

Director's Report to the Task Force on Teaching Excellence
University of North Carolina, Pembroke
Jan. 21, 2020

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:

- With Audria Cummings's reassignment to the Department of Social Work, the TLC will collaborate with Pecouse Lucas of the College Opportunity Program for administrative support. The TLC appreciates Audria's excellent support since 2018.
- HAWK Assistant Jazniqueka Rodgers and Work-Study Student Assistant Lourdes Martin continue to support the TLC through publicity efforts and are preparing to conduct midsemester class check-ins.
- Olivia Sadler, Student Assistant for Teaching and Learning for Sustainability, continues to compose an article for publication.
- The TLC's Engaged Faculty Scholars for Sustainability continue to incorporate service-learning in classes that engage concepts of sustainability, and they will present their work at N.C. Campus Compact's February conference at Elon University.

Outreach:

- Facebook (facebook.com/uncptlc): 174 page followers (an increase of 12 percent) and 161 page likes (an increase of 13 percent)
- Twitter (@uncptlc): 722 tweets (an increase of 10 percent), 115 followers (an increase of 12 percent), 430 likes (an increase of 18 percent)
- Email (weekly Week at a Glance messages via Alicia Jiles)
- Website (<https://www.uncp.edu/academics/academic-resources/teaching-and-learning-center>)

Programming:

- Seventeen faculty currently are pursuing Accessibility & Inclusion certification.
- The TLC continues to assist the Shared Interest Group for Globalizing the Curriculum, led by Cathy Lee Arcuino, to host Vice President Dawn Michele Whitehead of the Association of American Colleges & Universities in February for a presentation to faculty and to senior academic leadership and consultation with the SIG on issues of global citizenship for campus, community, and careers.
- Michele Fazio, who leads the Shared Interest Group in Working-class Identity, engaged her ENG 1050 class in developing programming ideas that she shared with Associate Provost Scott Billingsley.
- Five faculty participated in January's Book of the Month Club meeting and discussed Paul Hanstedt's *Creating Wicked Students: Designing Courses for a Complex World*.

Planning

- The TLC hopes to visit departmental faculty meetings this semester to assess faculty needs and preferences for teaching and learning.
- This year's POD Network conference emphasized three strategic foci for our work: (1) a needs assessment is fundamental to current practice and future strategy, and you as the members of this task force are critical to conducting and interpreting such assessment; (2) given the lack of participation of faculty generally in TLC programming and the diverse demographics of our student body, a students-as-partners emphasis will facilitate and maximize our efforts in supporting highly-engaged faculty generally and creating a diverse, equitable, and inclusive classrooms in particular; and (3) we can request and utilize institutional data in better understanding and asserting our impact.
- Student Assistants Martin and Rodgers are surveying badging/points systems for the purposes of increasing participation in TLC programming.

Appendix: Overview of Programming and Participation

From Sept. 17 to Jan. 17, the TLC sponsored 29 professional development sessions, with an average attendance of 4 faculty at each session.

| Session | Attendance |
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| Sept. 17, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Implementing Accommodations" | 0 |
| Sept. 18, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Implementing Accommodations" | 0 |
| Sept. 19, 3:30 to 4:30 p.m., 213 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Deaf Culture" | 1 |
| Sept. 20, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Deaf Culture" | 2 |
| Sept. 20, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring Lisa M. Nunn, <i>33 Simple Strategies for Faculty: A Week-by-Week Resource for Teaching First-Year and First-Generation Students</i> (Rutgers UP, 2018) | 8 |
| Sept. 25, 10:10 to 11 a.m., 208 Chavis University Center (in partnership with the Office of Global Engagement): Timothy Altman, Professor of Music, "The Fulbright US Scholar Program: How to Get One and What to Expect" (Overview) | 3 |
| Sept. 25, 11:15 a.m. to 12:15 p.m., 208 Chavis University Center, in partnership with | 10 |

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| the Office of Global Engagement: Alexander Brandt, Study Abroad Coordinator, "Study Abroad Workshop" (Overview) | |
| Sept. 26, 2 to 3 p.m., 208 Chavis University Center, in partnership with the Office of Global Engagement: Alexander Brandt, "Study Abroad Workshop" (Overview) | 6 |
| Sept. 30, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center and the Office of Online Learning): Debbie Lowery Bullard, Accommodations Coordinator, and Terry Locklear, Instructional Designer, "Captioning: Why We Do It and How We Do It" | 1 |
| Oct. 1, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center and the Office of Online Learning): Debbie Lowery Bullard, Accommodations Coordinator, and Terry Locklear, Instructional Designer, "Captioning: Why We Do It and How We Do It" | 0 |
| Oct. 2, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center and the Office of Online Learning): Debbie Lowery Bullard, Accommodations Coordinator, and Terry Locklear, Instructional Designer, "Captioning: Why We Do It and How We Do It" | 0 |
| Oct. 3, 3:30 to 4:30 p.m., 251 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 1" | 1 |
| Oct. 11, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring Cynthia Brame, <i>Science Teaching Essentials: Short Guides to Good Practice</i> (Elsevier, 2019) | 8 |
| Oct. 14, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, | 0 |

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| Director, "Accommodations in Practice: Explaining Accommodations" | |
| Oct. 14, 10 to 11 a.m., 213 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2" | 0 |
| Oct. 14, 2 to 3:15 p.m., 107 Weinstein Health Sciences Bldg.: Colby King, Assistant Professor of Sociology, University of South Carolina, Upstate, "Supporting the Working Class at the People's Universities" | 6 |
| Oct. 15, 12 noon to 1 p.m., 113 Weinstein Health Sciences Bldg.: Colby King, Assistant Professor of Sociology, University of South Carolina, Upstate, "Supporting Working-Class Students in Class and on Campus" | 7 |
| Oct. 15, 3:30 to 4:30 p.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2" | 0 |
| Oct. 15, 3:30 to 4:30 p.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing Impairments: Basic American Sign Language (ASL), Pt. 2" | 0 |
| Oct. 16, 10 to 11 a.m., 208 Chavis University Center (in partnership with the Accessibility Resource Center), Nicolette Campos, Director, "Accommodations in Practice: Explaining Accommodations" | 1 |
| Oct. 29, 10 to 11 a.m., 213 Chavis University Center (in partnership with the Accessibility Resource Center): Vanessa Hawes, Associate Director, "Inclusive and Accessible Teaching and Learning for Students with Hearing | 1 |

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| Impairments: Basic American Sign Language (ASL), Pt. 2" | |
| Oct. 29, 3:30 to 4:30 p.m., 222 Education Bldg.: Tara Busch, Assistant Professor, Department of Psychology: "An Introduction to Team-based Learning: Using Teams to Revitalize Your Courses and Engage Active Learning" | 5 |
| Oct. 31, 12 noon to 2 p.m., 223 Education Bldg.: Camille Goins, Assistant Professor and FAEL Project Director, et al., "Culturally Responsive Teaching in Higher Education" | 38 |
| Oct. 31, 2 to 3 p.m., 208 Chavis UC: Shonda Goward, Academic Director of Carolina Covenant and Achieve Carolina, "How We Make it Over: Best Practices to Support Working-Class Students" | 5 |
| Nov. 5, 5:30 to 8:30 p.m., 203 Education Bldg.: Gerald Neal, Assistant Professor of Counseling, and students enrolled in EDNL 5030: Engaging Families, Schools, and Communities, "Presentations of School Marketing Plans for Building Bridges to Families and Communities" (Note: This event features a covered-dish celebration.) | 0 |
| Nov. 6, 12 noon to 1:30 p.m., 203 Education Bldg.: Bethany Wendler, Associate Director for Leadership Education: "StrengthsFinder" | 7 |
| Nov. 12, 6 to 7 p.m., 121 Weinstein Health Sciences Bldg.: Jane Haladay, Professor of American Indian Studies, and students enrolled in AIS/ENG 2410: Environmental Literature (Service-Learning), "Talking Trash: What We Trash, Where It Goes, Who's Affected" (Note: This event is supported by the NC Campus Compact Engaged Faculty Scholars program, and the first 40 to arrive will receive a special gift.) | 2 |
| Nov. 15, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club (facilitated by Provost David Ward), featuring Cathy Davidson, <i>The New Education: How to Revolutionize the University to Prepare</i> | 7 |

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| <i>Students for a World in Flux</i> (Basic Books, 2017) | |
| Jan. 17, 2:30 to 3:30 p.m., 212 Livermore Library: Book of the Month Club, featuring Paul Hanstedt, <i>Creating Wicked Students: Designing Courses for a Complex World</i> (2018) | 6 |