

**Director's Report to the Task Force on Teaching Excellence**  
**University of North Carolina, Pembroke**  
**March 16, 2021**

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 conducting midsemester check-ins, and Olivia Sadler, Student Assistant for Teaching and Learning for Sustainability, continues to compose an article for publication.
- The Office of Online Learning, the University College, Enrollment, the Career Center, and the TLC are collaborating in a long-term effort to integrate eportfolios into all students' academic experience, a partnership facilitated by admission into the Association of American Colleges & Universities (AAC&U) Eportfolio Institute. With Miko Nino as lead author, we have submitted for review to *The International Journal of ePortfolio* an article delineating a framework for institutional implementation of eportfolios as a high-impact practice for teaching and learning in higher education.

- The TLC's Engaged Faculty Scholars for Sustainability (Jane Haladay, Mary Ann Jacobs, Tamara Savage, and me) submitted for review to *The Journal on Excellence in College Teaching* an article describing their incorporation of service-learning in courses centered on sustainability.
- 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 continue to collaborate to develop and offer year-round professional development. With the enthusiastic support (including funding) of interim Provost Zoe Locklear, Dr. Campos and I will co-lead a yearlong mentoring program for early career academic employees.

#### Outreach:

- Facebook (facebook.com/uncptlc): 401 page followers (an increase of 8 percent) and 382 page likes (an increase of 8 percent)
- Twitter (@uncptlc): approximately 302 impressions per day (an increase of 255 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 continues to cohost 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.
- The TLC is assisting the Department of Nursing in creating a template for writing recommendations and evaluations.
- Shared interest groups in culturally-responsive teaching, Honors teaching and learning, and first-generation student success continue to meet, conduct research, and/or share best practices. The Shared Interest Group in Culturally Responsive Teaching (leaders Camille Goins and Leslie Locklear with members Tiffany Locklear, Gerald Neal, Claudia Nickolson, Gretchen Robinson, and Dana Unger) will present the findings of their published article, "Culturally Responsive Perceptions and Practices of Instructors at a Minority-Serving Institution: A Mixed Methods Study" in *The Journal of Effective Teaching in Higher Education*, during a webinar jointly sponsored with the NCCU Office of Faculty Development.

#### Planning

- With the reassignment of former Dean Beth Holder, the TLC now reports to Associate Provost Scott Billingsley.

- Given the importance of faculty development in teaching and learning, the TLC has requested an increased budget.
- The TLC will collaborate with Director Elise Dixon of the University Writing Center to support a shared interest group of faculty writers.

## Appendix: Overview of Programming and Participation

From Sept. 16 to the present, the TLC sponsored 27 professional development sessions, with total attendance of at least 106 synchronous and 261 asynchronous participants, for an average of 4 synchronous and 10 asynchronous participants per session.

Session	Attendance (Synchronous/Asynchronous)
"A Conversation with Joshua Eyler, PhD, Author of <i>How Humans Learn: The Science and Stories behind Effective College Teaching</i> " by Scott Hicks and Miko Nino (Sept. 15, 1 to 2 pm)	5/16
"Working with Students with Disabilities during COVID-19" by Vanessa Hawes (Sept. 16, 11 am to 12 noon)	8/6
"Third Fridays Book of the Month Club, featuring Kevin Gannon's <i>Radical Hope: A Teaching Manifesto</i> (West Virginia University Press)" by Scott Hicks (Sept. 18, 2:30 to 3:30 pm)	12/0
"The University Writing Center and Student Success" by Elise Dixon (Sept. 22, 1 to 2 pm)	10/6
"Alternatives to Recorded Lectures, Pt. 3" by Miko Nino (Sept. 29, 11 am to 12 noon)	Unknown/11
"Engaging Students and Deepening Learning through Perusall and Collaborative Annotation" by Michael Rosenberg (Sept. 30, 11 am to 12 noon)	10/Unknown
"Effective Synchronous Teaching and Webinars" by Miko Nino (Oct. 1, 11 am to 12 noon)	Unknown/4
"Teaching with Flipgrid" by Terry Locklear and Brandon Wallace (Oct. 1, 2 to 3 pm)	Unknown/6
"What Works and What Doesn't in Online and Hybrid Courses" by Tara Busch, Darius McCall, Nancy Arroyo, Martina Glenn, and Ashley Igodan (Oct. 6, 1 to 2 pm)	12/6
"Service-Learning Professional Development Initiative, Pt. 2" by Sandy Jacobs and Natural Love (Oct. 6, 2 to 2:45 pm)	Unknown/Unknown

"Fostering Long-term Memory with Online Activities" by Miko Nino (Oct. 8, 11 am to 12 noon)	Unknown/10
"Active Learning Online: Maximizing Learners' Agency and Autonomy" by Judit Torok (Oct. 13, 10 to 11 am)	Unknown/9
"Captioning: How and Why We Do It" by Debbie Bullard, Vanessa Hawes, and Terry Locklear (Oct. 13, 1 to 2 pm)	Unknown/8
"Compressing Online Courses" by Miko Nino (Oct. 15, 2 to 3 pm)	Unknown/Unknown
Third Fridays Book of the Month Club, featuring David Kirp's <i>The College Dropout Scandal</i> (Oxford University Press)" by Scott Hicks (Oct. 16, 2:30 to 3:30 pm)	13/0
"A Conversation with Chief Information Officer and Associate Vice Chancellor for Information Resources Katina Blue, EdD, MSIT, MBA, MPA, CGCIO (Division of Information Technology)" by Scott Hicks and Miko Nino (Oct. 20, 1 to 2 pm)	10/149
"Academic Service-Learning Introduction and Refresher" by Hannah Baggott Anderson (Oct. 20, 2:30 to 3:15 pm)	Unknown/Unknown
"MasteryPaths in Canvas" by Terry Locklear (Oct. 27, 11 am to 12 noon)	Unknown/6
"Hildegard's on Twitter: Coaching Diversity and Inspiration in Chamber Music" by Joanna Ross Hersey (Oct. 27, 1 to 2 pm)	3/4
"Motivation and Time Management in Online General Education Courses" by Terry Locklear and Miko Nino (Oct. 29, 11 am to 12 noon)	Unknown/Unknown
"Service-Learning Professional Development Initiative, Pt. 3" by Sandy Jacobs and Natural Love (Nov. 3, 2 to 2:45 pm)	Unknown/Unknown
"Letting Off Steam: De-Stressing in Stressful Times" by Julie Harrison-Swartz (Nov. 10, 12 noon to 1 pm)	Unknown/Unknown
"Third Fridays Book of the Month Club, featuring Joshua Eyler's <i>How Humans Learn: The Science and Stories behind Effective College Teaching</i> (West Virginia University	13/NA

Press)” by Scott Hicks (Nov. 20, 2:30 to 3:30 pm)	
“Third Fridays Book of the Month Club, featuring Jessmyn Neuhaus’s <i>Geeky Pedagogy</i> (West Virginia UP)” by Scott Hicks (Jan. 15, 2:30 to 3:30 pm)	6/NA
“Third Fridays Book of the Month Club, featuring Beth Berilla’s <i>Integrating Mindfulness</i> (Oxford UP)” by Scott Hicks (Feb. 19, 2:30 to 3:30 pm)	9/NA
“Syllabus Transformations feat. E. Bak, A. Lauzon, and N. Stargell” (March 2, 10 to 11 am)	1/12
“Resilient Pedagogy: The HyFlex Classroom with Miko Nino” (March 2, 1 to 2 pm)	6/NA
“A Celebration of Teaching Excellence: A Roundtable Conversation among Winners of the UNC Board of Governors Award for Excellence in Teaching, feat. M. Fazio, K. Freeman, and H. Hansen” (March 9, 2 to 3 pm)	1/8

To date, participants evaluate TLC programming to be relevant (94 percent [no change]), informative (93 percent [no change]), helpful (91 percent [no change]), useful (92 percent [no change]), and enjoyable (94 percent [no change]).