

Teaching & Learning Center
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Support Unit Assessment Report

June 30, 2023

I. Mission Statement

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.

II. Goals and Objectives

Goal 1: The TLC will aspire to achieve quality in instruction through effective and innovative pedagogies.

Objective 1.1: Identify effective and innovative pedagogies.

Strategy 1.1.1: Inventory class sections, courses, and programs that incorporate high-impact practices in higher education as defined by the American Association of Colleges & Universities

Performance Indicator 1.1.1.1: Number of class sections and/or courses that integrate first-year experiences, common intellectual experiences, learning communities, writing-intensive programming, collaborative assignments and projects, undergraduate research, diversity and global learning, service-learning and community-based learning, internships, and/or capstone courses and project

Strategy 1.1.2: Publicize high-impact practices and their successful utilization in UNCP classrooms and curricula

Performance Indicator 1.1.2.1: Number of Facebook and Twitter engagements

Performance Indicator 1.1.2.2: Number of citations in campus, local, and/or regional media and scholarly venues

Objective 1.2: Cultivate effective and innovative pedagogies.

Strategy 1.2.1: Offer individual and group consultations on strategies to enhance teaching and learning

Performance Indicator 1.2.1.1: Number of consultations offered

Performance Indicator 1.2.1.2: Results of surveys of participants

Strategy 1.2.2: Offer professional development workshops focused on enhancing teaching and learning

Performance Indicator 1.2.2.1: Number of attendees

- Performance Indicator 1.2.2.2: Results of surveys of participants
- Strategy 1.2.2: Facilitate shared interest groups
 - Performance Indicator 1.2.2.1: Peer review of products developed and disseminated by FLCs
- Objective 1.3: Put into practice effective and innovative pedagogies
 - Strategy 1.3.1: Conduct midsemester class check-ins
 - Performance Indicator 1.3.1.1: Number of midsemester class check-ins conducted
 - Performance Indicator 1.3.1.2: Assessment of student responses
 - Strategy 1.3.2: Facilitate open classrooms for shared observation and assessment
 - Performance Indicator 1.3.2.1: Reflections of program participants
 - Strategy 1.3.3: Embed students as partners in class design, delivery, and assessment
 - Performance Indicator 1.3.3.1: Surveys of students and faculty
 - Performance Indicator 1.3.3.2: Student evaluations of instruction

Goal 2: The TLC will enhance support for faculty, students, and staff in enriching teaching and learning.

- Objective 2.1: Target early-career faculty for comprehensive support and resources
 - Strategy 2.1.1: Create and sustain mentorship opportunities for early career faculty
 - Performance Indicator 2.1.1.1: Number of mentor pairs
 - Performance Indicator 2.1.1.2: Number of early-career faculty recorded as participants in TLC activities
 - Performance Indicator 2.1.1.3: Surveys of participants
 - Performance Indicator 2.1.1.4: Documentation of outreach to early-career faculty
- Objective 2.2: Empower and expand shared interest groups
 - Strategy 2.2.1: Facilitate shared interest groups
 - Performance Indicator 2.2.1.1: Peer review of products developed and disseminated by SIGs
 - Strategy 2.2.2: Embed Academic Affairs staff as partners and co-leaders in shared interest groups
 - Performance Indicator 2.2.2.1: Number of Academic Affairs staff in key roles on shared interest groups
- Objective 2.3: Provide grants to enhance teaching and learning in classes, courses, curricula, and other programs
 - Strategy 2.3.1: Issue rolling call for proposals for excellence in teaching and learning in alignment with TLC mission, vision, and core values; review and approve TLC-funded grants; and strive to fund approved projects fully
 - Performance Indicator 2.3.1.1: Review of allocations and

disbursement

Strategy 2.3.2: Apply for external funding to support excellence in teaching and learning

Performance Indicator 2.3.2.1: Documentation of grant applications

Goal 3: The TLC will unite faculty, students, and staff in enriching teaching and learning.

Objective 3.1: Promote collaboration and cooperation among faculty

Strategy 3.1.1: Facilitate open classrooms for shared observation and assessment

Performance Indicator 3.1.1.1: Reflections of program participants

Objective 3.2: Promote collaboration and cooperation between faculty and students

Strategy 3.2.1: Embed students as partners in class design, delivery, and assessment

Performance Indicator 3.2.1.1: Surveys of students and faculty

Performance Indicator 3.2.1.2: Student evaluations of instruction

Objective 3.3: Promote collaboration and cooperation between faculty and staff

Strategy 3.3.1: Facilitate shared interest groups

Performance Indicator 3.3.1.1: Peer review of products developed and disseminated by SIGs

Strategy 3.3.2: Embed Academic Affairs staff as partners and co-leaders in shared interest groups

Performance Indicator 3.3.2.1: Number of Academic Affairs staff in key roles on shared interest groups

Expected Results/Outcomes: The TLC emphasizes, supports, and centers high-impact practices in teaching and learning, while attending to faculty members' well-being and morale and seeking to foster community and relationships.

III. Timeline, Assessment Procedure, Use of Assessment Data

Based on ongoing assessment, the TLC will monitor and facilitate consistent progress toward enhanced teaching and learning. The Director of the TLC compiles, reviews, assesses, and evaluates performance indicators, providing this data to the Task Force on Teaching Excellence. The Task Force, on an annual basis, reviews, assesses, and makes recommendations for programming, policy, and/or procedure, thus utilizing assessment findings to drive TLC decisionmaking and goalsetting.

Measurement of Performance Indicators is as follows:

- Performance Indicator 1.1.1.1: A survey of 33 class sections and their employment of high-impact practices revealed that two employed first-year seminars and experiences, eight employed common intellectual experiences, eight employed learning communities, 23 employed writing-intensive activities,

14-employed collaborative assignments and projects, four employed undergraduate research, 12 employed diversity and/or global learning, five employed e-portfolios, six employed service learning/community-based learning, two employed internships, and six employed capstone courses and projects (Figure 1).

- Performance Indicator 1.1.2.1: The TLC maintained 163 followers on LinkedIn and posted approximately three times per week.
- Performance Indicator 1.1.2.2: UNCP faculty published one book and 14 articles or book chapters and presented 60 sessions on topics within the field of the scholarship of teaching and learning during AY2023.
- Performance Indicator 1.2.1.1: The TLC provided consultation to four faculty upon request, on the subjects of teaching difficult topics and facilitating students' skills as scholarly readers.
- Performance Indicator 1.3.1.1: Upon faculty request, the TLC conducted one Midsemester Class Check-in.
- Performance Indicator 1.3.1.2: Students' responses demonstrated appreciation for the faculty member's engagement of students as learners, emphasis on collaborative learning, demonstrated willingness to support students, and use of multimedia tools for teaching.
- Performance Indicator 2.1.1.1: With the Office of Human Resources, the TLC facilitated the partnerships of 22 new and early-career academic employees with nine mid- to advanced career faculty and staff.
- Performance Indicator 2.1.1.3: Citing the opportunities to connect with others, learn from others, and build community, 93 percent of participants in the TLC/OHR's mentorship program would recommend the program to others, a summative survey revealed.
- Performance Indicators 2.2.2.1 and 3.3.2.1: There are 0 members of Academic Affairs staff in key roles on shared interest groups.
- Performance Indicator 2.3.1.1: The TLC disbursed approximately \$32,639 in stipends to faculty for the purposes of conducting instructional research; purchases of equipment, software, and professional memberships for students' use in coursework; and purchases of materials and reimbursements for travel for faculty professional development.
- Performance Indicator 2.3.2.1: Upon the recommendation of the Task Force on Teaching Excellence, the TLC provided Grants for Excellence in Teaching & Learning to the following:
 - Whitney P. Akers, PhD; Stephanie R. Robinson, PhD; and Nicole A. Stargell, PhD (School of Education): Enriching Graduate Counseling Students' Professional Identity (Fall 2022 and Spring 2023, \$2,649)
 - Nachiket M. Bhawe, PhD; Professor William R. Crandall, PhD; Si Ahn Mehng, PhD; and Nakibur Rahman, PhD (Thomas School of Business): Students' Needs and Experiences in Online Video Lectures (Fall 2022 and Spring 2023, \$10,000)

- Silvia Smith, PhD (College of Arts & Sciences): Enhancing Teaching and Learning and Student Success in Anatomy & Physiology I and II (Fall 2022, \$14,920)
- Amy Purser Medina, PhD, and Jennifer Wells, PhD (College of Health Sciences): Student Success and Next Generation NCLEX Assessment (Spring and Fall 2022, \$11,288)
- Performance Indicator 3.2.1.1: The TLC surveys faculty monthly regarding their feelings about teaching and solicits suggestions for programming and resources. Figure 2 documents that most faculty experience negative emotions in the area of teaching and learning; in their narrative comments, faculty state that they appreciate the TLC's efforts, that our efforts provide reassurance and consistency, and that our presence affirms faculty work and morale (Figure 2).
- Performance Indicator 3.2.1.2: The Office of Academic Affairs does not share with the TLC aggregated results of Student Evaluations of Instruction.
- Performance Indicator 3.3.2.1: There are 0 members of Academic Affairs staff in key roles on shared interest groups.

In alignment with Associate Provost Scott Billingsley's approved scope of work for Director Hicks in AY2022-2023, the TLC accomplished the following activities:

- Presented "Bridging Learning and Career Readiness in Higher Education: The 6A ePortfolio Model" with Miko Nino at the 2022 Annual Meeting of the Association for Authentic, Experiential, and Evidence-Based Learning
- Served as *ex officio* member of the Subcommittee on Faculty Development & Welfare
- Created, hosted, and presented, with Nicolette Campos, three sessions as part of New and Early-Career Academic Employee Mentoring program, focusing on the scholarship of teaching and learning, research, leadership, service, and shared governance
- Convened the Shared Interest Group for Indigenous Cultures & Communities in partnership with the Museum of the Southeast American Indian and hosted and facilitated 10 sessions featuring discussion of scholarly research and peer review
- Served as *ex officio* member of the Indigenous Cultures & Communities Council, for which I developed, submitted for review, and finalized an instrument for ongoing assessment of ICC-designated courses
- Observed classroom instruction of and provided feedback to nine faculty, representing the colleges of Arts & Sciences and Health Sciences and the School of Education
- Presented professional development session on diversity, equity, and inclusion to faculty of the Thomas School of Business
- Conducted monthly surveys of faculty perceptions and experiences in teaching and learning and reported results and trends to faculty paired with resources targeted to challenges as identified by faculty

- Managed TLC social media account on LinkedIn, providing frequent real-time information on opportunities and resources for effective teaching and learning, emphasizing collaboration with colleagues
- Proposed and presented, with Kelly Barber-Lester, Joshua Busman, Camille Goins, Elizabeth Jones, and Jennifer Jones-Locklear, “Indigenous Cultures and Communities in Higher Education Teaching and Learning” at the 2023 annual Conference on Higher Education Pedagogy at Virginia Tech
- Facilitated TLC Book of the Month Club, with approximately 30 faculty and staff participants, moderating nine sessions in person and virtually as well as an asynchronous WebEx Teams space to discuss contemporary scholarship of teaching and learning related to student attention, inclusive teaching, and liberatory pedagogy
- Solicited proposals for, and coordinated their review and evaluation by the Task Force on Teaching Excellence, of Grants for Excellence in Teaching & Learning, with requests for approximately \$52,000 in funding
- Facilitated, coordinated, and streamlined, with Alicia Jiles, disbursement of approximately \$22,000 in allocations in support of Grants for Excellence in Teaching & Learning, supporting efforts for student success in the College of Arts & Sciences, College of Health Sciences, and Thomas School of Business
- Disbursed approximately \$1,500 in allocations in support of Grants for Syllabus Transformation, supporting efforts for student success in the College of Arts & Sciences and schools of Education and Business
- Initiated effort in collaboration with the Division of Finance & Administration to authorize use of state funds for compensation of students in conduct of instructional research
- Conducted midsemester check-ins for one faculty teaching two sections enrolling 60 students, providing real-time formative and appreciative feedback
- Participated in professional development in grading and equity, educating for sustainability, and culturally responsive teaching and learning
- Hosted two drop-in listening sessions open to all faculty and provided confidential consultation to two faculty
- Maintained high levels of participant satisfaction, with faculty participating in monthly pulse surveys reporting TLC to be relevant, helpful, informative, useful, and enjoyable
- Collaborated with Vanessa Hawes to revise and republicize Certificate in Accessibility and Inclusion in Teaching and Learning

Figure 1: Increase in Employment of High-Impact Practices in Teaching and Learning at UNCP

High-Impact Practice	AY2018-2019	AY2019-2020	AY2020-2021	AY2022-2023	Change
First-year seminars and experiences	4%	4%	6%	6%	No change

Common intellectual experiences	24%	30%	32%	24%	(25%)
Learning communities	11%	14%	10%	24%	140%
Writing-intensive activities	5%	11%	26%	70%	169%
Collaborative assignments and projects	33%	35%	21%	42%	100%
Undergraduate research	18%	22%	19%	12%	(37%)
Diversity and/or global learning	27%	35%	19%	36%	89%
E-portfolios	9%	11%	4%	15%	275%
Service learning/community-based learning	27%	28%	7%	18%	157%
Internships	5%	7%	4%	6%	50%
Capstone courses and projects	4%	9%	15%	18%	20%

N.B.: The response rate decreased from 68 sections in 2020-2021 to 33 sections in 2022-2023, a decrease of 15 percent.

Figure 2: Faculty Pulse Regarding Teaching & Learning

	Contented, Joyful, or Excited	Sad, Gloomy, or Hopeless	Worried, Stressed, or Anxious	Annoyed, Frustrated, or Bitter	Lost, Lonely, or Confused
February 2023 (n=12)	42%	0%	25%	17%	8%
March 2023 (n=0)	0	0	0	0	0
April 2023 (n=14)	21%	0%	43%	29%	7%
May 2023 (n=0)	0	0	0	0	0