Georgia College, located in Milledgeville, Georgia, is designated as the state’s liberal arts university. We are a primarily residential university also providing graduate and professional studies online and in multiple locations for students who are looking to advance their careers. The infographic below depicts Fall 2018 enrollment facts.

Source: [http://irout.gcsu.edu/index.html](http://irout.gcsu.edu/index.html)

### Collaboration

- Academic Affairs, Provost’s Office, Colleges, Departments
- Active Learning Classroom Design (with Information Technology, Institutional Planning, & College Deans)
- GC Journeys Program – Integration of High-Impact Practices into the Curriculum
- Information Technology
- Library
- University System of Georgia
  - Chancellor’s Learning Scholars & Associated GC Learning Communities
  - Gateways to Completion – John N. Gardner Institute
  - LEAP Georgia
  - NASH (National Association of System Heads) Taking Student Success to Scale (TS3)
## Resources
- Annual Faculty Information Manual
- Annual Report
- Classroom and Online Teaching Resources
- GeorgiaVIEW Learning Management System Resources
- Inclusive Excellence & Diversity Resources
- Monthly Newsletter
- Open Education Resources
- Quality Matters
- Social Media – Facebook, Twitter
- Technology Resources (from Information Technology)

## Services
- Book Discussions
- Classroom Observation Experiences
- Faculty Learning Communities
- Instructional Design
- Midterm Course Feedback
- One-on-One Teaching Consultations
- Student Rating of Instruction Survey (SRIS) Resources

## Programs
- Faculty Mentoring
- Faculty Research Grants
- GC Active Learning Fellows
- GC SoTL Fellows
- Mentored Undergraduate Research and Creative Endeavors (MURACE)
- New Faculty Orientation
- Professional Development Events
- Teaching Excellence Awards
Institutional Priority: Increasing research at teaching-intensive institution
CTLL’s Response: Boost faculty engagement with the Scholarship of Teaching and Learning (SoTL)

Connection with Reclaiming the Narrative on the Value of Higher Education

Faculty can
- Deepen understanding and ability to articulate what they do and why
- Garner additional methods for developing and communicating evidence of teaching effectiveness for annual reviews and promotion/tenure
- Understand students and learning processes more fully, in part, with attention to wider “taxonomy of significant learning”
- Promote instructional excellence through fostering culture of continuous inquiry into classroom and wider educational experiences of students
- Enter international and interdisciplinary conversations in higher education, which bring the global to the local and what’s happening at UNG to the wider world
- Prepare to communicate with their students and wider public through range of publications and presentations, including via community engagement, library events, blogs, newspaper stories, etc.
- And do much more . . .

### University of North Georgia
The Military College of Georgia
Blue Ridge | Cumming | Dahlonega | Gainesville | Oconee
100 programs of study from associate degrees to professional doctoral programs

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2018</th>
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</thead>
<tbody>
<tr>
<td>Student Enrollment</td>
<td>15,507</td>
<td>19,700</td>
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<td>Faculty, full- and part-time</td>
<td>867</td>
<td>1096</td>
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</table>

Creating Significant Learning Experiences
L. Dee Fink
<table>
<thead>
<tr>
<th>Month</th>
<th>SoTL Academy Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2018</td>
<td>Introduction to SoTL (Defining SoTL)</td>
</tr>
<tr>
<td>September 2018</td>
<td>Discussion of SoTL Article and Developing a Research Question</td>
</tr>
<tr>
<td></td>
<td>IRB and CITI training: Do you need to get certified?</td>
</tr>
<tr>
<td>October 2018</td>
<td>Refining Research Questions and Library Research for Identifying SoTL in Your Discipline</td>
</tr>
<tr>
<td></td>
<td>Rebecca Rose, UNG SoTL Librarian</td>
</tr>
<tr>
<td>November 2018</td>
<td>“Theoretical Foundations” of SoTL presentation by Hillary Steiner, winner of USG Regents’</td>
</tr>
<tr>
<td></td>
<td>Awards for the Scholarship of Teaching &amp; Learning and Interim Associate Director for SoTL in</td>
</tr>
<tr>
<td></td>
<td>the Center for Excellence in Teaching and Learning at Kennesaw State University.</td>
</tr>
<tr>
<td>January 2019</td>
<td>Designing and Collecting Qualitative and Mixed Methods Data for Teaching and Learning</td>
</tr>
<tr>
<td>February 2019</td>
<td>Designing and Collecting Quantitative Data for Teaching and Learning</td>
</tr>
<tr>
<td>March 2019</td>
<td>Refining Your Research Idea and Preparing to Submit Your IRB (Institutional Review Board)</td>
</tr>
<tr>
<td>April 2019</td>
<td>Retreat: Sharing Research Plan</td>
</tr>
<tr>
<td>August 2019</td>
<td>Next Steps: Status of IRB application and data collection</td>
</tr>
<tr>
<td>September 2019</td>
<td>The Uniqueness of SoTL Research and Principles of Good Practice</td>
</tr>
<tr>
<td></td>
<td>Discussion of “Square One: What is Research?” by Gary Poole and “Principles of Good Practice” by Peter Felton</td>
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<tr>
<td>October 2019</td>
<td>What is Going On? Mentors and Published Researchers on Successes, Challenges, and Questions</td>
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<tr>
<td>January 2020</td>
<td>Analyzing Data for Teaching and Learning Research</td>
</tr>
<tr>
<td>February 2020</td>
<td>What Are SoTL Conference and Editors Looking For? A Review of the International, Multidisciplinary Landscape of SoTL</td>
</tr>
<tr>
<td>March 2020</td>
<td>Mentoring Session: Preparing your Manuscript for Presentation or Publication</td>
</tr>
<tr>
<td>April 2020</td>
<td>Celebration SoTL Academy: Project Presentations</td>
</tr>
</tbody>
</table>

**Selected Materials**

![Image 1](image1.png)

![Image 2](image2.png)

![Image 3](image3.png)

![Image 4](image4.png)
The Center for Teaching and Learning (CTL) strives to enhance the learning and teaching environment at Georgia Tech by encouraging a fully engaged, sharing community with partnerships, resources, and innovative programs for faculty, postdoctoral scholars, and graduate students.

**Provost Teaching and Learning Fellows**
In a new program launched in January 2017, 17 disciplinary faculty are partnering with CTL as Provost Teaching and Learning Fellows (PTLFs) for a two-year period. The vision for the PTLF program is to create a hub-and-spoke model that connects the expertise of evidence-based teaching and learning professionals in CTL with the expertise of disciplinary faculty in each college/school. Together, they work to provide an embedded system of special initiatives and ongoing instructional support that strengthens teaching and learning throughout diverse campus units.

**Consultations**
CTL professionals are available throughout the year to work with faculty and to support them in any area of teaching. Consultants offer confidential, evidenced-based guidance tailored to the specific needs of individual faculty and further Tech’s efforts to provide quality education for all students.

**Special Events**
CTL provides an array of special events to promote teaching excellence at Tech. These events include Celebrating Teaching Day, New Faculty Orientation, Course Design Studio, Teaching Kickoffs, Monthly Workshops, and the Georgia Tech Retreat Exploring Effective Teaching.

**Ongoing Groups**
CTL hosts several groups that meet regularly with a focused goal or theme in mind. These cohorts include the CTL Book Club, Faculty Learning Communities, and Teaching Fellows programs for Assistant Professors, Tenured Professors, and Research Faculty.

Faculty Learning Communities are cohorts of 8-12 faculty who meet regularly over a semester or year to engage in discussion about teaching and learning with a collaborative goal in mind, such as creating a resource or white paper on a particular theme or topic. Additionally, teaching fellows programs provide opportunities for specific faculty cohorts to come together to explore educational issues and pursue individual teaching and learning projects.

**Learning Technology**
Learning technology specialists in CTL work with faculty, postdocs, teaching assistants, and graduate student instructors to explore how to effectively integrate technologies into teaching and learning. In addition to support and training, learning technology initiatives include Teaching with Technology Partnerships and Teaching with Technology Spotlights.

**Teaching & Learning Resources**
CTL offers a number of online resources to support and enhance teaching efforts at Tech. One key resource is the Teaching at Georgia Tech Guidebook, which contains important policies, procedures, and guidelines, as well as useful resources and services.

**Faculty Awards & Recognition**
CTL coordinates various campus awards to honor outstanding faculty contributions to the educational mission of Georgia Tech. Each year, faculty members receive teaching excellence awards, winning a combined total of $75,500.

The Thank-a-Teacher program recognizes outstanding contributors to the learning environment at Tech. Any student can submit a Thank-a-Teacher note about a faculty member, TA, or staff member on campus. Recipients are recognized at Celebrating Teaching Day.
The Center for Teaching and Learning (CTL) provides diverse opportunities for undergraduate, graduate students, and postdoctoral scholars to enhance their teaching at Georgia Tech and prepare for their future role as educators in higher education.

**Tech-to-Teaching Certificate**
The Tech-to-Teaching Certificate Program prepares Tech graduate students and postdocs for college teaching positions. Through this certificate program, participants develop a thorough understanding of the scholarship of teaching and learning, and demonstrate their ability to apply these skills in the classroom.

Tech-to-Teaching offers various pathways for graduate students and postdocs to earn a certificate, including courses, on-campus workshops, and synchronous and asynchronous online opportunities.

Additionally, CTL faculty provide consultations for graduate students and postdocs to review their application materials for academic positions.

**Awards**
CTL recognizes excellence in teaching provided by undergraduate teaching assistants, graduate TAs, and graduate instructors of record at the TA Awards Ceremony held in late spring term. While schools and departments select the winners in their unit, CTL conducts a competition for campus-wide winners in each category.

**Workshops**
CTL offers two workshop series for graduate students and postdocs. Designed for those pursuing faculty positions in higher education, the career development workshop series includes sessions on CVs, cover letters, teaching and research statements, academic interviewing, and job talks. For those seeking to enhance their teaching skills, the teaching workshop series explores learning principles, effective teaching strategies, assessment strategies, educational technology, and more.

**TA Development**
At the beginning of every fall and spring term, CTL conducts Teaching Assistant Orientation (TAO) to provide Georgia Tech’s TA training on policies, procedures, and effective teaching strategies. CTL also partners with various schools to deliver content-specific training for undergraduate and graduate TAs through CETL 8000.

**CIRTL**
Tech is a member of the Center for the Integration of Research, Teaching, & Learning (CIRTL), a consortium of 42 research universities with a shared mission to enhance undergraduate STEM education by preparing future faculty. CIRTL offers an array of online programming, including courses, workshops, and MOOCs. These instructional opportunities are available at no cost to the entire Tech community and accessible at cirtl.net.
Center for Teaching & Learning

Individual
- One-on-one consultations
- Teaching observations
- Mid-course evaluations
- Support for teaching & learning conference presentations
- Scholarship of Teaching & Learning

Large Groups
- All-faculty emails & announcements
- Social media postings
- Annual Innovations in Pedagogy Conference
- New faculty orientation
- Provost’s summer symposium
- General faculty meetings

Small Groups
- Faculty reading groups
- Faculty Learning Communities
- Course Design Institute
- Transparency in Learning & Teaching
- Discussion Groups (on- & off-campus):
  Lunch Bunch & LEAP West

Institutional
- LEAP West
- Gateways to Completion
- Complete College Georgia
- USG Momentum Year
- Chancellor’s Learning Scholars
- Regents’ Teaching Excellence Awards nominations
- Governor’s Teaching Fellows nominations
Individual
- One-on-one consultations
- Teaching Observations
- Class surveys & evaluations
- Funding for teaching & learning conference presentations

Large Groups
- Social media posts
- All-faculty email
- Annual Innovations in Pedagogy Conference
- New Faculty Orientation
- Provost’s summer symposium
- Fall general faculty meeting

Small Groups
- Faculty reading groups
- Faculty Learning Communities
- SoTL
- Discussion Groups: Lunch Bunch &

Institutional
- LEAP
- NEXUS
- Momentum Year
- Complete College GA
- Gateways to Completion
Centers for Teaching & Learning in a Changing Higher Education Landscape

Moderator: **Costas Spirou**, Senior Associate Provost for Academic Affairs
Georgia College & State University

Joyce Weinsheimer, Director
Center for Teaching & Learning
Georgia Institute of Technology

Mary Carney, Director
Center for Teaching, Learning, & Leadership
University of North Georgia

Rod McRae, Director
Center for Teaching & Learning
University of West Georgia

Jeanne Sewell, Director
Center for Teaching & Learning
Georgia College & State University

AAC&U Annual Meeting 25 January 2019
Centers for Teaching and Learning can play a vital role in advancing broader institutional efforts that make the case about the value of higher education.
Approaches to Campus Programming

- Provide Services
- Foster Campus Partnerships
- Embed in Colleges
- Promote Extended Relationships
- Contribute to Campus-Wide Initiatives

Services for Faculty

Awards  Special Events  On-going Groups  Consultations  Resources  Educational Technology

Services for Graduate Students & Teaching Assistants

Preparing Future Faculty  TA Awards  Career Development  Consultations  TA Development  CIRTL
Institutional Priorities and the Changing Landscape at Georgia Tech

Background
Learning Environment Task Force
A Path Forward Together

Strategy
• Raise awareness of our culture.
• Form partnerships.
• Deliberately innovate.
Organizational Structure for Faculty Development

Five Campuses Consolidated 2013

Provost

Associate Provost for Research & Engagement, Chief Research Officer

Center for Teaching, Learning, and Leadership

CTLL Director Mary Carney

Rebecca Johnston, Assistant Director (course release)

Ten Faculty Fellows across five campuses (stipend)

Vice Provost

Distance Education & Technology Integration

Office Administrator (FT)

Staff Assistant (FT)
Responding to and Fostering Institutional Change Amid Consolidation and Expansion

- Five campuses
- Offices on two campuses
- Affiliates on five campuses
CTLL Programming (Topics)

**Academic Leadership**
- Department Heads Community of Practice
- Online Deans & Department Heads Workshop
- USG Deans & Department Heads Retreat

**Career Milestones**
- Awards & Fellowships
- New Faculty Orientation & Institute
- Promotion and Tenure

**Scholarly Productivity**
- Faculty/Staff Research Day
- Faculty Academy on Scholarship of Teaching & Learning
- Write@UNG with Write Now Academy
- Partnership with Libraries
- Faculty Writing Group Grants

**Teaching & Learning**
- Faculty Academy on High-Impact Practices
- Research-Based Teaching Series
- Teaching Conversations
- LEAP Initiative
- Teaching Circles Grants

AAC&U Annual Meeting 25 January 2019
Center for Teaching and Learning Organizational Structure

Provost & Sr. Vice President for Academic Affairs

Sr. Associate Provost & Director of Graduate Studies

CTL Director

Administrative Assistant

Assistant Director for Faculty Development

Coordinator MURACE

Applications Systems Analyst

Instructional Development Specialist

Instructional Designer

Instructional Designer Specialist

AAC&U Annual Meeting 25 January 2019
# Georgia College – CTL Programming

## Collaboration
- Library
- Information Technology
- Academic Affairs, Provost’s Office, Colleges, Departments

## Individual
- Learning Management System assistance
- Course design face-to-face consultations
- Phone assistance

## Groups
- New faculty orientation/monthly mentoring sessions
- Professional development sessions
- SoTL Fellows
- Active Learning Fellows

## Institutional
- GC Journeys
- Quality Matters
- Mentored Undergraduate Research
- Active Learning
- Open Education Resources/Affordable Learning Georgia
UWG Organization Chart
Division of Academic Affairs (abbrev.)
As of 1 January 2019

Provost & Vice President

Assoc. VP
Assoc. VP
Assoc. VP
Assoc. VP
Assoc. VP

Deans (x9)

Director of CTL

Faculty Fellows (4)

Instructional Designers (3)
PT Student Assistants (3)
Making a Difference in Teaching Through Institutional Alignment

**Individual**
- face-to-face and online support
- at-a-distance resources

**Small Groups**
- recurring structured sessions
- informal, dialog-based

**Large Groups**
- annual campus-wide events
- maintaining connectedness

**Institutional**
- support Provost & AVP as needed
- one-off or recurring
What does all of that actually look like?

Working with faculty
- Teaching consultations
- Mid-course evaluations
- Classroom observations
- Faculty reading groups
- Faculty Learning Communities
- Practical workshops
- Disseminating best practices
- New Faculty Orientation
- Scholarship of Teaching & Learning
- Innovations in Pedagogy
- Conference
- General Faculty Meetings
- Provost’s Symposia

Campus Partnerships
- Center for Diversity & Inclusion
- Office of Institutional Effectiveness & Assessment
- Human Resources
- Information Technology Services
- UWG Athletics
- Various units within AA (Administrative Council, Faculty Senate, First-Year Academic Initiatives, library, disciplines and departments)
- Support units

AAC&U Annual Meeting

25 January 2019
Activity

What is one institutional priority that your Center for Teaching and Learning is incorporating—or could incorporate—into its programming?

1. In groups of 2-3, briefly describe this effort.
2. What potential does this priority have to change the teaching and learning landscape on your campus?
Discussion

• How might a newly (re)created CTL plan to meet current needs while also being responsive to emergent opportunities.
• How is the educational landscape changing for your center?
• What challenges might come with this change?
• What rewards could happen with this change?
Many thanks!
We appreciate your attention!
What questions do you have?