



**CENTER FOR
TEACHING & LEARNING**

GEORGIA COLLEGE & STATE UNIVERSITY

Annual Report: 2023 to 2024



Center for Teaching and Learning:

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Annual Report: 2023 to 2024

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This report summarizes the Center for Teaching and Learning’s activities from July 1, 2023, to June 30, 2024.

CTL Staff

The Center for Teaching and Learning (CTL) has six (6) staff members: Jim Berger, Director; Katie Smith, Administrative Assistant II; Alison Shepherd, Systems Analyst; Dana Gorzelany-Mostak, Faculty Success Coordinator; Jaclyn Queen, Instructional Designer, and Simeco Vinson, Instructional Designer Specialist.

Support Services

Digital Bootcamp

Building on our commitment to advancing effective instructional practices, CTL has taken a proactive step by restructuring the Digital Bootcamp still tailored to empower faculty for the challenges and opportunities of online teaching. The course is a 10-hour certificated course series designed to provide a framework of resources and support to facilitate online teaching at Georgia College & State University. The learning framework presented is based on Quality Matters (QM) principles, allowing learners to apply the concepts to an actual course using our current learning management system, GeorgiaVIEW/D2L.

Throughout this course, learners are presented with several assignment artifacts, participate in discussions, and engage in interactive assignments. Upon completing this course series, participants will have built a fully developed online course vetted through the Center for Teaching and Learning. Also, the Digital Bootcamp will offer instructors three (3) certificate options: Brightspace Essentials Training Course for Instructors and/or Brightspace Advanced Training Course for Instructors (3 hours), focusing on using core tools in the learning management system (LMS); Quality Matters (QM) Certification, focusing on best practices for online course design, communication, assessment, and meeting QM standards in one (1) of three (3) courses: Designing Your Online Course (DYOC), Improving Your Online Course (IYOC), or Apply the QM Rubric (APPQMR) (6 to 8 hours); and Digital Bootcamp Certification, which encompasses all components of the course, including the one (1) hour capstone.

Throughout each course, participants complete several assignment artifacts, participate in discussions, and engage in interactive reading assignments and resources.

Since its restructuring from self-paced to the current structure, we have had six (6) instructors to complete this model. While the self-paced model has 67 course enrollments, prior to the Fall of 2024, it only saw a total of two (2) completions. The new course model still equips instructors with theoretical insights and actionable strategies that empower them to create vibrant and impactful online learning experiences for their students and allows them to apply the learning to a course through a reviewed course development process.

Faculty Awards

The Center for Teaching and Learning (CTL) employs a dedicated Faculty Success Coordinator as part of our ongoing commitment to faculty success. This role involves managing the internal awards database and promoting teaching excellence awards and grants within the college community. Key support services include writing letters of support, identifying award prospects, soliciting faculty candidates, and collaborating with faculty, staff, departments, and other units to highlight award opportunities. Additionally, the CTL assists Georgia College & State University (GCSU) faculty in pursuing recognition for scholarship in teaching. During this reporting period, five (5) awards were granted, and twelve (12) were either pending or had been submitted for review.

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 Systems Analyst is the primary support staff for GeorgiaVIEW/D2L inquiries and is assisted by other CTL staff who provide administrative assistance backup. The Systems Analyst tests new learning management system features, performs application integrations, and is the primary support staff to help faculty, students, and staff use the LMS and troubleshoot technical problems - assisted by two (2) 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 1,107 support tickets logged between 7/1/2023 and 6/30/2024. There were 1,137 tickets generated in the previous year, which shows a difference of 30 fewer tickets. Instructors are becoming more knowledgeable

about using the LMS through CTL support sessions, CTL literature, and consultations, and increase use of the LMS.

The table below presents a historical overview of the total number of support tickets handled over the past five (5) years.

Reporting Year	Total Number of Support Tickets
2019-2020	2,420
2020-2021	1,595
2021-2022	1,243
2022-2023	1,137
2023-2024	1,107

Table 1 – Five-year historical data on support tickets

During this reporting period, CTL updated its data collection system to track support tickets and consultations to ensure more accurate reporting. CTL transitioned to Smartsheet for data tracking, resulting in changes to how data is categorized and reported. Previously, all support requests were classified under a single category, "Troubleshooting." The new system introduces two categories: "Troubleshooting" and "Consultations." This flexibility allows a single ticket to be marked under both categories, as some requests may start as troubleshooting and evolve into consultations. The new system captures multiple support categories within a single interaction, whereas the old system could only record one (1) category per interaction.

The table below shows the number of tickets by category.

Table 2 – Support tickets in each category

Category	# of Tickets
Consultation	147
Troubleshooting	945
Consultations & Troubleshooting	15
Total	1,107

As noted in Table 3, CTL receives support requests from seven (7) methods. CTL continues to participate in the Information Technology (IT) help desk ticket system AskIT. When an IT staff member receives a phone call or email that may involve CTL-related services, the staff member enters that request in the AskIT system, which generates an email to alert CTL of the request.

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Table 3 - Contacts by User Type and Contact Type

Contact Method	# of Contacts
AskIT	94
Email	474
Face-to-Face (F2)	24
Form (DocuSign, Formstack, or Request for Assistance)	216
Phone	238
Virtual	39
Walk-in	22
Total	1,107

The information below indicates how frequently the CTL staff helped faculty, staff, and students at various times (Table 4).

Table 4 - Tickets by Time Required

Totals by time spent	#
1-14 min	
Faculty	601
Staff	150
Student	74
Total	825
15-30 min	
Faculty	139
Staff	29
Student	29
Total	197
31-59 min	
Faculty	47
Staff	8
Student	6
Total	61
1-1.5 Hrs	
Faculty	6
Staff	5
Student	1
Total	12

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Totals by time spent	#
Over 1.5 Hrs	
Faculty	10
Staff	0
Student	2
Total	12
Total	1,107

We analyzed the tickets by system and topic (Table 5). GeorgiaVIEW/D2L was the most common ticket type when considering Troubleshooting assistance. The most common topics for consultations were Class Organization and GeorgiaVIEW/D2L.

Table 5 - Tickets by System & Topic

Tickets by System	#	Tickets by Consultations	#
GeorgiaVIEW/D2L	854	Class Organization	53
3 rd Party	82	GeorgiaVIEW/D2L	53
Other-Not Listed	1	Face-to-face Course Design	1
Office365	5	Instructional Goals	4
SRIS	2	Online Course Design	6
Videoconferencing	1	Other	27
		Technology Tools	18
Total	945		162

We continue to monitor third-party integration help tickets. Most third-party tickets involved Kaltura (20), Respondus (20), and Turnitin (17), reflecting an increased use of video playback software (20) and anti-cheating software (37) (Table 6).

Table 6 - 3rd Party Details

3 rd Party Ticket Details	#
Cengage	1
ExamSoft	4
Kaltura – My Media	20
Other	7
Pearson	9
Perusall	4
Respondus	20
Turnitin	17
Total	82

In Table 7, there were a total of 854 recorded actions across various GeorgiaVIEW/D2L ticket categories. The most frequent category was "Access Issues" with 498 occurrences, followed by "Gradebook" with 80. Other notable categories include "Crosslist or merge courses" with 55, "Quizzes" with 42, "Content" with 31, and "Assignments" with 29.

Table 7 - GeorgiaVIEW Ticket Details

GeorgiaVIEW Ticket Details	#
Access Issues	498
Announcements	4
Assignments	29
Attendance	3
Awards	3
Calendar	1
Checklist	2
Classlist	8
Content	31
Course Info	4
Course Structure	5
Crosslist or merge courses	55
Discussion	13
EXO or Sandbox creation	16
General How-to	10
Gradebook	80

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GeorgiaVIEW Ticket Details	#
Groups	5
Homepages	3
Import/Export/Copy Components	17
Notifications	1
Other	7
Profile	8
Pulse App	1
Quizzes	42
Release Conditions	2
Rubrics	2
User Progress	3
Widgets	1
Total	854

Finally, CTL introduced a feedback survey to gather insights from our patrons, which is now monitored through our new tracking system. The survey includes two questions: "How did we do on a scale from 1 to 5?" where 5 indicates "Excellent," 4 "Very Good," 3 "Good," 2 "Fair," and 1 "Poor," and "Please provide feedback that would help us improve."

During this reporting period, CTL received 44 responses with an average rating of 4.99 out of 5. The overwhelmingly positive feedback highlights the exceptional customer service provided by staff members, particularly regarding helpfulness, responsiveness, professionalism, and problem-solving abilities. The feedback can be summarized as follows:

- **Alison** was admired for being “awesome,” “super helpful,” and “very sweet.” Respondents mentioned her quick response times, problem-solving abilities, and friendly demeanor.
- **Jaclyn** was applauded for being a “pleasure to work with.”
- **Jim** was commended for his “customer care,” “support,” and “availability.”
- **Simeco** was celebrated for her exceptional assistance, patience, and ability to resolve complex issues. Respondents mentioned that she is “stellar,” “amazing,” and “incredible” and is appreciated for her problem-solving skills, technical knowledge, and willingness to go the extra mile.

Overall, the feedback highlights excellence in customer service, emphasizing kindness, knowledge, and commitment to supporting users.

Thank-a-Teacher

The Center for Teaching and Learning (CTL) often hears from students about how instructors impact their learning and personal growth, making them self-actualized in their endeavors. So, as an ongoing basis of support, CTL instituted a Thank-a-Teacher @ GCSU program in the Fall of 2021 to acknowledge instructors' contributions to our students.

Table 8 shows how many faculty we have acknowledged by semester.

Semester	#
Fall 2021	205
Spring 2022	74
Fall 2022	124
Spring 2023	166
Fall 2023	171
Spring 2024	128

Table 8 – Thank-a-Teacher @ GCSU Faculty Acknowledgements

CTL Resources

GeorgiaVIEW CTL Faculty Resources Course

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 users to quickly search for and find resources relevant to their queries.

There are 295 items loaded into the course. Resources include videos, webinars, podcasts, quick guides, links to external websites, and recordings of workshops. Currently, 783 users have been enrolled in the course and use resources located there regularly. Registration is open to any instructor, graduate teaching assistant, and adjunct. Some of the broad categories included in this course are:

- Academic Honesty & Copyright
- Active Learning
- Assessment
- Flipping the Classroom

- GC Journeys
- Helpful Tools
- Hybrid Teaching & Learning
- Online Teaching & learning
- Podcasting
- Quick Guide for a New Semester
- Quiz Question Converter
- Research & Grant Opportunities
- Teacher’s Dozen-Principles for Improving Higher Learning
- Teaching Excellence
- Teaching Online
- Turnitin Document Test
- Universal Design for Teaching & Learning
- Working with ChatGPT and Other Artificial Intelligence

By placing these materials in the LMS, we hope to draw more users to GeorgiaVIEW/D2L and encourage them to utilize the search function to locate resources faster.

Academic Affairs Small Grants Program

The Academic Affairs 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 University System of Georgia (USG) regulations. Several grants were awarded specifically to support research.

Table 9 displays the faculty research recipients, research titles, and grant amounts awarded during this reporting period.

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Academic Affairs Small Grant Program Recipients

Table 9 - Recipients, Research Titles, and Grant Awarded

Faculty Name	Title	Spring 2024	Award Amount	Grant Type
Tsu-Ming Chiang	Understanding the Effects of COVID-19 on Young Children's Social-Emotional Development to Build Tools for Emotional Coaching		\$2,786.10	FRG
Dominic DeSantis	Effects of roadways on seasonal movement strategies and mate location success in an imperiled pit viper (<i>Crotalus horridus</i>)		\$4,970.00	FRG
Susmita Sadhu	Early warning signals of tipping in multispecies ecological models		\$5,000.00	FRG
Ashley Taylor	Enhancing Social-Emotional Learning in Rural Classrooms: A Teacher-Centered Needs Analysis		\$5,000.00	FRG
Amy Johnson	Appalachian Anthropocene: Wayfinding with Women in Northwest Georgia		\$4,915.00	FRG
Jamie Downing	Mapping and Making Sense of Munich's Dispersed WWII Monuments		\$2,222.00	FRG
Katie Simon	Driving While Black: Mobility, Travel, and Violence in Flannery O'Connor's "A Good Man is Hard to Find"		\$3,150.00	FRG
Krystal Canady	Primary Prevention of Incivility in Nursing Students		\$4,262.00	FRG
Matthew Forrest	Dyslexia resource support K-12		\$4,750.00	CEG
Faculty Name	Title	Fall 2023	Award Amount	Grant Type
Helen Dupree	The Body Project: An Assessment of Program Impacts on Eating Disorder Behaviors among College Students		\$5,000.00	FRG
Indiren Pillay	Effects of Soil Chemistry on the Distribution and Genomic Diversity of Actinobacteriophages in Central Georgia		\$4,944.50	FRG
Chris Clark	Estimating the Effects of The HOPE Scholarship on College Tuition		\$1,465.00	FRG
Sunita Manian	Interview of Key Informants Working with Trans Men in India		\$5,000.00	FRG

FRG = Faculty Research Grant, CEG = Creative Endeavor Grant, SOTL = Scholarship of Teaching and Learning Grant

Table 10 displays comparison data for faculty funding in the past years.

Table 10- Comparison of Data for Faculty Funding

Year	Number of Grant Proposals	Number (Percent) of Grants Awarded	Funds Requested	Funds (Percent) Awarded
2023-2024	19	12 (63%)	\$73,758.60	\$49,782.60 (68%)
2022-2023	28	22 (78.6%)	\$110,811.89	\$83,489.89 (75%)
2021-2022	23	17 (74%)	\$91,756	\$77,174 (86%)
2020-2021	10	9 (90%)	\$28,586	\$21,614 (76%)
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%)

Inclusive Excellence Grant Recipients

Beginning in January 2020, Academic Affairs began offering a new granting opportunity. The Inclusive Excellence Grant aims to provide up to \$4,000 in funding for GCSU 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.

The sole recipient for the 2023-2024 reporting period was Kevin Hunt for \$4,000 on Virtual Service-Learning Study Abroad: Medical Elective Belize.

Community-based Engaged Learning (CbEL) Grants

Part of the mission of GC Journeys is to engage our learners with real-world problems in real-world settings. Doing so provides learners with experiences and activities they will face when leaving our programs. To aid in this process, institutions engage their students in community-based engaged learning. Community-based Engaged Learning, or CbEL, seeks “student participation in service projects or community engagement . . . and integrate the service experience into course content” (Framework for Success, 2022). Incorporating student learning into real-world activities allows students to see the work they are doing and witness the impact of their efforts on the lives they serve.

Table 11 shows data for faculty award recipients, project titles, and award amounts for CbEL grants for this reporting period.

Fall 2023 Recipient		
Faculty Name	Project Title	Amount
Miriam Jordan	Science Take Out	\$1,000

Spring 2023 Recipients		
Faculty Name	Project Title	Amount
Aurora Castillo-Scott & Lee Kirven	Promoting GCSU College Life to the K-12 Community	\$702
Sandra Godwin	Solving the Food Waste Problem: Reduce, Redirect, and Review	\$1,000
Carrie Cook	Community Recreation as a Gang Alternative	\$600

Table 11 – CbEL funding

CTL Support for Excellence Awards

The following faculty received GCSU Teaching Excellence awards:

- Excellence in Teaching: Dr. Jehan El-Jourbagy, Business and Technology
- Excellence in Online Teaching: Dr. Bryan Marshall, Business and Technology
- Excellence in Scholarship of Teaching and Learning: Dr. Cynthia Alby, College of Education

- Excellence in Scholarship and Creative Endeavors: Dr. Dana Gorzelany-Mostak, Arts & Sciences
- Craig M. Turner Excellence in University Service Award: Dr. Tina Holmes-Davis, Arts & Sciences
- Laurie Hendrickson McMillan Award: Dr. Joyce Norris-Taylor, Health Sciences
- Irene Rose Community Service Award: Matthew Forrest, Arts & Sciences
- Program/Department Award: Psychological Sciences, Arts & Sciences
- Outstanding Leadership Award: Lauren Easom
- GC Inclusive Excellence Staff Award: India Jackson

Student Response to Instruction Survey (SRIS)

During the 2018-2019 academic year, CTL joined IT to administer the Student Response to Instruction Survey (SRIS) process. In 2019-2020, SRIS purveyor IDEAS was purchased by CampusLabs, and the FIF (Faculty Information Form) became the OSF (Objective Selection Form). The process has three (3) steps: 1) Identification of courses to be assessed in Banner, 2) Faculty OSF completion, and 3) Student survey completion. During the Summer of 2019, the SRIS was not administered during system updates. 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. Therefore, we cannot report those numbers in our table below after Summer 2019.

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Table 12- Summary of SRIS Completion Rates

Academic Term	FIF/OSF Completion Rate	SRIS Completion Rate
Summer 2024		21%
Spring 2024		49%
Fall 2023		49%
Summer 2023		24%
Spring 2023		47%
Fall 2022		55%
Summer 2022		22%
Spring 2022		51%
Fall 2021		49%
Summer 2021		24%
Spring 2021		51%
Fall 2020		46%
Summer 2020		27%
Spring 2020		36%
Fall 2019		49%
Summer 2019	N/A	N/A
Spring 2019	97%	65%
Fall 2018	96%	67%
Maymester 2018 (All terms)	88%	47%
Spring 2018	97%	65%
Fall 2017	99%	68%
Summer 2017	37%	31%

The minimum SRIS rate is 65% for dependable results, which the institution has achieved four (4) times in Spring 2019, Fall 2018, Spring 2018, and Fall 2017.

CTL uses various marketing channels such as Front Page, CTL's newsletter, personalized emails, and social media messages to inform faculty, staff, and students about the SRIS. CTL also publishes summary reports each semester providing SRIS recommendations as follows:

- To improve Excellent Teacher ratings, build relationships at the beginning of each course, and provide prompt and meaningful feedback throughout.
- To improve Excellent Course ratings, incorporate active learning strategies and High Impact Practices into your course(s).

- To improve objective ratings, offer learning opportunities that engage learners in the following activities: developing basic understanding and diverse perspectives, problem-solving, field-related connections to your content, teamwork, creativity, broadening intellectual experiences, oral and written expression, resource evaluation, ethics, critical thinking, public service, and data interpretation - where possible.
- To improve response rates, research and best practice consistently show that the most significant factor in increasing participation in online student rating surveys is for faculty to express and demonstrate how the results are important in making meaningful course change(s). The next most influential factor is to set aside time to complete the survey(s). Finally, evidence-based practice at GCSU consistently shows that incentivizing students to complete the survey can increase response rates.

Figure 1 compares SRIS data for 2013-2023. The data includes the total number of courses and the response rates.

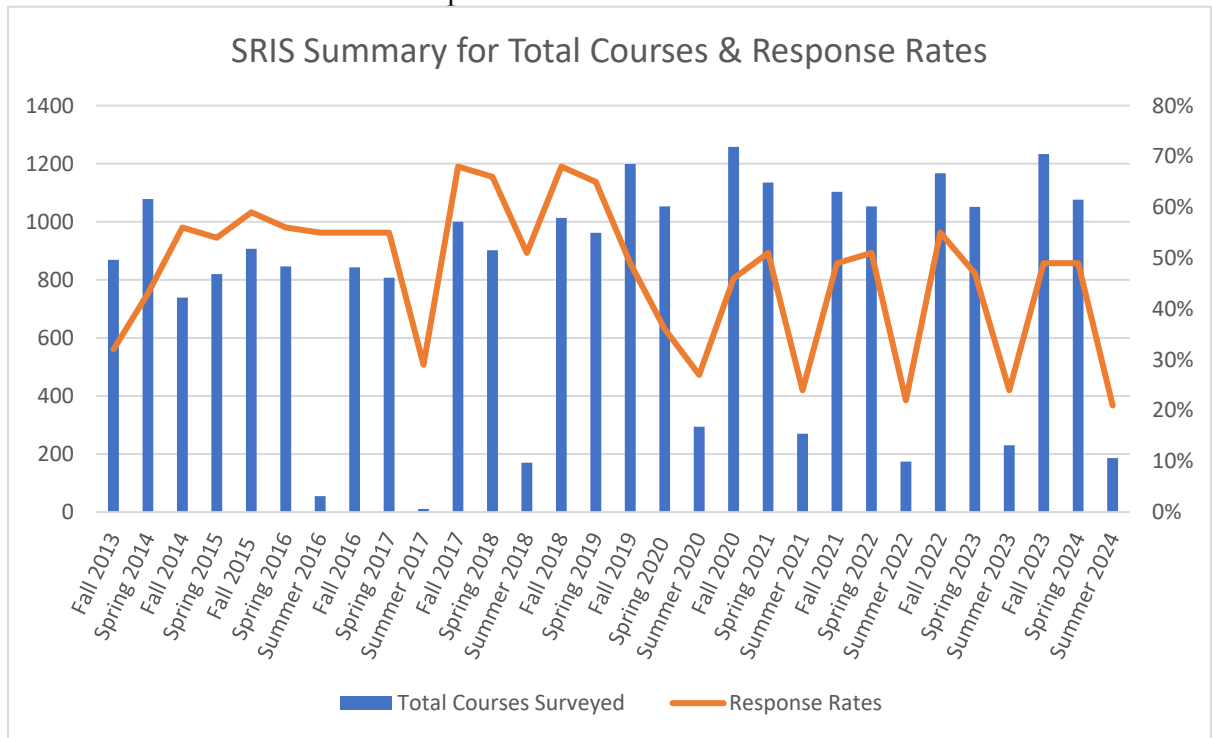


Figure 1 – SRIS Summary 2013-2024

Governor’s Teaching Fellows Program

The University System of Georgia Governor’s Teaching Fellows program was established by Zell Miller, Governor of Georgia, 1991-1999. The program aims to assist faculty in developing 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. Georgia College & State University did not have a recipient for this reporting period.

Past GCSU Governor’s Teaching Fellows were:

- Robert Sumowski, 2022-2023
- Laurie Peebles, 2022
- Suzanna Roman Oliver, 2022
- Omolola Ologunorisa, 2022
- Ernie Kaninjing, 2020
- 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 Metzger, 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

In 2018, the Center for Teaching and Learning collaborated closely with the Associate Provost's office to establish an innovative online repository dedicated to Tenure and Promotion (T&P) procedures. Deliberations were held to outline the operational framework and determine the requisite security protocols.

Input was actively sought from representatives representing each of the university's four colleges to gather insights and recommendations on refining the T&P process. Utilizing the existing GeorgiaVIEW/D2L platform, a comprehensive e-Tenure & Promotion Portfolio was developed for all 39 potential applicants within this reporting period.

As the academic year progresses, the CTL remains committed to a continued partnership with the Provost's Office, facilitating ongoing support and guidance for the evolving Tenure and Promotion process.

Programming

New Faculty Orientation

New Faculty Orientation (NFO) was held the first week of August 2023. Thirty-seven (37) new faculty attended and were welcomed by President Cox on Monday, August 1, 2023. Topics covered during NFO included but were not limited to, a student profile, setting the tone, GeorgiaVIEW/D2L, engaging students and learning, GC Journeys, and students and faculty panel.

Overall evaluations of the New Faculty Orientation were positive, with actionable feedback on each session. The suggestions and ratings provided information to plan for the next NFO. As a result, staff met to prepare for revisions based on constructive feedback.

New Faculty Academy

The New Faculty Academy is designed to familiarize newly hired faculty with the liberal arts mission and support faculty in all fields, who are new to teaching

at GCSU. The program welcomes and introduces faculty to the culture and community at GCSU, intending to serve as a place for faculty to discuss and reflect on their teaching practices. The New Faculty Academy will foster excellence in teaching and learning practices and serve as an agent for innovation and transformation. It includes a series of sessions hosted by The Center for Teaching and Learning and various faculty and staff at GCSU.

Program Objectives:

- Create connections and learn about the mission/vision/values and culture of GCSU.
- Provide an overview of what it is like to teach at a public liberal arts college (university).
- Identify support services and personnel at GCSU.
- Share information and best practices for teaching and learning in higher education.
- Promote collaboration and a community-based culture in the first year of teaching at GCSU.

Quality Matters

The Center for Teaching and Learning (CTL) offers comprehensive workshops to enhance online courses' quality and effectiveness. These workshops, designed to empower educators with valuable skills and strategies, are centered around three main themes: Applying the Quality Matters Rubric (APPQMR), Designing Your Online Course (DYOC), and Improving Your Online Course (IYOC).

Applying the Quality Matters Rubric (APPQMR) provides instructors with a systematic and rigorous approach to evaluating the quality of their online courses using the Quality Matters (QM) rubric. Participants learn how to apply the rubric's standards to their courses, enabling them to create engaging and well-structured learning experiences. Through the APPQMR workshop, educators gain a deeper understanding of the key elements contributing to effective online course design, leading to improved student engagement and learning outcomes.

Designing Your Online Course (DYOC) is tailored for instructors who are either new to online teaching or seeking to enhance the design of their online courses. It equips educators with essential principles and techniques for

designing a well-organized and engaging online learning environment. Participants delve into course organization, content presentation, assessment strategies, and interactive elements.

Improving Your Online Course (IYOC) is geared towards instructors looking to refine and enhance their existing online courses. The IYOC workshop focuses on strategies for continuous improvement. Educators explore ways to optimize course materials, assessment methods, and overall course structure through this workshop. By integrating feedback and best practices, instructors can transform their online courses into dynamic, engaging learning experiences that foster student success.

Table 13 summarizes data from the workshops. This data is valuable for evaluating the workshops' success, identifying areas for further enhancement, and demonstrating the CTL's commitment to advancing online teaching practices.

Criteria	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Workshops	9	6	3	0	2	2	3	2
Participants	79	61	30	0	29	27	24	16
Evaluations Completed	54 (68%)	30 (49%)	29 (97%)	0 (0%)	26 (90%)	21 (78%)	18 (75%)	11 (69%)

Table 13 - Quality Matters Rubric Workshops

Overall, the workshop evaluations were positive. Examples of some of the comments are below:

- Dr. Vinson thoroughly reviewed all topics and provided examples to help us understand the QM standards. She thoughtfully answered all questions and encouraged participants to share ideas.
- The Teams platform was convenient for session attendees. We were able to engage with each other and share ideas even though we were not at the same physical location.
- Asking participants to share their experiences and ideas for improvement based on QM standards was helpful during the entire course.

- Simeco was a terrific facilitator, and I learned a lot from the workshop. I look forward to reworking my online course. I would highly recommend this workshop to my colleagues.
- I liked that the workshop was interactive. There were plenty of opportunities to exchange ideas and offer feedback.
- The setup was cozy and allowed a lot of interaction among participants

Active Learning Fellows Program

The Active Learning Fellows met to collaborate and discuss the future of active learning at GCSU. During the 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 using active learning strategies/opportunities and student success. We engaged in a process to identify potential classrooms to upgrade the technology, equipment, and furniture.

In Fall 2019, CTL began developing a three-course sequence to provide instructors with in-depth training on using active learning classrooms and techniques. The first part of the three-course series, Active Learning 101, was launched in Spring 2023 with two (2) completers. The course had eight (8) completers in the Fall 2023 semester and six (6) completers in the Spring 2024 semester.

Workshops

Workshop Participation

Towards the end of Fall 2019, CTL began offering workshops on various topics. Table 14 lists the programming, the number of registrants for each session, and attendance percentages for this reporting period.

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Fall 2023 Offerings	Registrations	Materials Only	Participants	Attendance %
Writing Center Tutor Orientation: Microsoft Teams- Part 1	24	0	24	100.00%
MLSCM Orientation: GeorgiaVIEW Overview	11	0	11	100.00%
Writing Center Tutor Orientation: Microsoft Teams - Part 2	24	0	24	100.00%
DNP Immersion - Introduction to D2L, Turnitin, and Respondus	17	0	17	100.00%
"What's New, Pussycat?" (by Tom Jones): What's New in GeorgiaVIEW?	4	2	2	50.00%
"Money (by Pink Floyd): Grants Workshop	15	4	10	66.67%
"Simply the Best" (by Tina Turner): MS Teams Overview	4	4	2	50.00%
I Can See Clearly Now (Johnny Nash): Demystifying Group Set-up and Linked Activities in GeorgiaVIEW	5	1	3	60.00%
I Put My Trust in You (John Lee Hooker): Using Respondus LockDown Browser to Keep You From Singing The Blues - CANCELLED	0	0	0	0
Perusal: An AI Workaround to Support Deep Reading of Texts	21	4	15	71.43%
Teaching Beyond the Frontier: AI Applications in Education	17	2	15	88.24%
Unstoppable (Sia) / I'm So Confident... in the GeorgiaVIEW Grade Book	6	2	5	83.33%
Embark on the "Start of Something New" with Microsoft Teams Videoconferencing	4	1	2	60.00%
"Shake it Off" (Taylor Swift): The MS Teams Forms Class Polling Shake	5	0	5	100.00%
"This is Me"! Embrace Your Authenticity with Canva	8	2	3	37.50%
"Maps" (by Maroon 5): MS Team & Mindomo - Concept Maps	4	0	3	75.00%
AI-Powered Writing: Challenging the Role of Technology in Creativity	7	0	4	57.14%
Creating Connections: Exploring Relational Education Practices to Transform Classroom Communities – Lilly Conference Fellow	12	1	6	50.00%
Empowering Faculty: AI and Research Support for Student Learning - CANCELLED	5	0	0	0.00%
Total	193	23	151	78%

Center for Teaching and Learning:

“We foster empowerment!”

Annual Report: 2023 to 2024

Spring 2024 Offerings	Registrations	Materials Only	Participants	Attendance %
Middle Grades Education Program Meeting-Microsoft Teams Training	4	0	4	100.00%
ChatGPT in the Classroom: Practicalities & Pedagogies	71	6	58	81.69%
Academic Affairs Small Grants Program	10	0	7	70.00%
Enhancing Your Classroom Instruction with AI with Drs. Ward Risvold and Meg Geddy	13	1	9	69.23%
Data Visualization with Dr. Doug Oetter, co-organized with the DHC	9	1	6	66.67%
Digital Ethnographies: Ethics of Online Research and Social Media Spaces with Dr. Juli Gittinger, co-organized with the DHC	11	0	11	100.00%
Seizing the Boom of Generative Artificial Intelligence in Undergraduate Classrooms: Meaningful Activities and Assessable Moments with Dr. Daniel Holcombe, co-organized with the DHC	24	1	24	100.00%
SRIS - Marking Objectives & Increasing Response Rates	14	0	14	100.00%
Peer Feedback on Teaching (PFoT) Observer Training with Dr. Cynthia Alby	4	0	0	0.00%
Designing Your Online Course - Quality Matters	8	0	0	0.00%
Total	168	9	133	85%
Summer 2024 Offerings	Registrations	Materials Only	Participants	Attendance %
Unlock the Power of GeorgiaVIEW	14	3	14	100.00%
How Students Define Success - Part I	13	1	13	100.00%
Enhance Your Teaching with Kaltura: Creating, Storing, and Sharing Videos	17	1	12	70.59%
How Students Define Success - Part II	15	2	9	60.00%
Canva	19	5	12	63.16%
Getting Students to Complete the Reading Through the Power of Perusall!: Ways to improve reading assignments in your classroom.	18	2	9	50.00%
Total	96	14	69	72%
Annual Report Total	457	46	353	77%

Table 14 - Workshop Offerings and Number of Registrants

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. During this reporting period, CTL implemented new survey questions to more effectively measure participants’ experiences. Questions were:

- How satisfied were you with the content and materials presented?
- Were you satisfied with the session facilitator(s)?
- How likely are you to apply the knowledge or skills gained?
- How will you use the information?
- How did you hear about this learning opportunity?

We had a total of 48 survey responses, and the responses were positive.

Figure 2 shows how participants responded to the question: How satisfied were you with the content and materials presented?

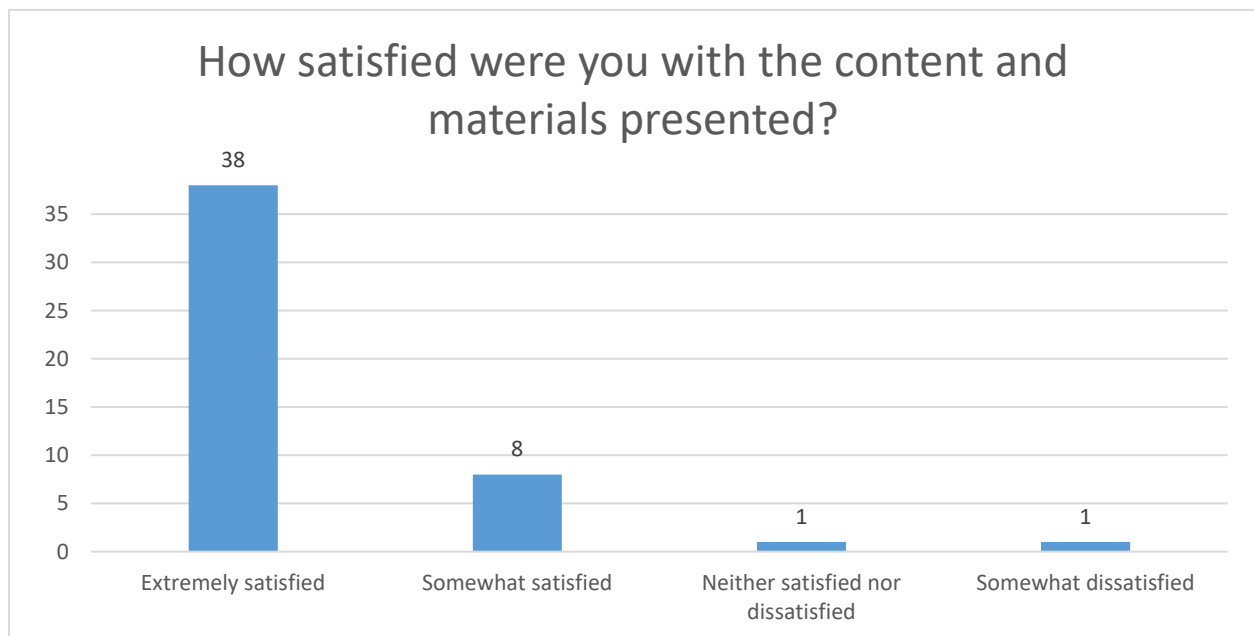


Figure 2 – Number reporting their level of satisfaction with the materials presented.

All 48 participants who responded to the survey answered “Yes” to the question, “Were you satisfied with the session facilitator(s)?”

Figure 3 shows how participants responded to the question: How likely are you to apply the knowledge or skills gained?

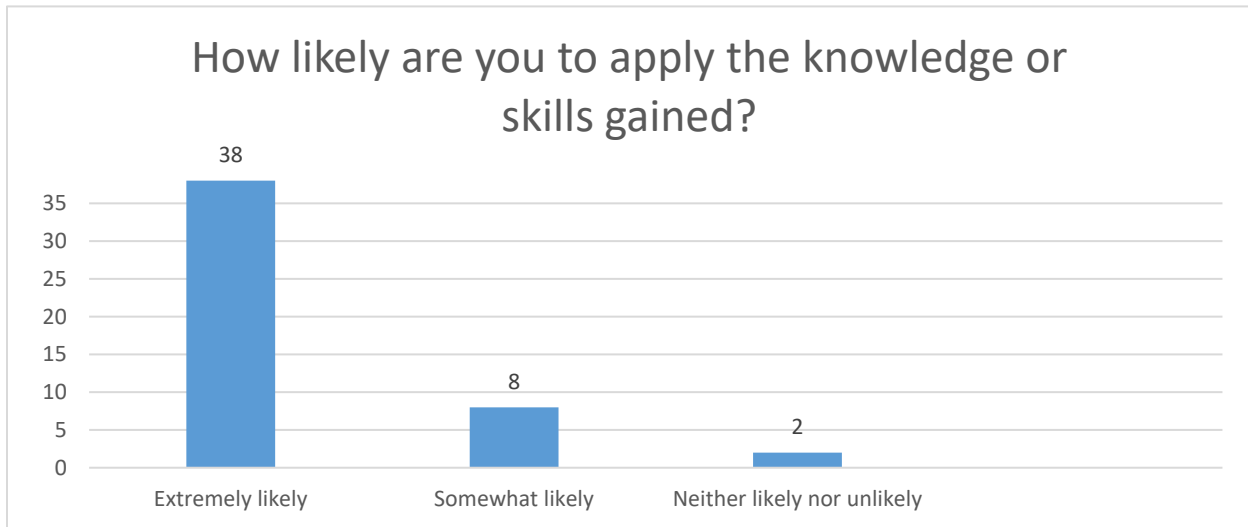


Figure 3 – Number reporting their likelihood to apply learning.

Based on the responses to the survey question "How will you use the information?," the participants provided a variety of insights and key takeaways. Here's a summary of the responses:

- **Teaching and Classroom Activities:** Many participants plan to apply the knowledge gained to enhance their teaching strategies. This includes creating discussions, quizzes, study sessions, and using new tools like Perusall, Grammarly and AI technologies such as Bing Chat and ChatGPT. Several are also integrating videos, concept maps, and other interactive elements into their courses.
- **Course Development and Design:** The information from the session inspired participants to develop new assignments, modify existing ones, and explore innovative methods such as using AI to improve student engagement and learning outcomes. Some participants plan to create specific prompts and templates for critical thinking activities and ethical decision-making in senior capstone courses.

- **Professional Development:** Attendees noted that the session provided valuable insights for their own professional growth and peer reviews of colleagues' teaching. They plan to use the information in their research, peer reviews, and campus service, as well as to recommend best practices to other faculty members.
- **Student Engagement:** There was a strong focus on utilizing the session's content to better engage students. This includes piloting new techniques in online and in-person classes, using student feedback to refine teaching methods, and incorporating goal setting and motivation strategies.
- **Technology and Tools:** Participants mentioned specific tools and platforms they plan to explore further, such as GeorgiaVIEW/D2L and MS Teams. They also expressed interest in using videos for feedback and directions, as well as enhancing their use of GeorgiaVIEW/D2L for course grading and material.
- **Reflective Practices:** Some participants highlighted the importance of the session as a reminder to continue refining their teaching practices and to regularly check in with students to ensure their needs are being met.

Finally, for the question that addressed “How did you hear about this learning opportunity?,” participants responded that they heard about the opportunity from either email (24) or Weekly Notes from the CTL (20).

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 a teaching program approved by the University Senate in the Fall of 2017. CTL requested that existing faculty peers be trained in the peer observation protocols. We also sent a general request for faculty volunteers through Front Page.

Table 15 shows how many of each request we received.

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
Fall 2021	1	4
Spring 2022	1	2
Fall 2022	1	3
Spring 2023	0	1
Fall 2023	2	4
Spring 2024	2	1

Table 15 - Summary of SGID/GIFT and Peer Observation of Teaching Requests

Marketing

CTL has a well-established newsletter 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 for posting information about upcoming events and changes are through Front Page. 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 posts information, news, and photos on social media. The following numbers (Table 16) illustrate our promotion efforts:

Table 16 - Summary of Communications Sent Out

Communication Method	Number of Postings/Issues Published
Newsletter	3
Notes from the CTL	38
Front Page	50
Facebook	59
Twitter	49
Instagram	45

Summary

The Center for Teaching and Learning (CTL) continues to foster innovative teaching methods and promote effective learning outcomes. We support diverse initiatives that enhance teaching and learning at Georgia College & State University. Our commitment to these goals is reflected in the wide array of services we offer, which include:

- **Accessibility:** The CTL is dedicated to ensuring that all educational resources are accessible to every learner. We collaborate with faculty to create accessible content, provide guidance on assistive technologies, and promote awareness of accessibility best practices.
- **Active Learning:** We are passionate advocates for active learning, a transformative approach that places students at the center of their educational experience. Active learning fosters deeper understanding and retention of course material by engaging students in hands-on activities, discussions, problem-solving exercises, and collaborative projects. Our team works closely with faculty to integrate active learning strategies into their teaching methodologies, encouraging students to actively participate in their learning journey. Through innovative techniques and classroom practices, we empower educators to create dynamic and interactive learning environments that enhance academic achievement and cultivate critical thinking, teamwork, and lifelong learning skills.
- **Course and Peer Feedback:** We facilitate the collection and analysis of course and peer feedback to help faculty improve their teaching practices. Our services include customized surveys, focus groups, and peer observation programs that provide valuable insights into the effectiveness of teaching strategies.
- **Faculty Awards:** The CTL administers faculty awards that recognize and celebrate exceptional teaching practices. These awards highlight the achievements of

- educators who have made significant contributions to the academic success of their students.
- **GeorgiaVIEW/D2L Support:** The CTL actively supports faculty and students in utilizing GeorgiaVIEW/D2L, our comprehensive learning management system. We offer training, resources, and technical assistance to enhance the effective use of online platforms for course management, content delivery, and communication.
 - **Instructional Design:** Our center collaborates with faculty to design and develop engaging course materials. We offer expertise in creating interactive content, multimedia integration, and course structure to optimize student engagement and success.
 - **Instructional Support:** We provide faculty with personalized instructional support, including consultations, workshops, and resources tailored to their specific needs and teaching goals. Our team is committed to helping faculty refine their instructional techniques and overcome challenges.
 - **Professional Development:** A cornerstone of our mission is empowering faculty growth. Through workshops, seminars, and ongoing training opportunities, we equip educators with the latest techniques, educational technologies, and strategies to create dynamic and impactful learning environments.
 - **Technology Integration:** The CTL supports faculty in integrating technology into their courses to enhance student engagement and learning. From digital tools to multimedia content, we help faculty incorporate the latest technological advances into their teaching practices.

Our impactful work is exemplified using the LMS support ticket system, which enables us to gather valuable data to drive continuous improvement. By analyzing trends and addressing challenges, we enhance the overall LMS experience for faculty and students.

Furthermore, our commitment to professional development extends beyond workshops. We proudly offer support for faculty awards, faculty evaluation programs that foster growth, and opportunities for empowering students to engage in meaningful scholarly pursuits. Additionally, our faculty research grants promote the exploration of innovative teaching methodologies and contribute to the scholarship of teaching and learning.

In embracing these initiatives, the Center for Teaching and Learning remains a place for educational excellence, facilitating collaboration, growth, and advancement in teaching and learning at Georgia College & State University.