

Think Independently. Lead Creatively



Center for  
Teaching and Learning  
Annual Report - 2020 - 2021

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This report summarizes the Center for Teaching and Learning’s activities from July 1, 2020, to June 30, 2021.

## CTL Staff

The Center for Teaching and Learning (CTL) has six staff members: Katie Smith, administrative assistant; Simeco Vinson, Instructional Designer Specialist; Jaclyn Queen, Instructional Designer; Si Zhang, Instructional Technology Staff Specialist; Alison Shepherd, Applications Systems Analyst; Dana Gorzelany-Mostak, Faculty Success Coordinator; and Jim Berger, Director. Laura Mender, our Applications Systems Analyst, retired on March 1, 2021, and Barb Szyjko, Instructional Technology Staff Specialist, retired on June 30, 2021. Alison Shepherd started on April 2, 2021, and Si Zhang began on July 1, 2021.

## Support Services

### Learning Management System

The CTL staff members support the learning management system (LMS), GeorgiaVIEW, Brightspace by D2L. Support tickets are logged into a database and used to improve services for faculty, staff, and students. The Application Systems Analyst and the Instructional Technology Staff Specialist are the primary support staff for GeorgiaVIEW inquiries. They are assisted by other CTL staff who provide administrative assistance backup. The Application Systems Analyst tests new learning management system features and performs application integrations. She is supported by the Instructional Technology Staff Specialist who is the primary educator for the learning management system. Both primary support staff help faculty, students, and staff use the LMS and troubleshoot technical problems. They are assisted by two other staff members whose primary functions are to collaborate with faculty on the design, development, and delivery of courses.

#### *Learning Management System Support Ticket System*

There were 1,595 support tickets logged between 7/1/2020 and 6/30/2021. This is approximately 825 fewer tickets than were generated in the previous year. The most likely reason for this was due to adapting to the Coronavirus pandemic that began in mid-February/early March of 2020. Over time, instructors became more comfortable with teaching asynchronously, hybrid, or online. The most significant decrease was in the number of tickets received by phone, down from 747 to 386. Faculty generated 1,077 tickets this past year in comparison to 1,879 the previous year and 659 the year prior. While this past year's numbers are not as high as the previous year, it is still higher than pre-pandemic levels.

CTL receives support requests from 5 methods as noted in Table 1. A recent contact method of Pre-scheduled has been added this year. CTL continues to be a part of the Information Technology (IT) help desk (SERVE) ticket system. When a SERVE staff member receives a phone call or email that may involve the LMS, the staff will enter a help ticket that generates an email to alert CTL. The uptick in student SERVE tickets can be attributed to access issues that ultimately had to be resolved by IT.

*Table 1 - Contacts by User Type and Contact Type*

Contact Method	# of Contacts
Email	1089
Telephone Calls	386
SERVE	98
Pre-scheduled	15
Walk-ins	7
<b>Total</b>	<b>1595</b>

Below indicates how frequently the CTL staff was able to help faculty, staff, and students in various amounts of times (Table 2). As anticipated, the staff were able to resolve issues presented by users in 1-14 minutes for the majority of the help tickets.

Table 2 - Tickets by Time Required

Totals by time spent	#
<b>1-14 min</b>	
Faculty	658
Staff	95
Student	308
<b>Total</b>	<b>1061</b>
<b>15-30 min</b>	
Faculty	236
staff	31
Student	34
<b>Total</b>	<b>301</b>
<b>31-59 min</b>	
Faculty	94
Staff	6
Student	6
<b>Total</b>	<b>106</b>
<b>1-1.5 Hrs</b>	
Faculty	35
Staff	7
Student	7
<b>Total</b>	<b>49</b>
<b>Over 1.5 Hrs</b>	
Faculty	54
Staff	9
Student	15
<b>Total</b>	<b>78</b>

We analyzed the tickets by subject (Table 3). Assistance with GeorgiaVIEW was the most common ticket type.

Table 3 - Tickets by Subject

Tickets by Subject	#
GeorgiaVIEW	1204
3 <sup>rd</sup> Party	210
Pedagogy related	133
Other-Not Listed	46
Accessibility	2
<b>Total</b>	<b>1595</b>

Help tickets were submitted for applications other than GeorgiaVIEW (third party). We continue to monitor 3<sup>rd</sup> party integration help tickets. The majority of 3<sup>rd</sup> party tickets involved Webex and Kaltura; the media server, and Turnitin, anti-plagiarism software (Table 4). We encourage the use of Kaltura over public media repositories, such as YouTube.

Table 4 - 3rd Party Details

3 <sup>rd</sup> Party Ticket Details	#
Other	82
Kaltura	36
Pearson	31
Digital Conferencing Tools	16
Webex	12
McMillan	11
Turnitin	8
McGraw Hill	5
Digital Measures	4
ExamSoft	2
SoftChalk	1
Cengage	1
Credo	1
<b>Total</b>	<b>210</b>

The top five GeorgiaVIEW tickets were: enrollments, quizzes, grade book, access to the system, and assignments (Table 5).

The predominant enrollment-related tickets included:

- Students who just registered during drop/add who required class access immediately
- Requests to add students to non-banner courses (pre-study abroad courses, nursing orientation)
- Missing courses where the student overlooked seeing the course in their list
- Enrolling teaching assistants or other instructors

The predominant system access issues include:

- Newly registered student who needs immediate GeorgiaVIEW course access or new staff who needs required training, such as the Human Resources annual review and an account needed to be created for them
- Unify issues that involved the employee/staff that Information Technology had to address
- Students thought they should have access before the start date

Table 5 - GeorgiaVIEW Ticket Details

GeorgiaVIEW Ticket Details	#
Enrollments	557
Access to the System	109
Quizzes	73
Cross-list	77
Gradebook	59
Assignments	53
EXO -Sandbox	52
Other –Requires Comment	34
Copy Import Export	32
Discussions	32
General How to Use	23
Content	21
Profile	18
Course Structure	14
Groups	9
Classlist	8
Course Info	8
Notifications	6
Rubrics	4
Checklist	3
HomePages	3
E-mail	3
Widgets	3
Grade Challenge	2
Release conditions	1
<b>Total</b>	<b>1204</b>

## CTL Resources

### *GeorgiaVIEW CTL Faculty Resources Course*

Beginning in 2019, CTL began populating training materials and resources in the newly developed CTL Faculty Resources course. Placing these materials in the course allowed developers to create search tags and allowed users to easily search and find resources relevant to their query.

Currently, (as of 8/18/2021), there are 156 items loaded into the course. Resources include videos, webinars, podcasts, Quick Guides, links to external websites, and recordings of workshops. Currently, 605 instructors have been enrolled in the course and use resources located there regularly. Registration is open to any instructor, graduate teaching assistant, and adjunct. The broad categories included in this course are:

1. Hybrid Classroom Equipment
2. Teaching Strategies
3. Assessment Strategies
4. Accessibility
5. Teaching and Learning Technologies – GeorgiaVIEW, Kaltura, MS Teams, Webex, & Zoom
6. Quality Matters
7. Scholarship of Teaching and Learning
8. Inclusive Excellence Classroom
9. Plagiarism and Copyright
10. GC Journeys
11. Podcasting

By placing these materials on GeorgiaVIEW, we hope to draw more folks into using D2L and to utilize the search function to locate resources faster.

### Faculty Resources Website

The Faculty Resources website assists faculty by providing information and various resources in a central location on Georgia College's Intranet. The site has over 200 links/resources distributed over eight main categories. As we continue to provide more resources to the CTL Faculty Resources course in GeorgiaVIEW, we intend to update/remove links and resources on the intranet.

The eight categories are:

1. Campus Resources
2. CTL Newsletter Archives
3. Instructional Strategies
4. Instructional Resources
5. NC-SARA State Authorization
6. Quality Matters
7. Software Tutorials (GeorgiaVIEW, SoftChalk, Webex, etc.) The information below summarizes the software tutorial resources:
  - GeorgiaVIEW Basic Tool Tutorials, which include detailed tutorials and quick guides
  - Other Software Tutorials (examples include LiveText, SoftChalk, Kaltura, and Turnitin)
8. GeorgiaVIEW Monthly Updates

### FY 2020-2021 Faculty Research Grant Recipients

The Faculty Research Small Grant Program provides seed funding of up to \$5,000 for faculty research projects. Funds can be used for supplies, equipment, software, or travel expenses incurred while conducting research in accordance with USG regulations. As in FY 2019/2020, a subset of Faculty Research Grants was awarded in 2020-2021 specifically to support Scholarship of Teaching and Learning (SoTL) projects.

Table 6 displays the faculty research recipients, research titles, and grant amounts awarded in FY 2019-2020.

**Faculty Research Grant Recipients for 2019-2020**

Table 6 - Faculty Research Recipients, Research Titles, and Grant Awarded

<b>Spring 2021 Recipients</b>			
Daniel	Burt	Increasing the Use of Poultry Litter in Georgia: Isolation and Characterization of Poultry Litter Urease-Producing Bacteria for Construction Remediation/Detection and Survival of Fusarium Species in Georgia's Agricultural Soils	\$4,900.00
Angela	Criscoe	Soundscapes, Audio Dramas, and Foley, Oh My! From Concept to Distribution	\$2,098.00
Mehrnaz	Khalaj Hedayati	The Role of Digitization in Knowledge Creation: A Case of Hospice Industry	\$4,925.00
Jinkyung	Park	Effects of Different Time-Restricted Eating Schedules with Exercise on the Body Composition in Overweight Adults	\$4,996.00
Damian	Francis	Assessing blight and community assets in rural underserved communities in Georgia	\$4,745.00
<b>Fall 2020 Recipients</b>			
Alfred	Mead	Using stable isotopic signatures in late Pleistocene alligator teeth to interpret prevailing environmental conditions in Georgia 20,000 years ago	\$1,325.00
Laura	Whitlock	Beyond the Dome	\$5,000.00
Katie	Stumpf	Detection and description of nest predation on Black-cheeked Ant Tanager nests on the Osa Peninsula, Costa Rica	\$4,985.00
Hasitha	Mahabaduge	Investigating Magnetic Properties of Semiconductor Thin Films	\$5,000.00
Jessamyn	Swan	The Seventh Circle Chronicles: Documenting Milledgeville's Lesbian Community	\$4,936.00

Table 7 displays comparison data for faculty research funding in the past six years. The average percent of grants awarded was 59.1%. The average percent of funds awarded was 52%.



Table 7 - Comparison Data for Faculty Research Funding

Year	Number of Grant Proposals	Number (Percent) of Grants Awarded	Funds Requested	Funds (Percent) Awarded
2020-2021	16	10 (63%)	\$61,742	\$42,910 (69%)
2019-2020	19	14 (74%)	\$98,783	\$66,746 (68%)
2018-2019	29	14 (48%)	\$117,039	\$62,076 (42%)
2017-2018	38	21 (55%)	\$127,585	\$58,772 (46%)
2016-2017	17	14 (82%)	\$63,997	\$50,050 (78%)
2015-2016	40	23 (58%)	\$124,233	\$58,263 (46%)
2014-2015	30	19 (63%)	\$108,555	\$49,626 (46%)
2013-2014	47	25 (53%)	\$147,575	\$64,842 (44%)

#### **Outcomes of Faculty Research Grant Program: 2019-2020**

Compared to the 2019-2020 AY, the number of grant proposals decreased by three (16%). The total amount requested decreased by \$70,197 (37%). In 2021, the CTL worked with the library and FRG Committee to bolster the reporting format and structure for the recipients of the FRG. Changes and updates were made to the preliminary report and final report to include the pertinent information. Working with the library, CTL helped establish a repository through Digital Commons so that final reports of the work being done at Georgia College could be shared publicly. Reports of the 2019-2020 AY were submitted to the library for uploading to the new repository.

#### **Inclusive Excellence Grant Recipients**

Beginning in January 2020, Academic Affairs began offering a new granting opportunity. The purpose of the Inclusive Excellence Grant is to provide funding, up to \$4,000, for Georgia College faculty to research topics regarding inclusive excellence. The institution and faculty can address inclusive excellence in a variety of ways including examining underserved populations, researching the effect of educational, economic, health, and environmental disparities, analyzing public policies and their impact on the social world, investigating historical events, evaluation of effective and inclusive teaching, discovering the roles specific learning outcomes includes or excludes our learners, identifying the impact the use of technology has on certain populations and recognizing the student's agency in successfully matriculating through the coursework.

Table 8 displays the faculty research recipients, research titles, and grant amounts awarded in FY 2020-2021. No applications were received in Fall 2019.

#### **Inclusive Excellence Research Grant Recipients for 2020-2021**

Table 8 - Faculty Research Recipients, Research Titles, and Grant Awarded

<b>Spring 2021 Recipients</b>			
Emmanuel	Little	Examining Anti-Racist and Social Justice Education Through a Collaborative Book Club Experience	\$4000.00

### CTL Support for 2020 Teaching Excellence Awards

New for AY 2020-2021, CTL began working with Dr. Dana Gorzelany-Mostak who began working as our part-time Faculty Success Coordinator. Much of her time spent on CTL projects is to reach out to faculty members for the purpose of recruiting and supporting their efforts to apply for national teaching awards. During the 2020-2021 AY, Dr. Gorzelany-Mostak worked with Dr. Steve Elliott-Gower to develop the process of recruiting and tracking the progress of individuals as they pursue those teaching awards. Throughout the year, they worked together to develop a searchable database that included (as of 8/24/2021) close to 900 awards from around the nation. Awards can be searched through keywords, titles, disciplines, etc.

The following faculty received 2021 Georgia College Teaching Excellence awards:

- **Excellence in Teaching Award** - Dr. Brooke Conaway, Department of Economics & Finance
- **Excellence in Scholarship of Teaching and Learning Award** - Dr. Jennifer Goldsberry, School of Nursing
- **Excellence in Scholarship & Creative Endeavors Award** - Dr. Leng Ling, Department of Economics & Finance
- **Excellence in Online Teaching Award** - Dr. Dee Sams, Department of Management, Marketing, & Logistics
- **Laurie Hendrickson McMillan Faculty Award** - Dr. Jehan El-Jourbagy, Department of Accounting
- **Craig M. Turner Excellence in University Service Award** - Dr. Lyndall Muschell, Department of Teacher Education
- **Irene Rose Community Service Award** - Dr. Gita Phelps, Department of Information Systems & Computer Science
- **Teaching Excellence for a Department or Program** - Special Education Program

The following 2020 Georgia College Teaching Excellence Awardees were nominated for the Board of Regents' (BOR) 2020 Teaching Excellence Awards:

- **Dr. Stephanie McClure**, BOR Felton Jenkins, Jr. Hall of Fame Award for Excellence in Teaching
- **Dr. Marcia Peck**, Excellence in Online Teaching
- **Dr. Bryan Marshall**, Excellence in Scholarship of Teaching and Learning
- **School of Nursing**, Teaching Excellence for Department or Program

CTL staff also worked with several faculty members to support their nominations for external awards. Below is a list of faculty members who were nominated for external recognition; however, they did not receive the awards:

- **GC Journeys - Regents' Momentum Year Award for Excellence in Teaching and Curricular Innovation**
- **School of Nursing - National League for Nursing, Certificate of Excellence Designation**
- **Rob Sumowski, Associate Professor of Education** - Council of Public Liberal Arts Colleges, Charles Dunn Award
- **Tsu-Ming Chiang, Professor of Psychology** - Southeastern Association Mentor Award
- **Ernie Kaninjing, Assistant Professor, Public Health and Public Health Program** Coordinator - Governor's Teaching Fellows Program
- **Joanna Schwartz, Professor of Marketing** - Governor's Teaching Fellows Program

### Student Response to Instruction Survey (SRIS)

During the 2018-2019 academic year, CTL joined IT for administering the Student Response to Instruction Survey (SRIS) Process. In 2019-2020, SRIS purveyor, IDEAS, was purchased by CampusLabs and the FIFs became the Objective Selection Form (OSF). The process has three steps: a) Identification of courses to be assessed in Banner, b) faculty completion of their Objective Selection Forms (OSFs) and c) student completion of the end-of-course surveys. During Summer, 2019, SRIS was not administered as we were making the transition from the old SRIS to the newer version. Also, since the conversion to CampusLabs, OSFs can be entered up to and including the final day of the student survey, thus preventing accurate numbers of OSF completions to be pulled. Therefore, we are unable to report those numbers in our table below.

Table 9 summarizes faculty and student completion rates for their respective steps:

Table 9- Summary of Faculty and Student Completion Rates

Academic Term	FIF/OSF Completion Rate	SRIS Completion Rate
Spring 2021		51.04%
Fall 2020		46.01%
Summer 2020		27.18%
Spring 2020		36.39%
Fall 2019		48.4%
Summer 2019	N/A	N/A
Spring 2019	96.7%	65%
Fall 2018	95.8%	67%
Maymester 2018 (All terms)	87.25%	46.7%
Spring 2018	96.9%	65.2%
Fall 2017	98.8%	67.5%
Summer 2017	36.7%	31.2%

The 67.5% class response rates (SRIS) completion rate during Fall 2017 was the highest overall completion rate since the university began using the SRIS in Fall 2013. The 65.2% SRIS completion rate during Spring 2019 was the third-highest overall completion rate for a Spring Semester. The SRIS rate was 24.1% in Fall 2013. Campus noticed a drop in SRIS rates during Spring 2020 due to the rapid shift to remote instruction in March due to the global pandemic. The goal for the SRIS is 75%. The minimum SRIS rate is 65% for dependable results. The institution struggled to meet these thresholds during the pandemic of 2020-2021.

Increasing the FIF and SRIS completion rates was the result of several factors:

- Frequent, individualized updates and reminders to deans, chairs, and individual faculty
- Publicizing SRIS period to students through fliers, Thunder (a cardboard announcement stand with the image of the mascot, Thunder) in the library, GeorgiaVIEW, and OrgSync
- Coordination of updates and reports between IT and CTL
- Individual college and department-level completion reports to deans and chairs

Figure 1 displays a comparison of SRIS data for 2013-2021. The data includes the number of classes and the completion rate. When comparing Fall Semester 2017 (67.5%) and Spring Semester 2019 (65%) were best for the number of completed SRISs.

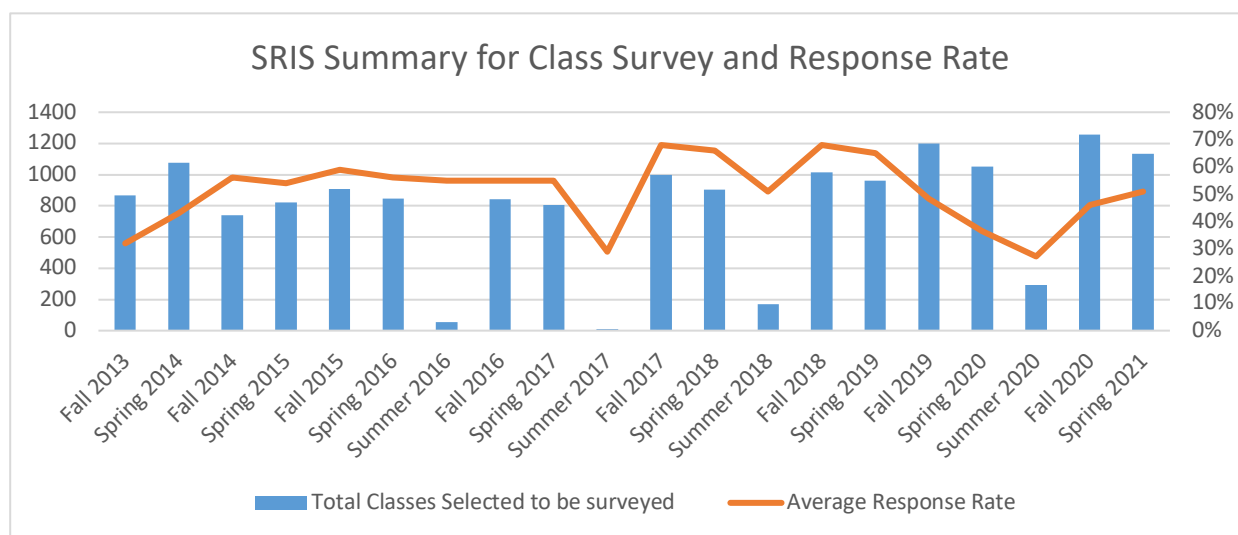


Figure 1 – SRIS Summary 2013-2020

### Governor's Teaching Fellows Program

The University System of Georgia Governor's Teaching Fellows program was established by Zell Miller who was Governor of Georgia 1991-1999. The purpose of the program is to assist faculty to develop new teaching skills including using technology in the classroom and innovative pedagogical strategies. Acceptance to the program is competitive. There are two programs – one is an intensive summer symposium and the other is a year-long program.

- Ernie Kaninjing and Joanna Schwartz were accepted for the 2020 Governor's Teaching Fellows summer program

Past Georgia College Governor's Teaching Fellows are:

- Ashok Hegde, 2019
- Jim Schiffman, 2019
- Hasitha Mahabaduge, 2019-2020
- Sandra Godwin, 2018-2019
- James (Trae) Welborn, 2018
- Kristin English, 2017
- Amy Sumpter, 2016-2017
- Jennifer Flory, 2014
- Jerry Herbel, 2013-2014
- Julia Metzker, 2012-2013
- Marcela Chiorescu, 2013
- Scott Butler, 2010-2011
- Mark Huddle, 2011
- Robin Harris, 2009-2010
- Craig Pascoe, 2006-2007
- Amy Burt, 2005-2006
- Karen Bendersky, 2005
- John Cox, 2004
- Judith Malachowski, 2003
- Cynthia Alby, 2001-2002
- Jan Hoffman, 2000-2001
- Victoria Brown, 1999
- Rebecca Lovett, 1997-1998

### Development of an Online Tenure and Promotion Repository

Beginning in 2018, The Center for Teaching and Learning staff (Barbara Szyjko and Laura Mender) worked directly with the Associate Provost's office to develop an online Tenure and Promotion (T&P) repository. Requirements of how the process would work and what level of security was needed were discussed. Representatives from each of the four colleges were invited to provide feedback on the new process. The existing GeorgiaVIEW platform was used to create an e-Tenure & Promotion Portfolio for each of the potential 49 applicants during May 2019. During the 2019-2020 AY, 49 portfolios were created with Barb and Laura switching access on and off for each step of the process. Each portfolio contains submission guides, college/department T&P Policy, important deadlines, and a repository for the applicant to add their materials. CTL will continue to work with the Provost's office as the T&P process progresses during the 2019 – 2020 Academic Year.

## Programming

### New Faculty Orientation

New Faculty Orientation (NFO) was held the first week of August 2020. Thirty-eight new faculty attended and were welcomed by President Dorman on Monday, August 3, 2020. Topics covered during NFO included, but were not limited to, basic employee needs, from parking permits and Bobcat Cards, to payroll, benefits, and compliance training; active learning and connecting with students, undergraduate research, classroom engagement techniques, D2L Discussion and Quizzes, a discussion of the PAWS database system by the Registrar; and a panel of faculty members who shared what it was like to teach at GC.

In 2020, we offered a tour for the new faculty. However, given the concerns over the ever-spreading COVID-19, we had no takers.

Overall evaluations of the New Faculty Orientation were generally positive. The suggestions and ratings provided us information that we used in planning for the 2021 NFO. There was actionable feedback on each of the sessions. As a result, we met as a staff in August of 2020, to plan for revisions that addressed the evaluation comments before the August 2021 New Faculty Orientation.

### Quality Matters

The CTL provides workshops on Applying the Quality Matters Rubric (APPQMR), although none were provided in the 2019-2020 year. To remedy this, the director is pursuing training to be certified to provide such workshops. The instructional designer specialist has completed the certification. Table 6 summarizes data from the workshops provided over previous years.

Table 10 - Quality Matters Rubric Workshops

Criteria	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
# Workshops	9	6	3	0	2
# Participants	79	61	30	0	29
# Evaluations (Percent completed)	54 (68%)	30 (49%)	29 (97%)	0(0%)	26(89.7%)

Overall, the workshop evaluations for previous years were excellent. Examples of some of the comments are below:

- This was an extremely helpful workshop and I look forward to future workshops.
- This was a very useful workshop, I learned a lot and will use what I learned.
- Facilitator was great!
- Thank you for continuing to help improve education at all levels!
- You made what could have been a dry topic interesting and engaging. Thank you!

### Active Learning Fellows Program

For the 2020-2021 AY, the Active Learning Fellows met to collaborate and discuss the future of active learning at Georgia College. While meeting, the group discussed teaching and learning in active learning classrooms and analyzed photos of active learning classroom renovations on campus. The group discussed future classroom renovations and reflected on the use of active learning strategies/opportunities as well

as student success. We engaged in a process to identify potential classrooms to upgrade the technology and equipment as well as the furniture. The results were that the top five classrooms nominated were renovated in the summer of 2020. In spring 2021, the Active Learning Fellows committee engaged in the same process and identified four classes to be upgraded with new technology and furniture.

In Fall 2019, CTL began the process of developing a three-course sequence to provide in-depth training to instructors on the use of active learning classrooms and techniques. This work continues and we have made progress towards creating this as a face-to-face course.

## Workshops

### *Workshop Participation*

Towards the end of Fall 2019, CTL began to offer workshops on a variety of topics. Towards the end of February, the beginning of March, news spread of the Coronavirus pandemic, and the need arose to help faculty plan and prepare for moving their courses into remote instruction or online. With this as our focus, we shifted programming towards more on how to use GeorgiaVIEW/D2L. Table 11 provides a listing of the programming and the number of registrants for each session.

*Table 11 - Workshop Offerings and Number of Registrants*

<b>Fall 2020</b>	<b>Registrations</b>	<b>Participants</b>	<b>Attendance %</b>
The Science of Learning	7	5	71.43%
Assessment for the Digital Learning Environment	5	3	60.00%
Developing Relationships in a Digital Environment	4	3	75.00%
Video Recording Solutions for Recording your Presentation or Tutorials	7	4	57.14%
Creating an Inviting and Welcome Space for Learning: Universal Design for Learning	6	4	66.67%
Making Your Work Known!: How to Capture What You Are Doing for Publication and Presentation	6	5	83.33%
Using Technology Devices for Video Recording Presentations and How-to Videos	14	6	42.86%
Maintaining the Magic	2	0	0.00%
Maintaining the Magic – Repeat	3	2	66.67%
Which Teaching Strategies Yield the Greatest Bang for Your Buck?	11	2	18.18%
Design for Transformative Learning	5	4	80.00%
Using Classroom Assessment Techniques to Improve Critical Thinking	1	0	0.00%
Essential Learning Outcomes	4	3	75.00%
Community Building in a Digital Environment	4	3	75.00%
Tools of the Trade: Education Tech Tools for Engaging Students	1	0	0.00%
Alternative Assessment Techniques	1	0	0.00%
So Many Options - What Video Conferencing Platform Do I Choose?	3	3	100.00%
You Can Love Student Assessment. Really.	6	4	66.67%
Developing Student Critical Thinking through Higher-Order Questioning (HOQ)	5	4	80.00%
Podcasting for Teaching: Creating a Podcast	9	7	77.78%
Engaging Students and Facilitating Interaction Using Technology (DMT)	3	1	33.33%
<b>21 Workshops</b>	<b>Total</b>	<b>107</b>	<b>63</b>
			<b>58.88%</b>

<b>Spring 2021</b>	<b>Registrations</b>	<b>Participants</b>	<b>Attendance %</b>
The Digital Syllabus	5	4	80.00%
Virtual Teambuilding	5	4	80.00%
Information & Web Writing	1	1	100.00%
Course Organization	7	6	85.71%
Creating Accessible Documents	3	3	100.00%
Assessment for the Digital Learning Environment	2	2	100.00%
Creating Accessible Documents	3	3	100.00%
The Science of Learning	2	0	0.00%
Transformative Learning Experiences & Essential Learning Outcomes	1	0	0.00%
Developing Relationships in a Digital Environment	5	4	80.00%
Creating an Inviting and Welcoming Space for Learning: Universal Design for Learning	2	0	0.00%
Video Recording Solutions for Recording Your Presentations or Tutorials	2	1	50.00%
Creating Accessible Media	4	2	50.00%
Who Is Generation Z and Why It Matters	7	6	85.71%
Making Your Work Known!: How to Capture What You Are Doing for Publication and Presentation	5	4	80.00%
Using Technology Devices for Video Recording Presentations and/or How-to Videos	2	1	50.00%
Which Teaching Strategies Yield the Greatest Bang for Your Buck? - Track: Learning and Getting It Right	2	1	50.00%
Build 21st-century Communication Skills and Make Personal Connections to the Curriculum through Digital Storytelling	8	4	50.00%
You Can Love Student Assessment. Really.	1	0	0.00%
Facilitating Difficult Conversations	8	6	75.00%
Community Building in a Digital Environment	12	12	100.00%
Putting It All Into Action With a Trip to Belize	16	11	68.75%
Engaging Students and Facilitating Interaction Using Technology	11	2	18.18%
Open Educational Resources: Affordable Learning Georgia	11	4	36.36%
Developing Student Critical Thinking Through Higher-order Questioning	17	8	47.06%
Responding to Your Audience: How to Improve Your SoTL and Grant Writing	15	13	86.67%
So Many Options - What Video Conferencing Platform Do I Choose?	8	6	75.00%
Publishing an Edited Book	5	3	60.00%
Tips for Using GeorgiaVIEW for Online Learning: Reshaping Your Course for the Summer	14	7	50.00%
Engaging Students and Facilitating Interaction Using Technology	4	2	50.00%
Laying the Foundation for a Successful Summer Course	11	9	81.82%
Time for Reflection - Lessons Learned from COVID	5	3	60.00%
<b>32 Workshops</b>	<b>Total</b>	<b>204</b>	<b>132</b>
			<b>64.71%</b>

<b>Summer 2021</b>	<b>Registrations</b>	<b>Participants</b>	<b>Attendance %</b>
Using Alternative Evaluations with Jaclyn and Jim	11	7	63.64%
Demystifying the GeorgiaVIEW Grade Book	5	4	80.00%
Demystifying the GeorgiaVIEW Grade Book - REPEAT!	4	1	25.00%
Put Your Students to the Test: Creating Online Assessment Using the GeorgiaVIEW Quiz Tool	2	1	50.00%
Course Quality: Developing Quality Online Courses	0	0	0
Online Learning Excellence: Measuring the Effectiveness of Online Programs	5	4	80.00%
Teaching with GeorgiaVIEW: Learn about tips, tricks, and new tools to enhance your teaching & Class Management	18	16	88.89%
So Many Changes, Options & Updates - What Video Conferencing Platform Do I Choose?	1	0	0.00%
Digital Access: Using Apps in Outlook Account to support teaching and learning at Georgia College	13	11	84.62%
Engaging Students and Facilitating Interaction Using Technology	15	10	66.67%
Put Your Students to the Test: Creating Online Assessment Using the GeorgiaVIEW Quiz Tool	4	2	50.00%
Developing Student Critical Thinking Through Higher-Order Questioning	10	6	60.00%
Creating Accessible Content	7	5	71.43%
<b>13 Workshops</b>	<b>Total</b>	<b>95</b>	<b>67</b>
			<b>70.53%</b>

### *Evaluation of CTL Workshops*

At the beginning of the 2019-2020 AY, CTL began implementing an evaluation of each of their workshops. After every program, participants are sent a Qualtrics Survey asking about their experiences in the hopes of continuous improvement. Each participant is asked a series of questions regarding the clarity of the objectives, preparedness of the presenter, appropriateness of the methods used, etc. We had a total of 34 respondents to our surveys. The graphs below indicate the responses to each question included in the workshop evaluation for workshops held in the 2020-2021 AY.

One of the first questions asked of workshop participants was if they agreed that the goals for the workshop were stated clearly. As seen in Figure 2, almost 100 percent indicated that they either agreed or strongly agreed that the goals were stated clearly.



Figure 2 – Percent agreement on the clarity of goals

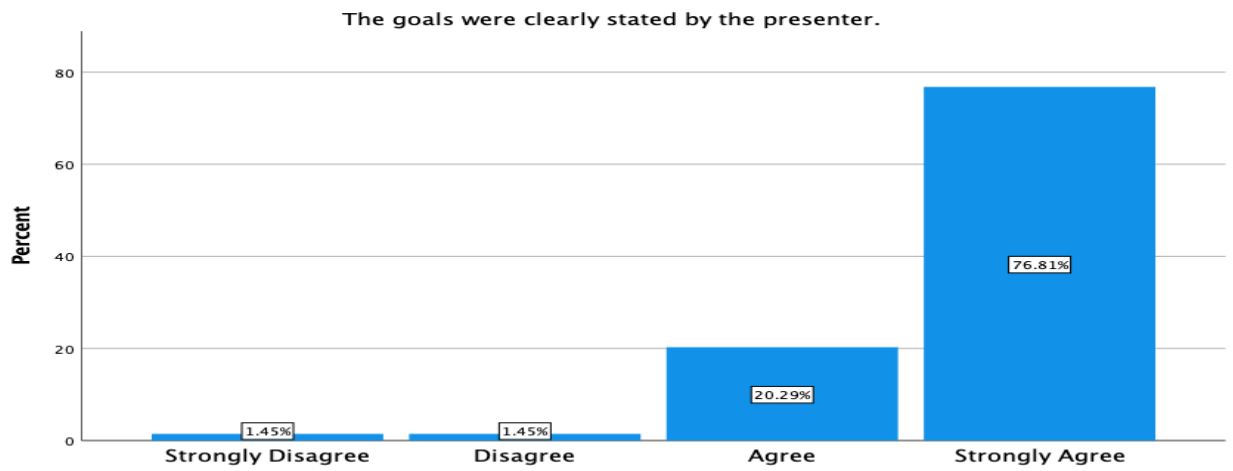
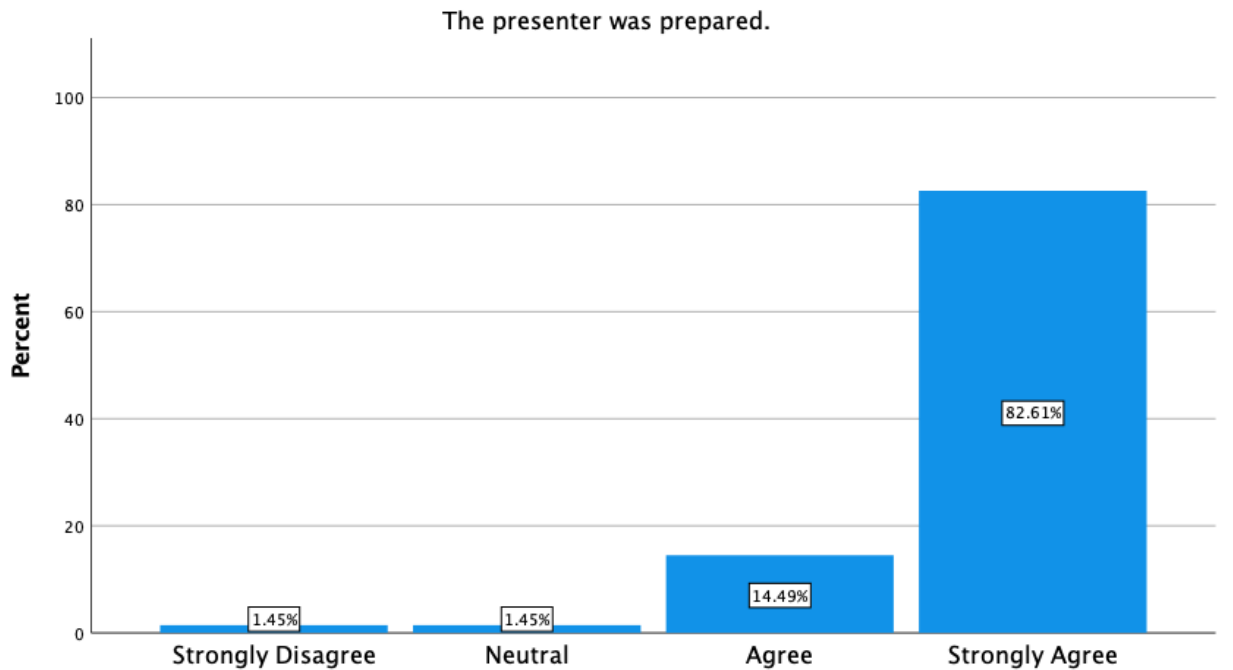


Figure 3 indicates that many of the survey participants felt that the workshop presenter was well prepared.

Figure 3 – Percent agreement on the preparedness of the presenter



Over 91 % of the survey respondents felt that appropriate methods were used to meet the goals of the workshop (See Figure 4).

Figure 4 – Percent agreement on the appropriateness of methods used

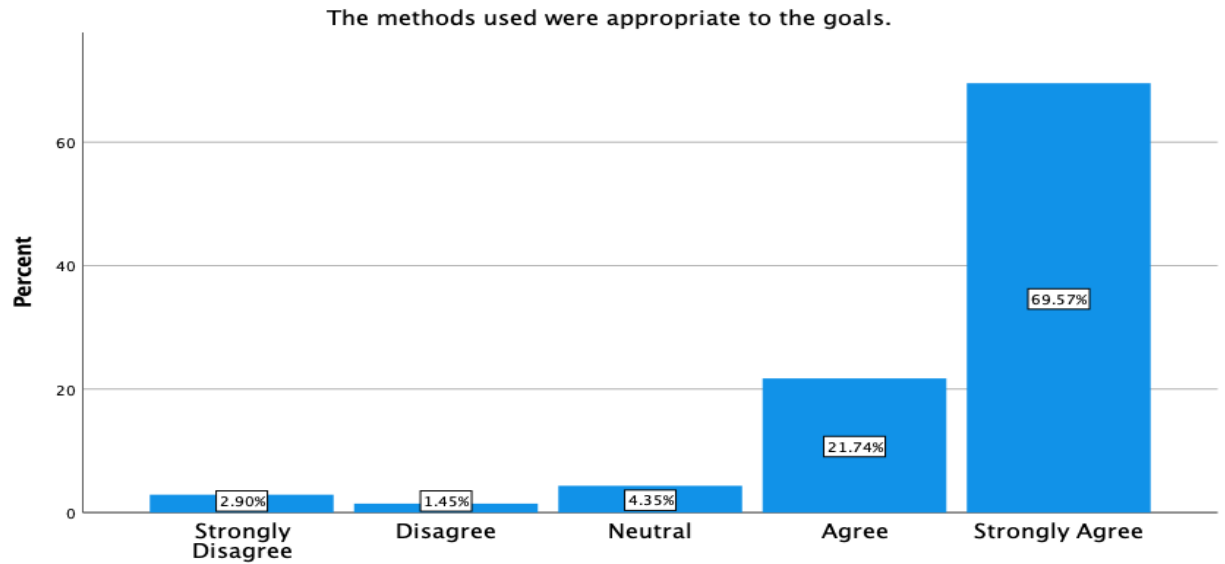
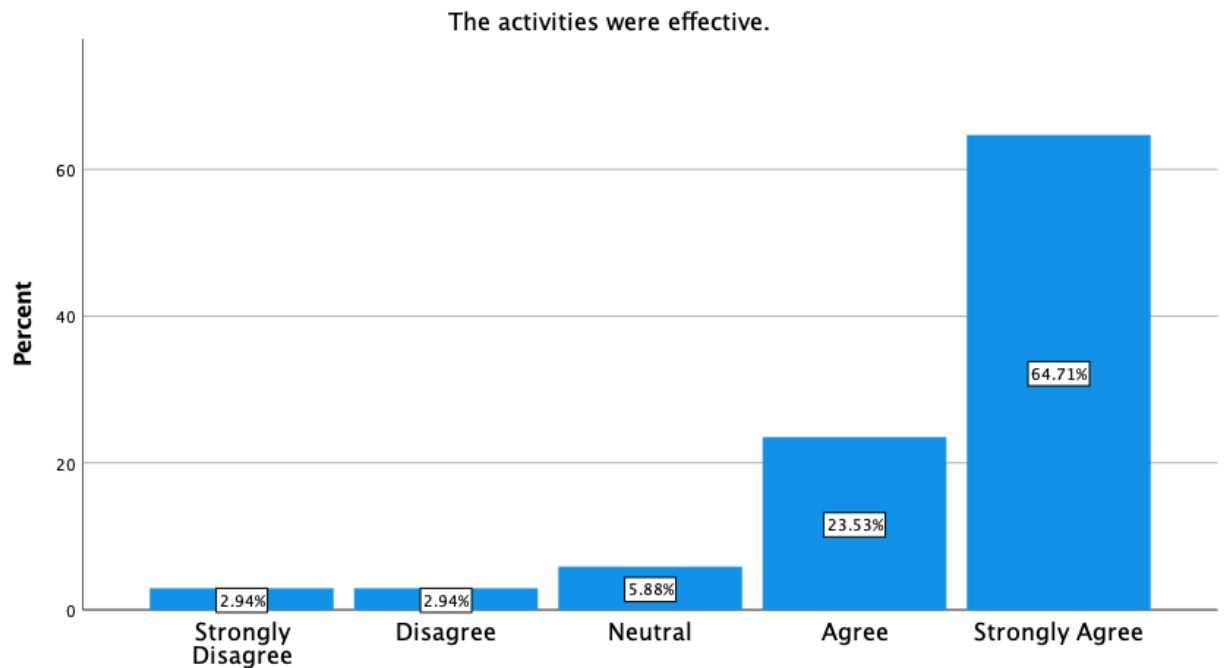


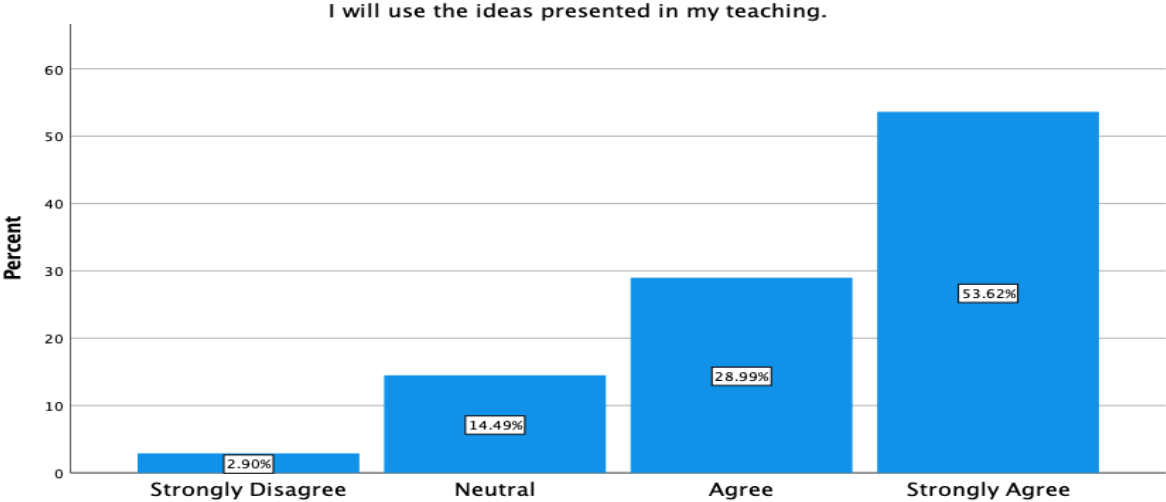
Figure 5 shows that over 88 % of the survey participants agreed or strongly agreed that the activities were effective.

Figure 5 – Percent agreement of effectiveness of activities



In Figure 6, over 80% of survey takers agreed or strongly agreed that they would use the ideas they learned in their instruction.

Figure 6 – Percent agreement of using presented ideas in instruction



Approximately 94 % of survey respondents agreed or strongly agreed that they had an opportunity to share their ideas (See Figure 7).

Figure 7 – Percent agreement on opportunities to share ideas

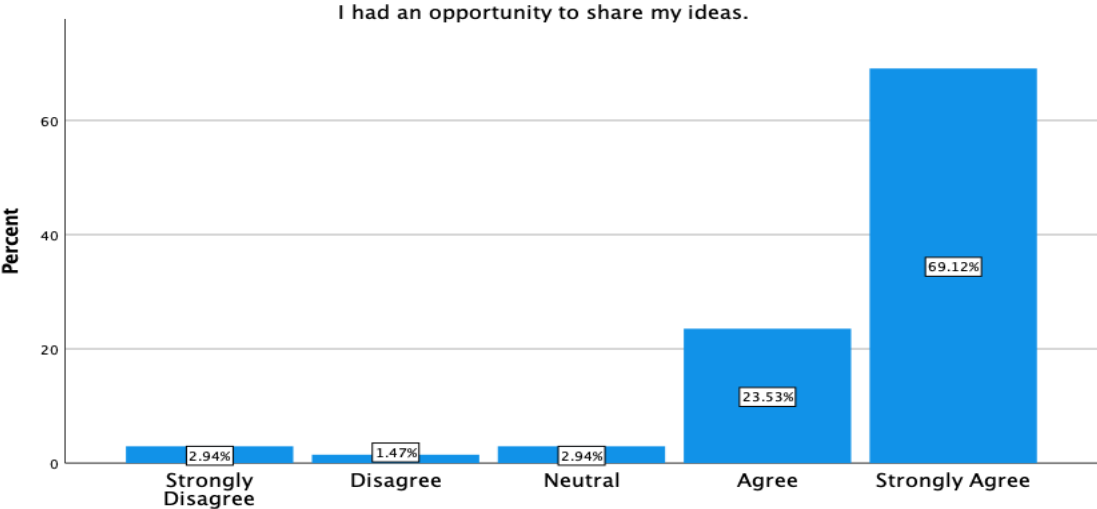
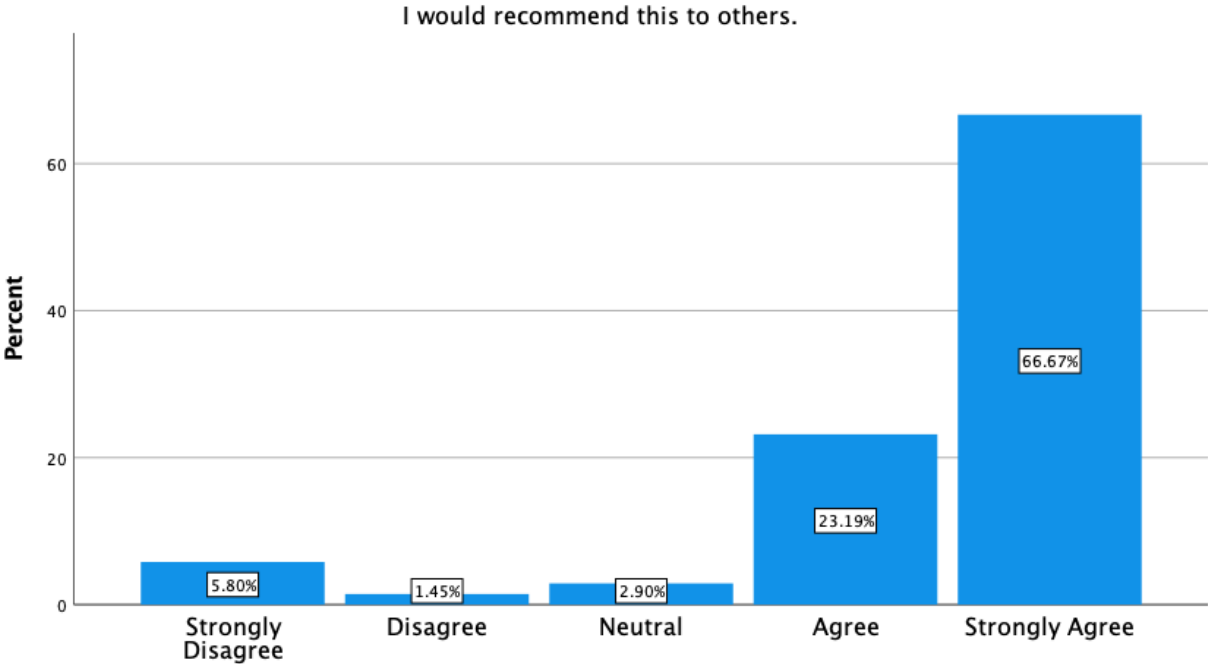


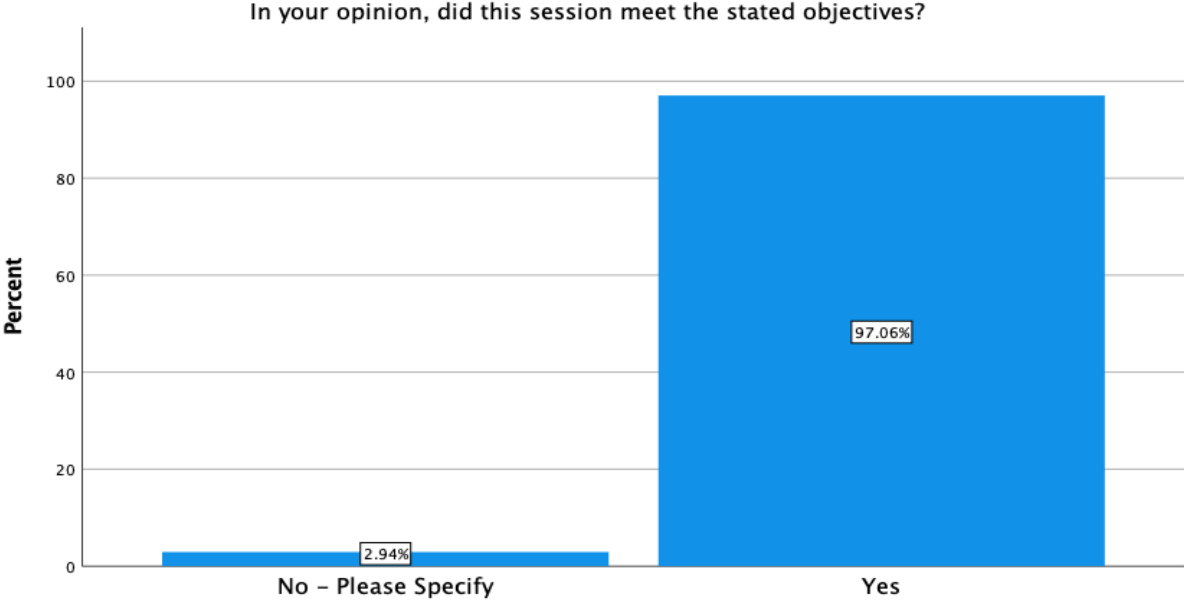
Figure 8 indicates that survey participants were over 90% likely to recommend the workshop to others.

Figure 8 – Percent agreement on recommending the workshop to others



Finally, Figure 9 shows that a vast majority of survey takers felt that the workshop met its stated objectives.

Figure 9 – Percent of participants who opined the workshop met the stated objectives



## 2020-2021 Mid-Term Course Assessment and Classroom Observation

The Center for Teaching and Learning offers a confidential, formative, mid-term peer assessment of teaching to all GC instructors. CTL implemented a pilot peer observation of teaching program that had been approved by the University Senate in Fall 2017. CTL requested that existing faculty peers be trained in the peer observation protocols. We also sent a general request for faculty volunteers through FrontPage. We had thirteen requests for mid-term assessment and classroom observation in 2019-2020 and six in 2020-2021.

Table 12 shows how many of each request we received.

*Table 12 - Summary of SGID/GIFT and Peer Observation of Teaching Requests*

Term	SGID/GIFT	Peer Observation/Peer Feedback on Teaching
Fall 2019	7	3
Spring 2020	2	1
Fall 2020	2	1
Spring 2021	0	3

## Marketing

During the 2020-2021 AY, CTL worked to improve communication with the GC Community. CTL has a well-established newsletter that is sent out monthly that provides updates on GeorgiaVIEW/D2L, programming notes, additional resources, and highlights a faculty member or a group of faculty members through an interview process. The other communication channels being used were posting information about upcoming events and changes through FrontPage. Determining that additional communication that included more information about programming, resources, Technology Tips, and Teaching Tips, CTL sent out *Notes from the CTL*, a weekly or biweekly publication highlighting in more detail events and resources available through the CTL. In addition, CTL began ramping up our social media postings and added an account for Instagram and Twitter. During the 2020-2021 AY, the following numbers (See Table 13) illustrate our promotion efforts:

*Table 13 - Summary of Communications Sent Out*

Communication Method	Number of Postings/Issues Published
Newsletter	12
Notes from the CTL	48
FrontPage	136
Facebook	126
Twitter	123
Instagram	114

## Summary

While the 2019-2020 AY was marred by the presence and onslaught of the Coronavirus pandemic, many positive changes took place. With the development of increased programming and the addition of an automated registration system, the number of offerings was increased significantly from previous years. While a small number of programs were offered in Fall 2019, several programs were offered throughout spring and summer 2020. Many of those focused on skills and resources necessary to make the transition from face-to-face instruction to remote instruction. Programming continued throughout the summer semester as folks continued to learn best practices for teaching in the digital environment.

In addition to putting on more programming, the Center focused on creating additional resources and uploading them to the CTL Faculty Resource course in D2L. Additional Faculty Learning Communities were offered this past

year, including Online Teaching FLC, Flourishing in Difficult Times, and HIPs FLC – Robot Proof. In addition to the FLCs, Dr. Cynthia Alby conducted her Essential Learning Outcomes and Transformative Learning courses. Drs. Cynthia Alby, Jan Hoffman, and Simeco Vinson provided training to participants on the Peer Feedback on Teaching and Small Group Instructional Diagnosis.

The Center for Teaching and Learning supports diverse initiatives to support teaching and learning at Georgia College. The initiatives are:

- GeorgiaVIEW, the learning management system (LMS)
- Instructional design
- Professional development
- Universal Design for Learning
- Accessibility

Some of the work is captured in the LMS support ticket system, where the data is used for quality improvement. Professional development includes workshops, support for faculty awards, faculty evaluation programs, mentored undergraduate research, and faculty research grants.