



Center for Teaching Excellence  
2021-2022 Annual Report

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## Letter from the Director

The 2021-22 academic year marked the inauguration of my appointment as the Director of the Center for Teaching Excellence. This year also marked the transition of faculty back to face-to-face teaching amidst the global COVID-19 pandemic that launched us into remote and online teaching modalities. Returning to in-person gatherings and instruction created new opportunities to embrace the technology and instructional skills acquired the previous year. Our faculty continue to excel in finding new ways to educate our students and the evolving higher education landscape.

In Fall 2021, CTE was responsive to two emergent needs for supporting faculty and students—student long-term absences due to COVID-19 and the War in Ukraine. CTE quickly developed two resource guides for faculty on these issues and offered a special Large Group Meeting on student absences to provide faculty support for classroom instruction.

This past year was also a year of change for the CTE amidst budget cuts, restructuring, and reduction of resources. CTE revised its approach to supporting faculty by focusing on key priorities areas—Reflective Practice, delivering teaching resources, creating professional development opportunities, and building new DEI initiatives. Central to the direction of the center has been the development of new DEI programming and partnerships. Meeting this priority, CTE appointed a new Co-Director of DEI and cultivated a new partner with the College of Education and Communications DISC Committee. Most notably our success in advancing DEI came in the implementation of a faculty DEI Summer Academy professional development program in June 2022.

In Spring 2022, CTE also launched a new area in Instructional Design with aims to provide pedagogical support and faculty instruction through consultations, programming, and D2L support. This newly emerged area continues to develop and refine its support structure as we move into 2022-23.

As we prepare to launch the 2022-23 academic year, we are particularly excited about expanding our efforts in DEI and Teaching which is supported by faculty data from our spring survey in which 86% of faculty felt it is important to incorporate DEI into teaching. This is combined with our aim to bolster support of CTE Instructional Design. These areas merge with the strength of our existing areas in Reflective Practice, Advising, Scholarship of Teaching and Learning, Assessment, and Online Teaching & Technology.

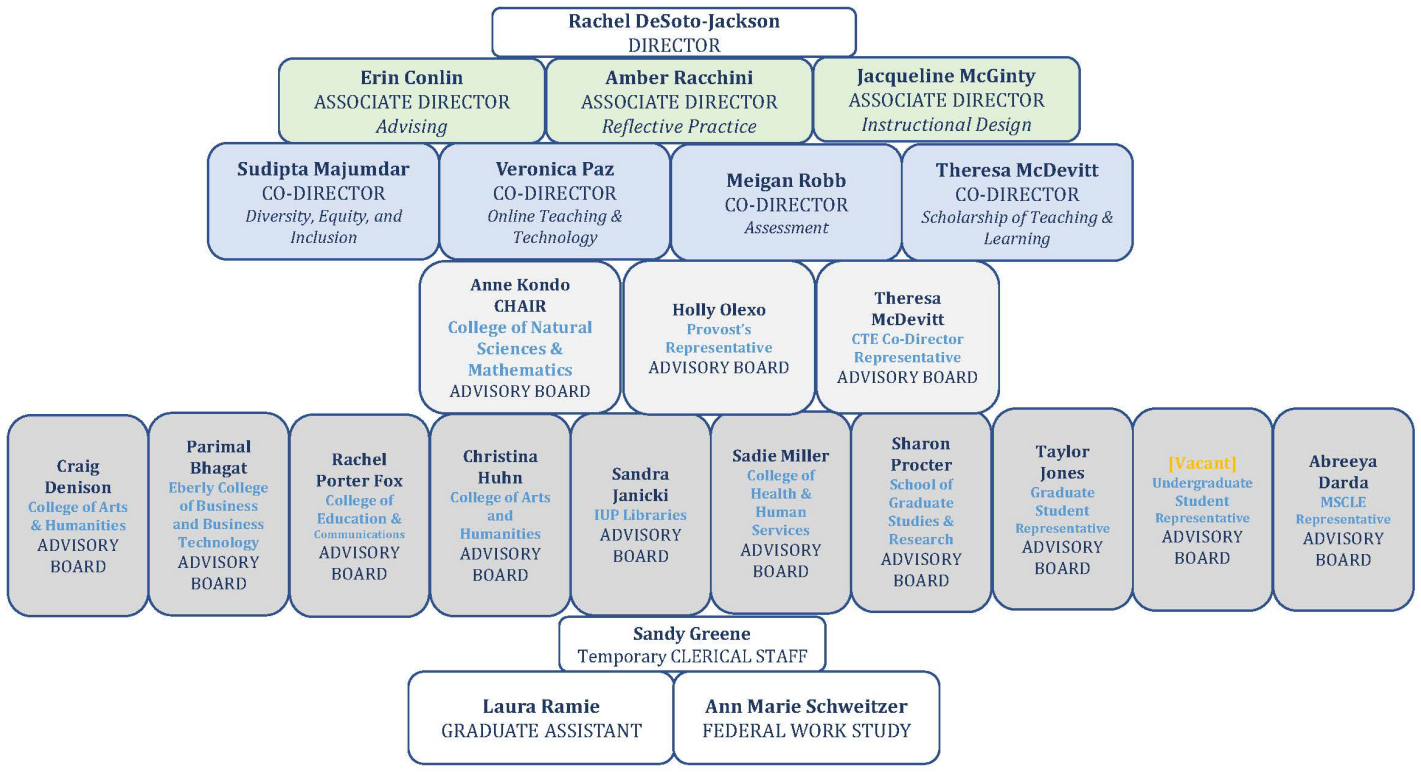
We continue to be grateful for the financial support of the Office of the Provost and those who support the center through their contributions to the CTE through their Foundation donation.

Sincerely,



Rachel DeSoto-Jackson  
Director, Center for Teaching Excellence  
Associate Professor of Applied Theatre, Department of Theatre, Dance, and Performance

# Center for Teaching Excellence Organizational Chart



## Executive Summary

### 2021-22 GOALS

- ✓ Maintain the strength of CTE's programming, centering on Reflective Practice, while making necessary reductions to meet new CTE capacity;
- ✓ Preserve the visibility of CTE as a leader in teaching resources during the global pandemic through strategic re-alignment of resources;
- ✓ Accelerate growth of CTE academy training faculty professional development;
- ✓ Build new DEI initiatives within CTE to enhance teaching practice across IUP with appointment of new co-director position and collaboration with other units on campus.

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 2021-22 that have met and exceeded our stated goals.

### Faculty Impact

- ✓ 54 faculty participated in Teaching Circles
- ✓ 141 faculty participated in Reflective Practice (RP) Large Group Meetings (LGM)
- ✓ 67 faculty participated in Promotion Information Night co-sponsored with UWPC
- ✓ 186 IUP Advise individual user log-ins (Spring 2022)
- ✓ 768 IUP SPARKS views across 8 issues
- ✓ Awarded 4 Teaching Circle Mini-Grants
- ✓ Awarded 8 Faculty Recognition Awards
- ✓ 63 faculty participations in Summer Academy 2022
- ✓ Transitioned 25 faculty from Moodle to D2L
- ✓ 10 published IUP news posts featuring faculty achievement and teaching

### Areas of Achievement

- Advisor Advocate Bulletin
- *NEW*-IUP SPARKS faculty resource guide
- Annual recognition dinner at the Allenwood, partnering with Hospitality class
- *NEW*-Collaboration with College of Education and Communication DISC Committee
- *NEW*-CTE Instructional Design Support with direct faculty support via ihelp
- *NEW*-Appointment of Co-Director of DEI
- Completion of Phase 1 of CTE website redesign
- Completion of Moodle to D2L transition for 94 courses
- Designed and delivered new model of Summer Academy focusing on DEI
- Enhanced assessment data collection and creation of CTE annual survey

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

- Academic Affairs
- ACPAC Online Learning Committee
- Academic Affairs Assessment Committee
- FPDC application reviews
- Liberal Studies Director candidate review

## 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 MSCLE

### 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

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

## CTE News Posts

As part of the CTE initiative to increase visibility, profile articles were written on the CTE leadership team Associate Directors and Co-Directors. These articles were published on the CTE website along with regular news updates reflecting faculty achievement and teaching excellence

September 2021	<a href="#"><u>Center for Teaching Excellence Advances Advising</u></a>
October 2021	<a href="#"><u>McGinty Creates “SPARKS”</u></a>
November 2021	<a href="#"><u>CTE Welcomes New Associate Director and Co-Directors</u></a>
December 2021	<a href="#"><u>CTE Reflects on Benjamin’s Three Years of Service</u></a> <a href="#"><u>Teaching Circles Mini-Grant Award Winners 2021-22</u></a>
January 2022	<a href="#"><u>IUP Faculty Present at PASSHE Conference on Teaching and Learning</u></a>
February 2022	<a href="#"><u>Spotlight on CTE’s McDevitt and New OER Faculty Award</u></a>
March 2022	<a href="#"><u>New Faculty Recognition Award for Open Educational Resources and Affordable Learning Solutions</u></a> <a href="#"><u>Open Education Week</u></a>
April 2022	<a href="#"><u>CTE Announces 2022 Faculty Recognition Award Winners</u></a>

## 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**, comprised of self-selected faculty cohorts, and our monthly **Large Group Meetings (LGM)**.

## Large Group Meetings

Monthly **Large Group Meetings** consist of mini-workshops facilitated by internal and external faculty experts. These workshops explore a range of topics relevant to faculty need including teaching strategies or other topics related to the teaching process. This year's workshops included several sessions related to building DEI in teaching and advising.

A total of eight (4 in-person; 4 ZOOM) large group meetings were held during the 2021-2022 academic year with an average attendance of 14 individuals and a total attendance of 141 across all 8 sessions. Feedback surveys were administered at the completion of the large group meetings. Aggregately a total of 21 participant's entries were recorded.

See Table 4 for summary data from the Large Group Meeting Feedback Survey. Of the responses recorded, 48% reported to an extreme extent they learned useful information. In addition, 52% of the survey respondents reported to a considerable extent they can apply the information to their professional responsibilities. Similarly, 52% of the respondents reported being considerably inspired to make a change in the way they carry out their professional responsibilities. Survey participants offered suggestions for improving future large group meetings (e.g., incorporate brain-storming activities when possible in all meetings). Survey participants also offered suggestions for a future large group meeting topic (e.g., Inclusive teaching). Lastly, participants commented on the value of having an opportunity to connect and destress with colleagues, and to work collaboratively at the events to share ideas and build networking partnerships across the university.



**Table 4: Feedback Summary Data**

<b>Question</b>	<b>Results</b>
To what extent did you learn useful information in the large group meeting?	Extremely = 48% Considerably = 29% Moderately = 19% Slightly = 4%
To what extent can you apply the information presented in the large group meeting to your professional responsibilities?	Extremely = 29% Considerably = 52% Moderately = 10% Slightly = 9%
To what extent did the large group meeting inspire you to make a change in the way you carry out your professional responsibilities?	Extremely = 19% Considerably = 52% Moderately = 19% Slightly = 10%

<b>Fall 2021</b>	<b>Spring 2022</b>
<b>Teaching Circles and Mini-Grants</b> (facilitated by CTE Director Rachel DeSoto-Jackson)	<b>Course and Program Development: Enhancing Cross-Cultural Competency</b> (facilitated by Crystal Machado and Lisa Price)
<b>Teaching Strategies for Assisting Students with Absences</b> (facilitated by CTE Co-Directors)	<b>A Difficult Dialogues Workshop</b> (facilitated by Adam Jones and Gwen Torges)
<b>Open Educational Resources: Where and How to Get Started</b> (presented by Kelly Heider with faculty exemplar Andrea Palmiotto)	<b>Collaborative and Holistic Advising Strategies for Student Success</b> (presented by April Belback, University of Pittsburgh)
<b>Reflection on Fall Semester</b> (facilitated by Mimi Benjamin)	<b>Reflection on Spring Semester</b> (facilitated by Amber Racchini)

# UPCOMING EVENTS

## Reflective Practice Large Group Meetings

### IN-PERSON OCTOBER

**Teaching Strategies for Assisting Students with Absences**  
 facilitated by CTE Co-Directors  
 Thursday, Oct. 14th, 11:30am-12:20pm  
 Stabley 103 **NEW DATE**

Finding ways to help students who must be absent from class, especially for long periods of time, can be challenging. Implementing teaching strategies to support learning loss can make the difference between a student succeeding or failing in a course. Join colleagues as we brainstorm and share ideas being implemented this fall for supporting students so they can successfully complete your courses despite absence-related setbacks.

### ZOOM NOVEMBER

**Open Educational Resources: Where and How to Get Started**  
 presented by Kelly Heider with faculty exemplar Andrea Palmiotto  
 Thursday, Nov. 11th, 11:30am-12:20pm  
<https://iupvideo.zoom.us/j/95889582072>

This workshop will introduce faculty to OER through both direct instruction and a small group hands-on activity. Topics that will be covered include:

- What Are Open Educational Resources?
- Why Does Open Education Matter?
- What Are Some Types of OER?
- Where Can I Find OER?
- What Is Creative Commons Licensing?
- How Might I (or My Department) Develop OER?

Participants will have an opportunity to search repositories for OER that support their course objectives and/or student learning outcomes and evaluate them using a checklist provided by the presenter.

### IN-PERSON DECEMBER

**Coffee, Cocoa, and Conversation – Reflection on Fall Semester**  
 facilitated by Mimi Benjamin  
 Thursday, Dec. 2nd, 3:30-4:30pm  
 Stabley 103  
 Refreshments provided



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 103 Stabley Library  
 429 South Eleventh Street  
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# SPRING 2022 Reflective Practice Large Group Meetings

### FEBRUARY

#### ZOOM

**Wednesday, FEBRUARY 9**  
 11:30 - 12:20 p.m.  
**Course and Program Development: Enhancing Cross-Cultural Competency**  
 facilitated by Crystal Machado and Lisa Price,  
 COEC Diversity and Inclusion Standing Committee (DISC)  
 Zoom ID 986 6288 3047

#### IN-PERSON

Co-sponsored event

**Tuesday, FEBRUARY 15**  
 11:30 - 12:20 p.m.  
**A Difficult Dialogues Workshop**  
 facilitated by Adam Jones and Gwen Torges  
 Leonard 225  
 \*Free boxed lunches provided to the first 100 participants

### MARCH

#### ZOOM

**Monday, MARCH 7**  
 3:30 - 4:30 p.m.  
**Collaborative and Holistic Advising Strategies for Student Success**  
 presented by April Belback  
 Zoom ID 986 6288 3047

### APRIL

#### IN-PERSON

**Thursday, APRIL 7**  
 3:30-4:30 p.m.  
**Reflective Practice**  
 Stabley 103  
 Refreshments provided

### SAVE THE DATE

**Wednesday, APRIL 21**  
 5:00 - 7:30 p.m.  
**CTE'S ANNUAL FACULTY RECOGNITION DINNER**  
 New location to be announced

Center for Teaching Excellence  
 103 Stabley Library  
 429 South Eleventh Street  
 Indiana, PA 15705

Rachel DeSoto-Jackson, Director  
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## Teaching Circles

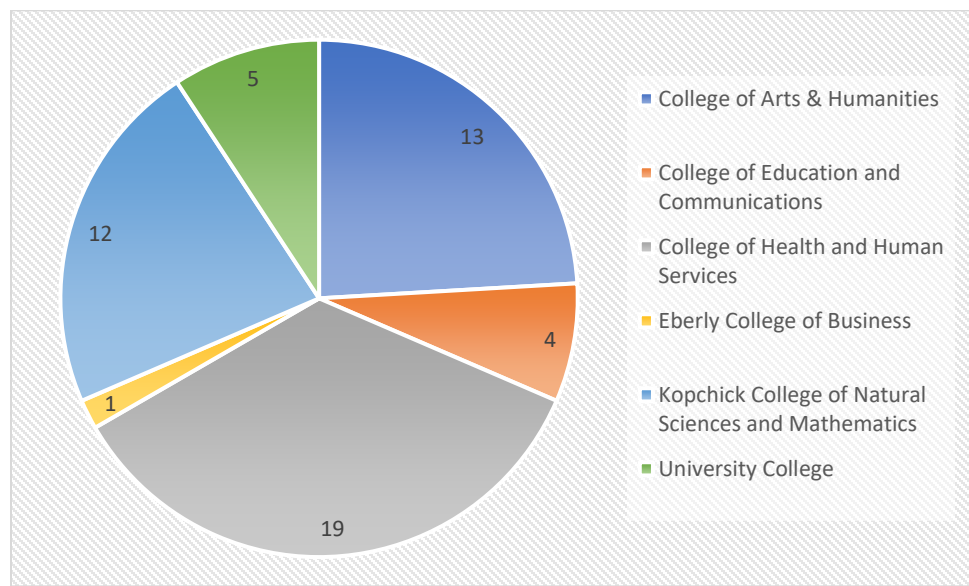
Another impactful form of reflection is through faculty-initiated Teaching Circles (**Appendix A**). Teaching Circles offer an opportunity for faculty to work with colleagues from their own department or across disciplines. This year we had 18 active teaching circles. Teaching Circles met through a variety of formats (e.g., in-person, ZOOM, and Teams) and completed numerous scholarly projects. See Table 1 for Exemplars from the Teaching Circle End of Year Report.

**Table 1: Exemplars of Scholarly Projects**

<i>Our Teaching Circle developed a new public project that will be staged on campus next fall and presented multiple public events in Indiana. For example, we created a pop-up shop in the Indiana Mall which sold paper packaging designed by IUP students.</i>
<i>Through this Teaching Circle we increased participants' awareness of current and past efforts on campus and in the community to combat food insecurity and promote healthy eating. In addition, we offered food insecurity/nutrition outreach in collaboration with two student groups. Lastly, we developed an Advisor Advocate newsletter and library display increasing awareness of services available to promote food insecurity at IUP and in the community and possible.</i>
<i>We were able to execute an interprofessional simulation experience, using a telehealth format via Zoom (small number of students participating as actors, while the remainder of the students observe) with student participants from nursing, nutrition, speech-language pathology (graduate students) and theater.</i>

The registered members of each Teaching Circle represented six of the eight distinct colleges of IUP. See Figure 1 for College 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: College Representation**



**Table 2: Exemplars of Personal Achievements**

<i>I have become more reflective about my research and writing agenda and having a weekly meeting at which goal setting and accountability occurs has been very beneficial for me.</i>
<i>As a result of this teaching circle, I expanded my familiarity with modeling software and collaboratively developed three new learning modules for my course.</i>
<i>I created a D2L course for my advisees where I post reminders about important deadlines (e.g., registration, course withdrawal, graduation, etc.), job/service openings, campus events, how-to guides (add/drop major/minor, apply for graduation, register for classes, use Degree Works, etc.), and links to career agencies in our field. Students have commented on how much they like the information that is posted. I plan to continue using it.</i>

The 2021-2022 Teaching Circles included:

**DTC**=Departmental Teaching Circle

**CTC**=Cross-Disciplinary Teaching Circle

DTC	<b>Safety Sciences</b>	Establish a framework for a study, complete the study and prepare a publication.	Wanda Minnick <a href="mailto:wanda.minnick@iup.edu">wanda.minnick@iup.edu</a>
CTC	<b>Enhancing Learning of Students through use of Interprofessional Simulation</b>	Our team of six faculty members from three different colleges, with expertise in nursing, nutrition, speech-language pathology, and theatre collaborate to bring our students together for simulation experiences that allow them to learn from and about each other. The members of this teaching circle collaborate and support each other on internal and external grant opportunities to more fully integrate simulation opportunities into the respective curricula and to continue to contribute to the existing simulation research that is available in each of our respective disciplines.	Pao Ying Hsiao <a href="mailto:pyhsiao@iup.edu">pyhsiao@iup.edu</a>  Erin Clark <a href="mailto:eclark@iup.edu">eclark@iup.edu</a>
DTC	<b>Small Teaching Practices for Big Gains</b>	1) Reflect on current pedagogical practices, 2) Discuss models of small teaching in traditional, online, and clinical learning environments, and 3) Implement small activities that energize student engagement and increase comprehension of course topics.	Meigan Robb <a href="mailto:mrobb@iup.edu">mrobb@iup.edu</a>
DTC	<b>Department of Criminology and Criminal Justice</b>	Improving Student Success Through Academic Advising	Shannon Phaneuf <a href="mailto:spha@iup.edu">spha@iup.edu</a>  Sadie Miller <a href="mailto:sadie.mummert@iup.edu">sadie.mummert@iup.edu</a>
CTC	<b>Online Teaching and Technology</b>	To provide best practices, tools, tips, and pedagogy for Online Teaching, Hybrid Teaching, and Blended formats of Teaching. To learn and share ideas and experiences related to online (and other modalities) of teaching and learning.	Veronica Paz <a href="mailto:vpaz@iup.edu">vpaz@iup.edu</a>  Jacqueline McGinty <a href="mailto:jmcginty@iup.edu">jmcginty@iup.edu</a>

DTC	<b>Getting Things Done Teaching Circle</b>	To learn how to apply time management principles to academic work.	Gian Pagnucci <a href="mailto:pagnucci@iup.edu">pagnucci@iup.edu</a>
CTC	<b>Mathematics and Computer Science Emerging Technology Teaching Circle</b>	The goals of this teaching circle focus on using emerging technology to enhance teaching and sharing of ideas in the classroom setting.	John Chrispell <a href="mailto:jchrispe@iup.edu">jchrispe@iup.edu</a>
DTC	<b>Information Literacy Teaching Circle</b>	Using the book, "Instruction in Libraries and Information Centers: An Introduction" and especially concentrating on Chapter 18, "Point-of-need instruction: Teaching at the reference desk and in consultations" We will explore how to use our reference interactions as teaching opportunities. Also, we plan to develop a set of "how-to" documents for our chat reference interactions into mini-instruction sessions.	Susan Drummond <a href="mailto:drummond@iup.edu">drummond@iup.edu</a>  Kelly Heider <a href="mailto:kheider@iup.edu">kheider@iup.edu</a>
CTC	<b>Teaching Transformative Texts</b>	Major works of literature, philosophy, historical sources, and religious books, as well as theatre, poetry, and song inform and inspire. They encourage creative thinking, imaginative capacities, and problem solving. Students (and the faculty that teach them) learn to see the world from different perspectives and thus world views are broadened. This interactive workshop introduces participants to the ideas and approaches of transformative text teaching. It is an opportunity to consider how to incorporate such texts across all disciplines.	Lynn Botelho <a href="mailto:Botelho@iup.edu">Botelho@iup.edu</a>
DTC	<b>Improving Nursing Student Clinical Judgment</b>	Identify clinical judgment assessments that can be incorporated across the nursing curriculum; improve nursing students clinical judgment; identify further faculty development in the area of clinical judgment and nursing education.	Taylor Edwards <a href="mailto:t.edwards@iup.edu">t.edwards@iup.edu</a>
CTC	<b>Mama Academia</b>	The academic work-life balance is made more challenging when offspring are added into the mix. Derived from a Summer Academy session in the summer of 2021, this open forum exists to provide strategic support, guidance, resources, and collaboration in the unique mix of being a mother in Academia.	Nancy Pipkin-Hutchinson <a href="mailto:npipkin@iup.edu">npipkin@iup.edu</a>
CTC	<b>Integrating Digital Design and Rapid Prototyping into the Classroom</b>	This teaching circle will investigate strategies for integrating digital design and fabrication into the classroom. We will use Rhino 3D software to create digital files for rapid prototyping using a laser cutter, 3D printer, and CNC mill, with a focus on planning introductory projects for students and methods for instruction and assessment. These new technologies are becoming	Sharon Massey <a href="mailto:smassey@iup.edu">smassey@iup.edu</a>  Sean Derry <a href="mailto:tvls@iup.edu">tvls@iup.edu</a>

		more widely available, and it is vital that our students are trained in their use. This teaching circle is open to any faculty member who is interested in including digital design and rapid prototyping in their curriculum.	
DTC	<b>Bridging Teaching, Learning, and Scholarship</b>	The overall goals for the Teaching Circle Bridging Teaching, Learning and Scholarship were to discuss, identify, and implement scholarly projects related to teaching technology-oriented mathematics and tracking success for mathematics courses.	Valerie N Long <a href="mailto:vlong@iup.edu">vlong@iup.edu</a>
CTC	<b>Affordable and Open Educational Resources</b>	This teaching circle will discuss methods of promoting the adoption of affordable and open education resources on the IUP campus, including investigating models of faculty development support, grants available, and methods of documenting impact for faculty promotion and tenure.	Theresa McDevitt <a href="mailto:mcdevitt@iup.edu">mcdevitt@iup.edu</a>  Veronica Paz <a href="mailto:vpaz@iup.edu">vpaz@iup.edu</a>
DTC	<b>Sculpture Support System: Mentoring Students Through Social Practice</b>	Extracurricular mentoring of undergraduate art students through the collaborative production of participatory public art project.	Sean Derry <a href="mailto:tvls@iup.edu">tvls@iup.edu</a>  Sharon Massey <a href="mailto:smassey@iup.edu">smassey@iup.edu</a>
CTC	<b>Improving food security among college students</b>	Food insecurity is a serious problem on college campuses and can negatively impact students' ability to succeed. College students in Food and Nutrition and other disciplines are being trained to address food insecurity and related health outcomes from many angles. This teaching circle will work to develop experiential learning for students in helping disciplines through developing education and outreach programs for actively enrolled college students struggling with food security.	Theresa McDevitt <a href="mailto:mcdevitt@iup.edu">mcdevitt@iup.edu</a>
CTC	<b>Research and Writing</b>	Maintain an active research agenda through goal setting and reporting.	Erin Conlin <a href="mailto:elconlin@iup.edu">elconlin@iup.edu</a>  Rachel Sternfeld <a href="mailto:ras@iup.edu">ras@iup.edu</a>
CTC	<b>Arduino Group</b>	Develop a teaching plan to introduce Arduino. Run Workshops for IUP faculty and students who are interested in Arduino.	Andrew Zhou <a href="mailto:fzhou@iup.edu">fzhou@iup.edu</a>  Frederick Adkins <a href="mailto:fadkins@iup.edu">fadkins@iup.edu</a>

## Mini-Grants

Each Teaching Circle had the opportunity to apply for a Teaching Circle Mini-Grant of up to \$500 (**Appendix B**). The purpose of a Mini-Grant is to support the productive and reflective work of a Teaching Circle. 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**

*The awarded mini grant purchased three webinars from Nurse Tim, a leading organization on nursing clinical judgment (NCJ). The webinars provided further faculty development specific to Next Generation (NGN) exam questions, concept-based curriculum and integration of NCJ, and applying NCJ into the classroom. The teaching circle has integrated NCJ teaching learning activities and NGN exam questions into nursing courses. There are 5 nursing faculty as members of the Improving Clinical Judgment Teaching Circle that teach a variety of the nursing courses such as maternity, pediatrics, fundamentals, adult health I, adult health II, and nursing electives that focus on problem solving, high-level thinking and test taking. The teaching circle faculty have identified NCJ integration in these specific nursing courses. Some examples include an overview of NCJ, NGN exam questions on exams, case studies, and other activities to promote NCJ. The nursing department is currently working on a curriculum revision and will continue to integrate NCJ.*

*For this project, our teaching circle purchased books that we used to further our own humanities practices and also potentially use with our students. We discussed 1-2 chapters of the book at each meeting, with each teaching circle member taking a turn at presenting the key ideas from the chapter. Our overall goal is to better illuminate how the humanities figures into the thoughts and practices of students today in an effort to support those of us teaching the foundational certificate classes.*

This year we awarded four mini-grants which included:

**“Rescuing Socrates: Books for Big Ideas”**

Bryna Siegel Finer, Lynn Botelho, Melanie Holm, Tami Whited, John Marsden

Our teaching circle is proposing funding for copies of *Rescuing Socrates: How the Great Books Changed My Life and Why They Matter for a New Generation* by Roosevelt Montu. We are all members of the working group for the Certificate in Big Ideas: Transformative Culture and the Professions, which aims to enhance students' humanities awareness and skillset as a compliment to their majors in STEM.

**“Assessing the Effectiveness of Teaching Online Laboratories in the Safety Sciences”**

Wanda Minnick, Majed Zreiqat, Tracey Cekada, Laura Rhodes, Bryan Seal, Luz Marin, Chris Janicak

There has been no empirical research on the effectiveness of online laboratories for the safety sciences. Objective outcomes from the forced pivot to online laboratories during the pandemic may be hard to assess, as instructors balanced rigor with empathy knowing the pandemic was affecting each student in potentially different ways. However, it would be futile to not analyze information from this time-period to help shape the design of future online laboratories, if necessary.

**“Clinical Judgment Curriculum Integration”**

Taylor Edwards, Janis Barner, Rebecca Beer, Riah Hoffman, Elaine Little, Benjamin Martin

The American Association of Colleges of Nursing has updated the Essentials: Core Competencies for Professional Nursing Education which drives curricular change and provides content that needs integrated across the curriculum (AACN, 2021). IUP's nursing program has initiated a curriculum revision to adhere to these guidelines that will require a transition to concept-based learning. The teaching circle is requesting funds to assist the department in professional development related to these concepts.

**“Developing Arduino Workshops for IUP Community”**

Andrew Zhou, Frederick Adkins, Majid Krimi, Sean Derry, Shijuan Liu

This teaching circle will (1) investigate strategies for integrating Arduino and Arduino based projects into the classroom, especially PHYS 231 Electronics, and (2) provide a showcase to any faculty members and students who are either interested in bringing Arduino into their curriculums or creating Arduino projects through workshop to be conducted based on the teaching plan and instruction method developed.



## 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 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 resource guides to share at Reflective Practice Large Group meetings. Additionally, [web pages](#) are created to archive instructional resources shared at Large Group Meetings.

### Example Resource Guide:

#### IUPUI Center for Teaching Excellence

##### Collaborative and Holistic Advising Strategies for Student Success Reflective Practice Large Group Meeting Guest Presentation by April Belback

March 7, 2022. 3:30 p.m. - 4:30 p.m. - Virtual

In this session, April Belback will share findings from her dissertation, “The Relationship Between Academic Advising and Student Success Outcomes: A Retrospective Analysis of Research Universities.” The study showed a significant relationship between academic advising organizational structure and student success outcomes for institutions improved with a shared model of advising. We will discuss the implications to consider, including collaborative efforts, faculty engagement, and shared resource and training.

#### Books



Jordan, P., Miller, M. A., & Drake, J. K. (Eds.). (2013). *Academic advising approaches: Strategies that teach students to make the most of college*. John Wiley & Sons. (Library ebook link: [https://shelco-primo.hosted.exlibrisgroup.com/permalink/f/1hg09j/01SSHELCO\\_IUPUI\\_ALMA51264903080003564](https://shelco-primo.hosted.exlibrisgroup.com/permalink/f/1hg09j/01SSHELCO_IUPUI_ALMA51264903080003564))

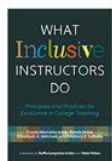
Summary: Strong academic advising has been found to be a key contributor to student success, but there is little training on how to do it well.



Tinto, V. (2012). *Completing college: Rethinking institutional action*. The University of Chicago Press. Call No. Stapleton Library Stacks LC148.T568 2012

Summary: Supporting student success and retention is college students is a significant concern of college professors. In this classic text, Tinto draws upon research in this area to identify classroom related conditions enabling students to succeed and continue on within institutions, including high expectations for success with structured academic, social support, provision of frequent feedback and assessments of their performance, and promoting their active involvement with other students and faculty.

Accompanying resource: Western Governors University (WGU) Labs. (2021, June 17). *Learning labs series with guest Dr. Vincent Tinto* [Video]. <https://www.youtube.com/watch?app=desktop&v=FM4xq2FMfRE>



Addy, T. M., Dube, D., Mitchell, K. A., & SoRelle, M. (2021). *What inclusive instructors do: Principles and practices for excellence in college teaching*. Stylus Publishing, LLC. (Book purchase sponsored by IUPUI Office of Social Equity).

Summary: This book introduces the reader to the “key dispositions, principles and practices for creating the inclusive classroom environments (in person and online) that will help their students succeed.” <http://styluspub.presswarehouse.com/browse/book/9781642671933/What-Inclusive-Instructors-Do>.

Continued

#### Electronic Newsletter Articles

Belback, A. (2021, February). Advising students foreclosed to academic major decisions. *E-Source for College Transitions*. [https://issuu.com/nrcpubs/docs/esource\\_18.2](https://issuu.com/nrcpubs/docs/esource_18.2)

Kardash, S.M. (2020, June). Holistic advising. *Academic Advising Today*. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Holistic-Advising.aspx>

Putman, J., & Rathburn, S. (2018, June). Advising a clear pathway to high-impact practices with faculty partners. *Academic Advising Today*. <https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Advising-a-Clear-Pathway-to-High-Impact-Practices-with-Faculty-Partners.aspx>

#### Research Reports

Troxel, W. G., & Kyei-Blankson, L. (2020). *The “typical” advising session: An exploration of consistency*. NACADA Research Report 201. NACADA: The Global Community for Academic Advising. <https://nacada.ksu.edu/Resources/Research-Center/Research.aspx>

Summary: “Drawing on the perspectives of 499 academic advisors and advising administrators, the study explores the wide range of advising interactions and structures, including analyses across items related to academic planning, resources & referrals, and learning & development.”

Tyton Partners. *Driving toward a degree 2021: Overcoming persistent barriers to student success*. <https://drivetodegree.org/>

Summary: “Driving Toward a Degree is a research collaborative which help institutions evolve their student supports. This year’s research examines barriers to improving advising in higher education and we are honored to have over 2,800 respondents, representing over 1,300 unique institutions, participating in our survey. Each year, we ask advisors, student support professionals, and administrators about the barriers to improving advising on campus. Where we see cause for concern is that colleges and universities perennially identify the same challenges since 2017.”

#### University of Pittsburgh’s Websites

Mentoring and Advising: <https://www.personaled.pitt.edu/mentoring-advising>

Mentoring and Advising Workshops: <https://www.personaled.pitt.edu/workshops>

Past Mentoring and Advising Workshops: <https://www.personaled.pitt.edu/past-workshops-mentoring-advising>

2022 Mentoring and Advising Summit: <https://www.personaled.pitt.edu/mentoring-advising/mentoring-advising-summit>

Center for Teaching Excellence  
103 Stabley Library  
429 South Eleventh Street  
Indiana, PA 15705

Rachel DeSoto-Jackson, Director  
[teaching-excellence@iup.edu](mailto:teaching-excellence@iup.edu)

## Book Raffles

For each Large Group Meeting, targeted books are researched and purchased that align with the workshop topics. These books are raffled off to faculty attendees as additional resources. In the spring semester, the Office of Social Equity and Title IX funded the purchase of additional prize books related to inclusive teaching.



## Support for adoption of Open Educational Resources

The CTE also promotes awareness and adoption of Open Educational Resources and Affordable Educational Resources.

- In the Spring of 2022, working with IUP Libraries, CTE promoted the PA GOAL Library Licensed Materials grant and worked with faculty from Theatre, Dance, and Performance; History; Counseling; Nursing and Allied Health; Criminology; Professional Studies in Education; Communication Disorders; and Special Education and Disability Services. Faculty were interested in reducing student costs for their classes to replace high-cost commercial textbooks with subscriptions to the e-versions of equivalent materials that can be accessed simultaneously by unlimited users through the campus libraries.
- Anticipated impact of OER adoption for 2022-23 academic year:
  - 10 faculty participants
  - 13 unique courses from three different colleges
  - 16 course sections
  - 443 students impacted
  - Possible student savings of up to \$32,604.69
- Led IUP promotion of [Affordable Learning PA \(ALPA\)](#) “Affordable Learning Champions” to recognize outstanding work or efforts in open and affordable learning. Affordable Learning Champions can include faculty, librarians, instructional designers, students, staff, or anyone promoting or supporting affordable learning. Two IUP faculty (Matt Vetter and Dana Driscoll) self-nominated and will be listed as Affordable Learning Champions on their website.
- Creation of new Faculty Recognition Award: **OER/Affordable Learning Solutions Faculty Recognition Award**

## CTE Annual Recognition Awards Dinner

The Center for Teaching Excellence annually hosts an awards dinner to celebrate the achievements of faculty. This year, the location of the ceremony moved to IUP's Allenwood. This intentional site location served to center the IUP community and offered a new partnership with Chef Jeff Santicola with the students of HOSP 413-Restaurant Food Production and Service.



## Faculty Recognition Awards

To recognize and support outstanding faculty members, including temporary faculty and teaching associates, the Center for Teaching Excellence (CTE) annually offers awards that recognize teaching excellence and a commitment to our students. Faculty are invited to submit applications within 13 categories (**Appendix C**). After a peer-reviewed selection process completed by the CTE Advisory Board, the following faculty were awarded for 2021-22.



**Kelly Heider and Crystal Machado**  
IUP Libraries / Professional Studies in Education  
Award: *Collaborative Practice*

**Veronica Watson**  
English  
Award: *Inclusive Excellence*  
*Sponsored by Office of Social Equity and Title IX*

**Lingyan Yang**  
English  
Award: *Inclusive Excellence*  
*Sponsored by Office of Social Equity and Title IX*

**Michael Williamson and Collaborators**  
English  
Award: *Heiges-Lamberski Experiential Education*  
*Sponsored by Career and Professional Development Center*

**Wanda Minnick and Collaborators**  
Safety Sciences  
Award: *Mentoring*

**Sanda Maicaneanu**  
Chemistry  
Award: *Content Pedagogy*

**Jennifer Gossett**  
Criminology  
Award: *Content Pedagogy*

**Brian Jones**  
Department of Theatre, Dance, and  
Performance  
Special Teamwork in Teaching Award



## Reflective Practice Recognition Awards

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. Each year the CTE recognizes these faculty members who have earned ACTIVE status and ACTIVE PLUS status for attendance at Reflective Practice workshops. ACTIVE status requires attendance at three Large Group Meetings or three Teaching Circles Meetings. ACTIVE PLUS requires attendance at three Large Group Meetings and three Teaching Circles Meetings. During the 2021-2022 academic year, 8 earned ACTIVE PLUS recognition and 55 earned ACTIVE recognition.

<b>ACTIVE</b>		
Alfred Dahma Amber Racchini Andrew Zhou Anne Kondo Ben Martin Bryna Siegel Finer Carrie Bishop Dan Weinstein Elaine Little Erin Clark Erin Conlin Frederick Adkins Gian Pagnucci Jacqueline McGinty Janis Barner Jennifer Roberts Jiahao Liu Jodie Seybold Johanna Boothby John Lewis	John Marsden John Mulroy Karen Mikita Kelly Heider Kristy Chunta Laura Rhodes Lori Lombard Lynn Botelho Luz Marin Majed Zreiqat Majid Karimi Melanie Holm Michelle Tweardy Mimi Benjamin Nancy Pipkin-Hutchinson Nicole Clark Pao Ying Hsiao Rachel Fox Rachel Sternfeld Rebecca Beer	Riah Hoffman Roseanne Anderson Sadie Miller Sean Derry Shannon Phaneuf Sharon Massey Sudipta Majumdar Tamara Whited Tanya Heflin Taylor Edwards Timothy Flowers Tracey Cekada Valerie Long Wanda Minnick

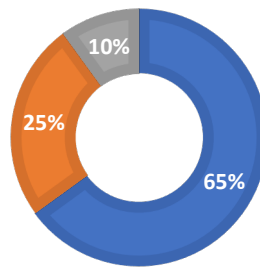
<b>ACTIVE PLUS</b>
Bitna Kim Meigan Robb Rachel DeSoto-Jackson Sandra Janicki Susan Drummond Terilyn Huntington Theresa McDevitt Veronica Paz

## CTE Assessment Survey

A university-wide Center for Teaching Excellence survey was initiated in Spring 2022 to collect data on faculty areas of need. The following charts reflect data from key questions within the survey.

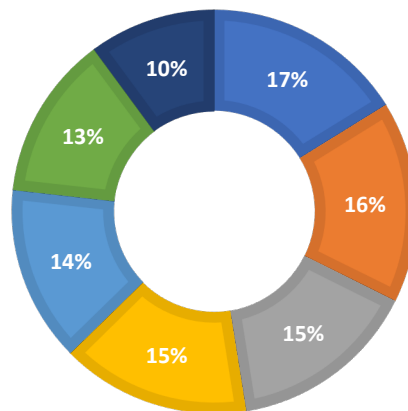
### TO WHAT EXTENT DO YOU CONSIDER ADVISING TO BE AN IMPORTANT PART OF UNIVERSITY STUDENT RETENTION EFFORTS?

■ Extremely important ■ Very important ■ Moderately important



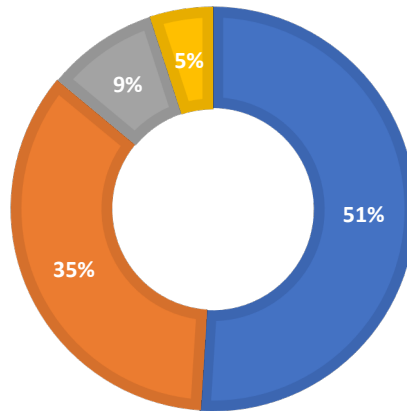
### WHAT AREAS OF REFLECTIVE PRACTICE PROGRAMMING WOULD YOU ATTEND DURING THE 22-23 ACADEMIC YEAR?

■ Teaching/student learning into research/scholarship  
■ Needs of online learners  
■ Intentional DEI practices  
■ Work-life Balance and Wellness  
■ Engagement of under/graduate advising



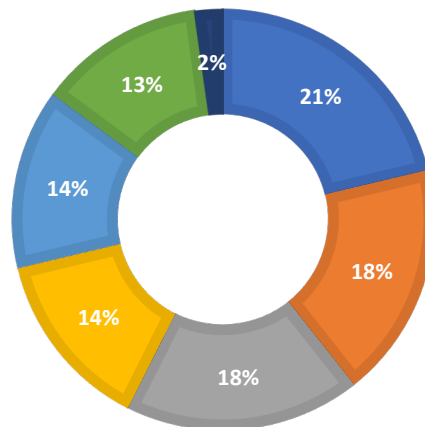
## HOW IMPORTANT DO YOU THINK IT IS TO INCORPORATE DIVERSITY, EQUITY, AND INCLUSION IN YOUR TEACHING PRACTICES AND APPROACHES TO CLASSROOM MANAGEMENT?

■ Extremely important   ■ Very important   ■ Moderately important   ■ Slightly important



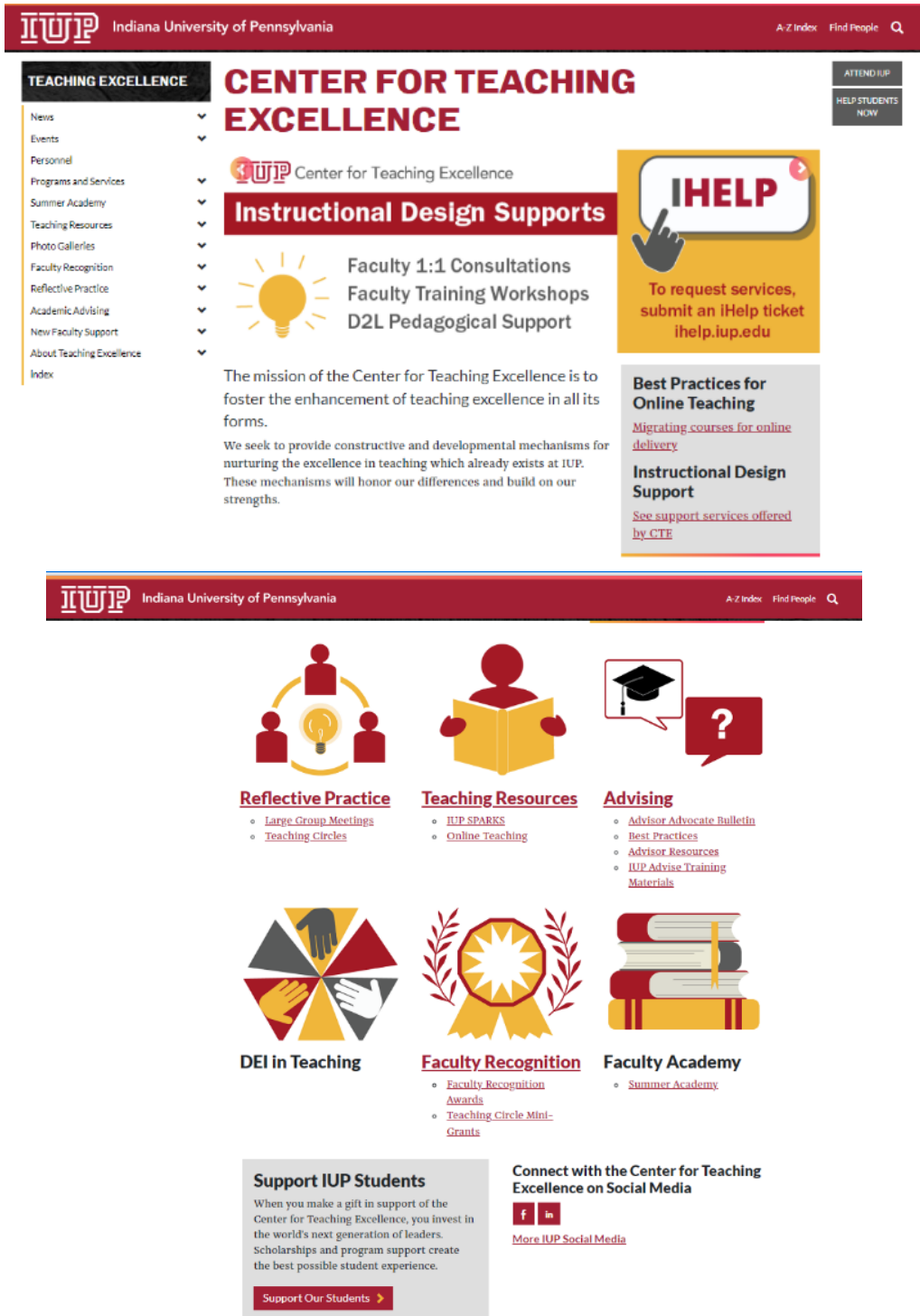
## WHAT AREAS OF THE CTE WEBSITE DO YOU FREQUENT THE MOST?

■ Teaching Resources   ■ Academic Advising   ■ Reflective Practice   ■ Faculty Recognition  
 ■ Events   ■ News   ■ About CTE



# Website Redesign

The CTE initiated a process of website redesign to better align the search features of the website to correspond with faculty need. Phase 1 was completed in 2021-22 which included assessment of CTE area webpages and creation of target areas of content. Phase 2 will launch in 2022-23 which includes revision of core content and key sub-areas.





## Online Teaching and Technology

Online Teaching and Technology continues to be a strength of the Center for Teaching Excellence. Co-Director Dr. Veronica Paz has led this area by providing technology and online teaching tools to our Teaching Circle members and to the *Business is Ready Academy* members, which was developed by the Eberly College of Business in partnership with the Center for Teaching Excellence.

In the *Business is Ready Academy*, there are 148 users with 69 active users. In the *Online Teaching and Learning Teaching Circle* there are 23 members. In both platforms, posts and content were provided on the following topic during the academic year in addition to providing 1:1 support to address issues and inquiries from members on their specific needs.

- Conference for Online Learning
- Emerging Technology Tools such as
  - Microsoft Sway
  - Genially
  - Articulate Rise
  - Vocaroo (Online voice recorder)
  - Vidiyard (Free Screen Recorder for Desktop)
  - Find Time
  - Microsoft bookings
  - Camtasia
  - Snagit
  - Microsoft Forms
  - Microsoft Stream
  - Screen Cast O Matic
  - Microsoft Teams
  - Adobe Spark
  - Mersive Solstice Pod and how to use it with zoom
- Online Teaching Tips
- Online and Hybrid teaching tips and best practices.
- Course Design
- In D2L
  - Rubrics
  - Discussion
  - Assessments
- Proctoring of Exam
  - HonorLock
  - Tips to prevent cheating
  - Maintain Academic Integrity
- Teaching Remotely

### Moodle Transition

In collaboration with IT Services, CTE also provided support for the transition of 94 Moodle courses to D2L through 1:1 direct support for 25 faculty in over 50 individualized meetings across May-July 2022 (**Appendix D**).

## Advising

This year the Associate Director of Advising focused on increasing IUP Advise adoption and usage, supporting advising initiatives, and relaying general advising information. All advising activities are done in support of IUP's student-centered mission and are aimed at furthering university-wide retention efforts.

It was recommended to IUP administration to support the activation of the “**student self-service alert portal**” as part of its retention plans. This resulted in a significant increase in IUP Advise individual user logins after developing an email digest letting users know they had “open alerts” that they needed to address and close. Faculty and staff across campus are beginning to engage more with the product when they have a task to perform; this creates opportunities for IUP to maximize the power of IUP Advise. It has helpful curricular “advising” tools, but its real power comes from monitoring and engaging students as part of a broader retention strategy. For example, we are currently working with Financial Aid to create better system to enable Advise users to escalate issues to the Financial Aid office so their office can reach out to students and solve problems advisors may not know the answers to, thus closing the loop.

The student self-service portal will allow students to easily raise alerts about themselves and seek assistance on a range of topics. To successfully enable this feature, we will need buy-in across a variety of campus offices as well as administration and advisor support. Specifically, we will need someone to facilitate those meetings and communications and regularly review alerts to make sure they are sufficiently addressed and closed by the alert owners, and in cases where they are not to follow up directly with the student to make sure they get the assistance needed to close the alert.

The alert options can be customized to reflect general issues or tailored to identify scenarios unique to IUP. We developed a list of student alert options with the help of students during the development phase, and we can modify them as necessary to address unforeseen issues. An easy self-reporting system reaches students wherever they are since they can do it via any device at any time. It also supports IUP's Diversity, Equity, and Inclusion initiatives because it provides a safe, secure, convenient way for students to let someone know if they have an issue that they may not feel comfortable sharing with someone face-to-face.

### **IUP Advise**


- Increased usage across campus (~186 individual user logins for Spring 2022)
- Weekly meetings to troubleshoot, update, and develop new Advise features to respond to user needs
- Provided departmental training to 10 departments across campus during the 2021-22 academic year
- Offered five one-hour drop-in sessions in Fall 2021 the week prior to registration opening
- Partnered with IT to field ihelp inquiries
- Offered individual troubleshooting sessions throughout the year
- Consulted with colleagues to create Advise features that addressed their individual needs
- Created reference resources to support user engagement
- Met with the provost upon request to review the product functions and answer questions

## General Advising

- [Advisor Advocate Bulletins](#)
  - Worked with the CTE graduate assistant to identify relevant advising topics, craft, and edit Advisor Advocate Bulletins to circulate to university faculty and staff
- Partnered the CTE Reflective Practice Co-Director to invite an expert in student advising to present at a large group meeting
- Created a new CTE-advising email address to facilitate communications
- Responded to student inquiries such as helping them identify their advisor, change advisors, or answer general questions
- Presented at orientations and outreach events

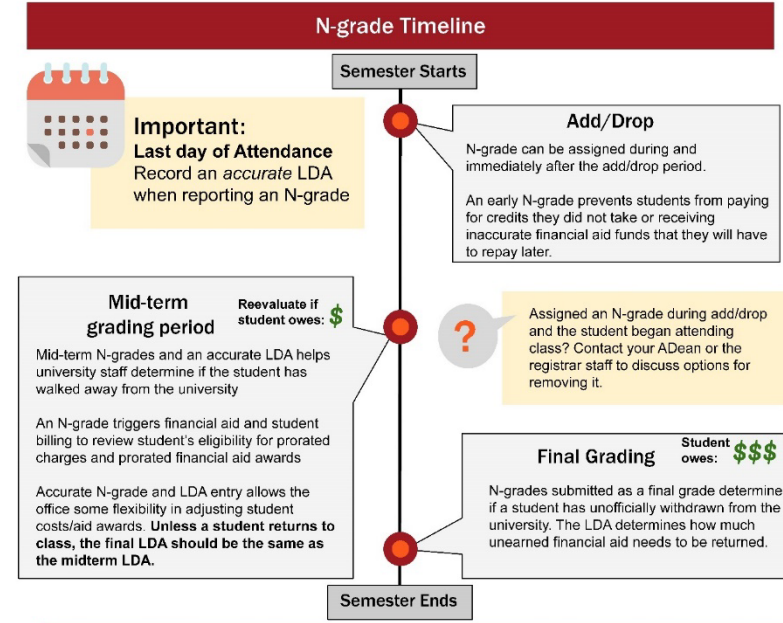
## Example Advisor Advocate Bulletin:

Month 2022      Center for Teaching Excellence      Vol. 4 No. X



### N-Grades: Why and when do we need to use them?

Instructors assign N-grades when a student has never started or has stopped attending class. N-grades can positively and negatively impact a students' financial aid, billing and enrollment status. In order to comply with the federal regulations, IUP has developed the practice of assigning N grades at three different 'check points' during the semester, as seen in the timeline below. **It is best to assign an N-grade as early as possible to: 1) save the students money by reducing the amount of their tuition/fees for the term for classes they do not intend to take and 2) avoid students having to pay back unearned financial aid later.** With a per-credit tuition model and we don't want to charge students for classes they ceased attending during add/drop.



**Important: Last day of Attendance**  
Record an *accurate* LDA when reporting an N-grade

**Add/Drop**  
N-grade can be assigned during and immediately after the add/drop period.  
An early N-grade prevents students from paying for credits they did not take or receiving inaccurate financial aid funds that they will have to repay later.

**Mid-term grading period**      Reevaluate if student owes: \$  
Mid-term N-grades and an accurate LDA helps university staff determine if the student has walked away from the university  
An N-grade triggers financial aid and student billing to review student's eligibility for prorated charges and prorated financial aid awards  
Accurate N-grade and LDA entry allows the office some flexibility in adjusting student costs/aid awards. **Unless a student returns to class, the final LDA should be the same as the midterm LDA.**

Assigned an N-grade during add/drop and the student began attending class? Contact your ADean or the registrar staff to discuss options for removing it.

**Final Grading**      Student owes: \$\$\$  
N-grades submitted as a final grade determine if a student has unofficially withdrawn from the university. The LDA determines how much unearned financial aid needs to be returned.

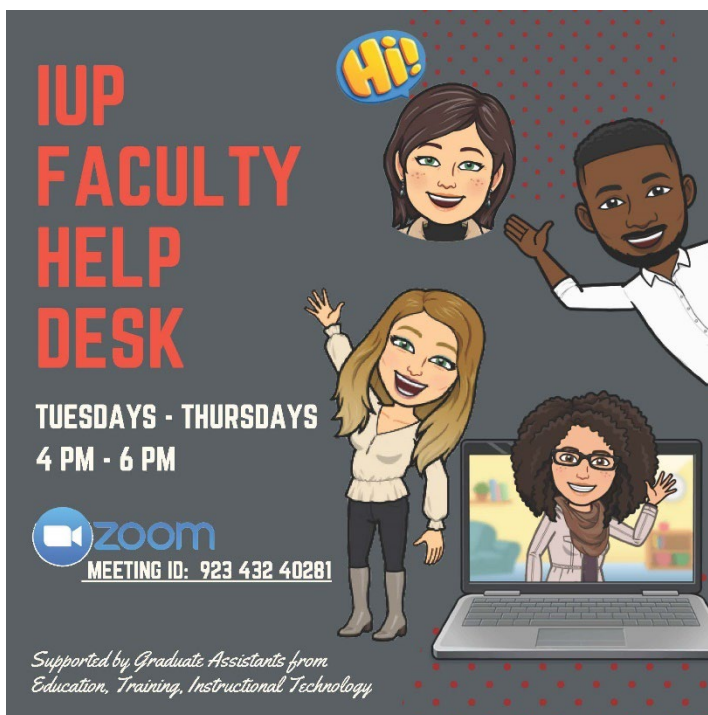
Director: Rachel DeSoto-Jackson, [teaching-excellence@iup.edu](mailto:teaching-excellence@iup.edu)      Associate Director for Academic Advising: Erin Conlin, [elconlin@iup.edu](mailto:elconlin@iup.edu)      Editor and Designer: Laura Ramie, [mvdc@iup.edu](mailto:mvdc@iup.edu)

## CTE Instructional Design Support (CTE-IDS)

Spring 2023 marked the emergence of the new area within the Center for Teaching Excellence in Instructional Design Support. This area continues to be a focus of development moving into 2022-23 to refine the available support services. Additionally, a new resource was created, IUP SPARKS, as an in-house developed replacement for the subscription-based Monday Morning Mentor.

### **NEW-IUP SPARKS Issues (number of views)**

1. Tips for Community Building in Your Classes (210)
2. Midterm Grades & Mid Semester Feedback (129)
3. Inclusive Teaching Practices (126)
4. Strategies for Supporting Students (86)
5. Planning for Spring 2022 (96)
6. Cognitive Science and Learning (57)
7. Critical Digital Practices (26)
8. Simplifying Your Practice (38)



### **Faculty Development & Administration**

- Workshop planning including review of materials and best practices.
- Website redesign review and content development.
- Faculty Support offered fall and spring semesters.
- GA training, mentorship, and content creation to support faculty development.
- CTE general and special event planning and coordination.

### **Instructional Design Support**

- Direct faculty support via ihelp tickets and administrative support including updating ihelp tickets, email response, reporting, IDS planning, resource development, and documentation.
- Representation at meetings and committees including ACPAC, OLC, IT Services, management.
- Research and Development including D2L updates, professional development, and program planning.

# Instructional Design Support

The Center for Teaching Excellence will provide instructional design consultations for faculty to support teaching excellence for synchronous and asynchronous learning environments (F2F and online) across IUP through meaningful implementation of technology into teaching practices.



## Faculty 1:1 Consultations

**Consultations offered on the following topics:**

Instructional Design Implementation Strategies  
Work collaboratively to design, develop, revise and evaluate courses



## Faculty Training Workshops

**Focused on Content Pedagogy**

Workshops will be offered at varying times throughout the semester.



## D2L Pedagogical Support

How to get started with D2L course design  
How to integrate D2L tools into course design  
Connecting D2L tools with content pedagogy

To request services,  
submit an iHelp ticket  
[ihelp.iup.edu](http://ihelp.iup.edu)



## Services **not** supported by CTE

- Full course builds and redesigns
- Incorporating third party integrations
- Copying courses (*demonstrations can be provided for faculty to complete individually*)
- Building gradebooks, discussion forums, etc. (*demonstrations can be provided for faculty to completed individually*)

Center for Teaching Excellence  
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Rachel DeSoto-Jackson, Director  
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## CTE Diversity, Equity, and Inclusion (CTE-DEI)

The new DEI Co-Director position was created in Fall 2021 with Dr. Majumdar appointed as the inaugural leader of this area. Several initiatives were launch within this newly formed area. The first effort included the creation of a teaching resource guide in response to the War in Ukraine. This type of responsiveness is aligned with the goals of CTE DEI to deliver resources and workshops on current trends and faculty need.

**IUP** Center for Teaching Excellence teaching-excellence@iup.edu

### TEACHING RESOURCES

A resource document for teaching about Russia's 2022 invasion of Ukraine. Last updated March 3, 2022

#### Build Classroom Community

Preface discussions about the invasion of Ukraine by strengthening classroom community and maintaining a safe space in the classroom. Assert that everyone may be feeling a range of emotions such as anxiety, confusion, or anger. Whether this is a reminder about class communication rules or a community building exercise that asserts that everyone is part of a respectful, compassionate class community.

**IUP SPARKS**  
**Issue 1: Building Community**  
See this issue for tips for building community 

#### Teaching Strategies for Processing Current Events

**Facing History and Ourselves: Teaching Strategies Resource Library**   
Great content resource: [Harvard University Ukrainian Research Institute: Russia's War on Ukraine](#)

**Head, Heart, Conscience**  
In this exercise, students can respond to the Invasion of Ukraine from an intellectual level (head), emotional (heart), and ethical lens (conscience). This can be done in pen and paper, in a journal, or using digital tools such as [Padlet](#), [Jamboard](#) or [Mentimeter](#).

**Iceberg Diagrams**  
Assign students resources to read and explore about the conflict in Ukraine. Working in small groups, students can analyze what they have read by creating an iceberg diagram. The tip of the iceberg contains information about the specifics of the current situation. The much larger space under the surface contains an analysis of factors that have contributed to the conflict.

#### Transfer Emotion into Action

In times of crisis and tragedy, it's helpful to find ways to transfer emotion into action. Brainstorm with students about actions they can take to support Ukraine. They can join international as well as local efforts to show solidarity. Consider assigning an element of civic action into your class, such as writing messages of support for people personally affected or attending a local vigil or protest.

**The Washington Post: On college campuses, invasion of Ukraine sparks protests, other acts of solidarity** 

**Ukrainian Institute London: Russia's war against Ukraine. What can you do to support Ukraine & Ukrainians? Razom for Ukraine Link Tree**

#### IUP Resources

Where to turn for help: [IUP Counseling Center](#)  
Academic Problems: [Student Advocate Megan McGue](#)  
International Student Issues: [Office of International Education Incident of Concern Reporting Form](#) - Found at the bottom of every IUP webpage

**IUP's Difficult Dialogues Chapter**  
Fill out a request form for workshops

Photo credit: Ukraine Flag Photo by Yehor Milohrodskiy on [Unsplash](#)

## **CENTRALIZING RESOURCES RELATED TO DEI**

There is a substantial amount of information and resources related to DEI available both internally and externally. At IUP, these DEI related resources are often dispersed throughout different colleges/departments/division and sometime only accessible to limited faculty who belong to that college/departments/division. CTE initiated a dialogue across divisions to evaluate the location of such resources in order to strategize ways to centralize them including within the CTE website which is accessible across the university. Our ongoing effort in partnership with the College of Education and Communications DISC Committee which currently hosts a D2L course page with substantial DEI related resources.

## **SEEKING FUTURE DEI FUNDING**

CTE endeavors to continually offer DEI related professional development events throughout academic year and began a focused effort on securing external financial support. Dr. Majumdar has begun work with the University Advancement to pursue potential funding support from PNC Charitable Trust. Additionally, there is effort underway to seek funding from the National Science Foundation in partnership with Dean Hovan of the Kopchick College of Natural Sciences and Mathematics.

## **DEI SUMMER ACADEMY 2022**

The Center for Teaching Excellence focused its faculty Summer Academy on DEI, funded by the Office of Social Equity and Title IX.

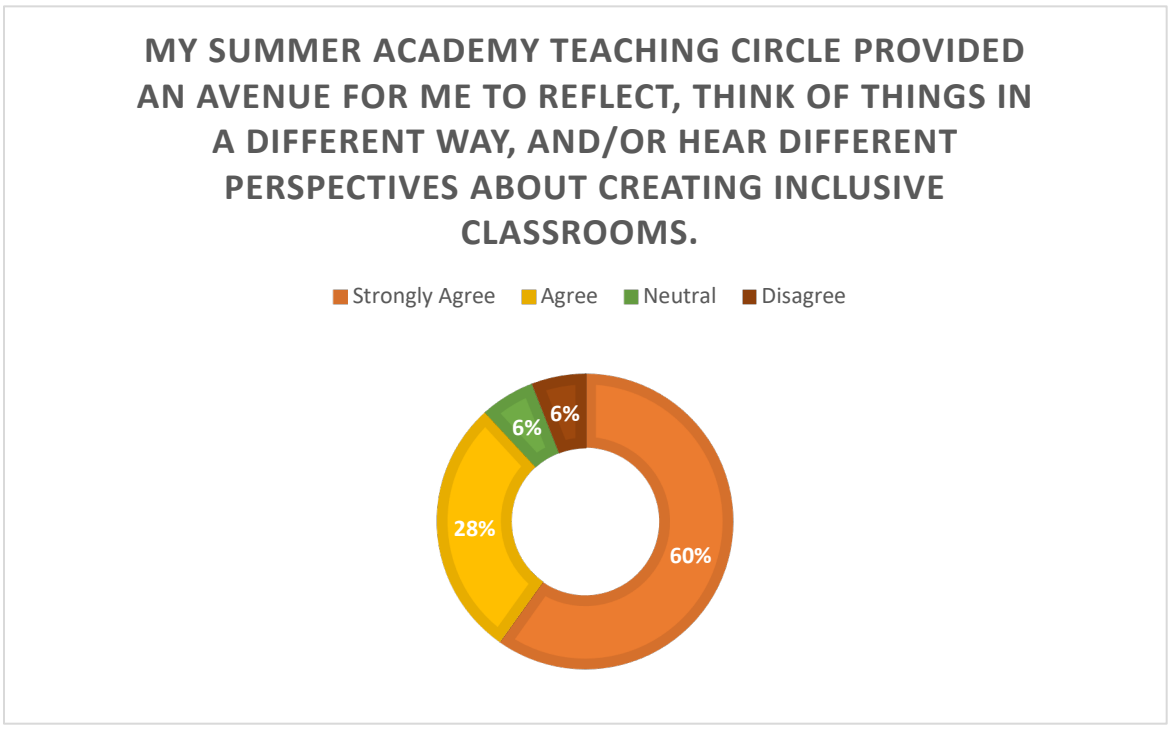
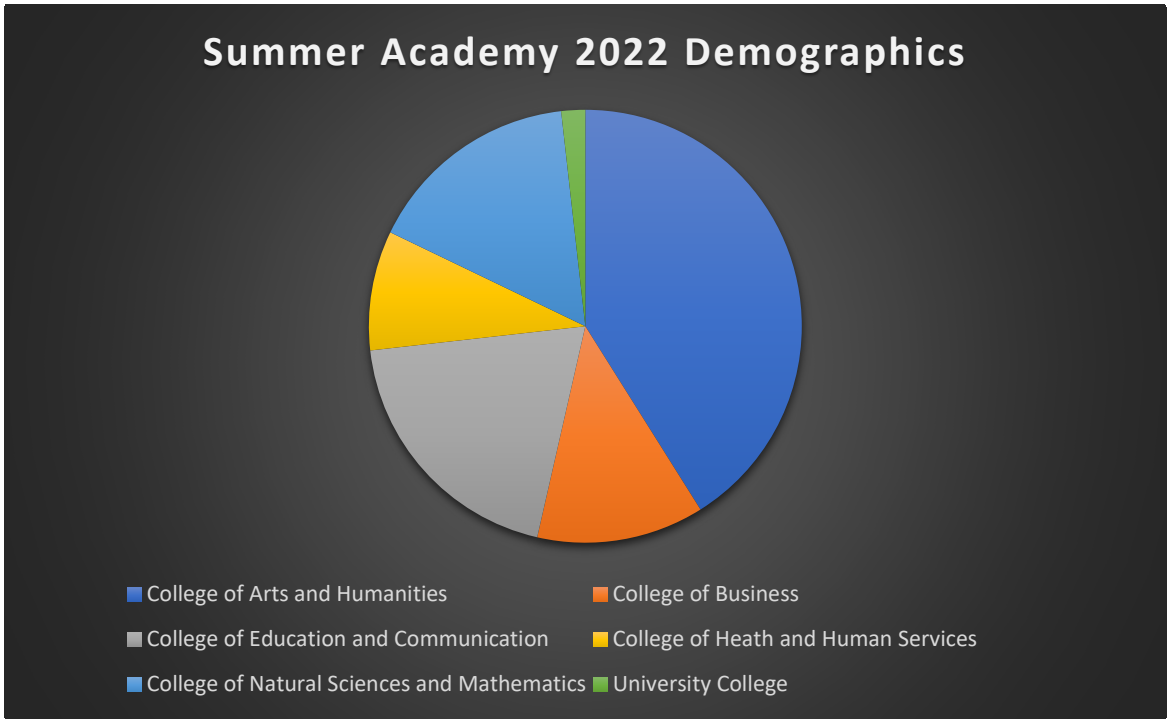
The 2022 Summer Academy was presented to faculty as a 2-week intensive course facilitated by external instructor Dr. Chavella Pittman focusing on building Inclusive Teaching. The course was offered in a virtual format and completed by 56 faculty members. The planning team was comprised of CTE co-directors Jacqueline McGinty (Professional Studies in Education), (Sudipta Majumdar (Chemistry), Meigan Robb (Nursing and Allied Health) and two graduate students Cristina Nieves (Student Affairs in Higher Education) and Laura Ramie (Education, Training, and Instructional Technology).

Faculty members were assigned a Teaching Circle cohort which was led by an IUP faculty facilitator. This was an added component of the course led by IUP's CTE. The purpose of the Teaching Circle is to engage in critical reflection, dialogue, and ongoing support as faculty progress through the course and during the academic year. Teaching Circles will continue to meet during the 2022-23 academic year, once per month, to provide support on the implementation of the skills learned in the course.

Our initial target was 20 faculty. We had a tremendous increase in response and, after soliciting additional funding, were able to accept all 56 applicants to the program. Combined with our 6 CTE planning team members, we had a **total of 63 participants in the program**.

Survey data collected at the end of the course reveals that 84% of faculty felt the course modules helped to gain awareness of the importance of inclusive teaching. The CTE has also received individual requests for continued training in this area and inquires on a staff version of this training to be made available.

The CTE is currently in process of designing and implementing a student survey in partnership with Dr. Pittman to collect data over the 2022-23 academic year. This data will allow us to measure the impact of this training on students in the classroom as faculty implement their inclusive teaching strategies.





# 10 STEPS FOR SUCCESSFUL FACILITATION OF A TEACHING CIRCLE...

## Step 1: ORGANIZE A GROUP

Organize a group that plans to study, experiment with, discuss or implement a pedagogical topic or technique. Determine if your group will be a **Cross-Disciplinary Teaching Circle (CTC)** or **Department Teaching Circle (DTC)**.

## Step 2: REGISTER & ENROLL MEMBERS

See the *Procedures for Establishing a Teaching Circle* for instructions on how to register your Teaching Circle and enroll members. As the facilitator, you will receive a notification when a new member enrolls. Be sure to track enrollment to ensure that all members, including the facilitator, are officially registered for the Teaching Circle.

## Step 3: WORKABLE SIZE

It can be difficult to function with more than five members or less than three. Consider the **size group** that will best meet the goals of the Teaching Circle. Facilitators may limit the number of members in their Teaching Circle. Once the Teaching Circle has filled, they should send a message to those colleagues who are interested in joining but who cannot be accommodated at this time.

## Step 4: SET A GOAL

As a group, set a goal for your Teaching Circle then plan how you will meet that goal over the year. As a facilitator, be sure to include all members in the **goal-setting process** to ensure you are creating an inclusive space. Don't try to solve all of your teaching goals in one semester; rather attempt to accomplish at least one thing, however small, to positively impact your teaching practice.

NOTE: Consider applying for a **Teaching Circle Mini-Grant** (up to \$500 may be awarded) to support your goals.

## Step 5: ESTABLISH A STRUCTURE

In practice, **"work together"** can mean a variety of things and groups can organize themselves in different ways to accomplish their goals. Some meet every two weeks, some less frequently; some combine socializing with working and some work remotely. Consider early morning breakfast meetings, evening dinner meetings, or longer meetings that are less frequent.

## Step 6: SCHEDULE MEETINGS

Plan a **sufficient number** of meetings to ensure members can attend a minimum of four meetings so that they will qualify for *Active* or *Active Plus* recognition with the Reflective Practice Project of the Center for Teaching Excellence. See CTE Website for more information on *Active* and *Active Plus* status.

- NOTE: Meetings scheduled after **April 8, 2022** will not count toward *Active* or *Active Plus* recognition.

### Step 7: ORGANIZE MEETINGS

Find and secure a **location** for Teaching Circle meetings or arrange virtual meetings. Send **reminders** to members about upcoming meetings and track attendance. **Record** progress and outcomes of meetings. Another important role as the facilitator is to **moderate** discussions or organize shared facilitation of meetings.

### Step 8: SUPPORT

**Accountability** and personal/professional **support** are important aspects of a Teaching Circle. As a facilitator, encourage members to identify tasks that they can reasonably complete and to ask for help when needed. Keep in mind that Teaching Circles are neither committees nor simply social groups. Teaching Circles are more like development teams working collaboratively to shape their purpose, define their goals, and contribute to the group. They are safe spaces for **learning, exploration, change,** and **accomplishment** at various levels. Effective Teaching Circles are marked by creative discourse and collaborative problem-solving.

### Step 9: REFLECTION

Take the time to **reflect** on your Teaching Circle's **progress** at several points along the way and celebrate your group's successes. Have your goals changed somewhat as you've worked together? Was your original goal unrealistic? Are you working at a speed that allows for depth and time for reflection? What are you learning and how are you using that knowledge? What benefits are you gaining from your participation?

### Step 10: END-OF-YEAR REPORT

As the facilitator, you will prepare a short **end-of-year report** that provides data on the number of meetings held, attendance at meetings, outcomes of meetings, and accomplishments of the Teaching Circle. Information on how to submit the end-of-year reports will be sent to facilitators in the spring.

End-of-year reports will be due by **April 8, 2022**. This deadline is critical so that we can determine member eligibility for *Active/Active Plus* recognition at the annual Center for **Teaching Excellence Recognition Ceremony**.

For more information or questions:  
**Center for Teaching Excellence**  
**Teaching-excellence@iup.edu**

**ADMINISTERED BY:**  
Center for Teaching Excellence  
Reflective Practice Project

**FUNDED BY:**  
Office of the Provost

**SUBMISSION DEADLINE:**

**Friday, November 12, 2021**

**11:59pm**

**SUBMISSION VIA INFOREADY**

*To access this opportunity, log-in to IUP's [InfoReady Review site](#), click on the competition title “Teaching Circle Mini-Grant 2021-22” and click “Apply” on the right-hand side of the screen.*

NOTE: You will use your single sign-on (SSO) credentials to access the site--these are the same credentials you use to log in to your IUP computer every day.

**FOR QUESTIONS OR MORE INFORMATION:**

Center for Teaching Excellence  
[Teaching-Excellence@iup.edu](mailto:Teaching-Excellence@iup.edu)



## Purpose

The purpose of a Cross-Disciplinary and Department Teaching Circle Mini-Grant is to support the productive work of Teaching Circles leading to clear, well-defined outcomes which will enhance the teaching skills of its members or add to the group's knowledge of the scholarship of teaching and learning. Mini-Grants are meant to support Teaching Circles in getting the resources they need for the successful completion of their projects.

## Rationale

The Center for Teaching Excellence (CTE), through the Reflective Practice (RP) Project has encouraged the formation and supported the organization and creative endeavors of Teaching Circles for many years. Mini-Grants may be used for various purposes to support specific projects for Teaching Circles. For some groups, inviting a speaker who is an expert in a specific field of instructional knowledge may be crucial, while others may need special books, software, or supplementary materials, not readily available through the IUP library, to achieve their goals. Still others may seek funding to be able to travel to a conference to present the outcomes of their project or to organize a departmental retreat to share their insights. Mini-Grants may only be used for activities, resources, and/or materials that will benefit all members and fit the specific goals of a particular Teaching Circle. Mini-Grant awards may not be used to buy food or beverages, to market specific programs or departments, or to pay non-Teaching Circle related expenses.

### Grants may be used for:

- books
- educational materials
- software, hardware, and courseware for curriculum development\*
- faculty training costs
- honoraria for speakers
- other appropriate activities that support teaching and faculty development as teacher-scholars

*\*Please note that the CTE will seek input from the Teaching and Learning Technologies team on any proposal that includes purchasing technology*

### Grants may **NOT** be used for:

- food
- marketing of academic programs
- non-Teaching Circle related expenses

## Available Funding

**The maximum available award is \$500.**

NOTE: Applications that are approved may be awarded less than the amount requested based on available funding.



## **Proposals** Applications must be submitted via InfoReady and should include the following:

### **ABSTRACT (maximum 100 words)**

Short description of the project to be published on the CTE website and materials.

### **PROJECT PROPOSAL (maximum 500 words)**

- The goals and objectives of the Teaching Circle
- Title and description of Mini-Grant project
- How does this project help the Teaching Circle to meet its goals?
- Timeline for completion of the project
- If your proposal relates to a course, please also include:
  - The name and number of the course
  - Current syllabus

### **BUDGET**

- Itemized budget and rationale for how the award will be used
- Source and amount of *other* funding, if applicable, that was requested or received for this project

## **Criteria**

Any Departmental or Cross-Disciplinary Teaching Circle may apply. Applicants **must** register their Teaching Circle with the Reflective Practice Project **prior** to applying for a Mini-Grant.

Grant proposals will be evaluated in the following areas:

- impact of project on student learning
- impact of project on faculty learning
- feasibility of project
- overall quality of proposal (including completeness and clarity of proposal)
- quality of budget rationale

## **Submission Deadline**

Applications must be submitted to InfoReady by **Friday, November 12, 2021 by 11:59pm.**

## **Review Process**

Proposals will be evaluated using a scored rubric of the criteria areas. Awards notification will be sent by **December 1, 2021.**

## **Summary Report**

Any work associated with the Mini-Grant must be completed during the 2021-22 academic year. The Teaching Circle will be responsible for providing a **brief summary report** of the outcomes of their Mini-Grant project for inclusion in the printed program for the Center for Teaching Excellence Recognition Dinner in Spring 2022 and on the CTE website. This report (200-250 words) is due by **April 8, 2021.** Specific instructions will be sent out in the spring semester.



**ADMINISTERED BY:**  
Center for Teaching Excellence

**FUNDED BY:**  
Office of the Provost

**SUBMISSION DEADLINE:**

**Monday, March 28, 2022**

**11:59pm**

**SUBMISSION VIA INFOREADY**

*To access this opportunity, log-in to IUP's [InfoReady Review site](#), click on the competition title “Faculty Recognition Awards 2022” and click “Apply” on the right-hand side of the screen.*

NOTE: You will use your single sign-on (SSO) credentials to access the site.

**FOR QUESTIONS OR MORE INFORMATION:**

Center for Teaching Excellence  
[Teaching-Excellence@iup.edu](mailto:Teaching-Excellence@iup.edu)

## **Purpose**

The heart of any strong university is its faculty. To recognize and support outstanding faculty members, including temporary faculty and teaching associates, the Center for Teaching Excellence (CTE) offers awards that recognize teaching excellence and a commitment to our students. Awards are by **self-nomination** only. Descriptions of all award categories and application procedures are provided here. If you need additional information, please send an e-mail to Rachel DeSoto-Jackson, CTE Director ([teaching-excellence@iup.edu](mailto:teaching-excellence@iup.edu)).

## **Faculty Recognition Award Categories**

### **ACCESSIBILITY**

This award recognizes faculty who make instruction accessible to all students using universally designed access. The design ensures that all educational experiences, learning activities, and instructional technology provide for multiple means of engagement, responses, expression, and assessment. Access to the course content or course module should be provided.

### **ACADEMIC ADVISING**

The purpose of this award is to recognize faculty who have excelled in providing academic advising to undergraduate and/or graduate students. This award seeks to recognize academic advising for student success that represents service beyond faculty professional responsibilities (i.e., contributions that go beyond traditional advising expectations, or otherwise enhance advising at IUP). A clear description of how “student success/outcomes” are defined and supported must be provided. Applicants for this category do not need to provide a course syllabus.

### **MENTORING**

The purpose of this award is to recognize faculty who have excelled in providing career / holistic mentoring to undergraduate and/or graduate students. This award seeks to recognize mentoring for student success that represents service beyond faculty professional responsibilities (i.e., make visible contributions that are happening outside of the classroom or traditional mentoring expectations, or otherwise enhance mentoring at IUP). A clear description of how “student success/outcomes” are defined and supported must be provided. Applicants for this category do not need to provide a course syllabus.

### **COLLABORATIVE PRACTICE**

This award recognizes a collaborative team practice (intra- or multi-disciplinary) implemented in such a way that student learning is enhanced. Applications must clearly describe and support the efforts of each faculty member. Evidence of the collaborative nature of the project needs to be provided as well as the impact on student learning. (NOTE: Award money is split among team members.)

### **CONTENT PEDAGOGY**

This award recognizes course design which is especially effective in teaching content within a particular discipline. Evidence should support thoughtful pedagogical progression that maximizes student learning.

## **EXPERIENTIAL EDUCATION**

This Heiges-Lamberski Award recognizes exemplary commitment demonstrated by an experiential education or service learning coordinator in the design, development, delivery, evaluation, and/or advocacy of experiential education or service learning at IUP.

## **INCLUSIVE EXCELLENCE** *\*Sponsored by the Office of Social Equity and Title IX*

Applicants for this award will demonstrate course design and implementation strategies that respects students' differences and/or makes diversity central to the intellectual content of courses taught. Evidence should be provided of a teaching and learning environment where students feel that their contributions and perspectives are equally valued and respected.

## **INNOVATION**

This award recognizes the use of techniques, methods, materials, technologies, or tools outside traditional teaching practices for such purposes as increasing student engagement, enhancing student retention, demonstrating difficult concepts, or encouraging critical thinking. Exemplary applicants will provide the pedagogical rationale for the application of the approaches employed, confirmation of the outcomes achieved, and clear evidence of the innovation aspect of the class.

## **INSTRUCTIONAL TECHNOLOGY**

This award recognizes outstanding course design that incorporates instructional technology. Exemplary applicants will demonstrate the application of online pedagogy, instructional design, and student outcomes. Access to course content or course module should be provided.

## **JOHN WOOLCOCK TEACHER/SCHOLAR AWARD FOR REFLECTIVE PRACTICE**

This award recognizes faculty who give thoughtful consideration of classroom events with the purpose of improving instruction and solving problems as they arise. Experience and careful analysis allow for new patterns of practice that enable the instructor to deal with present-day learning in a proactive rather than reactive manner.

## **PEDAGOGICAL RESEARCH** *\*Sponsored by the School of Graduate Studies and Research*

Study that increases knowledge about teaching and learning and demonstrates application to actual teaching practice. This includes descriptive, correlational, experimental, or causal-comparative research. The applicant should provide evidence to clearly support the relevance of the research study. Must provide a specific research question and how it was assessed. A clear description about how the research findings are/were applied to enhance teaching and learning broadly or specifically at IUP is required. Please provide the IRB Approval Number or documentation that the project was exempt. Applicants for this category should provide, if relevant, course syllabus, student evaluations, unsolicited student comments or letters of support.

## **TEACHING ASSOCIATES**

Teaching associates provide valuable service to our university community. This award is intended to recognize exemplary classroom instruction. Applicants for this award must submit a letter of recommendation from a faculty member that addresses classroom performance. Applications should include a signature by their faculty mentor indicating they have reviewed the full application and support the submission. Any doctoral student who is the instructor of record and is teaching in the department in which they are a student is eligible to apply for this award.



## OER/AFFORDABLE LEARNING SOLUTIONS *\*Sponsored by the IUP Library*

Open Educational Resources (OER) and affordable educational resources (zero or low cost to students such as use of library resources and reserves) ease the burden of textbook costs for students, improve student engagement and retention, and improve educational outcomes. This award recognizes excellence for faculty curators, creators, and adopters of Open Educational Resources (OER) or affordable educational resources. Applicants should provide details on the financial and pedagogical impact of their adoption of OER/affordable educational resources on students and teaching practice.

### **Award Eligibility**

In order to recognize as many faculty members as possible, previous recipients of any Faculty Recognition Awards are ineligible to apply until three award years have elapsed since receipt of their award. Consequently, faculty members who received a recognition award in the **Spring of 2019** or later are not eligible to apply this year.

### **Selection Process**

The Center for Teaching Excellence (CTE) Advisory Committee will review the applications and select the award recipients. The CTE Director and Co-Chairs of the CTE Advisory Committee will announce the names of the award winners, who will then be recognized for their teaching or advising at the 2022 CTE Faculty Recognition Dinner.

**NOTE:** Several awards may be made in one category, and none in other categories, depending on the strength and the number of applications. Also, during the review process, the committee may choose to move an application to another award category if a stronger fit is identified.

### **Award**

Award recipients will each receive an award of **\$500** for professional development, travel, course materials, etc. Winning team submissions share the \$500.00 award. Funds will be transferred to the faculty's identified cost center. Transferred funds must be spent by the end of the fiscal year. The number of awards in total and in each category is contingent upon several factors including but not limited to, the total available budget, total number of applicants, and number of applicants in each category.

Successful applicants may be asked to share all or a portion of their application and/or teaching tools with other faculty via posting on the CTE website.

### **Recognition Awards Dinner**

Award recipients will be honored at a the CTE Recognition Awards Dinner on **April 21, 2022**. This event brings together many of our most dedicated teachers, their Deans, the Provost, and other supportive and interested members of the IUP community. It is a wonderful opportunity for a large population to hear about the terrific work of their colleagues.

## Application Procedures

Applicants may apply/submit for only one award category. ALL application materials should be submitted as a SINGLE PDF file. TOTAL page length for all application materials is **12 pages**, including any appendices. Applications should apply 12 point font minimum, 1 inch margins.

**Applications must be submitted via InfoReady and should include the following:**

To be considered for an award, applications (unless noted otherwise in the award description) must include the following **REQUIRED** elements:

- **Table of Contents**
- **Rationale** (up to 3 pages)
- **Course Syllabus\*** (or syllabi) *\*selections may be provided rather than full syllabus*
- **Letter of Support** from a faculty member *for Teaching Associate Award only.*

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In addition to the above-stated required elements, the application may also include **up to three** of the following as appendices:

**Please note:** all materials submitted must pertain to the application being submitted.

**\*\*Be sure to identify how these materials are supportive of the application.**

- Student Evaluations
- Sample Course Module
- Sample Course Materials
- Examples of Student Work
- Letters of Support
- Student Comments (please identify if these are solicited or unsolicited comments)
- Screen Captures
- Published Materials
- Research Data / Outcomes
- Photographs

# Submission Checklist

Applications must be submitted to InfoReady by  
Monday, March 28, 2022 by 11:59pm

## **INFOREADY APPLICATION FORM** (NOT INCLUDED AS PART OF 12 PAGE APPLICATION)

**ABSTRACT:** Provide a summary of your application and accomplishments (300 words or less). NOTE: this abstract will be used on CTE website and as part of the program for the annual CTE Recognition Dinner

**AWARD CATEGORY:** How does your application fit the award category you have selected? (150 words or less)

## **APPLICATION CHECKLIST**

- Required **Application Elements and Supporting Materials** as a single PDF file for submission
- 12-point font minimum, 1-inch margins
- Does not exceed 12 pages

## **REQUIRED APPLICATION ELEMENTS**

- Table of Contents
- Rationale (3 page maximum)
- Course Syllabus (or syllabi) – Some categories do not require (see category descriptions for exemption)
- Letter of Recommendation—For Teaching Associates Award only

## **OPTIONAL RELEVANT SUPPORTING MATERIALS: Up to three of the following** **\*\*Be sure to identify how these materials are supportive of the application**

- |  |  |
|--|--|
| <input type="checkbox"/> Student Evaluations                                     | <input type="checkbox"/> Screen Captures             |
| <input type="checkbox"/> Sample Course Module                                    | <input type="checkbox"/> Published Materials         |
| <input type="checkbox"/> Sample Course Materials                                 | <input type="checkbox"/> Research Data / Outcomes    |
| <input type="checkbox"/> Examples of Student Work                                | <input type="checkbox"/> Photographs                 |
| <input type="checkbox"/> Letters of Support                                      | <input type="checkbox"/> Other (Please specify)_____ |
| <input type="checkbox"/> Student Comments (identify as solicited or unsolicited) |  |



## Center for Teaching Excellence

### Moodle Transition Plan

### SUMMER 2022

IUP's Moodle environment will be retired at the conclusion of the Winter 2022-23 semester—**January 6, 2023**. An archive of historical courses will remain in a read-only manner through calendar year 2023 at a minimum. Therefore, faculty who still use Moodle must transition to D2L prior to this retirement date. The Center for Teaching Excellence will directly support faculty needing to make this transition.

#### SCOPE OF SUPPORT

The Center for Teaching Excellence will provide 1:1 virtual support for each faculty member identified as currently using Moodle for one or more classes. During selected times in Summer 2022, faculty will meet virtually with transition lead, Veronica Paz, and assigned graduate students to migrate course content from Moodle to D2L. Assistance will be provided to each faculty member for demonstrations of D2L, course content migration, and D2L course set-up. Faculty who elect *not* to meet with CTE team members will be expected to complete this transition independently before the retirement date of 1/6/2023. If you elect not to utilize this support, please complete the registration survey and indicate this intention.

#### CONTACTS

**Veronica Paz**  
CTE Co-Director &  
Transition Lead

[vpaz@iup.edu](mailto:vpaz@iup.edu)

**Rachel DeSoto-Jackson**  
Director, Center for  
Teaching Excellence

[jackson@iup.edu](mailto:jackson@iup.edu)

**Jacqueline McGinty**  
Associate Director of  
Instructional Design

[jmcginty@iup.edu](mailto:jmcginty@iup.edu)

#### TIMELINE



**REGISTRATION** <https://forms.office.com/r/et9AhykxP9>

Please complete this brief survey to sign up for a 1:1 session or to verify independent completion of this migration.