OTEI

Office of Teaching Effectiveness and Innovation Annual Report: 2024-2025

The Office of Teaching Effectiveness and Innovation (OTEI) champions a holistic approach to educational development by supporting instructors at every stage of their teaching journey and supporting departments and colleges in the teaching mission. We provide evidence-based tools, foster inclusive and reflective practices, and cultivate communities of trust and collaboration through our signature programs. Our mission is to elevate teaching excellence, enhance student learning, and advocate for the agency and well-being of all educators.
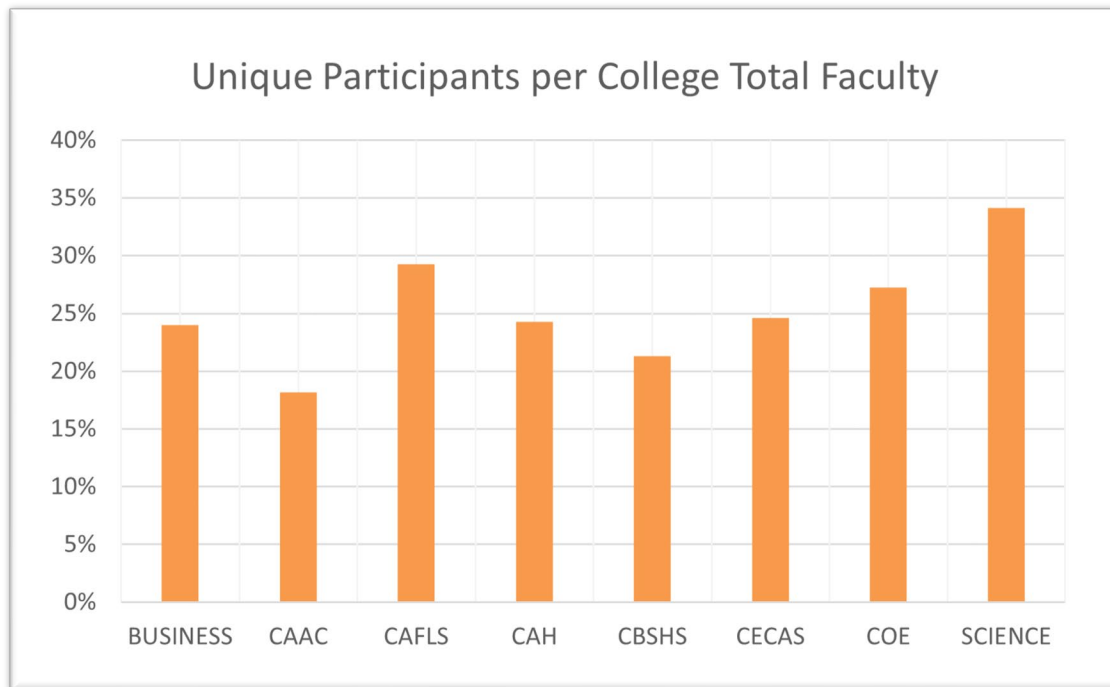
We envision a thriving teaching and learning community where every educator is empowered, every student is supported, and teaching excellence is celebrated as a cornerstone of academic success. Through innovation, collaboration, and inclusive practices, OTEI inspires a culture of continuous growth and holistic development.

Left to right: Sarah Otterbeck, Shannon Stefl, Janet Arnold, Taimi Olsen, Claire Dancz, Miguel Perez

Impacts

Full Attendance, events and consultations: 813 total

Unique Participants per College Total Faculty

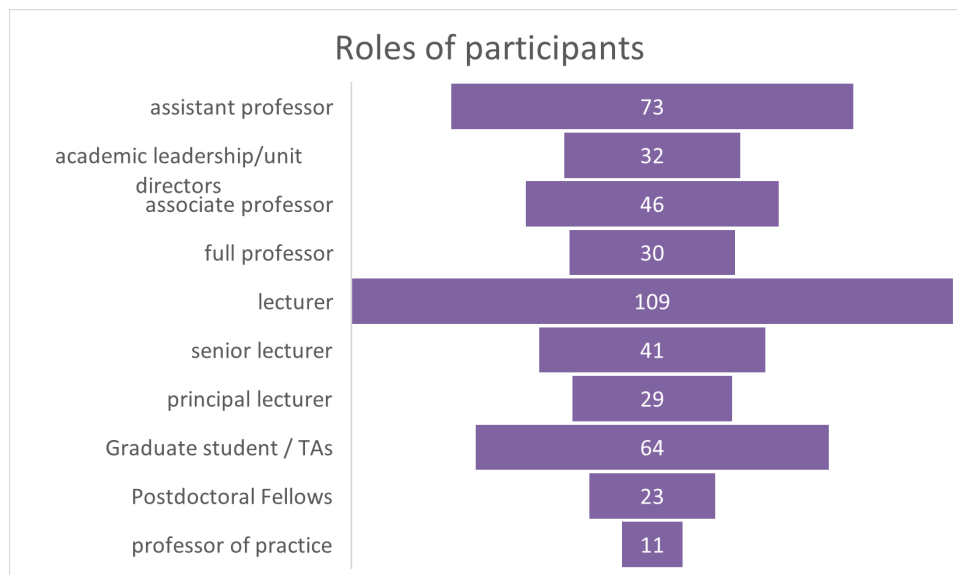| College	Percentage
BUSINESS	~24%
CAAC	~18%
CAFLS	~29%
CAH	~24%
CBSHS	~21%
CECAS	~24.5%
COE	~27%
SCIENCE	~34%

*not included are "other" such as staff and students

Analysis

- **133** individual and departmental consultations
- **670** attendees of programs and events (exclusive of consultations)
- **441** unique attendances to these programs/events
- **229** attended multiple events/programs

Event participation and faculty roles

Roles of participants

Role	Count
assistant professor	73
academic leadership/unit directors	32
associate professor	46
full professor	30
lecturer	109
senior lecturer	41
principal lecturer	29
Graduate student / TAs	64
Postdoctoral Fellows	23
professor of practice	11

Event	Attendance	Description
AI Workshops	138	Presented by Clemson AAC&U AI Team
Consultations	133	Individual and unit OTEI services
2025 Teaching Excellence Conference	117	Internal conference on Innovation in Educaiton
Faculty Learning Communities	88	Year-long special topics, led by Faculty peers
NFTC 2024	58	New Faculty Teaching Conference (half day)
Book Clubs	51	Semester-long virtual discussions
Certified Peer Observers of Teaching	47	Faculty complete a course and practice observation
Other Workshops	36	Various topics including building rubrics, syllabi, and on student engagement

Made with 🟢 Napkin

Signature Programs

Through our programming and consultations, instructors working with OTEI produce and deliver course designs, new syllabi, course materials such as signature assignments, new assessments and homework plans, and active learning engagement plans.

Our signature programming is designed to:

1. Support instructors who grow and develop new teaching approaches
2. Bring faculty together in supportive, collaborative environments.
3. Introduce current topics with the aim of developing instructional faculty with new approaches to improve student learning.

Faculty Learning Communities

FLCS are based on the model of faculty-led learning communities, with the purpose of "getting something done." Some FLCs design guides, others experiment in their own courses and report out, and many present at the Clemson teaching conference and other conferences. This year's topics included two FLCs on uses of AI in courses, enhancing student learning, and effectively handling course workloads, as well as an FLC on Experiential Learning (sponsored by CU-ExL). We also offered two "mini FLCs" for a semester each, one on building communication with students and one supporting peer teaching observers.

New Faculty Teaching Conference

The new faculty teaching conference starts with outreach to all faculty, offering support on finding teaching resources and syllabus advice. We host summer webinars from key units in July, add these materials to an open Canvas course, and then invite faculty to join us for a half-day conference before classes start. Our goal is to help new faculty meet each other in community, meet other "near peer" Clemson faculty, and learn about teaching practices and culture at Clemson. The new faculty appreciated the opportunity to get a positive start.

"So thankful that I came, excited about my future and reinvigorated to start based on all the resources provided!"

"I made the right choice to teach here!"

Clemson Teaching Excellence Conference

The goal of this annual teaching conference is to provide faculty with a venue for presenting and engaging with peers on teaching methods, gain practice in presentation about pedagogy/andragogy, and make connections with others in order to support the teaching mission. Each conference theme aims to bring in innovative ideas, present expert knowledge, and broaden the conversation about student learning.   The theme for 2025: Innovations in Higher Education.

Summary Course Design Institute

Starting with the support of an HHMI grant in 2023, this institute supports transparent, high-structured, and inclusive course design. Faculty are responsible for three deliverables: a new syllabus, a new assignment (which can be their Signature Assignment in general education), and an activity plan.

"Everything was so wonderful and helpful. I learned things I didn't expect!" "Although I already knew some of the information presented, I learned so much from each person and presentation and I cannot wait to incorporate what I have learned this upcoming semester."

Graduate Student Support

We support teaching assistants and instructors of record through workshops for the Graduate School's Grad 360 program and by maintaining the Tiger Training: GradTeaching program, which provides all new teaching assistants with basic teaching and policy instruction (e.g. FERPA, academic student support). In 2024, we also offered a fall New Grad TA Conference as well.

Peer Review of Teaching

Developed in partnership with the Office of Faculty ADVANCEment, we created two Canvas courses, one with resources on peer review of teaching materials, "Teaching Effectiveness Documentation." The other, "Peer Observation of Teaching," supports faculty certification as peer teaching observers. Faculty have several routes to certification as a peer observer, including "mini-FLCs."

Book Clubs

o *Inclusive Teaching: Strategies* (offered for the third semester)
o *Teaching Matters* (for graduate students)
o *Small Teaching* (for postdoctoral faculty)
o *The Anxious Generation*
o *Teaching with AI* (summer club and the fall 2025 offering)

New Programming in 2024-25

The OneHE organization provides short courses on a wide range of teaching topics. Our investment allows us to pull together resources into "badges" for faculty. The emphasis is on condensed micro-lessons that fit into a short course sequence and is well received by Clemson faculty who have joined in this first year. OneHE will also allow us to bring the campus nationally known speakers for Webinars on current topics in 2025-26!

Clemson AACU AI Institute Team

This team, co-lead by OTEI and Clemson Libraries—had a highly successful year as an inaugural AAC&U AI in Pedagogy and Curriculum Institute team. The newest offering by the American Association of Colleges and Universities, this Institute allowed our team to collaborate and offer multiple workshops and information sessions, which are still available. Plus, the leaders designed and are launching a larger instructional effort: TEACH-AI, a teaching, exploration, and community hub for AI. This hub will bring together faculty across campus in a large community of practice, will consist of sub-teams forming thematic interest groups, and will support peer-to-peer exploration of the uses of AI in the curriculum.

Team leads: Taimi Olsen, Claire Dancz (OTEI), Elias Tzoc (Libraries).
Faculty members: Alex Feltus (Genetics and Biochemistry); Anne Grant (Libraries), Kevin Andrew Flynn (Marketing), Janice Lanham (Nursing), Chelsea Murdock (English and Clemson's Writing Lab), April Pelt (Education).

OTEI Advisory Board

OTEI is very grateful for the passionate and thoughtful support of our advisory board members. This year, these faculty and staff served on our board.

David Blakesley (CAH), Catherine DiBenedetto (CAFLS), Daphne Duncan Wiles (COE), Cora Allard (Creative Inquiry), Anne McMahan Grant (Libraries), Amanda Cooper Fine (COB), Christopher Norfolk (CECAS), Christine Minor (COS), Rene Schmauder (DUL), Amy Lawton-Rauh (Provost Office), Gretchen Waugaman (CAAC), Lena Burgess (CBSHS).

SPOTLIGHTS ON OTEI publications and service

Committee Contributions

OTEI staff serve ex-officio on multiple committees, supporting academic committee work with research, advice, and other contributions. Our service includes:

Commission on Accessibility / CU Lavendar Commission / Faculty Senate: Scholastic Policies Committee / Division of Undergraduate Learning: General Education Committee / Digital Accessibility Commission / Provost Teaching Awards / Tigers Together Coalition /

Selected Professional Contributions and Development

Claire Dancz and Shannon Stefl contributed to the article Lessons learned from the development and implementation of Teaching Postsecondary STEM Through E-Learning (Boyd, E., Trogden, B., Dancz, C., Stefl, S., & High, K.) in *Journal of Broader Impacts in STEM*; Stefl and Dancz were interviewed along with Dr. Karen High on the podcast for The Cuvette journal.

Becky Tugman and Claire Dancz, along with faculty members, conducted research and published Capturing the Benefits of Partnering with Undergraduate Student Researchers to Conduct Interdisciplinary Scholarship of Teaching and Learning (SoTL) Research (B Tugman, J Sherry, C Dancz, and J Strickland), Clemson Extension's Land Grant Press. This article explores the benefits of engaging undergraduate students as full partners in an interdisciplinary Scholarship of Teaching and Learning (SoTL) research project.

Becky Tugman and Taimi Olsen with Clemson colleagues published Creating effective peer observation faculty training through a community of practice (B Tugman, L Stephens, T Olsen, and A Bundrick) in *To Improve the Academy: A Journal of Educational Development*. It discusses a recent Clemson initiative to train faculty on peer observation of teaching.

Taimi Olsen also serves as co-chair of the Professional Development Committee of the Professional and Organizational (POD) Network.

Miguel Perez completed a Certification in Post Qualitative Research from the University of Georgia.

Graduate Research Assistant (now Dr.) Sarah Otterbeck was a finalist for the K. Patricia Cross Future Leader Award from AAC&U (Dec '24) and a Clemson Commencement Speaker, May 2025.

All of our staff completed Digital Accessibility Training through Clemson.