Center for Teaching Excellence | CTE
University of South Carolina

Fiscal Year 2015
Blueprint Report
This report represents CTE activity from 1 July 2014 - 30 June 2015
Table of Contents

FY15 Vision, Mission and Goals 4
FY15 Accomplishments Summary 5
FY15 Provost Goals
  FY15 and the Provost's Academic Dashboard 8
  FY15 and the Provost's Key Performance Goals 8
FY16 Action Plans and New Initiatives 9

Appendix 1: FY15 Data Report on FY15 Goals
  Pedagogy Initiatives 11
  Distributed Learning Initiatives 20
  Integrative Learning Initiatives 26
  Graduate Teaching Assistant Initiatives 27
  University Partnerships 32
  Communications and Assessment 39

Appendix 2: CTE Staff Profile 41
FY 15 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.

FY15 Goals
The Center for Teaching...
1. Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
2. Encourages the development and implementation of innovative teaching approaches that enhance student learning.
3. Supports the design and development of high-quality distributed learning courses.
4. Increases faculty knowledge, skills and dispositions related to developing students’ integrative learning abilities.
5. Plans and implements professional development programs for graduate teaching assistants.
6. Fosters partnerships and leverages support for programs that enhance conditions for teaching and learning at the university.
7. Engages in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE programs and services.
FY 15 Accomplishments - Summary
This report summarizes CTE activity from 1 July 2014 – 30 June 2015.

Overview
CTE programs provided **8597 countable hours of in-person professional development** for faculty and graduate students during FY15 (an increase of 4.9% over FY14) and hosted 291 hours of university committee and group meetings concerned with teaching (an increase of 79.6% over FY14). We have assisted faculty in the **development of more than 300 online and blended courses** and partnered with more than 30 university units to deliver a variety of programs aimed at enhancing teaching and learning at USC. FY15 programs included:

Effective Pedagogy and Innovative Teaching Support Programs
CTE sponsored or co-sponsored 108 seminars and workshops, 3 vice provost’s power lunches, 5 grant cohorts, 4 communities of practice, 3 short course cohorts, 1 new faculty orientation, the annual Oktoberbest: A Symposium on Teaching conference, and 6 GTA training orientations, and we conducted 113 individual teaching consultations. New offerings in FY15 include the following:

- Our **Flipped and Active Learning Initiative**, led by a newly created part-time Faculty Associate Director of Innovative Teaching position, included an active community of practice/listserv with more than 80 subscribers, a workshop series attended by 198 faculty, a seminar by a visiting scholar, and a grant program supporting 18 faculty members who are working to flip 13 courses that enroll a combined total of 4000+ students annually.
- **3 new faculty short courses**, each led by a CTE faculty fellow, engaged 10-12 faculty members in extended study, discussion, and individualized coaching related to a specific topic (online teaching, vocal delivery in the classroom, and writing in the disciplines).

High-Quality Distributed Learning Support Programs
CTE significantly expanded its programming and services in this area during FY15:

- Our instructional designers have assisted faculty in the **development of more than 300 online and blended courses** to date, including courses for the Academic Partnerships online graduate degree programs, Palmetto College, the Provost’s Distributed Learning Grants, and courses undergoing the Provost’s Distributed Learning Quality Review.
- At the request of the Provost’s Office, CTE instructional designers worked with a faculty expert in the History Department to create an **interactive online course and 6-hour self-paced module on the U.S. Constitution and Founding Documents** for undergraduate students.
- We created a new, expanded **Faculty Associate Director for Distributed Learning** position to enhance our programming, resources, and individual consultation services for faculty teaching online and blended courses.
- We conducted or co-sponsored **43 training workshops and webinars**, conducted **567 hours of individual instructional design consultations**, and created numerous resources to introduce faculty to best practices in online and blended teaching.

Integrative Learning Support Programs
CTE collaborated with several units including USC Connect, The Office of Student Engagement, and the USC Leadership Initiative to help faculty develop productive connections between classroom and
beyond-the-classroom experiences in their teaching. We hosted 2 course-development grant cohorts (Undergraduate Integrative Learning and Teaching Leadership) and a community of practice (for UNIV 401 Graduation with Leadership Distinction Instructors), as well as 7 workshops on this subject, in addition to numerous co-sponsored events.

**Graduate Teaching Assistants’ Professional Development Support Programs**

CTE had another highly successful year of delivering the University’s teaching and professional development programs for graduate students:

- We conducted the University’s GTA training program, including full-day GTA Orientation workshops that served 450 students and a teaching-assistant preparation course (GRAD 701) enrolling 332 students.
- For advanced graduate teaching assistants, we offered an additional series of 11 professional development workshops and a Preparing Future Faculty program enrolling 124 graduate students (up 24% over FY14).
- We also launched several exciting new programs in collaboration with the Graduate School—including a $mart $tart financial literacy workshop series and an expanded series of workshops for graduate students entering the job market.

**Web Resources and Online Teaching Guide**

CTE continued to provide professional development material through our website, including a Teaching Guide that features tips on common teaching challenges, customizable syllabus templates, a First 100 Days guide that orients new faculty to campus and a Video Archive of past workshops. We completed a major redesign and rebuilding of our website, including creating the new site on the new USC CMS, which has significantly improved its user-friendliness and simplified event registration. Finally, to expand access to our programs, we created and offered two webinars for Palmetto College faculty and implemented a Virtual Meeting Room (VMR) that enables faculty to attend many CTE sessions virtually.

**University Collaborations**

CTE partnered on programming with more than 30 university units, including the Provost’s Office, Center for Digital Humanities, College of Arts and Sciences, Teaching and Technology Services, University Libraries, Office of Student Engagement, TRIO, Graduate School, Leadership Initiative, Sustainable Carolina, Distributed Learning Support Services, Office of Assessment, USC Law Enforcement and Safety, and USC Connect, as well as with the academic units supplying the CTE’s Associate Directors and Faculty Fellows. We hosted meetings or events for several university committees related to teaching, including the Instructional Development Committee of the Faculty Senate and the Provost’s Distributed Learning Committee. CTE faculty and staff serve on 26 university committees and task forces contributing to distributed learning, integrative learning, and faculty development initiatives across the university.

**Communication Efforts and Assessment**

CTE communication efforts included an actively updated website, weekly email event announcements, start-of-semester newsletters and event flyers. We also reached out to USC Communications, other university units and individuals to raise awareness of CTE programs and offer our available assistance. We continued to promote CTE’s research agenda and regional/national reputation in FY15. CTE directors and staff presented at 5 national conferences and more than a dozen statewide and regional meetings, and submitted one article for publication.
Evaluation instruments in FY15 included participant evaluation surveys, which yielded strongly positive responses again this year. The success of our programs is also evidenced by robust and growing attendance at CTE programs and events. This year we also completed implementation of a new database, developed with assistance from the Center for Digital Humanities, which has enhanced our ability to record, track, and analyze data related to CTE events and programming. In addition, this database allowed us to reach out to attendees and build more relationships with faculty.

This year CTE also began a strategic planning process that included a needs-assessment survey distributed to all faculty and graduate teaching assistants, interview visits to 19 department chairs, and a strategic-planning retreat and follow-up sessions facilitated by the Office of Human Resources’ Professional and Organizational Development. We expect to complete a five-year planning document by the end of FY16.
FY15 Provost Goals

FY15 and the 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 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.

• **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.

FY15 and the 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.

• **Meet South Carolina’s goal of increasing the number of citizens who hold high-quality baccalaureate degrees through strong USC Regional Campuses.** The CTE has helped develop more than 75 high-quality distributed-learning courses offered through Palmetto College. The CTE supports effective teaching at the regional campuses by providing Palmetto College faculty with customized programs and online resources. Palmetto College faculty 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.
FY16 Action Plans and New Initiatives

In FY16, CTE will build on these successes by continuing to strengthen existing programs and innovate in the following areas:

Expand Participation and Programming

Building on our 12.8% increase in attendance over the past three years, we will continue to expand our programming to reach more clients and to address a fuller range of their teaching-related interests and needs. Specifically, CTE will:

• Partner with the Provost’s Office to establish a year-long New Faculty Academy certificate program that will help new full-time faculty members productively launch their careers at the university, as well as a mid-career enhancement program aimed at recently tenured faculty interested in re-invigorating their teaching practice.
• Initiate new partnerships with the Office of Diversity and Inclusion, the Office of International Student Affairs, and the Office of Multicultural Student Affairs in order to develop new CTE programming related to diversity and inclusivity in teaching.
• Work with individual academic units to expand teaching development opportunities for adjunct instructors and other non-tenure-track faculty, building on the successful relationships we have already established with the Evening School, the College of Social Work and others.
• Develop new online tutorials and web-based teaching resources to provide just-in-time support on frequently requested topics. Initial plans include development of self-paced tutorials on online teaching basics, lecture capture and creating ADA-accessible instructional materials.

Foster innovative and Evidence-based Teaching Approaches That Enhance Student Learning

CTE will continue to:

• Work with the Provost’s Office to coordinate, launch, and publicize a new university-wide awards program for innovative teaching in FY16, entitled the Garnet Apple Award.
• Publicize innovative teaching projects on our new “CTE News” web page and launch a new “What CTE is Reading” page highlighting recent publications in higher education pedagogy.
• Continue to co-sponsor course development grants and associated cohorts focused on encouraging faculty to adopt innovative pedagogical approaches, including flipped learning, integrative and experiential learning, global learning, and leadership.

Enhance our Services and Resources Supporting High-quality Distributed Learning

Specifically, CTE will continue to:

• Collaborate with the Provost’s Office to support and coordinate the Distributed Learning Quality Review (DLQR) process for graduate programs selected to undergo quality review in FY16.
• Double the enrollment in our popular Getting Ready to Teach Online at USC short course, to increase the pool of faculty well-prepared to teach their first online or hybrid course.
• Develop more robust just-in-time teaching resources related to online teaching for the “DL Toolbox” section of the CTE website;
• Establish a Teaching Online community of practice to provide ongoing mentoring and community for online faculty across campus, led by our Faculty Associate Director for Distributed Learning.
Develop a Research Agenda and Build a National Reputation for CTE as a Leader in Faculty Development and innovative Approaches to Teaching and Learning

Continuing to build on the 17 conference presentations and one article completed during FY15, we will seek opportunities to present and publish the results of our ongoing research. Topics of projects in progress include faculty perceptions of the DLQR process, student responses to accessibility-related online course features, and design of graduate teaching-assistant training programs.
Appendix 1
Data Report on FY15 Goals

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

1.1 Pedagogy Initiative: Workshops, Seminars and Power Lunches

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 usually held in the CTE facilities in the Thomas Cooper Library. Workshops are often recorded and stored in an online video archive. Power Lunches provide opportunities for specific groups of faculty to interact with senior administrators, veteran faculty, and other academic personnel. Participants convene in the CTE for lunch, a brief presentation, and an interactive discussion.

Accomplishments
Between July 1, 2014 and June 30, 2015, CTE sponsored or co-sponsored 34 Teaching Excellence Events associated with the goal of helping all who teach at USC. These events contributed to 1067 hours of in-person professional development.

Pedagogy Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Adjunct Workshop- Fostering Classroom Civility</td>
<td>8/11/14</td>
<td>19</td>
</tr>
<tr>
<td>Improve Your Vocal Presence in the Classroom</td>
<td>9/3/14</td>
<td>29</td>
</tr>
<tr>
<td>What to do About Cheating and Plagiarism</td>
<td>9/8/14</td>
<td>15</td>
</tr>
<tr>
<td>Beyond the Red Ink: Responding Effectively to Student Writing</td>
<td>9/9/14</td>
<td>17</td>
</tr>
<tr>
<td>Strategies for Getting Students to Read, and Read More Effectively</td>
<td>9/11/14</td>
<td>8</td>
</tr>
<tr>
<td>Helping First- and Second-Year Students Succeed Academically</td>
<td>9/12/14</td>
<td>17</td>
</tr>
<tr>
<td>Improve Your Vocal Presence in the Classroom</td>
<td>9/17/14</td>
<td>11</td>
</tr>
<tr>
<td>Responding to an Active Shooter</td>
<td>9/18/14</td>
<td>12</td>
</tr>
<tr>
<td>Advice for Aspiring Faculty Members</td>
<td>10/1/14</td>
<td>30</td>
</tr>
<tr>
<td>Verbal Judo for the Classroom</td>
<td>10/29/14</td>
<td>28</td>
</tr>
<tr>
<td>Power Lunch for Columbia Tenure Track Faculty: Balancing Teaching and Research</td>
<td>10/31/14</td>
<td>15</td>
</tr>
<tr>
<td>Developing a Course Syllabus</td>
<td>11/21/14</td>
<td>14</td>
</tr>
<tr>
<td>Evaluating Team-Based Projects</td>
<td>12/8/14</td>
<td>19</td>
</tr>
<tr>
<td>Conducting and Facilitating Effective Class Discussions (for College of Social Work)</td>
<td>1/8/15</td>
<td>19</td>
</tr>
<tr>
<td>CAS Forum for Assistant Professors: Academic Freedom and Teaching Controversial Topics</td>
<td>1/16/15</td>
<td>26</td>
</tr>
</tbody>
</table>
Pedagogy Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Students Disciplinary Writing</td>
<td>1/21/15</td>
<td>17</td>
</tr>
<tr>
<td>Flipped Learning Basics (Session 1)</td>
<td>1/29/15</td>
<td>18</td>
</tr>
<tr>
<td>Crafting Dynamic Classroom Lectures</td>
<td>2/19/15</td>
<td>14</td>
</tr>
<tr>
<td>Flipped Learning Basics (for Earth and Ocean Sciences)</td>
<td>2/23/15</td>
<td>22</td>
</tr>
<tr>
<td>Flipped Learning Intro (for Sociology)</td>
<td>2/25/15</td>
<td>8</td>
</tr>
<tr>
<td>Power Lunch with Vice Provost Lacy Ford (Session 1)</td>
<td>2/27/15</td>
<td>19</td>
</tr>
<tr>
<td>Best Practices for Effective Team Projects</td>
<td>3/2/15</td>
<td>8</td>
</tr>
<tr>
<td>Responding to an Active Shooter</td>
<td>3/2/15</td>
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<tr>
<td>Flipped Learning Basics (Session 2)</td>
<td>3/4/15</td>
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<tr>
<td>Flipped Learning Intro (for ITE in College of Education)</td>
<td>3/6/15</td>
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<tr>
<td>Flipped Learning Intro (for Chemistry &amp; Biochemistry)</td>
<td>3/16/15</td>
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<tr>
<td>Maximize Student Motivation by Tweaking Your Course Structure</td>
<td>3/25/15</td>
<td>8</td>
</tr>
<tr>
<td>Flipped Learning II</td>
<td>3/31/15</td>
<td>11</td>
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<tr>
<td>Mutual Expectations: Tips for Success in STEM Classes</td>
<td>3/31/15</td>
<td>37</td>
</tr>
<tr>
<td>Responding to an Active Shooter</td>
<td>4/1/15</td>
<td>31</td>
</tr>
<tr>
<td>Responding to an Active Shooter</td>
<td>4/3/15</td>
<td>25</td>
</tr>
<tr>
<td>Power Lunch with Vice Provost Lacy Ford (Session 2)</td>
<td>4/15/15</td>
<td>15</td>
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<tr>
<td>Flipped Learning II</td>
<td>4/17/15</td>
<td>25</td>
</tr>
<tr>
<td>Responding to an Active Shooter</td>
<td>5/4/15</td>
<td>40</td>
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</table>

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 99% rating the events as “very helpful” or “helpful.”

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68%</td>
<td>31%</td>
<td>1%</td>
<td>0%</td>
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</table>

1.2 Pedagogy Initiative: Conferences

Action Plan
The 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 FY15, CTE co-sponsored two conference-style events, which were attended by a total of 740 participants, which contributed to a combined total of 1291 hours of in-person professional development.
New Faculty Orientation

New Faculty Orientation (NFO) was offered in August 2014 for two days. 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 in advance of the event containing information about campus logistics, University support for teaching and research, and campus resources. In total, NFO contributed to 887 hours of in-person professional development.

<table>
<thead>
<tr>
<th>Orientation Events</th>
<th>Date</th>
<th>Attendance</th>
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<tbody>
<tr>
<td>New Faculty Orientation – Fall- Day 1</td>
<td>8/13/14</td>
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<tr>
<td>New Faculty Orientation – Fall- Day 2</td>
<td>8/14/15</td>
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</table>

Evaluation Summary New Faculty Orientation

Evaluation surveys were distributed to participating faculty and suggestions were utilized to improve future orientations. Responses were strongly positive, with 100% rating the orientations as “very helpful” or “helpful.”

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
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<tbody>
<tr>
<td></td>
<td>57%</td>
<td>43%</td>
<td>0%</td>
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</table>

Oktoberbest

The yearly 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.

All faculty, teaching assistants, administrators, and others who support teaching at the University of South Carolina were encouraged to attend. The event included 23 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 Todd Zakrjsek, Associate Professor, UNC Chapel Hill. The event closed with a reception. Total attendance for the day was 570. This number includes individuals attending multiple sessions. Oktoberbest contributed to 404 hours of in-person professional development.

Evaluation Summary Oktoberbest

Evaluation surveys were administered at the end of each session. Responses were strongly positive, with 100% rating the sessions as “very helpful” or “helpful.”

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>70%</td>
<td>30%</td>
<td>0%</td>
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</tr>
</tbody>
</table>
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, we 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 year to share their work with the university community.

Other cohorts 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.

Short courses are our third type of cohort. 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 FY15, the CTE facilitated and support 12 Cohorts focused on effective pedagogy. In total, these cohorts contributed 761 hours of in-person professional development:

<table>
<thead>
<tr>
<th>Cohort/CoP Name</th>
<th>Professional Development Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrative Learning Grant Cohort</td>
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<td>Teaching Leadership Grant Cohort</td>
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<tr>
<td>Provost’s Distributed Learning Grant Cohort</td>
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<td>Flipped Learning Grant (2 cohorts)</td>
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<td>Large Course Coordinators CoP</td>
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<td>FLIP CoP</td>
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<td>UNIV 401 GLD Instructors CoP</td>
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<td>Instructional Designers CoP</td>
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<tr>
<td>Vocal Presence Short Course</td>
<td>79</td>
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<td>Disciplinary Writing Short Course</td>
<td>38</td>
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<tr>
<td>Getting Ready to Teach Online Short Course</td>
<td>79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>761</strong></td>
</tr>
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</table>
Teaching Innovation Grant Cohorts

Supporting Undergraduates in Integrative Learning

During FY15, 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 not only from faculty who wish to incorporate integrative-learning activities into a course that they teach, but also from those who would like 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 projects that target 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.
• Share grant-related activities and results by the end of the grant period either by providing materials for the USC Connect website, participating in a panel presentation at CTE, or otherwise supporting colleagues interested in learning from the grantee’s experience.
• Submit a brief final report by June 15, 2014, to include copies of materials developed with the funding and data documenting project implementation.

Eleven faculty grantees, representing five different colleges and regional campuses, were selected to receive awards in FY 15 and participated in the cohort. The grants were funded by USC Connect, and a USC Connect Faculty Fellow facilitated the cohort meetings. Senior staff from the Office of Student Engagement assisted with the cohort by providing informational materials and leading a workshop during one cohort meeting.

Teaching Leadership

The CTE, in collaboration with the Carolina Leadership Initiative, solicited applications in FY15 from full-time faculty members on any USC campus during FY15. Applications were invited not only from faculty who wished to develop explicitly leadership-themed courses but also to those who wished to modify existing courses to further develop leadership skills or address other issues relevant to effective leadership. The grants provided resources to explore and promote strategies for teaching students about leadership and for developing their leadership skills.

Grantees:
• Receive internal grant funds up of to $3,000 to engage in the proposed instructional development project.
• Meet with fellow grant recipients at least four times during FY15 to share strategies for teaching leadership skills and to discuss current literature and best practices in leadership education.
• Implement one or more strategies for improving leadership education in a course.
• Participate in a campus-wide panel presentation to share projects and teaching strategies with the wider campus community.
Eight faculty grantees, representing seven different colleges and regional campuses, were selected for funding and participated in this cohort in FY15. The Carolina Leadership Initiative funded the grants and the director assisted with facilitating several of the cohort meetings.

Provost’s Distributed Learning Course Development
The CTE supports recipients of the Provost’s Distributed Learning Course Development grants by providing individualized instructional design assistance and opportunities for grantees to collaborate, share ideas, troubleshoot challenges, and implement best practices as they develop their projects.

Grantees:
- Receive internal grant funds of up to $8,000 to engage in the proposed course development project.
- Participate as a group in an introductory planning meeting and a culminating presentation of their work at a CTE workshop.
- Consult regularly with an assigned CTE instructional designer throughout the course development process and ensure that the course adheres to the university’s quality assurance guidelines approved by the Provost’s Distributed Learning Committee.
- Submit a brief final report to the Provost’s office upon the project’s completion.

During FY15, the Provost’s Office issued a call for applications to full-time faculty for proposals to support the development of distributed learning courses that would increase the reach, impact, and quality of USC’s distributed learning offerings. In Spring 2015, a subcommittee of the Provost’s Distributed Learning Committee selected 8 grantees, representing four different colleges and campuses, to receive grants of up to $8,000. The FY15 cohort held its initial meeting on May 28, 2015 and will develop their projects throughout the next year.

The 11 members of the FY14 Provost’s Distributed Learning Grant cohort also worked actively with CTE instructional designers during FY15 to complete development of their courses and prepare their final reports.

Flipped Course Development
With support from the Provost’s Office, CTE solicited applications from full-time faculty members on any USC campus in November 2014 and again in March 2015. The grants, offered as part of CTE’s Flipped Learning Initiative, were designed to support 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 with fellow grant recipients and the CTE Faculty Associate Director for Innovative Teaching at least four times during the grant period to share ideas and discuss current research and best practices in flipped pedagogy.
- Consult with a CTE instructional designer throughout the project development process to ensure that materials meet university guidelines for design quality and ADA accessibility.
• 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.
• Participate in a campus-wide panel or similar event to share project results.

A total of 16 faculty members in two cohorts were selected to receive awards in FY15. Four projects were funded in Cohort 1 (Fall 2014), to support 9 faculty members in the development of 6 undergraduate courses representing 4 different colleges. Five projects were funded in Cohort 2 (Spring 2015), to support 7 faculty members in developing 7 courses, representing 3 different colleges and regional campuses.

Communities of Practice

Large Undergraduate Course Coordinators
In Fall 2014, in response to suggestions from faculty, the CTE launched 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 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 GTA training. The group also hosts a Blackboard organization for shared resources and readings.

FLIP (Focus on Learning, Innovation, and Pedagogy)
In FY15 the CTE and Associate Dean Alan White of the College of Arts and Sciences collaborated to facilitate FLIP (Focus on Learning, Innovation, and Pedagogy,) a faculty learning community that 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, and readings. In FY15, the group also viewed several webinars and hosted two discussions for faculty interested in applying for teaching-related grant programs.

UNIV 401/Graduation with Leadership Distinction (GLD) Instructors
In Spring 2015, USC Connect and CTE collaborated to launch and facilitate a community of practice for instructors teaching UNIV 401 for Graduation with Leadership Distinction (GLD), which is a one-credit course for seniors who are preparing electronic portfolios to support their application for GLD. GLD is a diploma credential available to any undergraduate who completes a portfolio documenting completion of designated beyond-the-classroom activities and related coursework in either community service, career preparation, global learning, or leadership. Facilitated by a USC Connect Faculty Fellow, the group convened monthly to discuss integrative learning pedagogy and upcoming course assignments and activities, and to share challenges and ideas.

Instructional Designers
FY15 was the second 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. The group also organized several field trips in FY15 to visit instructional design and technical support centers throughout the area, and they host a Blackboard organization where shared resources are posted.
Short Courses

Achieving Vocal Presence in the Classroom
In Fall 2014, in response to requests from faculty for more long-term professional development opportunities, CTE offered a faculty short course on vocal delivery and public speaking skills for the classroom. “Achieving Vocal Presence in the Classroom” was taught by CTE Faculty Fellow Dr. Erica Tobolski, Associate Professor of Theatre. Applications were solicited on the CTE website in late summer 2014, and eleven faculty members were selected to participate. Participants attended four 90-minute workshops during the semester and received individual observation and coaching sessions with Dr. Tobolski. All eleven participants completed the course; each received a certificate of completion and a letter of commendation from CTE.

Evaluation questionnaires were distributed to all participants, and 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.

Teaching Disciplinary Writing
In Spring 2015, CTE offered a faculty short course on teaching disciplinary writing skills to advanced undergraduate and graduate students, taught by CTE Faculty Fellow Dr. Michelle Maher, Associate Professor of Higher Education. Applications were solicited on the CTE website in late Fall 2014 and ten faculty members were selected to participate. Participants attended four 90-minute workshops during the semester and received individual feedback from Dr. Maher on writing assignments and other writing-related materials they developed for use in their courses. Nine of ten enrollees completed the course, and each of the nine received a certificate of completion and a letter of commendation from CTE.

Evaluation questionnaires were distributed to all participants, and 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 Ready to Teach Online at USC
In Spring 2015, 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. Both full-time and part-time faculty were eligible to apply, and selected applicants who completed all course requirements received a $750 mini-grant to support purchases to enhance their future online teaching. All ten faculty members selected to participate in the course successfully completed it, and each received the mini-grant and a certificate of completion and letter of commendation from CTE.
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, 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.

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 private, confidential 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 113 confidential consultations with faculty members to discuss specific individual teaching concerns. The CTE representative provided feedback and suggestions, and followed up with suggested readings as appropriate. Each faculty member who visited the CTE reported that the consultation was helpful. These meetings contributed to 86 hours of in-person professional development.

1.5 Web Presence

Action Plan
Maintain a web presence that supports ongoing programs and services and promotes a positive image of the Center. In addition, the 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. An electronic suggestion box will be provided for faculty to contribute their ideas and suggestions that contribute to our formative assessment processes.

Accomplishments
The CTE website provides an efficient and effective way for faculty to access information about our programs and services. A major redesign of the Website begun in FY14 to incorporate updated styles, more user-friendly navigation, and simpler event registration, is complete. CTE staff worked with the university communications office to move the website to the new university CMS by late summer 2015. The home page continues to lead visitors to information organized by the type of service, such as seminars and workshops, cohorts, confidential consultations, and online resources, as well as highlighting our five initiatives: Flipped Learning, Integrative Learning, Distributed Learning, Pedagogy, and Graduate Students.

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

Six additional seminars were filmed and added to the online video archive in FY15, and several outdated videos were deleted, bringing the total number of sessions in the archive to 77. Newly added seminars include:

- Quality Course Design and Online Teaching
- Active Learning Techniques for any Discipline
- Maximizing Student Motivation by Tweaking Course Structure
- Taming the Stress Monster: Tips to Survive and Thrive
- Tips for TAs: Being an Active TA
- Graduate Student Professional Development Workshop: Exploring Faculty Careers at Different Kinds of Institutions

In addition, CTE worked with University Technology Services to set up a new Virtual Meeting Room (VMR) system to allow for live-streaming of workshops and events to faculty and staff who wish to participate from off-site. Equipment purchased for the VMR system supplements existing video equipment, allowing for dual-camera videotaping of events, enabling us to produce more engaging archival videos with enhanced production value.

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

The Teaching Guide currently includes 22 main pages and includes best-practice tips on a wide range of teaching topics, as well as resource links for additional reading and assistance. An additional section especially for new faculty includes a 17-page The First 100 Days manual with introductory information about teaching-related policies and resources at USC, as well as links to essential university web pages and information.

2. Goal: Support the design and development of high-quality distributed learning courses and foster best practices in online and hybrid teaching.

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 33 workshops on topics related to distributed learning between July 1, 2014 and June 30, 2015. These events contributed 684 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.
<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating Wikis in Blackboard (for Psychology Department)</td>
<td>9/8/14</td>
<td>71</td>
</tr>
<tr>
<td>Seven Ways to Make Your Class Accessible</td>
<td>9/10/14</td>
<td>18</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Assignments and Tests in Blackboard</td>
<td>9/23/14</td>
<td>23</td>
</tr>
<tr>
<td>Successful Strategies for Online Course Design and Facilitation</td>
<td>10/6/14</td>
<td>22</td>
</tr>
<tr>
<td>Developing Superior Courses: Exploring the Quality Matters Rubric</td>
<td>10/15/14</td>
<td>9</td>
</tr>
<tr>
<td>Getting Started with Prezi (for African-American Professors Program)</td>
<td>10/20/14</td>
<td>16</td>
</tr>
<tr>
<td>Quality Review Process and Quality Matters Rubric (for SLIS Faculty)</td>
<td>10/22/14</td>
<td>13</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Learn About the NEW Blackboard</td>
<td>10/28/14</td>
<td>18</td>
</tr>
<tr>
<td>Voyages into the Technology Frontier: GIS</td>
<td>10/30/14</td>
<td>21</td>
</tr>
<tr>
<td>Building Compelling VoiceThread Assignments for Generation Z</td>
<td>11/11/14</td>
<td>7</td>
</tr>
<tr>
<td>Creating Effective and Interactive Adobe Presenter Presentations: An Easy Approach</td>
<td>11/11/14</td>
<td>12</td>
</tr>
<tr>
<td>Thinking Beyond the Experiences: Exploring the Promise of e-Portfolios</td>
<td>11/13/14</td>
<td>7</td>
</tr>
<tr>
<td>Distributed Learning Best Practices (for SLIS Department GTAs)</td>
<td>11/17/14</td>
<td>5</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: VoiceThread</td>
<td>11/25/14</td>
<td>19</td>
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<tr>
<td>Flipping Out Over the Flipped Classroom? (Webinar)</td>
<td>12/1/14</td>
<td>10</td>
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<tr>
<td>Online Course Design (for SLIS 202 Instructors)</td>
<td>12/17/14</td>
<td>7</td>
</tr>
<tr>
<td>Introduction to Blackboard for New Instructors (for College of Social Work)</td>
<td>1/8/15</td>
<td>12</td>
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<tr>
<td>Copyright and Fair Use Basics for Faculty</td>
<td>1/22/15</td>
<td>10</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Using Assignment and Grade Center in Blackboard</td>
<td>1/27/15</td>
<td>11</td>
</tr>
<tr>
<td>Designing &amp; Teaching a Digital Humanities Course</td>
<td>2/2/15</td>
<td>15</td>
</tr>
<tr>
<td>Unleash Your Inner Spielberg: Flipped Classroom Design</td>
<td>2/10/15</td>
<td>40</td>
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<tr>
<td>Unleash Your Inner Spielberg: Flipped Classroom Design Lunch and Workshop</td>
<td>2/10/15</td>
<td>12</td>
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<tr>
<td>Accessibility for Students with Low or No Vision</td>
<td>2/18/15</td>
<td>22</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Meet-up, Connect and Chat; Tools for Communicating with Students Online</td>
<td>2/24/15</td>
<td>10</td>
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<tr>
<td>Quality Online Design Influences Quality Teaching</td>
<td>3/20/15</td>
<td>18</td>
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<tr>
<td>Turbo-Tech Tuesday: Student e-Portfolios with Google</td>
<td>3/24/15</td>
<td>6</td>
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<tr>
<td>Thinking Beyond the Experiences: Exploring the Promise of e-Portfolios</td>
<td>3/26/15</td>
<td>4</td>
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<tr>
<td>Building Blocks for Developing Online Courses</td>
<td>3/30/15</td>
<td>11</td>
</tr>
<tr>
<td>Inspire your Students by Using Engaging Technologies</td>
<td>4/2/15</td>
<td>17</td>
</tr>
<tr>
<td>Using e-Portfolios (for ENGL 102 Instructors)</td>
<td>4/3/15</td>
<td>32</td>
</tr>
<tr>
<td>Using Infographics in the Classroom</td>
<td>4/22/15</td>
<td>18</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Building Accessible Courses with Blackboard</td>
<td>4/28/15</td>
<td>9</td>
</tr>
<tr>
<td>How to Develop Your Class in Blackboard for Online Learning</td>
<td>6/8/15</td>
<td>18</td>
</tr>
</tbody>
</table>
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 97% rating the events as “very helpful” or “helpful.”

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69%</td>
<td>28%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Members of the instructional design team also developed and/or led 10 outreach training workshops on general technology skills that were open to all USC graduate students, staff, and faculty. Workshops were led by CTE instructional designers, as well as by staff from the Office of Information Technology and University Technology Services. These workshops contributed 119 hours of professional development.

### Distributed Learning Outreach Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard In and Out of the Classroom</td>
<td>8/27/14</td>
<td>17</td>
</tr>
<tr>
<td>Infographics for the Non-Graphical Person</td>
<td>9/26/14</td>
<td>10</td>
</tr>
<tr>
<td>Getting Started with Twitter</td>
<td>10/23/14</td>
<td>12</td>
</tr>
<tr>
<td>How to Create E-Newsletters that Pop!</td>
<td>11/19/14</td>
<td>5</td>
</tr>
<tr>
<td>Creating Web Forms and Surveys with Google Forms</td>
<td>12/16/14</td>
<td>14</td>
</tr>
<tr>
<td>Blackboard Basics</td>
<td>1/26/15</td>
<td>12</td>
</tr>
<tr>
<td>Word and PowerPoint Accessibility</td>
<td>2/26/15</td>
<td>7</td>
</tr>
<tr>
<td>Using Portfolios in Blackboard for Student Learning and Assessment</td>
<td>3/17/15</td>
<td>5</td>
</tr>
<tr>
<td>Becoming an Excel Ninja: Advanced Excel Tools</td>
<td>4/23/15</td>
<td>18</td>
</tr>
<tr>
<td>Create Emaz-ing Presentations Without the Use of PowerPoint</td>
<td>5/7/15</td>
<td>15</td>
</tr>
</tbody>
</table>

Evaluation Summary Distributed Learning Outreach Events

Evaluation surveys were administered at the end of each event, and suggestions were utilized to improve future events. Responses were highly positive, with 98% rating the events as “very helpful” or “helpful.”

<table>
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<tr>
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<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>68%</td>
<td>30%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### 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 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 team was established in Fall 2011 with the hire of two instructional designers and a part-time Faculty Associate Director. During FY15, the CTE Distributed Learning team consisted of three Instructional Designers, one Program Manager and one part-time Faculty Associate Director who worked to support distributed learning course development for faculty at USC--Columbia and the regional campuses.

Instructional designers conducted a total of **567 hours of individual course-development consultations** with faculty clients during FY15. These 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.

To date, the team has **worked to develop a total of 259 distributed-learning courses** (173 of these during FY15) including:

- 77 courses built for faculty teaching in Palmetto College (55 complete, 34 in progress)
- 58 courses built for faculty receiving the Provost’s Distributed Learning Grant (23 complete, 35 in progress)
- 59 courses revised or rebuilt for the Provost’s Quality / Accessibility Review initiative (35 complete, 37 in progress)
- 55 courses for the Academic Partnership online graduate programs (7 complete, 49 in progress)
- 11 courses built at the request of individual faculty members

In FY15, the team also undertook development of a **new, non-credit online instructional module on the U.S. Constitution and Founding Documents** at the request of the Office of the Provost. Designers worked with a senior faculty member in U.S. History to design and build this highly interactive, 8-to-10-hour instructional program designed to give undergraduate students a thorough grounding in these documents and the historical developments surrounding them. Production of the module is underway, with an expected completion date of early fall 2015.

Departments and programs served by CTE’s distributed learning course development and support initiatives include:

Technologies investigated and used include:

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 program will commit to an initial introductory planning meeting and a culminating presentation of their work at a CTE Faculty Forum. The Faculty Associate Director serves as facilitator, with the Instructional Designers participating in the meeting and working with the grant recipients in the design and development of the courses.

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 FY15, a total of 19 faculty members in two cohorts (2014-2015 and 2015-2016) participated in the Provost’s Distributed Learning Grant cohorts. For full details on the activities of these cohorts, see Section 1.3 of this appendix.

2.4 Distributed Learning Initiative: Enhance 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 created a number of resources in FY15 to foster awareness of best practices across the university. These resources include:

Quality Matters Resources: CTE continued to host USC’s institutional membership in Quality Matters, an organization that develops and promotes best-practice standards for online and hybrid teaching, and designers actively encourage faculty to join. In FY15, 47 faculty members created individual Quality Matters accounts, and 20 enrolled in Quality Matters training courses.
Materials to Support the Provost’s Quality / Accessibility Review Process: When the Provost announced a required quality review for all existing distributed-learning courses at USC in Spring 2014, the CTE team worked with the Provost’s Distributed Learning Committee, Distributed Learning Support Services, and the Office of Student Disability Services to create procedures and documents associated with this new initiative, including a Quality / Accessibility Review Rubric based on national QM and ADA standards, a review protocol to ensure designers’ consistent use of the rubric in guiding faculty members’ revisions, several FAQs handouts to assist faculty with course revisions, and an application form for faculty requesting course revision grants from the Provost’s Office. The team produced revised versions of these documents in FY15, reflecting updates in national best practice standards and in university procedures.

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. 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.

Materials to Support Faculty Proposing New Courses: Throughout FY15, the team has consulted with the Faculty Senate Instructional Development Committee and the Office of the Provost to refine new criteria and an online approval process for courses seeking approval for Distance Education Delivery (DED), CTE staff and designers created. These resources are now available on the Provost’s Office and Faculty Senate websites.

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 FY15, 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 Program Manager for Distribute Learning is a member of the Provost’s Advisory Committee on Women’s Issues (PACWI) and Chair of the PACWI Technology Education subcommittee.

One Instructional Designer and the Associate Faculty Director are members of the statewide South Carolina Assistive Technology Advisory Committee Meeting (ATAC). This technology architecture committee of the State Budget and Control Board, Division of State Information Technology (DSIT), focuses on information technology accessibility 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 FY15 these include the following (See Section 5.2 below for a complete listing):

- Two instructional designers earned certification as Quality Matters Peer Reviewers.
- One Instructional Designer and the Program Manager earned certification as Quality Matters Master Reviewers.
- The Program Manager completed the Online Learning Consortium’s (formerly Sloan-C) Advanced Online Teaching Certification Program.
- The Associate Faculty Director was certified as a Quality Matters Certified Master Peer Reviewer.

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
The CTE supports the USC Connect initiative by educating faculty about integrative learning pedagogy and encouraging integrative learning strategies in teaching. The 7 workshops offered on this topic during FY15 contributed 147 hours of in-person professional development.

Integrative Learning Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutual Expectations Workshop with Academic Advisors</td>
<td>9/24/14</td>
<td>66</td>
</tr>
<tr>
<td>Service-Learning 101</td>
<td>10/20/14</td>
<td>4</td>
</tr>
<tr>
<td>Promoting Students’ Integrative Learning through Reflection</td>
<td>11/5/14</td>
<td>35</td>
</tr>
<tr>
<td>Domestic Study Away Information Lunch</td>
<td>1/26/15</td>
<td>6</td>
</tr>
<tr>
<td>Fostering Integrative Learning Through Reflection</td>
<td>1/28/15</td>
<td>12</td>
</tr>
<tr>
<td>Integrative Learning Faculty Showcase</td>
<td>2/23/15</td>
<td>9</td>
</tr>
<tr>
<td>Thinking Beyond the Experiences: Exploring the Promise of e-Portfolios</td>
<td>3/26/15</td>
<td>4</td>
</tr>
</tbody>
</table>

Evaluation Summary Integrative Learning Events
Evaluation surveys were administered at the end of each CTE sponsored event, and suggestions were utilized to improve future events. Responses were positive, with 98% rating the events as “very helpful” or “helpful.”
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 its fourth grantee cohort on Supporting Undergraduates in Integrative Learning in FY15. 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. CTE also sponsored a fourth Teaching Innovation Grant cohort in Teaching Leadership in partnership with the Carolina Leadership Initiative, which included 8 faculty participants.

In Spring 2015, CTE also co-sponsored a new CoP for instructors of UNIV 401/Graduation with Leadership Distinction; 11 instructors participated. Please see Section 1.3 for full details on these cohorts’ activities.

4. Goal: Provide high-quality professional development programs for graduate teaching assistants.

4.1 Graduate Teaching Assistant Develop Initiative: Workshops and Seminars

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
The CTE sponsored or co-sponsored 20 professional development workshops designed particularly
for graduate teaching assistants (though most CTE-sponsored events are open to TA attendance). These events contributed to 458 hours of in-person professional development. The workshop topics were selected based on graduate students’ prior expressed topics of interest.

Graduate Teaching Assistant Development Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Good Teaching Evaluations</td>
<td>9/4/14</td>
<td>38</td>
</tr>
<tr>
<td>Cheating and Plagiarism Workshop (for Chemistry Dept.)</td>
<td>9/4/14</td>
<td>34</td>
</tr>
<tr>
<td>Time and Stress Management</td>
<td>9/15/14</td>
<td>40</td>
</tr>
<tr>
<td>University Teaching Policies, Procedures, &amp; Resources (for Statistics Dept.)</td>
<td>10/14/14</td>
<td>30</td>
</tr>
<tr>
<td>Tips for TAs: What I Wish I Had Known When I Started</td>
<td>10/22/14</td>
<td>19</td>
</tr>
<tr>
<td>Writing Your Teaching Philosophy</td>
<td>10/29/14</td>
<td>21</td>
</tr>
<tr>
<td>Ethics and Professional Issues for TAs</td>
<td>10/30/14</td>
<td>6</td>
</tr>
<tr>
<td>Dealing with Disruptive Student Behavior</td>
<td>11/12/14</td>
<td>22</td>
</tr>
<tr>
<td>Effective Teaching in Your Classroom: It’s Not One-Size-Fits-All (for Dept. of Exercise Science)</td>
<td>1/16/15</td>
<td>45</td>
</tr>
<tr>
<td>Facilitating Good Class Discussions (for HRTM 798)</td>
<td>1/28/15</td>
<td>8</td>
</tr>
<tr>
<td>Developing a Course Syllabus (for School of Music)</td>
<td>1/29/15</td>
<td>8</td>
</tr>
<tr>
<td>Developing Your Teaching Persona</td>
<td>1/30/15</td>
<td>22</td>
</tr>
<tr>
<td>Tips for Being an Active TA</td>
<td>2/5/15</td>
<td>13</td>
</tr>
<tr>
<td>Taming the Stress Monster: Strategies to Manage and Thrive!</td>
<td>2/26/15</td>
<td>11</td>
</tr>
<tr>
<td>Developing Your Teaching Persona (for HRTM 798)</td>
<td>3/2/15</td>
<td>8</td>
</tr>
<tr>
<td>Pedagogy and Practice of Leading Effective Classroom Discussions</td>
<td>3/19/15</td>
<td>9</td>
</tr>
<tr>
<td>5 Common Student Writing Problems and How to Address Them</td>
<td>3/23/15</td>
<td>6</td>
</tr>
<tr>
<td>Fostering Classroom Civility</td>
<td>4/9/15</td>
<td>7</td>
</tr>
<tr>
<td>Active Learning Techniques for Any Discipline</td>
<td>4/14/15</td>
<td>12</td>
</tr>
<tr>
<td>Exploring Faculty Careers at Different Types of Institutions</td>
<td>4/16/15</td>
<td>21</td>
</tr>
</tbody>
</table>

Evaluation Summary Graduate Teaching Assistant Development Events

Evaluation surveys were administered at the end of each event, and suggestions were utilized to improve future events. Responses were positive, with 98% rating the events as “very helpful” or “helpful.”

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>65%</td>
<td>33%</td>
<td>2%</td>
<td>0%</td>
</tr>
</tbody>
</table>

4.2 Structural Overview GTA/IA Development 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 Graduate Teaching Assistant Development Initiative: GTA/IA 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, 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 GTA/IA Orientation Workshops
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 95-100% of attendees rating the events as “helpful” or “very helpful.”

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 2014 TAO Workshop A</td>
<td>64%</td>
<td>33%</td>
<td>2%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Aug 2014 TAO Workshop B</td>
<td>55%</td>
<td>40%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>Jan 2015 TAO Workshop A</td>
<td>70%</td>
<td>30%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Jan 2015 TAO Workshop B</td>
<td>63%</td>
<td>37%</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

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 2014, 401 TAs attended** Workshops A and B, and **49 TAs in January 2015**. 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 2014** (8 workshops offered across 4 days) and 12 hours in January 2015 (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 **2736 hours of GTA/IA in-person professional development.**
4.4 Graduate Teaching Assistant Develop Initiative: GRAD 701 - Ongoing GTA/IA Training 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 primarily 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 24 course sessions (24 in-person hours) during Fall 2014 and 15 course sessions (15 in-person hours) through Spring 2015. To provide GTA/IAs with an additional disciplinary and pedagogical perspective, Dr. Michael Spicher (Philosophy), the TA Training Program Assistant, assisted with GRAD 701 content as a guest instructor by presenting 5 GRAD 701 sessions relating to teaching topics and techniques. All of these sessions were facilitated by Dr. Hardee. Therefore a total of 49 in-person hours were presented or facilitated by individuals associated with the CTE (Program Manager and guest instructor) in GRAD 701 professional development sessions. Through the 2014-2015 academic year, Dr. Hardee provided one-on-one consultations with 14 students regarding GRAD 701, amounting to approximately 7 hours of individual consultations.

A total of 267 TA/IAs were enrolled in GRAD 701 for Fall 2014, and 66 in Spring 2015. Considering the number of students enrolled and in-person professional development activities required for the course (minimum of two), GRAD 701 specifically contributed to 534 hours of GTA/IA in-person professional development in Fall 2014 and an approximate estimate of 132 hours of GTA/IA in-person professional development in Spring 2015.

Evaluation Summary 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 99% rating the sessions as “very helpful” or “helpful.” These ratings have increased significantly from the previous 2013-2014 academic year (55% / 50% / <1% / <1%).

<table>
<thead>
<tr>
<th>Overall, how helpful was this event to your teaching?</th>
<th>Very helpful</th>
<th>Helpful</th>
<th>Not sure</th>
<th>Not helpful</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>69%</td>
<td>31%</td>
<td>&lt;1%</td>
<td>0</td>
</tr>
</tbody>
</table>
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 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 2014 was 99.3%, with two Incomplete grades. For Spring 2015, the completion rate is 98%.

4.5 Graduate Teaching Assistant Development Initiative: Preparing Future Faculty Cohort 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 2014 and January 2015 TA/IA Orientation workshops. The PFF Program Manager, Dr. Michelle Hardee, gave PFF informational presentations to 9 graduate classes, departments, and groups: Instruction and Teacher Education faculty, Dept. of Psychology graduate students, Dept. of Mathematics graduate students, African-American Professors Program, SLIS 804, EDHE 738, ENGL 691, HRTM 798, and HPEB 704. She also provided 6 hours of in-person consultation on graduate student progress in the PFF program. Together, the PFF consultations and presentations amounted to approximately 15 hours of in-person professional development.

Currently, there are 136 active participants, a participation increase of 23% from the previous 2013-2014 academic year, with 59 new applications submitted since June 2014. Of these active participants, 42 completed all program requirements by June 2015, an increase of 24% from the 2013-2014 academic year. The majority of these participants are Ph.D. candidates (87%); the remainder are DPH, DMA, MS, MA, MAT, MFAs, and Postdoctoral Fellows, from departments and colleges across the university.

In partnership with the Graduate School, Graduate Student Association, and the USC Career Center, the CTE via the PFF Program hosted a Mungo Teaching Awardees Faculty Panel for graduate students in October of 2014, with an attendance of 22, providing 27.5 hours of in-person professional development. An “Exploring Faculty Careers” panel including faculty from non-R1 academic institutions was facilitated in April 2015, with an attendance of 20, providing 30 hours of in-person professional development. In addition, these four groups also co-sponsored a series of $tart $mart workshops, which provide graduate students with a professional development opportunity to learn how to negotiate a fair salary and benefits. These 1- and 3-hour workshops were held in September 2014, February and April 2015, targeting different audiences within the graduate student and university population. Attendance at these workshops up to this point has totaled 24 students, providing 60 hours of in-person professional development. The Graduate Student Association, the Writing Center, and the Graduate School also partnered with the CTE in providing one Writing Your Teaching Philosophy workshop in October of 2014, with attendance totaling 21 participants, accounting for 36 hours of in-person professional development.
4.6 Graduate Teaching Assistant Development Initiative: TA-Connect – Listserv for GTA/IAs Across the University

**Action Plan**
Provide a method for informing GTA/IAs 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 24% since the spring of 2014.

5. **Goal:** Foster partnerships and leverage support for programs that promote conditions necessary for student learning.

5.1 University Partnerships Initiative: Co-Sponsored Events

**Action Plan**
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.

**Accomplishments**
Co-sponsored activities during FY 15 included 25 seminars and workshops, 10 technology training events, 3 vice provost’s lunches, 1 conference, 1 new faculty orientation, 4 TA events, and 3 grant opportunities, which were co-sponsored by 20 units, as shown in the following table.

<table>
<thead>
<tr>
<th>Event</th>
<th>Co-sponsor</th>
<th>Co-sponsor Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA Orientation (8/13/14, 8/14/14, 8/19/14, 8/20/14, 1/5/15, 1/6/15)</td>
<td>The Graduate School</td>
<td>Facilities, Promotion, Food</td>
</tr>
<tr>
<td>New Faculty Orientation (8/13/14, 8/14/14)</td>
<td>Office of the Provost</td>
<td>Facilities, Promotion, Food</td>
</tr>
<tr>
<td>What to do About Cheating and Plagiarism (9/8/14)</td>
<td>Office of Academic Integrity</td>
<td>Speaker</td>
</tr>
<tr>
<td>TA Workshop: Time and Stress Management (9/15/14)</td>
<td>TRIO Programs</td>
<td>Speaker</td>
</tr>
</tbody>
</table>
### Co-sponsored Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Co-sponsor</th>
<th>Co-sponsor Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responding to an Active Shooter (9/18/14, 3/2/15, 4/1/15, 4/3/15, 5/4/15)</td>
<td>Office of the Provost, USC Division of Law Enforcement and Safety</td>
<td>Speaker, Promotion</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Assignments and Tests in Blackboard (9/23/14)</td>
<td>University Technology Services</td>
<td>Speakers</td>
</tr>
<tr>
<td>Mutual Expectations Workshops on Academic Advising (9/24/14) and Success in STEM Courses (3/31/15)</td>
<td>Office of Student Engagement, University Advisor’s Network</td>
<td>Event Management and Promotion, Session Moderator, Food</td>
</tr>
<tr>
<td>Oktoberbest: A Symposium on Teaching (10/10/14)</td>
<td>Division of Information Technology, University Libraries, University Technology Services</td>
<td>Facilities, Food, Technical Support, Door Prize Donor Identification, Room Moderators</td>
</tr>
<tr>
<td>Developing Superior Courses: Exploring the Quality Matters Rubric (10/15/14)</td>
<td>University Technology Services</td>
<td>Speaker</td>
</tr>
<tr>
<td>Service-Learning 101 (10/20/14)</td>
<td>Office of Student Engagement</td>
<td>Speakers</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Learn About the NEW Blackboard (10/28/14)</td>
<td>University Technology Services</td>
<td>Speakers</td>
</tr>
<tr>
<td>Verbal Judo for the Classroom (10/29/14)</td>
<td>USC Division of Law Enforcement and Safety, Office of Student Conduct</td>
<td>Speaker</td>
</tr>
<tr>
<td>Voyages into the Technology Frontier: GIS (10/30/14)</td>
<td>Div. of Information Technology</td>
<td>Co-ordination of Speakers, Promotion</td>
</tr>
<tr>
<td>TA Workshop: Ethics and Professional Issues for TAs (10/30/14)</td>
<td>Office of Academic Integrity</td>
<td>Speaker</td>
</tr>
<tr>
<td>Vice Provost’s Power Lunch for Tenure-Track Faculty (10/31/14, 2/27/15, 4/15/15)</td>
<td>Office of the Provost</td>
<td>Speakers</td>
</tr>
<tr>
<td>Promoting Students’ Integrative Learning through Reflection (11/5/14)</td>
<td>Office of Student Engagement</td>
<td>Speakers</td>
</tr>
<tr>
<td>Improving Undergraduate Stem Education (IUSE) Webinar Series (11/03/14, 11/06/14, 11/11/14, 11/13/14, 11/18/14)</td>
<td>College of Arts and Sciences</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Thinking beyond the Experiences: Exploring the Promise of e-Portfolios (11/13/14)</td>
<td>USC Connect</td>
<td>Speakers</td>
</tr>
<tr>
<td>Forum for Assistant Professors on Academic Freedom and Teaching Controversial Topics (01/16/15)</td>
<td>College of Arts and Sciences</td>
<td>Co-ordination of Speakers, Food</td>
</tr>
<tr>
<td>Domestic Study Away Information Lunch (1/26/15)</td>
<td>Office of Student Engagement</td>
<td>Speaker, Food</td>
</tr>
<tr>
<td>Turbo-Tech Tuesday: Using Assignment and Grade Center in Blackboard (1/27/15)</td>
<td>University Technology Services</td>
<td>Speaker</td>
</tr>
</tbody>
</table>
### Co-sponsored Events

<table>
<thead>
<tr>
<th>Event</th>
<th>Co-sponsor</th>
<th>Co-sponsor Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fostering Integrative Learning Through Reflection (1/28/15)</td>
<td>Office of Student Engagement, University 101 Programs</td>
<td>Speakers</td>
</tr>
<tr>
<td>Designing and Teaching a Digital Humanities Course (2/2/15)</td>
<td>Center for Digital Humanities</td>
<td>Co-ordination of Speakers, Promotion</td>
</tr>
<tr>
<td>Unleash Your Inner Spielberg: Flipped Classroom Design (2/10/15)</td>
<td>College of Arts and Sciences</td>
<td>Speaker Fee, Food</td>
</tr>
<tr>
<td>Crafting Dynamic Classroom Lectures (2/19/15)</td>
<td>Center for Business Communication</td>
<td>Speakers</td>
</tr>
<tr>
<td>Integrative Learning Faculty Showcase (2/23/15)</td>
<td>USC Connect</td>
<td>Co-ordination of Speakers</td>
</tr>
<tr>
<td>Taming the Stress Monster: Strategies to Survive and Thrive (2/26/15)</td>
<td>Faculty/Staff Wellness Programs</td>
<td>Speaker</td>
</tr>
<tr>
<td>Pedagogy and Practice of Leading Effective Classroom Discussions (3/19/15)</td>
<td>University Writing Center</td>
<td>Speaker</td>
</tr>
<tr>
<td>FLIP CoP Cohort</td>
<td>College of Arts and Sciences</td>
<td>Facilitator, Promotion, Food, Funds for Remote Access Technology Support</td>
</tr>
<tr>
<td>Provost’s Distributed Learning Grant Cohort</td>
<td>Office of the Provost</td>
<td>Promotion, Grant Funding</td>
</tr>
<tr>
<td>Teaching Leadership Grant Cohort</td>
<td>Carolina Leadership Initiative</td>
<td>Facilitator, Grant Funding</td>
</tr>
<tr>
<td>Integrative Learning Grant Cohort</td>
<td>USC Connect</td>
<td>Facilitator, Grant Funding</td>
</tr>
<tr>
<td>UNIV 401 GLD Instructor Cohort</td>
<td>USC Connect</td>
<td>Facilitator</td>
</tr>
<tr>
<td>Technology Training Sessions for Faculty and Staff (8/27/14, 9/26/14, 10/23/14, 11/19/14, 12/16/14, 1/26/15, 2/26/15, 3/17/15, 4/23/15, 5/7/15)</td>
<td>Provost’s Advisory Committee on Women’s Issues (PACWI)</td>
<td>Co-Training, Facilities</td>
</tr>
<tr>
<td>Digital Humanities Course Development Stipend Cohort</td>
<td>Center for Digital Humanities</td>
<td>Grantee Technical Support, Grant Funding</td>
</tr>
</tbody>
</table>

### 5.2  University Partnerships Initiative: Memorandums of Understanding (MOU)

**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 FY15 the CTE maintained active MOUs with ten units on the Columbia campus. Partnerships associated with programs and services include Teaching and Technology Services (BEST Institute), The Graduate School (TA Training, Preparing Future Faculty, $tart $mart), Carolina Leadership Initiative (Teaching Excellence Grants on Teaching Leadership), USC Connect (Teaching Excellence Grants in Integrative Learning), University Libraries (Oktoberbest), Center for Digital Humanities (Digital Humanities Course Development Stipends), College of Arts and Sciences (FLIP Community of Practice), TRIO Opportunities Scholars Program (TRIO Orientation Workshop), and the Office of Student Engagement (Mutual Expectations). Partnerships with the Department of Theatre and Dance and the College of Education enabled us to procure the services of CTE Faculty Fellows Dr. Erica Tobolski in Fall 2014 and Dr. Michelle Maher in Spring 2015.

5.3 University Partnerships Initiative: Committee Participation

Action Plan
Seek and maintain representation on committees and task forces that focus on improving the practice and status of teaching at the University of South Carolina.

Accomplishments
Faculty and staff affiliated with the CTE are active participants on 37 university committees and 6 state or professional organization committees during FY15.

Faculty Director Christy Friend
- Co-Chair, Provost's Distributed Learning Advisory Committee (Chair of Subcommittee on Quality Assurance)
- Chair, Provost's Distributed Learning Course Development Grant Selection Committee
- Senior Vice Provost's Distributed Learning Task Force
- USC Connect Council
- Faculty Representative, Carolina Judicial Council
- Faculty Affiliate, Office of Academic Integrity
- Member, Senior Vice Provost’s Working Group on Intellectual Property and Copyright
- Member, Faculty Senate Committee on Instructional Development (ex-officio)
- Member, Search Committee, Director of Service Learning, Office of Student Engagement
- Member, Senior Vice Provost’s Distributed Learning Task Force
- Member, Rhetoric and Composition Committee, English Department
- Directing three dissertations and serving on four dissertation committees in English

Faculty Associate Director Janet Hudson
- Member, President’s Advisory Committee on Diversity
- Member, Search Committee for Chief Diversity Officer
- Member, Working Wellness Council
- Nominating Committee Chair and Member of Executive Council, South Caroliniana Library
- Co-Chair, Faculty Senate—Faculty Welfare Committee
- Member, Faculty Senate—Academic Affairs and Academic Liaison Committee
- Teaching Peer Reviewer, Extended University
- Member, Search Committee for Office Manager, Extended University
- Executive Committee Member, Faculty Senate, Palmetto College Campuses
- Member, Tenure and Promotion Committee, Palmetto College Campuses
Faculty Associate Director Janet Hudson (Cont.)
- Member, Assessment Committee for BOL and BLS Degrees, Palmetto College Campuses
- Executive Board Member and Institutional Representative, South Carolina Women in Higher Education
- Recipient, Carolina Hero Award
- Recipient, “Two Thumbs Up” Award, Office of Student Disability Services

Faculty Associate Director Karen Edwards
- Member, South Carolina Women in Higher Education
- Preston Associate, Preston Residential College
- Member, Provost’s Distributed Learning Grant Selection Committee
- Member, President’s Quality of Life Task Force
- Member, Provost’s Advisory Committee on Women’s Issues
- Member, College of HRSM Teaching Innovation Grant Selection Committee
- Member, Committee on Law-Related Education, South Carolina Bar Association
- Program Coordinator, Central Carolina MENSA
- Recipient, “Two Thumbs Up” Award, Office of Student Disability Services

Program Manager Michelle Hardee
- Inaugural Graduate Civic Scholars Program, Steering Committee member and Selection Committee member, Graduate School
- $tart $mart Workshop Series, Steering Committee member, Graduate School

Program Manager for Distributed Learning Aisha Haynes
- Wellness Ambassador, Campus Wellness
- Member, Provost’s Advisory Committee on Women’s Issues (PACWI)
- Trainer and Technical Support Advisor, Wells Fargo Scholars in Business at Moore Summer Program
- South Carolina Assistive Technology Advisory Committee (ATAC). State Budget and Control Board, Columbia, South Carolina
- Mentor, CodeIT Academy Program, South Carolina Technical College System
- Member, Gamecock Toastmasters Club

Instructional Designer Lydia Frass
- Member, Provost’s Advisory Committee on Women’s Issues (PACWI)
- Member, Women’s Leadership Institute Planning Committee
- Mentor, USC Women’s Mentoring Network
- Member, Quality Matters Instructional Designer Association
- Member and Web Administrator, South Carolina Public Health Association (Co-Chair, Winter Conference Planning Committee; Member, Annual Meeting Planning Committee; Webinar Designer and Technical Support, Public Health Month)
- Recipient, “Two Thumbs Up” Award, Office of Student Disability Services

Instructional Designer Ryan Rucker
- Provost’s Committee on Distributed Learning (consultant, Subcommittee on Quality Assurance)
5.4 University Partnerships Initiative: Professional Development and Research

**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 faculty 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. In addition, several conducted, presented, and published research in their areas of specialty or received university or national recognitions for their work.

**Faculty Director Christy Friend**
- Participated in the Academic Leadership Development Program (ALDP) of the Southeastern Conference (SEC), 2014-2015.
- Completed the Learn, Education and Develop (LEAD) Supervisory Essentials program, USC Division of Human Resources, July 2015.
- Received a Carolina Hero Award, 2014-2015

**Faculty Associate Director Janet Hudson**
- “Exploring Faculty Careers at Different Types of Institutions.” Invited Panelist, Graduate Professional Development Series, Graduate School, April 16, 2015.
- “Being Comfortable in Your Own Skin.” Co-presented with Christy Friend and Lisa Jerald, Women’s Leadership Institute, University of South Carolina-Columbia, SC, April 28, 2015.

**Faculty Associate Director Karen Edwards**
- Completed the Quality Matters “Applying the Quality Matters Rubric” Professional Development Course
- Completed the Quality Matters Peer Reviewer Certification
- Completed the Effective Online Instruction Certificate, BEST Institute, University Technology Services
- Completed the Carolina Intercultural Training / “International Friendly” Designation
Faculty Associate Director Karen Edwards (Cont.)
• Attended the Retail Industry Leaders Association (FILA) Retail Law Conference (CLE credit-bearing legal workshops)
• Reviewer, American Marketing Association / American Collegiate Retail Association 2nd Triennial Conference

Program Manager for Distributed Learning Aisha Haynes
• “Strategies to Ensure an ADA Accessible Distributed Learning Course.” Co-presented with Clayton Copeland at the USC-Aiken National Distance Education Week Conference, Aiken, SC, November 12, 2014.
• “Quality Review of Distributed Learning at the University of South Carolina.” Co-presented with Steve Adams, Christy Friend, and Kristia Finnigan at the Annual Meeting of SACSCOC, Nashville, TN, December 8, 2014.
• “Designing Diverse Learning Environments.” Invited webinar presentation for the South Carolina Technical College System Faculty Academy Program, January 21, 2015.
• “Creating Accessible Online Learning.” Co-presented with Clayton Copeland at the South Carolina Assistive Technology Expo, Columbia, SC, March 26, 2015.
• Completed the Quality Matters Master Peer Reviewer Certification
• Completed the Quality Matters “Addressing Accessibility and Usability” Professional Development Course
• Completed the Online Learning Consortium (OLC, formerly the Sloan-C Consortium) Advanced Online Teaching Certificate Program
• Recipient, Competent Communicator Award, Toastmasters International

Program Manager for Graduate Student Programs Michelle Hardee
• Attended the Professional and Organizational Development Network 38th Annual POD Conference, November 6-10, 2014.
5. Instructional Designer Lydia Frass
   • “Creating Effective and Interactive Adobe Presenter Presentations: An Easy Approach.” Co-presented with Ryan Rucker at the USC-Aiken National Distance Education Week Conference, Aiken, SC, November 11, 2015.
   • Completed the Quality Matters “Applying the QM Rubric” Professional Development Course
   • Completed the Quality Matters Peer Reviewer Certification

Instructional Designer Ryan Rucker
• “Building Compelling VoiceThread Assignments for Generation Z.” Presented at USC-Aiken National Distance Education Week Conference, Aiken, SC, November 12, 2015.
• Completed the Quality Matters Master Peer Reviewer Certification

Instructional Designer Gloria Washington
• Completed Quality Matters “Applying the QM Rubric” Professional Development Course
• Completed Quality Matters Peer Reviewer Certification

5.5 University 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 Family Fund’s “designation for pledges” list on the Development Foundation’s website. The fund balance is currently $4,733.

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

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 and PDF versions by listserv. 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.
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 will 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 survey used for CTE events includes the following four questions:

1. How helpful to your teaching was each of the following? (circle responses: Very helpful, Helpful, Not sure, Not helpful, Not applicable)
   - Information presented by speaker(s)
   - Question, answer and discussion time
   - Opportunity to network with colleagues
   - Handouts / materials provided
   - Overall event rating
2. Given the topic, the length of the event was: Short, Appropriate, Long
3. How could this event be improved?
4. How did you find out about this event?

This survey was administered at all events where the CTE was the exclusive sponsor, as well as most co-sponsored events. Based on records of attendance and survey counts through January 31, 2015, approximately 60% of participants completed event evaluation surveys. This is a good 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, now fills this position.

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. Anne Creed, 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 Training and Development Director II - Professional Development Manager, 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 I, 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 and administers 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 task. 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. Athey Kaufman filled this position through September 2014; Molly Burger was hired in January 2015 and filled the position for the remainder of FY15. Both were classified as Program Assistants.

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 (3)
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. Ryan Rucker, Dr. Lydia Frass, and Gloria Washington, all classified as Curriculum Coordinator II, filled these positions in FY15.

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 is currently filled by Dr. Janet Hudson, Associate Professor, Extended University (History). During the academic year, CTE supports 50% of Dr. Hudson's base salary, and CTE pays Dr. Hudson an additional stipend for the equivalent of ten hours per week of summer work.

Faculty Associate Director for Distributed Learning
This position develops and implements programs and services to help faculty improve their ability to use technology to enhance teaching and learning online. The goal is to promote good pedagogical practices for those whose expertise with instructional technology ranges from novice to expert. This half-time position is currently filled by Karen Edwards, Senior Instructor of Retailing, College of Hotel, Tourism and Retail Management. During the academic year, CTE supports 50% of Ms. Edwards' base salary, and CTE pays an additional stipend for the equivalent of ten hours per week of work during the summer.
**Other Contributors**

Several other individuals were employed by CTE in FY15:

- Dr. Erica Tobolski, Associate Professor of Theatre and Dance, served as CTE Faculty Fellow in Fall 2014. She facilitated two general workshops on effective vocal delivery and facilitated the “Achieving Vocal Presence in the Classroom” faculty short course.

- Dr. Michelle Maher, Associate Professor of Higher Education, College of Education, served as a CTE Faculty Fellow in Spring 2015. She facilitated two general workshops on writing pedagogy and led the “Teaching Disciplinary Writing” faculty short course.

- Dr. Michael Spicher, a recent graduate of the Ph.D. program in Philosophy, worked as a part-time grading assistant in GRAD 701 during Fall 2014 and as a research and data-entry assistant for GTA programs in Spring and Summer 2015.

- Maureen Petkewich, Senior Instructor and Assistant Chair, Department of Statistics, served as CTE Faculty Fellow during the 2014-2015 academic year. She co-facilitated the Large Course Coordinators’ Community of Practice.

- Chuck Devlin, M.Ed. student in Educational Technology, completed a six-week internship with the CTE instructional design team. Under the supervision of Program Manager Dr. Aisha Haynes, he assisted with the development and production of online course materials for CTE faculty clients.

- Richard Hahn, an undergraduate student in History, worked as a part-time research and production assistant with Dr. Lydia Frass during the 2014-2015 academic year. He completed image research, editing, and audio production tasks associated with the U.S. Founding Documents online module project.

- Brittany Freeman and Melissa Rothenberg, both undergraduate students, worked as part-time front-desk and clerical assistants from late September through November 2014, during the period when the full-time Program Assistant position was vacant.
The Center for Teaching Excellence Inspires Excellence and Innovation in Teaching

No matter where you are in your teaching career, we invite you to take advantage of CTE’s many resources for professional development.

Come to our free workshops and special events to learn about teaching innovations and best practices from your USC peers, as well as from nationally recognized speakers. Join a Community of Practice to explore a common teaching interest with faculty colleagues in an intellectually challenging environment. Or try one of our faculty short courses for a more intensive, semester-long exploration of a particular approach or issue.

If you are eager to try something new in your courses, consider applying for one of the teaching innovation grants we sponsor each semester in collaboration with other university programs. We also offer one-on-one consultations, both on general teaching topics and for help with converting a course to an online, hybrid or flipped format.

Whatever your teaching needs or interests, we have resources to help make your teaching more effective and enjoyable while keeping your life in balance. We serve all who teach at USC—including established faculty, new faculty, graduate teaching assistants and instructional staff. Visit our website at sc.edu/cte to find out what’s available for you.

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