

**Director's Report to the Task Force on Teaching Excellence**  
**University of North Carolina, Pembroke**  
**March 31, 2022**

Our Mission: Through mentoring, sharing best practices, and connecting with the community, the Teaching & Learning Center develops and sustains the ideas, activities, enthusiasm, and culture that foster and recognize quality teaching and learning at the University of North Carolina, Pembroke.

Our Vision: The Teaching & Learning Center will aspire to achieve quality in instruction by identifying, cultivating, and putting into practice effective and innovative pedagogies. Increasing faculty participation in all efforts and utilizing technology to our advantage, the TLC will enhance support for and unite faculty, students, and staff in enriching teaching and learning.

Our Core Values:

- We believe in supporting all faculty as they develop themselves into highly effective instructors and mentors, able to foster the success of all students as lifelong learners.
- We believe in fostering collaboration, communication, and community.
- We believe in assuring confidentiality in individualized consultations.
- We believe in prioritizing on-campus expertise and resources while connecting with external expertise and resources as needed.
- We believe in utilizing effective technology for the betterment of teaching and learning.

Our Goals:

- The TLC will aspire to achieve quality in instruction through effective and innovative pedagogies.
- The TLC will enhance support for faculty, students, and staff in enriching teaching and learning.
- The TLC will unite faculty, students, and staff in enriching teaching and learning.

Administrative:

- Disburse grants to faculty for the purposes of enhancing teaching and learning, in consultation with the Task Force on Teaching Excellence and the provost and in alignment with University fiscal policies
  - With the approval of interim Provost Zoe Locklear, the TLC has disbursed \$18,550 to Camille Goins *et al.* (School of Education) as recommended by the Task Force in March 2021 as a Grant for Excellence in Teaching & Learning focused on developing faculty efficacy as culturally-responsive instructors
  - With the approval of Provost Locklear, the TLC has disbursed \$11,288.30 to Amy Purser Medina and Jennifer Wells (McKenzie-Elliott School of Nursing) as recommended by the Task Force in November 2021 as a Grant for Excellence in Teaching & Learning focused on developing faculty to support student success on revised licensing exams

- By delegation of the Task Force and with the approval of Provost Locklear, the TLC has allocated \$350 each to Kelly Barber-Lester (Inclusive Education), Joshua Busman (Music), Camille Goins (Educational Leadership & Specialties), James Hudson (History), Jennifer Jones-Locklear (McKenzie-Elliott School of Nursing), Leslie Locklear (School of Education), and Laura Staal (Educational Leadership & Specialties) and \$700 to the Museum of the Southeast American Indian as Grants for Syllabus Transformation focused on transforming syllabi for consideration for designation as Indigenous Cultures & Communities courses, supported by the MSAI
- The Office of Academic Affairs awarded the TLC \$4,539 in nonrecurring funds, as a supplement to its existing funds in support of Grants for Excellence in Teaching & Learning and Syllabus Transformation
- Implement, with Nicolette Campos, a year-long mentoring program to support new and early career academic employees
  - Mentors and mentees took part in Professional Development Institutes for Student Success and Diversity, Equity, and Inclusion in February and March and will take part in an Institute for Teaching Transformation in April
- Participate in the University's AAC&U-sponsored ePortfolio Institute team in support of campus-wide implementation of ePortfolios for students' professional success
  - Miko Nino and I presented "Connecting Career Learning and Career Readiness through ePortfolios" at the Conference on Higher Education Pedagogy at Virginia Tech on Feb. 10, and the Institute concluded in February
- Facilitate the redesign of courses and/or the creation of new learning activities or modules, up to six in total, to fulfill students' Indigenous Cultures & Communities requirement for graduation, beginning in fall 2022
  - A Shared Interest Group of seven participants met in February and March, discussing a reading related to Indigenizing higher education and providing feedback to a member's ICC proposal, and will continue to meet monthly
- Host 10 professional development opportunities for faculty
  - The TLC hosted discussions of Peter Felten and Leo M. Lambert's *Relationship-rich Education: How Human Connections Drive Success in College* in February and Winona Guo and Priya Vulchi's *Tell Me Who You Are: A Road Map for Cultivating Racial Literacy* in March, with approximately four participants; our final meeting will be April 22, featuring Tia Brown McNair *et al.*'s *From Equity Talk to Equity Walk: Expanding Practitioner Knowledge for Racial Justice in Higher Education*
- Continue to foster high levels of participant satisfaction and belonging
  - No participant evaluations have been gathered