



**Center for Teaching Excellence
Blueprint for Service Excellence**
February 25, 2011

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Executive Summary

Goals Evolve to Support University Needs

1. Enhance the pedagogical knowledge and effectiveness of all who teach at USC in the classroom, online, and beyond.
2. Foster partnerships and leverage support for programs that improve conditions necessary for student learning.
3. Support the design and development of distributed learning courses and course modules.
4. Increase faculty knowledge, skills and dispositions related to developing and assessing integrative learning abilities.
5. Plan and implement professional development programs for graduate teaching assistants.

Productivity Continues to Increase

| In-Person Professional Development | FY07 | FY08 | FY09 | FY10 | FY11 |
|---|-------------|-------------|-------------|-------------|-------------|
| Seminars, workshops, other professional development events | 6 | 26 | 62 | 62 | 64 |
| Conferences (New Faculty Orientation, Oktoberbest, BEST Institute, etc) | 0 | 0 | 0 | 5 | 9 |
| Voluntary Cohort Programs (Communities of Practice, Technology, Accent Reduction , etc) | 3 | 7 | 6 | 7 | 7 |
| Grant Cohort Programs (Inquiry, Service Learning, Writing, Larger Classes, etc) | 1 | 3 | 3 | 1 | 2 |
| Total countable hours of in-person professional development | ~600 | 2490 | 2899 | 3817 | 3796* |
| Other Professional Development | | | | | |
| Online Video Archive seminars | 8 | 15 | 30 | 40 | 46* |
| Online Video Archive hits per year | 0 | 673 | 1831 | 4,724 | 5003* |
| Online Teaching Guide hits per year | 0 | 782 | 2409 | 1832 | 1500* |
| Homepage hits per month | 937 | 1059 | 1182 | 877 | 1017* |

** FY11 includes only July – January data. All other fiscal years include July-June data.*

Event Evaluations are Positive

| Overall, how helpful was this event to your teaching? | Very Helpful | Helpful | Not Sure | Not Helpful |
|--|---------------------|----------------|-----------------|--------------------|
| Oktoberbest Conference | 73% | 24% | 3% | |
| Power Lunches | 71% | 26% | 3% | |
| Custom Workshops | 67% | 30% | 3% | |
| Graduate Student Workshops | 67% | 27% | 3% | 3% |
| Pedagogy Initiative Events | 66% | 32% | 2% | |
| Technology Initiative Events | 66% | 30% | 4% | |
| New Faculty Orientation Sessions | 57% | 43% | | |

| Strengths | Weaknesses | Opportunities |
|---|--|---|
| Neutral and Helpful Information Hub Diverse Personnel | Non-Recurring Funding Part-time Leadership Insufficient Facilities | Distributed Learning Integrative Learning Teaching Assistants |

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

So far during FY11 (through February 8, 2011) the Center for Teaching Excellence sponsored and cosponsored 44 seminars and workshops, 7 cohort programs, 2 grant cohort programs, 22 confidential consultations, and dozens of other professional development activities. This year the CTE also organized and delivered 9 conferences and orientation events, including New Faculty Orientation and the BEST Institute in Fall 2010 and Spring 2011. CTE staff also contributed significantly to the Graduate Schools' TA Training sessions and the Senior Vice Provost's Power Lunch series. In all, the CTE has contributed to over 3786.5 countable hours of in-person professional development to faculty, instructors and graduate students so far this fiscal year.

Additional professional development is provided through the www.sc.edu/cte website. For example, colloquia and seminars are often 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 5,003 times from July to January. One specific professional development use of the CTE website occurred in Fall 2010 as an integral part of TA training. The Graduate School required all new TAs to watch a video in our Teaching Guide by Mungo Teaching Award winner Charles Pierce. This and other online resources contributed to uncountable hours of online professional development.

Additional information about this year's accomplishments is discussed in the Unit Profile.

Plans for Upcoming Year

- Sponsor engaging events to support the use of effective instructional practices and technologies.
- Facilitate networking and connect instructors with common interests.
- Provide individuals with personal assistance to support all aspects of teaching.
- Maintain convenient on-line resources to enhance teaching.

Funding Request for this Initiative

This initiative is part of ongoing CTE activities. No increase in funding is requested.

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| Goal 2. Foster partnerships and leverage support for programs that improve conditions necessary for student learning. |
|--|

Progress

The CTE works well with other units. Through February 8, 2011, FY11 co-sponsored activities included 5 conferences, 12 seminars and workshops, 7 Provost's lunches, 2 new faculty orientations and 3 grant opportunities. Partnerships, frequently established through Memorandums of Understanding, exist with the Provost's Office, the CIO's Office, Teaching and Technology Services, the Office of Student Engagement, the Office of Academic Integrity, TRIO Opportunities Scholars Program, the Graduate School, the Moore School of Business, the College of Hospitality, Retail and Sport Management, and the Department of Art.

Faculty and staff affiliated with the CTE were active participants on university committees in FY11. The CTE Faculty Director served as an ex-officio member of the Faculty Committee on Instructional Development, completed service on a Focus Carolina Task Force, contributed to the report of two SACS standards committees, served on the SACS QEP committee and wrote the Professional Development component of the SACS QEP proposal. The Associate Director of Technology Pedagogy served on the Classroom Space and Scheduling Committee and she is a member of the Distance Education Advisory Committee, the Faculty Committee for Instructional Development, and the Classroom Enhancement Project. The Program Manager served on the 2011 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.

The CTE communication strategies include an actively updated website and judicious use of email announcements. In addition, two start-of-semester newsletters and several 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 strives to effectively use the available university publications to increase faculty awareness of all it has to offer. Support from our constituencies is evidenced by an increasing Family Fund balance, currently at \$3,184.

Additional information about this year's accomplishments is discussed in the Unit Profile.

Plans for Upcoming Year

- Coordinate with other USC units to provide professional development through collaborative efforts.
- 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.
- Engage in ongoing communication, planning and evaluation processes that result in the continuous improvement of CTE effectiveness.

Funding Request for this Initiative

This initiative is part of ongoing CTE activities. No increase in funding is requested.

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| Goal 3 | Support the design and development of distributed learning courses and course modules. |
|---------------|---|

Progress

This is a new goal. The CTE has worked closely with the Provost’s Office in developing a plan for the CTE’s future roles in supporting distributed learning. The proposal described here is to hire staff, expand the CTE’s office space, and support course development grants and other professional development opportunities.

Plans for Upcoming Year

- Expand CTE office space.
- Hire a full-time Associate Director for Distributed Learning by combining existing funds for an Associate Director of Technology with additional funds being requested.
- Recruit and manage a team of Instructional Designers for distributed learning.
- Support distributed learning course development grant initiatives.
- Offer workshops to enable effective and efficient teaching in distributed learning environments.

Funding Request for this Initiative

Expansion of the CTE office space will be paid for with carry forward funds that have accrued over the past 3 years. Additional funds are needed to implement other plans, as indicated below.

FY 12 Budget to Implement the Distributed Learning Initiative

| Item | Budget |
|---|------------------|
| Upgrade Associate Director of Technology to Associate Director of Distributed Learning (10 mo faculty salary) | \$82,124 |
| Instructional Developer | \$45,000 |
| Instructional Developer | \$45,000 |
| Fringe Benefits | \$54,709 |
| Course Development Grants | \$120,000 |
| Furniture | \$9,750 |
| Computer Equipment | \$6,000 |
| Software | \$3,000 |
| Computer SLA and Phone | \$2,340 |
| Supplies | \$1,000 |
| Subtotal - Distributed Education Initiative | \$368,924 |

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| <p>Goal 4. Increase faculty knowledge, skills and dispositions related to developing and assessing integrative learning abilities.</p> |
|---|

Progress

This is a new goal, and is a component USC-Connect, the University’s quality enhancement plan.

Plans for Upcoming Year

Plans related to this goal are described in detail in the USC-Connect proposal. They include a part-time Faculty Associate Director in the CTE who will work with existing staff to:

- Sponsor engaging events on topics relevant to integrative learning.
- Deliver grant-funded cohort programs to develop courses and instructional strategies that support integrative learning.
- Implement a Faculty Fellows Program in a train-the-trainer model of professional development for integrative learning.
- Expand online resources about best practices for integrative learning.
- Evaluate the effects of professional development activities related to beyond the classroom experiences, integrative learning, and assessment of student learning.

Funding Request for this Initiative

FY 12 Budget to Implement the Integrative Learning Initiative

| Item | Budget |
|---|-----------------|
| Associate Director for Integrative Learning | \$25,000 |
| Integrative Learning Grant Program | \$30,000 |
| Workshop Support | \$3,750 |
| Subtotal - Integrative Learning Initiative | \$58,750 |

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| Goal 5. Plan and implement professional development programs for graduate teaching assistants. |
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Progress

This is a new goal. The CTE Faculty Director and Program Manager have developed this plan in discussion with the Assistant Vice President for Research and Graduate Education.

Plans for Upcoming Year

The CTE will have responsibility and control over the content and organization of Teaching Assistant (TA) Orientation. TA understanding of required policies and procedures (e.g. FERPA, prohibition on fraternization, etc.) will be provided, monitored and recorded using online training modules. Half-day face-to-face orientation sessions will be required to help TAs adjust to their teaching roles at USC. Additional pedagogical training will occur over the course of the first semester in which the TA teaches and once TAs identify areas of need.

Plans include a new part-time Faculty Associate Director in the CTE who will work with a new Program Coordinator to:

- Develop online training modules on the policies and procedures new TAs need before they begin to teach.
- Organize face-to-face orientation sessions for new TAs.
- Investigate multiple mechanisms to provide ongoing pedagogical training for TAs during their first semester of teaching.

Funding Request for this Initiative

FY 12 Budget to Implement the Teaching Assistant Initiative

| Item | Budget |
|---|------------------|
| Associate Director for Graduate Initiatives | \$25,000 |
| Program Coordinator for Graduate Initiatives | \$56,000 |
| Fringe Benefits | \$20,951 |
| Computer SLA and Phone | \$780 |
| Event Food | \$2,250 |
| Workshop Support | \$1,000 |
| Subtotal - Graduate Student Initiative | \$105,981 |

FY12 Budget Summary

| Continuing Initiatives | |
|---|------------------|
| Personnel Costs | |
| Faculty Director (8.25 months) | \$105,769 |
| Associate Director Pedagogy | \$25,000 |
| Associate Director Technology | \$25,000 |
| Program Manager | \$61,700 |
| Program Coordinator | \$27,916 |
| Web and Database Administrator | \$42,723 |
| Temporary Staff (Program Assistant) | \$20,450 |
| Fringe Benefits | \$82,457 |
| Operating Costs | |
| Computer SLA and Phone Service | \$6,000 |
| Server Rental | \$960 |
| Copier Rental | \$3,258 |
| Supplies | \$3,500 |
| Printing | \$2,000 |
| Office Equipment, Software | \$3,500 |
| Programming Costs | |
| EPI Accent Reduction Course | \$5,000 |
| Classroom Voice Sessions and Course | \$5,000 |
| Oktoberbest | \$3,000 |
| Event Production | \$2,000 |
| Event Food | \$4,000 |
| Teaching Excellence Grants | \$0 |
| Guest Speaker Honorarium | \$5,000 |
| Guest Speaker Travel | \$2,000 |
| USC Travel | \$4,000 |
| Library/Subscriptions | \$1,000 |
| Total Costs for Continuing Initiatives | |
| | \$441,233 |

| | |
|--|------------------|
| New Initiatives | |
| Distributed Education Initiative | \$368,924 |
| Integrative Learning Initiative | \$58,750 |
| Graduate Student Initiative | \$105,981 |
| Upgrade Existing Personnel to Support New Initiatives | |
| Salary Upgrade Faculty Director (11 months total) | \$30,256 |
| Fringe Benefits for Faculty Director | \$8,090 |
| Salary Upgrade Temporary Staff to Admin Coordinator I | \$9,824 |
| Fringe Benefits for Admin Coordinator I (\$30,274 total) | \$15,243 |
| Total Costs New Initiatives | |
| | \$597,069 |

| | |
|---|--------------------|
| Total Cost: Continuing + New Initiatives | \$1,038,302 |
|---|--------------------|

Funding Sources

Following past practice, funding for *continuing initiatives* can be provided by recurring funds, one-time funds, and inter-university agreements to provide website support of other offices. Some carry-forward is also available. From these sources, it is anticipated that \$504,989 will be available in FY 12 to cover the expected \$441,233 cost of providing services that are comparable to the services provided during FY11. If the excess is not needed, the projected carry forward into FY 13 will be \$63,659. The distribution of funds is summarized in the following table.

| Funding for Continuing Initiatives | |
|---|------------------|
| Recurring Funds | \$259,675 |
| One-time Funds | \$150,000 |
| Provost Office Transfer Web Support | \$22,296 |
| Projected Carry Forward from FY11 | \$72,922 |
| Total Funding for Continuing Initiatives | \$504,893 |

Funding sources for *new initiatives* are not fully identified. Costs associated with the Integrative Learning Initiative are included in the SACS QEP proposal for USC-Connect. It will be necessary to not only fund costs specifically associated with each new initiative, but to upgrade the positions of existing CTE personnel to handle the increased workload. Specifically, support for the Faculty Director's position should increase from 8.25 months to 11 months per year, and a part-time temporary staff position should be converted to a full-time Administrative Coordinator position.



Center for Teaching Excellence

FY11 Unit Profile

February 25, 2011

Vision

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

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.

Goals

Activities during FY11 were focused on accomplishing six stated goals. This evaluation report is therefore organized around these goals, which were to:

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 the Provost's Goals

The CTE's vision, mission, goals and initiatives support the Provost's goals.

- **Enhance the quality of undergraduate, graduate and professional education.**
The CTE directly supports this goal. To develop and nurture a faculty devoted to teaching excellence is the purpose of the CTE. The CTE provides a safe and welcoming environment for faculty to engage in discussions about teaching. The CTE also provides a venue to showcase faculty who are outstanding and innovative teachers.
- **Provide adequate facilities for student learning, faculty research and scholarship, and the administration of academic programs.**
Faculty providing leadership to the CTE participate in standing and ad hoc committees that both directly and indirectly support this goal.
- **Enhance faculty scholarship, research and creative achievements.**
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.

- **Meet South Carolina’s goal of increase the number of citizens who hold high-quality baccalaureate degrees through strong and vigorous USC Regional Campuses.**
The CTE directly supports this goal. CTE Seminars are recorded and hosted on the CTE’s website, and can be viewed world-wide. Custom workshops are delivered on Regional Campuses on request. Regional campus faculty are invited to and participate in cohort and grant programs.
- **Engage the community and improve the quality of life for South Carolinians.**
The CTE directly supports this goal. The CTE helps faculty develop the pedagogical expertise to use service learning to achieve discipline-specific learning outcomes.

Accomplishments

So far during FY11 (through February 8, 2011) the Center for Teaching Excellence sponsored and cosponsored 44 seminars and workshops, 7 cohort programs, 2 grant cohort programs, 22 confidential consultations, and dozens of other professional development activities. This year the CTE also organized and delivered 9 conferences and orientation events, including New Faculty Orientation and the BEST Institute in Fall 2010 and Spring 2011. CTE staff also contributed significantly to the Graduate Schools’ TA Training sessions and the Senior Vice Provost’s Power Lunch series. In all, the CTE has contributed to over 3786.5 countable hours of in-person professional development to faculty, instructors and graduate students so far this fiscal year.

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The CTE works well with other units. Through February 8, 2011, FY11 co-sponsored activities included 5 conferences, 12 seminars and workshops, 7 Provost’s lunches, 2 new faculty orientations and 3 grant opportunities. Partnerships, frequently established through Memorandums of Understanding, exist with the Provost’s Office, the CIO’s Office, Teaching and Technology Services, the Office of Student Engagement, the Office of Academic Integrity, TRIO Opportunities Scholars Program, the Graduate School, the Moore School of Business, the College of Hospitality, Retail and Sport Management, and the Department of Art.

Faculty and staff affiliated with the CTE were active participants on university committees in FY11. The CTE Faculty Director served as an ex-officio member of the Faculty Committee on Instructional Development, completed service on a Focus Carolina Task Force, contributed to the report of two SACS standards committees, served on the SACS QEP committee and wrote the Professional Development component of the SACS QEP proposal. The Associate Director of

Technology Pedagogy served on the Classroom Space and Scheduling Committee and she is a member of the Distance Education Advisory Committee, the Faculty Committee for Instructional Development, and the Classroom Enhancement Project. The Program Manager served on the 2011 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.

The CTE communication strategies include an actively updated website and judicious use of email announcements. In addition, two start-of-semester newsletters and several 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 strives to effectively use the available university publications to increase faculty awareness of all it has to offer. Support from our constituencies is evidenced by an increasing Family Fund balance, currently at \$3,184.

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.
- **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) helping clientele connect with personnel in other offices, and (3) 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. Despite a small staff, the CTE provides a large number of diverse opportunities for all who teach at USC to develop the attributes of excellent teaching.

Weaknesses

- **Non-Recurring Funding.** The CTE was allocated \$259,500 in recurring funds in FY11. 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. That approximately 37% of funds are one-time allocations makes it difficult to plan strategically.
- **Part-Time Leadership.** The CTE supports only 8.25 months of the Faculty Director's time. His responsibilities in his home department compete with time and energy which would otherwise be spent advancing the goals of the 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. The CTE's space is nicer than some areas of the campus, but is still insufficient.

Action Plans, Indicators and Accomplishments

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

1.1. Initiative: Teaching Excellence Events in the Pedagogy Initiative

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.

Accomplishments

Through March 2011, the CTE will sponsor or co-sponsor 21 Teaching Excellence Seminars and Workshops associated with the goal of helping all who teach at USC. Summarizing events through February 8, 2011, in-room attendance varied from 9-47, the average attendance was 24 individuals. 9 events were recorded for possible future use and 4 were produced for online distribution through the Video Archive. These events contributed to 562 hours of in-person professional development.

Teaching Excellence Events in the Pedagogy Initiative

| | | |
|---|------------|----|
| Getting Good Teaching Evaluations | 8/26/2010 | 24 |
| Under the Bigtop: Teaching Large Classes | 8/31/2010 | 24 |
| Improve Your Classroom Voice | 9/8/2010 | 39 |
| Introduction to Integrative Learning | 9/13/2010 | 17 |
| Mutual Expectations | 9/21/2010 | 16 |
| Service Learning Community Partner Breakfast | 9/22/2010 | 45 |
| Successful Service-Learning Partnerships | 9/28/2010 | 9 |
| Copyright: Faculty Rights and Responsibilities | 10/6/2010 | 16 |
| Engaging Students: Mungo Award Panel | 10/7/2010 | 28 |
| Research Mentoring | 10/21/2010 | 9 |
| Service-Learning Pedagogy and Resources | 10/27/2010 | 12 |
| Teaching Pell Grant Students Successfully Today | 11/2/2010 | 24 |
| Mutual Expectations: Academic Integrity | 11/9/2010 | 35 |
| Energize Your Voice to Influence Students | 1/24/2011 | 22 |
| Whole Brain Teaching | 2/2/2011 | 23 |
| Case-Based Teaching Tips- Morning Session | 2/4/2011 | 47 |
| Case-Based Teaching Tips- Afternoon Session | 2/4/2011 | 20 |
| Active Shooter | 2/17/2011 | |
| Inquiry, Teaching and Literature Circles | 2/23/2011 | |
| Overcoming Apathy | 2/28/2011 | |
| How Students Learn | 2/28/2011 | |
| Mutual Expectations | 3/22/2011 | |

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 Pedagogy Initiative Events through February 8, 2011. 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? | 66% | 32% | 2% | |

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.

Accomplishments

The Custom Teaching Workshops Initiative is a new initiative formalized in FY11. The goal is to offer workshops and presentations that are tailored to the instructional needs of individual departments, schools, and colleges across all USC campuses. Workshops can be requested for any group whose members are actively engaged in teaching at USC, including faculty, adjuncts, instructors, and teaching assistants. Each workshop is designed with the audience, specific purpose, schedule and goals in mind. Sessions offer researched information that is closely related to the academic disciplines of the participants. The following chart represents Custom Workshops through February 8, 2011. These events contributed to 175.25 hours of in-person professional development.

Teaching Excellence Events in the Custom Workshops Initiative

| | | | |
|--|---------------------------------------|------------|----|
| Motivating Students | Languages, Literatures and Cultures | 10/7/2010 | 18 |
| Learning Outcomes and Rubric Assessments | Health Services Policy and Management | 10/27/2010 | 13 |
| Learning Outcomes and Assessment | Exercise Science | 11/10/2010 | 24 |
| Design and Assessment of Instruction | Sociology | 11/16/2010 | 7 |
| Blended Learning | HRSM and Journalism | 12/6/2010 | 12 |
| Learning Outcomes in Syllabi Development | Art | 12/9/2010 | 21 |
| Developing a Course Syllabus and Assessing Learning Outcomes | African American Professors Program | 1/21/2011 | 16 |
| Teaching Larger Classes/Spencer and Corwin in Public Health | Public Health | 1/28/2011 | 11 |
| | | | |

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 Custom Workshop Events through February 8, 2011. Results are positive.

Evaluation Summary for Teaching Excellence Events in the Custom Workshop Initiative

| | Very helpful | Helpful | Not sure | Not helpful |
|---|--------------|---------|----------|-------------|
| Overall, how helpful was this event to your teaching? | 67% | 30% | 3% | |

1.3. Initiative: Oktoberbest

Action Plans

The CTE will collaborate with other units at USC to deliver this yearly conference. The conference will help faculty disseminate innovations that improve education at all USC campuses. The conference will be a forum for sharing ideas, learning about new developments in education, and interacting with colleagues. The conference will provide a cost-effective venue for faculty to engage in the scholarship of teaching and learning.

Indicators

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

Accomplishments

All faculty, teaching assistants, administrators, and others who support teaching at the University of South Carolina were encouraged to attend Oktoberbest, a one-day conference to celebrate our teaching accomplishments. The event included 21 concurrent sessions focusing on best practices and innovations in teaching and learning in USC classrooms and online programs. The keynote lecture by W. Gardner Campbell, Director of the Academy for Teaching and Learning at Baylor University, addressed “Beyond the Credit Hour and the Gadget Parade: Empowering Our Students for Digital Citizenship.” The event closed with a reception. The total attendance for the day was 359. This number includes individuals attending multiple sessions. Participants attended from: Moore School of Business; College of Engineering and Computing: Electrical Engineering, Mechanical Engineering, Civil Engineering; College of Arts and Sciences: Physics, Political Science, Anthropology, Geography, Psychology, Linguistics, Theatre and Dance, Biology; College of Mass Communication and Information Science: Library and Information Science, Journalism; College of Education: Instruction and Teacher Education, Educational Studies, Office of Program Evaluation; School of Public Health: Health Services Policy and Management, Health Promotion and Behavior; College of Social Work; College of Nursing; College of Hospitality, Retail and Sport Management: Integrated Information Technology, Retailing; English Program for Internationals; The Graduate School; University Technology Services; School of Music; School of Medicine; USC Sumter; Extended University; USC Union; USC Salkehatchie; National Advocacy Center, Student Affairs. Oktoberbest contributed to 744 hours of in-person professional development. The keynote lecture by W. Gardner Campbell was recorded, produced and is currently available through the online Video Archive.

Surveys were administered at the end of each session. The table below summarizes the overall evaluation of Oktoberbest. Results are positive.

Evaluation Summary for Oktoberbest

| | Very helpful | Helpful | Not sure | Not helpful |
|---|--------------|---------|----------|-------------|
| Overall, how helpful was this event to your teaching? | 73% | 24% | 3% | |

The Oktoberbest web page was also the seventh most-visited page on the CTE website for the FY 11 period through January 2011. It was accessed a total of 1088 times and there were 155 average hits per month. Handouts and presentation materials from the event are included on this page.

1.4. 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

Accomplishments

In FY11, faculty had the opportunity to apply for a Teaching Excellence Grant on Service Learning in Partnership with the Office of Student Engagement. The ongoing TRIO cohort program also continued in partnership with the CTE.

Teaching Excellence Grants on Service Learning. The objective of this competitive grant program is to increase the quality and quantity of service-learning experiences for students at the University of South Carolina. Service-learning is a progressive and innovative teaching strategy that has been adopted by university faculty nationwide. At the University of South Carolina service-learning and community-based research are defined as active teaching methods that integrate robust community service/research experiences with coursework to provide a context for and enrich an academic curriculum. The practices yield reciprocal benefits for all partners, meet community-identified needs, and provide structured time for students to think, talk and write about their experiences to facilitate critical thinking and practical knowledge.

The CTE extended an invitation to full-time USC faculty members in all disciplines to submit proposals to implement the integration of service-learning strategies into undergraduate curricula with a goal of achieving discipline specific outcomes. This grant program addresses faculty interested in implementing service learning strategies into a Fall 2011 or Spring 2012

disciplinary course. The proposed service-learning enhancement should align with discipline-specific outcomes for the course. Grants are designed to support the incorporation of service-learning pedagogy into courses that do not already include a service-learning component.

Service-learning grants of up to \$3600 will be awarded to full-time faculty. Grants may be used for course development, implementation, assessment and other course support. Faculty who are new to service learning as well as seasoned practitioners were encouraged to apply.

Successful Recipients will:

- Participate in four grant recipient cohort meetings in the Spring and early Summer of 2011. Cohort meetings are designed to assist recipients in course development and design.
- Submit a final syllabus to the Office of Student Engagement once this is complete. Course syllabus should include USC's definition of service-learning and a description of the service-learning component.
- Participate in the Office of Student Engagement Service-Learning Course Assessment Project during the semester in which the service-learning course is offered (pre-post/course survey).
- Submit a written summary and presentation of accomplishments, strategies, and challenges of the service-learning course at a roundtable meeting with grant recipient cohort colleagues in May 2012. Also forward copies of course photos/videos to the Office of Student Engagement.
- Explore possibilities to present your experience to external stakeholders, campus constituents, professional associations, or at professional development events.

Support for Faculty Grantees will include:

- Assistance with course design and assessment strategies.
- Assistance with identifying relevant community organizations and developing, monitoring and evaluating student-community partnerships.
- Provision of four grant recipient cohort meetings in the Spring and Summer of 2011 to provide faculty with time to share ideas, plan the course, and receive feedback on progress.
- Course assessment coordinated through the Office of Student Engagement.
- Ongoing networking and workshop opportunities with service-learning colleagues.
- Coordination and dissemination in Spring 2012 of written and oral summaries of accomplishments, strategies, and challenges.

CoP for TRIO Program Faculty. 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. The CTE also co-sponsored a campus-wide event with Dr. Chandra Taylor Smith, Vice President of Research and Director of the Pell Institute, on 11/2/2010 as professional development for TRIO and other

faculty and staff. Meetings and events related to TRIO programs contributed to 100 hours of in-person professional development.

1.5. Initiative: Faculty Fellows Program

Action Plans

Sustaining a culture of faculty working with faculty is the goal of the Faculty Fellows Program. This program will engage full-time faculty from the Columbia and Regional campuses in a sustained model of professional development. Each semester, a cohort Faculty Fellows will participate in program. Each fellow will develop and facilitate a workshop or seminar on a topic of interest, and engage workshop participants in follow-up activities to facilitate implementation of new ideas.

Indicators

Indicators include the number of Faculty Fellows, the number of participants at each workshop and each follow-up session, and evaluation surveys.

Accomplishments

A pilot cohort of six Faculty Fellows was recruited to share best practices and innovations in teaching and learning in USC classrooms, online programs, or other teaching venues. In total, Faculty Fellows' contributions to CTE events during Spring 2011 are represented by 6 CTE workshops, 8 follow-up cohort events, including 2 in the context of an online community, a SOTL project and several contributions to the online Teaching Guide.

This year's six Faculty Fellows are full-time faculty, 5 from Columbia and 1 from the Sumter campus. They represent the Department of Instructor and Teacher Education in the College of Education, The College of Hotel, Restaurant and Sport Management, the College of Social Work, the Department of Theatre and Dance in CAS, and the Business program at USC Sumter. Participants were selected during this pilot semester from the many faculty who have made outstanding contributions to the CTE in the past. They completed a pilot/draft version of the application form, keeping in mind the following proposed selection criteria for future Faculty Fellow cohorts:

- Topic is of potential interest to a large number of faculty and/or TAs.
- Teaching approaches or strategies are applicable to a broad spectrum of disciplines.
- Proposal is consistent with other event descriptions.
- Diversity among topics and disciplines within each Faculty Fellow cohort is important.

The objectives for each Faculty Fellow are to:

- Conduct a university-wide Teaching Excellence Workshop. The content for this event builds upon the faculty member's expertise, and is delivered in such a way to be applied to other disciplines.
- Implement a project of interest that builds upon the content of the workshop.

In addition, each Faculty Fellow:

- Meets with other Faculty Fellows to share plans and to review accomplishments.
- Receives support of CTE personnel during the implementation of activities.

- Receives \$500 for participating.
- Provides guidance and revision of this program to assess its value to future cohorts.

The Faculty Fellows Program has resulted in several follow-up events not printed on the CTE calendar. These events were marketed to participants in the original event who wanted more depth of engagement on the identified topic. Follow-up events are scheduled February – April.

Teaching Excellence Faculty Fellow Follow-up Events

| | | |
|--|-----------|---|
| Energize your Voice: Voice Projection | 2/21/2011 | |
| Energize your Voice: Vocal Dynamics | 3/21/2011 | |
| Literature Circles & Inquiry: The Experience | 3/16/2011 | |
| Literature Circles & Inquiry: Applications and Pedagogy | 3/23/2011 | |
| Engagement in Online Learning: Adobe Connect Examples I | 2/3/2011 | 7 |
| Engagement in Online Learning: Adobe Connect Examples II | 2/17/2011 | |
| Whole Brain Teaching | 3/2/2011 | |
| Whole Brain Teaching | 3/30/2011 | |
| Whole Brain Teaching: SOTL Considerations | 4/20/2011 | |

1.6. Initiative: Web Presence

Action Plans

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.

Accomplishments

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 thirteen most popular web pages. On average, these pages were accessed 260 times per month for the period July – June 2011 and the total number of hits per most popular page for this period ranged from 7118 to 658. The three most popular pages besides the CTE homepage were the Video Archive, the Events Calendar, and the Teaching Guide Table of Contents pages. The ‘Steps for a Good Syllabus’ page ranked fifth overall. The page with Charles Pierce’s video “How Familiar should I Make the Faculty-Student Relationship in the Classroom?”, that is part of our Teaching Guide, ranked sixth overall as it was part of the Teaching Assistant workshop. The one-day CTE conference, “Oktoberbest”, that celebrates the teaching accomplishments of University of South Carolina faculty, was a huge success and was the seventh most popular page.

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

| Webpages | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Total Jul-Jan | Avg per Month |
|---|------------|------------|------------|------------|------------|------------|------------|----------------------|----------------------|
| CTE Homepage | 733 | 1239 | 957 | 1014 | 1034 | 813 | 1328 | 7118 | 1017 |
| Video Archive | 246 | 857 | 794 | 1001 | 870 | 774 | 461 | 5003 | 715 |
| Events Calendar | 147 | 372 | 264 | 246 | 165 | 146 | 537 | 1877 | 268 |
| Teaching Guide Homepage | 173 | 321 | 222 | 191 | 198 | 125 | 270 | 1500 | 214 |
| Steps for a Good Syllabus | 47 | 144 | 73 | 44 | 515 | 164 | 264 | 1251 | 179 |
| "How Familiar should I Make the Faculty-Student Relationship in the Classroom?" Video | 5 | 536 | | | | 31 | 86 | 658 | 165 |
| Oktoberbest | 6 | 147 | 651 | 206 | 15 | 9 | 54 | 1,088 | 155 |
| Tips on Handling Classroom Distractions | 26 | 499 | 47 | 39 | 61 | 62 | 163 | 897 | 128 |
| Learning Outcomes | 76 | 156 | 109 | 124 | 115 | 69 | 243 | 892 | 127 |
| Teaching Styles | 117 | 79 | 96 | 118 | 132 | 77 | 132 | 751 | 107 |
| About Us | 79 | 111 | 117 | 122 | 63 | 50 | 170 | 712 | 102 |
| Contact Us | 121 | 103 | 91 | 75 | 82 | 56 | 183 | 711 | 102 |
| Preparing Future Faculty | 77 | 207 | 75 | 101 | 84 | 44 | 116 | 704 | 101 |

1.6. Initiative: Video Archive

Action Plans

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.

Accomplishments

All videos in the archive feature a speaker on the USC campus. Five seminar videos were added to the archive during the period July to January 2011, which brings the total number of seminars in the video archive to 44. The topics of recently added videos include:

1. Engaging Students: Mungo Teaching Award
2. Under the Bigtop: What to Do with the Large Lecture
3. Copyright: Faculty Rights and Responsibilities
4. Improve Your Classroom Voice
5. Beyond the Credit Hour and the Gadget Parade: Empowering Our Students for Digital Citizenship

From July through January 2011, the Video Archive's Table of Contents page was visited 5003 times. On average, the pages that are part of the Video Archive were accessed 34 times per month for the period July – January 2011 and the total number of hits for this period ranged from 536 to 87. The three most popular pages were: "Dealing with Cheating and Plagiarism" with Kelly Eifert, "Under the Bigtop: What to Do with the Large Lecture" with David Miller, and "Engaging Students: Mungo Teaching Award Panel" with Donna A. Chen, Bobby Donaldson, Kevin Elliott, and Kimberly Eison Simmons. The video archive can be viewed at <http://www.sc.edu/cte/videoarchive>.

1.7. Initiative: On-line Teaching Guide

Action Plans

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.

Accomplishments

The Teaching Guide currently includes twenty-eight main pages. On average, these main pages were accessed 50 times per month for the period July– January 2011 and the total number of hits for this period ranged from 1251 to 106. The three most popular pages besides the "How Familiar should I Make the Faculty-Student Relationship in the Classroom?" video were: Steps for a Good Syllabus, Tips on Handling Classroom Distractions, 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 24 times per month and the total number of hits ranged from 165 to 39. The five most popular videos were: "How Familiar should I Make the Faculty-Student Relationship in the Classroom?", "Obtaining and Maintaining Classroom Control", "Define Expectations", "Teaching Triggers Research Ideas", and "Classroom Response Systems - Tool for Formative and Summative Feedback".

Number of Hits to Pages within the CTE Teaching Guide

| Webpages | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Total Jul-Jan | Avg per Month |
|---|------------|------------|------------|------------|------------|------------|------------|----------------------|----------------------|
| Steps for a Good Syllabus | 47 | 144 | 73 | 44 | 515 | 164 | 264 | 1251 | 179 |
| How Familiar should I Make the Faculty-Student Relationship in the Classroom? Video | 5 | 536 | | | | 31 | 86 | 658 | 165 |
| Tips on Handling Classroom Distractions | 26 | 499 | 47 | 39 | 61 | 62 | 163 | 897 | 128 |
| Learning Outcomes | 76 | 155 | 109 | 124 | 115 | 69 | 243 | 891 | 127 |
| Teaching Styles | 117 | 79 | 96 | 118 | 132 | 77 | 132 | 751 | 107 |
| Steps for Course Design | 47 | 77 | 54 | 58 | 52 | 28 | 153 | 469 | 67 |
| Example Syllabus Statements | 28 | 147 | 31 | 21 | 39 | 31 | 110 | 407 | 58 |
| USC Policies Related to Teaching | 35 | 49 | 37 | 39 | 48 | 91 | 92 | 391 | 56 |
| Principles for Good Practice in Undergraduate Education | 30 | 45 | 44 | 51 | 82 | 29 | 74 | 355 | 51 |
| Tips for Time Management | 23 | 36 | 38 | 31 | 18 | 23 | 139 | 308 | 44 |
| Effectively Using Adobe Connect Professional | 31 | 42 | 45 | 41 | 36 | 27 | 79 | 301 | 43 |
| Benefits for Faculty Using Blackboard | 25 | 40 | 43 | 34 | 27 | 18 | 61 | 248 | 35 |
| Designing and Delivering PowerPoint Presentations | 16 | 22 | 21 | 42 | 30 | 23 | 76 | 230 | 33 |
| Steps to Assess your Instructional Goals | 16 | 14 | 27 | 35 | 39 | 12 | 59 | 202 | 29 |
| Websites We like | 14 | 12 | 65 | 36 | 11 | 7 | 55 | 200 | 29 |
| USC Offices to Help with Student Issues | 18 | 33 | 20 | 26 | 26 | 14 | 53 | 190 | 27 |
| Campus Websites You Can't Live Without | 24 | 26 | 27 | 14 | 25 | 10 | 56 | 182 | 26 |
| Classroom Assessment Techniques | 15 | 21 | 20 | 20 | 20 | 17 | 61 | 174 | 25 |
| Tips for Your First Class | 12 | 29 | 14 | 15 | 12 | 18 | 74 | 174 | 25 |
| Universal Design for Learning | 19 | 21 | 24 | 17 | 26 | 12 | 51 | 170 | 24 |
| Use Grading as Fair Teaching Tool | 12 | 21 | 16 | 18 | 20 | 15 | 50 | 152 | 22 |
| Steps to GREAT Lesson Planning | 9 | 18 | 18 | 10 | 19 | 13 | 65 | 152 | 22 |
| Linking Teaching and Research Across Disciplines | 13 | 21 | 12 | 7 | 20 | 13 | 58 | 144 | 21 |
| Building Community with Technology | 7 | 17 | 17 | 16 | 18 | 15 | 50 | 140 | 20 |
| Using Technology to be More Efficient | 13 | 16 | 11 | 12 | 13 | 14 | 57 | 136 | 19 |
| Putting Your Class Online | 7 | 12 | 20 | 19 | 11 | 13 | 53 | 135 | 19 |
| Use Questions and Manage Class Discussion | 9 | 16 | 12 | 15 | 11 | 11 | 56 | 130 | 19 |
| Benefits for Faculty Using Blackboard Assessment and Gradebook | 11 | 14 | 17 | 10 | 8 | 11 | 53 | 124 | 18 |
| Make Your Lab Run Smoothly | 7 | 8 | 14 | 6 | 7 | 9 | 55 | 106 | 15 |

| |
|---|
| 2. Goal: Help new faculty and instructors establish a foundation for a lifetime of excellent teaching. |
|---|

2.1. Initiative: Orientations

Action Plans

Each August and January prior to the start of classes, the CTE will coordinate a university-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

Indicators

Indicators include the number of participants and participant evaluation surveys.

Accomplishments

New Faculty Orientation (NFO) was offered in August 2010 for three days and in January 2011 for one day. 58 new faculty attended the August events and 10 attended in January. Incoming faculty were identified through college and departmental contacts and were issued an invitation through the Office of the Provost. An information packet for faculty was distributed in advance of the NFO meetings to address information about campus logistics, University support for teaching and research and campus resources at USC. In total, orientation events for new faculty contributed to 681.75 hours of in-person professional development.

| Orientation Workshops | Date | Attendance |
|---|-------------|-------------------|
| New Faculty Orientation – Fall- Morning Session | 8/11/2010 | 58 |
| New Faculty Orientation – Fall- Afternoon Session | 8/11/2010 | 45 |
| New Faculty Orientation – Fall- Morning Session | 8/12/2010 | 54 |
| New Faculty Orientation – Fall- Afternoon Session | 8/12/2010 | 48 |
| New Faculty Orientation – Fall- Final Session | 8/13/2010 | 37 |
| New Faculty Orientation -- Spring | 1/5/2011 | 10 |

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? | 57% | 43% | | |

2.2. Initiative: Power Lunches

Action Plans

A Power Lunch provides an opportunity for specific groups of faculty to interact with senior administrators, veteran faculty, and other academic personnel. Participants convene in the CTE for lunch, a brief presentation, and an interactive discussion. .

Indicators

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

Accomplishments

Two Vice Provost's Power Lunches were offered for Columbia faculty in Fall 2010. In addition, one lunch for Clinical faculty and one lunch for Regional faculty were offered. Teaching lunches in the fall 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. During the Spring 2011 term, 3 lunches were themed, one each for Tenure-Track faculty, Student Organization Advisors and for Clinical Faculty. During the Fall 2010 term, attendance at the lunches ranged from 7 to 19 with an average of 12 people per session. Fall 2010 Power Lunch events contributed to 70.5 hours of in-person professional development.

| Lunch Title | Date | Attendance |
|---|------------|------------|
| Columbia Power Lunch | 10/12/2010 | 11 |
| Regional Campus Power Lunch | 11/5/2010 | 10 |
| Clinical Faculty Lunch | 11/10/2010 | 19 |
| Columbia Power Lunch | 11/17/2010 | 7 |
| Power Lunch for Tenure-Track | 3/3/2011 | |
| Power Lunch for Advisors of Student Organizations | 3/17/2011 | |
| Power Lunch for Clinical Faculty | 3/31/2011 | |

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 conducted during Fall 2010.

Evaluation Summary for Vice Provost's Teaching Lunches

| | Very helpful | Helpful | Not sure | Not helpful |
|---|--------------|---------|----------|-------------|
| Overall, how helpful was this event to your teaching? | 71% | 26% | 3% | |

2.3. 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.

Accomplishments

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 17 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 2011 Accent Reduction Short Course accommodated 12 tenure-track faculty from 8 campus departments. Native languages of the participants include Chinese, Russian, German, Bengali, Romanian, and Bulgarian. Course meetings related to the Accent Reduction Short Course will contribute to 306 hours of in-person professional development when it ends in April 2011.

2.4. 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.

Accomplishments

Through February 8, 2010, the Faculty Director, Associate Directors and staff of the CTE provided confidential consultations with 16 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. These meetings contributed to 21.5 hours of in-person professional development.

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

3.1. Initiative: Graduate Student Orientations and Workshops

Action Plans

Support the teaching of graduate students by participating in TA Training, invite graduate students to Teaching Excellence Workshops, and facilitating a series 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.

Accomplishments

The Faculty Director played a planning and presenting role in TA Orientation in August 2010, delivering the Teaching Our Students presentation to 486 TAs. The Associate Director presented to 449 TAs on the topic of Evaluating Students. The CTE's role in TA Orientation contributed to 1421 hours of in-person professional development. The following workshops were conducted specifically for graduate students and topics of interest through February 8, 2011.

Graduate Student Orientations and Workshops

| Seminar Title | Date | Attendance |
|--|-----------|------------|
| Teaching Our Students – TA Orientation – 2 hours | 8/11/2010 | 486 |
| Evaluating Students – TA Orientation – 1 hour | 8/12/2010 | 449 |
| American Cultural Adjustment | 1/20/2011 | 8 |
| Tips for TAs | 1/25/2011 | 12 |
| Power Lunch- Mentoring Undergraduate Researchers | 2/7/2011 | 17 |
| Power Lunch- Mentoring Undergraduate Researchers | 2/8/2011 | 11 |
| What to do about Cheating | 2/24/2011 | |

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 through February 8, 2011. 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? | 67% | 27% | 3% | 3% |

3.2. Initiative: Preparing Future Faculty Program

Action Plans

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.

Accomplishments

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 2010-11 academic year, forty-five students were enrolled as PFF candidates. As of January 2011, six students have completed the required activities. It is projected that 20 or more will receive credentials at Graduate Student Day on April 8, 2011. Individual consultations regarding PFF activities and graduate student needs in general contributed to 4.25 hours of in-person professional development.

3.3. Initiative: Partners in Inquiry Program

Action Plans

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.

Accomplishments

During the Fall 2010 term, 5 Fellows and 5 Teacher Partners attended the 6 hour Fall Retreat in August as an orientation to the Partners in Inquiry experience. 1 Fellow and Teacher Partner were trained individually. The Partner Retreat and subsequent individual training contributed to 63 hours of in-person professional development. Pi Fellows were placed in three local middle schools 20 hours per week, with 3 placements at Crayton Middle School, 1 at Dent Middle School and 2 at St. Andrews Middle School. The following graduate programs are represented in the Pi Fellows cohort: Biomedical Engineering, Geological Sciences, Marine Chemistry, Biomedical Science, Chemical Engineering and Civil and Environmental Engineering. One Pi Fellow continues at Crayton Middle School 20 hours per week during the Spring 2011 term. Pi Fellows enrolled in GRAD 800 during the Fall 2010 term. GRAD 800 was taught by Dr. Jed Lyons. GRAD 800 contributed to 144 hours of in-person professional development.

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 serves to document policies and procedures. The Advisory Board, which includes representatives from cost share partners, contributed to recruitment and partnership strategies. Funding remains to pursue two Pi Fellows for Fall 2011.

4. Goal: Enable the wise use of instructional technologies to enhance student learning.

4.1. Initiative: Teaching Excellence Events in the Technology Initiative

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.

Accomplishments

Eleven Teaching Excellence Seminars and Workshops associated with this goal are scheduled during FY11. As shown in the table below, average in-room attendance for events through February 8, 2011, was 17 individuals. So far, these events have contributed to 217.5 hours of in-person professional development. The “Teaching with Second Life” event was recorded for possible future use through the Video Archive.

Teaching Excellence Events in the Technology Initiative

| | | |
|---|--------------|----|
| ELI Blended Learning Conference | 9/15-16/2010 | 11 |
| Teaching with Second Life | 10/20/2010 | 42 |
| Case-Based Learning | 10/25/2010 | 7 |
| Voyages into the Technology Frontier: Mobile Learning | 10/28/2010 | 19 |
| 5 Things You Can Do With a Wiki | 11/4/2010 | 14 |
| Tablet PCs in Teaching | 1/21/2011 | 14 |
| Engaging Students in Larger Classes with Technology | 1/26/2011 | 16 |
| Student Engagement in Online Learning | 1/27/2011 | 15 |
| ELI Technology and Pedagogy Conference: “Education in the Open” | 2/14-16/2011 | |
| Social Presence in the Online Course | 2/22/2011 | |
| Blended Learning: The Basics | 3/1/2011 | |
| Presentations that Wow! | 3/18/2011 | |
| Voyages into the Technology Frontier: iPads and Teaching | 3/23/2011 | |
| Interactive Questioning in Online Lectures | 4/6/2011 | |
| ELI Focus Session: “Seeking Evidence of Impact” | 4/13-14/2011 | |

The table below summarizes the end-of-session evaluation from these workshops, through February 8, 2011. 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? | 66% | 30% | 4% | |

4.2. 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.

Accomplishments

Faculty and staff looking to upgrade instructional technology and pedagogy skills were invited to the Blackboard and Educational Software Technologies (BEST) Institute in August 2010 and January 2011. The event offers a selection of sessions on different technologies and how to use them to enhance teaching and learning. In August 2010, the CTE Associate Directors taught seven 1.5-hour sessions of the 20 concurrent sessions, offered to 330 registrants. In January 2011, the Best Institute offered 22 concurrent sessions with 291 faculty and staff registrations. In January, presentations included 2 sessions led by CTE Larger Teaching Grant recipients. End-of-session evaluations conducted by Teaching and Technology Services were reported as positive. The BEST Institute contributed to 931.5 hours of in-person professional development during the Fall and Spring sessions.

4.3. 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.

Accomplishments

Cohort Programs continue to provide valuable interaction between faculty with common interests. FY11 cohorts include the conclusion of one repeated competitive technology loan program, a new technology loan program in partnership with the CIO and one continuing grant program in partnership with the Office of the Provost.

Teaching Excellence Technology Transfer Program: Tablet PCs in Teaching. The original grant program provided the loan of 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. In July

2010, the “technology loan program” became a “transfer” program. A new RFP was distributed to transfer Tablet PCs to academic departments for continued use by the cohort participants or others. Fifteen Gateway Tablet PCs, formerly part of the Technology Loan Program, were transferred to the following campuses and departments: USC-Lancaster: Humanities, USC-Lancaster: Geology, USC-Sumter: Business, Epidemiology and Biostatistics, Languages, Literature and Culture, Instruction and Teacher Education, Library and Information Science, Mathematics, Anthropology, Physics and Astronomy, Linguistics and Management Science. Cohort participants continued to meet as a cohort through Spring 2011. Cohort meetings contributed to 31 hours of in person professional development.

Teaching Excellence Technology Loan Program: Using an iPad™ to Enhance Teaching and Learning.

This technology loan program, in partnership with the CIO, provided an Apple iPad™ to faculty to investigate specific strategies for using this technology to enhance teaching and learning. Fifteen participants met as a cohort to exchange ideas and address common challenges, learning from each other what works and what doesn't, defining together excellent uses for iPad™ technology for teaching. Between 15 and 19 participants attended each of the meetings. These meetings contributed to 69 hours of professional development. Although this project was initially a loan program, the enthusiasm and depth of engagement of participating faculty led to the transfer of the iPad™ to each department.

Successful applicants:

- Received an iPad™ for use in the Fall 2010 and Spring 2011 semesters.
- Investigated the use of the iPad™ as a teaching and learning tool in at least one course.
- Attended a participant kick-off luncheon.
- Attended 6 participant meetings.
- Distributed a survey to students asking for feedback on the use of the iPad™ to enhance teaching and learning.
- Prepared a written report and contribute to an oral presentation through the CTE to discuss how the iPad™ was used to enhance teaching and learning.

Participants met as a cohort and shared their experience with others continuing through the Spring 2011 semester.

Teaching Excellence Grants on Improving Larger Classes with Technology. This grant program began Summer 2010 to help faculty implement technology strategies and/or technology-enhanced components in a larger class schedule for Fall 2010. The proposed enhancements were meant to 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. Cohort meetings contributed to 34 hours of in-person professional development.

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

- Received grants of \$3600 each to engage in this instructional development project.
- Attended six grantee team meetings in Summer and Fall 2010 to share ideas and provide feedback on projects in progress.
- Received assistance in instructional design using specific technologies and pedagogical strategies to deliver content related to learning outcomes.
- Taught a course during the Fall 2010 semester which implemented the developed strategies and/or components.
- Administered student surveys provided by this program.
- Participated in campus-wide presentations to disseminate strategies in Spring 2011.

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| 5. Goal: Increase and leverage support for programs that promote teaching excellence. |
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5.1. Initiative: Development

Action Plans

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

Indicators

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

Accomplishments

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 submit a proposal to South Financial Group to seek continued support for the Partners in Inquiry Program. Unfortunately, that company was purchased by another in September 2010, and support for the proposal was lost.

5.2. Initiative: Co-Sponsored Events

Action Plans

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.

Accomplishments

Through February 8, 2011, FY11 co-sponsored activities included 5 conferences, 12 seminars and workshops, 7 Provost's lunches, 2 new faculty orientations and 3 grant opportunities co-sponsored by 8 units, as shown in the table below.

Cosponsored Events in FY11

| Event | Cosponsor | Cosponsor Contribution |
|--|---|--|
| BEST Institute (Fall 2010, Spring 2011) | UTS/Teaching and Technology Services | Event Production |
| ELI Blended Learning Conference (9/15-16/2010) | OIT/CIO | Event Registration |
| Community Partner Breakfast (9/22/2010) | Office of Student Engagement | Event Promotion |
| Vice Provost's Teaching Lunches (4 Fall 2010, 3 Spring 2011) | Office of the Provost | Event Promotion |
| New Faculty Orientation (August 2010, January 2011) | Office of the Provost | Planning, Production and Promotion, Refreshments |
| Mutual Expectations (9/21/2010) | Office of Student Engagement | Refreshments and Event Promotion |
| Service-Learning Partnership Pairs (9/28/2010) | Office of Student Engagement | Event Promotion |
| Service-Learning Pedagogy and Resources 10/27/2010) | Office of Student Engagement | Event Promotion |
| Mutual Expectations: Academic Integrity (11/9/2010) | Office of Student Engagement and Office of Academic Integrity | Event Promotion |
| Teaching Excellence Technology Loan Program: Using an iPad™ to Enhance Teaching and Learning | OIT/CIO | Funding |
| Teaching Excellence Grants on Improving Larger Classes with Technology | Office of the Provost and Teaching and Technology Services | Funding, Facilitating |
| Case-Based Teaching Tips (2/4/2011) | Moore School of Business, HRSM | Event Promotion |
| Voyages into the Technology Frontier (10/28/2010 and 3/23/2011) | OIT/Carolina Learning Initiative | Event Promotion |
| ELI Technology and Pedagogy Conference (2/14-16/2011) | OIT/CIO | Event Registration |
| Active Shooter (2/17/2011) | Provost's Office | Event Promotion |
| ELI Focus Session: "Seeking Evidence of Impact" (4/13-14/2011) | OIT/CIO | Event Registration |
| Oktoberbest (10/1/2010) | OIT/CIO | Keynote Presenter |
| What to do about Cheating (2/24/2011) | Office of Academic Integrity | Event Promotion |
| Teaching Pell Grant Students Successfully Today (11/2/2010) | TRIO | Event Promotion |
| Teaching Excellence Grants on Service-Learning | Office of Student Engagement | Grant funding Content expertise |

5.3. Initiative: Memorandums of Understanding

Action Plans

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.

Accomplishments

In FY11, through February 8, 2011, the CTE has **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

Action Plans

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.

Accomplishments

Faculty and staff affiliated with the CTE were active participants on university committees in FY11. The CTE Faculty Director served as an ex-officio member of the Faculty Committee on Instructional Development, completed service on a Focus Carolina Task Force, contributed to the report of two SACS standards committees, served on the SACS QEP committee and wrote the Professional Development component of the SACS QEP proposal. The Faculty Director of Technology Pedagogy served on the Classroom Space and Scheduling Committee and she is a member of the Distance Education Advisory Committee, the Faculty Committee for Instructional Development, and the Classroom Enhancement Project. The Program Manager served on the 2011 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.

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

Action Plan

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

Indicators

Indicators include the number and nature of publications.

Accomplishments

Two start-of-semester newsletters and several 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 strives to effectively use the available university publications to increase faculty awareness of all it has to offer.

6.2 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.

Accomplishments

The Faculty Director met with the Faculty Committee on Instructional Development at the one meeting it held this year, which occurred in the fall of 2009. They recommended a comprehensive evaluation of CTE cohort and grant programs be undertaken to assess the outcomes. The plan that was proposed was to engage members of FCID in developing and implementing this evaluation.

6.3. 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.

Accomplishments

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 through Feb. 8, 2011, 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.

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. This position was vacant from mid-May through mid-August 2010, at which time the current Reid Plummer was hired at the Program Assistant classification.

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.

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. She also fulfilled the duties of the Program Coordinator position from mid-May through mid-August while that position was vacant.

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 develops and implements 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 was filled by Dr. Tena Crews, a Professor from the Department of Technology Support & Training Management. Funds were 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. This position became vacant on January 1, 2011. Filling the position has been delayed due to uncertainty about the type and level of support the CTE will be called upon to provide the distributed learning initiatives of the University.