

## UNIT REPORT

**Center for Innovation in Teaching  
and Learning Excellence -  
Institutional Effectiveness Final  
Annual Report 2019**

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## Definition of Unit

### Center for Innovation in Teaching and Learning (CITL)

**Reporting Year:** 2018-2019

**Providing Department:** Center for Innovation in Teaching and Learning Excellence

**Department/Unit Contact:** Bedelia Russell

**Mission/Vision/Goal Statement:**

The Center for Innovation in Teaching and Learning (CITL) seeks to foster a culture of teaching and learning that is engaged, innovative, transformative, and purposeful.

**EVALUATION:** *The CITL mission as stated was fulfilled this year through various workshops, academic learning communities (ALCs), and individual faculty consultations. Due to a unit name change (Center for Excellence in Teaching and Learning to CITL) and multiple leadership transitions in conjunction with reorganization and realignment of both the Innovation Institute and the Division of Distance and Digital Education, there is an urgent need to revisit the mission of CITL in conjunction with the University's Strategic Plan, TN Tech Tomorrow. A review and refinement of the mission will allow for focus of programs and unit strategic planning efforts.*

## Goal/Objective/Outcome

### CITL Strategic Goal 1

**Define Goal:**

The Center for Innovation in Teaching and Learning will facilitate transformative teaching and learning.

**Intended Outcomes / Objectives:**

Re-engage the campus community to the services offered by CITL.

**EVALUATION:** *Given the multiple transitions which have occurred with CITL in the last two years, we focused this year on re-engagement of the campus community with the current services offered by CITL. In doing this, we retained the Tech Teaches series plus organized six ALCs. Both Tech Teaches and the ALCs are two faculty development events which are well known to the campus. Additional activities added for the year were the Lunch & Learn series and a fall and spring campus-wide workshop. Encounter reports which reflect engagement as well as surveys for the workshops are provided as attachments. To truly evaluate engagement, a more formal process of evaluation of the ALCs and Tech Teaches as well as other CITL services needs to be developed.*

### CITL Strategic Goal 2

**Define Goal:**

The Center for Innovation in Teaching and Learning will advance the benefits of intentional design.

**Intended Outcomes / Objectives:**

Provide faculty development opportunities related to intentional course design.

**EVALUATION:** *The fall workshop entitled "How People Learn" as well as the spring workshop entitled "The Missing Link" were intended to emphasize the benefits of intentional course design. Over 50 people attended these workshops with greater than 90% of respondents to conference surveys having indicated they strongly agreed the conferences met the intended objectives. The same percentage of respondents indicated they would integrate concepts of intentional design into their classes.*

*In addition, we collaborated with the QEP Director to co-sponsor the QEP Camp in May 2019 with the goal being to assist QEP grant recipients to integrate concepts of intentional course design into their QEP projects and to demonstrate how to use outcomes from the QEP projects to reflect the Scholarship of Teaching and Learning.*

### **CITL Strategic Goal 3**

#### **Define Goal:**

The Center for Innovation in Teaching and Learning will build collaborations within and between institutions.

#### **Intended Outcomes / Objectives:**

1) Increase communication with faculty, departments, and other applicable campus units to identify campus needs.

**EVALUATION:** *Email distribution lists to the campus respective of faculty, department chairs/directors, and dean groups were established to expand communication efforts. Plans to relaunch the newsletter were discussed with the idea to transition to a blog format. The blog was set up and ready to launch when the reorganization/realignment of the Division of Digital and Distance Education occurred in October 2018. The decision was made to suspend the blog start-up until that realignment had stabilized. Collaboration with Human Resources (HR) Engagement Director, Mr. Thomas Heard, has been explored relative to new faculty onboarding. Ongoing discussions with Mr. Heard will continue through the next academic year with plans to connect sections of the CITL website to faculty resources on the HR website. CITL worked closely with the QEP Director, Mr. Lenly Weathers, to highlight and integrate CITL services with QEP efforts. This collaboration will continue for the upcoming year.*

*Communication effectiveness can also be increased with a more dynamic CITL website. Several items were lost in translation with the University website platform changeover in March 2019. As the infrastructure of CITL becomes better established over the next year, it will allow for revision of the website to more effectively engage the campus community through inquiry and survey forms more readily available through the website. How to most effectively communicate, in an iterative process, with the larger campus community continues to be a challenge.*

2) Recruit external expert collaborators to provide faculty development opportunities to the campus.

**EVALUATION:** *In spring 2019, CITL sponsored a workshop entitled [The Missing Link](#). Dr. Peter Doolittle from Virginia Tech and Dr. Robin Paige from Rice University presented alongside our own Dr. Mark Melichar.*

### **CITL Strategic Goal 4**

#### **Define Goal:**

The Center for Innovation in Teaching and Learning will foster a community of teacher-scholars.

#### **Intended Outcomes / Objectives:**

Provide Academic Learning Communities (ALCs) that promote teacher-scholars.

**EVALUATION:** *CITL promoted, and in some cases staffed, six ALCs for this year: Learning About Learning (LAL), Scholarship of Teaching and Learning (SoTL), Community of Instructors and Lecturers (COIL), Teacher-Scholar Transition, Inclusive Intelligence, and Department Chairs. Two of the ALCs were facilitated by the interim Director, one by the CITL Graduate Assistant, with the remaining three facilitated by faculty members (one with Chair responsibilities for the Chair ALC). Data relative to ALC engagement is in the Encounters Summary attachment, an addendum to this annual report. The ALCs are intended to promote a community of teacher-scholars through focus on a common interest area. The challenges with the ALCs as they currently are administered are: 1) to find a common meeting time for all participants; 2) consistent attendance by participants creates additional work for the facilitator in an attempt to "catch-up" a participant; 3) lack of a consistent format/structure for facilitation; 4) lack of incentive for participation (except for participation in the LAL where there is faculty development funds eligibility based on level of participation); 5) lack of formal, standardized evaluation and outcome measures.*

*The SoTL ALC needs to be particularly formalized as a means to achieve both improvement in teaching and learning as well as advance scholarship opportunities for faculty in the area of educational research. As the interim Director had to cover this particular ALC after the semester had started due to the prior faculty facilitator being unable to extend adequate time availability to interested participants, the interim Director discovered, that outside of a textbook, there were no ALC materials established or readily available for transition to a new facilitator. Formal ALC facilitator guidelines need to be established with expectations and mechanisms for evaluation.*

*Despite the ALC challenges, the anecdotal feedback from faculty participants was quite positive. The ALCs provided a means for colleagues to have excellent discussions around shared interests and in many ways did promote community and extend a network of engaged scholars. Several members of the SoTL ALC and the Inclusive Intelligence ALC groups currently have or have plans to develop scholarship around the ALC activities for summer and fall.*

## **CITL Strategic Goal 5**

### **Define Goal:**

The Center for Innovation in Teaching and Learning will celebrate faculty achievements in teaching and learning.

### **Intended Outcomes / Objectives:**

Acknowledge via CITL about faculty accomplishments and achievements.

**EVALUATION:** *CITL continues to recognize university- and college-level faculty award recipients [via the CITL website](#). In addition, CITL established an inaugural [CITL Game Changer Award](#). This award is given to an individual who models and practices the Scholarship of Teaching and Learning and is invested in true educational change that is both impactful and scalable. The Faculty Game-Changer is who will continue to help move our institution forward through educational practices which support our University Strategic Plan of TN Tech Tomorrow. The selection of the inaugural recipient was completed by the CITL staff following evaluation of Tech Teaches presentations. The plan for next year is to solicit nominations and do teaching observations campus-wide prior to selection. More can always continue to be done in this area as the center enters strategic planning and review of mission and vision.*

## **CITL Strategic Goal 6**

### **Define Goal:**

The Center for Innovation in Teaching and Learning will advance distinction in educational development.

### **Intended Outcomes / Objectives:**

- 1) Examine the current CITL organizational structure for improved efficiencies in provision of services.
- 2) Examine the current CITL organizational structure to remove redundancies in responsibilities following reorganization and realignment of the Innovation Institute and the Division of Digital and Distance Education.
- 3) Develop a plan to address findings from CITL staff and interim Director internal assessments of current CITL organizational climate.

**EVALUATION:** *This goal was not attainable for this academic year. There have been two transitions in CITL Director leadership in two years. In addition, there were two significant reorganizations and realignments within the past year and a half which impacted reporting structures and staff aggregate. In those transitions, the center also had a name change from the Center for Teaching and Learning Excellence (CTLE) to its current name to reflect the former Innovation Institute's assimilation with CTLE. In October 2018, the Division of Distance Education was dissolved with the remaining staff (one TNeCampus Liaison and one Online Instructional Designer) also being assimilated with CITL. Following this last reorganization, the interim Director completed an institutional peer analysis in December/January comparing the TTU CITL to other peer institutions identified by the University. The findings are included in comparison tables and can be viewed as an addendum in an attachment to this annual report. The findings were discussed with the Provost's Office in early January 2019.*

*Over the past nine months, the interim Director has met frequently with the current CITL staff to review job descriptions, responsibilities, etc., in context of the CITL mission. Job descriptions as they reflect currently revealed redundancies in some areas of job responsibility (budget oversight, for example), while other job descriptions align with outdated or dissolved prior organizational structures and mechanisms of reporting. Staff are in need of stability and clarity in how they fit with the CITL mission with re-titles, and in some cases reclassification, being necessary to capture the scope of responsibilities and to more accurately reflect what each staff member actually does. By taking this step, it will provide clarity in responsibilities and daily tasks and help increase efficiencies and mechanisms of communication. The CITL mission as it currently is stated no longer captures the full provision of services and is need of review and revision in context of the University's Strategic Plan, TN Tech Tomorrow. Knowing that the CITL mission review in context of strategic planning efforts is more appropriate to be completed once a permanent CITL Director is in place, the need for the review of staff responsibilities was something which could not wait. After independent review of daily job responsibilities and job descriptions by the interim Director, alongside large group/staff meetings as well as meetings with each individual at their annual performance review, a proposed outline of re-title*

or reclassification was provided to Academic Affairs. One reclassification has already occurred with our vacant Media Specialist position. The others are pending a formal review process. The proposed staff re-titles and/or reclassification is included as an addendum in an attachment to this report.

## Assessment Tools

### CITL Annual Report

**Goal/ Outcome/ Objective:** All

**Type of Tool:** Annual Unit Report

**Frequency of Assessment:** Annual

**Rationale:**

As the annual report is identified as the primary measure for which to provide rationale, this section will serve as a summary of annual report key points to consider for the upcoming 2019-2020 year and provide annotation and documentation for future planning:

#### SWOT Analysis (2018-2019)

**S** - Academic Affairs leadership supports continued need for CITL; Dedicated and Competent CITL staff; Faculty are engaged in center activities and express need for more faculty development activities

**W** - Current mission does not reflect full provision of staff services; Leadership is transitional and therefore leads to uncertainty of future of CITL; Lack of consistent evaluation of services provided; Current infrastructure support is heavily weighted toward administrative and transactional support for instructional technology and online services with administrative support to CITL fully funded by QEP and not included in the CITL budget

**O** - TN Tech Tomorrow working groups have proposed the "CAFE" or, the Center for Advancement of Faculty Excellence, which may allow for potential expansion of services and infrastructure to support CITL efforts; Collaborations with other units on campus, both administrative and academic, are in progress

**T** - Mission creep given the multiple unit realignments and current mix of services provided; Staff attrition/turnover (one vacancy and one planned for next year), therefore institutional memory and/or procedures/processes will lapse if processes and procedures are not centralized and standardized

#### Overall Recommendations for Continuous Improvement (2019-2020):

- 1) Establish stable leadership and sustainable infrastructure in context of University's strategic plan, TN Tech Tomorrow.
- 2) Revisit mission and vision and revise and/or establish goals for the year and once permanent leadership has been established.
- 3) Campus needs assessment needs updated.
- 4) Identify consistent and common outcome measures for provision of services. With this, identify key or "routine" services to meet the needs of new faculty, junior faculty, and senior faculty.
- 5) Re-establish an advisory board.

#### Attached Files

[CITL Campus Encounters Summary Sheet.xlsx](#)

[Fall18\\_Spring19\\_Activities\\_Online\\_Instructional\\_Design\\_Update.docx](#)

[Fall18\\_Spring19\\_OnlineCourseListings.xlsx](#)

[Recommendations for Reclassification.docx](#)

[Peer Institutional Comparison with TTU Center for Innovation in Teaching and Learning.docx](#)