

Teaching & Learning Center
University of North Carolina, Pembroke
Scott Hicks, PhD, Director
tlc@uncp.edu | (910) 775-4032

Support Unit Assessment Report

June 30, 2022

I. Mission Statement

Through mentoring, sharing best practices, and connecting with the community, the Teaching & Learning Center develops and sustains the ideas, activities, enthusiasm, and culture that foster and recognize quality teaching and learning at the University of North Carolina, Pembroke.

II. Goals and Objectives

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

Objective 1.1: Identify effective and innovative pedagogies.

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

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

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

Performance Indicator 1.1.2.1: Number of Facebook and Twitter engagements

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

Objective 1.2: Cultivate effective and innovative pedagogies.

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

Performance Indicator 1.2.1.1: Number of consultations offered

Performance Indicator 1.2.1.2: Results of surveys of participants

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

Performance Indicator 1.2.2.1: Number of attendees

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

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

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

disbursement

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

Performance Indicator 2.3.2.1: Documentation of grant applications

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

Objective 3.1: Promote collaboration and cooperation among faculty

Strategy 3.1.1: Facilitate open classrooms for shared observation and assessment

Performance Indicator 3.1.1.1: Reflections of program participants

Objective 3.2: Promote collaboration and cooperation between faculty and students

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

Performance Indicator 3.2.1.1: Surveys of students and faculty

Performance Indicator 3.2.1.2: Student evaluations of instruction

Objective 3.3: Promote collaboration and cooperation between faculty and staff

Strategy 3.3.1: Facilitate shared interest groups

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

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

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

Expected Results/Outcomes: In order to maintain the momentum of previous years, the TLC attempted to emphasize, support, and center high-impact practices—yet the withdrawal of a course release for the director and a lack of increased budget hindered its activity and sapped its vitality.

In alignment with Associate Provost Scott Billingsley's approved scope of work for Director Hicks in AY2021-2022 ([link](#)), the TLC accomplished the following activities:

- Disbursed grants to approximately 10 faculty for the purposes of enhancing teaching and learning, in consultation with the Task Force on Teaching Excellence and the provost and in alignment with University fiscal policies;
- Postponed the solicitation of proposals for Directed Academic Leave, facilitation of their review by the Task Force, and recommendations to the provost, per the instructions of interim Provost Zoe Locklear;
- Implemented, beginning in October 2021, with Nicolette Campos, a year-long mentoring program to support new and early career academic employees;
- Participated in the University's AAC&U-sponsored ePortfolio Institute team in support of campus-wide implementation of ePortfolios for students' professional success;

- Initiated and facilitated a Shared Interest Group to redesign and/or create courses and/or new learning activities or modules to fulfill students' Indigenous Cultures & Communities requirement for graduation;
- Host eight professional development opportunities for faculty; and
- Sought to continue to foster high levels of participant satisfaction and belonging.

III. Timeline, Assessment Procedure, Use of Assessment Data

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