

2018-2019 ANNUAL REPORT

CENTER FOR TEACHING AND LEARNING

UNIVERSITY OF TEXAS-DALLAS



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Governance, Structure, and Personnel

The Center for Teaching and Learning (CTL) at the University of Texas-Dallas (UTD) was officially launched in January 2016 and reports to the Provost's Office. The directorship is a full-time administrative position, but the present holder of that position also has a tenured faculty appointment and an endowed research professorship. Accordingly, he is expected to carry out research, instructional, and service activities in support of CTL, his academic program, UTD, and the scholarly community writ large. He is assisted by a half-time Associate Director, who currently teaches half-time for one of UTD's schools; she also serves as Chair of the Faculty Senate Committee on Effective Teaching. Finally, there is a full-time Administrative Assistant II, who provides all clerical support for CTL. Funding for all salaries comes from the CTL budget.

The core CTL personnel are supplemented by two assistant directors, who are responsible for organizing a minimum number of events or programs each semester within each of eight UTD schools. The purpose is to expand the number of events and programs on campus and to direct such programming toward issues, concerns, and audiences specific to different schools and their instructional needs. A one course release and an administrative supplement are provided to each assistant director by CTL. Effective January 2019, the two assistant directors replaced eight "teaching leaders," one from each of UTD's schools; the teaching leader positions were discontinued as of September 2018. In addition, a faculty associate is responsible for directing the new Graduate Reflective Teaching Seminar (see below), and two graduate student associates perform a variety of research and web management duties for CTL.

Core CTL Personnel

Director: Dr. Paul F. Diehl, Associate Provost and Ashbel Smith Professor

Associate Director: Dr. Karen Huxtable-Jester, Piper Professor and Senior Lecturer III

Administrative Assistant: Beverly Reed

Additional Personnel

Assistant Director: Dr. Carol Cirulli Lanham, EPPS Assistant Dean and Senior Lecturer II

Assistant Director: Dr. Salena Brody, Senior Lecturer III

Faculty Associate: Dr. Jonas Bunte, Assistant Professor

Graduate Student Associate: Blake Hoffman, Ph.D. Candidate

Graduate Student Associate: Samantha Helfers, Ph.D, Candidate

CTL Missions

- Provide campus-wide leadership and coordination of activities aimed at supporting excellence in teaching.
- Create a campus culture in which excellent teaching is recognized, respected, and rewarded.
- Enhance student learning through effective pedagogical approaches, assessments, and technologies.
- Support innovation in instructional practices and the scholarship of teaching and learning.
- Encourage and disseminate best practices in teaching that are evidence-based.
- Introduce effective teaching practices to instructors with limited experience.
- Encourage self-reflection, assessment, and improvement by instructors.

- Promote teaching practices that improve student retention and completion rates, and enhance inclusion, equity, and sense of belonging.

This report covers activities from 19 July 2018 through 16 July 2019.

Extant Programs and Activities

Teaching Certificates

CTL offers the Graduate Teaching Certificate (GTC) and the Advanced Graduate Teaching Certificate (AGTC). These are programs for graduate student teaching assistants (TAs) who complete a series of requirements attesting to their training and experience in pedagogy. This is in addition to the training received by all TAs at orientations conducted by the Office of Graduate Studies and by individual schools and programs. Objectives for the GTC are to (1) improve the instructional performance of TAs while at UTD; (2) encourage the use of evidence-based best practices in instruction; (3) improve instructional performance for those pursuing a teaching career in higher education; (4) encourage reflection and innovation in pedagogy for those new to teaching; and (5) enhance employment prospects by developing professional skills and strategies related to teaching. In addition, the AGTC is designed to (1) provide a structured process for the exploration of pedagogy from a discipline-based perspective; and (2) assist TAs in developing a deeper understanding of the scholarly duties required in an academic position. Similar certificate programs are offered for post-doctoral fellows who have instructional responsibilities.

The Graduate Teaching Certificate program began in January 2016. Students may request to be enrolled at any point as they make progress toward their degrees, and are not removed from the program until they leave the university. At the end of the spring 2019 semester, 985 current graduate students are enrolled in the certificate program for GTAs. It is not possible to identify which or how many of these were enrolled on their own request and which were at the request of their programs, but both circumstances are likely. There are 186 (just fewer than 19%) participants who are enrolled, but have never logged in. Of the remaining, 799 have accessed the organization since January 2016, and 397 have accessed the organization since June 1, 2018. Nevertheless, merely logging into the program website does not necessarily designate any engagement in pedagogical training. More indicative are attempts (most resulting in some success) to complete at least one requirement by taking one or more of the online courses or turning in a workshop report essay. Almost half (46%) of the 799 participants attempted at least one GTC requirement.

The post-doctoral versions of the certificates were begun nine months after the TA programs and thus are in a more nascent stage and serve a smaller population. As of May 2019, 58 post-docs are enrolled in the basic certificate program and 42 (greater than 72%) have accessed the organization since fall 2016; 25 have attempted at least one requirement (almost 60% and more than 43% of the baselines respectively). These rates are higher than those for GTAs.

In a little over 3 years, the program has awarded 133 teaching certificates, the overwhelming majority of them being the basic variety as opposed to the advanced ones. Early momentum and a longer reporting period resulted in just less than 44% of those in the initial time frame of the program. Although gross participation has increased over time, the number of completions has not kept pace commensurately. The reasons for this are not clear as recruitment strategies, workshop availability, and

other elements of the program have not changed, and in several cases actually increased over time. Advanced GTC numbers for GTAs might grow over time as more students earn the required GTC first. Post-doc awards were expected to be few, given the small number of individuals eligible based on instructional assignments. Advanced GTCs for post-docs might remain minimal given that at least three semesters teaching is required; many post-docs do not have such opportunities or have positions that do not extend beyond a single year (two semesters).

Major Workshops and Associated Events

CTL is committed to sponsoring several major events involving external speakers over the course of the academic year. In September 2018, Dr. Michael Starbird, Professor of Mathematics and a University of Texas Distinguished Teaching Professor at the University of Texas at Austin, addressed how to teach effective thinking. In October 2018, Dr. David Rettinger, Professor of Psychological Sciences and Director of Academic Integrity Programs at the University of Mary Washington and President of the International Center for Academic Integrity lectured on academic dishonesty. For the fourth annual all campus workshop on teaching in February 2019, Dr. Kathleen Gabriel, Associate Professor of Education at California State University-Chico presented on closing the achievement gaps for struggling students. Finally, in April 2019, Dr. Sunay Palsole, Assistant Vice Chancellor for Engineering Remote Education at Texas A&M University held a series of meetings with stakeholders concerning online education. A summary of their presentations and events is given in Table 1. In addition to these events, there were reading groups (see below) associated with three of the speakers; faculty members read and discussed books written by the external speakers and others and then met with the guest speakers during his/her visits on those books.



Dr. Michael Starbird



Dr. Kathleen Gabriel



Dr. David Rettinger



Dr. Sunay Palsole

External Speaker	Title	Audience	Audience Size
Michael Starbird	Teaching Effective Thinking	Campus Faculty, Graduate TAs, and Post-Docs	66
Michael Starbird	Discussions on Teaching	Reflective Teaching Seminar Members	
Michael Starbird	Instruction in Mathematics	Mathematical Sciences Faculty	
Michael Starbird	Meetings over Dinner and Lunch	Various Faculty and Administrators	
David Rettinger	A Positive Approach to the Serious Problem of Academic Dishonesty	Campus Faculty, Graduate TAs, and Post-Docs	64
David Rettinger	Discussions on Teaching	Reflective Teaching Seminar Members	
David Rettinger	Discussion on Academic Dishonesty Procedures	Susan McKee (Judicial Affairs Officer), and Members of the Committee on Academic Integrity and the Student Discipline Committee	
David Rettinger	Reading Group Discussion	Members of CTL's Reading Groups – <i>Cheating Lessons:</i>	

		<i>Learning from Academic Dishonesty</i>	
David Rettinger	Meetings over Dinner and Lunch	Various Faculty and Administrators	
Kathleen Gabriel	Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-generation, & Academically Unprepared Students	Campus Faculty, Graduate TAs, and Post-Docs	66
Kathleen Gabriel	Discussion on Struggling Students	Dr. Jessica Murphy, (Dean-Office of Undergraduate Education) and Dr. Joanna Gentsch	
Kathleen Gabriel	Reading Group Discussion	Members of CTL's Reading Groups - <i>Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-generation, and Academically Unprepared Students</i>	
Kathleen Gabriel	Discussion on Struggling Students	Julie Murphy, Dr. Ne'Shaun Jones, and the Student Success Center team with student teaching leaders.	
Kathleen Gabriel	Discussion on Struggling Students	Dr. J.D. Thomas (Orbit Director) and Angela Scoggins (Associate Director, Academic Outreach) and team	
Kathleen Gabriel	Meetings over Dinner and Lunch	Various Faculty and Administrators	
Sunay Palsole	Collapsing the Distance: Opportunities and Challenges in Distance Learning	UTD Stakeholders in Online Education	28
Sunay Palsole	Reading Group Discussion	Members of CTL's Reading Groups- <i>Online Teaching at its Best</i>	

Sunay Palsole	Discussion on Online Teaching	Dr. Darren Crone (Assistant Provost) and eLearning Staff	
Sunay Palsole	Discussion on Online and Distance Education	Senate Distance Learning Committee	
Sunay Palsole	Online Education Opportunities and Strategies	Frank Feagans, (Vice-President and Chief Information Officer) and ECS Leadership	
Sunay Palsole	Meetings over Dinner and Lunch	Various Faculty and Administrators	

Table 1: Major Workshops and Associated Events, 2018-19

For the 2019-20 academic year, there are five major workshops scheduled, as listed below:

- 18 September 2019, “Managing Classroom Incivility” with Dr. Mary McNaughton-Cassill, Professor Psychology at the University of Texas-San Antonio as well as a member of the University of Texas System Academy of Distinguished Teachers.
- 31 October 2019, “Why Students Resist Learning” with Dr. Anton Tolman, Professor of Behavioral Sciences, Utah Valley University.
- 7 February 2020, 5th annual teaching workshop “Models of Instruction for Introductory Level Courses”
- March 2020, “Taking College Teaching Seriously,” with Dr. Gail Mellow, President, LaGuardia Community College.
- April, 2020, “The Instruction Myth” with Dr. John Tagg, Professor Emeritus of English at Palomar College.

Other Campus Workshops and Events

CTL also offered a series of 21 specialized events and workshops for faculty, TAs, Post-Docs, and professional staff; these are summarized in Table 2.

Workshop/Event	Audience	Audience Size
Transitional Needs and Integration of International Students with the International Center (Panel Discussion)	Campus Faculty, Graduate TAs, Post-Docs, and Staff	79
Students with Autism: An Expanding Frontier - Dr. Jane Thierfeld Brown (Director of College Autism Spectrum and Assistant Clinical Professor at Yale Child Study, Yale Medical School) - With the Dean of Students and Office of AccessAbility	Campus Faculty, Graduate TAs, Post-Docs, and Staff	85

Developing Professionalism and Your Teaching Persona with Graduate Professionalism Week – With Office of Graduate Education	Graduate TAs and Post-Docs	80
Designing Courses to Promote Intrinsic Motivation	Campus Faculty, Graduate TAs, and Post-Docs	55
Course Policies and Their Hidden Implications	Campus Faculty, Graduate TAs, and Post-Docs	57
The Effects of Grades on Student Performances: A Quasi-Experiment – Dr. Thomas Gray and Dr. Jonas Bunte	Campus Faculty, Graduate TAs, and Post-Docs	29
It's on the Syllabus - With the Office of Undergraduate Education (Panel Discussion)	Campus Faculty, Graduate TAs, and Post-Docs	68
Intercultural Competence in the Classroom - With the International Center	Campus Faculty, Graduate TAs, and Post-Docs	72
Writing a Statement of Teaching Philosophy - Faculty Workshop	Campus Faculty	17
Teaching Statements and Teaching Portfolios for Teaching Assistants	Graduate TAs and Post-Docs	31
Inclusive Teaching: Strategies for Promoting Success for all Students	Campus Faculty, Graduate TAs, and Post-Docs	70
Beyond Multiple Guess: Best Practices for Assessment are also Good for Learning	Campus Faculty, Graduate TAs, and Post-Docs	63
What Works in Assessment and Why it Matters: A moderated conversation with select 2018 Assessment Award Winners - With Office of Assessment	Campus Faculty, Graduate TAs, and Post-Docs	78
Collaborative Curriculum Design and Assessment: Piloting a Hybrid First-Year Writing Course - Dr. Carie King and Dr. Chris Ryan	Campus Faculty, Graduate TAs, and Post-Docs	52
What Else are Students Learning?: Including Marketable Skills in Course Syllabi - Janie Shipman (Career Center) and Dr. Karen Huxtable-Jester	Campus Faculty, Graduate TAs, Post-Docs, and Staff	55
Understanding Implicit Bias in the Classroom - Daniel Cordova (Multicultural Center)	Campus Faculty, Graduate TAs, Post-Docs, and Staff	48
International Students' Perspectives on Academic Adjustment - with Leticia Zamarripa (International Center)	Campus Faculty, Graduate TAs, Post-Docs, and Staff	71
Recognizing and Responding to Students in Crisis: Question, Persuade, Refer Suicide Prevention Training – With UTD Wellness Center	Campus Faculty, Graduate TAs, Post-Docs, and Staff	95
Handling Student Crises at the End of the Semester	Campus Faculty, Graduate TAs, Post-Docs, and Staff	56
The Scope & Limits of Educational Fair Use – Annual Workshop of Teaching Ethics – Travis Goode (Library)	Campus Faculty, Graduate TAs, Post-Docs, and Staff	70

Understanding Advising and Student Success - Angela Scoggins (ATEC), Guadalupe Camarillo (NSM), and Nora Hernandez (EPPS)	Campus Faculty, Graduate TAs, Post-Docs, and Staff	81
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Table 2: Other Campus Workshops and Events, 2018-2019

For the 2019-20 academic year, CTL will sponsor a number of regular workshops for faculty, graduate TAs, Post-Docs, and staff including many around the central theme for the academic year – Large Introductory Courses. Those already scheduled for fall include:

- “Dissecting the Syllabus”
- “Increasing Inclusivity in the Classroom”
- “Learning as Liberation: Reasserting the Transformative Value of Liberal Education”
- “Teaching as a Transferable Skill”
- “Innovative Teaching Practices”
- “Promoting Transfer Student Success”
- “What Students Do Know Can Hurt Them: Evidence Against Providing Study Guides and Slides”
- “Understanding the Challenges Faced by International Students”
- “Faculty Workshop on Writing a Teaching Philosophy Statement”



School Workshops and Events

The “teaching leader” model ended in fall 2018, and during that semester a search process was initiated to hire two assistant directors. Accordingly, there were no school specific workshops or events during the fall 2018. School workshops and events resumed in the spring

2019 semester. There will be a normal schedule of workshops and events for the 2019-2020 academic year.

Workshop/Event	School	Audience Size
Part-Time Faculty Orientation	EPPS	5
Teaching Community-Engaged Courses	EPPS	23
Teaching Large Classes	EPPS	19
Testing 1-2-3	EPPS and IS	14
Teaching Community-Engaged Courses	A&H	4
Teaching Circle for COMM 1311	A&H	18
Presentation to ECS Heads	ECS	9
Reading Group	ECS	10
Engagement: Making Teaching Fun for Faculty	ECS	7
Teaching from the 3rd Rail: Maximizing Learning When Topics are Controversial	BBS	14
Experimental Projects Teaching Circle	BBS	7
Team Based Learning	BBS and open to all others	41
Teaching Beyond the Test	BBS	16
“Mistakes were Made”	BBS	13
Part-Time Faculty Launchpad	JSOM	33
Using Technology in the Classroom	JSOM	15
Bagels & Books Reading Group	JSOM	12
The Underprepared Student	NSM	17
Engagement: Making Teaching Fun for Faculty	NSM	5
NSM Lecturer Meet and Greet	NSM	1
Managing TAs Effectively	ATEC	9

Table 3: School Events, 2019

Beyond organizing school activities, CTL Assistant Directors met with deans and associate deans in various schools to assess needs and plan future programming. The assistant directors also led campus level reading groups and assisted schools in improving processes for school level teaching awards. Some significant progress was made in several cases.

Assistant Directors also facilitated the improvement and expansion of teaching assistant orientations held by schools. Prior orientations, beyond that held by the Office of Graduate Education, were often sporadic and limited at the school-level. The CTL Director and Associate Director gave presentations at some of these sessions in the previous year. The goal for the future is to have a school-specific orientation in August for all schools with TAs.

Instructional Improvement Awards

CTL conducted competitions for Instructional Improvement Awards (IIAs), with the goals to (1) support the continuous improvement of instruction on campus, (2) support the implementation of teaching innovations and enhancements (not including equipment), (3) encourage the development of multiple, discipline-appropriate assessment alternatives and the dissemination of successful models to other units for use in support of teaching improvement, and (4) increase visibility of teaching excellence, enhancement, and innovation across and beyond the campus community.

IIAs enable recipients to design, implement, and assess instructional innovation projects that enhance teaching and learning at UTD. Projects and activities that may be supported by IIA grants include, but are not limited to (1) projects that improve existing courses or create new courses or curriculum, with the expectation that viable improvements include the incorporation of innovative educational technologies or the development of community-engagement opportunities, and (2) research that examines the effectiveness of some aspect of instructional practice or that develops methods to measure instructional effectiveness.

CTL decided to hold two competitions, instead of one, for IIAs in the past academic year and was able to expand the total amount available for the awards. Accordingly, it received 26 proposals from faculty, and 10 were selected for funding at an average level of approximately \$3,900 per project; these are summarized in Table 4.

Principal Investigator(s)	School	Project Title
Sylena Measles Qin Fang	Learning Technologies	UTD Online Lecture Creation Training Course
Jeremiah Gassensmith	NSM	Peer Driven Research in Creating Next Generation Laboratory Course Content
Christina Thompson	Honors College	Project Primer
Mustapha Ishak-Boushaki	NSM	Preparing Material and Establishing Recitation Sessions Urgently Needed For Introductory Physics Large Classes for Sciences and Engineering Majors
Emily Hennessy	NSM	Training First Year Leaders on Cooperative and Social, Emotional Learning to Develop Skills for Academic Success and Career Readiness
Clint Peinhardt	EPPS	Open Educational Resources in International Political Economy
Kimberly Hill	A&H	History Teachers and Undergraduate Instructors in North Texas

Kathryn Evans	A&H	Arts-Based Learning For Business: Creating Arts-Based Learning Modules for Encouraging Creativity and Innovation in Existing Business Courses
Carie King	A&H	Usability Study of Recorded Instructor Comments: Assessing Students' Perspectives through a Replication Study
Diana Cogan	ECS	EE/CE 2310 – Introduction to Digital Systems Redesign

Table 4: Instructional Improvement Awards, 2018-2019

Faculty Support

CTL revised a handbook for faculty (especially new faculty) that contains orientation materials concerning UTD procedures and instructional resources. A further revision is planned before fall 2019, and the handbook will be available in multiple forms (hard copy and electronic) in multiple ways (distributed to new faculty, available through eLearning site “Faculty Resources for Teaching and Research”).

In the coming year, CTL will also construct and distribute a handbook for faculty to assist them in supervising graduate teaching assistants.

Reflective Teaching Seminars

CTL offered the Reflective Teaching Seminar (RTS) for the second time during this academic year. One of the three teaching seminars offered by CTL, the RTS is focused on faculty members in the early stages of their instructional careers. The program sought to (1) create an environment for junior faculty in which self-reflection about teaching is fostered, and innovation in their instruction is encouraged, (2) promote interdisciplinary dialogue on teaching-related issues, (3) expose junior faculty to educational research that might be used to facilitate excellent teaching, and (4) offer direct assistance in improving the teaching of individual faculty members. A copy of the seminar schedule is given in Appendix A.

Nineteen faculty members from 7 different UTD schools participated in the RTS seminar, which involved 16 meetings over the course of the academic year. The CTL Director and Associate Director served as seminar facilitators and participating faculty discussed issues such as active learning, grading, and dealing with controversial subject matter.

For the past academic year, CTL added a third reflective teaching seminar, the Graduate Reflective Teaching Seminar (GRTS). Led by 2018 President’s Teaching Award winner Jonas Bunte, this seminar was targeted at advanced graduate teaching assistants. Forty-five individuals applied for 20 slots, and the 10 week seminar was held in the spring 2010 semester. The objectives were to get participants to (1) identify the key elements of course preparation and syllabus design, (2) use techniques designed to improve lecturing and leading discussions, (3) implement active learning strategies and create case studies, (4) help students prepare for class and manage challenging classroom dynamics, and (5) design assessments and understand efficient grading procedures. A copy of the seminar schedule is given in Appendix D.

During the 2018-19 academic year, CTL will repeat the Graduate Reflective Teaching Seminar (GRTS) and return with the Senior Reflective Teaching Seminar (SRTS), which has commitments from 16 faculty members from 9 different schools and units of UTD.

Orientation and Faculty Mentoring

In the summer of 2018, the Provost has approved CTL leadership of the new faculty orientation and its coordination with the Senate Committee on Faculty Mentoring (CFM) and its junior faculty mentoring program.

The new faculty orientation shifted away from a purely informational event to one dedicated to interaction, community development, and faculty development (a copy of the schedule can be found in Appendix B). Evaluations were strongly positive overall, and for most individual sessions. This was supplemented by an extensive array of information and resources provided to new (and in some cases existing) faculty in various forms (websites, electronic copies, hard copies, handbooks); such information covers a wide range of UTD services, procedures, and information in multiple areas such as staff benefits, training, and teaching tips.

The 2019 new faculty orientation will follow the same model with several changes: (1) orientation condensed to a single day, (2) special open sessions on the day following orientation dealing with human resource and resource concerns, and (3) provision of expanded supplemental information, (4) dropping or modifying specific sessions based on participant evaluations.

Mentoring programs in the previous two years suffered from late starts, uncertain mentoring matches and impact, and almost non-existent participation in workshops. A number of organizational corrections were made to the mentoring program. The CTL director held meetings with all school deans and arranged for the appointments of a mentor for each new assistant professor prior to the beginning of the academic year. New assistant professors and their mentors were contacted shortly thereafter, informed of the program, and their commitments were secured. A special session on mentoring was included in the new faculty orientation. The CFM chair organized 10 workshops for the academic year and undertook an aggressive campaign to promote attendance by junior faculty and mentors. The net result was some improvement in workshop participation, but still far below optimal levels. There were some encouraging results in initiating informal meetings among new non-tenure system faculty.

Additional changes are necessary for mentoring program. Under the leadership of the new CFM chair, a multi-level mentoring process is being created. New assistant professors will be formed into peer groups based on school, with smaller schools combined with others. This approach is designed to build community, peer friendships, accountability, and a sense of cohort. Peer groups are to meet outside our formal events at least once a month over coffee/lunch/drinks to share experiences and discuss research/teaching and or other opportunities and challenges faced. At the second level, program heads will choose a mentor for each participant; mentors-mentees are expected to meet a minimum of two times each term, generally at the beginning and towards the end of each semester. Finally, there will be three workshops each semester for a total of 6 workshops during their first year.

Teaching Awards



President's Teaching Excellence Award recipients, 2019

For the third year, CTL oversaw the nominations and selections of all University teaching awards, and the nominations for state and University of Texas System awards. These honors included the President's Teaching Excellence Awards as well as the UT System Regents' Outstanding Teaching Awards (ROTA), membership into the UT System Academy of Distinguished Teachers, and Piper Professorships. The selection processes were run jointly with the Committee on Effective Teaching.

In the UT System competitions, two other UTD faculty members (Noah Sasson and Amandeep Sra) each earned a ROTA. In addition, a UTD faculty member (Karen-Huxtable-Jester) was named a Piper Professor, one of 10 recognized in the state and only the third ever from UTD in the 51 year history of the award.

CTL also continued to encourage schools and programs to honor excellence in teaching. The purpose is to recognize more excellent instructors and provide qualified nominees for future University and System competitions. All eight schools at UTD now have such honors, a significant step forward even though some challenges remain with synchronizing timing with the University awards processes.

In April 2019, CTL sponsored its third annual reception celebrating excellence in instruction. Winners of System, University and school teaching awards, as well as RTS and GRTS participants and graduate teaching certificate recipients, were recognized. The reception was attended by over 142 people from around campus.

Provost Task Force on Online Education

For the fourth year, CTL facilitated a task force dedicated to examining instructional issues on campus (previous ones addressed part-time faculty support, increasing enrollment, and student evaluations respectively). This past year, the subject was on online education. The task force was asked to address specifically the following questions:

- What should be the highest priorities (courses and programs) for online and blended learning at UTD?
- What would be the best process to ensure that online and blended course development occurs in a timely fashion with high quality results?
- What type of campus support, software, and technology is necessary for effective online and blended course instruction?
- How should outcomes be assessed and by what metrics?
- What models are best for providing faculty and unit incentives for course and program development as well as periodic revision?

The task force issued a report that contained a series of recommendations on how to improve the administration, distribution, and interpretation of instructor evaluations by students. See Appendix C for a copy of the report.

The subject of a 2019-2020 academic year task force will concern models for instruction in large introductory courses.

Reading Groups

CTL sponsored three sets of reading groups in which faculty members read and met to discuss books on pedagogy. Books are provided by CTL and participants may keep them when the reading groups are completed.

- Book: *Cheating Lessons: Learning from Academic Dishonesty* by James M. Lang. Three groups with 20 participants total.
- Book: *Creating the Path to Success in the Classroom: Teaching to Close the Graduation Gap for Minority, First-generation, and Academically Unprepared Students* by Kathleen F. Gabriel. Four groups with 30 participants total.
- Book: *Online Teaching at Its Best: Merging Instructional Design with Teaching and Learning Research* by Linda B. Nilson and Ludwika A. Goodson. One group with 10 participants.

In the coming academic year, CTL will sponsor at least three such groups. These will involve books authored by our external speakers.

Professional Presentations and Publications

The CTL Director, Paul F. Diehl, provided the following professional service related to pedagogy, in addition to his regular CTL service and activities:

- Chair, International Studies Association-Midwest, Excellence in Teaching and Mentoring Award Committee, 2018.
- Member, International Studies Association Inaugural Pedagogy Conference Committee, 2018-2019.
- Publication, “An Individual Odyssey in Teaching International Relations” in *Pedagogical Journeys through World Politics: Adventures in Teaching* ed. by Jamie Frueh. New York: Palgrave Macmillan, 2019.

- Workshop Leader, “Graduate Student Training Session,” International Studies Association-Innovative Pedagogy Conference, 2018
- Workshop Co-Leader, “What do Students Need to Know in Intro: Innovative Teaching and International Studies Literacy,” International Studies Association-Innovative Pedagogy Conference, 2018
- Co-Organizer and Discussant, panel on “Introducing IR to Undergraduates: Regional Variations” International Studies Association, 2019.
- Paper Presentation, “Patterns, Promise, and Pitfalls of a Graduate Teaching Certificate Program” Big 12 Teaching and Learning Conference, 2019. With Karen Huxtable-Jester.

The CTL Associate Director, Karen Huxtable-Jester, provided the following professional service related to pedagogy in addition to her regular CTL service and activities:

- Paper Presentation, “Patterns, Promise, and Pitfalls of a Graduate Teaching Certificate Program” Big 12 Teaching and Learning Conference, 2019. With Paul F. Diehl.
- Presentation, “Motivation is Not Enough: Proactive Strategies for Faculty to Promote Student Success” 2019 Big 12 Teaching and Learning Conference.
- Presentation, Title: Motivation is Not Enough: Proactive Strategies for Faculty to Promote Student Success” SACSCOC Annual Meeting 2018
- Attendee, Professional and Organizational Developers (POD) Network Annual Conference, 2018
- Panelist, “Recognizing and Incentivizing Excellent Teaching” University of Texas System Student Success Summit: The Faculty Role in Student Success 2018

Media and Communications

A periodic newsletter from the Center is distributed directly to those on CTL listservs and indirectly to all faculty through school deans; the newsletter contains regular features including a message from the director, upcoming events, a teaching tip, a summary and citation to recent pedagogical research, and section that reports student perceptions on teaching (“What the Students Say”). The CTL website is under revision and expected to be relaunched in fall 2019.

CTL did not publish any issues of “Spotlight,” a one page feature on innovative teaching practices and courses at UTD. It plans a resumption of the series in the next academic year.

A Facebook page with weekly postings of interest from the newsletter and scholarly news and articles was active throughout the year.

Other Contributions

CTL provided a series of presentations on its programs and teaching-related topics, and otherwise provided services to UTD constituencies:

- Gave presentations to undergraduate mentors and PLTL leaders
- Gave presentations at training sessions for TAs in multiple schools
- Gave presentations at two OGE new TA orientations

Physical Space Utilization

CTL moved into permanent space located on the main floor of the McDermott Library (MC 2.402 and 2.404) in late June 2017. This includes office space for the administrative assistant, a small meeting and reception area, and a large room suitable for larger meetings, workshops with less than 50 participants, and other CTL programs. CTL permitted approximately 25 other units to use the larger seminar room for events, provided that the programming was related to or had implications for teaching. During the reporting year, CTL hosted 160 events in its space, both its own exclusive programs, those it co-sponsored, and those conducted by other units.

CTL continued to have privileged access for three days a week during select hours to the 100-seat auditorium directly across from the new office space and this was used for events with anticipated attendance of greater than 50 participants.

Appendices

Appendix A: Reflective Teaching Seminar (RTS)

CENTER FOR TEACHING AND LEARNING (CTL)

REFLECTIVE TEACHING SEMINAR

Academic Year 2018-19

Seminar Leaders:

Dr. Karen Huxtable-Jester
Associate Director, CTL
Senior Lecturer III
Email: drkarenhj@utdallas.edu

Dr. Paul F. Diehl
Director, CTL
Ashbel Smith Professor of Political Science
Email: pdiehl@utdallas.edu

Fall Schedule: Tuesdays, 4:00 – 5:15 PM
Room: MC2.404 (CTL)

Spring Schedule: Tuesdays, 4:00 – 5:15 PM
Room: MC2.404 (CTL)

September 11
September 18
September 25
October 2
October 9
October 16
October 23
October 30
November 6

January 22
January 29
February 2017 (class visits)
February 19
February 26
March 5
April (TBA— CTL Awards Reception)

Seminar Format and Philosophy:

The Reflective Teaching Seminar is a part of a faculty development program that is intended to help you be successful in your role as a university instructor. The seminar focuses on familiarizing participants with current, research-based literature on how to teach effectively in higher education and provides opportunities to apply and reflect upon new pedagogy.

Typical seminar sessions include information on practical teaching topics, time for interacting with colleagues, and dialogue about important pedagogical ideas and approaches. We will also incorporate a feature called “the problem of the week,” which calls upon participants to generate solutions for a seminar colleague’s challenging teaching problem. We hope that the Reflective Teaching Seminar will help to improve and enrich your career by expanding your horizons as an instructor, helping you become aware of the scholarship on teaching and learning and giving you the procedural knowledge to implement best practices in your classroom.

In the Reflective Teaching Seminar, learning is an active process during which participants collaborate to accomplish tasks and goals. In this collegial learning environment, individuals have strong responsibilities to one another. Our obligations as the seminar leaders include (a) being knowledgeable and current in the subject matter, (b) planning and providing rich experiences, (c) helping you assess your abilities and identify areas of growth, and (d) assisting you to meet both the course objectives and the personal learning goals you have identified.

Your obligations include (a) attending all sessions, (b) participating actively and positively, (c) expressing your learning needs to us, (d) completing any short reading provided, and (e) providing us with feedback on the seminar.

Materials and Resources:

All materials will be provided by the seminar leaders on a weekly basis.

Tomorrow's Professor

We recommend that you subscribe to the Tomorrow's Professor Listserv (see <https://tomprof.stanford.edu/>). The frequent and short excerpts from works on current "hot topics" in higher education are thought-provoking. This "desktop faculty development" resource will also help you to develop a sense of the "big picture" of the scholarship of teaching and learning at the college level. The online archive offers a wealth of information at your fingertips. To subscribe to the listserv, go to: <https://mailman.stanford.edu/mailman/listinfo/tomorrows-professor>

Discipline-specific Teaching Resources

It can be very helpful to become acquainted with any organizations within your discipline that focus on teaching. Examples include the *Society for the Teaching of Psychology* (APA Division 2), *Computer Science Teachers Association*, *American Society for Engineering Education*, and so forth. Membership often comes with access to teaching resources and a journal or newsletter on teaching within the discipline.

Center for Teaching and Learning (CTL)

CTL provides a range of services designed to help improve instruction on campus. A menu of their programs is given at utdallas.edu/ctl

You are also strongly encouraged to "like" our Facebook page (<https://www.facebook.com/CTLUTD/>). This site includes frequent postings about teaching-related issues.

You are also invited to attend our frequent workshops and guest speakers throughout the year. Invitations will be issued to these individual events.

Reflective Teaching Seminar Goals and Objectives

When you have successfully completed this seminar, you will be better able to:

1. Diversify instructional methods, activities, assignments and assessments to create an optimal learning environment for students.
2. Apply learning theory and intellectual development models in your courses.
3. Develop objectives for your courses, class sessions, activities and assignments that are appropriate, learner-centered and measurable.
4. Involve students actively at all stages of the learning process.
5. Maximize the educational benefits of each class session through careful planning and preparation, utilization of effective speaking skills and instructional techniques, and opportunities for active learning.

6. Foster teambuilding, teamwork, and communication skills via cooperative learning and other techniques.
7. Create and use technology and media innovations.
8. Develop effective assessment and grading tools, evaluate and grade fairly, and deal appropriately with academic integrity issues.
9. Assess your own teaching performance and identify needs, opportunities and resources for improvement.
10. Utilize peer observation, student feedback, campus resources, research literature on teaching and learning, and self-evaluation to improve and expand your teaching skills (i.e., become a reflective practitioner).
11. Utilize the knowledge and skills necessary to give helpful feedback to colleagues on their teaching performance or “teacher artifacts” (materials or resources used in teaching, e.g., syllabi, exams, assignments, websites, etc.).
12. Align curriculum, instruction, and assessment in existing courses and in planning new courses or units of instruction.
13. Recognize student problems and needs and be able to refer students to the appropriate resources for help.
14. Develop a personal philosophy and style to serve as a basis for your academic career.

DATE	TOPIC
FALL	
September 11	Introduction and Reception
September 18	Undergraduate Student Development –Internal and External Influences
September 25	Constructing Syllabi and Learning Objectives: What Do We Want Students to Achieve?
October 2	Matching Assignments and Tests to Objectives
October 9	Getting Students to Do the Reading
October 16	Issues in Grading and Giving Feedback
October 23	Active Learning Approaches
October 30	Avoiding the Sound of Silence: Facilitating Meaningful Discussions
November 6	Fighting Misconceptions and Dealing with Controversial Material
SPRING	
January 22	Dealing with Challenging Student Behaviors
January 29	Helping Students to Write and Think in the Style of One’s Discipline
February (to be arranged)	Visiting a Course Outside of Your Area of Expertise
February 19	Discussion Forum: Reflections on Visiting Another Course

February 26	Beyond the Course Website: Leveraging Technology for Student Learning
March 5	Becoming a Reflective Teacher
April TBA	CTL Awards Reception

Reflective Teaching Seminar 2018-2019 Participants

Kristin Riley	nickieriley@utdallas.edu	A&H
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Appendix B: New Faculty Orientation, 2018

University of Texas-Dallas

New Faculty Orientation 2018

Unless otherwise noted, all sessions will be held in the McDermott Suite, 4th floor library

Date	Time	Topic	Presenters	Title
Monday 13 August				
	7:45-8:30	Breakfast		
	8:15-8:30	Overview	Paul F. Diehl Nadine Connell	Director, Center for Teaching and Learning Senate Committee on Faculty Mentoring
	8:30-9:00	Welcome	Richard Benson Inga Musselman	President Provost
	9:00-9:30	UTD Structures, Committees, and Language	L. Douglas Kiel	Professor of Public Affairs and Administration
	9:30-10:00	The Evolution of UTD	Calvin Jamison	Vice-President for Administration
	10:00-10:30	Profiles of UTD Students	Amanda Smith Jessica Murphy Varghese Jacob	Dean of Students Dean of Undergraduate Education Interim Dean of Graduate Studies
	10:30-11:15	Be Explicit: Syllabi, Learning Outcomes, and Assessment	Gloria Shenoy	Director of Assessment
	11:15-11:45	Technology in the Classroom	Darren Crone Roopa Chandrasekhar	Assistant Provost eLearning Manager
	11:45-12:45	Lunch		
	12:15-12:45	Texas History and Politics	Anthony Champagne	Professor Emeritus of Political Science
	12:45-1:15	Challenging Student Behaviors	Paul F. Diehl	Director, Center for Teaching and Learning
	1:15-2:45	Resources for Student Success	Karen Huxtable-Jester Susan McKee Kerry Tate Laura Smith	Associate Director, Center for Teaching and Learning Judicial Affairs Officer Director, Student AccessAbility Student Affairs Health and Wellness Student Success Center

			Ne'Shaun Jones and Julie Murphy	
	2:45-3:45	Human Resources	Colleen Dutton Marita Yancey	Chief Human Resources Officer Director of Benefits
	3:45-4:00	Closing Day Remarks	Hobson Wildenthal	Executive Vice-President
Tuesday, 14 August				
	8:00-9:00	Breakfast		
	9:00-9:30	Student Speaker	Archie Nettles	UTD graduate and current UTD MPA student
	9:30- 10:00**	Research (for Tenure-System Faculty)	Joseph Pancrazio	Vice-President for Research
	9:30-10:00	Promotion and Evaluation Process (for Senior Lecturers and Clinical Faculty)	Inga Musselman	Provost
	10:00- 11:00	Teaching Concerns (for Senior Lecturers and Clinical Faculty)	Karen Huxtable-Jester	Associate Director, Center for Teaching and Learning
	10:00- 10:30**	Tenure and Promotion Process (for Tenure-System Faculty)	Inga Musselman M. Ali Hooshyar	Provost Professor of Mathematical Sciences and Chair, CQ
	10:30- 11:00**	Mentoring Program (for Tenure-System Assistant Professors)	Paul F. Diehl Nadine Connell	Director, Center for Teaching and Learning Senate Committee on Faculty Mentoring

**** to be held in Center for Teaching and Learning, MC2.404 (2nd floor library)**

Appendix C: Provost Task Force on Online Education

Recommendation of the Provost's Task Force on Online Education

Darren Crone (chair), Steve Yurkovich, Bill Hefley, Andras Farago, Tae Hoon Kim, Cassini Nazir, Elmer Polk, Patricia Totusek, Gloria Shenoy, Paul Diehl (ex-officio)

Task Force Charges

- Determine the highest priorities (courses and programs) for online and blended learning at UTD.
- Determine the best process to ensure that online and blended course development occurs in a timely fashion with high quality results.
- Identify necessary campus support, software, and technology for effective online and blended course instruction.
- Identify outcomes to be assessed and by what metrics.
- Identify what models are best for providing faculty and unit incentives for course and program development, as well as periodic revision.

Recommendation 1, Determine the highest priorities (courses and programs) for online and blended learning at UTD: Strategically identify high-need online/blended undergraduate and graduate programs, courses, certificate programs, and workshops. Criteria to determine high need courses include (1) high enrollment, (2) revenue generating, (3) appropriate for online/blended delivery, (4) potential for dual use in blended and fully online formats, (5) school offerings not currently offered in the blended/online format, etc. A market analysis could be done internally (by individual schools or programs) or with the help of consultants.

Action Items:

- Determine if a consultant will be hired or if deans/department heads will conduct a market analysis.
- Conduct market analysis to determine the highest need programs, courses, certificates, and workshops.
- Set goals on how many online/blended courses will be offered each year according to a future timeline.

Rationale: This analysis should be done in the context of the University's Strategic Plan and build on the strengths of our schools and opportunities presented by potential target markets. If done properly, this market analysis would result in identifying programs and courses that will potentially attract new students and also provide flexible options that may lead to higher retention and also enhance paths for current students to graduate, and perhaps graduate sooner. Offering more online courses during the summer semester will enable currently enrolled students to continue taking classes while home on break. Completion programs may attract transfer students and non-traditional students who have a substantial number of credits, but have not attained their degree due to life circumstances. New online programs may extend the reach of the physical campus, without the extensive investment in physical campus needed for these students.

Alumni and other non-degree seeking students may be served via online, revenue-generating boot camps and preparatory courses, and through certificate programs which could be offered to specific, targeted groups (such as military, corporations, and organizations).

Recommendation 2, Determine the best process to ensure that online and blended course development occurs in a timely fashion with high quality results: Implement a project management approach to course development in which an instructional designer oversees the design, development, and implementation of the online/blended course. Courses can be developed using one of two methods, a structured or an unstructured process. In the current structured approach, two semesters are required for course development. A faculty member would be encouraged to complete the already developed UT Dallas Online Teaching Certification to ensure a foundation in online/blended pedagogy and educational technology. The faculty member as a subject matter expert works with an instructional designer who handles all technical aspects of building the course to include video/lecture recording and editing, creation of assessments and assignments, organization of modules/units, technical review, etc. The course would undergo a peer review by another faculty member prior to the first offering. The course is built entirely by the instructional designer, through a collaboration with the faculty member, and then handed over to the faculty member.

In the unstructured approach, the course can be built on the faculty member's schedule. The faculty member and a student worker would be encouraged to complete the UT Dallas Online Teaching Certification to ensure a foundation in online/blended pedagogy and educational technology. The instructional designer would work in concert with the subject matter expert (faculty) and the student worker in building the course. The student worker handles all technical aspects of course development. The course would undergo a peer review by another instructor and also a technical review by the instructional designer prior to the first offering. The instructional designer would be available for consultation while the course is being run. After each offering, the faculty member and designer would meet and review end of course evaluations and discuss/plan for improvements for the next offering. Major revisions are generally needed every three years. A course release and/or supplemental funding is recommended as revamping a course can be as labor intensive as developing a new course.

Action Items:

- Provost endorses course development processes.
- Implement compensation policy to include course releases and/or \$5,000 course development stipends to be paid upon course completion and approval (or pro-rated stipend for revision).

Rationale: The eLearning Team has successfully employed the project management approach employing both a structured and an unstructured option for course development, resulting in nationally ranked online programs at JSOM. Student satisfaction and learning outcomes of existing blended and online programs are equivalent to their face to face counterparts. This team needs to be enhanced with skills and processes needed to deliver high-quality online and blended instruction.

Recommendation 3, Identify necessary campus support, software, and technology for effective online and blended course instruction: Broader background support structure is needed that includes (i) informative tutorials to educate students who are considering enrollment in online courses; (ii) staffing to facilitate outreach to faculty and administration in better communicating available resources and university plans for online education; and, (iii) under the large scale premise stated above, more staff, facilities and tools for broad implementation in a professional, state-of-the-art manner that will ensure high quality course delivery as well as academic integrity. The UT System is in the preliminary stages of forming a working group to identify potential system-wide technology agreements with vendors that would reduce costs for UT Dallas.

Action Items:

- Develop student tutorials.

- Increase outreach to faculty and administration.
- Hire additional staff (the number and timing will depend on how many courses and also the level of production value desired).
- Install new recording lab, implement other educational technologies as needed.

Rationale: Instructors should be provided resources, motivation and know-how to consider making this transition by converting traditional face-to-face instruction through hybrid offerings leading eventually to full online courses. Currently 8% of credit hours at UTD are blended/online. In order to increase this number, new resources should be allocated proportionally. For example, the eLearning Team has six instructional designers, two trainers, and one multimedia production studio. An instructional designer generally oversees the design/refreshing, and offering of 20 online/blended courses per semester. A student worker is assigned to each course for the initial development, and the instructor implements minor updates in future semesters. A student worker would be assigned to a course for major updates (which generally occur every three years). To increase bandwidth, a second production studio will be needed, as well as additional capabilities to support production.

Recommendation 4, Identify outcomes to be assessed and by what metrics: Learning outcomes should be assessed within online courses (e.g. how/what are students learning) and there should be assessments in place about the process of online education. Outcomes to be assessed for online/blended courses and programs should be comparable to their face-to-face counterparts to include learning outcomes that tie into program outcomes, enrollment, completion/drop rate, and student and instructor satisfaction. Additional outcomes to be assessed include year to year increase in online/blended sections offered, number of credit hours, geographic location of students, satisfaction with technology, training, and technical support, and also revenue generated. GPA and other metrics should be tracked as to compare between online, blended, and face to face offerings of the same course.

Action Items:

- Modify existing student surveys to collect new data.
- Work to create mechanisms to collect data (to include SPA, IT, and outside vendors).

Rationale: Online and blended courses/programs must be of the same rigor and breadth as face-to-face offerings. One way to insure this is by using the same outcomes and metrics currently in place, and also those to measure areas unique to the online/blended environment. Additional metrics should be tracked to measure growth and financials to determine the need for potential future resources.

Recommendation 5, Identify what models are best for providing faculty and unit incentives for course and program development, as well as for periodic revision: The university should undertake a concerted effort to understand the marketplace through benchmarking, recognizing that a viable business model makes the most sense if it attracts new students to UT Dallas. A suggested model is a cost and revenue sharing model for course development and implementation for programs, schools, and the Provost's Office.

Given the traditional resistance to convert courses to online education formats, UT Dallas should implement actions to educate faculty on the value of and on what is involved with converting content to

online formats, perhaps using a “formula” for the return on investment (in terms of time) for such conversion. As the development of a high-quality course requires substantial time and effort, a \$5,000 course development stipend and/or course release is recommended. For high-impact/high-enrollment online and blended courses, a Provost’s Online/Blended Course Development Award (in which winners would be identified by a competitive campus-wide selection process managed by the Center for Teaching and Learning) is recommended. The winners would receive a cash award (above and beyond the \$5,000 course development stipend) and formal recognition from the Provost. This new award would be in addition to the President’s Teaching Excellence Award in Online/Blended Instruction.

A clear message that the expansion of online/blended courses, where appropriate, is a critical part of UTD’s mission from the President and Provost would encourage schools and faculty to venture into this area. Financial incentives will further encourage faculty to develop online/blended courses.

Action Items:

- Develop and implement a cost/revenue-sharing model for course development and redevelopment.
- Implement a campus-wide competition in which the winners would receive a cash award and formal recognition from the Provost.
- President and Provost communicate to faculty that online and blended course delivery is a priority.

Rationale: Online/blended course development should be financially self-sustaining and the revenue should be shared with faculty to provide incentive. There is a concern among faculty that the administration frowns upon online and blended learning. When faculty understand that this is important to the UT System and UT Dallas leadership, as well as to the students, they will be more apt to teach online.

Additional Considerations

The committee made three recommendations beyond the initial Task Force charges.

- The Committee on Distance Learning periodically assesses the instructional design efforts as a whole to determine effectiveness, efficiency, and adequacy of resources.
- The Student Code of Conduct (UTDSP5003) should be updated to include an academic integrity policy specific to online/blended courses.
- Enhance accessibility to online and blended courses. While online and blended courses currently meet the legal standard for accessibility, there is more that can be done to better align with best practices. Examples include proactively captioning or providing transcripts of all videos and lectures, using tools such as Blackboard Ally to identify and correct inaccessible documents and assessments, and raising awareness and disseminating information on existing or needed capabilities/resources. These challenges are recognized, have been discussed, and some are being addressed. The committee recognizes that this will require additional tools and/or resources. The Campus Accessibility Committee, the Office of Student Accessibility, the Committee on Distance Learning, and the eLearning Team should be engaged to ensure that universal design and accessibility are considered and applied in the development of online learning courses at UT Dallas.

Appendix D: Graduate Reflective Teaching Seminar

Graduate Teaching Seminar

Center for Teaching and Learning

Spring 2019

Thu 3:00pm - 4:00pm

MC 2.404

Professor: Jonas Bunte

Office: Green Hall 3.108E

E-mail: bunte@utdallas.edu

Office Phone: 972-883-3516

Office Hours: Thu 4:00pm-5:00pm

<http://www.utdallas.edu/~bunte/>

Course Description

This seminar is geared toward graduate students who want to deepen their pedagogic knowledge and teaching skills. In particular, it offers sessions designed to help graduate students to improve their lecturing, become more effective at leading discussions, and develop active learning strategies. The seminar also discusses issues of cheating, managing students, and conflict situations in the classroom. Lastly, you will gain insights into how to become a more efficient (yet fair) grader.

The seminar consists of ten, one-hour sessions. Each session will introduce you to the current academic literature on the topic to ensure that we are up to speed regarding best practices. The majority of the meeting time, however, is assigned to case studies. These case studies offer an opportunity to apply learned concepts to real world classroom situations. The completion of this course fulfills Requirement #4 for the Advanced Graduate Teaching Certificate.

Course Objective

The course objective is to expose graduate students to cutting-edge research on pedagogy in college classrooms and to derive 'best practises' from this literature. For this reason, the content and teaching of this course are focused on providing students with the opportunities to a) understand and evaluate research on pedagogy in the context of university teaching, and b) to reflect on their own approach to teaching in the classroom.

By the end of this course, students will be able to

- identify the key elements of course preparation and syllabus design.
- use techniques designed to improve lecturing and leading discussions.
- implement active learning strategies and create case studies.
- help students prepare for class and manage challenging classroom dynamics.
- design assessments and understand efficient grading procedures.

Meeting times

This course is geared towards graduate students and current teaching assistants. We understand that you have many competing expectations on your time, not least because you are taking classes yourself and finishing your dissertations. In particular, the beginning and end of a semester is a particularly stressful time, given that classes have just started or exams and papers need to be completed. For this reason, this courses will not meet for the first couple of weeks of the semester, nor in the last couple of weeks of the semester. We will only meet on the following dates:

- Thu, Jan. 31, 3pm-4pm
- Thu, Feb. 7, 3pm-4pm
- Thu, Feb. 14, 3pm-4pm
- Thu, Feb. 21, 3pm-4pm
- Thu, Feb. 28, 3pm-4pm
- Thu, Mar. 7, 3pm-4pm
- Thu, Mar. 14, 3pm-4pm
- Thu, Mar. 28, 3pm-4pm
- Thu, Apr. 4, 3pm-4pm
- Thu, Apr. 11, 3pm-4pm

Structure of Class

Each class has several components:

1. Why should we care? (10min)
 - Goal: Motivate today's topic by illustrating why thinking about this topic critically is important.
 - Approach: Brief summary of existing scholarly research regarding what the positive (negative) effects of particular pedagogical approaches.
2. What can we do? (15min)
 - Goal: Introduce specific techniques/activities/approaches.
 - Approach: Brief introduction to best practises derived from the research presented previously.
3. How does it work? (20min)
 - Goal: Experience the value of these techniques.
 - Approach: Short case studies allowing students to apply one of these approaches in a "like real life in the classroom" situation.
4. Will it work?
 - Goal: Space for reflection (15min)

- Approach: discuss with students whether these approaches are likely to work in their specific field of study/context of teaching (lab vs. lecture, STEM vs. arts, etc.). Purpose is to illustrate that they will need to adjust these approaches to their circumstances and their teaching personality.

Course readings

This is not a required class. For this reason, the readings assigned below are technically not ‘required’ — but they are very strongly recommended to ensure that the seminar is a worthwhile endeavor.

You will not need to purchase any books for this seminar. The Center for Teaching and Learning will provide every student with a free copy of the main textbook on the first day of class. The textbook will be:

Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016.

Similarly, all academic journal articles will be made available on eLearning. All participants will be added to an eLearning group. You can find it by logging into www.elearning.utdallas.edu — the group “CTL Graduate Teaching Seminar” will be listed under “My Organizations” on your start page.

Assignments and Academic Calendar

Unit A) Preparation

1. Designing a course

- Key questions
 - What do I want students to accomplish? Defining learning outcomes and course objectives.
 - How to write a syllabus? Essential syllabus items.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch2 and Ch5
- Further Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch2
 - L. Dee Fink. Self-Directed Guide for Designing Courses for Significant Learning. *Working Paper*, 2003.
 - Richard J Harnish and K Robert Bridges. Effect of syllabus tone: students’ perceptions of instructor and course. *Social Psychology of Education*, 14(3):319–330, March 2011.
 - Michael S Palmer, Lindsay B Wheeler, and Itiya Aneece. Does the Document Matter? The Evolving Role of Syllabi in Higher Education. *Change: The Magazine of Higher Learning*, 48(4):36–47, 2016.
 - Peter E Doolittle and Robster A Siduzinski. Recommended Syllabus Components: What do higher education faculty include in their syllabi? *Journal on Excellence in College Teaching*, 20(3):29–61, April 2010.
 - Denise M Anderson, Francis A Mcguire, and Lynne Cory. The first day: it happens only once. *Teaching in Higher Education*, 16(3):293–303, June 2011.

Unit B) In the classroom

2. Improving lecturing

- Key questions
 - How to prepare lectures effectively and efficiently?
 - How to deliver an effective lecture?
 - How to ensure that students understood/retain lecture?
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch12
- Further Reading
 - Elizabeth F Barkley and Claire H Major. *Interactive Lecturing: A Handbook for College Faculty*. John Wiley and Sons, 2018.
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch6
 - David Roberts. Higher education lectures: From passive to active learning via imagery? *Active Learning in Higher Education*, 125(8):146978741773119, 2017.
 - Homer Montgomery and Katherine Donaldson. Using Problem-Based Learning to Deliver a More Authentic Experience in Paleontology. *Journal of Geoscience Education*, 62(4):714–724, June 2018.
 - Catherine Mulryan-Kyne. Teaching large classes at college and university level: challenges and opportunities. *Teaching in Higher Education*, 15(2):175–185, 2010.
 - R Eric Landrum. Faculty and Student Perceptions of Providing Instructor Lecture Notes to Students: Match or Mismatch? . *Journal of Instructional Psychology*, 37(3):216–221, December 2010.
 - Shana K Carpenter, Miko M Wilford, Nate Kornell, and Kellie M Mullaney. Appearances can be deceiving: instructor fluency increases perceptions of learning without increasing actual learning. *Psychonomic Bulletin & Review*, 20(6):1350–1356, May 2013.
 - William R Balch. A Free-Recall Demonstration Versus a Lecture-Only Control. *Teaching of Psychology*, 39(1):34–37, December 2011.
 - Patricia E Blosser. *How to Ask the Right Questions*. NSTA Press, 1991.
 - Eric Mazur. Farewell, Lecture? *Science*, 323(5910):49–50, January 2009.
 - K.L. Ruhl, C.A. Hughes, and P.J. Schloss. Using the pause procedure to enhance lecture recall. *Teacher Education and Special Education: The Journal of the Teacher Education Division of the Council for Exceptional Children*, 10(1):14–18, 1987.

3. Leading Discussions

- Key questions
 - How to prepare discussions effectively?
 - How to manage a discussion? Strategies to encourage participation and guide direction of discussions.
 - How to ensure that students got the key points?

- Readings

- Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch13

- Further Reading

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch5
- Jay R Howard. *Discussion in the college classroom: Getting your students engaged and participating in person and online*. John Wiley and Sons, 2015.
- Stephen Brookfield and Stephen Preskill. Getting Lecturers to Take Discussion Seriously. In Stephen Brookfield and Stephen Preskill, editors, *To Improve the Academy: Resources for Faculty, Instructional and Organizational Development*. Anker, 2008.
- John F Nestojko, Dung C Bui, Nate Kornell, and Elizabeth Ligon Bjork. Expecting to teach enhances learning and organization of knowledge in free recall of text passages. *Memory & Cognition*, 42(7):1038–1048, May 2014.
- Peter Frederick. The Dreaded Discussion: Ten Ways to Start. *Improving College and University Teaching*, 29(3), 1981.
- Shelly Z Reuter. Sustaining the Undergraduate Seminar: On the Importance of Modeling and Giving Guidelines. In *To Improve the Academy*, pages 1–47. May 2007.

4. Active Learning Strategies

- Key questions

- Overview over techniques: Small-scale strategies, group-based methods, peer-learning.
- The challenge of active learning strategies in specific settings: labs, large lectures, small seminars, etc.

- Readings

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch14 and Ch18

- Further Reading

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch19
- M. Prince. Does active learning work? A review of the research. *Journal of Engineering Education*, 93:223–232, 2004.
- J Michael. Where’s the evidence that active learning works? *AJP: Advances in Physiology Education*, 30(4):159–167, December 2006.
- Maryellen Weimer. Assignments That Promote Critical Thinking. *Faculty Focus*, pages 1–3, December 2012.
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- S Freeman, S L Eddy, M McDonough, M K Smith, N Okoroafor, H Jordt, and M P Wenderoth. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23):8410–8415, June 2014.

- C E Wieman. Large-scale comparison of science teaching methods sends clear message. *Proceedings of the National Academy of Sciences*, 111(23):8319–8320, June 2014.
- S Freeman, S L Eddy, M McDonough, M K Smith, N Okoroafor, H Jordt, and M P Wenderoth. Active learning increases student performance in science, engineering, and mathematics. *Proceedings of the National Academy of Sciences*, 111(23):8410–8415, June 2014.
- Alan Swinkels. An Effective Exercise for Teaching Cognitive Heuristics. *Teaching of Psychology*, 30(2):120–122, 2003.
- Karla J Gingerich, Julie M Bugg, Sue R Doe, Christopher A Rowland, Tracy L Richards, Sara Anne Tompkins, and Mark A McDaniel. Active Processing via Write-to-Learn Assignments. *Teaching of Psychology*, 41(4):303–308, October 2014.
- Jeffrey S Nevid, Amy Pastva, and Nate McClelland. Writing-to-Learn Assignments in Introductory Psychology. *Teaching of Psychology*, 39(4):272–275, October 2012.

5. Creating Case Studies

- Key questions
 - How to prepare case studies? Overview over essential elements.
 - How to prepare Problem based Learning problems?
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch15, and Ch19
- Further Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch15
 - Larry K. Michaelsen, L. Dee Fink, and A Knight. Designing Effective Group Activities: Lessons for Classroom Teaching and Faculty Development. In Deborah DeZure, editor, *To Improve the Academy: Resources for Faculty, Instructional and Organizational Development*. New Forums, 1997.
 - H M Parrott and E Cherry. Using Structured Reading Groups to Facilitate Deep Learning. *Teaching Sociology*, 39(4):354–370, October 2011.
 - William Ashton. Using the Psychic Blue Dot to teach about Science (and Pseudoscience). *PsycEXTRA Dataset*, 2003.

Unit C) Managing humans

6. Helping students to prepare for class

- Key questions
 - Why do students not read or finish their homework?
 - Equipping and incentivizing students to come prepared.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch20 and Ch21

- Further Reading

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch4, Ch11, and Ch21
- Toshiya Miyatsu, Khuyen Nguyen, and Mark A McDaniel. Five Popular Study Strategies: Their Pitfalls and Optimal Implementations. *Perspectives on Psychological Science*, 13(3):390–407, May 2018.
- John Dunlosky, Katherine A Rawson, Elizabeth J Marsh, Mitchell J Nathan, and Daniel T Willingham. Improving Students’ Learning With Effective Learning Techniques. *Psychological Science in the Public Interest*, 14(1):4–58, January 2013.
- Mary E Hoeft. Why University Students Don’t Read: What Professors Can Do To Increase Compliance. *International Journal for the Scholarship of Teaching and Learning*, 6(2), 2012.
- Susan A Ambrose, Michael W Bridges, Marsha C Lovett, Michele DiPietro, and Marie K Norman. *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass, April 2010.
- G Ramirez and S L Beilock. Writing About Testing Worries Boosts Exam Performance in the Classroom. *Science*, 331(6014):211–213, 2011.
- Shannon T Brady, Bridgette Martin Hard, and James J Gross. Reappraising test anxiety increases academic performance of first-year college students. *Journal of Educational Psychology*, 110(3):395–406, April 2018.
- Sundus Yerdelen, Adam McCaffrey, and Robert M Klassen. Longitudinal Examination of Procrastination and Anxiety, and Their Relation to Self-Efficacy for Self- Regulated Learning: Latent Growth Curve Modeling. *Educational Sciences Theory and Practice*, 16(1):5–22, April 2016.
- Martyn Stewart, Tim Stott, and Anne-Marie Nuttall. Study goals and procrastination tendencies at different stages of the undergraduate degree. *Studies in Higher Education*, 41(11):2028–2043, February 2015.
- Joseph Mick La Lopa. The Difference Between Bigfoot and Learning Styles: There May Be Better Evidence to Support the Existence of Bigfoot. *Journal of Culinary Science & Technology*, 11(4):356–376, October 2013.
- Regan A R Gurung. How do students really study (and does it matter)? *Teaching of Psychology*, 32(4):239–241, October 2005.
- Regan A R Gurung, Janet Weidert, and Amanda Jeske. Focusing on how students study. Technical report, March 2010.
- Robert Ariel and Jeffrey D Karpicke. Improving self-regulated learning with a retrieval practice intervention. *Journal of Experimental Psychology: Applied*, 24(1):43–56, March 2018.

7. Managing classrooms

- Key questions

- How to motivate students?
- How to deal with technology? Laptops, cell phones etc.
- How to deal with incivility? Classroom persona and strategies for responding.
- How to deal with traumatizing situations?

- Readings

- Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch4, Ch8, and Ch9

- Further Reading

- W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch13 and Ch17
- Robert Boice. Classroom incivilities. *Research in higher education*, 37(4):453–486, 1996.
- Sally L. Kuhlenschmidt and Lois E. Layne. Strategies for Dealing with Difficult Behavior. *New Directions for Teaching and Learning*, 77, 1999.
- R. Junco, G. Heiberger, and E. Loken. The effect of Twitter on college student engagement and grades. *Journal of Computer Assisted Learning*, 2010.
- Laura L Bowman, Laura E Levine, Bradley M Waite, and Michael Gendron. Computers & Education. *Computers & Education*, 54(4):927–931, May 2010.
- Deborah R Tindell and Robert W Bohlander. The Use and Abuse of Cell Phones and Text Messaging in the Classroom: A Survey of College Students. *College Teaching*, 60(1):1–9, January 2012.
- Yvonne Ellis, Bobbie Daniels, and Andres Jauregui. The effect of multitasking on the grade performance of business students. *Research in Higher Education Journal*, 8:1–10, 2010.
- Lydia Burak. Multitasking in the university classroom. *International Journal for the Scholarship of Teaching and Learning*, 6(2), 2012.
- Douglas K Duncan, Angel R Hoekstra, and Bethany R Wilcox. Digital Devices, Distraction, and Student Performance: Does In-Class Cell Phone Use Reduce Learning? *Astronomy Education Review*, 11(1):010108, 2012.
- Carrie B Fried. In-class laptop use and its effects on student learning. *Computers & Education*, 50(3):906–914, April 2008.
- Rifka Cook and Susanna Calkins. More Than Recall and Opinion: Using “Clickers” to Promote Complex Thinking. *Journal on Excellence in College Teaching*, 24(2):51–76, April 2013.
- Jeffrey H Kuznekoff and Scott Titsworth. The Impact of Mobile Phone Usage on Student Learning. *Communication Education*, 62(3):233–252, July 2013.
- Pam A Mueller and Daniel M Oppenheimer. The Pen Is Mightier Than the Keyboard. *Psychological Science*, 25(6):1159–1168, April 2014.
- Susan M Ravizza, Mitchell G Uitvlugt, and Kimberly M Fenn. Logged In and Zoned Out. *Psychological Science*, 28(2):171–180, December 2016.
- Amanda C Gingerich and Tara T Lineweaver. OMG! Texting in Class = U Fail :(Empirical Evidence That Text Messaging During Class Disrupts Comprehension. *Teaching of Psychology*, 41(1):44–51, December 2013.

8. Cheating

- Key questions

- How to prevent cheating?
- How to deal with cheating once it happens?

- Readings

- Nielsen: C10

- Further Reading
 - Stephen F Davis, Cathy A Grover, Angela H Becker, and Loretta N McGregor. Academic Dishonesty: Prevalence, Determinants, Techniques, and Punishments. *Teaching of Psychology*, 19(1):16–20, August 2016.
 - Leda Nath and Michael Lovaglia. Cheating on Multiplechoice Exams: Monitoring, Assessment, and an Optional Assignment. *College Teaching*, 57(1):3–8, 2009.

Unit D) Assessments

9. Designing Exams

- Key questions
 - Preparing students for Exams.
 - Constructing good exams and grading guidelines.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch25 and Ch26
- Further Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch7 and Ch8
 - Thomas R Gray and Jonas B Bunte. The Effect of Grades on Student Performance: Evidence From a Quasi-Experiment. *Paper presented at the American Political Studies Association APSA Meeting*, June 2018.
 - James M. Lang. *Cheating lessons*. Harvard University Press, 2013.
 - Kristin T Kennedy and Allison G Butler. Changing the Order of Mathematics Test Items: Helping or Hindering Student Performance? *Journal of Humanistic Mathematics*, 3(1):20–32, 2013.
 - Thomas M Haladyna, Steven M Downing, and Michael C Rodriguez. A Review of Multiple-Choice Item-Writing Guidelines for Classroom Assessment. *Applied Measurement in Education*, 15(3):309–333, 2002.
 - Jeri L Little, Elizabeth Ligon Bjork, Robert A. Bjork, and Genna Angello. Multiple-Choice Tests Exonerated, at Least of Some Charges. *Psychological Science*, 23(11):1337–1344, October 2012.
 - Andrew C Butler. Multiple-Choice Testing in Education: Are the Best Practices for Assessment Also Good for Learning? *Journal of Applied Research in Memory and Cognition*, 7(3):323–331, September 2018.
 - Xiaomeng Xu, Sierra Kauer, and Samantha Tupy. Multiple-choice questions: Tips for optimizing assessment in-seat and online. *Scholarship of Teaching and Learning in Psychology*, 2(2):147–158, 2016.
 - Kevin J O'Connor. Should I Give the Exam Before or After the Break? *Teaching of Psychology*, 41(1):63–65, December 2013.
 - Parunchana Pacharn, Darlene Bay, and Sandra Felton. The Impact of a Flexible Assessment System on Students' Motivation, Performance and Attitude. *Accounting Education*, 22(2):147–167, April 2013.

- Steven C Funk and K Laurie Dickson. Crib Card Use During Tests. *Teaching of Psychology*, 38(2):114–117, March 2011.
- Kathleen C Burns. Security Blanket or Crutch? Crib Card Usage Depends on Students' Abilities. *Teaching of Psychology*, 41(1):66–68, December 2013.

10. Grading Exams and Giving Feedback

- Key questions
 - How to effectively and fairly grade.
 - How to manage multiple graders for the same class.
- Readings
 - Linda B Nilson. *Teaching at its best: A research-based resource for college instructors*. John Wiley and Sons, 2016. — Ch27
- Further Reading
 - W.J. McKeachie and M. Svinicki. *Teaching tips: Strategies, research, and theory for college and university teachers*. Wadsworth; Belmont, CA, 13th edition, 2006. — Ch9 and Ch10
 - Barbara E. Walvoord and Virginia Johnson Anderson. *Effective grading: a tool for learning and assessment in college*. Jossey-Bass Inc Pub, 2009.
 - Daryl Close. Fair Grades. *Teaching Philosophy*, 32(4):361–398, December 2009.
 - Daniel M Oppenheimer. Consequences of erudite vernacular utilized irrespective of necessity: problems with using long words needlessly. *Applied Cognitive Psychology*, 20(2):139–156, 2006.
 - Barbara E. Walvoord. To Curve or Not. In *Effective Grading: A Tool for Learning and Assessment*, pages 1–6. September 2016.
 - Hillary G Mullet, Andrew C Butler, Berenice Verdin, Ricardo von Borries, and Elizabeth J Marsh. Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately. *Journal of Applied Research in Memory and Cognition*, 3(3):222–229, September 2014.
 - Harriet L Schwartz. Sometimes It's About More Than the Paper: Assessment as Relational Practice. *Journal on Excellence in College Teaching*, 28(2):5–28, May 2017.
 - Michael E Gordon and Charles H Fay. The Effects of Grading and Teaching Practices on Students' Perceptions of Grading Fairness. *College Teaching*, 58(3):93–98, 2010.

Grading Policy

No grades, but expectation to attend every session and to complete the readings prior to our meetings. Also, you must attend every session to receive credit for the Advanced Graduate Teaching Seminar. The completion of this course fulfills Requirement #4 for the Advanced Graduate Teaching Certificate.

Expectations

What I expect of my students

- Willingness to work: As a general rule, I expect you to complete the readings prior to our meetings and to participate in the discussions. In other words, you will need to invest time into this course, otherwise the benefits you will get might not be what you want.
- Classroom etiquette: You are expected to complete the assigned readings prior to the class session for which they are scheduled. Lectures and discussions will not duplicate, but instead will build on, and hence will assume prior familiarity with, assigned readings. Your active, informed and civil participation in discussion and class activities is expected. You are responsible for remaining attentive in class, arriving prepared to discuss course materials, and respecting other members of the class as you and they participate.

What you can expect from the instructor

- I offer a learning environment that challenges you in order to provide opportunities for growth. I will be prepared to the best of my abilities.
- I encourage you to explore your own ideas in response to the assigned tasks. I will be open-minded in responding to your ideas and suggestions. I will offer constructive feedback.
- I am open to constructive feedback from you on my performance. If you have ideas or suggestions, please do not hesitate to discuss them with me. I am committed to make this the best possible classroom experience.

Course Policies

Sexual Harassment

University policy prohibits sexual harassment as defined in the University Policy Statement (<http://www.utdallas.edu/legal/title9/contactharass.html> and <http://www.utdallas.edu/hrm/er/complaints/harassment.php5>). This is a serious offense, and I feel strongly about addressing it. Complaints about sexual harassment should be reported to the Dean of Students, Office of Student Life, Student Union Room 1, phone 972-883-6391 or email gene.fitch@utdallas.edu. However, I also want you to know that you can also talk to me as well about any issues that come up.

Accommodations for Students with Disabilities

Participants with special needs are strongly encouraged to talk to me as soon as possible to gain maximum access to course information. It is important to me that everyone who wants to take this class is not prevented from doing so due to special needs. University policy is to provide, on a flexible and individualized basis, reasonable accommodations to students who have documented disability conditions (e.g., physical, learning, psychiatric, vision, hearing, or systemic) that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact the Office of Student AccessAbility and their instructors to discuss their individual needs for accommodations. The Office of Student AccessAbility is located in SSB 3.200. Staff can be reached at studentaccess@utdallas.edu or by calling 972-883-2098. For more information see <http://www.utdallas.edu/studentaccess/>

Statement regarding diversity

I strongly believe that diversity is an asset rather than a liability. For one, in a globalized world you will be exposed to people who are different from you. Therefore, it is necessary to recognize that people who are different in almost all cases bring something valuable to the table: Experiences that you can learn from, insights that were not apparent to you, skills that you do not have, or knowledge that you can benefit from. It is my intention to create a learning environment in this class that allows everyone to share their unique strengths. This is not only my personal belief. After all, research shows that the best work is usually produced by groups that combine the different comparative advantages of their group members.

I therefore emphasize that I will welcome anyone to my class, regardless of your sexual orientation, religious observances, political orientation, physical characteristics, cultural background, nationality, or any other characteristic. I recognize that I myself am not perfect, but I promise you to make every effort. If you have any concerns with respect to your acceptance in the classroom I strongly encourage you to talk with me.

Technology in the classroom

Laptops are allowed and even encouraged in the classroom. Bring yours to classes, as we will frequently use it for group activities and short in-class assignments. However, I do expect you to use the laptop for activities related to the class only. That is, no gaming, no facebook, no emails, no chatting. I reserve the right to administer sanctions if your behavior does not align with these expectations.

However, any other technological items such as cell phones, Ipods, MP3 players, pagers, and PDAs need to be turned OFF during class. That's right: turn it off, rather than just setting it to vibrate. The purpose for this policy is that I want to minimize distractions during class. I do want you to be focused on the learning activities that will be going on. If I notice that you are not paying attention but instead are focused on your cell phone I reserve the right to do something about it.

Further, you are not allowed to make video- or audio-recordings of the classes without my prior permission. I reserve the right to legal action in case I observe you doing so. The reason why the dialogue between professors and students should stay within the closed community of the classroom is simple.

After all, academic freedom and completely honest communication in the classroom requires a certain degree of privacy for all the people in the classroom. Students and teachers alike need to be able to be frank, and they need to express their emotions honestly. A video- or audio recording will seriously impede the willingness of students to come forward and engage in an open and honest discussion.

UT Dallas Syllabus Policies and Procedures

The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus. Please go to <http://go.utdallas.edu/syllabus-policies> for these policies.

The descriptions and timelines contained in this syllabus are subject to change at the discretion of the Professor.