

University of Arkansas, Fayetteville

ScholarWorks@UARK

Wally Cordes Teaching and Faculty Support
Center Annual Report

Teaching and Faculty Support Center

2019

Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2019

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. (2019). Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2019. *Wally Cordes Teaching and Faculty Support Center Annual Report*. Retrieved from <https://scholarworks.uark.edu/tfscar/9>

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.

2018– 2019 Annual Report
of the
Wally Cordes
Teaching and Faculty Support Center

University of Arkansas

Fayetteville, Arkansas

For the year ended June 30, 2019

Submitted to the Provost and Vice Provost

by Co-Directors

Jack Kern, Donald Johnson and Lori Holyfield

July 2019

2018-2019 Annual Report
Wally Cordes Teaching and Faculty Support Center (TFSC)
submitted to the Office of the Provost

Programs and Activities

Annual Teaching Retreat (August 6-8, 2018). TFSC organized and sponsored the annual teaching retreat, which was held at the Lodge at Mount Magazine. There were 82 applications for the retreat; 72 faculty from across the University attended. Faculty represented a good mix with 26 new (< 3 years) and 46 not-so-new (3+ years) faculty attending. The theme of the retreat was “No Rest for the Wicked: Engaging Complex Problems in the Classroom,” with Laura Cruz. Dr. Cruz is Associate Research Professor the Shreyer Institute for Teaching Excellence at Penn State. Prior to her position at Penn State, Cruz served as the director of the Centers for Teaching and Learning at both Tennessee Tech University and Western Carolina University. She has held multiple leadership positions in the field of educational development.

Dr. Cruz received her doctorate from the University of California at Berkeley in 2001. Her extensive list of publications include work in history as well as the areas of course and program design, educational technology, educational development, and emerging forms of scholarship. Her most recent book, "Taking Flight: Making Your Center for Teaching and Learning Soar," with Stylus press.

In addition to Laura’s sessions, there were six breakout sessions on topics ranging from “Creating Safe Spaces for Discussion, Improving Critical Thinking, Creating Case Studies, Effective Integration of Technology, Collaborative Learning/Managing Groups, and Assessing Learning.”

Evaluations indicated that the retreat continues to be a highly valuable program offered by TFSC as a way to improve pedagogy; to meet, support, and mentor colleagues from across the university; and to rejuvenate faculty prior to the start of the academic year. (Program is attached – please see Appendix item1)

- **Teaching Assistant Orientation (summer committee and August 12, 2018).** 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 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 14, 2018).** 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, 90 new faculty were sent invitations, and 79 attended the orientation session.

After welcoming remarks and introduction of faculty support programs offered through the Wally Cordes TFSC by the Co-Directors, Mary Savin, Jack Kern and Lori Holyfield, Vice Provost Robert Beitle discussed resources for research and Professor Kevin Hall provided insights into "Research Success" which was followed by Dr. Chris Shields who presented on "Student Engagement at the University of Arkansas." Our 2018 agenda also included a working lunch with Shelly Walters, Associate Director of Global Campus and Kathryn Zawisza, Director of Academic Technology & Innovation, IT services on the topic of incorporating technology. As part of our agenda this year, we combined with Vice Provost Ro DiBrezzo to also include "Academic Integrity, Student Oath" with Chris Bryson, Program Director of Academic Integrity Initiatives and Dr. Paul Cronan, M.D. Matthews Endowed Chair & Professor of Information Systems. The afternoon sessions were conducted by Monica Holland from CARE. The final session was hosted by Vice Provost Ro DiBrezzo who spoke about faculty development and the importance of teaching at our campus.

During the program, participants had a designated time to visit with representatives from various service and benefits offices on campus during an information fair held throughout the lunch break. The program was located at the Fayetteville Town Center (Program is attached – Please see Appendix item 2.)

- **Faculty Awards Reception, September 25, 2018.** The TFSC continues to co-host (with the Teaching Academy) an annual reception recognizing the winners of the previous year's (2017) four major campus teaching awards; John and Lois Imhoff Award for Outstanding Teaching and Student Mentorship (Christopher Shields, Sociology and Criminology); Charles and Nadine Baum Faculty Teaching Award (Suresh Kumar Thallapuram, Chemistry and Biochemistry); Alumni Association Rising Teaching Award (Sean Connors, Curriculum and Instruction); and Outstanding Service Learning Teaching Award (Tim Cavell, Psychology). Lori Holyfield, the 2016 John and Lois Imhoff Award for Outstanding Teaching and Student Mentorship recipient, addressed the audience and presented "Generation XYZ: Engagement in the Classroom". Special Recognition was given to the outgoing Teaching and Faculty Support Center Co-Director (2015-2018), Mary Savin (Crop, Soil and Environmental Sciences), who also was recognized as the outgoing President of the Teaching Academy (2017-2018). Attendance was very strong with 65 people in attendance (Program is attached Please see Appendix item 3).

In addition, this was the 12th 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-six faculty members earned the award this year and were recognized by the 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. Global campus provides excellent recaps on tips.uark.edu with additional information from presenters. Topics presented this past year included:

- *RazorGrant IRB Overview* Speakers: Heather Frankenberger, Assistant Director, Office of Research and Sponsored Programs
- *Assisting Distressed Students: An Update on College Student Mental Health* Speakers: Josette Cline, Ph.D., Licensed Psychologist, Director, Counseling & Psychological Services (CAPS) and Mindy Wilkerson, LCSW, Suicide Prevention Coordinator, Counseling & Psychological Services (CAPS)
- *Creating Brave Spaces for Dissenting Views* Speakers: Rachel Glade, Clinical Assistant Professor, Speech & Hearing Clinic Rehabilitation, Human Resources & Communication Disorders, Lynn Meade, Instructor, Department of Communication
- *Examples of Video-enhanced Instruction at the University of Arkansas* Speakers: Kathryn Zawisza, Ph.D., Director of Academic Technology and Innovation Shelly Walters, Associate Director of Instructional Design and Support Services
- *Open Educational Resources & You: Implementing OER in Your Courses What you need to know to do it now!* Speakers: Elaine Thornton, Open Education & Distance Learning Librarian, U of A Libraries, Scott Wright, Instructional Designer, Global Campus, Lora Lennertz, Data Services Librarian, U of A Libraries, Stephanie Pierce, Head of the Physics Library, U of A Libraries
- *Promoting a Culture and Climate of Diversity and Inclusion at the University of Arkansas* Speaker: Yvette Murphy-Erby Vice Provost for Diversity and Inclusion

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 2017-2018. Similar to NFL, attendance at all programs was strong, and faculty participating in NSN Faculty Luncheons provided lively discussions. Presentation topics included: *Assisting Distressed Students: An Update on College Student Mental Health*, *Creating Brave Spaces for Dissenting Views*, *Examples of Video-enhanced Instruction at the University of Arkansas* and *Promoting a Culture and Climate of Inclusion and Diversity*

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 90 attendees for the December Dead Day luncheon. We accept lunch attendees on a first-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. Our December workshop was titled *Healthy and Happy for the Holidays!* Speakers were Dean Gorman, Health, Human Performance & Recreation who presented *Fitness and Wellness*, followed by Jenn Veilleux, Psychological Science with *Emotions: We All Have Them, So Let's Be Friends With Them* and finally, Laura Hill, School of Human Environmental Sciences, *Nutrition For Dummies*.

Our spring 2019 “Dead Day” event was equally popular. The theme was *Inspiring and Innovative Ideas for Your Teaching*. This year's event, held in the Union ballroom included 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.

Wally Cordes Chair Events. This initiative began during 2016-2017 and continues as a popular event. Six faculty were named Wally Cordes Chairpersons in 2018-2019. 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 recipients for 2018-2019 were *Lorraine Brewer*, Chemistry, *Janet Forbess*, Health, Human Performance and Recreation, *Donna Graham*, Agricultural Education, Communications and Technology, *Kathleen Lehman*, Mullins Library, *Christopher Shields*, Sociology and Criminology, and *Calvin White*, History and Associate Dean, Fulbright College.

- **Winter Teaching Symposium (January 10, 2019).** Vice Provost Ro Di Brezzo welcomed the faculty participants back from fall semester break. The winter symposium keynote speaker was John Tagg, professor emeritus of English at Palomar College. The title of his two workshop presentations were “*Learning to Change, Changing to Learn and Learning from our Mistakes: Seeking Desirable Difficulties for Ourselves and our Students*.” The workshops were interactive and closed with a luncheon. The event was held at the Don Tyson Center for Agricultural Sciences. Attendees were positive in their evaluations of the event. We had 122 in attendance. (Program is attached – Please see Appendix item 4)
- **Teaching Innovation Travel Grant:** In 2018-2019, TFSC offered a faculty grant

program to promote teaching excellence in support of student success. The intent of this grant program, which has also been offered in previous years, is to establish a faculty learning community focused on the principles of teaching excellence. Grants during the 2018/2019 are for faculty travel to teaching conferences that focus upon implementation and innovative teaching strategies that impact undergraduate intellectual capacity and retention and success. These grants (up to \$2,500 each) provide a small source of funding to pursue teaching excellence and share findings. We received 17 applications. After review of the proposals, notification of funding was made on April 10, 2019 to the following faculty:

Teaching Innovation Travel (up to \$2,5000 each)

Alrubaye, Adnan	BISC	\$2,050.00
Koziol, Kathryn	ANTH	\$2,500.00
Hood, Shanda/ Girshner, Josh	MASC	\$2,500.00
Langsner, Steve	HHRP	\$1,750.00
Sebold, Karen	PLSC	\$2,500.00
Collet, Vicki	CIED	\$1,235.00
Acrey, Cash	FINN	\$1,200.00
Williams, Marianne	UNIV LIB	\$1,200.00
Walker, Kate	BISC	\$1,800.00
Dunn, Emily	AEAB	\$1,200.00
Hoyer, Jennifer	WLLC	\$1,200.00
Seo, Han-Seok	FDSC	<u>\$1,200.00</u>
	Total Awarded	\$20,335.00

Student Success Grants (up to \$5,000 each)

We especially appreciate the funding provided by Global Campus in order to provide Student Success Grants this year. The emphasis for this funding cycle is student success in high-DFW (high D-grade, failure and withdrawal rate) courses. Global Campus support services, including instructional designers, will be made available and are encouraged. We received 9 applications. After review of the proposals, notification of funding was made on April 12, 2019 to the following faculty:

Shanda Hood, (MASC) Utilizing Technology to Promote Learning through Teaching. Award amount, \$2,500.00

Deborah Korth, Jennings, Jackson; Westeen, Kelly, Fulbright College. Funding to support 10 students to be Peer Mentors/Supplemental Instruction (SI) Leaders for a 150-seat University Perspectives Class in Fall 2019. Award amount \$5,000.00

Karen Sebold, (PLSC) Incorporating an online, interactive textbook in PLSC 2003 –

Introduction to American National Government. Award amount, \$5,000.00

David Jensen, (MEEG) Implementing Team-Based and Hands-On Learning to Improve Student Intuition and Success in Dynamics. Award amount, \$5,000.00

Brian Hurley, Office of Student Success. Lowering DFW rates in online sections of MATH 2043 and MATH 2053 by providing supplemental support. Award amount, \$5,000.00

Danjie Su, Xu, Jenny; Yang, Li (WLLC) Peer-teaching as an effective means to improve student outcomes in prerequisite language courses (CHIN 1000 and 2000 levels) Award amount, \$5,000.00

The total amount awarded: \$27,500.00

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, non-tenure track concerns, Mullins library, teaching development as part of grant submission, syllabus assistance, and other class engagement opportunities in large lecture courses, and other activities. The Co-directors also hosted a luncheon with former directors to solicit input for new initiatives and suggestions for our 25th anniversary of Teaching Camp.
- **Diversity and Inclusion: Non-Tenure Track Luncheon and Report** The TFSC developed a Diversity and Inclusion Statement that is now on the Website along with an extensive list of resources for faculty to use in the classroom. In addition, the TFSC hosted a luncheon for Non-Tenured Faculty in response to requests from faculty across campus and concerns about inclusion. Co-Director Jack Kern moderated the discussions and Co-Directors Lori Holyfield and Don Johnson took notes of concerns/issues/challenges and successes reported among non-tenured faculty. Because issues of inclusivity were prominent in both consultations and at the luncheon, the TFSC contacted Institutional Research and combined questions from the COACHE data along with remarks from those in attendance during the two-day luncheon held in March 2019. *Attached please find the report that discusses a variety of conditions observed. (Please See Appendix item 5)*

TIPS Events. Tips is a collaboration between TFSC, IT Services, and Global Campus. In the fall of 2018, the TFSC hosted the event at our Harmon Location. In the spring the events were held at Gibson Annex. Lori Libbert, events coordinator with TFSC took care of arrangements, including food and email notifications. Co-Directors from TFSC attended in support of these collaborative events.

- **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
 - TFSC represented on Service Learning
 - Undergraduate Value-Added Curriculum Committee
 - Non-Tenure Track Task Force
 - TFSC represented on University Disability Services Committee
 - Members of the Teaching Academy
 - TFSC represented on Digital Measures Committee

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 continue to articulate 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 were made to the website to make it much more visually appealing, user friendly, and streamlined the process for collecting responses for TFSC events. The resource page is still being updated. Lori Libbert will continue to update information as needed. We are very excited to be moving in the right direction with our web presence. We are especially grateful to Kathryn Zawisza and Shelly Walters for their excellent assistance and continued collaboration with Tips.uark.edu.

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. We conducted 2 COIL sessions after consulting with the Graduate School. There is faculty interest but to pursue investment by the "U of A" for developing international collaborations, classroom fitting of proper technology and most importantly teacher training to make these kinds of courses successful would require collaboration among units and a significant financial investment.

Personnel

Jack Kern (Health, Human Performance & Recreation) will complete the third year of his three-year term as Co-Director in 2018-2019. **Lori Holyfield** (Sociology and Criminal Justice) will complete her second year of her three-year term as Co-Director in 2018-2019. **Donald Johnson** (Agricultural Education, Communications and Technology) will complete his first as Co-

Director in 2018-2019. **Julie Trivitt** (Economics) will join as Co-Director beginning August 2019.

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 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. This year, attendance to teaching camp was the highest yet and as more faculty attend we are looking toward creating two camps in order to maintain the collaborative community atmosphere at camp. 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 "teaching innovation" in teaching and learning for all classroom presentation modes (on-line, blended, face-to-face). Previous funding from this grant had made funding Research in Teaching Grants, possible in 2016-2017. Global Campus graciously provided \$30,000 funding for Research in Teaching grants and is assisting us in updating our website.

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. We spent much of the year exploring options for new initiatives and programs

- This past year we began our new commendation for *Not-So-New Faculty Teaching Development*. Faculty with more than two years of service at the U of A will be eligible. Commendations will be presented based upon participation in and reflection on activities to improve teaching and learning (see Appendix item 6).
- This year begins our new *Wally Cordes Service in Teaching Award*. This annual award recognizes faculty or staff members who have provided exceptional service to teaching improvement through programs sponsored by the Wally Cordes Teaching and Faculty Support Center. The award consists of a recognition plaque and a \$500 Teaching Enhancement Grant. (see attached criteria)
- Working with Student Success Services and multiple organizations on campus to improve teaching and connections between faculty and campus resources, including Student Success Services, Center for Educational Access, Office of Scholarly Communications, Spring International Center, Study Abroad, Global Campus, and Blackboard.
- Strengthened collaboration with TIPS and Kathryn Zawisza (Information Technology) spearheaded the new monthly program on *Teaching with Technology*.
- Worked with Graduate School and International Education and Information Technology Services to discuss future programs and workshops for faculty development.
- We are continuing to work with other groups as well as IT services to update web resources and expand use of technology in the TFSC, both in the physical space and in the programs offered.
- We will continue the close working relationship with the Teaching Academy to pursue mutually beneficial programs.

Appendix Item 1 Summer Teaching Retreat

University of Arkansas Wally Cordes Teaching and Faculty Support Center

Teaching Retreat 2018

August 6, 7, 8 at the Lodge at Mount Magazine

**NO REST FOR THE WICKED:
ENGAGING COMPLEX PROBLEMS IN THE CLASSROOM
by LAURA CRUZ**

Monday, August 6:

- | | |
|--------------|---|
| 9:30 | Load bus at U of A Lot 56 |
| 10:00 | Leave U of A Lot 56 |
| 12:00 | Arrive Lodge at Mt. Magazine
(<i>put luggage in Sparrow Room</i>) |
| 12:15 - 1:15 | Lunch (<i>Red Admiral Room</i>) |
| 1:15 | Welcome from TFSC Co-Directors &
Provost Coleman (<i>Diana/Monarch Room</i>) |
| 1:45 - 3:30 | Keynote Laura Cruz
(<i>Diana/Monarch Room</i>)
<i>What are Wicked Problems?</i> |
| 3:30 – 6:00 | Free time, check-in at 4:00 |
| 6:00 – 7:00 | Dinner (<i>Red Admiral Room</i>) |
| 7:00 - 8:00 | Workshop: Laura Cruz (<i>Diana/Monarch Room</i>) |

Wrestling Wicked Problems

8:15 - Hospitality Time (*Cabin #5*)

Tuesday, August 7:

7:00 – 8:15 Breakfast (*Skycrest Restaurant*)

8:15 – 9:30 Workshop: Laura Cruz (*Diana/Monarch Room*)
Students and Wicked Problems: How do we engage our students in solving wicked problems?

9:30 - 9:45 Coffee/Snack Break

9:45 - 10:45 Concurrent Breakout Sessions: Students and Wicked Problems
Interesting, innovative, or especially effective ways to teach students to navigate complex, contested, or ill-defined problems.

A: “Creating Safe Spaces for Discussion” (*Diana Room*)
Lynn Meade and Rachel Glade

B: “Improving Critical Thinking Skills” (*Red Admiral Room*)
Janet Forbess and Tom Jensen

C. “Creating Case Studies” (*Monarch Room*)
Lori Murray and Ananda Rosa

10:45 - 11:00 Coffee/Snack Break

11:00 – 12:15 Workshop: Laura Cruz (*Diana/Monarch Room*)
Wicked Solutions and Designing Courses for Wicked Problems

12:15 – 1:30 Lunch (*Red Admiral Room*)

1:30 – 3:00 Workshop: Laura Cruz (*Diana/Monarch Room*)
The Wicked Problem of Assessment

3:00 – 6:00 Free Time - Bingo cards due

- 6:00 – 7:00 Dinner (*Red Admiral Room*)
- 7:00 – 8:00 3-minute teaching tips: TFSC campers
(*Diana/Monarch Room*)
- 8:15 - Hospitality Time (*Cabin #5*)

Wednesday, August 8:

- 7:00 – 8:15 Breakfast (*Skycrest Restaurant*)
(Check-out and Luggage Drop (*Sparrow Room*) for those so inclined)
- 8:15 – 8:45 Announcements & Group Picture
(meet on observation deck)
- 8:45 – 9:45 Concurrent Sessions: Wicked Problems in Teaching and Learning
Creative, innovative, or especially effective ways to address wicked problems in teaching and learning
- A: “Effective Integration of Technology in Teaching”
(*Diana Room*)
Kathryn Zawisza and Lauren Sabon
- B: “Collaborative Learning / Overcoming Obstacles in Managing Groups” (*Red Admiral Room*)
Grace Kerr and Don Johnson
- C. “Assessing Learning / New Ways to Grade”
(*Monarch Room*)
Leigh Southward and Kara Lasater
- 9:45 – 10:15 Coffee/Snack Break
Check-out and Luggage Drop (*Sparrow Room*)
- 10:15 – 11:30 Next Steps: Laura Cruz (*Diana/Monarch Room*)
- 11:30 – 12:30 Lunch (*Red Admiral Room*)
- 12:30 Wrap-Up & Evaluation

1:00

Board Bus

3:30

Arrive U of A (Lot 56)

Appendix Item 2 New Faculty Orientation

University of Arkansas, New Faculty Orientation

Sponsored by: Wally Cordes Teaching and Faculty Support Center

8:00-4:00, Tuesday, August 14, 2018

Fayetteville Town Center, Fayetteville, AR

Time	Event	Location
8:00-8:20	Registration and Continental Breakfast	<i>Atrium</i>
8:20-8:50	Welcome to the University of Arkansas <i>Ro DiBrezzo, Vice Provost of Faculty Affairs</i>	<i>Ozark Meeting Room West</i>
8:50-9:10	Welcome to the University of Arkansas & Faculty Support at the University of Arkansas <i>Teaching and Faculty Support Center Co-Directors</i> <i>Mary Savin, Crop, Soil, and Environmental Sciences</i> <i>Jack Kern, Health, Human Performance & Recreation</i> <i>Lori Holyfield, Sociology and Criminal Justice</i>	<i>Ozark Meeting Room West</i>
9:10-9:50	Research Success at the University of Arkansas <i>Kevin Hall, Professor in Civil Engineering</i>	<i>Ozark Meeting Room West</i>
9:50-10:15	Research Resources <i>Robert (Bob) Beitle, Associate Vice Provost for Research</i>	<i>Ozark Meeting Room West</i>
10:15-10:35	Break	
10:35-11:15	Engaging Students at the University of Arkansas <i>Christopher Shields, Assistant Professor of Sociology & Criminal Justice</i>	<i>Ozark Meeting Room West</i>
11:15-11:30	Undergraduate Research <i>Lynda Coon, Dean of the Honors College</i>	<i>Ozark Meeting Room West</i>
11:30-12:15	Information Fair: Campus/Community Resource Tables	<i>Ozark Meeting Room East</i>
12:15-12:35 12:35-1:15	Lunch pick-up Working Lunch: Introduction to Technology <i>Shelly Walters, Associate Director of Global Campus; Kathryn Zawisza, Director of Academic Technology and Innovation, IT Services</i>	<i>Atrium</i> <i>Ozark Meeting Room West</i>
1:15-1:55	Academic Integrity, Student Oath <i>Chris Bryson, Program Director of Academic Integrity Initiatives</i> <i>Paul Cronan, M.D. Matthews Endowed Chair & Professor of Information Systems</i>	<i>Ozark Meeting Room West</i>

1:55-2:35	CARE <i>Monica Holland, Associate Dean of Student Affairs</i>	<i>Ozark Meeting Room West</i>
2:35-2:55	Break	
2:55-3:35	Faculty Development Resources <i>Ro DiBrezza, Vice Provost for Faculty Affairs</i>	<i>Ozark Meeting Room West</i>
3:35-4:00	Q & A	<i>Ozark Meeting Room West</i>

Appendix Item 3 Faculty Award Reception

Schedule

Introductions

Jack Kern, Co-Director, Wally Cordes Teaching and Faculty Support Center

Greetings and Congratulations

Jim Coleman, Provost and Executive Vice Chancellor for Academic Affairs

New Faculty Commendations for Teaching Commitment

Jim Coleman, Provost and Executive Vice Chancellor for Academic Affairs

Commendations

Abhijith Anand (WCOB)
Micaela Baranello (ARSC)
Anthony Justin Barnum (ARSC)
Dave Bostwick (ARSC)
Edvan Pereira Brito (ARSC)
Shalini Choudhury (ARSC)
Melodie A. Griffis (ARSC)
Laura Hill (AFLS)
Edward C. Holland (ARSC)
Erin Kaye Howie Hickey (COEHP)
Kara Lasater (COEHP)
Rodica Lisnic (ARSC)
Rania M. Mahmoud (ARSC)
Meredith Neville-Shepard (ARSC)
Ryan Neville-Shepard (ARSC)
Valerie Robertson (ARSC)
Anthony Sargenti (ARSC)
Danjie Su (ARSC)
Kathy Throop (COEHP)
John Tipton (ARSC)
Lesley W. Vandermark (COEHP)
Rhodora G. Vennarucci (ARSC)
Yong Wang (ARSC)
Marianne R. Williams (UNIV LIB)
Jordan Blair Woods (LAW)
Kathryn Zawisza (ARSC)

Generations XYZ: Engagement in the Classroom

Lori Holyfield, 2016 John and Lois Imhoff Award for Outstanding Teaching and Student Mentorship recipient

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

John and Lois Imhoff Award for Outstanding Teaching and Student Mentorship:

Christopher Shields (Sociology & Criminology)

Charles and Nadine Baum Faculty Teaching Award:

Suresh Kumar Thallapuram (Chemistry & Biochemistry)

Alumni Association Rising Teaching Award:

Sean Connors (Curriculum & Instruction)

Outstanding Service Learning Teaching Award:

Tim Cavell (Psychological Science)

*** * * Special Recognition * * ***

Co-Director, Wally Cordes Teaching and Faculty Support Center, 2015-18

Mary Savin (Crop, Soil & Environmental Sciences)

Wally Cordes Teaching & Faculty Support Center

Co-Directors: Lori Holyfield, Sociology & Criminal Justice; Jack Kern, Health, Human Performance & Recreation; and Don Johnson, Agricultural Education, Communications and Technology

<http://teaching.uark.edu>

1st and 2nd year New Faculty Lunch/Discussion Groups 10/2/18 & 10/3/18, 11/6/18 & 11/7/18, 12/7/18, 2/5/19 & 2/6/19, 3/5/19 & 3/6/19, 4/2/19 & 4/3/19, 5/3/19

3rd year+ Not-So-New Faculty Lunch/Discussion Groups 11/15/18 & 11/16/18, 12/7/18, 2/21/19 & 2/22/19, 4/18/19 & 4/19/19, 5/3/19

UA Teaching Academy

Mary Savin, President, Crop, Soil & Environmental Sciences; Kevin Hall, Vice President/President-Elect, Civil Engineering; Donna Graham, Secretary-Treasurer, Agricultural Education, Communications and Technology; Neil Allison, Director, Chemistry & Biochemistry; Kate Shoulders, Director, Agricultural Education, Communications and Technology; John Pijanowski, Past-President, Curriculum & Instruction; Agricultural Education, Communications and Technology

<http://uateach.uark.edu/>

University of Arkansas Teaching Awards Reception

Recognition of the 2017-18 Faculty Award Recipients



September 25, 2018
5:00 – 6:30 p.m.
Janelle Y. Hembree Alumni House
Boyer Hall

*Co-sponsored by
the Wally Cordes Teaching and
Faculty Support Center and
the Teaching Academy*

Appendix Item 4 Winter Symposium

Speaker Bio

John Tagg

John Tagg is professor emeritus of English at Palomar College and is an independent writer and consultant on learning in higher education. Dr. Tagg has conducted workshops and made presentations at more than 100 colleges and universities and has published in many higher education periodicals. His latest book, *The Instruction Myth: Why Higher Education Is Hard to Change, and How to Change* will be published in April by Rutgers University Press. Russell Edgerton, president emeritus of the American Association for Higher Education, describes *The Instruction Myth* as "a remarkable book that takes the national conversation about taking learning seriously to a new level."

Schedule

- | | |
|---------------------------|--|
| 8:00 – 8:30 a.m. | Registration and
Continental Breakfast |
| 8:30 – 9:00 a.m. | Welcome
Ro Di Brezzo, Vice Provost for
Faculty Affairs |
| 9:00 – 10:00 a.m. | Workshop Session I
“Learning to Change, Changing to
Learn”
-John Tagg |
| 10:00 – 10:30 a.m. | Break |
| 10:30 – 11:40 a.m. | Workshop Session II
“Learning from Our Mistakes:
Seeking Desirable Difficulties for |

Ourselves and Our Students”
-John Tagg

11:45 a.m. Lunch (with closing during lunch)

Save the Dates

February 5 and 6, 2019 – *New Faculty Lunch Discussion*, Arkansas Union, rooms 510-511.

February 21 and 22, 2019 – *Not-So-New Faculty Lunch Discussion*, Arkansas Union, rooms 510-511.

March 5 and 6, 2019 – *New Faculty Lunch Discussion*, Poultry Science Building, Rooms 413-414.

April 2 and 3, 2019 – *New Faculty Lunch Discussion*, Arkansas Union, rooms 510-511.

April 18 and 19, 2019 – *Not-So-New Faculty Lunch Discussion*, Arkansas Union, rooms 513-514.

May 3, 2019 – *All Faculty Lunch Discussion*, Arkansas Union Ballroom.

August 5-7, 2019 – *Teaching Camp 2019*, Eureka Springs.

This symposium was brought to you by The Wally Cordes Teaching and Faculty Support Center. Thank you for coming.

Teaching and Faculty Support Center Co-Directors:

Jack Kern (jkern@uark.edu)

Lori Holyfield (lholyfie@uark.edu)

Don Johnson (dmjohnso@uark.edu)

<http://teaching.uark.edu>

[e-mail: tfsc@uark.edu](mailto:tfsc@uark.edu)

Appendix Item 5 Report of Non-Tenure Faculty

Non-Tenure Track Faculty Feeling Included: Issues and Concerns

Report For

Vice Provosts Ro DiBrezzo and Yvette Murphy-Erby

Provided by

Wally Cordes Teaching and Faculty Support Center
Co-Directors Jack Kern, Lori Holyfield, Don Johnson

May 2019

TFSC Mission Statement

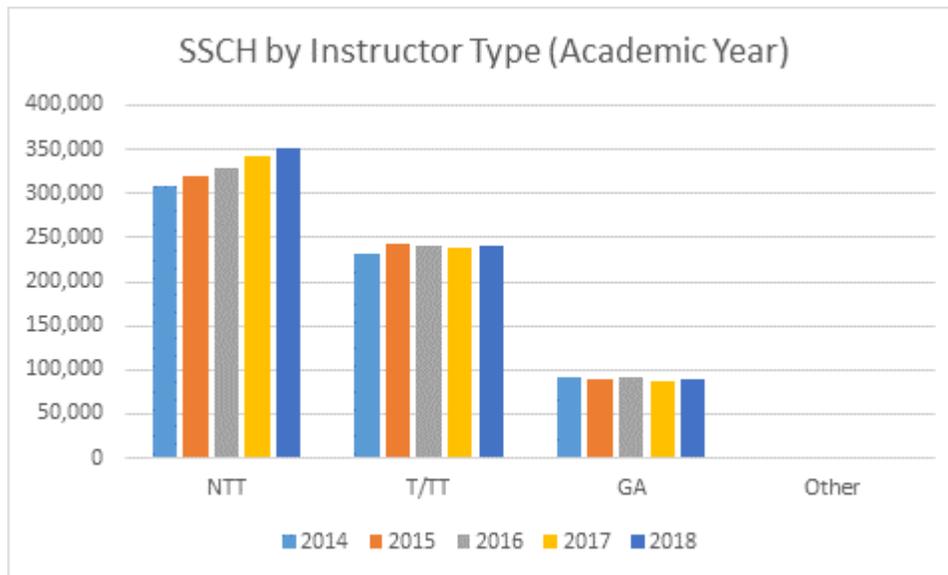
Directed by U of A faculty, TFSC invests in faculty excellence, promotes innovation in teaching and learning, and advances student success. The center, established in 1992, provides programs, symposiums, teaching camps and grants for new and not-so-new faculty and teachers. TFSC also supports faculty scholarship and assists departments in improving learning and teaching.

This report has been completed by the Co-Directors of the Wally Cordes Teaching and Faculty Support Center. As part of our mission to promote teaching excellence, we interact with a wide variety of teaching faculty campus-wide. In the fall of 2018, the Co-Directors were approached by several NTT faculty through informal discussions about issues and concerns that are unique to NTT teaching faculty. We learned from these encounters that NTT faculty are seeking advocacy and community with other faculty on campus who share similar responsibilities. In an effort to inform upper administration about our findings, we offer a two-part report that includes data from our COACHE 2017/2018 faculty survey and qualitative statements from a two-day luncheon hosted by the TFSC.

Part One

In early Spring 2019, the TFSC Co-Directors met with Vice Provost Yvette Murphy to discuss our unit's Diversity and Inclusivity mission statement. At this meeting we discussed the importance of inclusivity for our NTT faculty on campus. After further consultation with Vice Provost Dr. Ro DiBrezzo, we sought the assistance of Gary Gunderman and Alice Griffin with the Office of Institutional Research and Assessment. We are especially grateful for their help in providing us with the data in this report that allowed us to examine differences in the means of TT and NTT faculty job satisfaction. In this report we identify items from the COACHE satisfaction survey that reveal areas of concern specific to NTT faculty.

It is important to note that NTT faculty (Instructors N=322, Lecturers N=188 and Part-time Lecturers N=138) constitute 46% of the faculty on campus and teach the majority of our SSCH courses on campus.



From the COACHE survey, faculty were asked to rate their level of satisfaction to a range of questions related to work. Answers ranged from {1, Very dissatisfied; 2, Dissatisfied; 3, Neither satisfied nor dissatisfied; 4, Satisfied; 5, Very satisfied; 98, Decline to answer; 99, Not applicable}. We identify five questions that matched our previous conversations with NTT faculty. These included a sense of overall fit within their respective departments, engagement with TT faculty within departments, overall sense of appreciation and recognition for teaching, and recognition from colleagues/peers.

- 1) Q205 **How well you fit in your department.** NTT faculty reported the least satisfaction among faculty on campus with a mean of 3.39 compared to 3.76 for Tenured and 3.58 for Pre-Tenured.
 - 2) Q205D - The amount of **professional interaction** you have with tenured faculty in your department. NTT faculty reported the least satisfaction with a mean of 3.45 compared to 3.91 for Tenured and 3.61 for Pre-Tenured
 - 3) 205E- The amount of **personal interaction** you have with tenured faculty in your department. NTT faculty reported the least satisfaction with a mean of 3.48 compared to 3.77 for Tenured and 3.72 for Pre-Tenured.
 - 4) Q215I For all of your work, how satisfied are you with the **recognition** you receive from your colleagues/peers. NTT faculty reported the least satisfaction with a mean of 3.49 compared to 3.71 for Tenured and 3.67 for Pre-Tenured.
 - 5) Q215A - For all of your work, how satisfied are you with the **recognition** you receive from your colleagues/peers **for teaching.** NTT faculty reported the least satisfaction with a mean of 3.33 compared to 3.47 for Tenured and 3.4 for Pre-Tenured.
- Finally, on the issue of overall **collegiality**, NTT faculty also reported less satisfaction and although the effects were not significant (NTT 3.75 compared to 3.93 for Tenured and 3.82 for Pre-tenured) it is reported as an area of concern in the COACH report.

Part Two

The TFSC hosted two luncheons for NTT only on March 27th and 28th. For the first luncheon, 45 NTT faculty attended. The majority of those attending were Clinical Assistant and Instructors.

Co-Directors were present to facilitate the discussion and record comments. We presented three themes for discussion – overall fit, policies, and salary (also identified as area of concern in the COACHE report). At each table, sheets of paper were provided for additional comments that were not covered in the discussion, including “As a non-tenure track faculty member, I need.... I feel.... I like..... and additional comments.” Much of the discussions on both days included overall fit, collegiality, and new University policies for NTT faculty and advancement.

Overall Fit and Collegiality

A significant finding of the luncheons on both days included learning from NTT faculty the widely diverse practices among individual departments. While some felt very respected by their relative department chairs, others felt excluded, unacknowledged and isolated. The inconsistent practices across campus became a strong theme among those in attendance as individual NTT faculty shared their experiences. A particular outcome of the conversation was that a good experience in one’s department is dependent upon an individual Chair or Department head that values the work and expertise of their NTT as opposed to an organizational structure that is in place. It is important to note that among those who did report good experiences in their department, they also acknowledged that should their Department Chair leave, they were unsure of their future success in the department. Some of the concerns included not being allowed to attend faculty meetings, not being included in course scheduling, unable to vote on departmental issues that were not restricted to TT faculty. Some reported not being invited to faculty functions, introduced to department or college, or discouraged from interaction within their departments.

A second and significant result of the luncheon was the issue of collegiality with TT faculty within their respective departments. There was a strong theme voiced among those in attendance that their colleagues did not respect them as colleagues or their teaching efforts. Comments such as feeling like a “second” or “third” class citizen when interacting with TT faculty were common, especially from Tenured faculty within their departments. Several attributed their negative experiences to an inflated appreciation for research and under appreciation for teaching excellence.

Overall, NTT faculty question whether departments and the administration value their input and teaching enough to consider policies that would lead to more inclusivity on campus. Below we provide verbatim transcriptions provided in the comment sheets mentioned above.

As a non-tenure track faculty member I need.....

- *“to know that I am valued and respected. I would also like to have more pay and job security.”*
- *“long term support and protection for my service”*
- *“overage classes to be paid at a reasonable rate. 7.5% devalues the other courses I teach with a 4/4 teaching load...7.5% is a pay cut”*
- *“ a clear path to promotion and advancement. A bridge program or pipeline for ‘promising’ NTT*
- *“to know that do have value and that my position is not dead end. I’m a TAP ... can be promoted but must put tenure package together for a \$3000 raise – not much incentive”*
- *“a clear understanding of how I am evaluated, how to work toward promotion.. clear rules/regulations/standard that don’t change with every dept. chair”*
- *“help... I have 600/700 and have asked for grad assistant and was told I needed to apply for a grant to fund this position... I am hired for 90% teaching and 0 research appointment”*

- *“clarity on promotion and tenure”*
- *“need to educate tenured faculty on the new/recent changes within NTT faculty.”*
- *“more representation. clear guidelines for merit evaluation and promotion”*
- *“to be treated professionally, to attend departmental meetings, voting rights, to be treated as faculty. “*
- *“to not feel or be expendable, a path to advancement, research space and time, job stability, ability to advise students, possibility to earn a raise”*
- *“office space”*
- *“a better understanding of what I need to do to get promoted”*
- *“more specific acknowledgment at the administrative level, that I exist. I remember Ro @ teaching camp assuming that everyone there as TT and this kind of erasure is something that happen with much administrative language”*
- *“clear rules in writing about policies and procedures for NTT , help advocating for a raise. Promotion, a voice and ability to speak with fear of losing my job or getting punished other ways.”*
- *“an interdisciplinary community of teachers, instructors that meets on a regular basis. “*
- *“clarification on my role within the college and department. To have small role in the dept., to sit in on meetings, receive communications be included in emails inviting people out for dept-wide social events.”*
- *“ to be included and recognized as faculty” – (lost due to new chair)*
- *“clearly defined process to promotion”*
- *“job security”*
- *“to be considered when teaching resources are allocated rather than TT leftovers”*
- *“better pay -- recognition for doing a good job.. response from PC is always limited”*
- *“more support from TT faculty to be present at faculty meetings”*
- *“more support in the form of a TA”*
- *“a committee in dept. for criteria for advancement” more information on the promotional ladder”*

As a non-tenure track faculty member I feel

- *“Depends upon leadership but not policy. Right now , all faculty are included but there are no rules that require that. If departmental leadership changes, my environment would be uncertain.”*
- *“like a 3rd class citizen in my department. Left out of shared social lives of my colleagues, alone and unsupported and confused about what I am welcomed to participate in. Fee frustrated that I am missing out on some emails.”*
- *“valued by dept. chair but not by deans and upper administration. I feel like my contributions to my department are often greater than some TT faculty but are paid much more and teach much less.”*
- *Like the rank distinction between instructor, lecturer cap/vap (Clinical Assistant Professor/Visiting Assistant Professor) is pretty artificial especially with regard to*

people with terminal degrees. ... feel need for separate TFSC meetings of instructors vs. cap/vap, etc.

- *“overused and undervalued... lesser than ‘real’ faculty.... Marginalized, 2nd class... teaching is not as valued as research”*
- *“like my salary should match the tenure-track faculty in my college who are the same rank as me”*
- *“expendable, disempowered”*
- *“uncomfortable knowing that I am year-to-year. I moved across state for this position. I contribute above and beyond. Twice, it was said to me that when someone is unhappy with me, they could let me go and put someone else in the position”*
- *“not treated equally as other faculty”*
- *“that the administration has no clear idea how to work with non-tenure faculty”*
- *“the newer faculty who are tenured seem to have more respect for all faculty regardless of rank. There is a significant lack of respect by some older tenured faculty toward the NTT faculty.”*
- *“there is significant inequality between departments”*
- *“lesser than because not TT”*
- *“less likely to speak up, raise concerns, or make a complaint because I have a one-year contract even after 20years at the University .. male/female disparity exists and get in the way”*
- *“undervalued and over used at the same time. I teach a full load, I’m on multiple committees (higher service) I also feel like my position is tenuous even though I have started new programs, etc. I still feel like my contract might not be renewed each year. “*
- *“ I feel very respected and aware that this is a product of having an amazing department chair and Dean. I feel like this could change very dramatically with a change in my chair.”*
- *“like NTT positions are treated as low class positions. Even in a department that relies on NTT faculty, I feel replaceable.”*
- *“my university does not appreciate me like they do the TT.”*
- *“merit based raises are not fair in our department. My colleagues and I work constantly and are not evaluated correctly. Many have lost their work morale and don’t feel appreciated.”*
- *“heard, but look forward to ACTION ... worried my department will lag behind others due to fewer numbers of NTT... merit based raises should include monetary raises if we consistently rank high (3)”*
- *“I don’t know enough about departmental policies”*
- *“evaluation process often doesn’t match up with job duties... semantics seem to be a problem. “*
- *“superficially appreciated”*
- *“like the red-headed step child when it come to research. I don’t want the pressure of getting “A” level research hits, but I want to do some research. That seems to get more difficult every year.”*

- *“supported by the department. I do feel at home”*
- *“as if I am not considered a valuable asset to the success of the University of Arkansas”*
- *“not hardly recognized as a human, let alone a faculty member. Chair won’t respond to email about personnel issues, changes my class topics and I have no say since can’t go to meetings or vote. Other faculty now treat me as substandard since the new chair does... research requirement for me as an instructor and teaching research is deemed ‘worthless’*
- *“depts. Should be required to include NTT faculty as full members of department decision-making bodies (allowed to attend faculty meetings).”*
- *“My dept. often makes teaching decisions without instructor input”*

As a non-tenure track faculty member I like...

- *“more forums like this”*
- *“each individual in my dept. .. being a member of the Uof A, the college and my dept., that the Chancellor is apparently supportive of some of these issues... the opportunity to teach a lot of class.... Our students”*
- *“the TFSC and support I get here and from colleagues. The community of faculty I am a part of ... my student and my job and excelling at my job”*
- *“the news that there will be top-down rule setting though I hope there will be a way to ensure department are following these rules, as I think not all chair can be trusted to be aware of the rules.*
- *“NTT are included in faculty meetings”*
- *“that I’m invited to faculty meetings in my college. My boss treats me like the TT faculty in my department... that I have mentor like the TT faculty”*
- *“working here, being good at my job.. being a collegial and competitive member of the university”*
- *“how my chair expresses appreciated towards me”*
- *“seeing good steps toward changing the culture”*
- *“having a living wage salary”*
- *“change in the stigma attached to NTT faculty”*
- *“the way I’m valued in my department”*
- *“having a voice in faculty meetings. Accessibility to administrators in my school”*
- *“ I do have a voice and feel like I have voice to an extent... my contract is year to year so I can’t piss anyone off”*
- *“not having the pressures of being TT – TAPs enjoy a certain level of freedom”*
- *“this luncheon and the people supporting it”*
- *“the technical support I get”*
- *“Meetings like this”*
- *“to hear that there are positive changes coming with representation on boards and committees”*
- *“more NTT meetings like this”*
- *“teaching, research, Fayetteville”*

- *“more NTT get together”*
- *“love the comraderies between the NTT faculty in my department”*
- *“this lunch... support of administration”*

Summary

Both the quantitative and qualitative data in this report support several conclusions. First, NTT faculty are clearly essential to both the teaching and the research missions of this university. The impact of NTT faculty on teaching is obvious; NTT faculty teach a large and rapidly increasing percentage of the total campus course load. The impact of NTT faculty on research, though subtle, is just as important; without NTT faculty to carry the bulk of campus teaching responsibilities, tenure-track faculty would be required to significantly increase their teaching efforts, reducing the time devoted to research. Thus, the benefits of fair and equitable treatment of NTT faculty extend to all faculty, regardless of tenure status.

There is also substantial quantitative and qualitative data to support the conclusion that NTT faculty members do not feel that their contributions are fully respected and valued at both the department and university levels. NTT faculty feel less “fit” with their departments, are less satisfied with their professional and personal interactions with tenured and tenure-track colleagues, and are less satisfied with the recognition they receive from their colleagues, both overall and specifically for their contributions to teaching. The qualitative data is consistent with the quantitative data. NTT faculty desire to be treated “fairly,” “equally,” and with the same levels of “respect” and “pay” as their tenure-track colleagues.

Appendix Item 6 Not-So-New Commendation

Not So New Faculty Commendation For Teaching Development

Faculty, with more than two years of service at the U of A, will be eligible each year for this commendation. Commendations will be presented based upon participation in and reflection of activities to improve teaching and learning of U of A students. The commendation will be framed and signed by U of A Provost Jim Coleman. The commendations will be presented to all NSN Faculty recipients at the annual Faculty Teaching Awards Reception. Faculty events and programs sponsored by the Wally Cordes Teaching and Faculty Support Center or events sponsored by the UA Teaching Academy to improve teaching and learning and student success are emphasized.

Purpose:

By participating in multiple types of activities related to teaching, and reviewing how those activities inform teaching and learning in a faculty member's own practice, one can improve his or her teaching for the end goal of improving student learning and success. Thus, this commendation was developed to recognize and celebrate the faculty who take the time and effort to be introspective of and actively transform their teaching for improved learning resulting from their instructional efforts.

Criteria for evaluation:

1. Not-So-New (NSN) Faculty must teach at least two classes each academic year.
2. Faculty must participate in enough events to accumulate 100 points for the academic year.
3. Faculty who wish to be considered for the NSN Faculty Commendation for Teaching Development need to submit their packet by June 30. The packet must include a written introspection (limit to two pages) of events attended and how it has influenced one's teaching.
4. Award recipients will be recognized at the September Teaching Awards Reception.

5. NSN faculty with 100 points or higher will be awarded the NSN Faculty Commendation for Teaching Development. Points will be distributed as described below:

1. Attending TFSC sponsored teaching programs (Faculty Lunches, Wally Cordes Chair, special events) 10 points each
2. Attending ½-day workshops (Baum Workshop, Winter Teaching Symposium, etc.) 15 points each
3. Attending the U of A Summer Teaching Retreat 20 points each
4. Presenting at TFSC sponsored teaching programs (Faculty Lunches, U of A Summer Teaching Retreat, Baum Workshop, Winter Teaching Symposium, etc.) 15 points each
5. Submitting a TFSC Teaching Grant proposal 20 points each
6. Attending a teaching and education conference ??15 points

TOTAL Total points needed for commendation = 100