

# Executive Summary

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## Blueprint for Academic Excellence

Center for Teaching Excellence

AY2020-2021

### Highlights

The Center for Teaching Excellence (CTE) provides support for faculty professional development, pedagogical consultations, instructional design support, and graduate teaching assistant professional development. Whatever the teaching needs or interests—whether delivery is traditional, online, or blended methods—CTE has resources to help make teaching more effective and enjoyable while keeping faculty life in balance. CTE serves all who teach at USC-Columbia, Palmetto College campuses and USC School of Medicine (Columbia and Greenville)—including established faculty, new faculty, adjunct faculty, graduate teaching assistants and instructional staff.

### Mission Statement

The Center for Teaching Excellence staff 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.

Updated: 07/01/2015

### Vision Statement

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

Updated: 07/01/2015

### Values Statement

The Center for Teaching Excellence strives to support the university in providing all students a quality learning experience and achieve excellence in teaching by developing and offering all who teach programs for course development and improvement, implementing new instructional technologies, and providing support services based on pedagogical methods informed by research on teaching and learning.

Updated: 07/01/2017

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# Goals - Looking Back

Goals for the previous Academic Year.

## Goal 1 - Enhances Teaching Effectiveness at USC

<b>Goal Statement</b>	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Increase services/workshops focused on research-based teaching practices, integrating technology into classrooms/increase grant opportunities/create online library of teaching journals/publications.Create new workshops/resources for faculty to educate students to meet the demands for the 21st century workforce. Continue to build strategic partnerships to improve services provided to all who teach at USC.Work collaboratively with partners to identify common goals and objectives.
<b>Achievements</b>	<p>CTE has engaged in a robust set of activities to enhance the pedagogical knowledge of faculty. These efforts include offering more than 150 workshops during the academic year, with attendance totaling 4792. In addition, the Instructional Design team provided 960 faculty consultations and helped develop 130 courses, including 109 distributed learning courses, 19 FTF, &amp; 2 blended. 20 courses were approved for DLQR.</p> <p>Two new certificate of completion programs were also inaugurated this year: Teaching Toward Inclusive Excellence (in cooperation with the Office of Diversity and Inclusion) (with 200+ faculty logging more than 600 sessions attended and 70 certificates of completion awarded) and Fostering a Proactive Learning Environment (in cooperation with the Office of Academic Integrity).</p>

# Goals - Looking Back

	Other achievements include creation of the "Stealth Program" to provide one-on-one coaching for faculty, offering a VR Bootcamp to faculty, updating CTE technology, & awarding grants for creativity.
<b>Resources Utilized</b>	As the core goal of CTE, all CTE staff and the majority of our financial resources are devoted to this goal.
<b>Goal Continuation</b>	All programs in this area will continue in 2019-20 and 2020-21.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No new resources requested at this point, but additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 2 - Support Distributed Learning Courses

<b>Goal Statement</b>	Provide resources and services to support the development of high quality distributed learning courses.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	<p>Inspire excellence and innovation in teaching at the University of South Carolina.</p> <p>Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.</p>
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Plan distributed learning(DL) professional development opportunities</p> <p>Provide assessment of DL courses. Facilitate Communities of Practices to support professional development.</p> <p>Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each Palmetto College campus twice an academic year to provide DL support and guidance. Develop a strategic scholarship plan for DL.</p>
<b>Achievements</b>	<p>CTE has continued to deliver in each of these areas. Specific progress includes:</p> <ul style="list-style-type: none"> <li>• Offering Getting Started Teaching Online during Fall 2018 and Spring 2019</li> <li>• Offering Teaching Online for Graduate Students during Fall 2018 and Spring 2019</li> <li>• 20 courses received DLQR approval</li> <li>• Technology for Online Teaching and Learning Short Course offered for the first time Fall 2018</li> <li>• 109 distributed learning courses were developed with the assistance of the Instructional Design Team</li> </ul>
<b>Resources Utilized</b>	<p>The four-person instructional design team worked with the Office of Distributed Learning and the Office of On Your Time Initiatives to provide distributed learning services. A key resource is the grant funding made available by CTE to incentivize faculty to go through the DLQR process, attend the 3D Bootcamp, etc.--these grant funds totaled approximately \$49,000 for 2018-19.</p>

# Goals - Looking Back

<b>Goal Continuation</b>	No changes are planned so long as grant funds remain available to incentive development of distributed learning courses.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	Instructional design team, distributed learning campus partners. Additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 3 - Professional Development for Graduate Teaching Assistants

<b>Goal Statement</b>	Plans and implements instructional and professional development programs for graduate teaching assistants.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	CTE delivered 6 days of GTA Orientations, attended by 435 students. The Teaching Assistant Development course, GRAD 701, 330 students were enrolled, attending 40+ events appropriate to GTA responsibilities, in addition to the 42 different teaching and professional development workshops offered by the TA Training Program Manager as part of GRAD 701. The Preparing Future Faculty program had a record 70 participants finish the program (a 49% increase from 2017-2018), and 83 new applications were submitted. The TA Training Program Manager provided 7 workshops and faculty panels as part of the Grad School's professional development programming and has provided professional development training for 4 different departments and graduate student groups. The TA Training Program Manager conducted 42 individual consults with GTAs on various teaching-related issues and 2 formal classroom teaching observations. 35 grad students completed the Teaching Online for Graduate Students Short course.
<b>Resources Utilized</b>	One full-time staff member, one graduate assistant, and assistance from other CTE staff, in collaboration with the Graduate School.
<b>Goal Continuation</b>	All GTA programs are continuing.
<b>Goal Upcoming Plans</b>	No changes are planned.
<b>Resources Needed</b>	.
<b>Goal Notes</b>	

# Goals - Looking Back

## Goal 4 - Awareness of CTE

<b>Goal Statement</b>	Increase awareness of CTE among all constituencies.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Adopt consistent branding across all CTE materials.</p> <p>Institute social media campaign to share pedagogical information.</p> <p>Maintain other forms of communication, including email and distribution of the CTE Program Calendar</p>
<b>Achievements</b>	<p>All forms of media used have attained increased reach during 2018-19. The CTE email listserv grew 32%, from 961 to 1354 members). Social media reach increased approximately 50%, with the number of Twitter followers increasing from 884 to 1029 (with a significant increase in engagement), Facebook followers increasing from 282 to 465, LinkedIn increasing from 8 to 51 followers, and a new Instagram account gaining 169 followers. The primary measure of achievement of the communication efforts is the response of faculty to CTE's programs.</p> <p>During 2018-19, CTE purchased a high speed color printer so that we could move printing of most flyers and other printed materials in-house, saving considerably on printing costs.</p>
<b>Resources Utilized</b>	Full time Public Information Coordinator and half-time graduate assistant, with related technology and budget to support communication efforts.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No new resources; better utilization of existing resources is a continuing goal.
<b>Goal Notes</b>	



# Goals - Real Time

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Goals for the current Academic Year.

## Goal 1 - Enhances Teaching Effectiveness at USC

<b>Goal Statement</b>	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>• Educating the Thinkers and Leaders of Tomorrow</li><li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li><li>• Spurring Knowledge and Creation</li><li>• Building Inclusive and Inspiring Communities</li><li>• Ensuring Institutional Strength, Longevity, and Excellence</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	During 2019-20, the CTE staff has been focused on increasing the number of workshops and programs that share research-based teaching practices. Other initiative include packaging multiple workshops into Certificates of Completion and continuing grant opportunities to encourage innovative teaching. CTE has continued to build strategic partnerships to improve services provided to all who teach at USC and to work collaboratively with partners to identify common goals and objectives.
<b>Achievements</b>	

# Goals - Real Time

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## Goal 2 - Support Distributed Learning Courses

### Goal Statement

Provide resources and services to support the development of high quality distributed learning courses.

### Linkage to University Goal

- Educating the Thinkers and Leaders of Tomorrow
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
- Spurring Knowledge and Creation
- Building Inclusive and Inspiring Communities
- Ensuring Institutional Strength, Longevity, and Excellence

### Alignment with Mission, Vision, and Values

# Goals - Real Time

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## Goal 3 - Professional Development for Graduate Teaching Assistants

### Goal Statement

Plans and implements instructional and professional development programs for graduate teaching assistants.

### Linkage to University Goal

- Educating the Thinkers and Leaders of Tomorrow
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners
- Spurring Knowledge and Creation
- Building Inclusive and Inspiring Communities
- Ensuring Institutional Strength, Longevity, and Excellence

### Alignment with Mission, Vision, and Values

# Goals - Real Time

## Goal 4 - Awareness of CTE

<b>Goal Statement</b>	Increase awareness of CTE among all constituencies.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Continue developing social media as a tool to share information about CTE activities and to create conversations about teaching. Move as many printed publications to electronic versions to save on printing costs. (For example, the "Goldenrod" Events Schedule for Fall 2019 was distributed electronically instead of sending paper copies to each department for every faculty member.) Webinar capabilities, including audio, have been enhanced, and additional videos are being posted on the CTE website.
<b>Achievements</b>	Measures of achievement include the number of social media followers, emails opened, and other sharing of information. But the metric that counts the most is attendance to CTE's workshops and programs, which has increased significantly over the past two years. We will measure the increases at the end of the academic year, but the current trend points to growth.
<b>Resources Utilized</b>	Full time Public Information Coordinator, half-time graduate assistant, and one work-study student, plus related technology and budget to support communication efforts.
<b>Goal Continuation</b>	Continuation without changes.
<b>Goal Upcoming Plans</b>	Continuation without changes.
<b>Resources Needed</b>	
<b>Goal Notes</b>	

# Goals - Looking Ahead

Goals for the next Academic Year.

## Goal 1 - Enhances Teaching Effectiveness at USC

<b>Goal Statement</b>	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The CTE 2020-21 action plan includes increasing services and workshops that will enable faculty to make greater use of distributed learning. Special emphasis will be placed on blended learning techniques. CTE will continue to create new innovative workshops and resources for faculty to educate students to meet the demands for the 21 <sup>st</sup> century workforce. Specific initiatives include creating certificate of completion programs for experiential learning, mentoring, and online teaching.
<b>Achievements</b>	
<b>Resources Utilized</b>	As the core mission of CTE, all CTE staff and most of our financial resources will be devoted to achieving this goal.
<b>Goal Continuation</b>	It is anticipated that the workshops and programs will continue to be the core service offered by CTE. Many of the traditional workshops are being packaged into "certificates of completion" to incentivize faculty to engage in more professional development.
<b>Goal Upcoming Plans</b>	The attention of CTE leadership will be focused on utilizing best pedagogical practices in all CTE events. This means more use of active learning, more feedback to presenters, and more attention to pedagogy throughout the CTE schedule. We will also continue to increase the number of services and workshops focused on research-based teaching practices, integrating technology into

# Goals - Looking Ahead

	classrooms, increasing grant opportunities, and creating new workshops/resources for faculty to educate students to meet the demands for the 21st century workforce. Continue to build strategic partnerships to improve services provided to all who teach at USC. Work collaboratively with partners to identify common goals and objectives.
<b>Resources Needed</b>	No new resources requested at this point, but additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students, especially if additional emphasis is placed on distributed learning at the university level.
<b>Goal Notes</b>	

# Goals - Looking Ahead

## Goal 2 - Support Distributed Learning Courses

<b>Goal Statement</b>	Provide resources and services to support the development of high quality distributed learning courses.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Continue collaborative efforts with the Office of Distributed Learning and On Your Time Initiatives to increase the number of courses offered using distributed learning technologies. Increase the number of courses successfully achieving DLQR review to at least 40 courses. Continue to offer faculty grants to incentivize online instruction. Continue to offer the Getting Started Teaching Online short course Fall and Spring terms. Continue to offer Teaching Online for Graduate Students twice per year.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	Plan distributed learning(DL) professional development opportunities. Provide assessment of DL courses. Facilitate Communities of Practices to support professional development. Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each Palmetto College campus twice an academic year to provide DL support and guidance. Develop a strategic scholarship plan for DL.
<b>Resources Needed</b>	Instructional design team, distributed learning campus partners. Additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.

# Goals - Looking Ahead

<b>Goal Notes</b>	
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# Goals - Looking Ahead

## Goal 3 - Professional Development for Graduate Teaching Assistants

<b>Goal Statement</b>	Plans and implements instructional and professional development programs for graduate teaching assistants.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>• Educating the Thinkers and Leaders of Tomorrow</li><li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li><li>• Spurring Knowledge and Creation</li><li>• Building Inclusive and Inspiring Communities</li><li>• Ensuring Institutional Strength, Longevity, and Excellence</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Continue to provide training, orientation, GRAD 701, PFF program, and individual consultations as needed.
<b>Achievements</b>	Our TA Training and Professional Development Programming is growing. Our pilot Preparing Future Faculty Plus program (with Distinction in Teaching) in Mathematics will finish its first participant, and with feedback from this pilot we plan to reach out to other departments to develop departmental "PFF Plus" programming. The TA training program will continue to partner with the Graduate School and branch out into partnerships with other campus partners to develop and improve our professional development programming offerings to provide appropriate, relevant resource and skill-building opportunities for our students entering a challenging and diverse job market. We will continue to offer a Graduate Teaching Assistant Resource Development grant after a successful inaugural grant cohort group.
<b>Resources Utilized</b>	One full time staff member, one graduate assistant, and assistance from other CTE staff as needed.
<b>Goal Continuation</b>	Continue without changes.
<b>Goal Upcoming Plans</b>	

# Goals - Looking Ahead

## Goal 4 - Awareness of CTE

<b>Goal Statement</b>	Increase awareness of CTE among all constituencies.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>• Educating the Thinkers and Leaders of Tomorrow</li> <li>• Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>• Spurring Knowledge and Creation</li> <li>• Building Inclusive and Inspiring Communities</li> <li>• Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Continue to develop social media as a tool to engage faculty, stimulate conversations, and share information about research, events, and other items of interest. Ascertain whether there is a need to broaden content onto Instagram and Tik-tok. Continue to migrate communications from paper to electronic forms. Use communication tools to establish a stronger national brand for CTE.
<b>Achievements</b>	
<b>Resources Utilized</b>	One full time staff member, one half-time graduate student, and work-study students as they are available.
<b>Goal Continuation</b>	Continue to measure effectiveness of all communication efforts using metrics to allow measures of change over time.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No new resources; better utilization of existing resources.
<b>Goal Notes</b>	

# Programs or Initiatives

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## Effective Programs or Initiatives

*List your most effective programs/initiatives toward fulfillment of mission.*

Faculty/Graduate Teaching Assistant Professional Development: Workshops, events, short courses, communities of practice, grant cohorts, New Faculty Academy, Certificates of Completion, signature large events (Oktoberfest Teaching Symposium, New Faculty Orientation, Educational Technology Showcase, New Adjunct Orientation),

Distributed Learning/Instructional Design Services:

GTA Development GRAD 701 Teaching Assistant Development course and TA Orientations (University-wide), Preparing Future Faculty program, Graduate TA Resource development grants

Pedagogy Initiatives:

Pedagogical Grant Administration

## Program Launches

*List any programs/initiatives that were newly launched during the Academic Year or any programs/initiatives you would like to launch in the coming year(s). Describe the program/initiatives, provide financial requirements (including additional staff), and academic year in which you would launch. What key performance indicators are you utilizing to track the success of this program?*

Certificate of Completion: Experiential Learning (expected launch: Spring 2020)

Certificate of Completion: Mentoring in STEM (expected launch: TBA)

Certificate of Completion: Online Teaching (expected launch: TBA)

Adjunct faculty orientation (once per semester; launched August 2019)

Phase II of Teaching Toward Inclusive Excellence (including in-depth training and grants to incentivize faculty to embed inclusion and diversity in their courses)

Virtual Teaching Conference (expected launch May 2020)

CTE is also planning to obtain an objective evaluation of the effectiveness of our programs and activities to facilitate strategic planning.

## Program Rankings

*List any nationally ranked or external recognition during the Academic Year. For each, provide the formal name of the program followed by the name of the organization that issued the ranking, the date of notification, effective date range, and any other relevant information.*

Not applicable

# Initiatives and Fees

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## Initiatives

*Describe any new initiatives your unit will need for the coming year.*

As of this writing, the Center for Teaching Excellence is not anticipating any new initiatives. However, we are standing by to assist the university's efforts to expand distributed learning. If a major increase in distributed learning is anticipated, CTE will be better equipped to respond to the need if we increase the number of instructional designers on staff. We currently have four instructional designers. We can accommodate one or two more with no increase in physical space; the only cost will be the direct cost (salaries, fringe, equipment, professional development, etc.), which would total approximately \$100,000 per instructional designer (recurring). If more than two instructional designers are added, CTE would need to add office space as well as all other elements.

## Fees

*List any new or changed fees that your unit has implemented or had to take on in the last academic year.*

Not applicable

# Community Engagement

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## Community Perceptions

*Describe how your unit assesses community perceptions of your engagement, and how the unit assesses the impact of community engagement on students, faculty, community and the institution. Provide specific findings.*

United Way Giving Campaign - 100% participation from CTE staff

# Collaborations

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## Internal Collaborations

*List your Unit's most significant internal collaborations and multidisciplinary efforts that are internal to the University. Details should be omitted; list by name only.*

Distributed Learning Summit, communities of practice, Educational Technology Showcase, Global Carolina (Global Carolina Curriculum Development Grant), Office of Sustainability and the AASHE (Association for the Advancement of Sustainability in Higher Education), Darla Moore School of Business, Global Carolina, International Education Week Committee, English Programs for Internationals, International Student Services, The Graduate School, College of Arts & Sciences Incubator for Teaching Innovation, TRIO Programs, Office of Diversity and Inclusion, Division of Information Technology, Office of Distributed Learning, Student Disabilities Resource Center, Career Center, Student Success Center, Center for Digital Humanities, USC Connect, University Libraries, On Your Time Initiatives, College of Arts and Sciences, Office of Multicultural Student Affairs, USC Division of Law Enforcement and Safety, Office of Student Conduct and Academic Integrity, Writing Center, Teaching and Learning Technologies--;USC Upstate, Palmetto College, USC Aiken, Office of the Provost, Provost's Action Committee for Women's Issues (PACWI), University 101, Sophomore Initiative, USC Connect, USC School of Medicine Center for Disability Resources, Arnold School of Public Health, Quality Enhancement Plan (QEP) subcommittee related to our SACSCOC accreditation, Office of Student Financial Aid & Scholarship; InDev, College of Information and Communication, College of Education, USC School of Medicine

## External Collaborations

*List your Unit's most significant external collaborations and multidisciplinary efforts that are external to the University. Details should be omitted; list by name only.*

University of Aruba  
South Carolina Blackboard User Group  
Denmark Technical College  
Midlands Technical College  
Anderson College -

# Campus Climate and Inclusion

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## Campus Climate and Inclusion

*Activities the unit conducted that were designed to improve Campus, Climate, and Inclusion.*

During 2018-19, we held 20 workshops dealing with inclusion, diversity, and accessibility as part of the Teaching Towards Inclusive Excellence Certificate of Completion, and we have scheduled an additional 20 workshops during 2019-20. In addition, inclusion is an aspect included in all faculty and GTA workshops, orientations, and training sessions. To provide workshops, content, and resources on a wide range of diversity and inclusivity topics, we have partnered with the following campus offices: Office of Diversity and Inclusion, Student Disability Resources Center, On Your Time Initiatives, Student Success Center, Sophomore Initiative, Office of Multicultural Student Affairs, International Student Services, English Programs for Internationals, Global Carolina, Opportunity Scholars Program, TRIO Programs, Grace Jordan McFadden Professors Program, School of Library and Information Science Laboratory for Leadership in Equity of Access & Diversity, Office of Student Conduct and Academic Integrity, University 101, USC School of Medicine Center for Disability Resources, and the Darla Moore School of Business. We awarded 70 Certificates of Completion for the Teaching Toward Inclusive Excellence program, and more than 200 faculty and graduate students began or finished the program. The success of the TTIE led to a cooperative effort between the Office of Diversity and Inclusion and CTE to create a “Phase II” of TTIE that includes in-depth training and grants to incentivize faculty to embed elements of inclusion and diversity into their courses.

The GTA Training Program Manager is currently working with the Office of Diversity and Inclusion to develop a Diversity Statement Handbook for graduate students who are going on the job market and wish to develop a diversity statement for their job portfolio. This handbook will be reviewed by the ODI and the Council of Academic Diversity Officers. Our GTA Program Manager also partnered with the International Student Services and English Programs for Internationals offices to develop two training workshops and an international teaching assistant panel to specifically address international graduate student issues.

In AY18-19 the CTE again partnered with Global Carolina and the International Education Week Committee, awarding two faculty members an International Education Week Faculty Global Curriculum Design Mini-Grant to assist them in developing and incorporating sustainable international education and global themes into existing courses, and we subsequently collaborated with Global Carolina to assist in award four \$5000 grants to internationalize courses. CTE anticipates collaborating with Global Carolina again in AY 19-20 to award four \$5000 grants to internationalize courses.

The Distributed Learning/Instructional Design Team provides support for faculty wishing to integrate diversity and accessibility into both online and traditional course material. Our DL Team conducts and facilitates workshops on topics such as Universal Design for Learning, designing accessible online courses, assistive technology, and creating accessible documents. We provide pedagogical consultations to faculty on incorporating diversity and inclusion into their courses, and we are currently partnering with ISS to provide instructional design support to the Global Curriculum Design grantees. Using the DLQR program, the DL Team reviews all online courses to ensure they meet university accessibility standards. One designer is on university and state-level accessibility-related committees and is publishing on accessibility-related topics and presenting at national conferences. The team also developed an online

# Campus Climate and Inclusion

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course syllabus template for faculty that incorporates a Student Disabilities Services statement as well as a Diversity and Inclusion statement. The Instructional Design team participated in the DoIT Blackboard Ally (Accessibility Enhancements Tool) implementation project during AY 2018-19. One designer helped facilitate planning and rollout of Blackboard Ally across the Columbia and Palmetto College Regional Campuses.



# Concluding Remarks

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## Weaknesses and Plans for Improvement

*What is your unit struggling with? What plans do you have to overcome the weakness that you have faced in the next academic year.*

Graduate students make up a disproportionate number of participants in many workshops. CTE's limited space limits the number of people who can attend workshops. Having a split office with part of the team located four floors away sometimes inhibits communication. More effort is needed at creating national awareness of CTE.

There is a great need for an external evaluation of the effectiveness of CTE's programs and services. One goal for 2019-20 is to have such an evaluation conducted so that we know the relative effectiveness of our programs and services.

## Key Issues

*Identify key issues or potential challenges your unit will encounter this coming year and the steps you plan on initiating.*

Finding ways to serve a broader range of faculty, staff, and grad students on a limited budget; serving adjunct community; keeping up with changing technology.

## Quantitative Outcomes

*Explain any surprises regarding data provided in the quantitative outcomes modules throughout this report.*

DL Instructional Design Indicators 130 courses developed; 102 workshops lead by the ID team; 6902 students enrolled in these courses  
Faculty Dev: 151 workshops/seminars/training sessions; 4792 participants across all sessions  
GTA Indicators 42 workshops led by GTA Program Manager; 330 GTAs participated in workshops; 435 GTAs trained through New TA Orientations; 70 grad students completed Preparing Future Faculty program; 83 new graduate enrollees in PFF program  
Pedagogy Initiatives 960 faculty consultations by the ID team, 42 consults by GTA program manager, 2 GTA teaching observations by GTA program manager  
Pedagogical Grants 97 faculty in 17 colleges, including 14 GTAs r

## Cool Stuff

*Describe innovations, happy accidents, good news, etc. that occurred within your unit not noted elsewhere in your reporting.*

- Two Thumbs Up Award, Last Lecture Series invitation, Gamecock Teaching Days Featured Faculty, CAS Incubate Design Challenge participant - Dr. Michelle Hardee