

Division of Academic Affairs
Academy for Teaching and Learning
Annual Report
June 2, 2009

Letter of Transmittal:

This report summarizes the initiatives and activities of the Academy for Teaching and Learning (ATL) during the period June, 2008 – May, 2009 and outlines ATL goals and objectives for the period June, 2009 through May, 2010.



Scott Simkins, Director, Academy for Teaching and Learning

6-2-09

Date

**Division of Academic Affairs
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Annual Report

June 2, 2009

**Director
Scott P. Simkins, Ph.D.**

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I. EXECUTIVE SUMMARY

A. Introduction

The Academy for Teaching and Learning (ATL) plays a central role in building and sustaining academic excellence at North Carolina A&T State University. In particular, ATL activities during the past year continued to promote effective scholarly teaching, classroom assessment of student learning, the improvement of student learning outcomes, data-driven analysis of the university learning environment, and ongoing faculty development.

Of special note are the insights on student learning, effective teaching practices, and retention factors being generated by our participation in the Wabash National Study of Liberal Arts Education. This multi-year longitudinal initiative is being led by Dr. Scott Simkins, director of the Academy for Teaching and Learning, and Dr. Karen Hornsby, Assistant Professor of History. Analysis of Wabash National Study data from the fall, 2007 cohort of NC A&T freshman students is providing a rich picture of student engagement, learning, and behavior that is being used to develop intentional and data-driven initiatives to improve student learning, retention, and graduation rates. In addition, the Wabash National Study has led to additional inquiry, including student-led focus group analysis and identification of factors predicting student retention based on Wabash National Study data. Both sets of inquiry have produced actionable recommendations for improving student learning outcomes.

The ATL will continue to serve as a catalyst for institutional change aimed at improving student learning outcomes, extending effective teaching practices, developing intentional curricula, promoting effective educational leadership, and undertaking meaningful assessment of student learning outcomes. The ATL plays a unique role in bringing diverse groups of faculty members, students, and administrators together to work on challenging problems central to the mission of the university with the aim of promoting holistic faculty development and the improvement of student learning.

B. Vision

The ATL focuses first and foremost on promoting student learning through the development of effective teaching practices, classroom-based and institutional research on student learning outcomes, and alignment of teaching practices, curricula, and assessment processes with university learning outcomes. The ATL provides a broad range of support for curricular/pedagogical innovations aimed at improving retention and graduation rates, including workshops, faculty learning communities, individual and departmental consultations, pilot projects, and longitudinal studies.

In addition, the ATL places special attention on continuous faculty development, especially for new and junior faculty members. As a result, the ATL is involved in assessment of junior faculty job satisfaction, campus mentoring activities, and

policies to make promotion, tenure, and annual review processes more transparent and effective.

As the ATL expands into new areas of support and responsibility a comprehensive strategic plan for the ATL will need to be developed to account for additional administrative personnel, expanded physical space, and possible realignment of current functional areas outside the ATL that support teaching and learning.

C. Mission

The mission of the ATL, North Carolina A&T's teaching and learning center, is to promote academic excellence, enhance student learning, and support ongoing faculty development. The ATL carries out this mission by developing, implementing, and assessing activities that intentionally promote scholarly teaching, the scholarship of teaching and learning, and faculty engagement in ongoing professional development.

D. Overview of SIGNIFICANT Accomplishments/Outcomes

1. Programs, Initiatives and Activities

Ongoing Faculty Development Programs. The ATL continues to implement a variety of successful faculty development programs, including:

- Year-long New Faculty Orientation Series
- Teaching/Learning/Faculty Development Workshops
- ATL Summer Teaching Institute
- Faculty Development Grant Program (Title III)
- Teaching Awards Luncheon
- ATL listserv

Wabash National Study of Liberal Arts Education at North Carolina A&T State University. Data from this four-year longitudinal program are providing rich insights into student learning and the factors that lead to student success, along with actionable recommendations for improving student learning outcomes, retention, and graduation rates. Wabash-related activities this year include:

- Wabash/Provost Scholar focus group training – September 2008
- Wabash/Teagle Scholar campus visit/Town Hall meeting – September 2008
- Presentation of Wabash National Study Results to Administrative Council – October 2008
- Wabash/Provost Scholar focus groups carried out, data analyzed, report/recommendations developed, presentation to Provost – Spring 2009

- Conference presentations by Karen Hornsby and Scott Simkins: International Society for the Scholarship of Teaching and Learning (October 2008), Lilly Conference on College Teaching (with two Wabash/Provost Scholars, February 2009), NC State Undergraduate Assessment Conference (April 2009)
- Wabash/Teagle Scholar campus visit (meet with various groups of students, faculty, administrators, and staff) – April 2009
- Participation in Wabash National Study Retention Workshop (linking Wabash data to institutional retention data – May 2009)
- Articles on NC A&T participation in Wabash National Study in *The Aggie Report* (October 3, 2008) and *A&T Today* (Fall/Winter 2008)

Support for Scholarship of Teaching and Learning. The ATL supported 18 faculty presentations on classroom inquiry projects at Lilly-Greensboro Conference on College Teaching in February, 2009.

CATs and CoLTs Faculty Learning Community. The ATL director is leading 17 faculty members in a six-week intensive faculty learning community (May/June 2009) developing classroom assessment techniques (CATs) and collaborative learning techniques (CoLTs) for their classes. The faculty learning community meets weekly to present and critique examples.

2. Research

Research productivity of the ATL director during 2008-2009:

- PI or co-PI for three new research grants totaling more than \$0.5 million
- Co-edited one book and co-authored four book chapters
- Nine conference presentations

3. Interdisciplinary and Inter-institutional Collaborations

Regional Faculty Development Partnership. The ATL director leads an informal partnership of teaching center directors in the Triad region (UNC-Greensboro, Greensboro College, Elon University, GTCC, Bennett College) opening up campus-based faculty development activities to faculty members from all partner institutions. This collaboration has made efficient use of available faculty development funding, benefitted NC A&T faculty members through access to non-NC A&T faculty development events, and encouraged cross-institutional dialogue and collaboration among faculty members.

UNC Distance Education Development Grant – Brief Hybrid Workshops. Ray Purdom, Jane Harris (UNCG) and Scott Simkins (ATL director) were jointly awarded a \$35,000 grant from UNC General Administration (Distance Education Development Funds) to develop brief hybrid workshop modules for use in faculty development with teachers of online courses. The modules will

be included as part of the UNC Online initiative. Available at:
<http://www.uncg.edu/tlc/hybrid/>.

NC Scholarship of Teaching and Learning Network. Developed web-based social-networking site bringing together Scholarship of Teaching and Learning (SoTL) participants from across the state of North Carolina to share campus-based SoTL activities and information on SoTL initiatives and resources. The site also provides campus-based (virtual) group space to support ongoing campus-based SoTL activities. This project was developed as part of our leadership in the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program – System-wide SoTL Support, a three-year project to promote international collaboration on SoTL initiatives. Available at: <http://ncsotl.ning.com/>.

Chair, UNC Teaching and Learning with Technology Collaborative. The ATL director served as the chair of the UNC TLTC during 2008-2009. The TLTC brings together campus leaders from across the UNC system to develop initiatives exploring the effective use of technology in teaching. This year oversaw the transition of the annual UNC TLT Conference (>400 attendees) from a face-to-face format to a fully online format. While formally decoupled from UNC-GA, the TLT Board will continue to serve in an advisory role to Alan Mabe and Jim Sadler at UNC-GA as the UNC TLT Workgroup.

4. Enrollment

NA

5. Students/Scholarships/Fellowships

Initiated the Wabash/Provost Scholars Program. Training undergraduate NC A&T students to conduct on-campus student focus group sessions related to Wabash National Study of Liberal Arts Education, analyze the data, develop a comprehensive summary report with recommendations for change, and present the findings to senior A&T administrators.

6. Outreach & Engagement

NA

E. Goals For Upcoming Year (2009-2010)

1. Develop and implement series of faculty development workshops based on results from Wabash National Study data (focused on improving teaching practices linked to retention).
2. Implement yearlong pilot project with 3-4 departments to assess alignment of curricula, pedagogy, and assessment practices in department with university and departmental student learning outcomes.

3. Analyze departmental/school/college reappointment, promotion, and tenure policies to improve clarity and transparency and explicitly recognize engagement and scholarship of teaching and learning. Develop public site for RPT policies to increase transparency across the university.
4. Review and revise new strategic plan for ATL (previously submitted to Provost in May, 2008).
5. Follow-up assessment of junior faculty job satisfaction based on 2008-2009 COACHE data
6. Provide faculty development support for SACS QEP implementation
7. Increase opportunities for involvement in ATL teaching and learning activities
8. Assess Title III Faculty Development Grant Program with respect to impact on teaching and learning

II. OVERVIEW OF THE UNIT

A. Overview of the Unit's Strategies/Role in the University and Futures

Effective Teaching/Learning. The Academy for Teaching and Learning plays an important role in the ongoing transformation of the university to a “learning-centered, interdisciplinary university.” Since its inception in January, 2004 the Academy for Teaching and Learning has taken a lead role in increasing faculty members’ knowledge of “best teaching practices” and scholarly research on student learning, promoting classroom-focused pedagogical change based on that knowledge, and encouraging faculty members’ involvement in the scholarship of teaching and learning (SoTL). Dr. Karen Hornsby was selected as a national Carnegie Scholar in 2005 as a direct outgrowth of these efforts; Dr. Hornsby has continued to share her SoTL expertise with the university community.

The ATL continues to build faculty knowledge/expertise in effective teaching/learning practices through a regular series of teaching/learning workshops, a year-long new faculty orientation program, an annual Summer Teaching Institute, summer faculty learning communities, and individual/group mentoring. In 2005 the ATL led 75 faculty members developing 27 new/revised interdisciplinary courses in a six-week workshop leading up the implementation of the new University Studies general education core curriculum.

Junior Faculty Development. During the 2006-2007 academic year, ATL activities expanded to include broader faculty development, with particular emphasis on junior faculty development and retention. The ATL director led the Junior Faculty Task Force, which produced a comprehensive report in June, 2007 detailing various areas of junior faculty job dissatisfaction and offering a series of recommendations for improving the professional environment for junior faculty members. The data provided in this report have helped to inform institutional resource decisions related to these recommendations.

Student Learning Outcomes. In 2007-2008 and 2008-2009, ATL activities expanded further to include assessment of student learning, including work by the

NC A&T Carnegie CASTL Institutional Leadership Team and the Wabash National Study of Liberal Arts Education. The ATL director continues to co-lead these two multi-year initiatives with Dr. Karen Hornsby. The Wabash National Study, in particular, has provided a variety of useful data and insights on the student-learning environment at A&T, including linkages to retention and graduation rates and valuable suggestions on improving student learning. ATL activities in 2009-2010 will respond to Wabash National Study findings for NC A&T. The Wabash National Study at NC A&T began in fall, 2007 and continues through spring, 2011. The director also leads the four-year Collegiate Learning Assessment (CLA) longitudinal study at NC A&T, which finished in spring, 2009.

New Initiatives – Curricular/Pedagogical Alignment with Student Learning Outcomes and Recognition of SoTL Work in Promotion and Tenure Review.

In addition to continuing the activities above, the ATL actively looks for new ways to extend effective teaching and learning throughout the university. During 2009-2010 the ATL director and Dr. Karen Hornsby will initiate a pilot project working with a small number of departments on alignment of curricula, student learning objectives and outcomes, and pedagogical/assessment practices. It is hoped that results from this pilot project will serve as a model for other departments across campus. The ATL director is also participating on the UNC Tomorrow University-wide Reappointments, Promotions, and Tenure Review Committee, pursuing increased clarity and reduced variability in the promotion and tenure process across campus and explicit reward for scholarship of teaching and learning work in promotion and tenure decisions

B. Number of Current Faculty and/or Staff : 2

- Dr. Scott Simkins, Director
- Ms. Mikosha Gatson, Administrative Assistant (half time; shared with Ms. Mary Mims)

C. Number of New Employees/Faculty/Staff

None

D. Advisory Board Members

The ATL Advisory Board is comprised of representatives from each school/college, Bluford Library, and the University Awards and Honorary Degrees Committee. Each Dean recommends one full-time faculty member from his/her School/College to serve on the ATL Advisory Board.

Key Responsibility: ATL Advisory Board members review teaching portfolios and recommend to the Chancellor the NC A&T nominee for the UNC Board of Governors Teaching Excellence Award. ATL Advisory Board members also

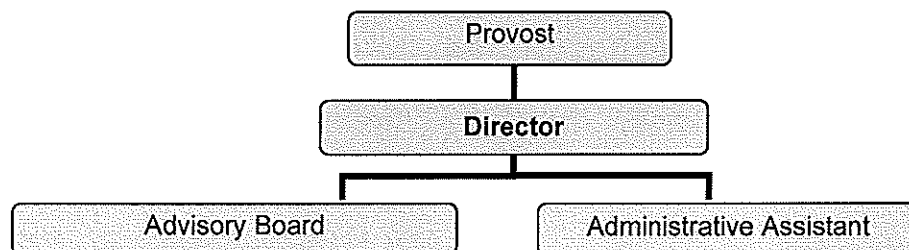
review teaching portfolios and select the two recipients of the Junior Faculty Teaching Excellence award (this award was initiated in March, 2008).

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
- *Position Open*, Bluford Library
- James Woods, Representative, University Awards and Honorary Degrees Committee

E. Basic structure – Organizational chart

The Director of the Academy for Teaching and Learning reports directly to the Provost. The ATL has a .5 Administrative Support Specialist, Ms. Mikosha Gatson, as staff support. The ATL Advisory Board serves in an advisory capacity to the Director.



ATL Director – Dr. Scott Simkins has been serving as director since November, 2005 and served as interim director between January, 2004 (when the ATL was reorganized under the Provost) and October, 2005.

Administrative Assistant – Ms. Mikosha Gatson serves as the half-time Administrative Support Specialist to the director of the ATL (shared with Ms. Mary Mims).

III. KEY GOALS 2008-2009

A. Statement of Each Goal

Below are the ATL goals for 2008-2009 listed in the 2007-2008 ATL Annual Report.

1. Increase visibility for ATL activities
2. Develop new ATL strategic plan
3. Disseminate Wabash National Study results
4. Develop database of faculty participation in ATL activities
5. Continue/expand successful ATL activities

B. Key Indicators of Progress

The following key indicators were listed in the 2007-2008 ATL Annual Report:

1. Development of brochures and pamphlets, press releases, updated web page, articles in *The Aggie Report* and *A&T Today* on ATL activities such as Wabash National Study.
2. ATL Strategic Plan developed and submitted to Provost, realignment of functional areas supporting teaching and learning, especially those involved with instructional technology and distance education.
3. Systematic dissemination of Wabash assessment results followed by departmental action items in response to results.
4. Systematic recording of faculty participation in ATL activities; development of database organization of information for report retrieval.
5. Implementation of successful ATL activities.

C. Outcomes/Results of Goals

1. **ATL visibility.** Met some of these objectives, with ongoing activity in 2009-2010. In particular, press releases on NC A&T involvement in Wabash National Study were developed for distribution in A&T publications. Additional emphasis on ATL web site redesign and use of new information technology tools to promote ATL activities in 2009-2010.
2. **ATL strategic plan.** Completed, May 2008. Report on "Current and Proposed Administration Structure to Promote Teaching and Learning at North Carolina A&T State University" submitted to Provost in May, 2008.
3. **Dissemination of Wabash National Study results.** Objective met. See Section I.D.1 for summary of dissemination activities during 2008-2009.
4. **Database of faculty participation in ATL activities.** Met some of these objectives, with ongoing activity in 2009-2010. Spreadsheet developed to record faculty participation in all ATL activities during 2008-2009; individual reports on faculty participation possible. During 2009-2010 convert spreadsheet records to Filemaker database to automate report functionality.

5. **Continuation of key ATL activities.** Objective met. See information below summarizing 2008-2009 activities and faculty participation.

a. **Faculty Development Grant Program (Title III Activity)**

- ATL Faculty Development Grant award activity for 2008-2009 is summarized in Table 5 of Appendix E. A total of \$88,441 was awarded to support 83 awards for travel to conferences and meetings with the aim of increasing professional knowledge and teaching skills. This is more than a 33% increase in funds awarded over 2007-2008.
- The average Faculty Development Award was \$1065.55, 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.
- A small amount of international travel was supported through both Title III and state funds (see Table 6 in Appendix E) prior to travel restrictions in spring, 2009.

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

- Fourteen new faculty members participated in the August, 2008 Opening Day New Faculty Orientation Kickoff/Breakfast [see Table 1 in Appendix E].
- Twelve New Faculty Lunch Series sessions were held during 2008-2009, covering a broad array of topics relevant to new faculty members [see Table 3 in Appendix E]. Average attendance per session was approximately 12, but session attendance ranged from 2 to 23. The sessions were attended by 43 unique faculty members, with 5 attending six or more of the sessions and 18 attending two or fewer [See Table 4 in Appendix E].

c. **Faculty Development Workshops and Summer Teaching Institute**

- The ATL sponsored 12 teaching/learning events during 2008-2009, nine of which were led by external presenters. A full list of workshop topics, dates, and presenters is provided in Table 1, Appendix E. Attendance ranged from 14 to 38, with an average attendance of 24 per event. The 6th Annual Summer Teaching Institute attracted 113 attendees, 40 from institutions beyond NC A&T. Overall, there were 59 non-NC A&T participants in ATL events, representing four different universities/colleges in the Triad region [see Table 2 in Appendix E].

- In addition, Scott Simkins led a workshop for University Studies Faculty in August, 2008 prior to classes starting and a half-day Graduate Teaching Assistant Workshop in January, 2009.

d. Teaching Excellence Awards Luncheon

- Honoring recipients of UNC Board of Governors Teaching Excellence Award and NC A&T Junior Faculty Teaching Excellence Award

D. Data Summary and Productivity Measures

Appendix E contains the following tables:

Table 1: ATL Activities 2008-2009

Table 2: ATL Activities Attendance 2008-2009, By School and Event

Table 3: ATL New Faculty Lunch Series 2008-2009

Table 4: ATL New Faculty Lunch Attendance 2008-2009, By School and Event

Table 5: Distribution of Faculty Development Grants (Title III Activity), 2008-2009, By School and Tenure Status

Table 6: Additional Faculty Development Allocations

E. New Faculty and Administrators as Related to Goals of Capacity Building

NA

IV. MOST SIGNIFICANT ACCOMPLISHMENTS

A. Learning

1. Innovations in Pedagogy Implemented Including the Use of Information and Instructional Technology

- **ATL Summer Teaching Institute** – Workshops focused on use of cooperative learning techniques and classroom assessment techniques to improve student learning. 113 participants in two-day workshop led by Dr. Barbara Millis, internationally recognized for her expertise in these areas.
- **ATL workshops** in fall, 2008 focused on innovative use of instructional technology (Quandary, wiki and blog tools added to Blackboard in 2008-2009) to improve critical thinking and writing skills.

2. Accreditation/Licensure Reviews

NA

3. Facilities Updates

NA

4. Faculty Awards and Promotion

The ATL director and ATL Advisory Board annually reviews teaching portfolios of candidates for the following two teaching awards and selects awardees:

- UNC Board of Governors Teaching Excellence Award (Dr. Doretha Foushee)
- Junior Faculty Teaching Award (Dr. Jerono Rotich and Dr. Rosemarie Vardell)

5. Student Honors/Scholarships/Fellowships

- **Development of Wabash/Provost Scholars Program** – Student participation recorded as service hours to be used to meet general education volunteer hours requirement.

6. Alumni and Employer Feedback

NA

7. Summary of Student Opinion Form Ratings

NA

8. Building Academic Excellence

- a. **ATL Workshops.** Focus on developing effective teaching practices to improve student learning. ATL workshops during 2008-2009 included the following [see Table 1, Appendix E]:
 - University Studies Workshop (August 2008) – Pre-school-year workshop focused on assessment of student learning outcomes and effective exam construction
 - Graduate Teaching Assistant Orientation (January 2009) – Provide overview of effective teaching practices for new graduate TAs
 - Designing Courses, Pedagogy, and Assessment to Promote Critical Thinking (November 2008)
 - Developing and Using Interactive, Multimedia Web-based Exercises that Engage and Teach Students Critical Thinking Skills (November 2008)
 - Using Wikis and Blogs in Blackboard to Improve Student Learning (November 2008)

- The Role of Civic Engagement in Student Learning and Well-Being: Five Campus Viewpoints (joint with Terrolyn Carter, Bringing Theory to Practice Project, February 2009)
 - Assessment of Student Learning: General Education as Community Property (February 2009)
- b. **New Faculty Yearlong Orientation Program.** Provides an opportunity for new faculty to build community; develop an understanding of university expectations, resources, and policies; and engage in faculty development. The 2008-2009 schedule is included in Table 3, Appendix E.
 - c. **Wabash National Study of Liberal Arts Education.** Providing rich understanding of the conditions that promote/retard student learning at NC A&T State University. Activities outlined in Section I.D.1.
 - d. **Summer Teaching Institute.** This two-day workshop continues to be the most popular ATL event of the year, providing faculty access to nationally recognized experts in student learning and faculty development.
 - e. **Faculty Development Grants.** The ATL awarded over \$88,000 in Faculty Development Grants in 2008-2009 to support faculty travel to conferences, workshops, and short-courses to improve disciplinary and pedagogical knowledge [See Table 5, Appendix E].

B. Discovery

1. New Research Awards

Developing and Implementing an Economics Pedagogic Portal
National Science Foundation (CCLI DUE Grant #0817382)

Principal Investigator: Scott Simkins

Co-PI(s): KimMarie McGoldrick (Univ. of Richmond), Mark Maier (Glendale Community College), Cathryn Manduca (Carleton College)

Award Dates: September 1, 2008 – August 31, 2011

Amount: \$497,953

Summary: Develop and disseminate innovative online pedagogic modules for economics instruction; building on previous two NSF grants adapting STEM-discipline pedagogic innovations for economics instruction; developed in conjunction with Science Education Resource Center (SERC), Carleton College (MN).

NC A&T Subcontracts:

- a. **CAT – Critical Thinking Assessment Test Development and Dissemination Project**
Funded Organization: Tennessee Tech University
Funding Agency: National Science Foundation (CCLI DUE Grants 0404911, 0717654)
NC A&T Subcontract: \$2000 to be used for faculty scoring of CAT instrument (faculty development)
Summary: Administer CAT assessment to 100 NC A&T undergraduates during summer session 2009, with scoring of results locally by faculty members (August 2009).

- b. **Distance Education Grants – Develop Brief Hybrid Workshops**
Funded Organization: UNC-Greensboro (Simkins: Co-PI)
Funding Agency: UNC General Administration
NC A&T Subcontract: \$4000 to be used to develop brief hybrid workshops focusing on effective teaching practices for distance education courses (completion by June 30, 2009)

2. Scholarly Productivity

a. Publications

The director co-edited one book and co-authored four book chapters, along with a widely distributed working paper during 2008-2009.

Book

1. Scott Simkins and Mark Maier, Eds. 2009 (November). *Just-in-Time Teaching Across the Disciplines and Across the Academy*, Stylus Publishing, LLC. [First book in *New Pedagogies and Practices for Teaching in Higher Education* series, a joint initiative of Stylus Publishing and the National Teaching and Learning Forum]

Book Chapters

1. Scott Simkins and Mark Maier. "Using Pedagogical Change to Improve Student Learning in the Economics Major." In Colander, David and KimMarie McGoldrick, Eds. 2009. *The Economics Major as Part of a Liberal Education: The Teagle Discussion*. Edward Elgar, Cheltenham.
2. Scott Simkins and Mark Maier. "Using Just-in-Time Teaching in Economics." In Simkins, Scott and Mark Maier, Eds. 2009. *Just-in-Time Teaching Across the Disciplines and Across the Academy*, Stylus Publishing, LLC.

3. Scott Simkins and Mark Maier. "Using JiTT in Combination with Other Pedagogical Innovations." In Simkins, Scott and Mark Maier, Eds. 2009. *Just-in-Time Teaching Across the Disciplines and Across the Academy*, Stylus Publishing, LLC.
4. Scott Simkins, Mark Maier, and KimMarie McGoldrick, (December, 2009) "Cooperative Learning in Economics." In Millis, Barbara, Ed. 2009 *Cooperative Learning in Higher Education*, Stylus Publishing, LLC.

Working Paper

1. Scott Simkins and Mark Maier, *Learning from Physics Education Research: Lessons for Economics Education*, June 2008. Alternate citations/availability:
 - Simkins, Scott P. and Maier, Mark H., (June 27, 2008). "Learning from physics education research: Lessons for economics education," Social Science Research Network Abstract 1151430. Available at SSRN: <http://ssrn.com/abstract=1151430>
 - Simkins, Scott P. & Maier, Mark H., 2008. "Learning from physics education research: Lessons for economics education," MPRA Paper 9314, University Library of Munich, Germany. Available at Munich Personal RePEc Archive: <http://mpra.ub.uni-muenchen.de/9314/>
 - Simkins, Scott P. & Maier, Mark H., (July 22, 2008). "Learning from physics education research: Lessons for economics education," arXiv:0807.3534v1, Cornell University Library. Available at arxiv.org: <http://arxiv.org/abs/0807.3534v1>

b. Workshop/Conference Presentations

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. The director made nine professional conference presentations during 2008-2009, listed chronologically below:

1. Presenter, *Just-in-Time Teaching*, Brown Bag Lunch Series, University of North Carolina – Greensboro (July, 2008)
2. Workshop Leader, *Adapting Pedagogies across Disciplines: What is the Potential, What are the Limitations?*, and Poster Presenter, *Implications of STEM Discipline Research for Instructional Innovation and Assessment in Economic Education*, National Science Foundation CCLI/AAAS PI Conference - Inventions and Impact 2: Building Excellence in Undergraduate Science, Technology, Engineering, and Mathematics (STEM) Education (August, 2008)

3. Co- Presenter (with Mary Huber, Carnegie Foundation for the Advancement of Teaching), *The Future of SoTL: Respected Sibling or Overlooked Stepchild?* International Society for the Scholarship of Teaching and Learning 2008 Annual Conference, Edmonton, Alberta, Canada (October, 2008)
4. Co- Presenter (with Karen Hornsby and Dianne Williams, NC A&T State University), *Faculty and Student-Driven SoTL Focused on Institutional Needs*, International Society for the Scholarship of Teaching and Learning 2008 Annual Conference, Edmonton, Alberta, Canada (October, 2008)
5. Featured Presenter, 2008 Annual Lilly Conference on College Teaching, *Getting Started With a Scholarship of Teaching and Learning (SoTL) Project*, Miami University (Ohio) (November, 2008)
6. Co-Leader (with Mark Maier and **Error! Contact not defined.**), Preconference Roundtable Discussion/Workshop, *Adapting Pedagogical Innovations Across Disciplines*, Allied Social Science Association 2009 Annual Meeting, San Francisco, CA (January, 2009)
7. Featured Co-Presenter (with **Error! Contact not defined.**, Rebecca Geiger (student) and Shannell Chappell (student), North Carolina A&T State University), *Faculty and Student-Driven SoTL Focused on Institutional Needs*, 2009 Lilly Conference on College and University Teaching at Greensboro, Greensboro, NC (February, 2009)
8. Pre-conference Workshop Leader (with Karen Hornsby, NC A&T State University), *Getting Started with a SoTL Project*, 2009 Lilly Conference on College and University Teaching at Greensboro, Greensboro, NC (February, 2009)
9. Co-Presenter (with Karen Hornsby, NC A&T State University), *The Wabash National Study of Liberal Arts Education: Using Institutional Assessment as a Discovery Tool to Meet Institutional Needs*, NC State Undergraduate Assessment Conference, Cary, NC (April, 2009)

3. Professional Growth and Development – Faculty and Staff

a. Director – Conference Participation (in addition to conference presentations)

Ideas gained from conference participation often lead to workshop presentations at North Carolina A&T State University and broaden the background of the director in developing new ATL initiatives.

Conferences participated in during 2008-2009 include:

1. Invited Participant (with Karen Hornsby, NC A&T State University), *Wabash National Study of Liberal Arts Education Orientation Meeting*, Center for Inquiry in the Liberal Arts, Wabash College, Crawfordsville, IN, August, 2008 – working with institutions who administered Wabash National Study in fall, 2008.

2. *Innovation in Instruction Conference*, Elon, August, 2008
3. *The Art of Changing the Brain*, Presentation by James Zull, UNC-Greensboro, September, 2008
4. Southern Association of Colleges and Schools/Commission on Colleges 2008 Annual Meeting, San Antonio, TX, December, 2008
5. Allied Social Science Association/American Economics Association 2009 Annual Meeting, San Francisco, CA, January, 2009
6. CAT Training Workshop, Boulder, CO, March, 2009 – train-the-trainer workshop in preparation for on-campus CAT testing and scoring.
7. UNC Teaching and Learning with Technology Conference (Online), March, 2009
8. Wabash National Study Retention Workshop, Center for Inquiry in the Liberal Arts, Wabash College, Crawfordsville, IN, May, 2009 - developed action plans to address retention based on Wabash National Study and other institutional data.

b. Staff (Administrative Assistant)

Professional Development: Mikosha Gatson continues to complete courses leading to a bachelor's degree in Liberal Studies. She also regularly attends in-house administrative training to stay current with administrative/business policies and procedures.

Award: Recipient of 2008-2009 ACE Award, a staff-driven award given annually to recognize outstanding service among Academic Affairs staff.

C. Engagement

1. Outreach and Access Activities

NA

2. New Collaborations/Partnerships

Previously discussed in Section D.3, these include:

- Regional faculty development partnerships with five regional colleges/universities (UNC-Greensboro, Greensboro College, Elon University, GTCC, Bennett College) to allow faculty members to attend faculty development activities at each other's campuses.
- Joint UNC Distance Education Development Grant (with teaching center director and staff member from UNCG) to develop brief hybrid workshop modules for use in faculty development with teachers of online courses.
- Development of NC Scholarship of Teaching and Learning Network, an online academic social-networking site promoting the sharing and

development of scholarship of teaching and learning activities across the state.

- Leadership of UNC Teaching and Learning with Technology Collaborative, including the transition of the annual UNC TLT Conference from a face-to-face format to a fully-online format due to state budget cuts. This year's conference drew over 500 participants.

3. Student Activities – Organized Student Activities and Groups

- Development of Wabash/Provost Scholars program training undergraduate NC A&T students to carry out institutional assessment.

4. Staff Activities in Support of Learning, Discovery, and Engagement

The administrative assistant for the ATL provided administrative support for the Collegiate Learning Assessment (CLA) and for two National Science Foundation projects led by the ATL director.

D. Retention

1. 3-4 Major Retention Goals - With Accompanying Strategies and Outcomes/Results Achieved

- a. Use of Wabash National Study data from NC A&T to develop strategic ATL workshops focusing on teaching improvement statistically linked to retention.
- b. Develop and implement pilot study with 3-4 departments to assess alignment of curricula, teaching pedagogy, and assessment processes with university and departmental student learning goals.
- c. Support SACS QEP with related faculty development activities.

V. GOALS FOR UPCOMING YEAR 2009-2010

A. Key Indicators of Progress

1. Develop and implement series of faculty development workshops based on analysis of Wabash National Study data.

Analysis of Wabash National Study data for NC A&T indicates that improvements in targeted teaching practices (course organization, clarity of learning goals, prompt feedback) could improve student retention. Develop series of ATL workshops focused on how to improve these teaching practices (e.g. syllabus construction, effective use of classroom assessment techniques, classroom response systems (clickers), and Gradebook in Blackboard).

- 2. Implement yearlong pilot project with 3-4 departments to assess alignment of curricula, pedagogy, and assessment practices in department with university and departmental student learning outcomes.**

Develop comprehensive departmental assessment of curricula, teaching methods, and assessment practices in promoting student learning goals and retention. Provide model for other departments on campus.

- 3. Analyze departmental/school/college reappointment, promotion, and tenure policies to improve clarity and transparency and explicitly recognize engagement and scholarship of teaching and learning. Develop public site for RPT policies to increase transparency across the university.**

Response to Junior Faculty Task Force Report recommendation for greater clarity, transparency, and uniformity in promotion and tenure process across departments/schools/colleges. Undertaken as part of UNC Tomorrow University-wide Reappointments, Promotions, and Tenure Committee.

- 4. Review and implement new strategic plan for ATL**

Implement strategic plan developed in May, 2008 to consolidate programs related to teaching and learning and faculty development (teaching pedagogy, faculty development, mentoring, distance education, instructional design, Blackboard support) under one administrative office in Academic Affairs.

- 5. Follow-up assessment of junior faculty job satisfaction based on 2008-2009 COACHE data**

Analyze new COACHE data with respect to Junior Faculty Task Force Report summary and recommendations to determine progress toward goals.

- 6. Provide support for SACS QEP implementation**

Support implementation of SACS QEP in the areas of faculty development, assessment of student learning, and effective teaching practices.

- 7. Increase opportunities for involvement in ATL teaching and learning activities**

Intentionally expand ATL programming and use of information technology to promote increased participation in teaching/learning/faculty development activities. Redevelop ATL web site.

- 8. Assess Title III Faculty Development Grant Program**

Conduct campus-wide assessment of Faculty Development Program (2004-2009) with respect to impact on teaching/learning practices and student learning

VI. APPENDICES – Supporting Data

A. Faculty Data by Department

NA

B. Student Enrollment Management Data by Department and Major

NA

C. Student Activity Data

NA

D. Listing of Public Service Activities

1. Professional Service

- a. Editorial Board, *Journal of Excellence in College Teaching*, 2006 – 2009
- b. Editorial Board, *Centers for Teaching and Learning Journal*, 2008 – present
- c. Referee: *Journal of Economic Education*, *International Review of Economic Education*, *Journal of Excellence in College Teaching*
- d. Board Representative and Chair (2008-2009), University of North Carolina Teaching and Learning with Technology Collaborative (UNC TLTC), 2004 – present
- e. Member: American Economic Association, The Professional and Organizational Development Network in Higher Education (POD), International Society for the Scholarship of Teaching and Learning

2. Service to the University

- a. UNC Tomorrow Phase I Response Team (Workgroup Chair, Changes in Internal Policies and Processes) – (Fall, 2007 – present)
- b. UNC Tomorrow Phase II Response Team – University-wide Reappointments, Promotions, and Tenure Committee (Spring, 2009 – present)
- c. SACS Steering Committee (Chair, Committee for Mission, Governance, and Administration) (Spring, 2007 – present)
- d. Search Committee, Digital Media Architect (Spring, 2008)
- e. New Classroom Building Committee (Spring, 2007 – present)
- f. Administrative Council (formerly Dean’s Council) (Spring 2004 – present)
- g. IT PACE Subcommittee (Fall, 2006 – present)

3. Service to the Community

- a. Lead volunteer, 4th Saturday, Potter's House Soup Kitchen, Greensboro Urban Ministry
- b. Treasurer (with wife, Jan), Western Guilford High School Band Boosters

E. Data Appendix (Tables)

Table 1: ATL Activities 2008-2009

Table 2: ATL Activities Attendance 2008-2009, By School and Event

Table 3: ATL New Faculty Lunch Series 2008-2009

Table 4: ATL New Faculty Lunch Attendance 2008-2009, By School and Event

Table 5: Distribution of Faculty Development Grants (Title III Activity), 2008-2009, By School and Tenure Status

Table 6: Additional Faculty Development Allocations

Table 1: ATL Activities 2008-2009

ATL Workshop/Event	Presenter/Institution	Date	Attendance
New Faculty Welcome Breakfast/Workshop	Various	Aug 13 2008	14
Faculty Teaching Freshman Breakfast	Vallie Guthrie, NC A&T	Aug 14 2008	38
Town Hall Meeting - NC A&T Results - Wabash National Study of Liberal Arts Education	Charles Blaich, Wabash team, Teagle Scholars	Sep 25 2008	37
Designing Courses, Pedagogy, and Assessment to Promote Critical Thinking, Part I	Linda Nilson, Clemson	Nov 10 2008	29
Designing Courses, Pedagogy, and Assessment to Promote Critical Thinking, Part II	Linda Nilson, Clemson	Nov 10 2008	21
Developing and Using Interactive, Multimedia Web-based Exercises that Engage and Teach Students Critical Thinking Skills (Quandary)	Wade Maki, UNCG	Nov 18 2008	12
Using Wikis and Blogs in Blackboard to Improve Student Learning	Jane Harris, Pam Carter - UNCG	Nov 24 2008	22
The Role of Civic Engagement in Student Learning and Well-Being: Five Campus Viewpoints (joint with BTP)	Panel - multiple institutions	Feb 18 2009	26
Assessment of Student Learning: General Education as Community Property	Doug Eder, Southern Illinois University, Edwardsville	Feb 23 2009	23
Wabash National Study of Liberal Arts Education - Assessing Core Learning at NC A&T	Charles Blaich, Wabash team, Teagle Scholars	Apr 3 2009	26
Summer Teaching Institute	Barbara Millis, Univ. of Texas – San Antonio	May 11-12 2009	113
Faculty Learning Community - CATs and CoLTs	Scott Simkins, NC A&T	Weekly, May-June 2009	17

Total Attendance (all ATL activities): 378

Average Attendance (without Summer Teaching Institute): 24

Table 2
ATL Activities Attendance 2008-2009
By School and Event

Date	13 Aug	14 Aug	25 Sep	10a Nov	10b Nov	18 Nov	24 Nov	18 Feb	23 Feb	3 Apr	11 May	May-June	Totals
ADMIN	0	2	2	1	1	0	2	0	2	0	2	1	13
AG	2	2	1	2	0	2	7	2	1	0	8	0	27
AS	5	4	6	3	4	2	5	13	2	7	11	1	63
BE	1	3	2	1	1	0	0	2	2	1	8	2	23
ED	0	1	1	2	3	3	2	1	2	4	6	1	26
EN	2	2	6	3	1	0	2	1	1	2	8	1	29
LIB	0	1	5	0	0	0	1	0	2	1	2	0	12
NU	0	2	1	0	0	1	0	0	1	1	8	5	19
OTHER	0	1	5	4	3	2	1	0	1	1	4	3	25
TE	2	2	0	0	0	1	2	0	0	1	4	1	13
US	2	18	8	3	1	1	0	7	7	8	12	2	69
NC A&T	14	38	37	19	14	12	22	26	21	26	73	17	319
NON-NC A&T	0	0	0	10	7	0	0	0	2	0	40	0	59
Totals	14	38	37	29	21	12	22	26	23	26	113	17	378

ADMIN: Administrators	LIB: Library Staff
AG: School of Agriculture and Environmental Science	NU: School of Nursing
AS: College of Arts and Science	OTHER: CAE, Staff, etc.
BE: School of Business and Economics	TE: School of Technology
ED: School of Education	US: University Studies
EN: College of Engineering	

Average Attendees per event (without Summer Teaching Institute): 24

Non-NC A&T Institutions (Attendees): Bennett College (1), Greensboro College (2), Guilford Technical Community College (29), UNCG (27)

Table 3
New Faculty Lunch Series Schedule 2008-2009

Date	Topic
Tuesday August 26	Helping Students Succeed <i>Student retention is a critical issue; we need to determine how we can help our students learn, persist, and graduate. Get some insights on retention strategies that can help our students succeed. [304 Dowdy Building]</i>
Tuesday September 9	Getting to know your Campus and Community <i>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! [Luther Street Parking Lot, NC A&T – just off Benbow Road across from Webb Hall]</i>
Tuesday September 23	Research – Getting your Ideas Funded <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. [410 Fort IRC]</i>
Tuesday October 14	Getting to know NC A&T Library Services <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. [Bluford Library, Second Floor Conference Room]</i>
Thursday October 30	Improving your Teaching Effectiveness and Student Learning <i>Find out how to make your teaching more effective through the use of classroom assessment techniques. Discover helpful strategies and techniques that can help uncover student misconceptions and misunderstandings – while there is still time to help. We'll cover techniques you can implement in your class immediately. [424-A Dowdy Building]</i>
Tuesday November 11	Succeeding as a Faculty Member – Promotion, Tenure and Annual Review <i>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. [304 Dowdy Building]</i>

**Tuesday
November 25** **Getting Ready for Teaching Next Semester**
Get your spring semester off to a good start by beginning your planning now. How can you increase organization, clarity, and student learning in your course? How can you integrate cooperative learning in your courses, even large ones? How can you use technology effectively in your course to improve student learning? Come find out at this informative session! [424-A Dowdy Building]

***** Semester Break *****

**Tuesday
January 13** **What do we know about Student Learning at A&T?**
In 2007-2008 322 of our freshman students completed two rounds of assessments as part of the Wabash National Study of Liberal Arts Education. The results point out areas for improvement and further inquiry. What did our students say and how can we use that information to improve the environment for student learning in our classrooms? [304 Dowdy Building]

**Tuesday
January 27** **Faculty Advising as a Key to Student Success**
Research indicates that effective student advising is critical for student success, yet this is often overlooked. What is the role of faculty members in the advising process and what institutional support is available to support you? How can you make your student advising more effective and efficient? [424-A Dowdy Building]

**Tuesday
February 24** **Inquiry into Student Learning**
What questions do you have about your students' learning and how can these questions be used to guide classroom inquiry, promote innovative teaching, and improve student learning? Come find out how you can use your classroom to build knowledge about your students' learning – and in the process obtain grant funding and publish articles on your activities. [304 Dowdy Building]

**Tuesday
March 10** **SACS Quality Enhancement Plan (QEP)**
North Carolina A&T is currently planning for reaffirmation of reaccreditation through the Southern Association of Colleges and Schools (SACS). Part of the process involves the development of a Quality Enhancement Plan (QEP) that will guide teaching and learning at the university over the next five years. What does this have to do with you? Come find out and provide input into the process. [304 Dowdy Building]

**Tuesday
April 14** **UNC Tomorrow – How does it affect Me?**
NC A&T is currently reassessing its mission statement and strategic plan to be in alignment with the UNC Tomorrow Initiative. Come find out what this means for you – in terms of teaching, research, and service. [304 Dowdy Building]

Table 4
New Faculty Lunch Series Attendance 2008-2009
By School and Event

	26 Aug	9 Sep	23 Sep	14 Oct	30 Oct	11 Nov	25 Nov	13 Jan	27 Jan	24 Feb	10 Mar	14 Apr	Totals	Unique
AG	1	1	2	1	1	2	2	0	0	0	0	1	11	3
AS	3	1	6	6	1	3	1	0	0	0	0	1	22	8
BE	4	3	4	3	3	3	0	1	1	1	1	1	25	6
CAE	1	0	4	3	3	0	5	8	8	0	0	3	35	14
ED	1	1	2	1	1	1	0	1	1	2	1	1	13	3
EN	2	0	2	2	2	2	1	0	0	0	0	0	11	2
NU	0	0	1	0	0	0	0	0	0	0	0	0	1	1
TE	1	1	0	1	2	1	2	0	0	0	0	0	8	2
US	2	1	2	0	2	1	1	2	0	1	0	0	12	4
Totals	15	8	23	17	15	13	12	12	10	4	2	7	138	43

AG: School of Agriculture and Environmental Science
AS: College of Arts and Science
BE: School of Business and Economics
CAE: Center for Academic Excellence
ED: School of Education

EN: College of Engineering
NU: School of Nursing
TE: School of Technology
US: University Studies

Average Attendees per Lunch: 11.5
Number Attending 6 or more New Faculty Lunches: 5 (out of 43)
Number Attending 2 or fewer New Faculty Lunches: 18 (out of 43)

Table 5
Distribution of Faculty Development Grants (Title III Activity), 2008-2009

By School/College	Number of Awards	% of Total Awarded	Amount Awarded	% of Total Awarded	Average Award
Business and Economics	21	25.3%	\$19,155.00	21.7%	\$912.14
Education	18	21.7%	\$19,106.00	21.6%	\$1,061.44
Arts and Sciences	15	18.1%	\$14,853.76	16.8%	\$990.25
School of Technology	15	18.1%	\$17,100.00	19.3%	\$1,140.00
Academic Affairs	6	7.2%	\$8,628.46	9.8%	\$1,438.08
University Studies	4	4.8%	\$2,257.60	2.6%	\$564.40
Engineering	2	2.4%	\$2,894.00	3.3%	\$1,447.00
Agriculture and Environmental Sciences	2	2.4%	\$4,446.00	5.0%	\$2,223.00
Total	83		\$88,440.82		\$1,065.55
By Tenure Status					
Not Tenure Track	9	10.8%	\$7,276.10	8.2%	\$808.46
Non-Tenured, Tenure Track	33	39.8%	\$33,448.96	37.8%	\$1,013.60
Tenured	41	49.4%	\$47,715.76	54.0%	\$1,163.80
Total	83		\$88,440.82		\$1,065.55

Notes:

1. Total Amount Awarded/Total Amount Requested = 72.4%; target percentage of requested funds paid per award = 70%.
2. Total Amount Awarded = 33.9% increase over 2007-2008

Table 6
Additional Faculty Development Allocations, 2008-2009

Additional Title III Faculty Development Funds Allocated

- International Society for the Scholarship of Teaching and Learning Conference, Edmonton, CA: 2 faculty members, \$4,115.32

State Faculty Development Fund (Fund 101099)

- International Travel: 3 faculty members, 4,582.00