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Center Annual Report

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2017

Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2017

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University of Arkansas, Fayetteville. Wally Cordes Teaching and Faculty Support Center. (2017). Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2017. *Wally Cordes Teaching and Faculty Support Center Annual Report*. Retrieved from <https://scholarworks.uark.edu/tfscar/7>

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2016 – 2017 Annual Report
of the
Wally Cordes
Teaching and Faculty Support Center

University of Arkansas

Fayetteville, Arkansas

For the year ended June 30, 2017

Submitted to the Provost and Vice Provost

by Co-Directors

Mary Savin, Lorraine Brewer, and Jack Kern

July, 2017

2016-2017 Annual Report
Wally Cordes Teaching and Faculty Support Center (TFSC)
submitted to the Office of the Provost

Programs and Activities

- **Annual Teaching Retreat (August 7-9, 2016).** TFSC organized and sponsored the annual teaching retreat this summer, which was held at the Lodge at Mount Magazine for the second summer. There were 88 applications for the retreat; 65 faculty from across the University attended. Faculty represented a good mix of new (< 3 years) and not-so-new (3+ years) faculty with 29 new and 36 not-so-new faculty at Teaching Camp. The theme of the retreat was “The Path to Student Learning and Success.” Todd Zakrajsek, Associate Research Professor and Associate Director of Fellowship Programs in the Department of Family Medicine at the University of North Carolina, was the keynote workshop presenter. Todd is a nationally recognized scholar in the science of pedagogy and curriculum design and has delivered keynote addresses at more than 200 campuses and teaching conferences. Todd led several workshops including “Making Changes in Teaching and Student Learning”; “Thinking About Our Collective Strengths and Challenges”; “Teaching for Better Student Learning: Don’t Stop Thinking”; “Teaching Students How to Learn: A Focus Over My Shoulder”; “Engaged Learning: Finding a Happy Way To Teach”; “What’s Next: Charting a Path Forward - Every Day is a Winding Road”. His recent book, *Teaching for Learning* (co-authored with Claire Major and Michael Harris; Routledge, 2015), was given to each retreat participant.

In addition to Todd’s sessions, there was a plenary session on Universal Design in the College Classroom, and six breakout sessions on topics ranging from Bloom’s taxonomy, and assessment, teaching freshmen and large classes, to incorporating out-of-classroom experiences and art into teaching.

Evaluations indicated that the retreat continues to be a valuable program offered by TFSC as a way to improve pedagogy, meet, support, and mentor colleagues from across the university, and rejuvenate prior to the start of the academic year. (Program is attached.)

- **Teaching Assistant Orientation (summer committee and August 15, 2016).** 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 16, 2016).** 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, 116 new

faculty were sent invitations, and 102 new faculty attended the orientation session held at the Willard J Walker Hall.

Orientation consisted of welcoming remarks from the Co-Directors and Chancellor Joseph Steinmetz. After introduction of faculty support programs offered through the Wally Cordes TFSC by the Co-Directors, Professor Janine Parry inspired faculty with “The Teaching Thief: A Practical Guide for College Instructor”. Professor Kevin Hall provided insights into “Research Success” which was followed by table discussions facilitated by a dozen university faculty volunteers. Before closing out the morning session, a dozen graduate students joined table discussions to provide student perspectives on what faculty can do to facilitate student and teaching success.

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 held in the Reynolds Center was hosted by Human Resources and focused on benefits. (Program is attached.) An evening reception was hosted later in the semester by the Chancellor and Provost for tenure-track faculty.

- **Faculty Awards Reception, September 27, 2016.** The TFSC continues to co-host (with the Teaching Academy) an annual reception recognizing the winners of the three major campus teaching awards: 2015 John and Lois Imhoff Award for Outstanding Teaching and Student Mentorship (Janine Parry, Political Science); 2016 Charles and Nadine Baum Faculty Teaching Award (Janine Parry, Political Science); and the 2016 Alumni Association Rising Teaching Award (Laurent Sacharoff, School of Law). Calvin White, the 2014 John and Lois Imhoff Award for Outstanding Teaching and Student Mentorship recipient, addressed the audience and presented “The Engaged Teacher and Mentor”. Special Recognition was given to the outgoing Teaching and Faculty Support Center Co-Director (2013-2016), John Pijanowski, and the outgoing President of the Teaching Academy (2014-2016), Donald Johnson. Attendance was very strong; approximately 93 people attended.

In addition, this was the tenth year we presented the “Certificate of Teaching Commendation,” a form of recognition designed to encourage our newest peers to participate in faculty development events. Seventeen faculty members earned the award this year and were recognized by the Chancellor and Provost. (Program is attached.)

- **New Faculty Luncheons (NFL, first Tuesday and Wednesday of each month).** The TFSC hosts 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 is consistently strong as new faculty truly seem to value these luncheons. Topics presented this past year included: “Dancing with the Devil You Know: Classroom Engagement in the Age of Texting (Lori Holyfield, Department of Sociology and Criminal Justice); “Magic Words: The Power of Language in the Classroom” (Lindsey Aloia, Department of Communication); “Accommodating Students with Disabilities in the Classroom”

(Katy Washington, Director of the Center for Educational Access); “College Student Mental Health: Distressed Students and How to Help Them” (Josette Cline, Director/Licensed Psychologist, Counseling and Psychological Services, Pat Walker Health Center); “Academic Integrity: Policy and Process” (Speaker panel: Karen Hodges, Executive Director, Academic Initiatives and Integrity; Alishia Ferguson, Assistant Dean for Academic Integrity, School of Social Work; Paul Cronan, Professor, Information Systems; Nate Demery, Undergraduate Student); “Raising Awareness of Cross-Cultural Communication among Faculty” (Cindy Rauth, English Language and Cultural Studies Program Coordinator, Spring International Language Center).

Kathleen Lehman, University Libraries, provided a resource sheet at each luncheon for faculty to follow-up on luncheon topics. 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 2016-2017. Similar to NFL, attendance at all programs was strong, and faculty participating in NSN Faculty Luncheons provided lively discussions. Presentation topics included “Dancing with the Devil You Know: Managing Student Engagement in Large Classes” (Lori Holyfield, Department of Sociology and Criminal Justice); “Accommodating Students with Disabilities in the Classroom” (Katy Washington, Director of Center for Educational Access); “College Student Mental Health: Distressed Students and How to Help Them” (Josette Cline, Director/Licensed Psychologist, Counseling and Psychological Services, Pat Walker Health Center); and “Understanding and Supporting International Students” (Cindy Rauth, English Language and Cultural Studies Program Coordinator, Spring International Language Center, and James Flammer, Assistant Director of Retention, International Students and Scholars).

As with NFL, Kathleen Lehman, University Libraries, provided a resource sheet at each luncheon for faculty to follow-up on luncheon topics. 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 “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 for the December Dead Day luncheon. 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. In May, we were able to hold our Dead Day luncheon in the Union Ballroom, allowing us to accept more people.

For the fall program, we held a 2-hour workshop style program. Drs. Don Johnson, Rebecca Miles, and Tim Kral presented on humor in the classroom, in a session entitled “A Sense of Humor Is No Joke!” Don Johnson presented “If You Don’t Think Your Classroom Is Funny, You’re Not Paying Attention”, Rebecca Miles shared “Shakespeare at the Improv”, and Tim Kral finished with “Classroom Humor: Shaken Not Stirred”.

For the spring program, we had “Inspiring and Innovative Ideas for Your Teaching: Poster Presentations from the Research in Teaching and Teaching Improvement Grant Recipients, sponsored by the Wally Cordes TFSC with Research in Teaching Grants funded by Global Campus. The recipients from the 2015 grants were on hand to interact with faculty and present findings from 12 projects. We were also able to recognize the 2017 Research in Teaching and Teaching Improvement Grant recipients. Evaluations of the spring program highlighted appreciation that faculty had for the opportunity to interact with peers about campus projects in the informal, conference-style setting.

- **Wally Cordes Chair Events.** A new initiative was begun during 2016-2017 in which six faculty were named Wally Cordes Chairpersons. This honorary position rotates at an approximately monthly interval among faculty who are deeply involved in teaching and faculty development. The Wally Cordes Chair hosts a program to promote collegiality and an inclusive university community centered on faculty support and development. The inaugural chairs were Ro DiBrezzo, Vice Provost for Faculty Development and Enhancement; Paul Cronan, Professor of Information Systems; Greg Herman, Associate Professor of Architecture; Norman Dennis, Senior Associate Dean and University Professor of Engineering; Neil Allison, Associate Professor of Organic Chemistry; and Don Johnson, Professor of Agricultural Education, Communication, and Technology.
- **Winter Teaching Symposium (January 12, 2017).** Chancellor Steinmetz and Provost Jim Coleman welcomed the faculty participants back from fall semester break. The winter symposium was a little different than it has been for the past several years in that an outside keynote workshop presenter led three workshops throughout the morning. In a workshop co-sponsored by the office of the Vice Provost for Academic Affairs (Dr. Terry Martin) and TFSC, Dr. Peter Doolittle, Executive Director of the Center for Instructional Development and Education Research at Virginia Tech, led the faculty through three workshops focused on learning objectives: 1) Deep and flexible learning; 2) Course-embedded assessment; and 3) Instructional/assessment integrated strategies. The program closed with lunch. (Program is attached.) Attendees were overwhelmingly positive in evaluations about the format of the morning workshop, especially with the hands-on learning components, and the quality of the presenter.
- **Scholarship of Teaching and Learning (SoTL).** In 2016-2017, TFSC offered a faculty grant program to promote the scholarship of teaching and learning. The intent of this grant program, which has also been offered in previous years (e.g. 2014-2015), is to establish a faculty learning community focused on the principles of SoTL. Grants are for faculty to identify research questions related to teaching and/or student learning including but not limited to use of effective teaching practices, assessment, technology in teaching,

and other best practices, provide a small source of funding to pursue the study, and share findings. We appreciate the funding provided by Global Campus in order to provide Research in Teaching grants. The TFSC also provides smaller Teaching Improvement Grants. A total of 35 grant proposals were received from faculty across campus representing 20 departments or units. After review of the proposals, notification of funding was made on April 5, 2017 to the following faculty:

Teaching Improvement Grant Awards (up to \$2,500 each)

Stephen Caldwell (Fulbright – Music)
Todd Cleveland (Fulbright – History)
Joshua Girshner (Fulbright – Mathematics)
Kristina Howlett (College of Education and Health Professions – CIED)
Rebecca Miles (Walton College of Business – Marketing)
Jared Phillips and Laurence Hare (Fulbright – International Studies)
M. Reina Ruiz (Fulbright – World Languages, Literatures and Cultures)
Margaret Worthington and Esten Mason (Bumpers Agricultural, Food and Life Sciences – Horticulture and Crop, Soil, and Environmental Sciences)

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

Laurie Apple and Jefferson Miller (Agricultural, Food and Life Sciences – HESC, AGED)
David Christian and Merry Moiseichik (Education and Health Professions – RHRC, HHRP)
Grant Drawve, Casey Harris, and Patricia Herzog (Fulbright – SOCI)
Jacquelyn Wiersma-Mosley (Agricultural, Food and Life Sciences – HESC)
Kimberley Furlong and Tahar Messadi (Architecture – Architecture, Landscape Architecture and Interior Design)
Laura Herold (Agricultural, Food and Life Sciences – HESC)
Davide Vitale and Francesco Bedeschi (U of A Rome Program)

- **Academic Integrity Awareness Week (Sept 26, 2016).** The Wally Cordes TFSC sponsored a faculty panel during Academic Integrity Week: “Academic Integrity Spotlight I: Best practices in promoting academic integrity in the classroom”. Best practices to promote honesty, fairness, and integrity include establishing and communicating clear standards, using assignments and test formats that discourage cheating, and following the Academic Initiatives and Integrity Policy and reporting integrity violations. To promote awareness and adoption of best practices among faculty, we assembled a panel of faculty and experts to share implementation, enforcement, and modeling of practices that can facilitate maintenance of ethical standards and personal and professional integrity to reach standards and goals embodied within academic integrity to guide our students along the path to professional development.

The faculty panel consisted of Alishia Ferguson, Assistant Dean for Academic Integrity, Fulbright, AIM, experience with board cases; James Flammer, Student Development Specialist, International Students and Scholars, international students; Kathy Smith, Clinical Assoc. Professor, Apparel Merchandising and Product Development, internship coordinator;

and Suresh Kumar Thallapuram, Professor, Chemistry and Biochemistry, who teaches graduate and undergraduate students, and is an AI board member. The panel was moderated by the TFSC Co-Director Mary Savin. The panel lasted about an hour and was videotaped for people to view later.

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.

- **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 and mentoring, flipped classrooms, teaching development as part of grant submission, syllabus assistance, use of Turning Technologies clickers and other class engagement opportunities in large lecture courses, and other activities.
- **International Programs.** TFSC co-hosted with Study Abroad four webinars in the TFSC technology room throughout the spring semester: February 9, March 9, April 5, and May 11.
 - Turning Cross-Cultural Research into Intercultural Learning in Programs Abroad, presented by Steven T. Duke;
 - Through the Lens of Emotional Resilience in Study Abroad: Strategies for Creating Emotionally Healthy Learning Environments Integrated into Programming, presented by Dr. Janice Abarbanel;
 - From Theorizing to Connecting: A Four-Step Process for Developing Interculturally, presented by Mick Vende Berg;
 - Reentry: Creating Opportunities for Reflection, Growth, and Applications after Study Abroad, presented by Bruce La Brack
- **Representation on University Committees and Campus Activities.** The TFSC Co-Directors actively participated on the following committees which include:
 - Reviewer for Honors College Fellowships
 - TFSC represented on Teaching Council
 - Campus Guiding Priorities Team
 - University Accreditation Steering and Criterion Committees
 - University Disability Services Committee
 - Vice Provost for Diversity and Inclusion search committee
 - President, Vice President, and members of the Teaching Academy

TFSC Mission and Website

The current co-directors met with previous co-directors to garner feedback on programs, and the mission and vision of the TFSC, in particular how the TFSC fits within the 8 Guiding Priorities of the University. The co-directors developed a new, modified mission and vision statement from this meeting, and are working on articulating strategies and priorities to guide the TFSC direction during the next several years.

The TFSC is currently working with Global campus to modernize the Center's website. Updates will make the website much more visually appealing, more user friendly, and will provide a new streamlined process for collecting responses for TFSC events, which should ease some workload burden from Lori Libbert. After the website is updated, Lori Libbert will continue to update information as needed. With university software updates, several of our links have not been functioning, and this website update is long overdue. We are very excited to be moving in the right direction with our web presence.

One-time Faculty Development programs.

In addition to the regular programs hosted by the Center each year, we assisted with faculty development sessions for departments or groups and other special faculty needs. This year this included

- **Special All-Faculty Lunch Discussion (October 12, 2016).** Co-sponsored by the Division of Student Affairs and the Wally Cordes TFSC, keynote speaker, Tricia Seifert, Associate Professor of Adult and Higher Education and Head of the Department of Education at Montana State University in Bozeman presented "Why Your A-Game Matters for Student Learning". Dr. Seifert is committed to connecting evidence-based best practices to the practice of educators both inside and outside the classroom. In addition to insights from her vast experience and expertise, she drew on research from her book, *How College Affects Students, Volume 3*, to illustrate teaching approaches and activities shown to improve college students' learning and success, and concluded by advancing a broader definition of student success than typically used by current institutional and state policymakers.

Personnel

Mary Savin (Crop, Soil and Environmental Sciences) will complete her second year of her three-year term as Co-Director in 2016-2017 and **Jack Kern** (Health, Human Performance & Recreation) will complete his first year of his three-year term as Co-Director in 2016-2017.

Lorraine Brewer (Chemistry and Biochemistry) will complete her one-year term in 2017 (finishing the rotation occupied by **Mark Boyer** (Landscape Architecture) and **Linda Myers** (Accounting) who both stepped down when leaving the university) and will be replaced as Co-Director by Lori Holyfield (Sociology and Criminal Justice).

Lori Libbert continues to serve as the TFSC's Special Events Manager, organizing 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.

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, and learn about technology resources, etc. Groups

including the Teaching Academy, Global Campus, Study Abroad, and others utilize this space. The Center maintains an e-presence via our website.

With the help of the Vice Provost, we maintain 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 budget spreadsheet allows for up-to-date tracking of budget status without the typical BASIS lag time, and additions to the spreadsheet for the coming year will 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 and partner with other groups on campus to deliver faculty development and enrichment events. 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 of funding 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. Global Campus graciously provided \$30,000 funding for Research in Teaching grants and is assisting us in updating our website.

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. Initiatives arise from the following relationships:

- We will continue the close working relationship with Teaching Academy fellows to pursue mutually beneficial programs.
- 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, Study Abroad, Global Campus, and Blackboard.
- Working with Graduate School and International Education and Information Technology Services to discuss future programs and workshops for faculty development.
- Global Campus, who we will continue to work with to update web resources and expand use of technology in the TFSC, both in the physical space and in the programs offered.