Objectives for this Session

- Determine ways to engender collaboration between an interdisciplinary groups of faculty
- Construct an outline to galvanize faculty to use the information provided to them to redesign their course.
- Identify a network of on-campus experts and resources in experiential learning for faculty

Background of Experience Learning at Tennessee
Selecting a QEP Topic

• The previous QEP did not have large campus support
• The Selection Committee desired significant buy-in for the next QEP
• Surveys were sent to faculty, students, and staff
• Forums were hosted to discuss ideas
• Experiential learning was selected as the QEP in 2014 by overwhelming consensus
• The Experience Learning initiative began its 5-year QEP cycle in Fall 2016

What Have We Done So Far?

• Created partnerships with staff and faculty across campus
• Examples include:
  • Experience Learning Committees and Groups
  • Hands-on training
  • Sharing mutually beneficial information
  • Funding various EL projects and initiatives
  • Facilitated the infusion of EL into curricular programming

A Network of On-Campus Partners
High Impact Practices Group

• **Purpose**: to work together to strengthen experiential learning opportunities offered across our campus, increase access for more students to participate in them, and develop a coalition of collaboration and mutual support for these activities across UT Knoxville.

• **List of offices with membership in group**

College EL Data Group

• All undergraduate serving colleges share experiential learning information with one another
• Serves as a springboard to discuss where and what types of EL are most under-represented in the curriculum
• Data is shared with the HIP group to forge partnerships between administrative offices and colleges

Sub-Committees

• S (service-learning) Sub-Committee
• R (undergraduate research) Sub-Committee
• N (internship) Sub-Committee

• Comprised of experienced faculty and staff, and evaluate and promote S,R, and N-designated academic courses
Establishing Connections

Summer Institute

• A four-week summer workshop series where faculty work with staff and other faculty leaders to redesign courses with EL

• The summer workshop series allows for a faculty member to build relationships with staff and other participating faculty members who desire to incorporate a similar pedagogy

Partnerships Built between Faculty and Staff
Partnerships Built between Interdisciplinary Faculty

- Interdisciplinary work between participants
  - Faculty collaborated together but were also separated into tracks based on their chosen EL pedagogy
  - Best practices for different types of EL were shared and discussed
  - Interactive sessions allowed faculty to share past successes & areas for improvement

Interdisciplinary Focus

- 25 Faculty Fellows
  - 6 different colleges
  - 14 different departments
  - 1 cross-listed course (GEOL/GEOG) with 2 Fellows

Establishing Connections

- Opening Celebration
  - Invited campus partners, presenters, and Fellows

- Fellows were required to consult two experts from an approved list of presenters:
  - Assessment
  - Risk Management
  - Student Disability Services
  - Title IX
  - Creating SLOs
  - Generation Z
  - IRB
  - and more
Establishing Connections (cont.)

- Facilitated break-out sessions led by campus experts focused on:
  - Service-Learning
  - Undergraduate Research
  - Internships
  - Study Abroad

Reflection and Assessments

- Hosted a closing celebration
  - Fellows shared how they planned to redesign their course based on their new knowledge from ELSI
  - Fellows participated in a focus group

- Feedback for improvement
  - Surveys and focus groups
  - Focus Group allowed faculty to share their "takeaways" about redesigning a course to be EL
  - Hosted voluntary Focus Groups after Fall '17 and Spring '18 semesters
  - Immediately after summer institute & term taught

Faculty Feedback

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<th>Question</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Somewhat agree</th>
<th>Neither agree nor Somewhat disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
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<td>My participation in the Faculty Fellows Program was beneficial for implementing experiential learning in my course redesign</td>
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<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>21</td>
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<tr>
<td>The Experience Learning staff were a reliable partner that served my best interests</td>
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<td>1</td>
<td>1</td>
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<td>0</td>
<td>0</td>
<td>21</td>
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<tr>
<td>My course redesign helped to improve my teaching practices</td>
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<td>5</td>
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<td>The Faculty Fellows Program was well structured and organized</td>
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<td>3</td>
<td>2</td>
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</table>
Partnerships Built with Faculty

- Simulation/role-playing and gaming group
- Meets several times a semester
- Discuss how to improve pedagogy and promote simulation/role-playing and gaming as a viable teaching method

Questions?

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