



T TEACHING & LEARNING INNOVATION

RESPONSE TO COVID-19

ANNUAL REPORT 2020-2021

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EXECUTIVE SUMMARY

The 2020-2021 academic year was filled with both challenges and opportunities that have shaped our approach, opened our eyes to new possibilities, and helped us become more compassionate educators. In Teaching and Learning Innovation, the University of Tennessee, Knoxville’s home for faculty development, we have focused diligently on providing compassionate, flexible, and researched solutions and resources to faculty members, graduate students, and staff members who teach so that they can equip their students to be tomorrow’s leaders in an ever-changing world. Despite the challenges of COVID-19, our team has worked remotely and on campus since March 2020 to provide innovative faculty development programs. We also worked through a reorganization that impacted our unit in August 2020, and under the leadership of a new Vice Provost for Faculty Affairs, we provided the campus with greater opportunities to network, connect, and support one another through this challenging time.

This document seeks to bring you, the reader, on our journey to evidence impacts made and goals accomplished. It was not a perfect year, and there were many challenges to overcome, but together we served and shared as only Volunteers can do.

This report was compiled by TLI staff.

LETTER FROM THE EXECUTIVE DIRECTOR

At the beginning of this unique and unprecedented season, filled with both challenges and opportunities, our university's Chancellor shared three distinct values with the campus that served as a beacon of light and hope through this unparalleled season. Those values were: be flexible, be creative, and be compassionate.



As we navigated the initial viral health pandemic, another one seemingly rose up, as our country also began to come to grips with social and racial justice challenges that seemed to heighten with every news headline, social media post, and growing concern felt by many across our nation, city, and campus.

Through these challenges, Teaching and Learning Innovation, UT's home for faculty development, has been impacted by the world, and we have tirelessly sought to address the world's impacts by equipping our faculty as they taught our students this year.

From the very beginning, when COVID-19 caused our campus to change our approach to teaching and learning (March 2020), our unit was asked to help by creating unique opportunities to equip our faculty (tenure and non-tenure track), as well as graduate students and post-docs, with the guidance and best practices needed to continue our university's educational mission. Then, a few months later, at the beginning of the 2020-21 academic year, our unit began a reorganization. It was our second in three years. We were given the opportunity to report up to our university's Vice Provost for Faculty Affairs, Dr. Diane Kelly, a fabulous leader, and a handful of colleagues were moved to other departments, as well as given other opportunities to work and lead within UT.

Though these changes were initially difficult, and left our unit with a smaller team, having a strengthened bond of collaboration that was developed through the initial months of our "pandemic responsive work" helped our unit overcome the remaining unique and distinctive challenges that lie ahead of us.

This report seeks to represent our work, our response, and our impact for the good of all Volunteers from March 2020 until June 2021. As Volunteers, we hold up the torch for others by serving them each day. As we serve, we also share the light of hope. And as we share the light of hope, we continuously bring value to those around us. We value our role on this campus to equip, collaborate with, and serve our faculty, as well as all campus units, colleges, and academic departments. In fact, our unit's success is measured largely by the success of our faculty.

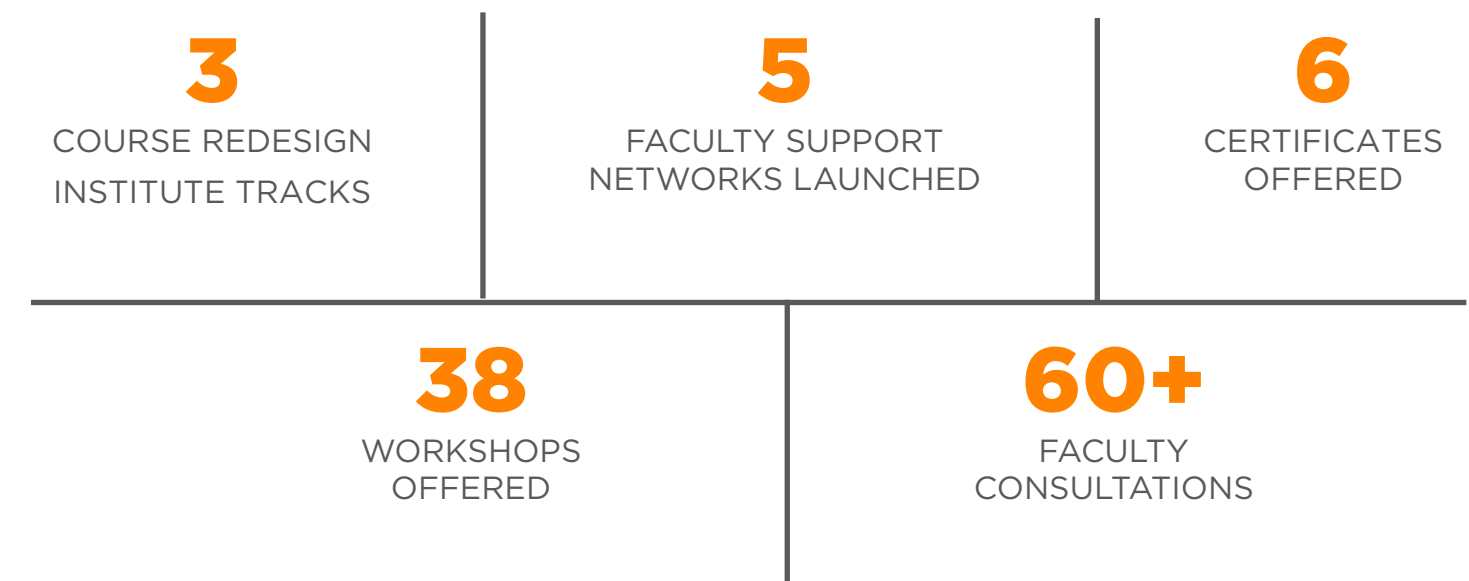
With that in mind, and to our faculty, we say here's to your success. We hold up the torch for each one of you.

As we say on Rocky Top, Go Vols

Christopher E. Lavan

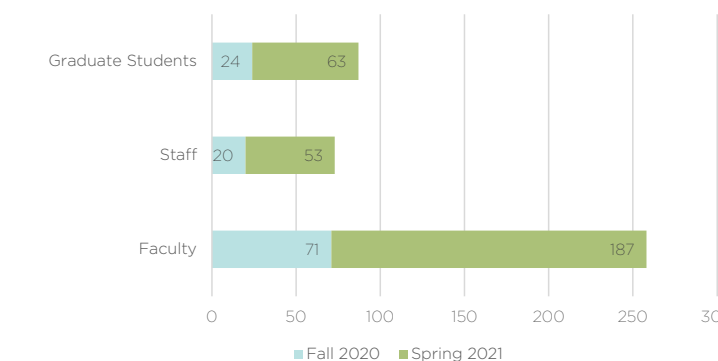
Christopher E. Lavan, Ph.D.
Executive Director of Teaching & Learning
Teaching & Learning Innovation

2020-2021 YEAR AT A GLANCE

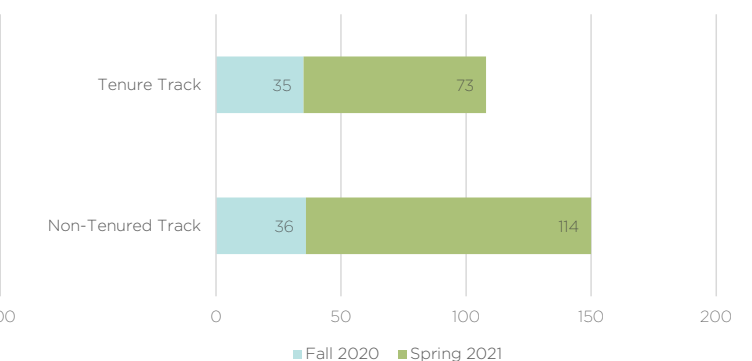


Our Workshops

Workshop Attendees by University Role



Workshop Faculty Attendees by Tenure Status

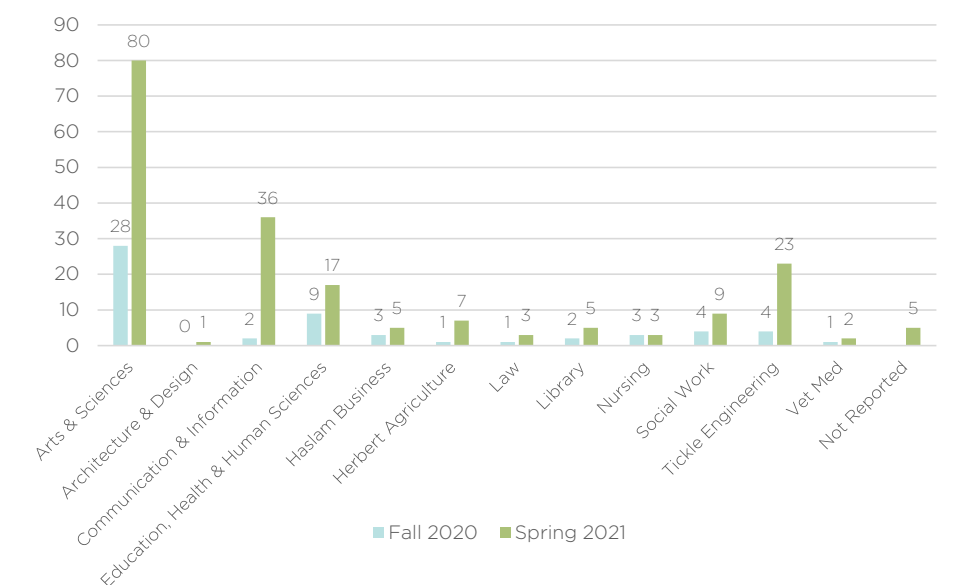


258
FACULTY PARTICIPANTS

87
GRADUATE STUDENT PARTICIPANTS

73
STAFF PARTICIPANTS

Workshop Faculty Attendees by College



OUR TEAM

Teaching and Learning Innovation is a mix of creative and strategic thinkers who bring experience, passion, and fun to every project we take on. We have the knowledge and expertise to tackle projects big and small, and we pride ourselves on partnering with colleges, departments, and units across campus to create an end result as effective as possible. Meet our team below.



CHRISTOPHER LAVAN, PH.D.
Executive Director of Teaching and Learning



VIRGINIA STORMER, PH.D.
Assistant Director of Experiential Learning



YUJIE HUANG, PH.D.
Faculty Consultant for Inclusive Teaching



JOHN WALKER, MPS & DOCTORAL CANDIDATE
Research and Assessment Coordinator



FERLIN MCGASKEY, PH.D.
Director of Faculty Development



CHRIS KILGORE, PH.D.
Special Programs Coordinator



WES ROMEISER, B.S.
Administrative Specialist



ROBERT JACOBSEN, PH.D.
Post-Doctoral Scholar for Developing Future Faculty



AMBER GIFFIN, DOCTORAL CANDIDATE
Graduate Research Associate for Faculty Development



KAREN RICHTERS, MASTERS CANDIDATE
Graduate Research Associate for Communications & Marketing



MELISSA HINTEN, PH.D.
CIRTL Institutional Leader



JOSIE L. ANDREWS, DOCTORAL CANDIDATE
Graduate Research Associate for Faculty Development

For additional information on any of our unit's team members, please visit our [website](#).

OUR RESPONSE TO COVID-19



During the spring 2020 semester, safety came first, as courses transitioned to an exclusively online format. Our response began immediately by providing faculty with resources and individual consultations during the 2020 spring break period as they migrated their courses online.

Over the summer, our support focused on in-depth, cohort-based programs designed to familiarize instructional faculty with best practices in online education in preparation for the fall. As university-wide efforts reduced the virus's prevalence on campus, we sought to highlight faculty successes from the fall and began to focus on a return to the classroom, with masks and distancing still in place. Effective teaching, regardless of modality, remained our focus throughout the year.

» Virtual Vol Bootcamp

Virtual Vol Bootcamp responded to a faculty need for support in transitioning their courses online in preparation for summer 2020 and fall 2020 courses. This program was a collaboration between our unit, the Office of Online Learning and Academic Programs, and the Office of Information Technology. The program included asynchronous modules as well as synchronous workshops over a one-month period. It was offered three times over the summer: May, June, and July. Each faculty member who completed it received a stipend.

580

FACULTY PARTICIPANTS

» First-Year Course Academy (FYCA)

FYCA sought to support faculty teaching the 15 highest-enrolled courses with first-year, undergraduate students. We partnered with the Division of Student Success, Office of Information Technology, and Faculty Lead, Dr. Sally C. Harris, to enrich the learning experience for our first-year undergraduate students by combining high-quality online and hybrid learning environments with high-quality teaching. FYCA was offered in two parts: asynchronous modules offered via Canvas, completed during August 2020, and synchronous workshops offered once a month from September through December. Faculty received a stipend for each part they completed.

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FACULTY MEMBERS

ADDITIONAL OFFERINGS

» Back to the Classroom Series

The Back to the Classroom series was an opportunity to help faculty think through face-to-face classroom interaction and engagement while the nation and our campus still was managing COVID-19. The series involved a synchronous online panel discussion featuring faculty who had taught face-to-face in the fall and two face-to-face workshops.

» COVID-19 Success Stories

The COVID-19 pandemic presented unprecedented teaching challenges as instructors transitioned to online formats, including fully asynchronous online, hybrid a/synchronous, and the “hyflex” format where students could attend online or in person. To maintain a strong strengths-based approach to faculty endeavors, we sought and published faculty accounts of techniques they successfully deployed in their teaching. To date, **16 faculty members** have submitted accounts of their work, published in a flexible [link-friendly format](#).

COVID-19 Resources

» In the process of equipping and working with faculty members, we developed web pages with resources to meet the changing needs.

- **Back to the Classroom:** These resources were made available to aid in the planning and preparation for the spring 2021 semester.
- **Success Stories:** Faculty shared their success stories of teaching during COVID-19, and where relevant, links to resources were also included.
- **Quick Start Tips:** This web-based resources includes basic information for those returning to the classroom under mask and physical-distance requirements deployed during the fall 2020 and spring 2021 terms, emphasizing preparation before the term, and on going topics for attention throughout the semester.
- **Teaching During COVID-19:** This web page provides resources and various support opportunities to assist faculty planning to teach in the socially-distanced classroom beginning in the fall 2020 semester.
- **Teaching Tips:** To celebrate our faculty's innovative ways to support student learning during the pandemic, we created a new video series *Just in Time Teaching Tips* to offer tips on how to increase student success in the classroom.



2020-2021 Faculty Senate President, Dr. Shawn Spurgeon

» Risk Management Resources During COVID-19

Our team of faculty development professionals created risk management resources for experiential learning opportunities during the COVID-19 pandemic.

- **Risk Management Checklist for Off-Campus Experiences:** This webpage was created to help faculty and staff overseeing off-campus experiences manage pandemic-specific risks.
- **Fieldwork Communication & Emergency Contact Guide for Faculty:** This document was developed for faculty to ensure proper communication channels while students engaged in off-campus experiences.
- **Student Communication & Emergency Contact Guide:** This document was created for faculty to give to their students so that they had access to the proper communication channels and emergency contact information in case of an emergency during an off-campus experience.

OUR SIGNATURE PROGRAMS

Our signature programs include professional development experiences that happen on an annual basis and include large groups of university faculty members and guests, and where our unit makes an intentional, significant investment of time and resources to ensure a high quality experience for participating colleagues.

» New Faculty Teaching Institute (NFTI)

NFTI is a longstanding annual event that brings together faculty who are new to UT to introduce them to the teaching culture of the institution. During this previously day and a half event, faculty learn who our students are, explore best practices in teaching and learning, and are introduced to offices and units that are available to support them in their teaching. This year, NFTI was an online endeavor, mixing synchronous and asynchronous opportunities that covered the same topics but through the lens of preparing faculty to teach during the COVID-19 pandemic.

90
PARTICIPANTS

» Innovative Teaching and Learning Conference (ITLC)

The ITLC was developed to highlight the importance of good teaching in higher education settings by featuring innovative teaching practices that occur in college classrooms. Given the pandemic this year, we moved the one-day conference to an online environment, but still featured a keynote speaker, [Dr. Claire Major](#) from the University of Alabama, as well as concurrent sessions, and poster presentations on topics related to inclusive teaching, student success, the scholarship of teaching and learning, experiential learning, and others. Given the format of this year's conference, our participation more than doubled from prior years.

323
DOMESTIC &
INTERNATIONAL
PARTNERS

150
FROM THE
UT SYSTEM

NEW OFFERINGS FOR 2020-2021

In our ongoing effort to respond to the evolving needs of our campus, we developed several new programs and offerings. Through these, we provided UT faculty with additional professional development opportunities as well as forums to connect and learn from one another around topics of interests, and share their experiences during COVID-19.

» Certificate Programs

In an effort to meet faculty where they are, as well as provide flexible faculty development options, we created the TLI Certificate Curriculum. Each certificate begins with the Equity-Minded Teaching Module, which seeks to provide a guiding framework to consider the other certificates in the curriculum. Participants must complete the module before they can begin the others. Ultimately, the hope is that participants will become more aware of how to address inequities in the learning experiences of their students.

Asynchronous Certificates



Course-Based Assessment: Debuted in spring 2021, this self-paced course contains three modules designed to introduce participants to the foundations of assessment design and planning at the course level. Topics include assessment planning for student and instructional improvement, equitability in assessment, and student-directed assessments. This course is beneficial for instructors interested in examining and recrafting their assessment practices to provide a student-centric approach to teaching

and learning.

Experiential Learning: This self-paced program, which was piloted in fall 2020 and debuted campus-wide in spring 2021, provides an introduction to experiential learning and the University of Tennessee's Experience Learning initiative. The certificate contains 5 modules that guide participants through experiential learning best practices and the student learning outcomes for the Experience Learning initiative. This foundational program is designed to benefit both instructors experienced with EL Pedagogy and those new to it.



Inclusive Teaching: Piloted in fall 2020 and debuted campus-wide in spring 2021, the five-module Inclusive Teaching certificate provides professional development and guidance implementing on inclusive teaching practices in the college classroom. Through each module, individuals develop a greater understanding of practices and approaches that motivate and engage all learners.

Positive Psychology in Higher Education: Debuted in spring 2021, this self-paced program provides participants with a foundational understanding of positive psychology pedagogy, UT's unique vision for positive psychology on our campus, and how this pedagogy can be employed in the higher education classroom. The certificate contains 5 modules that walk participants through three approaches to positive psychology pedagogy (positive emotions, strengths-based teaching, and growth mindset) that can be used to support UT's vision.





UT CIRTL Associate Level Online Course: This certificate program for graduate students and post-docs allows participants to learn about evidence-based teaching strategies at their own pace. Participant outcomes include completing a teaching philosophy statement and presenting a discipline-specific lesson plan aligned with evidence-based practices.

This certificate program is offered in collaboration with the national [Center for Integrated Research, Teaching, and Learning](#).

Synchronous Certificates

How to Teach Online for Graduate Students: This five-week seminar teaches participants the principles and practices of building an online course. This seminar features subject-matter experts in the areas of universal design and accessibility, student engagement, and technology.

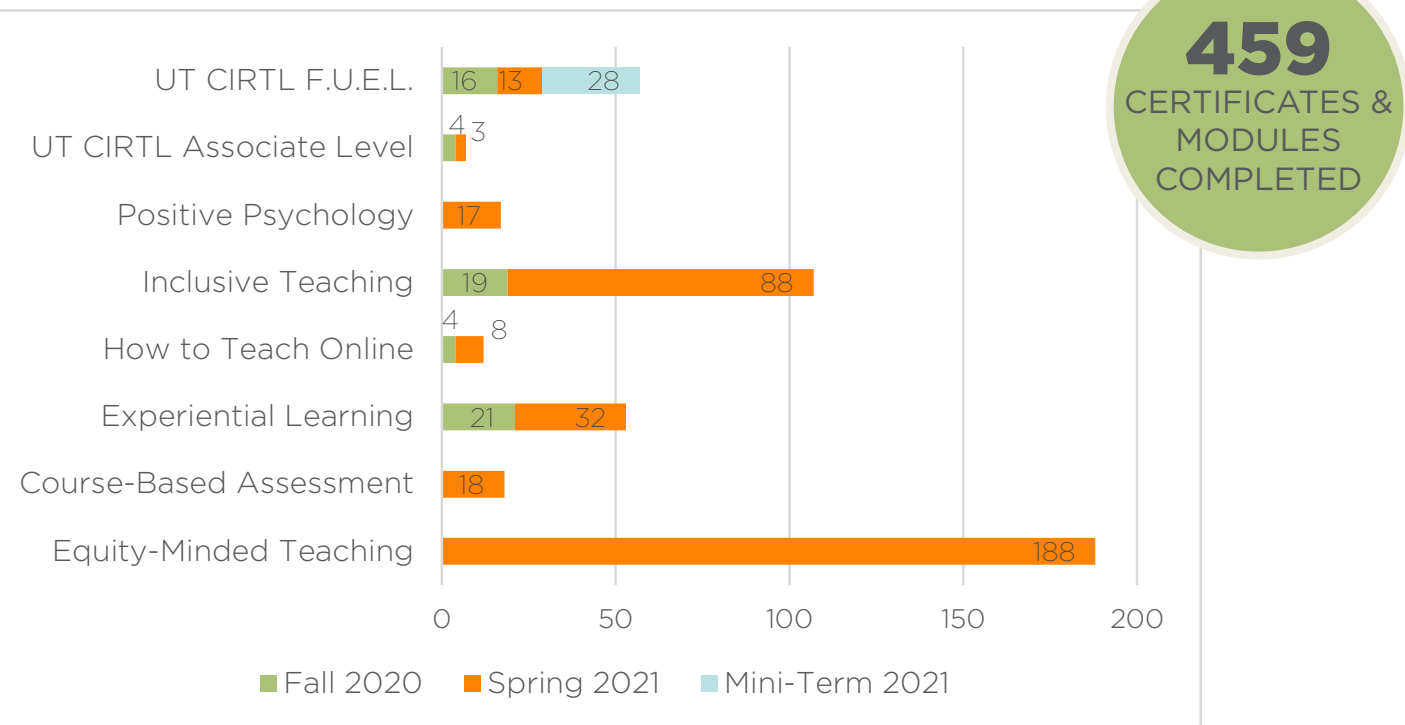
This certificate program is offered in collaboration with the Office of Online Learning & Academic Programs.



UT CIRTL Facilitating Undergraduate Evidence-Based Learning (F.U.E.L.): This six-module seminar introduces participants to a holistic framework for learning and growing in their teaching practice. Participant outcomes include completing a teaching philosophy statement and presenting a discipline-specific lesson plan aligned with evidence-based practices.

This certificate program is offered in collaboration with the national Center for Integrated Research, Teaching, and Learning.

Impacts and Participation



“ Thanks for an interesting and helpful course about Inclusive Teaching. Much good food for thought, helpful framework...I learned a lot!”

- Bente Flatland, *College of Veterinary Medicine*

» Faculty Support Networks (FSN)

The purpose of our FSN program is to engage faculty members from across our university in discussion and collaboration around specific teaching-related topics in order to create peer-to-peer networks for synergistic thinking, reflective learning, and innovative teaching. Our FSNs focus on four TLI initiatives:

Course-Based Assessment

This FSN provides an additional channel for faculty to share best practices in assessment, explore innovative ideas for assessment in the classroom, and discuss issues and resolutions to common assessment problems.

122
MEMBERS

Developing Future Faculty

This FSN seeks to build a supportive community among graduate students and post-doctoral associates. This year, the FSN announced campus programs and events through our membership in the Center for Integration of Research, Teaching, and Learning (CIRTL).

66
MEMBERS

Experiential Learning

This FSN seeks to connect faculty across campus who provide students with real-world experiences through their classroom. Through this FSN, we provided information about upcoming workshops and events, both internally and externally, and seeks feedback from faculty about ideas for further supporting experiential learning on our campus.

134
MEMBERS

Inclusive Teaching

This FSN seeks to establish a university-wide network for UT faculty and GTAs who are interested in and engaged with inclusive teaching. Through Microsoft Teams and email communication, we provided professional development opportunities and encouraged collaboration to promote inclusive teaching excellence.

93
MEMBERS

Scholarship of Teaching and Learning

This FSN provides an asynchronous Teams site and a biweekly newsletter containing program updates, links to call for papers, links to SoTL support resources, spotlights on SoTL articles, and more.

36
MEMBERS

» Course Redesign Institute

In May 2021, we hosted a three-week, virtual Course Redesign Institute. The institute brought together faculty across the university to share ideas from their own pedagogies with one another and to participate in a focused track to redesign one of their courses. Faculty applied to participate in one of three tracks: experiential learning course design, inclusive teaching, and positive psychology. This year, **33 faculty** completed the program and received a stipend to support their time in the institute.

» SoTL Narrative Reflection Project

Also in May 2021, we offered the inaugural Narrative Reflection Project, an internal grant providing supplemental support for faculty members to engage in a sustained reflection on what they experienced over the last year, and on the road ahead. The program included brainstorming meetings, online resources, and weekly check-in emails with resources. This year, we were able to accept a total of **12 participants**, who completed their reflection projects.

OUR PRIORITIES & INITIATIVES

Quality student learning and experiences begin with our UT faculty and instructors. We are dedicated to providing resources, workshops, and support opportunities to assist faculty in their teaching and learning efforts. We focus on the following priorities and initiatives.

» Inclusive Teaching

As a unit within Faculty Affairs, we champion diversity and inclusion in all student learning experiences at UT. Therefore, we strive to provide digital resources, as well as online and face-to-face workshops to assist faculty, graduate students, and staff in creating an inclusive environment for students of all backgrounds.

Programs

Our Diversi-Tea workshop series provide opportunities for the campus community to have dialogues, conversations, and exchanges related to inclusive teaching practices. These workshops are in collaboration with various campus partners engaging faculty, staff, and graduate students.

Inclusive Mentoring for Students in Diverse Groups -
September 30, 2020

Inclusive Teaching in STEM Disciplines - October 30, 2020

International Students' Sense of Belonging at UT - February 25, 2021

Increase Cultural Competency for Effective and Inclusive Teaching -
March 25, 2021

Building Relationships in Cross-Cultural Contexts - April 8, 2021

Resources

In response to teaching during COVID-19, several educational infographics were developed and added to our [online resources](#). Those infographics provided practical teaching strategies that equip faculty to manage classroom climate and facilitate conversations effectively.

Serving as a Faculty Innovator, Dr. Stefanie Benjamin helped create a series of short videos were also created featuring inclusive teaching practices. These videos include a range of inclusive teaching approaches demonstrated by various UT professors representing different departments and colleges.



» Experience Learning

This initiative began with the university's QEP in 2015 and sought to engage students in meaningful experiential learning opportunities and provide support to faculty to develop these kinds of opportunities. The QEP ended at the end of the 2020 academic year, and the final QEP report was submitted in March 2021. Despite the ending of the QEP, UT and our unit remain committed to expanding the experiential learning opportunities offered to students and supporting faculty in developing high-quality opportunities.

Programs

To support faculty in designing effective experiential learning opportunities, our unit collaborated with both internal and external partners. Along with the Center for Career Development and Academic Exploration and the Office of Undergraduate Research and Fellowships, we hosted workshops to support faculty interested in designing an Experience Learning designated course.

We invited the leadership team from United Way of Greater Knoxville to a virtual meet-and-greet with faculty to facilitate partnerships that will enable students to work on some of the most pressing needs in our community. We also supported the Center for Career Development and Academic Exploration in bringing together faculty and staff across the university who are involved in internship and internship-like experiences.

Experience Learning Course Designation Workshop - September 14, 2020,
and April 6 & 14, 2021

Internship Roundtable: Virtual Internships and Internship-like Experiences
- February 2, 2021

Meet & Greet with United Way of Greater Knoxville: Building Partnerships - April 1, 2021

Internship Roundtable: Winter Mini-term Edition - April 22, 2021

Resources

In addition to the [Risk Management resources](#) we created for faculty providing on-site experiential learning opportunities during COVID-19, we also sought to support faculty providing virtual service-learning experiences. We created three [new resources](#) that offer exercises to help students prepare for service, participate in a virtual service site visit, and connect with the community members they are serving.

» Course-Based Assessment

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their education experiences; the process culminates in using assessment results to improve subsequent learning. To aid faculty with assessment, our unit's assessment team worked to provide workshops and resources for program assessment, course assessment, and assessment for experiential learning courses.



Programs

Formative Assessments: Best Practices for Developing, Implementing, and Using Assessment for Learning - September 3, 2020 and February 9 & 10, 2021

Authentic Assessments: Best Practices for Developing, Implementing, and Using Performance-Based Assessment for Better Teaching and Learning - October 14, 2020 and March 3 & 9, 2021

Peer and Self-Assessment: Best Practices in Student-Directed Assessment Workshop - April 13 & 15, 2021



Resources

In response to the needs of faculty during COVID-19, we developed a resource for best practices in exam construction and administration ahead of the final exam period in Spring 2020. [Best Practices in Online Exams](#) provides an overview of the different types of exam questions that instructors can use, details to consider before creating the exam, and “after test” checks an instructor can use to determine that an accurate instrument to measure student learning was constructed and used.

» Developing Future Faculty (DFF)

DFF exists to support the success of graduate students and post-docs as they carry out their responsibilities and work towards their academic and professional goals. These outcomes are achieved through a variety of workshops and seminars offered by our unit and opportunities offered virtually through our membership in the Center for the Integration of Research, Teaching, and Learning (CIRTL).

Programs

In addition to the three certificate curriculum programs we offered, our unit also offered CIRTL Network events. All graduate students, post-docs, and faculty are eligible to join the CIRTL Network and participate in cross-network programming each semester. Topics include career planning, job application prep, and much more.

Resources

Through the university’s membership in the CIRTL Network, UT graduate students and post-doctoral associates have access to dozens of workshops and programs aimed at advancing their teaching and professional success. Workshops and programs are hosted by network members and provide participants the opportunity to learn from and network with colleagues across the U.S. and Canada. Visit [CIRTL’s website](#) for more info.



» Scholarship of Teaching & Learning (SoTL)

UT, Knoxville emphasizes excellence in teaching, and in support of that commitment, we have launched a new initiative to encourage and support faculty and graduate student

work on higher-education-focused scholarship of teaching and learning. In addition to supporting the use of innovative and evidence-based teaching practices, we want to encourage rigorous inquiry into the effectiveness of innovative approaches to teaching, and the nature of the teaching and learning experience on our campus.

Programs

This year, we debuted new workshops focusing on SoTL, geared to support faculty members as they navigated two COVID-influenced semesters and decided what new teaching methods they plan to keep for the year ahead. The SoTL Incubator program provides development and logistical support for faculty members who want to conduct research in their classrooms. It entered a pilot phase during the fall 2020 semester, with two faculty projects beginning to collect data, and two more in preparatory phases.

Human Subjects Research Considerations for Conducting SoTL Studies - March 9 & 10, 2021

Faculty host: Dr. Colleen Gilrane, vice-chair of the IRB



PROVOST’S OFFICE PROGRAMMING

We strive to support faculty by offering collaboration networks and development programming to enhance their work experience at UT, and help them work toward their career goals.

» Faculty Roundtables

In response to calls for more opportunities for collective discussion and communication, our unit scheduled a series of Faculty Roundtables - online, faculty-focused conversations on topics of campus-wide interest. These hour-long, open-format, meetings included faculty “co-hosts,” of which there were 18 total, who shared their expertise on the topics discussed.



Responding to an Election - November 4, 2020

Faculty co-hosts: Erin Darby, Stefanie Benjamin, and Courtney Wright

Considering Personal Health & Wellness - December 2, 2020

Faculty co-hosts: Knar Sagherian, Lee Murphy, and Danielle Bohn

Work-Life Balance and the New (New) Normal - February 3, 2021

Faculty co-hosts: Lane Morris, Alison Buchan, and Jeannie Jones Tennant

Institutional Culture, Climate, and Being an Ally - March 3, 2021

Faculty co-hosts: James Williams, Joan Heminway, Mitsunori Misawa, Javiette Samuel, and Rob Spirko

Tenure, Promotion, and Transition During a Pandemic - April 7, 2021

Faculty co-hosts: Suzanne Allard, Charles Noble, Stephanie Bohon, and Michael Higdon

» Faculty Community Groups (FCG)

Officially hosted by the Office of the Provost, the FCG program was administered by our unit, and is an evolution of the preceding years' Faculty Mentoring Program. Its purpose is to promote networking and collegiality across university divisions by bringing together faculty members who would not otherwise easily meet. The program matches and facilitates small groups (four to five individuals), with opportunities for support, networking, and peer mentoring, based on a specific identities and/or areas of interest.

83 PARTICIPANTS		20 GROUPS	
4 GROUPS FOR FEMALE FACULTY	1 GROUP FOR BLACK FACULTY	1 GROUP FOR LGBTQ+ FACULTY	1 GROUP FOR INTERNATIONAL FACULTY

The remaining groups were matched based on their self-selected interest areas for connection and discussion.

» Special Virtual Campus Visit: Dr. KerryAnn O'Meara

In collaboration with the Office of the Provost and the Division of Diversity and Engagement, we hosted a faculty webinar and related meetings with Dr. KerryAnn O'Meara, professor of higher education at the University of Alabama and immediate past president of the Association for the Study of Higher Education (ASHE).

O'Meara's webinar, *Equity Minded Reform of Teaching & Service Workloads*, was attended by faculty members from across campus, and she also addressed the Chancellor's Cabinet, the assembled Deans and Department Heads, and the Faculty Affairs Tenure & Promotion Working Group, reaching nearly 100 additional faculty members and administrators. We have curated a [web page](#) with information and resources based on her visit.

100
ATTENDEES

» Leadership Development Program

For more than 10 years, the UT, Knoxville Leadership Development Program has brought together faculty and staff who occupy or intend to occupy leadership positions within the university. Participants engage in a variety of meetings, professional development opportunities, and other activities, beginning at the end of the spring term, and concluding in the following spring.

The 2020-2021 UT LDP cohort was coordinated by Kate Atchley, Executive Director, Healthcare Division, Graduate & Executive Education in the Haslam College of Business, and Chris Kilgore, Special Programs Coordinator for TLI.

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PARTICIPANTS

» Faculty Central

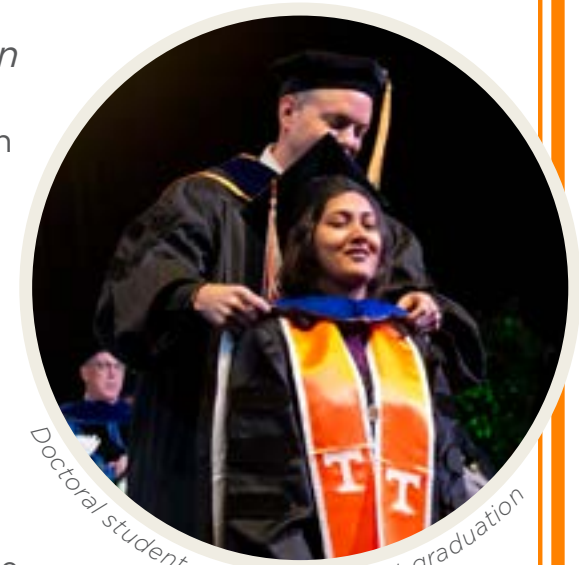
[Faculty Central](#) provides a one-stop shop for information about campus resources and services, from COVID-19 information to student and faculty success resources.

ADDITIONAL CAMPUS CONTRIBUTIONS

» Collaborative Programming

Graduate & Professional Student Appreciation Week (GPSAW)

During GPSAW (April 5-9, 2021), our unit offered, in collaboration with members of the Adult Learning Program in the College of Education, Health, and Human Sciences, a workshop entitled: **Applications and Strategies to Reduce and Ultimately Eliminate Academic Bullying in Higher Education**. The presenters helped participants think through what academic bullying looks like and how they can reduce the occurrence of it.



Doctoral student receiving hood at graduation

Sexual Assault Awareness Month

For Sexual Assault Awareness Month (April 2021), we offered a workshop entitled: **Trauma-Based Pedagogy: Survivors of Sexual Assault**. This workshop was co-facilitated with members of the Adult Learning Program and the university's Office of Title IX.

» TLI Advisory Boards

High Impact Practices (HIP) Advisory Group

The HIP Advisory Group met five times during the 2020-2021 academic year to discuss engaging students and supporting faculty involved in high impact practices. Many of our discussions this year centered on how to safely and effectively offer HIPs during COVID-19.

Inclusive Teaching Taskforce

The Inclusive Teaching Taskforce met five times throughout the pandemic. The group worked relentlessly, supporting our faculty in their efforts to motivate and engage all students during those challenging times.

CIRTL Advisory Board

The CIRTL Advisory Board met five times throughout the pandemic. Faculty members remarked on the isolation experienced by many graduate students, particularly first-year and international students. The board provided strong support for the development of learning communities focused around using individual development plans.

» University-Wide Committee Representation

Members of our unit served on many across the university during the pandemic. In order to facilitate high quality collaboration and connections, at least one or more members of our team served as a member of each of the following groups.

Administrative Specialist Committee

Wes Romeiser, *member*

Assessment Steering Committee

John Walker, *member*

Center for Global Engagement Campus Partner Committee

Yujie Huang, *member*

Diversity Action Plan Review Committee

Chris Kilgore, *member*

Diversity Leads Committee

Yujie Huang, *member*

Faculty Mentoring Taskforce

Chris Lavan, *Taskforce Co-Chair; Subcommittee Chair*

Ferlin McGaskey, *Subcommittee Chair*

Chris Kilgore, *Subcommittee Chair*

Graduate & Professional Student Professional Development Committee

Ferlin McGaskey, *member*

Robert Jacobsen, *member*

McClung Museum Board

Chris Lavan, *member*

QEP Steering Committee

Chris Lavan, *member*

Ferlin McGaskey, *member*

Virginia Stormer, *member*

John Walker, *member*

Strengths-Based Mindset Committee

Virginia Stormer, *Subcommittee Co-Chair*

VOL Start Back Committee

Virginia Stormer, *member*



DIRECTIONS FOR THE FUTURE

The future is bright for faculty development on our campus. After an exceptional year of flexible and inclusive offerings, our unit will continue to strive to meet the needs of our tenure-track and non-tenure-track faculty, as well as our graduate students, in order to create a path to success for each faculty member at the University of Tennessee, Knoxville.

For more information about our offerings, resources, and future collaborative opportunities, visit us at teaching.utk.edu.



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

TEACHING & LEARNING INNOVATION

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