Faculty’s Role in Student Success
Office for Faculty Affairs
Renée R. Taylor
Professor & Vice Provost
TLC’s Leadership Team

• Renée Taylor, Vice Provost of Faculty Affairs and Professor of Occupational Therapy
• Maria Varelas, Director of the TLC and Professor of Science Education
• Kate Franck, Associate Director of the TLC
Center for the Advancement of Teaching-Learning Communities (TLC)
Questions?
Please visit our website terc.uic.edu
DTEA

• Recognizes the achievement of an entire department (or other eligible academic unit) that has demonstrated an outstanding commitment to teaching and has documented instructional excellence.

• One award of $20,000 (nonrecurring). The academic unit receives $15,000 for outstanding collective commitment and performance in teaching by faculty of that unit. The “PI” for the department selected will receive a one-time stipend of $2,500 as well as a one-time fund of $2,500 to use for teaching and learning professional development.

• Generally recognizes the accomplishments of ONE (1) deserving department.

• This application is a department or team effort so faculty are strongly advised to carefully review the guidelines before submitting applications.
Previously Funded CIGs

• Developing a World-Class Theatre Movement Curriculum; Rachelle Palnick Tsachor, Theatre, 2015.
• Developing a new hands-on laboratory to teach microfluids concepts to undergraduate students; Jie Xu, Mechanical and Industrial Engineering, 2015.
• Development of Team-based Learning in the Medical Student Pathology Course; Frederick G. Behm, Pathology, 2011.
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Office for Faculty Affairs

- Website: [http://www.faculty.uic.edu](http://www.faculty.uic.edu)
- Campus Webguide for Faculty Policies and Procedures
- Promotion and Tenure Process
- Center for the Advancement of Teaching-Learning Communities
- College Mentoring Programs
Student Success at UIC

- 3,011 First Year Undergraduates
- 55% Pell Recipients (total family income up to $50,000, most go to families <$20,000)
- 40% live on campus
- <50% have one parent with a four-year degree
- 59% work during the school year
- 29% English not their first language
- Cognitive ability at its height, psychosocially, still developing

Student Success at UIC

• 85% First-to-second-year Retention Rate
• 65% Six-year Graduation Rate
• Racial/Ethnic Parity
Anticipating Change, Supporting Resilience

- Financial Stress
- Family Dynamics
- Depression
- Eating Disorders
- Substance Use
- Anxiety and other psychosocial issues

First Generation College Students

- Greater difficulties with
  - college adjustment
  - family adjustment
  - academic performance
  - career planning
  - substance abuse

Our Roles

• Faculty Policies
• Textbook adoptions
• Syllabus
• Attendance
• Mid-term grading
• Teaching evaluations
Our Resources

Refer
Dean of Students
Honors College
Undergraduate Success Center
UIC Counseling Center
Student Support Units
Our Roles

Engage with:
Families
Communities
Your Students!

[Image of students]

[Logo: UIC]
References

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Brief History

• IT Governance Council Education Subcommittee in 2012 urging the development of a Center for Teaching and Learning

• Student Success Initiative with primary goal to increase retention in 1st year of undergraduate study and undergraduate graduation rates

• A new Center that promotes teaching excellence and faculty professional development in teaching
The TLC

• **Vision:** To promote and develop the growth of faculty as teachers of UIC’s diverse student body

• **Mission:** To facilitate faculty development of, and participation in, various learning communities
  – Faculty engage in curricular, instructional, and assessment innovation, including technological advancements
  – To improve student learning
  – With particular attention to undergraduate student success in the early years
• Core Values:
  – commitment to ongoing learning
  – respect for the excellence in teaching already existing among UIC faculty
  – commitment to constant reflection, exploration, and the creation of collaborative, interactive, and dynamic spaces where faculty learn from each other and grow as teachers
  – respect for diverse ways in which faculty craft their teaching practice
  – commitment to being informed by scholarship on teaching and learning and to being attentive to UIC students’ assets, challenges, needs, and aspirations
TLC’s Programming

- One-to-one faculty-peer mentoring
- Informal teaching conversations
- Formal workshops and presentations
- Opportunity to hire undergraduates to assist faculty with teaching-innovation projects including technology coaching

Grants reviewed by the Teaching Excellence Review Committee (such as the Curriculum & Instruction Grants, CIGs)

Partnerships with various UIC units, e.g., the Instructional Technology Lab (ITL), the University Library, the Office of Diversity and the various Centers for Cultural Understanding and Social Change

Center for the Advancement of Teaching-Learning Communities
Collaboration Between MTSs and TSs

**Master Teaching Scholars (MTSs)**
- Mentor TSs
- AND
- Design and implement advancement-of-teaching events
- ~12 MTSs in AY15-16

**Teaching Scholars (TSs)**
- Work one-to-one with a MTS
  OR
- Participate in and reflect on advancement-of-teaching events in/out of UIC
  OR
- Focus on an intensive technological innovation
- ~45 TSs in SP16
TLC Website (tlc.uic.edu)

• A hub for teaching-related UIC policies, issues, resources, events, and conversations
• A place to celebrate teaching excellence
• An avenue to share the work of MTSs and TSs and make visible how UIC faculty attend to teaching and learning
• Work in progress
Teaching Excellence Review Committee (TERC)
(Formerly Council for Excellence in Teaching and Learning - CETL)

• It is the \textit{Grants & Awards} arm of TLC
• Chair: Suresh Aggarwal, Professor of Mechanical and Industrial Engineering
• Co-Chair: Jane Marone, Clinical Professor of Kinesiology and Nutrition
TERC Composition

• Faculty members recognized for demonstrated excellence as teacher-scholars and administrators whose units are of vital support to the campus teaching mission.

• Committed to open communication and respect for academic process and governance.

• Mindful and appreciative of the full range of the teaching activities at UIC – borne of the academic discipline and of personal and pedagogical style.

• Diversity of the student body and urban setting to be our greatest assets and our greatest opportunity to become a model for excellence in teaching for the twenty-first century.
TERC Awards & Grants

• TRP – Teaching Recognition Program Award
• CIG – Curriculum and Instructional Grants
• DTEA – Departmental Teaching Excellence Award
TRP Award

• Recognizes the documented excellence of UIC faculty in their teaching activities.
• Self-nominated. Requires three years of documented teaching excellence.
• Open to full time tenured, tenure-track, clinical, lecturer, instructor, and adjunct faculty with greater than 49% teaching appointment.
• Must have been teaching at UIC for at least three years and have been the primary instructor for at least two courses per year.
• Faculty selected to receive the TRP award receive a $1500 permanent increase to annual base salary.
• Typically receive 30-45 applications per year. Up to 20 faculty per year can receive the TRP award; over 230 since AY ’96-’97.
CIGs

- Purpose is to build a fund of innovations, demonstration projects, and experiences that will contribute to curricular and instructional excellence at UIC.
- This program provides “seed money” for faculty initiatives designed to enhance the quality of teaching and learning at UIC.
- All tenured, tenure-track and clinical faculty are eligible to apply. Over $1,200,000 has been awarded.
- No absolute limit to the amount of any individual grant award. Past awards range from $1,000 to $20,000. The average award amount is between $8,000 and $10,000.
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