

WALKER CENTER FOR TEACHING AND LEARNING ANNUAL REPORT FOR 2023-24

JULY 1, 2023–JUNE 30, 2024

STATEMENT ON GENERATIVE AI

Parts of this annual report have been enhanced by or written in collaboration with generative AI tools. Where this is the case, we have abided by standard citation guidance to note that collaboration in the footer of a page.

Some parts of this report would not exist without the services these AI tools provide. For example, we used Claude (an AI model produced by Anthropic) to analyze fifteen pages of qualitative (anonymized) feedback from faculty about how they've utilized Walker Center programming in their teaching practices. The AI gave us trends in the data, and we wrote the report from that analysis. Given the size and expertise of our staff, this kind of data analysis would not have been possible otherwise.

Similarly, the "Message from the Director" was produced in collaboration with ChatGPT. (It's worth noting that about 20% of what you see in that note was generated by ChatGPT and then edited by the author, but every AI detector we've tested with that text has said that upwards of 90% of that document was generated by AI—a frustrating and potentially dangerous falsehood.)

Confusingly enough, when we fed the previous three paragraphs through one AI detector, it indicated that 0% of the sentences were generated by AI (an accurate analysis). Nevertheless, the report's final ruling read "Looks like generated by AI."

As you'll see in the "Message from the Director," our staff has put great effort into staying abreast of developments regarding generative AI in higher education, including offering workshops on AI literacy, counsel on the tenuous relationship of AI detectors and academic integrity, and guidance on creating AI-enhanced and/or AI-resistant assignments. We have tried to advocate for the opportunities that exist when we understand and work collaboratively with this technology while also keeping a keen eye on the concerns related to these developments. We are excited to keep learning alongside the rest of the UTC community as this technology continues to change.

A MESSAGE FROM THE DIRECTOR



Dear Colleagues
and Friends of the
Center,

I'm proud to
present the Walker
Center for Teaching
and Learning's
annual report
for 2023-24. In
these pages, you'll
find highlights of
the remarkable

achievements and initiatives our staff members have undertaken over the past year.

In our programming, we strive to intersperse our staff's expertise with that of leading voices in the field of teaching and learning. To that end, we were honored to host two renowned speakers during the 2023-24 academic year. Dr. Cate Denial joined us in August, 2023 as our Week Zero keynote speaker, and Dr. James Lang joined us in May, 2024 as our Instructional Excellence keynote speaker. Their visits sparked engaging discussions and provided invaluable perspectives on topics such as distraction in the classroom, kindness in pedagogy and teaching alongside generative AI.

Speaking of generative AI, the Walker Center went to great lengths to provide as much information and support as possible on this emerging technology and what it means for teaching and learning in higher education. We hosted multiple workshops each month focused on AI literacy and building AI-informed assignments, and we made ourselves available for on-demand consultation. We also hosted three virtual workshops facilitated by Flower Darby (University of Missouri) and Dr. Mays Imad (Connecticut College.)

One of our most exciting undertakings this year has been the expansion of our multimedia support and programming. We were excited to establish the Walker Podcast for Teaching and Learning in the fall. This podcast offers professional development in a fully asynchronous format, featuring interviews with members of our faculty, staff, thought leaders and experts in pedagogy. We also welcomed a new virtual

media specialist, Nick Fontaine, to our staff in fall of 2023. In the short time we've had him on staff, he's produced multiple videos for in-house programming while also consulting with faculty on best practices for incorporating virtual media in their courses.

Our ongoing commitment to supporting online education was furthered with the rollout of our Online Teaching Certification. This asynchronous course is designed to equip faculty with the skills needed to create effective and engaging online courses. We have already seen one cohort complete the course, and we have two cohorts lined up for the summer of 2024.

This year also saw the expansion of our Faculty Fellows program. We ran multiple faculty fellows working groups on topics like the scholarship of teaching and learning, transparency in learning and teaching (TILT) and interactive lecturing—among others. This collaborative model has fostered a vibrant community of practice, allowing faculty to delve deeper into pedagogical research and share their findings with other fellows and with peers in their disciplinary departments.

Efficiency in our programming schedule has been another key focus. By consolidating our offerings and focusing on fewer, more impactful sessions, we have managed to increase attendance by over 1,000 participants. This streamlined approach has allowed us to maximize the reach and impact of our professional development initiatives while reducing the cognitive load of our faculty (as they decide what programming to take advantage of in their limited time) and our staff (as they prepare diligently to deliver said programming.)

These accomplishments are a testament to the dedication and hard work of our team and the support of the UTC community. As we look forward to the coming year, we remain committed to fostering an environment of continuous learning and improvement.

Dr. Victoria M. Bryan
Director, Walker Center for Teaching and Learning

Brainstorming and initial drafting for this director's message were conducted in collaboration with ChatGPT (OpenAI).

MISSION STATEMENT

As UTC’s home for best practices in teaching strategies and learning technologies, the Walker Center for Teaching and Learning aims to empower faculty and teaching staff in their academic life through collaboration, purposive learning and a welcoming environment.

TABLE OF CONTENTS

ANNUAL DATA AND YEAR IN REVIEW	6
INNOVATE	15
EXPLORE	27
DESIGN	35
THE PEOPLE WHO MAKE IT ALL POSSIBLE	40
FUTURE FORECASTING	46







ANNUAL DATA AND YEAR IN REVIEW

ASSESSING OUR IMPACT

The Walker Center maintains a thorough assessment plan each year that includes collection and analysis of quantitative and qualitative data related to our programming and support services.

QUANTITATIVE DATA

Our quantitative data focuses primarily on attendance data, and we measure that through noting numbers of people served in our programming and through support calls, emails or visits we receive throughout the year. For 2023-24, we had a total of 6,268 service encounters.

SERVICE ENCOUNTER DATA SUMMARY

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
SUPPORT SERVICES	7,448	9,417	4,965	5,826	4,980
EXPERIENTIAL LEARNING SUPPORT	527	1,084	1,059	1,265	1,288
TOTAL WCTL SUPPORT	7,975	10,501*	6,024	7,091	6,268

WORKSHOPS AND OTHER PROGRAMING DATA SUMMARY

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
SESSIONS OFFERED	544*	312*	201	173	194**
PARTICIPANTS ATTENDING	3,307*	2,701*	808	1,019	2,509**

* Numbers higher than average due to conversion to Emergency Remote Learning during pandemic

**These numbers include 36 student orientation sessions led by Experiential Learning team meeting with 900 students.

BADGING METRICS

Our introduction of badging (through a program called Canvas Credentials) in the previous year has given us another way of quantitatively gauging engagement with our programming. Digital badges and microcredentials are an increasingly important way to highlight acquired skills and knowledge in faculty development and allow faculty to share these accomplishments with their colleagues and departments. Some of these badges are for single events (i.e., the Instructional Excellence Conference) while others recognize regular participation in ongoing programming (i.e., book clubs, pedagogy courses) or achievements (i.e., receiving teaching grants, experiential learning designation.) Since we began the badging initiative, we have awarded 546 badges to 287 individual recipients. In the following year, we hope to continue this initiative by expanding our current list of 24 badges and building these into a pathway that will highlight those who most frequently use the full scope of our services.



“Just keep doing the wonderful work you’re doing! You’re one of the departments that consistently brings people together across campus, and we need that so much!”

“The staff has been a lifesaver to me!”

“[The WCTL staff] all rock! Cannot believe how kind, patient, caring, and involved they are in providing support!”

THE ANONYMOUS QUOTES WERE PULLED FROM OUR FALL 2023 AND SPRING 2024 FACULTY SATISFACTION AND NEEDS ASSESSMENT SURVEYS.

QUALITATIVE DATA

The qualitative pieces of our assessment plan include a faculty needs assessment and satisfaction survey each fall, a focus group each spring and an annual solicitation of testimonials about how Walker Center programming has impacted teaching on campus. The combination of these practices allows us to measure satisfaction with our programming and its implementation and impact across campus.

Faculty Needs Assessment and Satisfaction Survey

In early November, we sent out a faculty needs assessment and satisfaction survey, receiving 59 responses by December. The results showed overwhelming satisfaction with our offerings, response times, and quality of interactions in workshops, consultations and support calls. More than 90% of respondents indicated they were likely to use the Walker Center again.

This year’s survey included a question about additional learning technologies, leading to multiple requests for Kahoot!, a game-based learning platform. As a result, we established a contract and began offering licenses in spring 2024.

The survey also collected additional comments, which included testimonials about the quality of our programming, staff and efforts to create an interdisciplinary community across campus.

Focus Group

In spring 2024, Cindy Williamson from UTC’s Office of Accreditation and Assessment conducted a focus group with our advisory board. Her report highlighted our highly effective support system, appreciated for its efficiency, engagement and innovation. Participants valued our resources on learning technologies and generative AI and requested expanded support in these areas. They also expressed a strong desire for continued support in wellbeing, mental health awareness and positive engagement strategies. In response, we are exploring partnerships with UTC’s Center for Wellbeing and considering book clubs focused on faculty self-care and wellbeing for 2024-25.

Another key discussion was how the Walker Center might support the tenure and promotion process. This led to extensive conversations among our staff, UTC administration and other teaching and learning centers in the UT System. After thorough research, we decided to review and enhance our website resources on teaching/content reviews and peer evaluation advice. We created a new resource page titled “Teaching/Content Reviews” that outlines our support, limitations on what we are positioned to offer and suggestions for best practices.

The focus group report confirmed that our Advisory Board is aware of our services and partnerships. Our staff gained valuable insights into faculty conversations at UTC, and we are grateful for the opportunity to use this feedback to improve our programming.

Implementation Feedback

In spring 2024, we emailed a list of faculty and staff who had attended programming with us in the last year and asked the following question:

When you have a moment, could you reply to this email describing something you've implemented in your teaching because of Walker Center programming? This might be something you picked up from a consultation or workshop, but it might also be about something you learned from attending the Instructional Excellence Conference, being part of a faculty fellows working group or participating in a book club. The entire range of our programming is on the table.

We received 37 responses (35 faculty and 2 staff) from this inquiry. These responses revealed that due to Walker Center programming, faculty are most commonly incorporating active learning strategies, student-friendly course and syllabus design, and learning technologies into their teaching practices. We found that those in STEM fields are most likely to utilize our programming focused on Canvas and learning technologies; health-related disciplines and education gravitate toward experiential learning; and the humanities and social sciences focused on inclusive teaching and integration of diverse perspectives in their curricula. (These trends are not exclusive. For example, we also see disciplines like social work and criminal justice utilizing Experiential Learning in big ways. However, it was illuminating to see that this small sample size of feedback indicated a particular interest in Experiential Learning among health-related disciplines and education.)

These results indicated a great deal of interest in our book club series, and we saw diverse interest and implementation efforts among the faculty who responded that could be disaggregated by discipline. For example, faculty in nursing and other health-related disciplines mentioned book clubs about time management and self-care, library faculty mentioned books that focused on social justice issues and their roles in higher education, while management faculty were especially grateful for conversations about James Lang's "Small Teaching."

The sample size we are working with for this analysis is relatively small. Our 2023-24 survey was sent to hundreds of faculty who attended our programming but we received a mere 37 responses. However, this effort and the resulting responses gave us a sense of how we might continue to gather this information effectively in the future. When we poll faculty in 2024-25, we are considering asking questions about specific programming and designing our prompt so that it's easier to disaggregate the feedback based on discipline. We would also like to increase the response rate but are aware we need to balance those efforts with the potential for creating survey fatigue.

Portions of the text for data report were made more concise with the assistance of ChatGPT (OpenAI). The analysis of the implementation feedback data was conducted by asking Claude (Anthropic) to analyze anonymized feedback from this survey. The trends found in collaboration with Claude were then synthesized into the summary provided above.

Primary Contact:
Kim McCroskey

ANNUAL GOALS REPORT

EXPERIENTIAL LEARNING

Explore Opportunities for Community-Based and Service Learning to Elevate Experiential Learning

- + Convened exploratory task force comprised of faculty from across the campus to research what community-based and service learning needs exist for UTC.
- + Produced a report for the provost on these findings and related recommendations for moving experiential learning forward.

GENERATIVE AI

Offer Leadership on Teaching Alongside Generative AI

- + Identified two staff members (Heather Boyd and Chris Johnson) tasked with staying current on developments regarding generative AI and how those developments impact teaching and learning.
- + Convened a Faculty Fellows working group comprised of faculty from across the campus to generate ideas for how we can teach alongside generative AI. This group scheduled workshops with each college where the Faculty Fellows reported what they've learned in this working group and facilitated conversations about how generative AI has and will continue to impact their teaching.

LEARNING TECHNOLOGIES

Expand and Improve Support of Learning Technologies

- + Researched faculty needs for learning technologies we don't currently support and invested in Kahoot! licenses to distribute to faculty. Due to high demand, we had to increase our number of licenses before the year was complete.
- + Streamlined learning technology billing practices by establishing a billing email address accessible by our director, online systems administrator and administrative specialist.
- + Implemented "Tech Tuesdays" to offer consistent training on learning technologies to focus on new technologies (like Canvas Search) or updates to existing technologies (like Canvas's New Quizzes or DesignPlus Tools.) We found that sessions every Tuesday didn't always work and weren't necessary each week. By the end of the year, we were offering such sessions on an as-needed basis.

ANNUAL GOALS REPORT

VIRTUAL MEDIA

Increase Investment in Virtual Media

- + Implemented Walker Podcast for Teaching and Learning and aired two seasons (five episodes) in the course of the year.
- + Created and filled virtual media specialist position. This team member produces video and other multimedia for internal purposes (asynchronous courses, advertising, etc.) and consults with faculty on virtual media in course design.

Premier Programming

Expand and Improve Premier Programming

- + Asynchronous certification courses:
 - Rebuilt and released online teaching certification course. Two cohorts will have completed this program and a third will have started at the conclusion of this academic year.
 - The update for the Universal Design for Learning course will take place in summer 2024, and it may extend into the new academic year.
 - Reviewed the trauma-informed pedagogy course and determined the subject matter to be specialized and sensitive enough that we should take it off line until we have either a campus partner or an internal staff member who specializes in this topic.
 - Chris Johnson began a graduate-level certification program focused on neurodivergence and learning differences with the intent of establishing an asynchronous course for helping faculty teach neurodiverse students.
- + Faculty Fellows:
 - Continued offering faculty fellow working groups in various topics, including teaching alongside AI, TILT (transparency in learning and teaching) assignment design, and interactive lecturing.
 - Implemented opportunities for faculty to demonstrate leadership by introducing a position called faculty fellow in community of practice. This resulted in a faculty fellow co-leading a series of book clubs with one of our staff members, another faculty leading a year-long cohort on the scholarship of teaching and learning, and a third faculty member designing a Faculty Fellows working group called Race, Science, and Technology.







INNOVATE

GENERATIVE AI

TEACHING AND LEARNING IN A TIME OF RAPID INNOVATION

ChatGPT was released in November 2022, bringing generative AI into our lives in unprecedented ways. This innovative technology created opportunity and disruption for higher education, and our Center has been working to offer guidance, build literacy and support faculty as they navigate this time of rapid innovation. To that end, the Walker Center has undertaken several AI-related initiatives in 2023-24.

We've offered synchronous and asynchronous opportunities for faculty to learn more about generative AI. Among our most widely used asynchronous resources is our Resources on Generative AI available on the Walker Center website. This page is updated regularly and includes resources on AI literacy, guidance on building AI-enhanced assignments, asynchronous resources, information on our University's academic integrity practices as they relate to generative AI and other resources. We've developed a space in Canvas Commons for faculty to share assignments that use generative AI. Finally, our virtual media specialist has developed six videos this year highlighting how UTC faculty are integrating generative AI into their assignments, course design and course delivery.

We also offer several synchronous opportunities for faculty to learn more about this emerging technology. We are committed to offering monthly workshops focused on topics like AI literacy, AI-enhanced assignments, grading with AI and other relevant subjects. We've also invested in invited speakers to offer workshops virtually and in person for our faculty. In July and August of 2023, Flower Darby (author of "Small Teaching Online") facilitated two virtual workshops for our faculty on generative AI and small, evidenced-backed approaches to enhancing learning in the classroom. In October 2023, Dr. Mays Imad provided a virtual workshop on returning humanism to the classroom in the age of AI. Finally, in May 2024, Dr. James Lang (author of "Small Teaching" and "Distracted" among many other highly regarded books on teaching in higher education) visited our campus as our Instructional Excellence series speaker and led a workshop on navigating generative AI in the classroom.

In fall 2023, we ran a Faculty Fellows working group on teaching and generative AI, led by Heather Boyd and Chris Johnson. This interdisciplinary group included Dr. Dalei Wu (computer science and engineering), Dr. Chris Cox (mathematics), Dr. Jennifer Lynberg (education), Dr. Jenny Hogg (health and human performance), Dr. Alex Quinlan (English), Laurel Rhyne (nursing) and Dr. Beni Aslani (business.) These fellows and group leaders met monthly to learn about and discuss generative AI and the opportunities and challenges this technology introduces for higher education. Fellows were asked to produce an assignment that utilized generative AI and give a presentation to their department to help spread awareness and literacy across campus.

We will continue to build resources and offer support in 2024-25. Heather Boyd is developing an asynchronous course on generative AI literacy and applications in the classroom during summer 2024 and will pilot the course in fall 2024. We will continue to develop and offer workshops on AI literacy, responding, as always, to specific faculty needs and requests. We have some exciting outside speakers lined up to offer virtual workshops for our faculty in the coming year, and we will continue to develop more asynchronous resources like custom GPTs for helping with course design and preparation and literacy resources among others.

*Primary Contacts:
Heather Boyd,
Dr. Christopher Johnson*

TEACHING AND LEARNING INSTITUTE

CONNECTING NEW FACULTY ACROSS DISCIPLINES

Primary Contacts:
Dr. Christopher Johnson,
Dr. David Pleins
Anna Liu

The Teaching and Learning Institute (TLI) is a semester-long experience (with fall and spring cohorts) that meets on a bi-weekly basis. This program enables faculty new to UTC to build community with other faculty members across campus, innovate their teaching philosophies and update themselves on best practices in instructional design and delivery. A course release is available from Academic Affairs to participate in this program.

The institute is structured around a series of eight modules that cover more than 70 topics:

- + Overall Course Design
- + Retention and Success
- + Active Learning
- + Science of Learning
- + Equity-Oriented Pedagogy
- + The Diverse Classroom
- + Experiential Learning
- + Library-Based Activities

Faculty earn a badge for completing these modules and attending TLI lunch discussions, and they can feature that badge in their tenure and promotion files within Digital Measures and share them on social media platforms such as LinkedIn.

Participants draw on their previous teaching experience and current classroom course construction to refine their philosophy of teaching and enhance their pedagogical practice. They do so through a series of activities, including:

- + Bi-weekly pedagogical conversations over lunch provided by the WCTL
- + Exploration of learning engagement strategies through the course's Canvas webpages
- + Discussion board interactions
- + Peer and facilitator feedback
- + One-on-one conversations with the course facilitators



FACULTY FELLOWS WORKING GROUPS

REINVIGORATING THE TEACHING EXPERIENCE

Primary Contact:
Dr. David Pleins

The Walker Center has conducted our Faculty Fellows program in various ways over the last few years. In 2022-23, we piloted a new approach that we called Faculty Fellows working groups in which small groups of faculty from across campus work with each other on an overarching question or unique problem regarding innovative teaching. Our vision was to bring these groups together to brainstorm, develop ideas and discuss the process of implementing these practices into their teaching. These fellows were supported by the WCTL in the form of stipends, lunches provided for each meeting and supplies. We continued this model in 2023-24 with the following working group topics.

Educational Artificial Intelligence

- + Beni Asllani, Gary W. Rollins College of Business
- + Christopher Cox, Mathematics
- + Jennifer Lynberg, School of Education
- + Alex Quinlan, English
- + Laurel Rhyn, School of Nursing
- + Dalei Wu, College of Engineering and Computer Science

Innovative Lecturing

- + Anthony Cepak, Communication
- + Elise Chapman, Biology, Geology and Environmental Science
- + Sarah Farnsley, Biology, Geology and Environmental Science
- + Rita Groh, Political Science and Public Service
- + Monica Miles, Biology, Geology and Environmental Science
- + Ashleigh Pipes, Fine and Performing Arts
- + Anne Swedberg, Theatre
- + Darrell Walsh, Social, Cultural and Justice Studies (Sociology)
- + Bethany Womack, Social Work

Scholarship of Teaching and Learning (SOTL)

- + Derek Anthony Boyd, Social, Cultural and Justice Studies (Anthropology)
- + Amy Brock-Hon, Biology, Geology and Environmental Science
- + Chandler Harriss, Communication
- + Kylie Williamson, Social, Cultural and Justice Studies (Anthropology)



Transparency in Learning and Teaching (TILT)

- + Mary Andrews, Social Work
- + Nancy Fell, Physical Therapy
- + June Hanks, Physical Therapy
- + Jenny Holcombe, Nursing
- + Deborah McAllister, Education
- + Dunstan McNutt, UTC Library
- + Jaclyn Michael, Philosophy and Religion
- + Sumer Patterson, Integrated Studies
- + Junrong Shi, Social Work
- + Mary Sloan, Psychology
- + Jenn Stewart, English
- + Michael Thompson, History
- + Chandra Ward, Social, Cultural and Justice Studies (Sociology)
- + Cecelia Wigal, Engineering and Computer Science

Race, Science, Technology

- + Sandra Affare, Engineering Management and Technology
- + Amir Alakaam, Health and Human Performance
- + Deanna Beasley, School of Education
- + Christopher Cox, Mathematics
- + Stephanie Todd, English
- + Chandra Ward, Social, Cultural and Justice Studies (Sociology)
- + Cecilia Wigal, Engineering and Computer Science

In 2023-24, we also introduced a new opportunity to engage faculty in our Faculty Fellows program. This model allowed faculty to act as leaders among these working groups. Faculty in these positions were given the title of Faculty Fellow in Community Practice. In some cases, the faculty member was asked to serve a specific need the Walker Center had identified, and in other cases, they proposed a working group topic they wanted to pursue. Proposals that met our requirements were supported in the form of stipends for all participants, lunches provided for all meetings and supplies.

Faculty Fellows in Community Practice for 2023-24

- + Dr. Julia Cummiskey (History) facilitated the Race, Science, Technology working group.
- + Dr. Jessica Taylor (Learning and Leadership) facilitated the Scholarship of Teaching and Learning (SOTL) working group.
- + Dr. Lori Waite (Social, Cultural and Justice Studies) engaged the campus through book clubs devoted to the question of academic freedom.

WCTL GRANT PROGRAMS

FUNDING INSTRUCTIONAL INNOVATION

We offer three types of grants to help faculty take their undergraduate classes to the next level:

- + High-Impact Practices Grants
- + Classroom Mini-Grants
- + HIP Matching Funds.

The goal of our **High-Impact Practices Grant** is to provide faculty with funds to develop and improve practices that focus on specific types of active and experiential learning practices. This year, we funded five High-Impact Practice Grants for a total investment of \$7,943.

The goal of the **Classroom Mini-Grant** is to provide faculty with funds to quickly introduce innovative elements into their teaching. This year, we funded fourteen Classroom Mini-Grants for a total investment of \$3,729.

The goal of the **HIP Matching Funds** is intended for those who have previously received WCTL HIP Grant funds for substantial, sustainable acquisitions of materials and equipment that can be reused in future semesters. These past recipients can apply in a subsequent semester for matching fund toward non-sustainable expenses related to these grants. This year, we funded one one HIP Matching grant for a total investment of \$270.

Across our three grant programs, we invested \$11,942 in innovative and creative teaching practices across campus.

The WCTL Grants Committee reviews High Impact Practices grant applications on a monthly basis. The committee members for the 2023-2024 academic year consisted of the following:

David Pleins, WCTL, Committee Chair
Alison Allerton, Music
Ann Buggey, English
Bengt Carlson, WCTL
Jenny Holcombe, Nursing
Abdul Ofoli, Electrical Engineering
Khalid Tantawi, Engineering Management and Technology
Kylie Williamson, Anthropology

Primary Contact:
Dr. David Pleins

GRANTS FUNDED, 2023-24

FALL 2023

Primary Contact:
Dr. David Pleins

HIP Grants

- + Derek Boyd and Kylie Williamson, Social, Cultural and Justice Studies (Anthropology), "Inquiry-Based Experiential Learning Activities in an Introductory Forensic Science Course," \$1,178.
- + Katelyn Hancock, Social, Cultural and Justice Studies, "Pouring for Purpose: Building Pathways to Ethics and Equity," \$773.
- + Bryan Strickland, Engineering and Construction Management, Christopher Frishcosy, Lecturer/Lab Director, Civil Engineering, Eun Young Kim, Interior Architecture, "CONCRETE BENCH, from Conception to Installation," \$1,991.

Matching Grants

- + Amy Brock-Hon, Biology, Geology and Environmental Science, "SEM/EDS analyses for Experiential Learning in Mineralogy," \$270.

Classroom Mini-Grants

- + Lisa Baker, Music "Joseph Wooten Visit," \$300.
- + Julia Cummiskey, History, "Collaboration with Local Artists to Explore Graphic Novels and Historical Storytelling," \$300.
- + Ashley Manning-Berg, Biology, Geology and Environmental Science, "Heating Earth's Surface," \$293.
- + Priscilla Simms-Roberson, Nursing, "STI Transmission Learning Activity," \$106.
- + Weidong Wu, College of Engineering and Computer Science, "Building Structure for the New Lockmiller Student Apartment Housing," \$300.



SPRING 2024

HIP Grants

- + Kara Hamilton, Health and Human Performance, "Utilizing a Safety Harness System when Performing Maximal Effort Treadmill Tests," \$2,000.
- + Phillip Lewis, Art, "Sonic Workshop," \$2,000.

Matching Grants

- + N/A

Classroom Mini-Grants

- + Ann Buggey, English, "Rigid Heddle Loom," \$293.
- + Liz Hathaway, Health and Human Performance, "Seeing Sport Psychology in Action," \$284.
- + Spring Kurtz, Women, Gender and Sexuality Studies, "Sticking With It: An Exercise In Carrying Classroom Ideas Into The World Around Us," \$299.
- + Heather Palmer, English, "Author Kesha Ajose Fisher Class Visit and Book Conversation," \$294.
- + Brooke Persons, Social, Cultural and Justice Studies (Anthropology), "Materiality and Cultural Construction: Considering Museum Exhibits at the Bessie Smith Cultural Center," \$140.
- + Anne Swedberg, Theatre, "Commonplace Book Materials," \$295.
- + Jennifer Taylor, Biology, Geology and Environmental Science, "Experiential Learning: Experimental Petrology," \$275.
- + Lori Waite, Social, Cultural, and Justice Studies (Sociology), "National Center for Civil and Human Rights Field Trip," \$300.
- + Kylie Williamson, Social, Cultural and Justice Studies, "Decoding Human Evolution: Using Color Coded Fossils to Guide Student Learning in Human Evolution," \$248.

EXPERIENTIAL LEARNING

LEARNING BEYOND THE CLASSROOM

Primary Contact:
Bengt Carlson

“

When I first came to UTC officially during my orientation, I heard about this program and it sounded awesome, so I signed up for it and I will never regret it. Without the weekly BTC challenge, I wouldn't have gone outside that much and met so many different people and gained many connections. I wouldn't know that these things were even going on and would miss out. So this is something that no one should skip over, as its a great experience for all college students.

—Beyond the Classroom
Challenge Participant

Experiential learning takes students beyond their classrooms to connect theory and practice through creative endeavors, intercultural experiences, leadership, service-learning, internships and research. ThinkAchieve is the platform for supporting experiential learning at UTC. Our students participate in and reflect on remarkable experiences offered at UTC, in the Chattanooga area and around the world. As students participate and reflect, they gain points toward University awards and recognition while simultaneously acquiring vital experiences.

Experiential Learning Designation

Faculty and staff who have designed an experiential learning opportunity can submit these to be read by the Experiential Learning Taskforce to secure this designation, as well as receive feedback for their course or non-academic credit-bearing experience. The application and feedback are focused on realistic student responsibility, mentoring relationships and critical reflection, and are often noted as being helpful by faculty and staff applicants. In 2023-24, UTC faculty and staff offered 145 courses and 28 non-academic credit-bearing experiences that carried the experiential learning designation.

Beyond the Classroom Challenge

The Beyond the Classroom Challenge at UTC is part of experiential learning. It encourages students to engage in a variety of free campus and community events, helping them learn about UTC, Chattanooga and themselves on their own schedules. Completing the challenge earns students the Beyond the Classroom Challenge Award, which includes a pictorial award signed by the chancellor, a celebratory dinner and priority registration for the next semester. In 2023-24, we had 185 students sign up for the Beyond the Classroom Challenge, and 41 students completed the challenge.

ThinkAchieve Student Participation and Success

The data for 2023-24 continues the trends we see over the last decade of ThinkAchieve at UTC. On every metric of retention and success, even when we disaggregate for race and Pell Grant eligibility, we see ThinkAchieve students performing better than students who are not involved in experiential learning.

Fall 2023 Metrics	ThinkAchieve Participants	All Other Undergraduates
Total Enrolled	3,142	6,977
Fall Term GPA	3.31	2.78
Earned credit hour ratio	94.8%	85.3%
Retained to Spring '24, Excluding Fall Graduates	93.5%	91.6%
Retained to Spring '24 /Graduated Fall '23	98.4%	89.2%
Spring 2024 Metrics	ThinkAchieve Participants	All Other Undergraduates
Total Enrolled	2,815	6,413
Spring Term GPA	3.29	2.85
Earned Credit Hour Ratio	94.3%	86.1%
4-Year Graduation Rates	ThinkAchieve Participants	All Other Undergraduates
2020 Freshman Cohort Headcount	633	1,598
4-year Graduation Rate	71.1%	19.8%

Fall 2023 Metrics	Total Enrolled		Fall Term GPA		Earned Credit Hour Ratio		Retained SP24		Retained to SP24 or Graduate FA23	
	TA	UTC	TA	UTC	TA	UTC	TA	UTC	TA	UTC
Asian	124	218	3.58	2.96	97%	92%	98%	96%	99%	94%
Black or African American	295	678	3.03	2.48	92%	82%	99%	91%	99%	87%
Hispanic	206	452	3.16	2.72	93%	86%	97%	91%	99%	88%
Two or More	109	306	3.29	2.75	95%	86%	97%	93%	97%	92%
Other*	9	24	3.58	2.49	100%	79%	100%	90%	100%	83%
Unknown	19	151	3.46	1.36	95%	47%	82%	38%	100%	30%
White	2,380	5,148	3.34	2.86	95%	86%	96%	93%	98%	91%
Total	3,142	6,977	3.31	2.78	95%	85%	94%	92%	98%	89%

Spring 2024 Metrics	Total Enrolled		Fall Term GPA		Earned Credit Hour Ratio	
	TA	UTC	TA	UTC	TA	UTC
Asian	115	217	3.44	3.01	95%	93%
Black or African American	271	626	2.9	2.58	90%	84%
Hispanic	181	437	3.2	2.74	93%	83%
Two or More	98	289	3.29	2.69	96%	82%
Other*	8	22	3.58	2.76	97%	89%
Unknown	17	54	3.42	2.29	96%	77%
White	2,125	4,768	3.35	2.91	95%	87%
Total	2,815	6,413	3.3	2.85	94%	86%

* Other includes American Indian, Alaska Native, Native Hawaiian, or Other Pacific Islander. These categories were combined to protect students from being identified.

Note: Total Enrolled only includes ThinkAchieve participants who were enrolled in the indicated semester. Summer participants who were not enrolled in the fall or spring were omitted for accuracy.

4-Year Graduation Rates	2020 Freshman Cohort Headcount		4-year Graduation Rate	
	TA	UTC	TA	UTC
Asian	21	35	67%	29%
Black or African American	50	186	44%	17%
Hispanic	35	108	74%	17%
Two or More	23	29	65%	28%
Other*	2	5	50%	25%
Unknown	2	65	100%	17%
White	500	1,170	74%	20%
Total	633	1,598	71%	20%

“

[The BTC Challenge] was very successful, as each week I couldn't wait to see what events await. Even with a very tight schedule with classes, research, study/homework, I still found time to explore these events and it made my life here so much better. 10/10
—Beyond the Classroom Challenge Participant

“

Even after these events, asking questions still make me quite anxious and something I still need to work on, but I have gained more skills in communication, especially communicating with professional people. Now I can get all the information I need and to get connections with programs that I might be interested in the future.
—Beyond the Classroom Challenge Participant

Fall 2023 Metrics	Total Enrolled		Fall Term GPA		Earned Credit Hour Ratio		Retained to SP24 or Graduate FA23	
	TA	UTC	TA	UTC	TA	UTC	TA	UTC
Not Pell Eligible	2,161	4,621	3.34	2.83	95%	86%	98%	90%
Pell Eligible	981	2,356	3.24	2.69	94%	83%	98%	89%

Spring 2024 Metrics	Total Enrolled		Fall Term GPA		Earned Credit Hour Ratio	
	TA	UTC	TA	UTC	TA	UTC
Not Pell Eligible	1,946	4,238	3.33	2.87	95%	87%
Pell Eligible	869	2,175	3.22	2.81	93%	85%

4-Year Graduation Rates	2020 Freshman Cohort Headcount		4-year Graduation Rate	
	TA	UTC	TA	UTC
Not Pell Eligible	460	919	74.6	25%
Pell Eligible	175	679	62%	13%

Note: Total Enrolled only includes ThinkAchieve participants who were enrolled in the indicated semester. Summer participants who were not enrolled in the fall or spring were omitted for accuracy. "Not Pell Eligible" either indicates that a student was not Pell eligible or did not apply.

The 2023-24 academic year saw increased participation in experiential learning across all categories, reflecting a revitalized UTC campus and community. Compared to previous years disrupted by smaller numbers due to the pandemic, this year showed significant growth. Meetings with student leadership groups also had higher participation and interest. Additionally, offering vouchers for fee-based events like UTC Outdoor Trips and the Chattanooga Symphony Orchesra received positive student feedback. We aim to expand access to these low-cost, impactful events.

Experiential Learning at Freshmen Orientation

One benefit of this past year was the return of in-person orientation. As part of this orientation experience, ThinkAchieve promoted experiential learning and the Beyond the Classroom Challenge to all incoming freshmen, while also sponsoring Story Exchanges, designed by the Narrative4 organization, where students were coached through sharing and honoring each other's stories. Our partnership with Narrative4 provided continuity with programming and participation noted by students in their reflective evaluations of the experience.



“

The opportunities that ThinkAchieve gives for students to attend events that would have barriers such as financial cost or lack of advertising by informing us of it or giving us vouchers for tickets helped me take the step to just be present and attend. I remember taking my friends along to these events and encouraging them to participate in the BTC Challenge with me. The memories I got from this were way more than what I expected.
— ThinkAchieve Student

“

During orientation there was a ThinkAchieve presentation where I had my first experiential learning experience, there we were asked to tell each other our personal stories and focus on listening to other people's story. That space encouraged openness, community, and growth and it was because of that first experience I signed up for the program.
—Student participant in an Orientation Story Exchange.

Primary Contact:
Bengt Carlson

Portions of the text for the experiential learning content of this report were made more concise with the assistance of ChatGPT (OpenAI).

Community-Based and Experiential Learning Taskforce

This year, the provost charged a Community-Based and Experiential Learning (CB&EL) Task Force to explore expanding experiential learning at UTC. The previous work of ThinkAchieve has significantly impacted the University, and future growth in CB&EL was supported in meetings with students, faculty, staff and community partners. Key themes include the “why” and “how” of community engagement and experiential learning, emphasizing the need for both intrinsic and extrinsic incentives, practical pathways and the importance of dedicated individuals to oversee these efforts.

While there is high potential for growth, maintaining existing programs is essential for existing success. Current growth builds on faculty, staff and community creativity, relational continuity and a passion for positive change. However, the current scope of work in maintaining current initiatives leaves limited capacity for development of new relationships, opportunities and support systems. The follow members of the CB&EL Task Force continue to work toward clarifying the best path forward for the growth of this work at UTC:

- + Shewanee Howard-Baptiste (Vice Provost)
- + Victoria Bryan (Director, WCTL)
- + Bengt Carlson (Experiential Learning/WCTL)
- + Andrew Bailey (Health and Human Performance)
- + Jayda Coons (Honors College)
- + Bryant Fairley (Access and Engagement)
- + Bradley Harris (Chemical Engineering)
- + Hunter Holzhauer (Finance)
- + Lauren Ingraham (Vice Provost)
- + Stephanie Orr (Admissions)
- + Lucy Schultz (Philosophy/Environmental Studies)
- + Hannah Turcotte (Student and Family Engagement)
- + Cecelia Wigal (Mechanical Engineering)
- Delight Yokley (A Moc’s First Year)







EXPLORE

INSTRUCTIONAL EXCELLENCE CONFERENCE

PROMOTING EXCELLENCE IN THE CLASSROOM

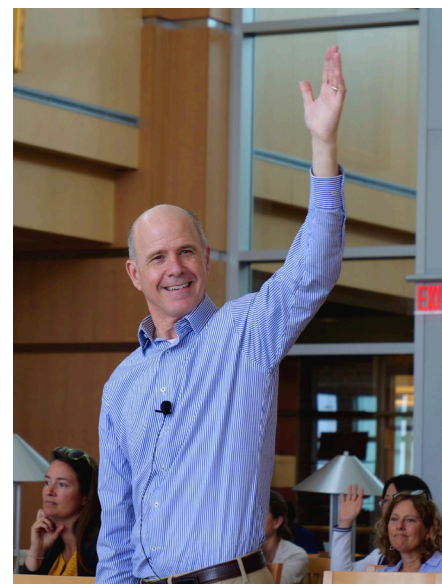
Each year, the Instructional Excellence Conference features a keynote speaker who focuses on best practices in teaching and learning. They generally present a keynote address followed by a hands-on workshop.

The 2024 conference took place in May and featured Dr. James Lang, professor of practice at the Kaneb Center for Teaching Excellence at the University of Notre Dame and emeritus professor of English at Assumption University. He is a major figure in the world of teaching and learning and is the author of six books, the most recent of which are “Distracted: Why Students Can’t Focus and What You Can Do About It,” “Small Teaching: Everyday Lessons from the Science of Learning” and “Cheating Lessons: Learning from Academic Dishonesty.” His keynote address focused on being good stewards of our students’ attention, and his workshop focused on discipline-specific approaches to using (or restricting) generative AI in the classroom. We had more than 100 faculty and staff members register for this event.

Feedback from participants was overwhelmingly positive, citing the practicality of Lang’s approach to these topics, the encouragement and excitement he brought to the room and the sense of hope they felt as they left the event thinking about possibilities for fall course design. Given the call for further work on the science of learning, we are exploring opportunities for similar research to be presented and discussed at the 2025 Instructional Excellence Conference.



Primary Contacts:
Mary Marr,
Dr. David Pleins



FACULTY BOOK CLUBS

FOSTERING CONNECTION AND CREATING COMMUNITY

Primary Contacts:

Dr. David Pleins

Mary Marr



WCTL book clubs provide an opportunity for faculty to come together from across campus to discuss challenging topics related to pedagogy and life in academia. The Walker Center sponsored book clubs on 14 different titles from July 2023 through June 2024. This year, we had 156 participants in these book clubs (duplicated headcount.) We provided a free copy of the book to each participant who requested one.

This year featured a special book club series called The Academic Freedom Project. This series engaged participants in questions such as “What does freedom of thought look like historically and in the present time?” and “How can we teach with academic freedom as our foundation and framework?”

The Academic Freedom Series included the following titles:

- + Derrick Bell, “Faces at the Bottom of the Well: The Permanence of Racism”
- + Willie Carver, “Gay Poems for Red States”
- + Yaa Gyasi, “Transcendent Kingdom”
- + bell hooks, “Teaching to Transgress: Education as the Practice of Freedom”
- + R. F. Kuang, “Babel: Or the Necessity of Violence”
- + Andrew O’Shaughnessy, “The Illimitable Freedom of the Mind: Thomas Jefferson’s Idea of a University”
- + Henry Reichman, “Understanding Academic Freedom”
- + Craig Steven Wilder, “Ebony and Ivy: Race, Slavery, and the Troubled History of America’s Universities”

Other book clubs offered this year included:

- + Chris Anderson, “TED TALKS: The Official TED Guide to Public Speaking” (several groups offered)
- + Kate Crawford, “Atlas of AI”
- + Daniel Goleman, “Emotional Intelligence”
- + Mónica Guzmán, “I Never Thought of it That Way: How to Have Fearlessly Curious Conversations in Dangerously Divided Times”
- + Siddhartha Kara, “Cobalt Red: How the Blood of the Congo Powers Our Lives”
- + James Lang, “Distracted: Why Students Can’t Focus and What You Can Do About It” (several groups offered)
- + James Lang, “Small Teaching: Everyday Lessons from the Science of Learning” (several groups offered)
- + Barbara Oakley, Beth Rogowsky and Terrence J. Sejnowski, “Uncommon Sense Teaching: Practical Insight in Brain Science to Help Students Learn”
- + Megan Sumeracki, Cynthia Nebel, Carolina Kuepper-Tetzl and Althea Need Kaminske, “Ace that Test: A Student’s Guide to Learning Better”



NEW FACULTY AND ADJUNCT ORIENTATIONS

FOREGROUNDING TEACHING EXCELLENCE AT UTC

Primary Contact:
Mary Marr

For new faculty orientation, we collaborate with UTC Human Resources (HR) and Academic Affairs to provide a program that foregrounds the importance of teaching at UTC. This program takes place in August and includes one day of HR-related information and two days of information about campus resources, policies and practices. During this session, faculty can network with one another and make connections with more than 20 campus units. In August 2023, roughly 45 new faculty members participated in the orientation.

Adjunct faculty orientation is provided to new adjunct faculty at UTC and is recommended but not required. In the 2023-24 academic year, we offered three sessions each semester before classes started for a total of six sessions. All sessions were offered online to provide much-needed flexibility for our adjunct faculty. We record these sessions for people to watch later, and we offer optional one-on-one sessions as needed. These sessions orient new adjuncts to UTC resources, provide training on Canvas and include information on Banner and FERPA training. There is also a related Canvas organization for adjunct faculty that provide resources and information. We oriented 49 adjunct faculty members in 2023-24.



WALKER PODCAST FOR TEACHING AND LEARNING

ENGAGING DISCUSSIONS AND CURATED STORIES

The Walker Podcast for Teaching and Learning features Mary Marr and Heather Boyd discussing timely teaching and learning topics in each episode. With special segments such as author interviews, teaching and learning event info, and faculty-centered teaching ideas, this podcast serves as a reliable source of curated stories and higher ed news.

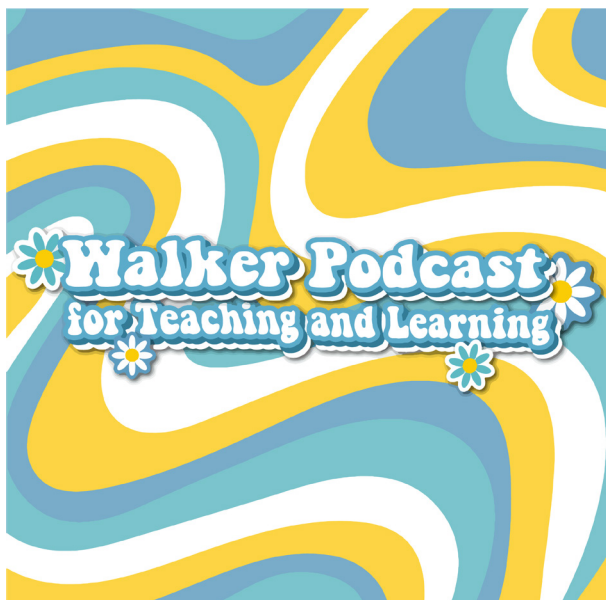
In 2023-24, the podcast has featured interviews with major names in teaching and learning, including Dr. Kevin Gannon from Queens University and Dr. Edward Maloney from Georgetown University. We have also included interviews with UTC faculty and staff, including Jason Harville, Assistant Director of Residence Life, and several members of our own office. Topics have included generative AI and student loneliness, mentions of programming and initiatives available through the Walker Center.

In 2024-25, we will expand our topics by focusing on interviews with UTC faculty and staff, premier programming offered through the Walker Center and trending teaching and learning topics.



The Walker Podcast is available on Apple Podcast and Spotify with no membership required. To learn more and listen to episodes, scan this QR code!

Primary Contacts:
Heather Boyd,
Mary Marr



VIRTUAL MEDIA SUPPORT

BRINGING OUR—AND YOUR—WORK TO LIFE

Primary Contact:
Nick Fontaine



This year, we were excited to welcome Nick Fontaine, our new virtual media specialist, to our team. His primary function on our team is to create and advise on media—primarily videos—that assist in the delivery of our programming. This has included instructional videos and interviews for our asynchronous programming, video deliverables for our Faculty Fellows Working Groups and short videos advertising our mission and the various resources we offer. In 2023-24, our virtual media specialist has created nearly 30 videos for internal and promotional purposes.

Among these video projects are two video series highlighting innovative faculty work at UTC. Our “UTC Voices on AI” series is a collection of interviews about how UTC faculty are approaching generative AI in their teaching endeavors. We also revitalized our “Teaching Innovation Spotlight” series that highlights innovative approaches to the classroom and unique pedagogical practices undertaken by UTC faculty. Find these videos and many more here: youtube.com/user/UTCTeachingResources or scan the QR code.

In addition to his internal work, our new virtual media specialist is also available to consult with faculty about video creation and production for their courses. He also offers workshops throughout the year focused on best practices in this area. To schedule a consultation, please contact wctl@utc.edu.







DESIGN

LEARNING TECHNOLOGIES

The WCTL supports multiple learning technologies that supplement teaching and learning at UTC. We are consistently seeking new learning technologies to meet the emergent needs of UTC faculty.

- + **Akindi Importer**—Allows importing large question banks and individual quizzes from a word processor into Canvas
- + **Camtasia**—All-in-one video editor and screen recorder
- + **Canvas**—UTC learning management system
- + **Canvas Credentials**—Digital badging platform
- + **Canvas Search**—A search tool to make it easier to find specific content in Canvas, searching across all personal Canvas courses or within a single course
- + **DesignPlus Tools**—Design tool for Canvas courses that helps users improve the quality and accessibility of course content
- + **ePortfolios**—Organize and share information about knowledge, skills and abilities using text, images, sound, graphics and video
- + **H5P**—Creates interactive content, such as videos, games, branching scenarios
- + **iClicker**—Student response system that allows tracking attendance, quizzing, promoting classroom engagement
- + **Kahoot!**—A game-based learning platform that makes it easy to create, share and play learning games or trivia quizzes
- + **Kaltura**—Video management and lecture capture software
- + **Poll Everywhere** - Live online polling, surveys, quizzes
- + **Proctorio**—Remote proctoring service for online test taking
- + **Turnitin Similarity**—Web-based plagiarism checker
- + **Video Content Creation**—Training available for creating, editing and captioning video course content
- + **Zoom**—Virtual meeting software

*Primary Contacts:
Heather Boyd,
Troy Carroll*



SUPPORTING HIGH-QUALITY COURSE DESIGN

CERTIFICATION COURSES AND QUALITY MATTERS

Primary Contacts:
Dr. Christopher Johnson,
Anna Liu,
Mary Marr,
Dr. David Pleins

Providing faculty with the resources and support that they need to design and deliver high-quality courses is of the utmost importance in our work.

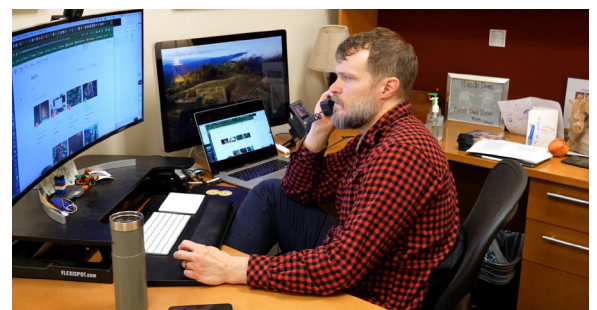
The **iDEAs Certificate Program** is an asynchronous online program designed by Walker Center staff to focus on innovative teaching to revitalize and inspire course design and instruction. It features eight modules that contain more than 70 topics. These modules can be done in full or in part, in any order. Participants gain new ideas and insights and put these ideas into practice to create new course content with feedback from program facilitators. They also receive digital badges upon completion of each module that highlight their accomplishments. Since its release in 2022, 57 faculty have completed some component of this program, with 21 having completed the entire course.

The **Online Teaching Certification** course was also designed in-house to provide faculty with foundational knowledge in effectively designing and teaching online courses. The course is built around the ADDIE Model, providing a systematic approach to online course design. Faculty learn how to analyze, design, develop, implement and evaluate instructional materials and activities in the context of online learning as well as generate tangible artifacts that can be used in future course implementations. The updated program was released in October 2023, and since its release, we have run three distinct cohorts for faculty and adjuncts. By June 2024, 18 faculty and adjuncts had completed the program.

UTC adopted **Quality Matters (QM)** in 2015 as a framework for quality course design for online and hybrid courses. Quality Matters is a national organization that provides recognized standards for effective design of online and hybrid courses. In 2023-24, three UTC faculty earned a QM certification:

- + Dr. Char Schmidt (Nutrition 1350)
- + Dr. Karissa Peyer (Health and Human Performance 4280)
- + Dr. Katherine Winters (Computer Science 3600)

Faculty must complete the Applying the Quality Matters rubric workshop before seeking a QM certification. This two-week online workshop is designed to help faculty become familiar with the QM rubric and the course review process. QM offers many other online workshops and professional development opportunities related to the design of classes. Faculty interested in taking advantage of such opportunities should contact the Walker Center, as we are happy to offer financial support for such endeavors.



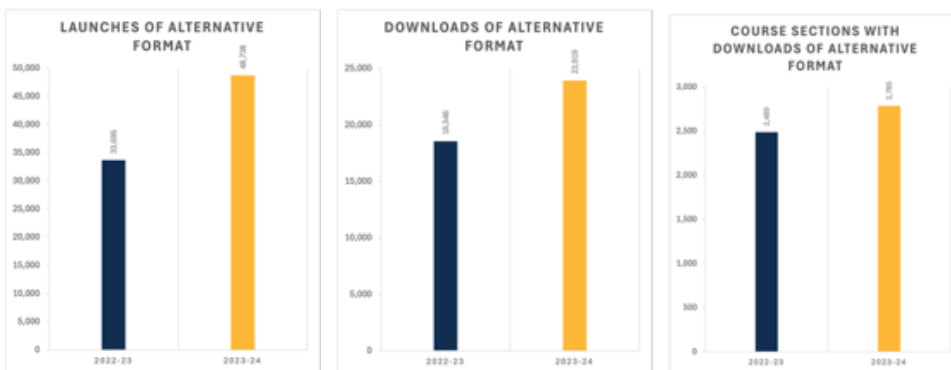
ACCESSIBILITY STANDARDS AND UNIVERSAL DESIGN FOR LEARNING (UDL)

FOSTERING ACCESSIBLE, EQUITABLE INSTRUCTION

The WCTL offers training and support to faculty on creating accessible documents (in multiple software and multiple file types), closed captioning and live captioning. We also conduct a session on accessibility as part of the Teaching and Learning Institute. Further, we provide online accessibility resources, including a syllabus template in an accessible MS Word document. In addition, we provide an accessibility overview to new staff during HR onboarding and new faculty during new faculty orientation.

Starting in fall 2018, we implemented Ally, a product that seamlessly integrates with Canvas to check the accessibility of uploaded content and produce an accessibility score based on WCAG 2.0 standards. Faculty can access in-context feedback and guidance on how to remedy accessibility issues. During 2023-24, the average Ally score of all course sites in Canvas was 64.8%.

Furthermore, Ally applies advanced machine learning algorithms to create accessible versions of documents accessible by faculty and students in various formats. In 2023-24, we saw 48,738 launches of the alternative formats window (up from 33,695 in 2022-23) and 23,919 downloads of alternative formats (up from 18,546 in 2022-23) across more than 2,785 course sections (up from 2,489 in 2022-23), indicating that the services Ally provides to faculty and students are being used extensively and usage is increasing year-to-year.



We also offer an asynchronous, self-paced Universal Design in Learning (UDL) course in Canvas. In this course, faculty learn what accessibility means in a higher education setting, the difference is between equality, equity and accessibility using UDL principles, and they gain knowledge of specific strategies to remove systematic barriers to learning using Canvas. In 2023-24, we undertook the challenge of reviewing and updating this course to bring it in line with our other asynchronous course offerings and to highlight the services offered by Ally. We anticipate piloting the new version in 2024-25.

Primary Contacts:

Heather Boyd,

Anna Liu

TEACHING AND CONTENT REVIEWS

ENCOURAGING INSTRUCTIONAL REFLECTION

Primary Contact:
Mary Marr

The Walker Center offers resources intended to assist in the review and evaluation of teaching and course content for any delivery modality. A teaching or content review often utilizes the following process:

Step 1: Initial Conversation: A Walker Center representative will ask about your course design (delivery modality, subject matter, types of assessments used, etc.) and specific elements of your course and teaching methods on which you'd like to receive feedback.

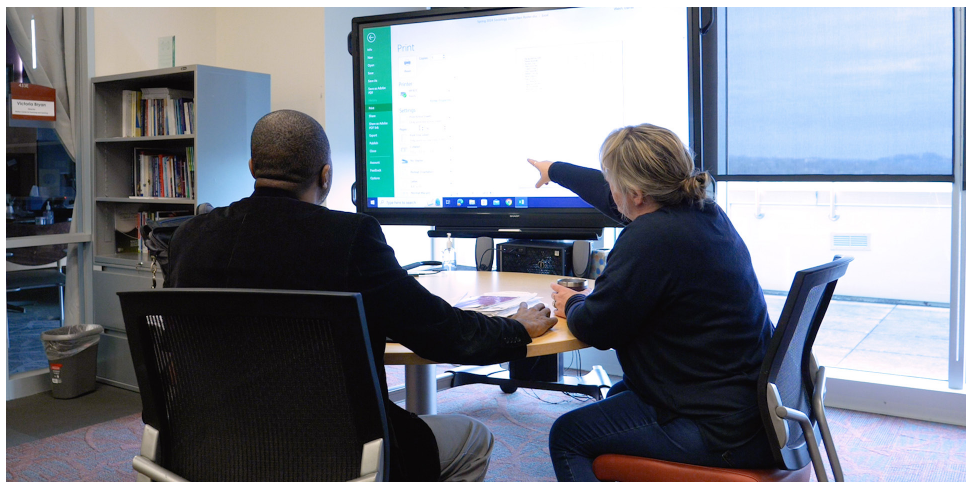
Step 2: Observation/Review: A Walker Center representative will attend your class or review your online course during a time specified during that initial conversation.

Step 3: Follow-Up Conversation/Final Report: Meet for a follow-up discussion about strengths and opportunities for growth. We are happy to offer this feedback in verbal or written form, depending on your needs.

In addition to teaching and content reviews, the Walker Center is proud to offer the following resources and forms of support related to continuous improvement in course design and delivery:

Small Group Instructional Diagnostics (SGIDs): While the feedback gained through teaching and content reviews are often intended for use in future semesters, SGIDs allow for feedback to be obtained and implemented during a course.

Interpreting Course Learning Evaluations (CLE): The CLE page from UTC's Office of Accreditation and Assessment offers useful guidelines for making sense of CLEs you receive from your students. In addition to those guidelines, the Walker Center is happy to offer support and advice on reading and interpreting such feedback.







THE PEOPLE WHO MAKE IT ALL POSSIBLE

WALKER CENTER STAFF



DR. VICTORIA BRYAN

Director



DR. DAVID PLEINS

Assistant Director of Faculty Initiatives



KIM MCCROSKEY

Assistant Director of Technical and Training Initiatives



PEEN DE GUZMAN

Administrative Specialist



HEATHER BOYD

Learning Technology Specialist



BENGT CARLSON

Experiential Learning Coordinator



TROY CARROLL

Lead Online Systems Administrator



NICK FONTAINE

Virtual Media Specialist



DR. CHRISTOPHER JOHNSON

Instructional Designer



ANNA LIU

Instructional Designer



MARY MARR

Lead Instructional Designer

BEYOND THE WALKER CENTER: TEACHING, RESEARCH AND SERVICE

HEATHER BOYD

Research/Publications:

- + Published:
 - Assistive Technology and AI-Driven Narration: ADHD Adults' Experiences in Digital Reading Environments
 - Mission Vita Nova: Gaming for Media Literacy & Digital Citizenship
- + Submitted, pending notification:
 - Player-Centered Game Design: Integrating Self-Determination Theory and Mechanics-Dynamics-Aesthetics to Understand the Influence of Design Elements on Motivation
 - Evaluating the Video Game Moods and Separability Based on User-Generated Reviews
- + In Progress: Analyzing Pedagogical Innovation Driven by Generative AI Using Activity Theory: A Study of Faculty Development Program Participants

Continuing Education:

- + Ph.D. (in progress): Information Science and Learning Technologies (Cognate in Educational Leadership and Policy Analysis) – University of Missouri
- + Graduate Certificate in User Experience and Usability – University of Missouri

Academic Service: Peer Reviewer for AECT Conference; Peer Reviewer for POD Network Conference

Committee Work: CHAI: Chattanooga's Artificial Intelligence

DR. VICTORIA BRYAN

Classes Taught: University Honors 2000 (fall 2023)

Research/Publications:

- + Co-editor of "Honors Online: Teaching, Learning, and Building Community Virtually in Honors Education" (forthcoming edited collection from the National Collegiate Honors Council Publication Board)
- + Co-editor of "Honors as Faculty Development" (forthcoming edited collection from the National Collegiate Honors Council Publication Board)

Academic Service: Peer Reviewer for POD Network Conference, Member of the Board of Directors and Publication Board for the National Collegiate Honors Council

Committee Work: Panelist for UTC's Take 5, Academic Council, Chair of A Moc's First Year Training Subcommittee, Fees and Program Modality, Student Success and Retention Committee, CHAI: Chattanooga's Artificial Intelligence

Community Service: Founder and director of the Turn the Page Literacy Initiative, an affiliate program of the Southern Literature Alliance that serves individuals living in county jails in Southeast Tennessee

Academic Service: Panel moderator at Research Dialogues (2024)
Committee Work: Community Based and Experiential Learning Task Force, Member of Carnegie Reclassification Committee, Associate Director for Academic and Career Integration UTC Career Connections Search Committee
Community Service: Board Member of LifeSpring Community Health, Volunteer with Chatt Foundation (formerly Community Kitchen), Battle Academy's "Finding Nemo-Kids Edition"

BENGT CARLSON

Courses Taught: Criminal Justice 2110 - Information Systems (Fall 2023); Criminal Justice 2999 - 21st Century Technology in Criminal Justice (Spring 2024)

Research/Publications:

Continuing Education: Completed Canvas Certified Technical Admin (CCTA) program (Fall 2023)

Committee Work: Learning Environment Committee

Community Service: Vice President and Technical Director of Chattanooga Tennis Association

TROY CARROLL

Continuing Education: Procurement Strategy certificate from Cornell University

PEEN DE GUZMAN

Community Service:

- + Lead Videographer for the Barking Legs Theater's 2024 Cultural Cross Ties project
- + League Photographer for Chattanooga Roller Derby

Freelance Work:

- + Videographer for Obvious Dad Theater Company
- + Commercial director for the Millennium Manor 501(c)3 nonprofit

NICK FONTAINE

Research/Publications:

- + "Eastern Christianity in an Age of Intelligent Machines" at Volos Academy for Theological Studies in Volos, Greece in Fall 2023 (invited paper)
- + Above paper submitted as a chapter for an edited book on "Orthodox Christianity Between Pre-Modern Commitments, Modern Challenges, and Post-Modern Relevance" (Brill, Forthcoming)

Continuing Education:

- + Completed four courses in Landmark College's Graduate Certificate in Learning Differences and Neurodiversity (certificate completion expected in August 2024)

**DR. CHRISTOPHER
JOHNSON**

**DR. CHRISTOPHER
JOHNSON
CONT.**

- ✦ Attended the Professional and Organizational Development Network 2023 Institute for New Educational Developers at Nevada State College in summer 2024
- Committee Work:** Search committee for Senior Instructional Designer (summer 2023)
- Community Service:** President of Chattanooga Pipe Band

ANNA LIU

- Committee Work:** Member of Course Learning Evaluations Committee
- Continuing Education:** Graduated August 2023 with a Master's Degree in Educational Psychology from Florida State University
- Other Accomplishments:** Became a QM Coordinator, Joined the Gateway Scholars community

MARY MARR

- Classes Taught:** University Studies 1250: First Year Experience for CHEPs (fall 2023)
- Academic Service:** UT Promise mentor (since 2020)
- Community Service:** Songbird caretaker and event coordinator at Camp Wilderndest Wildlife Center (a local wildlife rescue and rehabilitation center that focuses on songbirds, turtles, chipmunks and flying squirrels)

KIM MCCROSKEY

- Classes Taught:** Management 1000: Computers in Business (spring 2024)
- Community Service:** Heritage High School Soccer Boosters President, Middle Valley Recreation Soccer Registrar, Chattanooga FC Academy Registrar

DR. DAVID PLEINS

- Research/Publications:**
 - ✦ Article submitted for publication to Scholarly Teacher, "Neuroscience and Language Learning: Four Strategies"
 - ✦ Book Manuscript in Progress: "All the Animals of the Hebrew Bible: A Picture Dictionary and Text Reader"
- Community Service:** Serves on Neighborhood Listening Group for First Christian Church

ADVISORY BOARD

The WCTL Advisory Board meets at least twice a year and is made up of faculty and staff from across campus. This board acts as a conduit for information between the WCTL and the campus at large.

The 2023-24 Advisory Board was made up of the following members:

- + Bo Baker, Library
- + Frank Butler, Management
- + Sarah Canatsey, Gary W. Rollins College of Business
- + Lynette Carlson, Health and Human Performance
- + Courtney Crittenden, Social, Cultural and Justice Studies
- + Jessica Freeman, Communication
- + Linda Frost, Honors College
- + June Hanks, Physical Therapy
- + Shewanee Howard-Baptiste, Academic Affairs
- + Madonna Kemp, English (adjunct faculty)
- + Sherry Marlow Ormsby, OPEIR
- + Michelle Rigler, Disability Resource Center
- + Michael Scott, IT
- + Joel Wells, Registrar
- + Cecelia Wigal, Mechanical Engineering
- + Anne Wilkins, Accounting



FUTURE FORECASTING

For the 2024-25 academic year, the WCTL is excited to expand several programs and debut some new asynchronous opportunities for professional development.

We will be expanding our Faculty Fellows working group structure to include more opportunities for faculty to propose topics for working groups. In the fall, we will be supporting a group on upgrading and alternative assignments, proposed and led by Stephanie Todd from the English department.

Another initiative for the upcoming academic year is the continued expansion of our asynchronous program offerings. In 2023-24, Heather Boyd redesigned our Online Teaching Course, and Anna Liu ran our first cohorts for that curriculum. We plan to continue these offerings in 2024-25. Heather Boyd, our learning technologies specialist, will be developing an asynchronous course on generative AI and its impact on teaching in higher education. We plan to pilot that program in the fall of 2024. Finally, after a thorough review of the Universal Design for Learning asynchronous course that we offer, Anna Liu and Kim McCroskey will be doing a full revision of that curriculum in hopes of offering our revamped course by spring 2025.

We are also excited to continue our efforts to offer high-quality virtual workshops from sought-after voices outside of our center. In 2023-24, we hosted workshops with Flower Darby, author of “Small Teaching Online” and Dr. Mays Imad, a highly respected speaker on humanism and resilience. In 2024-25, we plan to host a workshop with Dr. Laura Dumin on generative AI and its impact on writing in the college curriculum. We will also collaborate with other centers for teaching and learning in the UT system to offer a virtual workshop with Jose Bowen, author of Teaching with AI.



