

University of Arkansas, Fayetteville

ScholarWorks@UARK

Wally Cordes Teaching and Faculty Support
Center Annual Report

Teaching and Faculty Support Center

2016

Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2016

University of Arkansas, Fayetteville. Wally Cordes Teaching and Faculty Support Center

Follow this and additional works at: <https://scholarworks.uark.edu/tfscar>

Citation

University of Arkansas, Fayetteville. Wally Cordes Teaching and Faculty Support Center. (2016). Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2016. *Wally Cordes Teaching and Faculty Support Center Annual Report*. Retrieved from <https://scholarworks.uark.edu/tfscar/6>

This Periodical is brought to you for free and open access by the Teaching and Faculty Support Center at ScholarWorks@UARK. It has been accepted for inclusion in Wally Cordes Teaching and Faculty Support Center Annual Report by an authorized administrator of ScholarWorks@UARK. For more information, please contact ccmiddle@uark.edu.

2015 – 2016 Annual Report
of the
Wally Cordes
Teaching and Faculty Support Center

University of Arkansas

Fayetteville, Arkansas

For the year ended June 30, 2016

Submitted to the Provost and Vice Provost

by Co-Directors

John Pijanowski, Mary Savin, and Lorraine Brewer (replaced Linda Meyers)

July, 2016

2015-2016 Annual Report
Wally Cordes Teaching and Faculty Support Center (TFSC)
submitted to the Office of the Provost

Programs and Activities

- **Annual Teaching Retreat (August 9-11, 2015).** TFSC organized and sponsored the annual teaching retreat this summer, which was held at the Lodge at Mount Magazine. There were 86 applications for the retreat; 60 faculty from across the University attended. Responses from attendees remain overwhelmingly positive. Attendees remarked positively about the new location, the peer support and mentoring for teaching, and the opportunity for continued education. This is an excellent and valuable program. (Program is attached.)

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 “Productive Persistence.” Rachel Beattie, the Director of Productive Persistence at the Carnegie Foundation for the Advancement of Teaching, was the keynote workshop presenter. The focus was hands-on work to review faculty interactions with students and ability as educators to promote and sustain growth mindsets in students. Evaluations indicated that the retreat continues to be a valuable program offered by TFSC.

- **Teaching Assistant Orientation (summer committee and August 17, 2015).** The TFSC continues to work with the Graduate School’s Teaching Assistant Effectiveness Advisory Committee to provide TA support. The TFSC Co-Directors participated in the TA orientation in August and participated as experts during the policy session to help TA’s become familiar with university policies and consider effective and appropriate ways to deal with students during difficult situations that may arise while teaching.
- **New Faculty Orientation (August 18, 2015).** 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, 111 new faculty were sent invitations, and 84 new faculty attended the orientation session held at the Reynolds Center.

Orientation consisted of welcoming remarks from the Co-Directors and an introduction to the “Culture of the Campus” from Interim Chancellor Dan Ferritor. Bob Beitle from the Office of the Vice Provost for Research and Economic Development introduced faculty to resources to assist with research and scholarship programs. Professor Daniel Levine followed with “Engaging Students at the University of Arkansas,” Professor Chris Goering with “Research Success at the University of Arkansas,” and Linda Meyers moderated a panel discussion with Professors Daniel Levine, Chris Goering, Jim Gigantino, and Kristen Jozkowski focused on “Engagement Between Research and Teaching”. Vice Provost Ro Di Brezzo followed with “University Perspective: Nothing

Short of Changing the Culture”, and Jeannie Whayne closed the morning program moderating a Q&A session with three former students in the session entitled “The Impact We Have on Students”.

A University Relations photographer made official photographs throughout the morning. Participants had lunch and were able to visit with representatives from various service and benefits offices on campus during an information fair held throughout the lunch break. The afternoon session was hosted by Human Resources and focused on benefits. An evening reception was hosted by the Chancellor and Provost. (Program is attached.)

Faculty Awards Reception, September 29, 2015. The TFSC continues to co-host (with the Teaching Academy) an annual reception recognizing the winners of major campus teaching awards. This year, approximately 61 people attended and 24 faculty were honored. In addition, this was the ninth year we presented the “Certificate of Teaching Commendation,” a form of recognition designed to encourage our newest peers to participate in faculty development events. Nineteen faculty members earned the award this year. (Program is 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 faculty members in their first or second year. The luncheons feature a short program and discussion about teaching strategies, student support, and faculty development. New faculty participation remains strong as new faculty truly seem to value these luncheons. Topics presented this year included: “The Science Behind the Art of Teaching”; “Beating Back the Mid-Semester Doldrums: Tips and Tricks to Increasing Student Engagement”; “Making Blackboard Work for You”; “Creating Meaningful Objectives for Students”; “Behavior Intervention and Threat Assessment”; and “The Academic Integrity Culture at UA; Honesty Up or Honesty Down? A Look at our Students’ Academic Integrity Understanding and Attitudes”. Programs are assessed with an instrument that asks participants about the quality of the presentation, the quality of the food, how likely they are to attend future programs, and whether they have visited the TFSC website. We also ask respondents for suggestions for future programming. The results show strong support for the NFL programs, and participants continually provide useful 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 host additional luncheons for veteran faculty. We hosted four programs in 2015-2016. Similar to NFL, attendance at all programs was strong, and faculty participating in NSN Faculty Luncheons provided lively discussions. Presentation topics included “The Science Behind the Art of Teaching”; “Video Integration Strategies for Active Learning”; “Developing Objectives Towards Course Needs”; and “The Academic Integrity Culture at UA; Honesty Up or Honesty Down? A Look at our Students’ Academic Integrity Understanding and Attitudes”. Assessment again indicated that the luncheon programs were successful and important to the faculty. Suggestions given for future programming not only help the Co-Directors plan the next year’s lunch sessions, but they generate suggestions for the Winter Symposium and Teaching Camp topics.

- **All Faculty “Dead Day” Luncheon Series.** The traditional “Dead Day” luncheons are open to all faculty. Because of room size and budget constraints we are forced to cap attendance at approximately 100 attendees. We accept lunch attendees to email solicitation on a first-served response basis, and we maintain waiting lists for faculty who respond to email announcements after space has filled. Dead Day lunch is a perennial favorite based on attendance alone.

For both the fall and spring programs we held a 2-hour workshop style program. In the fall, Drs. Susan Mayes, Health, Human Performance & Recreation, Jeffrey Murdock, Music, Stephen Caldwell, Music, Kathleen Lehman, University Libraries, and Elizabeth McKee, University Libraries presented “Teaching as a Performing Art”. For the spring program, we had “Mindfulness in Academia: The Effects of Self-Care on Stress and Teaching” workshop led by Drs. Sophie Janicke, Jeannie Whayne, and Sidney Burris. They were assisted during the workshop by several other faculty and mindfulness practitioners. The evaluations demonstrated overwhelming enthusiasm for both the fall and spring dead day programs.

- **Winter Teaching Symposium (January 14, 2016).** Chancellor Steinmetz welcomed the participants, and the keynote “The Global University: Internationalization of the Campus and Curriculum” was delivered by Dr. Curt Rom, Associate Dean for International Education. The plenary session was followed by breakout sessions where topics were repeated, allowing people to choose to attend two of the sessions during the morning. Topics included the following: “Strategies for Giving and Producing Higher Level Multiple Choice Questions”; “Discussing Your Teaching and Research Program with Potential Sponsors”; “Using Conventional Communication Technologies to Promote Students’ Learning Experiences”; “The First Day of Class: Suggestions for Getting off to a Good Start and Enhancing Retention”; “Online Teaching: A Panel Conversation of Faculty Experiences”. The program closed with lunch and a wrap-up to synthesize take away messages from the sessions. (Program is attached.)

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

- Well done! One of the best I’ve been to.
 - Good info, practical application; hands on.
 - Great ideas – very helpful for new faculty.
- **Scholarship of Teaching and Learning/ Teaching Team Travel Grants.** In 2015-16, TFSC offered team travel grants for interdisciplinary teams of 2-3 faculty (up to \$2,000 for each team member) to attend teaching conferences in 2016. Team members are expected to implement and disseminate their knowledge at the University of Arkansas in order to improve teaching on campus. Preference was given to teams that included faculty diversity and/or a mentoring component. Examples of faculty diversity include having faculty with different levels of teaching experience and may also include faculty who teach using different pedagogical approaches. Travel must be completed before Dec. 31, 2016.

Four teams were supported to attend four different conferences throughout 2016. Co-directors plan to meet with teams in 2017 to plan how to best disseminate learning and benefits from attendance at these meetings. The desire with these grants is to support a faculty community intent on improving their own scholarship in teaching and classroom pedagogy and to teach faculty at the University of Arkansas, with the goal of improving interdisciplinary engagement and student learning at a broad scale.

Team Teaching Travel Grant Awards (up to \$2,000 each team member)

1. Kate Chapman (PSYC), April Rand (SCSW), Claire Terhune (ANTH)
2016 Transforming Undergraduate STEM Education: Implications for 21st Century Society AAC&S's Network for Academic Renewal and Project Kaleidoscope (Nov. 3-5, 2016)
 2. Kevin Brady (CIED), Kenda Grover (RHRC)
OLC Innovate 2016 (Nov 16-18, 2016)
 3. Lindsey Aloia (COMM), Sarah Hernandez (CVEG), Kelly Hammond (HIST)
2016 Teaching Professor Technology Conference (TPTC) (Sept. 30-Oct. 2, 2016)
 4. Catherine Shoulders (AECT), Kathi Jogan (ANSC), Kelly Johnson (NURS)
North American Colleges and Teachers of Agriculture Annual Conference (June 20-25, 2016)
- **Faculty Enrichment Series (October 8, 2015).** The Faculty Enrichment Series was a partnership of the Office of the Provost, Office for Faculty Development and Enhancement, Wally Cordes Teaching and Faculty Support Center, the Instruction Design and Support Services in Global Campus, and the Faculty Technology Center in IT Services. The "Teaching and Technology" event in the fall was held from 10:00 a.m. to 2:00 p.m. on Thursday, October 8, 2015 in the Arkansas Union. Faculty were invited to drop in anytime for round table discussions exploring the following topics with University faculty mentors: 1) How can I help my students learn how to study at the college level? 2) How can I help my students build active listening skills? 3) How can I help my students improve their communication skills? 4) How can I incorporate critical thinking skills in my classes? 5) How can I encourage growth mindsets? Faculty mentors were present to share experiences and offer support related to pedagogy. This included questions or suggestions about design, delivery, population, and learning objectives. The following partners participated at the event:

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 a scheduling and retention tool utilized with UAConnect and Blackboard to foster communication between faculty and academic support staff to increase student success.

Additional Activities

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

- **Peer Observation Program.** The TFSC Co-Directors worked closely with the Teaching Academy to design and implement a peer observation program during the fall 2015. Less experienced faculty could elect to either observe more experienced faculty or have mentors come to their classroom and observe their teaching. Peers met after classroom observations and discussed teaching and learning. New faculty (mentees) were provided one to three mentors, and all participants were provided guidelines of aspects to observe in the classroom; however, observations and discussions including numbers of visits were at the discretion of participants. Post-participation feedback was collected by TFSC Co-Directors and relayed to Teaching Academy members.
- **Personal Consultations.** Co-directors are called upon to provide one-to-one support and assistance to faculty and teaching assistants from across the university. Several consultations were done this year which included assisting with classroom observations, flipped classrooms, use of clickers, test item analysis, editorial and publication assistance, student-instructor interaction policies, and designing teaching portfolios.
- **Interactive Syllabus Workshop (January 14, 2016).** The Winter Teaching Symposium was followed by an afternoon workshop focused on designing an interactive (electronic) syllabus. A faculty member sponsored by TFSC who had attended a teaching technology conference led a workshop for other interested university faculty to design and maintain electronic, interactive syllabi for their courses. Workshop participants were introduced to different softwares, shown different features, and given time to build components of their own syllabus.
- **Assisting Global Campus Instructional Designers.** TFSC hosted small group demonstrations (approximately 5 faculty) where Global Campus Instructional Designers

presented Teaching Innovation and Pedagogical Support website features (<http://tips.uark.edu>) which faculty tested and offered ideas and suggestions.

- **Representation on University Committees and Campus Activities.** The TFSC Co-Directors actively participate 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 – issues students’ understanding of professors’ English proficiency and grade forgiveness
 - University Accreditation Steering and Criterion Committees
 - President, Vice President, and members of the Teaching Academy

TFSC Website

The TFSC maintains a Center website with Lori Libbert updating information as needed. With university software updates, several of our links are not functioning. We have reviewed and continue to review the syllabus links to update those; the syllabus links are our top priority as we receive several requests related to syllabi additions and recommendations. We continue to review other priorities for the website.

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

- Developing Peer Observation Program with Teaching Academy
- Faculty Enrichment Series
- Interactive Syllabus Workshop
- Teaching Assistant Orientation

Personnel

John Pijanowski (Curriculum and Instruction) will complete his three-year term as co-director in 2016 and will be replaced as Co-director by **Jack Kern** (Health, Human Performance & Recreation). **Mary Savin** (Crop, Soil and Environmental Sciences) will be serving in her second year as Co-director. **Linda Myers** (Accounting) who had stepped in for **Mark Boyer** (Landscape Architecture) and served as co-director from August 2015 through May 2016 stepped down to take a position at the University of Tennessee. **Lorraine Brewer** (Chemistry and Biochemistry) agreed to begin a one-year term sooner than normal and began in June 2016 to fulfil the last year of Drs. Boyer and Meyer’s unexpired term.

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 continues to increase her computer and technology skills to stay abreast of new software systems implemented at the university. She is also responsible for

coordinating functions in the Technology Collaboration Room, which came on line in spring 2015.

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 served as the coordinator of activities for summer 2015 camp and her term ended in August 2015.

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 Global Campus, and at times, subcommittees of Faculty Senate utilize this space as well. The Center maintains an e-presence via our 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’s office monthly. The center is serving an increasing number of faculty and teaching graduate assistants. The Co-Directors and the Special Events Manager work diligently to plan for current events while being cognizant of maintaining funds for pending major upcoming activities. We were again able to open New Faculty Luncheons up to graduate assistants who are teaching, partner to deliver a Faculty Enrichment Series event, and add additional programming with the Teaching Academy. 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). Previous funding from this grant had made funding an Associate Director, Graduate Assistantship, Research in Teaching Grants, and TFSC technology improvements possible in 2014-2015.

The differential consequence of the prior 2014-2015 Global Campus grant was tremendous. The grant 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 related to improved teaching and learning; the faculty benefited and consequently, the students were the

winners. Accordingly, we recommend reinstatement of this financial support (previously 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 summary, 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 and Enhancement in all of these endeavors.

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:

- Initiated new monthly Wally Cordes Chair program, which is a rotating honorary university chair position meant to promote collegiality and an inclusive university community centered on faculty support and development.
- Continued the close working relationship with Teaching Academy fellows.
- Continued a Faculty Enrichment series in October 2015 focused on Teaching and Technology, working in collaboration with various units of the Global Campus, UITS, and others.
- Working with multiple organizations on campus to improve teaching and connections between faculty and campus resources, including Center for Educational Access, Office of Scholarly Communications, Spring International Center, Global Campus, Blackboard.
- Working with Office of Academic Affairs to provide future keynote speaker and workshop symposium on Assessment.
- Expanded 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 contingent upon funding. The space will be designed to assist faculty in utilizing “best practices” to support technology to enhance classes.
- Road shows, as time and funding permit.