

# Executive Summary

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## Highlights

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

## Mission Statement

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

## Vision Statement

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

## Values

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

# Blueprint for Academic Excellence

## Center for Teaching Excellence

### AY2019-2020

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# Goals - Looking Back

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Goals for the Center for Teaching Excellence for the previous Academic Year.

## Goal 1 - Professional Development for Graduate Teaching Assistants

<b>Goal Statement</b>	Plan and implement professional development programs for graduate teaching assistants.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"><li>•Educating the Thinkers and Leaders of Tomorrow</li><li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li></ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	CTE developed and facilitated 6 full-day GTA Orientation workshops attended by 406 students, and a teaching-assistant preparation course (GRAD 701) enrolling 291 students. GTAs attend at least two in-person teaching-related workshops, resulting in 291 new attendees to CTE programming and campus partners' events. We offered 46 professional development workshops through the GRAD 701 course in addition to 20+ CTE teaching and professional development workshops appropriate to GTA responsibilities. The Preparing Future Faculty certificate program has 174 participants with 53 applications submitted. TA Training Program Manager provided 8 workshops and faculty panels as part of the Graduate School's professional development programming and has up to this point provided professional development trainings to 5 different departments and graduate student groups.

<b>Resources Utilized</b>	Many workshops were held in CTE facilities. The Program Manager coordinates with personnel and offices across campus on programming development, logistics and space arrangements, and other TA Training resource needs. A part-time graduate assistant (GA) assists with data management, administration, and GRAD 701 course grading.
<b>Goal Continuation</b>	A key service and continuing goal; no major changes planned.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	
<b>Goal Notes</b>	

## Goal 2 - Partnerships and Collaborations

<b>Goal Statement</b>	Foster partnerships and leverages support for programs that enhance conditions for teaching and learning at the University.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence continues to leverage partnerships that support the pedagogical principles and practices of teaching in higher education and faculty development workshops.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	The Center for Teaching Excellence developed twenty-three (23) partnerships that supported or facilitated programs and services for faculty, GTA and staff that teach at the university.
<b>Resources Utilized</b>	The partnerships included the Office of Diversity and Inclusion, On Your Time Initiatives, Palmetto College campuses, Office of Distributed Learning, Division of Information Technology, University TRIO programs, Leadership and Service Center, Career Center, Graduate School, International Student Services, English Programs for Internationals, USC Division of Law Enforcement and Safety, USC Connect, Office of Undergraduate Research, Office of Student Conduct and Academic Integrity, Behavioral Intervention Team, Student Success Center, University Advising Center, Student Disability Resource Center, University Libraries, Global Carolina, UofSC Today, 25Live and Office of the Provost.
<b>Goal Continuation</b>	Continuing goal; no major changes planned.
<b>Goal Upcoming Plans</b>	The Center for Teaching Excellence will identify opportunities to expand partnerships (internal and external) that not only improve the student learning experience and spark enthusiastic learners but prepare faculty to incorporate technological innovations and effective pedagogical principles and approaches in their teaching.

<b>Resources Needed</b>	None
<b>Goal Notes</b>	

### Goal 3 - Improve CTE Services

<b>Goal Statement</b>	Engage in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE programs and services.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence's evaluation results are used to determine the addition, elimination and retooling of workshops and services provided to all who teach. In addition, CTE supports and encourages all who teach to engage in the process of collective learning across interdisciplinary programs through existing Communities of Practices, the dissemination of promotional and marketing materials and resources, and the use of CTE email to receive direct inquiries.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	<p>New leadership team in place (Director, Associate Director, and Assistant Director in place as of 1/1/18)</p> <p>Received communication audit from School of Journalism graduate class</p> <p>Created and implemented communication plan</p> <p>Strategic planning completed May 2018</p>
<b>Resources Utilized</b>	Existing CTE staff plus communication GA hired from carryforward funds.
<b>Goal Continuation</b>	Continuing goal; no major changes planned.
<b>Goal Upcoming Plans</b>	Create and implement strategic plan.

<b>Resources Needed</b>	None
<b>Goal Notes</b>	



## Goal 4 - Support Distributed Learning Courses

<b>Goal Statement</b>	Support the design and development of high-quality distributed learning courses.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	<p>Offered Getting Started Teaching Online at USC short courses in Fall 2017 and Spring 2018</p> <p>Offered a Teaching Online for Graduate Students short course in Spring 2018</p> <p>Facilitated 3 Communities of Practice</p> <p>Facilitated the Distributed Learning Summit</p> <p>Led 92 workshops.</p> <p>Developed 131 distributed learning courses</p> <p>Held 637 faculty consultations to date</p> <p>Offered a distributed learning track at Oktoberfest: A Symposium on Teaching</p> <p>Offered 3D (Design, Develop, and Deliver an Online Course) Bootcamp during Summer term</p> <p>Provided Instructional Design support for the On Your Time Winter pilot</p>

<b>Resources Utilized</b>	Four-person instruction design team, located in Instruction Design Suite on first floor of Thomas Cooper Library. This team also coordinated with personnel working across and beyond campus on instructional design and distributed learning. The CTE hosts the University's institutional membership for the Quality Matters (QM) program.
<b>Goal Continuation</b>	As a key service of CTE, these services will continue to be offered.
<b>Goal Upcoming Plans</b>	Continuing goal; no major changes planned
<b>Resources Needed</b>	None
<b>Goal Notes</b>	

**Goal 5 - Teaching Enhancement**

<b>Goal Statement</b>	Enhance the pedagogical knowledge & effectiveness of all who teach at USC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	CTE provided several workshops, programs, resources and opportunities to all who teach. CTE encourages efforts to achieve excellence in teaching by running programs for course development and improvement, implementing new instructional technologies and providing support services.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	<p>New Faculty Orientation          Preparing Future Faculty Certificate Program          Graduate Teaching Assistant Training Program          Oktoberbest: A Symposium on Teaching          New Faculty Academy Certificate Program          5 Communities of Practice          Getting Started Teaching Online at USC short course          3Ds Bootcamp: Design, Develop, and Deliver an Online Course          Distributed Learning Quality Review (DLQR)          Garnet Apple Award</p>

<b>Resources Utilized</b>	Faculty to conduct workshops, distribute grant funds to support faculty in course development, and instructional design team providing assistance to faculty and GTAs.
<b>Goal Continuation</b>	CTE will continue to provide programming, support and resources to all who teach at USC, Palmetto College campuses, and USC School of Medicine (Greenville and Columbia). CTE will expand programming through live streaming, creating on-demand videos, creating new and innovative workshops and increasing first-time faculty attendance.
<b>Goal Upcoming Plans</b>	CTE will strategically work to develop workshops, grants and services that are innovative and use effective educational strategies to advance the practice of teaching.
<b>Resources Needed</b>	Increase in budget and space and an improved data management system to keep track of services offered.
<b>Goal Notes</b>	

## Goal 6 - Faculty knowledge of students' integrative learning abilities

<b>Goal Statement</b>	Increase faculty knowledge, skills and dispositions related to developing students' integrative learning abilities.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	<p>New Faculty Orientation            Oktoberbest: A Symposium on Teaching            Individual faculty consultations            Professional development workshops</p>
<b>Resources Utilized</b>	<p>Faculty-led workshops            Visits with deans and unit heads            Collaboration with USC Connect            Pedagogical consultations</p>

<b>Goal Continuation</b>	As a key initiative of CTE and vital to USC, in conjunction with USC Connect, integrative learning will continue to be a focus area, introducing faculty to opportunities to help students make connections between the courses they teach and Beyond the Classroom/outside the classroom experience.
<b>Goal Upcoming Plans</b>	CTE will collaborate with deans and unit leaders to work with respective faculty members to address areas needing improvement.
<b>Resources Needed</b>	None
<b>Goal Notes</b>	

# Goals - Real Time

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Goals for the Center for Teaching Excellence that are in progress for AY2019-2020.

## Goal 1 - Support Distributed Learning Courses

<b>Goal Statement</b>	Provide resources and services to support the development of high quality distributed learning courses.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Plan distributed learning(DL) professional development opportunities</p> <p>Provide assessment of DL courses. Facilitate Communities of Practices to support professional development.</p> <p>Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each Palmetto College campus twice an academic year to provide DL support and guidance. Develop a strategic scholarship plan for DL.</p>

<b>Achievements</b>	<p>With three quarters of the year behind us, CTE has continued to deliver in each of these areas. Specific progress includes:</p> <ul style="list-style-type: none"> <li>•Offering Getting Started Teaching Online during Fall 2018 and Spring 2019</li> <li>•Offering Teaching Online for Graduate Students during Fall 2018 and Spring 2019</li> <li>•35 courses received DLQR approval</li> <li>•Teaching Tools for Online Teaching Short Course offered for the first time Fall 2018</li> <li>•45 distributed learning courses were developed with the assistance of the Instructional Design Team</li> </ul>
<b>Resources Utilized</b>	<p>The four-person instructional design team worked with the Office of Distributed Learning and the Office of On Your Time Initiatives to provide distributed learning services. A key resource is the grant funding made available by CTE to incentivize faculty to go through the DLQR process, attend the 3D Bootcamp, etc.--these grant funds totaled approximately \$49,000 for 2018-19.</p>
<b>Goal Continuation</b>	<p>No changes are planned so long as grant funds remain available to incentive development of distributed learning courses.</p>
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	<p>Instructional design team, distributed learning campus partners. Additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.</p>
<b>Goal Notes</b>	



## Goal 2 - Enhances Teaching Effectiveness at USC

<b>Goal Statement</b>	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Increase services/workshops focused on research-based teaching practices, integrating technology into classrooms/increase grant opportunities/create online library of teaching journals/publications.Create new workshops/resources for faculty to educate students to meet the demands for the 21st century workforce. Continue to build strategic partnerships to improve services provided to all who teach at USC.Work collaboratively with partners to identify common goals and objectives.

<b>Achievements</b>	<p>CTE has engaged in a robust set of activities to enhance the pedagogical knowledge of faculty. These efforts include offering more than 140 workshops during the academic year, with 76 of those workshops being lead by CTE staff. In addition, the Instructional Design team has provided 679 faculty consultations to date and helped develop 45 distributed learning courses.</p> <p>These efforts include expanded outreach to both schools of medicine and to Palmetto College. Two new certificate of completion programs were also inaugurated this year: Teaching Toward Inclusive Excellence (in cooperation with the Office of Diversity and Inclusion) (with 209 faculty logging more than 500 sessions attended to date) and Fostering a Proactive Learning Environment (in cooperation with the Office of Academic Integrity).</p> <p>Other achievements include creation of the "Stealth Program" to provide one-on-one coaching for faculty, offering a VR Bootcamp to faculty and updating CTE technology, &amp; grants for creativity.</p>
<b>Resources Utilized</b>	As the core goal of CTE, all CTE staff and the majority of our financial resources are devoted to this goal.
<b>Goal Continuation</b>	All programs in this area will continue in 2019-20.
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No new resources requested at this point, but additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.
<b>Goal Notes</b>	

### Goal 3 - Professional Development for Graduate Teaching Assistants

<b>Goal Statement</b>	Plans and implements professional development programs for graduate teaching assistants.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	
<b>Achievements</b>	<p>CTE delivered 6 days of GTA Orientations workshops, attended by 451 students. In the Teaching Assistant Development course, GRAD 701, 327 students were enrolled over the course of the year; these students attended 40+ events appropriate to GTA responsibilities (Safe Zone Ally, Suicide Prevention Training, etc.), in addition to the 46 different teaching and professional development workshops offered by the TA Training Program Manager as part of the GRAD 701 course. The Preparing Future Faculty program currently has 214 participants (up 23% from 2017-2018), with 78 new applications submitted (up 47% from 2017-2018). 47 graduate students will complete the program by April 2019, with approx. 10 planning to finish in summer. The TA Training Program Manager provided 8 workshops and faculty panels as part of the Grad School's professional development programming and has provided professional development trainings for 3 different departments and graduate student groups.</p>

<b>Resources Utilized</b>	One full-time staff member, one graduate assistant, and assistance from other CTE staff, in collaboration with the Graduate School.
<b>Goal Continuation</b>	All GTA programs are continuing.
<b>Goal Upcoming Plans</b>	No changes are planned.
<b>Resources Needed</b>	Suitable and reliable space availability for large TA Orientation events in August in the Russell House, Graduate School cost-sharing. Continued assistance from a part-time graduate assistant is required - hiring a graduate assistant year-round, 20-hrs/week is needed for research projects and continued program development. We currently use Registrar resources for GRAD 701 course section assignments and 25Live scheduling, and our campus partner offices' resources and assistance for TA Orientations.
<b>Goal Notes</b>	

## Goal 4 - Awareness of CTE

<b>Goal Statement</b>	Increase awareness of CTE among all constituencies.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Adopt consistent branding across all CTE materials. Institute social media campaign to share pedagogical information.
<b>Achievements</b>	<p>All forms of media used have attained increased reach during 2018-19. The CTE email listserv grew 32%, from 654 to 961 members). Social media reach increased approximately 50%, with the number of Twitter followers increasing from 739 to 884 (with a significant increase in engagement), Facebook followers increasing from 144 to 282, and LinkedIn increasing from 0 to 8 followers.</p> <p>The primary measure of achievement of the communication efforts is the response of faculty to CTE's programs.</p> <p>During 2018-19, CTE purchased a high speed color printer so that we could move printing of most flyers and other printed materials in-house, saving considerably on printing costs.</p>
<b>Resources Utilized</b>	Full time Public Information Coordinator and half-time graduate assistant, with related technology and budget to support communication efforts.
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No new resources; better utilization of existing resources is a continuing goal.
<b>Goal Notes</b>	

# Goals - Looking Ahead

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Goals for the Center for Teaching Excellence that are slated for the upcoming year.

## Goal 1 - Enhances Teaching Effectiveness at USC

<b>Goal Statement</b>	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	The CTE 2019-20 action plan includes increasing services and workshops that are focused on research-based teaching practices, integrating technology into classrooms, and increasing grant opportunities. CTE will create new innovative workshops and resources for faculty to educate students to meet the demands for the 21st century workforce. Specific initiatives include creating a certificate program for online teaching, creating an orientation for adjunct faculty, and implementing Teaching Tuneup
<b>Achievements</b>	
<b>Resources Utilized</b>	As the core mission of CTE, all CTE staff and most of our financial resources will be devoted to achieving this goal.
<b>Goal Continuation</b>	

<b>Goal Upcoming Plans</b>	Increase services/workshops focused on research-based teaching practices, integrating technology into classrooms/increase grant opportunities/create online library of teaching journals/publications.Create new workshops/resources for faculty to educate students to meet the demands for the 21st century workforce. Continue to build strategic partnerships to improve services provided to all who teach at USC.Work collaboratively with partners to identify common goals and objectives.
<b>Resources Needed</b>	No new resources requested at this point, but additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.
<b>Goal Notes</b>	

## Goal 2 - Support Distributed Learning Courses

<b>Goal Statement</b>	Provide resources and services to support the development of high quality distributed learning courses.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	Continue collaborative efforts with the Office of Distributed Learning and On Your Time Initiatives to increase the number of courses offered using distributed learning technologies. Increase the number of courses successfully achieving DLQR review to at least 44 courses. Continue to offer 3D (Design, Develop, and Deliver) summer Bootcamp and the Getting Started Teaching Online short course Fall and Spring terms. Continue to offer Teaching Online for Graduate Students twice per year.
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	



<b>Goal Upcoming Plans</b>	<p>Plan distributed learning(DL) professional development opportunities.</p> <p>Provide assessment of DL courses. Facilitate Communities of Practices to support professional development.</p> <p>Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each Palmetto College campus twice an academic year to provide DL support and guidance. Develop a strategic scholarship plan for DL.</p>
<b>Resources Needed</b>	<p>Instructional design team, distributed learning campus partners.</p> <p>Additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.</p>
<b>Goal Notes</b>	

### Goal 3 - Awareness of CTE

<b>Goal Statement</b>	Increase awareness of CTE among all constituencies.
<b>Linkage to University Goal</b>	<ul style="list-style-type: none"> <li>•Educating the Thinkers and Leaders of Tomorrow</li> <li>•Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners</li> <li>•Spurring Knowledge and Creation</li> <li>•Building Inclusive and Inspiring Communities</li> <li>•Ensuring Institutional Strength, Longevity, and Excellence</li> </ul>
<b>Alignment with Mission, Vision, and Values</b>	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
<b>Status</b>	Progressing as expected (multi-year goal)
<b>Action Plan</b>	<p>Adopt consistent branding across all CTE materials.</p> <p>Broaden social media campaign from Twitter and Facebook to also include LinkedIn and Instagram.</p> <p>Implement new branding of UofSC as required by the Office of Communications and Public Affairs.</p>
<b>Achievements</b>	
<b>Resources Utilized</b>	
<b>Goal Continuation</b>	
<b>Goal Upcoming Plans</b>	
<b>Resources Needed</b>	No new resources; better utilization of existing resources.
<b>Goal Notes</b>	

#### Goal 4 - Professional Development for Graduate Teaching Assistants

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

<b>Goal Upcoming Plans</b>	Continue without changes.
<b>Resources Needed</b>	Suitable and reliable space availability for large TA orientation events in August in the Russell House, Graduate School cost-sharing. Continued assistance from a part-time graduate assistant is required - hiring a graduate assistant year-round, 20-hrs/week is needed for research projects and continued program development. We currently use Registrar resources for GRAD 701 course section assignments and 25Live scheduling, and our campus partner offices' resources and assistance for TA orientations.
<b>Goal Notes</b>	

# Programs or Initiatives

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## Effective Programs or Initiatives

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

**Faculty/Graduate Teaching Assistant Professional Development:** workshops, events, short courses, communities of practice, grant cohorts, Graduate Faculty Academy Certificate Program, signature large events (Oktoberfest: Teaching Symposium, New Faculty Orientation, Educational Technology Showcase)

**Distributed Learning/Instructional Design Services**

**Graduate Teaching Assistant Development**

**Pedagogy Initiative:** Individual faculty consultations; best practices resource development; support for incorporating into the classroom Integrative Learning, Experiential Learning, Teaching First Generation Students, Diversity and Inclusion, and Active/Flipped Learning

**Pedagogical Grant Administration**

## Program Launches

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

New programs include:

1. Stealth Program (provides one-on-one coaching for faculty)
2. Virtual Environments (cross campus interest group exploring the use of virtual and augmented reality and related technologies for teaching)
3. Systematic support for On Your time Initiatives
4. Certificate of completion: Teaching Toward Inclusive Excellence
5. Certificate of completion: Fostering a Proactive Learning Environment
6. Virtual Environments (cross campus interest group exploring the use of virtual and augmented reality and related technologies for teaching)

## Program Terminations

*List any programs that were newly terminated or discontinued during the Academic Year. Provide justification as to why the program was discontinued*

None

## Program Rankings

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

Not applicable

# Community Engagement

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## Community Perceptions

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

United Way Giving Campaign - 100% participation from CTE staff

# Collaborations

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## Internal Collaborations

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

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

## External Collaborations

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

Coastal Carolina University  
Denmark Technical College  
Midlands Technical College  
South Carolina Department of Education



# Campus Climate and Inclusion

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## Campus Climate & Inclusion

*Activities the unit conducted that were designed to improve campus climate and inclusion.*

During 2018-19, we held (or have scheduled) 20 workshops dealing with inclusion, diversity, and accessibility as part of the Teaching Towards Inclusive Excellence Certificate of Completion. In addition, inclusion is an aspect included in all faculty and GTA workshops, orientations, and training sessions. To provide workshops, content, and resources on a wide range of diversity and inclusivity topics, we have partnered with the following campus offices: Office of Diversity and Inclusion, Student Disability Resources Center, On Your Time Initiatives, Student Success Center, Sophomore Initiative, Office of Multicultural Student Affairs, International Student Services, English Programs for Internationals, Global Carolina, Opportunity Scholars Program, TRIO Programs, Grace Jordan McFadden Professors Program, School of Library and Information Science Laboratory for Leadership in Equity of Access & Diversity, Office of Student Conduct and Academic Integrity, University 101, USC School of Medicine Center for Disability Resources, and the Darla Moore School of Business

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

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

The Distributed Learning/Instructional Design Team provides support for faculty wishing to integrate diversity and accessibility into both online and traditional course material. Our DL Team conducts and facilitates workshops on topics such as Universal Design for Learning, designing accessible online courses, assistive technology, and creating accessible documents. We provide pedagogical consultations to faculty on incorporating diversity and inclusion into their courses, and we are currently partnering with ISS to provide instructional design support to the Global Curriculum Design grantees. Using the DLQR program, the DL Team reviews all online courses to ensure they meet university accessibility standards. One designer is on university and state-level accessibility-related committees and is publishing on accessibility-related topics and presenting at national conferences. The team also developed an online course syllabus template for faculty that incorporates a Student Disabilities Services statement as well as a Diversity and Inclusion statement. The Instructional Design team participated in the DoIT Blackboard Ally (Accessibility Enhancements Tool) implementation project during AY 2018-19. One designer helped facilitate planning and rollout of Blackboard Ally across the Columbia and Palmetto College Regional Campuses.

# Initiatives and Fees

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## **Initiatives**

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

## **Fees**

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

# Concluding Remarks

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## Weaknesses and Plans for Improvement

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

Strengths:

Exceptional teamwork; timely delivery of support, customer service and engagement, collaboration across campus; provide exceptional customer service to those who teach going beyond expectations;  
Renovation of CTE space, including new furniture and upgraded technology;  
Increased delivery of services to medical schools; increased number of sessions conducted outside of CTE offices;  
Creation of "Stealth Program" and other efforts designed to reach underperforming faculty;  
32% increase in listserv subscribers from previous fiscal year. (From 654 to 961)  
Fifty percent increase in social media reach from previous fiscal year

Weaknesses: Limited space limits the number of people who can attend workshops; having a split office with part of the team located four floors away sometimes inhibits communication; spring participation numbers have been consistently lower than for fall term; there is not enough awareness of CTE across the nation.

## Key Issues

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

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

## Quantitative Outcomes

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

**DL Instructional Design Indicators** 79 courses developed with substantial assistance from the ID Team; 33 workshops lead by the ID team; 4396 students impacted by the ID team

**Faculty Professional Development** 109 workshops/seminars/training sessions; 2703 participants across all sessions; 1130 unique participants across all sessions.

**Graduate Teaching Assistant Indicators** 33 workshops led by GTA Training Program Manager; 697 grad students trained through workshops; 450 grad students trained through New TA Orientations; 46 grad students completed Preparing Future Faculty program

**Pedagogy Initiatives** 29 faculty consultations; 344 pedagogical consultations by the ID team

**Pedagogical Grants** 28 faculty receiving grants coordinated through CTE

## Cool Stuff

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

*your reporting.*

The Certificate of Completion for Teaching Toward Inclusive Excellence has enrolled more than 200 faculty with attendance totaling more than 500 during the 10 fall 2018 sessions, with 10 more sessions during Spring 2019. The first "graduates" of the program will be recognized in Spring 2019. The CTE is also participating in the Academic Innovation project to identify ways that the university can prepare for the students, faculty, and campus of the future.