;” “How Faculty Communicate What the Value to Students;” and “Mentoring Matters: The Value and Expectations of Being Mentored.” 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, 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 2014-2015. 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 “Lessons for Engaging Students from Teaching Camp 2014;” “Constructivist Teaching Methods;” “Who We Are and Who We Want to Be;” and “Mentoring Matters: The Value to and Expectations of Mentors.”

- **All Faculty “Dead Day” Luncheon Series.** The traditional “Dead Day” luncheons are open 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 and spring dead day programs. For the Fall program we held a ½ day workshop style program. Dr. Laurien McNeil talked about “It Can Happen Anywhere: Active Engagement in Large Classes Across Arts & Sciences.” Dr. McNeil is from the University of North Carolina at Chapel Hill, Department of Physics and Astronomy. For the Spring program, Professors John Pijanowski, Neil Allison, Jim Gigantino, and Jennifer Webb talked about “Ways to Connect with Students.”
- **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.
- **Winter Teaching Symposium, 2015.** Chancellor Gearhart and Provost Sharon Gaber welcomed the participants, then Kate Mamiseishvili and Michael Hevel delivered a plenary session on *Best Practices for Student Engagement*. After the main session, three break-out sessions were offered focusing on the following topics: *Attendance; Retention and Graduation; and Service Learning*. After the breakout sessions, Mark Boyer ended the program with *Visioning the Academy We Want to Be*. (program attached).

Evaluations of the symposium were outstanding and included such remarks as:

- As always, great program!
 - Great interaction of faculty and sharing of ideas.
 - Excellent information – good discussion and ideas!
- **Scholarship of Teaching and Learning.** In 2014-15, 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 38 grant proposals were received from faculty across campus representing 31 departments or units. After review of the proposals, notification of funding was made on February 11 to the following faculty:

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

Natalie Becknell and Michelle Bernhardt (Engineering – Civil Engineering)
Geffrey Davis (Fulbright – English)
Michelle Gray (Education and Health Professions – Health, Human Performance & Recreation)
Laurence Hare (Fulbright – History)
Shanda Hood, Jana Gastineau, and Gretchen Thompson (Fulbright – Mathematics Resource and Teaching Center)
Sophie Janicke (Fulbright – Communication)
Phoebe Lickwar (Architecture – Landscape Architecture) and Jennifer Webb (Architecture – Interior Design)
Catherine Shoulders (Bumpers – Agricultural Education, Communications, and Technology)

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

Vicki Collet (Education and Health Professions – Curriculum and Instruction)
James Gigantino (Fulbright – History)
Conra Gist (Education and Health Professions – Curriculum and Instruction)
Tom Hapgood (Fulbright – Art)
Phoebe Lickwar, Lynn Fitzpatrick, Kim Furlong, Russell Rudzinski, Laura Terry (Architecture – Architecture, Landscape Architecture and Interior Design)
Jack Lyons (Fulbright – Philosophy)

- **Faculty Enrichment Series.** 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 in the Fall was held from 9:00 a.m. to 1:00 p.m. on Wednesday, October 8, 2014, in the Arkansas Union. 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. 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.

Enhanced Learning Center: The ELC connects successful UA students with students working to improve academically. ELC services include one-on-one and group tutoring, study skill resources and supplemental instruction (SI) groups.

The Spring 2015 Faculty Enrichment Series event was held Wednesday, March 18, 2015, and Thursday, March 19, 2015, in Walker Hall Hembree Room. The event title was "Intellectual Property in the Classroom and Beyond." Dr. Uche Ewelukwa was the speaker and the title of her presentation was "Copyright and Ownership." Dr. Ewelukwa talked about: "Protecting Ownership Rights of Faculty Course Materials," "Dos and Don'ts for Classroom Material Use under Copyright to others," "Who Owns Faculty Research," "What Rights and Responsibilities do Faculty and Student Research have for Collaborative Research Projects?," "Protection of Copyright in Faculty Publications, Patents, Institutional Review Board," "To Publish or Not to Publish Dissertations for Ga's."

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. Six 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

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

Personnel

Jeannie Whayne (History) will complete her three-year term as co-director in 2015 and will be replaced as Co-director by **Mary Savin** (Crop, Soil and Environmental Sciences). **Mark Boyer** (Landscape Architecture) served as co-director from August 2014 to June 2015 and stepped down to take a position as director of the Landscape Architecture program at Louisiana State University. **Linda Myers** (Accounting) will step in for two-years to complete Boyer's unexpired term. **John Pijanowski** (Curriculum and Instruction) will be serving in his third year as Co-director.

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. Lori has increased her computer and technology skills over the last year as we have transitioned to a new software system for the website, etc. She has taken on the responsibility of coordinating functions in the new Technology Collaboration Room, which came on line in Spring 2015.

Rebecca Miles (Information Systems) served as associate director of TFSC. Her position was funded by a grant from Global Campus. Her duties included technology-related issues connected to the new Technology Collaboration Room, but she also engaged in liaison on behalf of the center with other entities on campus, including the Graduate School.

Michele “Scout” Johnson (History Department) engaged in a number of activities, including those related to technology. Her position was funded by a grant from Global Campus and many of her duties involved technology related matters. She also served as the coordinator of activities for Summer 2014 camp.

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 third 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 with the assistance of the graduate assistant Michele Johnson. The newsletters have been housed on the Web site for continued reference for users. Major reformatting of the website was accomplished as well as switching to a different software to construct the new website.

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 new budget spreadsheet was instituted which allows for up-to-date tracking of budget status without the typical BASIS lag time, and additions to the spreadsheet in the coming year will also project to the end of the fiscal year as well as incorporate a contingency line item to cover unanticipated price increases or costs. A summary of expenses (to date) is forwarded to the Provost office monthly. The center is serving an increasing number of faculty and teaching graduate assistants and the total amount designated for programmatic expenses was increased modestly this year. With careful planning and management (such as seeking competitive pricing for luncheon fare, and costs for facility use, a delay in operationalizing the new Technology Collaboration room and programs), the Co-Directors were able to initiate well overdue computer equipment updates and institute ongoing budgetary

planning for regular replacements of equipment and software. In addition, we were able to open the New Faculty Luncheons up to graduate assistants who are teaching, partner to deliver two Faculty Enrichment Series events, and add two additional programs that served over 130 faculty members. As a result, we were able to finish the year within the allotted budget for operations. As demands for assistance from the Teaching Center increase with an increase in campus faculty, 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 or a small percentage of campus Tele Fees dedicated to the Center 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 continuation for the second year of 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 2014-2015 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 (\$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 that use our current infrastructure and connect to it at its fullest potential. This was in addition to the TFSC Teaching Improvement Grants (\$2,000) designed to improve the scholarship of teaching and learning.
- TFSC Technology Improvement
 - (*completed*) 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.
 - (*completed*) Global Campus produced a high quality promotional video of the new Technology Collaboration Room that is loaded on the Center's website.

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:

- Expanded 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
- Continued the closer working relationship with Teaching Academy fellows
- Launched 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 schedule to schedule additional programs in the enrichment series beginning fall 2014 (one per semester).
- Road shows, as time and funding permit.