



# Faculty Hub

2023-2024  
**Year in Review**





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As we mark the end of our fifth year, we reflect on the transformative journey of the Faculty Hub. We owe a great deal to Linda Boland, who played a critical role in shaping the Faculty Hub as we know it today. As the inaugural director and then as Associate Provost for Faculty, Linda brought the concept of the Faculty Hub to life and ensured its success as a new initiative. As Linda returns to teaching and research, we extend our deepest gratitude for her invaluable contributions.

This year's review is a testament to our commitment to UR faculty and our mission of fostering connections between colleagues, supporting and highlighting innovative teaching and scholarship, and encouraging the growth of UR faculty throughout their professional careers. The following pages showcase some of the initiatives that have propelled our mission forward this year: the launch of our Students as Partners program, our proactive response to faculty needs through programming and support around Generative AI, our instrumental role in the implementation of the New Web of Inquiry curriculum, and our support for scholarship with writing retreats, consultations, coaching, and writing groups. In each instance, the Faculty Hub has shown its dedication to the University of Richmond community and advancing its strategic goals.

We look forward to another year of connection and collaboration.

*Kitty*

Kitty Maynard  
Director, Faculty Hub



# Developing More Student Belonging Inclusive Pedagogy Cohort

This year marked the fourth iteration of the Inclusive Pedagogy Cohort since this initiative moved from the Provost's Office into the Faculty Hub. This year's group cited our conversations on student belonging, universal design for learning, and equitable assessment as the most impactful to their teaching. The group also appreciated the sense of community formed in the cohort and the opportunities to try out different teaching strategies together.





## **Inclusive Pedagogy Partnership Program**

- This year, we also piloted and launched a new initiative related to inclusive pedagogy – our Inclusive Pedagogy Partnership Program (IP3). This program, which was co-created by students, faculty, and staff during AY22-23, pairs faculty and students together to co-create more inclusive classroom experiences. A total of 12 faculty-student pairs from many disciplines participated in the program. Student consultants were trained, supervised, and paid by the Faculty Hub for their work in the program.
- Students, faculty, and staff involved in this program co-presented their work at three pedagogy conferences – Elon University’s Conference on Engaged Learning (June 2023), Virginia Tech’s Conference on Higher Education Pedagogy (February 2024), and UVA’s Innovation in Pedagogy Summit (May 2024).

## **Value in Regular, Immediate Feedback on Student Experience for Faculty**

**“As much as I think about my teaching and try to find groups across campus to work through my pedagogy, nothing has been as impactful as sitting a student observer in my class and having deep weekly conversations about engagement and inclusion of my students.”**

## **For Students There is Value In Better Understanding the Work Faculty Do**

**“This has been one of the most interesting and insightful programs I have participated in while at the University of Richmond. It's allowed me to break the barriers that typically lie between student and teacher and try to make good changes in the classroom to better the learning experience while also learning a lot myself.”**



# IP3 Profiles

The Faculty Hub's Inclusive Pedagogy Partnership Program (IP3) brings faculty and students together to co-create more inclusive and effective teaching and learning experiences.

We are spotlighting the experiences of two faculty-student pairs from the 2023-2024 academic year: Michael Norris (Chemistry) & Gabriel Matthews (Interdisciplinary Studies, Class of 2024) and Matthew Oware (Sociology) & Eliana Coleman (Psychology, Class of 2026).

## Dr. Mike Norris and Gabriel Matthews

During the Fall of 2023, Dr. Norris and Gabriel took CHEM 141 (General Chemistry) as the focus for their work together. Much of their work centered on student engagement. Below are some of their reflections on working together on CHEM 141.

### What drew you to this program?

Gabriel: "At the time I joined the program, I was working on my thesis and reading a lot about radical pedagogy, university studies, and the history of the university. So, I was immediately interested by the program because I saw it as a means by which to think through in a very practical, hands-on way, the theoretical work I was doing in my classes and my thesis."

Mike: "When I was an undergrad I wanted to be a high school teacher, so I took a lot of pedagogical classes and understood some of the theory. At Richmond, my research doesn't involve pedagogy at all, but I work with students a lot. And I also teach a lot of introductory courses. So I see students transition from high school to college...and I feel like you can impact students for years at that level. So, I was interested in returning to my pedagogical roots and applying new techniques and trying different things. I was also part of the cohort that helped design the pilot for this program, so I was excited to work with a student in partnership in this way."





### **What was it like working with your student/faculty partner?**

Gabriel: “Part of why I found working with Dr. Norris so rewarding was that I came in ready to be suspicious and ready to meet resistance working with a professor, but Dr. Norris was just as interested in the pedagogical stuff as I was, and was extremely open to experimentation in the classroom. We cultivated a fruitful ethics of experimentation in our meetings and in the classroom. And, we could talk about how things were going in the class without me ever worrying about him feeling personally affronted or threatened or alienated from our work. It was fun to engage with each other and with the stuff that we were talking about in the classroom.”

Mike: “I was particularly excited to meet a student that was outside of the STEM fields and have that experience and perspective in the class. So, meeting Gabriel, and hearing about their interest in pedagogy, changing things – not necessarily sticking with the status quo and the fact that they actually had some background in the pedagogical theory – that was exciting for me...I am not set in my pedagogy. I like trying new things. I also don't mind breaking things...So, it started out with that sort of excitement.”

### **What did you learn working in partnership together?**

Gabriel: “I think entering the program, I was prepared both by the things I was reading and the general tenor of a humanities education to be suspicious, to approach the classroom with a critical eye. Because I think the starting point for radical pedagogy is to look at the power difference between the professor and the student in the classroom. But working in the classroom as a partner to a professor had me thinking about that relationship in a much more layered way—not so cleanly, here's a person with power and here's a person without power; it is a complex network that extends beyond the classroom. And working alongside a professor helped me think about that wider network.”

Mike: “In general, we focused a lot on student engagement—thinking about how to get students engaged and even understanding some of the pedagogy and literature behind it. But, in practice, we learned it is nuanced and changes from student to student. We created a survey to ask students about their engagement, and the students all felt like they were engaging with the material. So that was when we started to think that maybe a student's idea of engaging is more like ‘oh, I'm actually paying attention in this class when normally I would be zoned out’ – but something like that is hard to observe from an outside perspective.”

### **What are you taking with you from this experience?**

Gabriel: “One of the ways that our partnership changed how I think about the classroom is that I began to think about the classroom as a space of rehearsal almost – a space where there is performance going on and there is a kind of presentation being given to students. But like a rehearsal, it's a space that is fluid, and the performance can start and stop and continue again. I also think that our work together cultivated a kind of mindfulness that impacts the student experience in a way that we can't directly point to.”

Mike: “I'd like to think about other more creative ways to either incentivize or to encourage students to engage on a regular basis outside of the classroom. That was one thing that we talked about in a lot of our discussions. As the teacher you're like ‘I'm going to give them this project or this homework and they're just going to engage with the material magically outside of class.’ And, I don't think it ever really works like that.”



# Dr. Matthew Oware and Eliana Coleman

During the Spring of 2024, Dr. Oware and Eliana took SOC 257 (Sociology of Hip Hop) as the focus for their work together. Much of their work together centered on classroom dynamics in a course that covers topics related to race, gender, sexuality. Below are some of their reflections on working together on SOC 257.

## What drew you to this program?

Eliana: “I major in psychology with a minor in communication studies. And with psychology, I like to observe. So, this work was interesting to me because although I like observing the students and the student-to-teacher dynamic, I wanted to get the experience of learning from the other side – observing how teachers think and work with their students. It also gave me a chance to share my experience with professors so that they can learn from those experiences if they want to.”

Matthew: “I teach Sociology and Anthropology, and I tend to talk about contentious topics around race, gender, and sexuality in my courses. Given this context, I wondered how my interactions in the classroom had been going. For example, I wondered if I may have been saying things that could come off as offensive to the students or off-putting, given the topics in the course. So, my intention with Eliana was to have her observe my interactions with students in the classroom and enlighten me as to any sort of dynamics that she was seeing between myself and students—or really what I came to sort of understand as my positioning in the classroom.”





### **What was it like working with your faculty partner?**

Eliana: “One thing I liked was at the end of our meetings, Dr. Oware would guide me toward which class I should attend. I liked that because sometimes he would share with me what he expected and then I could compare that to what actually happened – to help him see the differences in what he expected and what actually happened.”

### **What was it like working with your student partner?**

Matthew: “After she observed my class, we would meet on Fridays, and I would reflect on what I thought happened during class and ask her, ‘What did you see?’ Sometimes, she would be in agreement, and sometimes, she would say, ‘But there were these other things that I saw, and I have a question [about those things.]’ It was nice to have someone to be there weekly that I could bounce ideas off of, or to give me insights because then I can make adjustments. Also, it was nice to know that there were instances where I might not have been correct in what I was perceiving. Sometimes, I might have perceived things going badly when they weren’t necessarily going badly at all. So, it was nice to have feedback from Eliana to know that.”

### **What did you learn working in partnership together?**

Eliana: “I took away the impact of students on professor’s teaching styles. I feel like a big sentiment with students is that they kind of forget that their professor has feelings and a life—they’re not just a wall that is teaching you...I think students forget that a lot of them are good people, and I think students forget that not paying attention or just not being engaged has an impact on a teacher and on a professor’s style of teaching. So, I think more about my role in the classroom and my impact on the professor—not just the impact of the professor on me.”

Matthew: “Eliana helped me think about my positioning in the classroom – like physically how I am navigating the space and how that can impact student engagement. She mentioned that when I sat down (as opposed to walking back and forth) it was more calming. So, once I actually sat, what I found is I slowed down in my talking. I looked directly at my students. I was on the same level as students, which may have created more comfort and engagement on their part.”

### **What are you taking with you from this experience?**

Eliana: “For my own experience in the classroom, I am more aware of how I interact with technology and how that impacts the professor. Because that’s where I take all my notes, but I know sometimes it can be hard on a professor when all the students are looking at their laptops and not paying attention. Even when they are paying attention, not looking at the professor has an impact. But it was also nice to have someone listen to my experiences. Our outside experiences impact our experience in the classroom since we do live and learn on campus. So, it was nice to have someone that would listen to both those experiences and how they impact students in the classroom.”

Matthew: “I had a wonderful experience. Throughout my time teaching, I’ve never had the ability to have a back and forth conversation with someone on a weekly basis. This was immensely helpful. There were moments where it was supportive. There were moments where it just felt good to get whatever was on my mind off my chest and to have a student—a person—sit there and go, ‘okay, that makes sense.’ Or, ‘you know, that makes me think about this. How do you think about that?’ We have the evaluations at mid-course and end-of-course, but to actually have someone in the class with me on a weekly basis was amazing.”



# Navigating Technological Change

## Digital Pedagogy Initiative

The Faculty Hub has been instrumental in preparing our academic community for the transformative and disruptive potential of Generative AI in teaching and scholarship. Our strategy focuses on introducing faculty to innovative tools and strategies, partnering in the integration of these technologies, and cultivating a curious and thoughtful community around Generative AI.

This academic year, we engaged 137 faculty members from all five schools in at least one of our Digital Pedagogy programs or services, ranging from introductory workshops to a semester-long "Faculty Learning Community on Teaching with AI."





## Key Highlights:

- **Generative AI Programs:**

- Conducted 14 events, including five introductory sessions and specialized workshops, focusing on integrating Generative AI into various teaching and research contexts. These programs attracted 129 participants.

- **Innovative Tool Development:**

- Partnered with Dr. Saif Mehkari and the Faculty Learning Community to offer FLC members access to GPT-4 through a ChatGPT+ clone on our high-performance cluster, supported by the Faculty Hub Digital Pedagogy grant program.

- **Diverse Academic Engagement:**

- Achieved a comprehensive partnership across all schools and ranks, enhancing understanding and application of the ChatGPT+ clone.

Looking ahead, we are committed to continuing our support for faculty and ensuring an optimal learning environment for our students. We plan to build a baseline of Generative AI literacy and expand our programs for deeper exploration of its pedagogical potential.



“I greatly enjoyed the session. Andrew is a mastermind at teaching, sharing, and pulling all the right folks together. THANK YOU! I only wish we had more time to play!”

**Dana Jackson, Assistant Professor in Education**





Westhampton  
UR Drive





# Facilitating Scholarship

## Writing Retreats, Groups, and Coaching

This year, the Faculty Hub provided support for faculty scholarship and writing through various initiatives. We hosted a Fall Grant Writers' Institute in collaboration with the UR Federal, Corporate, and Government Relations Office. Monthly writing retreats and writing accountability groups fostered community and camaraderie, while our academic writing consultants offered supportive feedback for individual writing projects. The Faculty Hub added a personalized coaching service for career-related issues like planning and productivity. Finally, we continue to offer programs related to scholarship and publication, such as an authors' rights session with copyright expert Brandon Butler this spring.



I find these writing retreat sessions very useful. They shake me out of my writing patterns, and at lunch, I get to speak with colleagues from other departments, programs, and schools. I'd particularly recommend them for new and visiting faculty as a way to connect with the Hub and UR more broadly. A great resource!

**Abigail Cheever, Associate Professor in English**



# Supporting a Community of Scholars

## Hub Talks and Scholars' Exchange

The Faculty Hub continues to build community across disciplines and schools with Hub Talks, designed to enrich the scholarly engagement of our faculty by focusing on recent and ongoing scholarship being conducted at the University.

The Faculty Hub hosted the following Hub Talks this year:

- “Public Records as Research Tool” with Shahan Mufti
- “The 40 ACRES Archive” with Sandy Williams IV
- “Race, Removal, and the Right to Remain: Migration and the Making of the United States” with Samantha Seeley



“ ***Fabulous! I love hearing what our smart, talented colleagues are up to. I wish we would do this more often.*** ”



The Faculty Hub also hosted a panel of recent Faculty Fellows to learn about their important work. That panel included:

- Jennifer Bowie, Associate Professor of Political Science, discussed a bottom-up approach to lower court influence on the Supreme Court of the United Kingdom.
- Angie Hilliker, Associate Professor of Biology, shared how her lab studies what is too small to be seen to understand a fundamental question about life: how our cells regulate our genes to control the production of the proteins that are essential for life.
- Laura Knouse, Professor of Psychology, discussed the ecological momentary assessment, an intensive survey method she and her students are using to discover what's happening in the moment when people put off tasks that they need to accomplish.



We also continued the conversation on truth through our Scholar's Exchange panel. Henry L. Chambers, Jr., Austin E. Owen Research Scholar and Professor of Law, Miriam Schleifer McCormick, Professor of Philosophy, and Mariama Rebello de Sousa Dias, Associate Professor of Physics joined us for a lunchtime discussion.

# Growing Services and Engagement

## One-On-One Support

This year, the Faculty Hub provided individualized consultations to faculty from all five of the University's schools, serving a broad spectrum of faculty ranks—from instructional staff to full professors. Our personalized, confidential consultations helped faculty reflect on their pedagogical practices, align teaching goals with effective methods, and experiment with new tools and technologies. We also supported faculty in their research and scholarship through strategic project design and digital technology integration.

**217**

**Total Consultations with  
Faculty Members**

**25%**

**Increase in Consultations  
Compared to Last Year**

**17%**

**of University Faculty  
Consulted with Faculty Hub**

**34**

**Academic Departments  
Served**





## What Faculty Are Saying

**“ They helped me evaluate student feedback better, especially in gauging what feedback to try to improve upon, and where to wait and gain more information before implementing edits to my pedagogy. ”**

**“ The consultation provided me with information, support, and guidance that allowed me to think outside the box when developing a semester-long assessment. The consultation was what I needed to feel confident taking some risks, resulting in an assessment that I think optimized learning, as students seemed to find the work engaging, and they said they appreciated its real-world application. ”**

# More Events, More Opportunities

## Faculty Hub Programming

We offered 38 more events in the Faculty Hub this past year than the previous year. In addition, our staff and campus partners shared their expertise and resources over the course of 25 shorter format "Morning Blend" sessions.

### Selected Events from 2023-2024

- Pushing the Boundaries of Traditional Scholarship with Generative AI: Finding a Role in Your Writing Workflow
- Using WordPress for Integrative Learning Courses
- Principles of Course Design for Integrated Focus Area Courses
- Course Design Institute
- Preparing Your Blackboard Course for the Spring Semester
- Planning Your Scholarly Agenda for the Semester
- Pedagogy and Generative AI Faculty Exchange: Hands On Training with Generative AI Tools
- Faculty Hub Inclusive Syllabus Workshop

92

Events

302

Attendees

55%

Increase in  
Attendance in Faculty  
Hub Events Compared  
to 2022-2023

4.87

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







# Offering a Welcoming Space

## Writing, Collaborating, and Gathering

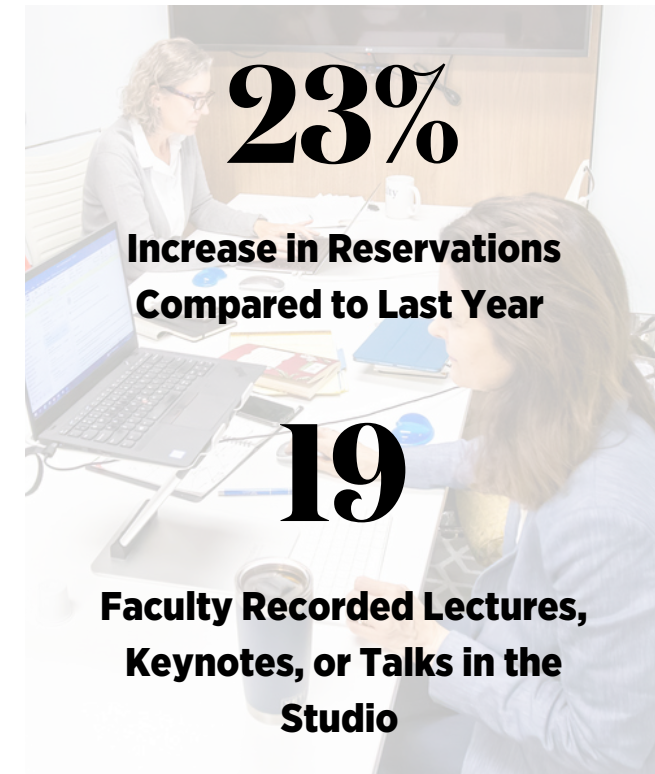
The Faculty Hub space offers a wide range of functionality including meeting and quiet writing spaces, as well as room to accommodate large conferences. This year we hosted over 550 meetings in our reservable spaces and many more took advantage of our drop-in workspaces.

This year the space was home to the Back to School Faculty Resource Fair for the first time and was “command central” for the first UR Faculty and Staff Research Symposium.



The Faculty Hub offered invaluable support for the first UR Faculty and Staff Research Symposium. The team gave suggestions during the planning stages and hosted the welcome breakfast. Sessions were held throughout the space, with the team ensuring everything ran smoothly. The space became a central meeting spot and “command central” for the Symposium organizers. We are so grateful, both for the Hub team and the Hub space!

**Elizabeth Outka, Tucker-Boatwright Professor of Humanities and Professor of English Literature**







Anti-dumping	
Competition Policy	
Environmental Laws	
Export taxes	
Intellectual Property Rights	
Investment	
Labor Markets	
...	
Trade	
...	

# Celebrating Scholarship and Teaching

## Celebration of Teaching and Faculty Accomplishments Reception

In February of 2024, the Faculty Hub, in conjunction with the Office of the Provost, hosted the University's annual Faculty Accomplishments Reception. The event recognized 210 faculty members and several members of our academic staff who achieved success in 2023 in the form of research and scholarly publications, as well as creative achievements in the visual and performing arts.

In early April, we held the third Celebration of Teaching, created and hosted by the Faculty Hub, where faculty shared teaching materials and outcomes and celebrate their successes in teaching.







Faculty  
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