

Fiscal Year 2017 Blueprint Report

This report represents CTE activity from 1 July 2016 – 30 June 2017

Assisted Faculty in
Development of More Than

516



Online and Blended Courses

8,759

Hours Professional
Development for Faculty,
Instructors and Graduate
Students

98



Individual Faculty
Consultations

Facilitated and Supported

19

Communities of Practice
and Cohorts



Workshops and Seminars

5



Teaching Grant
Competitions

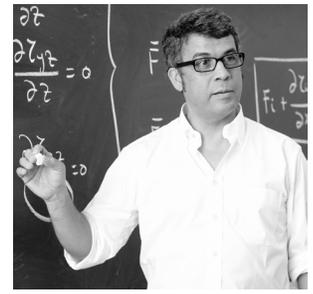
Inspiring Excellence and Innovation in Teaching



Table of Contents

FY17 CTE Vision, Mission and Goals	3
FY17 Accomplishments Summary	4
CTE in FY17 and the Provost's Goals	
Provost's Academic Dashboard	6
Provost's Key Performance Goals	6
FY18 Action Plans and New Initiatives	7
Appendix 1: FY17 Data Report	
1. Pedagogy Initiatives	9
2. Distributed Learning Initiatives	20
3. Integrative Learning Initiatives	26
4. Graduate Teaching Assistant Initiatives	27
5. University Partnerships	31
6. Communications and Assessment	39
Appendix 2: CTE Staff Profile	41





FY 17 Vision and Mission

Vision

The Center for Teaching Excellence (CTE) inspires excellence and innovation in teaching at the University of South Carolina.

Mission

CTE believes that every faculty member, instructor and teaching assistant has the power to be an excellent teacher. To that end, we offer a variety of engaging programs, resources and opportunities—for novices and veterans—to enhance the quality of teaching and learning at the university.

FY17 Goals

The Center for Teaching Excellence

1. Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
2. Supports the design and development of high-quality distributed learning courses.
3. Increases faculty knowledge, skills and dispositions related to developing students' integrative learning abilities.
4. Plans and implements professional development programs for graduate teaching assistants.
5. Fosters partnerships and leverages support for programs that enhance conditions for teaching and learning at the university.
6. Engages in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE programs and services.

FY 17 Accomplishments - Summary

This report summarizes CTE activity from 1 July 2016 – 30 June 2017.

Overview

In FY17, CTE events provided **8,759 countable in-person hours of professional development** for faculty and graduate students. An overview of major programs and activities follows:

- We sponsored or co-sponsored **98 seminars and workshops**, the university's **New Faculty Orientation**, and the annual **Oktoberbest: A Symposium on Teaching** conference.
- We offered a **New Faculty Academy certificate program**, and facilitated **18 additional faculty learning groups**, consisting of **5 grant cohorts, 8 communities of practice and 5 short courses**.
- The CTE facilitated programs for graduate students, including **6 TA Orientation** workshops, the **Preparing Future Faculty (PFF) certificate program**, and the university course, **GRAD 701-Teaching Assistant Development**.
- CTE directors and senior staff also conducted **98 hours of individual faculty consultations**.

These programs featured high-quality presentations and workshops on topics related to our goal areas, including evidence-based teaching practices, innovative pedagogies such as flipped and experiential learning, teaching with technology, online teaching, diversity and inclusion, global learning, integrative learning and others. All of these offerings were successful and well-received, and attendee evaluation ratings were consistently positive.

Innovative Teaching

Among our FY17 offerings were several new programs focused on innovative teaching approaches.

- Our **Flipped and Active Learning Initiative** supported two flipped classroom grantee cohorts to complete the redesign of 7 courses, as well as a new team-based **Course Transformation** grant program that will transform a large Carolina Core Physics course that serves 300+ students per semester. We launched a successful new **Workshop for One** program designed to provide individual mentoring to faculty seeking to apply evidence-based active learning strategies to their courses and conducted dozens of general flipped/active learning presentations. We continued to co-sponsor a FLIP faculty reading group and listserv (with 100 subscribers), who among other activities, conducted an active learning workshop for 63 science educators from the local community.
- After piloting a limited series of offerings last year, we fully launched our **Diversity and Inclusive Teaching Initiative**. We collaborated with several campus offices to offer a series of 14 workshops, including 3 interactive theatre sessions led by CTE Faculty Fellows and a troupe of student actors from the Theatre Education program.
- To raise the visibility of innovative, high-quality teaching at the university, we successfully completed the first cycle of our **new university-wide award to recognize innovative teaching, the Garnet Apple**. We collaborated with the Office of Communications to produce a booklet in conjunction with the announcement of the inaugural Garnet Apple awardees in August 2016. Entitled **VIP: Vision, Innovation, Practice**, this publication featured profiles of the winners of all the university's most prestigious teaching awards and was distributed to USC faculty, administrators, and the Board of Trustees, as well as local and statewide elected officials and prospective university donors. We also oversaw the selection of the second awardee cohort, which will be announced in early fall 2017.

Distributed Learning

Our instructional design team has helped faculty develop **516 distributed learning courses** to date, including courses for the Academic Partnerships online graduate programs, Palmetto College, the Provost's Distributed Learning Grantees, and the Provost's Distributed Learning Quality Review. CTE instructional designers also conducted **374 hours of individual course-design consultations**, presented **42 technology-training workshops**, presented at **13 conferences and professional meetings**, and published **3 refereed journal articles**.

Graduate Teaching Assistant (GTA) Professional Development

We led and continued to enhance the university's TA training program, including **6 full-day GTA Orientation workshops** attended by **466** students and a **teaching-assistant preparation course (GRAD 701)** enrolling **365** students. For advanced graduate students and post-docs, CTE offered **17 teaching and professional development workshops** designed especially for TAs and a **Preparing Future Faculty certificate program** with **167** participants (up 7.8% over FY16). Our TA Program Manager worked closely with the Graduate School's Associate Dean for Professional Development to plan and publicize dozens of additional professional development offerings for graduate students. She also completed the university's Emerging Leaders Program.

Online Resources

We continued to enhance online resources for faculty this year through our popular **CTE website**, which received **77,830 unique hits** during FY17, a significant increase over last year. The site features numerous teaching-related and general professional resources for instructors, including an expanded **online Teaching Guide** addressing common teaching challenges, a **First 100 Days manual** for new faculty, a **Video Archive** of 79 past workshops, ADA-accessible syllabus templates updated for each semester's academic calendar, and a **Distributed Learning Toolbox** to assist faculty creating online courses.

Communications and Assessment

We continued to strengthen our marketing and communication efforts this year. We did frequent outreach presentations to academic departments, and promoted our programming through several venues-- including our website, weekly email announcements, start-of-semester print newsletters, Facebook and Twitter, and stories in U@SC and related university publications.

University Partnerships

Finally, we continued to collaborate with other units and to serve on committees that impact teaching and learning at USC. Our **24 FY17 partnerships** included the Office of the Provost, College of Arts and Sciences, USC Connect, Office of Diversity and Inclusion, Multicultural Student Affairs, Study Abroad, Office of Student Engagement, Graduate School, TRIO Programs, Center for Digital Humanities, USC Law Enforcement and Safety, Office of Academic Integrity, Distributed Learning Support Services, University Technology Services, University Advising Center, Carolina Leadership Initiative, Palmetto College, and others. CTE faculty and staff served on **46 university committees and task forces** contributing to distributed learning, student retention and engagement, graduate student and faculty welfare, diversity and inclusion, instructional technology, global learning, integrative learning, and related initiatives.

CTE in FY17 and the Provost Goals

Provost's Academic Dashboard Targets

- **Increase undergraduate enrollment, average SAT score, freshman-sophomore retention rate and graduation rate.** CTE programs enhance the quality of undergraduate teaching, which fosters student learning and in turn positively affects recruitment and retention and graduation rates. Our Flipped and Active Learning Initiative encourages the implementation of student-centered teaching practices proven to positively affect student success. Our Diversity and Inclusive Teaching Initiative fosters awareness of and evidence-based strategies for promoting inclusion that research has linked to improved student retention. Our support for the development of online and blended courses assists recruitment by increasing access to the university for students who must pursue degrees online, and it supports timely graduation rates by increasing scheduling flexibility for students on our traditional campuses.
- **Increase research expenditures and national honors and awards received by faculty.** When faculty members have access to resources that help them to teach efficiently and effectively, they have more time to produce high-quality research. Additionally, our New Faculty Academy program helps early-career faculty make a smooth professional transition to the university, which supports their potential for high achievement in all areas.
- **Increase the number of doctoral degrees granted.** CTE provides high-quality training and professional development programs that help doctoral students to teach effectively and to balance teaching responsibilities with academic work. Professional development programs also enhance doctoral students' preparation for employment upon graduation.
- **Improve student to faculty ratios.** The CTE instructional design team works with faculty to create online and blended courses that ease classroom scheduling and overcrowding problems. More generally, CTE personnel positively influence the culture of teaching and learning at the university by serving as a resource on best practices in class size and other issues.

Provost's Key Performance Goals

- **Enhance the quality of undergraduate, graduate and professional education.** CTE programs and resources foster excellent teaching at all levels, which in turn enhances student learning. We also enhance graduate education by providing GTAs with high-quality pedagogical and professional development.
- **Enhance faculty scholarship, research and creative achievements.** When faculty members become more efficient and effective teachers, they have more time and energy to devote to scholarship and research. In addition, our innovative teaching grants and awards such as the Garnet Apple reward creative, evidence-based teaching and increase the visibility of USC faculty engaged in scholarship related to teaching and learning.
- **Meet South Carolina's goal of increasing the number of citizens who hold high-quality baccalaureate degrees through strong USC regional campuses.** CTE has helped develop more than 110 high-quality distributed-learning courses offered through Palmetto College. CTE supports effective teaching at the regional campuses by providing Palmetto College faculty with customized programs and online resources. Palmetto College faculty members also participate in CTE programs held on the Columbia campus.
- **Engage the community and improve the quality of life for South Carolinians.** CTE's support for service-learning, leadership education, and integrative-learning programs encourage faculty to

engage students in outreach projects that benefit the larger community while addressing discipline-specific learning outcomes.

FY18 Action Plans and New Initiatives

In FY18, CTE will build on these successes by strengthening existing programs and innovating in the following areas.

Experiential Learning

- In partnership with the Office of the Provost, USC Connect, and Student Affairs and Academic Support, we will host workshops and events on experiential learning. Initial plans include a panel of campus leaders participating in a faculty discussion on the university's strategic plans for this initiative.

On Your Time Initiatives

- We will partner with On Your Time (OYT) Initiatives staff to provide support to adjunct faculty. In addition, we will conduct a needs assessment of faculty to assist with programming, support and resources for faculty who teach for On Your Time Initiatives.
- In collaboration with OYT Initiatives staff, we will create an adjunct faculty teaching resources section of our website and evaluate the need for a community of practice (CoP) for adjunct faculty.

American Talent Initiatives

- In partnership with TRIO Programs, Student Affairs and Academic Support, and the Office of Service-Learning and Community Engagement, we will host workshops and co-sponsor events on strategies for teaching first generation and low-income college students.
- We will work with TRIO Programs to co-facilitate a faculty reading group based on the book "Breakthrough Strategies: Classroom-Based Practice to Support New Majority College Students."

Distributed Learning

- Continue to collaborate with the Office of the Provost to improve the Distributed Learning Quality Review (DLQR) process by developing and piloting an online portal to automate and streamline the various approvals and documents associated with the process.
- Building on the success of our Getting Started Teaching Online at USC short course for faculty, we will launch a Getting Started Teaching Online short course for graduate students.
- Continue to offer the 3Ds Bootcamp: Fast Track to Designing, Developing and Delivering Your Online course, and increase the course offering to twice an academic year.
- Provide instructional design support to On Your Time's efforts to develop online winter session 3-week courses.

Global Connections, Issues and Cultural Awareness

- Collaborate with International Student Services and Global Carolina to host events and opportunities in conjunction with International Education Week.
- In conjunction with Global Carolina and the International Education Week Committee, we will co-sponsor a mini-grant on "Globalizing Your Course" to assist faculty in developing and

implementing globally themed content into current courses, to incorporate sustainable international education into the curriculum.

Professional Development and Training for Graduate Teaching Assistants

- Expand upon the professional development training opportunities for graduate student Teaching Assistants, in conjunction with the expanded role of the Graduate School and new Associate Dean of Professional Development. Plans include offering a regular series of workshops on the teaching aspect of the academic job search, increasing visibility and awareness of the Preparing Future Faculty (PFF) program and its associated opportunities, and exploring enhancement of the PFF Program by piloting a “second tier” professional development certificate, PFF Plus.
- Develop new online Teaching Assistant (TA) Training web modules to provide a wider array of online opportunities for the GRAD 701 TA Training course and its associated resources.

Sustainability Across the Curriculum

- Collaborate with Sustainable Carolina to assist faculty with developing and including sustainable elements into their curriculum. Initial plans are to co-sponsor the Association for the Advancement of Sustainability in Higher Education (AASHE) faculty development workshop with Sustainable Carolina.

Engage New Facilitators and Faculty

- Connect with faculty from around the university to create a bank of facilitators for CTE events and workshops. Initial plans are to develop a database of faculty/facilitator topic areas or interests, and invite faculty to submit abstracts on topics of their choice on which they can present to colleagues.
- Two faculty fellows, who will facilitate the FLIP: Focus on Learning, Innovation and Pedagogy Community of Practice (CoP), will lead a book discussion on the book “What the Best College Teachers Do,” authored by CTE’s 2017 Oktoberbest keynote speaker, Ken Bain.

Research Agenda

- Continue to develop a research agenda and strengthen the national reputation for CTE as a leader in faculty development and innovative approaches to teaching and learning. Building on the 13 conference presentations and the three journal articles published during FY17, we will continue to seek opportunities to present and publish the results of our ongoing research.

Appendix 1

Data Report on FY17 Goals

1. Goal: Enhance the pedagogical knowledge and effectiveness of all who teach at USC in the classroom.

1.1 Pedagogy Initiative: Workshops and Seminars

Action Plan

Sponsor workshops, seminars, power lunches and other events that allow participants to explore a broad range of topics important to both novice and veteran college teachers. Most workshops are facilitated by veteran faculty from USC, are designed to be highly interactive and are generally held in the CTE facilities in the Thomas Cooper Library. Workshops are often recorded and stored in an online video archive.

Accomplishments

Between July 1, 2016 and June 30, 2017, CTE sponsored or co-sponsored **34 Teaching Excellence Events** associated with the goal of helping all who teach at USC. These events contributed to **582 hours of in-person professional development**.

Pedagogy Events

Events	Date	Attendance
Flipped Learning: Getting Started	8/25/2016	15
Managing Large Lecture Courses: Engaging the Masses	8/25/2016	29
Teaching Critical Thinking	8/29/2016	38
Accent Reduction Strategies for Faculty	9/8/2016	10
New Technologically Assisted Approaches to History Teaching: A Demonstration and Discussion (for USC History Department)	9/14/2016	23
Ten Practical Approaches to Fostering Inclusion in the Classroom	9/16/2016	20
Public Speaking Techniques for Dynamic Class Lectures	9/19/2016	25
Working with News Media for Faculty	9/23/2016	15
Fostering Classroom Civility	10/11/2016	9
Responding to an Active Shooter	10/20/2016	15
Fostering Academic Integrity	10/21/2016	8
What to Do When Students Don't (or Can't) Do the Reading	10/26/2016	17
Integrating Information Literacy Instruction Into Your Course	10/27/2016	8
Exploring your Diversity and Inclusivity Lens: An Interactive Theatre Workshop on Teaching	10/28/2016	13
Beginning With the End in Mind: Course Design as "Backward Design"	11/1/2016	15
Teach Like A Coach: A Time Honored Approach to Learning	11/2/2016	14

Pedagogy Events

Events	Date	Attendance
South Carolina Outreach and Informal Educators' Summit (SCOIES)- "Learning Sciences 101" Workshop	1/4/2017	63
Students' Unanticipated Obstacle to Learning: What They Already Know	1/18/2017	8
Fostering Classroom Civility	1/19/2017	3
Teaching Critical Thinking	1/24/2017	8
Procrastination - Our Nemesis or Savior: Kill It or Embrace It? (for Maxcy College)	1/24/2017	13
10 Practical Approaches to Fostering Inclusion in the Classroom	1/27/2017	8
Habits Highly Effective Leaders Practice for Productivity and Peace of Mind	1/30/2017	22
Best Practices for Effective Team Projects	1/31/2017	4
Responding to an Active Shooter	2/2/2017	8
Public Speaking Techniques for Dynamic Class Lectures	2/13/2017	9
Help Your Students Produce Better Writing	2/14/2017	9
Learning Theory and Backward Design (for SPTE 810)	2/16/2017	6
Carolina Intercultural Training	2/22/2017	4
Here They Come: Engaging Generation Z in the Classroom	2/27/2017	14
Working with News Media for Faculty	2/28/2017	11
Beginning With the End in Mind: Course Design as "Backward Design"	3/20/2017	3
How to Craft Questions and Facilitate Effective Discussions	3/27/2017	18
Active Learning for Any Discipline	4/11/2017	6

Evaluation Summary Pedagogy Events

Evaluation surveys were administered at the end of each event, and suggestions were utilized to improve future events. Responses were positive, with **97% strongly agreeing or agreeing that the sessions were helpful to their teaching or other work.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this session was helpful to my teaching or other work.	82%	15%	1%	2%

1.2 Pedagogy Initiative: Conferences

Action Plan

CTE collaborates with other units at USC to deliver conference-style events that help faculty gain information, learn about new developments in education, interact with colleagues, and share ideas in order to improve education across the university.

Accomplishments

In FY17, CTE co-sponsored two conference-style events, which were attended by a total of **266**

participants, which contributed to a combined total of **1,230 hours of in-person professional development**.

New Faculty Orientation

New Faculty Orientation (NFO) was offered in August 2016. Incoming faculty were identified through college and departmental contacts and were issued an invitation through the Office of the Provost. An informational packet was distributed to attendees containing information about campus logistics, University support for teaching and research, and campus resources. The event included welcome sessions by campus administrators, networking opportunities, breakout sessions, and an information fair featuring representatives from campus resource offices. In total, NFO contributed to **688 hours of in-person professional development**.

Orientation Events	Date	Attendance
New Faculty Orientation Fall 2016	8/9/2016	86

Evaluation Summary New Faculty Orientation

Evaluation surveys were administered at the end of New Faculty Orientation. Responses were strongly positive, with **87% rating the orientation as “excellent” or “very good.”**

	Excellent	Very Good	Good	Fair
Please provide an overall rating of today’s New Faculty Orientation.	48%	39%	11%	2%

Oktoberbest

The annual one-day conference provides an opportunity for faculty to disseminate innovations that improve education at all USC campuses. It serves as a forum for sharing ideas, learning about new developments in education, and interacting with colleagues. The conference also provides a cost-effective venue for faculty to engage in the scholarship of teaching and learning.

This year Oktoberbest was held on September 30, 2016. All faculty, teaching assistants, administrators, and others who support teaching at the University of South Carolina were encouraged to attend. The event included **28** concurrent sessions focusing on best practices and innovations in teaching and learning in USC classrooms and online programs. The opening session and keynote lecture were presented by Jose Antonio Bowen, president of Goucher College, Baltimore, Maryland. The event closed with a reception and door prizes. **Total attendance for the day was 180.** Most participants attended multiple sessions. Oktoberbest contributed to **542 hours of in-person professional development**.

Evaluation Summary Oktoberbest

Evaluation surveys were administered during the Oktoberbest conference. Responses were strongly positive, with **98% rating the event as “very helpful” or “helpful.”**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	63%	35%	2%	0%

1.3 Pedagogy Initiative: Cohort Programs

Action Plan

Engage groups of faculty with a common interest in some teaching-related subject or problem over an extended period to collaborate, share ideas, find solutions, and build innovations.

When funding is available, offer competitive Teaching Innovation Grants to a cohort of faculty. These grants provide funds for faculty members to develop an innovative course or teaching materials focused on a particular theme or pedagogical approach. Grantees meet as a group four to six times per year to discuss their projects in process, and they present a campus-wide workshop or panel session at the end of the funding period to share their work with the university community so that others may benefit from their experiences.

Create other cohort programs that involve voluntary participation in a Community of Practice (CoP) model. The CoP model provides a supportive community in which faculty can investigate and take risks in implementing new approaches to teaching and can increase collaboration across disciplines. Each CoP consists of faculty members from multiple disciplines and a facilitator who share common interests or face similar challenges in their teaching. The CTE supports each CoP by providing a meeting place, facilitating discussions, and scheduling relevant speakers as appropriate.

Offer faculty short courses as a third type of cohort program. Led by a CTE faculty fellow or instructional designer, each short course convenes a group of enrollees for intensive study, discussion, and practical application of a particular teaching approach or strategy. Each class meets four to eight times during a single semester to discuss readings and best practices and to share their teaching materials in development. In addition, the course facilitator provides individual coaching and feedback sessions. Each enrollee who completes the course receives a certificate and letter of recognition.

Accomplishments

In FY17, the CTE facilitated and supported **19 cohorts** focused on effective teaching and innovative pedagogies. In total, these cohorts contributed **1,852 hours of in-person professional development**.

Cohort Programs

Cohort/CoP Name	Professional Development Hours
Active Learning in Large Courses- Short Course	44
Community Engaged Teaching and Research CoP	9
Composition Pedagogy Reading Group CoP	14
Coordinators of Large Undergraduate Courses CoP	74
Copyright Issues CoP	16
Digital Humanities Course Development Grant	N/A
Distributed Learning Carolina Core Online Grant Cohort- Spring 2017	24
FLIP: Focus on Learning, Innovation and Pedagogy Faculty Learning Group CoP	200
Flipped Course Development Grant Cohort 3	14
Getting Started Teaching Online at USC- Short Course (Fall 2016)	400

Cohort Programs (Continued)

Cohort/CoP Name	Professional Development Hours
Getting Started Teaching Online at USC- Short Course (Spring 2017)	320
Global Learning Grant	10
Instructional Design CoP	72
Integrative Learning Grant Cohort	17
New Faculty Academy	272
Pedagogical Technology CoP: Virtual Reality	26
“Small Teaching:” Making Small Changes to Significantly Enhance Student Learning- Short Course	40
Teaching Online CoP	18
Using the Science of Learning to Rethink How We Teach Short Course (For School of Medicine - Columbia)	50
3Ds Bootcamp: Design, Develop, and Deliver an Online Course Grant Cohort	232

Teaching Innovation Grant Cohorts

Digital Humanities Course Development Grant Cohort

During FY17, CTE and the Center for Digital Humanities (CDH) partnered to support faculty seeking to incorporate digital-humanities tools and research methods into existing undergraduate courses. Successful applicants received a \$1,000 grant, as well as programming and technical support from CDH staff and pedagogical and instructional design consultation from CTE during the 12-month grant period. Grantees were required to submit a brief final report to CDH and to present their project results at either the annual CDH open house or CTE’s Oktoberbest. **Two faculty grantees** received Digital Humanities Course Development awards in FY17. Due to the individualized nature of the support and consultation accompanying these awards, grantees in this program do not meet regularly as a cohort.

Distributed Learning Carolina Core Online Course Development Grant Cohort

During FY17, the Provost’s Office issued a call for applications to full-time faculty for proposals to support the development of online courses that meet requirements of the **Carolina Core**. In late 2016, the selection committee chose four **(4) grantees**, representing three departments in the College of Arts and Sciences, for funding. The FY17 cohort held its initial meeting in January 2017 and the grantees are working to develop their projects, which will be completed by June 15, 2018.

Grantees:

- Receive internal grant funds of up to \$6,000 to engage in the proposed course development.
- Participate as a group in an introductory planning meeting, workshops, an online Blackboard forum, and a culminating presentation of their work.
- Submit a brief final report to the CTE upon the project’s completion.

The three (3) members of the FY16 Provost’s Distributed Learning Grant cohort continued to meet and to work actively with CTE instructional designers during FY17 toward completion of their courses by August 15, 2017.

Flipped Course Development Grant Cohort

With support from the Provost's Office, CTE awarded its third cohort of Flipped Course Development grants in FY16, and the group continued to meet throughout FY17. These grants were part of CTE's Flipped Learning Initiative, which supports the development of exemplary courses that employ a flipped learning format, with special emphasis on proposals from teams of faculty to flip large, high-impact undergraduate courses or course sequences. Eligible projects could include the creation of new courses or the conversion of an existing course or portion of a course to a flipped learning format.

Grantees:

- Receive internal grant funds of up to \$7,500 to engage in the proposed instructional development project.
- Meet at least four times during the grant period to share ideas and discuss current research and best practices in flipped pedagogy.
- Develop and administer appropriate assessments to gauge the effectiveness of the project and guide continuous improvement of the course materials developed.
- Teach the proposed course within 18 months of the grant period.

During FY17, the **5 faculty grantees** in Cohort 3 met regularly and worked with the Faculty Associate Director and instructional designers to complete development of their courses by June 15, 2017.

Global Learning Grant Cohort

The Study Abroad Office and CTE invited USC-Columbia faculty and staff to submit proposals for the development of new study abroad programs (short term or exchange) or curriculum integration initiatives. **Two recipients** participated in a series of workshops, discussions and meetings during FY 2016-2017 academic year and received support from the Study Abroad Office in developing the proposed program. Implementation of the proposed global learning project will take place in the 2017-2018 academic year.

Integrative Learning Grant Cohort

During spring 2016, the CTE, in partnership with USC Connect, issued an invitation to full-time USC faculty members in all disciplines to submit applications for a competitive grant program designed to strengthen integrative learning opportunities for undergraduates at USC. Applications were invited both from faculty who wish to incorporate integrative-learning activities into a course that they teach and from those who wish to implement program-level initiatives to enhance students' learning over a series of several courses or within a major or other academic program. Grants of \$500 - \$3,500 were offered for proposals to develop either existing or new undergraduate courses or programs.

Successful applicants:

- Receive internal grant funds of up to \$3,500 to support the proposed project.
- Participate in a kickoff meeting and 3-4 grantee cohort meetings during the grant period to share strategies, resources, and best practices. These meetings occur on the Columbia campus; grantees from regional campuses may attend via technology.
- Teach the proposed course or implement the funded project within 18 months of the grant period.
- Submit a brief final report by June 15, 2017, to include copies of materials developed with the funding and data documenting project implementation.

Ten faculty grantees, representing five different colleges and regional campuses, who were selected to receive grants in FY16, participated in the cohort throughout FY17. The grants were funded by USC Connect, and a USC Connect Faculty Fellow facilitated the cohort meetings.

3Ds Bootcamp

In spring 2017, the CTE launched a new online course development grant program, **3Ds Bootcamp: Design, Develop, and Deliver an Online Course**, aimed at providing high-quality support and training for faculty developing online courses for the first time at a lower cost and in a shorter time frame than prior grant programs. **Eight (8) faculty members** from across the disciplines were selected from among the applicants for this pilot program. Phase I consisted of daily training sessions conducted at the CTE from May 8 - 12, 2017. This week long intensive was developed and facilitated by CTE's DL team (Associate Director for DL Pedagogy, Program Manager for Distributed Learning, instructional designers, and instructional developer).

On May 15, 2017, the grantees moved into Phase II of the four-month grant period, and each will collaborate one-on-one with their assigned CTE instructional designer/developer to finish building their online course. All courses are slated for completion by September 15, 2017. Participants are awarded a \$1,000 grant after successful completion of Phase I. A second \$1,000 grant is disbursed after successful completion of Phase II.

Cohort

New Faculty Academy Cohort

CTE coordinated the New Faculty Academy (NFA) certificate cohort-based program, which is designed to launch the careers of faculty through a series of professional development, networking and mentoring activities. All first-year full-time faculty members on the USC Columbia campus are eligible to participate. NFA begins with workshops held in conjunction with New Faculty Orientation, followed by a series of monthly workshops throughout the academic year. Faculty members who participate in six or more (of approximately ten) NFA sessions scheduled during the year will receive a certificate of completion, a letter of commendation from the Provost's office, and recognition on the Office of the Provost's Web page. A total of **41 faculty members** have graduated from NFA, with **24 faculty** completing NFA during FY2017.

Communities of Practice

Community-Engaged Teaching and Research

This community of practice was launched in FY17. Facilitated by the Associate Director for Community Engagement in the Office of Diversity and Inclusion, the group met monthly during fall 2016. Open to faculty across disciplines, meetings featured guest speakers and opportunities for cross-disciplinary dialogue and travel into the local community to learn with community partners.

Composition Pedagogy Reading Group

The Composition Pedagogy Reading Group provided a forum for faculty in the composition and rhetoric disciplines to come together for open-ended discussions on topics important in the field. The purpose of the Reading Group was to foster opportunities for deeper engagement with and conversations around chosen topics of interest, specific issues, themes, and current texts relevant to the field.

Coordinators of Large Undergraduate Course Coordinators

FY17 marked the third year for the Large Course Coordinators community of practice for faculty who coordinate large, multi-section undergraduate courses. Co-facilitated by a CTE Faculty Fellow and the CTE's GTA Program Manager, the group gathered for breakfast twice each semester and once during the summer to discuss common issues, share ideas and best practices, and host guest speakers on topics such as mentoring GTAs and adjunct instructors, maintaining curricular consistency across course sections, preventing academic dishonesty, and supporting students with disabilities in large courses. The group also hosts a Blackboard organization with shared resources and readings.

Copyright Issues

In FY17, the University Libraries and CTE launched this informal, cross-disciplinary discussion group in which faculty and instructional staff discuss common issues, concerns, policies, and best practices surrounding copyright in higher education settings. Facilitated by a university librarian, the group met monthly for a brown-bag lunch and discussion throughout the academic year.

FLIP (Focus on Learning, Innovation, and Pedagogy)

In FY17 the CTE and Senior Associate Dean Alan White of the College of Arts and Sciences collaborated for a third year to facilitate FLIP (Focus on Learning, Innovation, and Pedagogy,). This faculty learning community encourages faculty in STEM and related fields to learn about, discuss, and implement innovative and evidence-based teaching approaches that enhance student engagement and learning. The group met biweekly for a brown-bag lunch to discuss relevant readings and to share research and teaching innovations in progress. The facilitator also maintains a listserv and Blackboard site for communication, shared resources, readings, and projects. In January 2017, members of the group presented a workshop on learning science-to-science educators from museums, parks, and community agencies from across the state.

Instructional Designers

FY17 was the fourth year for this community of practice, which is facilitated by a CTE Instructional Designer. Instructional design professionals from all USC campuses are eligible to participate in this group, which meets monthly to discuss best practices in instructional design, current projects, and departmental and campus developments in online learning.

Pedagogical Technology

Established last year, this community of practice is facilitated by a senior staff member of the Office of Information Technology. The group's mission is to create a supportive USC culture that embraces innovation and technology as channels for advancing teaching and learning. Meetings in FY17 focused on virtual reality as a teaching tool and included panel presentations, webinars, and group discussions. The group also maintains a Blackboard site for communication and resource sharing.

Teaching Online

Established in 2015, the Teaching Online Community of Practice met monthly throughout the fall 2017 semester. The group's purpose is "to connect people in the spirit of learning and collaboration, and to provide a forum for sharing experiences, ideas, and the latest research and technologies in effective distributed learning." Meetings provided networking opportunities and featured best practices presentations, scholarly article readings/discussions, and technology demonstrations to enhance online teaching.

Short Courses

Active Learning in Large Courses

In fall 2016, CTE offered a faculty short course focused on sharing research and best practices in applying active-learning techniques in large lecture courses. The CTE Associate Director for Distributed Learning taught the course. Applications were solicited on the CTE website in late summer 2016, and six faculty members were selected to participate. Participants were asked to attend at least four of the six scheduled sessions scheduled during the semester. Each also received a class observation and individual coaching from Professor Edwards. All **six participants** completed the course; each received a certificate of completion and a letter of commendation from CTE.

Evaluation questionnaire responses were strongly positive, with 100% of respondents indicating that they “strongly agree” or “agree” that the course was helpful to their professional development, that the instructor was knowledgeable and well-prepared, and that the course provided significant opportunities to network with colleagues. In addition 100% responded that they “strongly agree” or “agree” that their experience in the course increased their likelihood to attend future CTE offerings.

“Small Teaching”: Making Small Changes to Significantly Enhance Student Learning

In spring 2017, CTE offered a faculty short course focused on making small evidence-based changes in classroom teaching that yield significant increases in students’ learning. “Small Teaching” was taught by the CTE Associate Director for Innovative Teaching. Applications were solicited on the CTE website in late fall 2016, and eleven faculty members were selected to participate. Participants were asked to attend at least five of the seven scheduled sessions. **Nine participants** completed the course; each received a certificate of completion and a letter of commendation from CTE.

Evaluation questionnaire responses were strongly positive, with 100% of respondents indicating that they “strongly agree” or “agree” that the course was helpful to their professional development, that the instructor was knowledgeable and well-prepared, and that the course provided significant opportunities to network with colleagues. In addition 100% responded that they “strongly agree” or “agree” that their experience in the course increased their likelihood to attend future CTE offerings.

Using the Science of Learning to Rethink How We Teach (for USC School of Medicine Faculty)

In spring 2017, at the request of the School of Medicine, CTE offered a faculty short course on focused on exploring current research on the science of learning and creating strategies for applying this research to classroom teaching. Offered on site and developed especially for medical-school faculty, “Using the Science of Learning” was taught by the CTE Faculty Associate Director for Innovative Teaching. The **eight enrollees** were asked to attend at least five of the seven scheduled 75-minute sessions and they received individual feedback from Dr. Hudson on related materials they developed for use in their courses. The participants that completed the course each received a certificate of completion and a letter of commendation from CTE.

Evaluation questionnaire responses were strongly positive, with 100% of respondents indicating that they “strongly agree” or “agree” that the course was helpful to their professional development, that the instructor was knowledgeable and well-prepared, and that the course provided significant opportunities to network with colleagues. In addition 100% responded that they “strongly agree” or “agree” that their experience in the course increased their likelihood to attend future CTE offerings.

Getting Started Teaching Online at USC

In fall 2016 and spring 2017, with support from the Office of the Provost, CTE offered a faculty short course designed to introduce faculty members who are new to online teaching or who wish to update their knowledge to current best practices and policies and procedures surrounding online teaching at USC. This 8-week asynchronous online course was taught by Dr. Aisha Haynes, CTE Program Manager for Distributed Learning and Casey Carroll, instructional developer. Both full-time and part-time faculty were eligible to apply, and selected applicants who completed all course requirements received a \$500 mini-grant to support purchases to enhance their future online teaching. Sixteen faculty members selected to participate in the course successfully completed it; each received the mini-grant, certificate of completion, and letter of commendation from CTE. Graduate students and university staff members were eligible to enroll in the course, but were not eligible to receive the mini-grant. One graduate student and one university staff member completed the short course.

Evaluation questionnaires were distributed to all participants, and responses were unanimously and strongly positive, with 100% of respondents indicating that they “strongly agree” or “agree” that the course was helpful to their professional development and that the instructor was knowledgeable and well-prepared. In addition, 100% responded that they “strongly agree” that their experience in the course increased their likelihood to attend future CTE offerings.

1.4 Pedagogy Initiative: Individual Teaching Consultations

Action Plan

Invite anyone who wishes to discuss specific teaching concerns and effectiveness as they relate to a particular class to visit the CTE for confidential individual consultations. Consultants include CTE staff members with training in instructional methods and experience with consultation procedures. Consultants focus on responding to instructor’s teaching and learning concerns.

Accomplishments

The faculty director, associate directors and staff of the CTE conducted **84 confidential individual consultations** with faculty members to discuss specific individual teaching concerns. The CTE representative provided feedback and suggestions, and followed up with suggested readings and resources as appropriate. Each faculty member who visited the CTE reported that the consultation was helpful. These meetings contributed to **98 hours of in-person professional development**.

1.5 Pedagogy Initiative: Web Presence

Action Plan

Maintain a web presence that supports ongoing programs and services and promotes a positive image of the Center. In addition, CTE’s website will include links to other teaching resources at the university and to helpful teaching resources at other institutions. The online Teaching Guide and Video Archive discussed under Goal 1 will be prominently featured.

Accomplishments

The CTE website provides an efficient and effective way for faculty to access information about our programs and services. The website received over 77,830 unique page views in FY17. The Events Calendar and Teaching Resources sections of the website saw the most traffic, with the Teaching Resources section receiving over 25,361 unique views and the Events Calendar receiving 13,136 unique

views. Through the website's contact forms, CTE received 59 requests for assistance and consultations.

Website Section	Unique Page Views
News	1,395
New Faculty Orientation	1,497
Events Calendar	13,136
Distributed Learning	3,478
Courses and Communities of Practice	1,583
Grants	2,743
Teaching Resources	25,361
Video Archives	5,477
Consultations	672
Graduate Student Programs	7,986

1.6 Pedagogy Initiative: Video Archive and Live-Streaming

Action Plan

Produce video recordings of the lectures and seminars the CTE sponsors and co-sponsors, to enable access for CTE clientele unable to attend the events in person. Videos are made available online on the CTE website. Provide off-site access to selected CTE events through live-streaming to facilitate participation by clientele unable to attend the events in person.

Accomplishments

The Video Archives, featuring recorded lectures and seminars and housed on the CTE website, received 5,477 unique views during FY17. The most popular videos included "PowerPoint: Beyond Bullet Points," "Verbal Judo for the Classroom," "Dealing with Cheating and Plagiarism," "Student-Centered Learning Outcomes," and "Effective Active Learning Techniques." We continued live-streaming workshops and events to extend our reach to Palmetto College participants.

1.7 Pedagogy Initiative: Online Teaching Guide

Action Plan

Maintain an online Teaching Guide that provides information to faculty about best practices, teaching tips, ideas, and extramural resources. The guide uses text, pictures, sound and video to provide information.

Accomplishments

In FY16 we launched a newly redesigned website including a robust Teaching Resources area segmented into 6 primary sections, including an updated Workshop Video Archives (see section 1.6, above). These primary sections include areas devoted to course development, effective teaching strategies, effective use of educational technology and balancing teaching with other areas of responsibility. In addition, the Teaching Resources area includes ADA-accessible Course Templates aligned with each semester's academic calendar that streamline syllabus preparation for faculty. In FY17, we updated the website with valuable tools for faculty.

2. Goal: Support the design and development of high-quality distributed learning courses.

2.1 Distributed Learning Initiative: Workshops and Seminars

Action Plan

Sponsor workshops, seminars, and other events that allow participants to explore a broad range of topics important to the development of high-quality distributed learning courses. Most workshops are facilitated by veteran USC faculty, or members of the CTE instructional design team, are highly interactive and are held in the CTE facilities in the Thomas Cooper Library.

Accomplishments

The CTE hosted **42 workshops** on topics related to distributed learning between July 1, 2016 and June 30, 2017. These events contributed **585 hours of in-person professional development**. The presentations are recorded and available to faculty across the system, which provides a cost-effective way of increasing the presence and accessibility of the CTE and its work to the university community.

Distributed Learning/Technology Events

Events	Date	Attendance
What the Heck is 'Personalized Learning' and Why Would Anyone on My Campus Care?	7/6/2016	8
EDUCAUSE Learning Initiative (ELI) Webinar	7/13/2016	6
Keeping it Clean: Academic Integrity Online Webinar	7/27/2016	24
Blackboard in the Classroom- Session 1	8/11/2016	10
Blackboard in the Classroom- Session 2	8/11/2016	5
New Media Consortium (NMC) Beyond the Horizon > The Mobile Experience	8/24/2016	9
Strategies for Teaching Large Online Classes	9/7/2016	15
3Ds of Online Course Development: Design Webinar (1)	9/8/2016	15
Thirteen Ways to Create Accessible and Inclusive Documents and Presentations	9/12/2016	15
Flip Your Classroom with Office Mix	9/15/2016	11
Voyages Into the Technology Frontier: Virtual Reality	9/22/2016	11
PACWI: Build a Collaborative Classroom/Increase Office Productivity using OneNote	9/29/2016	10
Developing Rubrics (For Retailing Department)	10/3/2016	11
3Ds of Online Course Development: Develop Webinar (2)	10/4/2016	8
McGraw-Hill Presentation	10/17/2016	4
How to Effectively Design and Deliver with Adobe Connect	10/19/2016	11
University Support and Available Resources for Online Teaching (1)	10/21/2016	8
University Support and Available Resources for Online Teaching (2)	10/21/2016	11

Distributed Learning/Technology Events

Events	Date	Attendance
Creating Lecture Videos	10/25/2016	17
3Ds of Online Course Development: Deliver Webinar (3)	11/3/2016	9
Student Portfolios in Blackboard - Session 1 (for ENGL 102)	11/4/2016	10
Student Portfolios in Blackboard - Session 2 (for ENGL 102)	11/4/2016	7
Ten Technology Tools That Can Enhance Your Online Course (Webinar for USC Aiken's National Distance Learning Week)	11/7/2016	69
Using YouTube Captioning for Accessibility	11/10/2016	8
Promoting Student Interactions Online in Blackboard	11/14/2016	25
PACWI: Designing Creative Videos with Moovly	11/28/2016	19
PACWI: Becoming an Excel Ninja: Advanced Excel Tools	12/16/2016	14
Best Practices in Online Assessments	1/19/2017	8
Seven Principles for Good Online Teaching	1/26/2017	10
Adobe Connect: A Hands-On Workshop	1/30/2017	13
Universal Design for Learning: Reaching ALL Students in Your Online Course	2/9/2017	7
Active Learning in Action: Examples from the Classroom Webinar	2/10/2017	8
Preparing Faculty Members to Teach Online: Comparing Institutional Processes (Virtual Conference)	2/24/2017	20
Student Portfolios in Blackboard (for ENGL 102)	3/2/2017	16
Student Portfolios in Blackboard (for ENGL 102) Session 1	3/3/2017	6
Student Portfolios in Blackboard (for ENGL 102) Session 2	3/3/2017	18
Grading Made Easy with Rubrics	3/16/2017	7
Let's Get AGILE: Ready, Set, Collaborate Webinar	3/24/2017	16
PACWI: Office Mix: Turn PowerPoint Presentations into Interactive Lessons	3/28/2017	11
Tools for Creating Lecture Videos Webinar	4/6/2017	17
Social Media: Opportunities for Student Engagement	4/12/2017	10
PACWI: Office 365 and OneDrive for Business for Faculty and Staff	4/25/2017	22

Evaluation Summary Distributed Learning Events

Evaluation surveys were administered at the end of each event, and suggestions were utilized to improve future events. Responses were positive, with **99% strongly agreeing or agreeing that the sessions were helpful to their teaching or other work.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this session was helpful to my teaching or other work.	74%	25%	0%	1%

2.2 Distributed Learning Initiative: Faculty Consultations and Course Development

Action Plan

Provide one-on-one and group consultation and instructional design support to faculty identified for distributed learning course development. Provide support for Palmetto College (regional) campus faculty designing distributed learning courses. Provide support to other faculty developing distributed-learning courses and related instructional projects by individual request.

Accomplishments

The CTE Distributed Learning (DL) team provides instructional design services, pedagogical consultations, and professional development to faculty and graduate teaching assistants who teach at USC-Columbia and Palmetto College campuses. The team was established in fall 2011 with the hire of two instructional designers and a part-time faculty associate director. During FY17, the CTE DL team consisted of one senior instructional designer, one instructional designer, one instructional developer, one program manager and one part-time faculty associate director.

The instructional design team conducted a total of **374 hours of individual course-development consultations** with faculty clients during FY17. Consultation services were provided to DL Cohort grantees, Palmetto College grantees, FLIP grantees, faculty requests and departmental interest requests. A member of the DL team was “on-call” during the CTE operating hours to assist faculty. Consultation meetings addressed a variety of pedagogical topics, including assessment of current courses, course design, adapting pedagogical strategies to online venues, technological training, assessment of technology options, and production support. Designers also worked to acquaint faculty with current pedagogical models and best practices in online teaching. Since the courses have various completion dates, some are in the planning stage, some are in active development, and some are complete but still require occasional support from the designers.

A lead designer was assigned to each of the four Palmetto College campuses and partnered with a faculty Palmetto College ambassador at each campus to provide workshops and attend faculty meetings. Visits were made to USC-Union, USC-Lancaster and USC-Salkehatchie during FY17. In addition, the DL team facilitated the *Getting Started Teaching Online at USC* short course twice and facilitated the *3Ds Bootcamp: Design, Develop, and Deliver an Online Course* in May 2017.

The instructional design team spent **1,019 hours** on course development work. Quality Matters standards and ADA accessibility guidelines inform the design and development of all courses.

To date, the team has worked to develop a total of **516 distributed-learning courses** (85 of these during FY17) including:

- 140 courses built for faculty teaching in Palmetto College (104 complete, 36 in progress)
- 75 courses built for faculty receiving the Provost’s Distributed Learning Grant (48 complete, 27 in progress)
- 89 courses revised or rebuilt for the Provost’s Quality / Accessibility Review initiative (59 complete, 30 in progress)
- 8 courses for faculty who participated in 3Ds Bootcamp (8 in progress)
- 70 courses for the Academic Partnership online graduate programs (25 complete, 45 in progress)
- 134 courses built at the request of individual faculty members (92 complete, 42 in progress)

Colleges, schools and offices served by CTE's distributed learning course development and support initiatives include College of Arts and Sciences, College of Education, College of Engineering and Computing, College of Hospitality, Retail and Sport Management, College of Information and Communications, College of Nursing, College of Pharmacy, College of Social Work, Extended University, Palmetto College, School of Business, School of Law, School of Music, School of Public Health, Student Disability Services, TRIO Programs, University 101, University Libraries, University Technology Services, USC Lancaster, USC Salkehatchie, USC Sumter and USC Union.

Technologies investigated and used include Adobe Professional, Adobe Connect, Adobe Meeting, Adobe Presenter, Animoto, Articulate Storyline, Audacity, Blackboard, Camtasia, Closed Captioning Software, Dragon Naturally Speaking, JAWS (Job Access with Speech), Kahoot!, Microsoft Office Mix, Moovly, PiktoChart, Poll Everywhere, Padlet, Prezi, Polycom Virtual Meeting Room, Popplet, SCORM, Screencast-O-Matic, Screenflow, Survey Monkey, Sway, Voice Thread and Voki.

2.3 Distributed Learning Initiative: Faculty Cohorts

Action Plan

Engage faculty recipients of the Office of the Provost's Distributed Learning Grant program to collaborate, share ideas, find solutions, and build innovations. Participants in each cohort commit to an initial introductory planning workshop and a culminating presentation of their work at a USC or other peer-level event. The Faculty Associate Director serves as pedagogy consultant and facilitator, with the instructional designers participating in the meeting and working with the grant recipients in the design and development of the courses. For the new 3Ds Bootcamp online course development grant, a week long face-to-face cohort-based training intensive (Phase I) is followed by four months of one-on-one coaching from a designated CTE instructional designer/developer, as each grantee works to finish building their online course.

The cohort operates using the Community of Practice (CoP) model. The CoP model provides a safe, supportive community in which faculty can investigate and take risks in implementing new approaches to teaching and by increasing the collaboration and coherence of learning across disciplines. In addition to the associate director facilitator, the CTE supports each CoP by providing a meeting place and by pairing each grantee with a CTE instructional designer who provides additional, individualized course-development support.

Accomplishments

During FY17, a total of **15 faculty members** in three cohorts (Provost's 2016 - 17 and 2017 - 18; 2017 3Ds Bootcamp) participated in Distributed Learning course development grant cohorts. For full details on the activities of these cohorts, see Section 1.3 of this appendix.

2.4 Distributed Learning Initiative: Enhancing Visibility and Impact

Action Plan

Research and analyze best practices in distributed learning pedagogy, develop additional resources, participate in university committees, participate in professional development activities, develop and deliver presentations on distributed learning topics, and serve as the expert resource for distributed learning pedagogy and practice for the university community.

Accomplishments

Resource Development

The Distributed Learning team modified and created a number of resources in FY17 to foster awareness of best practices across the university. These resources include:

- **Quality Matters Resources and Participation:** CTE continued to host USC's institutional membership in Quality Matters (QM), an organization that develops and promotes best-practice standards for online and hybrid teaching, and designers actively encourage faculty to join. To date, **132 faculty members have created individual Quality Matters accounts**, and during FY17, 22 enrolled in Quality Matters training courses. This year, the Faculty Associate Director, Program Manager for Distributed Learning and Senior Instructional Designer participated on 8 official QM peer review teams - where they reviewed courses for quality from around the country.
- **Materials to Support the Provost's Quality/Accessibility Review Process:** The CTE team has continued to work with the Provost's Distributed Learning Committee, Distributed Learning Support Services, and the Office of Student Disability Services to develop processes and resources associated with the Provost's Quality/Accessibility Review for online courses. The CTE-developed **Quality/Accessibility Review Rubric**, which is based on national QM and ADA standards, is the review protocol used to ensure consistency in guiding faculty members' revisions. This year, the DL team developed an **annotated version of the Rubric**. In addition, the DL team developed and posted online a **Syllabus Tip Sheet** for DL Courses which incorporates in one document the syllabus requirements of the Committee on Instructional Development (InDev) and the Carolina Core, plus guidance materials from the CTE and the Office of Institutional Research and Assessment.
- **Bank of Design Resources and Solutions:** Designers continually develop a shared repository of "reusable learning objects" and solutions for common design and pedagogical issues, which they draw on in developing courses and share with faculty clients. The DL team now makes available to faculty consultees its newly-developed Blackboard course template which features standard formatting based on best practices in online learning and university-recommended disclosures (ADA, diversity, etc.). These shared items help to create a consistent, user-friendly navigation experience for students across courses.
- **Distributed Learning Resources Web page:** Located on the CTE website, this page compiles CTE's resources related to distributed learning in one location. Among the most popular resources are the **DL Toolbox**, which contains quick-start handouts and useful introductory readings and links on DL pedagogy and practice, a **model distributed-learning course** which faculty can enroll in to get a sense of typical features and options for online courses and a tutorial on **"7 Ways to Make your Class Accessible,"** which gives user-friendly instructions for making course materials ADA accessible. Some of our latest additions include sections on **Large Course Development, Open Educational Resources**, and a **"Reading Room"** which contains links to pieces authored by university faculty and others.
- **Accessibility:** The DL team is well versed in issues of accessibility in courses and Universal Design for Learning (UDL). In an ongoing effort to ensure compliance and reduce faculty workload in developing online (and face-to-face) courses, the CTE is working closely with University Technology Services, Distributed Learning Support Services, and the Office of Student Disability Services to find potential solutions for automating the process of making documents and other course materials accessible and usable for all students.

Awareness of DL team resources and services were promoted through email, workshops/events, meetings, CTE's listserv, national and regional conferences, short course communication, networking events, the CTE's website, social media (Facebook and Twitter), YouTube and Community of Practice meetings. As a result of our activities, team members have been invited to present at institutions across South Carolina, as well as state, regional, and national conferences. At one national conference, the Associate Director and Program Manager for Distributed Learning's presentation resulted in contacts which led to invited speaker presentations for a faculty member in the Biology department and the Director of Online Learning for the College of Nursing. Similar conference-related contacts resulted in the Associate Faculty Director and Program Manager for Distributed Learning being interviewed by a nationally recognized expert in distributed learning for inclusion in a forthcoming book.

These resources have been received favorably not just at USC, but statewide and nationally. For a list of awards and recognitions, conference presentations, and invited lectures given by members of the CTE distributed learning team during FY17, see Section 5.3 of this appendix.

Committee Participation

The Distributed Learning team and CTE director participated actively on **12 University committees and subcommittees** related to distributed learning, including the Provost's Distributed Learning Advisory Committee and its associated subcommittees on Quality Assurance, Best Practices, Grant Selection and Instructional Design; the Faculty Senate Instructional Development Committee, the Vice Provost's Distributed Learning Task Force, the Vice Provost's Working Group on Copyright Issues, the USC Connect Assessment Review team, and the CTE Instructional Designer Search Committees. The Faculty Associate Director and Instructional Designer are members of the Provost's Advisory Committee on Women's Issues (PACWI). The Instructional Designer is the chair of the PACWI Technology subcommittee. The Senior Instructional Designer is a member of the PACWI Women's Leadership Institute planning committee. In addition, the Faculty Associate Director serves on the University's Study Abroad Faculty Advisory Board, a role which has led to her chairing at a national conference a session which includes the topic of developing study abroad opportunities for online students.

The Program Manager for Distributed Learning is a member of the statewide Access South Carolina Information Technology (ASCIT). This committee focuses on the accessibility of electronic and information technology in South Carolina and is composed of representatives from across the state. (See Section 5.2 of this document for a complete listing of committee memberships.)

Professional Development and Certifications

Distributed learning team members have completed numerous professional development courses and certifications to enhance their ability to serve as expert resources. In FY17, these include the following (See Section 5.2 below for a complete listing):

- The instructional developer completed the Quality Matters Peer Reviewer course.
- The program manager completed the Quality Matters Reviewer Re-Certification course.
- The senior instructional designer earned certification as a Quality Matters Master Reviewer.
- The senior instructional designer and the instructional designer each completed 4 academic courses.

3. Goal: Increase faculty knowledge, skills and dispositions related to developing and assessing integrative learning abilities.

3.1 Integrative Learning Initiative: Workshops and Seminars

Action Plan

Sponsor workshops, seminars and other events that allow participants to explore a broad range of topics important to integrative learning course development. Most workshops are facilitated by veteran faculty from USC, are designed to be highly interactive and are generally held in the CTE facilities in the Thomas Cooper Library.

Accomplishments

CTE supports the USC Connect initiative by educating faculty about integrative learning pedagogy and encouraging integrative learning strategies in teaching. The **5 workshops** offered on this topic during FY17 contributed **144 hours of in-person professional development**.

Integrative Learning Events

Events	Date	Attendance
Mutual Expectations: Academic Advising	9/27/2016	52
Enhance Your Teaching with USC Connect	11/3/2016	6
Service-Learning 101 for Faculty	11/16/2016	10
Teaching Reflective Writing	11/18/2016	7
Mutual Expectations: Classroom Interactions	2/23/2017	32

Evaluation Summary Integrative Learning Events

Evaluation surveys were administered at the end of each event, and suggestions were utilized to improve future events. Responses were positive, with **100% strongly agreeing or agreeing that the sessions were helpful to their teaching or other work**.

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this session was helpful to my teaching or other work.	92%	8%	0%	0%

3.2 Integrative Learning Initiative: Cohort Programs

Action Plan

Engage groups of faculty with a common interest in some subject or problem over an extended period to collaborate, share ideas, find solutions, and build innovations. Participants in each cohort program commit to meeting at least five times. Some cohort programs are associated with competitive Teaching Excellence grants funded by the CTE or collaborating units. Others involve voluntary participation and a community of practice (CoP) model.

The CoP model provides a safe, supportive community in which faculty can investigate and take risks in implementing new approaches to teaching and by increasing the collaboration and coherence of

learning across disciplines. Each CoP consists of faculty members from multiple disciplines and a facilitator who share common interests or face similar challenges in their teaching. The CTE supports each CoP by providing a meeting place, facilitating discussions, and scheduling relevant speakers as appropriate. Typically, a CoP meets for 90 minutes 3-5 times over the course of a semester.

Accomplishments

In partnership with USC Connect, CTE co-sponsored a fifth grantee cohort on Supporting Undergraduates in Integrative Learning in FY17. The grant offered 11 faculty members an opportunity to develop, implement, and assess instructional materials that integrate beyond and within the classroom experiences to achieve course learning outcomes. (See Section 1.3 for additional details about this grant program and cohort activities.)

In July 2016, the CTE director served as part of a faculty team charged with creating recommendations for the next stage of USC Connect, the university's Quality Enhancement Plan (QEP), which completed its initial 5-year agenda in FY17. The team attended the Association of American Colleges & Universities (AAC&U) 2016 Institute on Integrative Learning and the departments at Loyola University Chicago for consultations with experts on integrative learning and initial development of a final recommendations report. This report was presented to the USC Connect Council in fall 2016. In spring 2017, it was decided that the CTE-sponsored faculty grants program would be discontinued to allow the funds to be used for USC Connect activities related to the recommendations outlined in the report.

4. Goal: Plan and implement professional development programs for graduate teaching assistants.

4.1 Graduate Teaching Assistant (GTA/IA) Development Initiative: Workshops and Seminars Sponsored by CTE

Action Plan

Facilitate a series of graduate student TA workshops designed to address challenges unique to being a graduate teaching assistant, such as balancing teaching responsibilities with graduate coursework and preparing for the academic job market. Invite graduate students to CTE workshops via the CTE's web presence and listserv, GRAD 701 Blackboard announcements, and TA-CONNECT Listserv (see section 4.6). Each workshop is held in the CTE and includes presentations and/or facilitated discussion.

Accomplishments

CTE sponsored or co-sponsored **17 professional development workshops designed particularly for graduate teaching assistants** (though all CTE sponsored events are open to TA attendance). These events contributed to **386 hours of in-person professional development**. The workshop topics were selected based on graduate students' prior expressed topics of interest.

GTA/IA Events

Events	Date	Attendance
Academic Reading Strategies (For GTAs in College of Social Work)	8/16/2016	6
Managing Large Lecture Courses: Engaging the Masses	8/25/2016	29

Events	Date	Attendance
Developing Your Teaching Persona	8/30/2016	47
Inclusive Teaching: An Interactive Theatre Workshop for TAs	9/9/2016	17
Handling Classroom Disruptions	10/10/2016	14
Verbal Judo for the Classroom	10/12/2016	18
Helping Students Produce Better Writing in Any Discipline	10/18/2016	20
Tips for TAs	10/24/2016	14
Taming the Stress Monster: Strategies to Manage and Thrive	11/11/2016	44
Developing a Course Syllabus	11/16/2016	22
Facilitating Class Discussions (For HRTM 798)	1/25/2017	4
Important Discrimination and Harassment Policies That You Need to Know (For Statistics Department)	1/31/2017	40
TA Workshop: Enhance Your Classroom Leadership through Active Listening	2/1/2017	10
Tips for TAs: Managing your TA-ship - Behind the Scenes and in Front of the Classroom	2/10/2017	10
Taming the Stress Monster: Strategies to Manage and Thrive	4/13/2017	6
Writing Your Teaching Philosophy	6/15/2017	15
Writing Your Teaching Philosophy	6/23/2017	17

Evaluation Summary GTA/IA Development Workshops and Seminars

Evaluation surveys were administered at the end of each event, and suggestions were utilized to improve future events. Responses were positive, with **97% strongly agreeing or agreeing that the sessions were helpful to their teaching or other work.**

	Strongly Agree	Agree	Disagree	Strongly Disagree
Overall, this session was helpful to my teaching or other work.	79%	18%	0%	3%

4.2 Structural Overview of GTA/IA Training Program

As per ACAF 4.00, all new GTA/IAs are required to attend a series of teaching-related workshops sponsored by the Graduate School. To fulfill these requirements, GTA/IAs attend two half-day TA Orientation workshops held at the beginning of each semester. (See Section 4.3 for specific details on TA Orientation.) Further, SACS policy 3.7.1 requires regular in-service training, which is accomplished by completing the GRAD 701 “Teaching Assistant Development course,” or an equivalent course in the department, approved by the Graduate School. (See Section 4.4 for specific details of the GRAD 701 course.)

4.3 GTA/IA Development Initiative: TA Orientation Workshops

Action Plan

Plan, organize and deliver training workshops to GTA/IAs at TA Orientation. Provide concise, helpful information, resources, and guidance on developing their teaching skills as they prepare to teach for the first time at USC. All first-time GTA/IAs at the university are required to attend these orientation workshops as a condition of their appointment. Both of the two workshops (Workshop A: “Policies,

Places and People”; Workshop B: “Teaching Tips and Techniques”) are offered on multiple days and varying times to provide flexibility for graduate students’ schedules.

Accomplishments

TA/IA Orientation Workshop A covers important university policies and procedures (FERPA, Discrimination and Harassment, USC grading policies, etc.) and introduces GTA/IAs to relevant and valuable university offices and resources, including Disability Services, Academic Integrity, Student Conduct, USC Police, Student Success Center, and many others. Workshop B discusses important “first day/first week” considerations of new GTA/IAs, including topics such as developing a positive class climate, time management, dealing with disruptive student behavior, etc.

Evaluation Summary for GTA/IA

End-of-session feedback surveys were administered after both TA Orientation workshops. The table below summarizes the evaluation from these workshops. Results are overwhelmingly positive, with **97-100% of attendees rating the events as “helpful” or “very helpful.”**

Overall, how helpful was this workshop?	Very helpful	Helpful	Not sure	Not helpful
Aug 2016 TAO Workshop A	70%	29%	<1%	<1%
Aug 2016 TAO Workshop B	64%	33%	2%	1%
Jan 2017 TAO Workshop A	89%	11%	0%	0%
Jan 2017 TAO Workshop B	90%	10%	0%	0%

The CTE’s TA Training Program Manager, Dr. Michelle Hardee, played the primary role in planning, logistics, presenting content, and facilitating guest speakers’ presentations during both TA Orientation workshops, with assistance from CTE staff. **In August 2016, 437 TAs attended** Workshops A and B, and **29 TAs in January 2017**. Both Workshops A and B were 3 hours, and thus Dr. Hardee and CTE staff were involved in **24 hours** of TA Orientation in August 2016 (8 workshops offered across 4 days) and **12 hours** in January 2017 (4 workshops offered across 2 days). Factoring in the number of students and length of workshops, the CTE’s role in TA Orientation thus contributed to **2,796 hours of GTA/IA in-person professional development**.

4.5 GTA/IA Development Initiative: Ongoing Training - GRAD 701

Action Plan

Plan, organize and deliver professional development sessions to GTA/IAs for the GRAD 701 course, Teaching Assistant Development. Support the teaching of graduate students by developing training sessions of interest and applicability to TA/IA responsibilities. Provide a wide array of opportunities for learning teaching pedagogy and techniques. Ensure graduate TA/IAs successfully complete GRAD 701 course and TA training program requirements while developing teaching skills and participating in professional development.

Accomplishments

To fulfill the GRAD 701 course requirements, GTA/IAs are required to attend four training sessions over the course of the semester, choosing from a flexible list of workshops, seminars, and video tutorials on specific topics relevant to their particular duties. GRAD 701 course sessions are offered on varying days and times throughout the semester to provide a wide range of options for graduate students to complete their requirements. Course sessions are taught by the GRAD 701 instructor, Dr. Michelle Hardee, TA Training Program Manager. Successful completion of GRAD 701 is required of all GTA/IAs

prior to or during their first semester of appointment, except for those who complete an approved equivalent TA preparation course within their academic unit.

The GRAD 701 instructor, Dr. Michelle Hardee, played the primary role in planning and development of the GRAD 701 schedule and content. She presented 27 course sessions (27 in-person hours) during fall 2016 and 18 course sessions (18 in-person hours) through spring 2017. Therefore a total of **45 in-person hours** were presented or facilitated by the CTE (program manager) in GRAD 701 professional development sessions. Through the 2016-2017 academic year, Dr. Hardee provided one-on-one consultations with **15 students** regarding GRAD 701, amounting for approximately **7.5 hours of individual consultations**.

A total of **328 TA/IAs were enrolled in GRAD 701 for fall 2016, and 37 in spring 2017**. Considering the number of students enrolled and in-person professional development activities required for the course (minimum of two), GRAD 701 specifically contributed to an approximate minimum estimate of **656 hours of GTA/IA in-person professional development** in fall 2016 and **74 hours of GTA/IA in-person professional development** in spring 2017.

Evaluation Summary for GRAD 701

End-of-session feedback surveys were administered after all GRAD 701 sessions. The table below summarizes the evaluations from these sessions. Results are overwhelmingly positive, with **100% rating the sessions as “very helpful” or “helpful.”**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	95%	5%	0%	0%

Assessment of GRAD 701 participation and learning occurred via completion of a reflection essay for each activity through the GRAD 701 Blackboard site. Insufficient reflection essays were allowed a second opportunity for revision and resubmission. Students were awarded a grade of Satisfactory / Unsatisfactory (UN) based on completion of the four reflection essays. Throughout the semester, regular reminders and information was provided to GTA/IAs enrolled in GRAD 701 via email and Blackboard announcements, regarding the schedule of upcoming sessions, timeline for completion, and course requirements. The **completion rate for GRAD 701 in fall 2016 was 99.9%**, with one UN and one incomplete grade. For **spring 2017**, the completion rate was **100%**.

4.5 GTA/IA Development Initiative: Preparing Future Faculty Program

Action Plan

Continue partnership with the Graduate School to administer the Preparing Future Faculty (PFF) Program at the University of South Carolina. PFF is a national program established by the Council of Graduate Schools, the Association of American Colleges and Universities, the Pew Charitable Trust and the National Science Foundation. PFF is designed to help graduate students who want to teach at the college level with their professional development. A PFF certificate is issued upon completion of significant PFF-related experiences (determined by a point system) and e-portfolio review. Certificates are presented at Graduate Student Day each year.

Accomplishments

Information about the PFF Program and its benefit to graduate students entering the job market was presented to graduate TA/IAs at August 2016 and January 2017 TA/IA Orientation workshops. The PFF

Program Manager, Dr. Michelle Hardee, gave PFF informational presentations to **5 graduate classes**, departments, and groups: SLIS 804, HRTM 798, HPEB 704, SAEL/Bridge Humanities Teaching Corps, and the Grace Jordan McFadden Professors Program (GJMPP, formerly AAPP). She also provided **5 hours** of in-person consultation on graduate student progress in the PFF program. Together, the PFF consultations and presentations amounted to approximately **10 hours of in-person professional development**.

There were **169 active participants** for the 2016-2017 academic year, **a participation increase of 11%** from the previous 2015-2016 academic year, with 54 new applications submitted since June 2016. Of these active participants, 38 have completed all program requirements by June 2017. The majority of PFF participants are Ph.D. candidates (80%); the remainder are DPH, DMA, MPH, MS, MA, MAT, MFAs, and Postdoctoral Fellows, from departments and colleges across the university.

In partnership with the Graduate School and the Writing Center, the CTE via the PFF Program provided two **Writing Your Teaching Philosophy workshops** in June 2017, with attendance totaling **32 participants**.

4.6 GTA/IA Development Initiative: TA-Connect – a LISTSERV® for GTA/IAs across the University

Action Plan

Provide a method for informing GTA/IAs across the university about university-wide events and opportunities for learning teaching pedagogy and techniques, in support of graduate student teaching.

Accomplishments

The TA-Connect LISTSERV® (created by the TA Program Manager, Dr. Michelle Hardee) is designed to provide graduate students who are teaching, or interested in professional development opportunities related to teaching, with notifications of upcoming teaching-related events occurring across the university. LISTSERV® emails are distributed weekly and provide information and news including: upcoming sessions and workshops held by the Center for Teaching Excellence, University Technology Services, GRAD 701 TA Development course sessions, and other university offices or departments (if related to teaching); and helpful teaching resources and websites that may be of use to the student now or in the future. The TA-Connect LISTSERV® subscription has **increased approximately 14%** since the spring of 2016.

5. Goal: Foster partnerships and leverage support for programs that enhance conditions for teaching and learning at the university.

5.1 Partnerships Initiative: Co-Sponsored Events

Action Plan and Accomplishments

Seek and embrace opportunities to collaborate with other units to co-sponsor seminars, colloquia and workshops that contribute to improving the practice and status of teaching at the University of South Carolina. These short-term collaborations typically do not involve a MOU. The CTE co-sponsored workshops, events and training sessions with **24 different units** across the university.

Co-sponsoring partners for large events and faculty groups included the Office of the Provost (New Faculty Orientation, New Faculty Academy, Garnet Apple Awards Celebration), Office of Diversity and Inclusion (Community-Engaged Research and Teaching Community of Practice), University Libraries (Oktoberbest, Copyright Issues Community of Practice), Office of Information Technology (Pedagogy and Technology Community of Practice), and USC School of Medicine Office of Faculty Development (How the Science of Learning can Transform Your Teaching Faculty Short Course), and Palmetto College (ReCharge conference).

Co-sponsoring partners for individual workshops and trainings included the Center for Business Education, Student Success Center, Office of Student Engagement, Office of Multicultural Student Affairs, Study Abroad Office, USC Connect, USC Law Enforcement and Safety, Office of Student Conduct and Academic Integrity, Gamecocks Livewell, USC School of Medicine—Greenville, Office of International Student Affairs, Writing Center, UTS Teaching and Technology Services, Office of Information Technology, Office of Distance Learning—USC Aiken, Distributed Learning Support Services, University Libraries, English Programs for Internationals, and Department of Learning Technologies—USC Upstate.

5.2 Partnerships Initiative: Memorandums of Understanding (MOUs)

Action Plan

Establish partnerships with other units that are mutually beneficial. Our partnership model will be based on shared vision, shared resources, shared risk and shared rewards. Partnerships will be articulated with a Memorandum of Understanding (MOU) unless an alternative agreement is necessary. The MOU will identify the purpose and outcomes of the project, the length of the agreement, and project management logistics. It will clearly state the resources to be committed and the risks and rewards to be shared. Processes for making decisions, for dealing with conflict, and for changing or terminating the agreement will be described.

Accomplishments

In FY17 the CTE maintained active MOUs with **14 units** on the Columbia campus. Partnerships associated with programs and services include the Graduate School (TA Training, Preparing Future Faculty, \$tart \$mart), Carolina Leadership Initiative (Teaching Excellence Grants on Teaching Leadership), USC Connect (Teaching Innovation Grants in Integrative Learning), University Libraries (Oktoberbest), Office of Information Technology (Oktoberbest), Center for Digital Humanities (Digital Humanities Course Development Stipends), College of Arts and Sciences (FLIP Community of Practice), TRIO Opportunity Scholars Program (TRIO Faculty Retreat), the Office of Student Engagement (Mutual Expectations), the Office of Public Relations (Media Training for Faculty), and the Study Abroad Office (Global Learning Course Development Grants). Partnerships with the Department of Theatre and Dance, Department of Statistics, and College of Education enabled us to procure the services of CTE Faculty Fellows Dr. Peter Duffy, Dr. Maureen Petkewich and Dr. Rhonda Jeffries.

5.3 Partnerships Initiative: University Committee Participation

Action Plan

Seek and maintain representation on committees and task forces that focus on enhancing the teaching and learning environment at the University of South Carolina.

Accomplishments

Faculty and staff affiliated with the CTE were active participants on **46 university committees** during FY17.

Faculty Director Christy Friend

- Member, USC Phi Beta Kappa Executive Board (Chair: Awards Day Subcommittee)
- Member, Selection Committee, Provost's Internal Grants (Pedagogy Area)
- Member, USC Connect Council
- Member, USC Connect Action Plan Team
- Member, Provost's Advisory Committee on Women's Issues
- Member, Steering Committee, SC Collaborative for Race and Reconciliation, Office of Diversity and Inclusion
- Co-Director, USC Regional Center for Sustainability Across the Curriculum, American Association for Sustainability in Higher Education (AASHE)
- Member (Ex-officio), Instructional Development Committee of the Faculty Senate
- Faculty Representative, Carolina Judicial Council
- Faculty Affiliate, Office of Academic Integrity
- Member, Faculty Senate Committee on Instructional Development (ex-officio)
- Member, Search Committee, Director of USC Press
- Member (Ex-officio), Transformation with Innovative Student-centered Teaching (TWIST) ad hoc committee, College of Arts and Sciences
- Member, Search Committee, Assistant Professor of Early Literacy, College of Education
- Member, Rhetoric and Composition Committee, English Department
- Selection Committee, English 102 Outstanding Student Writing Award
- Directing three dissertations and serving on five dissertation committees in English

Faculty Associate Director Janet Hudson

- Member, Search Committee, CTE Director
- Member and USC Representative, Planning and Proposal Selection Committees, Inaugural SC Conference on Innovations in Teaching and Learning in Higher Education (upcoming in July, 2017)
- Member, Tenure and Promotion Committee, Extended University
- Chair, Stephen L. Dalton Teaching Excellence Award Selection Committee, Extended University
- Member, Assessment Committee for the BLS and BOL Degree Programs, Palmetto College
- Faculty Representative, Carolina Judicial Council
- Facilitator, The Welcome Table, Office of Diversity and Inclusion / SC Collaborative on Racial Reconciliation

Faculty Associate Director Karen Edwards

- Member, Selection Committee, James A. Keither Excellence in Teaching Award, Arnold School of Public Health
- Member, USC Study Abroad Faculty Advisory Committee
- Member, USC Study Abroad Faculty Grant Selection Committee
- Faculty Associate, Preston College
- Member, Provost's Advisory Committee on Women's Issues (PACWI) and Subcommittee on Diversity
- Member, Magellan Explorer Review Committee, Office of Undergraduate Research

Faculty Associate Director Karen Edwards (Cont.)

- Member, Search Committee, Program Chair and Director of Online Learning Search, College of Hotel, Retail, and Sport Management
- Judge, USC Reclaimed Runway, Office of Sustainability
- Coordinator, Target Day 2017, College of Hotel, Retail, and Sport Management
- Member, Graduate Program Committee, Department of Retailing
- Member, Law Education Committee, South Carolina Bar Association

Program Manager Michelle Hardee

- Member, Graduate School Professional Development Advisory and Steering Committee
- Member, Search Committee, Program Coordinator II (Manager for Faculty Events and Programing), Center for Teaching Excellence
- Member, Steering Committee, Council of Graduate Schools Understanding Ph.D. Career Pathways grant RFP
- Member, South Carolina Marine Educators Association
- Member, American Association of University Women
- Member, Honor Code Review Committee, Office of Academic Integrity
- Member, Title IX Appellate Board Committee, Office of Equal Opportunity Programs
- Member, Steering Committee, \$mart \$tart Financial Literacy Program, Student Success Center

Program Manager for Distributed Learning Aisha Haynes

- Member, Search Committee, Assistant Professor in Educational Technology, College of Education
- Member, Search Committee, Program Coordinator II (Manager for Operations and Faculty Events), Center for Teaching Excellence
- Trainer and Technical Support Advisor, Wells Fargo Scholars in Business at Moore Summer Program
- Member, Access South Carolina Information Technology (ASCIT), formally ATAC (Assistive Technology Advisory Committee) and Subcommittee on Trainings and State Accessibility Standards/Best Practices
- Member, Gamecock Toastmasters Club

Senior Instructional Designer Lydia Frass

- Member, Women's Leadership Institute Planning Committee (Evaluation Subcommittee)
- Member, Planning Committee, SC ReCharge Conference, Palmetto College

Instructional Designer Gloria Washington

- Member, Provost's Advisory Committee on Women's Issues (PACWI) and Chair, Technology Subcommittee

5.4 Partnerships Initiative: Participation in Professional Development, Research, and Professional Service

Action Plan

Pursue ongoing professional development in order to stay abreast of current trends in higher education and specific CTE programming areas. Pursue research and publication opportunities in individual staff members' areas of expertise, in order to contribute to new knowledge and establish CTE as statewide and national leader in the field.

Accomplishments

CTE administrators and faculty development staff participated in a variety of professional development courses and programs in order to stay abreast of current trends in higher education and teaching-related policies and procedures at the university. In addition, CTE team members published **5 articles in national journals and teaching-related publications**, presented **6 papers at national or international conferences**, and received **4 national or university awards** for their teaching or faculty-development work. CTE team members also presented outreach workshops for a variety of community groups and at several smaller higher education institutions throughout the state.

Faculty Director Christy Friend

- Completed the LEAD 2: Advanced Supervisory Certificate, USC Office of Human Resources, June 2017.
- Completed the Financial Stewardship and Internal Controls Training Course, USC Office of Human Resources, April 2017.
- Completed Title IX training for Carolina Judicial Council (September 2016) and USC Office of Equal Opportunity Programs (November 2016).
- Completed the Safe Zone Ally training program, USC Office of Multicultural Student Affairs, July 2016.
- Completed the Securing the Human: Information Security Training program, USC University Technology Services.
- “Here They Come: Teaching Reading and Writing to Generation Z.” Keynote Address, Claflin University Fifteenth Annual Conference on Contemporary English and Language Arts Pedagogy. Orangeburg, SC, October 2016.
- “Responding to Student Writers: Strategies to Foster Integrative Learning.” Invited workshop, Claflin University Fifteenth Annual Conference on Contemporary English and Language Arts Pedagogy. Orangeburg, SC, October 2016.
- Invited Reviewer, Effective College Teaching, Online Course and Professional Certificate Program, Association of College and University Educators (ACUE) / American Council on Education (ACE), July and September 2016.
- Attendee (one of six team members representing USC), 2016 Institute on Integrative Learning and the Departments, Association of American Colleges and Universities (AAC&U), Loyola University, Chicago, IL, July 2016.
- Proposal Reviewer, Tertiary Education Research Fund Grants Program, Ministry of Education, Singapore, July 2016.

Faculty Associate Director Karen Edwards

- Recipient, USC Faculty Integrity Award, 2017.
- Completed the Securing the Human Information Security training program, University Technology Services.
- Completed the LEAD II Effective Management certificate program, USC Office of Human Resources.
- “A Model for Cross-Disciplinary Study Abroad Programs.” Co-presented with Sandy Strick at the International Journal of Arts & Sciences Conference, Catania, Italy, May 2017.
- Attended the South Carolina Bar Convention conference, South Carolina Bar Association, Greenville, SC, January 2017.
- Attended the SC Women’s Leadership Institute. Columbia, SC, April 2017.

Faculty Associate Director Karen Edwards (Cont.)

- “Professionalism and Disabilities in the Workplace.” Co-presented with C. Crick at the Delta Alpha Pi Honor Society, Columbia, SC, November 2016.
- “One Step at a Time: Creating Paths for Diverse Learners through Universal Design for Learning”. Co-presented with Aisha Haynes at the Online Learning Consortium Accelerate conference, Orlando, Florida, November 2016.
- Peer Reviewer, Quality Matters Program.

Faculty Associate Director Janet Hudson

- “Flipped Learning: Getting Started and Making it Work.” Invited presentation for the Midlands Technical Institute, Columbia, SC, February 2017.
- “Learning Science 101.” Invited workshop for the 2017 Annual Meeting of the SC Outreach and Informal Educators’ Summit (SCOIES), Columbia, SC, January 2017.
- “Prior Knowledge as an Unexpected Obstacle to Learning.” Faculty Focus, July 29, 2016.
- “Prior Knowledge: Identify and Correct Misperceptions that Hinder Learning.” Teaching Professor Conference, Washington, DC, June 2016.

Program Manager for Distributed Learning Aisha Haynes

- Completed the Securing the Human Information Security Training program, USC University Technology Services.
- Completed the LEAD I Supervisory Essentials certificate, USC Office of Human Resources.
- “Reaching our Students by Creating Inclusive Educational Spaces.” Invited Keynote Presentation for The ART of TIME Technology conference, York Technical College, May 2017.
- “Online Course Accessibility.” Invited Spotlight Presentation to Access South Carolina Information Technology Committee, Columbia, SC, April 2017.
- Attended the SC Women’s Leadership Institute, Columbia, SC, April 2017.
- “Yes, We Can! Create Accessible Course Content.” Invited presentation to the faculty, South Carolina State University, Orangeburg, SC, February 2017.
- “Creating Accessible Online Content: A Path to Reducing Barriers for Diverse Learners. Invited presentation to the Instructional Design staff, South Carolina State University, Orangeburg, SC, February 2017.
- “How to Reach Diverse Students by Creating Accessible Content.” Invited presentation for the Spring 2017 Faculty Institute, South Carolina State University, Orangeburg, SC, January 2017.
- “Creating Paths for Diverse Learners through Universal Design for Learning” (co-presented with Karen Edwards). Presented at the Online Learning Consortium (OLC) Accelerate Conference, Orlando, FL, November 2016.
- “Ten Technology Tools that can Enhance your Online Course.” Invited webinar for the USC-Aiken National Distance Learning Week Conference, Aiken, SC, November 2016.
- “Accessibility Best Practices: How to Create Inclusive Courses.” Invited presentation to the faculty, Horry-Georgetown Technical College, Conway, South Carolina, September 2016.
- “Creating Accessible Course Content: From Here to Eternity”. Invited presentation for Limestone College, Gaffney, South Carolina, August 2016.
- Master Peer Reviewer, Quality Matters Consortium

Program Manager for Graduate Student Programs Michelle Hardee

- Completed the Emerging Leaders Program, USC Human Resources Division.
- LEAD Supervisory Essentials Certificate, USC Human Resources Division (in progress).

Program Manager for Graduate Student Programs Michelle Hardee (Cont.)

- “Positive Impacts of Building Flexibility into GTA Training—What Matters?” Co-authored with Christy Friend. Presentation accepted to the Professional and Organizational Development (POD) Network Conference, Oct. 25-29, 2017 Montreal, Canada.
- Participant in development of grant proposal to Council of Graduate Schools Understanding Ph.D. Career Pathways grant RFP.
- Completed the Securing the Human Information Security Training program, USC University Technology Services.
- “Introduction to InDesign” Continuing Education Workshop, March 2017.
- Attended the SC Women’s Leadership Institute, Columbia, SC, April 2017.
- Invited speaker, “Controls and Complexity of Climate Change,” National Science Foundation Research Experiences for Undergraduates, Grice Marine Biological Laboratory, Charleston, SC, June 2017.
- Purchasing card training, Human Resources/Bursar Dept., January 2017.

Senior Instructional Designer Lydia Frass

- Received the 2016 Outstanding Instructional Support Service Award, Association for Distance Education and Independent Learning (ADEIL).
- Completed the Securing the Human Information Security Training program, USC University Technology Services.
- “Faculty members’ perceptions of support and system usage experiences when their institution of higher education migrates from Blackboard Vista learning management systems to Desire2Learn.” (accepted for publication with revisions, 2017). *Journal of Educational Technology Systems*. Co-authored with Ryan Rucker.
- “Technology in the distance education classroom: An exploratory study of a college of pharmacy.” (in press for 2017). *Distance Learning*, 13(4). Co-authored with Ryan Rucker and Daniel Brown.
- “An Overview of How Four Institutions Prepare Faculty to Teach Online.” 2017, *Journal of Online Higher Education*. (1)1, Co-authored with Ryan Rucker and Gloria Washington.
- Attended the SC Women’s Leadership Institute, Columbia, SC, April 2017.
- “Generational Differences”. Invited presentation for MENSA International, Columbia, SC, April 2017.
- “Adobe Connect.” Invited presentation with Casey Carroll for USC Career Services, Columbia, SC, March 2017.
- “Preparing Faculty Members to Teach Online: Comparing Institutional Processes.” Co-presented with Gloria Washington and Ryan Rucker at the Transforming the Teaching and Learning Environment: The 2017 Virtual Conference, Pennsylvania’s State System of Higher Education, Harrisburg, PA Virtual Conference, February 2017.
- Attended the Transforming the Teaching & Learning Environment Virtual Conference, February 2017.
- Attended the USC-Aiken National Distance Learning Week Virtual Conference, November 2016.
- Moderated webinar presentations for USC-Aiken’s National Distance Learning Week (NDLW), November 2016.
- Member, Instructional Designers Group, Quality Matters Consortium and Co-Chair, Professional Development Subcommittee.

Instructional Designer Gloria Washington

- Recipient, Two Thumbs Up Award, Office of Student Disability Services.

Instructional Designer Gloria Washington (Cont.)

- Completed the Securing the Human Information Security Training program, USC University Technology Services.
- Attended the SC Women's Leadership Institute, Columbia, SC, April 2017.
- "An Overview of How Four Institutions Prepare Faculty to Teach Online." 2017, Journal of Online Higher Education. (1)1, Co-authored with Lydia Frass and Ryan Rucker.
- "Preparing Faculty Members to Teach Online: Comparing Institutional Processes." Co-presented with Lydia Frass and Ryan Rucker at the Transforming the Teaching and Learning Environment: The 2017 Virtual Conference, Pennsylvania's State System of Higher Education, Harrisburg, PA Virtual Conference, February 2017.
- Attended the Transforming the Teaching & Learning Environment Virtual Conference, February 2017.
- Attended "NMC Beyond the Horizon: The Mobile Experience", The New Media Consortium (NMC) Virtual presentation, December 2016.
- Attended the USC-Aiken National Distance Learning Week Virtual Conference, November 2016.
- Moderated webinar presentations for USC-Aiken's National Distance Learning Week (NDLW), November 2016.

Instructional Developer Casey Carroll

- Recipient, Two Thumbs Up Award, Office of Student Disability Services.
- Attended the Adobe webinar "Trends in Training & Learning Management", Association for Talent Development, April 2017.
- Attended the "How to observe and evaluate online teaching" webinar, April 2017.
- "Safe Zone Ally." Facilitated Safe Zone Ally Training for the Office of Multicultural and Student Affairs, Columbia, SC, April 2017.
- Attended the Association for Talent Development webinar "Branding Learning: A Red-Hot Strategy for Talent Development Professionals", April 2017.
- Completed the USC University Registrar "Family Educational Rights and Privacy Act (FERPA) Tutorial."
- Completed the Securing the Human Information Security Training program, USC University Technology Services.
- Completed the Quality Matters "Higher Ed Peer Reviewer Course" Professional Development Course.
- "Adobe Connect." Invited presentation with Lydia Frass for USC Career Services, Columbia, SC, March 2017.
- "Designing Creative Videos with Moovly." USC Provost's Advisory Committee on Women's Issues (PACWI) Technology Workshop Series. Columbia, SC. November 2016.
- Moderated webinar presentations for USC-Aiken's National Distance Learning Week (NDLW), November 2016.
- Attended the USC-Aiken National Distance Learning Week Virtual Conference, November 2016.
- "Safe Zone Ally." Facilitated Safe Zone Ally Training for the Office of Multicultural and Student Affairs, Columbia, SC, October 2016.

5.5 Partnerships Initiative: Development

Action Plan

The CTE will work with the Development Office to determine appropriate avenues to pursue individual donors and organizations. The CTE will seek funding through the Family Fund.

Accomplishments

The CTE fund is included in the USC Family Fund's "designation for pledges" list on the Development

Foundation's website. The fund balance is currently \$6,294.78.

6. Goal: Engage in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE programs and services.

6.1 Communications and Assessment Initiative: Publications

Action Plan

Write, design, and produce brochures, mailings and articles to reach faculty and staff, alumni and potential donors. Initially, focus on an awareness campaign for faculty.

Accomplishments

Two start-of-semester newsletters featuring a CTE events calendar and several event flyers were created and distributed to faculty by campus mail. Weekly email notifications of CTE events and programs were sent to departmental and college contacts across campus, who distributed the information to their respective faculty members and staff. Weekly notifications were also disseminated via the CTE listserv, which goes to individual faculty members and staff across the university who have signed up to receive information about CTE programs and events. The CTE website features an events calendar, information about CTE programs and sessions, and general information about our mission, key initiatives, services, and staff. The GTA-Connect listserv established in FY14 notifies graduate teaching assistants across the university of CTE resources and programming relevant to their needs. The CTE Facebook and Twitter pages post event announcements and links to readings and news items of interest to CTE clientele 2-3 times weekly.

In addition, in FY17 we collaborated with the Office of Communications to create a booklet featuring award-winning teachers on campus, *VIP: Vision, Innovation, Practice*, to be distributed in conjunction with the announcement of the inaugural Garnet Apple award winners in August 2016. This booklet aims to showcase outstanding teachers at the university as well as raise the visibility of the CTE; copies will be distributed to USC faculty and administrators, as well as to key elected officials and prospective university donors.

6.2 Communications and Assessment Initiative: Event and Program Evaluation Surveys

Action Plan

Conduct exit surveys of participants of CTE events and program. Event surveys use a consistently worded questionnaire that is reviewed by CTE staff at the beginning of each fiscal year. Surveys of cohort programs and other CTE activities with unique foci reflect on the purpose of the specific program.

Accomplishments

The evaluation survey used for most CTE events includes the following five questions:

1. The speaker(s) presented valuable information.
2. Registration for this event was easy.
3. I was treated professionally and felt welcomed at CTE.
4. I consider CTE as a resource for teaching.
5. Overall, this session was helpful to my teaching or other work.

Evaluation survey responses: (Circle response) Strongly Agree, Agree, Disagree, Strongly Disagree.

This survey was administered at events where the CTE was the exclusive sponsor, as well as most co-sponsored events. New Faculty Orientation, the Oktoberbest conference, and GRAD 701 utilized evaluations tailored to those events. Based on records of attendance and survey counts through June 30th, 2017, approximately 83% of participants completed event evaluation surveys (a participation increase of 23% from the previous 2015-2016 academic year). This is a strong response rate, and suggests that meaningful conclusions can be drawn from analysis of the survey results. Responses to the open ended questions are also useful as they contribute to planning for future events.

Appendix 2 Staff Profile

Full-Time CTE Employees

Faculty Director

The faculty director provides university-wide leadership for professional development efforts related to excellent teaching and learning and for the advancement of the scholarship of teaching and learning. The faculty director provides vision, leadership and structure for the CTE. This position manages, directs and assesses personnel responsible for CTE programs and resources. The faculty director is responsible for advising the university's administration about CTE issues, and for ensuring that CTE activities support institutional goals. Dr. Christy Friend, Professor of English, filled this position through May 31, 2017. A search for a new faculty director is underway. Dr. Aisha Haynes, the CTE's Program Manager for Distributed Learning, who is classified as a Program Manager I, is currently serving as acting interim director through August 15, 2017.

Program Manager for Events and Programming

The program manager provides advanced direction and planning of programs and services for the Center for Teaching Excellence. This position supervises the program assistant and web and multimedia developer and coordinates the work of CTE staff to implement programs and services for university faculty, instructors, and teaching assistants, and coordinates marketing and publicity for CTE initiatives. This position also identifies and initiates partnerships with other units and with individuals to support faculty development, provides leadership and support for initiatives that promote faculty collaborations, and manages specific programs for the CTE, including teaching excellence grants. Xavery Hopkins, a Program Coordinator II classified employee, currently fills this position.

Program Manager for Graduate Teaching Assistant Programs

The program manager defines content and methods needed to meet pedagogical learning objectives for graduate teaching assistants, develops and manages TA training events and workshops, provides leadership for the graduate student initiative, and provides design and delivery support for TAs through Blackboard and other platforms. The program manager also develops and conducts assessment to identify and meet program needs, and coordinates with the Graduate School on programming related to graduate student professional development. Dr. Michelle Hardee, classified as a Program Coordinator II, currently fills this position.

Administrative Coordinator

This position serves as the human resources liaison and hiring manager for the CTE and, in consultation with the CTE director, oversees the CTE budget. The position manages data collection and data entry regarding CTE events, attendance and assessment, and compiles data for fiscal year reporting. This position manages the CTE client listserv, distribution accounts and announcement databases for CTE announcements, and proofs and edits CTE publications and web pages for accuracy. The position also assists in the development of informational and promotional materials, as well as managing their electronic distribution. Kim Elia, classified as an Administrative Coordinator I, currently fills this position.

Program Assistant

This position serves as the first point of contact for CTE clients and provides office and logistical support for CTE staff and events. The position manages the CTE front desk, fields phone calls and inquiries, and assists senior CTE staff with basic clerical and administrative tasks. The position also handles registration, technology, catering arrangements, and other logistics for CTE events and is responsible for maintaining the CTE space. The program assistant handles purchasing and procurement paperwork for CTE events and staff activities. Laurie Sambenedetto, classified as a Program Assistant, currently fills this position.

Program Manager for Distributed Learning

The Program Manager for Distributed Learning serves as senior designer and team leader for the instructional design team. Under the supervision of the director and in collaboration with the CTE instructional designers, the program manager coordinates the design, creation, delivery, and ongoing improvement of distributed-learning delivery methods on the USC-Columbia campus and for the USC Regional system. He or she serves as a senior-level resource for best practices and current trends in distributed learning courses, especially fully online and blended courses, as well as instructional multimedia and Web course management systems. In addition to these management responsibilities, he or she also shares in the instructional design work done by the team, supporting individual faculty in the creation and development of high-quality distributed learning courses. Dr. Aisha Haynes, classified as a Program Manager I, currently fills this position.

Instructional Designers (2)

The CTE instructional designers support distributed learning efforts throughout the USC Columbia and regional campuses. The instructional designers consult with faculty on course design and implementation to incorporate best practices and theories of instruction to achieve learning outcomes for existing and new distributed learning courses. They assist faculty to design technology-enabled assignments and learning activities to demonstrate mastery of course learning outcomes in addition to producing original media and converting materials into appropriate digital formats. Specifically, the instructional designers have been working with the Provost's Distributed Learning grantees, Palmetto College grantees, faculty in the Academic Partnerships graduate online programs, and faculty whose courses are undergoing the Provost's Quality and Accessibility Review process. Dr. Lydia Frass, and Gloria Washington, both classified as Curriculum Coordinator II, filled these positions in FY17.

Instructional Developer

The CTE instructional developer supports distributed learning efforts throughout the USC Columbia and the Palmetto College campuses. He or she designs and creates modules and materials for distributed learning courses. The instructional developer conducts consultations with faculty, quality reviews of distributed learning courses, develops shared resources and assists faculty with technology. Casey Carroll, classified as Curriculum Coordinator I, currently fills this position.

Web and Multimedia Developer

This position designs and manages the CTE web presence. This position also develops and manages databases for event registration, record-keeping and online searches for CTE resources. In addition, this position records and produces videos of CTE events for use as online resources and assists with the composition, design, and production of CTE publicity and informational materials. Helena Johnson, classified as a Public Information Coordinator, currently fills this position.

Part-Time CTE Employees

Faculty Associate Director for Innovative Teaching

The goal for this position is to develop programming and work with faculty to foster awareness and implementation of innovative, evidence-based teaching practices at USC. This half-time position was filled by Dr. Janet Hudson, associate professor, Extended University (History) through May 15, 2017. During the academic year, CTE supported 50% of Dr. Hudson's base salary.

Faculty Associate Director for Distributed Learning Pedagogy

This position develops and facilitates workshops and individualized coaching on effective distributed learning teaching techniques and other issues involving teaching and learning. The goal is to promote good pedagogical practices for all faculty who teach online. This half-time position was filled by Karen Edwards, senior instructor, Retailing, College of Hospitality, Retail, and Sport Management through May 15, 2017. During the academic year, CTE supported 50% of Ms. Edwards' base salary, and CTE paid an additional stipend for the equivalent of ten hours per week of work during summer 2016.

Other Contributors

Several other individuals were employed part-time by CTE in FY17.

- Dr. Maureen Petkewich, Senior Instructor, Department of Statistics, served as a CTE faculty fellow throughout the 2016-2017 academic year. She facilitated the Large Course Coordinators Community of Practice.
- Dr. Peter Duffy, associate professor, Department of Theatre and Dance, served as a CTE faculty fellow throughout the 2016-2017 academic year. He co-developed and conducted interactive theatre workshops on diversity and inclusive teaching.
- Dr. Rhonda Jeffries, associate professor, College of Education, served as a CTE faculty fellow throughout the 2016-2017 academic year. She co-developed and conducted interactive theatre workshops on diversity and inclusive teaching.
- Michelle Deming, a Ph.D. candidate in sociology, worked as a part-time research and data-entry assistant for GTA programs in fall 2016 and part of spring 2017.
- Courtney Vincent, floater, spring 2017.

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