



**Center for Teaching Excellence  
Blueprint for Service Excellence**

June 15, 2010

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## I. Vision, Mission and Goals

### I.A. Executive Summary

#### A.1. Vision

The Center for Teaching Excellence will support a university culture that values and rewards excellent undergraduate and graduate teaching.

#### A.2. Mission

At the Center for Teaching Excellence, we believe that every faculty member, instructor and teaching assistant has the power to be an excellent teacher. But staying committed to excellent teaching is not easy. That's why we offer a variety of engaging programs and convenient resources, for novices and veterans, to be a helpful part of the teaching life of the University of South Carolina.

#### A.3. Goals

Activities of the CTE are guided by the following goals:

1. Enhance the pedagogical knowledge and effectiveness of all who teach at USC.
2. Enable the wise use of instructional technologies to enhance student learning
3. Help new faculty and instructors establish a foundation for a lifetime of excellent teaching.
4. Help graduate students who teach or who want to teach to be efficient and effective.
5. Increase and leverage support for programs that promote teaching excellence.
6. Engage in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE effectiveness.

#### Relationship to Advance Carolina

The CTE's vision, mission, goals and initiatives support all of the University's goals that are being put into action as part of the Advance Carolina process. These include:

- **Teaching and Learning.** The CTE directly supports this goal. To develop and nurture a faculty devoted to teaching excellence is the purpose of the CTE.
- **Research, Scholarship and Creative Achievement.** The CTE indirectly supports this goal. When a faculty member becomes a more efficient and effective teacher, (s)he will have more time and energy to devote to scholarship.
- **Service Excellence.** The CTE directly supports this goal. The CTE helps faculty develop the pedagogical expertise to use service learning to achieve discipline-specific learning outcomes.
- **Quality of Life in the University Community.** The CTE directly supports this goal. The CTE provides a safe and welcoming environment for faculty to engage in discussions about teaching. CTE cohort programs promote collaboration and inclusiveness.
- **Recognition and Visibility.** The CTE directly supports this goal by providing a venue to showcase faculty who are outstanding and innovative teachers. Seminars presented by award-winning faculty are recorded and hosted on the CTE's website, and can be viewed world-wide.

#### **A.4 Accomplishments**

So far during FY10 (through May 2010) the Center for Teaching Excellence sponsored and cosponsored 73 seminars and workshops, 3 communities of practice, an accent reduction course, a technology loan program, a grant program, 13 confidential consultations, and dozens of other professional development activities. The CTE played a major role in organizing and delivering New Faculty Orientation in Fall 2009 and Spring 2010. CTE staff also contributed significantly to the Graduate Schools' TA Training sessions, UTS's BEST Institute, and the Senior Vice Provost's Power Lunch series. In all, the CTE has contributed to over 3817 countable hours of in-person professional development to faculty, instructors and graduate students so far this fiscal year. This is an increase of 987 professional development hours from the last fiscal year.

Additional professional development hours are provided through the [www.sc.edu/cte](http://www.sc.edu/cte) website. For example, colloquia and seminars are streamed live. Online resource development of the website includes our Teaching Guide that features tips and resources on common teaching challenges, and our Video Archive of past colloquia and seminars. The Video Archive was visited over 4,724 times from July to May. One specific professional development use of the CTE website occurred in Fall 2009 as an integral part of TA training. The Graduate School required all new TAs to watch "The Cheating Culture on College Campuses with David Callahan" (in the Video Archive) and an interview with Mungo Award-winner Charles Pierce (in the Teaching Guide). This contributed to over 400 hours of online professional development. In addition to providing professional development resources, the CTE communicates with our constituencies through the website, newsletters and visits to faculty meetings.

The Center for Teaching Excellence works well with other units, and has signed Memorandums of Understanding to collaborate on significant programs with Teaching and Technology Services, TRIO Programs, and the Graduate School. The CTE full-time workforce consists of a Program Assistant and a Program Coordinator. Part-time CTE staff includes an Information Resource Consultant, a temporary non-classified employee, and three faculty members assigned to the CTE on a part-time basis. The Faculty Director is assigned to the CTE on a 3/4-time basis. Two faculty Associate Directors are assigned on a 1/4-time basis. Affiliated faculty are expected by their home departments to continue to engage in teaching, scholarship and service.

#### **A.5 Peers**

The CTE participated in a 2008-2009 benchmarking study conducted by the University of Tennessee (the TN Study) to develop a greater descriptive understanding and comparison of teaching and learning centers within the U.S. and specifically, peer and aspirational institutions. The study included interviews with 20 directors of teaching centers. The other 19 universities that participated in the interviews were Auburn, Clemson, Florida State, Indiana, Iowa State, Michigan State, Ohio State, Rutgers, Arizona, UC-Berkeley, UCLA, Florida, Maryland, Minnesota, Mississippi, North Carolina, UT-Austin, Virginia, and Vanderbilt. The mean size of institutions in terms of student population for the study is 34,600. The range varied significantly. The Ohio State University was the largest with a student population of 53,000. Vanderbilt University was the smallest center with a student population of 12,000. In the following, our CTE is compared to the summary results of the TN study.

**Staff.** The mean number of full time and part time staff positions in the TN Study is 4.5 and 2.4, respectively. In FY10, CTE staffing included 2 full time staff, 2 part time staff positions, and 3 part time faculty. Our CTE has sufficiently fewer full-time positions than the teaching centers at our peer institutions. Information was not available to determine how many centers are directed on a part-time basis by a faculty member, as is our CTE.

Sixty-five percent of schools reported funding graduate students. Our CTE does not fund students directly, but has worked with practicum students from the Higher Education and Student Affairs program on two occasions. It appears that our CTE's level of staffing is below average.

**Facilities.** The mean number of offices dedicated to teaching centers in the TN Study was 6.2. Sixty percent have a conference room facility and 40 percent have a controlled classroom. Twenty percent have space for a library. In our CTE, our seven employees operate in 4 rooms. One of these rooms is configured as a conference room for workshops and seminars, but also includes cubicles for two employees, bookshelves, and a staff work area. The CTE can only use classroom space after all classes have been scheduled (or rescheduled) by the registrar's office. It appears that our CTE's physical space is significantly smaller and less accommodating than other centers'.

**Resources.** The annual center budgets reported by the TN Study ranged from \$118,000 to \$1.8 million. The mean annual budget from the TN study was \$557,611. The mean percent of the budget allocated to personnel is 75 percent with a range of 50 percent to 90 percent. In FY10, our CTE's budget was \$409,500 and approximately 90% of this was allocated to personnel that support the CTE's programs, services and online resources.

**Activities.** Nearly all teaching and learning centers are involved in the planning and delivery of workshops, which has been a major focus of our CTE. A number of teaching and learning centers offer programs or courses which are defined as offerings that span two or more days, not necessarily consecutive. Our CTE has had some success with this approach, particularly through our Accent Reduction Course and our Community of Practice for Teaching Online. Forty-five percent of the centers are directly or indirectly involved in New Faculty Orientation, like our CTE. Over half the centers in the TN Study are directly involved in significant teaching preparation of graduate students. This occurs in numerous formats such as include topical workshops, courses, workshops for international graduate students, and consultation and intervention when needed. Our CTE's efforts in this area have been limited to offering sessions at TA Training in August and one or two workshops per semester focused on graduate student issues.

Seventy percent of the TN study state that they offer one-on-one consultation with faculty. Our CTE offers this service, although it is not widely promoted because the only personnel available for consulting are the part-time director and associate directors, and these are not trained in consulting procedures.

Many in the TN Study state that they employ classroom video recording of faculty. Some teaching and learning centers are directly or indirectly involved in the process of student evaluation of faculty. Fifteen of the twenty centers in the study reflected involvement in creating

or having input into the measurement tool. Most also receive the aggregate data from their university's institutional research group. Our CTE is not engaged in any of these activities.

**Discussion.** In many cases, our CTE's activities are the state-of-the art in faculty development. However, some activities of other centers that do not occur through our CTE, such as classroom video recording, should be explored when resources become available. Becoming directly involved in the ongoing process of student evaluation is not recommended. It is important that the CTE be viewed as a safe place for honest conversations about teaching, apart from the processes of faculty evaluation. Still, it may be appropriate for the CTE staff to collaborate with others at USC, such as the Faculty Committee on Instructional Development, to review our student evaluation questions and processes. It is important that student evaluations not only assess faculty performance, but also provide feedback to faculty that is useful for the continuous improvement of teaching at USC.

#### **A.6. Strengths**

**Neutrality.** The CTE is a safe place for honest conversations about teaching. The CTE is not involved in faculty review processes or in establishing university policies and procedures. Participating in CTE activities does not carry a stigma of being a poor teacher. Instead, it reflects on our faculty's continued pursuit of excellence in all we do.

**Assessment-Driven.** The CTE engages in a continuous formative assessment process. We constantly ask our clientele about how to improve our services. We also collect information about teaching challenges and specific information about services and topics we could provide to our clientele in their teaching. We use assessment information to plan future programming.

**Information Hub.** The CTE is one of several offices in the USC system provide services that support teaching. The CTE plays an important role as a central contact for individuals seeking help. The CTE helps clients by (1) individual consulting and our growing online resources, (2) distributing information and resources from other USC offices, (3) helping clientele personally connect with personnel in other offices, and (4) conducting research to provide needed information if it is not otherwise available at USC.

**Personnel.** Staff and faculty who work for the CTE have complementary strengths. Classified staff are both creative and detail-oriented. Affiliated faculty come from diverse academic backgrounds, which allows better communication of good teaching practices with our clientele. All of us are dedicated to achieving the CTE's mission.

**Efficiency.** Despite a small staff and operating budget, the CTE provides a large number of diverse opportunities for all who teach at USC to learn new knowledge, acquire new skills and develop the attributes of excellent teaching.

## A.6. Weaknesses

**Non-Recurring Funding.** The CTE was allocated \$259,500 in recurring funds in FY10. For this and prior years, CTE operations have been supported in part by one-time allocations of \$150,000 per year. These support the CTE's Faculty Director and Associate Directors. The fact that approximately 37% of the CTE funding comes from one-time allocations makes it difficult to plan strategically.

**Part-Time Leadership.** Leadership for the CTE is provided by a part-time Faculty Director. A part-time director is expected by his or her department to teach, supervise graduate students, and engage in research and scholarship. A part-time director must also seek grant opportunities for summer salary. All these activities compete with time which, in the CTE's best interest, should be spent developing and implementing programs, interacting with clientele, visiting academic units to assess needs and promote services, and otherwise advancing the goals of the Center for Teaching Excellence.

**Mission Creep.** The CTE was established in 2006 to be a helpful part of the teaching life of the University of South Carolina. It appears that the longer the CTE has been in operation, the more it is trusted by higher level administration, because the CTE has been asked to take on a broader role in faculty development. This includes sponsoring sessions on the tenure and promotion process and on active shooters. It includes increased responsibility for New Faculty Orientation. Also, CTE faculty and senior staff are increasingly involved in university accreditation processes, committees and task forces, as indicated in Part IV, Section 5.4 of this Blueprint. These activities are not inappropriate, but the added responsibilities have not had funding behind them. At risk is the ability to provide consistently high quality and effective services that achieve the core mission, and to be a center for teaching excellence.

**Inadequate Space.** The CTE has one conference room and three offices. The Faculty Director has an office, however others must share space. A cubical structure in the conference room provides a work area for a Program Coordinator, a Website Administrator, and a staff work area. The intrusion of this structure makes it difficult to host innovative and/or large events in the CTE. The Program Manager and Program Assistant share one office with a copy machine. The two Associate Directors share another office. This limits our ability to provide confidential consultation services. Entrance to CTE is made through a "quiet space" in the Thomas Cooper Library. During large events in the CTE, we have disturbed the students studying outside our doorway. The CTE's space is nicer than some areas of the campus, but is still insufficient.

## A.7. Concluding Remarks

FY10 represents the fourth year of the Faculty Director's efforts to fully develop the CTE. This document describes what has been accomplished so far and what is proposed for FY11. Ongoing assessment of the CTE suggests that it has made good progress towards becoming a unit that promotes a university culture that values and rewards excellent teaching. However, continued investment is necessary to maintain this progress.

## **I.B. Goals, Initiatives and Action Plans**

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

### **1.1. Initiative: Teaching Excellence Workshops**

#### **Action Plans**

Sponsor workshops, seminars and other events that allow participants to explore a broad range of topics important to both novice and veteran college teachers. Most workshops will be facilitated by veteran faculty from USC, will be designed to be highly interactive and will generally be held in the Center for Teaching Excellence facilities in the Thomas Cooper Library. Seminars and Lectures will typically feature award-winning USC faculty or outside speakers with national or international reputations. Seminars will typically be videoed and streamed live over the internet. Seminars will also typically be recorded and stored in an online video archive.

#### **Indicators**

Indicators include the number of events, the diversity of topics presented, the record of attendance, and participant evaluation surveys.

### **1.2. Initiative: Custom Workshops**

#### **Action Plans**

Customized teaching and learning workshops will be provided to departments, schools, and colleges across the USC campuses. Deans, Chairs, TA supervisors, groups of faculty, TAs or adjunct teaching staff can request workshops. A list of suggested topics will be produced that is based upon our experiences over the past four years. Each workshop will be designed with the audience, specific purpose, schedule and goals in mind. A CTE Associate Director will work with the requestor to facilitate a customized workshop.

#### **Indicators**

Indicators include the number of events, the diversity of topics presented, the record of attendance, and participant evaluation surveys.

### **1.3. Initiative: Cohort Programs**

#### **Action Plans**

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 will commit to meeting at least five times. If funding is available, we will offer competitive Teaching Excellence grants to a cohort of faculty. Other cohorts will involve voluntary participation in 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 will consist of at least 10 faculty members from multiple disciplines and a facilitator with common interests and/or facing similar challenges in their teaching. The CTE will support each CoP by providing a meeting place and facilitating discussions on topics of interest, and scheduling relevant speakers as appropriate. Typically, a CoP will meet for one hour every two to four weeks over the course of one semester.

### **Indicators**

Indicators include the number of cohort programs associated with this initiative, the number of participants, and participant evaluation surveys.

## **1.4. Initiative: Video Archive**

### **Action Plan**

Produce video recordings of the lectures and seminars the CTE sponsors and co-sponsors. Videos will be made available online for those unable to attend the event.

### **Indicators**

Indicators include the number of seminar videos in the archive and the number of hits to the part of the website where the videos are located.

## **1.5. Initiative: On-line Teaching Guide**

### **Action Plan**

Expand an online Teaching Guide that provides information to faculty about best practices, teaching tips, ideas, and extramural resources. The guide will use text, pictures, sound and video to provide information. Pages within the guide will be tagged and organized for multiple access techniques

### **Indicators**

Indicators include the number of pages in the teaching guide and the number of page hits.

## **2. Goal: Enable the wise use of instructional technologies to enhance student learning.**

### **2.1. Initiative: Engaging Events**

#### **Action Plans**

Sponsor Teaching Excellence workshops and seminars that introduce faculty and instructors to new instructional technologies or to use technology in new, better and/or more efficient ways. Most workshops will be facilitated by veteran faculty and staff from USC; some will engage faculty with an outside speaker. Workshops will be designed to be highly interactive and will generally be held in the Center for Teaching Excellence facilities in the Thomas Cooper Library. Seminars will typically be videoed

and streamed live over the internet. Seminars will also typically be recorded and stored in an online video archive. When possible, instructional materials used at the workshops will be posted on the CTE website after the event.

### **Indicators**

Indicators include the number of workshops, seminars and other events, the diversity of topics presented, the record of attendance, and participant evaluation surveys.

## **2.2. Initiative: BEST Institute**

### **Action Plan**

Coordinate with Teaching and Technology Services (TTS) in University Instructional Services on pedagogical development sessions during the Blackboard and Educational Software Technologies (BEST) Institute or other TTS-sponsored workshops.

### **Indicators**

Indicators include the number of contributions to TTS workshops and sessions, the record of attendance, and end-of-session evaluations.

## **2.3. Initiative: Cohort Programs**

### **Action Plans**

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 will commit to meeting at least five times. Currently and in the past, some cohort programs have been 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 will consist of at least 10 faculty members from multiple disciplines and a facilitator with common interests and/or facing similar challenges in their teaching. The CTE will support each CoP by providing a meeting place and facilitating discussions on topics of interest, and scheduling relevant speakers as appropriate. Typically, a CoP will meet for one hour every two to four weeks over the course of one semester.

### **Indicators**

Indicators include the number of cohort programs associated with this initiative, the number of participants, and participant evaluation surveys.

**3. Goal: Help new faculty and instructors establish a foundation for a lifetime of excellent teaching.**

**3.1. New Faculty Orientation and Workshops**

**Action Plans**

Each August and January prior to the start of classes, the CTE will coordinate a system-wide orientation that helps new faculty and teaching staff from all campuses learn about the University. The events will include information about the history of the University, the students of the University, discussions about teaching and research, information about tenure and promotion, faculty governance, and benefits offered to University employees. Veteran faculty and staff will participate as greeters and help answer specific questions as they help make new members of the Carolina Community feel at home. The program will provide opportunities for networking among new faculty members. Approximately 1/3 of the way into each semester, a New Faculty Workshop session will be held. This session will be designed as a follow-up to New Faculty Orientation and will focus on the teaching challenges faced by early career faculty.

**Indicators**

Indicators include the number of participants and participant evaluation surveys.

**3.2. Initiative: Power Lunches**

**Action Plans**

A Power Lunch provides an opportunity for pre-tenure faculty or clinical faculty to interact with the Senior Vice Provost for Faculty Development and other academic personnel. Participants convene in the CTE for lunch, a brief presentation, and an interactive discussion. A planned session is on mechanisms faculty can use to achieve balance between effective teaching and research.

**Indicators**

Indicators include the number of events, the record of attendance, and participant evaluation surveys.

**3.3. Initiative: Accent Reduction Course**

**Action Plans**

Offer an Accent Reduction Short Course to help international faculty to improve their ability to communicate with USC students. Priority is given to faculty participants. Participants receive practical, individualized strategies in an interactive environment to help them achieve greater accuracy in their English pronunciation. An experienced instructor from English Programs for Internationals leads the course which meets twice per week for one hour, for a total of 24 classroom hours in a semester.

**Indicators**

Indicators include the number of sections of the course offered, the number of faculty who engage in the course, and participant evaluation surveys.

### 3.4. Initiative: Confidential Consultations

#### Action Plans

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 will include individuals with training in instructional methods and experience with consultation procedures. The consultants will focus on responding to instructor's teaching and learning concerns.

#### Indicators

Indicators include the number of consultations given by CTE staff and qualitative feedback from the participating faculty.

**4. Goal: Help graduate students who teach or who want to teach to be efficient and effective.**

### 4.1. Initiative: Graduate Student Workshops

#### Action Plan

Invite graduate students to the Early Career Teaching Workshops. In addition, facilitate a limited number of Graduate Student Workshops that are designed to address challenges unique to being a graduate student, such as being an instructor while being a student and preparing for the academic job market. Each workshop includes a brief presentation followed by facilitated discussion, typically in the CTE.

#### Indicators

Indicators include the number of workshops offered, the diversity of topics presented, the record of attendance, and participant evaluation surveys.

### 4.2 Initiative: Preparing Future Faculty Program

#### Action Plan

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

#### Indicators

Indicators include the number of students signed up to participate in PFF, and the number of credentials presented at Graduate Student Day.

#### **4.3. Initiative: Partners in Inquiry Program**

##### **Action Plan**

Continue the Partners in Inquiry (Pi) Program to promote inquiry as an instructional approach through partnerships between graduate students and grade 6-8 teachers. Pi Fellows partner with teachers to develop their own teaching and communication skills in preparation for a role in college teaching. Responsibilities for program management include recruiting and maintaining school partnerships, recruiting Fellows, maintaining communication with the Pi Advisory Board, teaching GRAD 800, and establishing and documenting guidelines for Fellows and Pi Program procedures.

##### **Indicators**

Indicators include the recruitment and retention of Pi Fellows and school partners, the offering of GRAD 800, and the involvement of an Advisory Board.

**5. Goal: Increase and leverage support for programs that promote teaching excellence.**

#### **5.1. Initiative: Proposal Writing**

##### **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 campus offices such as Family Fund. We will continue to search for opportunities to apply for extramural funding for faculty development programs and services.

##### **Indicators**

Indicators include the number and amount of gifts or grants received.

#### **5.2. 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.

##### **Indicators**

Indicators include the number of events co-sponsored by the CTE with other units.

#### **5.3. Initiative: Memorandums of Understanding**

##### **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.

**Indicators**

Indicators include the number of partnerships established and the achievement of outcomes agreed upon in each MOU.

**5.4. Initiative: University 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.

**Indicators**

Indicators include the number of committees and task forces with representation from the CTE.

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

**6.1. Initiative: Web Presence**

**Action Plan**

Maintain a web presence that contributes to supports ongoing programs and services and promotes a positive image of the Center. The CTE's programs and services will be promoted on our website. In addition, the CTE's website will include links to other teaching resources at the university. 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.

**Indicators**

Indicators include the number and variety of pages in the website, the number of hits to various parts, and the number of suggestions obtained.

**6.1. Initiative: Publications**

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.

**Indicators**

Indicators include the number and nature of publications.

## **6.2. 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 and revised (if necessary) by CTE staff at the beginning of each fiscal year. Surveys of cohort programs and other CTE activities with unique foci will reflect on the purpose of the specific program.

### **Indicators**

Indicators include the percentage of participants who complete surveys.

## **6.3. Initiative: CTE Evaluation and Needs Assessment Surveys**

### **Action Plan**

Conduct a survey of all who teach at USC to identify needs and to evaluate the effectiveness of the CTE. This comprehensive survey will be designed by the CTE staff with the help of others at USC, including the CTE's Advisory Board and staff in the Office of Institutional Assessment and Compliance.

Conduct needs assessment surveys of specific populations and identify the needs that can be addressed by the development of CTE programs and services. Survey new faculty at New Faculty Orientation to determine the challenges they face in teaching. Survey graduate teaching assistants at Teaching Assistant Orientation to determine the challenges they face in teaching. Survey CTE clients and potential clients to determine their needs to improve their use of technology in instruction.

### **Indicators**

Indicators include the types of surveys administered, the number of respondents to each survey, and the interpretation and use of the results.

## **6.4. Initiative: Advisory Board**

### **Action Plan**

Meet at least once a semester with the CTE Advisory Board, which will have broad and diverse representation. The Faculty Advisory Board will be provided with a copy of this Blueprint, and will be asked to review it and make recommendations to the CTE about programs and services to enhance the practice and status of teaching.

### **Indicators**

Indicators include the number of meetings and their outcomes.

## II. Funding

### Account 10000-A000: Center for Teaching Excellence Operating Account

Originally, the FY10 operating account (10000-A300) budget was \$409,675. This included \$259,675 of recurring funds, and an allocation of \$150,000 from the Provost's Office. FY11 activities are anticipated to be of similar quantity and quality to FY10 activities. Current plans are based on the assumption that there will be no change in the CTE's budget of \$409,675.

**Table II. FY11 Budget for CTE Operating Account**

Item	Category Total	Detail
<b>Personnel Costs</b>	<b>\$375,917</b>	
Faculty Director		\$102,137
Associate Director		\$31,565
Associate Director		\$22,415
Program Manager		\$61,095
Program Coordinator		\$34,000
Info Resource Consultant		\$25,675
Program Assistant		\$18,180
Fringe Benefits		\$80,850
<b>Operating Costs</b>	<b>\$21,258</b>	
Computer SLA and Phone Service		\$9,000
Copier Rental		\$3,258
Supplies		\$3,500
Printing		\$2,000
Office Equipment		\$3,000
Software		\$500
<b>Programming Costs</b>	<b>\$12,500</b>	
EPI Accent Reduction Course		\$4,000
Event Production		\$4,500
Event Food		\$2,000
Communities of Practice		\$1,000
USC Travel		\$1,000
<b>Total FY Budget</b>		<b>\$409,675</b>

### Account 10000-A303: Pi Fellows Account

Funds in the Pi Fellows account were provide by other USC units and Richland County School District One, and are used to cost share a NSF GK-12 grant. Contributions to this account in FY10 totaled \$110,000. We seek additional contributions, however, the cost share commitments to the NSF grant have been met, so there is no guarantee that additional funds will be obtained.

### Account A31354: Educational Foundation Account

As of February 2010, contributions to this account in FY10 totaled \$1,151. No expenditures have been charged to this account so far this year. The account balance is \$3,184.

### III. Resource Requirements

If additional resources were available, the priority for their use would be to address the weaknesses described in Section I.A.6.

#### **Establish Recurring Funding Base**

The Center for Teaching Excellence (CTE) has \$259,500 in current recurring funds. This amount needs to increase by \$250,500 to a total of \$510,000 in order for the CTE to fulfill its mission and provide for the faculty's instructional needs in teaching our students. This increase is based on the following three estimates:

- \$150,000 Make one-time allocations permanent
- \$35,000 Reinitiate instructional development grants to faculty
- \$65,000 Make faculty director a full-time position

#### **Add a Private Consultation Room**

As discussed in Section I.A.6, the CTE needs space for confidential consultations with faculty, instructors and graduate students. Behind one wall of the CTE there is a room that used to contain large computer servers that now occupy less than half of the original space required. The Dean of the Thomas Cooper Library has offered this space to the CTE to build a room for private meetings with CTE clients. The building renovation would include making a door through the CTE's wall into the room, building a wall in the room to subdivide it, and complete necessary HVAC modifications. An estimate for this construction can be obtained upon request.

## IV. Unit Profile

### A. Event and Program Evaluation

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

#### 1.1. Initiative: Teaching Excellence Events

Through May 2010, the CTE sponsored or co-sponsored 21 Teaching Excellence Seminars and Workshops associated with the goal of helping all who teach at USC. In-room attendance varied from 4-45, the average attendance was 15 individuals. The Michael J. Mungo Undergraduate Teaching Award Panel and Dealing with Cheating and Plagiarism seminars were video streamed and recorded for the Video Archive.

#### Teaching Excellence Events in the Pedagogy Initiative

“Pardon the Interruption:” Civility and Cooperation in the College Classroom	8/5/09	22
Learning Outcomes Assessment (USC Lancaster)	8/27/09	43
Learning Outcomes Assessment	8/31/09, 9/1/09	12
Learning Outcomes Assessment (USC Union)	9/11/09	9
Community Partner Breakfast	9/29/2009	15
Dealing with Cheating and Plagiarism	10/5/09	5
Teaching Larger Classes	10/14/09, 10/15/09	11
Carolina Service-Learning 101	10/27/09	8
Learning Outcomes Assessment (USC Salkehatchie)	11/13/2009	11
Acting Principles for Faculty	1/26/10	45
Teaching and Research Skills	2/4/10	9
Service-Learning Success	2/9/10	15
Keeping the Study in Study Abroad	2/10/10	8
Service-Learning Assessment	2/24/10	8
Michael J. Mungo Distinguished Professor Awardee Lecture	3/23/10	18
Clinical Teaching	4/8/10	4
Getting Good Teaching Evaluations (HRSM)	4/27/10	24
Complementing Teaching Practices with Curriculum Needs	5/19/10	33
Integrative Learning (IdeaPOP!)	5/21/10	12

Surveys were administered at the end of each event. Individual events were assessed on an ongoing basis, and suggestions were utilized to improve future events. The table below summarizes the evaluation from all Teaching Excellence Events. Results are positive.

### Evaluation Summary for Teaching Excellence Events in the Pedagogy Initiative

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	56%	39%	4%	1%

#### 1.2. Initiative: Cohort Programs

In Fall 2009, five Scholarship of Teaching and Learning (SoTL) Interest Group meetings addressed topics identified by USC faculty. SOTL involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations or publications. SoTL informs the improvement of teaching strategies and practices. This group was intended to help faculty interested in SoTL to improve their ability to do it.

#### SOTL Cohort Events

SOTL Speed Dating Session	9/4/09	6
Designing a Classroom SOTL Project	9/18/09	4
Classroom Assessment Techniques	10/2/09	5
Survey Design	10/16/09	12
Writing SOTL Papers	11/6/09	5

Surveys were administered at the end of each event and suggestions were utilized to improve future events. The table below summarizes the evaluation from all SOTL Cohort Events. Results are positive.

#### Evaluation Summary for SOTL Cohort Events

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	79%	21%		

CoP for TRIO Program Faculty continued in FY10. The CoP for TRIO program faculty provides professional development opportunities for faculty teaching first-generation college students enrolled through TRIO Programs at USC. The CTE provided this group with guidance on how to develop and benefit from the community model as well as supplying meeting space in the CTE Community Room. Fifteen faculty attended three meetings in the CTE Community Room. Faculty involved in this CoP were offered continuing insight into the nature of the students they teach in an effort to increase the level of effectiveness of reaching this specific student population.

#### 1.3. Initiative: Web Presence

The CTE website offers two ways for faculty to access information about our programs and services. The left menu bar continues to lead the visitor to information organized by the type of service, such as seminars and workshops, cohorts, confidential consultations, and online resources. A right-side navigation bar groups activities into four initiatives: Early Career Teaching, Custom Workshops, Pedagogy, Technology Teaching, and Graduate Students.

The table below lists number of visits to our eleven most popular web pages. On average, these pages were accessed 204 times per month for the period July – May 2010 and the total number of hits per most popular page for this period ranged from 9,767 to 702. The three most popular pages besides the CTE homepage were Video Archive, the Teaching Guide Table of Contents, and the Events Calendar pages. The Contact Us page ranked fifth overall. The page with David Callhan’s video “Cheating Culture on College Campuses”, that is part of our Video Archive, ranked sixth overall as it was part of the Teaching Assistant workshop. The popularity of the Steps for a Good Syllabus page, that came seventh and is part of the Teaching Guide, is a result of it providing MWF and TTH course outline templates and example syllabus statements.

### Number of Hits to the Most Popular Pages of the CTE Website

Webpages	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total Jul-May	Avg per Month
CTE Homepage	1,158	1,258	1,046	1,174	772	573	954	919	767	416	730	9,767	888
Video Archive	162	128	132	107	124	53	348	465	521	995	1,689	4,724	429
Teaching Guide Homepage	193	206	284	293	134	89	145	122	95	116	155	1,832	167
Calendar	163	220	217	156	100	78	264	160	115	134	110	1,717	156
Contact Us	106	117	115	86	88	57	92	106	105	77	107	1,056	96
Cheating Culture on College Campuses - David Callahan	30	713	65	23	21	22	53	12	29	27	35	1,030	94
Teaching Styles	–	–	76	107	106	53	95	79	104	127	121	868	96
Steps for a Good Syllabus	–	–	50	281	102	106	113	46	39	47	67	851	95
About Us	89	65	96	80	65	45	87	101	74	66	64	832	76
Learning Outcomes	–	–	89	134	73	66	75	47	79	82	155	800	89
Cohorts	93	66	93	68	51	34	62	64	60	51	60	702	64

#### 1.4. Initiative: Video Archive

All videos in the archive feature a speaker on the USC campus and were professionally recorded and produced by University Instructional Services. Seven seminar videos were added to the archive during the period July to May 2010, which brings the total number of seminars in the video archive to 40. The topics of recently added videos include:

1. Michael J. Mungo Undergraduate Teaching Award Panel
2. 2009 Michael J. Mungo Distinguished Professor of the Year Award Video
3. Teaching Large Classes Online
4. Building Community with Blackboard
5. Can Teaching Improve Graduate Students’ Research Skills? Intriguing Findings from an Ongoing NSF-Funded Study.
6. Dealing with Cheating and Plagiarism
7. Organizing Your Online Course

From July through May 2010, the Video Archive's table of contents page was visited 4,724 times. On average, the pages that are part of the Video Archive were accessed 24 times per month for the period July – May 2010 and the total number of hits for this period ranged from 1030 to 102. The three most popular pages were: “Cheating Culture on College Campuses” with David Callahan, “Critical Thinking, Information Literacy, and Lifelong Learning: Bringing It All Together for Student Success” with Patricia Breivik, and “The Net Generation, Learning Styles and Technology-Enhanced Education: Opportunities and Challenges” with Charles Dziuban. The video archive can be viewed at <http://www.sc.edu/cte/videoarchive>.

### **1.5. Initiative: On-line Teaching Guide**

The Teaching Guide was entirely redesigned with mostly new content and a search function was added during the summer of 2009. The Teaching Guide currently includes twenty-eight main pages. Another page is just being added. On average, these main pages were accessed 32 times per month for the period September – May 2010 and the total number of hits for this period ranged from 868 to 78. The three most popular pages were: Teaching Styles, Steps for a Good Syllabus, and Learning Outcomes. The Teaching Guide can be viewed at <http://www.sc.edu/cte/guide>.

Most of these main pages in the Teaching Guide include multimedia components. On average each of these multimedia components was accessed 4 times per month and the total number of hits ranged from 55 to 13. The four most popular videos were: “Find Your Personal Style” (Dr. Stacy Wood - Marketing), “Fine-Tune and Respond to Student Needs” (Dr. Christy Friend – English Language and Literatures), “Recognize What Does not Work” (Dr. Jed Lyons – Mechanical Engineering, CTE), and “Consider Learning Styles” (Dr. Jed Lyons – Mechanical Engineering, CTE).

Tena Crews, Associate Director of Technology Pedagogy added content to the Teaching Guide dealing specifically with online tools and teaching. Topics included:

- Building Community with Technology
- Using Technology to Be More Efficient
- Putting Your Class Online
- Benefits for Faculty Using Blackboard
- Benefits for Faculty Using Blackboard Assessment and Gradebook
- Effectively Using Adobe Connect Professional
- Designing and Delivering PowerPoint Presentations
- Organizing Your Online Course

We added two dynamic pages to the Teaching Guide that are unique teaching assessment tools. One of them allows faculty to assess their instructional goals by matching their self-reported primary teaching role with their highest cluster score based on their responses to a 51-question survey. The results are displayed on the same page at <http://www.sc.edu/cte/guide/tgi/>. The other page allows faculty to see the appropriate assessment techniques for their primary teaching role and for a given assessment category by making a selection from a dropdown menu. The list of assessment techniques changes dynamically on the same page based on the selected menu options. This page can be viewed

at: <http://www.sc.edu/cte/guide/CATs/>. The table below lists number of visits to all pages within the Teaching Guide.

### Number of Hits to Pages within the CTE Teaching Guide

Webpages	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Total Sep-May	Avg per Month
Teaching Styles	76	107	106	53	95	79	104	127	121	868	96
Steps for a Good Syllabus	50	281	102	106	113	46	39	47	67	851	95
Learning Outcomes	89	134	73	66	75	47	79	82	155	800	89
Example Syllabus Statements	17	157	58	31	58	26	48	26	40	461	51
Steps to Assess your Instructional Goals	242	42	43	14	27	25	22	8	33	456	51
Steps for a Course Design	48	38	46	15	47	49	33	56	102	434	48
USC Policies Related to Teaching	31	46	41	86	36	37	43	41	63	424	47
Effectively Using Adobe Connect Professional	–	33	101	17	51	31	35	46	40	354	44
Principles for Good Practice in Undergraduate Education	34	42	37	17	30	23	36	32	41	292	32
Tips for Time Management	34	41	47	6	32	26	25	27	37	275	31
Tips on Handling Classroom Distractions	26	32	52	9	35	29	24	38	28	273	30
Benefits for Faculty Using Blackboard	–	–	15	17	14	24	19	33	47	169	24
Classroom Assessment Techniques	–	–	–	–	48	28	31	16	37	160	32
Designing and Delivering PowerPoint Presentations	–	–	35	16	20	21	25	18	21	156	22
Linking Teaching and Research Across Disciplines	22	12	20	6	15	19	16	17	29	156	17
Use Questions and Manage Class Discussion	17	16	26	8	18	13	15	12	18	143	16
Using Technology to be More Efficient	–	16	20	11	16	18	17	19	25	142	18
Benefits for Faculty Using Blackboard Assessment and Gradebook	–	19	19	9	18	12	15	17	20	129	16
Campus Websites You Can't Live Without	29	19	14	4	13	10	11	13	15	128	14
USC Offices to Help with Student Issues	21	19	16	6	12	11	14	13	16	128	14
Putting Your Class Online	–	–	25	10	23	16	13	17	23	127	18
Building Community with Technology	–	–	27	9	17	18	10	20	21	122	17
Tips for Your First Class	19	21	19	3	17	7	9	8	17	120	13
Use Grading as Fair Teaching Tool	18	12	15	5	11	13	13	13	19	119	13
Make Your Lab Run Smoothly	14	13	20	2	23	10	13	6	14	115	13
Websites We like	23	15	19	6	11	6	12	13	9	114	13
Steps to GREAT Lesson Planning	–	–	15	3	21	15	12	14	23	103	15
Universal Design for Learning	–	–	–	–	17	19	13	12	17	78	16

<b>2. Goal: Help new faculty and instructors establish a foundation for a lifetime of excellent teaching.</b>
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**2.1. Initiative: Early Career Teaching Events.**

Ten Early Career Teaching Seminars and Workshops are included in FY10 activities. Topics and attendance are shown in the table below. In-room attendance varied from 6 to 20. The average event attendance was 13.

Event Title	Dates	Attendance
Getting Good Teaching Evaluations	9/10/09, 9/11/09	20
Student Feedback	9/15/09, 9/16/09	10
Motivating Students	9/22/09, 9/23/09	10
Michael J. Mungo Undergraduate Award Panel	10/1/09	14
Mutual Expectations	10/20/09	16
Dealing With Classroom Distractions	2/1/10	6
Moving Students Beyond Memorization	3/1/10	11
Getting Good Teaching Evaluations	3/4/10	11
Getting Students To Study	3/31/10	10
Mutual Expectations	3/29/10	17

End-of-session survey was administered to assess each event and to obtain suggestions for improvement and for topics for future sessions. Individual Seminars and Workshops are assessed separately and suggestions are utilized to improve future sessions. Participant surveys were administered after each event, with the exception of New Faculty Orientation. The table below summarizes evaluations from Early Career Teaching Seminars and Workshops. Results are positive.

**Evaluation Summary for Early Career Teaching Events**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	62%	36%	2%	

**2.2. Initiative: Orientations**

New Faculty Orientation (NFO) was offered in August 2009 for 2 days and in January 2010 for one day. 58 new faculty attended these events. An information packet for faculty was compiled and distributed during NFO to address information about campus logistics, University support for teaching and research and campus resources at USC.

In addition, two Adjunct Faculty Orientation Workshops were offered for the College of Social Work, Extended University and HRSM. The content for these workshops was developed in response to information gathered from faculty and administrators involved in hiring adjunct faculty. An information packet for faculty was compiled and distributed during these adjunct orientations to address information about campus logistics, University support for teaching and campus resources at USC.

<b>Orientation Workshops</b>	<b>Date</b>	<b>Attendance</b>
New Faculty Orientation -- Fall	8/12-13/2009	40
New Faculty Orientation -- Spring	1/7/2010	18
Adjunct Faculty Orientation on Course Management and Grading (SOWK)	1/8/10	43
Adjunct Faculty Orientation on Class Management and Evaluation (TSTM, Extended University)	1/27/10	9

Surveys were administered at the end of each event and suggestions were utilized to improve future events. The table below summarizes the evaluations.

#### **Evaluation Summary for Orientation Workshops**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	62%	37%	1%	

Two Vice Provost's Teaching Lunches were offered for Columbia faculty in Fall 2009. In addition, one lunch for Clinical faculty and one lunch for Regional faculty were offered. A lunch for new faculty, as a follow-up to NFO, was offered in Spring 2010. Attendance at the lunches ranged from 5 to 12 with an average of 9 people per session. Teaching lunches this year featured the Vice Provost for Faculty Development, and a newly tenured faculty member to present on his or her experience with the tenure and promotion process. The Clinical lunch centered on a topic of interest for Clinical faculty.

<b>Lunch Title</b>	<b>Date</b>	<b>Attendance</b>
Power Lunch for Columbia Faculty	10/13/09	5
Power Lunch for Regional Faculty	10/23/09	12
Clinical Lunch: Time Management – Myth or Real Possibility?	11/11/09	11
Power Lunch for Columbia Faculty	11/20/09	10
New Faculty Power Lunch	1/14/10	9

Participant surveys were administered at the end of each event. Individual events were assessed on an ongoing basis, and suggestions were utilized to improve future events. The table below summarizes the evaluation from all Vice Provost's Teaching Lunches.

#### **Evaluation Summary for Vice Provost's Teaching Lunches**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	68%	29%	3%	

When asked the open ended question of one or two topics to be discussed at future events, faculty most frequently suggested providing more specifics about the tenure and

promotion process, including strategies for record keeping, managing logistics and exposure to more actual examples from USC. Other suggestions for future topics include issues of balancing teaching and administrative roles, workplace bullying, negotiation and gender issues.

### **2.3. Initiative: Accent Reduction Course**

A Memorandum of Understanding (MOU) was developed between the CTE, English Programs for Internationals, and the course instructor. The CTE's roles are to recruit participants for the course, prepare a certification document for each participant who satisfactorily completes the course, purchase a textbook and tape recorder for each participant, pay the instructor, and initiate transfer funds to EPI for access to diagnostic and instructional technology and for filming one-on-one diagnostic and pronunciation counseling for each participant. English Programs for Internationals' roles are to prepare a course description to be used for participant recruiting, provide classroom and laboratory meeting space for the course, produce the one-on-one pronunciation counseling videos, and recruit, hire and monitor the instructor for the course.

The course instructor's role is to meet with each participant individually at least once during the course, conduct the course twice per week for 24 class meetings, prepare materials for the course and provide a short syllabus to the CTE, keep records of attendance and course performance and submit names of those who have satisfactorily completed the course, inform the CTE of any participants who drop out or otherwise become disengaged, and provide a final anonymous progress evaluation for each participant.

The Spring 2010 Accent Reduction Short Course accommodated 10 participants from 7 campus departments. Native languages of the participants were Chinese, Italian and Bulgarian. Ten tenure track teaching faculty and instructional staff completed the entire course successfully. Conversations during the application period indicate that it may be useful to develop a "Level 2" version of this course for faculty who have taught for some time but still desire personal development in this area.

### **2.4. Initiative: Confidential Consultations**

The Faculty Director, Associate Directors and staff of the CTE provided confidential consultations with 14 faculty members. During each consultation, the faculty shared specific concerns about their teaching. 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.

<b>3. Goal: Help graduate students who teach or who want to teach to be efficient and effective.</b>
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**3.1. Initiative: Graduate Student Orientations and Workshops**

The Faculty Director played a planning and presenting role in TA Orientation in August 2009, delivering the Teaching Our Students presentation to approximately 400 TAs.

In addition to TA Orientation, the Graduate School required students to complete professional development via a Blackboard site developed for this purpose. Two videos from the CTE Video Archive were included in this required material. TA viewing of these videos contributed over 400 hours of online professional development to CTE clients.

A Teaching Assistant needs assessment survey conducted at TA Orientation indicated an interest in workshops conducted specifically for graduate students and topics of interest. Four workshops were offered during the Fall 2009 – Spring 2010 semesters as follow-up to TA Orientation. As shown in the table below, in-room attendance has varied from 9 – 400. Excluding TA Orientation, the average attendance was 29 individuals.

**Graduate Student Orientations and Workshops**

Seminar Title	Date	Attendance
Teaching Our Students – TA Orientation	8/13/09	400
Learning Outcomes – TA Orientation	8/13/09	400
Developing a Teaching Philosophy Statement	9/17/09, 1/27/10	77
Effective and Engaging Instruction: Tips for TAs – 2009 Outstanding TA Award Winner	10/19/09	9
Sociology Department , SGSA: Learning Outcomes & Assessment	4/14/10	18
REU Mentoring Workshop	5/18/10	11

The end of session survey administered at the TA Orientation session did not evaluate the session, but provided information used to select the topics of the other seminars. End of session surveys were administered after other workshops. The table below summarizes the evaluation from these workshops. Results are positive.

**Evaluation Summary for Graduate Student Workshops**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	55%	43%	2%	

**3.2. Initiative: Preparing Future Faculty Program**

The PFF website contains the relevant information regarding background, goals and processes of the PFF program. It serves as the logistical hub for students working toward completion. During the 2009-2010 academic year, twenty-six students were enrolled as PFF candidates. Eight students completed the required activities and received credentials at Graduate Student Day on April 2, 2010.

**3.3. Initiative: Partners in Inquiry Program**

During the 2009-10 academic year, Pi Fellows were placed in six local middle schools, with 3 placements at Saint Andrews Middle School, 2 at Alcorn Middle School and 2 at W.G. Sanders Middle School. The following graduate programs are represented in the Pi Fellows cohort: Integrative Biology, Geological Sciences, Chemical Engineering and Mechanical Engineering.

An option was again offered for the Fall 2009 semester in an effort to increase the applicant pool. Two Fellows selected to participate in this option which allowed them to complete the program in one semester, working two days in the school instead of one, receiving the entire stipend in one semester. This recruitment option allowed the program to hire a complete cohort.

Pi Fellows have been provided with Fellow Guidelines derived from the Preservice Teacher Education Clinical Experiences Manual (Fall 2007), distributed by the Office of School-University Partnerships and Clinical Experiences in the College of Education. A Pi Program Procedures manual continues to be developed to document Pi Program policies and procedures. The Advisory Board, which includes representatives from cost share partners, contributes significantly to recruitment and partnership strategies. Pi Fellows enroll in GRAD 800 during both semesters they serve as Fellows. GRAD 800 was taught during the fall and spring semesters by Dr. Stephen Thompson, Instruction and Teacher Education in the College of Education. Partners and Teacher Fellows participated in Partner Retreats in August and January.

<b>4. Goal: Enable the wise use of instructional technologies to enhance student learning.</b>
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**4.1. Initiative: Teaching Excellence Events in the Technology Initiative**

Eleven Teaching Excellence Seminars and Workshops associated with this goal were offered. As shown in the table below, average in-room attendance was 13 individuals.

**Teaching Excellence Events in the Technology Initiative**

Using Facebook to Enhance Teaching and Learning	10/6/09	8
Saving Time When Providing Feedback to Students	10/28/09	6
Building Community with Blackboard	10/29/09	9
Using iGoogle and Google Docs to Enhance Efficiency	9/30/09	14
Tips for Using Technology to Save Time	11/10/09	5
Online Rubrics and Rubrics for Online Teaching	11/12/09	2
Teaching Large Online Classes	1/21/10	26
Student Projects That Work for an Online Environment	2/16/10	9
Organizing Your Online Course	4/13/10	23
Teaching Online for the First Time (HRSM)	4/27/10	14
Getting Good Teaching Evaluations (HRSM)	4/27/10	24

The table below summarizes the end-of-session evaluation from these workshops. Results are very positive.

**Evaluation Summary for Technology Initiative Events**

	Very helpful	Helpful	Not sure	Not helpful
Overall, how helpful was this event to your teaching?	63%	37%		

**4.2. Initiative: BEST Institute Sessions**

In August 2009 and January 2010, the Associate Directors taught seven 1.5-hour sessions at the BEST Institute. End-of-session evaluations conducted by Teaching and Technology Services were reported as positive.

**BEST Institute Sessions Taught by CTE Associate Directors**

Session Title	Date	Attendance
Learning Outcomes	8/2009	5
Online Teaching: Beginner	8/2009	6
Connect with Connect	8/2009	9
Blackboard Basics	8/2009	24
Online Assessment and TSES	8/2009	2
Adobe Connect	1/2010	22
Enhance Assessment with Rubrics	1/2010	3

#### 4.3. Initiative: Cohort Programs

Results include the CTE's most successful Community of Practice to date, one repeated competitive technology loan program and one new grant program in partnership with the Office of the Provost.

The **Teaching Online Community of Practice** participants agreed to attend CTE events specific to online learning rather than meeting as a formal group. The community continues to include an interdisciplinary group of faculty and instructors who share ideas, find solutions, and build innovations. With over 50 members, particular topics of interest that were included in the following CTE Fall 2009 events: Saving Time When Providing Feedback to Students, Building Community with Blackboard, Using iGoogle, Tips for Using Technology to Save Time, Online Rubrics and Rubrics for Online Teaching and Using Facebook in Your Teaching. The Spring 2010 CTE events continue to engage the community faculty with the following sessions: Teaching Large Classes Online, Student Projects that Work in an Online Environment, and Organizing Your Online Course. Faculty in this CoP gained the opportunity to learn more about online learning and have successfully developed an ongoing community of support.

**Teaching Excellence Technology Grants on Tablet PCs in Teaching.** This grant program provided the tools for faculty to investigate specific strategies for using Tablet PCs in teaching. Applicants received use of a Gateway Tablet PC Summer 2009 through Spring 2010. The aim of this project was to encourage creative consideration of how to use this specific technology to improve teaching and learning by exploring new options of pedagogy involving communication, collaboration and feedback using a Tablet PC. The CTE provided Tablet PCs to twelve faculty from the departments of Languages, Literature and Cultures, Mathematics, Business Administration and Economics at USC Sumter, Geology at USC Lancaster, Psychology, Anthropology, Physics & Astronomy, Management Science and Health Promotion, Education & Behavior. Goals for faculty development and teaching improvement include:

- To foster student engagement in the classroom.
- To explore methods of communication, collaboration and feedback that utilize the technology and mobility of a Tablet PC for revised classroom procedures.
- To encourage faculty to develop processes to implement use of Tablet PCs in instruction.

To accomplish these goals, faculty participants:

- Received use of a Gateway Tablet PC through Spring 2010.
- Received Tablet PC instruction and technical support from Teaching and Technology Services.
- Used the summer to research and refine specific Tablet PC strategies for teaching.
- Attended group meetings to share ideas and provide feedback on projects in progress.
- Applied specific Tablet PC strategies in a Fall 2009 course.
- Presented their findings in Spring 2010.

**Teaching Excellence Grants on Improving Larger Classes with Technology.** This grant program, beginning Summer 2010, helps faculty to implement technology strategies and/or technology-enhanced components in a larger class schedule for Fall 2010. The proposed enhancements will ideally directly impact learning outcomes by creating greater student access and engagement through technology assisted teaching materials. Ten faculty were selected from twenty-eight proposals. Participants represent the departments of Economics, HPEB, Theatre, Business at USC Sumter, History, Mechanical Engineering, Physical Education, Pharmacy, and Counselor Education.

The goal for this program is to enable faculty members to use technology tools to improve teaching and learning in larger classes being taught in Fall 2010. Participants:

- Receive grants of \$3600 each to engage in this instructional development project.
- Attend six grantee team meetings in Summer and Fall 2010 to share ideas and provide feedback on projects in progress.
- Receive assistance in instructional design using specific technologies and pedagogical strategies to deliver content related to learning outcomes.
- Teach a course during the Fall 2010 semester which implements the developed strategies and/or components.
- Administer student surveys provided by this program.
- Prepare a written summary of accomplishments and participate in a campus-wide presentation to disseminate strategies in Spring 2011.

<b>5. Goal: Increase and leverage support for programs that promote teaching excellence.</b>
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**5.1. Initiative: Development**

An accomplishment is the inclusion of the CTE's account on the Family Fund's "designation for pledges" list on the Development Foundation's website. The fund balance is currently \$3,184. In addition, the Faculty Director has worked closely with the Director of Development, Foundations, to prepare concept papers to seek gifts from charitable organizations. As a result, we have been invited to submit a proposal to a private foundation for additional support for the Partners in Inquiry program.

**5.2. Initiative: Co-Sponsored Events**

FY10 activities included 10 seminars and workshops and one grant opportunity co-sponsored by 7 units of the USC system, as shown in the table below

**Cosponsored Events in FY10**

<b>Event</b>	<b>Cosponsor</b>	<b>Cosponsor Contribution</b>
CTE BEST Institute Sessions (Fall 2009, Spring 2010)	Teaching and Technology Services	Event Production
"Pardon the Interruption:" Civility and Cooperation in the College Classroom (8/5/09)	TRIO Programs	Event Promotion
Community Partner Breakfast (9/29/2009)	Office of Student Engagement	Event Promotion, Venue
Vice Provost's Teaching Lunches (4 Fall 2009, 1 Spring 2010)	Office of the Provost	Event Promotion
New Faculty Orientation (August 2009, January 2010)	Office of the Provost	Planning, Event Production and Promotion, Refreshments
Mutual Expectations (10/20/2009 and 3/29/2010)	Office of Student Engagement	Refreshments
Service-Learning Success (2/9/10)	Office of Student Engagement	Event Promotion
Service-Learning Assessment (2/24/10)	Office of Student Engagement	Event Promotion
Course Management and Grading (1/8/2010)	College of Social Work	Event Promotion
Classroom Management and Evaluation (1/27/2010)	TSTM, Extended University	Event Promotion
Teaching Excellence Grants on Improving Larger Classes with Technology	Office of the Provost and Teaching and Technology Services	Funding, Facilitating

**5.3. Initiative: Memorandums of Understanding**

In FY10, the CTE had eight active MOUs with six units on the Columbia campus. Partnerships associated with programs and services include Teaching and Technology Services (Teaching Excellence Grants on Tablet PCs in Teaching), The Graduate School (Preparing Future Faculty and Partners in Inquiry programs), TRIO Opportunities Scholars Program (Community of Practice on Teaching First-generation College Students from Low Income Families) and with the Office of Student Engagement (Mutual Expectations). Partnerships to retain two Associate Director positions in the CTE are described in MOUs with Department of Art and with the Department of Technology Support and Training Management.

**5.4. Initiative: University Committee Participation**

Since FY09, the Faculty Committee on Instructional Development (FCID) has served as the advisory board for the CTE. The CTE Faculty Director serves as an ex-officio member of that committee.

The Faculty Director is a member of the university's Undergraduate Committee, which is organized through the Division of Student Affairs. CTE Participation on this committee facilitated the development of several cosponsored seminars and MOU-based programs. In FY10, the Faculty Director completed service on a Focus Carolina Task Force and was appointed to two SACS standards committees and the SACS QEP committee.

The Faculty Director of Technology Pedagogy was appointed to the Classroom Space and Scheduling Committee and she is a member of the Distance Education Advisory Committee (DEAC), the Faculty Committee for Instructional Development (FCID) and is the FCID representative to the Classroom Enhancement Project.

The Program Manager served on the 2010 Service Awards Selection Committee, reviewing nominations for the Ambassador of Service and Outstanding Service-Learning Faculty awards. Nominations for these 2 awards are solicited annually by the Office of Community Service Programs.

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

**6.1. Initiative: Publications**

Two newsletters and special event flyers were developed and distributed to faculty by campus mail. All CTE-sponsored seminars and workshops have been advertised in the USC Times. The CTE was also featured in two articles in the Carolinian magazine on one article in the Causerie newsletter. The CTE strives to effectively use the available university publications to increase faculty awareness of all it has to offer.

**6.2 Initiative: Advisory Board**

The Faculty Director with the Faculty Committee on Instructional Development at the one meeting it held this year, which occurred in the fall of 2009.

**6.3. Initiative: Event and Program Evaluation Surveys**

The survey that was 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. What is one thing you learned today that will affect your teaching?
4. How could this event be improved?
5. What are one or two topics you would like to have discussed at future events?

This survey was administered at all events where the CTE was the exclusive sponsor, as well as most cosponsored events. Based on records of attendance and survey counts, approximately 70% of participants completed event evaluation surveys as administered. This is a good response rate, and suggests that meaningful conclusions can be drawn from analysis of the surveys results. Responses to the open ended questions are also useful as they contribute to planning for future events.

The question “What is one thing you learned today that will affect your teaching?” is included primarily for pedagogical reasons. This question provides an opportunity for the event participants to reflect upon what they have experienced and weigh the value of the information discussed. They are therefore more likely to remember and implement knowledge gained from the experience. Responses to this question are also useful for assessing the event, particularly when the CTE plans to offer a future workshop or seminar on the topic.

In response to the question, “How could this event be improved?” respondents offered several recurring suggestions. They suggested that more time for sharing among participants should be included as well as more time for Q/A with the presenter. Although the goal is to make the event convenient for faculty schedules, this repeated response suggests that the 50 minute time frame is possibly too short. Another common response to this question involves providing a handout or copy of PowerPoint slides. Other responses involve the importance of having concrete examples and “take-away” strategies as part of each presentation. Respondents also suggested having either department-specific events or at least cross-discipline representation for presentations. More than one response also included the suggestion that a student should join faculty presenters to include the student perspective, for example, on how to motivate or engage students or other similar student-focused topics.

A number of suggestions made after a Fall event, in which participants exceeded the capacity of the CTE’s community room, were to have an RSVP process. Such a process was implemented for the Spring 2010 semester.

Responses to the question, “What are one or two topics you would like to have discussed at future events,” from Fall 09 also helped the CTE plan events for Spring 10. Several topics were offered in Spring 10 based on Fall 09 suggestions, such as: Dealing with Classroom Distractions, Motivating Students, Getting Students to Study, and Creating and Using Rubrics. Other topics suggested more than once on event evaluations include: Teaching Controversial Topics, Engaging Students, Understanding Learning Styles, Grading Fairly and Giving Good Feedback. We continue to review the evaluation results as we plan the CTE’s activities for the coming year.

## **IV.B. Staff Profile**

### **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. Jed S. Lyons, a Professor of Mechanical Engineering, currently fills this position. The CTE pays 75% of his academic year salary to enable reduced service and teaching assignments in his home unit.

### **Program Manager**

The Program Manager provides advanced direction and planning of programs and services for the Center for Teaching Excellence. This position coordinates the work of CTE staff to implement programs and services for University faculty, instructors, and teaching assistants, and serves as a senior level resource for best practices and current trends in teaching applications and faculty development in higher education. 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, Preparing Future Faculty, and Partners in Inquiry. Ruth Patterson, a Program Coordinator II classified employee, currently fills this position.

### **Program Coordinator**

This position assists with professional development opportunities for the CTE's clientele, which includes faculty, instructors, and teaching assistants. Responsibilities include serving as the initial contact person for the clientele of the Center for Teaching; performing activities related to fiscal management, personnel management, and procurement; creating, editing and proofreading informational material and content for brochures, pamphlets and websites; scheduling, preparing meeting materials, taking and compiling meeting minutes, and other logistics; assisting in data collection and data management from surveys and interviews; assisting in establishing new programs and modifying existing programs for the CTE's clientele; and performing administrative support for CTE staff and other duties as required. Ivy Holliman Way, a Program Assistant classified employee, filled this position from September 2009 to May 2010. The position is currently open.

### **Web and Database Manager**

This highly technical position is responsible for the design and implementation of Center's web presence and the administration of the Center's database. The position supports CTE faculty and staff in programming, publicity and research. Ivanka Todorova, holds this Information Resource Consultant position, but currently on a part-time basis. A full-time position is needed.

### **Program Assistant**

This position provides the internal support necessary to plan and implement the programs and services of the Center for Teaching Excellence. This position serves as the event coordinator to schedule, advertise and cater CTE events initiated by CTE faculty and staff. This position serves

as the primary CTE liaison to many support units on campus such as University Instructional Services, University Technology Services, Carolina Catering, University Publications, etc., in providing logistical support for CTE events and programs. This position also assists the Program Coordinator in the development and distribution of informational and promotional materials and assists the Program Manager with logistical duties related to Graduate Initiatives such as Preparing Future Faculty and Partners in Inquiry. Kim Elia currently fills this position as a temporary, part time, non-classified employee.

#### **Associate Director for Teaching Effectiveness**

The goal for this position is to enhance the teaching effectiveness and efficiency of new faculty, instructors, teaching assistants, and others at the University of South Carolina who are early in their teaching careers. This goal could be accomplished by a variety of opportunities and mechanisms to increase knowledge and skills that enhance teaching. This position is filled by Dr. Walt Hanclosky, a Professor from the Department of Art. Funds are transferred to the department to provide course relief and summer salary for Dr. Hanclosky, enabling him to spend approximately 10 hours per week working on CTE projects. A Memorandum of Understanding (MOU) was signed by the Department Chair, the CTE Director and Dr. Hanclosky.

#### **Associate Director for Technology Pedagogy**

This position will develop and implement programs and services for all who teach at USC to improve their ability to use technology to enhance teaching and learning, in the classroom and online. The goal is to promote good pedagogical practices for those whose expertise with instructional technology ranges from novice to expert. This position is filled by Dr. Tena Crews, a Professor from the Department of Technology Support & Training Management. Funds are transferred to the department to provide course relief and summer salary for Dr. Crews, enabling her to spend approximately 10 hours per week working on CTE projects. A Memorandum of Understanding (MOU) was signed by the Department Chair, the CTE Director and Dr. Crews. Her dean has indicated that the CTE will have to increase its contribution to her salary in FY11 in order to retain her services. This is reflected in the budget in section II.

#### **GRAD 800 Instructor**

The CTE's Partners in Inquiry program provides an institutional match to the NSF Graduate Teaching Fellows in K-12 Education award to Jed Lyons. A component of program cost share involves teaching GRAD 800 – The Graduate Student as Instructor to program participants. In August 2008, Dr. Stephen Thompson from the Department of Instruction and Teacher Education filled the position of GRAD 800 instructor. Discussions with his department chair led to the decision to make his appointment to this CTE position through regular payroll documents. This position is not included in the FY11 budget so that we will be able to fund Dr. Crews' position.