



Faculty Hub

2025-2026
Year in Review



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Courtney Blondino (3rd year, Health
Studies—A&S)
Corey Payne (2nd year, Sociology-- A&S)
Tenace Setor (3rd year, Analytics &
Operations—Robins School of Business)
Boya Wen (2nd year, Math & Statistics--
A&S)

What are no-go's or mistakes
to avoid as a new faculty
member (esp. regarding
teaching)?

More about DAA's
What is it?
Who are my
supervisors?
Who mentors
does it provide?
Is there a discour-
agement with a lot
of rules we need to follow?



One of the most exciting parts of my job is to witness and participate in the evolution of the Faculty Hub. We are called upon to grow every year because the interests and needs of UR Faculty and students are ever-changing. The world around us—for all its good and bad points—is always with us, and it asks us to be nimble, thoughtful, and expansive. At the same time, our mission “to foster connections between colleagues; to support and highlight innovative teaching and scholarship; and to encourage the growth of UR faculty” remains our North Star as we do our work.

Fittingly, as we chart our progress at the end of this academic year, we’ve framed this Year in Review as a reflective exercise—the kind of thing we might ask our students to do! In the pages that follow, we not only show this year’s projects and accomplishments, but also take time to reflect on our goals, our efforts to meet them, and what we have learned along the way. The YiR 2025-2026 illustrates flexibility, growth, evolution, and—we hope—progress toward sustaining and improving the Faculty Hub so that it remains an invaluable resource to the UR teaching and learning community.



Faculty Hub Staff from left: Kylie Korsnack, Kitty Maynard, Jane Bise, Ryan Cales, and Andrew Bell

Kitty

Kitty Maynard
Director, Faculty Hub

Building Relationships

One-On-One Consultations

This year, the Faculty Hub logged 222 one-on-one consultations with 128 faculty members across all five schools—tailored sessions on topics ranging from digital pedagogy and AI integration to inclusive teaching and course design. Sessions averaged about 64 minutes of focused time, totaling roughly 235 hours of direct support.

Faculty brought a wide range of topics to these conversations: general pedagogy and digital pedagogy led the list, followed by facilitated course assessments, scholarship, general education, coaching, and career development. Sixteen sessions focused specifically on generative AI—course policies, assignment design, and tools. Together, these conversations offered space for reflection, experimentation, and problem-solving aligned with individual teaching goals.

222

Total One-On-One
Consultations

235

Hours of Consultation
≈ 64 Minutes per Session

128

Faculty Members Served by
the Faculty Hub

“Consultations make it (more) possible to think ‘outside of the box’ (e.g., in terms of assessments) in a way that is less time-intensive because where we lack expertise, consultants are available and seem eager to help.”

- Consultation Survey Respondent

Offering Professional Development Events and Programs

As a center that supports faculty in both teaching and scholarship, the Faculty Hub offers a wide breadth of programming designed to create meaningful opportunities for growth. This year, the Hub held 110 events and sessions—workshops, mini-symposia, retreats, breakfasts, and multi-week cohorts—drawing 903 confirmed attendees and more than 1,600 registrations from faculty across the university. Whether through a hands-on tech session, a deep dive into course design, or a discussion-based cohort, our goal is to provide flexible, relevant programming that supports faculty at all stages of their careers.

Selected Events from 2025-2026

- Learning in the Third Year of AI
- The What & Why of Specifications Grading
- Inclusive Syllabus Workshop
- Off-Campus Writing Retreat in Staunton, VA

110

**Workshops or
Seminars
Offered**

"I really appreciate the space to just talk to other instructors about teaching. And also the opportunity to meet colleagues I haven't met before."

308

**Faculty Attended at
Least One Event**

**- Next-Level
Teaching Cohort
Participant**

4.82

**Average Satisfaction
Rating for Faculty
Hub Events
(out of 5)**

Engagement ran deep as well as wide: 115 faculty attended three or more distinct events, and 96 both came to an event and sat down for a consultation.

Supporting Early Career Faculty

Based on feedback from institutional surveys and focus groups, the Provost's Office moved to address gaps in faculty support through a more holistic approach to onboarding new faculty. The Faculty Hub began offering an array of programs in 2025-2026 to ease the transition for faculty beginning their careers at Richmond—work that supports UR's strategic priorities of Academic Excellence and Belonging and Community.

Support began the summer before new faculty arrived—email outreach, Welcome to RVA real estate sessions, and tours of the city—and continued with an August ice cream social, the Teaching@UR Institute, and a resource fair with campus partners. Throughout the year, the bi-weekly Teaching@UR cohort and regular check-ins from Hub staff kept new colleagues connected.



The staggering amount of programming the Hub offers is fantastic—and I greatly appreciate the consistent availability throughout the academic year. While the primary orientation is a great starting point, when starting the new position, there is so much happening all at once. So it's great to have the regularity of Hub programming throughout the year to support me as the year unfolds.

- 2025-2026 New Faculty Survey Respondent

Developing AI Literacy

Navigating Generative AI in Higher Education

Over the past academic year, the Faculty Hub played a central role in helping the University of Richmond community navigate the rapid emergence of generative AI in higher education. Through workshops, faculty learning communities, consultations, institutional partnerships, and experimentation with emerging technologies, the Hub supported faculty across multiple schools as they worked to understand how AI intersects with teaching, learning, scholarship, and assessment.

A Pluralistic, Faculty-Driven Approach

This work has not been driven by a singular position on AI adoption. Instead, the Faculty Hub has focused on helping faculty make informed, discipline-specific, and pedagogically aligned decisions about when AI use supports learning goals, when it may undermine them, and how courses and assessments may need to adapt in response—creating low-barrier entry points for faculty who are curious, skeptical, cautious, or already actively experimenting with AI tools.

From Awareness to Exploration

Between Summer 2025 and Spring 2026, the Faculty Hub coordinated a sustained sequence of AI-related programming designed to move faculty from initial awareness toward deeper pedagogical and scholarly exploration: introductory workshops on generative AI and pedagogy, sessions on assessment redesign and course policy development, faculty learning communities focused on AI experimentation, writing-focused panels, scholarship and research workflow workshops, and collaborations with institutional partners including CLAAI, Career Services, Weinstein Learning Center, General Education, and the Robins School of Business. The strategy emphasized sustained conversation rather than one-time training sessions.

Below are examples of some of the programs that were offered:

- AI & the Future of Work: Does a Change in Work Necessitate a Change in a Liberal Education?
- Addressing AI in Assessment Strategies and Course Policies
- AI Concerns, Strategies, and Policies for Teaching Writing
- Why the Liberal Arts in the Age of AI? (Co-sponsored with CLAAI)
- Faculty Hub Slow Read: *The Opposite of Cheating* by Tricia Bertram Gallant and David A. Rettinger

Supporting Faculty Across a Wide Range of AI Approaches

In addition to formal programming, one-on-one consultations became one of the Faculty Hub's most important forms of AI support. Rather than promoting a single institutional approach, the Faculty Hub supported faculty autonomy and pedagogical intentionality. Consultations frequently centered on questions such as: What skills or forms of thinking are most important in this course? When does AI meaningfully support learning—and when might it bypass essential intellectual work? How should transparency, process, and authorship be addressed?

The Newsletter

A Look Into the Faculty Hub

Our weekly newsletter gives us the opportunity to highlight our programs and services and share internal and external resources that faculty may find helpful in their work as teachers and scholars. In 2025, we added a more personal element: each month, a different staff member takes a turn writing the introduction and choosing the content.

It is a chance for us to share a little piece of who we are to help faculty better understand what we do and why we do it. In keeping with this new tradition, we decided to structure this next section of the Year in Review the same way, offering a glimpse behind the scenes. In the pages that follow, each member of the Hub team reflects on the past year and shares something they are especially proud of, excited about, or energized by.



From Kitty's Desk...

August can sometimes seem like the world's longest Sunday—still summer, but with the school year hovering just around the corner. As much as I savor the relative calm of those last days of summer, the first day of classes always feels to me a bit like the first day of Spring: full of energy, new beginnings, and just a bit of trepidation. No matter how many years I've been teaching, I still get (at least a few) butterflies on that first walk into the classroom.

I used to wonder how it was possible for me to still be nervous about the first day of class after all this time. Now I've come to see that those butterflies aren't necessarily a bad thing—and that, based on many conversations, I'm not alone in having them! Those nerves mean that we care and that we know that what we do matters. They stem from our understanding that teaching is full of both possibility and unpredictability. And that is the integral beauty of it.

Excerpt from a newsletter on August 25, 2025



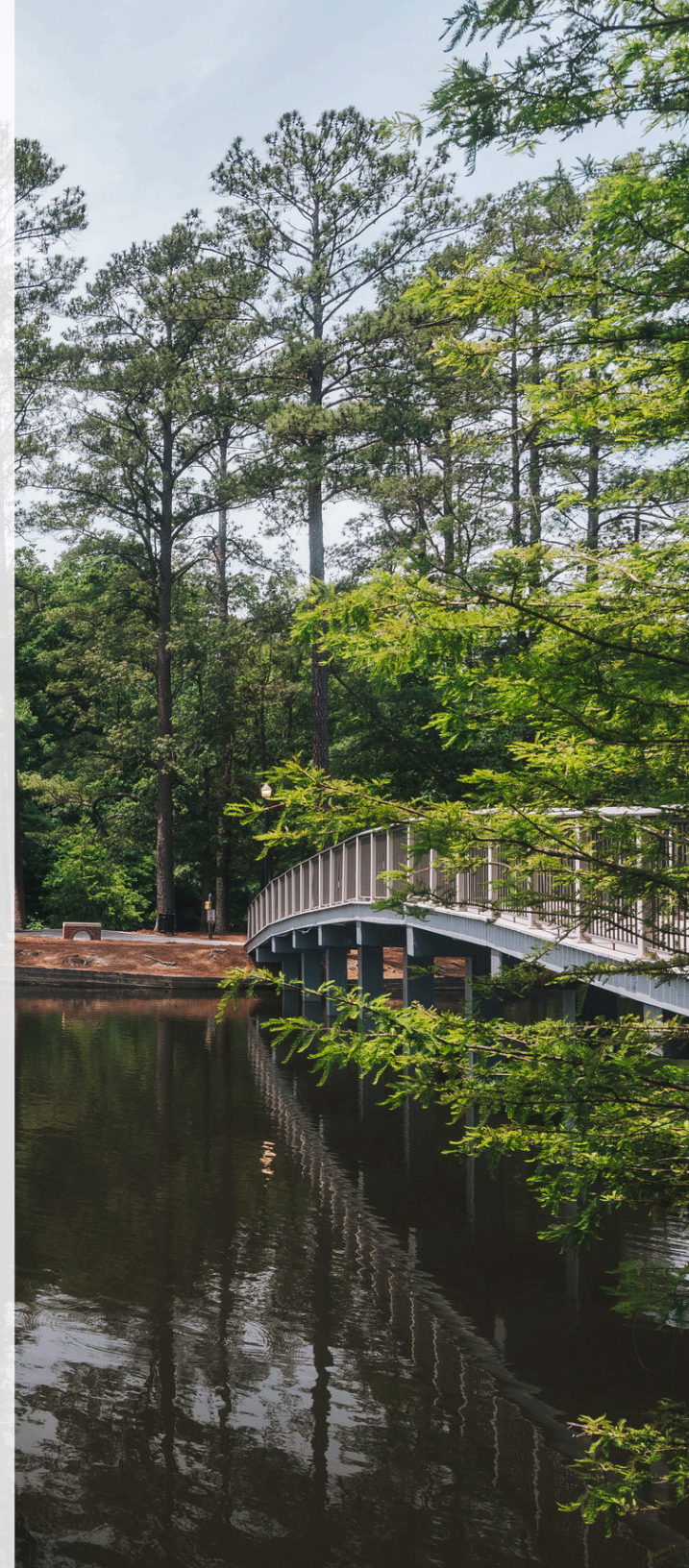
Staff Voices

Practicing the Reflection We Preach

Kitty Maynard, Director, on New Faculty Initiatives

I remember, once upon a time, my first year as a faculty member at a small college where the cultural norms were not explained. My onboarding in those days was purely experiential: I asked questions to the point that I likely annoyed my colleagues, and I spent a lot of time trying to find the right person to help me with anything I needed. I survived, but that hidden curriculum certainly added to my stress during a challenging transition from graduate student to professor.

Thus, it is particularly gratifying to help implement our new faculty program that supports people in that same moment of transition. It's also absolutely delightful to get to know a new group of talented, engaged, and kind people who are joining the UR community.



Kylie Korsnack, Associate Director of Pedagogical Practice, on Inclusive Pedagogy Partnerships

We have just completed year three of the Inclusive Pedagogy Partnership Program (or "IP3"), and I'm proud and grateful to direct a program like this at UR. I love talking with faculty about teaching, but it has always struck me that so much faculty development occurs without students in the room. Our student-faculty partnership program explicitly invites students into our conversations about teaching, and those conversations are happening across campus! This past year, our student consultants worked with faculty in Health Studies, Biology, Psychology, Leadership, Economics, Accounting, Chemistry, and Gender Studies.

A highlight for me was when one of our new consultants came back from meeting their faculty partner, both excited and somewhat intimidated by how much the faculty member cared and how curious they were about their feedback. I think this experience speaks to the student-centered approach so common among UR faculty that this program supports. In the coming year, a few of our student consultants will be working with departments as they redesign curricula. I am eager to see how that partnership goes and to continue finding new ways to bring student voices into our work in the Faculty Hub.





Andrew Bell, Associate Director of Digital Pedagogy and Research, on AI Integration

One of the most meaningful parts of my year has been watching conversations about AI shift from the technology itself to the purpose of teaching. Faculty increasingly came to the Hub not asking, “Which tool should I use?” but rather, “What do I want my students to learn?” Those conversations led us to rethink assignments, course policies, research workflows, and the role AI should—and should not—play in our work.

What I have enjoyed most is that these conversations rarely end with a single answer. Instead, they create space for faculty to reflect, experiment, and refine their teaching in ways that align with their own values and disciplines. Working alongside colleagues who care so deeply about student learning has been one of the highlights of my year.

Ryan Cales, Assistant Director of Technology in Teaching, on Teaching Writing and AI

I keep coming back to a panel we held at the end of the fall semester with some wonderful faculty on teaching writing in a moment shaped by AI. Over twenty faculty came at a point in the semester when no one had any time to give, and the conversation turned out to be less about tools or assignments and more about what people are carrying: the weight of a new technology many didn't ask for while making sure their students still have meaningful learning experiences with or without it.

Nothing was solved (and over three years in, I suspect we'll be unraveling AI ad infinitum), but there was relief in saying challenging things out loud and finding the same weight in the room—the recognition that it is frustrating and fickle and opaque no matter where you stand. As I said during the panel introduction, none of us know exactly where this is headed, and we're all trying to do what best supports student learning. Facilitating a conversation with faculty who care this much about their students was one of the most meaningful parts of my year.

Paraphrase the original meaning intact, avoid plagiarism, and do not simplify the content excessively.

Students copy/paste the original passage and GenAI response into their writing Google Doc, along with pp.

Students write a final, revised paraphrase in their own words, maintaining original meaning, having distinct sentence structure, and include proper citation and signal phrase



**Jane Bise, Administrative Specialist, on
Fostering Connections**

I have been organizing events for the Faculty Hub since 2019, before we even had an actual brick-and-mortar Faculty Hub space. In 2024, Jennifer Cavanaugh, Dean of the School of Arts & Sciences, suggested we hold a fika in the Faculty Hub. Fika is a Swedish tradition of taking a bit of time out of your day for a beverage and a treat. We have since hosted three fikas and have another on the calendar.

Such a simple concept, but it has become one of my favorite events to plan and attend. We found a lovely local Scandinavian bakery, Axelsdotter, who provides the treats. (The cardamom buns are so good!) For each fika, I make a playlist of Swedish music, both contemporary and more traditional. It's refreshing for everyone to take a breath, enjoy a treat, and engage with people from across campus whom they might not normally encounter during their hectic day-to-day schedules. Fika in the Hub truly represents an important part of our mission: fostering connections between colleagues.







Faculty
Hub

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