



Annual Report

Walker Center for Teaching and Learning



July 1, 2024–June 30, 2025 | Prepared by: Dr. Victoria Bryan

A Message from the Director

Dear Colleagues and Friends of the Center,

I'm proud to present the Walker Center for Teaching and Learning's annual report for 2024-25. In these pages, you'll find highlights of the remarkable achievements and initiatives our staff members have undertaken over the past year.

This year, we expanded our grant programs to support a broader range of faculty-led initiatives, including an increase in our High Impact Practice grant limits to \$5,000 and the introduction of a new pedagogy presentation travel grant. We also sponsored several Faculty Fellows Working Groups, fostering interdisciplinary collaboration on community partnerships, place-based pedagogy, and alternative assessment. Our staff offered an extensive suite of programming in response to growing interest in and concern about generative AI in education. We also facilitated several asynchronous training courses focused on online instruction and AI literacy.

We were especially pleased to welcome Dr. Michelle Miller to campus as our Instructional Excellence Conference speaker. Her keynote and workshop engaged faculty in conversations about the science of learning, particularly the influence of technology on memory and attention. Dr. Miller's visit complemented our ongoing efforts to help instructors thoughtfully navigate emerging technologies in their classrooms.

As this report illustrates, our work this year has been grounded in responsiveness to faculty needs and a commitment to fostering a dynamic teaching and learning community across campus.

Finally, I want to thank Dr. Christopher Johnson for serving as the Acting Director of the Walker Center during the fall of 2024 while I was on parental leave. The ability to spend that time with my newly expanded family was invaluable to me, and it was a constant source of comfort to know that our very capable staff were supported so effectively by Dr. Johnson.



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





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Mission Statement

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

Report Designed by Heather Thach



UTC is a comprehensive, community-engaged campus of the University of Tennessee System.
UTC is an EEO/AA/Titles VI & IX/Section 504/ADA/ADEA institution. 2011886-25



2024-25 Assessment Report

Assessing Our Impact

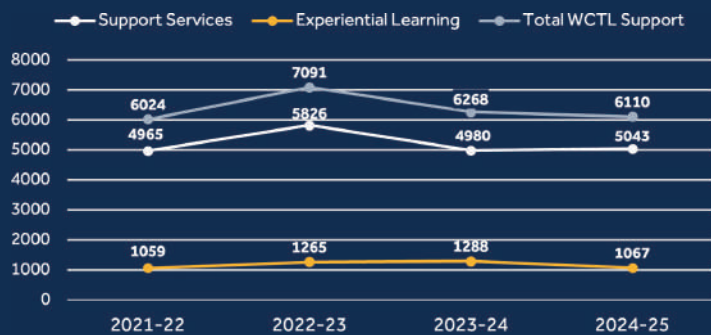
The Walker Center maintains a thorough assessment plan that includes collection and analysis of quantitative and qualitative data related to our programming and support services.

Quantitative Data

Our quantitative data focuses primarily on attendance data, and we measure that through noting numbers of people served in our programming and through support calls, emails, or visits we receive throughout the year. For 2024-25, we had a total of 6,110 service encounters.

Our workshops, book clubs, summer cohorts, faculty fellows working groups, learning technology sessions, and other forms of programming focus on classroom and online instruction, teaching strategies and techniques, course design and delivery (in all modalities), teaching reviews, accessibility of course materials, the integration of learning technologies into teaching and learning practices, and more. WCTL staff also visit faculty offices and departmental meetings to provide information as requested. In 2024-25, the WCTL offered 138 individual sessions with 1,479 participants (duplicated headcount).

Service Encounters



Workshops & Other Programming



These numbers include 36 student orientation sessions led by the Experiential Learning team with 900 students

Participation Growth



Average participation in programming has nearly tripled in four years, growing from ~4 to ~11 attendees.



Qualitative Feedback

The qualitative pieces of our assessment plan include a faculty needs assessment and satisfaction survey each fall, and an annual solicitation of feedback and testimonials about Walker Center programming. The combination of these practices allows us to measure satisfaction with our programming and implementation/ impact across campus.

Faculty Needs Assessment and Satisfaction Survey

Early in the fall semester, we sent out a faculty needs assessment and satisfaction survey, receiving 24 responses by the end of December. The results showed overwhelming satisfaction with our offerings, response times, and quality of interactions in workshops, consultations, and support calls. Every respondent who had used our services indicated that they “agreed” or “strongly agreed” with statements like “I have been satisfied with the services and support I have received from the WCTL,” “My requests/questions have been addressed in a timely manner,” and “WCTL staff member(s) treated me with respect and professionalism.” This group also indicated that they are likely to use the WCTL’s services and support again in the future.

This survey asked for input on future programming. Respondents requested that we schedule programming on more days of the week and with more variety in timing. One faculty member suggested that asynchronous offerings were always greatly appreciated even though time to get together with colleagues is refreshing and enjoyable. Given this feedback, we’re exploring how we might schedule workshops and other events at times that are more convenient for faculty. We’re also reviewing our repositories of asynchronous materials and planning a full scale update of that information before advertising its availability more broadly.

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

“

I think the WCTL is one of the best run organizations on campus. Well done!”

“

I attended the Week Zero speaker event, and she (Cindy Nebel) was excellent!”

“

Every aspect of the WCTL that I have used has been exceptional.”

Qualitative Feedback Solicitation

Each year, we solicit qualitative feedback from a group of our frequent users to learn more about the programming our faculty need and how they have implemented concepts and ideas gathered from Walker Center programming into their pedagogy. This year, we asked faculty to tell us what kinds of programming they would like to see from us in future semesters.

We received 38 responses (34 faculty and 3 staff) from this inquiry. Responses highlighted widespread appreciation for the Walker Center's support, particularly in Canvas support and collaborative efforts to center pedagogy in the faculty experience. Several people answered our prompt directly and discussed more advanced programming they'd like to see us offer. These responses focused on opportunities to offer more advanced Canvas training and actionable programming on generative AI—especially responsible use and AI-resistant assessment/assignment design. Those who answered our call for feedback more broadly stressed an interest in on-demand resources and practical guidance on learning technologies. We were excited to see that many respondents indicated an appreciation for our concerted efforts to foster cross-disciplinary connection and community and requested even greater collaboration across departments.

The sample size we are working with for this analysis is relatively small. We surveyed hundreds of faculty who attended our programming in 2024-25, and we only received 38 responses. However, this effort and the resulting responses gave us a sense of how to improve future programming and how we might continue to gather this information in the future. When we poll faculty in 2025-26, we plan to return to asking about what they've implemented into their pedagogy from Walker Center programming, while also asking for input on what kinds of programming they want to see in the future. Doing so foregrounds one of the major focal points of our Center's comprehensive assessment plan while also offering an opportunity for faculty to shape the programming we provide.

“I greatly appreciate the Walker Center's efforts in supporting teaching and learning.”

In collaboration with ChatGPT, portions of this data report were made more concise and several pages of qualitative feedback were analyzed for trends, discipline-specific needs, and cross-disciplinary connection.

*Primary Contact:
Kim McCroskey*

July 1, 2024–June 30, 2025

Programming



Instructional Excellence Conference

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 2025 conference took place on Tuesday, May 6 featuring Dr. Michelle Miller, Professor of Psychological Sciences and President's Distinguished Teaching Fellow at Northern Arizona University in Flagstaff, Arizona. She is the author of *Minds Online: Teaching Effectively with Technology* (Harvard University Press, 2014) and *Remembering and Forgetting in the Age of Technology: Teaching, Learning, and the Science of Memory in a Wired World* (West Virginia University Press, 2022). We had 127 faculty and staff register for this event.

Dr. Miller's keynote address, "Memory, Attention, and Thinking in a Wired World: Fulfilling the Promise of Learning with

Technology" discussed the myths and facts about how technology affects learning and the mind and presented ideas for technology-enhanced learning activities that make the most of what we know about how the mind works. Her keynote was followed by a workshop entitled "Making the Most of Memory in the Classroom: Why and How," which challenged common myths and misconceptions about memory and learning, reviewed new research linking memory to thinking skills, and offers techniques and technologies that help students develop a solid base of knowledge.

Primary Contacts:
Mary Marr,
Dr. David Pleins

**Attention drives
memory – and phones
are spectacularly
distracting.**

- Dr. Michelle Miller





Teaching & Learning Institute

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

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 through the exploration of eight modules made up of more than 70 topics.

Participants draw on their previous teaching experience and current classroom course construction to refine their philosophy of teaching and enhance their pedagogical practice.

Core Activities

- Biweekly pedagogical conversations over lunch with WCTL.
- Exploration of learning engagement strategies in Canvas.
- Discussion board participation.
- Peer and facilitator feedback.
- Optional one-on-one meetings with facilitators.



In 2024–25, 40 faculty enhanced their teaching through the Teaching and Learning Institute.



New Faculty and Adjunct Orientations

New Faculty Orientation

We collaborate with UTC Human Resources (HR) and Academic Affairs (AA) 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 two days of information about campus resources, policies, and practices. During this session, faculty can network with one another and make connections with more than 20 campus units. In August 2024, we invited all 75 of our new faculty members to participate in the orientation.

Adjunct Faculty Orientation

Adjunct Faculty Orientation is provided to new adjunct faculty at UTC. This orientation is recommended but not required. In the 2024-25 academic year, we offered 3 sessions each semester before classes started (for a total of 6 sessions). Each of these sessions were offered online, as we've found that this provides much-needed flexibility for our adjunct faculty. 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 57 adjunct faculty members in 2024-25.

Primary Contact:
Mary Marr





Faculty Fellows Working Groups

This program brings together small groups of faculty members from across campus to work with each other on an overarching question or unique problem regarding innovative teaching. These groups of Fellows are supported by the WCTL in the form of stipends, lunches provided for each meeting, and supplies purchased as needed. In 2024-25, we served 25 faculty across 3 groups.

Community Partnerships

- Andrew Bailey, Health & Human Performance
- Endia Butler, Rollins College of Business
- Katherine Elverd, Music
- Jessica Etheredge, Interior Design
- Sarah Farnsley, Biology, Geology, & Environmental Science
- Eric Hungenberg, Health & Human Performance
- Kris Whorton, English
- Adam Wolcott, Rollins College of Business

Alternative Assessment

- Stephanie Todd, English*
- Bethany Womack, Social Work
- Sheena Monds, English
- Edward Brudney, History
- Oren Whightsel, English
- Carolyn Padalino, Physical Therapy
- Jaclyn Michael, Philosophy & Religion

* Faculty Fellow in Community Practice: This Fellow developed their group's aims, coordinated meetings, and facilitated deliverables.

Place-Based Pedagogy

- Alison Allerton, Music
- Amy Brock-Hon, Geology
- Steve Davenport, Accounting
- Brad Harris, Chemical Engineering
- Krysta Murillo, Education
- Catherine Meeks-Quinlan, English/Environmental Studies
- Cathy Scott, Social Work
- Lori Waite, Sociology
- Billy Weeks, Communication
- Michael Williams, Africana Studies

Primary Contact:
David Pleins





WCTL Grant Programs

Our office offers four types of pedagogy-related grants at UTC:

- High-Impact Practices Grants
- Classroom Mini-Grants
- HIP Matching Funds
- Pedagogy Presentation Travel Grant

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 \$26,358.10 in High Impact Practice Grants.

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 \$2,990.87 in Classroom Mini-Grants.

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. This year, we funded \$46.26 in HIP Matching Grants.

In 2024-25, we introduced the Pedagogy Presentation Travel Grants in an effort to support Scholarship of Teaching and Learning-related efforts. These grants support conference presentation on pedagogy based on a faculty member’s learning innovations at UTC. This year, we funded \$9,554.20 in Pedagogy Presentation Travel Grants.

Across our four grant programs, we invested a total of \$38,949.43 in innovative and creative teaching practices across our campus.

High Impact Practices Grants

\$26,358.10

Classroom Mini-Grants

\$2,990.87

HIP Matching Funds

\$46.26

Pedagogy Presentation Travel Grants

\$9,554.20

TOTAL
\$38,949.43

Primary Contact:
David Pleins



Generative AI

ChatGPT was released in November 2022, bringing generative AI into our lives in unprecedented ways. This innovative technology created opportunity and disruption for higher education, and our Center has been working to offer guidance, build literacy, and support faculty as they navigate this time of rapid innovation. To that end, the Walker Center has undertaken a number of AI-related initiatives in 2024-25.

2024-25 Initiatives

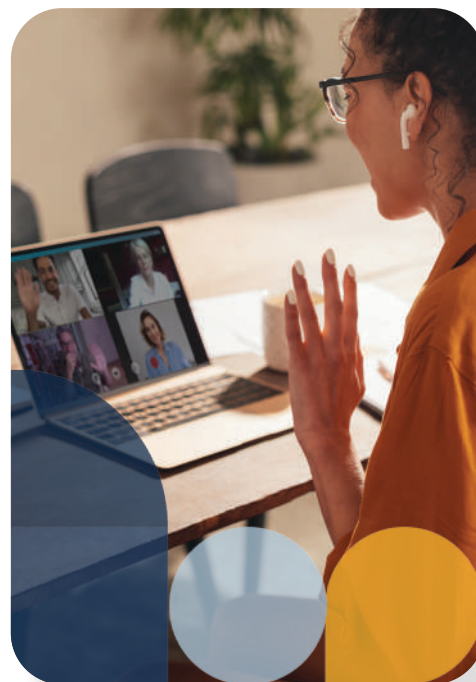
One of our biggest developments on this front in 2024-25 was the release of our asynchronous faculty course on generative AI and teaching developed by Heather Thach. We ran two pilots of this course in late Spring and early Summer 2025. We plan to offer this stipended course for 15 people each fall and spring as long as there is demand.

As we've done for the last several years, we continue to develop workshops and sponsor book clubs on this topic, and we offer bi-weekly AI office hours for faculty to pop in and ask AI-related questions or get feedback on assignments. In November of 2024, we worked with the centers for teaching and learning across the system to sponsor a virtual workshop with Dr. Jose Bowen, a co-author of *Teaching with AI*, an event that 56 faculty and staff attended. To follow up the phenomenal ideas and support offered in that workshop, we sponsored a book club on Bowen's book in March of 2025 that had 8 participants.

Finally, we review and update our "Resources on Generative AI" webpage on the Walker Center website multiple times a year. This page includes resources on AI-literacy, guidance on building AI-enhanced assignments, asynchronous resources, information on our university's academic integrity practices as they relate to generative AI, and a few other resources.

Future Goals

Future goals on this front include developing an assignment repository for AI-integrated and AI-resistant assignments and a stipend-supported AI Course Redesign Institute for faculty to rethink major components of a course considering this development. We will continue to develop and offer workshops on AI literacy and use, responding as we always do to specific faculty needs and requests. We also have some exciting outside speakers lined up to offer virtual workshops for our faculty in the coming year.



Primary Contact:
Heather Thach



Experiential Learning

Primary Contact:
Bengt Carlson

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

Experiential Learning Designation

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 2024-25, UTC faculty offered 148 courses and 40 non-academic credit-bearing experiences that carried the experiential learning designation.

Beyond the Classroom Challenge

The Beyond the Classroom Challenge at UTC is part of Experiential Learning. It encourages students to engage in a variety of free campus and community events, helping them learn about UTC, Chattanooga, and themselves on their own schedules. Completing the challenge earns students the Beyond the Classroom Challenge Award, which includes a pictorial award signed by Chancellor Steve Angle, a celebratory dinner, and priority registration for the next semester. In 2024-25, we had 217 students sign up for the Beyond the Classroom Challenge, and 47 students completed the challenge.

ThinkAchieve Graduates

Across all of our opportunities to be involved in Experiential Learning at UTC, students can earn 20 to 40 points per experience. Students with 120 points or more at graduation are eligible to earn the ThinkAchieve designation at graduation. In 2024-25, we had 15 ThinkAchieve graduates.

Participation & Success

The data for 2024-25 continues the trends we have seen over the last decade of ThinkAchieve at UTC. On every metric of retention and success, we see ThinkAchieve students performing better than students who are not involved in experiential learning.

“

Over the past few months, I've come to realize just how deeply meaningful giving back is to me. What once started as a small desire to be move involved has grown into a true passion for service and community....As I prepare for the next chapte,r I do so with a heart full of gratitude and a spirit ready to continue making a difference. I've been inspired, empowered, and shaped by my time here—and I'm excited to take everything I've learned and pass it on, creating ripples that go far beyond me

Destiny Pope
ThinkAchieve graduate, 2025



Learning Technologies

Primary Contacts:
Heather Thach, Troy Carroll

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



Akindi Importer

Imports large question banks or quizzes from a word processor into Canvas



Camtasia

All-in-one video editor and screen recorder



Canvas

UTC's learning management system for courses and content



Canvas Credentials

Digital platform for awarding and tracking badges



DesignPLUS

Design tool for Canvas that improves course quality and accessibility



ePortfolios

Organize and share knowledge, skills, and abilities using text and multimedia



Canvas Search

Search tool for finding content across all or individual Canvas courses



H5P

Creates interactive content, such as videos, games, and branching scenarios



iClicker

Student response system for tracking attendance, quizzing, and engagement



Kahoot!

Game-based platform for creating, sharing, and playing learning games or quizzes



Kaltura

Video management and lecture capture software



Poll Everywhere

Live online platform for polls, surveys, and quizzes in real time



Proctorio

Remote proctoring service for online test taking



TurnItIn Similarity

Online tool for checking written work for plagiarism



Video Content Creation

Training available for creating, editing and captioning



Zoom

Online platform for hosting virtual meetings, classes, and webinars



Week Zero

During the week before classes start in August, the Walker Center sponsors a week of programming that we call Week Zero. We see this as a celebration of faculty, an opportunity to offer extra support, and a way to ring in the new academic year.

Week Zero 2024 was headlined by Dr. Cindy Nebel, the Director of Learning Services at St. Louis University School of Medicine. She is also an active contributor/collaborator of The Learning Scientists, a group of educators and researchers dedicated to making scientific research on learning more accessible to students and faculty. Her keynote and workshop focused on six science-backed teaching and learning strategies for facilitating quality learning in the classroom. Fifty people attended this event, and we followed Dr. Nebel's visit with monthly small workshops on the strategies discussed in her address.

Following the Week Zero Kickoff Keynote, we sponsored a week of programming that included Canvas training, roundtable discussions on the use of AI in the classroom, and other teaching and learning support. We ended the week with an ice cream social in our office to welcome faculty to the new semester.

Perhaps one of the most dynamic events of the week was the New Faculty Bus Tour of Chattanooga. This event was designed by Bengt Carlson, our Experiential Learning Coordinator, and Dr. Christopher Johnson, one of our instructional designers. Twenty people participated in this tour intended to introduce new faculty members to our city while also encouraging discussion and reflection on Chattanooga as a classroom. Tours and brief lectures encouraged participants to think about how the history, art, food, and culture of Chattanooga could be leveraged to impact student learning.





Asynchronous Courses

Online Teaching Certification

The Online Teaching Certification course was also designed in-house to provide faculty with foundational knowledge in effectively designing and teaching online courses. The course is built around the ADDIE Model, providing a systematic approach to online course design. Faculty learn how to analyze, design, develop, implement and evaluate instructional materials and activities in the context of online learning as well as generate tangible artifacts that can be used in future course implementations. The updated program was released in October 2023, and since its release, we have run seven cohorts for faculty and adjuncts. By June 2025, 81 faculty and adjuncts had completed the program.

81 faculty completed

iDEAs Certificate Program

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

57 faculty completed

Teaching Alongside AI

The Teaching Alongside AI course is designed to help faculty develop AI literacy and rethink their course and assessment design considering the ready availability of generative AI. Throughout the course, faculty create a comprehensive AI integration plan that requires them to think through teaching and learning-oriented prompting, class activities, assignments, syllabus policies, and discussing ethical use with students. We ran two pilots of this course in late Spring and early Summer 2025. Going forward, we plan to offer this stipended course for 15 people each fall and spring as long as there is demand.

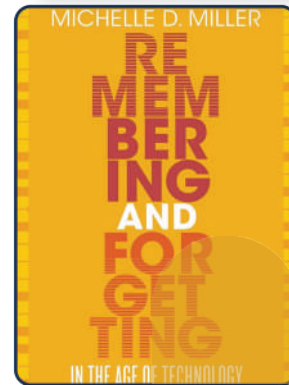
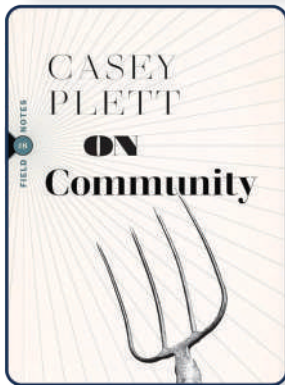
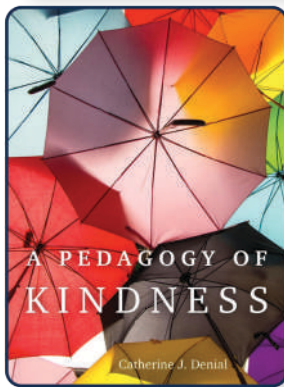
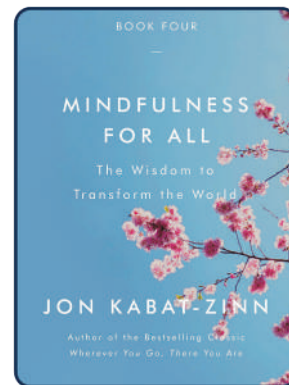
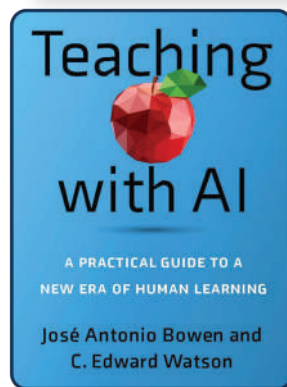
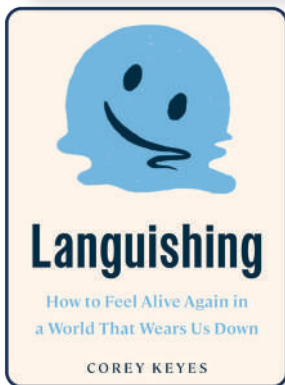
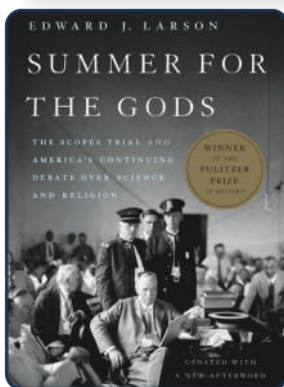
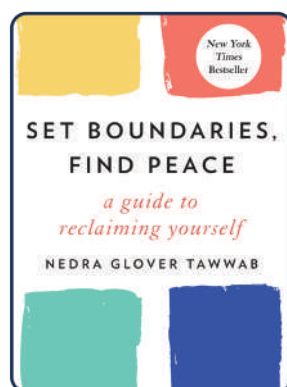
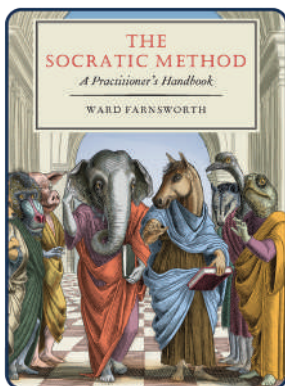
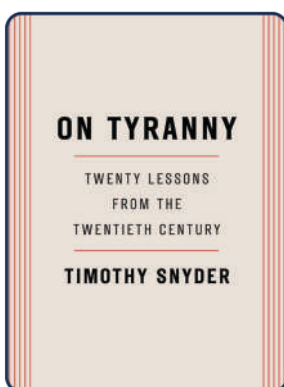
15 per cohort



Book Clubs

WCTL book clubs provide an opportunity for faculty to come together from across campus to discuss challenging topics related to pedagogy and life in academia. The Walker Center sponsored book clubs on 11 different titles from July 2024 through June 2025. This year, we had 131 participants in these book clubs (duplicated headcount). We provided a free copy of the book to each participant who requested one.

Primary Contacts:
Mary Marr,
Dr. David Pleins





Walker Podcast for Teaching and Learning

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

In 2024-25, the podcast featured an interview with Dr. James Lang, author of *Small Teaching* and *Distracted*. We also released an interview with one of our instructional designers, Anna Liu, who detailed the year-long effort to spread Dr. Cindy Nebel's work on learning science in the college classroom.

In 2025-26, we will expand our topics by focusing on interviews with UTC faculty and staff, premier programming offered through the Walker Center, and trending teaching and learning topics.

The Walker Podcast is available on Apple Podcast and Spotify with no membership required.

Primary Contacts:
Mary Marr, Heather Thach



To learn more
and listen to
episodes, scan
this QR code!





Supporting High-Quality Course Design

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.

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

Quality Matters (QM)

UTC partnered with 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. The Applying the Quality Matters Rubric workshop is required before seeking a QM certification. Faculty interested in taking advantage of such opportunities should contact the Walker Center, as we are happy to offer financial support for such endeavors.

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

Small Group Instructional Diagnostics (SGIDs)

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

Interpreting Course Learning Evaluations (CLE)

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

Teaching and Content Reviews

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

1 Initial Conversation

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

2 Observation/Review

A Walker Center representative will attend your class or review your online course during a time specified during that initial conversation

3 Follow Up Conversation / Final Report

Meet for a follow up discussion about strengths and opportunities for growth. We are happy to offer this feedback in verbal or written form, depending on your needs.

Future Forecasting

For the 2025-26 academic year, the WCTL is excited to expand several of our programs and debut some new opportunities for professional development.



Pleins Interdisciplinary Lecture Series (PILSNER)

In honor of Dr. David Pleins retiring from UTC, we are excited to introduce the Pleins Interdisciplinary Lecture Series: Navigating Emerging Realities (PILSNER). Each year, the Walker Center will identify a timely theme or question facing our campus and invite lectures from our faculty and staff on that topic. Our intention is to bring a variety of perspectives and disciplinary backgrounds together to interrogate difficult issues related to teaching and learning. The theme for 2025-26 will be “Teaching and Learning in an Age of AI.”

Course Redesign Institutes

This year, we will also be introducing Course Redesign Institutes. These will be stipend-based programs the encourage faculty to overhaul a course or otherwise conduct a major redesign. We plan to begin offering an Institute on AI-informed pedagogy and another on online course design in Spring 2026.

Asynchronous Programs Expansion

Another initiative for the upcoming academic year is the continued expansion of our asynchronous program offerings. In 2025-26, we will be piloting the second part of our online teaching certification course, gathering feedback on its content and design, and planning an official roll out to campus. We will also run our first official cohorts of our Teaching with AI asynchronous course after the two pilots we ran at the end of 2024-25.

Scholarship of Teaching and Learning (SoTL)

The final major addition to our programming in 2025-26 will be a concerted effort to support the scholarship of teaching and learning on our campus. We’re excited to promote this important area of research and offer writing groups, book clubs, and other such programming for faculty interest in this kind of work.

People

Walker Center Staff



Dr. Victoria Bryan
Director



Dr. David Pleins
Assistant Director of
Faculty Initiatives



Kim McCroskey
Assistant Director of
Technical and Training
Initiatives



Peen de Guzman
Administrative
Specialist



Bengt Carlson
Experiential Learning
Coordinator



Troy Carroll
Lead Online Systems
Administrator



Nick Fontaine
Virtual Media
Specialist



**Dr. Christopher
Johnson**
Instructional
Designer



Anna Liu
Instructional
Designer



Mary Marr
Lead Instructional
Designer



Heather Thach
Learning Technology
Specialist



Advisory Board

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

The 2024-25 Advisory Board was made up of the following members:

- **Bo Baker**
Library
- **June Hanks**
Physical Therapy
- **Frank Butler**
Management
- **Shewanee Howard-Baptiste**
Academic Affairs
- **Sarah Canatsey**
College of Business
- **Madonna Kemp**
English
- **Lynette Carlson**
HHP
- **Sherry Marlow-Ormsby**
OPEIR
- **Courtney Crittenden**
SCJS
- **Michelle Rigler**
Disability Resource Center
- **Rebecca Dragoo**
Registrar
- **Michael Scott**
IT
- **Jessica Freeman**
Communication
- **Cecelia Wigal**
Mechanical Engineering
- **Linda Frost**
Honors
- **Anne Wilkins**
Accounting





Contact Information

-  **UTC Library 433**
-  **wctl@utc.edu**
-  **www.utc.edu/wctl**

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