



Center for Teaching Excellence

2023-2024 Annual Report

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Executive Summary

The Center for Teaching Excellence has been committed to fostering the enhancement of teaching excellence in all forms. The following are our major programs and accomplishments for 2023-24 that have met and exceeded our stated goals.

2023-24 GOALS

- ✓ Maintain the continuity and quality of CTE programming with a thematic focus on student centeredness
- ✓ Grow diversity, equity, and inclusion (DEI) programming to build faculty professional development
- ✓ Build awareness of CTE Instructional Design Support services for faculty
- ✓ Transition faculty support in Advising model to include new student success initiatives

Faculty Impact

- ✓ 65 faculty participated across 14 Teaching Circles
- ✓ 173 faculty participated in RP LGMs
- ✓ Awarded 8 Teaching Circle Mini-Grants
- ✓ Awarded 7 Faculty Recognition Awards
- ✓ Launched ACUE/CTE DEI Ambassador initiative

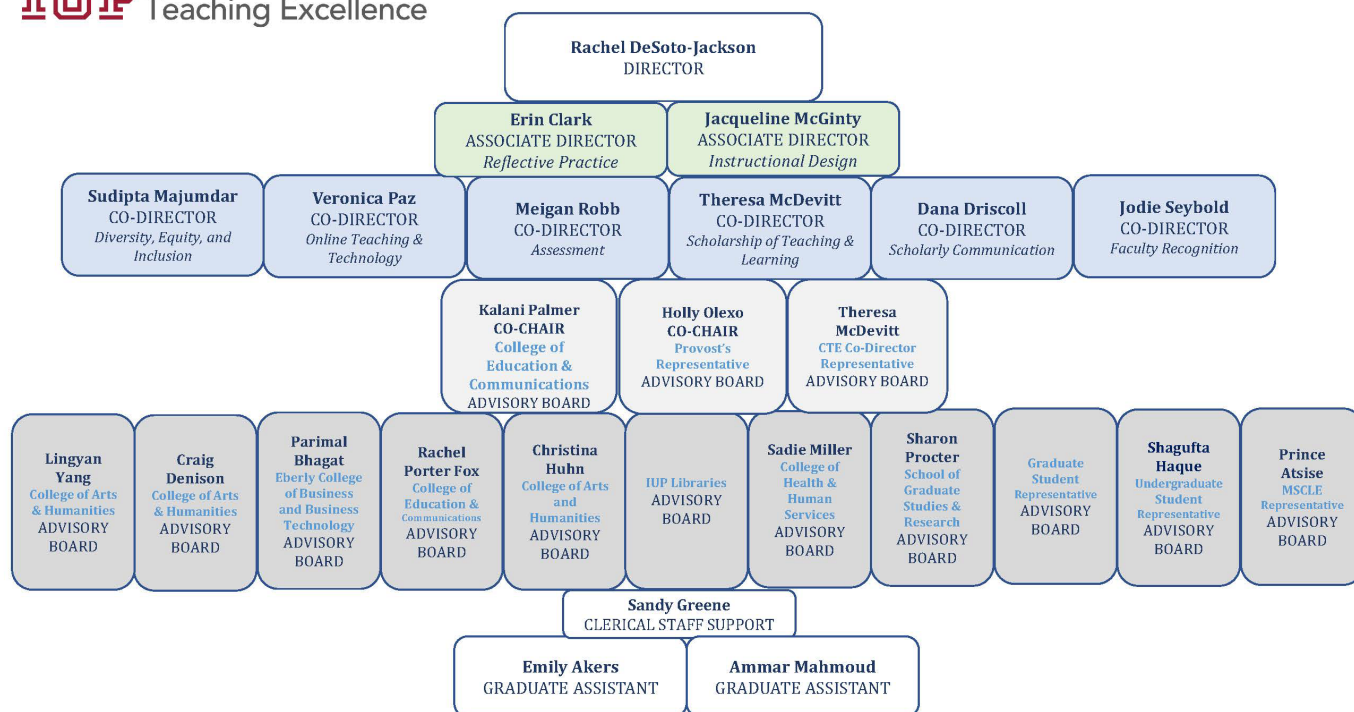
Areas of Achievement

- IUP SPARKS faculty resource guide
- Annual recognition dinner at the Allenwood, partnering with Hospitality class
- CTE Instructional Design Support
- Completion CTE website redesign
- DEI Ambassador program and training

In addition to these areas of achievement, the Center for Teaching Excellence is represented in the following areas:

- Academic Affairs
- ACPAC Online Learning Committee
- Academic Affairs Assessment Committee
- Faculty Professional Development Committee (FPDC) application reviews
- Liberal Studies Committee
- Library Learning Commons
- Curriculum-to-Career grant
- New Chair training committee
- Quality Matters representative

Center for Teaching Excellence Organizational Chart



Meeting IUP's Strategic Goals

The Center for Teaching Excellence maintains high-quality programming, events, and initiatives that meet IUP's Strategic Goals impact areas.

Impact Area: IUP-Readiness

- ✓ Faculty professional development training
- ✓ New Faculty Orientation
- ✓ CTE website enhancement
- ✓ Development of OER resources

Impact Area: Finding and Creating Community

- ✓ Teaching Circles and Reflective Practice workshops
- ✓ Support for BIPOC faculty
- ✓ Annual recognition and award events
- ✓ Online teaching & learning D2L support communities
- ✓ Building DEI initiatives
- ✓ Partnerships with campus divisions including the Office of Social Equity and Title IX

Impact Area: Mental Health and Well-Being

- ✓ Wellness Grant initiative to model healthy strategies
- ✓ Alignment of programming to values
- ✓ Creation of accessible CTE space for use in teaching practice

Impact Area: Post-IUP Success

- ✓ Undergraduate and graduate internships, practicums, work study, assistantships
- ✓ Partner with CPDC to support faculty inclusion of "life design" instruction
- ✓ Trends in higher education and best practices guides

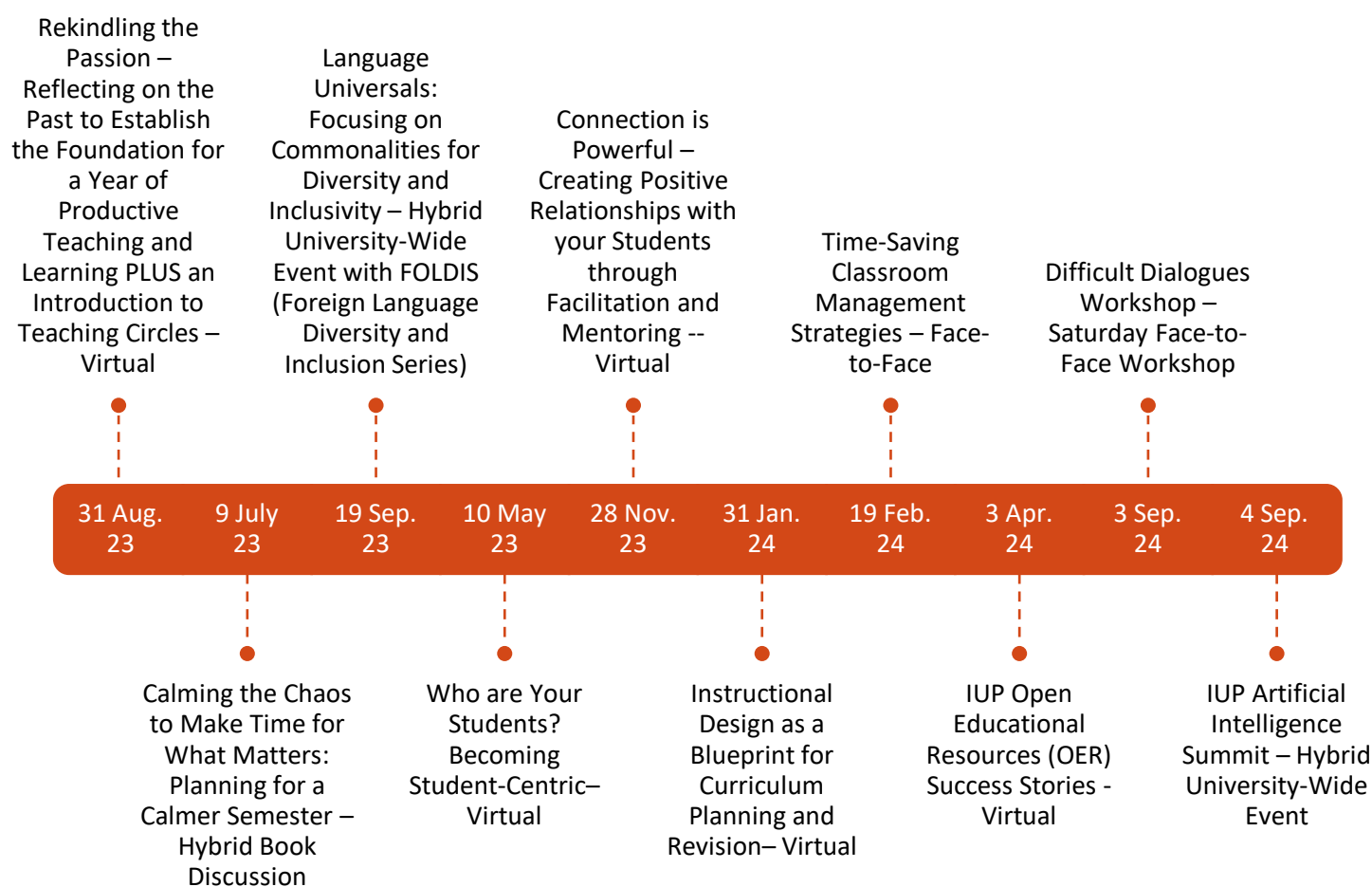
Impact Area: Academic Success

- ✓ IUP SPARKS
- ✓ CTE IDS consultations, programming, and ihelp
- ✓ Scholarship of Teaching and Learning
- ✓ Mini-grant projects
- ✓ Assessment tracking for data-driven impact

Reflective Practice

Reflective Practice encourages faculty members to devote their time during the year to reflect upon their teaching. We offered many opportunities for this reflection to occur through the creation of **Teaching Circles** and our monthly **Large Group Meetings (LGM)**.

The Reflective Practice arm of CTE offered numerous seminars related to curriculum, resources, and strategies for IUP faculty and staff throughout the 2023-2024 school year. A variety of formats and timeframes were utilized in order to gain participation including face-to-face, online only through Zoom, and hybrid events in conjunction with other groups on campus. The seminar events offered were as follows:



The establishment and continuation of multiple Teaching Circles also generated conversations in regard to positive and productive teaching strategies and techniques. Many of the circles applied for and were awarded “mini-grants” to assist in their collective efforts to explore new technologies, supply consumable materials, and provide professional development opportunities for circle members. A comprehensive listing of CTE RP Teaching Circles for Academic Year

2023-2024 can be accessed via the CTE website
<https://www.iup.edu/teachingexcellence/index.html>

Challenges that were encountered throughout the year revolved around scheduling RP programming during times of which faculty and staff were most available as well as tapping into preferences for delivery. Greater attendance at events were had when a virtual option was offered and during the work week. For example, only a few individuals showed interest in the Saturday Difficult Dialogues Workshop leading to the cancellation of the event. Another face-to-face event, Time-Saving Classroom Management Strategies, although scheduled during the work-week in the mid-afternoon, was only attended by CTE leaders. However, for those events that were virtual, involvement from the audience was minimal, yet participant survey responses seemed to want more interactive experiences. Moving forward, the CTE leadership team needs to strategize further as to how to increase attendance as well as encourage participation. In all, the IUP community was provided numerous opportunities throughout the 2023-24 school year to explore and participate in professional development and educational opportunities through the Center for Teaching Excellence's Reflective Practice programming and teaching circles. The offerings were diverse, and I feel that these activities provided a wide array of opportunities to IUP educators of which they can take with them as part of their professional journey.

Teaching Circles

There was a total of 14 Teaching Circles registered for the 2023-2024 academic year with a total of 65 registered faculty members. Teaching Circles met through a variety of formats (e.g., in-person, ZOOM, and Teams) and completed numerous individual and collaborative scholarly projects. See Table 1 for Exemplars from the Teaching Circle End of Year Report.

Table 1: Exemplars of Scholarly Projects

<i>We reviewed task management strategies and looked at how to use AI to assist with teaching tasks.</i>
<i>We submitted an IRB proposal to conduct a study exploring students' perceptions of feedback.</i>
<i>We were able to gain more knowledge, learn new skills and teaching techniques, mentor teaching associates, and foster a collegial and supportive environment for faculty and students.</i>

The registered members of each Teaching Circle represented four of the distinct colleges of IUP and the School of Graduate Studies. See Figure 1 for Membership Representation. Each member of a Teaching Circle was provided the opportunity to reflect on their personal achievements resulting from their involvement. See Table 2 for Exemplars from the Membership Verification Report.

Figure 1: Membership Representation

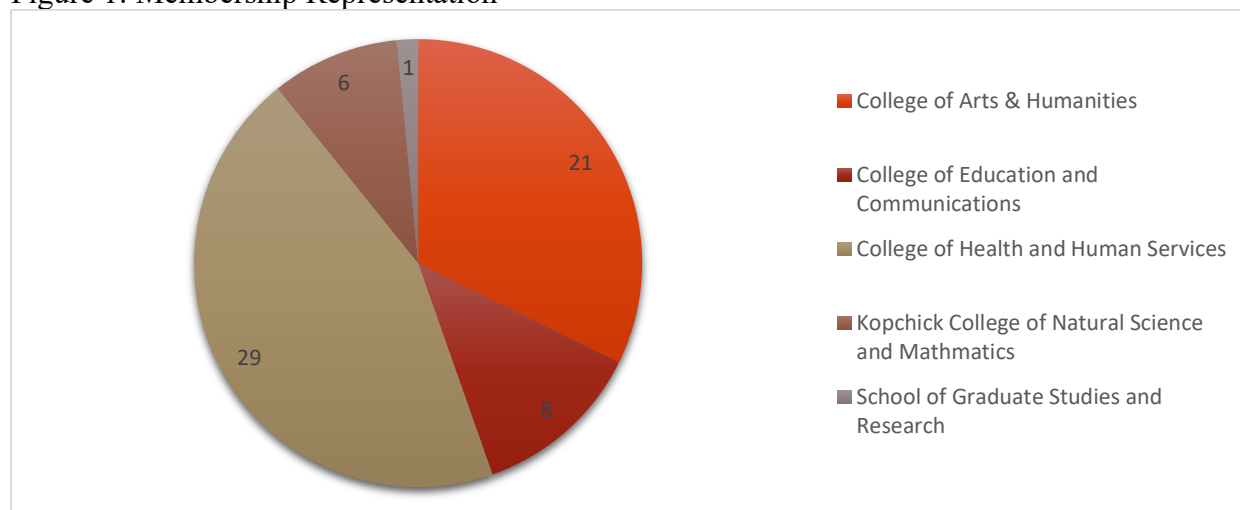


Table 2: Exemplars of Personal Achievements

<i>I have learned ways to increase engagement for students with diverse identities in my classrooms.</i>
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<i>I learned more about writing with purpose assignments to prepare students for career writing.</i>
--

<i>Having space to talk with other first year teachers about classroom management techniques was a big help. I was able to update my classroom policies based on discussions with my peers.</i>

Teaching Circle Mini-Grant Awards

A total of eight Teaching Circles were awarded a mini-grant up to \$500.00. Mini-Grants are intended to support Teaching Circles in getting the resources they need for the successful completion of their projects. The funds awarded from the mini-grant were used by each Teaching Circle to support their productive work leading to clear, well-defined outcomes that enhanced the teaching skills of its members or added to the group's knowledge of the scholarship of teaching and learning. See Table 3 for Exemplars from the Mini-Grant Project End of Year Report.

Table 3: Exemplars of Mini-Grant Project Results

<i>Monies from the mini-grant were used to purchase the book Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff by Jessie L. Moore for each member. The book was used in discussions to prompt the teaching circle members to review general pedagogical literature and have conversations with colleagues about practices that result in student engagement in the classroom.</i>

<i>With the funding, the TC was able to purchase a webinar and book that addressed the science of emotion. Collectively as a group the members were able to reflect on own teaching practices and consider pedagogical changes to enhance a positive emotional contagion in both the undergraduate and graduate learning environments.</i>
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Large Group Meetings

A total of seven large group meetings were held during the 2023-2024 academic year. Meetings were held either in-person or via ZOOM with an average attendance of 24 individuals (total attendance 173). Feedback surveys were administered at the completion of the large group meetings. Aggregately a total of 43 participant's entries were recorded. See Table 4 for summary data from the Large Group Meetings. Of the responses recorded, 68% reported to at least a considerable extent they learned useful information. In addition, 70% of the survey respondents reported to at least a considerable extent they can apply the information to their professional responsibilities. Lastly, 33% of the respondents reported being extremely inspired to make a change in the way they carry out their professional responsibilities.

Table 4: Feedback Summary Data

Large Group Meeting Questions	Results
To what extent did you learn useful information in the large group meeting?	Extremely = 26% Considerably = 42% Moderately = 32%
To what extent can you apply the information presented in the large group meeting to your professional responsibilities?	Extremely = 28% Considerably = 42% Moderately = 23% Slightly = 7%
To what extent did the large group meeting inspire you to make a change in the way you carry out your professional responsibilities?	Extremely = 33% Considerably = 33% Moderately = 26% Slightly = 10%

Active and Active Plus Membership

Faculty members are provided the opportunity to receive special recognition as an active or active plus member of reflective practice based on their level of participation in events throughout the academic year. For the 2023-2024 academic year, 58 faculty were identified as active members, and 4 faculty were identified as active plus members.

Scholarship of Scholarship of Teaching and Learning (SOTL)

The Scholarship of Teaching and Learning is described as:

“The rigorous investigation of student learning, with the purpose of developing novel teaching methodologies and practices that can lead to the measurable enhancement of student learning. The results of the investigation are made public through quality scholarly outlets and widely accepted conferences and general or discipline-specific journals.” —DePaul University Teaching Commons

The work this Co-Director led this year centered around distributing teaching and learning books at Reflective Practice meetings, promoting Open Educational Resources, and leading wellness initiatives based on readings.

Book Distribution

The Reflective Practice Co-Director for the Scholarship of Teaching and Learning (SOTL) offers support for faculty development related to quality teaching and scholarship by developing web based resource guides to support and further learning introduced at Reflective Practice Large Group meetings and to archive instructional resources shared there (<https://libraryguides.lib.iup.edu/c.php?g=1264102>). She also selects door prize books that align with the Large Group Meetings topics which are given out to workshop recipients. As in past academic years, the Office of Social Equity and Title IX funded the purchase of additional prize books related to inclusive teaching.

Open Educational Resources Promotion

This position also support the creation and adoption of Open Educational Resources by promoting the CTE Open and Affordable Resources Teaching Award and increasing awareness of these resources though a large group meeting held during Open Access Week. This year’s workshop was Open and Affordable Educational Resources: IUP Success Stories. Held on Monday, March 4th, 11:15 to 12:15 to kick off Open Education Week (<https://connect.oeglobal.org/c/oeweek/33>)

Description: Faculty adoption of Open and Affordable Educational Resources has been found to have a significant impact on student success. Join us for this panel discussion with IUP professors who will discuss their experience with the adoption/creation of Open/Affordable Educational Resources, why they support them, and how this inclusive educational practice has impacted their students.

This well attended meeting featured nine faculty members who had received awards and grants for creation or adoption of open or affordable educational resources.

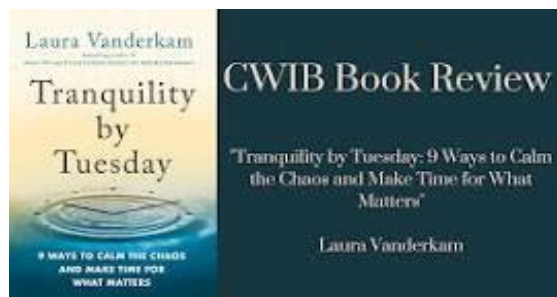
Wellness Grants

To support faculty well-being, resilience and their ability to provide quality instruction, CTE partnered with IUP Libraries to offer another APSCUF wellness grant funded workshop series, the “Increasing Calm and Wellness Faculty Book Club Workshop Series “ this academic year



The following text is from the grant final report: Grant funded activities were a book club and workshop series designed around a common reader (*Tranquility by Tuesday*) that had been chosen by a group of IUP faculty.

Workshops included an introduction to the common reader, a workshop on nutritional food choices, a workshop on building more movement into workdays, and an end-of-semester wellness fair that featured a variety of wellbeing and stress reduction related stations, including nutrition counseling, crafting, chair massage *Tranquility by Tuesday* tips, and a faculty end-of-semester teaching reflective activity.



Sessions brought faculty together in a comfortable, pleasant location to consider and discuss content and resources designed to support the development of increased calm and wellness and to interact with peers and local experts.

Hours of programming: 7.5 hours of programming (3 1.5 hour sessions and one 4 hour session)

Who conducted the initiative: The initiative was led by three IUP Librarians and a faculty member from the College of Business. Assessment was carried out by a faculty member in the nursing department. Guest facilitators included IUP faculty, a registered dietitian, staff from the IUP Center for Health and Wellbeing, and IUP exercise and recreation staff members.

Initiative locations: Sessions were hybrid or exclusively face-to-face. Face-to-face locations were on IUP campus.

Faculty impacted:

- 41 individuals received copies of wellness, time management, and setting healthy boundaries books.
- 21 individuals received weekly emails with advice offered in the book as well as monthly evidenced based Happiness Calendars from the Greater Good Science Center(<https://greatergood.berkeley.edu/tag/happiness+calendar>).
- A total of 84 individuals attended face-to-face or virtual sessions.

Session titles and description:

The following is a list of workshops offered, description of workshops, workshop duration, attendance, and impact:

Session One: Calming the Chaos to Make Time for what Matters. 9/7/23

Description: *Tranquility by Tuesday* related tips were shared and discussion related to faculty stressors, challenges to wellbeing, and planning for a calmer, healthier semester took place. *Tranquility by Tuesday* books were distributed along with wellness tracking checklist. Offered both virtually and in person. Lunch provided. **Duration** 1.25 hours.

Attendance: 23 attendees.

Feedback: Describe something useful you learned at this wellness event:

- That everyone is struggling a bit and more tips and discussions are needed.
- Scheduling something fun, big and small, monthly.
- Enjoyed learning about the strategies presented in the *Tranquility by Tuesday* book; also, about a new app with a variety of suggestions to move for short time periods (30 seconds or longer), events and opportunities in the community to engage in wellness activities.
- Importance of detailed planning on Friday.
- Need to move more.
- Need to have a sleep routine.
- Someone said if you don't plan for fun things someone else will do it for you, and it won't be what you want. I am also going to try to have more adventures and plan on Friday and get enough sleep.
- The variety of ways to focus on self-care and time management.
- Learned to plan for my own time instead of expecting it to just happen.
- Establish a better sleep schedule.

Feedback: Describe a change you are planning to make:

- Setting a recurrent bedtime Better bedtime routine to maximize my daily activities.
- Move before 3pm
- I want to make my weekly plan more explicit in terms of fun and work-related activities. I also want to move more. I plan on setting a timer to remind me.
- Someone said if you don't plan for fun things someone else will do it for you, and it won't be what you want. I am also going to try to have more adventures and plan on Friday and get enough sleep.
- I plan on sharing my self-care and time management strategies with others who are interested in time-management.
- Simply to make wellness a higher priority even during the busy semester by doing things like joining this book group.
- I want to start planning ahead more and building in rest instead of going drop Schedule time for fun events.

Session Two: Finding Healthy Food on Campus 9/27/23.

Description: Nicole Dann-Payne, registered dietitian, provided faculty participants with a tour of North Dining and shared advice on healthy food choices. Offered in person. Lunch was provided. 1.25 hours. 6 attendees.

Feedback: Describe something useful you learned at this wellness event:

- I learned about all the healthy choices available at North Dining Hall and where to find them.
- Nicole explained some ways you could create a healthy meal from various stations in the dining hall and explained how to find nutritional information and recipes online.

Feedback: Describe a change you are planning to make based on something you learned at the wellness event.

- I'm going to try to add more healthy variety to my meals.
- I will look for the nutritional information of food before eating it:)



Session Three: Keep Fit and Build Movement into Your Workday. 10/18/23

Description: IUP faculty provided information on the best ergonomic work settings, how to incorporate movement into your day with dance movement, chair yoga, or by using recreation facilities available on campus. Challenges and peer advice on how to build more movement into the workday was shared through small group discussion. Lunch was provided. Facilitators included: Joan Van Dyke, IUP Theater and Dance, Luz Marin, IUP Safety Sciences, Dawn Smith Sherwood, IUP Foreign Languages, and Landon Prutznel, IUP Recreational Facilities. 1.25 hours. 7 attendees.

Feedback: Describe something useful you learned at this wellness event:



- I learned how to better arrange my work area and incorporate some exercises at my desk.
- The routine of movements to keep yourself active that do not require a lot of time to be completed.
- I was inspired to move more every day. I am going to get an exercise ball and use it in the morning to stretch and I got a new mouse that will be better for computer use and I am going to try to take more movement breaks and use the yoga stretches I learned.

Feedback: Describe a change you are planning to make:

- I'm going to take a break sometime in my day to relieve stress in my neck/shoulders using the yoga techniques we learned and arrange my workspace better.
- Incorporate some yoga exercises during my daily work routine.
- I was inspired to move more every day. I am going to get an exercise ball and use it in the morning to stretch and I got a new mouse that will be better for computer use and I am going to try to take more movement breaks and use the yoga stretches I learned.

Session Four. Year End Drop -in Wellness Event. 12/5/23

Description. This end-of-semester stress/reduction wellness fair was a joint effort. Also sponsored by the President's Commission on the Status of Women (men were invited), it featured a variety of well-being and stress reduction related stations including nutrition counseling, crafting, chair massage as well as a station for sharing *Tranquility by Tuesday* tips. It also included an End-of-Semester Teaching Reflection



(<https://engineering.unl.edu/downloads/files/End%20of%20Semester%20Teaching%20Reflection%20Activities.pdf>) In person event, with light refreshments. 4 hours. 48 participants.

Feedback: Describe something useful you learned at this wellness event:

- I picked up the decluttering in 30 days sheet and I am excited to start on that.
- Book recommendations by the folks of CPDC
- I wasn't able to be at the event for nearly as long as I would have liked, so I didn't go to most of the stations. However, I learned about some resources in food and nutrition that could be really helpful. I was intrigued about Life Design as well but need to learn more about it.
- I picked up one of the journals that emphasized feeling thankful. Gratitude journal is what it might have been called. Seems like a good idea when I get frustrated or down.
- I liked the breathing tips and the posture tips while using the computer or phone. I am more aware of how I sit and use my phone (head up, not bent neck, etc.).
- The benefits of journaling.
- Benefits of using the physical (sound/light therapy) to center the mind.
- I learned about somatic therapy.
- I really loved the gratitude journal. We are implementing this in the Writing Center for our tutors.

Feedback: Describe a change you are planning to make:

- I picked up a number of checklists of challenges related to self-care that I will try to do, on things like improved sleeping and personal space organization. I also talked with a nutrition professional about holiday cooking and participated in a craft activity and picked up information about reflecting on the semester.
- breathe more with intention!
- Ordered recommended books.
- I am considering scheduling a meeting with a dietician.
- I think I may try chair massages at the airport or other places. I didn't realize that they would feel so good. Thanks!
- I plan to use the 5-5-5 breathing technique to help re-center myself, especially if I am feeling anxious/emotionally elevated.
- I am considering adding journaling into my daily routine in 2024.
- Still reading Tranquility by Tuesday and looking into the sound therapy.
- To be more in touch with myself to manage stress.
- Breathe!
- I need to get more regular massages! Thanks again for this wonderful event.

General Comments:

- The event was so well planned and organized. I wish I could have stayed longer! It was nice to sit and chat with colleagues about the topics you had set up at the round tables, and it was also wonderful to catch up with everybody!
- Today was lovely. I enjoyed the stations and slowing down to spend time with colleagues and learning more about ways to take care of myself. A nice time and good therapy.

Weekly email feedback:

- Thanks for doing this. I've enjoyed everyone.
- Thank you so much for these emails. They are making a huge difference and remind me that I am a human, not a machine.
- Just wanted to let you know how much I look forward to and appreciate your tips.

New Faculty Orientation

We had approximately 15 attendees for New Faculty Orientation (NFO) in the fall for the 2023-2024 academic year. This event, hosted by the Office of the Provost, is a great opportunity to welcome new faculty and instructors to IUP. It provides important information, advice, and strategies to help newcomers to succeed, and it plays an essential role in helping connect them to the university and their cohort.

We have fewer new faculty now than in previous years, so we scaled NFO back to two days to find the right balance between orientation and providing people as much time as possible to prepare for the upcoming semester. We coordinated with offices and faculty across campus to address the following essential topics:

- Student population needs and an introduction to the new student success infrastructure
- Student life and co-curricular engagement
- IT Services
- Academic advising, case management, and introduction to financial aid
- Benefits and human resources
- APSCUF and key university policies related to teaching
- Campus tour
- Tour and introduction to the Student Learning Commons
- Campus climate
- Success tips for new faculty/instructors
- Scholarship support
- Tenure and promotion process

Being mindful of ongoing budgetary constraints, we also carefully planned meal options that would set a nice tone for the event but reduce costs. The Office of the Provost hosted a catered lunch on the first day and we took attendees to North Dining Hall the second day. We were grateful for the provost's support. Sharing meals builds community and having snacks makes the long days manageable.

CTE Instructional Design Support (CTE-IDS)

IUP SPARKS

- IUP SPARKS Volume 3 Issue 1 | Instructional Design: A Blueprint for Curriculum Planning and Revision <https://sway.cloud.microsoft/ghAmFgWaFXAw0B5e?ref=Link> (67 views)
- Planning for the new SPARKS Micro-version for 24-25 will provide shorter, more frequent version with quick tips. Will still offer SPARKS- full edition based on relevant topics.

Faculty Development and Support

- Drop-in Zoom instructional design support for faculty fall: Wednesdays 3-5 pm; spring: Thursdays from 3-5 pm. Attendance has been steady throughout both semesters.
- I-help Instructional Design service for faculty. Ticket routing is effective, and more faculty are utilizing D2L Helpdesk and drop-in support hours.
- D2L Helpdesk: follow up regarding faculty issues and resolving tickets related to customer support network.
- New Faculty Orientation-present on CTE-IDS Support plus Q & A and Zoom follow up to onboard participants.
- Teaching Circle- Norton Guide for Equity Focused Teaching (Artze-Vega, Darby, Dewsbury, & Imad, 2023) (5 members)

Training and Instruction

- **Reflective Practice**-Instructional Design CTE Zoom January 31, 2024; Presentation and resource sharing session for faculty to support course updates and revisions.
- **Chair Training**- provide instructional design support and guidance for chair training workgroup led by Gian Pagnucci.

Additional Projects

- ACPAC- CTE representative
 - Researching and testing Optical Test Scanning Alternatives
 - Member of Academic Technology Vision sub committee
- Student Success Initiative: Development consultation (David Luke) D2L support for course creation—consult and internship placement (ETIT student to work with Paula Stossel).
- D2L conference- attendee July 2024; Reviewing D2L updates including H5P integration and AI tools including D2L Lumi. Working with IT services to explore H5P and other integrations.
- Researching VR + Zoom/Horizon Workrooms Beta; Testing feasibility of VR headsets for use in video conferencing and immersive learning.

CTE Diversity, Equity, and Inclusion (CTE-DEI)

The following report reflects the DEI related activities sponsored through CTE during the academic year of 2023-24.

1. Successful execution of the DEI course developed and managed by CTE.

The CTE DEI leadership committee developed the DEI course “Building Inclusive Teaching Practices,” particularly designed for the faculty and staff of IUP. The first cohort of sixteen faculty and staff had successfully completed the course during the winter break of 2023-24. The next cohort started the course in summer of 2024.

2. Successful launch of the first ACUE course “Fostering a Culture of Belonging.”

The CTE in partnership with the office of the provost, office of Social Equity and Title IX, and the University College launched a multi-year initiative to support student success through professional development training for faculty and staff on inclusive practices. A total of 66 faculty and staff members completed the first ACUE course during spring of 2024. Sixteen participants of CTE’s pilot DEI course had served as the DEI ambassadors. The next cohort started the course in summer of 2024.

