Intentional Communities for Faculty Success:

Strengthening the Foundations for Student Learning
The Center for Teaching Excellence and Center for Faculty Leadership

“Improving the quality of instruction is an institutional imperative, as better teaching leads to better student outcomes, which is good for the institution. Better student outcomes impact attrition, the number of courses repeated, and time to graduation. Therefore, there is a financial incentive for the institution to invest in preparing its faculty. . . . [F]aculty need support, guidance, and resources to achieve and maintain high levels of teaching effectiveness.”

Steven C. Taylor, American Council on Education
2000 to 2018: Campus, Students, Faculty
2000 to 2018: Campus, Students, Faculty
2000 to 2018: Campus, Students, Faculty

Doug Smith, Mathematics and Statistics, early 2000s

Nivine Richie, Economics and Finance, 2017

UNCW University of North Carolina Wilmington
The concept and values presented by these award-winning faculty provide direct evidence that excellent teaching and quality interactions with students around their learning are constantly re-evaluated and delivered at UNCW.

"Best Practices in University Teaching, 2nd edition"

ESAYS BY AWARD WINNING FACULTY AT THE UNIVERSITY OF NORTH CAROLINA WILMINGTON AND BEYOND

Edited by DIANA ASHE AND CAROLINE CLEMENTS
CENTER FOR TEACHING EXCELLENCE UNIVERSITY OF NORTH CAROLINA WILMINGTON
Intentional Communities
NextUp: Intentional Faculty Leadership Development for All Ranks and Disciplines

By Diana L. Ashe & Matthew L. TenHuisen

While most academic leadership training focuses on department chairs and those already in or identified for those positions, the NextUp Faculty Leadership Development Fellows program includes faculty who are considering academic leadership of any kind in their careers. Sixty faculty members have joined NextUp; forty-one have graduated and 19 are currently participating. Structure, curriculum, eligibility, membership, leadership project, mentoring, and field trip are addressed, along with results from survey assessments and participant reflections. The literature and our outcomes point to the need for more programming of this sort, and to more research into training for academic leadership throughout the career.
Faculty development for faculty, by faculty

Clockwise from top left: Faculty members Beth Darrow (BIO), Maia Butler (ENG), Jason Foster (SHAHS), Dana Stachowiak (EDL), James DeVita (EDL); Andy Ryder (EDL), Graciela Espinosa-Hernandez (PSY), Chris Finelli (BIO), Colleen Reilly (ENG); Lori Dugan (SWK), Steven Hooker (EDL), Sabrina Cherry (SHAHS), Theodore Burgh (PAR); Helena Spencer (MUS), Olga Trokhimenko (WLC)
New Faculty Orientation

2017-18 New Faculty at the Wise House, August 2017
## New Faculty Orientation

**Engaged Teaching Institute | UNCW Center for Teaching Excellence**  
**Thursday, August 3, 1:00 pm – 4:00 pm | Burney Center C**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>1:00</td>
<td>Seahawk Respect Compact: David Weber, Communication Studies</td>
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<tr>
<td>1:15</td>
<td><strong>Applied Learning Roundtable:</strong> High-impact projects from across campus</td>
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<tr>
<td></td>
<td>Moderator: Matthew TenHuisen (CTE &amp; CFL, Mathematics &amp; Statistics)</td>
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<tr>
<td></td>
<td>Joe Covi (Biology and Marine Biology)</td>
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<td></td>
<td>Chris Montero (Centro Hispano)</td>
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<td></td>
<td>Penny Sauer, Elise Thompson, and Margaret Verzella (Nursing)</td>
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<td></td>
<td>Shannon Silva (Film Studies)</td>
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<td></td>
<td>Danijela Žeželj-Gualdi (Music)</td>
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<tr>
<td>2:00</td>
<td>Break and transition</td>
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<tr>
<td>2:15</td>
<td>Discussion tables: High-Impact Teaching: Practices &amp; Policies (select three tables &amp; spend 20 minutes at each)</td>
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<tr>
<td></td>
<td><strong>Running Lively Class Discussions:</strong> L.J. Randolph (World Languages and Cultures) &amp; Rika Spencer (Marketing)</td>
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<td><strong>Teaching Powerful Hybrid and Online Classes:</strong> Andrea Jones (Social Work), Salena Rabidoux (Watson College of Education), &amp; Jeremy Tirrell (English)</td>
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<td></td>
<td><strong>Creating Class Policies You Can Live With:</strong> Tiffany Gilbert (English), Carrie Clements (Psychology), &amp; Helena Spencer (Music)</td>
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<td></td>
<td><strong>Working with First-Year Students:</strong> Lisa Coats (Randall Library) &amp; Jennifer Vanderminden (Sociology and Criminology)</td>
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<td></td>
<td><strong>Electronic Course Materials and ADA Compliance:</strong> Beth Gazza (Nursing) &amp; Sheri Conklin (Office of e-Learning)</td>
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<td></td>
<td><strong>Expecting the Unexpected:</strong> Anthony Atkins (English) &amp; Rich Ogle (Senior Associate Provost)</td>
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<tr>
<td>3:15</td>
<td>Discussion of ideas from each table</td>
</tr>
<tr>
<td>3:30</td>
<td>e-Learning Resources: Sheri Conklin, Faculty Liaison &amp; Instructional Designer, Office of e-Learning</td>
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<tr>
<td>3:50</td>
<td>Program assessment &amp; adjournment</td>
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**UNCW University of North Carolina Wilmington**
New Faculty Book Circle

- What They Didn’t Teach You in Graduate School
  by Paul Gang & David E. Doneen

- Teaching College
  by Norman Eng, Ed.D.

- Engaging Ideas
  by John C. Bean

- The Effective, Efficient Professor
  by Phillip C. Wacker

UNCW
University of North Carolina Wilmington
Sample email to faculty announcing programming

**Subject:** CTE & Friends coming attractions: REAL-C luncheon, First Friday reception, ITS TechNest Debut and Adobe Project Showcase, Civic-Minded Teaching, Pedagogy and Complexity, and Applied Learning Celebration! Wow!

Good afternoon, Valiant Colleagues!
Springtime is bursting with both flowers and opportunities! Check out this ASTOUNDING list of upcoming events you will not want to miss from CTE, CFL, and our partners!

**This week!**
1. Writing Circle for the Scholarship of Civic & Community Engagement, Wednesdays until May 2nd, 8:30 – 11:00 a.m. (drop in), CTE Conference Room (Randall 2038)
2. Spring 2018 REAL-C Luncheon and Discussion, Friday, April 6th, Noon to 1:30 p.m., McNeill Hall 1024
3. First Friday Faculty Reception, Friday, April 6th from 4:00 – 6:00 p.m., Madeline Suite

**Next week!**
4. Debut of ITS TechNest Technology Collaboration Space and Faculty Adobe Project Showcase, Fisher University Union, Monday, April 9th – Friday, April 13th, 10:00 a.m. *each day*
5. Civic-Minded Teaching: Designing Learning Experiences for Engaged Citizenship, Friday, April 13th from 10:00 – 11:00 a.m., CTE Conference Room (Randall 2038)

**Later this month!**
6. Pedagogy and Complexity: Methods as Models: Special Guest Workshop, Monday, April 23rd from 9:00 – 10:30 a.m., Madeleine Suite, Breakfast served and space limited! Reserve your spot here: [https://www.surveymonkey.com/r/J5VJBS7](https://www.surveymonkey.com/r/J5VJBS7)
7. Save the date: Applied Learning Celebration Monday, April 23rd from 4:30-6:30 p.m. in Azalea Coast A and B, Fisher University Union

Details about each of these events and opportunities are below:
Guest speakers

Stephen Brookfield: Teaching Critical Thinking

Viji Sathy and Kelly Hogan: Inclusive Teaching Methods

George Kuh: High-Impact Practices
Large Class Institute
Still more intentional communities

Clockwise from top left: Diversity and Inclusion Teaching Fellows; New Faculty; Applied Learning Teaching Community; NextUp Faculty Leadership Fellows
# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation
- 1: Provide options for perception
  - 1.1 Offer ways of customizing the display of information
  - 1.2 Offer alternatives for auditory information
  - 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols
  - 2.1 Clarify vocabulary and symbols
  - 2.2 Clarify syntax and structure
  - 2.3 Support decoding of text, mathematical notation, and symbols
  - 2.4 Promote understanding across languages
  - 2.5 Illustrate through multiple media
- 3: Provide options for comprehension
  - 3.1 Activate or supply background knowledge
  - 3.2 Highlight patterns, critical features, big ideas, and relationships
  - 3.3 Guide information processing, visualization, and manipulation
  - 3.4 Maximize transfer and generalization

## II. Provide Multiple Means of Action and Expression
- 4: Provide options for physical action
  - 4.1 Vary the methods for response and navigation
  - 4.2 Optimize access to tools and assistive technologies
- 5: Provide options for expression and communication
  - 5.1 Use multiple media for communication
  - 5.2 Use multiple tools for construction and composition
  - 5.3 Build fluencies with graduated levels of support for practice and performance
- 6: Provide options for executive functions
  - 6.1 Guide appropriate goal-setting
  - 6.2 Support planning and strategy development
  - 6.3 Facilitate managing information and resources
  - 6.4 Enhance capacity for monitoring progress

## III. Provide Multiple Means of Engagement
- 7: Provide options for recruiting interest
  - 7.1 Optimize individual choice and autonomy
  - 7.2 Optimize relevance, value, and authenticity
  - 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence
  - 8.1 Heighten salience of goals and objectives
  - 8.2 Vary demands and resources to optimize challenge
  - 8.3 Foster collaboration and community
  - 8.4 Increase mastery-oriented feedback
- 9: Provide options for self-regulation
  - 9.1 Promote expectations and beliefs that optimize motivation
  - 9.2 Facilitate personal coping skills and strategies
  - 9.3 Develop self-assessment and reflection

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Source: National Center on Universal Design for Learning

[UNCW](https://www.uncw.edu/)

*University of North Carolina Wilmington*
<table>
<thead>
<tr>
<th>Faculty Member(s)</th>
<th>Department or School</th>
<th>Project Title</th>
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</thead>
<tbody>
<tr>
<td>Stuart Borrett and Chris Finelli</td>
<td>Biology and Marine Biology</td>
<td>The Year of the Cape Fear: A Campus-Wide Teaching and Learning Initiative</td>
</tr>
<tr>
<td>Sabrina Cherry</td>
<td>Health and Applied Human Sciences</td>
<td>Fundamentals of Environmental Health (PBH 401)</td>
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<tr>
<td>Julie Hinkle</td>
<td>Nursing</td>
<td>Adaptive Learning Pilot in OAP Pathophysiology</td>
</tr>
<tr>
<td>Yoko Kano</td>
<td>World Languages and Cultures</td>
<td>Active Learning in Japanese Language Courses</td>
</tr>
<tr>
<td>Aaron Liao</td>
<td>Chemistry and Biochemistry</td>
<td>Adding Peptide Synthesis in CHM 312</td>
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<tr>
<td>Julie-Ann Scott-Pollock</td>
<td>Communication Studies</td>
<td>Incorporating Digital Artifacts across Live Performance Courses</td>
</tr>
<tr>
<td>Jessica Weinkle</td>
<td>Public and International Affairs</td>
<td>Waking Up in Contemporary Political Issues</td>
</tr>
</tbody>
</table>
New Chairs and Directors Orientation

New department chairs and school directors learn about our student evaluation system from Zachary Morgan, UNCW’s IDEA Specialist
# CFL Chairs Camp and Policy Camp

## Policy Camp

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2017</td>
<td>Electronic Reappointment, Promotion, and Tenure Process and Policies</td>
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<tr>
<td>2016</td>
<td>Class Scheduling Policies</td>
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<tr>
<td>2015</td>
<td>Post-Tenure Review Policies</td>
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<tr>
<td>2014</td>
<td>IDEA Student Evaluations of Teaching</td>
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## Chairs Camp

<table>
<thead>
<tr>
<th>Year</th>
<th>Topic</th>
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<tbody>
<tr>
<td>2018 (planning)</td>
<td>Summit Meeting with Cape Fear Community College Department Chairs</td>
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<tr>
<td>2016</td>
<td>Handling Interpersonal Conflict</td>
</tr>
<tr>
<td>2015</td>
<td>Maximizing Your Relationship with Your Administrative Associate</td>
</tr>
<tr>
<td>2014</td>
<td>Creating a Perpetual Calendar</td>
</tr>
</tbody>
</table>
### UNCW Strategic Plan is Our Strategic Plan

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Example CTE or CFL Programs</th>
</tr>
</thead>
</table>
| 1. Attract and retain high-quality, diverse students, faculty, and staff; ensure an inclusive campus culture and a global mindset; and increase retention and graduation rates | • New Faculty Orientation  
• Diversity and Inclusion Teaching Fellows |
| 2. Enhance learning experiences and educational programs; and advance research and scholarly activities | • Engaged Teaching Institute  
• Course Design Institute |
| 3. Enable and nurture a sense of a student-centered community by enhancing academic advising and student support programs for career placement and graduate school | • Customized Course Design Institute for UNI Instructors  
• Student Success Breakfast to improve advising in academic departments (partnered with University College) |
| 4. Organize for success, engage with the community and the world, and communicate efforts broadly and effectively | • Assisting faculty in publishing research in the scholarship of teaching and learning  
• Leadership in state and national organizations for faculty development |
| 5. Fund strategic initiatives by building on strong relationships with all stakeholders | • Secured donations from Barnes & Noble to sustain University-wide mentoring program |