

**Division of Academic Affairs
Academy for Teaching and Learning
Annual Report
June 1, 2007**

Letter of Transmittal:

This report summarizes the initiatives and activities of the Academy for Teaching and Learning (ATL) during the period June, 2006 – May, 2007 and outlines ATL goals and objectives for the period June, 2007 through May, 2008.

Scott Simkins, Director, Academy for Teaching and Learning

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. Overview of significant accomplishments

A number of ATL activities during the 2006-2007 academic year continued and expanded successful ATL programs from the previous year, including:

- **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.
- **Annual ATL Summer Teaching Institute.** Two-day workshop following the end of the academic year led by a nationally-recognized leader in teaching and learning provides an opportunity for intensive work with innovative and effective pedagogical and assessment practices.
- **Title III Faculty Development Grant Program.** The ATL administers the Faculty Development Grant program that subsidizes individual faculty development efforts, including

participation in teaching/learning and disciplinary conferences, workshops, and short courses. This program also supported group participation in the annual *Lilly South Conference on College and University Teaching* and the *UNC Teaching and Learning with Technology Conference*.

- **Second Round of Collegiate Learning Assessment (CLA).** The CLA is an innovative tool for assessing analytical reasoning, critical thinking, and writing skills of students during their undergraduate career. NC A&T was selected to participate in a national four-year longitudinal study of institutions implementing the CLA and tracking the results of the entering freshman class in fall, 2005. The CLA has been identified by the Secretary of Education's Commission on the Future of Higher Education ["Spellings Commission"] as one possible national assessment tool [See <http://www.ed.gov/about/bdscmm/list/hiedfuture/reports.html>]. In addition, the UNC system is considering use of the CLA system-wide as a basic measure of value-added learning by students at UNC institutions (CLA testing of NC A&T freshman cohort began in fall, 2005, with second round of testing for this cohort in spring, 2007).
- **University Studies and FUTURES Support.** The ATL provides a leadership role in promoting effective course design and pedagogical practices for University Studies faculty members and graduate students, as well as providing workshops for FUTURES-related teaching and learning initiatives.
- **ATL listserv.** Providing frequent communication with A&T faculty members with respect to teaching and learning information.

The activities above are ongoing in the 2007-2008 academic year. In addition, during the 2006-2007 academic year a number of **new activities** were initiated, including:

- **Junior Faculty Task Force.** The ATL director is leading a 12-member task force developed in response to poor COACHE (Junior Faculty Job Satisfaction) national survey results to (1) obtain information about factors affecting junior faculty job satisfaction and (2) make recommendations for improving the work environment for junior faculty members at North Carolina A&T State University. [December, 2006 – June, 2007]
- **Faculty Learning Community – High Failure-Rate Courses.** Implemented Faculty Learning Community of Mathematics and Chemistry faculty members to redesign and implement new instructional pedagogies, assessment processes, and course content with the goal of reducing F-W-I rates in key gateway courses in these disciplines. [May, 2007 and ongoing through 2007-2008 academic year]
- **Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program.** North Carolina A&T State University was selected to participate in the Carnegie Foundation for the Advancement of Teaching's CASTL program in 2006. Teams of faculty members and administrators from accepted institutions are collaborating in thematic clusters to provide national leadership in the scholarship of teaching and learning. The North Carolina A&T State University team (five NC A&T faculty members and administrators) and teams from six other universities are working together in the *Liberal Education and the Scholarship of Teaching and Learning* theme. The A&T team is focusing on measurement of student learning outcomes in the areas of communication, critical thinking, analytical reasoning, and ethical reasoning. [CASTL activities began in November, 2006 and continue for three years]
- **North Carolina A&T State University iTunes U Initiative.** The director of the ATL led the application process 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. Formal legal approval was granted in January, 2007 and the NC A&T State University iTunes U site became available for use locally in April, 2007. The ATL will

promote development of content for the NC A&T State University iTunes U site during the 2007-2008 academic year, focusing on content aimed at increasing retention and graduation rates. [Summer, 2006 and ongoing]

- **Summer Faculty Book Discussion Group.** Faculty members met weekly for twelve weeks during the summer, 2006 to discuss Derek Bok's, *Our Underachieving Colleges*. (Summer, 2006). This initiative is continuing in summer, 2007, using Ken Bain's *What the Best College Teachers Do*, as the text.
- **Grant Proposal Initiatives.** During the 2006-2007 academic year the ATL director participated in the development of three national grant proposals: (1) FIPSE; PI: Dr. Milt Cox, Miami University of Ohio; (2) National Endowment for the Humanities, PI: Dr. Karen Hornsby, NC A&T; (3) Arthur Vining Davis, PI: Elon University. [Arthur Vining Davis proposal funded; FIPSE proposal to be resubmitted in June, 2007]
- **University-Wide Committee Participation.** The ATL director was invited to participate on a number of university-wide committees during the 2006-2007 academic year, including the (1) PACE Committee (IT Subcommittee), (2) University-Wide Retention Committee (High Failure Rate Courses Subcommittee), (3) New Classroom Building Committee, (4) SACS Steering Committee (Chair, Committee for Mission, Governance, and Administration), and (5) Junior Faculty Task Force (chair). [All these activities are ongoing through 2007-2008 academic year]
- **Liaison Activities.** The ATL director was involved in a number of liaison activities, including: (1) co-facilitation of teaching/learning discussion with Economics and Accounting faculty members (with Dr. Larry Morse, Economics and Trans./Logistics) [fall, 2006]; (2) work with Dr. James Gooch on AAC&U Program on Public Health and Liberal Education application and potential Public Health Certificate Program [spring, 2007]; (3) initial discussions of shared-hosting by UNC-Greensboro of Blackboard course management system [spring, 2007]; (4) continuing coordination of GTCC, UNCG, GTCC and Elon University faculty development activities [ongoing]; and (5) local introduction of UNC Teaching and Learning with Technology Collaborative initiatives.

3. Goals for the upcoming year

The goals and activities of the ATL 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 Ongoing Successful ATL Activities.** These include the New Faculty Lunch Series, faculty development workshops, Summer Teaching Institute, and Faculty Development Grant Program, among others.
- (2) **Develop and Implement Department Chair Development Program.** Responding to a clear need, the ATL will work together with the Chancellor, Provost, and Deans to develop an effective year-long professional development program.
- (3) **Continue to Build Liaisons Across the University.** During the past year the ATL has worked with departments and programs on teaching/learning-related issues. This year the ATL will seek to work with the Faculty Senate to promote pro-active support for faculty activities aimed at improving student learning outcomes, retention, and graduation rates.
- (4) **Extend Faculty Learning Communities Model.** Expand this concept to include additional theme-based faculty learning communities.
- (5) **Implement Monthly "Teaching and Learning Matters" Presentations.** These "brown bag" seminars will provide an opportunity for faculty members to get together in a structured, yet informal, setting to learn from each other and scholarly literature about

effective teaching strategies that have been shown to be effective at promoting student learning.

- (6) **Develop and Implement Faculty Development Database.** This is critical for monitoring and reporting faculty member participation in faculty development activities.
- (7) **Expand and Promote North Carolina A&T State University *Teaching Showcase*.** Redesign and reschedule the *Teaching Showcase* to increase attendance and visibility for teaching/learning activities on campus.
- (8) **Develop and Implement ATL Teaching and Learning Blog.** This is a complement to the ATL listserv and will allow two-way discussions about teaching/learning issues and ideas.
- (9) **Promote Development of iTunes U Resources.** The ATL will serve as a catalyst for the development of digital resources for the newly-available North Carolina A&T State University iTunes U web site.
- (10) **Continue Professional Development and Engagement in Teaching/Learning Initiatives.** The ATL director will continue to present at and attend national and regional teaching/learning conferences and workshops as a source of new ideas and contacts for faculty development workshops.
- (11) **Extend CASTL Activities - Develop Rubric and Examples of Learning Outcomes.** The NC A&T CASTL Institutional Leadership team will continue to build on its student learning outcomes matrix, developing rubrics for each of the outcomes, along with examples of artifacts that illustrate proficiency in these areas.
- (12) **Assess Effectiveness of Faculty Development Grant Program.** The ATL will conduct a comprehensive survey-based assessment of the three-year-old Faculty Development Program to determine its effectiveness at promoting curricular and pedagogical innovation.

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 an important 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. Since its inception in January, 2004 the Academy for Teaching and Learning has continuously supported the development and continuous improvement of teaching and learning in the new University Studies curriculum, as well as the development of interdisciplinary, student-centered teaching more generally. ATL activities in support of these initiatives include focused course development projects (summer, 2005), new faculty orientation programs, and ongoing faculty development workshops.

The ATL's central mission is to increase faculty members' understanding, application, and creation of scholarly knowledge of teaching and student learning by:

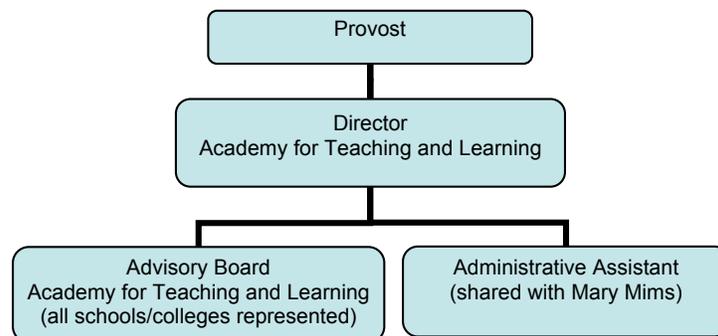
- Organizing, promoting, and implementing local faculty development workshops; providing financial support for faculty travel to conferences, workshops, and short-courses focused on improvement of teaching/learning practices; disseminating new teaching/learning-related scholarly resources via the ATL listserv.
- Promoting the adaptation, implementation, and public sharing of innovative teaching and learning practices through workshops, faculty learning communities, and local teaching showcases.
- Supporting recognition of scholarship of teaching and learning (SoTL) activities in the promotion, tenure, and annual review process through workshops, support for faculty participation in SoTL projects, and ongoing dialogue with departmental chairs and deans.

- Developing new initiatives – for example, faculty learning communities – aimed at meeting university-wide goals and objectives, such as increasing student retention and graduation rates.
- Providing opportunities for faculty members to get together to discuss common teaching/learning challenges through brown-bag seminars and faculty development workshops.
- Working together with departments, schools and colleges to facilitate curriculum review and design, as well as pedagogical and assessment-related issues.
- Leading and supporting faculty member participation in regional and national-level initiatives related to teaching and learning.

The ATL serves as a proactive catalyst for institutional change by initiating new activities and processes that promote ongoing faculty development and the improvement of 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 organizational structure of the ATL is illustrated below. The Director of the Academy for Teaching and Learning reports directly to the Provost. The office has a .5 FTE Processing Assistant V (Administrative Support Specialist), Ms. Mikosha Gatson, as staff support. 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 regularly with the ATL Director. The organization chart for the ATL is illustrated below.



Director

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

ATL Administrative Assistant

Ms. Mikosha Gatson serves as the Administrative Support Specialist to the director of the ATL. Ms. Gatson is pursuing a bachelor's degree in Liberal Studies with a concentration in Business Administration. Ms. Gatson also participated in the following campus-based workshops, training programs and activities during the 2006-2007 academic year:

- *Office Depot Online Purchasing Workshop* on August 3, 2006, hosted by Purchasing Office and sponsored by Office Depot
- *Title III Workshop* on August 15, 2006, hosted by the Title III Office
- *Procurement Card Workshop* on September 13, 2006, hosted by Purchasing Office
- *Overview Kick-Off of Career Banding Initiative* on September 15, 2007, hosted by Human Resources
- *Purchasing and Travel Workshop* on September 21, 2006, hosted by Division of Business and Finance
- *Banner Basics Training* on September 18, 2006, hosted by the Division of Business and Finance
- *Ethics Workshop* on September 22, 2006, hosted by Dr. Lloyd V. Hackley, Interim Chancellor
- *Greensboro Historic Tour* on September 28, 2006, hosted by Greensboro Scenic Tours and sponsored by the Academy for Teaching and Learning
- *Career Banding Focus Groups* on October 9, 2006 and October 13, 2006, hosted by Human Resources
- *Banner Finance Training* on October 17, 2006, hosted by the Division of Business and Finance
- *Reinforcing Responsibility and Accountability in the Execution of Grants* on October 26, 2006, hosted by SAP and hosted by the Division of Business and Finance
- *University Fall Forum* on November 9, 2006, hosted by Human Resources
- *Banner 7 Training* on November 28, 2006, hosted by the Division of Business and Finance
- *Banner Finance Review Workshop* on January 24, 2007, hosted by the Division of Business and Finance
- *Purchasing and Travel Workshop* on January 31, 2007, hosted by the Division of Business and Finance
- *Sodexo Showcase* on March 1, 2007, hosted by University Food Services and sponsored by Sodexo
- *Administrative Support Specialist CTS Online Purchasing Workshop* on April 17, 2007, hosted by Purchasing Office and sponsored by Administrative Support Specialist CTS
- *Spring Staff Forum* on April 25, 2007, hosted by the Staff Senate.

In addition, Ms. Gatson was selected to participate in the North Carolina A&T State University Ethics Training Seminar (16 hours over four days) hosted and sponsored by Dr. Lloyd V. Hackley, Interim Chancellor. This training seminar was completed in May, 2007. Ms. Gatson also personally assists several non-related elderly and home-bound citizens within the community with shopping, bathing, grooming and household chores on a weekly basis.

ATL Advisory Board

The ATL Advisory Board meets regularly throughout the academic year to:

- 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.

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

Doris Fultz	School of Agriculture and Environmental Sciences
Michael Roberto	College of Arts and Sciences
Alice Stewart	School of Business and Economics
Comfort Okpala	School of Education
Derome Dunn	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. During the 2007-2008 academic year a term limit and rotation schedule for Advisory Board members will be determined.

B. Progress toward Key Goals (June, 2006 through May, 2007)

1. Statement of Goals / Key Indicators of Progress

The list of ATL goals for the 2006-2007 year that were included in the 2005-2006 Annual Report are listed in the “goals dashboard” below, along with the current status of each goal. Explanations and key indicators are listed below the table.

Goals	Status (6-1-2007)			
	Met	Ongoing	Postponed	Removed
(1) Enhance and promote successful ATL activities from previous years	X			
(2) Promote CASTL Leadership Program activities to University Studies faculty and foundation-level instructors; publicize activities to university community	X	X		
(3) Deepen collaboration with University Studies program in area of faculty development and assessment of learning outcomes, especially in foundation-level courses	X	X		
(4) Extend collaboration with Guilford Technical Community College, UNC-Greensboro, and Elon University – sharing expertise and resources	X			
(5) Initiate Departmental Chairs Development Program		X	X	
(6) Expand Graduate Teaching Assistant Training Program to support teaching of University Studies foundation-level courses	X		X	
(7) Continue construction of faculty development database to track faculty development activities			X	
(8) Expand CLA testing to incoming freshman class to develop baseline measures of learning for University Studies			X	

(9)	Initiate monthly "ATL Lunch and Learn" Series on teaching/learning topics			X	
(10)	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			X	
(11)	Develop new teaching awards to reward excellence in teaching for graduate student teaching assistants and adjunct faculty			X	
(12)	Initiate Adjunct Faculty Development Program – determine needs and begin to develop programs			X	

Summary

A number of the 2006-2007 goals were either met or continue as ongoing projects; another set of goals was postponed to the 2007-2008 academic year or has been put on hold. This has been a challenging year for the university community, with a renewed focus on both junior faculty job satisfaction and undergraduate retention necessitating institutional changes in priorities midyear. The ATL responded to these changes in institutional priorities by shifting focus to some new activities, such as the Junior Faculty Task Force and the development of Faculty Learning Communities for high failure-rate courses, which led to the postponement of some of the original 2006-2007 goals. As leadership changes occur during the 2007-2008 academic year there will likely be new, currently unforeseen, priorities that will require similar reformulation of ATL goals midyear.

Indicators of Progress

A brief explanation of key indicators of progress or reasons for postponement for each of the eleven 2005-2006 goals is provided below.

(1) Enhance and promote successful ATL activities from previous years

(a) Faculty Development Grant Program (Title III Funds)

ATL Faculty Development Grant award activity for 2006-2007 is summarized in the table below. As in past years the College of Arts and Sciences received a little over one-third of the Faculty Development Grant funds awarded. Both the total number of awards and the total amount awarded increased compared to the 2005-2006 period. The average award was nearly identical to the previous year's award, which was approximately 70% of the amount requested by faculty members. This is the stated policy for Faculty Development Grants, as posted on the ATL web site. Departments and Schools/Colleges are expected to cover the difference between Faculty Development Grant award amounts and actual travel costs.

School/College	Amount Awarded	No. of Awards	Percentage of Total Awards
Agriculture and Environmental Sciences	\$4,346.00	4	6.06%
Arts and Sciences	\$26,526.00	25	36.99%
Business and Economics	\$15,194.00	14	21.19%
Education	\$11,195.00	13	15.61%
Nursing	\$350.00	1	0.49%
Technology	\$6,829.00	8	9.52%
Library Services	\$5,644.00	11	7.87%
University Studies	\$169.00	1	0.24%
Engineering	\$1,457.00	1	2.03%
Total	\$71,710.00	78	100%
Average Award Value	\$919.36		

(b) New Faculty Orientation Series (Opening Day Breakfast/Welcome and New Faculty Lunch Series

- Over 50 new faculty members participated in the August, 2006 Opening Day New Faculty Orientation Kickoff/Breakfast, followed by an extensive Human Resources/Benefits workshop and Blackboard training during the week prior to classes starting
- Twelve New Faculty Lunch Series sessions were held during 2006-2007, covering a broad array of topics related to new faculty issues. A full schedule, including dates and topics, as well as attendance figures, is provided in Appendix A.
- New faculty members find the ATL New Faculty Lunch Series sessions very helpful; in addition, a number of past New Faculty Lunch Series participants who completed Focus Group Sessions led by the Junior Faculty Task Force in spring, 2007 reported that the New Faculty Lunch Series was particularly helpful to them in adapting to the university.

(c) Faculty Development Workshops

The ATL sponsored a variety of teaching/learning workshops led by regional and nationally-recognized scholars during 2006-2007. A number of the workshop leaders have published books in their respective specialty areas and all present regularly at regional, national, and international conferences. The following eight ATL-sponsored faculty development workshops were held during 2006-2007:

- (1) Dr. Richard Gale
Senior Scholar, The Carnegie Foundation for the Advancement of Teaching
Scholarship that Teaches about Learning (Attendance: 48)
1:00 - 3:00 p.m., 304 Dowdy Building, Sept. 19, 2007
- (2) Dr. Angela Lewellyn Jones, Associate Professor of Social Justice, Elon University
Dr. Jessie Kapper, Assistant Professor of English, Elon University
Dr. Janice Richardson, Associate Professor of Mathematics Education, Elon University

Dr. Hal Walker, Associate Professor of Leisure Sport Management, Elon University
Staff, Kernodle Center for Service Learning, Elon University
Elon University Students
Academic Service Learning - Making it Happen (Attendance: 24)
1:30 - 4:00 p.m., Room 258 (2nd floor conference room) Bluford Library, Oct. 27,
2007

- (3) Dr. Ray Purdom
Director, University Teaching and Learning Center, University of North Carolina at
Greensboro
Improving Student Retention Through Course Redesign (Attendance: 16)
2:00 - 3:30 p.m., IRC 110, January 18, 2007
- (4) Dr. Linda Nilson
Director, Clemson University Office of Teaching Effectiveness and Innovation
Fast but Fair Methods to Grade Writing (Attendance: 39)
9:00 a.m. - 12:00 p.m., Room 258 (2nd floor conference room) Bluford Library, Feb.
15, 2007
Classroom Civility - Creating an Instructor Persona that Commands Respect
(Attendance: 20)
1:30 p.m. - 4:30 p.m., Room 258 (2nd floor conference room) Bluford Library, Feb.
15, 2007
- (5) Dr. Peter Felten
Director, Center for the Advancement of Teaching and Learning, Associate Professor
of History
Elon University
*Learning to See Complexity: Teaching with Visuals in General Education and in
Text-Based Disciplines* (Attendance: 15)
2:00 - 4:00 p.m., 304 Dowdy Building, March 28, 2007
- (6) MAGNA Publications Webinar
Defining the Scope of Faculty and Student Academic Freedom (Attendance: 6)
1:00 p.m. - 2:30 p.m., 304 Dowdy Building, April 10, 2007
- (7) Dr. John Zubizaretta
Professor of English, Director of Honors and Faculty Development, Columbia
College
Encouraging and Developing Reflection For Improved Learning (Attendance: 11)
9:30 a.m. - 11:30 a.m., 304 Dowdy Building, April 20, 2007
Learning Portfolios - Reflective Practice for Improving Student Learning
(Attendance: 10)
1:00 - 4:00 p.m., 304 Dowdy Building, April 20, 2007
- (8) Dr. Craig E. Nelson
Professor of Biology, Emeritus, Indiana University
Fourth Annual Academy for Teaching and Learning (ATL) Summer Teaching
Institute
*ALTERNATIVES TO BLAMING THE STUDENTS: Frameworks for Increasing
Student Achievement, Retention Equity That Can Work in any Course WITHOUT
Lowering Standards* (Attendance: 85)

May 17, 2007 (8:30 a.m. - 4:00 p.m.) and May 18, 2007 (8:30 a.m. - noon)
Stallings Ballroom, Memorial Student Union

In addition, Scott Simkins led a week-long University Studies Faculty and Graduate Teaching Assistant Workshops (August 14-18, 2006) and a one-day Graduate Teaching Assistant Training Program, January, 2007

(d) Summer Teaching Institute

Led by Dr. Craig Nelson, the 4th annual ATL Summer Teaching Institute included 85 registrants, including 15 from Guilford Technical Community College, UNC-Greensboro, and Greensboro College. Title: *ALTERNATIVES TO BLAMING THE STUDENTS: Frameworks for Increasing Student Achievement, Retention, and Equity That Can Work in any Course WITHOUT Lowering Standards*. This two-day workshop generated extremely high ratings by participants, who indicated that they planned to incorporate the ideas introduced during the workshop in their fall, 2007 courses.

Dr. Nelson also led an administrators'-only session focused on the promotion of effective, student-centered pedagogical innovation. This session was attended by 10 departmental chairs and one associate dean.

- (2) Promote CASTL Leadership Program activities to University Studies faculty and foundation-level instructors; publicize activities to university community
 - (a) Development of Learning Outcomes Rubric for mapping learning outcomes for students, department, and programs across five key learning areas: communication, critical thinking, analytical reasoning, ethics/social and civic engagement, and diversity/world cultures (spring, 2007)
 - (b) Presentation to Administrative Council (formerly Dean's Council; March, 2007 (approx. 30 participants)
 - (c) Presentation to *Aggie Leadership Challenge: Purpose, Preparation, Planning, and Product* (Annual NC A&T Student Leader Leadership Retreat), April, 2007 (100+ participants)
- (3) Deepen collaboration with University Studies program in area of faculty development and assessment of learning outcomes, especially in foundation-level courses
 - (a) Development and implementation of week-long University Studies workshops for new University Studies faculty members and graduate TAs in August, 2006 (approx. 30 participants)
 - (b) Development and implementation of Faculty Learning Communities in Math and Chemistry high-failure-rate courses, with intention of expanding to University Studies in 2007-2008 (8 faculty members)
- (4) Extend collaboration with Guilford Technical Community College, UNC-Greensboro, and Elon University – sharing expertise and resources
 - (a) Participation by faculty members from GTCC, UNCG, and Elon University at most NC A&T State University teaching/learning workshops throughout the year (with 15 non-A&T participants out of a total of 85 registrants for 2007 ATL Summer Teaching Institute)

- (b) Workshop presentations from UNCG (Dr. Ray Purdom) and Elon University (Dr. Peter Felten and staff, faculty members, and students associated with the Elon University Kernodle Center for Service Learning Faculty Members) faculty, staff, and students during 2006-2007 academic year
 - (c) Participation (external consultant) by ATL director in national Arthur Vining Davis grant to Elon University over the next two years, with possible future participation by NC A&T faculty members (study involving pairs of college/high school teachers involved in joint student learning project)
- (5) Initiate Departmental Chairs Development Program
- (a) High priority item for 2007-2008 based on results from Junior Faculty Task Force Report; will work with Chancellor, Provost, and Deans to coordinate program activities
- (6) Expand Graduate Teaching Assistant (GTA) Training Program to support teaching of University Studies foundation-level courses
- (a) Implemented faculty/GTA workshop prior to start of fall, 2006 semester for University Studies instructors (approximately 30 participants)
 - (b) Implemented general GTA training workshop at start of fall, 2006 and spring, 2007 semesters (30 participants)
- (7) Continue construction of faculty development database to track faculty development activities
- High priority item for 2007-2008 academic year
- (8) Expand CLA testing to incoming freshman class to develop baseline measures of learning for University Studies
- Postponed due to budget considerations
- (9) Initiate monthly “ATL Lunch and Learn” Series on teaching/learning topics
- High priority item for 2007-2008 academic year; goal is to develop more opportunities for community-building and discussion of teaching/learning related issues as well as highlight local teaching/learning innovations
- (10) 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
- Will seek interest during summer, 2007 in developing a Faculty Learning Community for the 2007-2008 academic year focused on these two topics as follow-up to 2007 Summer Teaching Institute led by Dr. Craig Nelson
- (11) Develop new teaching awards to reward excellence in teaching for graduate student teaching assistants and adjunct faculty
- Reassess in light of other higher-priority activities

- (12) Initiate Adjunct Faculty Development Program – determine needs and begin to develop programs

Reassess in light of other higher-priority activities; needed but may need to wait until other activities are completed or underway

C. Most Significant Accomplishments

1. Learning

ATL activities are outlined in the Executive Summary and in Section B above. The most significant accomplishments during 2006-2007 include:

Completion of Junior Faculty Task Force Report. This followup to the COACHE report supported the earlier finding of deep and widespread junior faculty dissatisfaction, especially in the areas of clarity of tenure/promote/annual review processes, support for research, and overall workload and workload balance. Recommendations from the Junior Faculty Task Force based on the Task Force findings are likely to lead to improvements in junior faculty job satisfaction and retention.

Development of Faculty Learning Community for High Failure-Rate Courses. Increased attention has been focused on North Carolina A&T State University's low and falling student retention and graduation rates. The work of this ATL-led group is the first step in reversing this trend, especially for gateway Math and Chemistry courses, which experience some of the highest failure rates in the university.

Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program Activities. The North Carolina A&T State University team has developed a useful Student Learning Outcomes Matrix that has been presented to the Administrative Council and a gathering of 100+ NC A&T student leaders. The student learning outcomes cover the 17 essential student learning outcomes identified by NC A&T faculty members four years ago and organizes them into five categories: communication, critical thinking, analytical reasoning, ethics/social engagement, and diversity/world cultures. We plan to develop rubrics for each of the categories, along with samples of student-generated artifacts that could be used to illustrate proficiency in these areas. The resulting framework could be used for department/program curriculum development, advising, and student monitoring (and could eventually be used as the basis for an e-portfolio system).

Continued Success of the Summer Teaching Institute – This two-day workshop continues to be the most-attended ATL event of the year. This year's event was arguably the best ever, focusing on ways that faculty members can improve student learning outcomes for "underpowered" students, based on scholarly work highlighting pedagogical innovations that have been shown to be effective. This year's Summer Teaching Institute is likely to lead to follow-up activities aimed at implementing the types of innovations discussed during the Institute.

Second Round of Collegiate Learning Assessment Testing – The fall, 2005 freshman cohort was tested for the second time in spring, 2007 as they finished their sophomore year. The spring, 2007 results will allow for value-added measurements for the first two years of NC A&T students' college careers, which in turn can be compared with other universities, both in terms of the level of achievement and the value added during the first two years at A&T.

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.

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. The project has led to three presentations at international/national/regional conferences and is leading to the development of a follow-up NSF grant proposal.

b. National Teaching/Learning Projects

North Carolina A&T State University is involved in two national teaching/learning projects, previously described above.

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 Institutional Leadership Program

We are working 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

The ATL director is a regular presenter on teaching/learning and Scholarship of Teaching and Learning (SoTL) topics at local, regional, national, and international conferences. 2006-2007 presentations and conferences attended are listed below. Ideas from these conferences often lead to workshop presentations at North Carolina A&T State University and broaden the background of the director in developing new ATL initiatives to promote increased student learning.

Professional Presentations at Local, Regional, and National Conferences/Meetings

- (1) Co-Presenter (with Karen Hornsby and James Crawford) *Thinking about Student Learning and Learning about Student Thinking*, Aggie Leadership Challenge: Purpose, Preparation, Planning, and Product (Annual Student Leader Leadership Retreat), Winston-Salem, NC (April, 2007)
- (2) Invited Workshop Leader, *Engaging in the Scholarship of Teaching and Learning (SoTL)*, Greensboro College Center for the Advancement of Teaching and Learning Faculty Development Workshop, Greensboro, NC (May, 2007)
- (3) Presenter, *Learning: The Missing Link in TLT?*, University of North Carolina Teaching and Learning with Technology Conference, Raleigh, NC (March, 2007)
- (4) Invited Panelist, *CASTL Institutional Leadership Programs*, 2nd National Scholarship of Teaching and Learning (SoTL) Conference for Minority Serving Institutions (MSIs): Teaching and Learning for Empowerment, Clark Atlanta University (January 2007)
- (5) Co-Presenter (with Joseph Graves), *General Education Reform at North Carolina A&T State University*, 2006 Annual Meeting of the Commission on Colleges (SACS), Orlando, FL (December, 2006)
- (6) Presenter, *Building the Learning Commons: What Can Economic Educators Learn From the Science, Technology, Engineering, and Math (STEM) Disciplines?*, Southern Economic Association 76th Annual Meetings, Charleston, SC (November, 2006)
- (7) Featured Presenter, *Tools for Building the Teaching Commons*, 2006 Annual Lilly Conference on College Teaching, Miami University (Ohio) (November, 2006)
- (8) Presenter, *Cross-disciplinary SoTL: Why can't Economists be more like Physicists?*, International Society for the Scholarship of Teaching and Learning (IS-SOTL) 2006 Annual Conference, Washington DC (November, 2006)
- (9) Invited Keynote Speaker, *Why SoTL? Why Now?*, 2nd Annual Innovation in Instruction Conference, Elon University (August, 2006)

Additional Regional/National Workshops/Conferences/Meetings Attended

- (1) Invited Participant, COACHE Users Group Meeting, Harvard University, May 2007
- (2) 2007 North Carolina State University Undergraduate Assessment Symposium, "Systematic, Systemic Sustainable Assessment: A Process of Inquiry," Cary, NC, April 2007
- (3) Collaborator Meeting, Science Education Resource Center (SERC), Carleton College, March, 2007
- (4) EDUCAUSE Learning Initiative 2007 Conference, Creating a Successful Learning Culture: Connecting Learners, Communities, and Information, Atlanta, GA, January, 2007
- (5) Second Annual North Carolina State University Scholarship of Teaching and Learning Showcase, NCSU Faculty Center for Teaching and Learning, September, 2006

3. Engagement

a. Professional Service

- Editorial Board, *Journal of Excellence in College Teaching*, 2006 – 2009
- Referee: *Journal of Economic Education*, *International Review of Economic Education*, *Journal of Excellence in College Teaching*
- National Science Foundation Phase II Panel Review, CCLI-DUE, Washington, DC, March, 2007
- Board Representative, University of North Carolina Teaching and Learning with Technology Collaborative (UNC TLTC), 2004 – present [Leadership Activities: Finance Committee, Professional Development Portal Committee, UNC TLTC Selection/Hiring Committee]
- 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

- Junior Faculty Task Force (Chair) (Spring, 2007 –)
- New Classroom Building Committee (Spring, 2007 –)
- PACE Information Technology Subcommittee (Spring, 2007)
- SACS Steering Committee (Chair, Committee for Mission, Governance, and Administration) (Spring, 2007 –)
- University-Wide Retention Committee (High Failure Rate Courses Subcommittee) (Spring, 2007 –)
- NC A&T State University Ethics Training Workshops (May, 2007)
- Executive Committee, University Studies Committee
- Chancellor's Commission on the Intellectual Life of the University, Fall, 2004 – present
- Administrative Council (formerly Dean's Council), Spring 2004 – present

c. Service to the Community

- Lead volunteer, 4th 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

4. Retention Strategies

- Faculty Learning Communities – High Failure Rate Courses.** Implemented Faculty Learning Community of Mathematics and Chemistry faculty members to redesign and implement new instructional pedagogies, assessment processes, and course content with the goal of reducing F-W-I rates in key gateway courses in these disciplines. [May, 2007 and ongoing through 2007-2008 academic year]
- ATL Summer Teaching Institute.** The 2007 ATL Summer Teaching Institute focused on pedagogical changes shown to be effective at promoting learning outcomes of underprepared college students.

D. Goals for the 2007-2008 Academic Year

The goals and activities of the ATL 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 Ongoing Successful ATL Activities

In particular, continue to focus on high-priority programs aimed at improving new faculty job satisfaction and increasing student retention and graduation rates through increased faculty knowledge, application, and assessment of teaching strategies shown to be effective in scholarly literature.

Indicators of Progress: Increased attendance at ATL workshops and orientation sessions; public sharing of teaching/learning innovations; re-survey of junior faculty members; new programs in place to address workplace problems

(2) Develop and Implement Department Chair Development Program

The need for increased and ongoing development training for departmental chairs was highlighted in the Junior Faculty Task Force Report. The ATL director will work with the Chancellor, Provost, and Deans to develop and implement a Department Chair development program that is focused on effective leadership, administrative efficiency, curricular excellence, and faculty development.

Indicators of Progress: Implementation of program and engagement by department chairs; pre/post survey of job satisfaction and performance

(3) Continue to Build Liaisons Across the University

During 2006-2007 the ATL director worked with a variety of faculty members, departments, and program directors on teaching/learning-related projects. During the 2007-2008 the ATL seeks to work more closely with the Faculty Senate and continue to expand work with departments on curricular, assessment, and pedagogical issues.

Indicators of Progress: New initiatives started involving more faculty members, including departmental course-related faculty learning communities and new Faculty Senate committee on Engaged Teaching and Learning

(4) Extend Faculty Learning Communities Model

Use the model of the High Failure-Rate Courses Faculty Learning Community developed in summer, 2007 to expand to other groups, in particular a Faculty Learning Community for junior faculty members focused on collaborative learning techniques and classroom assessment techniques (CATs and COLTs).

Indicators of Progress: At least one additional faculty learning community developed and implemented; participation in national FIPSE faculty learning community project led by Dr. Milt Cox, Miami University of Ohio

(5) Implement Monthly “Teaching and Learning Matters” Presentations

This is a project postponed from 2006-2007. The aim is to provide more opportunities for faculty members to come together to share and discuss innovative teaching practices grounded in scholarly literature and classroom testing. This is currently being developed as a “brown bag lunch” series, with participants from campus sharing their scholarship of teaching and learning experiences and learning about new teaching pedagogies, assessment techniques, and course redesigns aimed at improving student learning outcomes.

Indicators of Progress: Implementation of program and attendance at sessions

(6) Develop and Implement Faculty Development Database

This is a project postponed from 2006-2007 and is necessary to better track and report faculty participation in ATL and other faculty development and scholarship of teaching and learning activities.

Indicators of Progress: Functional database and capability of reporting participation in faculty development activities to faculty members each year.

(7) Expand and Promote North Carolina A&T State University Teaching Showcase

The ATL sponsored a Teaching Showcase in conjunction with the FUTURES Retreat in 2005 and 2006. This event was held on Reading Day in May and suffered from poor attendance. The Teaching Showcase will be redesigned to include workshops, presentations by NC A&T faculty members on innovative teaching/learning activities, and a luncheon honoring the current year’s school/college teaching award recipients. Tentative plans call for this event to be held in February or March, 2008.

Indicators of Progress: Implementation of event; participation by faculty as presenters and attendees

(8) Develop and Implement ATL Teaching and Learning Blog

The ATL director will implement a Teaching Commons blog beginning in fall, 2007 to encourage two-way discussion of teaching/learning ideas. The current ATL listserv will continue to function as a one-way announcement list.

Indicators of Progress: Implementation of blog; participation by faculty members in online blog discussions

(9) Promote Development of iTunes U Resources

The ATL director led the application and legal process to include NC A&T State University as part of the national iTunes U initiative. The next step is to produce and manage digital content that will reside on the iTunes U site. The initial vision is to focus on resources aimed at increasing student learning outcomes, retention, and graduation rates. The ATL will not develop the resources but act as a catalyst for the development of these resources.

Indicators of Progress: New content on NC A&T iTunes U site; measuring effectiveness of that content in meeting project goals

(10) Continue Professional Development and Engagement in Teaching/Learning Initiatives

Continual improvement in the ATL is aided through ongoing professional development of the Director. Presentation at and 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 these professional meetings. 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 Institutional Leadership Program – Periodic meetings for CASTL Leadership Program members. As participants in this program we are committed to attending at least one CASTL program as a team per year.

In addition, I am a member of the editorial board for the *Journal on Excellence in College Teaching* and regularly referee manuscripts for discipline-specific and general teaching/learning journals.

Indicators of Progress: Presentations and participation in teaching/learning related conferences, workshops, and meetings.

(11) CASTL - Develop Rubric and Examples of Learning Outcomes CASTL

The CASTL Institutional Leadership team at North Carolina A&T State University will continue to build on its Learning Outcomes Matrix by developing rubrics for specific learning outcomes and providing examples of student artifacts that could be used to measure proficiency in achieving these learning outcomes.

Indicators of Progress: Development of rubrics and examples of artifacts; sharing with departments and individual faculty members; sharing with Faculty Senate

(12) Assess effectiveness of Faculty Development Grant Program

The Faculty Development Grant program has been in existence for three years. The ATL director will undertake an assessment of how effective this program has been in terms of promoting pedagogical and curricular innovation. All Faculty Development Grant recipients for

the past three years will be contacted and asked to describe how their participation in events supported by this program have influenced their teaching and students' learning.

Indicators of Success: Brief survey developed and sent to past Faculty Development Grant recipients; report on impact of support on pedagogical and curricular change

Appendix A

2006-2007 ATL New Faculty Lunch Series

The Academy for Teaching and Learning (ATL) coordinates a year-long *New Faculty Lunch Series* to help new faculty members explore and discover the people, services, events, and activities of North Carolina A&T State University. The *New Faculty Lunch Series* provides an informal atmosphere for new faculty members to get to know other faculty, administrators, and staff from around the university, share experiences with other new faculty, join in discussion and dialogue, and develop and refine your professional goals and objectives. The *New Faculty Lunch Series* is held on Tuesdays and Thursdays from 11 a.m. – 1 p.m. throughout the year. The 2006-2007 series schedule is listed below.

- (1) Thursday, August 24 – Getting to know NC A&T Library Services**
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.
- (2) Tuesday, September 12 – Getting to know NC A&T Administrators**
Meet administrators from across campus and get your questions answered – straight from the source.
- (3) Thursday, September 28 – Getting to know your Campus and Community**
Join us on a bus tour of the campus and the community. 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!
- (4) Thursday, October 5 – Division of Research and Economic Development New Faculty Orientation**
DORED staff provide an overview of the services available to new faculty members to assist with finding sources of funding, grant proposal preparation and submission, and management of grants.
- (5) Thursday, October 12 – Getting to know our Students**
Who are our students and how can we best help them learn? Get some interesting insights from both the Academic Affairs and the Student Affairs areas. A session requested by last year's new faculty members.
- (6) Tuesday, October 31 – Helping Students Succeed**
Student retention is becoming a big issue across the UNC system and we need to determine how we can help our students learn, persist, and graduate. Get some insights on advising and retention strategies that can help our students succeed.
- (7) Tuesday, November 14 – Faculty Success – Promotion, Tenure and Annual Review**
What does it take to succeed as a teacher-scholar? Find out from a panel of faculty members and administrators who will provide you with honest comments, their own journeys, and tips for success.

(8) Thursday, December 7 – Teaching for Learning

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.

(9) Thursday, January 18 – Research – Getting your Ideas Funded, Part 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, especially funding from government agencies.

(10) Tuesday, January 30 – Research – Getting your Ideas Funded, Part II

The Development Office shares strategies for finding funding and writing proposals for foundations and other private agencies.

(11) Thursday, March 1 – Assessing Student Learning

Discover helpful strategies and techniques that can help uncover student misconceptions and misunderstandings – while there is still time to help. Help your students to be more reflective learners and gain insights into their learning.

(12) Thursday, April 19 – Q&A with Chancellor Hackley

Find out the present state of affairs at NC A&T State University and where the university is headed. This is an opportunity to get real information about the challenges currently facing North Carolina A&T State University and the measures that are being taken to address them.
