

**Director's Report to the Task Force on Teaching Excellence**  
**University of North Carolina, Pembroke**  
**September 15, 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:

- HAWK Assistant Jazniqueka Rodgers and Work-Study Student Assistant Lourdes Martin continue to support the TLC by designing and badging and credentialing program and 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 (Jane Haladay, Mary Ann Jacobs, Tamara Savage, and me) submitted for review to *The Journal of Sustainability in Education* an article describing their incorporation of service-learning in courses centered on sustainability.
- I am a member of a search committee seeking to fill the position of instructional designer in the Office of Online Learning.

- As a result of a Bravebook team focused on developing and enhancing professional development and training opportunities for all employees, Nicolette Campos, Miko Nino, and I are collaborating to develop and offer year-round professional development. With University College Dean Beth Holder, I have co-developed a mentoring program for early career faculty and a syllabus transformation program for student success, pending funding and/or authorization by Provost Zoe Locklear.

#### Outreach:

- Facebook (facebook.com/uncptlc): 326 page followers (an increase of 80 percent) and 317 page likes (an increase of 89 percent)
- Twitter (@uncptlc): 385 impressions per day and 242 likes (a decrease of 49 percent)
- Email (Month at a Glance messages via Alicia Jiles)
- Website (<https://www.uncp.edu/academics/academic-resources/teaching-and-learning-center>)

#### Programming:

- The requirements and activities required for certification in Accessibility & Inclusion have been modified to promote physical distancing and currently are engaging approximately 12 faculty.
- With the Office of Online Learning, the TLC cohosted multiple professional development webinars following the transition of University operations because of COVID19.
- Approximately 12 faculty are registered to take part in the 2020-2021 Third Fridays Book of the Month Club.

#### Planning

- In-person needs assessments regarding faculty perspectives of TLC activities have been postponed. The 2020 Faculty Writers Retreat was canceled due to COVID19.
- The Office of Online Learning and TLC are collaborating to enhance professional development for faculty teaching (or considering teaching) online, and we are planning research into effective professional development practices for presentation and/or publication.
- Student Assistants Martin and Rodgers are preparing a badging and credentialing program for the purposes of increasing participation in TLC programming and recognizing faculty growth.

## Appendix: Overview of Programming and Participation

From March 18 to Sept. 14, the TLC sponsored 22 professional development sessions, with total attendance of 452 synchronous and 1,788 asynchronous participants, for an average of 21 synchronous and 81 asynchronous participants per session.

<b>Session</b>	<b>Attendance (Synchronous/Asynchronous)</b>
“Engagement and Feedback in Online Courses” by Scott Hicks (March 31, 1 to 2 pm)	15/86
“Online Course Assessment” by Miko Nino (April 1, 1 to 2 pm)	15/402
“Creating Effective Discussions in Online Courses” by Terry Locklear (April 7, 1 to 2 pm)	15/203
“Proctorio: Best Practices for Instructors” by Gene Deese (April 7)	15/188
“Ways to Manage Emergency Remote Teaching” by April Johnson (April 14, 1 to 2 pm)	30/73
“Proctorio: Best Practices for Instructors, Pt. 2” by Gene Deese (April 14)	15/100
“A Community of Practice for Excellence in Online Teaching” by Scott Hicks (April 17, 1 to 2 pm)	50/71
“ <i>Educated: A Memoir</i> (Third Fridays Book of the Month Club)” by Scott Hicks (April 17, 2:30 to 3:30 pm)	12/0
“Accessibility & Inclusion” by Debbie Bullard and Vanessa Hawes (April 21, 1 to 2 pm)	
“Course Redesign” by Scott Hicks and Miko Nino (May 28 and 29)	15/232
“Instructional Delivery Options in Fall 2020” by Scott Hicks and Miko Nino (June 22, 2 to 3 pm)	15/73
“Fostering an Inclusive Online Classroom” by Miko Nino (June 23, 10 to 11 am)	15/0
“Embodying Your Curriculum: An Introduction to the Fundamentals of Trauma-Informed Pedagogy” by Anita Chari and Angelica Singh (July 9, 12 to 1:15 pm)	15/0
“The Diversity Toolkit: Office of Student Inclusion and Diversity” by Lawrence Locklear (July 14, 2 to 3 pm)	15/22

“Alternatives to Lecture in Online Classes” by Miko Nino (July 21, 1 to 2 pm)	15/118
“A Conversation with Associate Provost Scott Billingsley” by Scott Hicks and Miko Nino (July 27, 1:30 to 2:30 pm)	15/25
“The Power of Culturally-responsive Teaching” by Camille Locklear Goins <i>et al.</i> (July 28, 1 to 2 pm)	15/20
“Issues, Trends, and the Future of Online Learning” by Miko Nino (July 29, 1 to 2 pm)	15/90
“Alternatives to Lecture in Online Classes, Pt. 2” by Miko Nino (July 29, 10:30 to 11:30 am)	15/49
“Fostering Innovative Student-to-Student Collaboration in Online Classes” by Terry Locklear (Aug. 4, 1 to 2 pm)	15/11
“Migrating from Paper to an Online Platform for SHRA Employees' Performance Management Cycle” by Nicolette Campos and Angela Revels (Sept. 8, 3:30 to 4:30 pm)	60/25
“Migrating from Paper to an Online Platform for SHRA Employees' Performance Management Cycle” by Nicolette Campos and Angela Revels (Sept. 8, 3:30 to 4:30 pm)	60/0

To date, participants evaluate TLC programming to be relevant (94 percent), informative (93 percent), helpful (91 percent), useful (91 percent), and enjoyable (93 percent).