

**Division of Academic Affairs  
Academy for Teaching and Learning  
Annual Report  
June 1, 2006**

Letter of Transmittal:

This report summarizes the initiatives and activities of the Academy for Teaching and Learning (ATL) during the period June, 2005 – May, 2006 and outlines ATL goals and objectives for the period June, 2006 through May, 2007.

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Scott Simkins, Director, Academy for Teaching and Learning

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Date

## **Executive Summary**

### **1. Purpose and mission of the Academy for Teaching and Learning (ATL)**

The Academy for Teaching and Learning (ATL) is a campus-wide resource for faculty members that:

- increases faculty knowledge of the factors that affect student learning (knowledge building),
- encourages scholarly teaching grounded in research on student learning, (knowledge application) and
- promotes the scholarship of teaching and learning, including classroom-based research, assessment of learning outcomes, public sharing of effective teaching practices, and basic research on teaching and learning issues (knowledge creation).

ATL activities are grounded in the three key objectives of building understanding of student learning processes, promoting the application of effective teaching practices, and supporting the scholarship of teaching and learning. Specifically, ATL activities are aimed at:

- increasing awareness of new research on effective teaching practices, formative and summative assessment processes, effective use of instructional technology, and student learning,
- promoting innovation in curricular design, pedagogical practices, and assessment processes that promise to enhance student learning,
- building community within and across disciplines by bringing faculty together regularly to discuss and share issues related to teaching and learning,
- increasing recognition and faculty rewards for engaging in activities that enhance student learning and promote the scholarship of teaching and learning,
- encouraging continual faculty professional development aimed at increasing student learning in and out of the classroom,
- developing a community of teacher-scholars intentionally engaged in the scholarship of teaching and learning,
- supporting the successful implementation of FUTURES and University Studies initiatives focused on student learning and faculty development

### **2. Broad overview of significant accomplishments**

The first full academic year of the ATL (2004-2005) was focused on developing an intentional and coherent set of activities aimed at meeting the ATL's objectives. These objectives included: (1) developing and implementing a year-long new faculty orientation program, (2) increasing faculty awareness of the ATL and its activities, and (3) increasing faculty participation in faculty development activities related to teaching/learning. ATL activities during the 2005-2006 year built on the success of the previous year and branched out into new areas consistent with the three objectives outlined above.

Major **Continuing activities** during 2005-2006:

- **Year-long New Faculty Orientation Series.** Semimonthly (fall semester) and monthly (spring semester) lunch meetings with invited guest speakers leading discussions on topics relevant to new faculty, including promotion and tenure expectations, research and grant-writing tips, and effective teaching techniques.
- **Faculty Development Workshops.** Led by nationally-recognized presenters, these workshops provide hands-on experience with effective teaching strategies.
- **Second Annual *ATL Teaching Showcase – Sharing our Best Work.*** Highlighting innovative teaching practices of NC A&T faculty, the *ATL Teaching Showcase* was again held in conjunction with the annual FUTURES retreat.
- **Third Annual ATL Summer Teaching Institute.** Two-day workshop led by a nationally-recognized leader in teaching and learning. This year's ATL Summer Teaching Institute focused on effective course design.
- **Summer 2005 University Studies Course Development Project.** The ATL director led more than 75 faculty members in the development of 27 University Studies courses in preparation for pilot teaching and full implementation of University Studies in fall, 2007.
- **Management of the Title III Faculty Development Grant Program.** Subsidizing faculty development efforts, including participation in teaching/learning and disciplinary conferences, workshops, and short courses.
- **University Studies.** ATL provides a leadership role in promoting effective course design and pedagogical practice in University Studies courses and will play an active role in assessing student learning outcomes.

Major **New activities** initiated during 2005-2006:

- Selection as **permanent director** of the Academy for Teaching and Learning through a competitive application/review/interview process. (November, 2005)
- Participation in four-year national longitudinal study implementing the **Collegiate Learning Assessment (CLA)**, an innovative tool for assessing analytical reasoning, critical thinking, and writing skills of students during their undergraduate career. (Began Fall, 2005; ongoing)
- Participation in the **Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Leadership Program.** Accepted institutions will collaborate in thematic clusters to provide national leadership in the scholarship of teaching and learning. A team of five NC A&T faculty members and administrators will participate in the “Liberal Education and the Scholarship of Teaching and Learning” Theme and will focus on student learning outcomes in University Studies foundation-level courses. (Began Spring, 2006; ongoing for three years)
- Summer 2006 **Faculty Book Discussion Group** – Faculty members are meeting weekly throughout the summer to discuss Derek Bok's, *Our Underachieving Colleges*. (Summer, 2006)

- Applying to participate in Apple’s **iTunesU** initiative to support and host digital content related to teaching and learning, including podcasts, images, and text-based resources. NC A&T’s emphasis will be on supporting University Studies foundation-level courses. (Summer, 2006; ongoing)
- Collaborated with UNCG to implement **Online Workshop and Event Registration** utility to reduce administrative time spent on recording and transcribing registration information. (Began Summer, 2005; ongoing)
- Creation of an **ATL listserv** for dissemination of information related to ATL activities. (Began Summer, 2005; ongoing)
- Hosting of week-long National Science Foundation-sponsored **Case Studies in Science Workshop**, led by Dr. Kipp Herreid, Director, National Center for Case Study Teaching in Science, University at Buffalo, SUNY. Participants from Elon University, Wake Forest University, UNCG, and NC A&T participated. (June, 2005)

### 3. Goals for the upcoming year

Important goals for the 2006-2007 year include:

- a. Enhance and promote successful ATL activities from previous years
- b. Expand CLA testing to incoming freshman class to develop baseline measures of learning for University Studies
- c. Promote CASTL Leadership Program activities to University Studies faculty and foundation-level instructors; publicize activities to university community
- d. Deepen collaboration with University Studies program in area of faculty development and assessment of learning outcomes, especially in foundation-level courses
- e. Initiate monthly “ATL Lunch and Learn” Series on teaching/learning topics
- f. Expand Graduate Teaching Assistant Training Program to support teaching of University Studies foundation-level courses
- g. Initiate Departmental Chairs Development Program
- h. Begin Faculty Learning Communities on classroom assessment techniques and collaborative learning techniques for junior faculty, especially those who participated in the New Faculty Orientation Series the past two years
- i. Continue construction of faculty development database to track faculty development activities
- j. Develop new teaching awards to reward excellence in teaching for graduate student teaching assistants and adjunct faculty
- k. Initiate Adjunct Faculty Development Program – determine needs and begin to develop programs
- l. Extend collaboration with Guilford Technical Community College, UNC-Greensboro, and Elon University – sharing expertise and resources

## **A. Overview of the Academy for Teaching and Learning**

### **1. Strategic comments regarding unit's place/role in the University and FUTUREs**

The Academy for Teaching and Learning plays a vital role in the transformation of the university to a “learning-centered, interdisciplinary university.” This transformation requires ongoing faculty development and assessment of learning outcomes to promote continuous improvement in the teaching/learning process.

#### **University Studies Support**

During the past two years the Academy for Teaching and Learning has played an important role in support of the new University Studies curriculum. Specifically, the ATL:

- Led an intensive six-week course development project in summer, 2005 to train faculty members in innovative course design, effective pedagogical practices, and formative/summative assessment practices
- Sponsors ongoing campus-wide workshops focusing on issues pertinent to University Studies teaching

#### **Overall Support for Teaching and Learning**

The ATL's central mission is to promote knowledge deepening, knowledge application, and knowledge creation in the area of teaching and learning with the goal of enhancing student learning. Activities supporting this mission include those listed in the “Significant Accomplishments” section (pp. 2-4) and the following:

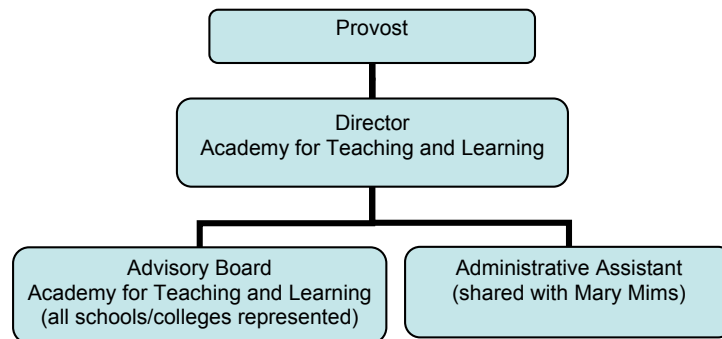
- Development of Faculty Learning Communities or Communities of Practice addressing persistent student-learning challenges in the classroom and focusing on developing innovative, effective solutions to these challenges
- Promotion of community-building around teaching/learning issues, particularly for graduate teaching assistants and adjunct faculty members, who teach a large percentage of freshman and sophomore-level students but who may not feel connected to the university
- Reviewing the reward structure to examine the role of teaching and learning activities, in particular the scholarship of teaching and learning, in promotion, tenure, and merit pay review processes and decisions.
- Outreach and collaboration with departments, schools and colleges to facilitate curriculum review and design, as well as pedagogical and assessment-related issues
- Participation in regional and national-level initiatives related to teaching and learning

Overall, the ATL aims to support the development of a “learning-centered university” through its activities and services. The ATL will continue to serve as a source of information and support for innovative teaching, effective assessment of learning outcomes, and the scholarship of teaching and learning. In addition, the ATL serves as an advocate for rewarding faculty for demonstrated excellence in these areas. Finally, the ATL serves as a proactive “change agent” by initiating new activities and processes that promote ongoing faculty development and promote student learning.

The ATL, through the mentoring of junior faculty, support for faculty development, sponsorship of workshops, and facilitation of discussions on teaching/learning issues, in collaboration with Deans and department chairs in Schools/Colleges across campus, will continue to provide faculty with new tools and strategies needed to broaden and enhance the learning environment at NC A&T State University for both faculty and students.

## 2. Academy for Teaching and Learning Administrative Structure

The Director of the Academy for Teaching and Learning reports directly to the Provost. The ATL Advisory Board, comprised of faculty members representing each School/College, serves in an advisory capacity to the Director, participates in ATL activities, and ensures effective communication with the rest of the university community. The ATL Advisory Board meets monthly with the ATL Director. The organizational structure of the ATL is illustrated below.



### Director

Scott Simkins has been serving as director since November, 2005. Between January, 2004, when the ATL was reorganized under the Provost, and October, 2005, Scott Simkins served as interim director.

## ATL Advisory Board

Each Dean recommends one full-time faculty member from his/her School/College to serve on the ATL Advisory Board. ATL Advisory Board members:

- offer advice/suggestions to the Director on ATL center direction, initiatives, and activities, as well as university-wide initiatives, policies, and procedures that affect teaching and learning.
- assist the Director in reviewing/assessing teaching portfolios submitted for university-level teaching awards
- promote effective dissemination of ATL communication to faculty, staff, and administrators
- function as ambassadors for the ATL and the teaching and learning mission of the university.

Current ATL Advisory Board members are:

Doris Fultz	School of Agriculture and Environmental Sciences
Michael Roberto	College of Arts and Sciences
Alice Stewart	School of Business and Economics
[ <i>Currently Vacant</i> ]	School of Education
Keith Schimmel	College of Engineering
Ayanna Boyd-Williams	Graduate School
Pat Shelton	School of Nursing
Craig Rhodes	School of Technology
John Felts	Library

These Advisory Board members have served since fall, 2004. A term limit and rotation schedule for Advisory Board members will be determined during fall, 2006.

## ATL Administrative Assistant

Ms. Mikosha Gatson serves as the ATL Administrative Assistant. She replaced Ms. Tamara Goode in October, 2005. Ms. Gatson's time is shared with Mary Mims, Special Assistant to the Provost.

## **B. Progress toward Key Goals (June, 2005 through May, 2006)**

### **1. Statement of Goals / Key Indicators of Progress**

The major goals for 2005-2006 outlined in last year's annual report include the following:

**a) Continue and promote ATL activities initiated during 2004-2005**

Key activities include:

**1) New Faculty Orientation Series**

Indicators of progress toward goal:

- The ATL sponsored an extensive set of coordinated New Faculty orientation activities the first week of the fall semester, including an opening day breakfast/welcome/information session, CRITERION and Blackboard training, expedited HR/email/PIN/parking services processes, and a “Faculty Teaching Freshman” breakfast.
- The ATL hosted eleven semimonthly/monthly New Faculty Lunch meetings focused on topics relevant for new faculty. A full schedule of the New Faculty Lunch Series and attendance figures (individually, by school) is provided in Appendix A.  
Average attendance per New Faculty Lunch: 19

Notes: There were a total of 37 different attendees at the New Faculty Lunch Series throughout the academic year. All the schools/colleges are represented at the New Faculty Lunches. Attendance varies more across faculty members within a school/college than across schools/colleges. A few faculty members in each school/college attended all or nearly all lunches while others attended 50-60% of the lunches. In addition to those faculty members listed in the table in Appendix A there were 20 faculty members who attended the opening-day New Faculty Orientation Welcome/Breakfast but who did not participate in the New Faculty Lunch Series.

- New faculty evaluations of the New Faculty Lunch Series continue to indicate high satisfaction with the program. Attendees rated the sessions on research and grants, professional expectations, and effective teaching practices as most beneficial. Following the recommendations from the 2004-2005 cohort of new faculty the professional expectations (tenure and promotion expectations) session was placed earlier in the year.

*Recommended for 2006-2007: a session on the level of academic preparedness of our students.*



## 2) Faculty Development Workshops

Indicators of progress toward goal:

A variety of ATL-sponsored faculty development workshops were held during 2005-2006:

### **Eric Mazur (November 9-10, 2005)**

- *Visualization and Visual Illusions: How the Mind Tricks Us*

Attendance: Approx. 100

- *Memorization or Understanding: Are we Teaching the Right Thing?*

Attendance: 28

### **Erik Peterson (March 7, 2006) - Webcast**

- *Scanning the Future: Seven Revolutions Initiative*

Attendance: 12

### **Dewey Dykstra (March 27, 2006)**

- *Isn't it About Student Understanding?*

Attendance: 12

- *Tibetan Buddhist Monks, Emptiness, Inquiry and Physics - An Interdisciplinary Experience*

Attendance: 5

### **Dee Fink (May 15-16, 2006) – Summer Teaching Institute**

- *Creating Significant Learning Experiences*

Attendance: 92 (including faculty from Elon University, GTCC, and UNCG)

- *So, What is Good Teaching and how can we Promote More of It?*

Attendance: 23

### **Bill Burke (May 18, 2006)**

- *Effective Strategies for Teaching Large Enrollment Courses*

Attendance: 34

*Recommendation: Increase the number of workshops in 2006-2007 to 3 per semester.*

## 3) Annual ATL Teaching Showcase – Sharing our Best Work

Indicators of progress toward goal:

The ATL hosted the second annual *Teaching Showcase: Sharing Our Best Work* in April, 2006. Held in conjunction with the annual FUTURES retreat, the full-day *Teaching Showcase* included a poster session

highlighting teaching projects of NC A&T faculty members and awards in three areas (innovative teaching and learning, interdisciplinary teaching and learning, and teaching with technology).

Poster Presenters: 16

Approximate attendance: 80 faculty and staff over two days.

*Recommendation: Timing of event (last day of classes) reduces attendance; move this event to February or March to increase attendance and faculty interest.*

#### **4) Annual ATL Summer Teaching Institute**

Indicators of progress toward goal:

- Third Annual Summer Teaching Institute, led by Dee Fink, international expert in course design and author of *Creating Significant Learning Experiences*.

Registrants: 92, including faculty members from Guilford Technical Community College, UNC-Greensboro, and Elon University.

#### **5) Management of the Title III Faculty Development Grant Program**

Indicators of progress toward goal:

Faculty Development Grant Program activity is summarized in the table on the following page. The College of Arts and Sciences received approximately one-third of the Faculty Development Grant funds awarded; the College of Engineering did not request any Faculty Development Grant funds.

Total number of awards, average award value and percentage of requested amount that was funded by Title III funds is listed below.

Total Number of Awards: 64

Average Award Value: \$918.82

Awards as % of Requested Amount: 74%

<b>Total Faculty Development Grant Funding, 2005-2006 By School/College</b>		
<b>School/College</b>	<b>Amt. Awarded (# awards)</b>	<b>Percentage of Total Awarded</b>
Ag. And Env. Sci.	\$ 2,033.00 (3)	3.46%
Arts and Sciences	\$ 20,734.00 (21)	35.26%
Business and Economics	\$ 12,232.24 (14)	20.80%
Education	\$ 9,115.00 (9)	15.50%
Nursing	\$ 647.00 (1)	1.10%
Technology	\$ 9,048.25 (12)	15.39%
Graduate School	\$ 2,129.95 (2)	3.62%
Other	\$ 2,865.00 (2)	4.87%
<b>Total</b>	<b>\$ 58,804.44 (64)</b>	

**b) Expand activities to promote teaching/learning**

**1) Participation of NC A&T Faculty Members in regional teaching/learning conferences**

The ATL paid the registration fees of A&T faculty members as both presenters and attendees at two regional teaching and learning conferences, the Lilly South Conference on College and University Teaching (Greensboro) and the UNC Teaching and Learning with Technology Collaborative (Raleigh)

Lilly South Conference NC A&T Participants:	10
Lilly South Conference NC A&T Presenters:	4
UNC TLT Conference NC A&T Participants:	17
UNC TLT Conference NC A&T Presenters:	4

**2) Collegiate Learning Assessment (CLA) / Lumina Foundation Longitudinal Study**

NC A&T proposal was accepted to participate in four-year longitudinal study focusing on the CLA, a comprehensive assessment of students' critical thinking, analytical reasoning, and writing skills. Approximately 300 NC A&T freshman were tested in Fall, 2005 and 100 NC A&T

seniors were tested in Spring, 2006. CLA results will be used to measure value-added learning over the four years of undergraduate education.

### **3) CASTL Leadership Program**

NC A&T was selected to participate in this national program via a competitive proposal process. NC A&T team (Scott Simkins, Joseph Graves, Karen Hornsby, and two additional University Studies faculty members) will be examining student learning outcomes in University Studies foundation-level courses during the next three years and sharing findings with other universities in the “Liberal Learning and the Scholarship of Teaching and Learning” theme of the CASTL Leadership Program.

### **c) Increase knowledge of ATL activities within and beyond the university**

#### **1) ATL-Teaching Listserv**

Since its start in April, 2005 more than 200 messages related to teaching and learning have been shared with faculty members. The ATL-Teaching listserv serves as the primary communication vehicle for the ATL and is used to share announcements, workshop information, funding opportunities, articles, essays, and resources related to teaching and learning.

#### **2) Graduate Student Teaching Assistant Faculty Learning Community**

Ayanna Boyd-Williams has initiated a graduate student TA Faculty Learning Community to share ideas among departments who employ graduate student TAs and explore the possibility of developing a full-year TA training program.

#### **3) Faculty Book Discussion Group**

Faculty members are systematically discussing Derek Bok’s *Our Underachieving Colleges* over twelve weeks in Summer, 2006. Faculty members participating represent most of the Schools/Colleges at the university.

Participants: 14

**d) Increase efficiency of ATL management**

**1) Online Workshop Registration**

Working in collaboration with Ray Purdom at UNCG, we have implemented an online ATL workshop/event registration system, greatly reducing the amount of time required to monitor this process. We have been using this since Fall, 2005.

**2) Faculty Development Database**

Initial design of a comprehensive faculty development database that can be used to generate a variety of reports on a variety of faculty development activities.

**e) Increase collaboration with University Studies and Arts and Sciences Deans**

The ATL is working in conjunction with the Dean of University Studies on a variety of faculty development activities in support of the University Studies program. These include:

- Summer 2005 Course Development Project (75 participants)
- Large-class teaching workshop (May, 2006 – 32 participants)
- Development of iTunesU project (Summer, 2006)
- Faculty development activities (Summer, 2006)
- Graduate TA Training (late Summer, 2006)

**C. Most Significant Accomplishments**

**1. Learning**

ATL activities are outlined in the Executive Summary and in Section b above. The most significant accomplishments during 2005-2006 include:

- *Continued Success of the Summer Teaching Institute* – This two-day workshop features national experts in teaching/learning and continues to be the most-attended ATL event of the year. Participants rate this event very high for its direct relevance to improving teaching and learning in their courses. This year participants from Elon University, GTCC, and UNCG joined NC A&T faculty members, promoting ongoing multi-institutional collaboration in the area of teaching and learning. In addition, faculty members from two departments inquired about future ATL facilitation of department-level discussions of learning outcomes, pedagogy, assessment, and curriculum design.

- *Carnegie Scholar Support* - ATL has supported the scholarship of teaching and learning activities of Karen Hornsby, a member of the 2005-2006 cohort of Carnegie Scholars. In turn, Karen has taken a leadership role in promoting campus-wide scholarship of teaching and learning initiatives, including the development of a CASTL Leadership Program proposal (see next section). Karen's Carnegie Scholar selection was highlighted in the Fall, 2005 issue of *A&T Today*.
- *Implementation of Collegiate Learning Assessment* – ATL has led this initiative, which promises to provide valuable direct evidence of the learning outcomes of its students and suggest areas for improvement.
- *Involvement of Faculty Members in Regional and National Scholarship of Teaching and Learning Activities* – ATL supports faculty participation in the Lilly South Conference on College and University Teaching and the UNC Teaching and Learning with Technology Collaborative, both as participants and presenters. In addition, the director of the ATL has worked with individual faculty members on national grant proposals for research on teaching and learning.
- *Ongoing Support of University Studies Faculty Development* – ATL continues to play an important role in the ongoing development of faculty who will be teaching in the University Studies program, offering workshops and small-group support for teaching/learning activities.

## 2. Discovery

### a. Funded Research Projects

***Implications of STEM Discipline Research for Instructional Innovation and Assessment in Economic Education*** (National Science Foundation, CCLI-DUE 0411037), with Dr. Mark Maier, Glendale Community College (CA)  
 Funding Period: September, 2004 – August, 2007  
 Amount: \$187,523

Project to explore the adaptability of STEM-discipline innovations in teaching and assessment for economics education. Involves 6 field-testers using a variety of these innovations in their undergraduate economics courses. We will be meeting with the field testers and project evaluators at the Carnegie Foundation in June, 2006 to review progress to date.

### b. National Teaching/Learning Projects

#### **Collegiate Learning Assessment (CLA) / Lumina Foundation Four-Year Longitudinal Project**

Participating in four-year national longitudinal study of student learning. Using measures developed by Council for Aid to Education's Collegiate

Learning Assessment, the study will assess the "value-added" effects of college and university attendance.

Sponsoring organizations: Council for Aid to Education, Lumina Foundation, AAC&U

### **CASTL Leadership Program**

We will work collaboratively with other universities across the nation on scholarship of teaching and learning projects within the "Liberal Learning and the Scholarship of Teaching and Learning" thematic group.

### **c. Scholarly Productivity and Professional Growth and Development**

#### NC A&T Publications

- "Scholarly Pursuits," *A&T Today*, Fall, 2005, p. 12
- *Aggie Report*, Special Edition-University Studies, July 22, 2005
- "Wireless: A Faculty Perspective," *Aggie TechTalk*, August, 2005, p. 4

No refereed publications during the 2005-2006 academic year.

#### Professional Presentations

Invited presenter, *Cheering for SoTL – This is why you Should be Involved!*, North Carolina State University Undergraduate Assessment Conference (April, 2006)

(1) Featured Session: *Learning: The Missing Link in TLT?* and (2) Roundtable Discussion Co-Leader (with Tom Carey), *Lessons Learned: Collaborating Across Campuses to Develop and Share Learning Resources*, The University of North Carolina Teaching and Learning with Technology Conference, Raleigh, NC (March, 2006)

Co-presenter (with Joseph Graves and Karen Hornsby), *Leading Transformational Change: Promoting Communication, Building Collaboration, and Rethinking Curricula*, The Collaboration for the Advancement of College Teaching & Learning annual conference, Minneapolis, MN (February, 2006)

Co-Presenter (with Joseph Graves and Sanjiv Sarin + two presenters from Butler University), *More Difficult Than Moving a Graveyard: Core Curriculum Reform*, American Association of Colleges and Universities annual conference, Washington DC (January, 2006)

Featured Presenter, *Just-in-Time Teaching: Using Web-based Assignments to Inform and Modify Classroom Teaching 'Just-in-Time,'* 2005 Lilly

Conference on College Teaching, Miami (Ohio) University, (November, 2005)

Presenter, *Economic Education and 'How People Learn'*, Developments in Economics and Business Education biannual conference, Cambridge, England (August, 2005)

Invited Panelist, (Alton Banks, NC State University; Amy Campbell, Duke University; Peter Felten, Elon University; Ray Purdom, UNC-Greensboro; Larry Rowan, UNC-Chapel Hill; and Scott Simkins, NC A&T State University) *Innovative Teaching and Learning*, Innovations in Instruction annual conference, Elon University (August, 2005)

Additional Conferences Attended:

- Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Colloquium, Madison, WI (April, 2006)
- International Society for the Scholarship of Teaching and Learning, Vancouver, CA (November, 2005)

### **3. Engagement**

#### **a. Professional Service**

- National Science Foundation Phase III Panel Review, CCLI-DUE, Washington, DC, March, 2006
- Board Representative, University of North Carolina Teaching and Learning with Technology Collaborative (UNC TLTC), 2004 – present  
Leadership Activities: Synchronous Learning Management Systems Committee Co-chair, Finance Committee, Portal Committee, UNC TLTC Selection/Hiring Committee, nominated for UNC TLTC Board Chair
- Member: American Economic Association, The Professional and Organizational Development Network in Higher Education (POD), International Society for the Scholarship of Teaching and Learning

#### **b. Service to the University**

- Executive Committee, University Studies Committee
- Chancellor's Commission on the Intellectual Life of the University, Fall, 2004 – present
- Dean's Council, Spring 2004 – present
- Hiring/Selection Committees: UNST 110, 130



**c. Service to the Community**

- Lead volunteer, 4<sup>th</sup> Saturday, Potter's House Soup Kitchen, Greensboro Urban Ministry
- Treasurer (with wife, Jan), Western Guilford High School Band Boosters
- Church volunteer, various ministries, St. Paul the Apostle Catholic Church
- CROP Walk Participant

**D. Goals for the 2006-2007 Academic Year**

The goals and activities of the ATL, by their nature, directly support the FUTURES vision of making NC A&T a “learning-centered university.” Each of the goals listed below contributes directly or indirectly to this mission.

**1. Promote and Extend Ongoing Successful ATL activities**

In particular, continue to focus on high-priority programs, including New Faculty Orientation and collaboration with University Studies program in area of faculty development and assessment of learning outcomes, especially in foundation-level courses. In addition, encourage more NC A&T faculty members to share their teaching/learning expertise through offering of campus-wide workshops.

**2. Deepen Involvement in National Teaching/Learning Projects**

Continue ATL leadership in initiating participation in national teaching/learning projects and oversee implementation at local level. Encourage participation by faculty members at both local and national level.

- a. Continue CLA/Lumina Foundation Longitudinal Study and extend CLA testing to incoming freshman class to develop baseline measures of learning for University Studies
- b. Promotion of CASTL Leadership Program among University Studies faculty and foundation-level instructors; publicize activities to university community

**3. Continually Seek out New Teaching and Learning Initiatives and Activities**

Continue to seek out new initiatives that can continuously improve the teaching/learning environment at NC A&T and create a community of teacher/scholars focused on improving student learning.

- a. Initiate monthly “ATL Lunch and Learn” Series on teaching/learning topics
- b. Expand Graduate Teaching Assistant Training Program to support teaching of University Studies foundation-level courses; promote the development of full-year training for graduate student TAs involved in teaching undergraduate courses

- c. Initiate Departmental Chairs Development Program, especially targeted at new chairs in College of Arts and Sciences
- d. Promote Faculty Learning Communities on classroom assessment techniques and collaborative learning techniques for junior faculty, especially those who participated in the New Faculty Orientation Series the past two years
- e. Continue design and development of comprehensive faculty development database to track faculty development activities
- f. Develop new teaching awards to reward excellence in teaching for graduate student teaching assistants and adjunct faculty
- g. Initiate Adjunct Faculty Development Program – determine needs and begin to develop programs to build greater community among adjunct faculty and increase attachment to the University
- h. Extend collaboration with Guilford Technical Community College, UNC-Greensboro, and Elon University – sharing teaching and learning expertise and resources

#### **4. Continue Professional Development in Teaching and Learning**

Continual improvement in the ATL is aided through ongoing professional development of the Director. Participation in high-quality professional conferences related to teaching/learning and faculty development provide opportunities for presenting scholarly work, obtaining new programmatic ideas and building professional relationships. Almost all A&T workshop presenters have resulted from relationships developed at professional meetings. I have also presented at each of these conferences. Some of the key organizations and conferences include:

- International Society for The Scholarship Of Teaching and Learning Annual Conference (IS-SOTL) – IS-SOTL is the top U.S. organization promoting the scholarship of teaching and learning – November
- Annual Professional and Organizational Development Network in Higher Education (POD) Conference – POD is the national organization for faculty developers in higher education - October
- Lilly Conference on College Teaching – another key national organization focused on teaching and learning – November. I am a featured speaker at this conference.
- Lilly South Conference on College Teaching – February. This conference is a regional sibling of the national Lilly Conference located here in Greensboro. I assist Ray Purdom, Director of the Teaching and Learning Center at UNC-Greensboro, with arrangements for this conference.
- UNC Teaching and Learning with Technology Collaborative Conference – March. I regularly present at this conference and am a member of the UNC TLTC Board.
- CASTL Leadership Program – Periodic meetings for CASTL Leadership Program members. As participants in this program we are committed to attending at least one CASTL convening as a team per year.

### **Indicators of Progress:**

- a. Expanded set of ongoing ATL activities and programs
- b. Analysis and public sharing of assessment data from CLA and CASTL programs, with recommendations for program revision to address weaknesses and improve learning outcomes.
- c. Increased numbers of presentations by/participation of faculty in regional and national teaching/learning conferences, as well as disciplinary conferences on teaching/learning.
- d. Increased faculty participation in sponsored research related to teaching/learning projects.
- e. Increased participation of faculty in on-campus workshops, discussions, faculty learning communities, and Teaching Showcase poster sessions.
- f. Continuing development of University Studies courses and development of self-sustaining communities of practice linked to University Studies courses.
- g. Increased numbers of awards for teaching/learning
- h. Development of formal criteria and rewards for documented scholarly teaching and scholarship of teaching/learning in contract-renewal, promotion, tenure, and post-tenure review decisions.
- i. Increased awareness and intentional integration of teaching/learning issues in curriculum development, program review, and course assessment.

Anecdotally, there are signs that the ATL is “making a difference” in changing campus culture and attitudes regarding teaching and learning – in conversations with faculty members, greater interest in seeking out funding for teaching/learning related projects, greater emphasis on pedagogy and assessment in the University Studies program, and high evaluations for ATL activities, especially those that bring together faculty across disciplines.

However, the challenge over the next few years will be to develop more explicit indicators of success that can begin to measure these qualitative changes in the intellectual environment of the university.

If successful, ATL activities will result in noticeable changes in both the quantity and quality of initiatives aimed at improving student learning and teaching effectiveness. This type of improvement will be visible in new courses being developed, experiments with interdisciplinary and team-based teaching, increased classroom-based research on student learning, and the development of innovative assessment practices, such as the use of student portfolios.

Overall, a variety of formative assessment techniques will be necessary to measure the impact and success of ATL initiatives and to suggest improvements in future ATL activities. While raw numbers provide some measure of program impact, more “micro-level” assessment data is needed to determine how effective

ATL activities are in changing faculty teaching behavior and student learning outcomes.

## **E. Additional Goals**

### **1. Enhance faculty reward structure for evidence of scholarly teaching**

Increase faculty awareness of the scholarship of teaching and learning, encourage funded research of teaching/learning projects, require explicit teaching portfolios as part of tenure/promotion package, increase understanding among new faculty of how to incorporate research interests in teaching. Overall, make the reward for demonstrable innovation and effective teaching explicit and intentional.

### **2. Develop ATL Scholars/Associates program**

Provide summer support for development of innovative teaching pedagogies, assessment projects, curricular revision, as the basis for carrying out institutional mission and promoting external funding for teaching/learning-related projects. Also provide course-release support during the academic year to help support the mission and activities of the Academy for Teaching and Learning and conduct research on learning-related issues.

### **3. Associate Director for ATL**

As programs and activities of the ATL expand, will need to consider adding staff to oversee programs, conduct workshops, and lead faculty development initiatives. My recommendation is to consider an ATL Associate Director position to oversee graduate student TA training and adjunct faculty development programs.

### **4. Additional Support for Instructional Technology**

There is a critical need for increased support for instructional technology including Blackboard technical support, software training, and instructional design support for faculty. Traditionally housed in ITT, these services play a critical role in enhancing the learning environment for students and faculty.

**APPENDIX A**  
**New Faculty Lunch Series Schedule and Attendance Information**

**ATL New Faculty Lunch Series Schedule**  
**2005-2006 Academic Year**

Date	Topic	Presenters
Thursday, Aug. 25	<p><b>Getting Started – What can NC A&amp;T Librarians do for you and Your Students?</b></p> <p><i>Find out how the library staff at Bluford Library can help you and your students make the most of the information resources available in-person and online. This isn't your parents' library anymore!</i></p>	<p><b>Waltrene Canada</b>  <b>+ Library Staff</b></p>
Thursday, Sept. 8	<p><b>Getting to Know NC A&amp;T Administrators</b></p> <p><i>Meet Deans, Directors, and administrators from Academic Affairs and the Chancellor's Cabinet. Share your hopes and expectations, ask questions, and get straight answers.</i></p>	
Thursday, Sept. 22	<p><b>The Big Picture: FUTURES, University Studies, and Interdisciplinary Programs</b></p> <p><i>There's a lot happening at NC A&amp;T and here's your chance to find out about a number of new and emerging programs. Explore, discover, and become part of the process!</i></p>	<p><b>Chancellor Renick</b>  <b>James Gooch</b>  <b>Keith Schimmel</b>  <b>Joseph Graves</b>  <b>Alexander Erwin</b>  <b>Colleen Grotsky</b></p>
Thursday, Oct. 6	<p><b>Getting to know your Campus and Community: Bus Tour of Campus and Greensboro</b></p> <p><i>Jump on the big, blue Aggie Bus and learn about the history of the campus and the city in which it is located. Even if you're not new to Greensboro, you'll learn something new from this informative tour!</i></p>	<p><b>Sandra Alexander</b></p>

<b>Thursday, Oct. 20</b>	<b>Faculty Expectations: Successfully Navigating Annual Review and the Tenure Process</b> <i>What does it take to succeed as a teacher-scholar? Find out from a panel of faculty members who will provide you with honest comments, their own journeys, and tips for success.</i>	<b>Alton Kornegay Dave Aldridge Margaret Kanipes</b>
<b>Eric Mazur Workshop – Thursday, November 10</b>		
<b>Tuesday, Nov. 22</b>	<b>Effective Teaching and Learning: What Works, What Doesn't?</b> <i>How can you make your teaching more effective and student learning more lasting? Gain insights from scholarly research and classroom practice – shared by your colleagues.</i>	<b>Kofi Obeng Olenda Johnson Pat Shelton</b>
<b>Thursday, Jan. 12</b>	<b>Research – How do I get my Ideas Funded? How to Find Grant Funding Opportunities</b> <i>How do I get started with research and how can I get financial support? The Division of Research and Economic Development shares strategies for finding funding and writing proposals.</i>	<b>Div. of Research and Economic Development</b>
<b>Tuesday, Jan. 24</b>	<b>Teaching with Technology – Resources and Strategies to Improve Teaching and Learning</b> <i>What resources are available to you and how can you implement these resources in ways that make teaching and learning more effective? Find out from a variety of sources.</i>	<b>Lisa Gueldenzoph Karen Hornsby</b>
<b>Thursday, Feb. 9</b>	<b>Teaching and Learning: How are we Doing? How do we Know?</b> <i>What value do you add to your students' learning? How do you know? If someone asked you for evidence of student learning gains in your courses, how would you respond? How about for the university - how are we doing at measuring and assessing the learning gains of our students? Join us for this discussion of student learning and ways we can measure and assess that learning in our courses, in our departments, and across the university.</i>	<b>Scott Simkins</b>

<b>Thursday, March 2</b>	<b>Yes, but will there be more Parking? - The Campus Master Plan</b> <i>Come find out about the future plans for A&amp;T, from the new joint millennium campus to new buildings and spaces on A&amp;T's main campus. What does it mean for you and for A&amp;T?</i>	<b>Bill Barlow</b>
<b>Thursday, April 20</b>	<b>The Year in Review, the Year Ahead</b> <i>Celebrate a year of community and learning while focusing on your professional plans for the year ahead!</i>	<b>Scott Simkins</b>

**ATL New Faculty Lunch Series**  
**Attendance Information (by School/College and in order of attendance within School/College)**  
**2005-2006 Academic Year**

Last Name	First Name	School/College	Department	New Faculty Lunch Dates											Lunches Attended
				8/25	9/8	9/22	10/6	10/20	11/22	1/12	1/24	2/9	3/2*	4/20	
Vardell	Rosemarie	Agriculture And Environmental Sciences	Human Environment And Family Sciences	X	X	X		X	X		X	X		X	8
Oliver	Nancy	Agriculture And Environmental Sciences	Human Environment And Family Sciences	X	X		X	X	X					X	6
Noble	Ralph	Agriculture And Environmental Sciences	Animal Sciences		X		X					X			3
Staley	Katrina	Arts And Sciences	Mathematics	X	X	X	X	X	X	X	X	X		X	10
Gordon	Ethel	Arts And Sciences	Biology	X		X	X	X	X		X			X	7
Assefa	Zerihun	Arts And Sciences	Chemistry	X	X	X		X		X				5	
Horton	Gregory	Arts And Sciences	Visual And Performing Arts	X		X	X					X		4	
Ricks	Sonya	Arts And Sciences	History		X	X		X	X					4	
Mayes	James	Arts And Sciences	Political Science And Criminal Justice	X	X			X						3	
Holmes-Mcnary	Minnie	Arts And Sciences	Biology	X	X									2	
Richardson	Pamela	Arts And Sciences	English				X							1	
Bailey	Rose	Business And Economics	Business Administration	X	X	X	X	X	X	X		X		X	9
Jones	Keith	Business And Economics	Business Administration	X	X	X		X	X	X	X	X		X	9
Chapman	Betty	Business And Economics	Business Education	X	X	X	X	X	X					6	
Wang	Hong	Business And Economics	Business Administration	X		X		X		X	X	X		6	
Cort	Kathryn	Business And Economics	Business Administration	X	X				X					3	
Warren	Franklin	Business And Economics	Business Administration	X	X				X					3	



Burns	Pangie	Education	Curriculum And Instruction	X	X	X	X	X	X		X			X	<b>8</b>
Carter	Tyrette	Education	Curriculum And Instruction	X	X	X	X	X	X		X			X	<b>8</b>
James	Ioney	Education	Curriculum And Instruction	X	X		X	X	X		X	X		X	<b>8</b>
Blalock	Kacie	Education	Human Development And Services	X	X	X			X	X	X	X			<b>7</b>
Robbins	Jamie	Education	Human Performance And Leisure Studies	X	X					X					<b>3</b>
Davis	Lauren	Engineering	Industrial And Systems Engineering	X	X	X		X	X	X					<b>6</b>
Samanlioglu	Funda	Engineering	Industrial And Systems Engineering	X	X	X		X	X	X					<b>6</b>
Squire	Michelle	Engineering	Industrial And Systems Engineering	X	X	X		X	X		X				<b>6</b>
Abiade	Jeremiah	Engineering	Mechanical Engineering					X							<b>1</b>
Moore	Francene	Library Services	Library Services	X	X	X		X	X		X			X	<b>7</b>
Mccollough	Tamika	Library Services	Library Services			X				X	X	X		X	<b>5</b>
Plater	Cass	Library Services	Library Services						X	X		X		X	<b>4</b>
Uzochukwu	Mary	Nursing	Nursing			X	X		X		X	X		X	<b>6</b>
Robinson	Carol	Nursing	Nursing	X											<b>1</b>
Kohn	Daniel	Technology	Electronics And Computer Technology	X	X	X	X	X	X	X	X	X		X	<b>10</b>
Deng	An Te	Technology	Electrical And Computer Engineering	X				X			X			X	<b>4</b>
Jones	Michael	Technology	Electronics And Computer Technology	X	X	X									<b>3</b>
Gooch	James	Other	Public Health Institute	X	X	X		X	X						<b>5</b>
Graves	Joseph	University Studies	University Studies	X	X			X							<b>3</b>
Crawford	James	University Studies	University Studies	X			X								<b>2</b>
<b>TOTALS:</b>				<b>30</b>	<b>26</b>	<b>22</b>	<b>14</b>	<b>23</b>	<b>22</b>	<b>12</b>	<b>14</b>	<b>14</b>		<b>15</b>	

Note: Attendance not taken at on 4/20.