Division of Academic Affairs
Academy for Teaching and Learning
Annual Report
June 2, 2008

Letter of Transmittal:

This report summarizes the initiatives and activities of the Academy for Teaching and Learning (ATL) during the period June, 2007 – May, 2008 and outlines ATL goals and objectives for the period June, 2008 through May, 2009.

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Scott Simkins, Director, Academy for Teaching and Learning

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Date

Division of Academic Affairs
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Director
Scott P. Simkins, Ph.D.

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I. EXECUTIVE SUMMARY

A. Introduction

During 2007-2008 ATL activities expanded beyond traditional teaching/learning-related faculty development support (such as teaching/learning workshops and faculty development grants) to include projects: (1) using and generating data to better understand the NCAT learning environment and the learning activities, backgrounds and dispositions of our students (Wabash National Study of Liberal Arts Education and CASTL Institutional Leadership Program); (2) exploring innovative ways to improve student learning outcomes in high-failure-rate courses (Math-Chemistry Faculty Learning Community); (3) bringing together faculty and students to develop measurable student learning outcomes for critical university-wide learning goals (CASTL Institutional Leadership Program); and (4) publicly sharing information about junior faculty concerns and recommendations for improving junior faculty job satisfaction (Junior Faculty Task Force Report dissemination and action). In each case, the ATL played a critical 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

Consistent with the mission of the Academy for Teaching and Learning, the ATL will continue to meet the important needs of faculty in the critical areas of teaching and learning (expanding knowledge, application, and research on scholarship related to student learning and teaching methods derived from that research).

In addition, the ATL will continue to be involved in all aspects of teaching, learning, and professional development, including the assessment of junior faculty job satisfaction and student learning outcomes, development of a comprehensive junior faculty mentoring program, support for curricular/pedagogical innovations aimed at improving retention and graduation rates, design and implementation of policies to make promotion, tenure, and annual review processes more transparent and effective, promotion of innovative instructional technologies, promotion of leadership development for faculty members and administrators, provision of ongoing professional development for department chairs, and support for faculty learning communities linked to university goals and objectives.

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 Academy for Teaching and Learning, North Carolina A&T's teaching and learning center, is to promote continuing faculty development and enhanced student learning through the development of scholarly teaching and the scholarship of teaching and learning.

D. Overview of *Significant* Accomplishments/Outcomes

1. Programs, Initiatives and Activities

   In addition to continuing activities such as: **(1) Year-long New Faculty Orientation Series, (2) Teaching/Learning/Faculty Development Workshops, (3) the annual Summer Teaching Institute, and the (4) Faculty Development Grant Program (Title III)**, the following ATL activities during 2007-2008 merit special recognition.

   Dissemination of Junior Faculty Task Force Report Results/ Recommendations and Implementation of Responses – During 2007-2008 the Junior Faculty Task Force Report and recommendations were disseminated and discussed and initial actions were taken on some of the recommendations.

   Celebrating Teaching and Learning at NCAT Day – Newly designed full-day event celebrating teaching and learning, including (1) a teaching and learning workshop, (2) a luncheon honoring past and current teaching award winners, and (3) a "Making Learning Visible" poster session featuring student and faculty work.

   Faculty Learning Community for High Failure-Rate Courses – Eight faculty members in Chemistry and Mathematics redesigned freshman-level high-failure-rate courses and implemented innovative teaching methods with the aim of reducing the D-F-W rates in these courses during the fall, 2007 and spring, 2008 terms.

   Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program – This program, led by Drs. Karen Hornsby and Scott Simkins, was expanded to include 26 faculty members and students during 2007-2008. CASTL Team members worked on: (1) developing measurable learning outcomes for university-wide student learning expectations and (2) summarizing currently available institutional data on student learning outcomes.

   Wabash National Study of Liberal Arts Education – Nearly half the freshman class (722) completed Wabash assessments in fall, 2007, with 315 of those completing a second round of assessments in spring, 2008. Results from

these assessments will help the institution assess the conditions that promote student learning.

Involvement of Faculty Members in Regional and National Scholarship of Teaching and Learning Activities – This year 25 NCAT faculty members were involved in presentations at the Lilly-Greensboro Conference on College Teaching and 15 faculty members participated in the state-wide NC SoTL Day held at UNC-Greensboro in May, 2008.

2. Research

   ATL Director Scott Simkins was the PI or co-PI on three external grant proposals totaling $1.27 million, has three manuscripts/books in progress, and made thirteen conference presentations during 2007-2008.

3. Interdisciplinary and Inter-institutional Collaborations

   The ATL director works closely with other teaching center directors in the Triad region (UNC-Greensboro, Greensboro College, Elon University) to make as many faculty development activities as possible available to faculty members from all four campuses. This collaboration has extended the reach of individual campus faculty development resources, benefitted NCAT faculty members through access to non-NCAT events, and encouraged cross-institutional dialogue and collaboration.

   In addition, the ATL director worked together with teaching center directors at UNC-Greensboro and Western Carolina University to design and implement a system-wide Scholarship of Teaching and Learning Day conference in May, 2008 as part of a CASTL Institutional Leadership Program (UNC System-Wide SoTL Efforts) project. Approximately 90 people attended, including 15 NCAT faculty members.

   The ATL director submitted a joint proposal with the teaching center director from UNCG for Distance Education Development funds awarded by UNC General Administration. The project, funded at $35,000, is to develop brief hybrid workshops for use in faculty development with teachers of online courses. The workshops will be included as part of the UNC Online initiative.

4. Enrollment

   Not Applicable

5. Students/Scholarships/Fellowships

   Not Applicable

6. Outreach & Engagement

   Not Applicable

E. Goals For Upcoming Year (2008-2009)

1. Greater Visibility for ATL Activities

   Expand promotion of ATL activities through brochures and pamphlets, press releases, updated web page, and articles in order to extend effectiveness of ATL activities.

2. New Strategic Plan for ATL

   As noted above, as the ATL expands into new areas of support and responsibility, a comprehensive strategic plan for the ATL will need to be developed.

3. Continue/expand ATL activities

   Continue to assess value of new and ongoing ATL activities and continue successful activities.

4. Dissemination of Wabash National Study results

   ATL will lead systematic plan to roll out dissemination of assessment results and organize department-level responses.

5. Database of faculty development participation

   Database of faculty development participation in ATL workshops and activities is necessary to efficiently track and report individual and school/college participation in ongoing professional development activities.

II. OVERVIEW OF THE UNIT

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

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.

The ATL has built a substantial faculty knowledge base and promoted innovative teaching methods through a regular series of teaching/learning workshops, the annual Summer Teaching Institute, and individual mentoring in the scholarship of teaching and learning (the latter culminating in the selection of a Carnegie Scholar in 2005).

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.

In 2007-2008 ATL activities expanded further to include not only teaching/learning-related issues and junior faculty professional development, but also assessment of student learning (including work by the NCAT CASTL Institutional Leadership Team and the Wabash National Study of Liberal Arts Education), department chair development, and mentoring programs.

Going forward, it is likely that the ATL's mission will expand in scope to encompass the full range of faculty development, including the areas of teaching and learning, professional development (for faculty and chairs), and leadership.

In addition, the ATL serves as a proactive catalyst for institutional change by initiating new activities and processes that promote ongoing professional development and the improvement of student learning. The ATL, through the mentoring of junior faculty, support for professional development, sponsorship of workshops, and facilitation of discussions on teaching/learning issues, in collaboration with deans and department chairs, will continue to provide faculty and administrators with new tools and strategies needed to broaden and enhance the learning environment at NC A&T State University for both faculty and students.

B. Number of Current Faculty and/or Staff

1. One full-time director – Dr. Scott Simkins
2. One half-time administrative assistant – Ms. Mikosha Gatson

C. Number of New Employees/Faculty/Staff

None

D. Advisory Board Members

The ATL Advisory Board is comprised of ten (10) faculty members representing each school/college, Bluford Library, and the University Awards and Honorary Degrees Committee. The latter representative was added during the 2007-2008 academic year at the request of the chair of 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. 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 from University Awards and Honorary Degrees Committee

The ATL Advisory Board meets periodically to review and assess teaching portfolios submitted for university-level teaching awards; advise the Director on ATL center direction, initiatives, and activities; and disseminate ATL-related information to faculty, staff, and administrators in their respective units.

E. Basic structure – Organizational chart

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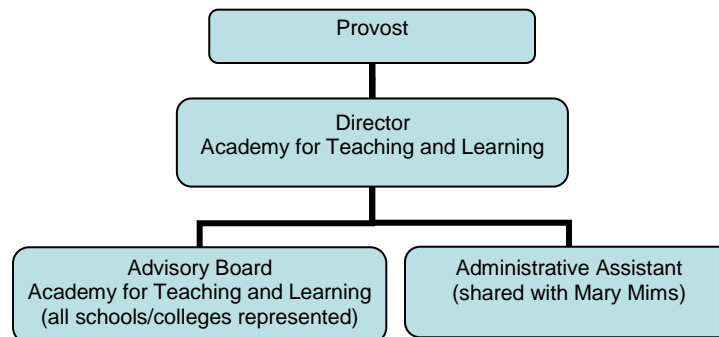
ATL Director – Dr. Scott Simkins has been serving as director since November, 2005. Between January, 2004, when the ATL was reorganized under the Provost, and October, 2005, Dr. Simkins served as interim director of the ATL.

ATL Administrative Assistant – Ms. Mikosha Gatson serves as the half-time Administrative Support Specialist to the director of the ATL. The ATL shares administrative support with Ms. Mary Mims. The Administrative Support Specialist is pursuing a bachelor's degree in Liberal Studies with a concentration in Business Administration. She has attended BANNER Financial, Student BANNER, Travel, and Title III workshops during this fiscal year. In addition, she currently serves as Secretary of the Northern Guilford Middle School (NGMS) Music Boosters, is a member the Northern Guilford School PTSA, and a dedicated parent volunteer at NGMS. She also personally assists several non-related-elderly and home-bound citizens within the community with shopping, bathing, grooming, medical appointments, and household chores on a weekly basis.

Ms. Gatson has consistently been rated "very good" overall in her annual evaluations, quickly and professionally adapting to ongoing changes in institutional processes/practices and an increasing workload. Mikosha has helped the ATL to function smoothly and carry out expanded activities without an expansion of human resources.

III. KEY GOALS (2007-2008)

A. Statement of Goal

Following are the 2007-2008 ATL Goals listed in the 2006-2007 ATL Annual Report (submitted June 3, 2007).

1. Promote Ongoing Successful ATL Activities
2. Expand and Promote North Carolina A&T State University Teaching Showcase
3. Continue Professional Development and Engagement in Teaching/Learning Initiatives
4. CASTL - Develop Rubric and Examples of Learning Outcomes
5. Develop and Implement Department Chair Development Program
6. Continue to Build Liaisons Across the University
7. Extend Faculty Learning Communities Model
8. Implement Monthly "Teaching and Learning Matters" Presentations
9. Develop and Implement Faculty Development Database
10. Develop and Implement ATL Teaching and Learning Blog
11. Promote Development of iTunes U Resources
12. Assess effectiveness of Faculty Development Grant Program

Additional high-priority goals were added during the 2007-2008 academic year to take advantage of new opportunities and/or respond to strategic plans.

1. Disseminate results of Junior Faculty Task Force Report to deans, department chairs, and faculty members
2. Develop/implement responses to Junior Faculty Task Force Report recommendations
3. Undertake year-long assessment of first-year NC A&T undergraduate learning and conditions that affect that learning via participation in longitudinal Wabash National Study of Liberal Arts Education
4. Carry out leadership role on UNC-Tomorrow Response Team
5. Carry out leadership role on SACS Steering Committee

B. Key Indicators of Progress

ATL goals listed above are included in the "goals dashboard" on the following pages, along with a brief explanation, key indicators, and the current status of each goal.

[See tables on following pages]

ATL Goals, Explanations, and Key Indicators
2007-2008

Goals	Explanation	Key Indicators	Some/All Obj. Met	Initiated/ Ongoing	Moved to 2008-09	Under Review
1. Junior Faculty Task Force Report dissemination	Roll out Junior Faculty Task Force findings and recommendations to campus community, including deans, chairs, and faculty members	Presentations to deans and chairs, Town Hall meeting with faculty members	X			
2. Respond to Junior Faculty Task Force Report recommendations	Develop/implement responses to Task Force recommendations	New initiatives related to Task Force recommendations	X	X		
3. Wabash National Study of Liberal Arts Education – assessment of NC A&T student learning (fall 2007 freshman).	Opportunity to participate in national longitudinal study providing key information regarding freshman-level learning; also provides information about student dispositions toward learning and conditions that matter for student learning	Implementation of Wabash assessments and review of results	X	X		
4. UNC-Tomorrow Response Team leadership	Workgroup leader and Response Team member	Development of UNC Tomorrow priorities and recommendations	X	X		
5. SACS Steering Committee leadership	SACS Steering Committee member; sub-committee leader	Development of relevant SACS compliance report sections	X	X		
6. Promote ongoing ATL activities	Focus on programs aimed at improving knowledge of scholarly teaching, new faculty job satisfaction and student retention and graduation rates	Increased attendance at ATL workshops; public sharing of teaching/learning innovations; participation in faculty learning community	X	X		

#	Objective	Activities	Measures				
7.	Redesign NCAT Teaching Showcase	Redesign Teaching Showcase to include workshops, presentations by NC A&T faculty members on innovative teaching/learning activities, and a luncheon honoring the current teaching award winners	Implementation of event	X	X		
8.	Continue ATL director professional development	Participation in high-quality professional conferences related to teaching/learning and faculty development and development of funded research	Presentations and participation in teaching/learning related conferences, workshops, and meetings; grant proposals	X	X		
9.	Initiate CASTL activities with NCAT faculty/students	Expand NCAT CASTL Institutional Leadership team to include more faculty members and students; begin work on developing rubrics/examples of student work for university-wide expected learning outcomes and review of current data on student learning environment at NCAT	Development of rubrics and examples of artifacts; sharing with departments; development of written report on NCAT learning environment	X	X		
10.	Develop/implement department chair development program	Work with the Provost to develop and implement department chair development program focused on effective leadership, administrative efficiency, curricular excellence, and ongoing faculty development	New programs developed/implemented		X	X	
11.	Collaborate with groups across the University (Fac. Senate)	Initiate ties with NCAT Faculty Senate; expand work with departments on curricular, assessment, and pedagogical issues	Formation of Faculty Senate workgroup/committee; new department-level projects		X	X	

Goal	Strategy	Measure				
12. Develop/implement faculty development database	Develop database to track and report faculty participation in faculty development and SoTL activities	Functional database with capability to report participation in faculty development activities to faculty members each year			X	
13. Develop/implement ATL Teaching and Learning weblog	Implement web-based ATL Blog to facilitate/encourage two-way discussion of teaching/learning ideas; complement to ATL listserv	Implementation of blog; participation by faculty members in online blog discussions			X	
14. Extend faculty learning communities model	Use model of the High Failure-Rate Courses Faculty Learning Community to expand to other groups (e.g. junior faculty)	At least one additional faculty learning community developed and implemented			X	X
15. Implement monthly "Teaching and Learning Matters" series	Provide additional opportunities for faculty sharing of effective teaching practices	Implementation of program and attendance at sessions			X	X
16. Development of iTunes U	Produce and manage digital content to reside on the iTunes U site.	Development of content for iTunesU site			X	X
17. Assess effectiveness of Faculty Development Grant program	Assess effectiveness of ATL Faculty Development Grant program	Survey to faculty on how Faculty Development Grant participation has influenced course design, teaching pedagogy, and student learning			X	X

Summary

The list of ATL goals above includes a number that were not listed in 2006-2007 ATL Annual Report, reflecting new opportunities and responsibilities. Similar to last year, the ATL responded to these changes by shifting focus to some new activities and deferring progress on others. The ATL will continue to assess and prioritize deferred goals in light of new institutional goals and objectives, acting on these goals in a systematic manner.

C. Outcomes/Results of Goals

1. Junior Faculty Task Force Report dissemination

   - Junior Faculty Task Force Report Completed – June, 2007
   - Administrative Council Meeting – September, 2007
   - Chairs' Meeting – October, 2007
   - Town Hall Meeting – December, 2007

2. Respond to Junior Faculty Task Force Report recommendations [see Table 6 in the Data Appendix]

   The recommendations are organized into four main categories, with multiple recommendations under each category: (1) professional support for junior faculty members; (2) tenure and promotion/annual review process; (3) teaching, service, and workload balance; and (4) overall academic/administrative environment. The recommendations are listed in Table 6 in the Data Appendix, along with progress on responses to these recommendations. At this point, a number of actions have been taken in response to these recommendations:

   a. **Junior Faculty Teaching Excellence Award** – This award was inaugurated in spring, 2008. Two junior faculty teaching excellence awards ($7,500) were awarded in March, 2008. The awardees are:

      - Dr. Stephanie Luster-Teasley, College of Engineering
      - Dr. Kenrett Jefferson-Moore, School of Agriculture and Environmental Science.

   b. **Faculty Development Research Grants** (course-release and summer pay) – Each dean is provided $15,000 annually to distribute among junior faculty members to support research and scholarly activity. Faculty members are selected by competitive proposal process within each school/college and are expected to produce a manuscript, research proposal, or other scholarly work at conclusion of grant period.

   c. **NSF PAID Proposal** – This is a collaborative grant proposal with Georgia Tech University that would provide additional release time for junior faculty women in STEM disciplines in addition to a series of professional development workshops. See section IV.B.1 for additional information.

   d. **Mentoring Workshops for Senior Faculty/Administrators and Junior Faculty Members** – Dr. Carol Mullen led two separate workshops on successful mentoring program structures for senior faculty/administrators and junior faculty members in May, 2008.

In addition, planning has begun on a number of other responses, including the development of a comprehensive mentoring program, expanded junior faculty development opportunities, new faculty hiring packages, department chair professional development, upgrades of classroom technology, and expanded support for students with under-prepared academic skills coming into college.

3. Wabash National Study of Liberal Arts Education – assessment of NC A&T student learning (fall 2007 freshman).

   Drs. Karen Hornsby and Scott Simkins are leading NCAT's participation in this national longitudinal study, which assesses student learning in a variety of areas (critical thinking, writing, moral reasoning) and seeks to better understand the conditions that matter for promoting student learning. In fall, 2007, 720 freshman students completed all Wabash assessments; in spring, 2008, 315 of these students completed a second set of Wabash assessments. Value-added analysis is being completed in summer, 2008, with results to follow in fall, 2008. The Wabash Team (+ two Teagle Scholars) visited in April, 2008 to share results of the fall, 2007 Wabash assessment at NCAT.

4. UNC-Tomorrow Response Team leadership

   Chair of the Changes in Internal Policies and Processes Workgroup and member of the UNC Tomorrow Response Team responsible for drafting comprehensive NCAT UNC Tomorrow Response. Work will continue through December, 2008.

5. SACS Steering Committee leadership

   Chair of the SACS Subcommittee on Mission, Governance, and Administration and member of the SACS Steering Committee. Responsible for drafting compliance certification responses for a number of SACS Principles. There are five members on this subcommittee. Work will continue throughout the 2008-2009 academic year.

6. Promote successful ATL activities

   a. **Faculty Development Grant Program** (Title III Funds) [See Tables 4 and 5 in the Data Appendix]

      ATL Faculty Development Grant award activity for 2006-2007 is summarized in Table 4 in the Data Appendix. A total of $66,056 was awarded to support 62 awards for travel to conferences and meetings with the aim of increasing professional knowledge and teaching skills.

The College of Arts and Sciences received just under one-third of the Faculty Development Grant funds awarded, with the School of Education following close behind. The average award was $1065.43, 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.

Additional funds ($28,315) were used to support: (1) library staff professional development, (2) faculty participation in the Lilly-Greensboro Conference on College Teaching and the NCSU Undergraduate Assessment Conference (for presenters only), (3) honoraria and travel expenses for external workshop presenters, and (4) CASTL Institutional Leadership Group travel. See Table 5 in the Data Appendix for details.

A small State fund supported international travel for four faculty members ($7,956)

b. **New Faculty Orientation Series (Opening Day Breakfast/Welcome and New Faculty Lunch Series** [see Tables 1 and 1a in Data Appendix]

Over 50 new faculty members participated in the August, 2007 Opening Day New Faculty Orientation Kickoff/Breakfast

Twelve New Faculty Lunch Series sessions were held during 2007-2008, covering a broad array of topics related to new faculty issues. Average attendance per session was approximately 14, but session attendance ranged from 5 to 25. The sessions were attended by 57 unique faculty members, with 6 attending six or more of the sessions and 29 attending two or fewer. See Tables 1 and 1a in the Data Appendix for the full schedule, including dates, topics, and attendance figures.

c. **Faculty Development Workshops and Summer Teaching Institute** [see Tables 2 and 3 in Data Appendix]

The ATL sponsored 13 teaching/learning workshops during 2007-2008, seven of which were led by regional/national experts on their topic. A full list of workshop topics, dates, and presenters is provided in Tables 2 and 3 in the Data Appendix. Attendance ranged from 5 to 28, with an average attendance of 14 per workshop. The 5th Annual Summer Teaching Institute attracted approximately 100 attendees, about a third from institutions beyond NCAT.

In addition, Scott Simkins led two-day workshop for University Studies Faculty and a half-day Graduate Teaching Assistant Workshop in August, 2007.

7. Redesign NCAT Teaching Showcase

The ATL designed and led a **"Celebrating Teaching and Learning at A&T" Day** on March 31. The day included a teaching/learning workshop, a luncheon attended by approximately 45 people honoring past and current teaching award winners, including the new Junior Faculty Teaching Excellence Award, and a Teaching Showcase poster session that attracted eighteen posters by students and faculty members illustrating student learning activities that were carried out in classes. Interviews of poster presenters were videotaped and will be made available on YouTube.com.

8. Continue ATL director professional development

See the summary of activities in section IV.B. The director was the PI or co-PI on three external grant proposals totaling $1.27 million, has three manuscripts/books in progress, and made thirteen conference presentations during 2007-2008.

9. Initiate CASTL activities with NCAT faculty/students

Drs. Karen Hornsby and Scott Simkins are directing the **NCAT CASTL Institutional Leadership Program** team, which is made up of 26 faculty members and students. The team is split into two groups, one working on developing rubrics and sample student artifacts for the seventeen NCAT expected learning outcomes passed by the Faculty Senate in 2004 as part of the general education review/reform process, and the other working on a summary of currently available data on the student learning environment at NCAT, including previous NSSE and sophomore/senior surveys, the Collegiate Learning Assessment, and the Wabash National Study of Liberal Arts Education. A summary report will be completed in June, 2008.

10. Develop/implement department chair development program

This is still in the planning process, with initial department chair meetings held once per semester in 2007-2008 (directed by Lea Williams) and continued discussion with Provost on future program plans.

11. Collaborate with groups across the University (esp. Fac. Senate)

I spoke with Faculty Senate President Linda Callahan at the start of the 2007-2008 academic year about forming a Faculty Senate Committee on Student

Learning but there was no action taken on this. In April, 2008 I spoke with Faculty Senate Vice-President Craig Rhodes about the same topic. To be taken up again in fall, 2008.

12. Develop/implement faculty development database

   Deferred to summer, 2008

13. Develop/implement ATL Teaching and Learning weblog

   Deferred to summer, 2008

14. Extend faculty learning communities model

   Goal for 2008-2009 year; develop faculty learning community for junior faculty on cooperative learning and classroom assessment techniques.

15. Implement monthly "Teaching and Learning Matters" series

   Possible implementation in 2008-2009 school year.

16. Development of iTunes U

   iTunesU site available but not developed; transfer to DoIT to manage, oversee, and publicize.

17. Assess effectiveness of Faculty Development Grant program

   Assess impact of Faculty Development Program on curricular/course redesign and/or pedagogy innovations via faculty survey to past Faculty Development Awardees during 2008-2009 academic year.

D. Data Summary and Productivity Measures

The Data Appendix includes the following information:

ATL Goals, Explanations, Key Indicators, and Progress Toward Goals
Table 1:   New Faculty Lunch Series Attendance by School/College and Event
Table 1a: New Faculty Lunch Series Topics and Dates
Table 2:   ATL Workshop Attendance by School/College and Event
Table 3:   ATL Workshops Topics, Dates, and Presenters
Table 4:   Distribution of Faculty Development Grants by School/College
Table 5:   Additional Faculty Development Allocations
Table 6:   Junior Faculty Task Force Recommendations and Responses

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

ATL Fellows Program that would provide release time for two faculty members per year to undertake Scholarship of Teaching and Learning projects and help lead/oversee ATL activities (e.g. brown bag lunch series, workshop presentations, faculty learning communities, etc.) was included in 2007-2012 Title III proposal from ATL director but was not included in final NCAT Title III proposal sent to U.S. Department of Education.

IV. MOST SIGNIFICANT ACCOMPLISHMENTS

A. Learning

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

a. In consultation with Asst. Vice Chancellor for DoIT, promote addition of new suite of tools (blog, wiki, journal) tools to Blackboard course management system. Led ATL webinar session introducing these tools in May, 2008. To be installed and made available to faculty members in summer, 2008

b. Provide input to Asst. Vice Chancellor for DoIT on "Faculty Instructional Technology Sandbox," where faculty members can experiment with new technology to be used in teaching.

c. Through UNC TLTC initiative, introduce open-source alternatives to Blackboard (Moodle) with small group of NCAT faculty; follow-up in summer/fall 2008.

2. through 7.

Not Applicable

8. ATL Activities Promoting Learning (Added Category)

ATL activities are outlined in the Executive Summary and in Section III.B and III.C. The most significant accomplishments during 2007-2008 include:

Dissemination of Junior Faculty Task Force Report Results/ Recommendations and Implementation of Responses – During 2007-2008 the Junior Faculty Task Force Report and recommendations were disseminated and discussed and initial actions were taken on some of the recommendations. The ATL played an important role in this process, (1) developing criteria for, disseminating information about, and implementing a new Junior Faculty

Teaching Excellence award; (2) providing input to the Provost on programs for research grant support and departmental chair professional development; and (3) serving as the primary disseminator of information to deans, chairs, and faculty members.

Celebrating Teaching and Learning at NCAT Day – Designed as a full-day event celebrating teaching and learning, this event included (1) a teaching and learning workshop, (2) a luncheon honoring past and current teaching award winners, and (3) a "Making Learning Visible" poster session featuring student and faculty work.

Faculty Learning Community for High Failure-Rate Courses – Eight faculty members in Chemistry and Mathematics redesigned freshman-level high-failure-rate courses and implemented innovative teaching methods with the aim of reducing the D-F-W rates in these courses during the fall, 2007 and spring, 2008 terms. Lessons from this group may provide advice for other high-failure-rate courses across campus. The full report from this group is due in mid-June, 2008.

Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program – This program, led by Drs. Karen Hornsby and Scott Simkins, was expanded to include 26 faculty members and students during 2007-2008. The team was split into two groups, with the following tasks: (1) developing measurable learning outcomes for each of the 17 NCAT Expected Learning Outcomes approved by the NCAT Faculty Senate in 2004; and (2) summarizing currently available institutional data on student learning outcomes in a comprehensive report to be made available to the campus community.

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.

Wabash National Study of Liberal Arts Education – Providing a tremendous opportunity to gain deep understanding of NCAT student learning and the conditions that promote that learning, we are one of 26 institutions nationwide participating in this longitudinal study.

Involvement of Faculty Members in Regional and National Scholarship of Teaching and Learning Activities – This year 25 NCAT faculty members were involved in presentations at the Lilly-Greensboro Conference on College Teaching and 15 faculty members participated in the state-wide NC SoTL Day held at UNC-Greensboro in May, 2008.

   B. Discovery

1. **New Research Awards/Proposals**

   Grant Proposals

   ATL director (Simkins) was the PI or co-PI on $1.27 million in proposed grant projects during 2007-2008. The proposals and current status are listed below.

   a.   **National Science Foundation – Division of Human Resource Development, Partnerships for Adaptation, Implement and Dissemination (PAID)**
   Proposal Number: 0820064
   Proposal Title: *Collaborative Research: Research, Practice, and Policy-A Partnership of Georgia Institute of Technology and North Carolina Agricultural and Technical State University*
   Principal Investigator: Janice Brewington
   Co-PI: Scott Simkins
   Amount: $274,554
   Status: Under Review
   Focus: Provide faculty development (workshops, release time, simulations) for women in STEM disciplines.

   b.   **National Science Foundation – Division of Undergraduate Education, Course, Curriculum and Laboratory Improvement Program: Phase 2 (Expansion Project)**
   Proposal Number: 0817382
   Proposal Title: *Developing an Economics Pedagogic Portal*
   Principal Investigator: Scott Simkins
   Co-PI(s): KimMarie McGoldrick (Univ. of Richmond), Mark Maier (Glendale Community College), Cathryn Manduca (Carleton College)
   Amount: $497,953
   Status: Under Review
   Focus: Develop and disseminate online pedagogic modules for economics instructors; building on previous two NSF grants adapting STEM-discipline pedagogic innovations for economics instruction

   c.   **National Science Foundation – HBCU Undergraduate Program**
   Proposal Number: 0811367
   Proposal Title: *Analyzing the Effects of Supplemental Instruction on Freshman Mathematics Courses*
   Principal Investigator: Kathy Cousins-Cooper
   Co-PI(s): Katrina Staley, Barbara Tankersley, Scott Simkins
   Amount: $496,832
   Status: Declined
   Focus: Develop and implement supplemental instruction for early-year students in math courses.

Grant Participation (NCAT Subcontract)

a. Funded Project: CAT – Critical Thinking Assessment/Dissemination
    Project
    Funded Organization: Tennessee Tech University
    Funding Agency: National Science Foundation
    NCAT Subcontract: $2000 to be used for faculty scoring of CAT
    instrument (faculty development) – NCAT Contact: Simkins
    Focus: Dissemination of CAT Critical Thinking Test developed at
    Tennessee Tech (CAT assessment will be administered to 100 NCAT
    undergraduates) and scoring of results locally by faculty members

b. Funded Project: Distance Education Grants
    Funded Organization: UNC-Greensboro (Simkins: Co-PI)
    Funding Agency: UNC General Administration
    NCAT Subcontract: $4000 to be used to develop brief hybrid workshops
    for distance education courses during summer and fall, 2008

2. **Scholarly Productivity**

Working Papers/Books/Works in Progress

a. Scott Simkins and Mark Maier, *Learning from Physics Education
    Research: Lessons for Economics Education*, In progress (to be submitted
    to Social Science Research Network, June 2008)
b. Scott Simkins and Mark Maier (editors), *Just-in-Time Teaching Across the
    Disciplines, Across the Academy*, Stylus Publishers and National
    Teaching and Learning Forum, forthcoming (2009)
c. Scott Simkins, Mark Maier, and KimMarie McGoldrick, *Cooperative
    Learning in Economics*, in Barbara Millis (editor), *Cooperative Learning
    in Higher Education*, Stylus Publishing and National Teaching and
    Learning Forum, forthcoming (2009)

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 13 professional conference
presentations during 2007-2008, listed below:

a. Presenter, *Adapting Pedagogies Across Disciplines – What is the Potential,
    What are the Limitations?,* International Society for the Scholarship of
    Teaching and Learning (IS-SOTL) 2007 Annual Conference, Sydney,
    Australia (July, 2007)

b. Invited Workshop Leader, *Getting Past "Who Read the Assignment?" by Using Just-in-Time Teaching (JiTT),* North Carolina Association of CPAs Accounting Education Forum, Chapel Hill, NC (October, 2007)

c. Presenter, *Adapting Pedagogies and Educational Research Methods Across Disciplines – What is the Potential, What are the Limitations?* Physics Education Research Group Seminar, University of Colorado at Boulder (October, 2007)

d. Featured Presenter, *Learning: The Missing Link in Teaching and Learning With Technology (TLT)?*, 2007 Annual Lilly Conference on College Teaching, Miami University (Ohio) (November, 2007)

e. Featured Presenter, *Learning: The Missing Link in Teaching and Learning With Technology (TLT)*?, 2008 Lilly Conference on College and University Teaching at Greensboro, Greensboro, NC (February, 2008)

f. Co-Presenter (with Ray Purdom, UNC-Greensboro), *Building a UNC System-Wide Foundation for the Scholarship of Teaching and Learning,* 2008 Lilly Conference on College and University Teaching at Greensboro, Greensboro, NC (February, 2008)

g. Invited Plenary Speaker (*SoTL – It's All About Learning*) and Workshop Facilitator, Western Carolina University Scholarship of Teaching and Learning (SoTL) Retreat, Nantahala Village Resort and Spa (February, 2008)

h. Co-Presenter (with Ray Purdom, UNC-Greensboro), *Building a Foundation for the Scholarship of Teaching and Learning*, University of North Carolina Teaching and Learning with Technology Conference, Raleigh, NC (March, 2008)

i. Co-Presenter (with Ray Purdom, UNC-Greensboro), *Help for the Faculty Development Crisis: Five-Minute e-Clips and Online Workshops*, University of North Carolina Teaching and Learning with Technology Conference, Raleigh, NC (March, 2008)

j. Invited Plenary Speaker, Canisius College Digital Day, *Learning: The Missing Link in Teaching and Learning With Technology (TLT)?*, Canisius College (Buffalo, NY), (April, 2008)

k. Roundtable Discussion Leader (with Karen Hornsby and Dianne Williams, NCAT), *Engaging Faculty in Assessing Student Learning*, NC State Undergraduate Assessment Conference, Cary, NC (April, 2008)

l. Co-Presenter (with Drew Clark, Auburn University), *The CLA Longitudinal Study After Two Years: Preliminary Findings and Implications*, NC State Undergraduate Assessment Conference, Cary, NC (April, 2008)

m. Co-Organizer and Presenter, *SoTL – It's All About Learning*, North Carolina SoTL Day, CASTL Institutional Leadership Program (System-wide SoTL Efforts), UNC-Greensboro (May, 2008)

3. **Professional Growth and Development – Faculty and Staff**

   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 attended during 2007-2008 include:

   a. American Association of Physics Teachers (AAPT) Annual Meeting, Greensboro, NC, August, 2007
   b. (Invited) American Economic Association Commission on Economic Education/Teagle Foundation Economic Education Conference, University of Richmond, October, 2007
   c. Collegiate Learning Assessment/Lumina Foundation Working Conference, Ohio State University, October, 2007
   d. Southern Association of Colleges and Schools/Commission on Colleges 2007 Annual Meeting, New Orleans, LA, December, 2007
   e. Allied Social Science Association/American Economics Association 2008 Annual Meeting, New Orleans, LA, January, 2008
   f. EDUCAUSE Learning Initiative 2008 Conference, San Antonio, TX, January, 2008

C. **Engagement**

   1. **Outreach and Access Activities**

      Not Applicable

   2. **New Collaborations/Partnerships**

      External Collaborations

      a. NC Scholarship of Teaching and Learning Day – May 30, 2008

         CASTL Institutional Leadership Team (System-wide SoTL Efforts) event organized by Scott Simkins, Ray Purdom (UNC-Greensboro), and Anna McFadden (Western Carolina University) to promote the scholarship of teaching and learning across the UNC system. Simkins and Purdom are part of original group submitting application on behalf of UNC system to Carnegie Foundation for participation in the CASTL Institutional Leadership Program (other members: Univ. of Wisconsin system, CUNY system, Univ. of Colorado system, Miami-Dade Community College system)

More than 80 faculty members, including 15 from NCAT, participated in this event, held at UNC-Greensboro.

b. Triad-area Teaching Center Directors

Teaching center directors from NCAT (Simkins), UNC-Greensboro (Ray Purdom), Elon University (Peter Felten), and Greensboro College (Ann Walter-Fromson) share faculty development resources. Faculty members from each institution are invited to participate in workshops at each institution. NCAT faculty members have benefitted from attendance at workshops at each of the institutions during 2007-2008.

c. UNC GA Distance Education Grants (Summer, 2008)

Scott Simkins, Ray Purdom (UNC-Greensboro), and Jane Harris (UNC-Greensboro) submitted joint proposal to UNC General Administration to develop brief hybrid workshops for distance education teachers. The project was funded ($35,000). The online workshops will be available to all faculty members across the UNC system.

Internal (within NCAT) Collaborations

a. ATL/University Studies

The ATL has worked closely with University studies during the past two years to: (1) conduct beginning-of-year teaching workshops for University Studies faculty members, (2) conduct assessments of student learning (Wabash National Study of Liberal Arts Education) that can be used to support University Studies curriculum, (3) mediate discussion between STEM faculty and Analytical Reasoning faculty regarding course goals and activities, (4) purchase starter library ($1000) of teaching and learning-related books for use among University Studies faculty members and (5) purchase FLIP video cameras ($300) for use by University Studies faculty members.

b. ATL/SACS Steering Committee

ATL initiatives (Wabash National Study of Liberal Arts Education, Collegiate Learning Assessment and Collegiate Learning Assessment) will provide valuable assessment data for SACS Compliance Certification.

c. ATL/ Office of Institutional Planning, Assessment and Research

ATL-led Wabash National Study of Liberal Arts Education includes National Study of Student Engagement, increasing pool of NCAT students with NSSE results by 315.

d.   ATL/ Dept. of Economics and Transportation/Logistics

ATL worked with Dept. of Economics and Transportation/Logistics during 2007-2008 to plan student Focus Group sessions aimed at reducing D-F-W rate in introductory statistics courses.

3. Student Activities – Organized Student Activities and Groups: sophomore/senior survey results

Not Applicable

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

Not Applicable

D. Retention

1. **ATL-led Math/Chemistry Faculty Learning Community** project during 2007-2008 focused on reducing D-F-W rate in freshman-level chemistry and mathematics courses. Eight faculty members representing four courses implemented course redesign projects and pedagogical innovations and assessed outcomes during the fall, 2007 and spring, 2008 semesters. Fall, 2007 changes had small impact on student learning; final report from group is due in mid-June, 2008. Funded by Lea Williams, Associate Vice Chancellor for Academic Affairs/Institutional Planning Assessment and Research with Focused Growth funds from UNC General Administration.

V. GOALS FOR UPCOMING YEAR 2008-2009

A. Goals and Key Indicators of Progress

A number of 2007-2008 goals listed in section III.B were deferred to 2008-2009 in light of new opportunities and responsibilities acted upon during 2007-2008. Below are a set of key ATL goals (indicators of progress) for 2008-2009.

1. Greater Visibility for ATL Activities

The ATL has been in existence for four and half years and has "touched" many faculty members through workshops, targeted course development, teaching awards, grant proposals, participation in national organizations and studies, support for ongoing professional development, and individual consultations. Yet, ATL efforts often remain in the background due to lack of public relations and advertising, reducing the potential impact of the organization. Additional effort should be exerted on making the ATL more "public" in 2008-2009.

Indicators of progress: brochures and pamphlets, press releases, updated web page, articles in Aggie Update and A&T Today on ATL activities such as Wabash National Study and CASTL Institutional Leadership Program.

2. New Strategic Plan for ATL

   As noted in the "Vision Statement" in the Executive Summary, "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."

   Indicators of Progress: 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. Continue/expand ATL activities

   Continue to assess value of new and ongoing ATL activities and continue successful activities such as New Faculty Lunch Series, Faculty Development Grant Program, Celebrating Teaching and Learning Day, and Summer Teaching Institute.

4. Dissemination of Wabash National Study results

   Results from NCAT Wabash National Study of Liberal Arts Education assessments in fall, 2007 and spring, 2008 will be available in September, 2008. We have scheduled a visit for the Wabash team in late September, accompanied by a public presentation/workshop. Action items will include responses by departments to Wabash results, with public dissemination to university community in late fall, 2008.

   Indicators of Progress: systematic dissemination of Wabash assessment results followed by departmental action items in response to results

5. Database of faculty development participation

   Developing a database of faculty development participation in workshops and activities led by the ATL would allow faculty members to obtain summary reports of faculty development activities for their annual reports and tenure/promotion dossiers. The database would also permit systematic tracking of school/college participation in ongoing professional development activities.

VI. APPENDICES – Supporting Data (*Use tables where appropriate)*

A. – C.

Not Applicable

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 –
c. Referee: *Journal of Economic Education, International Review of Economic Education, Journal of Excellence in College Teaching*
d. Board Representative and Vice-Chair (2007-2008), University of North Carolina Teaching and Learning with Technology Collaborative (UNC TLTC), 2004 – present [Leadership Activities: Finance Committee, Professional Development Portal Committee]
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 Response Team (Workgroup Chair, Changes in Internal Policies and Processes)
b. SACS Steering Committee (Chair, Committee for Mission, Governance, and Administration) (Spring, 2007 –)
c. Search Committee, Assoc. Vice-Chancellor for Div. of Information Technology (Spring, 2008)
d. Junior Faculty Task Force (Chair) (Spring, 2007 –)
e. New Classroom Building Committee (Spring, 2007 –)
f. University-Wide Retention Committee (High Failure Rate Courses Subcommittee) (Spring, 2007 –)
g. Administrative Council (formerly Dean's Council), Spring 2004 – 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 (Added Section)

See tables on following pages.

ATL Goals, Explanations, and Key Indicators
2007-2008

	Goals	Explanation	Key Indicators	Some/All Obj. Met	Initiated/ Ongoing	Moved to 2008-09	Under Review
1.	Junior Faculty Task Force Report dissemination	Roll out Junior Faculty Task Force findings and recommendations to campus community, including deans, chairs, and faculty members	Presentations to deans and chairs, Town Hall meeting with faculty members	X			
2.	Respond to Junior Faculty Task Force Report recommendations	Develop/implement responses to Task Force recommendations	New initiatives related to Task Force recommendations	X	X		
3.	Wabash National Study of Liberal Arts Education – assessment of NC A&T student learning (fall 2007 freshman).	Opportunity to participate in national longitudinal study providing key information regarding freshman-level learning; also provides information about student dispositions toward learning and conditions that matter for student learning	Implementation of Wabash assessments and review of results	X	X		
4.	UNC-Tomorrow Response Team leadership	Workgroup leader and Response Team member	Development of UNC Tomorrow priorities and recommendations	X	X		
5.	SACS Steering Committee leadership	SACS Steering Committee member; sub-committee leader	Development of relevant SACS compliance report sections	X	X		
6.	Promote ongoing ATL activities	Focus on programs aimed at improving knowledge of scholarly teaching, new faculty job satisfaction and student retention and graduation rates	Increased attendance at ATL workshops; public sharing of teaching/learning innovations; participation in faculty learning community	X	X		
7.	Redesign NCAT Teaching Showcase	Redesign Teaching Showcase to include workshops, presentations by NC A&T faculty members on innovative teaching/learning activities, and a	Implementation of event	X	X		

#	Objective	Strategy	Outcome/Evidence				
		luncheon honoring the current teaching award winners					
8.	Continue ATL director professional development	Participation in high-quality professional conferences related to teaching/learning and faculty development and development of funded research	Presentations and participation in teaching/learning related conferences, workshops, and meetings; grant proposals	X	X		
9.	Initiate CASTL activities with NCAT faculty/students	Expand NCAT CASTL Institutional Leadership team to include more faculty members and students; begin work on developing rubrics/examples of student work for university-wide expected learning outcomes and review of current data on student learning environment at NCAT	Development of rubrics and examples of artifacts; sharing with departments; development of written report on NCAT learning environment	X	X		
10.	Develop/implement department chair development program	Work with the Provost to develop and implement department chair development program focused on effective leadership, administrative efficiency, curricular excellence, and ongoing faculty development	New programs developed/implemented		X	X	
11.	Collaborate with groups across the University (Fac. Senate)	Initiate ties with NCAT Faculty Senate; expand work with departments on curricular, assessment, and pedagogical issues	Formation of Faculty Senate workgroup/committee; new department-level projects		X	X	
12.	Develop/implement faculty development database	Develop database to track and report faculty participation in faculty development and SoTL activities	Functional database with capability to report participation in faculty development activities to faculty members each year			X	
13.	Develop/implement ATL Teaching and Learning weblog	Implement web-based ATL Blog to facilitate/encourage two-way discussion of teaching/learning ideas; complement to ATL listserv	Implementation of blog; participation by faculty members in online blog discussions			X	
14.	Extend faculty learning communities model	Use model of the High Failure-Rate Courses Faculty Learning Community to expand to other groups (e.g. junior faculty)	At least one additional faculty learning community developed and implemented			X	X

15. Implement monthly "Teaching and Learning Matters" series	Provide additional opportunities for faculty sharing of effective teaching practices	Implementation of program and attendance at sessions			X	X
16. Development of iTunes U	Produce and manage digital content to reside on the iTunes U site.	Development of content for iTunesU site			X	X
17. Assess effectiveness of Faculty Development Grant program	Assess effectiveness of ATL Faculty Development Grant program	Survey to faculty on how Faculty Development Grant participation has influenced course design, teaching pedagogy, and student learning			X	X

Table 1
New Faculty Lunch Series Attendance 2007-2008
By School and Event

	Aug 23	Sept 11	Sept 20	Sept 27	Oct 11	Oct 23	Nov 13	Nov 29	Jan 10	Feb 7	Feb 19	Apr 11	Total	Unique
AG	3	7	7	5	2	2	2		3	2		4	**37**	9
AS	4	7	5	5	3	4	7	2	1	1			**39**	13
BE		2	1	1		1	1		1	1			**8**	4
ED	4	4	3	2		1	2	1	1	1	1	1	**21**	5
EN	2	1	2	1			1		1				**8**	3
NU	1	1		2	1			1	1	2	3	2	**14**	6
TE			2	1			3	1	1	2	2	1	**13**	5
US	3	5	4	2		2	5			4			**25**	11
OTHER			1										**1**	1
TOTAL	**17**	**27**	**25**	**19**	**6**	**10**	**21**	**5**	**9**	**13**	**6**	**8**	**166**	**57**

AG: School of Agriculture and Environmental Science   NU: School of Nursing
AS: College of Arts and Science   TE: School of Technology
BE: School of Business and Economics   US: University Studies
ED: School of Education   OTHER: Other Campus Units
EN: College of Engineering

Average Attendees per Lunch: 13.9
Number Attending 6 or more New Faculty Lunches: 6
Number Attending 2 or fewer New Faculty Lunches: 29

Table 1a
New Faculty Lunch Series Schedule, by Date and Topic, 2007-2008

Date	Topic
Thursday, August 23	Getting to know your Campus and Community
Tuesday, September 11	Getting to know NC A&T
Thursday, September 20	Division of Research Orientation
Thursday, September 27	Getting to know NC A&T Library
Thursday, October 11	Getting to know our Administrators
Tuesday, October 23	Helping Students Succeed
Thursday, November 13	Succeeding as a Faculty Member – Promotion, Tenure and Annual Review
Tuesday, November 29	Teaching for Learning
Thursday, January 10	Research – Getting your Ideas Funded
Thursday, February 71	Assessing Student Learning in the Classroom
Tuesday, February 19	Student Learning Outcomes
Thursday, April 24	The Year in Review, the Year Ahead

Table 2
ATL Workshop Attendance 2007-2008
By School and Event

	Oct 18	Oct 25	Oct 30	Nov 8	Nov 13	Nov 27	Feb 28	Feb 28	Mar 31	May 8	May 12	May 14	May 14	Totals	Unique
AG	2	1		4		2	2	1	2		8	6	2	**30**	**19**
AS	5	1	5	3	4		2	4	4		15	9	4	**56**	**35**
BE	1					1		1	2		5	1	5	**16**	**13**
ED	2		1	2		1	2	2	2	1	2	3	2	**20**	**15**
EN	2	1	3			1		1			7	3	6	**24**	**14**
NU	2				1		1	1			14		4	**23**	**16**
TE							2	1	4		3	2	2	**14**	**9**
US	3	2		7	2	3		3	2		8		1	**31**	**19**
LIB										1	1	2	1	**5**	**4**
ADMIN-STAFF			1					1	2	3	10	2		**19**	**14**
NON-NCAT			1		1			2			30			**34**	**33**
TOTAL	**17**	**5**	**11**	**16**	**8**	**8**	**9**	**17**	**18**	**5**	**103**	**28**	**27**	**272**	**191**

AG: School of Agriculture and Environmental Science
AS: College of Arts and Science
BE: School of Business and Economics
ED: School of Education
EN: College of Engineering
NU: School of Nursing

TE: School of Technology
US: University Studies
LIB: Bluford Library
ADMIN-STAFF: Administrators and staff members
Non-NCAT: Attendees from other universities

Average Attendees per event: 20.9
Average Attendees per event (without Summer Teaching Institute): 14.1
Non-NCAT Institutions (Attendees): Greensboro College (4), Guilford Technical Community College (22), UNCG (7)

Table 3
List of ATL Events (Workshops), by Date Topic, and Presenter, 2007-2008

Event Date	Event Title	Presenter, Institution
Oct. 18	Getting Past "How many of you read the Assignment for Today?" – Using Just-in-Time-Teaching (JiTT) to Encourage Student Preparation for Class and Promote Active, Engaged Learning	Scott Simkins, NCAT
Oct. 25	Open Source Learning Management System Pilot: Moodle	Scott Simkins, NCAT
Oct. 30	Promoting Effective Note-Taking by Students	Steven Schulman, Elon University
Nov. 8	Using eReading Rooms to Promote Collaboration and Improve Student Learning	Virgil Renfroe, NCAT
Nov. 13	Transformative Learning in Education	Mary Lewis, NCAT
Nov. 27	Expertiza: Reusable Course Materials Through Peer Review	Ed Gehringer, NC State University
Feb. 28	Mentoring Faculty – Rules and Techniques	Jerry Samples, Univ. of Pittsburgh at Johnstown
Feb. 28	Dealing with Difficult Students	Jerry Samples, Univ. of Pittsburgh at Johnstown
March 31	Learning, the Missing Link in Teaching and Learning with Technology (TLT)?	Scott Simkins, NCAT
May 8	New Tools for Bb	Scott Simkins, NCAT
May 12	Summer Teaching Institute	Todd Zakrajsek, Central Michigan University
May 14	Fostering the Formal Mentoring of Junior Faculty: A Case Study Approach for Administrators and Senior Faculty	Carol Mullen, UNC Greensboro
May 14	Making the Most of Mentoring in Your Tenure-Earning Years: A Case Study Approach for Junior Faculty	Carol Mullen, UNC Greensboro

School/College	Number of Awards	Amount Awarded	% of Total Awarded	Average Award
Arts and Sciences	20	$20,586.57	31.2%	$1,029.33
Education	15	$16,888.61	25.6%	$1,125.91
Business and Economics	11	$8,111.14	12.3%	$737.38
Technology	7	$7,092.26	10.7%	$1,013.18
Agriculture and Environmental Science	6	$5,270.46	8.0%	$878.41
Nursing (see note 2 below)	2	$7,751.32	11.7%	$3,875.66
University Studies	1	$356.50	0.5%	$356.50
Total	**62**	**$66,056.86**		**$1065.43**

Notes:

(1) Total Amount Awarded/Total Amount Requested = 72.2%; target percentage of requested funds paid per award = 70%. Actual expenses may be slightly higher than estimated amounts.
(2) Nursing average award figure distorted by two large awards for University of Phoenix internship (paid at 100%)

Table 5
Additional Faculty Development Allocations, 2007-2008

Additional Title III Faculty Development Funds Allocated ($28,315)

1. Library – 4 faculty/staff members: $5520
2. Lilly South Conference: 25 faculty members, $7,500
3. NC State Undergraduate Assessment Conference: 2 faculty members, $595
4. CASTL Meeting: 2 faculty members, $2,400
5. Tennessee Tech CAT (Critical Thinking Assessment) Train the Trainer Conference: 3 faculty members, $2,800
6. Workshop Honoraria/Travel: $9500 (Stephen Shulman, Jerry Samples, Todd Zakrajsek, Carol Mullen)

State Faculty Development Account (State Fund 101099)

International Travel: Four Faculty Members, $7,956 (total)

Table 6
Junior Faculty Task Force Recommendations and Responses

The recommendations are organized into four main categories: (1) professional support for junior faculty members; (2) tenure and promotion/annual review process; (3) teaching, service, and workload balance; and (4) overall academic/administrative environment.

Recommendations	Completed	Action Initiated	Planning
1. Professional Support for Junior Faculty Members			
(a) Develop a comprehensive mentoring program for junior faculty members		**X**	**X**
(b) Implement a Summer Junior Faculty Research Grant Program		**X** See also 3e. below	
(c) Expand junior faculty orientation and professional development activities			**X**
2. Tenure and Promotion/Annual Review Process			
(a) Increase transparency and clarity of the promotion and tenure and annual review process			
(b) Increase consistency in the annual review process across departments			
(c) Initiate a campus-wide discussion of tenure and promotion / annual review criteria and processes			
(d) Increase clarity of expected professional demands on new tenure track faculty members			

Recommendations	Completed	Action Initiated	Planning
3. Teaching, Service, and Workload Balance			
(a) Provide junior faculty members with increased flexibility in teaching schedules			
(b) Limit junior faculty advising, committee, and administrative commitments			
(c) Develop a centralized advising program			**X**
(d) Develop a common (across schools/colleges) minimum "new hire" package			**X**
(e) Promote the use of a small set of "vacant" faculty lines to develop a rotating pool of course-release time	**X Provost-supplied funds**		
(f) Increase recognition and reward for high-quality Scholarship of Teaching and Learning (SoTL) activities in the annual review and promotion and tenure review process			
(g) Establish a university-wide junior-faculty teaching award	**X Initial Awards 2008**		
(h) Initiate a campus-wide discussion regarding the development of full-time, tenure-track, teaching-centered academic positions			

Recommendations	Completed	Action Initiated	Planning
4. Overall Academic/Administrative Environment			
(a) Require extensive leadership and ethics training for new departmental chairs and deans			**X**
(b) Evaluate chairs and deans annually			
(c) Develop an "Aggie Code of Student Classroom Conduct"			
(d) Bring all classrooms up to minimum instructional technology standards		**X**	**X**
(e) Provide appropriate academic support for students with under-prepared backgrounds			**X**