

ANNUAL REPORT

2021-
2022

teaching.utk.edu



T TEACHING & LEARNING INNOVATION

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EXECUTIVE SUMMARY

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.

This document seeks to bring you, the reader, on our journey to evidence impacts made and goals accomplished during the 2021-2022 academic year.



LETTER FROM THE EXECUTIVE DIRECTOR

DR. CHRISTOPHER LAVAN



In Stevie Wonder's hit song "Higher Ground", the world-renowned artist himself takes us on a journey through the news and headlines of his time. If you ever stop and read the lyrics to this song, much of what he sings about is still happening today. "People are learning", he says at one point. "Teachers are teaching", he sings at another. All the while war is present, and other concerns continue to make their presence known to everyone all around the world. In fact, one of the lines of this well-known song states that the, "world keeps turning".

Here in Tennessee, it's the same for us. No matter the circumstance or challenge, our world keeps turning, too. As we press on to give our all for Tennessee each day, TLI continues to strive to make a positive difference in the lives of all our stakeholders. As our faculty continue to pursue world-saving research while teaching tomorrow's leaders, we remain steadfast in our commitment to provide high-quality faculty development experiences for everyone.

Some examples of our impact during the 2021-2022 academic year include:

- Hosting well over 450 attendees from all over the world, for our 2022 Innovative Teaching & Learning Conference. Our keynote speaker, UT alumna Dr. Saundra McGuire, did a wonderful job sharing her earned knowledge, wisdom, and experiences from her award-winning research on teaching and learning, to rave reviews by our conference attendees.
- Working directly with colleges and departments to meet their teaching, learning, and SoTL needs. Our unit participated in over a dozen experiences that we call Department & Unit Requests. We do this by going to our faculty where they are, either in their classrooms, faculty meetings, or in online gatherings to provide them with direct support.
- Serving alongside the Division of Student Success and other campus partners, to shepherd in a new pedagogical approach to teaching and learning that we warmly call "The Volunteer Experience," which is undergirded by the PERMA framework and the research of Dr. Martin Seligman. We served as direct contributors to this work with our University's Department of Biology through DSS's Student Success Grant Program, and we plan to work with more faculty and departments next year to help them incorporate this approach into their classrooms and teaching practices.
- Equipping over 40 GTAs and post-docs, through our Developing Future Faculty Area of Excellence, with the evidenced-based teaching strategies needed to foster their own unique and effective approach to teaching this generation's students on our campus and beyond.

As you look through our Annual Report, you will notice these and other ways that our team has been able to make a positive difference while our world keeps turning. Collaboration, supporting mutually beneficial partnerships, and growing the use of inclusive, equitable, and evidence-based approaches to foster success for those we serve is what we value, and we will "keep on trying 'til we reach our highest ground."

Thank you for your consistent support of TLI as we seek to serve UT!

Go Vols!

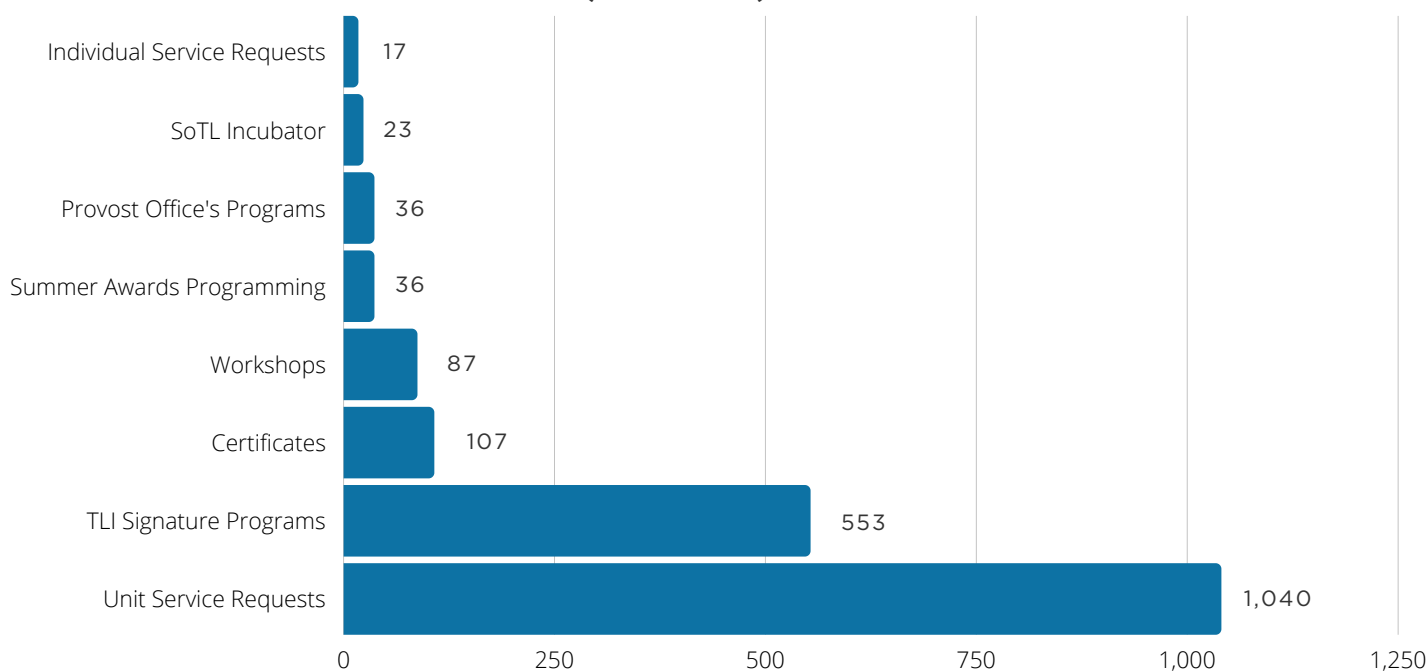
Christopher E. Lavan, Ph.D.
Executive Director of Teaching & Learning
Teaching & Learning Innovation

TLI BY THE NUMBERS 2021-2022

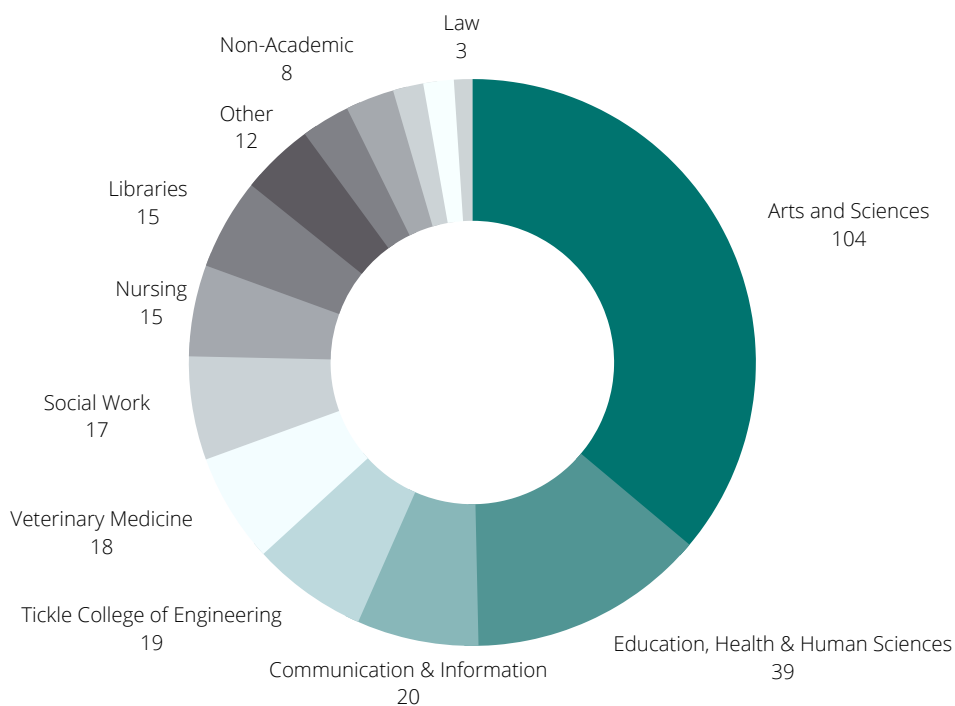
OUR EVENTS WERE ATTENDED BY APPROXIMATELY 1,900 FACULTY MEMBERS AND GRADUATE STUDENTS, AS SHOWN IN THE FIRST CHART BELOW.

AMONG EVENTS WHERE DETAILED DATA WERE AVAILABLE, WE WERE ABLE TO IDENTIFY 288 UNIQUE PARTICIPANTS, AS SHOWN IN THE SECOND & THIRD CHART BELOW.

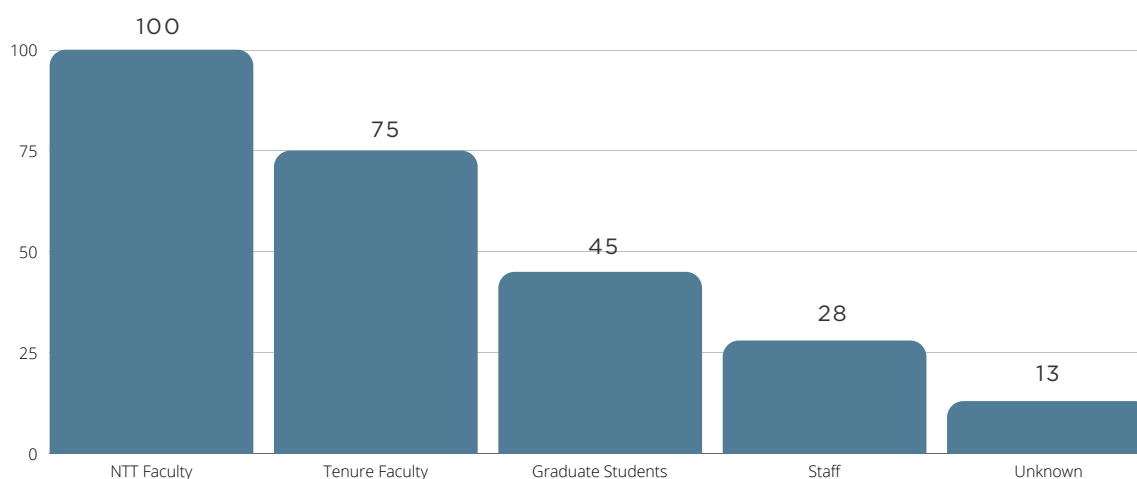
TOTAL PARTICIPATION BY PROGRAM TYPE (1900 TOTAL)



UNIQUE PARTICIPANTS BY COLLEGE (288 TOTAL)



UNIQUE PARTICIPANTS BY ROLE (288 TOTAL)



MEET OUR TEAM

CHRISTOPHER
LAVAN, PH.D.



*EXECUTIVE
DIRECTOR*

FERLIN
MCGASKEY, PH.D.



*DIRECTOR OF
PROFESSIONAL
DEVELOPMENT*

VIRGINIA
STORMER, PH.D.



*ASSOCIATE
DIRECTOR FOR
CURRICULUM
DEVELOPMENT &
DESIGN*

CHRIS
KILGORE, PH.D.



*ASSOCIATE
DIRECTOR FOR
THE SCHOLARSHIP
OF TEACHING &
LEARNING*

Our Mission

TLI facilitates instructional excellence and supports those we serve in achieving their work life goals to foster a culture of success for faculty across the university.

MEET OUR TEAM

DEEPA
DESHPANDE, PH.D.



*FACULTY
CONSULTANT FOR
CURRICULUM
DEVELOPMENT*

ANOFF
COBBLAH, PH.D.



*FACULTY
CONSULTANT FOR
PROFESSIONAL
DEVELOPMENT*

ROBERT
JACOBSEN, PH.D.



*CIRTL
INSTITUTIONAL
LEADER*

WES ROMEISER



*ADMINISTRATIVE
SPECIALIST*

Our Vision

A path to success for every faculty member
at UTK.

MEET OUR TEAM

JOSIE
ANDREWS, M.S.



*GRADUATE
RESEARCH
ASSISTANT*

AMBER GIFFIN,
M.S.



*GRADUATE
RESEARCH
ASSISTANT*

KAYLIE
TAYLOR, B.S.



*GRADUATE
RESEARCH
ASSISTANT*

Our Values

As a unit within the Office of the Provost, in the Division of Faculty Affairs, we advance:

- 1.collaborative and mutually beneficial partnerships
- 2.inclusive, equitable, and evidence-based approaches to foster success for those we serve
- 3.faculty development as integral to the mission of the University of Tennessee, Knoxville, Tennessee's flagship and land-grant institution

TLI SIGNATURE PROGRAMS

2021 NEW FACULTY TEACHING INSTITUTE (NFTI)

Teaching and Learning Innovation hosted our annual New Faculty Teaching Institute on August 12th and 13th, 2021. NFTI is designed to provide faculty new to the University of Tennessee, Knoxville with useful information related to our teaching culture. Attendees spend 1.5 days actively engaging with colleagues from UT Libraries, Office of Information Technology, Division of Student Success, Division of Diversity and Engagement, Online Learning and Academic Programs and of course Teaching and Learning Innovation staff, in ways that help them successfully prepare for teaching UT students. Topics covered included but were not limited to: Equity-Minded Teaching & Inclusive Teaching, Active Learning in the Large Classroom, Student Learning Outcomes & Creating an Effective Syllabus, Preparing for First-Generation and First Year Students, Writing Assignment Design, and Technology in the Classroom.



TLI SIGNATURE PROGRAMS

2022 Innovative Teaching & Learning Conference

The Annual Innovative Teaching and Learning Conference took place virtually on March 29th, 2022. The conference was designed to highlight the importance of effective teaching in higher education settings by featuring innovative teaching practices that occur in college classrooms. Additionally, by making this a free event, the conference strives to provide professional development in the area of teaching and learning to the broadest audience possible including those from community colleges, small liberal arts institutions, and universities across the country and the world. During the conference, we offered 55 presentations in addition to two plenary talks by our Keynote Speaker, Dr. Saundra McGuire, who shared effective strategies for motivating students as well as helping students develop metacognitive skills from her book, *Teach Students How to Learn*. Dr. McGuire, who earned her PhD in Chemistry Education from the University of Tennessee, was also honored during the conference with UT's Accomplished Alumni Award.

**475
Attendees**

**190
Attendees from
UT System
Institutions**

**55
Presentations**



DR. SAUNDRA MCGUIRE

NEW THIS ACADEMIC YEAR

In our ongoing effort to respond to the evolving needs of our campus, we developed several new programs, offerings, and resources. Through these, we provided UT faculty with additional professional development opportunities and an outlet for us as a unit to invest into each individual and academic department.

Program	Details
Experience Learning Dashboards	TLI launched our Experience Learning Dashboards , which contain data collected during the University's 2015-2020 QEP, Experience Learning. These dashboards showcase data we began to collect during the QEP and have since continued. The data provides the number of experiential learning opportunities offered by individual colleges in our College-Level Dashboard and experiential learning opportunities offered by different offices on campus in our Administrative Data Dashboard. Representatives from each college who served on our College Baseline Data Group and representatives from administrative units who served on our High Impact Practices Advisory Group collected this data and supported our unit to make these dashboards possible. Anyone on campus with a NetID can access this data through our Microsoft Power BI-enabled dashboards and can manipulate the data to see the different levels of data.
Fostering the Volunteer Experience	The University's new strategic vision, It Takes a Volunteer , calls for the creation of a universal Volunteer Experience for all students that "support[s] a culture where everyone matters and belongs." To support the University's plan, TLI has partnered with the Division of Student Success to support departments that want to redesign their curriculum to include an emphasis on well-being. Through Student Success Grants of up to \$30,000, departments receive support to consider how they might improve their DFW rates and support the success of each individual student in their courses. As part of our work to support student well-being, TLI developed a new asynchronous certificate, Fostering the Volunteer Experience in the Classroom: Using Well-being to Support Learning . This 6-module certificate introduces participants to Martin Seligman's PERMA model of well-being and walks them through how to foster each element (positive emotions, engagement, relationships, meaning, accomplishment) in the classroom. This certificate launched in January, and General Biology faculty were the first participants in the certificate. It is free and open to any faculty, staff, or graduate student at the University.
Service Requests	This year TLI launched a new webpage for service requests to better serve both individual instructional staff and departments. This new webpage seeks to provide information about the different ways we can support individuals or departments and highlights recent collaborations. TLI continued this year to work with individual instructors from across campus to support their instructional needs. In addition to these individual meetings, however, TLI also increased our service to departments and units by working to meet the needs of faculty, staff, and graduate students who share similar disciplinary backgrounds or common course responsibilities.
New Faculty Orientation Faculty Panel	TLI organized a faculty panel for the New Faculty Orientation, sponsored by the Office of the Provost. During the "Tackling Teaching" session on August 9th 2022, Sharon Jean-Philippe, Professor, Forestry, Wildlife & Fisheries, UTIA, Amelia Hart, Lecturer, Accounting & Information Management, Haslam College of Business, Alison Buchan, Carolyn W. Fite Professor & Associate Head, Microbiology, College of Arts & Sciences, and Ryan Windeknecht, Senior Lecturer, Philosophy, College of Arts & Sciences shared their experiences and advice related to effective engagement of UT students. Additionally, they fielded questions from the audience. TLI staff led attendees through a reflective exercise designed to encourage them to think about and identify the resources they might need to achieve success in their teaching practice.

DEPARTMENT & UNIT SERVICE

8/9/2021	New Graduate Student Orientation
8/10/2021	New Graduate Teaching Assistant Orientation
9/27/2021	Department Seminar, Biochemistry & Cellular and Molecular Biology
10/21/2021	TLI SoTL Support, College of Veterinary Medicine
10/28/2021	Modern Foreign Languages Faculty Meeting
11/11/2021	Humanities Center Computing Grant Service-Learning Presentation
11/11/2021	Revisioning Research Development: Research Development Unit in ORIED
11/18/2021	Navigating Difficult Conversations in the Classroom: Haslam College of Business Lunch & Learn Series
1/31/2022	Associate Deans for Research Retreat: Office of Research Innovation and Economic Development

As a unit, TLI has invested time into leading numerous workshops and events for units and departments across our campus.

Listed below are examples of the programs led by one or more TLI team members with a short summary of each event:

- **Associate Deans for Research Retreat: Office of Research Innovation and Economic Development (1/31/2022)**
 - During this retreat, TLI's Director for Professional Development facilitated several sessions to support collective and innovative thinking among the Associate Deans for Research.
- **College of Nursing: Faculty Development Workshop Series (3/21 and 4/18)**
 - This series of two, one-hour workshops with faculty from the College of Nursing began with a listening session to respond to concerns that some grades are not accurately reflecting students' skill level. After using the first session to focus on main areas for improvement, our second session focused on creating strong rubrics and improving interrater reliability when using the rubrics.
- **PhD Mini Course: Haslam School of Business (5/25/2022)**
 - This 75-minute session introduced PhD students from various programs in Haslam College of Business and other departments foundational practices related to course design, syllabus development and crafting a teaching philosophy statement.

DEPARTMENT & UNIT SERVICE

3/21/2022

Inclusive
Communication

3/21/2022

College of Nursing:
Faculty Development
Workshop

3/22/2022

The Fundamental of
Dialogue: Child and
Family Studies

3/23/2022

Department Seminar,
Kinesiology,
Recreation, and Sport
Studies

4/1/2022

Teaching Reflections:
Office of the Provost

5/11/2022

Exploring Inclusive
Teaching through
Real-World Dilemmas:
First-Year Programs
Conference, Division
of Student Success

5/11/2022

First-Year Programs
Conference, Division
of Student Success

5/25/2022

PhD Mini Course:
Haslam School of
Business



CENTER FOR THE INTEGRATION OF RESEARCH, TEACHING, AND LEARNING (CIRTL) ADVISORY GROUP

MEMBERS:

Nikolay Broskiy, Mathematics

Ernest L Brothers, The Graduate School

Kelsey Ellis, Geography

Mark J Fly, Forestry, Wildlife & Fisheries

Amber Giffin, Educational Psychology &
Counseling

Mali Hubert, Ecology & Evolutionary Biology

Robert Jacobsen, Earth & Planetary Sciences

William Jennings, Political Science

Christopher Lavan, Teaching & Learning
Innovation

Ferlin McGaskey, Teaching & Learning Innovation

Jessica Osbourne, Division of Student Success

Boomer Russell, Biochemistry, Cellular &
Molecular Biology

Hannah Schmidt, Office of Research, Innovation,
and Economic Development

Molly West, Agricultural Leadership, Education &
Communications



TLI would like to recognize our unit's 3 advisory boards, CIRTL, High Impact Practices, and the Inclusive Teaching Task Force for all of their contributions over the 2021-2022 academic year.

Our CIRTL Advisory Group offers their unique knowledge, skills, and insights related to graduate student support and professional development to aid UT CIRTL in meeting the mission of the CIRTL organization.

TLI would also like to recognize a former CIRTL board member, Mark Fly, who recently passed away. TLI will be eternally grateful for his contributions and knowledge.

HIGH IMPACT PRACTICES ADVISORY GROUP

MEMBERS:

Jennifer Gramling, Online Learning & Academic Programs

Michael Saenz, Programs Abroad Office

Mandie Beeler, Center for Leadership & Service Office

Stephanie Kit, Center for Career Development & Academic Exploration

Jessica Osborne, First Year Programs

Clayton Alexander, Office of Admissions/Enrollment Management

Anna Sandelli, University Libraries

Toni Jackson, Academic Success Center

Andrew Seidler, Office of Undergraduate Research & Fellowships

Rebekah Page, Honors & Scholars Programs

Brent Lamons, Academic Advising

NaQuaina Moore, Office of Multicultural Student Life

Mark Willoughby, Office of Student Engagement, Haslam College of Business

Nicole Bryant, Office of Community Engagement & Outreach

Molly Sullivan, Office of the University Registrar

Christopher Lavan, Teaching & Learning Innovation

Wes Romeiser, Teaching & Learning Innovation

Virginia Stormer, Teaching & Learning Innovation

The purpose of our High Impact Practices Advisory Group is to increase access for more students to participate in high impact practices, to create and support faculty development opportunities for UT faculty and staff who teach using high impact practices in their classrooms and other educational experiences, and to work together to form a coalition of collaboration amongst campus offices and units at UT in order to support the growth of high impact practices on our campus.

INCLUSIVE TEACHING TASK FORCE

MEMBERS:

Talisha Adams, Student Success Center

Katherine Ambroziak, College of Architecture & Design; School of Architecture

Ashlee Anderson, College of Education, Health, & Human Sciences; Theory & Practice in Teacher Education

Stefanie Benjamin, College of Education, Health, & Human Sciences; Retail, Hospitality & Tourism Management

Joy Bertling, College of Education, Health, & Human Sciences; Theory & Practice in Teacher Education

Ernest Brothers, The Graduate School

Ashley Browning, SACSCOC Accreditation

Jennifer Gramling, The Office of Online Programs & Instruction

Susan Groenke, College of Education, Health, & Human Sciences; Theory & Practice in Teacher Education

Camille Hall, College of Social Work

Amelia Hart, Haslam College of Business; Department of Accounting & Information

Christy Hickman, College of Social Work

Lorna Hollowell, Division of Diversity & Engagement

Maria Hurt, College of Nursing

Sharon Jean-Philippe, Herbert College of Agriculture: Forestry, Wildlife & Fisheries

Jennifer Jordan, College of Education, Health, & Human Sciences; Theory & Practice in Teacher Education

Brent Lamons, Herbert College of Agriculture

Christopher Lavan, Teaching & Learning Innovation

Thura Mack, UT Libraries

Ferlin McGaskey, Teaching & Learning Innovation

Briana Rosenbaum, College of Law

Anna Sandelli, UT Libraries

Cheryl Shahan, College of Education, Health, & Human Sciences; Theory & Practice in Teacher Education

Liz Teston, College of Architecture & Design; School of Interior Architecture

Cindy Welch, College of Communication & Information; Information Sciences

Caroline Wienhold, College of Arts & Sciences; Biological Sciences

The Inclusive Teaching Task Force is committed to adopting inclusive pedagogy, developing campus-wide programs and resources, and establishing a collaborative network, to assist faculty, staff, and graduate students to adopt inclusive teaching and ensure diversity, equity, and inclusion in the classroom.

COLLEGE BASELINE DATA GROUP

MEMBERS:

Mark Willoughby, Haslam College of Business

Jason Smethers, College of Arts & Sciences

Gina Middleton, College of Social Work

Julie Beckman, College of Architecture & Design

Brent Lamons, Herbert College of Agriculture

Hailey Hernandez, College of Nursing

Meghan Copley, College of Educations, Health, &
Human Sciences

Sachiko Hurst, Tickle College of Engineering

Julie Longmire, College of Communication &
Information

Virginia Stormer, Teaching & Learning Innovation

Deepa Deshpande, Teaching & Learning Innovation

Christopher Lavan, Teaching & Learning Innovation

TLI would also like to recognize our College Baseline Data Group for their contributions over the 2021-2022 academic year. This group played a vital role in the successful completion of the university's last QEP, Experience Learning, as well as the creation of the university's Experience Learning Dashboards.

2022 SUMMER AWARD PROGRAMMING

Course Redesign Institute

TLI hosted its Course Redesign Institute from May to June 2022 during the University's mini-term period. We offered three tracks this year for participants: experiential learning, inclusive teaching, and fostering the Volunteer Experience (focused on well-being pedagogy). Each track had two faculty experts, all participants in previous TLI institutes, who helped support and guide our 2022 participants. Including our faculty leaders, all nine undergraduate-serving colleges were represented in this year's institute. The peer-to-peer learning experience fostered deep conversations related to pedagogy as well as strong connections among faculty from across the University. A total of 20 faculty members completed this year's CRI.

**9 SoTL
Funding
Participants**

**20 CRI
Participants**

**22 CIRTL
F.U.E.L.
Summer
Participants**

SoTL Funding Project

TLI offered the second iteration of our SoTL funding program. In May 2021 we hosted the Narrative Reflection Project, an internal funding opportunity that supported faculty as they created narrative documents. In May 2022 we hosted the expanded SoTL Funding Project, supporting not only a narrative reflection option, but also an option to write a review of the literature, and an option to write an action plan document. This year 9 faculty members participated (representing 8 departments within 4 academic units), including 5 who wrote literature reviews and 4 who wrote narrative reflections.

Summer CIRTL F.U.E.L.

Facilitating Undergraduate Evidence-based Learning (FUEL) is a 6-session seminar for graduate students and postdocs wanting to grow in their use of evidence-based teaching practices. Seminar topics include teaching identity, teaching philosophy statements, effective course design, evidence-based teaching strategies, and assessment. Seminar outcomes include writing a teaching philosophy statement and presenting an outcomes-driven lesson plan within their discipline of study. Graduates of the seminar are awarded associate certificates from the Center for the Integration of Research, Teaching, & Learning (CIRTL). 22 graduate students participated in Summer FUEL 2022.



AREAS OF EXCELLENCE

Curriculum Development & Design

TLI aims to support the curriculum development and design needs of the University's colleges and academic departments, both via our own resources and programs, and in partnership with other campus units.

O1.

High-Impact Practices Advisory Group

The High-Impact Practices Advisory Group continued to meet throughout the 2021-2022 academic year, and discussed issues related to experiential learning on campus. The group also hosted Dr. Amber Williams, Vice Provost for Student Success, in November to learn about their initiatives related to high-impact practices and discuss ways the HIP group could support them.

O2.

Experience Learning Course Reassessment

As part of the University's 2015-2020 QEP, UTK introduced course designations for undergraduate research (R-designated courses) and service-learning (S-designated courses). The first designated courses were approved in 2017, and as part of the designation process, all courses have to be reassessed every 5 years to ensure that they continue to meet the standards outlined by the committees who approve them. As such, this year was the first year that we have had to reassess courses. The S- and R-designation committees work with faculty who teach the designated courses to gather syllabi and other pertinent information to review the courses. Moving forward, we will continue to reassess courses every year, and beginning next year, we will also reassess internship (N-designated) courses, which were approved beginning in 2018.

O3.

Workshops Offered

- **Positive Emotions for Yourself & Your Classroom:** This workshop focused on increasing positive emotions for participants and their students to improve their well-being and increase learning.
- **Summer Course Redesign Institute Preview:** This workshop provided Course Redesign Institute participants from May 2021 the opportunity to present their redesigned courses and discuss their experiences with one another.
- **Experiential Learning Course Designation Workshop:** This workshop helped participants prepare to submit an application for their course to have one of UTK's experiential learning designations (undergraduate research, service-learning, or internship).
- **Effective End-of-Term Assessment:** This workshop helped participants consider how to design their end-of-term assessments so that they aligned with their learning outcomes.

AREAS OF EXCELLENCE

Inclusive Teaching

TLI aims to equip instructors with best practices and evidence-based approaches for creating inclusive classrooms, to help meet the teaching and learning needs of all students attending UTK.

01.

Inclusive Teaching Taskforce

The Inclusive Teaching Taskforce is one of three TLI advisory boards. This body, that includes faculty and staff from across the University, serves not only to support the Inclusive Teaching work of TLI but also across the University. Four meetings were held during the academic year.

02.

Diversi-Tea Program

TLI hosts activities related to Inclusive Teaching each semester. During the 2021-2022 year, our popular Diversi-Tea program continued as well as additional offerings.

Titles for the Diversi-Tea workshops this academic year were:

- International Graduate Teaching Assistants' Sense of Belonging
- Using Universal Design for Learning (UDL) to motivate and engage diverse learners
- Supporting International Faculty with Teaching at UT



AREAS OF EXCELLENCE

Developing Future Faculty

TLI aims to assist graduate students aspiring to become higher education faculty through training opportunities focused on effective and evidence-based teaching strategies and learning activities, in partnership with the Center for the Integration of Research, Teaching & Learning (CIRTL) and other campus partners.

O1.

CIRTL Advisory Board

The CIRTL Advisory Board consists of faculty, staff, and graduate students dedicated to graduate student success in the areas of teaching, professional development, and well-being. The board meets twice a semester to review and discuss new resources and strategies for advancing the success of graduate students.

O2.

CIRTL F.U.E.L.- Fall & Spring

Facilitating Undergraduate Evidence-based Learning (FUEL) is a 6-week seminar for graduate students and postdocs wanting to grow in their use of evidence-based teaching practices. Seminar topics include teaching identity, teaching philosophy statements, effective course design, evidence-based teaching strategies, and assessment. Seminar outcomes include writing a teaching philosophy statement and presenting an outcomes-driven lesson plan within their discipline of study. Graduates of the seminar are awarded associate certificates from the Center for the Integration of Research, Teaching, & Learning (CIRTL). A total of 53 participants completed the program in the 2021-2022 academic year.

O3.

Disrupting Bullying in Graduate School: Strategies and Interventions

During the Spring 2022 semester, TLI conducted a two-part workshop for CIRTL. The first workshop focused on graduate students' lived experiences of academic bullying in the academy. In the first workshop, an explanation of what bullying is/isn't was presented, characteristics of bullying were identified, and three positions of bullying that targets experience were described.

The second workshop provided anti-bullying strategies and interventions to help targets, bystanders, and perpetrators of bullying. The final roster for the two-part CIRTL workshop included 108 registrants. All participants, who participated in the post-workshop evaluation felt that the workshop was relevant to their position and provided a platform to participate in the discussion of academic bullying. The post-workshop evaluation also revealed that nearly 90% of participants would integrate what they learned from the workshop into their teaching and/or research.

AREAS OF EXCELLENCE

Scholarship of Teaching & Learning

TLI aims to support instructional faculty and graduate students to engage in rigorous inquiry into the effectiveness of innovative approaches to teaching, as well as the teaching and learning experience at UT. TLI also encourages faculty to use what they learn from teaching in the classroom to enhance the evidence base for best practices in teaching for higher education.

01.

SoTL Incubator

Our signature SoTL support project, SoTL Incubator, provides consultation and logistical support for faculty and staff research projects evaluating educational opportunities within UTK. The program consists of a series of facilitated consultation meetings, structured by a workflow process designed to ensure that each unique project advances through IRB approval to publication. The program began in 2020 with 3 pilot projects, and now at the end of the 2021-2022 academic year, it has expanded to 15 projects (within 11 academic disciplines), including two larger team endeavors. TLI staff conducted 43 SoTL Incubator planning and preparation meetings to support these projects. Of the 15 projects, as of June, 11 have been submitted for IRB approval, and of these, 10 have been approved, 8 have collected or are collecting data, and 1 has analyzed data and submitted a manuscript for publication.

02.

Workshops Offered

- **Get Started on a SoTL Project:** This introductory workshop lays out the basic parameters of common SoTL workflow elements, and lays out basic steps to launch a project.
- **Human Subjects Considerations for SoTL Studies:** This workshop, offered in partnership with the office of HRPP, introduces participants to basic considerations as they prepare to submit projects for IRB review.
- **Assessment Methods & Techniques for SoTL Studies:** This slightly more advanced workshop introduces some approaches to evaluate teaching and learning for SoTL purposes, including qualitative, quantitative, and mixed methods.
- **Finding Publication Opportunities for SoTL:** This workshop is for a dual audience, helping those just embarking on SoTL work to locate aspirational target publication opportunities, and helping those actively working on projects determine the best venue for submission.

PROVOST OFFICE PROGRAMS

Faculty Roundtables

TLI hosted two of these open-format events in collaboration with faculty co-hosts. These events seek to provide an opportunity for faculty to engage with one another about relevant, timely issues related to faculty life.

1. Sustaining Momentum for a Research Agenda, with faculty co-hosts Hollie Raynor, Yanfei Gao, and Heather Hirschfeld, and staff co-host Jennifer Webster.
(November 2, 2021)
2. Organizational Culture, Climate, and Being an Ally, with faculty co-hosts Emily Paskewitz, Patrick Grzanka, and Shayla Nunnally.
(February 17, 2022)

Winter Mini Term

In collaboration with the Office of Information Technology and the Office of Online Learning and Academic Programs, TLI developed and hosted six workshops that were designed to support faculty in the development of courses that would take place over the 2.5-week Winter Mini Term. These sessions were co-facilitated with faculty members. Topics covered included: Course Consolidation Strategies, Assessment in Online Consolidated Courses, Experiential-Based Courses, Group Project-Based Online Courses, Individual, Self-Directed, and Traditional Assessment Approaches, and Expecting the Unexpected: Navigating Changes. 12 faculty members participated in this series.



EXTERNAL COLLABORATIONS

WITH OTHER TEACHING & LEARNING CENTERS

To foster collaboration and build mutually beneficial relationships with colleagues at other institutions, TLI has helped to organize 2 external groups.

SEC TEACHING AND LEARNING AND FACULTY DEVELOPMENT LEADERS GROUP

The SEC Teaching & Learning and Faculty Development Leaders Group brings together colleagues from across the Southeastern Conference via Zoom to discuss pertinent matters and strengthen partnership for the work of teaching and learning and faculty development across all SEC universities.

UT SYSTEM TEACHING AND LEARNING AND FACULTY DEVELOPMENT LEADERS GROUP

The UT System Teaching & Learning and Faculty Development Leaders Group invites connection and collaboration with colleagues at all UT System member campuses to discuss their teaching and learning needs and foster future collaborations.



SERVICE TO THE UNIVERSITY

Assessment Steering Committee

Virginia Stormer

AVP & Executive Director of Honors & Scholars

Search Committee

Ferlin McGaskey

COACH Steering Committee

Chris Lavan

Coordinator for Chancellor's Council and Commissions Search Committee Chair

Chris Kilgore

Diversity Action Plan Taskforce

Chris Kilgore

Educational Coordinator for the Office of Ombuds Services Search Committee

Virginia Stormer

McClung Museum Board of Directors

Chris Lavan

Open Educational Resources Committee

Ferlin McGaskey

PAWES Team Support (Project with ORIED)

Ferlin McGaskey

SEC Emerging Scholars Selection Committee

Robert Jacobsen

Strengths Mindset Advisory Council

Virginia Stormer

Teaching and Learning Collaborative

Chris Lavan & Ferlin McGaskey

Vols Start Back Committee

Virginia Stormer

Volunteer Experience Deep Engagement Committee

Virginia Stormer

Volunteer Experience Faculty Director Search

Virginia Stormer

Faculty Senate

Chris Lavan

Undergraduate Council

Chris Lavan

Undergraduate Curriculum Committee

Chris Lavan

Service-Learning, Research, and Internship Course Designation Subcommittees

Chris Lavan

Service-Learning Course Designation Subcommittee Chair

Virginia Stormer



THANK YOU FACULTY

2022 FACULTY APPRECIATION WEEK LUNCHEON

On April 26, 2022, TLI hosted our Annual Faculty Appreciation Luncheon during Faculty Appreciation Week. We had a fantastic group of attendees and panelists, including Vice Provost and Dean of the Graduate School, Dr. Dixie Thompson, who served as our keynote speaker. Thank you to everyone who attended. The University wouldn't be the same without our great faculty!



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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All qualified applicants will receive equal consideration for employment and admission without regard to race, color, national origin, religion, sex, pregnancy, marital status, sexual orientation, gender identity, age, physical or mental disability, genetic information, veteran status, and parental status. In accordance with the requirements of Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, the University of Tennessee affirmatively states that it does not discriminate on the basis of race, sex, or disability in its education programs and activities, and this policy extends to employment by the university. Inquiries and charges of violation of Title VI (race, color, and national origin), Title IX (sex), Section 504 (disability), the ADA (disability), the Age Discrimination in Employment Act (age), sexual orientation, or veteran status should be directed to the Office of Equity and Diversity, 1840 Melrose Avenue, Knoxville, TN 37996-3560, telephone 865- 974-2498. Requests for accommodation of a disability should be directed to the ADA Coordinator at the Office of Equity and Diversity. This is a project of Teaching and Learning Innovation.