

# WALKER CENTER FOR TEACHING AND LEARNING ANNUAL REPORT FOR 2022-23

**JULY 1, 2022–JUNE 30, 2023**

# A MESSAGE FROM THE DIRECTOR

**M**y first year as director of the Walker Center for Teaching and Learning drew to a close at the end of June. This year has been peppered with blessings, challenges and opportunities for growth. The staff in the Walker Center has taken the last few weeks to reflect on that time and plan for the future, and from that reflection has come this report that outlines the successes and lessons we're most proud of.

This report outlines some quantitative and qualitative data about the support WCTL staff has offered the UTC faculty during the 2022-23 academic year. This report highlights the extensive nature of the work we do and the partnerships we work hard to forge. We are already in the process of using that data to continue to improve our programming.

This year, the Walker Center prioritized faculty well-being and connection through book clubs, faculty hikes and faculty fellows working groups focused on innovative laboratory design and site visits. We have also prioritized our own sense of well-being and connection through face-to-face department meetings, staff breakfasts, a staff-wide retreat in May and increased flexibility in our schedules during the summer months. We have grown closer as a unit and learned a great deal about pedagogy and learning technologies in the process. Over the last 12 months, we've identified opportunities to expand our programming to include more asynchronous offerings without sacrificing the power that in-person connection provides us.

I'm beyond honored to be part of such a great team. We continue to be amazed at and humbled by the support we receive from faculty and administration, and we consider ourselves lucky to work with such a wonderful community. Here's to a great 2023-24 academic year!

- VICTORIA BRYAN, PH.D.




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## MISSION STATEMENT



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.



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# YEAR IN REVIEW

# SUPPORT DATA SUMMARY

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>TOTAL SUPPORT</b>	3,222	7,975*	10,501*	6,024	7,091

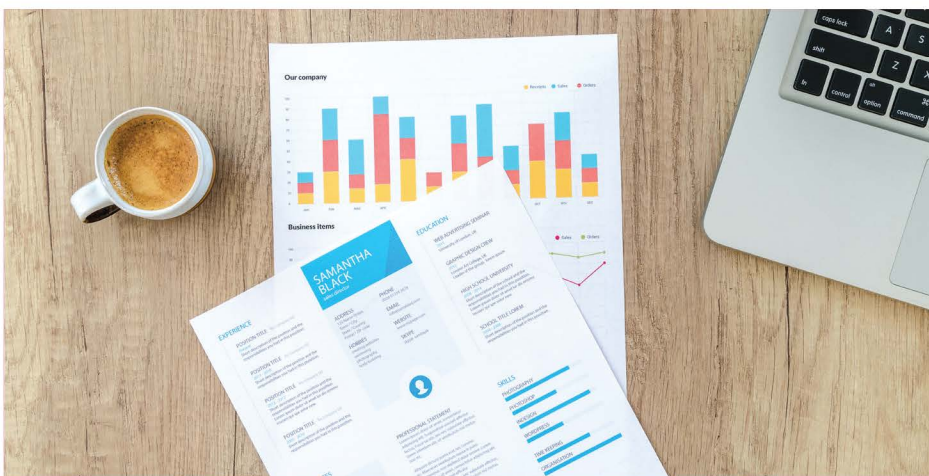
“Support Data” includes calls, emails, help desk tickets and one-on-one visits (face-to-face or via Zoom) that served people seeking support in instruction and instructional technologies.

# FACULTY DEVELOPMENT DATA SUMMARY

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>SESSIONS OFFERED</b>	309	544*	312*	201	173
<b>PARTICIPANTS ATTENDING</b>	1,649	3,307*	2,701*	808	1,019

“Faculty Development Data” refers to individual sessions (including workshops, book clubs, meetings of our Teaching and Learning Institute and various other programming offered throughout the year) and the number of people who attended these sessions (in duplicated headcount).

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



# ANNUAL GOALS AND RESULTS

## GOAL: DEVELOP AND IMPROVE PROFESSIONAL DEVELOPMENT AND RESOURCES FOR FACULTY, ADJUNCTS AND GRADUATE STUDENTS AT UTC

- + Updated existing programming based on feedback from satisfaction surveys, focus groups and individual feedback
- + Developed asynchronous programming opportunities like iDEAs, the Online Teaching Certification course and a Trauma-Informed Pedagogy course
- + Conducted a needs assessment and other market research regarding a Future Teachers Course for graduate students
- + Developed a retreat-style Canvas training for instructors who work in the Center for Professional Education

## GOAL: STRENGTHEN OUR COMMUNICATION/ADVERTISING PRACTICES

- + Established a weekly email to faculty and adjuncts (the Walker Center Weekly) that outlines upcoming opportunities offered by our center
- + Researched developing a Walker Center listserv to advertise our programming
- + Developed a list of on-demand workshops that deans, department heads, program directors and faculty can schedule as needed
- + Convened a working group focused on branding and telling our story to campus

## GOAL: REFINE OUR STRATEGIES FOR SCHEDULING PROGRAMMING

- + Implemented “backward design” for planning our programming a semester in advance
- + Implemented a booking system for programming
- + Began advertising the staff members delivering each session
- + Utilized feedback from focus groups, surveys and other assessment metrics in scheduling our programming

## GOAL: FINE-TUNE AND STREAMLINE OUR ASSESSMENT PRACTICES

- + Reviewed all assessment practices and mapped them on an assessment matrix to ensure thorough and efficient assessment
- + Revised and implemented consistent use of our contact tracking form
- + Implemented focus group sessions
- + Developed an annual assessment plan and report for experiential learning
- + Researched database options for storing, processing and analyzing experiential learning data



# STRATEGIC PLANNING AND CONTINUOUS DEVELOPMENT

## WORKSHOPS AND CONSULTATIONS

In 2022-23, the Walker Center embarked on several initiatives focused on strategic planning. Our assistant director, Dr. David Pleins, convened a Branding and Marketing Working Group focused on how we tell our story to campus and how we might rethink some elements of our branding. This group met weekly to discuss relevant readings and develop recommendations to bring to the entire staff. These recommendations included reviewing our video content for continuity and consistent branding, reviewing our website for organization and messaging and reconceptualizing our mission statement.

In May, Dr. Edward Maloney, the executive director of Georgetown University's Center for New Designs in Learning and Scholarship, visited our center to meet with targeted groups and offer consultation. This visit resulted in a report that compiled several recommendations related to staffing, scope of work and strategic planning for the future. In 2023-24, we plan to continue the efforts to rethink our mission and how we communicate our services to campus, while also engaging in some long-term strategic planning for our center utilizing the recommendations from Dr. Maloney.

We also engaged in several efforts to promote continuous development within our staff. Several of our staff members attended and presented at conferences this year focused on pedagogy and learning technologies. Upon their return, we engaged in staff-wide conversations about their takeaways from the conference and strategized about how to utilize those concepts in our own center.

When Dr. Kevin Gannon visited our campus in May to headline our Instructional Excellence Conference, we included in his schedule a two-hour consultation with the staff. During this consultation, we were able to engage with him on current scholarship and practices in the field of teaching and learning. We were able to use that conversation to begin strategizing about the future of the Instructional Excellence Conference and approaches to promoting our programming to campus.

We also organized an end-of-year staff retreat in May. During this retreat, we debriefed about the programming from 2022-23 and began our future planning for summer 2023 and the 2023-24 academic year. We plan to continue this practice in future years.





# FRIENDS OF THE CENTER TESTIMONIALS

- “ You all are the best part of working at UTC! The classroom observations and feedback, Canvas help, as well as the opportunities to talk to other faculty in book clubs have improved my teaching and my students’ experiences.”
- “ Mary Marr has gone above and beyond. Your staff is extremely helpful and responds quickly.”
- “ Beyond the official workshops, one-on-one support, etc., a key benefit of the Walker Center is having a place to connect with other faculty members. Even within collegial departments, academic work can be isolating, so it is nice to have somewhere to interact with fellow faculty members instead of only talking to students all the time. Thanks for being such a great resource!”
- “ WCTL has been so helpful to me. I feel my students benefit so much from the professional development that WCTL staff have provided to me. From new analytics to tackling what matters, the center has been there to open the gaps for me to improve my course delivery methods.”
- “ The Walker Center just gets better and better! All of my experiences with WCTL staff (shout out to Mary and Bengt!) have always been positive, but the leadership of Victoria and David and new additions such as Chris and Heather have felt like big steps in a positive new direction. Keep up the great work.”
- “ The WCTL staff is very knowledgeable and always willing to help. It’s reassuring to know that I can always contact the WCTL.”

**THE ANONYMOUS QUOTES BELOW WERE PULLED FROM OUR FACULTY SATISFACTION AND NEEDS-ASSESSMENT SURVEYS IN FALL 2022 AND SPRING 2023.**





# INNOVATE

# TEACHING AND LEARNING INSTITUTE

## CONNECTING NEW FACULTY ACROSS DISCIPLINES

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

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

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

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

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

- + Bi-weekly pedagogical conversations over lunch provided by the WCTL.
- + Exploration of learning engagement strategies through the course's Canvas webpages.
- + Discussion board interactions.
- + One-on-one conversations with the course facilitators (as requested).

### *Primary Contacts:*

*David Pleins, Ph.D. and  
Christopher Johnson, Ph.D.*

# FACULTY FELLOWS WORKING GROUPS

## REINVIGORATE THE TEACHING EXPERIENCE

*Primary Contact:  
David Pleins, Ph.D.*

The Walker Center has conducted our Faculty Fellows program in many different ways over the last few years. In 2022-23, we piloted a new approach that we called Faculty Fellows Working Groups in which small groups of faculty from across campus work with each other on an overarching question or unique problem regarding innovative teaching. Our vision was to bring these groups together to brainstorm, develop ideas and discuss the process of implementing these practices into their teaching. The topics for these inaugural groups were inquiry-based labs and site visits. These groups came together once a month during the spring semester for lunch (sponsored by the Walker Center) and discussion. The semester wrapped up with panel-style presentations from each of the groups that were open to the entire campus.

The following is a list of participants from 2022-23 and the groups in which they participated:

### **Inquiry-Based Lab Innovation**

- + Amy Brock-Hon—Biology, Geology and Environmental Science
- + Ashley Manning Berg—Biology, Geology and Environmental Science
- + Benjamin Stein—Chemistry and Physics
- + Derek Boyd—SCJS, Anthropology
- + Emily Alonge—Chemistry and Physics
- + Jessica Taylor—Learning and Leadership
- + Kylie Williamson—SCJS, Anthropology
- + Tahmina Shirmeen—Biology, Geology and Environmental Science

### **Class Site-Visit Activities**

- + Chandler “Chad” Harriss, Communication
- + Donna Ray, Philosophy and Religion
- + Lori Waite, SCJS, Sociology
- + Matthew Kosuta, Philosophy and Religion
- + Will Davis, Communication
- + Zachary Simoni, SCJS, Sociology

We plan to continue this model in 2023-24 with a new slate of innovative teaching topics.

# WCTL GRANT PROGRAMS

## FUNDING INSTRUCTIONAL INNOVATION

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

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

The goal of our High Impact Practices Grant is to provide faculty with funds to develop and improve high-impact practices that focus on specific types of active and experiential learning practices. This year, we funded 11 High Impact Practice Grants. (Total investment: \$18,747.65)

The goal of the Classroom Mini-Grant is to provide faculty with funds to quickly introduce innovative elements into their teaching. This year, we funded 13 Classroom Mini-Grants. (Total investment: \$3,684.12.)

The goal of the HIP Matching Funds is intended for those who have previously received WCTL HIP Grant funds for substantial “sustainable” acquisitions (i.e., materials and equipment that can be reused in future semesters). These past recipients can apply in a subsequent semester for “Matching Funds” toward non-sustainable expenses related to these grants. We did not receive any proposals for HIP Matching Fund grants in 2022-23.

**\$22,431**

Across our three grant programs, we invested a total of **\$22,431** in innovative and creative teaching practices across our campus. This is up **\$8,785** (from **\$13,646**) in 2021-22.



*Primary Contact:  
David Pleins, Ph.D.*

# GRANTS FUNDED, 2022-23

*Primary Contact:  
David Pleins, Ph.D.*

## HIP Grants

- + Andrew Bailey, Health and Human Performance, “Mountain Biking Skills Course Design/Build,” \$1,979
- + Sarah Canatsey and Frank Butler, RCOB, “Enhancing Learning and Engagement in a Capstone Business Course Through the Integration of Video Technology,” \$1,330
- + Dawn Ford, Health and Human Performance, “Air Quality in Chattanooga and Bahamas: An International Comparison,” \$1,618
- + Eun Young Kim, Interior Architecture and Design, “Understanding Wall Systems Through Full-Size Wall Framing Construction,” \$1,520
- + Tian Li, Chemistry and Physics, “Quantum Cryptography Analogy Demonstration Kit,” \$2,000
- + Jared Pienkos and John Lee, Chemistry and Physics, “Student Generation of Crystallographic Structural Data Reports,” \$2,000
- + Fernando Alda Pons, Biology, Geology, and Environmental Science, “Who Are You? A Personal Genomic Perspective,” \$2,000
- + Lucy Schultz, Philosophy, and Christina Gibson, Environmental Studies and BGE, “Creating a Sustainable Food Forest at the 12th and Peoples Street Camp,” \$2,000
- + Khalid Tantawi, Engineering Management and Technology, “Creating A Digital Twin Of a Mechatronics Lab for Next-Generation Learning Laboratories,” \$1,800
- + Christina Vogel, Art, “Artist Craig Drennen Visits UTC Art,” \$500
- + Kylie Williamson, Social, Cultural and Justice Studies, “Experiential Learning Through Human Comparative Anatomy,” \$2,000

## Classroom Mini-Grants

- + Amy Brock-Hon, Biology, Geology and Environmental Science, “Using Mineralogy to Solve Problems in Chattanooga,” \$335
- + Christopher Brown and Kimberly Wingate, School of Education, “Praxis Study Materials for Low Pass Rate Areas,” \$256
- + Justin Colvin, Modern and Classical Languages and Literatures, “An Epic Feast for Intrepid Scholars,” \$300
- + Katelyn Hancock, Social, Cultural and Justice Studies, “Pouring With a Purpose,” \$260
- + Carmen Jimenez, Modern and Classical Languages and Literatures, “A Taste of the Caribe,” \$300
- + Mark Johnson, History, “Oceans of Grain Author Visit and Book Club,” \$155
- + Spring Kurtz, English, “Trying the Examined Life: an Exercise in Thinking Through Philosophical and Literary Lines Via Vinyl,” \$295
- + Spring Kurtz, English, “What Light Through Yonder Window Breaks: A Comparison of Storied Texts and Stories Performed,” \$300
- + Jennifer Lynberg, School of Education, “Incorporating Augmentative and Accessible Communication Devices for Pre-Service Teachers,” \$299
- + Tonya Miller, Interior Architecture and Design, “Human Factors Demonstration Equipment,” \$281
- + Krysta Murillo, CHEPS, “Early Childhood Classroom Supplies for Pre-Service Practice Teaching,” \$300
- + Brooke Persons, Social, Cultural and Justice Studies, “Learning by Doing: Applying Experimental Archaeology to Enrich General Education,” \$300
- + Brandee Strickland, Modern and Classical Languages and Literatures, “Talking Across Borders: Beginning-Level Languages Students’ Oral Interactions with Native Speakers Online,” \$300

# EXPERIENTIAL LEARNING

## LEARNING BEYOND THE CLASSROOM

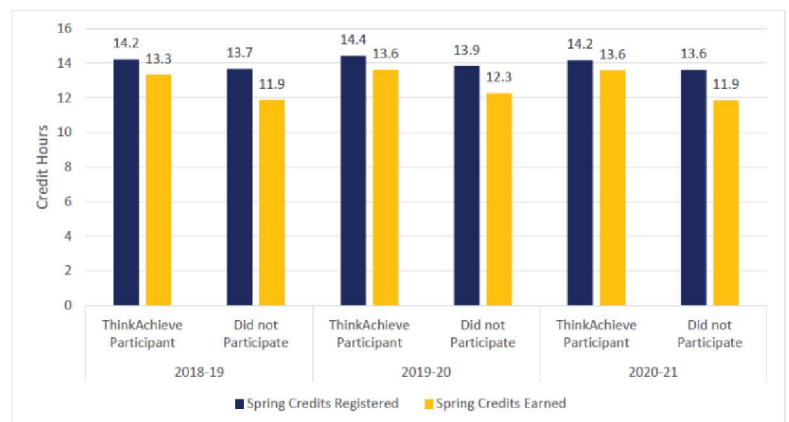
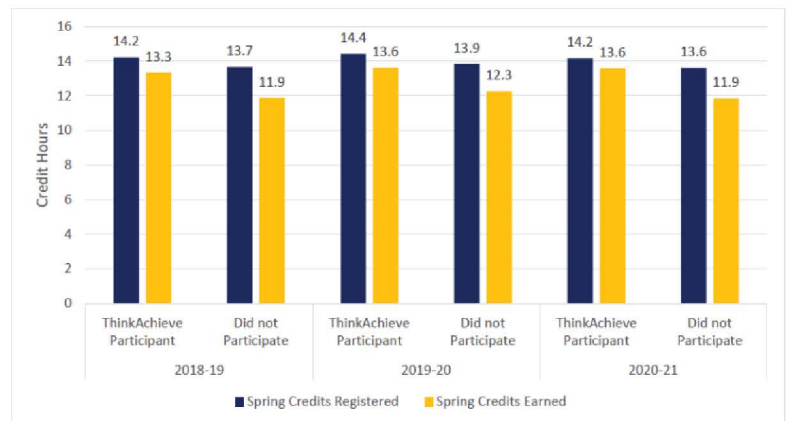
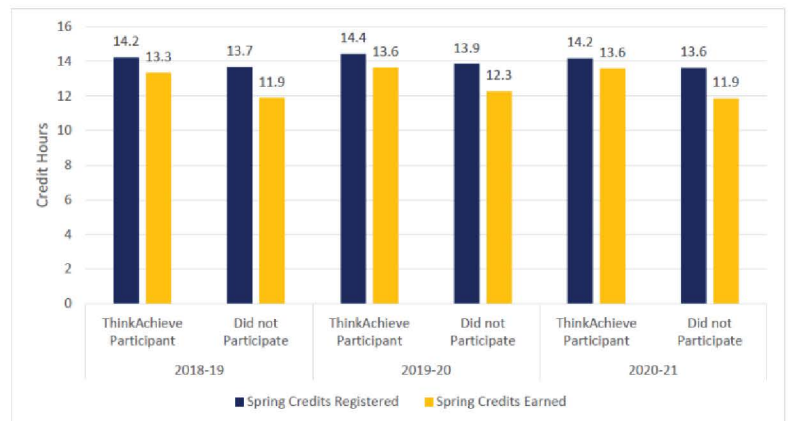
Experiential learning takes students beyond their classrooms to connect theory and practice through creative endeavors, intercultural experiences, leadership, service-learning, internships and research. ThinkAchieve is the platform for supporting experiential learning at UTC. Our students participate in and reflect on remarkable experiences offered at UTC, in the Chattanooga area and around the world. As students participate and reflect, they gain points toward University awards and recognition while simultaneously acquiring vital experiences. The work of growing experiential learning at UTC over the past 10 years has generated the following data:

Degree-seeking undergraduates who completed ThinkAchieve activities earned up to two more credits per fall and spring semesters than students who did not participate in ThinkAchieve.

ThinkAchieve participants earned a 3.10 GPA on average for fall and spring terms, at least 0.22 points higher than nonparticipants in the fall and 0.36 higher in the spring.

By the next fall, 90% of ThinkAchieve undergraduates returned or graduated. In contrast, 76% of undergraduates who did not participate in ThinkAchieve activities returned or graduated that same term.

In addition to campus and community events, we also offer courses that are designed as experiential learning courses. Faculty who have designed an experiential learning component for a course can submit these to be read by the Experiential Learning Taskforce to secure this designation, as well as receive feedback for their course. The application and feedback are focused on realistic student responsibility, mentoring relationships and critical reflection, and are often noted as being helpful by faculty and staff applicants. In 2022-23, UTC faculty offered 137 academic courses and 35 non-academic credit-bearing experiences.





# EXPERIENTIAL LEARNING

## TELLING THEIR STORIES

*Primary Contact:  
Bengt Carlson*

This summer, the Experiential Learning Office partnered with the Office of Access and Engagement and Narrative 4 to offer incoming freshmen orientation sessions. The Narrative 4 partnership was focused on having faculty facilitators trained to bring a structured student story exchange to each student participating in UTC freshmen orientation. Each student was paired with another student and then exchanged true two-minute stories in a prompted and facilitated way. Then, they repeated them to another pair of students as if they were their own. The student responses were overwhelmingly positive:

“It made me think about how perspective changes a story. Why do we tell stories? It helps us to connect to each other.”

“It makes me wonder how differently I’d listen in everyday conversations if I had to repeat what they said.”

“It was a fun way to get into the shoes of another person by telling their story in first person.”

The purpose of these sessions is to help students understand the resources available to them on campus, especially the resources of other people through experiential learning offered at UTC. Ultimately, we hope this interaction allows us to encourage students to become involved on campus and in the surrounding community early in their time at UTC so that they are more likely to benefit in the ways described in the data above.

Being situated in the Walker Center for Teaching and Learning has continued to be a growing benefit to experiential learning at UTC. Connecting with New Faculty Orientation, faculty fellows, Innovation Grants recipients, faculty book clubs and hikes, the Instructional Excellence Conference has created a rich synergy between pedagogy, innovation and support for the center’s endeavors. These connections pay off in providing our faculty and their students with learning experiences that are place-based and richly contextualized in the particular needs and opportunities of our city and region.





# EXPLORE

# INSTRUCTIONAL EXCELLENCE CONFERENCE

## PROMOTING EXCELLENCE IN THE CLASSROOM

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

The 2023 conference took place on Tuesday, May 9, and featured Dr. Kevin Gannon, history professor and director of the Center for the Advancement of Faculty Excellence at Queens University of Charlotte. We were motivated to invite Dr. Gannon to speak at this year's conference because of the overwhelmingly positive and forward-thinking nature of his book, *Radical Hope: A Teaching Manifesto*. His keynote address was entitled "A Pedagogy of Hope in a Time of Monsters," and his workshop focused on transparent design of syllabi and course assignments.

We had approximately 75 faculty members register for this event.

Feedback from participants was overwhelmingly positive, citing the careful balance of realism and hopefulness for which Dr. Gannon's work has become known. Many participants indicated that they'd like more resources and support on transparent design. That feedback spurred an initiative for 2023-24 focused on Transparency in Learning and Teaching (also known as TILT), a framework developed by Mary Ann Winkelmes.



*Primary Contact:  
David Pleins, Ph.D.;  
Mary Marr; and  
Bengt Carlson*

# FACULTY BOOK CLUBS

## FOSTERING CONNECTION AND CREATING COMMUNITY

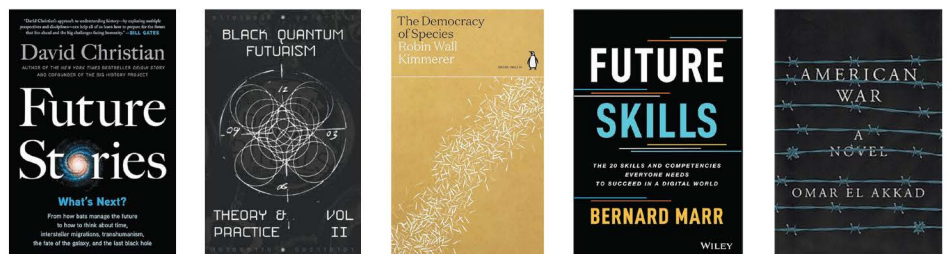
*Primary Contacts:  
David Pleins, Ph.D.  
and Mary Marr*

WCTL book clubs provide an opportunity for faculty to come together from across campus to discuss challenging topics related to pedagogy and life in academia. The Walker Center sponsored 15 book clubs from July 2022 through June 2023. This year, we had 153 participants in these book clubs (duplicated headcount). We provided a free copy of the book to each participant who requested one.

This year featured a special book club series called The 2070 Project. This series was conceptualized around the idea that the year 2070 is when our current freshmen will be entering retirement. The books in this series asked participants to consider what kind of careers—and what kind of world—we’re preparing our students for.

This series included the following titles:

- + David Christian, *Future Stories: What's Next?*
- + Rasheedah Phillips, *Black Quantum Futurism*
- + Robin Wall Kimmerer, *The Democracy of Species*
- + Bernard Marr, *Future Skills*
- + Omar Al Akkad, *American War: A Novel*



Other book clubs offered this year included:

- + Four groups focused on *Radical Hope: A Teaching Manifesto* by Kevin Gannon (2023 Instructional Excellence Conference speaker)
- + Dan Levy, *Teaching Effectively With Zoom*
- + Jon Kabat-Zinn, *Falling Awake: How to Practice Mindfulness in Everyday Life*
- + Ronald J. Daniels, *What Universities Owe Democracy*
- + Garland Vance, *Gettin' (un)Busy: 5 Steps to Kill Busyness and Live with Purpose, Productivity, and Peace*
- + Rebecca Pope-Ruark, *Unraveling Faculty Burnout*
- + Francis Su, *Mathematics for Human Flourishing*

# NEW FACULTY AND ADJUNCT ORIENTATIONS

## FOREGROUNDING TEACHING EXCELLENCE AT UTC

For **New Faculty Orientation**, we collaborate with UTC Human Resources (HR) and Academic Affairs to provide a program that foregrounds the importance of teaching at UTC. This program takes place in August, and it includes 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 with more than 20 campus units. In August 2022, more than 60 new faculty members participated in the orientation.

**Adjunct Faculty Orientation** is provided to new adjunct faculty at UTC. This orientation is recommended but not required. In the 2022-23 academic year, we offered three sessions each semester before classes started. Each of these sessions was offered online, as we've found that this provides much-needed flexibility for our adjunct faculty. We record these sessions for people to watch later, and we offer optional one-on-one sessions as needed. These sessions orient new adjuncts to UTC resources, provide training on Canvas and include information on Banner and FERPA training. There is also a related Canvas organization for adjunct faculty that has resources and information. We oriented 47 adjunct faculty members in 2022-23.

*Primary Contact:*  
*Mary Marr*



# INNOVATIONS IN TEACHING VIDEO SERIES

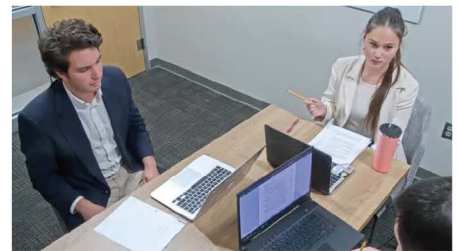
## SPOTLIGHTING TEACHING EXCELLENCE AT UTC

*Primary Contact:  
Christopher Johnson, Ph.D.*

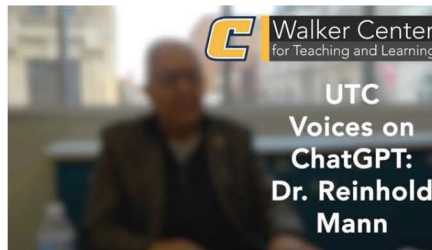
During the 2022-23 academic year, the Walker Center continued to create videos that spotlight UTC faculty teaching innovations and other topics in teaching and learning. One of these videos highlighted a painting activity in a criminal justice course that was supported by one of our Classroom Mini-Grants, and another featured simulated business negotiations in the business college. In the spring, Nicholas Fontaine joined the Walker Center as a communications videography intern and assisted in the creation of four videos on ChatGPT. All of these videos can be found on our website. We are planning several more videos for 2023-24, so stay tuned!



Dr. Katelyn Hancock's Pouring for Purpose Activity in Criminal Justice



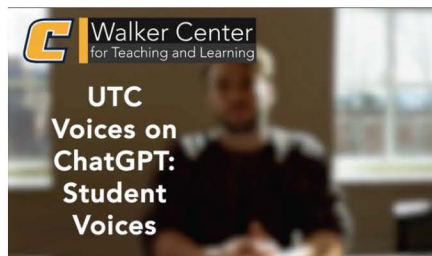
Dr. Christopher Plouffe's Simulated Business Negotiations



UTC Voices on ChatGPT: Reinhold Mann



UTC Voices on ChatGPT: Michelle Deardorff



UTC Voices on ChatGPT: Student Voices



UTC Voices on ChatGPT: Yu Liang







# DESIGN



# SUPPORTING HIGH-QUALITY COURSE DESIGN

## CERTIFICATION COURSES AND QUALITY MATTERS

*Primary Contact:  
Dr. David Pleins and  
Mary Marr*

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

The **iDEAs Certificate Program** is an asynchronous online program designed in-house to focus on innovative teaching to revitalize and inspire course design and instruction. It features eight modules that can be done in full or in part, in any order. Participants gain new ideas and insight into how to put these ideas into practice to create new course content. They also receive digital badges that highlight their accomplishments.

The **Online Teaching Certification** course was also designed in-house to provide faculty with foundational knowledge in effectively designing and teaching online courses. The course is built around the ADDIE Model, providing a systematic approach to online course design. Faculty learn how to analyze, design, develop, implement and evaluate instructional materials and activities in the context of online learning as well as generate tangible artifacts that can be used in future course implementations.

Finally, UTC adopted **Quality Matters (QM)** in 2015 as a framework for quality course design for online and hybrid courses. Quality Matters is a national organization that provides recognized standards for effective design of online and hybrid courses. We recommend the Applying the Quality Matters Rubric workshop for any faculty interested in obtaining QM certification. This two-week online workshop is designed to help faculty become familiar with the QM rubric and the course review process.

# WORKSHOPS AND CONSULTATIONS

## FOSTERING TEACHING INNOVATION

The WCTL offers workshops and consultations on classroom and online instruction, teaching strategies and techniques, course design and delivery (in all modalities), accessibility of course materials, the integration of learning technologies into teaching and learning practices and more. Faculty are encouraged to call, email, visit the Walker Center in person or meet with our staff via Zoom for assistance. WCTL staff also visit faculty offices and departmental meetings to provide information as requested. Referrals for assistance also come to the Walker Center from the IT Solutions Center (Helpdesk) through an online ticketing system.

For 2022-23, we had a total of 7,091 service encounters, which is 1,067 encounters more than we saw in 2021-22. The current data are found on our data webpage and on page five of this report.

The WCTL offers faculty development sessions that are primarily held in the fall and spring semesters. In 2022-23, the WCTL offered 173 sessions with 1,019 participants (duplicated headcount). These sessions included pedagogy workshops, book clubs, summer cohorts, the Teaching and Learning Institute, faculty hikes and learning technology sessions. We offered 28 fewer individual sessions than in 2021-22, but we saw 211 more participants overall. This reduction in individual sessions was a strategic decision to reduce cognitive load for the faculty who use our services and our staff who design and deliver those sessions.

*Primary Contacts:  
Mary Marr and  
Christopher Johnson, Ph.D.*

# ACCESSIBILITY STANDARDS AND UNIVERSAL DESIGN FOR LEARNING (UDL)

## FOSTERING ACCESSIBLE, EQUITABLE INSTRUCTION

*Primary Contact:  
Heather Boyd*

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

Starting in fall 2018, we implemented Ally, a product that seamlessly integrates with Canvas to check the accessibility of uploaded content and produce an accessibility score based on WCAG 2.0 standards. Faculty can access in-context feedback and guidance on how to remedy accessibility issues. During 2022-23, the average Ally score of all course sites in Canvas was 63.3%.

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. In 2022-23, we saw 33,695 launches of the alternative formats window and 18,546 downloads of alternative formats across more than 2,489 course sections, indicating that the services Ally provides to faculty and students are being used extensively.

We also offer an asynchronous, self-paced Universal Design in Learning (UDL) course in Canvas. In this course, faculty learn what accessibility means in a higher education setting, the difference is between equality, equity and accessibility using UDL principles and they gain knowledge of specific strategies to remove systematic barriers to learning using Canvas. During 2022-23, 101 faculty/staff were enrolled in the course.

# SMALL GROUP INSTRUCTIONAL DIAGNOSIS AND CLASSROOM OBSERVATIONS

## ENCOURAGING INSTRUCTIONAL REFLECTION

Small group instructional diagnosis (SGID) is a nationally recognized evaluation 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 three to five 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 addition to this process for gathering student feedback on the classroom experience, we also offer the opportunity for peer observation of teaching. Faculty can request an observation from a member of the WCTL staff who will observe a class meeting and offer feedback on the lesson, classroom management, dynamic lecturing, student engagement or other areas of interest or concern.

*Primary Contact:  
Mary Marr*





# THE PEOPLE WHO MAKE IT ALL POSSIBLE



# WCTL STAFF



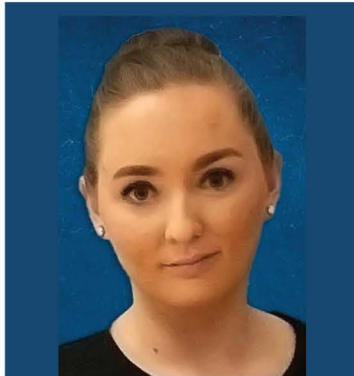
**DR. VICTORIA BRYAN**  
*Director*



**DR. DAVID PLEINS**  
*Assistant Director*



**PEEN DE GUZMAN**  
*Administrative Specialist*



**HEATHER BOYD**  
*Learning Technologies Specialist*



**BENGT CARLSON**  
*Experiential Learning Coordinator*



**TROY CARROLL**  
*Online Systems Administrator*



**DR. CHRIS JOHNSON**  
*Senior Instructional Designer*



**MARY MARR**  
*Senior Instructional Designer*



**KIM MCCROSKEY**  
*Technical and Training Coordinator*

# BEYOND THE WALKER CENTER: TEACHING, RESEARCH AND SERVICE

- + Continuing Education: Ph.D. Candidate in Information Science and Learning Technologies with a graduate certificate in User Experience and Usability at the University of Missouri
- + Scholarships and Assistantships: H.H. London Research Assistantship; Dr. David H. Jonassen Endowment in Information Science
- + Research: Designed and embarked upon a scholarship of teaching and learning project currently titled “Exploring the Impact of Artificial Intelligence on Pedagogical Innovation in Higher Education: An Activity Theory and Communities of Practice Approach”

HEATHER BOYD

- + Research/Publications:
  - “Trauma-Informed Practices in Centers for Teaching and Learning” submitted for publication in the Journal of Faculty Development
  - Co-editor of Honors Online: Teaching, Learning, and Building Community Virtually in Honors Education (forthcoming edited collection from the National Collegiate Honors Council Publication Board)
  - Co-editor of Honors as Faculty Development (forthcoming edited collection from the National Collegiate Honors Council Publication Board)
- + Academic Service:
  - Member of the Board of Directors and Publication Board for the National Collegiate Honors Council
  - Panelist for UTC’s Take 5
- + Committee Work: Academic Council, General Education Committee (ex officio), Learning Environments Committee, Course Learning Evaluations Committee, Search Committee for Director Acquisitions and Content Management (Library)
- + Community Service: Founder and director of the Turn the Page Literacy Initiative, an affiliate program of the Southern Literature Alliance that serves individuals living in county jails in southeast Tennessee

VICTORIA BRYAN, PH.D.

## BENGT CARLSON

- + Course Taught: Honors Seminar entitled “Pilgrimage, Land Ethics, and Leadership on the Trails of Chattanooga”
- + Community Involvement: Served on the board of LifeSpring Community Health

## TROY CARROLL

- + Courses Taught: CRMJ 2110 - Information Systems; CRMJ 2999 - 21st Century Technology in Criminal Justice
- + Committee Work at UTC: Learning Environment Committee (member), UT System LMS Group (member), Learning Technologies Specialist Hiring Committee (chair)
- + Community Involvement: Vice president and director of technology for the Chattanooga Tennis Association

## PEEN DE GUZMAN

- + Continuing Education: Business Contracts Certificate earned from Cornell University in June, 2023
- + Community Service: Member of the Filipino-American Association of Greater Chattanooga

## CHRISTOPHER JOHNSON, PH.D.

- + Courses Taught: Honors Seminar entitled “Pilgrimage, Land Ethics, and Leadership on the Trails of Chattanooga”; bagpipe instruction for UTC Music Department
- + Research, Conferences and Publications:
  - Began research on the topic of AI and religion and gave an invited talk in October 2023 in Volos, Greece
  - Began collaborating on a scholarship of educational development article on the topic of AI programming for faculty
  - Co-presented a paper on outdoor learning at the Experiential Learning Leadership Institute at UT Martin in March 2023
  - Attended the AI Strategic Visioning Workshop at UT Knoxville in April 2022
  - Gave a keynote address at the 73rd Annual Spring Wildflower Pilgrimage in Gatlinburg, TN in May 2022
  - Attended the POD Network’s Institute for New Educational Developers (INED) in Henderson, NV in June 2023

- + UTC Committee Work: Search committee for LMS Administrator; search committee for instructional designer
- + Community Service: President of Chattanooga Pipe Band; plays bagpipes for UTC commencement ceremonies

**CHRISTOPHER  
JOHNSON, PH.D.**  
*continued*

- + Courses Taught: USTU 1250 - First Year Seminar; ECHD 3400 - Family Relationships: Family Interactions; EDUC 3000 - Schools in Society
- + Committee Work at UTC: Chair of hiring committee for WCTL instructional designer (spring 2023)
- + Community Involvement: Songbird caretaker and media volunteer with Camp Wilderrest

**MARY MARR**

- + Committee Work: UT System LMS Group (member)
- + Community Involvement: Volunteered with the Chattanooga Football Club Academy, Secretary of the Heritage High School Boys Soccer Booster Club

**KIM MCCROSKEY**

**Research:**

- + Translation Work In Progress: *The Way of Wisdom, King Solomon on the Mindful Life*
- + Book Project in Progress: *All the Animals of the Hebrew Bible: A Picture Dictionary and Text Reader*

**DAVID PLEINS, PH.D.**

# ADVISORY BOARD

## CERTIFICATION COURSES AND QUALITY MATTERS

*Primary Contact:  
Dr. David Pleins and  
Mary Marr*

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

The 2022-23 Advisory Board was made up of the following members:

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



# FUTURE FORECASTING

For the 2023-24 academic year, the WCTL is excited to expand several of our programs and debut some new asynchronous opportunities for professional development.

We will be expanding our Faculty Fellows Working Groups from two groups to four groups. These groups will cover using AI in course design and learning assessment, implementing TILT and transparent design in course assignments, exploring dynamic lecturing and engaging in the scholarship of teaching and learning. We are also excited to implement a new book club series focused on academic freedom in higher education.

Among our efforts to expand asynchronous programming are the reimagining of our Online Teaching Certification, projected to be released in fall 2023, and the debut of our new podcast, the Walker Podcast for Teaching and Learning. This podcast will include interviews with our staff, guest appearances by notable names in the field of teaching and learning and summaries of our major programming for listeners who were unable to attend in person.

In 2022-23, we conducted a focus group and a faculty needs assessment and satisfaction survey during the fall and spring semesters. We received significantly fewer responses to the spring survey due to general survey fatigue across campus. As a result, we plan to conduct one needs-assessment and satisfaction survey in the fall and one focus group in spring 2023-24.



