Grayson H. Walker Center for Teaching and Learning

The University of Tennessee at Chattanooga

Annual Report (July 1, 2017 – June, 30, 2018)

October 2018

Table of Contents

Executive Summary

The Grayson H. Walker Center for Teaching and Learning (WCTL) provides faculty support for teaching, learning and academic technology integration through one-on-one consultations, seminars, workshops, classroom observations, committees, and by hosting an annual conference. 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 aspiration peers, we provide both pedagogy and academic technology support. In 2017-18, we responded to 2,990 service requests with 96% of survey respondents indicating they were "very satisfied" with our service. We offered 108 faculty development sessions and served 614 unique participants (faculty and staff). The major initiatives for WCTL this year were continuation of Quality Matters for online and hybrid courses, involvement in the Learning Management System (LMS) review, and piloting a semester-long pedagogy course for new faculty. 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 15 High Impact Practice (HIP) grants to faculty and supported 25 faculty with stipends for course redesign projects. We also administered a pilot of Blackboard Ally that supported the university's accessibility efforts. We continue to add services and programming as needs arise; for example, we piloted student LMS support this year. Our opportunities for growth are to expand campus-wide experiential learning, lead the processes in identifying and supporting campus-wide e-portfolio and lecture capture solutions, development of a faculty mentoring program, expanding general computer software support, and creation of a new unit for student learning support for the LMS, e-portfolios, and experiential learning.

I. Mission and Vision

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 (WCTL *ThinkAchieve* 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); WCTL course design support)

e. Provide exemplary student support services (WCTL student support of the LMS)

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 (WCTL ThinkAchieve 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 an 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)

d. Build advisory boards and support groups that reflect a diversity of occupations, abilities, and cultures (WCTL Advisory Board).

Vision: The WCTL vision is two-fold:

1) To be the **primary resource** for faculty and staff to support teaching, learning, and the integration of academic technologies at UTC.

2) To be a student support resource for teaching and learning.

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 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 sudden 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. Dr. Walker was also actively involved in Kiwanis Club, the Epilepsy Foundation, and Signal Centers.

Known as the "Walker Center" on campus, the focus of the Center historically has 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 2017-18 included 8 full-time staff. WCTL is overseen by the Executive Director/Assistant Provost who reports to the Provost. The 2017-18 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 to faculty. To support these efforts, there are three Senior Instructional Developers, the Learning Management System (LMS) administrator, the Training and Technology Coordinator, the Learning Technology Specialist, and the Experiential Learning Coordinator. 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), and classroom instruction. Instructional Developers also offer classroom observation services, which provides 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 is the back-up LMS administrator, schedules trainings (workshops, seminars), extracts syllabi from the LMS, maintains the WCTL webpages, and conducts LMS training. The Learning Technology Specialist provides assistance to faculty on remote proctoring solutions, lecture capture (Mediasite/Camtasia), 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 (ELC) 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, Department Heads, and Deans on campus-wide initiatives. The Executive Director is also the Assistant Provost of Teaching and Learning.

In September 2017, the management of Tutoring and Supplemental Instruction services (Center for College and Student Success [CCSS]) was moved under the Assistant Provost of Teaching and Learning temporarily. This unit was moved from Academic Affairs to Student Success in July 2018.

B. Staffing: Part-Time Staff

WCTL shares an Administrative Assistant with the Provost Office. In 2017-18, two part-time Faculty Fellows worked in the Center along with two Graduate Assistants. The Faculty Fellows are UTC faculty who work half-time in WCTL (they receive a 50% course release). 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. 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.

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 2017-18, there were 10 members on the board, representing all colleges:

- Natalie Haber, Library
- Michelle Rigler, Disability Resource Center
- Christina Estoye, College of Business Graduate Office
- Chad Harriss, Communications Department (College of Arts and Sciences)
- Erin Hungenberg, Education (College of Health, Education, and Professional Studies)
- Nai Lamb, Management (College of Business)
- Aldo McLean, Engineering Management (College of Engineering and Computer Science)
- Barbara Norwood, Nursing (College of Health, Education, and Professional Studies)
- Greg O'Dea, Honors College

- Christina Policastro, Criminal Justice (College of Arts and Sciences)

At Advisory Board meetings, WCTL staff provide updates on services and initiatives and seeks input and feedback from the board members on sessions provided, teaching and learning strategies, LMS options, the WCTL website, etc.

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 information about the SACS Quality Enhancement Plan (QEP) and the current *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 to ensure we are including the latest evidence-based strategies in our offerings and support. Examples from 2017-18 are:

- AAC&U High Impact Summer Institute
- [Blackboard (Bb) World](#)
- [Coalition of Metropolitan and Urban Universities](#)
- [Lily Conferences: Evidence Based Teaching and Learning](#)
- [Quality Matters Connect Conference](#)
- [Online Learning Consortium (OLC) Accelerate Conference](#)
- [SACS COC Annual Meeting and Summer Institute](#)
- [Teaching Professor Conference](#)

We are also routinely a part of the Dalton State Teaching and Learning Conference, the Southern Regional Faculty and Instructional Development Consortium (SRFIDC), Educause, and the POD Network.   We receive AAC&U and Magna periodicals. Staff complete training for professional development on a regular basis. For example, a Senior Instructional Developer completed the OLC Instructional Designer Certificate in fall 2017. Also in fall 2017, the Executive Director completed the Institute on Emerging Leadership in Online Learning Program from Penn State and OLC. Trainings related to Quality Matters are described in that section of the report.

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 *ThinkAchieve*, UTC's 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), 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 2017, we had 54 new faculty participate in orientation. After orientation, the faculty with teaching appointments continued to be engaged with WCTL through the Teaching and Learning Institute.

Adjunct Faculty Orientation is provided to new adjunct faculty at UTC. This orientation is is recommended, but not required. For 2017, 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.

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 2017-18, we had a total of 2,990 service encounters. The monthly data are shown in Table 1 and current data are found on our data webpage.

In February 2018, we began administering surveys to clients to get feedback on our support services. Of the 69 surveys received, 96% indicated they were "very satisfied" with the service/support they received.

Table 1. Monthly support encounters.

June	2017	127
July	2017	150
August	2017	596
September	2017	285
October	2017	186
November	2017	264
December	2017	269
January	2018	383
February	2018	249
March	2018	126
April	2018	157
May	2018	195
June	2018	130
July	2018	157

The Center offers faculty development sessions which are primarily held in the fall and spring semesters. In 2017-18, 614 unique participants attended 108 WCTL sessions. These

sessions included book clubs, pedagogy sessions that promote best practices in teaching and learning, and technology training (UTC Learn, learning technology).

We conduct face-to-face training and sessions through Zoom, our web-conferencing software. Examples session topics are:

- Active Learning
- Book Clubs (example: *Teach Students How to Learn*)
- Experiential Learning and Critical Reflection
- High Impact Practices
- Interactive Teaching and Student Engagement
- Developing Measurable Student Outcomes
- Quality Matters
- Team-Based Learning
- UTC Learn QuickStart

We hold a 2-day conference every spring – the Instructional Excellence Conference – that focuses on teaching and learning best practices. For the conference in 2017, we hosted Dr. Saundra McGuire, author of *Teach Students How to Learn*, and she provided a workshop on the first day of the conference. The second day of the Conference included concurrent hands-on sessions that built upon her presentation themes. We integrated Dr. McGuire's work into faculty development offerings throughout the academic year preceding her visit. The *Teach Students How to Learn* book was a reading in the Teaching and Learning Institute for new faculty (fall and spring) and we offered several book clubs for faculty/staff; free books were provided. Seventy-three faculty and staff attended Dr. McGuire's workshop. A summary of the overwhelmingly positive workshop surveys is shown in Table 2.

Table 2. Dr. Saundra McGuire workshop on *Teach Students How to Learn*, Instructional Excellence Conference 2018 (May 8th)

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
The workshop encouraged me to consider incorporating metacognitive strategies into my undergraduate classes this fall.				13%	87%
This workshop encouraged me to try something new with my students.				25%	75%

I am leaving today with some concrete ideas to try with my students in future classes	27%	73%

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.

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 Blackboard, UTC's current LMS (UTC Learn). In Fall 2017, UTC migrated from Blackboard's managed hosting platform to their software as a service (SaaS) platform. The primary difference between these options is where the application was hosted. With managed hosting, UTC Learn resided in a Blackboard managed datacenter in Northern Virginia. Blackboard's SaaS offering is hosted using the Amazon Web Services (AWS) datacenter infrastructure. The process of migrating to Blackboard SaaS required the LMS System Administrator to replicate the configuration of the application to mirror the end-user experience of the existing LMS environment. However, several key backend components required their operational process to be re-engineered. For example, the Student Information System (SIS) integration, authentication using UTC ITD assets, database reporting and analysis, and Ellucian ELP integration for grade transfer. 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
    - Ellucian ILP integration (grade transfer from Blackboard to Banner)
    - Instructional technology tools (Respondus, Proctorio, ExamSoft, Tutor.com, etc.)
- On-demand data-reporting, forensics, and analysis

In 2017, we implemented the Ellucian ILP integration which allows faculty to "push" midterm and final grades posted in UTC Learn to Banner for grade processing. This feature has been a very popular feature for faculty because it saves time and allows students to view grades in both systems. The usage rates of Blackboard tools for 2017-18 is shown in Table 3. These usage rates are for all UTC courses (face-to-face, hybrid, and online). More detailed information is included in Appendix B.

Table 3. Usage Rates of Commonly Used Blackboard Tools in UTC courses.

Tool	Usage Rate
Announcement	49%
Assignments	31%
Discussion Board	20%
Grade Center	52%
Test	20%

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. 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, 319 faculty have completed this workshop. At UTC, there are 20 QM Peer Reviewers, 5 Master Reviewers, and 1 QM APPQMR Facilitator. All WCTL staff have completed some level of QM training, ranging from the APPQMR workshop to the Master Reviewer training.

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. According to the policy adopted in 2018, all general education courses must be in the process of being certified by December 31st, 2018. Remaining undergraduate courses and graduate courses must begin the process by May 31st, 2019. 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.

Faculty have seen the benefits of using QM as a framework for not only online and hybrid course, but of their face-to-face courses:

"As a result of getting two of my classes certified through the Quality Matters process, I have seen my course outcomes improve tremendously. Logistically, QM focuses on developing learner friendly courses. Students are able to navigate the content more easily than they did prior to my course meeting QM standards. For me, the QM process has helped most with alignment, both in the online classroom and in my face to face classes. It has also helped my students clearly link course and module objectives to one another and to the assessments they

are completing. Seeing the link helps them understand why the assessment is necessary and I believe that contributes to increased engagement in their work. After obtaining QM certification with my first course, the second course certification went much more smoothly and required zero revisions. While the review process does take time, in both preparation for the review and any revisions that may be necessary, I realized the benefits for my students and my online teaching experience were well worth the investment." (Health and Human Performance faculty member)

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 2017-18, WCTL worked with 25 faculty to design courses. These courses were offered in the College of Arts and Sciences, the College of Health, Education, and Professional Studies, and the College of Computer Science and Engineering.

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. To date (Fall 2016-present), 141 licenses of Camtasia have been installed.

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

In summer 2018, we began a pilot of Proctorio as a solution to replace Respondus Monitor and LockDown Browser. 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. Two courses used Proctorio in summer 2018 and the pilot is continuing through 2018-19 academic year.

5. YouTube

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.

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.

We offer an online self-paced Making Accessible Documents training in UTC Learn. To date, ten faculty members have participated. 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.

In 2017-2018, we piloted 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.

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. We collaborated with the Disability Resource Center to produce the ATI Accessibility Showcase during the fall 2017 semester. The Showcase provided faculty and staff the opportunity to explore services provided by various campus departments, such as the Library, to help them improve UTC's accessibility of information and services. Attendees were also afforded the opportunity to experience assistive technologies used by people with disabilities. In addition to collaborating to produce the Showcase, WCTL participated by showing faculty and staff technology and services that we provide to help faculty create accessible course materials.

H. Experiential Learning (ThinkAchieve)
1. Overview of *ThinkAchieve* SACS QEP

ThinkAchieve: Creating Connections was initiated in 2011 as 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 continued fully –*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 2017, there were 7 new student orientations and our faculty facilitators met with approximately 2,300 students. These sessions serve as the introduction of the *Beyond the Classroom: Expe*riential Learning Platform to new students.

3. The *Beyond the Classroom* (BTC) Experiential Learning Platform is part of the ongoing ThinkAchieve endeavor to support experiential learning and critical reflection on campus and is aligned with these student learning outcomes:

- Identify, evaluate, and interpret information, by raising pertinent questions and identifying uncertainties,
- Solve problems by determining limitations, making connections, and prioritizing the potential solutions,
- Create innovative solutions to problems through creative thinking,
- Communicate ideas and information effectively, and
- Seek ongoing improvement to integrate knowledge and skill through reflection on their thinking and learning processes

Experiential Learning is designated through submission and an 8-member faculty and staff committee (Experiential Learning Task Force) representing all academic colleges and Student Development. The 2017-18 committee was:

- Emelia Dunston, Student Affairs
- Drew Bailey, Health and Human Performance (College of Health, Education and Professional Studies)
- Jennifer Boyd, Biology, Geology, and Environmental Science (College of Arts and Sciences)
- Frank Butler, Management (College of Business)
- Shirleen Chase, Nursing (College of Health, Education and Professional Studies)
- Rebecca Jones, English (College of Arts and Sciences)
- Christina Vogel, Art (College of Arts and Sciences)
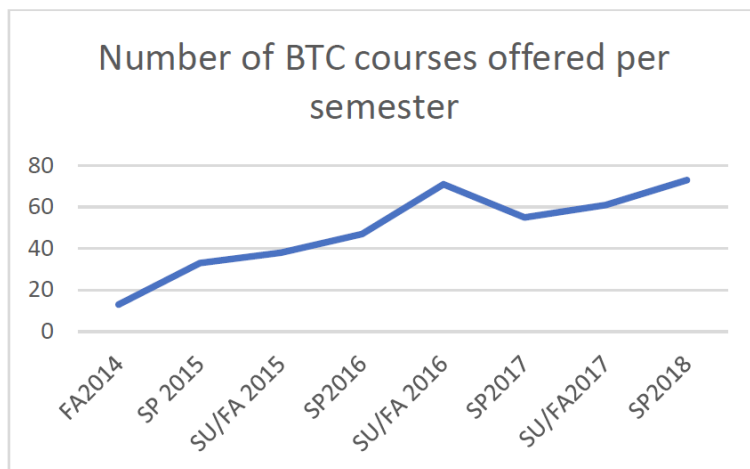- Cecelia Wigal, Engineering (College of Engineering and Computer Science)

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 per semester has greatly increased since fall 2014 (Figure 1). There were a total of 96 courses/credit-bearing experiences across 35 programs in 2017-18. These courses and experiences involved 88 faculty. In fall 2017, 2,047 students enrolled in designated courses, and in Spring 2018, 1846 students were enrolled.

Figure 1. Number of BTC courses per semester.

Number of BTC courses offered per semester

80							
60							
40							
20							
0							
FA2014	SP 2015	SU/FA 2015	SP2016	SU/FA 2016	SP2017	SU/FA2017	SP2018

b. Designated Non-Academic Credit Bearing Experiences include mentoring, leadership, facilitating and many other opportunities for consistent involvement in an ongoing program. In 2017-18 there were 487 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, 4039 UTC students have attended and reflected on at least one of 1033 designated ThinkAchieve Events. From "Dear World", an opportunity for students to distill their own stories into a single, marker enhanced self-portrait, to "O, King" a music and performance extravaganza celebrating the life of Dr. Martin Luther King Jr., to "Learn to Ride a Bicycle" with Outdoor Chattanooga, to "Chattanooga Gang Issues: Where are we now?" 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. 20 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. *ThinkAchieve* 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 91 projects involving 112 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.

      c. *[ThinkAchieve](#)* [Awards](#): The Faculty Award program provides recognition and monetary awards for faculty members who have demonstrated exemplary teaching and learning practices through participation in experiential learning and related activities at UTC. Awards to faculty are made annually at $1,000 each. The awardees for spring 2018 were:

- Allison Hughes, Health and Human Performance and UTC Outdoors
- Rik Hunter, English
- Michael Thompson, History
- Christina Vogel, Art
- Cecelia Wigal, Mechanical Engineering

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 & 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 15 HIP grants awarded in 2017-18 totaled $21,282.20 were as follows:

Fall 2017

- Andrew O'Brien, Art Department, "Indexing the City: Photography, Artist Books, and the Everyday," $1,843.85
- Jonathan Yeager, Department of Philosophy and Religion, "Religion, Spirituality, and Fly Fishing," $875.27
- Erin Melhorn, Occupational Therapy Department, "Creating Moderate and High Complexity Assistive Technology Devices," $939.91
- Rik Hunter, English Department, "Chattanooga Food Desert Informational Campaign," $871.75
- DeAnna Beasley, Department of Biology, Geology, and Environmental Science & Astri Snodgrass, Art Department, "Intentional Observation in Science and Art," $1,870.98
- Drew Bailey, Department of Health and Human Performance, "Expeditionary Learning Spaces in Public Schools," $2,000.00
- Clayton Jones, English Department, "Tennessee River Gorge Exploration and Floatables Monitoring," $1,500.00

Spring 2018

- Spring Kurtz, Sheena Monds, Tracye Pool, Women's Studies Program, "Serving To Shelter: A Social Justice Service Learning Opportunity To Help Shelter Victims of Domestic Violence and Homelessness," $1,113.56
- Luke Manget, History Department, "Cades Cove Museum of Environmental History," $1,000.00

- Tonya Miller, Interior Design Department, "Virtual Reality for Enhanced Visualization of Interior Design," $2,000.00
- Krysta Murillo, School of Education, "Bridging Community and School Partnerships for Education Students through Organized Family Nights," $800.00
- Katie Hargrave, Art Department, "Observational Drawing in the City: Artist Susanna Bluhm to visit Art 1050: Observational Drawing," $1,651.00

Summer 2018
- Christina Vogel, Art Department, "En Plein Air: Painting the Landscape from Within," $2,004.00
- Eric Hungenberg, Department of Health and Human Performance, "Exploring MiLB Fan Nostalgia: A Neuroscience Approach," $2,000.00
- Ann Buggey, "Women and Textiles: New Workshops and Increased Community Involvement," $811.88

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. In fall 2017, 100% of syllabi were successfully archived and in spring 2018, 99% were 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, WCTL, in partnership with the Office of Program Evaluation and Institutional Effectiveness (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.

L. Faculty Senate Committee and University Committee Service

There was WCTL representation on the following Faculty Senate Committees for 2017-18 as Ex Officio:

- Course Evaluation
- Faculty Grants
- General Education
- Learning Environment

WCTL staff were also involved in SACS COC committees, 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. The course is offered in the fall and the spring. Most new faculty take 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. New faculty who participate in this program are provided a course release that is paid for by Academic Affairs.

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 the Fall 2017 course is attached as Appendix C.

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. 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 projected timeline is shown in Figure 2. 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 are as follows:

- Chris Horne, Co-Chair, Political Science and Public Services (College of Arts and Sciences)
  Dawn Ford, Co-Chair, Walker Center for Teaching and Learning
- 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.

Figure 2. UTC Learning Management System (LMS) Review Projected Timeline
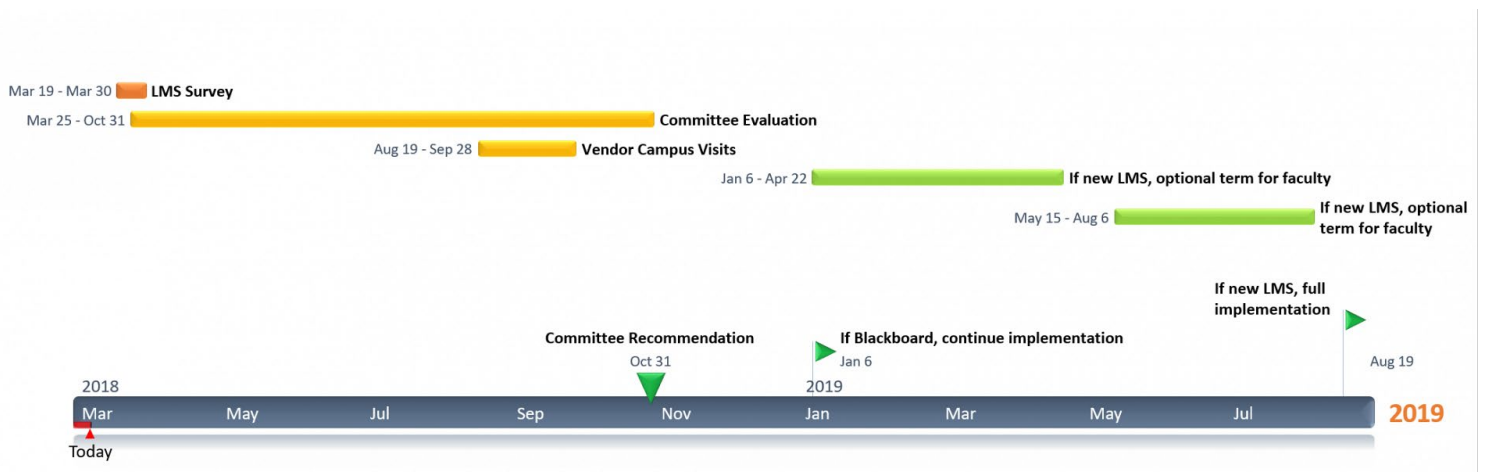
C. Tennessee Higher Education Commission Grant: Governor's Online Innovation Initiative

For the 4th consecutive year, the WCTL has been awarded a grant from the Tennessee Higher Education Commission as part of the Governor's Online Innovation Initiative. This 2017-18 grant ($103,000) focused on Quality Matters course certification and faculty training. This funding paid for the Quality Matters APPQMR workshop fees for faculty along with QM course review fees.

Also funded by this grant, WCTL has worked extensively with representatives from UT-Health Science Center, UT-Martin, UT-Knoxville and UT System to plan and execute *The University of Tennessee System Symposium: Recognition and Reflection in Quality Course Design*. The symposium is sponsored by the UT Office of Academic Affairs and Student Success, the Governor's Online Innovation Initiative, and the Tennessee Higher Education Commission. The symposium is the first time there has been an opportunity for faculty, staff, and administrators from across the UT campuses to come together to exchange information and learn about best practices for quality online and hybrid course design at one sponsored event.

The symposium is also a chance to recognize and celebrate the work accomplished by each campus to achieve their specific goals and projects under the Governor's Online Innovation Initiative which spanned a four-year period from 2014 to 2018. Under the guidance of WCTL, UTC aimed to establish sound quality assurance practices for online and hybrid course design as well as develop a systematic and efficient process for online and hybrid course development.

Two faculty representatives who have each successfully completed a Quality Matters course review were chosen by WCTL to present at the symposium on their experiences of redesigning their courses to meet Quality Matters rigorous standards. In addition to the two faculty representatives who are presenting, thirty faculty members were identified by WCTL as deserving recognition for their work on utilizing innovative practices as well as best practices for quality online and hybrid course design.

D. 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.

VI. Opportunities for Growth for WCTL

To further work toward WCTL's vision, there are areas of growth that are proposed here. These areas are 1) already identified by administration as priorities, 2) services provided by teaching and learning units at our comparable or aspiration peer institutions, and/or are 2) gaps in services at UTC.

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 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.

Bridges Beyond the Classroom, UTCs gateway for the academic initiative, proposes a portfolio that "tracks the performance of every graduate inside and outside of the classroom." The type of portfolio that allows UTC to track student performance is one that is universally adopted by all programs and includes tools such as integration with the LMS and a badging (micro-credentialing) solution to support student success. To assist this process in moving forward, WCTL is prepared to lead a campus-wide eportfolio planning, evaluation and implementation process. The process would be similar to the LMS review in which WCTL is currently involved:

- Identify committee of stakeholders
- Develop timeline and criteria for evaluation
- Determine e-portfolio solutions that meet criteria
  - On-campus visits of vendors open to campus
  - Pilot testing of solutions
- Committee evaluation and recommendation of solution to administration

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 of mentoring faculty in 2018-19 by organizing a series of presentations called "Published!" These presentations and conversations will be led by faculty who have recently published their work and will include a discussion of how to go about publishing faculty work (peer-reviewed articles, books, edited volumes, etc.).

The next steps of developing a faculty mentoring program would be to:

1) Coordinate with Deans and Department Heads to evaluate faculty needs and existing faculty mentoring in their colleges and departments.

2) Research similar programs at comparable and aspirational peer institutions, and in the literature.

3) Develop a mentoring model that supports the identified needs while incorporating best practices.

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.

Because WCTL works with faculty on learning technologies, we can easily take a lead role in evaluating and implementing lecture capture moving forward. Mediasite is the current system being used; however, a full evaluation – much like the LMS Review – is warranted. Lecture capture is already used by a few departments on campus (Nursing, Engineering Technology), so engagement by those departments in the process is very important. As is provided with Mediasite, WCTL can support faculty in implementing the technology.

E. General Computer Application Support

One ongoing gap in support at UTC is general computer application support. This gap in service was the focus of a committee in 2016 (Technology Training Subgroup of the IT Technology Advisory Committee) and is an ongoing discussion. WCTL routinely receives requests for assistance on applications such as Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft SharePoint, Qualtrics, Adobe products, and OU Campus (web pages). While not formally a service we provide, we assist clients with these requests. The Information Technology Department does not provide training for these applications (except for OU

Campus), while some training is provided by the Library. This is an area of potential growth for WCTL. Adoption of this work would involve identifying specific support needs (via campus survey), determining support capacity, and communicating the support available to campus. This step would likely require an additional WCTL staff member.

F. Student LMS Support

The Center has been piloting student support for UTC Learn to contribute to student retention and success efforts. In spring 2018, we began offering scheduled sessions for students during the first two weeks of classes, both face-to-face sessions and remote sessions using Zoom. While few students participated in the spring semester, we believe that sessions and support in fall semesters will have greater utilization because freshmen and transfer students will be new to using the system. Given the appropriate resources, Teaching and Learning could provide expanded support to students such as drop-in services and live chat. Because WCTL is focused on assisting faculty and this service does not directly support WCTL's vision, this support should be provided in a separate unit under Teaching and Learning of the Academic Affairs office, perhaps affiliated with other types of student support such as e-portfolios and experiential learning.

VII. Questions for Consideration

Is the Walker Center adequately and appropriately staffed?

Is the Walker Center organized in a way in which it can do what says it wants to do?

Is the space adequate and appropriate for what the Walker Center does?

How can Walker Center move forward to continue to meet the needs of the faculty and be on the cutting edge of teaching, learning and technology pedagogy?

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

IV. Appendixes
Appendix A. WCTL Organizational Chart for 2017-18

Teaching and Learning
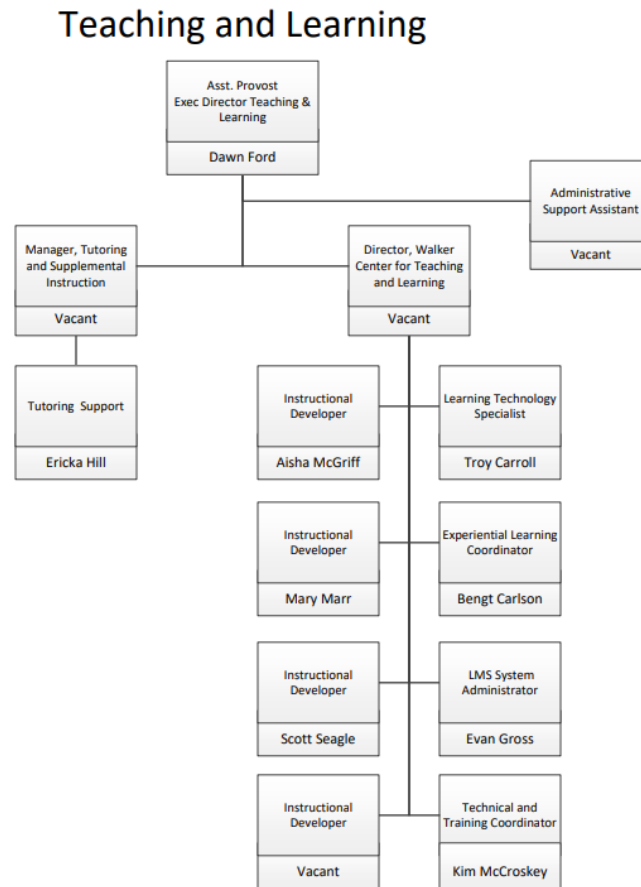
Appendix B. Blackboard usage data.

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA, UTC LEARN USAGE, FALL 2017 AND SPRING 2018 (THROUGH 2/15/18)											
All Courses		Total Courses	Announcement Tool Frequency	**Announcement Tool Rate**	Assignment Tool Frequency	**Assignment Tool Rate**	Discussion Board Frequency	**Discussion Board Rate**	Grade Center Frequency	**Grade Center Rate**	Test Tool Frequency	**Test Tool Rate**
	Fall 2017	2761	1357	**49%**	906	**33%**	594	**22%**	1528	**55%**	615	**22%**
	Spring 2018 (through 2/15/18)	2575	1237	**48%**	749	**29%**	460	**18%**	1238	**48%**	454	**18%**
2017-18 Academic Year		5336	2594	**48.6%**	1655	**31%**	1054	**19.75%**	2766	**51.8%**	1069	**20%**
Frequencies indicate the number of courses in which the tool or function was/is being used.											
By College											
Fall 2017											
	College	Total Courses	Announcement Tool Frequency	**Announcement Tool Rate**	Assignment Tool Frequency	**Assignment Tool Rate**	Discussion Board Frequency	**Discussion Board Rate**	Grade Center Frequency	**Grade Center Rate**	Test Tool Frequency	**Test Tool Rate**
	Arts & Sciences	1560	731	**47%**	413	**26%**	296	**19%**	824	**53%**	265	**17%**
	Business	264	156	**59%**	90	**34%**	70	**27%**	189	**72%**	77	**29%**
	CECS	303	141	**47%**	109	**36%**	50	**17%**	175	**58%**	82	**27%**
	CHEPS	554	314	**57%**	280	**51%**	172	**31%**	319	**58%**	190	**34%**
	UHON	35	15	**43%**	14	**40%**	6	**17%**	21	**60%**	1	**3%**
Spring 2018 (through 2/15/18)											
	College	Total Courses	Announcement Tool Frequency	**Announcement Tool Rate**	Assignment Tool Frequency	**Assignment Tool Rate**	Discussion Board Frequency	**Discussion Board Rate**	Grade Center Frequency	**Grade Center Rate**	Test Tool Frequency	**Test Tool Rate**
	Arts & Sciences	1455	649	**45%**	291	**20%**	185	**13%**	663	**46%**	187	**13%**
	Business	250	160	**64%**	89	**36%**	60	**24%**	146	**58%**	52	**21%**
	CECS	300	135	**45%**	108	**36%**	55	**18%**	151	**50%**	66	**22%**
	CHEPS	506	280	**55%**	252	**50%**	153	**30%**	266	**53%**	149	**29%**
	UHON	31	13	**42%**	9	**29%**	7	**23%**	12	**39%**	0	**0%**

Appendix C. New Faculty Pedagogy Report.

<div align="center">

New Faculty Pedagogy Course
Fall Pilot Course Report
12/13/2017

</div>

EXECUTIVE SUMMARY

The UTC New Faculty Pedagogy Course was piloted in fall 2017 with 39 participants representing all colleges and the library. The course met 11 times for one hour and 50 minutes with a networking lunch provided before each meeting. In addition to in-class work, there were outside readings and assignments such as book discussions in the UTC Learn course environment. While not all meetings were required (9 of 11), 38% of the group exceeded attendance expectations. Nearly all participants achieved the learning outcomes of the course at the standard established by the facilitators, including successful completion of the Quality Matters Applying the Quality Matters Rubric (APPQMR) workshop (92%). Feedback received at the midterm allowed for minor course adjustments to be made immediately. Additionally, both midterm and end of the course feedback provided helpful information to make adjustments to the course in the future. Recommendations going forward are to ensure that faculty receive a course release to participate in the course, offer the QM workshop in the summer before fall classes begin, incorporate more discussion and critical reflection, and revise the final portfolio assignment.

I. Overview

This course was developed through a committee in spring 2017 (committee members are listed in Appendix A). The outcomes of the course align with UTC's Strategic Plan (2015-2020), Goal 1: *Transform lives through meaningful learning experiences*:

- Course Outcome #1: Demonstrate competence in course development and alignment
  - Deliverable: QM APPQMR Course Certificate
- Course Outcome #2: Discuss and critically reflect on application of theory and best practices to pedagogical approaches
  - Deliverable: Portfolio reflection, classroom observations
- Course Outcome #3: Describe and analyze how your course delivery and tools are appropriate or can be enhanced for UTC students
  - Deliverable: Discussion forum postings
- Course Outcome #4: Design and articulate the integration of technology into your course (or future course)
  - Deliverables: UTC Learn Sandbox Instructional Element; UTC Learn Sandbox Assessment Tool
- Course Outcome #5: Develop a professional plan for ongoing course design and development specific to the UTC learning environment and instructional discipline
  - Deliverable: Portfolio Component

The course syllabus is attached as Appendix B. The course met weekly on Wednesdays (12:00-1:50 pm) for 11 weeks. Of these 11 weekly meetings, 9 were required (faculty could choose which 3 of the 5 labs they wanted to attend). One absence was allowed.

Of the 39 participant, **95% met or exceeded attendance expectations**:
- 38% (15) exceeded attendance expectations (attended 10 or 11 sessions)
- 36% (14) attended 9 sessions (met attendance expectations)
- 21% (8) attended 8 sessions (used one allowed absence; met attendance expectations)
- 5% (2) faculty members did not meet attendance expectations.

II. Achievement of Outcomes

A. Course Outcome #1: Demonstrate competence in course development and alignment
Deliverable: QM APPQMR Course Certificate
Faculty registered for the 2-week QM APPQMR workshop in one of two sessions facilitated by WCTL. One session was held in September and another session was held in October. **92% (36) successfully completed the workshop** and have earned the QM APPQMR Completion Certificate.

- 5% (2) are currently registered to complete the workshop by the end of the year
- 3% (1) is not registered/does not intend to complete (visiting professor)

B. Course Outcome #2: Discuss and critically reflect on application of theory and best practices to pedagogical approaches: Deliverable: Portfolio reflection, classroom observations, online discussions
- **95% actively participated** in online book discussions about teaching and learning.
- **100% successfully met portfolio requirements at ≥ 80% level,** which included classroom observation reports and a critical reflection of pedagogy

C. Course Outcome #3: Describe and analyze how your course delivery and tools are appropriate or can be enhanced for UTC students: Deliverable: Discussion forum postings
- **95% actively participated** in online book discussions about teaching and learning.

D. Course Outcome #4: Design and articulate the integration of technology into your course (or future course): Deliverables: UTC Learn Sandbox activity (assignment, discussion, blog, journal, etc); UTC Learn Sandbox Assessment Tool (test or rubric).
- **95% met rubric standards** of UTC Learn sandbox activity.
- **87% met rubric standards** of UTC Learn assessment tool (faculty were also given the opportunity to resubmit).

E. Course Outcome #5: Develop a professional plan for ongoing course design and development specific to the UTC learning environment and instructional discipline: Deliverable: Portfolio Component
- **100% successfully met portfolio requirements at ≥ 80% level,** which included a critical reflection of pedagogy and professional plan for improvement.

III. Faculty Feedback – Summary Overview

Faculty were encouraged to provide feedback on this course so that improvements can be made. Anonymous feedback was formally requested via a UTC Learn survey on two occasions – at the midterm of the course and at the end of the course.

A. Midterm Survey Results

For this survey, faculty were asked four questions and 26 responded (67% response rate). The qualitative analysis of the feedback is as follows.

1. What have been the greatest benefits of taking this course? [top 4 responses highlighted of 43 answers]
    - **Opportunity to get to know others/network, 33% (14)**
    - **Pedagogy techniques/strategies, 28% (12)**
    - ***Teach Students How to Learn* book discussions, 21% (9)**
    - **Information about campus resources, 12% (5) (WCTL, Library)**
    - Other comments were: Information from faculty presentations, Blended Learning book, QM workshop.

2. Are there any topics you would like for us to cover that are not currently on the syllabus? [top 2 of 12 answers given]
    - **How to engage online students, 17% (2)**
    - **Blackboard, 17% (2)**
    - Other comments were: Dealing with difficult students, How to build a research agenda, How to engage students in quantitative courses, Navigation of the campus outside of academic affairs, discuss John Hattie (visible learning), Subjective forms of assessment outside of STEM fields, Read: *Make it Stick: The Science of Successful Learning*, How to lecture

3. What can we do differently to make this experience more valuable to you? [top 3 highlighted of 35 answers given]
    - **Make it a more blended course, 14% (5)**
    - **Time commitment is too great/need course release, 14% (5)**
    - **Move course to summer before semester starts, 11% (4)**
    - Other comments were: Give more time in small groups to discuss, 9% (3); Move QM workshop to another time, 9% (3); Course should be tailored to specific needs of faculty depending on their discipline, 9% (3); Explain time required of QM workshop, Require portfolio in second semester when it's more relevant to EDOs and dossiers, A few of the instructors were not in tune with the information they were trying to convey, Make it shorter, Meet monthly instead of weekly, Significant repetition, Move to spring semester

4. Please explain any connections you have made with other faculty that have resulted in a project or plans for a project.
    - **73% (19) faculty responded as developing a collaborative project with another new faculty member.**

B. Final Course Survey

This survey was designed specifically to assist with planning for the next offering of the course; 24 responded (62% response rate).

1. Did you receive a course release to take this course?

   - Yes – 33%
   - No – 25%
   - **Unsure – 42%**

2. Based on the learning in this course, how frequently should the class meet?
   - **Weekly – 48%**
   - Biweekly – 35%
   - Monthly – 17%

3. Of these options, which would be the best time for a new faculty member to take the new QM workshop?
   - During a semester of the first year – 32%
   - **In the summer before the first year – 41%**
   - During a break in between semesters of the first year – 27%

4. The number of lab sessions that was required (3) was
   - **About right (86%)**
   - Too much (14%)

5. Additional suggestions to assist us with planning for next year? [top 2 responses highlighted of 38 answers given)
   - **Keep networking lunch, 11% (4)**
   - **Course too time consuming, 11% (4)**
   - Other comments given: Reconsider portfolio assignment – make more relevant, 8% (3), Keep Walker Center and Library Information, 8% (3), Discussions/sessions with experienced faculty, 8% (3), Faculty need course release (2), More details on UTC Learn earlier in the course (2), QM workshop should be offered in summer before classes start (2), Separate the huge cohort into smaller groups based on faculty's teaching experiences and discipline (2), Getting oriented to campus, Learning how students are advised, Time management, Learning strategies, Providing information for faculty that teach in practitioner fields at the graduate level, Allow faculty who have teaching experience to opt out, General classroom management, Fewer assignments for grades, More in-person book discussions, with the book chapters spread out, Complete UTC Learn assignments during lab, 7-week course, 2-hours sessions too long

IV. Adjustments to the Course and Recommendations

Based on the midterm survey results, some immediate changes were made to the course. For the remaining weeks, we incorporated more discussion time. We also added additional training on UTC Learn (Blackboard).

Recommendations for future offerings based on faculty feedback (see Appendix C for quotes):

- A course model that meets frequently (weekly or biweekly) and includes a networking lunch.
- A **course release** for faculty (above any regular course releases) so they can successfully engage in and complete this course.
- Quality Matters workshops offered in the summer before classes begin in fall.
- Revision of final portfolio assignment so that it is more relevant to new faculty.
- Incorporation of more discussion and critical reflection of teaching strategies and supporting theory and data.

Appendix A: Committee Member List

Valerie Rutledge, Chair

Susan Barlow, Physical Therapy

Virginia Cairns, Library

Beth Crawford, SPS

Michelle Deardorff, PSPS

Jennifer Ellis, Education

Dawn Ford, WCTL

Lisa Harrison,

Jamie Harvey, HHP

Chris Horne, PSPS

Matt Matthews, CAS

Gary McDonald, Mechanical Engineering

Aldo McLean, Engineering Management and Technology

Lynn Purkey, MCLL

Jenn Stewart, English

Emily Thompson, Library

Augusta Toppins, Art

Appendix B: Course Syllabus

New Faculty Pedagogy Course

Fall 2017, Hybrid course

Facilitators: Dr. Beth Crawford, Dr. Dawn Ford, Dr. Valerie Rutledge, and Dr. Jenn Stewart

Email and Phone: newfaculty@utc.edu; Responses to email messages will be provided within 24 hours.

Office Hours and Location: Facilitators are available for meetings. Please email for an appointment.

Course Meeting Days, Times, and Location: This is a hybrid class that meets on most Wednesdays at 12:00-1:50 PM as designated on the course calendar. Session attendance is required, and attendance at 3 of 5 open labs is required.

Course Description: This course focuses on instructional design and delivery best practices. Instructional strategies presented align with Quality Matters guiding principles of student-centered and interactive learning environments

Course Pre/Co Requisites: There are no pre-requisites for this course.

Course Student Learning Outcomes:
These outcomes align with UTC's Strategic Plan (2015-2020), Goal 1:

Transform lives through meaningful learning experiences.

- Demonstrate competence in course development and alignment
  - □ Deliverable: QM APPQMR Course Certificate, Rubric development
- Discuss and critically reflect on application of theory and best practices to pedagogical approaches
  - □ Deliverable: Portfolio reflection, classroom observations
- Describe and analyze how your course delivery and tools are appropriate or can be enhanced for UTC students
  - □ Deliverable: Discussion forum postings, syllabus assessment
- 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
- Develop a professional plan for ongoing course design and development specific to the UTC learning environment and instructional discipline
  - □ Deliverable: Portfolio Component

Required Course Materials: (1) McGuire, S.Y. (2015). Teach Students How to Learn. Stylus Publishing. (2) Glazer, F.S. and Rhem, J. (2011). Blended Learning Across the Disciplines, Across the Academy. Stylus Publishing. Additional materials will be posted in UTC Learn.

Supplemental/Optional Course Materials: Additional optional materials will be placed on reserve in the UTC library.

Technology Requirements for Course: You need access to a computer with a reliable internet connection to complete this online course. Test your computer set up and browser for compatibility with UTC Learn at http://www.utc.edu/learn/getting-help/system-requirements.php. You are also expected to have working knowledge of internet search engines, Microsoft Word, and Microsoft PowerPoint to complete course requirements.

Technology Skills Required for Course: In this hybrid course, we will use UTC Learn extensively. You should be familiar with logging into UTC Learn, checking announcements, and accessing the discussion board. Announcements will also be sent through email, so please check your UTC email on a regular basis. Through this course, you will learn how to use additional UTC Learn tools such as rubrics and assessments.

Technology Support: If you have problems accessing your UTC email account or UTC Learn, contact the IT Solutions Center at 423-425-4000 or itsolutions@utc.edu.

Course Assessments and Requirements:
- ☐ QM APPQMR Course Certificate
- ☐ Instructional Element development in UTC Learn
- ☐ Rubric development in UTC Learn
- ☐ Assessment development in UTC Learn
- ☐ Electronic Portfolio in Google Sites
- ☐ Discussion forum active participation

Course Grading: The course is graded as pass/fail.

Course Grading Policy: A passing grade in this course requires the following standards to be met:

- ☐ Successful completion of Quality Matters Applying the Quality Matter Rubric Course [certificate is submitted by December 31st, 2017 in UTC Learn]
- ☐ Development of functional Sandbox Instructional Element in UTC Learn that meets QM standards.
- ☐ Development of functional Sandbox Assessment Tool in UTC Learn that meets QM standards.
- ☐ Development of functional Rubric in UTC Learn that meets QM Standards.
- ☐ Engagement in the two books clubs as demonstrated through active discussion both online and face-to-face.
- ☐ Classroom observations are conducted as instructed.
- ☐ Electronic portfolio meets or exceeds standards as outlined in rubric.

Facilitator Grading and Feedback Response Time: Feedback will be provided within 10 days of the due date.

Course and/or Institutional Policies:
Late/Missing Work Policy: Late work is accepted within one week of deadline.

Student Conduct Policy: UTC's Academic Integrity Policy is stated in the
[Student](#) [Handbook](#).

Honor Code Pledge: I pledge that I will neither give nor receive unauthorized aid on any test or assignment. I understand that plagiarism constitutes a serious instance of unauthorized aid. I further pledge that I exert every effort to ensure that the Honor Code is upheld by others and that I will actively support the establishment and continuance of a campus-wide climate of honor and integrity.

Course Attendance Policy: Successful completion of this course is required. This will involve contributions at all face-to-face sessions and 3 of the 5 open lab sessions.

Course Participation: Active participation is expected throughout the semester during face-to- face sessions and in online discussions as outlined in the instructions.

Course Learning Evaluation: Course evaluations are an important part of our efforts to continuously improve the learning experience at UTC. Toward the end of the semester, you will receive a link to evaluations and are expected to complete them. We value your feedback and appreciate you taking time to complete the anonymous evaluations.

Course Calendar/Schedule:
Face-to-face sessions and open labs meet on Wednesdays, 12:00-1:50 PM; faculty are required to attend 3 of 5 open labs. On weeks of open labs, there are also required activities in UTC Learn.

Week 1   8/23/17

Session 1: Roth Reading Room, Library, 4th floor
Lunch will be served
Provost Welcome
Building Effective Professional Relationships with Students (CO #
2) Portfolio Introduction (CO #5)
Teach Students How to Learn Book Discussion, pages 1-42 (CO #2 &

3) Week 2   8/30/17

Open Lab and UTC Learn, Library 321 - Communicating with Students

Open Lab [attend 3 of 5 open labs]: Bring your syllabus and get feedback (CO #3) Incorporating Library Resources and Skills (CO #3 & 4)
UTC Learn Assignment [required]: *Teach Students How to Learn* Book Online Discussion, pages 43-109 (CO #2 & 3)

Week 3   9/6/17

Session 2: Raccoon Mountain Room, University Center 2nd floor
Classroom Management (CO #2)

The University of Tennessee at Chattanooga
Classroom observations assignment (CO #2)
Teach Students How to Learn Book Discussion, pages 110-162 (CO #2, 3)

Week 4   9/13/17

Open Lab and UTC Learn, Library 321
Open Lab [attend 3 of 5 open labs]: Bring your questions about the Classroom
Observation assignment and Portfolio assignment; Get feedback on your
portfolio Incorporating Media Resources and Skills (CO #3 & 4)
UTC Learn Assignment [required]: *Teach Students How to Learn* Book
Online Discussion, Commit to Action (Epilogue) (CO #2 & 3)

Week 5   9/20/17

Session 3: **Raccoon Mountain Room, University Center 2ⁿᵈ floor**
Active Learning (CO#2)
Experiential Learning (CO #2)
Blended Learning Across the Disciplines, Across the Academy Book
Discussion, pages 1-58 (CO #2 & 3)

Week 6   9/27/17
Open Lab and UTC Learn, Library 321
Open Lab [attend 3 of 5 open labs]: Plan an active learning classroom session
and get feedback (CO #2)

UTC Learn Assignment [required]: *Blended Learning Across the
Disciplines, Across the Academy* Book Online Discussion, pages 59-128
(CO #2 & 3)

Week 7   10/4/17

Session 4: Raccoon Mountain Room, University Center 2ⁿᵈ floor
Report out of classroom observation (CO
#2) Accessibility at UTC (CO #3)
Course Design: Outcomes, Content, Activities, and Assessment Planning
for Course using QM Alignment Worksheet (CO #4)

Week 8   10/11/17

No Sessions – Midterm
Work on Portfolio

Week 9   10/18/17
UTC Learn and Open Lab, Library 321
Open Lab [attend 3 of 5 open labs]: Get help designing an instructional element
in your UTC Learn sandbox (CO #4)

Learn about video recording and captioning options on campus (CO #4)
UTC Learn [required]: Compete an instructional element in UTC Learn sandbox.

Week 10   10/25/17

Session 5: Raccoon Mountain Room, University Center 2nd floor
Meaningful Student Assessment (CO #1)
Rubric Activity (bring an assignment and develop a rubric, peer review of rubrics) (CO #1 & 2)

Week 11   11/1/17
UTC Learn and Open Lab, Library 321
Open Lab [attend 3 of 5 open labs]: Get help building your rubric in UTC Learn; get help building a test/quiz in UTC Learn (CO #1 & 2).

UTC Learn [required]: Complete a rubric and an assessment in UTC Learn.

Week 12   11/8/17
Session 6, Chattanooga Rooms B-C, University Center
Lunch will be served
Portfolio discussion (CO #5); submit portfolio via UTC Learn
Debriefing/Course Learning Evaluation

QM APPQMR completion certificate due by December 31st, 2017 (CO #1)

Appendix C.

Sample comments with suggestions for improvement:

"This course would do well with ==substantial streamlining, focus, and an emphasis on helping the new faculty acquire comfort== with the newness of faculty life at UTC."

"The labs and meeting weekly to talk to other new faculty over lunch was excellent. I got a ton of useful information to use from Walker and the Library, and a lot of ideas from other professors. I really enjoyed the collegiality this fostered. I did not find the portfolio meaningful - it just became something to finish. ==QM should really be done before the semesters get going==. It was really, really helpful to learn details about how UTCLearn works for tests and assessments. The tip about the CAS log in and the time out issue has saved me lots of aggravation now that I'm grading the long papers and end of semester assignments."

"==More evidence based practices, with the data that it works==. There's such a wealth of information out there (Hattie, etc) yet none was presented, save some limited data sets from McGuire. Without this, discussions devolve into mere opinion assertion, without basis for disciplined critical thinking and reflection".

"While I am very appreciative of the resources given, I found myself getting easily frustrated with the amount of work and time commitment involved with this course. ==I was technically given a course release this semester, but I negotiated for that release with an assumption that it was to start my research lab==. As a new faculty member adjusting to the new position, trying to work through course preps, and begin research projects, I found myself overwhelmed and typically having to complete the work for this course over my weekends, which created extra long work weeks."

"I would suggest ==to separating the huge cohort into smaller groups based on faculty's teaching experiences and discipline==. For instance, the topics question 5 does not benefit everyone in the same way. The more experienced faculty should be able to skip the basics of lectures (waste of time for them) and engage more in discussions. You all know how ineffective a lecture or speech can be when you are dealing with very diverse audiences with different knowledge level and background. For those who have never taught before really need a different curriculum than the others."