Executive Summary

Blueprint for Academic Excellence
Center for Teaching Excellence
AY2022-2023

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

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Goals - Looking Back

Goal 1 - Enhances Teaching Effectiveness at UofSC

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's goal is to continue providing new and innovative workshops, programs, resources and opportunities to all who teach. A guiding philosophy of CTE is that everyone who teaches at the University of South Carolina should know how to teach. This philosophy has inspired the creation of a wide range of orientation for first-time teachers at UofSC, including New Faculty Orientation, GTA Orientation, and Adjunct Orientation. On a continuing basis, CTE delivers a wide range of programming, including one-time workshops and seminars, sequences of presentations leading to Certificates of Completion, and Master Classes. CTE is focused and committed to developing new presentations, 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 included moving all programming and support online to allow the team to continue providing services during the pandemic, as well as increasing services and programming that assisted faculty in hybrid and online teaching. CTE continued to create new innovative programming and resources for faculty to educate students to meet the demands for the 21st century workforce. Specific initiatives included creating new certificates of completion in Mental Health and Wellbeing Competency for Faculty, Online International Programming, and Volunteer Leadership. CTE also inaugurated its "Master Class" program, offering Master Classes in both Fall 2020 and Spring 2021 that provided advanced training in pedagogy to a select group of full-time faculty.

Goals - Looking Back

Achievements	The Center for Teaching Excellence had a highly successful year from July 2020 through June 2021, with 3551 individuals participating in 220 sessions for a total of 5688 attendances. It should be noted that demand for and participation in these workshops was spurred by the need of everyone in the Carolina Community to respond to the move to remote teaching during the pandemic. New Faculty Orientation in August 2020 served 72 faculty, 89 adjuncts participated in Adjunct Orientations in August 2020 and January 2021, and a total of 502 Graduate Teaching Assistants attended GTA orientation in Fall 2020 and Spring 2021. In addition, the Instructional Design team provided 2170 faculty consultations, and worked on courses 838 times for the development of face-to-face, online, blended and hybrid courses as well as transitioning existing courses to online delivery. Short courses offered by CTE included the Getting Started Teaching Online, Teaching Online for Graduate Students, Technology for Online Teaching and Learning, and two new offerings, Carolina Online Teaching and Learning (COLT) and Reflective Teaching Practices for Medical Educators (RTPforME).
Resources Utilized	As the core mission of CTE, all CTE staff and most of our financial resources are devoted to achieving this goal. To address the increased demand for instructional design services caused by the pivot to remote teaching, two temporary instructional designers and the GTA Program Manager were added to the ID Team for most of the year. However, it should also be noted that, due to the severe budget constraints of the year, funds were not available to support the number of pedagogical grants usually awarded by CTE. Ultimately $20,000 in carryforward funds were allocated to award eight $2500 grants to support development of new courses that focus on diversity, equity, and inclusion.
Goal Continuation	It is anticipated that instructional design services and workshops/seminars will continue to be the core services offered by CTE. Continuing the pattern started during the pandemic, it is expected that the delivery of workshops and programs online will become more common in the future.
Goal Upcoming Plans	As detailed later in this report, attendance during the 2021-22 year has fallen to levels experienced before the pandemic. In planning future programming, the CTE staff will consider how to address the new pattern of demand for CTE programming and services. In the meantime, CTE anticipates that we will continue to build strategic partnerships to improve services provided to all who teach at USC.
Resources Needed	As detailed in the Initiative section there is a need for additional instructional designers to provide sufficient staffing to expand in-

Goals - Looking Back

	person services to all colleges on the UofSC campus, providing support for online, hybrid, and in-person courses, as well as to provide additional short courses to provide in-depth training to faculty.
Goal Notes	

Goals - Looking Back

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	During 2020-2021, the challenges of the pandemic led a vast increase in interest in distributed learning. To meet the challenge, CTE combined our efforts in workshops, consultations, and communication to provide as much training to faculty as possible. To increase capacity, we added two temporary instructional designers. A major part of our effort was collaborating with other units in the Office of the Provost to create and maintain the Keep Teaching website that provided resources and guidance for faculty who were teaching remotely. Our efforts included continued collaboration with the Office of Distributed Learning and On Your Time Initiatives to serve the faculty offering courses using distributed learning technologies. In the process, we continued 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. As discussed in the previous section, we also offered short courses to train faculty, including the Getting Started Teaching Online short course during Fall and Spring terms, the Technology for Online Learning and Teaching short course in Fall semester, Reflective Teaching Practices for Medical Educators during Summer 2021, and Carolina Online Learning and Teaching Certificate of Completion Fall and Spring terms. We also offered Teaching Online for Graduate Students twice during the year.

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	A major part of our effort involved organizing resources and information on the CTE website to assist faculty in all areas of teaching, from creating syllabi to methods of assessing student achievement, and from incorporating principles of diversity, equity, and inclusion to recording quality video. Closely related was the CTE collaboration with other units in the Office of the Provost to create and maintain the Keep Teaching website that provided resources and guidance for faculty who were teaching motely. The Instructional Design team also created teaching resources for faculty who were teaching remotely on the CTE website.
Achievements	As reported in the previous section, attendance to CTE events supporting distributed education increased dramatically during 2020-21.
Resources Utilized	Four permanent, full-time instructional designers, supplemented with two temporary, part-time instructional designers.
Goal Continuation	CTE's support for distributed learning courses will continue, and we expect greater attention to distributed learning courses as faculty realize the opportunity to utilize remote and hybrid teaching.
Goal Upcoming Plans	Create a new evaluation tool to aid in the creation of online courses, "Quality Standards for Online Courses," (QSOC) that is designed to replace the existing DLQR standards, using additional attention to course delivery and assessment. Continue to offer short courses: Carolina Online Learning and Teaching, Getting Started Teaching Online, Technology for Online Teaching and Learning, and Teaching Online for Graduate Students. Collaborate with Faculty Senate Committees to establish standards for online course delivery, then ensure that new courses meet these university requirements. Provide consultations and instructional design services 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	As detailed in the Initiatives section, an additional instructional designer is needed to enhance the CTE's ability to assist development of distributed learning courses and allow greater outreach to individual colleges. To continue our mission, CTE must continue to collaborate with our distributed learning campus

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	partners (Office of Distributed Learning and On Your Time Initiatives), the Division of Information Technology's eLearning Services, as well as with appropriate Faculty Senate committees.
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. • 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, Preparing Future Faculty program, professional development, and individual consultations as needed.
Achievements	The pandemic 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 Spring 2021 (with 65 graduate IA/TAs participating). The PFF and GRAD 701 programs were moved online for the 2020-2021 Academic Year. The TA training program continued to partner with the Graduate School and 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 also offered an online short course each term, "Teaching Online for Graduate Students," that served 23 students Fall term and 15 students spring term.
Resources Utilized	One full time staff member, one graduate assistant, and assistance from other CTE staff as needed.
Goal Continuation	All programs are expected to continue. 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.
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 GTA Orientations, our graduate assistant is conducting a study analyzing feedback from attendees to identify areas where improvement is needed with results expected in 2022. The PFF Program participation has remained steady through the pandemic, with an increase in participation expected with a return to normal. 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 both GTA orientation and GRAD 701) and those that should resume face-to-face delivery.
Resources Needed	An additional full-time or part-time staff member dedicated to GTA training would allow CTE to expand our TA Training Program beyond its current capacity and programming services. Suitable and reliable space is needed for large TA orientation events in August as is the Graduate School cost-sharing. We need more timely reservation availability from the Registrar for TA Orientation events. 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 - Looking Back

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 UofSC faculty.
Status	Progressing as expected (multi-year goal)
Action Plan	The pandemic increased the demand for information and services from CTE, and communication efforts were emphasized to ensure awareness of the many ways that CTE could help. In addition to continuing our web presence, email alerts (through both the CTE listserv and UofSC mass email), social media, and online documents, CTE increased the number of recorded workshops available through the CTE YouTube channel. The pandemic also spurred the migration from paper documents to electronic forms.
Achievements	Perhaps the best measure of achievement of the communication goals during 2020-21 is the overall attendance to CTE workshops and demand for CTE services. The information efforts utilized included: 66 newsletters to listserv subscribers 12 newsletters to all UofSC faculty 1547 social media messages across Facebook (487), Twitter (521), Instagram (10), and LinkedIn (529) 219,826 views of YouTube videos 55,530 visitors to the CTE website with 160,107 unique page views During the year, the number of listserv subscribers increased from 1721 to 2435. Facebook connections increased from 521 to 582. Twitter followers increased from 1214 to 1271. LinkedIn connections increased from 97 to 129. Instagram connections increased from 255 to 337.

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	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 were 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	As detailed in the Initiatives section later in this Blueprint, the increased dependence upon technology to both promote CTE and to deliver our programming and services virtually, additional staff will be necessary.
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, presentations, 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 balances delivery of programming and support between online, hybrid, and face-to-face delivery. When the pandemic began to subside early in the academic year, we expected face-to-face delivery to become the norm again, but the challenges of the delta variant have spurred a pivot back to online and hybrid delivery. Demand for services and workshops that assist faculty in hybrid and online teaching is beginning to subside, and CTE is responding by reducing the number of workshops devoted exclusively to online teaching. CTE will continue to create new innovative programming and resources for faculty to educate students to meet the demands for the 21st century workforce. Interest has increased in programming related to mental health issues, including workshops and the relatively new Certificate of completion in Mental Health and Wellbeing Competency for Faculty. CTE's "Master Class" series will continue with offerings both Fall 2021 and Spring 2022.
Achievements	Three months into the academic year, CTE has seen a drop in attendance to workshops and seminars from last year's record attendance to levels experienced in prior years. Demand for instructional design services remains strong. Satisfaction with workshops (as measured by evaluations conducted for each session) is strong, with typical overall ratings between 3.5 and 3.7 on a 4

	point scale. As of September 27, session attendance totaled 1003 with 300 instructional design consultations and 169 course development meetings, compared with last year's numbers at the same point of 1888 session attendance, 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 presentations, 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. Delivery of workshops and programs online is becoming more common in the future, as both CTE staff and our faculty clients have become accustomed to participating online.
Goal Upcoming Plans	As attendance has receded to pre-pandemic levels, the number of sessions offered by CTE during Spring 2022 will be reduced from 80 to between 50 and 60 sessions. Additional sessions are being added to respond to the increased interest in mental health and related issues. CTE anticipates that we will continue to build strategic partnerships to improve services provided to all who teach at USC.
Resources Needed	There is a strong need for an additional instructional designer to allow CTE to respond to additional demand for instructional design services and enable increased outreach to individual colleges.
Goal Notes	

Goals - Real Time

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	Increased attention to distributed learning at the University of South Carolina has prompted the CTE to create a new set of standards for online courses, the Quality Standards for Online Courses (QSOC), to replace the existing DLQR standards. QSOC will be tested and evaluated during 2021-22, with a goal of adoption of these standards by appropriate Faculty Senate Committees later this academic year. In the process, CTE will continue our collaborative efforts with the Office of Distributed Learning and On Your Time Initiatives to increase the number of courses offered using distributed learning technologies. CTE will also 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. Finally, CTE will continue to offer training for faculty and graduate students in best practices for online teaching in the form of the Getting Started Teaching Online short course during Fall and Spring terms, the Technology for Online Learning and Teaching short course in Fall semester, and the Carolina Online Learning and Teaching (COLT) 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. Other notable activities related to distributed learning include the development of IOTTA (Introduction to Online Teaching for Teaching

Goals - Real Time

	Assistants, discussed in Goal 3 and support for eLearning Services initiative to expand the use of Blackboard Ultra Course View.
Achievements	One third of the way through the academic year, attendance and registration are down somewhat compared with the pandemic-fueled numbers from 2020-21, but consultations and related metrics are steady, as demand continues for assistance related to remote and hybrid teaching resulting from the pandemic.
Resources Utilized	Four permanent, full-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	Complete testing and revision of QSOC with approval of the standard during the current academic year. Increase utilization of instructional design services by increasing outreach to individual colleges and departments. 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. An additional instructional developers or instructional designers would enable CTE to serve more faculty and graduate students.
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 provided an opportunity to make major modifications in our GTA programs, starting with GTA orientations. Instead of face-to-face orientations, all GTA orientations were held online in Fall 2020 and Spring 2021. The success of these programs led to creation of a hybrid GTA orientation for Fall 2021, combining the best features of online and face-to-face orientations. The PFF and GRAD 701 programs have also been adapted to a hybrid format for the 2021-2022 Academic Year. GRAD 701 workshops are now offered in a hybrid model, allowing for enhanced participation of graduate students across campus and off campus. Our collaboration with the Graduate School in providing online Teaching Statement and Diversity Statement webinars has produced a significant increase in participation by graduate students and allows us to offer these opportunities on a more regular basis. 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. 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

Goals - Real Time

	GRAD 701 opportunities provided. We also introduced a new, one-day training program for GTAs: Introduction to Online Teaching for Teaching Assistants (IOTTA) in August 2021, with the goal of better preparing TAs to deliver online instruction.
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 GTA Orientations, our graduate assistant is currently conducting a study analyzing feedback and survey responses from attendees to identify trends within demographics, colleges and schools, and areas where improvement is needed, with results expected in 2022. 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 - 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 UofSC 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. Explore opportunities to expand awareness through newer social media such as TikTok. Continue to migrate communications from paper to electronic forms. Use communication tools to establish a stronger national brand for CTE.
Achievements	As illustrated in results from 2020-2021 reporting in the "Looking Back" section, 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	CTE is proposing a major initiative to add a second person to our communication/technology team so that we can make greater use of channels such as YouTube, the CTE website, and social media to fulfill our mission of improving the quality of teaching at the University of South Carolina. We are continuing the migration from

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	paper to electronic delivery whenever possible. We continue to nurture and grow media channels to ensure effective communication with CTE's constituencies.
Resources Needed	In order to effectively use the channels that allow CTE to disseminate programming online, both in real time and asynchronously, a second communication/technology specialist is needed. All of the technology is in place, but personnel resources are needed to format, direct, edit, and promote these online delivery forms that will greatly extend the reach of CTE's 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 2022-23 action plan includes a continuing focus on balancing in-person and virtual delivery of CTE's programs and services, expansion of instructional design services (including providing on-site delivery to individual colleges), and expanding use of QSOC or other appropriate course development rubrics to enhance the quality of instruction in online, face-to-face, and hybrid courses. We expect that the pandemic will pass by the beginning of the new academic year, offering an opportunity to apply lessons from the pandemic as we seek to define a new normal that includes greater focus on the quality of all courses. The most important goal is to continue to provide the full range of instructional design services, workshops and programming to strengthen the culture of pedagogy at the University of South Carolina.
Achievements	The best measure of goal achievement is the number of courses developed, consultations offered, and attendance to events, as compared with the prior years.
Resources Utilized	As the core mission of CTE, all CTE staff and most of our financial resources will be devoted to achieving this goal.

Goals - Looking Ahead

Goal Continuation	It is anticipated that the instructional design services, workshops, and programs will continue to be the core service offered by CTE. Offering a mixture of online, hybrid, and face-to-face delivery of these workshops and programs will be a top priority during this year.
Goal Upcoming Plans	Assuming that the pandemic has passed, 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	As detailed in the initiatives request, CTE needs additional funding for a fifth member of the instructional design team that would provide the personnel needed to extend outreach to individual colleges and departments, in essence, allowing members of this team to go to faculty in addition to having faculty come to CTE offices in the basement of Thomas Cooper Library. The current budget and staff are adequate to continue current programming and services, but additional funding is needed if CTE is going to increase services, providing greater access to all faculty on campus.
Goal Notes	

Goals - Looking Ahead

Goal 2 - 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	CTE expects that the experiences most faculty had with online instruction during the pandemic will lead to a significant increase in the number of online courses offered, especially during the summer term. As the Faculty Senate Committees return to policies requiring review and approval of all online courses, we expect a corresponding increase in demand for instructional design services. CTE's development of the Quality Standards for Online Courses will provide a useful tool to assist development of these courses, and we expect full approval of the standards before the start of the 2022-23 academic year. CTE will continue to collaborate with other administrative and academic units across campus, including eLearning Services, the Office of Distributed Learning, and On Your Time Initiatives to increase the number of courses offered using distributed learning technologies. CTE will also 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 eLearning Services, 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.

Goals - Looking Ahead

Goal Upcoming Plans	Obtain approval of QSOC process. Continue to refine short courses and certificates of completion to improve skills of faculty as well as creating greater differentiation between CTE's training programs. 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	As detailed in the Initiatives section, an additional instructional designer or instructional developer will provide the personnel needed to increase the level of instructional design services offered across campus.
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 necessitated by the pandemic crisis, the CTE team is continuing to explore opportunities to expand services that will better prepare graduate students to teach, both as teaching assistants and, eventually, as regular faculty. Such services include the CTE certificate programs, a GTA pedagogy training certificate, professional development opportunities in partnership with the Graduate School, diversity training through the CTE as well as through the Graduate School's new diversity training module, and GTA-tailored workshop series. We also plan to explore enhancing the Preparing Future Faculty program into a PFF-plus series in partnership with departments who wish to enhance their students' professional preparation post-

Goals - Looking Ahead

	graduation. Finally, we expect to refine and continue to offer IOTTA (Introduction to Online Teaching for Teaching Assistants) once per year.
Resources Needed	The current resources are adequate to serve current demand for graduate student training.
Goal Notes	

Goals - Looking Ahead

Goal 4 - 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	Apply lessons from CTE metrics 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	The metrics for this goal reported in the "Looking Back" section will continue to be measured so that the CTE leadership will have continuing measures of the achievement of these communication goals.
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	Continue to use the wide range of communication tools available to CTE to attract faculty, graduate students, and others to CTE programming and services. The communication tools include email, website, social media, and printer=d documents (as appropriate).
Resources Needed	As detailed in the Initiative section, there is a strong need for a second communication/technology staff member to assist in the recording, editing, and dissemination of CTE programming.
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
Virtual Environments Community of Practice
Coordinators of Large Undergraduate Courses Community of Practice
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?
Certificates of Completion:
   Teaching Toward Inclusive Excellence (continuing)
   Fostering a Proactive Learning Environment (continuing)
   Integrative and Experiential Learning (continuing)
   Entering Mentoring (continuing)
   Carolina Online Learning and Teaching (launched summer 2020)
   Volunteer Management (launched September 2020)
   Mental Health and Wellbeing Competency for Faculty (launched September 2020)
   Online International Programming (launched September 2020)
   Reflective Teaching Practices for Medical Educators (launched June 2021)
Adjunct faculty orientation (once per semester; launched August 2019)
Master class (one per semester; launched October 2020)
Introduction to Online Teaching for Teaching Assistants (IOTTA; launched August 2021)

Program Terminations
List any programs that were newly terminated or discontinued during the Academic Year. Provide justification as to why the program was discontinued.
Pedagogical grant programs (suspended 2020-2021 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.

The Center for Teaching Excellence is proposing a Teaching Enhancement Initiative that adds two permanent, full-time staff members to the CTE team. The pandemic caused a significant increase in demand for instructional design services that we were able to accommodate by adding two temporary instructional designers from May 2020 through May 2021. Although requests for assistance in 2021 have declined compared to 2020, they are still well above levels experienced pre-pandemic. The CTE believes that it is important to engage in greater outreach to individual colleges and departments, with the goal of having each instructional designer spend at least one day a week visiting colleges and departments (on a regular schedule) so that more faculty can improve their course design and delivery, thereby improving the student experience. It should be noted that UofSC has a smaller staff with fewer instructional designers than most of our peer and peer-aspirant universities. For example, Clemson University, with a faculty that is about 2/3 the size of UofSC's, has 5 instructional designers in a total CTE staff of 8. (Average CTE size across the 11 peer and peer-aspirant schools is 15.1, with an average of 4.9 instructional designers. Adding at least one instructional designer will help us close the gap, providing the resources for greater outreach across campus.

The Center for Teaching Excellence also recognizes the increasing importance of online delivery of programming. Since resumption of on-campus activities in Fall 2021, faculty have typically had the option of attending in person or virtually, with more than half choosing the virtual option when it is available. More significantly, the CTE YouTube channel continues to be the most effective way of delivering programming, with 219,826 views of CTE videos during 2020-2021. We see a significant opportunity to increase the number of video recordings of workshops and presentations, as well to apply best practices in video production and asynchronous education, substantially increasing the reach and effectiveness of CTE's programming. At present, the video production duties are split between our Public Information Coordinator and part-time student workers. In order to effectively deliver an increased level of online programming, an additional communication specialist is needed.

In sum, the addition of these two staff positions will enable CTE to substantially increase its services to the faculty, offering an opportunity to substantially improve teaching and learning across the university. The budget request is detailed in the designated spreadsheet.

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.

Recognition from the Office of the Provost for service to faculty during the pandemic.

United Way Giving Campaign – 100% participation from CTE staff.

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
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 Advisory Committee for Women's Initiatives (PACWI)
University 101
USC Schools of Medicine (Columbia and Greenville)
Arnold School of Public Health
Quality Enhancement Plan (QEP)
Faculty Senate Instructional Development Committee
Faculty Senate Courses and Curricula Committee
Office of Digital Accessibility

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.

University of Aruba
South Carolina Blackboard User Group
Association for Distance Education and Independent Learning
Vietnam National University
South Carolina Conference on Innovations in Teaching and Learning

Campus Climate and Inclusion

Activities the unit conducted that were designed to improve Campus, Climate, and Inclusion.
During 2020-21, 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 2021-22. 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 also collaborated with the Office of Diversity, Equity, and Inclusion to create a Diversity, Equity, and Inclusion Toolbox that was added to the CTE website during Fall 2020.

The Instructional Design Team provides support for faculty wishing to integrate diversity and accessibility into both online and traditional course material. Our Instructional Design 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 and QSOC programs, the Instructional Design 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 Disability Resource Center 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.

As the pandemic is subsiding and people are returning to campus, CTE is experiencing two related challenges: Attendance to CTE events is down from the previous year, but demand for virtual (online) programming and services has increased. CTE is in the process of assessing these trends in order to most effectively deliver programming and services to the UofSC community. The technical demands of online delivery are forcing a significant rethinking of CTE's program calendar and methods of delivering instructional design and other services.

Four other weaknesses should be noted: The change in leadership of the CTE team presents a unique set of challenges. The ongoing situation of 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. Finally, there is a 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.

Smooth change in leadership needed. Strategic plan needs to be revisited to incorporate lessons from the pandemic. Continued stability of staff will require effort. Budget is adequate for current needs, but increased budget is needed to fund initiatives.

Quantitative Outcomes

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

The Instructional Design team conducted 2,061 consultations between July 1, 2020 and June 30, 2021.
Instructional Design Indicators: ID team worked on courses 838 times; 86 workshops were led by the ID team.
Faculty Dev: 220 workshops/seminars/training sessions; 4630 faculty participants across all sessions; 1672 unique faculty attended at least one event.
GTA Indicators: 47 workshops led by GTA Program Manager; 1303 GTAs participated in workshops; 479 GTAs trained through New TA Orientations; 63 grad students completed Preparing Future Faculty program; 45 new graduate enrollees in PFF program

Concluding Remarks

Cool Stuff

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

Honored six faculty with 2021 Garnet Apple Awards for Excellence and Innovation in Teaching

CTE staff frequently spoke to conferences and meetings around the country, discussing best practices in pedagogy, online teaching, and faculty development.

Created multiple online toolboxes to facilitate teaching, including Grading and Assessment Toolbox; Diversity, Equity, and Inclusion Toolbox; Online Teaching Toolbox; Adapting Courses for Changing Academic Needs Toolbox; and Adapting Large Undergraduate Courses Toolbox.

Members of the Instructional Design (ID) team are heavily involved in the Association for Distance Education and Independent Learning (ADEIL): One member of the ID team: Board of Directors (November 2017 – Current; President of the organization (November 1, 2020 – Current); organizer of the national conference (November 2019 - October 2020). A 2nd member of the ID team: Board of Directors (November 2019 – Current); Awards Committee Chair (November 1, 2020 – current)