

Annual Report of the TTU Teaching Academy for 2020-2021

“The mission of the Teaching Academy is to advocate for teaching excellence, promote service related to the university’s teaching mission, and share knowledge about teaching strategies and their implementation.”

The Executive Council is composed of 12 Teaching Academy members representing Colleges and Schools. Members during 2020-2021 included:

Angela Lumpkin (Chair) - Arts & Sciences

Bob McDonald - (Past-Chair) - Business

Courtney Meyers (Chair-Elect) - Agricultural Sciences & Natural Resources

Dominick Casadonte - Arts & Sciences

Ali Duffy - Visual & Performing Arts

Patrick Hughes - Media & Communication

Carla Lacerda - Engineering

Mitzi Lauderdale - Human Sciences

Brie Sherwin - Law

Tara Stevens - Education

Susan Tomlinson - Honors

Suzanne Tapp - Teaching, Learning, & Professional Development Center

Molly Jacobs, who works in the TLPDC, provided excellent staff support to the Executive Council.

Angela Lumpkin developed the following vision for the 2020-2021 Teaching Academy.

1. Teaching Academy Commitment to Teaching – Aligned with the TTU Commitment during the pandemic, this vision invited members of the Teaching Academy to share information and resources to help other colleagues in teaching through new modalities while ensuring student learning. The Teaching Academy’s Commitment to Teaching could include podcasts and webinars among the resources and provide these to all faculty on the website. (See the Appendix for a complete list of the contributions to the Teaching Academy’s Commitment to Teaching Series.)
2. Specific Teaching Academy Commitment Initiatives
 - a. Mentoring New Faculty - Angela would like each new faculty to be mentored by a member of the Teaching Academy. Mentors can meet in person or virtually as a follow up to New Faculty Orientation. Ali Duffy (Theatre and Dance) agreed to lead this initiative.
 - b. Mentoring First-Year Students - Angela would like members of the Teaching Academy to connect with all new Texas Tech students. Dom Casadonte (Chemistry & Biochemistry) agreed to lead this initiative.
 - c. Peer Evaluation of Teaching - Courtney Meyers (Agricultural Education & Communications) started collecting and developing materials for the peer evaluation of teaching last year as a TLPDC faculty fellow. Angela would like to continue this work with Courtney Meyers agreeing to lead this initiative.
3. Awarding of the Diamond Award honoring innovative teaching during the pandemic.

Induction Ceremony and Fall Business Meeting

The fall Business Meeting of the Teaching Academy was held on September 17, 2020, following the virtual Induction Ceremony honoring these new members of the Teaching Academy:

- Kristen Bigbee - Rawls College of Business, School of Accounting
- Sean Cunningham - College of Arts & Sciences, Department of History
- Lindsay Greenlee - College of Arts & Sciences, Department of Psychological Sciences
- Lauren Griffith - College of Arts & Sciences, Department of Sociology, Anthropology, & Social Work
- Jerome Koch - College of Arts & Sciences, Department of Sociology, Anthropology, & Social Work
- Jenna LaFreniere - College of Media & Communication, Department of Communication Studies
- Sunho Lim - Whitacre College of Engineering, Department of Computer Science
- Lisa Low - College of Media & Communication, Department of Public Relations
- Jon McNaughtan - College of Education, Department of Educational Psychology & Leadership
- Kayleigh Millerick - Whitacre College of Engineering, Department of Civil, Environmental, & Construction Engineering
- Yuan Shu - College of Arts & Sciences, Department of English
- Aaron Zimmerman - College of Education, Department of Curriculum & Instruction

John M. Burns Conference on the Scholarship of Teaching and Learning

Bob McDonald (Marketing and Supply Chain Management), Patrick Hughes (Provost Office), and Suzanne Tapp (TLPDC Executive Director) served as the planning committee for the virtual 2020 Burns Conference on September 18 and adopted the theme of “Teaching Interrupted: Finding Strength and Adapting to a Pandemic.” The morning session included a panel discussion titled “Adjusting to Teaching in a Global Pandemic.” Chris Smith (Musicology), Justin Hart (History), and Malinda Colwell (Human Development and Family Sciences) discussed issues of achieving learning outcomes, adapting content and assessments, and engaging and caring for students in the midst of a pandemic. They shared reflections about their overall teaching experiences and ways in which their teaching may have changed for the better. Students’ perspectives about “Adjusting to Learning in a Global Pandemic” were heard in the first afternoon session. Bob McDonald moderated the panel discussion with Ashton Vanhooose (Marketing), Karlee Combest (Sport Management), Ashley Moreno-Gongora (Chemistry), Brianna Edwards (Agricultural Communications), and Angel Avila (Marketing and Public Relations). They shared their perspectives and experiences, including the challenges of abruptly changes in March to virtual learning environments that mostly continued through the summer and fall semester. The faculty gained helpful insights from these students about what worked well, what did not work as successfully, and what they wished their instructors might had known about teaching through different modalities. Four faculty participated in the lightning round about effective instructional strategies during the pandemic:

- Angela Lumpkin (Kinesiology and Sport Management) spoke on “Our Moral Obligation to Students: Teaching in a Pandemic and at other Times.”
- Sylvia Niehaus and Shera Thomas-Jackson (both in Human Development and Family Sciences) shared “Reflections on Teaching during the COVID-19 Pandemic: What matters? What worked?”

- Jenna LaFreniere (Communication Studies) discussed “Examining and Communicating Expectations.”
- Brock Williams (Mathematics and Statistics) shared suggestions for “Using Learning Assistants in Online Environments.”

Chancellor’s Council Distinguished Teaching Award

Joined by a past award recipient, Erica Irlbeck, and the Faculty Senate President, Seshadri Ramkumar, the Executive Council reviewed the applications and recommended the faculty to be honored with this teaching award. Nine faculty submitted impressive application packets. Their excellence in teaching was recognized through nominations by colleagues, students, and administrators. Four colleagues—Mario Beruvides (Industrial Engineering), Malinda Colwell (Human Development and Family Sciences), Dimitri Pappas (Chemistry), and Susan Tomlinson (Honors College)—were unanimously selected for their significant contributions to the teaching mission of Texas Tech University. They were honoured with receipt of the Chancellor’s Council Distinguished Teaching Award on March 26.

The Executive Council recommended a change in the eligibility criteria, specifically that the same criteria by faculty title should be used for this award as for membership in the Teaching Academy. The proposed wording was “be a full-time tenured or tenure-track faculty, full-time professor of practice, or full-time lecturer who has been at Texas Tech for a minimum of three years (completed six long semesters).”

The Executive Council also recommend several changes in Attachment A and Attachment B of OP 32.13 Chancellor’s Council Distinguished Teaching Award. The rationale for these recommended changes was the lack of consistency in the items listed in the checklist in Attachment A and the items listed on the rating sheet in Attachment B.

Attachment A	Attachment B
Completed nomination form (not counted in 20-page limit)	
Dean’s cover letter highlighting nominee’s professional achievements related to teaching	
Add: Curriculum vitae emphasizing teaching contributions	
External supporting letters from colleagues, focusing on the criteria for this award (no fewer than 1 letter and no more than 3 letters)	(a) Outstanding teaching and contributions beyond the institution (e.g., external teaching awards; evidence nominee has explored/developed effective instructional materials, methods, and models to foster student learning through external letters of support focusing on the criteria for this award (no fewer than 1 letter and no more than 3 letters); received grants to support teaching activities from external sources; evidence of impact of teaching to learned societies and professional organizations; publications on pedagogy; invited lectures, workshops, and other presentations outside of the institution related to teaching excellence)

<p>Internal supporting letters from colleagues, focusing on the criteria for this award (no fewer than 1 letter and no more than 3 letters)</p> <p>Numerical summary scores from student evaluations (not to exceed 1 page - raw data should not be included)</p>	<p>(b) Outstanding teaching within the institution (e.g., internal teaching awards; Internal supporting letters from colleagues, focusing on the criteria for this award (no fewer than 1 letter and no more than 3 letters; evidence of teaching excellence, such as self-reflections, peer reviews and observations, and student evaluations; student comments; mentoring undergraduate and graduate students; evidence nominee has explored/developed effective instruction materials, methods, and models to foster student learning)</p>
<p>Supporting letters from current and/or former students, focusing on the criteria for this award (no fewer than 1 letter and no more than 3 letters)</p> <p>Optional support materials: To include pertinent documentation of distinguished excellence in teaching. This should be organized clearly and concisely and should include such information that demonstrates precisely why the nominee is outstanding, including, but not limited to, written verification such as a course syllabus, quotes from student evaluations, etc. (not to exceed 4 pages).</p>	<p>(c) Contributions to teaching excellence within the institution (e.g., integration of teaching, research, and service to benefit members of the TTU community; service as an expert in support of teaching excellence; evidence on teaching of colleagues inside the university); supporting letters from current and/or former students, focusing on the criteria for this award (no fewer than 1 letter and no more than 3 letters)</p>
<p>Optional support materials: To include pertinent documentation of distinguished excellence in teaching. This should be organized clearly and concisely and should include such information that demonstrates precisely why the nominee is outstanding, including, but not limited to, written verification such as a course syllabus, quotes from student evaluations, etc. (not to exceed 4 pages).</p>	

Three Teaching Academy Commitment Initiatives for 2020-2021

1. Mentoring New Faculty
 - a. Ali Duffy led this initiative working with 21 members of the Teaching Academy: Rula Al-Hmoud (Classical and Modern Languages and Literatures), Claudia Cogliser (Management), Kirsten Cook (Accounting), Sean Cunningham (History), Lou Densmore (Biological Sciences), David Doerfert (Agricultural Education and Communications), Kristi Gaines (Design), Lisa Garner (Music), Bill Gelber (Theatre and Dance), Lindsay Greenlee (Psychological Sciences), Breanna Harris (Biological Sciences), Stacey Jocoy (Music), Angela Lumpkin (Kinesiology and Sport Management), Bob McDonald (Marketing), Jon McNaughtan (Educational Psychology & Leadership), Courtney Meyers (Agricultural Education and Communications), Sylvia Niehuis (Human Development and Family Sciences), Sterling Shumway (Community, Family, and Addiction Sciences),

Christopher Smith (Music), Walter Smith (Curriculum & Instruction), and Rob Stewart (Provost Office).

- b. These efforts included one-on-one mentorship of new faculty with Teaching Academy members contacting three to five new faculty members and meeting via Zoom at least once in the fall semester to welcome them, answer their questions, and share information about working at Texas Tech.
 - c. Mentors reported that these meetings seemed to be appreciated by the new faculty mentees and offered them a good opportunity to ask questions about the Lubbock community and the university at large.
 - d. In December, the mentors and new faculty were surveyed about whether to continue this initiative in the spring semester. Based on feedback from this survey, Teaching Academy members contacted the same three to five new faculty members once in the spring semester.
2. Mentoring New Students
- a. Dom Casadonte led this initiative working with 17 members of the Teaching Academy: Rula Al-Hamoud (Classical and Modern Languages and Literatures), Kristen Bigbee (Accounting), Kathryn Button (Teacher Education), Malinda Colwell (Human Development and Family Sciences), Kirsten Cook (Accounting), Fanni Coward (Teacher Education), Sean Cunningham (History), Lou Densmore (Biological Sciences), Lauren Griffith (Anthropology), Matt Hart (Accounting), Carla Lacerda (Chemical Engineering), Jenna LaFreniere (Communication Studies), Angela Lumpkin (Kinesiology and Sport Management), Bob McDonald (Marketing), Blair Williams (Music), Brock Williams (Mathematics and Statistics), and Aliza Wong (History). Non-Teaching Academy member assistance was provided by Brandon Cruz, Molly Jacobs, Ching Lee, Shruti Nelson, Julian Olivas, and Suzanne Tapp.
 - b. Dom developed and sent a welcome message that was sent to all new students. Many students responded to this message with questions, and the mentor group was able to respond to each.
 - c. A group of faculty and staff developed a welcome video to send out to new students.
 - a. Plans were made to host brown bag lunches called “Raider Facs and Snacks.” Dom said the brown-bag lunches were small but seemed to be extremely beneficial for the few students who attended.
 - b. Two email messages—in October and November—were sent from to all students assisted by the College of Arts and Science Office of Student Success.
 - c. Dom sent a letter to students in the spring semester with the theme to be H.O.P.E—Help if you need it, Optimism for reduction in number of cases, Partners in your learning adventure, and Empathy for the difficulties that you are going through in life. This group also set up good connections with MentorTech and the First Gen Office.
3. Peer Evaluation of Teaching
- a. Courtney Meyers led this initiative working with 16 members of the Teaching Academy: Robert Cox (Department of Natural Resources Management), Charles Crews (Educational Psychology & Leadership), Melanie Hart (Provost Office), Mitzi Lauderdale (Personal Financial Planning), Robin Lock (Educational Psychology & Leadership), Stephanie Lockwood (Biological Sciences), Lisa Low (Public Relations), Angela Lumpkin (Kinesiology and Sport Management), Kayleigh Millerick (Civil, Environmental, & Construction Engineering), Sylvia Niehuis (Human Development and

Family Sciences), Michael Serra (Psychological Sciences), Andrew Stetson (Music), Tara Stevens (Educational Psychology & Leadership), Beth Thacker (Physics), Mitzi Ziegner (Human Development and Family Sciences), and Aaron Zimmerman (Curriculum & Instruction), with the assistance of Suzanne Tapp (TLPDC).

- b. The Peer Evaluation sub-committee led by Lisa Low presented suggestions for effective online and hybrid teaching at the Advancing Teaching and Learning Conference. Phase two for this work will be to extend peer teaching observation/evaluation resources to include online and hybrid modality.
- c. The Defining Teaching Excellence sub-committee led by Andrew Stetson developed a general statement about quality teaching: “Texas Tech considers effective teaching to be an ever-evolving, purposeful, unique, collaborative, autonomy focused and student-centered process that embraces broad connections and diverse perspectives within and among disciplines while providing a positive and long-lasting impact on the professional and personal lives of the entire University community while deepening our understanding of the human experience within a global society.” Phase two for this work will be to further develop and share a final definition of teaching excellence.

Advancing Teaching and Learning Conference

The Advancing Teaching and Learning Conference was held on March 5, 2021, with the theme of “Focusing on Quality Teaching and Teaching Evaluation.” This conference was dedicated to Charles Klein, a former faculty member in Landscape Architecture, a leader in service learning and outstanding teacher who passed away on December 25, 2020. Emily Miller from the Association of American Universities spoke about the importance of transforming the learning environment to make it more equitable, including defining teaching excellence and using teaching evaluations. The keynote speaker, Dr. Ginger Clark from the University of Southern California, shared a comprehensive overview of the Teaching Excellence initiative she led at her institution through the involvement of their Academic Senate and a Provost Task Force. They created and are willingly sharing a wealth of resources to support the definition of teaching excellence, peer evaluation of teaching, development of academic teaching plans, and revisions in the student instrument for evaluation students learning experiences. Lisa Low, Kayleigh Millerick, Melanie Hart, Charles Crews, Robin Lock, Angela Lumpkin, and Courtney Meyers presented information on “Faculty Peer Observers Are Looking for these Five High Impact Practices in Online and Hybrid Courses.” Angela Lumpkin, Heather Vellers, David Pifer, and Audra Day (all in Kinesiology and Sport Management) shared “Successful Teaching Innovations Spurred by the Demands of Switching Teaching Modalities.”

The Teaching Academy conducts some of its work through three Standing Committees. Members and the colleges and schools they represented for 2020-2021 are listed along with the names of those honored.

Lawrence Schovanec Teaching Development Scholarships

Robert Cox (Chair) - Agricultural Sciences & Natural Resources

Dustin Benham - Law

Shane Blum - Human Sciences [Chair-Elect, 2021-2022]

Claudia Cogliser - Business

Breanna Harris - Arts & Sciences

Stacey Jocoy - Visual & Performing Arts
 Sanjaya Senadheera - Engineering
 Walter Smith - Education
 Kent Wilkinson - Media & Communication
 John Zak - Arts & Sciences

Six faculty submitted applications for these professional development funds. Based on the strength of the applications and their requests, all six faculty received Teaching Development Scholarships of varying amounts. The recipients were Sarah Johnson (Theatre and Dance), Tatiana Mann (Music), Narissra Punyanunt-Carter (Communication Studies), Heather Austin-Robillard (Addictive Disorders and Recovery Studies), Yuan Shu (English), and Amani Zaier (Educational Psychology & Leadership). The committee also proposed changes in the application instructions for these two statements, which were approved by the Executive Council.

1. Briefly describe your teaching experience, and then describe how you expect this conference to improve your teaching effectiveness, e.g., specific ways to improve your pedagogical strategies, curriculum, intervention strategies, etc.
2. Describe a specific workshop or poster presentation you will plan to present at the TLPDC sharing the knowledge, skills, and values you learned as a result of attending the conference.

The committee recommended including the evaluation rubric in the application process and providing links on the website to links to the post-conference presentation so applicants could see what was expected on them. These changes were approved by the Executive Council.

Departmental Excellence in Teaching Award Selection Committee

Michael Orth (Chair) - Agricultural Sciences & Natural Resources
 Gerry Beyer - Law
 Erin Collopy - Arts & Sciences
 Kirsten Cook – Business [Chair-Elect, 2021-2022]
 Fanni Coward - Education
 Stephen Ekwaro-Osire - Engineering
 Robert Peaslee - Media & Communication
 William Wenthe - Arts & Sciences
 Blair Williams - Visual & Performing Arts
 Aliza Wong - Honors College
 Mitzi Ziegner - Human Sciences

The committee reviewed three applications for this award and chose the Department of Classical and Modern Languages and Literatures as the recipient. The committee asked the Executive Council to consider these issues:

- Can a member of a Teaching Academy Standing Committee recuse him/herself when their department submits an application? (See OP 10.20 Conflict of Interest)
- Eligibility for Departmental Excellence in Teaching Award—how is a department defined, such as the Honors College or an academic program?
- How much should the proposed use of the \$25,000 award be weighted?
- What if a tie in the Olympic scoring occurs?

In response to questions from the Departmental Excellence in Teaching Award Selection Committee, in May, the Executive Council made changes to the Committee Voting Protocols:

1. No changes.
2. No changes.
3. No changes.
4. No changes.
5. All committee members must review and score all applications. However, in compliance with OP 10.20 if a conflict of interest exists, defined as “A conflict of interest refers to a situation in which an employee’s financial, professional, or other personal considerations may directly or indirectly affect, or have the appearance of affecting, the employee’s judgment in exercising any duty or responsibility, including the conduct or reporting of research, owed to the institution,” this committee member is required to be recused from voting on that application and participating in the discussion of that application. New Member Selection, Departmental Excellence in Teaching Award, and Chancellor’s Council Distinguished Teaching Award committee members cannot write nomination or recommendation letters. Committee members will submit their scores prior to the committee meeting. The committee chair will then total the scores, but drop the single highest and single lowest scores for each TLPDC support staff can assist the committee chair with the collection of committee scores and the preparation of a spreadsheet for the committee’s use if desired.
6. No changes
7. Following discussion, revised scores shall be collected from committee members in attendance, again with any committee member prevented from scoring an application related to a conflict of interest. The committee cannot re-score the candidates more than one time. The results shall be tabulated using the process outlined in item 5 above. TLPDC support staff can assist the committee chair with revisions of the spreadsheet if desired.
8. The highest-scoring department shall be awarded the DETA award. However, if there is a tie for the highest-scoring department, then the committee must continue its discussion and will be allowed to re-score the applications a second time. The highest-scoring applicants shall be awarded the Lawrence Schovanec Teaching Fellowships as funding permits. 80% of the total points possible according to the scoring sheets for Teaching Academy membership must be obtained for applicants to be selected for membership. (Provided the total number of Teaching Academy members does not exceed 20% of the total Texas Tech faculty population).
9. No changes

The Executive Council decided to ask the incoming chair of this committee, Kirsten Cook, working with committee members to review the Voting Protocol, as changed, to see if it addressed concerns raised by the Departmental Excellence in Teaching Award Selection Committee. In addition, this committee was asked to review the proposed Points of Clarification and recommend any changes before the Executive Council voted on these.

Points of Clarification:

The department or comparable academic unit demonstrates the existence of a “teaching culture,” which reflects commitment to students, makes teaching a high departmental priority, and facilitates teaching excellence throughout the department.

New Member Selection Committee

Ken Rainwater (Chair) - Engineering

Rashid Al-Hmoud - Arts & Sciences
 Chance Brooks - Agricultural Sciences & Natural Resources
 Malinda Colwell - Human Sciences [Chair-Elect, 2021-2022]
 Glenn Cummins - Media & Communication
 David Dees - Visual & Performing Arts
 Raymond Flores - Education
 Bill Pasewark - Business
 Brian Shannon - Law
 Beth Thacker - Arts & Sciences

This committee selected these nine new members of the Teaching Academy who will be inducted early in the fall semester:

Carla Cash - Visual & Performing Arts, School of Music
 Ameri Gurley - Engineering, Department of Civil, Environmental, and Construction Engineering
 Stephanie Jones - Education, Department of Educational Psychology and Leadership
 Jo Langston - Media and Communication, Department of Public Relations
 Michael Ryan - Business, Institute for Leadership Research
 Stephanie Shine - Human Sciences, Department of Human Development and Family Sciences
 Karen Spears - Education, Teacher Education Department
 Joel Velasco - Arts & Sciences, Department of Philosophy
 Feruzan Williams - Business, Management

On behalf of the committee, Ken Rainwater recommended amending the application guidance to add student response rates and course enrollments to the teaching evaluation numbers. He also recommended making sure that the headings of the application categories matched the headings in the evaluation format. The Executive Council approved both of these recommendations. This committee found the use of WizeHive cumbersome and would prefer a better alternative.

Diamond Award

This new award was created by the Teaching Academy and TLPDC to recognize faculty who used a variety of strategies and innovations to teach effectively online during the pandemic as they met and overcame numerous challenges. The selection committee of Courtney Meyers, chair, along with Tara Stevens and Susan Tomlinson reviewed 53 nominations and chose these 15 recipients of the Diamond Award:

Bhagya Athukorala, Instructor in Mathematics and Statistics
 Vikram Baliga, Lecturer in Plant and Soil Science
 Katherine Brooke, Instructor in Classical and Modern Language and Literatures
 Sylvia Flores, Instructor in Classical and Modern Language and Literatures
 Greg Gellene, Professor in Chemistry
 Kerry Griffis Kyle, Associate Professor in Natural Resources Management
 Daniel Kelly, Assistant Professor in Curriculum and Instruction
 Linley Melhem, Instructor in Classical and Modern Language and Literatures
 Kelsey Moore, Instructor in Personal Communication
 Nicole Piland, Associate Professor of Practice in Community Family and Addition Sciences
 Bill Poirier, Professor in Chemistry
 Ben Poole, Lecturer in History

Mallory Prucha, Assistant Professor in Design/Technology
 Raychel Vasseur, Assistant Professor in Classical and Modern Language and Literatures
 Heather Warren-Crow, Associate Professor in Art

They were recognized publicly at the spring business meeting of the Teaching Academy, with a plaque, and on the Teaching Academy's webpage for their innovative teaching providing a transformational learning experience for students during a pandemic. Their teaching eased the stress on students as shown by their attitude of "going the extra mile" as they helped students learn in new ways. They each made a huge difference by showing compassion and dedication to students while sharing their expertise and being a positive example.

Bylaw Changes

In November, the Executive Council approved a change in Article VI, Section 6.2 of the bylaws to deal with college representation on standing committees.

"Each committee will operate with a minimum of nine members with one representative elected from each of the colleges. If there is an insufficient number of Teaching Academy members who are current faculty in a particular college to elect a representative for any Teaching Academy committee, then the Teaching Academy will elect one or more "at-large" members of the Teaching Academy to serve on those Standing Committees."

In March, the Executive Council approved a change in Article VI, Section 6.3 of the bylaws to deal with replacing a committee member who is unable to complete a three-year term.

"If any committee member is unable to complete a three-year term, the College's member(s) on the Executive Council will conduct an election for a replacement Teaching Academy member who will complete the unexpired term of service on this committee."

In April, the Executive Council made changes in Article III to reflect changes in OP 32.17 Faculty Appointments and Titles.

Article III, Section 3.1: "An applicant for the Teaching Academy must meet the following qualifications: (a) be full-time tenured or tenure-track faculty, full-time professor of practice, or full-time lecturer who has been at Texas Tech University for a minimum of three years (completed six long semesters), (b) be nominated and seconded by current Teaching Academy members, (c) be committed to promoting teaching improvement throughout the university, and (d) possess evidence of teaching excellence at Texas Tech University."

Article III, Section 3.2: Teaching Academy membership is limited to 20% of the full-time teaching faculty on all of its campuses.

The Executive Council also approved changes in Article IV, Section 4.1.1 and Article VI, Section 6.2 of the bylaws to add two new at-large members of the Executive Council and standing committees and to include new academic units that have Teaching Academy members or may in the future.

Article IV, Section 4.1.1: "The Executive Council is composed of 14 Teaching Academy members who are elected from the full membership of the Teaching Academy, with two representatives from the College of Arts and Sciences, one representative from each of the remaining colleges within Texas Tech University, one representative from the Law

School, and two at-large members. Each member shall serve a three-year term. Approximately one third of the Executive Council shall be elected each year.”
Article VI, Section 6.2: “The standing committees consist of two representatives from the College of Arts and Sciences, one representative each of from the remaining colleges within Texas Tech University, one representative from the Law School, and two at-large members.”

Evaluating Teaching at TTU

Evaluating Teaching at TTU is a collaborative initiative of the Teaching Academy and Teaching, Learning, and Professional Development Center. The goal is to shift our campus culture to a triangulated teaching evaluation process that includes students’ course and instructor evaluations, self-reflection of one’s own teaching, and peer evaluation of teaching. Through attending an invitation-only Teaching Evaluation Workshop in October of last year, Suzanne Tapp and her TLPDC colleague Ken Griffith, Courtney Meyers, who is Chair-Elect of the Teaching Academy, and Angela Lumpkin benefited from learning from colleagues at the Universities of Southern California, Colorado, Oregon, Kansas, and Texas about their successful teaching evaluation work, especially in STEM disciplines. It also is noteworthy that some of this work was supported through a National Science Foundation grant and by the Association of American Universities (AAU) and Association of Public and Land-Grant University (APLU).

Since attending this conference, Suzanne Tapp, Courtney Meyers, and Angela Lumpkin have initiated several activities and conversations with TTU colleagues to stimulate interest in enriching the campus culture to include a triangulated teaching evaluation process. Here are a few examples of these activities and conversations:

- Hundreds of faculty in the Colleges of Agricultural Sciences and Natural Resources, Education, Media and Communication, School of Veterinary Medicine, and the Department of Agricultural Education and Communication, Department of English, and Department of Kinesiology and Sport Management agreed to respond to self-reflections on the courses they taught during 2020 while completing their Annual Faculty Reports. They did this through Digital Measures using existing or adapted questions.
- The theme of the TLPDC’s Annual Teaching and Learning Conference on March 5 was “Focusing on Quality Teaching and Teaching Evaluation.” Dr. Emily Miller from the AAU spoke on how the evaluation of teaching can be a transforming interface with equitable learning environments. Keynote speaker Dr. Ginger Clark, from the University of Southern California, shared a wealth of information about her institution’s Teaching Excellence initiative and offered to share examples of resources with us.
- Two Teaching Academy subcommittees involved in a peer evaluation initiative led by Courtney Meyers are working to create a university definition of teaching excellence and develop online teaching evaluation resources.
- Angela, Suzanne, and Courtney made presentations to the Chairs Council, Provost Council, College of Arts and Sciences Chairs Meeting, College of Engineering Chairs Meeting, and the Faculty Senate.

During this upcoming summer, the planned activities are

- Finalize a campus definition of teaching excellence that can be used as a template for departments to customize for their disciplinary contexts.

- Create examples of a variety of templates for the peer evaluation of teaching, including teaching online classes.
- Evaluate student evaluation questions, review other sample questions and evidence in the literature, and consider reframing this process as a way to evaluate student learning experiences.
- Create a Teaching Plan framework to serve as a model for TTU departments to use, which will include:
 - Development opportunities to help faculty meet criteria in their department’s definition of teaching excellence.
 - Required self-reflection on teaching appropriate to the discipline and career status of each faculty member.
 - A consistent peer review of teaching process that evaluates the criteria in the department’s definition of teaching excellence and adheres to best practices.
- Work with volunteer departments (e.g., Biological Sciences, Classical and Modern Languages and Literatures, Economics, Kinesiology and Sport Management, Mathematics and Statistics, School of Theatre and Dance, and others) to take the lead in developing departmental teaching plans.

Starting in the fall of 2021, we plan is to initiate broad-based meetings with all campus stakeholders, including Faculty Senate, Associate Deans, Provost Council, Deans, Chairs Council, Horn Professors, Integrated Scholars, Faculty Success Council, Student Government Association, Graduate Student Government Association, and Provost Ronald Hendrick with the goal to shift our campus culture to a triangulated teaching evaluation process that includes possibly making changes in the student course and instructor evaluation process, self-reflection of one’s own teaching, and peer evaluation of teaching. If campus culture is transformed, collectively we will achieve the long-term goal of revising the incentive structure to meaningfully reward quality teaching.

APPENDIX

Teaching Academy’s Commitment to Teaching Series

The *Teaching Academy’s Commitment to Teaching Series* was developed in partnership with the Teaching, Learning, & Professional Development Center. This partnership invited members of the Teaching Academy to develop webinars, record presentations, and share other resources to support teaching using online, hybrid, and face-to-face modalities.

Webinar

From Panic to Pedagogy: Tips and Resources for Making Online Teaching more Active and Inclusive

Breanna Harris (Biological Sciences); Stephanie Shepherd (Auburn University); April Wright (Southeastern Louisiana University)

Last year, due to the COVID 19 pandemic, we were abruptly thrown into online teaching. This transition was unplanned and was a tough hurdle to tackle, but it also provided opportunity. The presenters shared resources and suggested changes – some big, others small –for how to use this unprecedented upheaval of their traditional teaching modality to make their online courses more

active and inclusive. Their recent open access publication (<https://doi.org/10.1002/ece3.6915>) describes how they implanted some of their suggestions.

Recorded Sessions

Connections across the Classroom: Practicing Transparent Design and Phenomenological Pedagogy in the Art Appreciation classroom (and beyond)

Kate Peaslee, School of Art

As a 2019 recipient of the TLPDC Lawrence Schovanec Teaching Development Scholarship, Kate Peaslee, Lecturer in Art Appreciation at the TTU School of Art, will share lessons learned in Higher Education Pedagogy, and how to apply them in an immediate and practical manner to the hybrid classroom. Further, the case will be made for empowering student voices in the large-enrollment classroom through phenomenological pedagogy. Participants will have the opportunity to practice employing transparent design strategies to their own course materials.

Digital Humanities: Solving Historical Mysteries in the Classroom

Stacey Jocoy, Musicology

Digital Humanities approaches offer many options to assist with problem-based learning projects in the Humanities, Social Sciences, and Histories. Engage students with real-world mysteries across your fields, breaking complex learning exercises into manageable but flexible components for online or hybrid delivery. This process facilitates student-centered learning and helps to create excitement around the discovery process.

Interculturality across the Curriculum

Raychel Vasseur Classical and Modern Languages and Literatures

Part of our mission at TTU is to “[prepare] learners to be ethical leaders for a diverse and globally competitive workforce” and the most recent Quality Enhancement Plan focuses on Communicating in a Global Society. These are clearly important goals for the education of all students at TTU, regardless of major. But what are strategies and resources for faculty to include the building and assessment of interculturality regardless of field of study? In this session, Dr. Raychel Vasseur, Assistant Professor of Spanish in Classical and Modern Languages and Literatures, will begin with an overview of key skills of interculturality, move to how to incorporate developing such skills in your students and where to find additional resources, regardless of discipline, and finally, how you might assess student progress.

Digital Content and Virtual Outreach for any Discipline: Examples from the Vernacular Music Center

Chris Smith, Musicology

How can we develop content for students, including those in rural and underserved populations, who may not have access to the same resources as others, raise the profiles of our programs for our current students and for recruiting, create unique content, and provide resources for secondary-school educators? In this demonstration and discussion with Chris Smith, we will consider the possibility of creating content that functions as both an outreach tool and as classroom content. Dr. Smith will showcase examples of podcasts highlighting individuals in five-minute “lightning” demos of their current research and teaching as well as collaborative podcasts with guests and thought-leaders describing their creative and research projects, creating class playlists, producing digital masterclasses, and building an ongoing, weekly podcast with

the VMC. Join us in thinking about how these creative strategies might work for you and your department.

Accessibility for Everyone

Leigh Kackley, Educational Psychology & Leadership

This session will focus on best practices for engaging all students in class activities. General strategies for utilizing Universal Design for Learning in an online learning environment will be discussed. Specific ideas on how to include students with hearing impairment, visual impairment, and autism in online course discussions will be addressed. An opportunity for sharing “what works for you” will be included.

An Educational Psychologist's Experience Schooling and Learning at Home

Tara Stevens, Educational Psychology & Leadership

Due to the pandemic, all parents had to spend at least some time educating their children at home, and most parents' beliefs about schooling were challenged by this experience in some way. Despite many students return to school, parents, especially those who teach at the university level, have been motivated to continue to explore what it means to educate their children. The purpose of this webinar is to share one faculty member's experience and introduce parents to the myriad education options available to today's K-12 students as we consider how these options fit into social, developmental, and learning models. The emphasis will be on sharing a critical review of online programs, platforms, and curriculum as well as sharing learning and social opportunities available in the Lubbock community.

How to Make a Class of 250 Feel like a Class of 25

Jeffrey Harper, Marketing

In this session Dr. Jeffrey Harper, PhD, Assistant Professor of Practice from the Texas Tech University Rawls College of Business, will discuss practical assignments and tools that he has used successfully over the years to help students feel that a large lecture class is not really that large at all. He has experience teaching 700+ students across 3 sections without TA support, and will share some unique insights into making an online classes have a high standard for learning and a community of learners feel from both the faculty and students' perspective.

The Value of the Flipped Classroom in Times of Remote Teaching

Aaron Zimmerman, Curriculum & Instruction

Join us as Aaron Zimmerman discusses the flipped classroom model, including its design and its instructional goals. You will learn about ways to utilize the model to create resources for students that will allow additional time to engage with students' ideas interactively during synchronous online class sessions. Aaron will also highlight ways that creating and sharing lecture videos before class and then engaging students in conversations during weekly synchronous sessions increases both engagement with the content of the course as well as a sense of connection and community among learners.

Teachers' Moral Obligation to Students

Angela Lumpkin, Kinesiology and Sport Management

This recorded session will identify and explain what faculty “owe” to students and share ways to enhance student engagement and learning. Student engagement leads to increased learning.

Faculty can achieve this goal through increased communications, strengthened relationships, interactive lecturing, and being sensitive to their uniqueness.

The Power Lead

Dr. Jon McNaughtan, Educational Psychology & Leadership

In this recorded presentation, Dr. McNaughtan speaks on an instructional tip for how to increase engagement in your virtual class sessions. In addition to describing why it is helpful, he also provides four examples.

Advice from Teaching Academy Members in Response to COVID

An Example Email & Blackboard Collaborate Instructions

Mitzi Ziegner, Human Development & Family Studies

What an extraordinarily challenging time! This is a copy of an email I sent to one of my face-to-face classes to help them prepare for the steps in our transition next week from face-to-face to online learning. I know many faculty will be reaching out to their students with plans this week if they have not already.

Please know I am here and happy to assist if I can be helpful in any way...we are ALL in this together!

[Blackboard Collaborate Ultra Guide_Ziegner](#)

[Blackboard Collaborate Ultra Guide Presentations_Ziegner](#)

[online transition email example for face to face students_Ziegner](#)

Communication with Students, Zoom Preparation and More...

Chris Smith, Musicology

A few items, accrued over about the past two weeks. These materials reflect responses and strategies I'm seeking to put in place in advance of March 30.

Here's a link to an online form, borrowed with permission from a hard-sciences prof at NYU, asking students themselves to describe both their resources and their concerns regarding working online. "<https://forms.gle/43c5UvNCKBtr48zm7>

If you would like to view an .xls download (from Google Forms) of their responses (highly revealing I think), please email micah.m.logan@ttu.edu.

Here is a collection of links to various docs gathered from around the web, specific to teaching performance arts online:

Musical Theater Teachers online: I think TLPDC has

this: https://docs.google.com/document/d/1s0VMZhg_0pupi-7kQJIFJnlzpr3SKusS/edit#heading=h.gjdgxs

Document I wrote for my own students'

receipt: <https://drive.google.com/file/d/128U5rZVGGbijiHBLbATqsMT3HUG6SijC/view?usp=sharing>

Online accessibility best-

practices: <https://docs.google.com/document/d/1Qbuv8rpzeFLdFiHNbDAyZuxafB8WaJFWvSj8IITads/edit?usp=sharing>

Basic jump-start for working with Zoom host controls:

Solo practice session. The chat window in this recording has a bunch of notes. If you want another run-through on the various controls work, I'd suggest that you scroll through the chat window, and use the time-stamp on various notes to read up and/or view at those points. Again,

there's not much but video-conferencing (landscape headshot) on the screen, but the chat functions as a reasonable jump-start to controls. <https://zoom.us/rec/play/uJR-I-uqqzg3S4WQtASDAPUoW9Xrevmsg3NN-KINnUmyBXYHNFv1Y7MXZLPVeSpR33FuWX7IcOLfWPEe?continueMode=true>
Results of first “Zoom salon”: <https://youtu.be/WMmxukskOM4>

In addition, at the invitation of both TLPDC and Cathy Duran in Student Affairs, VMC is assembling a short series of 5-7:00 minute videos, one on health & wellness from Movement Director Anne Wharton, and the other on meditation and contemplative practices, from Angela Mariani. These will be added here when produced.

Consistent Student Communication

Angela Lumpkin, Kinesiology and Sport Management

I have decided to send a weekly email message to my graduate students enrolled in SPMT 5320 Sport Management and in KIN 7305 College and University Teaching in Exercise Physiology. My goal is to maintain consistent communication with all of my students while teaching online. You might want to consider doing this. In addition to teaching synchronously using Blackboard Collaborate Ultra, I will be using Microsoft Teams, Zoom, and Flipgrid to engage my students actively.

March 30

This week we will begin spending our class time together online rather than face-to-face. For some, you may never have taken an online course. For everyone, you have not had to resume a class in an entirely different delivery format. Together, we can work our way through this transition as smoothly as possible with the goal for each student to continue to learn as you successfully complete this course (and other courses) as a part of your M.S. in Sport Management with some students graduating in May.

Communication is essential. Starting today, I will send you a weekly message each Monday morning. This message will provide a reminder about any assignment deadline for Tuesday, a brief review of our previous class, and an overview of our class on Tuesday. I will be available for a virtual office hour on Blackboard Collaborate Ultra starting at 3 pm each Tuesday. To visit me during office hours, click on the Blackboard Collaborate Ultra sessions tab on the left and then click on course room to send me a message for my response. You also may send me an email message at any time, and I will always respond promptly, never later than 24 hours. Should you have any emergency need to contact me, you may call me at 806-500-6886. I encourage you to continue to communicate with classmates via social media. For example, when you are answering the questions of the assigned readings, feel free to “talk” with classmates prior to class.

Assignment Deadline

March 31 by 4 pm—Book report with associated rubric: Within Blackboard, click on the Assignments tab on the left. Click on Book Report. Scroll down after the description of this assignment where it states “Assignment Submission.” Click on Browse My Computer to upload your book report. Then, click on Submit.

Brief Review

March 10—Ethical Leadership: Leadership is about relationships with followers expecting ethical leaders to serve as ethical role models. Ethical leaders live their values, adhere to a set of principles, which are their values translated into action, and place ethical boundaries on their

actions and the behaviors they expect their followers to demonstrate, too. Transformational leaders, servant leaders, and situational leaders can (and should) be ethical leaders.

Overview of Next Class on March 31

- Complete discussion of Ethical Leadership with an emphasis on character, competence, and action and the ethical leadership continuum in intercollegiate athletics.
- Emotional Intelligence
- Salovey and Mayer defined EI as “the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions.”
- Learn about the scope and impact of IE as described by Daniel Goleman.
- Understand about and learn to apply Goleman's four components of self-awareness, self-management, social awareness, and relationship management.
- Discussion about Barbuto, Gottfredson, & Searle's “An Examination of Emotional Intelligence as an Antecedent of Servant Leadership.
- Discussion about Hess & Bacigalupo.'s “Enhancing Decisions and Decision-making Processes through the Application of Emotional Intelligence Skills.”
- Strategic Leadership
- Learn what it is and why is it important.
- Understand the skills and abilities required to become a strategic leader.
- Discussion about Worden “The Role of Integrity as a Mediator in Strategic Leadership: A Recipe for Reputational Capital.”
- Discussion about Sheth & Babiak's “Beyond the Game: Perceptions and Practices of Corporate Social Responsibility in the Professional Sport Industry.”
- Assignment for next class: “Create your Own Story about Strategic Accomplishments.”

See everyone online at 4 pm via Blackboard Collaborate Ultra by clicking on the sessions tab at the top left and then click on March 31 to join in the class.

Angela Lumpkin

Creative Approach to Music Instruction

Blair Williams, Music Education

I am so incredibly inspired by our community of learners during this time as we have creatively worked to adapt and adopt in our current situations.

Over Spring Break, I was in communication with other music education professors, our state and national professional associations, and colleagues (elementary, secondary, and higher education) across the country to gather ideas and resources. I worked with friends to experiment with applicable apps (Zoom, FlipGrid, Marco Polo, Google Classroom, etc.) that may be helpful in my teaching. I observed activity plans and read articles. I most definitely became overwhelmed with all of this information and ultimately worked to coordinate the learning objectives I had in place for each course with a more approachable game plan.

Personally, I have been working to move to remote teaching in four areas:

1. TTU courses – I teach a variety of courses: Low String Methods (learning to play and teach the cello and double bass), Upper String Methods (learning to play and teach the violin and viola), Orchestra Techniques (how to teach string instruments in the classroom), Instrumental Conducting (building musical and expressive skills in score preparation, ensemble conducting, and ensemble rehearsing), Instrumental Methods/Ensemble for Choral Majors

(co-taught, students just finished the winds, brass, percussion unit and are now in the string unit), and Methods in Education and Music (co-taught, practicum experience for music education majors prior to student teaching).

1. In the courses where students are learning to play and teach a string instrument, we have made adjustments for them not having these instruments at home. There are resources from several textbook companies that include pre-recorded video links to strategies for skill development.
 2. We are also flipping the previous playing tests that they would have completed where I will model a typical student performance, and they will use error detection to identify the skill that is performed incorrectly and note a strategy that would help that student.
 3. For Conducting and Orchestra Techniques, we are able to adapt to remote by using additional audio recordings for the ensemble that the conductors would have conducted and videos of orchestra teaching that can be observed and analyzed.
 4. Especially in the methods classes and Orchestra Techniques – this has been a great time to learn from activities and posts on association websites and Facebook groups about how PreK-12 music teachers are adapting in this situation and to take their lead on adjusting our planned activities with their examples.
 5. In the practicum experience, we have created opportunities for the students to learn in a more global way – while before they were paired with local cooperating teachers for observations and teaching opportunities in elementary and secondary settings, now they can gather those observations from a more expansive space. We are encouraging students to observe in multiple types of settings but also in a variety of windows (videos of classroom teaching, but also collaboration with current teachers as they create remote learning activities and experiences for their current classes/students).
 6. For each of these classes, I am using a variety of Learning Management Systems – gearing from the systems that we already had in place for classes. Each provides a fluid way to make changes, communicate changes, and work with students to learn.
2. The Texas Tech String Project – an outreach program that involves TTU faculty and students serving in the role of teachers of string instruments to area elementary and adult students. We have adapted a mixed asynchronous and synchronous approach. The university staff (faculty and students) work together to create instructional videos of instrument playing skills, exercises, and repertoire that are shared as unlisted YouTube videos for each class to work from throughout the week. Each student in the TTUSP also receives a certain number of private lessons/tutoring sessions per semester with their paid tuition. Those lessons are being taught remotely using Google Hangout, Zoom, FaceTime, or other video conferencing platforms that work best for the teachers and the students. We have also set up “check-in” times with our adult learners during their regular class times on Tuesdays and Thursdays for students to be able to connect with their teachers to ask specific questions and demonstrate and to gain verbal/visual feedback. Several teachers are also experimenting with apps such as “Marco Polo” and “FlipGrid” to have video performance sharing as well! It has been fun to see how our university faculty and students (TTUSP staff) have developed such creative ways continue their understanding of teaching and how to implement planning, teaching, and assessment in the remote setting! This coordination has also involved the administrators at our off-campus elementary school to connect with their technologies, resources, and schedules that are available for those students in the Violin Club. We are currently in week 1

– so I am eager to check in with our teachers in our staff meetings to see what they are seeing from the development of instructional videos and lessons.

3. As a clinician and consultant for secondary orchestra programs – I continue to connect with orchestra programs across the state and the country. These interactions now are generally conversations with the teachers about resources, activities, strategies, and materials for teaching string orchestra remotely. Let me tell you that I am learning more and more from them! And serving as a connector from teachers with questions, to other teachers that I know are doing incredible work with that resource. I am then able to share these experiences with my TTU students in new ways!
4. Personal private lesson instruction – I teach a handful of local students private viola lessons throughout the week. We began approaching those lessons remotely three weeks ago and we have found great success with both FaceTime and Google Hangouts video conferencing platforms. The platform depends on the device the student has. While there is some lag time in the playing back and forth, the students have negotiated using these online formats very well and teach me more each lesson as well!

In the end, I am trying to:

- Breathe
- Maintain a schedule
- Provide additional office hours through Zoom Meetings for students
- Balance asynchronous and synchronous expectations for students
- Be clear and detailed in revisions and expectations – leaving time for questions and concerns from students that I may have not even thought of yet!
- Be open and flexible as the situation remains fluid
- Remain thankful for the resources that we have, the incredible students we teach, the amazing community of educators, researchers, and servants that we teach alongside – globally – each day

Wishing everyone all the best and if I can help in any way, please contact me!

blair.williams@ttu.edu

Free Screen Recording Tool - Screencast-o-Matic

Courtney Meyers, Agricultural Education & Communications

Here is a quick video of Professor Meyers using Screencast-o-Matic to talk about how she is using Screencast-o-Matic to record lectures and tutorials for her class. This is a free tool for videos up to 15 minutes long. <https://youtu.be/4QZLNlQvkn8>

From the "Whiteboard" to Zoom

Richard Watson, Computer Science

I am primarily a "whiteboard" teacher in the classroom. To adapt my teaching to online, I will be using Zoom to stream my lectures live (note: Zoom requires a license). My home desktop machine has a decent webcam and enough power to allow a "Virtual Background" so you don't see anything behind me except what I choose as the background, I also have a convertible tablet laptop that has a very good stylus. To use this as my "whiteboard", I create the Zoom session on the desktop and then connect to that session from the laptop (the laptop is using a zoom client, not logged on to my Zoom account). Furthermore, I use a blank, pre-made Word document with quite a few blank pages as my "whiteboard" rather than the whiteboard in Zoom - why? Because the Zoom whiteboard is a single board. By using Word I can scroll the board without having to

erase. I can then save the document at the end of class and upload it on blackboard so students have access. To make the Word "whiteboard" viewable, on the laptop, I share that window to the Desktop session. Students see the shared whiteboard and a window with me speaking. If they have a microphone, they can ask questions verbally. If not, they can type a question. The result is very close to one of my in class lectures.

Game Plan for a Smooth Transition

Carla Lacerda, Chemical Engineering

1. Expectations for exam format. For engineering students this may be a significant change, so changing planned exams into shorter assessments, such as regular or participation quizzes, may be needed for Blackboard. Finally, expectations for the final comprehensive exam. Many colleagues are changing to an open book, open notes format, where students may need to upload their scratch work as a pdf. This may also include entering the final answers on Blackboard and have students monitored by Proctorio, so that they are only consulting their materials and not each other or other sources. Whatever format that is, make sure this is understood by the class.
2. Expectations on communication with the instructor. During this difficult time, students may need all types of technical support and the instructor is where they will go first, so be available (more below).
3. Plan a few catch up meetings (during office hours) with the entire group and/or small groups. These serve to verify communication, connection speeds, if all students have the necessary media for the class, etc. These may also serve to discuss group work and to test run small assessments. These are important so that nobody falls off the cracks. Call on students for participation – these meetings are more relaxed, so they may feel less pressure.
4. During lecture, use the digital whiteboard and/or share screen using a document camera (Ipevo products are affordable). My personal preference is to start with skeleton notes and have students work on the missing parts of the problem as I write and talk to them. I also include many pauses after asking questions, so it is important to announce that there will be a few seconds of silence – it is not a connection issue...
5. Implement short participation quizzes during lecture, to keep students engaged. These can be “what is today's lecture about” or these can also be any active learning example from the regular lecture, now moved into a quick true or false question. Provide instantaneous feedback on these
6. Keep the morale high, particularly if teaching underclassmen. Only by maintaining a sense of community these students will persevere during these unconventional times. This is particularly important for international and non-traditional students.
7. Record all content. You may release these videos later as needed.

How I'm Adapting to Coronavirus Pandemic and Teaching Online

Breanna Harris, Biological Sciences

When we got the official word to move online I was fortunate that I had one more class period with my students before the transition (afternoon of 3/12/2020). I scraped the planned activity for that day and instead had my nearly 300 students work in groups to answer a survey about our transition. I asked students to read over concerns/questions I had about our transition and then list additional concerns they had that I had not thought about. I also asked them how they felt we should handle various assignments and course logistics as we took our class online.

I compiled the answers provided by the students and used this feedback to rework our syllabus. The students had some great suggestions. I realize that we are now into online teaching but sending a quick survey (either via Google forms, blackboard, or another method) might be a helpful exercise. I will likely do an online survey in a few weeks to get an idea of how our online scenario is working.

Below are some of the things that I've done to move online:

- Moved to asynchronous format due to equity issues. I, as well as students, had concerns about the below issues, so we went asynchronous. We felt this would work best for our large (300-student) course.
 - Dependent care issues/schedules
 - Altered work schedules – especially for those in jobs deemed essential
 - Internet access in dorms or off campus; what about data plan limits
 - Multiple people in a household/family needing to access remote options at the same time
 - Connectivity/Internet issues for all 300 people at one time (we have had Wi-Fi issues in the classroom for Top Hat so this was a big concern)
 - What is a student or family member gets ill, how will synchronous work in that instance?
 - Apartment complex limits on bandwidth issues
 - What about students that don't have a laptop and only a phone? Can they do synchronous learning and assignments via a phone?
- I am recording my lectures using Blackboard Collaborate Ultra and posting the link.
- I've download and use Blackboard Respondus 4.0 (different from the Respondus Lockdown browser). This tool allows for taking a multiple-choice exam or quiz in word format and uploading the questions and answer choices into Blackboard. This save a lot of time and helps prevent formatting headaches.
 - Link for instructions to download:
<https://www.depts.ttu.edu/elearning/blackboard/guides/Respondus-Training-9-18-18.pdf>
 - UPDATE: the password in the doc is expired, it should be:
Y2007I759336418R8ea1fdf1ce369873
- In my updated syllabus and in my “welcome to online learning” video I acknowledged and validated having multiple feelings about this situation.
 - “I know you likely have a lot of emotions about this whole situation that is okay. It is okay to be sad, anxious, stressed, frustrated, angry, etc. This is an unprecedented event in our lives and in your education. But I ask that after you process those feelings, we make the best of the situation. We can get through this together.”
- In my syllabus, I included some helpful resources. Links to those are below:
 - Tips for moving online from U Michigan <https://lsa.umich.edu/content/dam/rll-assets/rll-docs/Study%20Habits.pdf>
 - A Pause for Wellness by Dr. Kiel
<https://drive.google.com/file/d/1k9TzYRkrdxCfAiE9htRSDLXbOkdPkdAX/view?ths=true>
 - I also included a document that I created on rationale behind and importance of flattening the curve, and a list of things to do while practicing social distancing.

- https://docs.google.com/document/d/1EJ_2BZKEARAY4Xd7MPp-Dnwwuv5TglVZlXnqr29JCY4/edit?usp=sharing
- Internet accessibility and food security resources
 - For myself, I used the below resources to help me plan my course and my interactions with students
 - Please do a bad job of putting your courses online.
<https://anygoodthing.com/2020/03/12/please-do-a-bad-job-of-putting-your-courses-online/>
 - A Trauma-Informed Approach to Teaching through Coronavirus.
<https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus>
 - Worried About a Friend? Use Your E.D.G.E.
<https://www.tolerance.org/magazine/worried-about-a-friend-use-your-edge>
 - Confronting Racism and Supporting Asian American Communities in the Wake of COVID-19
<https://www.urban.org/urban-wire/confronting-racism-and-supporting-asian-american-communities-wake-covid-19>
 - Seven tips to manage your mental health and well-being during the COVID-19 outbreak.
<https://www.nature.com/articles/d41586-020-00933-5>
 - Adjusted Syllabus by Brandon Bayne https://docs.google.com/document/d/1-6d_W8rdzE9mW2DvPi-dPvRxo4sekKlz3VqEpnu4Dwg/edit
 - Coronavirus has upended our world. It is OK to grieve.
<https://khn.org/news/coronavirus-has-upended-our-world-its-ok-to-grieve/>
 - I am also a member of several pedagogical Facebook groups (listed below). These are pretty good for discussions and ideas but can be all-consuming if you let them. Use with caution.
 - Pandemic Pedagogy
 - Higher Ed and the Coronavirus
 - National Association of Biology Teaching – Leader in Life Science Education
 - Social Media Professors Community Group
 - Society for the Teaching of Psychology – STP
 - Teaching Resources for Biological and Psychology and Neuroscience
 - Flipgrid Educators
 - Case Study Network

It's Not all about the Tools: Focus on Principles of Good Teaching
Melinee Lesley, Curriculum and Instruction

Remember as you transition into online teaching that digital tools are great, but what students most need are the same principles of good teaching as you would utilize in a face-to-face course. In my tips below, I discuss three important principles of good teaching and how I handle them in online learning:

1. course design (e.g., objectives and learning modules),
2. engagement (e.g., dialogue and synchronous sessions), and
3. peer-mediated learning (e.g., writer's workshop)

The key is to find tools that help you maintain student engagement and interaction with the course content and help you to be present in all aspects of the course. The two things students

complain the most about with online instruction are classes that feel like an independent study where they learn nothing they wouldn't have learned from reading the textbook for the class on their own, and not having any feedback or communication from faculty. Students do not care about how snazzy the digital tools are. They want online classes that emulate the same tenets of effective teaching that are present in a face-to-face environment.

Course Design

Good online instruction begins with the overall organization and design of the course. It is critical to set up a learning environment that guides the actions of students from perfunctory aspects such as reviewing a syllabus to more complex activities such as managing a writer's workshop online. One way I have found to design my online classes to be effective is through a weekly learning module that students work through independently. The learning module always has stated objectives and guiding questions at the beginning. I also provide a letter to students that doubles as a reading guide where I point out key ideas I want them to focus on within their readings and embedded activities. I include supplemental readings that extend the required readings as well as links to videos and websites as appropriate. Sometimes I include power points over content I want students to have more depth of information about. These weekly modules conclude with reflection questions that synthesize concepts for students to ponder. I have found that having a consistent, weekly module is critical in designing an online course.

Engagement

In addition to weekly learning modules, I also hold scheduled synchronous class sessions through video conferencing tools such as Blackboard Collaborate, Blackboard Ultra, Skype, or Zoom. Video conferencing tools are designed to emulate face-to-face interaction. Video conferencing affords dialogue between you and students as well as among students. Engaging in small group activities is an important feature of video conferencing, too. I prefer to use Zoom. In the synchronous sessions, I always present new learning. Synchronous sessions should not be another re-hash of the learning module or assigned readings. Students need to see these sessions as vital to their learning in the course. Also, I include activities that I would implement in a face-to-face class such as practicing different writing methods or small group activities. All of these methods are designed to encourage student engagement through active participation.

Peer Mediated Learning Students need opportunities to learn from one another. To bring this about in an online learning environment, I utilize small group activities during synchronous sessions and writer's workshop in a discussion thread. I have moved away from general threaded discussions about class readings over the years because I have found them to be a lot of busy work for students that they are rarely engaged in. I do ask students to introduce themselves to the class at the beginning of the term through a threaded discussion. I also require students to participate in writer's workshop over writing assignments in the class through a threaded discussion. I divide students into groups at the beginning of the term for this purpose and assign them to their own small group thread. I also set deadlines for when to post a rough draft and provide peer-review questions for students to address about each other's work. I have found that organizing writer's workshop in this manner has been every effective and meaningful for students.

In summary, remember online instruction is ultimately not about the tools. It's about providing quality instruction--timely and detailed feedback, structure, expectations for student participation and performance, and engaging content.

Moving a Lab-Based, Interactive Physics Class Online

Beth Thacker, Physics

PHYS 1404-001 Interactive laboratory-based course, Socratic questioning pedagogy
We have moved a laboratory-based, completely interactive-engagement class (no lecture) online. We are meeting four days a week on our regular schedule, MTWR 9:30am-10:50am, online using Zoom. The students work in Breakout rooms and call an instructor (faculty member (me), grad and undergrad TAs) from the main room as needed for help or Checkpoints. They are using pHet lab simulations for the labs when available. When not available, we are using videos we make or online demo videos and sending them the data. It has been working fairly well (two days in). There was some overload on the TAs and me the first day and we still have some learning to do about breakout rooms and co-hosts, but we are catching on and getting used to Zoom. We are having to use all of the features of Zoom – breakout rooms, whiteboards, screen share, etc.

Moving Tests & Discussions to a Digital Platform

Dom Casadonte, Chemistry & Biochemistry

I teach in the Department of Chemistry and Biochemistry. My courses are all flipped, meaning that my students watch lectures on line and do homework before coming to class, where we have discussion and a deep dive into the material (I've included a book chapter I wrote a few years back to show that this approach works in many disciplines and works well). One of the advantages to the flipped classroom approach to teaching is that lectures and homework are already on line for asynchronous work. Moving to online for me, then, requires only a digital platform for discussions as well as a testing site. I've looked at a number of sites, and, more importantly, had some of my students' tests sites with me. Blackboard Collaborate is good for classes with large numbers and where teaching is primarily through Power Point or PDF slides with little class interruption. We also looked at Zoom. It has a superior (in my opinion) student interface, a white board that can be partially erased (unlike Collaborate, where the entire board is erased at once (if someone knows how to change that, please let me know), and better audio and video characteristics. The disadvantage is that only (according to the website) 49 people can be engaged in a video format at any one time. This works well for me, since my classes are relatively small (25 students each). Regarding testing, I am switching my free response sections on my exams to all multiple choice. This I will handle through Proctorio, the Respondus Lockdown Browser (both on Blackboard, which I use a lot), or by e-mailing the exam and a fillable PDF which will be returned at the end of the exam period. I am lucky enough to be teaching Honors classes, and we have talked as a class a lot about the need for intellectual honesty, so I can probably get away with any of the three options.

Online Test Proctoring: Proctorio – Common Hiccups

Stephanie Lockwood, Biological Sciences

I've utilized Proctorio and other monitoring platforms for several online courses over the years, and they are wonderful in maintaining academic integrity. First, I will say following the "Proctorio Faculty FAQs" is quite handy. But there will still be some growing pains. There is one big student issue I see over and over each semester, and a few little things to consider. The little things first: 1) Ensure you tell your students to wear clothes as they would a normal class. Yes, I've seen it and you don't want to. Do yourself a favor and put in a clothes policy ahead of time! 2) On the same note, perhaps consider a room requirement, i.e. not lying in bed for class. No, I haven't seen this one, but a friend suggested it. 3) Make sure to tell students to

stay in frame of the camera and not to cover up the camera. Yes, I've seen this too. 4) Even though it is proctored please give students the benefit of the doubt when looking at the "flagged" results. No, I don't think a toddler or a dog is going to slip any conceptual or philosophical ideas, a cat perhaps. Watch the flagged video clips and watch what actually happened and don't just rely on the percentage it gives you. I have noticed in using different proctoring platforms Proctorio is more sensitive than others. I think students just knowing they are being observed keeps most students in line, granted I've observed the not so honest as well, but they are very few and far between.

Ok, the main thing I do observe every semester and not just on the first attempt at using Proctorio is the exam will ask students for a password. Even when I tell them there is no password, and to follow these steps, they will send you a screenshot showing you it's asking for a password. Nine out of ten times it is because they did not follow the steps thoroughly, and the add-on is not engaged. On the "Proctorio Faculty FAQs" it states to make a link in your course for the "Secure Exam Proctor" tool. Put this link right above your exam in bold, red letters – Click Here First. Students must install the Proctorio google chrome add-on before they attempt to take the exam, but they must also click on that tool link to engage the add-on. If it is not engaged, the system will ask for a password. If it is not engaged, students will get the password error. Students will need to click on this tool before each exam. In every class on the first and second exam I spend time helping about 10% of the students with the same problem. Occasionally, a student might need to clear the cache in their browser. When 10% of the students are emailing you all at once it can be a bit overwhelming, but usually it can be easily managed.

Taking a Service Learning Course Online

Bob McDonald, Marketing

Please read the following PDF to see how Professor McDonald shifted an extremely active service learning course for an online, remote teaching environment.

[MKT 4350 Adjustments Teaching Academy](#)