Grayson H. Walker Center for Teaching and Learning
The University of Tennessee at Chattanooga

Annual Report (July 1, 2020 – June 30, 2021)

December 2021

Table of Contents

Executive Summary

The Grayson H. Walker Center for Teaching and Learning (WCTL) provides faculty support and training for best practices in teaching and learning. Located in a collaborative space in the library, WCTL is staffed by nine full-time employees and a number of graduate assistants and undergraduate student workers. Like many of our comparable and aspirational peers, we provide pedagogical and learning technology support, instructional design services, and offer a wide array of faculty development opportunities, including but not limited to pedagogy workshops, book clubs, summer cohorts, learning technology training, new faculty and adjunct faculty training, the Teaching and Learning Institute and the Instructional Excellence Conference. We also manage several grants programs, a faculty fellow in program development program, and the Experiential Learning (ThinkAchieve) Program. Further, we manage and administer the Learning Management System (Canvas), the Remote Proctoring system (Proctorio), and the Lecture Capture system (Kaltura) and numerous other learning technologies.

In 2020-21, we addressed 10,501 faculty support service requests, a 30% increase from the previous year, with 98% of survey respondents indicating they were "very satisfied" with our services. We offered 312 faculty development sessions and served 2,701 participants (faculty and staff). The Center funded 8 High Impact Practice (HIP) grants and 17 Classroom Mini Grants.

Our goals for the near future are to increase the number of pedagogical resources available to faculty on our website and physical library in the Walker Center, including articles, links to websites and other web-related resources, and physical books. Additional goals include increasing the number of interactive tools available for faculty to increase student engagement and to increase the number of opportunities for faculty to learn about equity-oriented pedagogy.

I. Mission and Goals

The mission of the [Grayson H. Walker Center for Teaching and Learning](#) is to promote teaching excellence and innovation that cultivates student engagement, learning, and success.

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 management, administration, support, and integration 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 and Kaltura 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. 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 Academic Affairs and in 2020-21 included 9 full-time staff. WCTL is overseen by the Executive Director, who reports to the Provost. The organizational chart is provided in Appendix A. Like many of UTC's comparable and aspirational peers, this unit provides both pedagogical and academic technology training and support to faculty. To support these efforts, there is an Assistant Director, three Senior Instructional

Developers/Designers, the Learning Management System (LMS) administrator, the Learning Management System Specialist, the Training and Technology Coordinator, the Experiential Learning Coordinator, and the Administrative Specialist.

The Executive Director manages day-to-day operations of the WCTL, collaborates with other Academic Affairs staff, Student Affairs, Department Heads, and Deans on campus-wide initiatives, and serves on several university committees. The Executive Director keeps current in best practices and research in the field and provides mentoring to staff for continuous improvement.

The Assistant Director's focus is on faculty development and special projects, especially serving as the lead-facilitator for the Teaching and Learning Institute for new faculty, administering the three WCTL Grant Programs (HIP Grants, Classroom Mini Grants, HIP Matching Grants), overseeing the Faculty Fellows program, organizing the annual WCTL Instructional Excellence Conference, and facilitating pedagogy book clubs.

The Instructional Developers/Designers assist faculty with quality course design and development of all modalities including pedagogical techniques and strategies, course design and development based on best practices in teaching and learning (all modalities), accessibility of course materials, and Quality Matters alignment (online and hybrid courses). Additionally, they provide workshops, seminars, book clubs, and summer cohorts on pedagogy and learning technology integration. Instructional Developers/Designers also offer one-on-one consultations, classroom observation services and Small Group Instructional Diagnostics (SGID) which provide feedback to the instructor for the improvement of teaching methods. All of the Instructional Developers/Designers provide training and support to faculty on the LMS (UTC Learn) and other learning technologies. In addition, new faculty and adjunct faculty orientation is coordinated and carried out by an Instructional Developer.

The LMS Administrator manages the LMS which involves application administration, administration of outside integrations, and on-demand data reporting, forensics, and analysis. The Learning Management System Specialist is the back-up LMS administrator who aids faculty on remote proctoring solutions, lecture capture, web conferencing (Zoom), video captioning (YouTube) and classroom polling, as well as custom API script development to enhance campus workflows. Each of these positions provides training and support to faculty on the LMS (UTC Learn) and other learning technologies.

The Training and Technology Coordinator maintains the Graduate Assistant and training session scheduling (workshops, seminars, book clubs, summer cohorts), extracts syllabi from the LMS, maintains the WCTL webpages, collects, analyzes, and reports training and support data, and provides basic course design services and training and support to faculty on the LMS (UTC Learn) and other learning technologies.

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 and serve on university committees.

B. Staffing: Part-Time Staff

Graduate Assistants, once trained, provided LMS assistance to faculty and perform other duties such as survey development, data analysis, promotional material development, and experiential learning. The Experiential Learning Coordinator also has 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 2020-21, 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 Harriss, 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 not only provide updates on services and initiatives, but also seek 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 faculty support services, faculty development opportunities, accessibility resources, learning technology tools and training resources, grant opportunities, current initiatives, and staff contact information. Among other resources, there is a link to [current WCTL data](#) that summarizes our faculty support and faculty development data. Access to the Learning Management System (UTC Learn/Canvas), is linked from the [UTC Learn webpage](#). From this

page, faculty, staff, and students can log into UTC Learn and access resources such as Canvas tutorials and the UTC Helpdesk, information about accommodations and assistance, accessibility and privacy statements, and student support services, and access distance learning and learning technology resources. 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 faculty development offerings and support. In 2020-21, our staff attended and/or presented at the following conferences:

- UTK's Innovative Teaching & Learning Conference (Presented)
- Mind The Gap Student Conference (Presented)
- Lily Conferences (Presented)
- Quality Matters "Quality in Action" Conference (Presented)
- InstructureCon
- Zoomtopia
- SACS COC Annual Meeting
- Conference for Women in Leadership

Aside from attending and presenting at conferences, our staff attend webinars and other training courses for professional development throughout the year and read digital publications from the American Association of Colleges and Universities (AAC&U), Magna Publishing, the Chronicle of Higher Education, and others.

IV. Overview of Services and Programs

The WCTL provides a variety of faculty support services and faculty development opportunities related to teaching and learning, pedagogy, and learning technology support and

integration. These faculty support services, and development opportunities are based on current evidence-based best practices in teaching and learning literature.

Faculty Support Services include:
- Implementation of Pedagogical Techniques and Strategies in Teaching and Learning
- Instructional Design and Development Services (for all teaching modalities)
- Small Group Instructional Diagnosis
- Classroom Observations
- Assistance with the Quality Matters Certification Process
- Development of Accessible Course Materials
- Syllabus Support
- Learning Technology Support
- Experiential Learning Consultations
- (Informal) CV and Tenure Dossier Support
- Others as needed

Faculty Development Opportunities Offered Include:
- Pedagogy Workshops
- Book Clubs
- Summer Cohorts
- Instructional Excellence Conference
- Teaching and Learning Institute
- Faculty Fellows Program Development
- Faculty Hikes
- New Faculty Orientation
- Adjunct Faculty Orientation
- Quality Matters Workshops
- Accessibility Workshops
- Hyflex and Online Course Design and Delivery
- Learning Technology Training
- Accessibility Training

- (Informal) Faculty Mentoring

- Implementation of Experiential Learning

- Others as needed

Learning Technology Training and Support includes:

- Live and Virtual Learning Technology Training

- Technical Support via Email, ZOOM, or In-Person

- Training Documentation and Videos

- Learning Technologies Integration Based on Best Practices in Teaching and Learning

- One-on-One Learning Technology Consultations

- Others as needed

   Learning Technologies supported include:
   - Canvas

   - ZOOM

   - Proctorio

   - Kaltura

   - Kaltura Virtual Classroom

   - Portfolium

   - Respondus Quiz Editor

   - Ally

   - Unicheck

   - Camtasia

   - Canvas Studio

   - Microsoft Teams (informal)

   - Textbook Publisher Digital Platforms (informal)

   - Other learning technologies as needed

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. In addition, many of our faculty development opportunities are open to any faculty or staff member at UTC.

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 (Canvas), the Disability Resource Center, and other faculty resources. During this session, faculty can 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 2020, 61 new faculty participated 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 2020 and 2021, 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 45 adjunct faculty in July/August 2020, and 15 adjunct faculty in November/December of 2020. We also recorded the sessions and shared with a few who requested the recording. We offered both completely online sessions and also a face-to-face session and will continue to expand the number of each modality as needed.

Related to this support, WCTL continued to support the Registrar with implementing FERPA training in the Lawroom/Everfi system in 2020 and then moved to a new Everfi product called Foundry in 2020-2021. We provide ongoing backup administrative assistance on Foundry as needed, to check FERPA status, direct faculty/staff to their required training, and troubleshoot the system with Registrar staff as needed. We learned in late Spring 2020, that the Lawroom system would change to Foundry in late 2020, and we were able to learn that system's processes as well. WCTL staff will continue to partner with the Registrar, as well as the Title IX officer, on the administration of the Foundry system.

B. Faculty Support Services and Training

The WCTL offers faculty support on classroom and online instruction, teaching strategies and techniques, course design and delivery (all modalities), accessibility of course materials, and the integration of learning technologies into teaching and learning practices. Faculty may call, email, or drop into the Walker Center for assistance. In addition to in-person meetings, the WCTL staff provides support using Zoom video conferencing software. WCTL staff also visit faculty offices and departmental meetings to provide support as requested. Referrals for assistance also come to the Walker Center from the IT Solutions Center (Helpdesk) through an online ticketing system. For 2020-21, we had a total of 10,501 service encounters. Support during the phase of the Covid pandemic (July 2020-June 2021) was provided remotely with a plan to return to a normal Fall experience for campus in July 2021. The monthly data are shown in Table 1 and current data are found on our data webpage. This represents an increase of 2,526 from the previous year with no additional staffing or other resources. Of the 192 customer service surveys received between July 1, 2020 and June 30, 2021, 98% indicated they were "very satisfied" with the service/support they received.

Table 1. Yearly Comparison: Support encounters

	2019-2020	2020-2021
Faculty Support Services	1,525	2,192
Learning Technology-Related Support Services	5,923	7,225
Experiential Learning	527	1,084
Total Support	7,975	10,501

The Center offers faculty development sessions which are primarily held in the fall and spring semesters. In 2020-21, the WCTL offered 312 sessions with 2,701 participants. These sessions included pedagogy workshops, book clubs, summer cohorts, the Teaching and Learning Institute, faculty hikes, and learning technology-related sessions.

Table 2. Yearly Comparison: Faculty Development Opportunities

	2019-2020	2020-2021
Pedagogy-Related Sessions	267*	164

Learning Technology-Related Trainings	277*	148
Total	544*	312

*Numbers higher than average due to Conversion to Emergency Remote Learning during Pandemic closures

COVID-19 response: In order to adequately meet the needs of faculty during the transition to online and hybrid course delivery in response to COVID-19, the Center offered sessions specifically designed to address this teaching and learning environment and were offered via Zoom, Kaltura, and Microsoft Teams technology.

Session topic categories:
- Effective Teaching Practices
- Inclusive Teaching
- Active Learning
- Student Engagement
- Online Teaching Practices
- Teaching with Technology
- Pedagogy Book Clubs
- Teaching and Learning Institute
- Opportunities for faculty discussion on pedagogy, challenges and successes in the era of COVID-19, and online exam security

We hold a 2-day conference every spring – the Instructional Excellence Conference – that focuses on teaching and learning best practices. Due to the COVID-19 situation, the originally scheduled on-campus presenters for the WCTL Annual Instructional Excellence Conference in May, 2020, had to cancel their presentations. The Walker Center pivoted to an online "virtual" conference that drew on UTC faculty as presenters. The conference, held May 5-6, 2020, was conceived in a time of crisis, and yet turned into an unexpected success. Subtitled "The Future is Now: UTC Instruction in Transition," this conference offered two solid days of online Micro-Talks by UTC faculty, highlighting innovative teaching and learning efforts, both during the 2019-2020 academic year and during a time of unprecedented transition in spring

2020. Many of the talks featured faculty who had received WCTL teaching innovation grants during that same academic year. The twenty-two Faculty Micro-Talks (some co-presented) covered three overall areas: Innovation in Instruction; Creative Innovation through WCTL Grants; and Experiential Learning. The conference was well attended, with an average of 40-80 viewers at any given time. The videos of the Micro-Talks are available online for viewing.

The following are the presenters and their topics (listed in the order of appearance over the course of the two days):

- Christopher Dortch (Communication): "Zoom in the Time of COVID-19"
- Jessica Auchter (PSPS): "Student Advocacy: The Possibilities and Pitfalls"
- Edward Brudney (History): "Group Poster Projects and Revised Iterative Learning"
- Joy Lin (Marketing & Entrepreneurship): "The Silver Lining in COVID-19: Online
- Elise Chapman (BGE): "Experiential Learning When Students Can't Be Present for the Experience"
- Stephanie DeVries (BGE): "Putting the 'Hydro' in Hydrology"
- Michael D. Thompson (History): "Reflections on Learning Experientially at Nashville Plantation Sites"
- Shellie Acocello (HHP): "Utilizing Escape Rooms as an Active Learning Technique"
- Olivia Wolf (Art): "Gender & the Gaze: Transregional Perspectives in Contemporary Art via UTC — Hunter Museum Workshop Collaboration"
- Ashleigh Pipes (English): "Print my project? Broadening the Community Audience for Student Assignments"
- Carolyn Lambert (Art): "A Poet in the Photography Classroom"
- Lisa Burke-Smalley (Management): "Navigating a Crisis in Higher Ed: A Simple Rapport & Retention Tool"
- Priscilla Simms-Roberson (Nursing): "Virtual Case Studies: Med Bag Reviews"
- Emily Thompson (Library—Studio): "The Four Types of Students We See in the Studio when You Assign a 'Techie' Project"
- Stephen Mandravelis (Art): "Five Days in Chattanooga: The Lonnie Holley Experience"

- Fernando Alda-Pons (BGE): "Putting Evolutionary Mechanisms in Practice--with School Supplies"
- Bradley Harris (Civil and Chemical Engineering): "Perspectives on Experiential Learning in an Online Format for Engineering Students"
- Dr. Jill Shelton & Stephanie Wells (Psychology): "Those Who Teach, Can Do:
- Christina Vogel (Art): "Artists Supporting Artists: Artist-Run Initiatives Centered on Community"
- Mark Johnson (History): "A Taste of the Past: Southern Cookbooks in the Classroom"
- Eun Young Kim (Interior Architecture and Design): "Hands-on Exploration of the Properties of Light"
- Ethan Mills (Philosophy and Religion) & Wes Smith (Library—Studio): "Horror, Philosophy, and Student Film"

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 Fall 2020 we worked with several faculty to do an adaptation of SGID for online due to COVID-19, and we also created a peer review tool (checklist) for departments to use. Consultations were also available via zoom to assist faculty with reviewing the results.

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. We can also view class meetings that occur on zoom and make similar arrangements to confer with faculty after the class meets.

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 moved back to the WCTL. However, system administration of the LMS retained continuity through the move.

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 (SIS) data
  - User authentication (CAS & LDAP)
  - Textbook Publisher integrations (McGraw-Hill, Pearson, Wiley, Cengage, etc.)
  - Accessibility compliance application (Ally)
  - Plagiarism detection (Unicheck)
  - Instructional technology tools (Respondus, Proctorio, ExamSoft, Tutor.com, etc.)
  - E-portfolio application (Portfolium)
- 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. In Fall 2019, all courses utilized the Canvas LMS.

Since the full transition to Canvas, 15350 course spaces have been created (through the Fall 2021 terms). The LMS administration team attempts to create new opportunities to enhance academic operations. Beginning with the Spring 2020 term, courses are created utilizing an organizational structure that groups course spaces by subject code. This allowed new user roles

to be created that gave additional access to course coordinators, department heads, and program managers. It further positioned groups of courses to utilize the Canvas course blueprint functionality.

UTC adopted the Kaltura Video Cloud Platform in 2020. The Learning Technology Specialist led the implementation process, and with the LMS System Administration, integrated Kaltura with the LMS. This integration was made available to all instructors for use in delivering courses to students. The Kaltura platform provided an alternate cloud video storage and delivery solution, as well as an enhanced virtual classroom.

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. The QM Applying the Quality Matters Rubric (APPQMR) workshop is recommended of any faculty teaching online or hybrid courses and is required of new faculty. 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. In 2020-2021, 14 faculty completed the APPQMR workshop, 7 completed the Designing your Own Course Workshop, and 1 completed the Teaching Online Certificate. At UTC, there are 15 QM Peer Reviewers and 6 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 are 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 generally offers a $2,000 stipend to faculty members who develop and QM-certify new online/hybrid courses, although

this program was suspended in spring 2020 when all courses transitioned to remote teaching. In 2020-21, 13 UTC courses were externally certified by QM.

2. Course Design Program (This program was suspended in Spring 2020 due to the pandemic)

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.

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. Anyone interested in evaluating new learning technologies is encouraged to contact the Walker Center. The following are some of the applications that we support:

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 300 participants at a time. Zoom accounts are available to any faculty or staff member in the UT system. All faculty have been granted a licensed account which allows for unlimited length meetings.

2. [Camtasia](#)

Camtasia Studio is an all-in-one video editor and screen recorder. Teachers can record and capture content or import content for editing. Camtasia provides simple to advanced offline editing capabilities to create high-quality multimedia course content. Camtasia Studio videos can be uploaded to your preferred video hosting platform and are effective in engaging students and improving learning outcomes. WCTL partners with IT to deploy Camtasia to interested faculty. The Walker Center has Camtasia licenses available for all UTC Faculty and can be installed from the software delivery system.

3. [Kaltura](#)

Kaltura was adopted in early 2020 as a replacement to Mediasite, and to extend lecture capture to all campus classrooms, faculty, and students. Kaltura is a cloud-based video management system for storing, publishing, and streaming videos, video collections, and other media. The system integrates with Canvas, allowing faculty, staff, and students to create, upload, and share multimedia content with ease. Ideal for any class structure, Kaltura expands the reach

and impact of traditional, web-enhanced, hybrid, flipped, and fully online courses. As part of the agreement with Kaltura, all content from Mediasite was migrated into Kaltura storage.

The Kaltura platform includes conventional lecture capture, desktop capture, and a virtual classroom environment. The Kaltura agreement includes unlimited bandwidth and storage for all of our users. All content uploaded to Kaltura is automatically captioned for accessibility.

4. Proctorio

Proctorio is a remote proctoring service that utilizes Google Chrome and a Chrome extension to monitor test takers and their test taking environment to ensure academic integrity. UTC faculty and students have a vested interest in making sure that exams are graded fairly and impartially. Proctorio uses software, not people, to monitor suspicious behaviors. Proctorio offers a flexible service, which may include recording of video, audio, and screen activity or a combination of the above. Proctored settings are configured by each teacher to fit their needs.

All recordings and data collected by Proctorio is private and restricted to the teacher and approved individuals at UTC. Proctorio is inactive unless the student is taking a remotely proctored test via UTC's Canvas.

5. Canvas Studio

Canvas Studio is a video capture and hosting platform developed by Instructure and included as part of the Canvas agreement. The Center provides training and documentation for creating, editing, and captioning video course content. Faculty and staff are encouraged to use Canvas Studio or Kaltura as an option to store video content they create and share with students because it is easily accessed and provides closed captioning.

6. Unicheck

Used with our Canvas learning management system, Unicheck is a web-based plagiarism checker which verifies the authenticity of texts or documents by delivering a detailed similarity report to the student and instructor. Instructors can choose to enable Unicheck on submitted assignments. The files are passed through an online database check and an internal library.

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. In 2020-2021, there were 77 support tickets regarding Accessibility. The WCTL provides a [webpage with Accessibility resources](#) also provides faculty a syllabus template that includes all UTC required syllabus components in an accessible MS Word document and is available to faculty on the [WCTL Website](#). In 2020, we enabled Microsoft Immersive Reader in Canvas, which reads Canvas Pages outloud. In addition, we provide an accessibility overview to new staff during HR Onboarding (suspended due to Covid) and new faculty during New Faculty Orientation.

The Walker Center offers an online self-paced Universal Design in Learning (UDL) course in UTC Learn. In the training, faculty learn what accessibility means in a higher education setting, the difference is between equality, equity, and accessibility using UDL principles and they gain knowledge of specific strategies to remove systematic barriers to learning using Canvas (UTC Learn), which ultimately ensures that courses are designed to be accessible to everyone. "What is essential for some is almost always good for all." During 2020-2021, 5 people completed this course. WCTL offers monthly seminars on accessibility including seminars on creating accessible documents, using Adobe Acrobat DC to create accessible PDFs, closed and lived captioning, and UDL, as well as conducts a class session on accessibility during the Faculty Pedagogy class. In 2020-2021, we offered 12 accessibility workshops, with 13 participants.

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 advanced machine learning algorithms to create accessible versions of documents that can be accessed by faculty and students in a variety of formats. During 2020-2021, the average Ally score of all course sites in Canvas was 71.67%.

An institutional report indicates that during 2020-2021 there were 53,447 launches of the accessible formats window with nearly 26,000 downloads of documents in an alternative format and 44.53% of the instructor feedback window launches lead to accessibility improvements. In addition, during 2020-2021 the WCTL hosted an accessibility in UTL Learn contest to increase course accessibility scores using Ally. During the contest documents in UTC Learn were

improved to become more accessible. 4 instructors participated, increasing the accessibility of course materials in 12 courses.

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:

    a. *Introduction*: New student orientation sessions on critical thinking and experiential learning (faculty-led sessions)

    b. *In the Classroom*: Activities in the classroom that encourage student critical thinking (program provided faculty development specific to critical thinking and faculty grants)

    c. *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. 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 10-member faculty and staff committee (Experiential Learning Task Force) representing all academic colleges and Student Development. The 2020-21 committee was:

    a. Hannah Turcotte, Student Affairs

    b. Drew Bailey, HHP

    c. Shewanee Howard-Baptiste, HHP

d. Jennifer Boyd, BGES

e. Lee Harris, Music

f. Frank Butler, Management

g. Joy Lin, Marketing

h. Cecelia Wigal, Mechanical Engineering

i. Brad Harris, Chemical Engineering

j. Jayda Coons, Honors College

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 realistic responsibility, a critical reflection plan, and a mentoring relationship as a part of the course. Courses are designated in Banner with the *Beyond the Classroom* attribute.

3. *Beyond the Classroom* 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 increased since fall 2016 (Figure 2). There was a total of 89 courses across 40 programs in 2020-21. These courses and experiences involved 88 faculty. Over the year, 2,329 students enrolled in designated courses. The refreshed application including 6 Experiential Learning Categories: Creative Endeavor, Service Learning, Internship, Intercultural Experience, Leadership and Undergraduate Research has helped clarify the expectations for realistic responsibility, reflection and mentoring that are the hallmarks of Experiential Learning pedagogy at UTC.
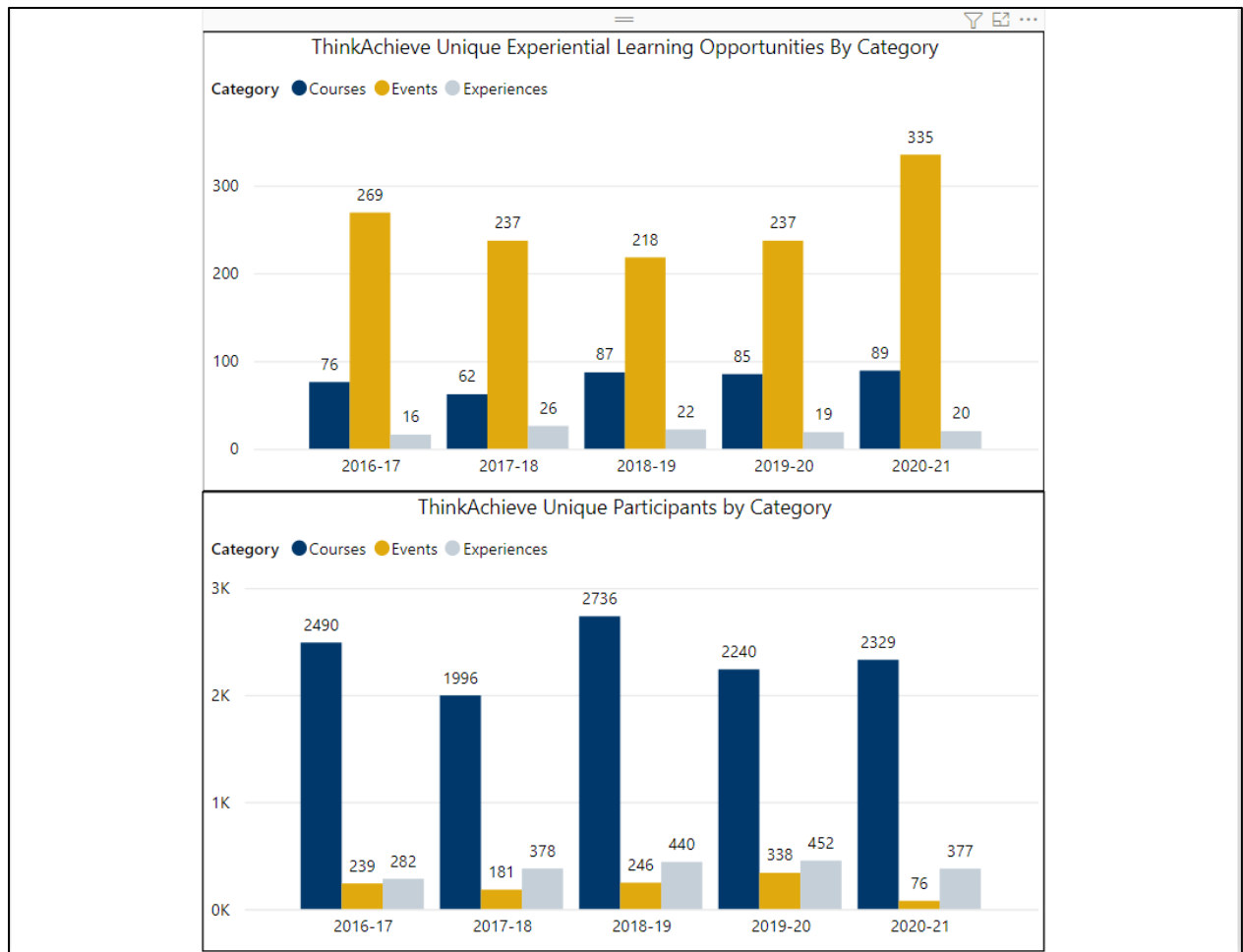
Figure 1. *ThinkAchieve* courses and program engagement by year, 2016-2021.

Figure 2. Miguel Mariscal (left, rear), a Spring 2021 ThinkAchieve Graduate, earned Community Engagement points through work with UTC's Hispanic Outreach and Leadership Organization (H.O.L.A.) .

       b. Designated Non-Academic Credit Bearing Experiences include mentoring, leadership, facilitating and many other opportunities for consistent involvement in an ongoing program. In 2019-20 there were 440 students who completed designated non-credit bearing experiences. Examples include:

- Freshman Senate, Academic Peer Coaches, Writing Tutors

- Academic Collaborations: GIS for Success, Simulated Patient Actor Program

- University Housing Partnerships and Living and Learning Communities

- Mentorship: G.U.I.D.E. (Multicultural Mentors), MOSAIC mentors and Gear Up! Staff

c. **Beyond the Classroom Challenge Events** are coordinated with Student Affairs and the Dean of Students Office, Departments/Colleges, and other campus and community entities.

Since Fall of 2012, 4,703 UTC students have attended and reflected on at least one of 1,812 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 combinations of events that students choose. The number of events offered in 2020-21 increased, almost all in a virtual modality, and overall student participation has decreased. Still, students who complete the BTC Challenge consistently echo the same message as expressed by two of the awardees in a final reflective survey, amidst the challenges of the virtual environment:

 "Reviewing my reflections showed me that I really had a slow start with participation and was keeping the first few events the same rather than branching out, but I noticed that when I began branching out, it was clear that my experiences were really broadening. I can see the excitement in my reflection have those new experiences, and in most cases, "experiences" were really acting as reminders to explore and engage. I enjoyed being more active in participation, and even though 9 of my 10 events were on zoom, I really do feel like I have a whole new perspective on the campus community both in terms of faculty and students.."

"...I think my oral communication has definitely become more effective. I think I've always had good listening skills (I'm extremely empathetic and value hearing what others have to share or what they've experienced) and I think I've always been adept to writing - I also write how I speak which I think likely comes through in these reflections! However, before this challenge, I rarely engaged with anyone on campus that I didn't need to engage with. I talked to those who were in

my immediate vicinity, were partnered up with me, or who were my professors and that's literally all. I now have more desire to communicate for the sake of communicating and building more relationships both over zoom experiences and in person. I think that change in communication has actually made me much more approachable too!"

The amount of connectivity and opportunity generated for and by students through this simple, focused strategy continues to be surprisingly encouraging. As has been shared before, reflecting on one event is correlated to an increase in 4-year graduation rate (OPEIR report shared in 2018-19 WCTL Annual Report). UTC has a tremendous breadth of experience 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. 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. *Faculty and Staff Development, Campus and Community Outreach and Resource Development in a time of continuing disruption*
The 2020-21 academic year brought significant changes in how students, faculty and staff were involved in the Experiential Learning platforms at UTC. New Student Orientation and almost all Experiential Learning Support Mechanisms were all affected after COVID-19 sent students online in March of 2020. A list of "Resources for Sustaining and Supporting Experiential Learning During the Covid-19 Pandemic" continued to be available and updated throughout the year. In response to the overall lack of opportunity for experience, engagement, discussion and reflection throughout the events of 2020-21, new types of

opportunities were offered to faculty and staff, some through supporting alternative means of connecting with students:

- ***Race Talk on the River Walk and Faculty Walking Workshops:*** In partnership with Darrell Walsh and Chris Johnson, 22 Faculty and Staff (and two graduate students) were able to meet in a socially distanced, personal manner and discuss topics affecting their teaching, their student's learning and the disruptions of 2020-21. Responses to these in person offerings were very positive and constructive. (I can share some of these if you'd like?)

- ***New Student Orientation*** was still offered on-line, with varying levels of overall participation, and two new programs partnered in Experiential Learning work to offer:
  a. ***Moc to Moc***, an in-person, extended tour for over 500 admitted students and their parents was an "extended in-person tour" of UTC with personal interaction in which to provide a bit of information about the Beyond the Classroom Challenge and ThinkAchieve
  b. ***Moc Up***, in which first generation students on campus in three-day sessions participated 20 two-hour Experiential Learning opportunities in June, July and August with Faculty, Staff and Community Facilitators. Multiple students undecided about their course of study have reported that they declared a major after having one of four experiences and more information is below:

- **Interior Architecture and Civic Design Walking Tours of UTC's Campus and Downtown Chattanooga** -Professor Jessica Etheredge (Interior Architecture), Chelsie Ewing from UTC Facilities (IARC graduate!), Beverly Bell (Chattanooga Design Studio), selected student comment below: *I learned a lot about the cultural and financial diversity in downtown Chattanooga.* ***There is a long process…before any changes in the city are made and the city is a walking distance from campus.***

- **UTC Teaching and Learning Garden Tour and Service Learning Project-** Professor Jose Barbosa from Biology, selected student comment below: *I learned what it's actually like to grow food and I also got an understanding of genetics of*

plants and humans. I'm not sure if this would make me change my major but I have interest in the garden class offered here.

- **Local History Walking Tours** -Professors Mike Thompson, Will Kuby, Fan Yu Hu and Julia Cummiskey (History), Shane Morrow (RISE Chattanooga), Mike Gilliland (Chattanooga Organized for Action), selected student comment below:*I learned about the deep rooted history of Chattanooga and events that took place in certain areas and why. Yes! Honestly I would've liked it to be longer. Shane really knows what he's talking about and was it was super cool to hear him talk about the wealth of info he has.*

- **Chattanooga Community Kitchen Tour and Service Learning Project**-Professors Cathy Scott, Harlee Milligan and April Wilson (Social Work), David Costellow and Trish King (Chattanooga Community Kitchen) *Selected student comments: There is always more than what you see. A Community Kitchen is more than just helping out those in need. It was a personal eye-opening experience.* **How can I volunteer there more when I move here in the fall?**

5. *Innovation 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 126 projects involving 134 faculty. This program is described further in the High Impact Practices Grants section of the report along with a Classroom Mini Grant Program, has been available and well used by faculty for three years, and serves to help initiate, grow and sustain Experiential Learning in nearly every program on campus.

I. High Impact Practices Grants and Classroom Mini-Grants

Overview

This section on WCTL teaching innovation grants is divided into four parts:
Overall Funding Totals, Grant Awards by Category, Observations, and Recommendations.

Committee Members

Deanna Beasley, BGE

Ann Buggey, English

Bengt Carlson, WCTL

Jenny Holcomb, School of Nursing

Hunter Holzhauer, Finance and Economics

Daniel Loveless, Electrical Engineering

David Pleins, WCTL (Chair)

Overall Funding Totals

The following chart lists the overall funding totals for HIP and Classroom Mini Grants for this current academic year:

HIP Grants Awarded: $15,435.00

Mini Grants Awarded: $4,679.40

Total Awards for HIP & Mini Grants: $20,114.40

Funds Not Recovered by Awardees: $3,458.46

Total Funds Unused Out of $25,000: $8,344.06

HIP Grants Reimbursed: $14,425.90

Mini Grants Reimbursed: $2,230.04

Total Reimbursed: $16,655.94

Several projects, while expending some funds, did not use up the entirety of their awards. As a result, the total expended amount is less than the amount awarded through this program.

Grant Awards by Category

The projects pursued during this current academic year fall into the following six categories (arranged in descending order of total expenditures per category):

Equipment: Scientific and Art ($13,889.00)

- Elise Chapman, BGE, "Creativity and Research with Student Driven Inquiry in Pollinator Biology," $2,000.00.
- Trevor Elliott, Mechanical Engineering, "Small Scale Designs: Building Experiences for Capstone Design," $2,000.00.
- Jeannie, Hacker-Cerulean, Performing Arts, Theatre Division, THSP, "Studio-in-a-Box for Public Speaking Students Use," $1,646.00.
- Phillip Lewis, Art, "In the Clouds: Video Drone Experience for Artists," $2,000.00.
- Lucy Schultz, Philosophy, "Revitalizing Hope for the Inner City's 'Grow Hope Urban Farm'," $2,000.00.
- Morgan Smith, Social, Cultural, and Justice Studies (Anthropology), "Hands-On Archaeology with Cutting Edge Geo-Physics," $154.00.
- Morgan Smith, SCJS, "Archaeology Underwater: Searching for the USS Chattanooga," $300.00.
- Frank Tudini, Physical Therapy, "Rehabilitating the UTC Motion Analysis Lab for Classroom Instruction and Research," $1,789.00.
- Shane Ward, Art, "The Sculptural Double: Digital (Re)Production in Contemporary Art," $2,000.

Supplies for Innovation ($3,950)

- Jayda Coons, Honors College, "Understanding Illness Through Narrative," $295.45
- Charlotte Ellington, Center for Community Career Education, "Induction Experience EDUC 5960," $300.00.
- Brooke Epperson, Nursing, "Professional Nursing Simulation," $2,000.00.
- Eric Hungenberg, Health and Human Performance, "Event Experience: A Reflection Assignment," $300.00.

- Christina Vogel, Art Department, "Fine Art Materials to Support Portrait as Monument," $275.00.

- Hannah Wakefield, English, "African American Research Project and Reading," $300.00.

- Oren Whightsel, English "Writing for Teachers: Bloom's Taxonomy Slide Chart," $179.55.

- Derek Witucki, Art Department, "Dialogues of Practice in Design and Environmental Graphics," $300.00.

Guest Speakers ($1,400.00)

- Julia Cummiskey, History, "Expert Guest Speaker for Seminar on Marriage and Family in Colonial Africa" has been funded in the amount of $300.00.

- Katie Hargrave, Art, "Jen Delos Reyes Phone Sculptures / Artist Lecture," $300.00.

- Carolyn Lambert, Art Department, "A portrait photographer and business-owner speaks to emerging photographers," $300.00.

- Erika Schafer, Music, "Musicians' Health with Jan Kagarice," $200.00.

- Eli Sheff-Stefanik, Social, Cultural, and Justice Studies, "Visiting Lecturer on Legal Issues Facing Black Transgender Women," $300.00.

Community Partner Program ($300.00)

- Bethany Womack, Social Work, "Community Grant Writing Partnership," $300.00.

Performances and Exhibitions ($300.00)

- Rebecca Nasadowski, Art Department, "Virtual Visit with Interference Archive," $300.00.

Local Travel ($275.40)

- Dongoh Joo, HHP, "Tourism Development Project," $275.40.

Grants: Observations by the Committee

Grants Committee: The committee draws on a cross-section of the university. Meeting monthly during the regular academic year, the committee evaluated and assigned awards to the applications. The turnaround time for these grants was quite efficient, with the awardees informed of their awards within a few days of the committee's monthly meetings. Beyond evaluating individual applications, the committee also reflected on the parameters and the aims of the fund, offering guidance to the committee chair for revising grant guidelines and instituting the new Matching Grants program.

Application Process: Throughout the year, the committee discussed and continues to revise its criteria for evaluating applications. This clarity was translated into (1) the grant guidelines posted on the website and (2) the application forms that are posted online. These changes are reflected on the webpages devoted to [WCTL Teaching Innovation Grants](). While all projects need not be sustainable (such as those bringing speakers as visitors to classes), the concept of sustainability continues to be valued by the committee. Thus, funds for equipment were preferred in committee deliberations.

Mini Grant Program: The addition of the new grant funding category last year, namely the Classroom Mini Grant (up to $300.00), streamlined the grant application process and continues to encourage applications for class supplies that might not otherwise have been requested using the more complex HIP Grant process. Mini Grants accounted for over $4,600.00 in awards, which is noteworthy given the relative newness of the program. The Mini Grant review process allows the HIP grant committee to focus on the larger amounts given in the HIP category ($300-$2,000). The Mini Grants were handled efficiently by the Grant Committee chair (Pleins) in coordination with Bengt Carlson and the WCTL Director, Dawn Ford.

New Matching Grants Program: At the end of this year, the committee instituted a new Matching Grants fund. This fund will be available during the next fiscal year. The intent of the fund is to offer monies toward the non-sustainable elements for largely sustainable HIP grants previously awarded by the committee. The applicant may apply for a one-time funding of $500.00 toward the project. The funds requested must be matched by the applicant's Department

or another partner. The goal is to encourage the use of sustainable equipment in subsequent semesters, while also seeking fuller Department or external funds in the future.

Grant Recommendations by the Committee

The committee returns on various occasions to consider topics that require rethinking or clarification. These recommendations flow from such discussions:

Department Dependency on Grant Funds for Guest Speakers: Last year, the committee recommended that Departments be limited to a maximum of $1,000 per semester for speaker Honoria and support. Departments are thus encouraged to strategize together as an entire Department about such applications rather than pursue them piecemeal through WCTL funds. We note that there were fewer applications for speakers this year, allowing the committee to focus on more sustainable ventures and acquisitions.

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 each semester.

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 2020-21, more than 98% 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. Faculty Senate Committee and University Committee Service

There was WCTL representation on the following Faculty Senate Committees for 2020-21 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)

Background on TLI:

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 Teaching and Learning Institute (TLI) is a semester long experience (with fall and spring cohorts), that meets on a weekly basis, enabling faculty new to UTC to innovate their teaching philosophies and update themselves on best practices in instructional design and delivery.

The class is structured around a series of activities:

- Weekly pedagogical conversations.

- Presentations from WCTL and experienced UTC faculty.

- Labs on learning technologies and accessibility.

- Exploration of learning engagement strategies through the course's Canvas webpages.

- Discussion board interactions.

- Reading of a book on pedagogical innovation

- Class visits and observations.

- Production of Teaching and Learning Resource Documents.

- One-on-one conversations with the lead-facilitator.

Participants draw on their previous teaching experience and current classroom course construction to refine their philosophy of teaching and enhance their pedagogical practice. A course release is available from Academic Affairs to participate in this Institute.

The instructional strategies presented and discussed in this pedagogy course align with Quality Matters (QM) guiding principles for building student-centered and interactive learning environments. Faculty participation in a QM workshop normally coincides with their involvement in the Institute. The specific outcomes of the Teaching and Learning Institute align with UTC's Strategic Plan (2015-2020), Goal 1: *Transform lives through meaningful learning experiences.* The outcomes and deliverables are as follows:

Theory and Practice: Discuss and critically reflect on application of theory and best practices to pedagogical approaches. Deliverables: Classroom observations; WCTL Teaching Resource Documents.

Course Delivery and Tools

Describe and analyze how your course delivery and tools are appropriate or can be enhanced for UTC students. Deliverables: Discussion forum postings; in-class discussions

Learning Technology

Design and articulate the integration of technology into your course (or future course). Deliverables: UTC Learn experimental course components.

Course Development and Alignment

Demonstrate competence in course development and alignment. Deliverables: QM Course Certificate, Rubric development.

Professional Plan

Develop a professional plan for ongoing course design and development specific to the UTC learning environment and instructional discipline. Deliverables: WCTL Teaching Resource Documents.

TLI Facilitators and Presenters:

WCTL, drawing on its Assistant Director as Lead-Facilitator and instructional designers as presenters, facilitates this course along with the Dean of the College of Health, Education, and Professional Studies and a faculty member from UTC's Doctorate in Learning and Leadership program. Throughout the semester, additional presenters include other faculty and staff from major units of the university, including the Library, Digital Measures, the Honors College, and Experiential Learning (Think/Achieve).

TLI Specifics for 2020-2021

UTC's Teaching and Learning Institute (TLI) was offered in fall and spring semesters of the 2020-2021 academic year. In Fall 2020, there were 13 participants of all new faculty and in Spring 2021 there were 16 participants. Participants represented all academic colleges and the library.

All participants achieved the learning outcomes of the course, including successful completion of the Quality Matters Applying the Quality Matters Rubric (APPQMR) workshop.

The TLI met in Fall 2020 on Wednesdays, 12:00-1:30 for 11 weeks in each term. During Spring 2021, the meetings met instead on Tuesdays to accommodate alternate teaching schedules.

The course was facilitated by the Assistant Director of the Walker Center, with co-facilitation by the Dean of CHEPS, the Program Director of the Learning and Leadership Program, the Director of WCTL, and staff of WCTL.

The Institute met 11 times each semester—the same as the previous academic year. There were 7 discussion/presentation sessions and 4 open labs. Note that one lab was optional, so that the effective meeting schedule was 10 sessions, an adjustment made in the previous academic year to respect concern over faculty time commitments.

B. Collaboration

WCTL staff routinely participate in and initiate collaborative opportunities with other UTC departments, other UT campuses, and with the UT System. 2020-2021 Collaborations include but are not limited to the following:

- OneUT [UT Systems]

- Interdisciplinary Team-Teaching [Honors College]

- Experiential Learning Opportunities [UTC Campus and Community]

- New Faculty Orientation [UTC]

- Institutional Excellence Conference [UCT]

- Teaching and Learning Institute [UTC]

- General Education Program Assessment [General Education]

- Emergency Alerts [Safety and Risk Management]

- Safety Course Design [Safety and Risk Management]

- Target Program Support for Student Engagement [Student Development]

- Target Program Support [Center for Professional Education]

- Target Program Support [Dean of Students]

- Organizational Canvas Course Creation [UTC]

- Commencement Captioning and Accessibility Support [Chancellor's Office]

- Observer Program [Athletics]

- iNest [College of Engineering and the USDA]

- Research Experiences for Teachers in Engineering and Computer Science [NSF]

VI. Opportunities for Growth for WCTL

Our goals for the near future are to increase the number of pedagogical resources available to faculty on our website and physical library in the Walker Center, including articles, links to websites and other web-related resources, and physical books. Additional goals include increasing the number of interactive tools available for faculty to increase student engagement and to increase the number of opportunities for faculty to learn about equity-oriented pedagogy.

VIII. Appendix

I. Organizational Chart