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Wally Cordes Teaching and Faculty Support
Center Annual Report

Teaching and Faculty Support Center

2021

Annual Report of the Wally Cordes Teaching and Faculty Support Center for the year ended..., 2021

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2020 - 2021 Annual Report
of the
Wally Cordes
Teaching and Faculty Support Center

University of Arkansas

Fayetteville, Arkansas

For the year ended June 30, 2021

Submitted to the Provost and Vice Provost

by Co-Directors

Jack Kern, Don Johnson, and Lynn Meade

July 2021

2020 - 2021 Annual Report
Wally Cordes Teaching and Faculty Support Center (TFSC)
submitted to the Office of the Provost

By the Numbers. During the 2020 – 2021 academic year, the TFSC planned, conducted, and/or cooperated in 30-plus distinct events, serving 2,097 (duplicated count) faculty. These activities ranged from Faculty Luncheon Programs to Virtual New Faculty Orientation, from Wally Cordes Chair Events to the first-ever Virtual Annual Teaching Retreat, and from our new online Hybrid/Remote Teaching Commendation program to our continuing New and Not-So-New Faculty Teaching Commendation programs. In addition, the TFSC continued its popular teaching grants programming, awarding \$54,025.46 to 27 faculty members. Overall, TFSC staff are proud of our contributions to teaching and faculty support during a very unique and challenging academic year.

Programs and Activities. Due to the continuing COVID-19 pandemic, the TFSC offered all programs during the 2020-2021 academic year via Zoom and through our TFSC Blackboard Faculty Community site. While this presented some challenges, faculty participation was excellent, with record or near-record faculty participation in all online events. All events were recorded and made available for asynchronous viewing on the TFSC Blackboard Faculty Community and/or through a new arrangement with UA ScholarWorks. A description of major TFSC activities for 2020-2021 are described below.

- **Annual Teaching Retreat (August 3-5, 2020).** The TFSC organized and sponsored the first ever Virtual Annual Teaching Retreat with 65 faculty attending the 3-day event. On Monday, our keynote speaker, Dr. Pamela Barnett, Dean of Arts and Sciences at LaSalle University and Senior Fellow of the Best Teacher Institute, spoke on “How Good Teaching Can Change the World.” In the afternoon session, she made a workshop presentation on “Social Identity and Privilege in University Teaching.” The first day wrapped up with participants sharing in the ever-popular “3-Minute Teaching Tips” session. On Tuesday, Kyle Heys, co-director of the Center for Student Success at Calvin University, presented “Teaching for Student Success: Practical Ideas for the Classroom.” Tuesday afternoon, Heys presented a session on “Cognitive Science for the Classroom.” Later that afternoon, Samantha Robinson was recognized as the 2020 recipient of the Ro DiBrezzo Excellence in Service to Teaching Award, and Lori-Holyfield and Julie Trivitt were recognized as outgoing TFSC co-directors. The day ended with a socially distant, drive-through social event in the Baum Stadium parking lot. On Wednesday morning, 18 faculty participated in a “bonus session” on the Scholarship of Teaching and Learning, led by co-director Julie Trivitt. (65 participants - additional details are available in the attached program – Appendix item 1.)

- **Remote/Hybrid Teaching Commendation Program.** From June-August 2020, the TFSC offered a Remote/Hybrid Commendation Program to help prepare faculty for teaching during the pandemic. The online program included three required modules (with reflection papers) and additional requirements that could be met through various combinations of completing modules and participating in a moderated online discussion board. The program required approximately 10-12 hours to complete. Forty-six faculty

completed the program and earned commendation certificates. (46 completers - recipients and additional details can be found as Appendix item #2.)

- **Teaching Assistant Training.** The TFSC continues to work with the Graduate School's Teaching Assistant Effectiveness Advisory Committee to provide TA support. The TFSC did training sessions on "Little Changes for Big Impact – The Science of Learning" for Tas campus-wide, and "Everything I Learned About Giving a Lecture I learned in COMM 1313" for COMM teaching assistants.
- **New Faculty Orientation (August 18, 2020).** In cooperation with the Vice Provost for Faculty Affairs, the TFSC planned and coordinated the first-ever Virtual New Faculty Orientation with 99 new faculty participating. The day-long event featured welcomes from Chancellor Steinmetz and Vice Provost Kathy Sloan, as well as the TFSC co-directors. During the day, new faculty heard from a variety of speakers on topics such as research success (Vice Chancellor Daniel Sui); teaching at the university (Janine Parry); diversity, equity and inclusion (Vice Chancellor Yvette Murphy-Erby); faculty development resources (Vice Provost Kathy Sloan); technology resources (Kathryn Zawisza, Shelly Walters, and Chris Bryson); CARE (Monica Holland); and the Center for Educational Access (Laura James). The formal program wrapped up with a question and answer session with Vice Provost Sloan and Provost Robinson. As part of the program, new faculty had the opportunity to visit with representatives from various service and benefits offices on campus using Zoom breakout rooms. After the formal program, the TFSC hosted a "Drive-by Swag Bag Pick-up and Ice Cream Social" in the Baum Stadium parking lot. (99 participants - additional details can be found in Appendix item #3.)
- **Fall Faculty Awards Reception.** Due to social distancing requirements, the annual Fall Faculty Awards Reception honoring university teaching award winners and faculty earning TFSC Commendation certificates was not held; commendation certificates were sent to through campus mail. Plans are underway to resume the annual Faculty Awards Reception in fall 2021.
- **New Faculty Teaching Commendation Program.** This program is designed to assist beginning faculty (<2 years at the U of A) adapt and grow to their roles as teachers and researchers. New faculty earn commendation certificates through points earned by participating in TFSC, Teaching Academy, and other approved faculty development events. During the 2020-2021 academic year, 25 faculty earned New Faculty Commendations. (Recipients are listed in Appendix item #4.)
- **Not-So-New Faculty Commendation Program.** This program is designed to assist experienced faculty (>2 years at the U of A) to continue to develop in their roles as teachers and researchers throughout their careers. Not-So-New Faculty earn commendation certificates through points earned by participating in TFSC, Teaching Academy, and other approved faculty development events. During the 2020-2021 academic year, 16 faculty earned Not-So-New Faculty Commendations. (Recipients are listed in Appendix item #5.)

- **Winter Teaching Symposium.** The first-ever Virtual Winter Teaching Symposium was held via Zoom from 8:45 – 11:30 a.m. on Wednesday, January 6, 2021. Following the welcome by Provost Robinson announcements about COVID Impact Statements by Vice Provost Sloan, speaker James Lang, author of *Small Teaching: Evidence from the Science of Learning*, presented the keynote address, “Small teaching: From Minor Changes to Major Learning.” Following the keynote address, five breakout sessions were conducted by Huda Sharaf, Samantha Robinson, Lori Lander, Mary Margaret Hui, Trevor Francis, Bon Kienzle, Shelly Walters, and Kathryn Zawisza. (198 faculty attended the keynote session and 119 attended the breakout sessions.) (The Winter Symposium program is included as Appendix item #6.)
- **Faculty Luncheon Series.** During the pandemic, the normal practice of holding separate luncheons for New Faculty and Not-So-New Faculty was discontinued and these luncheons were combined. However, special separate luncheons were held to address issues of special concern to non-tenure-track (NTT) and international faculty. For each luncheon, on-campus participants were provided the opportunity to secure an Ozarks Catering lunch at one of two to three central locations. Approximately 1,063 faculty (duplicated count) participated in the All-Faculty Luncheon Programs. The following programs were held during the 2020-2021 academic year:

- **All-Faculty Luncheon Programs and Speakers**
Summer 2020

- *Town Hall Meeting with Chancellor Steinmetz*, July 17. Hosted forum for faculty to hear from the Chancellor and ask about plans for the Fall 2020 semester, (185 participants).

- Fall 2020

- *Campus Conversations: Exercising Temperance in Intemperate Times*, Janine Parry, September 16 and 17 (137 participants)
- *Gaming American History: Mornin’ in Your Eyes*, Jeannie Whayne and David Fredric. September 22nd (55 participants)
- *Learning to Use Digital Measures*, Kathryn Zawisza, October 7 and 8 (50 participants)
- *Five Things You Didn’t Know Our Teaching Tools Could Do*, Shelly Walters and Kathryn Zawisza, October 13 and 14 (84 participants)
- *Stress Management for Faculty and Students*, Josette Cline and Ed Mink, November 11 and 12, (89 participants)
- *All Faculty Dead Day Event - University Sesquicentennial: History and Resources for Teaching*, Amy Allen, December 11 (96 participants)

Spring 2021

- *Accommodating Students with Disabilities*, Laura James, January 20 and 21 (104 participants)
- *Academic Integrity Panel Discussion*, Paul Cronin, Chris Bryson and James Lang (Assumption University), January 26 (93 participants)
- *Practical Strategies for Managing Emotions and Stress in the Elusive Search for Work-Life Balance*, Jenn Veilleux, February 3 and 4 (106 participants)
- *Somebody to Lean On: Accountability in Faculty Fitness*, Erin Howie and Samantha Robinson, March 23 and 24 (56 participants)
- *Back to Face-to-Face: Tools and Techniques from Remote/Hybrid Teaching I'm Taking with Me*, Sheri Deaton, Lora Walsh, Page Dobbs, Jean Henry, Dave Bostwick, Helene Siebrits, Elizabeth Dickerson, Michael Riha, and Alejandro Rojas, April 12 and 13 (113 participants)
- *All Faculty Dead Day Event – Social Nonsense: Creative Diversions for Two or More – Anytime, Anywhere*, David Shaw (University of Northern Iowa), April 30 (80 participants)
- **Luncheon Programs for Non-Tenure-Track Faculty.** In spring 2018, the TFSC began holding luncheon programs designed to meet the unique needs of non-tenure-track (NTT) faculty. In 2020-2021, we continued this tradition with one luncheon each semester, with 159 (unduplicated count) faculty participating.
 - *Documenting Faculty Effectiveness for Non-Tenure-Track-Faculty*, Rebecca Miles, Nathan Kemper, and Paul Calleja, October 19 and 20, 2020 (65 participants)
 - *Promotion Tips and Guidance for Non-Tenure-Track (NTT) Faculty: Voices of Experience*, Casandra Cox, Tish Pohl, and Paul Calleja, March 16 and 17, 2021 (94 participants)
- **Luncheon Program for International Faculty.** Responding to the needs of International Faculty, the TFSC hosted its first International Faculty Listening Session in spring 2021:
 - *International Faculty Listening Session*, Kathy Sloan, Curt Rom, and Others. This special program gave international faculty the opportunity to constructively discuss challenges for international faculty and led to discussion on how to better serve international faculty colleagues. February 17 and 18, 2021 (65 participants)

- **Wally Cordes Chair Events.** This initiative began during 2016-2017 and continues as a popular event. 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 an informal program to promote collegiality and an inclusive university community centered on faculty support and development. Approximately 269 (duplicated count) faculty participated in the Cordes Chair Events. The following presentations were made by the six Wally Cordes Chairs in 2020-2021.
 - *Keeping It Fresh: Curiosity and Experimentation in the Classroom*, Stephanie Schulte, September 29, 2020 (44 participants)
 - *Teaching and the Art of Thievery*, Tom Jensen, Cordes Chair Presentation, October 28, 2020 (31 participants)
 - *Sailing through COVID: Lessons on a Boat Named Helen*, Stephanie Hubert, Cordes Chair Presentation, November 4, 2020 (22 participants)
 - *Promoting Student Voice by Creating Choice*, Marcia Imbeau, Cordes Chair Presentation, February 24 (53 participants)
 - *Learning from Our Students, and Learning about Our Students*, Daniel Levine, Cordes Chair Presentation, March 30 (71 participants)
 - *Covid Impact Statements in the Annual Evaluation Process*, Manuel Rossetti, Cordes Chair Presentation, April 21 (48 participants)
- **TFSC Grants Program.** The TFSC continued our Grants Program, awarding a total of \$54,025.46 in teaching development grants to 27 faculty. The two categories of grants were Teaching Improvement and Student Success.
 - **Teaching Improvement Grants.** These grants (up to \$2,500 each) provide a source of funding for faculty to pursue scholarship that promotes teaching excellence and share their findings with colleagues. Teaching Improvement Grants are funded annually from the TFSC budget. After review of proposals, we funded seven Teaching Improvement Grants, totaling \$14,752.16, to the following faculty:
 - Laurie Apple, Jill Rucker, Leigh Southward and Casandra Cox – School of Human Environmental Sciences and Department of Agricultural Education, Communication, and Technology, “Student, Faculty and Industry Expectations of Online Etiquette,” \$2,060
 - Kathi Jogan – Department of Animal Sciences, “Active Learning through an Engaging Digital Environment,” \$2,498.16
 - Shanda Hood – Department of Mathematical Sciences, “Professional Development through the Virtual Teaching Professor Conference,” \$499.00

- Jessica Kowalski – Department of Archeological Survey, “Improving Archeological Field Schools,” \$2,400
- Josiah Leong – Department of Psychological Science, “Innovation Brain Imaging Analyses on a Shared Educational Resource,” \$2,500
- Lori Murray – Eleanor Mann School of Nursing, “Improving Online Teaching to Promote Professionalism,” \$2,295
- Byron Zamboanga, Roselee Ledesma, Ana Bridges and Lindsay Ham – Department of Psychological Science, “Role Playing Exercise to Improve Cultural Awareness, Sensitivity, and Empathy,” \$2,500
- **Student Success Grants.** Student Success Grants (up to \$5,000 each) are administered by the TFSC and funded by Global Campus, with supplemental funding from the Office of Faculty Affairs. These grants must have a readily identifiable focus on improved student learning, retention, and success. After review of proposals, the following proposals, totaling \$39,273.30, were funded:
 - Allison Boykin, Michele Kilmer and Callie Bradley – Eleanor Mann School of Nursing, “DNP Project Success: An Interdisciplinary Approach,” \$4,945.59
 - Dede Hamm and John Hickey – School of Human Environmental Sciences and Department of Continuing Education, “Event Management Simulation Development for Intro to Event Planning and Management,” \$4,649
 - Edward Holland – Department of Geosciences, “Geology Field Camp Accessibility for Students with Disabilities after COVID-19,” \$5,000
 - Ringo Jones – Department of Communication, “360° Video and Mixed Reality Storytelling,” \$4,999.95
 - Natacha Souto Melgar – Department of Chemical Engineering, “Integration of Instructional Material on Membrane Technology to the Chemical Engineering Curriculum,” \$4,800
 - Renee Speight and Suzanne Kucharczyk – Department of Curriculum and Instruction, “Video Coaching Technology to Improve Preparation of Students as Licensed Special Educators,” \$4,975
 - Ryan Calabretta Sajder – Department of World Languages, Literatures, and Cultures, “Digitizing Italian Studies: Virtual Reality in the Italian Curriculum,” \$5,000
 - Peggy Ward, Kate Walker and Stephen Burgin – Department of Curriculum and Instruction and Department of Biological Sciences, “Interdisciplinary Collaboration to Improve Student Success in Science,” \$4,903.76

The TFSC appreciates the continued support of Global Campus and the Office of Faculty Affairs in funding these faculty development grants. As a condition of each award,

recipients are required to report the results of their projects to the campus community through TFSC and other appropriate programs.

New Initiatives in 2020 - 2021. The primary focus this year has been on the continuance of TFSC programming virtually during the COVID-19 pandemic. Because of the pandemic, TFSC personnel, like many others across campus, have had to learn to do old things in new ways. We are proud of our accomplishments in adapting and continuing the legacy of strong TFSC programming during these unusual times. Despite the additional work necessitated by the pandemic, we were able to launch new initiatives this academic year:

- **International Faculty Listening Session.** Began what will likely become an annual event to listen to and better serve the needs of international faculty.
- **TFSC ScholarWorks Digital Repository.** In cooperation with UA Libraries, the TFSC has developed the *Wally Cordes Teaching and Faculty Support Center Collection* on ScholarWorks. This provides a permanent digital repository for selected TFSC presentations (both video and print resources). These presentations are indexed and available to scholars and practitioners worldwide. Currently, 15 presentations have been archived. The link for the TFSC ScholarWorks Collection is <https://scholarworks.uark.edu/wctfsc/>
- **Remote Teaching Commendation Program.** This represented the first-ever effort by the TFSC to offer online asynchronous faculty development programming for UA faculty. Forty-six faculty completed the approximately 10-12 hour program and earned commendations.
- **Open Education Week.** We cooperated with University Libraries to co-sponsor this annual event.
- **Publicity.** The TFSC made a concerted effort to inform the campus community about upcoming events through our newly developed Facebook Page and through expanded efforts to publicize events and activities through Arkansas News. (See Appendix item #7 for a screenshot of the TFSC Facebook page and an example Arkansas News article.)

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 2020-2021 and beyond.

- **Representation on University Committees and Campus Activities.** The TFSC Co-Directors actively participated on the following committees which include:
 - UA Teaching Council
 - Co-Chair, Remote/Hybrid Teaching Task Force
 - Chair, Future of Remote Teaching Task Force
 - Service Learning Committee
 - HLC - Fourth Year Assurance Committee – Criterion 3
 - Members of the Teaching Academy
 - Teaching Academy Nominations and Election Committee
 - Razorlink Faculty and Staff Working Group
 - Graduate Teaching Assistantship Training
 - Search Committee, Director of Faculty Development
 - HIPS Institute Team
 - Trainer for Panamanian Engineering Special Program

- **Lilly Conference Presentations.** TFSC personnel made two presentations at the 2020 Lilly Conference on Enhancing Online, On-Site, and Remote Teaching and Learning [Online]
 - Johnson, D.M., Zawisza, K., Rapert, M., Simon, L., & Beaupre, S. (2020). Remote teaching: Lessons learned during a pandemic semester. Paper presented at the 2020 Lilly Conference on Online, Hybrid, and In-Person Teaching and Learning [online], November 30 - December 5, 2020. (Abstract published in the conference proceedings.)
 - Zawisza, K., Walters, S., Trivitt, J., Holyfield, L., & Johnson, D.M. (2020). Building a culture of faculty development: One university's pandemic response. Paper presented at the 2020 Lilly Conference on Online, Hybrid, and In-Person Teaching and Learning [online], November 30 - December 5, 2020. (Abstract published in the conference proceedings.)

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 eight 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 continues 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 continues to be updated and linked to tips. Lori Libbert continues 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.

Personnel

Jack Kern (Health, Human Performance, and Recreation) re-joined the TFSC for one additional year as co-director, completing the 2nd year of Julie Trivitt's three-year term after she resigned her university position. **Don Johnson** (Agricultural Education, Communications and Technology) will continue as co-director for a fourth year, completing Julie Trivitt's 3rd year. **Lynn Meade** (Communication) is completing her first year as co-director. **Carole Shook** (Marketing) joins as a new Co-Director beginning August 2021, replacing Jack Kern.

Lori Libbert continues to serve as the TFSC's HEI Program Director, 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.

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

In addition to the above new programs and activities, ideas for programming come from the co-directors, former co-directors, the Office of Faculty Affairs, and from faculty suggestions. We spent much of the year exploring options for new initiatives and programs.

- Livestreaming Post Pandemic. Based on the success of remote programming during the COVID-19 pandemic, the TFSC has accepted approximately 30 “remote” participants in the 2021 Annual Teaching Retreat to be held August 2-4 in Eureka Springs. Plans are underway to offer remote participation in in-person Faculty Luncheon programs moving forward. In addition, future programs will be recorded and made available on a n asynchronous basis.
- Peer Review of Teaching. A major planned initiative of the TFSC prior to the COVID-19 pandemic was promoting and facilitating peer review of teaching on campus. We plan to re-focus on this initiative in 2021-2022. We have a “peer review of teaching” track planned for the 2021 Annual Teaching Retreat in August and will continue to develop programming in this area moving forward.
- In addition to the Peer Review of Teaching track, the 2021 Teaching Retreat will feature tracks on Diversity, Equity, and Inclusion, and Student Engagement and Motivation. These are faculty-identified programming priorities. The DEI speaker/consultant will be co-sponsored by the Division of Diversity, Equity, and Inclusion.
- 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; Blackboard; the Division of Diversity, Equity and Inclusion; and Open Education Resources.
- Strengthened collaboration with TIPS and Kathryn Zawisza (Information Technology) 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.
- Began planning for the TFSC move to new offices in the new Student Success Center, with anticipated move and occupancy in late fall 2021.
- 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.
- Finally, we anticipate a move of our physical facilities from the Harmon Parking Garage to the new Student Success Building in late fall or early spring of the 2021-2022 academic year. These new, centrally-located facilities will further enhance the TFSC’s campus presence and present new opportunities for collaborative faculty programming.

Appendix Item 1: Summer Teaching Retreat

2020 TFSC Virtual Teaching Camp Schedule

Monday, August 3rd

Welcome and Overview of Virtual Teaching Camp, 9:15 – 9:30 a.m. Lori Holyfield, Julie Trivitt, Lynn Meade, and Don Johnson, TFSC Co-Directors

Keynote - *How Good Teaching Can Change the World*, 9:30 to 11:00 a.m.

Pamela Barnett, Senior Fellow, Best Teachers Institute and Dean of Arts and Sciences, LaSalle University

Reaction Panel (Mary Savin, Mandel Samuels, and Tim Kral) and Open Discussion, TFSC Virtual Campers, 11:00 – 11:20 a.m.

Lunch on your own, 11:30 a.m. – 1:00 p.m.

Social Identity and Privilege in University Teaching, 1:15 to 2:30 p.m.

Pamela Barnett, Senior Fellow, Best Teachers Institute and Dean of Arts and Sciences, LaSalle University

Reaction Panel (Alisha Ferguson, Greg Herman, and Mark Koch) and Open Discussion, TFSC Virtual Campers, 2:30 – 2:50 p.m.

3-Minute Teaching Tips, 3:00 – 3:45 p.m.

Meet the 2020 Teaching Camp Speakers



Pamela E. Barnett (Ph.D. Emory University) is Dean of the College of Arts and Sciences at La Salle University. She is a passionate advocate for bringing the research on how people learn and best teaching practices to academic leadership. Dr. Barnett began her career at the University of South Carolina where she was named an Outstanding Teacher of the Year in 2003. She is the author of “Discussions across Difference: Addressing the Affective Dimensions of Teaching Diverse Students about Diversity” (*Teaching in Higher Education*, 2011), and “Not Preaching to the Choir: Techniques for Building Trust and Managing Conflict When Teaching about Teaching Race” in Stephen Brookfield's *Teaching Race* (2019).

Tuesday, August 4th

Welcome and Overview of the Day's Activities, 9:15 – 9:30 a.m.

Teaching for Student Success: Practical Ideas for the Classroom, 9:30 – 11:00 a.m. Kyle Heys, Co-Director of the Center for Student Success, Calvin University
Classrooms (in-person and virtual) are central places where students experience an institution. Shaping our classrooms to foster student sense of belonging, self-efficacy, and value of the curriculum will aid persistence toward goals and success at U of A. This presentation explores student success/retention theory and highlights practical ideas to integrate into upcoming courses.

Listening Panel and Open Discussion, 11:00 – 11:20 a.m.
TFSC Virtual Campers

Lunch on your own, 11:30 a.m. – 1:00 p.m.

Cognitive Science for the Classroom, 1:15 to 2:30 p.m.

Kyle Heys, Co-Director of the Center for Student Success, Calvin University
Research has a lot to say about how learning happens but not much of it is widely known or enacted by students. Small engaging class activities can help students (and us) understand how learning works. We will demonstrate a number of these activities, discuss the learning principles, and consider course applications.

Listening Panel and Open Discussion, 2:30 – 2:50 p.m.
TFSC Virtual Campers

Socially-Distanced Social Activity, 5:00 – 6:15 p.m.
Baum Stadium Parking Lot



Meet the 2020 Teaching Camp Speakers

Kyle Heys is a Co-Director in the Center for Student Success at Calvin University in Grand Rapids, MI. Kyle's work includes helping run the Teaching and Learning Network, overseeing and teaching Student Success coursework and programs, running First Year Seminar, and working directly with students. Kyle is a graduate of Calvin University and Michigan State University. When not on campus, he can be found rock climbing, spending time with family, or trying to bake bread. Kyle has presented numerous teaching improvement workshops and is a popular speaker at the Lily Conference on Evidence-Based Teaching and Learning, held annually in Traverse City, MI.

Wednesday, August 5th (9:30 – 11:30 a.m.)

Scholarship of Teaching And Learning (SoTL) Workshop

Welcome and Overview of the Morning's Activities, Don Johnson

What is the Scholarship of Teaching and Learning, Julie Trivitt

Inventory of SoTL Participant Activities, All

SoTL Collaboration, All

SoTL Discussion and Wrap-up, Julie Trivitt

Appendix Item #2: Remote/Hybrid Teaching Commendation Program

Remote/ Hybrid Teaching Commendation

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾ Discover Content

To Earn the Remote/ Hybrid Teaching Commendation Complete Parts 1 & 2 Below

Everyone who earns the commendation by August 1 will be recognized at the Faculty Teaching Awards Reception in September.

Part 1

Watch all 3 learning modules and complete a short reflection paper on each of them by 7/17/2020


- Learning to Teach Online
- Teaching with Technology
- Teaching Online: Synchronous Classes

Learning to Teach Online

Enabled: Statistics Tracking

Technology has changed the nature of education—and the jobs of educators. Online instruction requires different methods to help students learn. This course is designed to help corporate trainers and teachers update their skill sets to teach effectively online. Staff author Oliver Schinken draws the connections between high-quality instruction and online education. He provides a framework for creating a digital classroom and guidance to get students interacting with the course material, the instructor, and each other. Collaboration is the key to making the learning experience more dynamic. Plus, Oliver shows how to make sure your lessons are accessible to students of all ability levels.

Duration: 00h 46m Date Released: December 09, 2019



Reflections on Learning to Teach Online


Submit a short paper reflecting on the big ideas you got from the Learning to Teach Online learning module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.

Teaching with Technology

Enabled: Statistics Tracking

Put the "tech" into your teaching. Learn how to use technology to enhance course design, lesson planning, presentations, in-class activities, assessments, and student achievement and engagement. Author Kevin Kelly explains how learning outcomes can be adapted to support technology in the classroom, and guides educators through selecting the appropriate technology for their activity, module, or class. Then he shows how to apply technology in three key areas: finding, creating, and sharing content with students; facilitating classroom activities; and assessing learning inside the classroom or online.

Duration: 02h 30m Date Released: March 18, 2015



Reflections on Teaching with Technology


Submit a short paper reflecting on the big ideas you got from the Teaching with Technology learning module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.

Teaching Online: Synchronous Classes

Enabled: Statistics Tracking

Explore tools, tips, and techniques for leading real-time virtual training. No matter what teaching tool you use, from Adobe Connect to Blackboard to Google Hangouts, you can apply these lessons to your own digital classroom to increase collaboration and connection with students. Corbin and Kat Anderson cover the elements of creating virtual synchronous training, including selecting the right tools, implementing instructional strategies, and managing learner interactions and engagement. Find out how to apply the flipped classroom model to online teaching and get tips for engaging learners and assessing learning. These lessons are a great resource for anyone who conducts real-time training on the web, including instructional designers and presenters.

Duration: 01h 12m Date Released: December 07, 2016



Reflections on Teaching Online-Synchronous Classes

Submit a short paper reflecting on the big ideas you got from the from the Teaching Synchronous Classes Online learning module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.



Part 2

Complete Option A or Option B

Learning Modules in Part 2

- Teaching Technical Skills Through Videos
- Learning How to Increase Learner Engagement
- Teaching Techniques: Creating Effective Learning Assessments
- Learning How to Write A Syllabus

Option A

Watch the learning module and submit a reflection paper for **two** of the modules in part 2

AND

Make **one** discussion board post by 7/22 and reply to at least **two** other posts by 7/29.

Option B

Watch the learning module and submit a reflection paper for **one** of the modules in part 2

AND

Make **two** discussion board posts by 7/22 and reply to at least **four** other posts by 7/29.



Teaching Technical Skills Through Video

Enabled: Statistics Tracking

Video offers a unique method for teaching and learning—especially for technical skills like programming. Not all students are coders, but giving your classes exposure to these subjects via video will enhance their learning, retention, and future career opportunities. In this course, Renaldo Lawrence introduces a variety of tools to deliver lessons via video and help increase higher-order thinking. Renaldo shows how to understand each student's learning style and then use support material, adapt existing online content, and record your own videos to teach technical skills. Learn how to record and edit videos with TubeChop, Adobe Spark, and other video applications, and share lessons with other educators. Plus, find out how to cultivate technical skills in students that are more music, art, or literary inclined.

Duration: 00h 43m Date Released: September 28, 2016



Reflections on Teaching Technical Skills Through Video

Submit a short paper reflecting on your big ideas you got from the from the Teaching Technical Skills Through Video learning module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.



Learning How to Increase Learner Engagement

Enabled: Statistics Tracking

Engaged students become more active learners. Help set learners up for success by teaching in a more interactive and immersive way. In this course, professor and instructional designer Karl Kapp explores teaching strategies that engage learners and make learning stick—whether you're teaching face-to-face or in an online classroom setting. Explore different lesson formats and activities that increase cognitive engagement, knowledge retention, and collaboration. Dr. Kapp explores both time-tested and cutting-edge tools, including index cards and charts and digital tools such as wikis and blogs.

Duration: 00h 41m Date Released: August 09, 2016



Reflections on Learning How to Increase Learner Engagement

Submit a short paper reflecting on your big ideas you got from the from the Increasing Learning Engagement learning module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.



Teaching Techniques: Creating Effective Learning Assessments

Enabled: Statistics Tracking

From the report cards we get in kindergarten to our college midterms, assessments are an inescapable part of student life; however, not all learning assessments are created equal. The best ones give valuable feedback to learners and provide a solid indication to instructors about who is learning what, what's working, and what isn't. In this course, John-Paul Ballard—an instructional design expert who specializes in leveraging technology for the education market—shows you how to create such assessments. To begin, John-Paul provides you with an overview, explaining the three sides of learning assessments, referencing Bloom's taxonomy and Kirkpatrick's Four Levels of Evaluation. Next, learn about the different assessment formats—for example, online exams, classroom-written exams, and observational assessments—and how to choose the best format for your assessment. He also covers how to make your assessment realistic and your test environment fair. Last, he explains how to plan and design your exam and shows you, by example, how to create a rubric.

Duration: 00h 35m Date Released: November 20, 2016



Reflection on Creating Effective Learning Assessments

Submit a short paper reflecting on the big ideas you got from the from the Creating Effective Learner Assessments module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.



Learning to Write a Syllabus

Enabled: Statistics Tracking

A syllabus should clearly communicate the scope and requirements of a course to students. It must be carefully crafted and organized, and accurately set expectations around course participation, assignments, and grading—all while meeting the specific requirements of your institution. Learn how to set up your students and your class for success by writing a well-organized and complete syllabus. Author Kari Kapp walks teachers through the various sections of a common syllabus, with best practices for making the syllabus a more valuable tool in any class. Learn what to leave in and what to leave out, how to add policies and grading criteria, and how to summarize exactly what students will accomplish by the end of the course. Plus, get tips for distributing a digital syllabus for an online class.

Duration: 00h 50m Date Released: August 22, 2016



Reflections on Learning How to Write a Syllabus

Submit a short paper reflecting on the big ideas you got from the Learning How to Write A Syllabus learning module. Focus specifically on the items that are likely to be helpful as you plan for or evaluate the classes you are teaching in the Fall 2020 semester.



Remote/ Hybrid Teaching Commendation Discussion

Enabled: Statistics Tracking

Post some thoughts you have or insights you gleaned from the teaching modules that you want to share or advice you want to solicit from colleagues. Feel free to copy bits and pieces of your reflections--there is no reason the ideas you share cannot be the same as the ideas you record for your own reflection.

Faculty Earning Remote Teaching Commendations

Lindsey	Aloia	COMM
David	Andree	ART
Jeff	Bean	INEG
Jennifer	Beasley	BCSS
Dave	Bostwick	JOUR
Stephen	Caldwell	MUSC
Raquel	Castro Salas	WLLC
Matt	Clay	MASC
Vicki	Collet	CIED
Sheri	Deaton	CIED
Elizabeth	Dickerson	MASC
Jeanne	Eichler	OTD
Kimberly	Frazier	RHRC
Aysa	Galbraith	ENGF
Dede	Hamm	HESC
Kelly	Hammond	HIST
Sarah	Hernandez	CVEG
Erin	Hickey	HHPR
Shanda	Hood	MASC
Stephanie	Hubert	HESC
Sam	Johnson	PHIL
Linda	Jones	WLLC
Lorien	Jordan	RHRC
Mark	Koch	OTD
Kathryn	Koziol	ANTH
Faith	Lessner	BISC
Sarah	Lueke	MGMT

James	Maddox	RHRC
Jonathan	Marion	ANTH
Meredith	Neville-Shepard	COMM
Joon	Park	MUSC
Kathleen	Paul	ANTH
Samantha	Robinson	MASC
Lauren	Sabon	SOCI
Leslie (LJ)	Shelton	RHRC
Carole	Shook	ISYS
Lauren	Simon	MGMT
Angela	Smith-Nix	HHPR
Tamara	Snyder	PHYS
Matthew	Spialek	COMM
Heather	Sprandel	WCOB
Lora	Streeter	CSCE
Heather	Walker	CHEG
Kasey	Walker	COMM
Kate	Walker	BISC
Lora	Walsh	ENGL

Appendix Item 3: New Faculty Orientation Program

University of Arkansas, New Faculty Orientation

Sponsored by: Vice Provost for Faculty Affairs and the Wally Cordes Teaching and Faculty Support Center

8:00-4:00, Tuesday, August 18, 2020

Time	Event
8:00	Log in to Zoom (link will be emailed before orientation)
8:10 - 8:15	Welcome to the University of Arkansas & Introductions <i>Kathy Sloan, Vice Provost for Faculty Affairs</i>
8:15 - 8:30	Welcome to the University of Arkansas <i>Chancellor Joe Steinmetz</i>
8:30 - 8:45	Welcome to the University of Arkansas & Faculty Support at the University of Arkansas <i>Teaching and Faculty Support Center Co-Directors</i> <i>Lori Holyfield, Sociology and Criminology</i> <i>Don Johnson, Agricultural Education, Communications & Technology</i> <i>Julie Trivitt, Economics</i> <i>Lynn Meade, Communication</i>
8:45 - 9:00	Research Success at the University of Arkansas <i>Daniel Sui, Vice Chancellor for Research and Innovation</i>
9:00 - 9:15	A practical guide for college instructors: The Global Pandemic Edition <i>Janine Parry, Political Science</i>
9:30 - 9:45	Break
9:45 - 9:55	What I did to ensure a smooth transition to virtual teaching during the COVID-19 spring pandemic <i>Adnan Ali Khalaf Alrubaye, 2019 Imhoff Recipient, Biological Sciences and Poultry Science</i>
10:00 - 10:15	Faculty Development Resources <i>Kathy Sloan, Vice Provost for Faculty Affairs</i>
10:15- 10:30	Diversity & Inclusion <i>Yvette Murphy, Vice Chancellor for Diversity and Inclusion</i>
10:30 - 11:30	TIPS: Resources and Tools for Teaching at the UofA <i>Shelly Walters, Associate Director of Instructional Design & Support Services</i> <i>Kathryn Zawisza, Director of Academic Technology and Innovation - IT Services</i>
11:30 - 12:30	Meet and greet your new colleagues over lunch
12:30 - 1:30	TIPS: Putting it all into Practice <i>Shelly Walters, Associate Director of Instructional Design & Support Services</i> <i>Kathryn Zawisza, Director of Academic Tech and Innovation - IT Services</i> <i>Chris Bryson, Executive Director Office of Academic Initiatives and Integrity</i>
Time	Event

1:30-2:15	Break and information fair
2:15 -2:45	CARE <i>Monica Holland, Associate Dean of Student Affairs</i>
2:45-3:15	Center for Educational Access (CEA) <i>Laura James, Director, Center for Educational Access</i>
3:15- 3:45	Meet Your Provost and everything you need to know that we didn't tell you yet. Q&A <i>Interim Provost and Vice Chancellor for Student and Academic Affairs Charles Robinson</i> <i>Vice Provost Kathryn Sloan</i>
4:30 – 5:30	Drive By Swag Bag Pick-up and Garage Party! <i>Location: Baum Stadium Parking Lot, 1255 S. Razorback Rd, Fayetteville 72701.</i> <i>TFSC will deliver to your vehicle!</i>

University of Arkansas, New Faculty Orientation

Sponsored by: Vice Provost for Faculty Affairs and the Wally Cordes Teaching and Faculty Support Center

Tuesday, August 18, 2020
8:00-4:00, University of Arkansas

Selected university resources faculty may find useful

1. **Wally Cordes Teaching and Faculty Support Center (TFSC), 146 N. Harmon Avenue, Harmon Avenue Parking Garage, Room 703 (level 7), e-mail: tfsc@uark.edu, phone: 479-575-3222, <https://teaching.uark.edu/>**
2. **After-hours maintenance/emergency, call UAPD Dispatch at (479) 575-2222**
3. IT Services, IT Help Desk (479) 575-2905, <http://its.uark.edu>
4. Blackboard support – Gibson Annex; help desk (479) 575-6804; bbhelp@uark.edu; After-hours – (479) 575-2904
5. [Libraries.uark.edu](http://libraries.uark.edu)
6. Research and Sponsored programs, <https://research.uark.edu/units/osp/>
7. Center for Educational Access - UARK 209; (479) 575-3104; ada@uark.edu; <https://cea.uark.edu/>
8. Childcare – Jean Tyson Child Development Center - 924 W. Douglas; (479) 575-7482; <https://jean-tyson-child-development-study-center.uark.edu/>
9. Clickers – Leslie Speller, lspelle@uark.edu; <https://bbhelp.uark.edu/getting-started-with-student-clickers/>
10. Distressed students' referral – UofA Cares; <https://uofacares.uark.edu/>
11. Faculty offices/desks – see your department for this
12. Human Resources – health, dental, retirement, and other benefits - 222 Administration Building; 479-575-5351; <http://hr.uark.edu/> -- include someone from accounting and the treasurers office
13. ID Office – UARK 427; (479) 575-7563; <https://campuscardoffice.uark.edu/>
14. Key Office - Mitchell Rd.; (479) 575-2255; keyofc@uark.edu

15. Nursing stations – policy at <http://vcfa.uark.edu/policies/fayetteville/hmrs/4114.php>; should be a station in every building; contact Human Resources for more information
16. Parking, including changes for special events - 155 Razorback Rd; (479) 575-PARK; (479) 575-RIDE; <http://parking.uark.edu/>; -- also have someone to assist with parking stickers <https://myparkingaccount.uark.edu/Account/Portal>
17. Pat Walker Health Services – 525 N Garland; (479) 575-4451; <http://health.uark.edu/>
18. Recreational resources, HPER, UREC; HPER 225; (479) 575-4646; <http://urec.uark.edu/facilities/informal-recreation/index.php>
19. Subscribe to *Arkansas News*, the University of Arkansas Daily news sent by e-mail: <https://news.uark.edu>
20. Creating a Syllabus for your Course: <https://tips.uark.edu/creating-a-syllabus-for-your-course/>
21. TFSC: Resources for Diversity and Inclusion in Teaching: <https://tips.uark.edu/resources-for-diversity-and-inclusion-in-teaching/>
22. Campus ID Card Office, (479) 575-7563, book appointments for ID photos or submit a photo from their website at: <http://campuscardoffice.uark.edu/>
23. University Relations, Official University photos for news releases, e-mail photographer Russell Cothren rcothren@uark.edu.

Appendix Item 4 – New Faculty Commendation Certificate Recipients

Lindsey S. Aloia	COMM
David Andree	ART
Jeff Bean	INEG
Jennifer Beasley	BCSS
Dave Bostwick	JOUR
Stephen Caldwell	MUSC
Raquel Castro Salas	WLLC
Matt Clay	MASC
Vicki Stewart Collet	CIED
Sheri Deaton	CIED
Elizabeth B. Dickerson	MASC
Jeanne R. Eichler	OTD
Kimberly Frazier	RHRC
Aysa Galbraith	ENGF
Dede Hamm	HESC
Kelly Hammond	HIST
Sarah Hernandez	CVEG
Erin Kaye Howie Hickey	HHPR
Shanda Hood	MASC
Stephanie K. Hubert	HESC
Sam N. Johnson	PHIL
Linda C. Jones	WLLC
Lorien S. Jordan	RHRC
Mark Covington Koch	OTD
Kathryn M. Koziol	ANTH
Faith H. Lessner	BISC
Sarah Lueke	MGMT
Jim Maddox	RHRC
Jonathan S. Marion	ANTH
Meredith Neville-Shepard	COMM
Joon Park	MUSC
Kathleen S. Paul	ANTH
Samantha E. Robinson	MASC
Lauren Copley Sabon	SOCI
Leslie Jo Shelton	RHRC
Carole Shook	ISYS
Lauren S. Simon	MGMT
Angela Smith-Nix	HHPR
Tamara D. Snyder	PHYS
Matthew Spialek	COMM

Heather Sprandel
Lora Streeter
Heather L. Walker
Kasey L. Walker
Kate Ireton Walker
Lora Walsh

WCOB
CSCE
CHEG
COMM
BISC
ENGL

Appendix Item 5 – Not-So-New Faculty Commendation Recipients

Anthony Justin Barnum	SOCI
Hassan Beyzavi	CHBC
Margaret Miller Butcher	COMM
Raquel Castro Salas	WLLC
Kara Jolliff Gould	JOUR
Shanda Hood	MASC
Jack Kern	HHPR
Samantha E. Robinson	MASC
Anthony Sargenti	WLLC
Mary C. Savin	CSES
Carole Shook	ISYS
Leigh Southward	HESC
Lesley Vandermark	HHPR
Kate Ireton Walker	BISC
Yong Wang	PHYS
Jordan Blair Woods	LAW

Appendix Item 6 – Winter Teaching Symposium Program

Schedule

8:45 a.m.	Zoom Link Opens for Informal Conversation
9:00 a.m.	Welcome TFSC Provost Charles Robinson
9:10 a.m.	COVID-19 Impact Statements Vice Provost Kathy Sloan
9:15 a.m.	Keynote <i>Small Teaching: From Minor Changes to Major Learning</i> James M. Lang, Professor of English and Director of the D'Amour Center for Teaching Excellence, Assumption University, Worcester, MA.
10:30 a.m.	Overview of Breakout Sessions
10:35 a.m.	Break
10:45 to 11:30 a.m.	Breakout Sessions (Join the Zoom “Breakout Group” of your choice)

Breakout Sessions

Session Topic and Presenter(s)

<i>COVID 19 Facts and Myths: Knowledge is Power . . . and Safety</i> Huda Sharaf, M.D., Medical Director, Pat Walker Health Center
<i>Look Alive! Tips for Engaging Students in the Physical and/or Virtual Classroom</i> Samantha Robinson, Teaching Assistant Professor, Mathematical Sciences
<i>Students These Days!</i> Lori Lander, Assistant Vice Chancellor for Campus Life; Mary Margaret Hui, Assistant Director for First Generation Student Support; Trevor Francis, Director of Student Success
<i>Teaching as Storytelling</i> Robert “Bob” Kienzle, UA Alumni and Senior Consultant, Knowmium Learning
<i>Getting to Know the NEW Blackboard: A Sneak Peek</i> , Shelly Walters, Associate Director of Instructional Design and Support Services; Kathryn Zawisza, Director of Academic Technology and Innovation; and Chris Bray, Blackboard Administrator, IT Services

The Symposium will dismiss when your breakout session ends, so, on behalf of the TFSC, many thanks to our presenters and participants! Best wishes for a safe, healthy, and successful spring semester!

Appendix Item 7 – Example TFSC Publicity Efforts

TFSC Facebook Page

https://www.facebook.com/TFSC01/about/?ref=page_internal

Wally Cordes Teaching and Faculty Support Center, University of Arkansas
@TFSC01 · College & University

Send Message

Home Reviews Videos Photos **More**

Liked

GENERAL

81 people like this including 21 of your friends

83 people follow this

College & University

ADDITIONAL CONTACT INFO

<https://teaching.uark.edu/>

(479) 575-3222

tfsc@uark.edu

Send Message

Example Arkansas News Article

TFSC Virtual Winter Teaching Symposium Scheduled for Wednesday, Jan. 6

In the classroom, little changes can make a big difference. Join us on Wednesday, Jan. 6, 2021, to hear noted educator James Lang talk about "Small Teaching: From Minor Changes to Major Learning."

Noted educator, author, and faculty development expert James Lang will be the keynote speaker at the Teaching and Faculty Support Center's 2021 Winter Teaching Symposium to be held via Zoom from 9-11:30 a.m. on Wednesday, Jan. 6. Lang is a professor of English and the director of the D'Amour Center for Teaching Excellence at Assumption University in Worcester, Massachusetts. He writes a monthly column on teaching and learning for the *Chronicle of Higher Education* and is the author of five books, including *Distracted: Why Students Can't Focus and What You Can Do About It* (Basic Books, 2020), *Small Teaching: Everyday Lessons from the Science of Learning* (Jossey-Bass, 2016), and *Cheating Lessons: Learning from Academic Dishonesty* (Harvard University Press, 2013).

Lang's keynote presentation, "Small Teaching: From Minor Changes to Major Learning," will focus on research from the learning sciences and a variety of educational settings that suggest a small number of key principles that can improve learning in almost any type of college course, from traditional lectures to flipped classrooms, face-to-face or online. His presentation will introduce some of these key principles, offer practical suggestions for implementation, and guide faculty participants to consider how these principles and practices can be incorporated into their courses.

Winter Teaching Symposium participants will also be able to participate in one of five breakout sessions on a variety of topics. Topics and presenters include:

- *COVID 19 Facts and Myths: Knowledge is Power ... and Safety*, Huda Sharif, M.D., medical director, Pat Walker Health Center
- *Look Alive! Tips for Engaging Students in the Physical and/or Virtual Classroom*, Samantha Robinson, teaching assistant professor, Mathematical Sciences
- *Students These Days!* Lori Lander, assistant vice chancellor for campus life; Mary Margaret Hui, assistant director for first-generation student support; Trevor Francis, director of student success
- *Teaching as Storytelling*, Robert "Bob" Kienzle, UA alumnus and senior consultant, Knowmium
- *Getting to know the NEW Blackboard: A Sneak Peek*, The TIPS Team: Shelly Walters, associate director of instructional design and support services; Kathryn Zawisza, director of academic technology and innovation; and Chris Bray, Blackboard administrator, IT Services

[Click here](#) to RSVP for the Virtual Winter Teaching Symposium. We will send the zoom link and information for joining the presentation the day before the event. The link will open at 8:45 a.m. on Wednesday, Jan. 6, and the program will begin at 9 a.m. Plan to join early and spend a few minutes catching up with your colleagues. We look forward to seeing you on Jan. 6!

CONTACTS

Lori Libbert, HEI Program coordinator, Wally Cordes Teaching and Faculty Support Center
479-871-8625, tfsc@uark.edu