



Grayson H. Walker Center for Teaching and Learning

The University of Tennessee at Chattanooga

Annual Report (July 1, 2018 – June 30, 2019)

October 2019

Table of Contents

Executive Summary	4
I. Mission and Goals	5
II. History	6
III. Overview of Resources	7
A. Staffing: Full-Time Staff	7
B. Staffing: Part-Time Staff	8
C. Facilities.....	8
D. Advisory Board	9
E. Websites.....	10
F. Professional Development	10
IV. Overview of Services and Programs.....	11
A. Orientations	11
B. Faculty Support and Training	12
C. Small Group Instructional Diagnosis (SGID) and Classroom Observation	14
D. Learning Management System (LMS)	15
E. Quality Course Design and Curriculum Design Support	15
F. Learning Technology Support	17
G. Accessibility	19
H. Experiential Learning (ThinkAchieve)	20
I. High Impact Practices Grants	25
J. Syllabus Template and Syllabus Archiving.....	27
K. Critical Thinking Assessment Test Scoring	27
L. Faculty Senate Committee and University Committee Service.....	27
V. Special Projects	28
A. Teaching and Learning Institute (Pedagogy Course).....	28
B. Learning Management System (LMS) Review	29
C. General Education Refresh.....	30
VI. Opportunities for Growth for WCTL	31
A. Experiential Learning for Strategic Plan Goal 1A	31
B. Teaching and Learning with Electronic Portfolios.....	31
C. Faculty Mentoring Program.....	32
D. Lecture Capture	33

VII. Reference.....	34
VIII. Appendices.....	35
Appendix A. WCTL Organizational Chart for 2018-19	35
Appendix B. Teaching and Learning Institute Report.	36

Executive Summary

The Grayson H. Walker Center for Teaching and Learning (WCTL) provides faculty support for teaching and learning. Located in a collaborative space in the library, WCTL is staffed by eight full-time employees and a team of Faculty Fellows, graduate assistants, and undergraduate student workers. Like many of our comparable and aspirational peers, we provide both pedagogy and academic technology support. In 2018-19, we responded to 3,222 service requests, an increase from the previous year, with 98% of survey respondents indicating they were “very satisfied” with our services. We offered 282 faculty development sessions and served 1,112 unique participants (faculty and staff). The major initiatives for WCTL this year were migration from Blackboard to Canvas, refresh of ThinkAchieve (experiential learning platform), certification of courses through Quality Matters, and initiating a lecture capture review process. Much of our work is aligned with goals of UTC’s Strategic Plan including support of experiential learning – a high impact practice – and assisting faculty with accessible course content. This year, we funded 22 High Impact Practice (HIP) grants and supported faculty from every academic college with course redesign and QM external course certification services. We continue to add services and programming as needs arise. We participated in an external review in June and are in the process of reviewing and incorporating reviewer suggestions into our work.

I. Mission and Goals

The mission of the [Grayson H. Walker Center for Teaching and Learning](#) at the University of Tennessee at Chattanooga (UTC) is to support UTC's strategic plan and academic initiatives to facilitate excellence in university instruction by providing assistance, information, learning sessions, and consultations in the areas of teaching, learning and technology integration. Our work contributes to these [Strategic Plan 2015-2020](#) goals:

Goal 1: Transform lives through meaningful learning experiences

- a. All undergraduates will complete an internship, practicum, service project, research project, senior capstone, honors thesis, or international experience (*ThinkAchieve* Beyond the Classroom Platform)
- b. Increase student participation in the Honors College and in Honors College Programs (WCTL collaboration with Honors College on faculty development and course design)
- d. Expand, integrate, and assess virtual course delivery methods as part of the overall education experiences (WCTL management and support of the learning management system (LMS) and its integrations; WCTL course design support)
- e. Provide exemplary student support services (WCTL student support of the LMS; assisting faculty to provide accessible course materials)
- g. Create an environment that encourages intellectual and cultural engagement through the liberal and fine arts (WCTL involvement with and the support of the general education curriculum)

Goal 2: Inspire, nurture, and empower scholarship, creativity, discovery, innovation, and entrepreneurial initiatives

- a. Increase participation by students, faculty, and staff in scholarship and creative activities that impact the community through partnerships with business and industry, government and non-profit agencies (*ThinkAchieve* Beyond the Classroom Platform; WCTL High Impact Practices Grants)
- d. Create, adopt, and incorporate learning technologies into the academic experience (WCTL support of learning technologies)

Goal 4: Embrace diversity and inclusion as a path to excellence and society change

- b. Improve the cultural inclusion of a physical and technological access for students, faculty and staff with disabilities (WCTL support to create accessible instructional content/documents; WCTL management and support of Blackboard Ally; WCTL support of Canvas Studio for closed captioning of videos)
- d. Build advisory boards and support groups that reflect a diversity of occupations, abilities, and cultures (WCTL Advisory Board).

II. History

Dr. Grayson Walker was an educator who cared deeply about the craft of teaching. During his tenure at UTC, he served as the director of the environmental studies program, held a physics faculty position, served as department head, and later was the Dean of the College of Health and Human Services. By the time he was named Provost, he had received every teaching award UTC offered and compiled a significant body of published research in physics.

With Dr. Walker's support, the "Teacher Resource Center" was established in February 1996. Just five months later, the campus was saddened by Dr. Walker's unexpected death. He held a B.S. in Physics from the University of North Carolina, Chapel Hill; M.S. in Physics from the University of Illinois and a Ph.D. from the Georgia Institute of Technology. He was a specialist in atmospheric droplet physics and was actively involved in Kiwanis Club, the Epilepsy Foundation, and Signal Centers.

Known as the "Walker Center" on campus, the focus of the Center has historically been on four areas: 1) faculty development, 2) media and materials production, 3) software review, evaluation, and implementation, and 4) educational technology grants and research (Adsit, 2002). While the official name of the center was changed in 2012 from the *Walker Teaching Resource Center* to the *Walker Center for Teaching and Learning (WCTL)*, the focus on faculty development, instructional media, technology, and software, and provision of grants has not changed.

III. Overview of Resources

A. Staffing: Full-Time Staff

The WCTL is a division of the Teaching and Learning unit of Academic Affairs and in 2018-19 included [8 full-time staff](#). WCTL is overseen by the Executive Director/Assistant Provost who reports to the Provost and Senior Vice Chancellor for Academic Affairs. The 2018-19 organizational chart is provided in Appendix A. Like many of UTC's comparable and aspirational peers, this unit provides both pedagogical and academic technology support and assistance to faculty. To support these efforts, there are three Senior Instructional Developers/Designers, the Learning Management System (LMS) administrator, the Training and Technology Coordinator, the Learning Technology Specialist, and the Experiential Learning Coordinator. This year, we added a part-time Administrative Assistant and hired an Assistant Director who started in July 2019.

The Instructional Developers assist faculty with quality course design of all modalities. Course design, based on best practices in teaching and learning, includes accessibility of course materials, Quality Matters alignment (online and hybrid courses), and classroom instruction. Additionally, they provide workshops, seminars, and book clubs on pedagogy and technology integration. Instructional Developers also offer [classroom observation services](#), which provide feedback to the instructor.

The LMS Administrator manages the LMS which involves application administration, administration of outside integrations, and on-demand data reporting, forensics, and analysis. The Training and Technology Coordinator schedules trainings (workshops, seminars), extracts syllabi from the LMS, maintains the WCTL webpages, and conducts LMS training. The Learning Technology Specialist is currently also the back-up LMS administrator and provides assistance to faculty on remote proctoring solutions, lecture capture (Mediasite), web conferencing (Zoom), video captioning (YouTube) and classroom polling. All of these positions provide support to faculty on the LMS (UTC Learn) and course design. The Experiential Learning Coordinator oversees [ThinkAchieve](#) and works with faculty, staff, and students across campus on experiential learning, including course designations, campus events, and community engagement. Most WCTL staff also teach classes at UTC as adjunct faculty.

The Executive Director manages day-to-day operations of the WCTL and collaborates with other Academic Affairs staff, Student Affairs, Department Heads, and Deans on campus-wide initiatives. The Executive Director keeps current in best practices and research in the field and provides mentoring to staff for continuous improvement. The Executive Director also serves as the Assistant Provost of Teaching and Learning. Moving forward, the new Assistant Director will oversee the Teaching and Learning Institute, manage the High Impact Practice grants, and offer pedagogical sessions and support to faculty.

B. Staffing: Part-Time Staff

WCTL hired a part-time administrative assistant in spring 2019, and it is planned for this position to be full-time in fall 2019. In 2018-19, two part-time Faculty Fellows worked in the Center along with three Graduate Assistants. The Faculty Fellows are UTC faculty who receive a 50% course release and work half-time in WCTL. Faculty Fellows provide faculty development and course design assistance. Graduate Assistants, once trained, provide LMS assistance to faculty and perform other duties such as survey development and data analysis. The Experiential Learning Coordinator had two undergraduate student workers to assist with ThinkAchieve activities, data collection and data entry.

C. Facilities

The WCTL is located on the 4th floor of the [library building](#). There are 10 individual offices, an open flex space, a small conference room, and a break room. The total square footage of WCTL space is 3,365. The arrangement of offices facing the flex space encourages collaboration during the workday. We often use reserved library classrooms and meeting rooms in the University Center for seminars and workshops.

The open space in WCTL has moveable furniture that allows for one-on-one consultations, small group meetings, and large group sessions (Figure 1). In the space, there are four round tables with chairs that can be moved as needed. Along the periphery of the space, there are tables with desktop computers (PC and Mac) so that faculty can work in the Center. There is also a cart of laptop computers (PC and Mac) that can be used in the Center or taken to other locations to work with faculty.



Figure 1. WCTL suite.

D. Advisory Board

The WCTL has an Advisory Board of faculty and staff from across campus. The [WCTL Advisory Board](#) meets at least one time in the fall semester and one time in the spring semester. In 2018-19, there were 13 members on the board, representing all colleges, the Disabilities Resources Center (DRC), and the Office of Planning, Evaluation and Institutional Research (OPEIR):

- Frank Butler, Management
- June Hanks, Physical Therapy
- Chad Harris, Communication
- Madonna Kemp, English (adjunct faculty)
- Burch Oglesby, Health and Human Performance (HHP)
- Greg O'Dea, Honors College
- Christina Policastro, Social, Cultural, and Justice Studies (SCJS)
- Brittany Richardson, UTC Library

- Priscilla Simms-Roberson, Nursing
- Cecelia Wigal, Mechanical Engineering
- Anne Wilkins, Accounting
- Michelle Rigler, Disability Resource Center
- Cindy Williamson, OPEIR

At Advisory Board meetings, WCTL staff does not only provide updates on services and initiatives, but also seeks input and feedback from the board members on sessions provided, teaching and learning strategies, LMS options, the WCTL website, and other related services.

E. Websites

There are three WCTL-related websites. The main [WCTL website](#) provides information about our services, support, initiatives, and staff. There is a link to [current WCTL data](#) that summarizes our support and training data and there is link for faculty to register for workshops and seminars. Registration is handled through the Customer Relationship Management (CRM) Hobsons Radius software. Access to the Learning Management System is linked from the [UTC Learn webpage](#). From this page, faculty, staff, and students can log into UTC Learn and also access resources such as UTC Learn tutorials and the UTC Helpdesk. The [ThinkAchieve webpage](#) provides historical information about the SACS Quality Enhancement Plan (QEP) and current information about the *Beyond the Classroom* experiential learning platform.

F. Professional Development

WCTL staff regularly participate in and present at conferences that focus on teaching, learning, and technology integration. We participate in conferences for two reasons. The first reason is to learn the current trends in teaching, learning, and academic technology integration. The second reason is to ensure that we are including the latest evidence-based strategies in our offerings and support. In academic year 2018-19, our staff participated in the following conferences:

- [InstructureCon \(Canvas\)](#)
- [Lily Conferences: Evidence Based Teaching and Learning](#)

- [Quality Matters Connect Conference](#)
- [SACS COC Annual Meeting and Summer Institute](#)
- [Teaching Professor Conference](#)

Aside from attending and presenting at conferences, we receive the American Association of Colleges and Universities (AAC&U) and Magna periodicals, which faculty and staff can access. Staff complete training for professional development on a regular basis.

IV. Overview of Services and Programs

The WCTL provides a variety of services related to teaching, learning, and academic technology integration. These services are based on evidence-based best practices in the teaching and learning literature. While the focus of WCTL is on supporting faculty, services are also provided to staff and students. For example, we coordinate the ThinkAchieve Beyond the Classroom experiential learning platform that supports faculty, students and staff.

A. Orientations

The WCTL provides orientations for new faculty and adjunct faculty. For [New Faculty Orientation](#), we collaborate with UTC Human Resources (HR) to provide a program with one day of HR-related information and one day of Teaching and Learning information. The Teaching and Learning session includes information about course syllabi, UTC Learn (Blackboard/Canvas), the Disability Resource Center, and other faculty resources. During this session, faculty have the opportunity to network with one another and make connections to over 20 campus units. This orientation is held over two days in August before classes begin. In August 2018, we had 58 new faculty participate in orientation. After orientation, the faculty with teaching appointments continued to be engaged with WCTL through the Teaching and Learning Institute, a semester-long pedagogy class.

[Adjunct Faculty Orientation](#) is provided to new adjunct faculty at UTC. This orientation is recommended, but not required. For 2018, we offered three sessions each semester before classes started. These short sessions orient new adjuncts to UTC, provide training on UTC Learn, and include information on Banner and FERPA training. There is also a UTC Learn organization for adjunct faculty that has resources and information. We oriented 33 adjunct faculty in July/August 2018, and 10 adjunct faculty in November/December of 2018.

Related to this support, WCTL assisted the Records office with transitioning from Blackboard-based FERPA training to the more robust Lawroom/Everfi system. We also provide ongoing backup administrative assistance on Lawroom/Everfi as needed, to check FERPA status, add faculty/staff to trainings, and troubleshoot the system with Records as needed.

The Center also participates in Graduate Assistant Orientation by providing information on UTC Learn and teaching resources.

B. Faculty Support and Training

The WCTL offers support on classroom instruction, course design, accessibility of course materials, UTC Learn, and classroom technology. Faculty may call, email, or come to the Center for assistance. WCTL staff also visit faculty offices and departmental meetings to provide support as requested. Referrals for assistance also come to the Center from the IT Solutions Center (Helpdesk) through an online ticketing system. For 2018-19, we had a total of 3,222 service encounters. The monthly data are shown in Table 1 and current data are found on our [data webpage](#). This represents an increase from 2,997 the previous year.

Of the 187 customer service surveys received between July 1, 2018 and June 30, 2019, 98% indicated they were “very satisfied” with the service/support they received.

Table 1. Monthly support encounters.

June	2017	127	2018	138
July	2017	150	2018	157
August	2017	596	2018	420
September	2017	285	2018	192
October	2017	186	2018	218
November	2017	264	2018	183
December	2017	269	2018	189
January	2018	383	2019	460
February	2018	249	2019	290
March	2018	126	2019	165
April	2018	157	2019	199
May	2018	195	2019	319
June	2018	130	2019	260
July	2018	157	2019	327

The Center offers [faculty development sessions](#) which are primarily held in the fall and spring semesters. We held more summer sessions than usual this year because of our transition to Canvas. In 2018-19, there were 1,112 unique participants who attended 282 WCTL sessions. These sessions included book clubs, pedagogy sessions that promote best practices in teaching and learning, and technology-related training (UTC Learn [Canvas], learning technology). We conducted face-to-face training and sessions through Zoom, our web-conferencing software. Examples session topics are:

- Active Learning
- Book Clubs (example: *Teaching for Learning* and *Dynamic Lecturing*)
- Canvas Trainings (overview sessions and other sessions related to specific tools)
- Experiential Learning and Critical Reflection
- High Impact Practices
- Interactive Teaching and Student Engagement
- Developing Measurable Student Outcomes
- Quality Matters
- Team-Based Learning

We hold a 2-day conference every spring – the [Instructional Excellence Conference](#) – that focuses on teaching and learning best practices. For the conference in 2019, we hosted Dr. Todd Zakrajsek, coauthor of *Teaching for Learning* and *The New Science of Learning*. He gave a plenary presentation on the first day of the conference and offered two unique workshops the following morning. The second day of the conference included back-to-back hands-on sessions that built upon his presentation themes. We integrated Dr. Zakrajsek’s work into faculty development offerings throughout the academic year preceding his visit through book clubs and the Teaching and Learning Institute. Seventy-two faculty and staff attended Dr. Zakrajsek’s sessions. A summary of the overwhelmingly positive feedback surveys is shown in Table 2.

Table 2. Dr. Todd Zakrajsek's plenary entitled *Understanding How Students Learn: A Focus on Cognitive Lead and Mindset* and workshops on *Dynamic Lecturing* and *Active Learning Strategies*
Instructional Excellence Conference 2019 (May 7-8)

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Understanding How Students Learn					
I learned something valuable from this workshop.	1%		3%	39%	57%
This workshop encouraged me to try something new with my students.	1%		8%	29%	61%
I am leaving today with some concrete ideas to implement in my classes.	1%	3%	10%	42%	44%
Dynamic Lecturing & Active Learning Strategies					
I learned something valuable from these workshops.			2%	39%	60%
These workshops encouraged me to try something new with my students.				34%	66%
I am leaving today with some concrete ideas to implement in my classes.			3%	32%	65%

C. Small Group Instructional Diagnosis (SGID) and Classroom Observation

Small group instructional diagnosis (SGID) is a process that elicits consensus from the students about how a class is progressing. A WCTL staff member visits a classroom upon request from the instructor. The process takes 20-25 minutes as the staff member works with groups of 3-5 students to discuss questions such as: "What do you like about the course and what is working well in this class?" and "What would you like changed in the course and what suggestions do you have to improve the class?" The small groups of students compile a list of their answers to these questions. Then, each group contributes their suggestions to build a class list. Any student may veto any item on the list. The final list of items is discussed with the instructor in a confidential follow-up meeting and a report is provided. These reports are confidential and only provided to the faculty member. In 2018-19, WCTL was asked to conduct SGID in all MSW classes, and in several classes in other departments.

Upon request, a WCTL staff member can attend a class and make observations about presentation style and techniques, interactions with students, student engagement, etc. Feedback from the observation is discussed in a confidential follow-up meeting with the faculty member.

D. Learning Management System (LMS)

The Center manages UTC's LMS (UTC Learn). In its over 20-year history at UTC, the WCTL has always managed the LMS except for a 16-month period in which it was moved to another unit in Academic Affairs (the Center for Academic and Innovative Technology [CAIT]). CAIT was dissolved after approximately two years, and once it was dissolved, the management of the LMS was moved back to the WCTL. Administration of UTC's LMS consists of three (3) primary areas of responsibility:

- Application administration and system stability
- Administration of outside integrations
 - Student Information System
 - Authentication
 - Textbook Publisher integrations (McGraw-Hill, Pearson, Wiley, Cengage, etc.)
 - Accessibility compliance application
 - Instructional technology tools (Respondus, Proctorio, ExamSoft, Tutor.com, etc.)
- On-demand data-reporting, forensics, and analysis

In Fall 2018, the decision was made by administration, in response to a recommendation from the LMS Review Committee, to migrate from Blackboard to Canvas. In Spring 2019 and Summer 2019, it was optional for faculty to use Canvas and the full transition was to be made in Fall 2019.

E. Quality Course Design and Curriculum Design Support

1. Quality Matters

UTC adopted [Quality Matters](#) (QM) in summer 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 using established best practices. In April 2018, a policy was adopted by the academic colleges that implemented QM

requirements campus-wide for faculty development and online/hybrid course certification. These two processes are important aspects of the assurance of alignment and the course design process at UTC.

The QM Applying the Quality Matters Rubric (APPQMR) workshop is required of any faculty teaching online or hybrid courses. This two-week online workshop is designed to help faculty become familiar with the QM rubric and the course review process. In this workshop, faculty learn the underlying principles of the QM Rubric and the critical elements of the QM quality assurance process. Successful completion of this workshop provides a foundation in online teaching and learning best practices in course design. To date, 375 faculty have completed this workshop. At UTC, there are 15 QM Peer Reviewers, and 5 Master Reviewers. All WCTL staff have completed some level of QM training, ranging from the APPQMR workshop to the Master Reviewer training and beyond.

QM course reviews and certifications at UTC can be internal or external. The course certification process results in enhanced course design through a peer-review process. This continuous improvement process culminates in a student-centered course with easy navigation, clear alignment of outcomes with course content, activities, and assessments, accessible course contents, and transparency in how students are assessed. Faculty are eligible for a \$1,000 stipend for completing the course certification process with QM. The Center offers a \$2,000 stipend to faculty members who develop and QM-certify new online/hybrid courses. For groups of faculty working on a course together, each faculty member who significantly contributes receives the \$2,000. In 2018-19, 34 UTC courses were externally certified by QM.

2. Course Design Program

Proposals for new online and hybrid courses are accepted from interested faculty for the [course design program](#). General education courses are given preference, and applications can be submitted by individuals or teams of faculty (up to 3). The design and development of a course generally takes place during the spring semester and summer and is followed by offering the course as a pilot in the fall semester, although the timeline is flexible depending on a faculty member's schedule. Revisions are made to the course after the first offering and then it is submitted for QM review (if it is an online or hybrid course).

Compensation for full participation in this project is \$2,000 extra service pay per faculty person. Extra service pay is paid in installments upon successful completion of each phase of the program. With approval by the WCTL Executive Director, limited additional funding is available for each individual/team for: 1) faculty development related to teaching and learning (conference, workshop, institute, webinar, etc.) and 2) software/equipment needed for the design. The selected faculty members/teams will sign an agreement that outlines deliverables, compensation, and pay schedule. In general, these are the expected deliverables:

- Redesigned course syllabus and course schedule. [Syllabus](#) and [course materials](#) must be in an accessible format.
- Course content, activities, and assessments that align with the selected model.
- Training plan for all faculty teaching the course.
- Assessment of redesign that measures course efficacy and student completion rates.
- New online and hybrid courses must be designed per [Quality Matters standards](#) and undergo review after it is taught one time. It is recommended that the redesigned course serve as the master course for all sections offered.

In 2018-19, WCTL collaborated with the Honors College to offer an interdisciplinary team-teaching course design program. Three teams of faculty were selected to design and implement their courses, starting spring 2020.

3. Curriculum Design

The WCTL provides support to faculty and departments on curriculum mapping and new course proposals to be considered by the Curriculum Committee. Curriculum mapping support includes mapping course outcomes to program outcomes, while the course proposal support involves working with faculty on developing measurable course outcomes that align with assessments.

F. Learning Technology Support

The Center provides training and support to learning technology software applications at UTC. We also research new technologies and provide consultations about innovative classroom technology integration. The following are supported applications:

1. [Zoom](#)

Zoom is an online meeting platform that can be used to conduct video meetings with online or distance students, hold online synchronous class sessions, or conduct staff meetings when members are not able to be there in person. Zoom is a platform that is supported by the University of Tennessee system. Faculty and staff are encouraged to use Zoom in lieu of programs like Collaborate, WebEx, and Adobe Connect. Zoom works on Windows and Mac computers, as well as iOS and Android systems, and supports up to 50 students at a time. Zoom accounts are available to any faculty or staff member in the UT system.

2. [Camtasia](#)

Camtasia Studio is an all-in-one video editor and screen recorder. Faculty can bring in their own footage or record a video of their screen, then use the simple video editor in Camtasia to create a high-quality video for course content. Camtasia Studio videos integrate easily with UTC Learn and are effective in engaging students and improving learning outcomes. WCTL partners with IT to deploy Camtasia to interested faculty. Faculty are required to complete a 30-minute hands-on training with WCTL before the software is delivered through SCCM/Casper.

3. [Mediasite](#)

Mediasite is a lecture capture technology developed by Sonic Foundry that records video and audio of the instructor and syncs it with the integrated software used in the class. The presentation is archived and available to watch at any time streamed from a secure server. This service allows students to take classes from a distance or allows the instructor to pre-record a lecture that they know they will miss and not have to make up any class time. UTC IT manages the back-end of Mediasite, while WCTL provides training to faculty and staff.

4. [Proctorio](#)

Proctorio is a remote proctoring service software that works within a web browser to monitor test takers for suspicious behaviors. UTC faculty and students all have a strong interest in making sure that exams are graded fairly and impartially. Proctorio uses software, not people, to monitor for suspicious behaviors. Proctorio works within the web browser while taking an exam in UTC Learn to monitor for suspicious behavior. Proctorio offers a flexible service, which may include recording of video, audio, and screen activity or none of the above. Proctorio was piloted in 2018-19 and is planned for full implementation in Fall 2019.

5. [YouTube/Canvas Studio](#)

The Center provides training and documentation for creating, editing, and captioning video course content. Faculty and staff are encouraged to use YouTube as an option to store video content they create and share with students because it is easily accessed, free, and provides closed captioning. YouTube can automatically generate closed captions for videos uploaded to the site but may require editing. Videos uploaded to YouTube can be viewed on smartphones and tablets, as well as laptops and desktop computers. UTC faculty, staff, and students can create a YouTube channel for free, with unlimited storage using their Mocs+ Gmail account. With the adoption of Canvas, there is a new video tool available (Studio) that replaces YouTube in some situations, and provides automatic closed captioning.

G. Accessibility

The WCTL is extensively involved in the continuing efforts to ensure that UTC is accessible to all students, faculty, staff, and visitors to our campus. A significant portion of our efforts to promote accessibility at UTC is to offer training and support to faculty in making accessible course materials. We train and assist faculty in the use of Camtasia and YouTube to create and caption video content. Moreover, WCTL provides faculty a syllabus template that includes all UTC required syllabus components in an accessible MS Word document. Approximately 50% of courses have syllabi using the template.

We offer an online self-paced Making Accessible Documents training in UTC Learn. In the training, faculty learn about types of disabilities, the difference between accessibility and accommodations, and guidelines for creating accessible materials. Participants are quizzed on the content they have learned and have the opportunity to create accessible materials. In addition, the training provides information about the federal, state, UT system, and campus guidelines and requirements regarding accessibility. Additionally, WCTL offers monthly seminars on accessibility, conducts a class session on accessibility during the Faculty Pedagogy class, and provides an accessibility overview to new staff during HR Onboarding and new faculty during New Faculty Orientation.

Starting in Fall 2018, we fully implemented [Ally](#), a product that seamlessly integrates with UTC Learn to check the accessibility of uploaded content. Ally will automatically check

documents for accessibility issues 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. Furthermore, Ally applies advance machine learning algorithms to create accessible versions of documents that can be accessed by faculty and students in a variety of formats.

The WCTL 2018-19 institutional report indicates that of 169,815 files reviewed by Ally, the common accessibility issues were: scanned PDFs, images in files that do not have alternative text, and contrast issues.

We are also active members of the Accessibility Technology Initiative (ATI). WCTL's Executive Director serves as co-chair of the ATI oversight committee and a Senior Instructional Developer represents WCTL on the committee as well.

H. Experiential Learning (ThinkAchieve)

1. Overview of ThinkAchieve

[ThinkAchieve: *Creating Connections*](#) was initiated in 2011 as part of the SACS Quality Enhancement Plan (QEP). The 5-year plan included three main components:

- *Introduction*: New student orientation sessions on critical thinking and experiential learning (faculty-led sessions)
- *In the Classroom*: Activities in the classroom that encourage student critical thinking (program provided faculty development specific to critical thinking and faculty grants)
- *Beyond the Classroom*: Experiential Learning with critical reflection

Once the QEP was completed in 2016 with a successful reaccreditation including the QEP's recognition, two of the three components were fully continued – *Introduction*: New Student Orientation and *Beyond the Classroom*: Experiential Learning. Of the *In the Classroom* activities, the faculty grants program continued but morphed into the High Impact Practices Grant program.

2. Introduction: New Student Orientation involves faculty facilitators working with groups of students on critical thinking, a hands-on exercise, and experiential learning. In summer 2019, there were 7 new student orientation days with 12 sessions each day and our faculty facilitators met with approximately 2,217 students. These sessions serve as the introduction of the *Beyond*

the Classroom: Experiential Learning Platform to new students. We collaborated with the Center for Career and Leadership Development to incorporate new information into the sessions.

3. The *ThinkAchieve Beyond the Classroom* (BTC) Platform is part of the ongoing *ThinkAchieve* endeavor to support experiential learning and critical reflection on campus. Experiential Learning is designated through submission and a 6-member faculty and staff committee (Experiential Learning Task Force) representing all academic colleges and Student Development. The 2018-19 committee was:

- Emily Dunston, Student Affairs
- Drew Bailey, HHP
- Jennifer Boyd, BGES
- Frank Butler, Management
- Dawn Ford, ex officio (Provost's Office)
- Cecelia Wigal, Engineering

Courses, experiences, events, and community engagement (at least 45 hours) are designated as “Beyond the Classroom” and students earn points for completed them with evidence of critical reflection. Courses are designated through an application process and the application must demonstrate linkage to *ThinkAchieve* student learning outcomes, have a critical reflection plan, and provide a description of Experiential Learning including Intention, Preparation and Authenticity per National Society of Experiential Education standard of practice: <http://www.nsee.org/8-principles>. Courses are designated in Banner with the Beyond the Classroom attribute.

3. BTC Designations and Impact

Students who attain 120 points through any of the academic and non-academic credit bearing pathways mentioned below and complete a Senior Synthesis articulating the connection and impact of Experiential Learning on their UTC Experience are recognized as *ThinkAchieve* Graduates.

a. Courses/Credit-Bearing Experiences: The number of designated courses offered each year has greatly increased since fall 2014 (Figure 2). There was a total of 87 courses across 38 programs in 2018-19. These courses and experiences involved 82 faculty. Over the year, 2,736 students enrolled in designated courses.

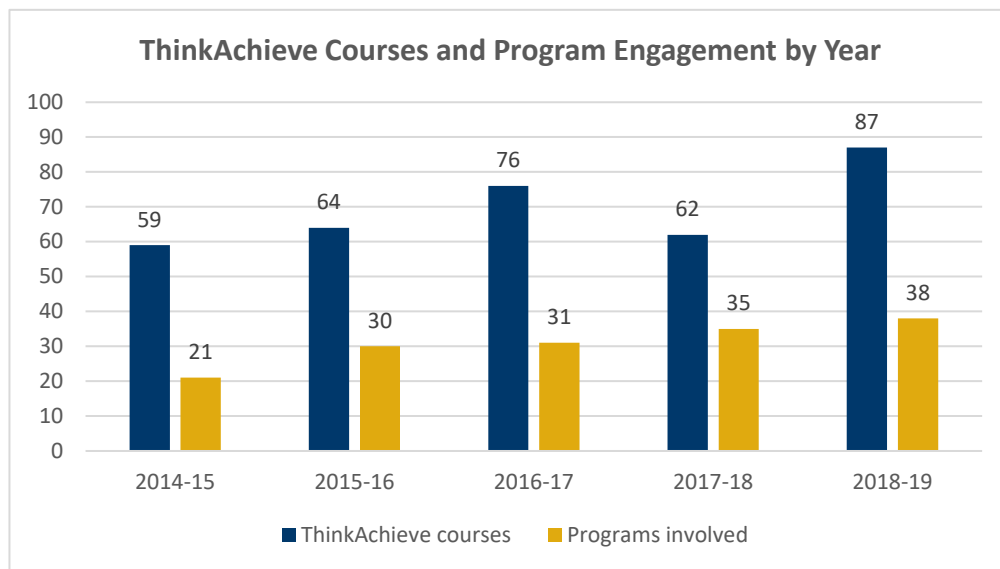


Figure 2. *ThinkAchieve* courses and program engagement by year, 2014-2019.



Figure 3. Dr. Michael Thompson (History) and his students of a designated experiential learning course.

b. Designated Non-Academic Credit Bearing Experiences include mentoring, leadership, facilitating and many other opportunities for consistent involvement in an ongoing program. In 2018-19 there were 440 students who completed designated non-credit bearing experiences. Examples include:

- Living and Learning Communities
- Orientation Leaders
- Multicultural, MOSAIC, and PAWS Mentors
- Women's Leadership Academy and LeaderShape

c. Events are coordinated with Student Development, Departments/Colleges, Multicultural and Women's Centers, and other campus offices. Since Fall of 2012, 4,285 UTC students have attended and reflected on at least one of 1,251 designated *ThinkAchieve* Events. The Beyond the Classroom Challenge continues to broaden in scope of participation, both in the sorts of opportunities afforded to students, and the unique number of students participating. From UTC Theatre's production of *CATS* to Orchard Knob's Beautification Project, from 3D printing workshops to a Global Spotlight on Uganda, from Goat Yoga to a film screening of UTC's own *All a Cryin'*, students who complete the BTC Challenge consistently echo the same message as expressed by one of the awardees from Fall 2018: "I signed up so that I could get priority registration. However, through this program I met a lot of new people and had some really great conversations. I learned a lot about so many different topics and it even helped me get my job in the Financial Wellness Center." The amount of connectivity and opportunity generated for and by students through this simple, focused strategy continues to be surprisingly encouraging. Additionally, a recent report done by OPEIR helps us see how event attending and reflecting on one event is correlated to an increase in 4-year graduation rates. So many quality programs from so many offices on our campus have a tremendous amount to offer, and the Beyond the Classroom Challenge continues to provide a means of understanding the cumulative effect of how these opportunities impact our students. A student can find events that will be connected to her personal interest, field of study, our university, region, state, nation and world.

d. Community Engagement Agreements are structured learning agreements made between students who work or participate for at least 45 hours in a community activity external to UTC or in an otherwise undesignated program. 5 students completed Community Engagement

Agreements. The Supervisor, student and Experiential Learning Coordinator all fulfill responsibilities laid out in the agreement to ensure the student's learning in the project.

4. BTC Support Mechanisms

a. High Impact Practices Grants: These small grants (up to \$2,000) are available to faculty to support experiential learning. These often lead to BTC credit-bearing experiences. These grants are considered by a faculty committee representing all colleges. Since spring 2012, we have funded 112 projects involving 128 faculty. This program is described further in the High Impact Practices Grants section of the report.

b. Experiential Learning Faculty Fellows: Since Spring of 2016, 17 faculty have participated in these small faculty cohorts learn about experiential learning, critical reflection, and designing of experiential learning experiences, while going through the designation process. These faculty are paid \$250 for their participation and share their experience with their departments.

5. Experiential Learning Consultation and Refresh Process

During the 2018-2019 academic year, key stakeholders on UTC's campus, in consultation with Dr. Linda Bachman, who led the University of Georgia's implementation of an Experiential Learning Graduation requirement, considered the best next steps for Experiential Learning at UTC. The Executive Leadership Retreat in August 2018 included a significant focus on Experiential Learning and involved Dr. Bachman as a presenter. An increased focus and institutional intentionality on Experiential Learning continued throughout the academic year, resulting in a refresh of the Application for Experiential Learning Designation, including categories and rubrics, and <http://www.utc.edu/think/beyond>. This year's work, and refresh, in concert with ongoing department, college and division level conversations, set the framework for increased clarity, participation and visibility of Experiential Learning at UTC.

I. High Impact Practices Grants

WCTL offers [High Impact Practices \(HIP\) grants](#) to faculty and staff at UTC. We have a budget of \$25,000 per year. High-impact practices, as described by the Association of American Colleges and Universities (AAC&U), focus on specific types of active learning practices that, according to their research, shows to have significant positive effects on student learning outcomes. The goal of the High-Impact Practices Development Grant program is to provide faculty with funds to develop and improve high-impact practices in their courses. Additional information about high-impact practices and characteristics of quality high-impact practices can be found on AAC&U's website.

All UTC faculty and staff (part-time and full-time) are eligible to apply. Graduate teaching assistants may apply as secondary applicants. Grant applications are considered on a monthly basis. Proposed projects must be a graded component of a course, produce clear deliverables, and include a final student reflection. Proposed projects must support one or more of [UTC's Strategic Plan Goals](#). The standard limit for each grant is \$2000. However, larger amounts might be considered.

The grant applications are considered by the WCTL HIP Grant committee, and each academic college is represented. The 22 HIP grants awarded in 2018-19 totaled \$23,967.25 were as follows:

Fall 2018:

- Rik Hunter, English Department, "Digital Book World Conference," \$2,000
- Susan Eckelmann Berghel, History Department, "Class Trip to the Civil Rights Institute in Birmingham, AL: Civil Rights Exhibits and Local Sights," \$2,000
- Ethan Mills, Department of Philosophy and Religion, "Halloween Philosophical Horror Film Festival," \$425.39
- Shane Ward, Art Department, "Poetics of Collaborative Translation: The Poem as Spatial Rendering," \$1,923.50
- Elizabeth O'Brien, Counselor Education Program, "Psychological Wellness Course," \$420.00
- Amanda Durall, Department of Health and Human Performance, "Community Based Adaptive Fitness," \$719.28

- Trevor Elliott, Department of Mechanical Engineering, “UTC Rocket Mocs STEM Outreach and Rocketry Certification,” \$2,000
- Priscilla Simms-Roberson, School of Nursing, “Med Bag Review in Action,” \$1,930.00
- Eun Young Kim, Interior Architecture and Design Department, “Class Trip to Lighting Workshop,” \$1,969.90
- Clayton Jones, English Department, “Aquarium Research Tour and Floatable Monitoring Service Project,” \$800.00
- Liz Hathaway, Department of Health and Human Performance, “Empowering Public Health Students to Impact the Chattanooga Community,” \$970
- Christina Vogel, Art Department, “Artist Alexis Callender Visits UTC Art,” \$1,583.00

Spring 2019:

- Betsy Myers, Department of Physical Therapy, “Sports Performance,” \$492.60
- Elicia Cruz, Occupational Therapy Department, “The Orange Grove Center and UTC OT Community Health Collaborative,” \$1,328.88
- Drew Bailey, Department of Health and Human Performance, “Outdoor Education Day,” \$2,000
- Yvonne Dunham Slobodenko, ESL Institute, “Class Trip to New Echota: Exploring Cherokee History,” \$200
- Kevin Doyle, Counselor Education Program, “UTC Counselor Education Research Symposium,” \$250
- Carey McCormack, History Department, “Paleo Skills Workshop,” \$1,786.70

Summer 2019:

- Bethany Womack, Department of Social Work, “An Impact Study of Habitat for Humanity of Greater Chattanooga,” \$1,168.00

J. Syllabus Template and Syllabus Archiving

WCTL provides a [syllabus template](#) to the faculty for each semester. This template is in an accessible format and provides all required components of syllabi at UTC. Support in using the template is provided by WCTL and syllabus workshops are offered in the summer before classes begin.

Each year, WCTL retrieves syllabi from UTC Learn for SACS COC documentation. The Provost Office's requires that faculty post syllabi in every course in UTC Learn by the first day of classes. WCTL then retrieves these syllabi from the system, documents missing syllabi, attempts to secure missing syllabi, and posts the syllabi on a shared drive for the Provost's Office. For 2018-19, more than 99% of course syllabi were successfully archived. This efficient process replaced one that involved faculty individually emailing syllabi to departmental administrative assistants who would send the department's syllabi to the Provost's Office.

K. Critical Thinking Assessment Test Scoring

Two times a year (May and December), WCTL, in partnership with the Office of Program Evaluation and Institutional Research (OPEIR), facilitates faculty scoring sessions of the [Critical Thinking Assessment Test \(CAT\)](#). This test is administered to a subset of graduating seniors each fall and spring. The scoring sessions involve recruiting 20-25 faculty who work together to score approximately 200 tests each term in a one-day session. The CAT was first implemented as a measure of UTC's SACS QEP, and we have continued to administer it to assist in assessing general education outcomes. Four WCTL staff are credentialed CAT scoring session facilitators. The 2018-19 CAT scoring sessions were held on December 13th 2018 and May 10th 2019.

L. Faculty Senate Committee and University Committee Service

There was WCTL representation on the following Faculty Senate Committees for 2018-19 as Ex Officio:

- Admissions Committee
- Course Evaluation

- Faculty Grants
- General Education
- Learning Environment

WCTL staff were also involved in various search committees and the Accessible Technology Initiative. We facilitate the High Impact Practices Grants committee and the Experiential Learning Task Force.

V. Special Projects

A. Teaching and Learning Institute (Pedagogy Course)

In summer 2017, the Provost's Office implemented a new program to support the teaching of new faculty with the "Pedagogy Course" which was required of all new faculty with teaching responsibilities. The course, now called the [Teaching and Learning Institute](#), is a semester-long experience that focuses on course design and delivery best practices and campus resources. The course is offered in the fall and the spring. In 2018-19, most new faculty took the course in the fall semester. The spring course is open to any faculty member on campus who is interested. WCTL facilitates this course along with the Dean of the College of Health, Education, and Professional Studies and the Department Head of the School of Professional Studies. A course release is available from Academic Affairs to participate in the program.

The instructional strategies presented align with the Quality Matters guiding principles of student-centered and interactive learning environments. The course outcomes align with UTC's Strategic Plan (2015-2020), *Goal 1: Transform lives through meaningful learning experiences*. The outcomes and deliverables of the course are:

1. Demonstrate competence in course development and alignment
Deliverable: QM APPQMR Course Certificate, Rubric development
2. Discuss and critically reflect on application of theory and best practices to pedagogical approaches
Deliverable: Portfolio reflection, classroom observations
3. Describe and analyze how your course delivery and tools are appropriate or can be enhanced for UTC students

Deliverable: Discussion forum postings

4. Design and articulate the integration of technology into your course (or future course)

Deliverables: UTC Learn Sandbox Instructional Element (unit, module, folder, etc.); UTC Learn Sandbox Assessment Tool

5. Develop a professional plan for ongoing course design and development specific to the UTC learning environment and instructional discipline

Deliverable: Portfolio Component

The final report from 2018-19 institute offering is attached as Appendix B.

B. Learning Management System (LMS) Review

UTC's LMS is integral to providing a student-centered learning environment. To ensure the best possible learning experience for our students and an optimal platform for course delivery, Academic Affairs began a [LMS review](#) in spring 2018 and concluded in October 2018.

The goals of the LMS evaluation are to:

- Conduct a fair and impartial assessment
- Gather requirements and feedback from students, faculty, and staff
- Support UTC's mission and strategic plan
- Recommend a LMS that meets the educational and technical needs

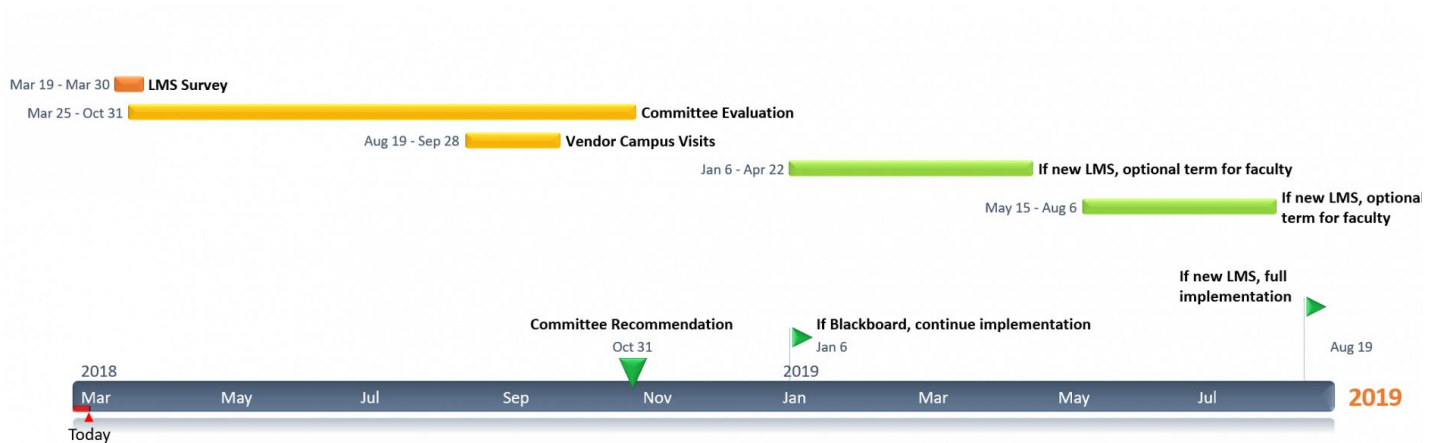
The evaluation includes a LMS survey, a committee evaluation, pilot courses in Canvas, and campus vendor visits. The timeline is shown in Figure 4. The LMS surveys – one for faculty and one for students – were completed in spring 2018. The LMS Review Committee was also formed. All Colleges are represented on this committee, as well as WCTL and IT. The members were as follows:

- Chris Horne, Co-Chair, Political Science and Public Services (College of Arts and Sciences)
Dawn Ford, Co-Chair, WCTL
- Beth Crawford, School of Professional Studies (College of Health, Education, and Professional Studies)
- Parthasarati Dileepan (Management, College of Business)

- Ron Goulet, Mechanical Engineering (College of Computer Science and Engineering)
- Anthony Iorio, Student Government Association
- Greg O’Dea (Honors College)
- Tony Parsley, Information Technology
- Karissa Peyer (Learning Environment Committee [Faculty Senate])
- Brittany Richardson/Natalie Haber, Library
- Non-voting: Evan Gross, WCTL
- Non-voting: Cherie Whipple, IT

The LMS Review Committee decided that UTC would review Blackboard (current LMS) and Canvas. Canvas is the LMS used by two other campuses in the UT system. After an extensive review process, the committee recommended unanimously to migrate from Blackboard to Canvas. The recommendation was accepted by the Provost and Chancellor.

Figure 4. UTC Learning Management System (LMS) Review Projected Timeline



C. General Education Refresh

Since Fall 2017, WCTL has been involved in UTC’s General Education Refresh initiative. A Committee was formed to evaluate the efficacy of UTC’s General Education Program using a faculty-led collaborative process to explore a broad range of information to formulate ideas that might further enhance the General Education curriculum. Insights from key internal and external stakeholders, general education trends, and best practices, as well as broad

faculty input have been part of the process. This progress is ongoing. In December 2018, the General Education refresh process, guided by design thinking, was presented at the SACS COC Annual Meeting.

D. External Review

In June 2019, three external consultants were contracted to visit campus for one day to meet with WCTL stakeholders and provide feedback. These external consultants serve in teaching and learning roles on other college campuses. The report from the consultants was received later in the summer and the findings will be discussed in the 2019-2020 annual report.

VI. Opportunities for Growth for WCTL

To further work toward WCTL's mission, there are areas of growth that are proposed here. These areas are already identified by administration as priorities and/or are services provided by teaching and learning units at our comparable or aspiration peer institutions.

A. Experiential Learning for Strategic Plan Goal 1A

In [UTC's Strategic Plan](#), Goal 1 is *Transform lives through meaningful learning experiences*, and Goal 1a states: All undergraduates will complete an internship, practicum, service project, research project, senior capstone, honors thesis, or international experience. The Center has been involved in experiential learning since 2011, supporting faculty, staff, and students in identifying existing, developing new, and documenting experiential learning opportunities as is described in this report. While many students already engage in experiential learning, there is work to be done to achieve Goal 1A. The Center is well-positioned to grow the existing platform, as well as to involve and support even more students and members of the campus community through a collaborative planning effort involving units across campus.

B. Teaching and Learning with Electronic Portfolios

WCTL provides faculty with information and training about [eportfolios](#), focused on best practices in teaching and learning. The tool we primarily use is the free platform Google Sites that is accessible by all faculty, staff, and students. There are some programs on campus that

require eportfolios (Honors College, for example) as well as some instructors who assign eportfolios. Beyond Google Sites, products that are used on campus include WordPress, Weebly, and LiveText. There has been discussion in the General Education Refresh Committee and other groups that a campus-wide portfolio platform is needed.

Portfolium is an eportfolio product that has been acquired by Canvas. Basic eportfolio features of Portfolium will be provided for free to Canvas customers. As a result, we can easily assist those on campus who wish to integrate this tool into the courses and programs. For example, [Bridges Beyond the Classroom](#), UTC's gateway for the academic initiative, proposes a portfolio that “tracks the performance of every graduate inside and outside of the classroom” and Portfolium is potentially a tool that can be used to meet this need.

C. Faculty Mentoring Program

Faculty mentoring in teaching, research, and service is an important resource for faculty, particularly tenure-track faculty. While some departments at UTC offer mentoring, it is not consistently provided across campus. Some Centers for Teaching and Learning, such as [UNC-Greensboro](#) coordinate faculty mentoring programs to pair new faculty with faculty peers. The mentoring process involves establishing professional development goals, developing a network of support, and an understanding of departmental/college/institutional expectations to navigate the retention, tenure, and promotion process.

As WCTL works with Deans and Department Heads on campus already, coordination of a mentoring program could provide a valued resource that helps retain valued faculty at UTC. This program seems to be a natural expansion of the Teaching and Learning Institute which provides training and resources to new faculty in their first year. We are moving in this direction this year by organizing a series of presentations called “Published!” These presentations and conversations were led by faculty who have recently published their work and included a discussion of how to go about publishing faculty work (peer-reviewed articles, books, edited volumes, etc.).

D. Lecture Capture

One of the Chancellor's priorities is to expand lecture capture on campus. He has asked that the following take place:

- Get faculty who teach and will use the equipment engaged in the conversation.
- Try lecture capture equipment in actual courses and evaluate learning outcomes and faculty satisfaction.
- Visit other universities and looking at their solutions and experiences both positive and negative.

WCTL has taken a role in starting the [lecture capture review](#) process. With the Provost's direction, a committee was formed in the spring semester with the following members:

- Donny Behneman, Academic Affairs
- Francesco Barioli (Learning Environment Committee)
- Troy Carroll (Walker Center)
- Dawn Ford (Walker Center)
- Natalie Haber (Library)
- Amie Haun (RCOB)
- Russell Helms (Honors)
- Mike Jaynes (CAS)
- Matt Matthews (ITAC)
- Ahad Nasab (CECS)
- Tony Parsley (IT)
- David Rausch (CHEPS)/Rodger Ling (alternate)
- Michelle Rigler (DRC)

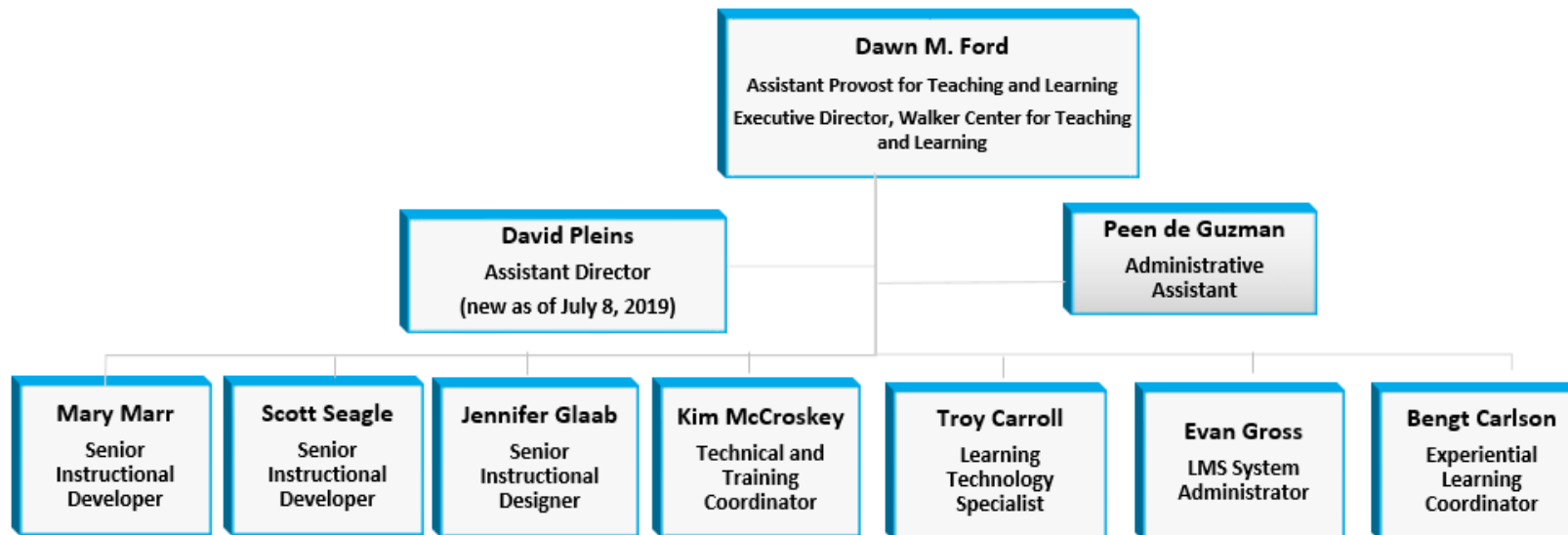
Through this review process, campus surveys were administered to faculty and students in the spring to help inform the committee (results posted to the webpage). Piloting of lecture capture solutions will take place in 2019-20.

VII. Reference:

Adsit, Karen. (2002). Grayson H. Walker Teaching Resource Center August 2002 Summary Report.

VIII. Appendices

Appendix A. WCTL Organizational Chart for 2018-19



Appendix B. New Faculty Pedagogy Report.

Teaching and Learning Institute

2018-19 Summary

7/12/19

Submitted by: Dean Valerie Rutledge, Dr. Beth Crawford, Dr. Dawn Ford, and Mary Marr

Overview

UTC's Teaching and Learning Institute (TLI) was offered in fall and spring semesters of the 2018-19 academic year. In Fall 2018, there were 31 participants of all new faculty and in Spring 2019 there were 18 participants (16 new faculty, 2 existing faculty). Participants represented all academic colleges and the library. Nearly all participants achieved the learning outcomes of the course, including successful completion of the Quality Matters Applying the Quality Matters Rubric (APPQMR) workshop (90%).

The TLI met on Wednesdays, 12:00-1:50 for 10 weeks in each term. The course was facilitated by the Dean of CHEPS, the Department Head of the School of Professional Studies, and the Walker Center for Teaching and Learning.

Participant and department head feedback from 2017-18 was incorporated into the course for 2018-19. The Quality Matters workshop was offered to faculty in the summer before classes started, more discussion and critical reflection were included, and the final e-portfolio deliverable was revised. The class met 10 times, which was one less time than the 2017-18 courses, addressing concerns about time commitment.

Course Releases

Of the 44 faculty eligible for a course release (new teaching faculty), 21 of them received a course release as reported by Department Heads. When surveyed, 21% of TLI participants reported that they were "not sure" if they had received a course release.

Survey Results (fall and spring combined)

In rating the helpfulness of the TLI for 2018-19, 89% (25) of respondents rated it as helpful and 11% (3) rated it as not helpful.

In responding to an open-ended question about what components of TLI are **most helpful**, the following themes emerged:

- Sharing/connections with other new faculty
- The *Teach Students How to Learn* book
- Modeling of good practices in teaching and learning such as active learning, experiential learning, and integrating technology/UTC Learn
- Quality Matters
- Learning about campus resources
- Classroom observations

In responding to an open-ended question about what **changes or improvements** could be made, the following themes were identified:

- Reduce the required readings (*this is fall 2018 feedback that has already been addressed by removing one of the two books from the course for spring 2019*)
- Be more responsive and flexible to needs and expertise of participants
- Allow faculty to defer to a later semester/year

- Reduce course schedule to fewer weeks (too much of a time commitment for those without a course release)
- Provide more supplementary materials and examples (ex. review course examples in LMS)

Plans for 2019-2020

Feedback will be used to improve the 2019-20 course. Because we typically have a wide range of teaching experience represented in the course (none to many years), we will conduct a survey at the beginning of the class to understand participant teaching experience and then create discussion groups and activities accordingly to take advantage of, and to honor, their teaching experience. We will be integrating supplemental materials, including an optional book by Stephen Brookfield, and plan to incorporate more best-practice examples. The class meeting time is being reduced by 20 minutes. Finally, time commitment concerns should be addressed this year as all faculty will receive a course release.