Executive Summary

Blueprint for Academic Excellence
Center for Teaching Excellence
AY2021-2022

Highlights

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

Mission Statement

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

Updated: 07/01/2015

Vision Statement

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

Updated: 07/09/2017

Values Statement

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

Updated: 07/01/2015

Center for Teaching Excellence
University of South Carolina

Table Of Content

Goals - Looking Back

Goal 1 - Enhances Teaching Effectiveness at USC

Goal Statement	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	The Center for Teaching Excellence mission is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
Status	Progressing as expected (multi-year goal)
Action Plan	During 2019-20, the CTE staff has increased the number of workshops and programs that share research-based teaching practices. Other initiative include expanding the number of Certificates of Completion, which package multiple workshops to increase the depth of training and provide recognition of those who participate. CTE also continued to offer grant opportunities to encourage innovative teaching, and CTE has continued to build strategic partnerships to improve services provided to all who teach at USC and to work collaboratively with partners to identify common goals and objectives.
Achievements	CTE has engaged in a robust set of activities to enhance the pedagogical knowledge of faculty. These efforts include scheduling 252 workshops during the academic year. In addition, the Instructional Design team provides 1796 faculty consultations, and worked with faculty to develop 526 face-to-face, online, and blended courses, as well as transitioning existing courses to online delivery. Grants were awarded to 95 faculty and graduate students to encourage innovation in teaching. In addition to workshops, CTE offered a number of short courses, including the eight-week Getting Started Teaching Online, Teaching Online for Graduate Students, Technology for Online Teaching and Learning, and a new offering, Carolina Online Teaching and Learning

Goals - Looking Back

	(COLT). CTE also cosponsored and hosted a national conference on the use of virtual reality and related technologies in teaching. CTE also implement its first Adjunct Orientation sessions in Fall 2019 and Spring 2020.
Resources Utilized	As the core goal of CTE, all CTE staff and the majority of our financial resources are devoted to this goal.
Goal Continuation	With one exception, all programs in this area will continue in 2020-21. (Grant programs have been suspended during the economic crisis.)
Goal Upcoming Plans	Increase the number of Certificates of Completion (adding Experiential Learning, Mentoring, Volunteer Leadership, Mental Health and Wellbeing, Online International Programming, and Carolina Online Learning and Teaching. Increase the number of faculty served by increasing outreach to lower-performing faculty.
Resources Needed	The majority of CTE resources are devoted to this goal. To help address the challenges faculty faced due to the pandemic, CTE added two, temporary instructional designers to the team. The budget was adequate for this year. Looking ahead, additional resources would allow the Center for Teaching Excellence to increase the support to faculty to create additional courses or to move courses online.
Goal Notes	

Goals - Looking Back

Goal 2 - Awareness of CTE

Goal Statement	Increase awareness of CTE among all constituencies.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
Status	Progressing as expected (multi-year goal)
Action Plan	Utilize social media, email, websites, and other available media to share information about CTE activities and to create conversations about teaching. Move as many printed publications to electronic versions to save on printing costs. (For example, the "Goldenrod" Events Schedule for Fall 2019 and Spring 2020 was distributed electronically instead of sending paper copies to each department for every faculty member.) Webinar capabilities, including audio, have been enhanced, and additional videos are being posted on the CTE website.
Achievements	CTE enjoyed a significant increase in communication reach during 2019-2020. The number of Twitter followers increased from 1024 to 1214, Facebook followers increased from 465 to 547, Instagram followers increased from 169 to 255, and the CTE listserv grew from approximately 1076 users to 1721. For the year, the CTE YouTube channel delivered more than 291,000 streams, with a total of 87,000 hours of viewing. The primary measure of effectiveness of these efforts is participation in CTE's workshops and programs, which has increased significantly over the past two years.
Resources Utilized	Full time Public Information Coordinator, half-time student assistant, and one work-study student, plus related technology and budget to support communication efforts.
Goal Continuation	Continuation without changes.
Goal Upcoming Plans	Continuation without changes.
Resources Needed	
Goal Notes	

Goals - Looking Back

Goal 3 - Professional Development for Graduate Teaching Assistants

Goal Statement	Plans and implements instructional and professional development programs for graduate teaching assistants.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to provide training, orientation, GRAD 701, PFF program, pedagogical resources, and individual consultations as needed.
Achievements	• CTE developed and facilitated 5 days of GTA Orientation workshops (4 in August, 1 in January) successfully training 468 new graduate TA/IAs, organized and scheduled in concert with departmental orientations, English Programs for Internationals ITA training workshops and International Student Services Orientations. 368 graduate IA/TAs were enrolled in the GRAD 701 Teaching Assistant Development training course, participating in 50+ CTE and campus partner teaching and professional development events, and 42 workshops. CTE funded 8 Graduate Teaching Assistant Resource Development grants. Our Preparing Future Faculty (PFF) program received 83 applications, with 70 completing the program by July 2020. The PFF Plus program, which piloted in the 2018-2019 year, continued with four Mathematics graduate students completing the program. Our "Writing Your Teaching Philosophy" Workshop series enrolled 63 graduate students in the 2019-2020 year.
Resources Utilized	One full time staff member, one graduate assistant, and assistance from other CTE staff as needed
Goal Continuation	Continue without changes
Goal Upcoming Plans	Continue without changes.
Resources Needed	TA Orientation events the first two (of four) dates in August 2019 were held in the Russell House; while RHUU staff and resources were sufficient, scheduling and securing of RHUU space for this large event is always uncertain. TAOs could be given priority booking on the RHUU schedule as a "recurring event" to ensure space for this major event. TA Orientations were held in January 2020 in the WB Nursing Building. Graduate School cost-sharing continued to provide necessary assistance with resources for TA Orientations. Assistance

Goals - Looking Back

	from a part-time graduate assistant for 10 hours per week is currently available and necessary for GRAD 701 course administration. We currently use Registrar resources for GRAD 701 course section assignments and 25Live scheduling, and our campus partner offices' resources and assistance for TA orientations and other professional development programming.
Goal Notes	

Goals - Looking Back

Goal 4 - Support Distributed Learning Courses

Goal Statement	Provide resources and services to support the development of high quality distributed learning courses.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Inspire excellence and innovation in teaching at the University of South Carolina.Offer programs, resources and opportunities to enhance the quality of teaching and learning at the University.
Status	Progressing as expected (multi-year goal)
Action Plan	The original action plan called for increasing the number of distributed learning (DL) professional development opportunities and providing assessment of DL courses. The onset of the corona virus pandemic increased the demand for this service, and resources were appropriately shifted to assist faculty with remote and blended teaching. Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each Palmetto College campus as needed to provide DL support and guidance. Develop a strategic scholarship plan for distributed learning. Implement a new Certificate of Completion program (Carolina Online Learning and Teaching--COLT) to increase online teaching expertise at UofSC.
Achievements	Offer Getting Started Teaching Online during Fall 2019, Spring 2020, and Summer 2020. Offer Carolina Learning and Teaching Summer 2020. 23 courses received DLQR approval. Offering Teaching Online for Graduate Students during Fall 2019 and Spring 2020.Technology for Online Teaching and Learning Short Course was offered during Fall 2019. Although the instructional design team does not break out the consultations and course design assistance by delivery type, the vast majority were related to distributed learning For the 2019-2020 academic year, the instructional design staff provided 1796 consultations and helped develop 526 courses.
Resources Utilized	The four-person instructional design team worked with the Office of

Goals - Looking Back

	Distributed Learning and the Office of On Your Time Initiatives to provide distributed learning services. The challenges posed by the pandemic resulted in adding two temporary instructional designers to the team effective April 2020.
Goal Continuation	No changes are planned in the type of services. The size of the staff will be affected by budget decisions.
Goal Upcoming Plans	See the "Looking Ahead" section.
Resources Needed	
Goal Notes	

Goals - Real Time

Goals for the current Academic Year.

Goal 1 - Enhances Teaching Effectiveness at USC

Goal Statement	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
Status	Progressing as expected (multi-year goal)
Action Plan	The CTE 2020-21 action plan includes moving all programming and support online until the end of the pandemic, as well as increasing services and workshops that assist faculty in hybrid and online teaching. CTE will continue to create new innovative workshops and resources for faculty to educate students to meet the demands for the 21st century workforce. Specific initiatives include creating new certificates of completion in Mental Health and Wellbeing Competency for Faculty, Online International Programming, and Volunteer Leadership. CTE is also creating a "Master Class" program that will be offered for the first time during Fall 2020 to provide advanced training in pedagogy to a select group of full-time faculty.
Achievements	Although the academic year is only 1/3 complete as this is written the Center for Teaching Excellence is serving more faculty per month than ever before, in part due to the increased demand for training resulting from the pandemic, but also because it appears that the online offerings of these programs may have made it easier for faculty to participate. As of September 27, session attendance totaled 1888, with 780 instructional design consultations and 327 course development meetings.
Resources Utilized	As the core mission of CTE, all CTE staff and most of our financial

	resources are devoted to achieving this goal.
Goal Continuation	It is anticipated that the workshops and programs will continue to be the core service offered by CTE, with the increased number of Certificates of Completion leading to greater participation. The delivery of workshops and programs online will become more common in the future, as both CTE staff and our faculty clients become accustomed to participating online.
Goal Upcoming Plans	Uncertainties related to the pandemic have limited the opportunity for new programs as most of the CTE efforts have been focused on delivering our current services in a virtual environment. CTE anticipates that we will continue to build strategic partnerships to improve services provided to all who teach at USC.
Resources Needed	No new resources requested at this point, but additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students, especially if additional emphasis is placed on distributed learning at the university level.
Goal Notes	

Goals - Real Time

Goal Statement	Increase awareness of CTE among all constituencies.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to develop reach across all media to engage faculty, stimulate conversations, and share information about research, events, and other items of interest. Ascertain whether there is a need to broaden content onto Instagram and Tik-tok. Continue to migrate communications from paper to electronic forms. Use communication tools to establish a stronger national brand for CTE.
Achievements	CTE has implemented a robust set of reporting tools that provide metrics for our communication efforts. We will continue to refine the measures and study the output in order to increase the effectiveness of our communication efforts.
Resources Utilized	One full time staff member, one half-time student assistant, and work-study students as they are available.
Goal Continuation	Continue to utilize the available channels to promote excellence and innovation in teaching by promoting CTE's workshops and programming, CTE's instructional design services, pedagogical research published in authoritative sources, and teaching tips from UofSC faculty.
Goal Upcoming Plans	• Continue the migration from paper to electronic delivery whenever possible. Continue to nurture and grow media channels to ensure effective communication with CTE's constituencies.
Resources Needed	No new resources; better utilization of existing resources including online delivery or workshops and programming..

Goals - Real Time

Goal Notes	

Goals - Real Time

Goal 3 - Professional Development for Graduate Teaching Assistants

Goal Statement	Plans and implements instructional and professional development programs for graduate teaching assistants.
Linkage to University Goal	- Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. - Assemble and cultivate a world-class faculty and staff. - Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. - Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to provide training, orientation, GRAD 701, PFF program, and individual consultations as needed.
Achievements	The pandemic has created major modifications in our GTA programs. Instead of face-to-face orientations, all GTA orientations were held online in Fall 2020 (with 437 graduate IA/TAs participating), and the expectation is that we will do the same in January 2021. The PFF and GRAD 701 programs have also been moved online for the 200-2021 Academic Year. The TA training program will continue to partner with the Graduate School and branch out into partnerships with other campus partners to develop and improve our professional development programming offerings to provide appropriate, relevant resource and skill-building opportunities for our students entering a challenging and diverse job market. We are also continuing to offer an online short course each term, "Teaching Online for Graduate Students," that serves 15-25 students per term. When the pandemic ends, we anticipate continuing to blend online and face-to-face training for graduate students as we have received overwhelmingly positive feedback for the online TA Orientations and GRAD 701 opportunities provided.
Resources Utilized	One full time staff member, one graduate assistant, and assistance from other CTE staff as needed.
Goal Continuation	Continue without changes.
Goal Upcoming Plans	The GTA Orientation Program, Preparing Future Faculty Program, and GRAD 701 are expected to continue and progress. To evaluate

	the effectiveness of these programs, our graduate assistant is conducting a study of programs to obtain feedback from attendees and identify areas where improvement is needed. CTE will also work with other constituencies across campus to facilitate consistency in GTAs' departmental support and feedback, consideration of GTA needs with respect to future departmental teaching requirements, better awareness of departments with respect to GTA training capabilities vs. expectations with input from departments as to their GTAs responsibilities, etc. When the pandemic passes, CTE will study the aspects of online training that can be continued (including GTA orientation) and those that should resume face-to-face delivery.
Resources Needed	In order to expand our TA Training Program beyond its current capacity and programming services, we need more full-time or part-time staff. Continued suitable and reliable space availability for large TA orientation events in August in the Russell House is fundamental to the success of TA Orientations, along with Graduate School cost-sharing. We need more timely reservation availability from the Registrar for TA Orientation events in January (one month advance planning is not sufficient). Continued campus partner offices' resources and assistance for TA orientations, and resources for workshops and events tied to GTA professional development programming (food, materials, supplies) are also necessary.
Goal Notes	

Goals - Real Time

Goal 4 - Support Distributed Learning Courses

Goal Statement	Provide resources and services to support the development of high quality distributed learning courses.
Linkage to University Goal	- Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. - Assemble and cultivate a world-class faculty and staff. - Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. - Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue collaborative efforts with the Office of Distributed Learning and On Your Time Initiatives to increase the number of courses offered using distributed learning technologies. Continue to work with the Faculty Senate Instructional Development and Courses & Curricula Committee to ensure that faculty have support and are aware of the support needed to implement or continue distributed education. Continue to offer the Getting Started Teaching Online short course during Fall and Spring terms, continue to offer Technology for Online Learning and Teaching short course in Fall semester, and Carolina Online Learning and Teaching Certificate of Complete Fall and Spring terms, with the possibility of adding summer offerings. Continue to offer Teaching Online for Graduate Students twice per year.
Achievements	One third of the way through the academic year, the attendance, consultation, and related metrics have increased dramatically compared to previous years, primarily because of demand related to the shift to remote and hybrid teaching resulting from the pandemic.
Resources Utilized	Four permanent, full-time instructional designers, supplemented with two temporary, part-time instructional designers.
Goal Continuation	The support for distributed learning courses will continue, but with greater importance because of the shift to remote and hybrid teaching.
Goal Upcoming Plans	Accelerate offering Carolina Online Learning and Teaching short

	course.
	Increase utilization of instructional design services. Collaborate with Faculty Senate Committees to ensure that courses are developed that meet university requirements.
	Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each Palmetto College campus twice an academic year to provide DL support and guidance.
Resources Needed	Instructional design team, distributed learning campus partners, and collaboration with Faculty Senate committees. Additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.
Goal Notes	

Goals - Real Time

Goal 5 - Awareness of CTE (Copy)

Goal Statement	Increase awareness of CTE among all constituencies.
Linkage to University Goal	
Alignment with Mission, Vision, and Values	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to develop reach across all media to engage faculty, stimulate conversations, and share information about research, events, and other items of interest. Ascertain whether there is a need to broaden content onto Instagram and Tik-tok. Continue to migrate communications from paper to electronic forms. Use communication tools to establish a stronger national brand for CTE.
Achievements	CTE has implemented a robust set of reporting tools that provide metrics for our communication efforts. We will continue to refine the measures and study the output in order to increase the effectiveness of our communication efforts.
Resources Utilized	One full time staff member, one half-time student assistant, and work-study students as they are available.
Goal Continuation	Continue to utilize the available channels to promote excellence and innovation in teaching by promoting CTE's workshops and programming, CTE's instructional design services, pedagogical research published in authoritative sources, and teaching tips from UofSC faculty.
Goal Upcoming Plans	Continue the migration from paper to electronic delivery whenever possible. Continue to nurture and grow media channels to ensure effective communication with CTE's constituencies.
Resources Needed	No new resources; better utilization of existing resources including online delivery or workshops and programming..
Goal Notes	

Goals - Looking Ahead

Goals for the next Academic Year.

Goal 1 - Enhances Teaching Effectiveness at USC

Goal Statement	Enhances the pedagogical knowledge and effectiveness of all who teach at USC.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	The Center for Teaching Excellence goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. CTE is focused and committed to developing new workshops, increasing the number of new facilitators, and providing services directly to Palmetto College campuses and USC School of Medicine (Columbia and Greenville).
Status	Progressing as expected (multi-year goal)
Action Plan	The CTE 2021-22 action plan is focused on creating a new balance between in-person and virtual delivery of CTE's programs and services. The crisis created by the pandemic has also created opportunities for online delivery that could be beneficial in the future. The budget crisis has imposed limitations on the number of new services, and, if it continues, it could impede the delivery of face-to-face services moving forward. The most important goal is to continue to provide the full range of workshops and programming to strengthen the culture of pedagogy at the University of South Carolina.
Achievements	
Resources Utilized	As the core mission of CTE, all CTE staff and most of our financial resources will be devoted to achieving this goal.
Goal Continuation	It is anticipated that the workshops and programs will continue to be the core service offered by CTE. Blended delivery of these workshops and programs will be a top priority during this year.

Goals - Looking Ahead

Goal Upcoming Plans	As the pandemic subsides, the focus of CTE will be on finding a "new normal" that will combine lessons from the previous year with best practices to create a robust schedule of programming that will enhance excellence and innovation in teaching at the University of South Carolina.
Resources Needed	The 2020 recurring budget cuts were balanced by an increase in carryforward that allowed CTE to temporarily increase staff while drastically reducing or eliminating many expenses such as food and beverages for attendees, travel, and printing. Some restoration of recurring budget funds may be needed when normal operation resumes. Additional funding will also allow CTE to increase the number of instructional designers on the staff.
Goal Notes	

Goals - Looking Ahead

Goal 2 - Awareness of CTE

Goal Statement	Increase awareness of CTE among all constituencies.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Awareness of CTE services is necessary to achieve all CTE goals. More consistent awareness is designed to lead to broader participation by USC faculty.
Status	Progressing as expected (multi-year goal)
Action Plan	Identify ways to make better use of electronic resources to provide swifter and more efficient communication with CTE's constituencies. Ascertain whether there is a need to broaden content onto emerging social media channels. Continue to migrate communications from paper to electronic forms. Use communication tools to establish a stronger national brand for CTE.
Achievements	
Resources Utilized	One full time staff member, one half-time student assistant, and work-study students as they are available.
Goal Continuation	Continue to measure effectiveness of all communication efforts using metrics to allow measures of change over time.
Goal Upcoming Plans	If possible, continue the trend toward an increase in the reach of CTE's communication tools. At minimum, maintain the reach that has been earned over the past five years.
Resources Needed	No new resources; better utilization of existing resources.
Goal Notes	

Goals - Looking Ahead

Goal 3 - Professional Development for Graduate Teaching Assistants

Goal Statement	Plans and implements instructional and professional development programs for graduate teaching assistants.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
Status	Progressing as expected (multi-year goal)
Action Plan	Continue to provide training, orientation, GRAD 701, PFF program, and individual and departmental consultations as needed.
Achievements	The underlying objective of our GTA training programs is to institute a culture of pedagogy among graduate students so that they will receive training in teaching skills, theory, and practice to complement the education within their degree program. In addition to continuing quantitative measures of program participation, CTE will conduct evaluations of the effectiveness of these programs, allowing continuous improvement in these programs.
Resources Utilized	One full time staff member, one graduate assistant, and assistance from other CTE staff as needed.
Goal Continuation	Continue without changes.
Goal Upcoming Plans	In addition to evaluating the efficacy of online training required by the pandemic crisis, the CTE team is continuing to explore opportunities to expand services (such as the certificate programs, Graduate School professional development opportunities, diversity training, and GTA-tailored workshop series) that will better prepare graduate students to teach, both as teaching assistants and, eventually, as regular faculty.
Resources Needed	The current resources are adequate to serve current demand for graduate student training.
Goal Notes	

Goals - Looking Ahead

Goal 4 - Support Distributed Learning Courses

Goal Statement	Provide resources and services to support the development of high quality distributed learning courses.
Linkage to University Goal	• Attract, inspire, challenge and enable our students to become innovative thinkers and transformative leaders. • Assemble and cultivate a world-class faculty and staff. • Cultivate a more diverse, equitable, and inclusive campus culture where every individual, regardless of background, has the full opportunity to flourish and thrive. • Harness the power, attributes and institutional diversity of an integrated and interoperative university system that enhances access, success and affordability for every eligible SC student.
Alignment with Mission, Vision, and Values	Inspire excellence and innovation in teaching at the University of South Carolina. Offer programs, resources and opportunities to enhance the quality of teaching and learning at the university.
Status	Progressing as expected (multi-year goal)
Action Plan	With the presumption that the pandemic will be behind us for academic year 2021-2022, the goal will continue with an emphasis on using lessons learned from (and techniques learned during) the pandemic to continue to expand and improve distributed learning offerings at UofSC. These efforts will require continued collaborative efforts with the Office of Distributed Learning and On Your Time Initiatives to increase the number of courses offered using distributed learning technologies. Continue to offer the short courses that allow faculty and graduate students to improve their distributed learning skills.
Achievements	
Resources Utilized	The instructional design team, in collaboration with the Office of Distributed Learning and On Your Time Initiatives and Faculty Senate Committees.
Goal Continuation	This goal will continue to be one of the most important components of CTE's programming.
Goal Upcoming Plans	Assess whether DLQR should be continued. Evaluate effectiveness of short courses to determine whether overlap and duplication are desirable or undesirable. Provide consultations to those who teach DL courses. Share DL resources and best practices with faculty, staff and graduate students. Partner with other DL support offices at USC. Visit each

Goals - Looking Ahead

	Palmetto College campus twice an academic year to provide DL support and guidance.
Resources Needed	Instructional design team, distributed learning campus partners. Additional instructional developers and instructional designers would enable CTE to serve more faculty and graduate students.
Goal Notes	

Programs or Initiatives

Effective Programs or Initiatives

List your most effective programs/initiatives toward fulfillment of mission.
Instructional design and course development services (including distributed learning)
Workshops and seminars
Short courses
Certificates of Completion
Orientations (New faculty, graduate teaching assistant, and adjunct faculty)
New Faculty Programs (Orientation, New Faculty Academy, New Faculty Guide
Distributed Learning/Instructional Design Services
GTA Development: GRAD 701 Teaching Assistant Development course, Preparing Future Faculty, and individual consultations

Program Launches

List any programs/initiatives that were newly launched during the Academic Year or any programs/initiatives you would like to launch in the coming year(s). Describe the program/initiatives, provide financial requirements (including additional staff), and academic year in which you would launch. What key performance indicators are you utilizing to track the success of this program?
Certificate of Completion:
   Teaching Toward Inclusive Excellence (continuing)
   Fostering a Proactive Learning Environment (continuing)
   Integrative and Experiential Learning (launched 2020)
   Entering Mentoring (launched 2020)
   Carolina Online Learning and Teaching (launched June 2020)
   Volunteer Management (launched September 2020)
   Mental Health and Wellbeing Competency for Faculty (launched September 2020)
   Online International Programming (launched September 2020)
  Experiential Learning (expected launch: Spring 2020)
Adjunct faculty orientation (once per semester; launched August 2019)
Virtual Teaching Conference (March 2020)
Master class (launched October 2020)

Program Terminations

List any programs that were newly terminated or discontinued during the Academic Year. Provide justification as to why the program was discontinued.
Teaching Tune-Up (unsuccessful launch Fall 2019)

Pedagogical grant programs (suspended Fall 2020 due to budget constraints)

Programs or Initiatives

Program Rankings

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

Not applicable

Initiatives and Fees

Initiatives

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

As of this writing, the Center for Teaching Excellence is not anticipating any new initiatives. Our focus has been on responding to the challenges presented by the pandemic. Because the number of faculty, staff, and graduate students using CTE services has increased since the start of the pandemic, we anticipate a continuing increase in demand for CTE services. If the number of courses delivered through distributed learning continues to increase, there will be a demand for an increase in instructional design support. We currently have four permanent instructional designers, plus two temporary, part-time instructional designers. We can accommodate one or two more permanent instructional design staff members with no increase in physical space; the only cost will be the direct cost (salaries, fringe, equipment, professional development, etc.), which would total approximately $100,000 per instructional designer (recurring). If more than two instructional designers are added, CTE would need to add office space as well as all other elements.

Fees

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

Not applicable

Community Engagement

Community Perceptions

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

United Way Giving Campaign – 100% participation from CTE staff

Support for Service Learning Volunteer Management Training Program

Collaborations

Internal Collaborations

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

Distributed Learning Working Group
Communities of practice
Educational Technology Showcase
Global Carolina
Darla Moore School of Business
The Graduate School
College of Arts & Sciences Incubator for Teaching Innovation
TRIO Programs
Office of Diversity and Inclusion
Council of Academic Diversity Officers
Division of Information Technology and eLearning Services
Learning Management Services Working Group
Office of Distributed Learning
On Your Time Initiatives
Student Disabilities Resource Center
Student Success Center
Center for Integrative and Experiential Learning
University Libraries
Office of Multicultural Student Affairs
USC Division of Law Enforcement and Safety
Office of Student Conduct and Academic Integrity
Teaching and Learning Technologies--;USC Upstate, Palmetto College, USC Aiken,
Provost's Action Committee for Women's Issues (PACWI)
University 101
USC Schools of Medicine (Columbia and Greenville)
Center for Disability Resources
Arnold School of Public Health
Quality Enhancement Plan (QEP)
Faculty Senate Instructional Development Committee
Faculty Senate Courses and Curricula Committee
College of Information and Communication
College of Education

External Collaborations

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

Vietnam National University
National University (Oman)
University of Aruba
South Carolina Blackboard User Group
Association of Distance Education and Independent Learning

Campus Climate and Inclusion

Activities the unit conducted that were designed to improve Campus, Climate, and Inclusion.
During 2019-20, we held 18 workshops dealing with inclusion, diversity, and accessibility as part of the Teaching Towards Inclusive Excellence Certificate of Completion, and we have scheduled approximately 20 workshops during 2020-21. In addition, inclusion is an aspect included in all faculty and GTA workshops, orientations, and training sessions. To provide workshops, content, and resources on a wide range of diversity and inclusivity topics, we have partnered with the following campus offices: Office of Diversity, Equity, and Inclusion, Council of Academic Diversity Officers, Student Disability Resource Center, On Your Time Initiatives, Office of Multicultural Student Affairs, International Student Services, English Programs for Internationals, Global Carolina, TRIO Programs, Grace Jordan McFadden Professors Program, School of Library and Information Science Laboratory for Leadership in Equity of Access & Diversity, Office of Student Conduct and Academic Integrity, University 101, USC School of Medicine Center for Disability Resources, and the Darla Moore School of Business. We awarded 24 Certificates of Completion for the Teaching Toward Inclusive Excellence program, and more than 200 faculty and graduate students attended at least one session this academic year.

CTE is also collaborating with the Office of Diversity, Equity, and Inclusion to create a Diversity, Equity, and Inclusion Toolbox that will be added to the CTE website during Fall 2020.

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

Concluding Remarks

Weaknesses and Plans for Improvement

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

Concerns for physical safety and health spurred a move of all CTE programming and services online starting March 16, 2020. Because of the need for training (and perhaps the convenience of online training), utilization of CTE's programming and services have increased dramatically since March. As we begin to plan to return to a new normal mode of operation, CTE must consider the relative role of online training vs. face-to-face instruction. CTE's limited space limits the number of people who can attend in person workshops. Having a split office with part of the team located four floors away sometimes inhibits communication. More effort is needed at creating national awareness of CTE.

There is a great need for an external evaluation of the effectiveness of CTE's programs and services. The pandemic postponed plans for an external evaluation during Spring 2020, but this evaluation will be needed once the pandemic is behind us.

Key Issues

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

Learning lessons from the pandemic that we can use to improve and inspire excellence and innovation in teaching. Finding ways to deliver types of training online that have formerly been conducted face-to-face. The 2020 budget cuts may have a severe impact on future programming and services, and long-term budget planning is needed.

Quantitative Outcomes

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

The Instructional Design team conducted 1,796 consultations between July 1, 2019 and June 30, 2020

Instructional Design Indicators: ID team assisted with design of 526 courses; 111 workshops lead by the ID team.

Faculty Dev: 252 workshops/seminars/training sessions; 7833 faculty participants across all sessions

GTA Indicators 42 workshops led by GTA Program Manager; 1575 GTAs participated in workshops; 468 GTAs trained through New TA Orientations; 70 grad students completed Preparing Future Faculty program; 83 new graduate enrollees in PFF program

Pedagogy Initiatives 1796 faculty consultations by the ID team, 64 consults by GTA program manager

Pedagogical Grants 94 faculty and 10 grad students received a total of $79, 350

Concluding Remarks

Cool Stuff

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

No measure of success is greater than the utilization of CTE services during the pandemic. Specifically, between March 16 and September 10, 2020, CTE provided 1965 instructional design consultations, and conducted 134 virtual sessions with attendance totaling 3361. 1405 unique faculty participated in these efforts, representing more than 2/3 of UofSC faculty.

The Center for Teaching Excellence had 7833 total faculty contacts during academic year 2019-20 (up from 4132 during 2018-19)