



25



**FISCAL YEAR
2025-26**

Annual Report

Walker Center for
Teaching and Learning

July 1, 2025–June 30, 2026 | Prepared by: Dr. Victoria Bryan

 THE UNIVERSITY OF TENNESSEE
CHATTANOOGA

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 2025-26. In these pages, you'll find highlights of the exciting achievements and initiatives our staff members have undertaken over the past year.

We added some notable new programs this year. We launched the Pleins Interdisciplinary Lecture Series, honoring former Assistant Director Dr. Pleins, to foster cross-campus dialog on challenging teaching and learning themes—this year's focus, Teaching in the Age of AI, drew speakers from business, nursing, and the humanities. Building on a successful Faculty Fellows Working Group, we partnered with Career Connections to launch the Career-Integrated Learning Institute, a two-week program helping faculty embed career-readiness competencies into their courses. We were also very lucky to hire two new Instructional Designers, Rebekah Thompson and Dunstan McNutt, and to welcome Mark Mariani, our brand-new Experiential Learning Operations Specialist.

Alongside new programming, we also built on our traditional offerings. We were especially pleased to welcome Dr. Barbara Oakley as our Instructional Excellence Conference speaker; her keynote and workshop explored how neuroscience insights can inform teaching in the age of generative AI. Her visit reinforced our ongoing efforts to help instructors navigate emerging technologies while staying grounded in evidence-backed teaching strategies.

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

I'll close by thanking the Walker Center staff for staying curious and steadfast in our mission to support quality teaching and learning at our University. We work hard to ensure that our programming and resources are grounded in evidence and responsive to faculty need. We do this work with and for the faculty, adjuncts, and teaching staff here at UTC, and we're honored to be in community with you.

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
2025-26 Edition Edits by Rebekah Thompson

2025-26 Assessment Report

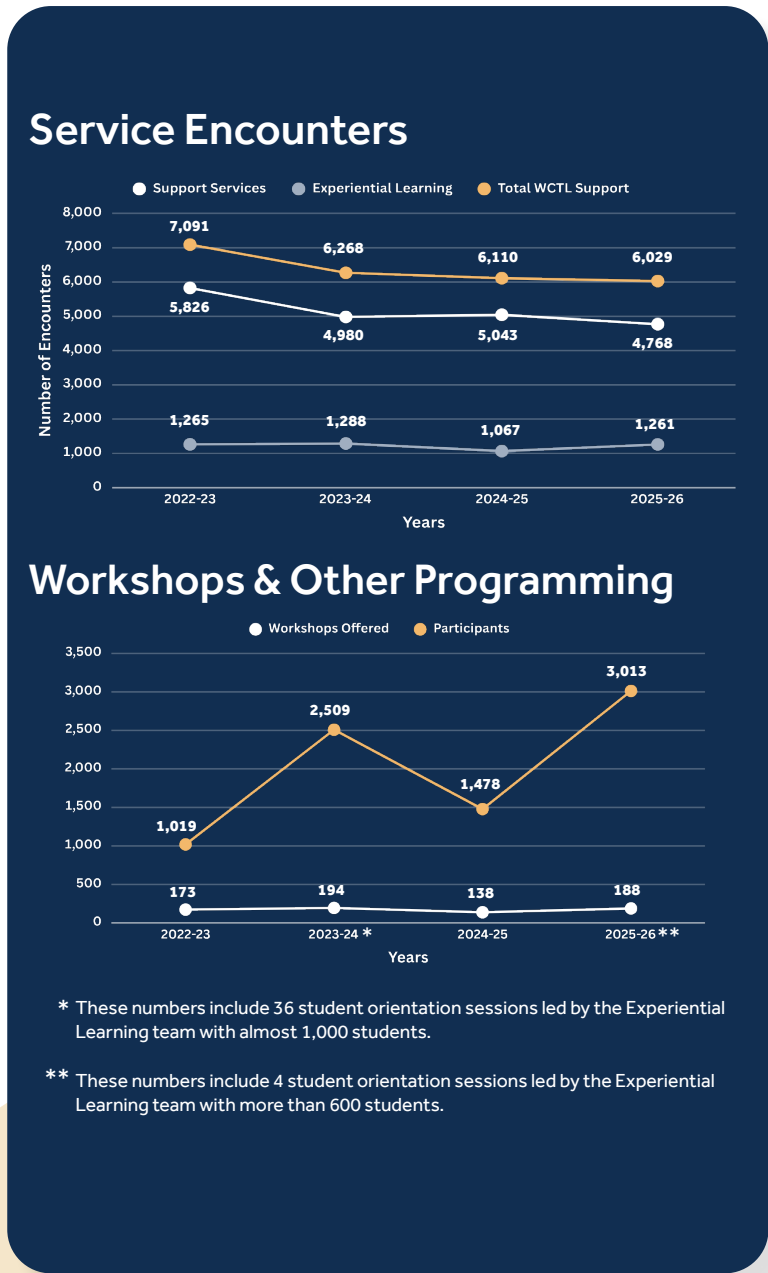
Assessing Our Impact

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 focus 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 2025-26, we had a total of 6,029 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 2025-26, the WCTL offered 182 individual sessions with 2,974 participants (duplicated headcount).



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

In November 2025, we sent out a faculty needs assessment and satisfaction survey, receiving 21 responses in the month the survey was open. The results showed overwhelming satisfaction with our offerings, response times, and quality of interactions in workshops, consultations, and support calls. The majority of respondents 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 feedback on changes respondents made to their teaching as a result of Walker Center programming. AI integration emerged as the central theme in the responses we received. Specifically, faculty report drafting effective syllabi policies and AI-resistant and AI-enhanced assignments as a result of resources and workshops we offered. They also reported developing greater confidence in talking with students about ethical use of AI. Beyond AI, faculty noted adopting new pedagogical approaches such as transparent assignment design, increased use of student reflection, broader assignment formats, and more intentional course design and organization. Several newer faculty members highlighted the Walker Center’s direct support in navigating Canvas and gradebook challenges as particularly valuable.

“
Love what you do! Keep it up!”

“
The book clubs offered by the Walker Center are amazing opportunities!”

“
You guys are the greatest! One of the reasons I love working at UTC!”

We also asked for input on how we could improve our weekly email, the Walker Center Weekly. Responses were largely positive. Most people noted that they appreciate our concise format and read it consistently. One person suggested adding a recurring spotlight on a specific Walker Center service or teaching practice, which we are working to implement in 2026-27. We also saw one comment about making it easier to add events directly to Outlook or Google Calendar, which we continue to explore.

The survey also collected additional comments, which included testimonials about the quality of our programming, staff, and book club offerings.

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 about interdisciplinary connections they've made with other faculty or staff outside of your area as a result of Walker Center programming.

We received 16 responses from this inquiry, and responses were overwhelmingly positive. Respondents consistently describe the Walker

Center as a key contributor to community-building across campus, with many respondents describing collaborations that extended into co-teaching, research, conference presentations, and cross-departmental teaching innovations. Our book club series, Faculty Fellows Working Groups, and Teaching and Learning Institute for new faculty were consistently noted as programming that had meaningful impact on community building. Connections spanned academic departments and staff units (such as Career Connections). A small number of respondents noted that their connections felt short-lived or incidental. Rather than see that as a problem to be solved, we feel that this indicates that our programming can be the catalyst for initial connections among faculty. We will continue to foreground programming that brings interdisciplinary groups of faculty together to work on shared questions and issues in teaching and learning to offer as many opportunities as possible for these initial connections to grow into even more meaningful partnerships over time.

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

Footnote for this page: In collaboration with Claude AI, portions of this data report were made more concise, and several pages of qualitative feedback were analyzed for trends and cross-disciplinary connection.

*Primary Contact:
Kim McCroskey*



Learning Technologies

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.

*Primary Contacts:
Heather Thach, Troy Carroll*



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 helps improve 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



Panorama

Accessibility support software that identifies and helps remediate content in Canvas



Poll Everywhere

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



TurnItIn Similarity

Online tool for checking written work for plagiarism



Verity

Remote proctoring service for online test taking



Video Content Creation

Training available for creating, editing and captioning



Zoom

Online platform for hosting virtual meetings, classes, and webinars

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 2025-26, UTC faculty offered 147 courses and 21 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 Lori Mann Bruce, a celebratory dinner, and priority registration for the next semester. In 2025-26, we had 191 students sign up for the Beyond the Classroom Challenge, and 38 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 2025-26, we had 16 ThinkAchieve graduates.

Participation & Success

The data for 2025-26 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.

“

When I first came to UTC officially during my orientation, I heard about this program and it sounded awesome, so I signed up for it and I will never regret it. Without the weekly BTC challenges, I wouldn't have gone outside that much and met so many different people and gained many connections. I wouldn't know that these things were even going on and would miss out. So this is something that no one should skip over, as it's a great experience for all college students.”

Programming

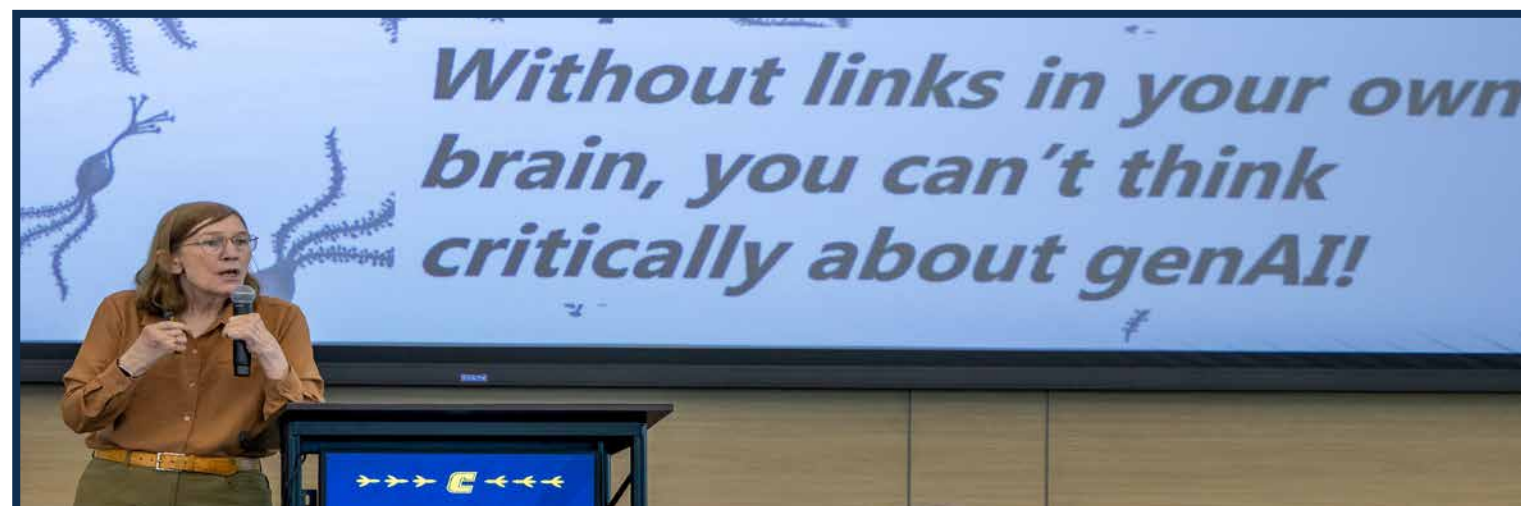
Instructional Excellence Conference

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 2026 conference took place on Tuesday, May 12 featuring Dr. Barbara Oakley, Distinguished Professor of Engineering at Oakland University in Rochester, Michigan. Her research focuses on the complex relationship between neuroscience and social behavior. She is a New York Times best-selling author and the creator of Coursera's "Learning How to Learn," one of the world's most popular massive open online courses. She is the winner of the McGraw Prize—the colloquial "Nobel Prize for Education" and is a Fellow of the Institute of Electrical and Electronic Engineers, the American Association for the Advancement of Science, and the American Institute for Medical and Biological Engineering.

We had 115 faculty and staff from UTC, Dalton State, Chattanooga State, and Cleveland State attend this event (a 32% increase in attendance from 2025). Dr. Oakley's keynote address and workshop were titled "Learning Reimagined: How Neural Insights Can Revolutionize Teaching in the Age of A.I." Faculty feedback from this event was among the most positive feedback we received all year. They were incredible grateful for her unique and accessible approach to this emerging technology that was based in neuroscience and the science of learning. The enthusiasm generated by this event will carry forward into future Walker Center programming as we attempt to reinforce faculty appetite for research-grounded approaches to teaching and learning.

Primary Contact:
Dr. Victoria Bryan



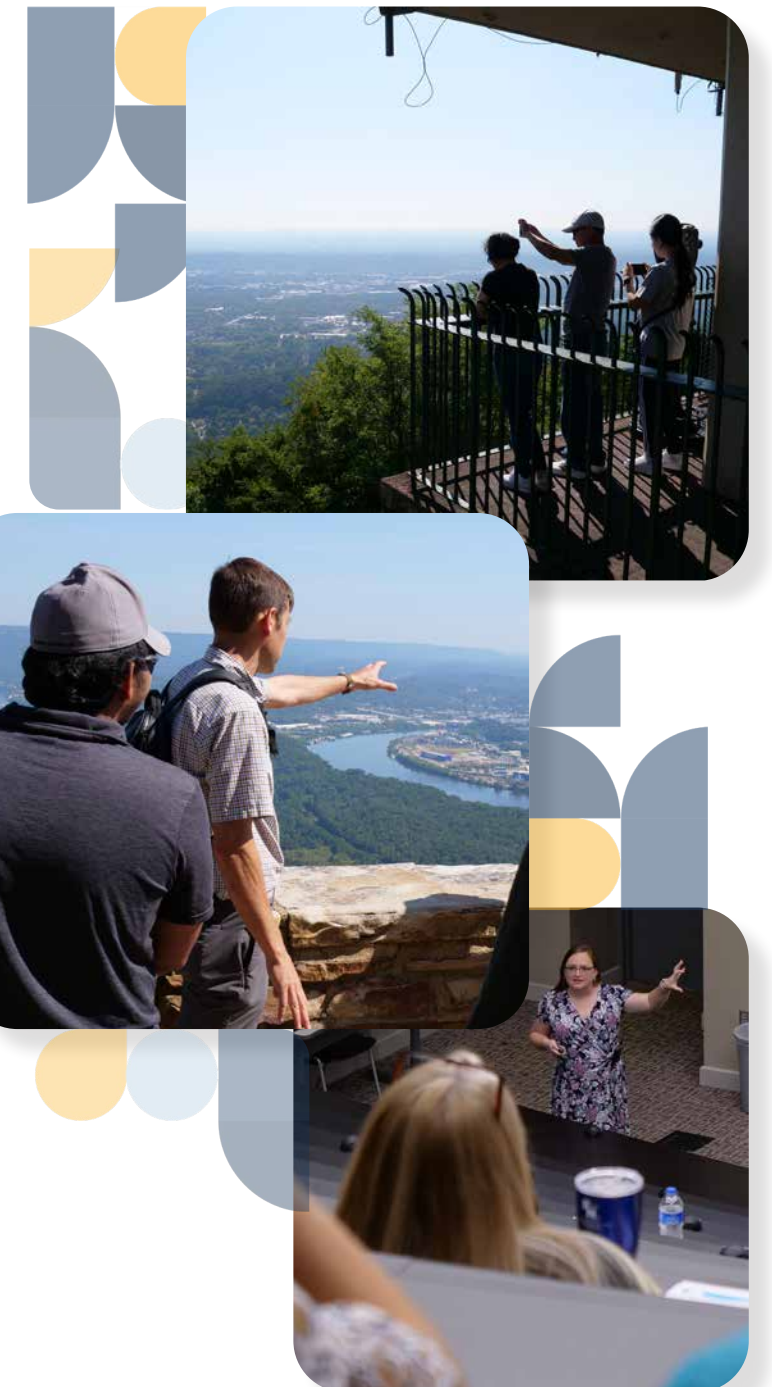
Week Zero

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 2025 featured some repeat programming from the previous year, like our Canvas Bootcamp, roundtable discussions on the use of AI in the classroom, and a learning technologies fair. We also introduced new events, including a tour of the library for new faculty, a joint lunch with Walker Center staff and Library faculty.

Perhaps one of the most dynamic events of the week was the second annual New Faculty Bus Tour of Chattanooga. This event was designed by Bengt Carlson, our Experiential Learning Coordinator, and Dr. Christopher Johnson, our Assistant Director of Faculty Initiatives. Thirty-two 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.

Primary Contact:
Dr. Victoria Bryan



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 the 2025-26 academic year, we served 33 faculty across five interdisciplinary groups representing five of our colleges at UTC. All five groups were faculty-designed and faculty-led.

Group Designers & Leaders

- Meagan Oslund (Nursing)
- Amber Hickey (Art)
- Bart Pushaw (Art)
- Susan Eckelmann (History)
- Michael Williams (History)
- Kristin Pope (Career Connections)
- Sheena Monds (English)

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



Faculty Fellows

- Chris Acuff (Political Science)
- Mary Andrews (Social Work)
- Natalie Blanton (Sociology)
- Casey Casebier (Modern and Classical Languages and Literatures)
- Courtney Crittenden (Criminal Justice)
- Molly Copeland (Library)
- Chelsea Couch (Art)
- Steve Davenport (Accounting)
- Andrew Denney (Criminal Justice)
- Todd Dockery (Management)
- Susan Eckelmann (History)
- Brooke Epperson (Nursing)
- Stephanie Eton (Physical Therapy)
- Christopher Hansen (Education)
- Desirae Johnson (Communication)
- Mark Johnson (History)
- Farron Kilburn (Nursing)
- Eun Young Kim (Interior Architecture and Design)
- Thein Le (Mathematics)
- Andrew McCarthy (English)
- Emma McDonald (Anthropology)
- Erin Melhorn (Occupational Therapy)
- Abdul Ofoli (Electrical Engineering)
- Brooke Persons (Anthropology)
- Charlene Simmons (Communications)
- Kathryn Taylor (History)
- Stephanie Todd (English)
- Lori Waite (Sociology)
- Ruth Walker (Psychology)
- Oren Whightsel (English)
- Kylie Williamson (Anthropology)
- April Wilson (Social Work)
- Bill Worden (Computer Science)

Primary Contact:
Dr. Christopher Johnson

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Career-Integrated Learning Institute

Primary Contact:
Rebekah Thompson

This partnership with UTC's Career Connections office began as a Faculty Fellows Working Group proposed by Dr. Kristin Pope (Executive Director). That working group brought twelve faculty and teaching staff together from across the university to explore career readiness competencies from the National Association of Colleges and Employers (NACE). The experience was dynamic and compelling for those involved, and the final roundtable presentation to campus was so lively that we decided we needed to seize this energy and continue the work.

The Walker Center worked closely with Career Connections over the Spring 2026 semester to develop a two-week institute for an interdisciplinary group of faculty. The curriculum was comprised of NACE competency integration, conversations with local employers, and explorations of experiential learning opportunities on and off campus. The objective of the institute was to bolster the participants' knowledge and confidence to facilitate evidence-based career development. To complete the institute, faculty were asked to complete various career-related assessments, engage in conversation with a panel of local employers, and develop and present a career-integration plan relevant to their course assignments, departmental curricular input/consultation, or student-employment responsibilities.

In this inaugural year, we had twelve faculty complete the Institute.

Participants

- Jenn Stewart (English)
- Annaka M. Clement (Geology)
- Anotida Chikmubu (History)
- Brandee Strickland (Modern and Classical Languages)
- Christina Vogel (Art)
- Josh Hamblen (Physics)
- Bradley Harris (Chemical Engineering)
- Emily Thompson (Library Studio)
- Sara Knox (Criminal Justice)
- Krysta Murillo (Education)
- James Newman (Mechanical Engineering)
- Sharief Babikir (Electrical Engineering)



The Career Integration Institute truly opened my eyes to the importance of infusing career readiness into our curriculum. Additionally, the different perspectives offered by this multidisciplinary group of participants, and how we can all aid and learn from one another, blew my mind!"



This is one of the best learning opportunities I've had in years. I see so much potential!"





Pleins Interdisciplinary Lecture Series: Navigating Emerging Realities

This year, we established the Pleins Interdisciplinary Lecture Series: Navigating Emerging Realities. Throughout 2025-26, interdisciplinary groups of faculty gathered to discuss teaching in the age of generative AI — exploring topics ranging from AI-assisted classrooms and the value of the Humanities, to navigating decisions about when and how to use these tools and the varied reactions among colleagues.

We'd like to formally thank the following presenters for their ideas, questions, and conversation:

- Dr. Beni Asllani and Dr. Nagwan R. Zahry, "Running an AI-Driven Classroom"
- Alex Quinlan, "Beyond the Turing Test: The Humanities and Human Capital in the Age of Creative Machines"
- Dr. Lucy Schultz, "The Ethics of Teaching with AI from an Environmental Perspective"
- Laurel Rhyne, "AI: Friend, Foe, or Frontier? What's Really Driving Our Choices About Artificial Intelligence in the Classroom?"

Each presenter or presenter team was asked to offer three reading recommendations that were guiding their thinking on the subject. We've collected those reading recommendations here in hopes that this list might provide some food for thought for future course planning.

Books (alphabetical by author)

- The Existential Toolkit for Climate Justice Educators: How to Teach in a Burning World, Jennifer Atkinson and Sarah Jaquette Ray (U of California P, 2024)
- Atlas of AI, Kate Crawford (Yale UP, 2022)
- Regeneration: Ending the Climate Crisis in One Generation, Paul Hawken (Penguin, 2021)
- Klara and the Sun, by Kazuo Ishiguro (Vintage, 2022)
- Slow Reading in a Hurried Age, by David Mikics (Belknap Press, 2013)
- Co-Intelligence: Living and Working with AI, Ethan Mollick (WH Allen, 2024)
- Should Robots Replace Teachers?: AI and the Future of Teachers, Neil Selwyn (Polity, 2019)
- Reclaiming Conversation: The Power of Talking in a Digital Age, Sherry Turkle (Penguin, 2016)

Articles (alphabetical by author)

- Laato, S., Tiainen, M., Najmul Islam, A. K. M., & Mäntymäki, M. (2022). How to explain AI systems to end users: a systematic literature review and research agenda. *Internet Research*, 32(7), 1-31.
- Miller, Tim, and Zhang Jing. "Explanation in artificial intelligence: insights from the social sciences." *Digital Humanities Research* 4, no. 2 (2024): 90.
- Nosike, C. J., Ojobor, O. S. N., Nosike, U. C., & Nosike, R. D. C. J. (2024). Exploring the ethical and societal implications of artificial intelligence. *Science*, 30(2), 169-195.

Primary Contact:
Dr. Victoria Bryan

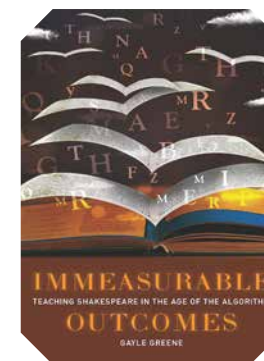
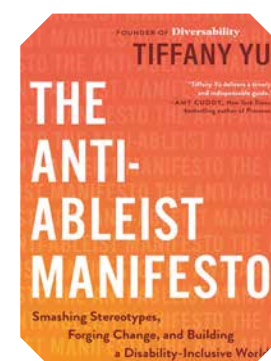
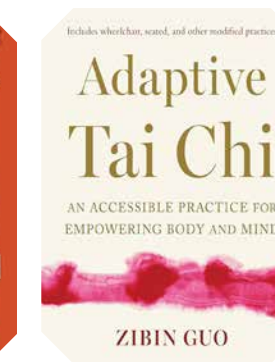
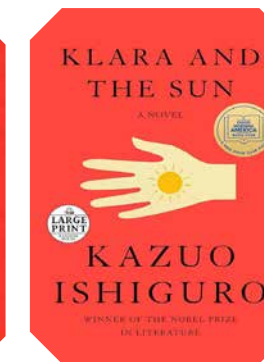
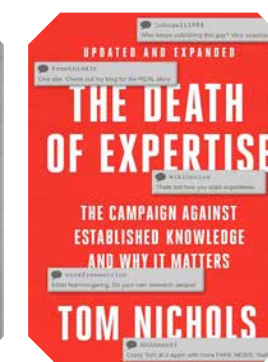
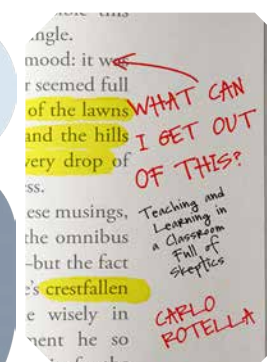
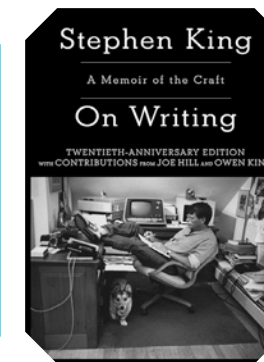
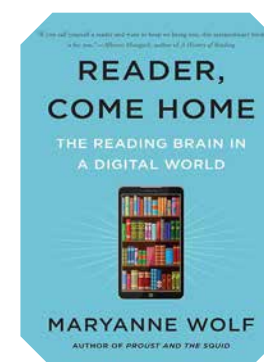
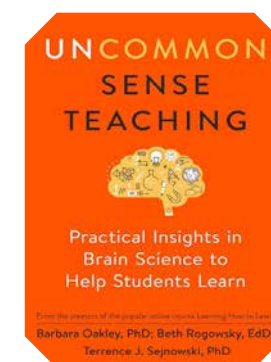
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Book Clubs

Walker Center 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 13 different titles from July 2025 through June 2026. This year, we had 182 participants in these book clubs (duplicated headcount). That's two more titles and 20 more participants than 2024-25. We provided a free copy of the book to each participant who requested one.

Primary Contacts:
Dr. Christopher Johnson,
Mary Marr





Teaching & Learning Institute

Primary Contacts:
Dr. Christopher Johnson,
Mary Marr

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 through a series of activities.

Core Activities

- Biweekly pedagogical conversations over lunch provided by the WCTL.
- Exploration of learning engagement strategies through our Canvas course.
- Discussion board interactions.
- Peer and facilitator feedback.
- Optional one-on-one meetings with facilitators.



In 2025–26, 38 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 orientation, faculty can network with one another and make connections with dozens of campus units. In August 2025, we invited more than 60 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 2025–26 academic year, we offered 2 sessions each semester before classes started (for a total of 4 sessions throughout the academic year). Each of these sessions were offered online, as we've found that this provides much-needed flexibility for our adjunct faculty. We also offer one-on-one consultations upon demand. 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 39 adjunct faculty members in 2025–26.

Primary Contact:
Mary Marr





WCTL Grant Programs

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

- High-Impact Practices Grants
- Classroom Mini-Grant
- 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 \$37,215.56 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 \$7,235.46 in Classroom Mini-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 \$24,004.38 in Pedagogy Presentation Travel Grants.

Across all of our grant programs, we invested a total of \$68,455.40 in innovative and creative teaching practices across our campus.



High Impact Practices Grants

\$37,215.56

Classroom Mini-Grants

\$7,235.46

Pedagogy Presentation Travel Grants

\$24,004.38

TOTAL
\$68,455.40

Primary Contact:
Bengt Carlson



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 eleven cohorts for faculty and adjuncts. By June 2026, 134 faculty and adjuncts had completed the program.

134 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. Since its release in Spring 2025, we have run four cohorts for faculty and adjuncts. By June 2026, 45 faculty and adjuncts had completed the program.

45 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 components of this program, with 21 having completed the entire course.

21 faculty completed



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:
Mary Marr, Rebekah Thompson, Dunstan
McNutt, Dr. Christopher Johnson*

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 2026-27 academic year, the WCTL is excited to expand several of our programs and debut some new opportunities for professional development.

Together, these initiatives reflect the Walker Center's commitment to deepening faculty support through sustained programming while strengthening our role in the broader scholarly community around teaching and learning. As we look ahead to 2026-27, we remain focused on offering meaningful, high-impact opportunities for UTC faculty.



Scholarship of Teaching and Learning (SoTL)

We will be expanding our existing support for and engagement in scholarship of teaching and learning (SoTL). We will continue offering our weekly SoTL writing support group. We will work with our IRB office to put together a few workshops on the IRB process for SoTL projects and explore some opportunities for virtual workshop on getting started in this field of research. Finally, our CTL will begin a partnership with CTLs across the UT System to coordinate a spotlight issue of the teaching and learning journal Transformative Dialogues, set to be released in Spring 2028.

Visiting Scholars Program

We are very excited to debut our new Visiting Scholars program, which aims to bring leading teaching and learning researchers and scholars to offer sustained programming at UTC on a given theme during an academic year. Our visiting scholar for 2026-27 will be Dr. Liz Norell from the University of Mississippi, author of *The Present Professor*. Over the course of the academic year, Dr. Norell will offer workshops, lead discussions, and help us develop resources on accessibility in higher education.

Course Redesign Institutes

We're also excited to move forward with the development and piloting of a Course Redesign Institute, a stipend-based program that encourages faculty to overhaul a course or otherwise conduct a major redesign. Our first Institute will focus on online course design, and will be piloted in Summer 2027.

People

Walker Center Staff



Dr. Victoria Bryan
Director



Dr. Christopher Johnson
Assistant Director of
Faculty Initiatives



Troy Carroll
Lead Online Systems
Administrator



Kim McCroskey
Assistant Director of
Technical and Training
Initiatives



Peen de Guzman
Administrative
Coordinator



Bengt Carlson
Experiential Learning
Coordinator



Mark Mariani
Experiential Learning
Operations Specialist



Nick Fontaine
Digital Media
Specialist



Dunstan McNutt
Instructional
Designer



Rebekah Thompson
Instructional
Designer



Mary Marr
Lead Instructional
Designer



Heather Thach
Learning Technology
Specialist



Advisory Board

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

The 2025-26 Advisory Board was made up of the following members:

 **Bo Baker**
Library

 **Angel Collier**
Nursing

 **Sarah Canatsey**
College of Business

 **Lofton Hollman**
Information Technology

 **Courtney Crittenden**
Criminal Justice

 **Rebecca Dragoo**
Registrar's Office

 **Jessica Freeman**
Communication

 **Andrew McCarthy**
English

 **June Hanks**
Physical Therapy

 **Erica Hausler**
Center for Student Accessibility

 **Jenny Hogg**
Health and Human Performance

 **Sherry Marlow-Ormsby**
OPEIR

 **Lauren Ingraham**
Academic Affairs

 **Jordan King**
Honors

 **Cecelia Wigal**
Mechanical Engineering

 **Ryan Zwart**
Health and Human Performance





Contact Information

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