

# ANNUAL REPORT

# 2019- 2020



**CENTER FOR TEACHING  
EXCELLENCE**

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# MESSAGE FROM THE DIRECTOR

## **Explore. Adapt. Reimagine. Learn.**

Four words that describe the CTE team's approach to our work. Though shaped by a worldwide pandemic and ongoing racial, social, and political unrest, these words transcend this moment and encapsulate the best of what we do. We explore new and creative ways to support instructors and advance teaching and learning at UVA; we fluidly adapt to the moment, our audience, and their needs; we continually reimagine, repackage, and reframe what we do and how we do it; we learn to become better listeners, advocates, and champions in pursuit of creating a more just and equitable learning institution.

Throughout this report, you'll see ample examples of how we advanced our strategic goals this past year. You'll learn about five new programs we launched, including our award-winning c<sup>3</sup>Design. You'll see the extent and impact of our core programs. You'll glimpse our massive effort to support UVA instructors immediately after the onset of COVID-19. You'll see how we continue to advance the educational development community through our leadership, publications, and collaborations. You'll learn about our renewed commitment to better understand how systemic injustices disadvantage our Black students and faculty and other students and faculty of color in and out of the classroom, better advocate for anti-racist educational practices, and weave these through the core fabric of all our work.



This is hard work. Our effort and success require passion, dedication, creativity, kindness, and empathy. The entire CTE team, including our newest members—Andrew Kaufman, Assistant Director of Community-Engaged Learning Initiatives; Lynn Mandeltort, Assistant Director of Engineering Education Initiatives; Matthew Burgess, Assistant Director of Learning Technology Initiatives; and Jessica Taggart, Postdoctoral Research Associate—radiate these qualities and make the difficult look easy on a daily basis.

**MICHAEL PALMER**  
DIRECTOR



# MEET THE CTE TEAM

The CTE team includes experienced and creative educational developers from a range of disciplinary backgrounds. Our work is supported and enhanced by our dynamic and professional administrative staff dedicated to helping create exceptional experiences for everyone we work with.

\*This year, our team grew by 4 members, 3 of whom hold newly created positions.



**MICHAEL PALMER**

Director  
Professor, General Faculty

**DOROTHE BACH**

Associate Director  
Professor, General Faculty

**ELIZABETH DICKENS**

Assistant Director  
Assistant Professor, General Faculty

**ANDREW KAUFMAN\***

Assistant Director of Community-Engaged Learning Initiatives  
Associate Professor, General Faculty

**LYNN MANDELTORT\***

Assistant Director of Engineering Education Initiatives  
Assistant Professor, General Faculty

**ADRIANA STREIFER**

Assistant Director  
Assistant Professor, General Faculty

**LINDSAY WHEELER**

Assistant Director of STEM Education Initiatives  
Assistant Professor, General Faculty

**CORTNEY McENIRY**

UVA Acts Artistic Director, Program Manager



**JEREMY SLOANE**

Postdoctoral Research Associate

**JESSICA TAGGART\***

Postdoctoral Research Associate

**MATTHEW BURGESS\***

Assistant Director of Learning  
Technology Initiatives

**CLAIRE REEGER**

Associate Program Manager

**IRIS YOUNG**

Program and Logistics Coordinator

**TED MAGILLEY**

Administrative and Financial Assistant

**KRISTIN SLOANE**

Marketing and Communications Specialist



**OUR WORK IS FURTHER ENHANCED  
THROUGH GENEROUS AND SUSTAINED  
COMMITMENT FROM OUR:**

**CONSULTANTS**

**FACULTY**

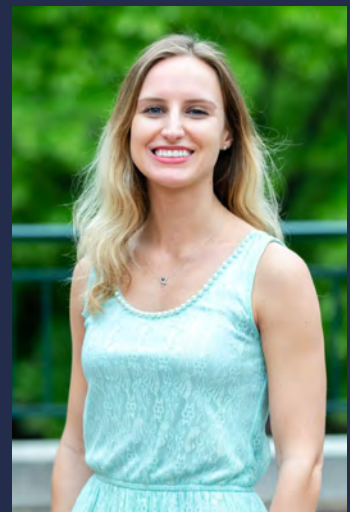
- Claire Cronmiller
- Devin Donovan
- Brian Helmke
- Melissa Levy
- Jess Manson
- Ed Murphy

**GRADUATE**

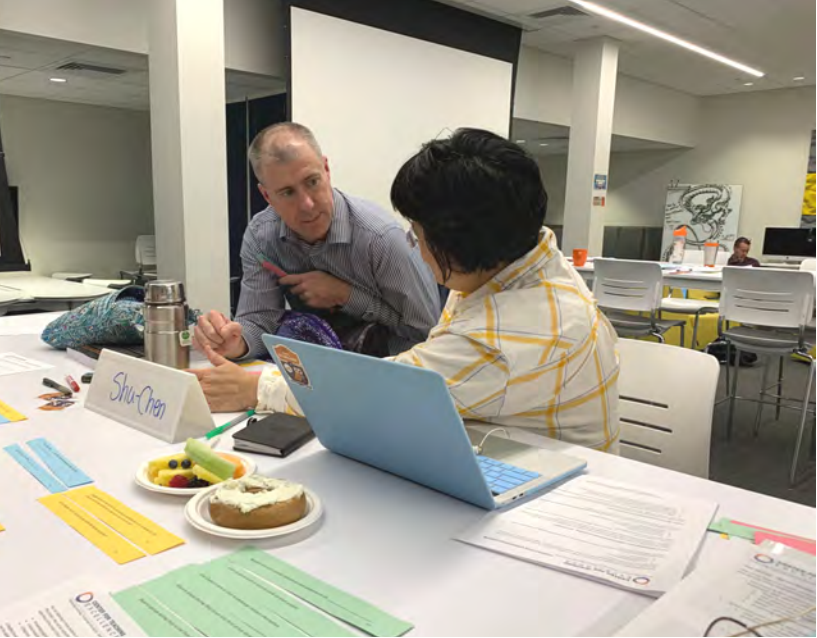
- Aspen Clements Miller
- Robin Costello
- Jess Kansky
- Emelye Keyser
- Emily Matson
- Jessica Taggart

**UNDERGRADUATE**

- Sahana Bhagat
- Sherese Bonner
- Jasmine Foster
- Kalea Obermeyer
- Priyanka Saraf



**CONTINUED ON NEXT PAGE...**



**PROGRAM AND  
WORKSHOP FACILITATORS**

Rose Buckelew  
 Shilpa Davé  
 Devin Donovan  
 Brian Helmke  
 Gail Hunger  
 Melissa Levy  
 Jess Manson  
 Charlotte Matthews  
 Kristin Palmer  
 Andrew Pennock



**GRADUATE LIAISONS**

Sharon Santhamma Philip  
 Sanaa Seghair  
 Yiqing Song  
 Christian West  
 Naomi Worth

**GRADUATE  
RESEARCH ASSISTANTS**

Stefen Beeler-Duden  
 Jess Kansky  
 Eva Latterner  
 Jessica Taggart

**UNDERGRADUATE  
STUDENT ASSISTANT**

Sherese Bonner



**UVA ACTS  
ENSEMBLE MEMBERS**

Christina Ball  
 Jessica Harris  
 Brandon Lee  
 Kirk Martini  
 James Moscatel  
 Yvonne Nguyen  
 Raymond Smith  
 David Vaughn Straughn  
 Misty Vredenburg

# 2019-2020 STRATEGIC GOALS

## 01

### ADVANCE INCLUSIVE AND EQUITABLE PEDAGOGIES

#### Activities include:

- developed UVA Acts' Inclusive Teaching Toolkit programs
- designed Religion, Race, and Democracy institute
- integrated ideas and practices supporting equitable teaching into our Course Design Institute, CDI 2.X, c<sup>3</sup>Design, and Tomorrow's Professor Today programs
- developed workshop on creating well-paced, socially connected courses, emphasizing sense of belonging

## 02

### LIBERATE TEACHING AND LEARNING DATA

#### Activities include:

- hosted a visit by Marco Molinaro, Vice Provost for Educational Effectiveness at UC-Davis, and invited stakeholders to demonstrate how institutional data can be used to improve teaching and learning
- served on multiple committees related to data infrastructure
- created a **Teaching & Learning Data Access & Use Plan** for how the CTE will integrate data into our work
- strengthened relationships within and between IRA, IRB, UREG, and UVACollab
- invited to lead and drive discussions and decision-making around course evaluations
- developed initial CTE-specific data dashboards to identify program impact and areas for further programming

## 03

### EXPAND CTE REACH

#### Activities include:

- developed plan to hire CTE Faculty Fellows to support our work and strengthen departmental/school relations
- created CTE/PhD+ intern position and hired student for 2020-21 academic year

# YEAR IN REVIEW\*

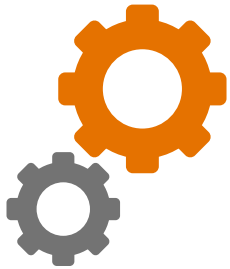


PROGRAM PARTICIPANTS

+1,691

TEACHING CONSULTATIONS

381

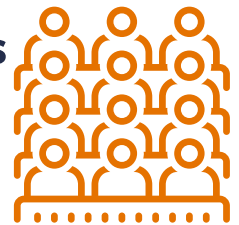


WORKSHOPS FACILITATED

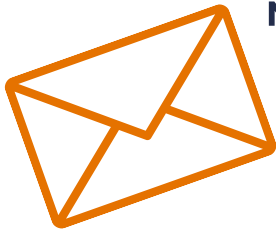
61

UVA ACTS PERFORMANCES

32



THANK-A-PROF/TA NOTES SHARED



650

PEER-REVIEWED ARTICLES PUBLISHED

6



INVITED WORKSHOPS AND PRESENTATIONS



6

COMMITTEES SERVED ON

26



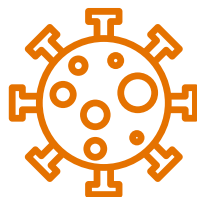


# SIGNIFICANT ACCOMPLISHMENTS



**FIVE NEW PROGRAMS**

**RELIGION, RACE,  
AND DEMOCRACY:  
TEACHING FOR EQUITY  
AND SOCIAL JUSTICE  
INSTITUTE**



**COVID-19 RESPONSE**



**VIRTUAL COURSE  
DESIGN ENVIRONMENT**



**UVA ACTS  
PROGRAMMING**



**THANK-A-PROF/TA  
INITIATIVE**



**THREE NEW POSITIONS SPECIALIZING IN:  
COMMUNITY ENGAGEMENT, ENGINEERING  
EDUCATION, AND LEARNING TECHNOLOGY**



# NEW PROGRAMMING

**C<sup>3</sup> DESIGN**

**CDI 2.X**

**COMMUNITY-ENGAGED  
LEARNING INITIATIVES**

**CURRICULUM  
(RE)DESIGN**

**RELIGION, RACE, AND  
DEMOCRACY: TEACHING  
FOR EQUITY AND  
SOCIAL JUSTICE**

**THANK-A-PROF/TA**

**POP-UP CTE**



# C<sup>3</sup>DESIGN

The CTE typically holds its award-winning, week-long Course Design Institute each summer. Due to COVID-19, we offered an online course design experience called c<sup>3</sup>Design. Based closely on CDI, the tool is designed to guide instructors through the process of learning-focused course design. Launched in June after five years of development, the tool has allowed more than 300 UVA instructors to reimagine their Summer and Fall 2020 courses, regardless of modality.

## C<sup>3</sup>DESIGN SESSIONS

# 22

## C<sup>3</sup>DESIGN PARTICIPANTS

# 309

Instructors could interact with c<sup>3</sup>Design in three ways: experience the tool in a small facilitated cohort, synchronously or asynchronously, or choose to work through the site independently. In the end, they produced a learning-focused course and syllabus that support meaningful student engagement and learning.

Dozens of instructors from other institutions are also using c<sup>3</sup>Design. We are continuing to improve the tool based on instructor feedback. In the future, we will offer both our in-person Course Design Institute and c<sup>3</sup>Design.

[C3DESIGN.ACADEMY/](https://C3DESIGN.ACADEMY/)



*"Very valuable and inspirational. As I needed to approach my course from a fresh perspective for online delivery, this allowed me to take the backward-design approach and implement learning theory and new tools. It was really helpful to hear from colleagues as well and I was inspired by what they were doing."*



*"An excellent process with well-designed materials to guide faculty through the process of designing their course and associated syllabus."*



## CDI 2.X PARTICIPANTS

# 71

### SPECIFICATIONS GRADING

AUGUST 7, 2019

MARCH 9, 2020

### ADVANCED COLLABORATIVE LEARNING

MARCH 10 AND 11, 2020

## CDI 2.X

A new program consisting of advanced, day-long or multi-day workshops that allow instructors to deeply explore ideas introduced in our Course Design Institute.

We held our first CDI 2.X event in August on Specifications Grading and offered it again in March. Participants analyzed and discussed models of specifications grading from a variety of disciplines and class types, and assessed their readiness to adopt specifications grading in their own teaching contexts. Then they designed systems for their courses, articulated specifications for a course assignment, and received feedback on their work.

Held in March, our Advanced Collaborative Learning two-day workshop offered a deeper dive into the evidence-based essentials of collaborative learning. Participants articulated their own pedagogical values around collaborative learning and (re)designed a collaborative assignment for their course.

# COMMUNITY-ENGAGED LEARNING INITIATIVES

## FACULTY LEARNING COMMUNITY

In response to COVID-19, the CTE led a faculty learning community on **Transitioning Community-Engaged Courses Online**. 13 faculty met for four biweekly dialogue and brainstorming sessions to discuss the unique challenges and hidden opportunities of teaching their community engagement courses online. Participants covered topics such as:

- the ethics of virtual volunteering,
- involving students in the process of community recovery,
- lessons learned from the crisis,
- and the implications of the crisis on the future of community-engaged teaching at UVA.

## VIDEO SERIES

To document the experiences of faculty who taught community-engaged courses in Spring 2020, the CTE produced the **Community-Engaged Teaching in a Time of Trauma** video series. 8 faculty from across Grounds shared their reactions to teaching during the pandemic, as well as their reflections on the challenges, outcomes, and unexpected opportunities of transitioning their courses online midway through the semester.

The videos can be found on the [CTE's YouTube channel](#).



LEARNING  
COMMUNITY  
PARTICIPANTS

13



VIDEO  
SERIES  
CONTRIBUTORS

8



## DEPARTMENTS INVOLVED

4

## FACULTY INVOLVED

~95

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### THE END RESULT WILL BE A CURRICULUM THAT IS:



## CURRICULUM (RE)DESIGN

A new grants program that officially launched in spring 2020, the goal is to help units (re)design curricula for majors, minors, graduate degrees, or any other connected group of courses and ensure the process is as efficient and effective as possible.

The CTE chose 4 departments to undergo the curriculum (re)design process, after putting out a call for applications:

1. **DRAMA,**
2. **ENVIRONMENTAL THOUGHT AND PRACTICE,**
3. **RELIGIOUS STUDIES, AND**
4. **URBAN AND ENVIRONMENTAL PLANNING.**

Grantees receive personalized support from an experienced CTE-led team and up to \$15,000 in funds to support curriculum (re)design efforts. In addition to a CTE faculty member with expertise in curriculum design, the CTE team includes a postdoctoral research associate as well as partners from the offices of Organizational Excellence (OE) and Institutional Research and Analytics (IRA) with expertise in managing change and assessment, respectively. The process can take between 12-24 months, from beginning to implementing the new curriculum.



Organizational Excellence



Institutional Research and Analytics

# RELIGION, RACE, AND DEMOCRACY: TEACHING FOR EQUITY AND SOCIAL JUSTICE

This inaugural institute held January 6-10, 2020 was designed for instructors interested in developing instructional approaches that foster skills and dispositions students need to engage fully and ethically in civic life. 31 participants explored strategies for creating inclusive and equitable classroom environments that foster critical reflection and authentic conversations about pressing, controversial issues of our time.

## INSTITUTE PARTICIPANTS

# 31

Instructors spent the week defining their goals for social justice learning; designing assignments that foster critical engagement; revising their syllabus to respond to and leverage their students' diverse backgrounds, interests, and needs; and devising ways of communicating their teaching philosophy with students.

The institute was made possible with support from the A&S Religion, Race, & Democracy Lab.

Following the institute, 8 instructors participated in a subsequent learning community, meeting biweekly during the spring semester.

**THIS INSTITUTE WAS LED BY CTE FACULTY IN COLLABORATION WITH COLLEAGUES AT UVA, JMU, AND UDC.**



## *Facilitators*

**JOHN ALEXANDER**

UVA, Information Technology Services

**DOROTHE BACH**

UVA, Center for Teaching Excellence

**ROSE BUCKELEW**

UVA, Sociology

**ELIZABETH DICKENS**

UVA, Center for Teaching Excellence

**TABITHA ENOCH**

UVA, Office of the Dean of Students

**EMILY O. GRAVETT**

JMU, Center for Faculty Innovation and Religious Studies

**CLAUDRENA HAROLD**

UVA, History

**CORTNEY McENIRY**

UVA Acts

**CARL S. MOORE**

UDC, Research Academy for Integrated Learning (RAIL)

**DIANE OBER**

UVA, Hoos Brave

**JOSHUA STREETER**

JMU, Theater Education

**ADRIANA STREIFER**

UVA, Center for Teaching Excellence

*"Thank you for all of the hard work you do to make education at UVA a positive experience for all students. I can't imagine how difficult it must have been to adapt your course material to online courses and yet within a few days UVA was up and running virtually. I know that many of you have had to adjust to this new format while facing many additional challenges at home. ... I just wanted to let you know that we appreciate all that you are doing and have done!"*

*"Your lives were upended just as much as ours were, and yet the burden fell on you to orchestrate ways to generate some pocket of normalcy for your students. This is a task you took on valiantly, calmly, and enthusiastically, and I cannot thank you enough for allowing the reprieve of education to maintain its presence in my life during this time."*

## THANK-A-PROF/TA

Spring 2020 was an extraordinarily difficult semester for both students and instructors due to COVID-19. As a way to acknowledge instructors going above and beyond during this unprecedented time, we invited students to express their appreciation to professors and teaching assistants. They could submit thank you notes to let their teachers know the impact they had on them and their learning experiences.

Students could choose to include their name or remain anonymous. The CTE sent the messages to the professor or TA on the student's behalf.

### NOTES SHARED WITH INSTRUCTORS

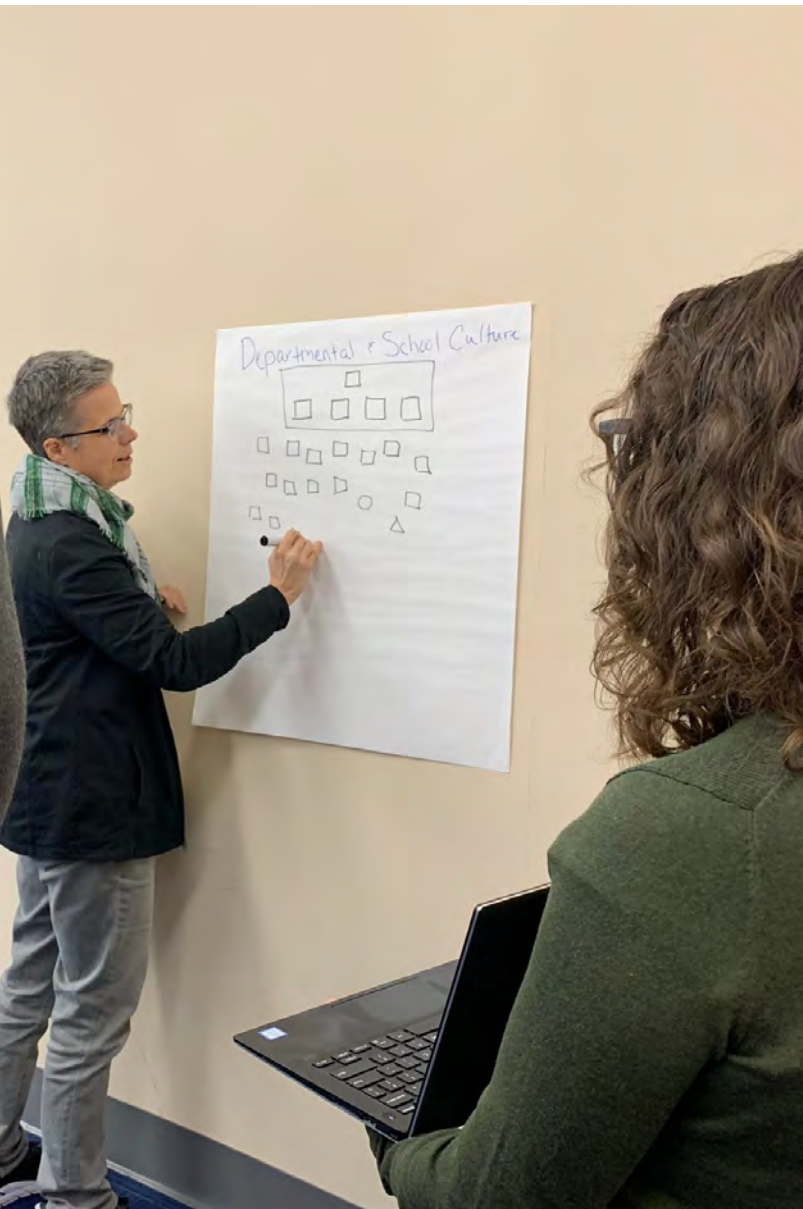
# 650

## POP-UP CTE

An informal booth that pops up in various locations around Grounds about once a week to serve as just-in-time CTE office hours. In Fall 2019, we piloted this effort, which we hope to expand in future semesters.







# COVID-19 CONTINUITY SUPPORT

**THE CTE WAS ON THE FRONTLINES HELPING FACULTY AND GRADUATE STUDENTS SHIFT TO REMOTE INSTRUCTION.**

On March 11, 2020, UVA made the decision to move spring classes online to combat the spread of COVID-19. As a result, the CTE quickly shifted gears to offer support to all instructors with the transition from face-to-face to virtual instruction. Our efforts took many forms.

**INSTRUCTOR SUPPORT REQUESTS HANDLED**

**234**

**CONSULTATIONS**

**32**

**WORKSHOPS FACILITATED**

**33**

**WORKSHOP PARTICIPANTS**

**663**

**C<sup>3</sup> DESIGN SESSIONS FACILITATED**

**22**

**C<sup>3</sup> DESIGN PARTICIPANTS**

**309**

## WE ALSO...

- supported the initial development of UVA's Teaching Continuity website and are leading long-term efforts. [TEACHINGCONTINUITY.VIRGINIA.EDU](https://teachingcontinuity.virginia.edu)
- developed and supported the training of Learning Design & Technology's Digital Pedagogy Interns.
- developed a range of self-guided and facilitated professional development experiences, including a 4-hour session for summer instructors: **Creating Well-Paced, Socially Connected Online Courses**. An asynchronous version was later made available to instructors.
- led work to redesign the Spring 2020 course evaluation questions.
- created the Thank-a-Prof/TA initiative for students to show appreciation to instructors after an extraordinarily difficult semester.



## COVID-19 CANCELED SEVERAL OF OUR PROGRAMS AND PROMINENT EVENTS, INCLUDING...

- **Connecting Lives, Opening Hearts: Community-Engaged Teaching** was a film screening set to take place March 23, during UVA's first-ever Public Service Week. The evening was meant to showcase the transformative power of community-engaged teaching.
- Our Eighth Annual Innovations in Pedagogy Summit was scheduled for April 29. The theme was **Curiosity, Discovery, and Wonder**, and we had invited Dr. Jen Moon and Katie Dawson, both of the University of Texas at Austin, to serve as our keynote speakers.
- Our two summer, in-person Course Design Institutes were canceled. Instead, we offered c<sup>3</sup>Design, our new online course design experience.
- Several scheduled UVA Acts performances were canceled.



# **SIGNATURE PROGRAMMING**

**COURSE DESIGN  
INSTITUTE\***

**IGNITE**

**INNOVATIONS IN  
PEDAGOGY SUMMIT+**

**SoTL SCHOLARS**

**TEACHING AS A  
GRADUATE STUDENT**

**TOMORROW'S  
PROFESSOR TODAY**

**UVA ACTS**

\*Replaced with c<sup>3</sup> Design.

+Canceled due to COVID-19.



## IGNITE

This program is for new faculty, those who started teaching at UVA within the last three years. Ignite kicked off with Scholars participating in our Course Design Institute in Summer 2019. Then they worked in a semester-long learning community to support each other in implementing their courses and deepening their understanding of evidence-based practices. 18 Scholars joined our 2019-20 cohort.

### SCHOLARS IN 2019-20 COHORT

# 18

## *2019-20 Cohort*

PANAGIOTIS APOSTOLELLIS, Computer Science  
TOMEKA DOWLING, Nursing  
LU FENG, Computer Science  
SEAN FERGUSON, Engineering & Society  
TISHA HAYES, Curriculum Instruction & Special Education  
PETER JOHANNESSEN, Leadership & Public Policy  
HIROMI KANEDA, Spanish, Italian, & Portuguese  
BILAL MAANAKI, Middle Eastern & South Asian Languages and Cultures  
MAHSHAD MOHIT, Middle Eastern & South Asian Languages and Cultures  
STEPHANIE MORANO, Curriculum Instruction & Special Education  
AMANDA PHILLIPS, Art  
GEORGE PRPICH, Chemical Engineering  
BETH QUATRARA, Nursing  
TYSON REEDER, History  
KEVIN SMITH, English  
JULIA TAYLOR, Pediatrics  
KRISTA VARANYAK, Statistics  
KRISTEN WELLS, Public Health Sciences

## SCHOLARS IN 2019-20 COHORT

# 19

### *2019-20 Cohort*

PANAGIOTIS APOSTOLELLIS, Computer Science  
PAUL BOURDON, Math  
SHU-CHEN CHEN, East Asian Languages, Literatures, & Cultures  
MEREDITH CLARK, Media Studies  
BETHANY COYNE, Nursing  
ELIZABETH DICKENS, English  
DEVIN DONOVAN, English  
ALICIA FRANTZ, Chemistry  
AHMED IBRAHIM, Computer Science  
MIEKO KAWAI, East Asian Languages, Literatures, & Cultures  
MELISSA LEVY, Educational Development & Human Services  
S. KELLOGG LELIVELD, Darden  
ELIZABETH OZMENT, Music  
MAREK-JERZY PINDERA, Engineering Systems & Environment  
UPSORN PRAPHAMONTRIPONG, Computer Science  
GEORGE PRPICH, Chemical Engineering  
ANN REIMERS, Engineering & Society  
BARBARA REYNA, Nursing  
LAURA SERBULEA, Chemistry

### *Graduate Student Assistants*

STEFEN BEELER-DUDEN  
JESS KANSKY  
EVA LATERNER  
JESSICA TAGGART

## SoTL SCHOLARS

The Scholarship of Teaching and Learning is a framework that guides instructors through the systematic study of teaching and learning. This year-long program gives faculty the support and tools to develop and implement classroom-focused research projects. It is designed particularly for general faculty who have an expectation of scholarship and are seeking to engage in scholarly work around learning-centered approaches to teaching and course design. Participants complete a SoTL project over the course of the academic year and work toward publication and/or presentation of their project. They also have access to a graduate student assistant who can support their research. 19 SoTL Scholars were accepted into the 2019-20 cohort.

### *Presentations and Publications*

- Metzger, M., & Taggart, J. (2020, March). *Inclusive teaching strategies and outcomes in 4th-year baccalaureate nursing students: A mixed methods study*. Sigma Theta Tau International Nursing Education Research Conference, Washington D.C.
- Metzger, M., & Taggart, J. (2020). A longitudinal mixed methods study describing 4th year baccalaureate nursing students' perceptions of inclusive pedagogical strategies. *Journal of Professional Nursing*. DOI: 10.1016/j.profnurs.2019.12.006
- Morris, D. (2019, August). *Adding a computational component to a traditional linear algebra course*. Lilly Conference, Asheville, NC.
- Praphamontripong, U., Floryan, M., & Ritzo, R. (2020, March). *A preliminary report on hands-on and cross-course activities in a college software testing course*. 2020 IEEE International Conference on Software Testing, Verification and Validation Workshops (ICSTW), Porto, Portugal. DOI: 10.1109/ICSTW50294.2020.00080.
- Reimers, A., & Beeler-Duden, S. (2020, June). *Modification of a rotational kinematics concept inventory to improve reliability and discrimination for use with Engineering Dynamics students*. 2020 ASEE Virtual Annual Conference. <https://peer.asee.org/34983>  
This research received the "2020 Best Paper Award" from the ASEE Mechanics Division.

# TEACHING AS A GRADUATE STUDENT

Our annual graduate student workshop was held August 22, 2019. 325 first-time graduate students attended, one of our largest groups to date.

Practical, interactive sessions addressed teaching across disciplines and topics such as:

- getting to know your students
- teaching the first days
- creating an inclusive environment
- balancing teaching with life as a graduate student
- effective grading and feedback
- learning discipline-specific pedagogies, such as facilitating discussions, leading labs, and teaching foreign languages

## ATTENDEES

**+325**

## *2019 Facilitators*

STEFEN BEELER-DUDEN, Psychology  
FATMAH BEHBEHANI, Architecture  
CLAIRE-MAIRE BRISSON, French  
ASPEN CLEMENTS, Chemistry  
CHRISTIAN HAYES, Astronomy  
ROB KELLY, Engineering  
EMELYE KEYSER, English  
KATIE KNAUS, Engineering  
STEPHANIE LAWTON, History  
DUANE MACATANGAY, Engineering  
JENNIFER MAENG, Education  
EMILY MATSON, History  
JULIANNE MCCOBIN, English  
LIZA MITCHEM, Biology  
LORENA OCHOA CAMPO, Spanish, Italian,  
& Portuguese  
EMMA PHILIP, Physics  
KEVIN ROSE, Religious Studies  
EMILY SCIDA, Spanish, Italian, &  
Portuguese  
JEREMY SLOANE, Biology  
YIQING SONG, Astronomy  
JULIE SPENCER, Applied Math  
JESSICA TAGGART, Psychology

# TOMORROW'S PROFESSOR TODAY

This flexible professional development program focuses on improving preparedness in teaching at the college level for graduate students and postdoctoral scholars. Participants attend workshops, observe faculty and their peers teach, prepare teaching documents, and peer-mentor fellow participants.

We accepted 40 participants into the program in Fall 2019 and 25 participants in Spring 2020.

## 2019-20 COHORT

**65**

## *In Production*

**THE INCLUSIVE TEACHING TOOLKIT**

**FIRST DAYS**

**SMALL GROUPS**

**LECTURES**

**SEARCH COMMITTEE SIGNALS**

## *In Development*

**HOT MOMENTS IN THE CLASSROOM**

**SEXUAL HARASSMENT**

**PROGRAM PARTICIPANTS**

**~700**

**PUBLIC PERFORMANCES**

**10**

**REQUESTED PERFORMANCES**

**18**

## **UVA ACTS**

This is an educational theatre program promoting equitable, vibrant spaces for working and learning at UVA. Launched in Summer 2019, UVA Acts has four programs in production and two in development, delayed due to COVID-19.

In the fall, UVA Acts:

- performed at New Faculty Orientation.
- offered 5 public performances.
- received 7 private performance requests by groups from 5 different schools.
- had about 350 instructors participate in programming.

In the spring, UVA Acts:

- offered 5 public performances.
- offered 4 pilot performances.
- received 8 UVA-requested performances and 3 requests from outside UVA.
- had about 350 instructors participate in programming.

Unfortunately, COVID-19 canceled the following performances:

- 3 public
- 2 pilot
- 7 private
- May and June CDI

This program is co-sponsored by the Office of the Vice Provost for Faculty Affairs.





# ADDITIONAL PROGRAMS AND SERVICES

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## CONSULTATIONS

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CTE consultants completed 115 teaching consultations throughout the fall and spring semesters, in addition to consultations related to our COVID-19 response.

- 37 ONE-ON-ONE**
- 24 ENGAGING STUDENTS' PERSPECTIVES (ESP) SURVEYS**
- 26 IN-CLASS OBSERVATIONS**
- 28 ESP SURVEYS AND IN-CLASS OBSERVATIONS**

We received requests from:

- 78 FACULTY**
- 35 GRADUATE STUDENTS**
- 7 POSTDOCS**

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## PHD PLUS LIAISONS

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This professional development program for graduate students is a collaboration with PhD Plus. Graduate liaisons help the CTE build bridges between our in-house professional development offerings and the discipline-specific concerns of our graduate students.

We mentored 5 graduate liaisons in developing 3 workshops and 1 survey project.

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## TEACHING AND LEARNING IN THE ARTS AND HUMANITIES

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This faculty community of inquiry and practice explored the unique characteristics and significance of teaching and learning in the arts and humanities. 10 participants joined the year-long program starting in January 2019.

The group met monthly to discuss the challenges and opportunities around teaching in these disciplines. Participants also (re)designed a course at CDI.

We retired this program in December 2019.

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## THRIVE GRANTS

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Thrive grants support instructors' efforts to create transformative learning experiences that allow them and their students to interact in meaningful and substantive ways beyond traditional classroom boundaries.

16 projects were funded for Fall 2019 courses, distributing \$50,153. 27 projects were funded for Spring 2020, distributing \$88,800. Projects can fall into one or more categories: community engagement; course-embedded projects or research; field trip(s); and partnership. A full list of grant recipients can be found on our website.

### FALL 2019 PROJECTS

# 16

### FUNDS DISTRIBUTED

# \$50,153

### SPRING 2020 PROJECTS

# 27

### FUNDS DISTRIBUTED

# \$88,800

# EVENTS

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**THE CTE INVITED MULTIPLE SPEAKERS TO ENGAGE THE UNIVERSITY COMMUNITY THIS YEAR.**

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**THE BENEFITS OF SELF-DISCLOSURE IN THE CLASSROOM**

Workshop by Dr. Emily O. Gravett, *Assistant Director of the Teaching Area in the Center for Faculty Innovation and Assistant Professor in the Department of Philosophy & Religion, James Madison University*

**A CONTEMPLATIVE FEMINIST APPROACH TO TEACHING ABOUT RACE AND WHITENESS and BELOVED COMMUNITY AND SOCIAL JUSTICE IN THE COLLEGE CLASSROOM**

Presentation and workshop by Dr. LeeRay Costa, *Director of Faculty Development and Professor of Anthropology and Gender & Women's Studies, Hollins University*

**AN EXPLORATION OF PARTNERSHIP AND CO-CREATION MODELS\***

Workshop by Dr. Cathy Bovill, *Senior Lecturer in Student Engagement at the Institute for Academic Development, University of Edinburgh*

\*This event was canceled due to COVID-19.



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**CTE FACULTY FACILITATED SEVERAL WORKSHOPS ON A VARIETY OF TEACHING- AND LEARNING-RELATED TOPICS.**

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**WRITING REFLECTIVE TEACHING STATEMENTS**

Facilitated by Adriana Streifer

**CONTEMPLATIVE PRACTICES IN HIGHER EDUCATION**

Book group discussion co-sponsored by the Contemplative Sciences Center

**TEACHING, ACCESSIBILITY, AND UNIVERSAL DESIGN FOR LEARNING**

Facilitated by Dorothe Bach and Lindsay Wheeler

**MAXIMIZING YOUR TA EXPERIENCE: POWER, DIFFERENCE, AND OPTIMISM**

Facilitated by Lynn Mandeltort and Adriana Streifer

**UNDERSTANDING AND IMPLEMENTING EQUITABLE TEACHING PRACTICES**

Facilitated by Adriana Streifer

**SCHOLARLY TEACHING: USING EVIDENCE TO BETTER SUPPORT STUDENT LEARNING\***

Facilitated by Elizabeth Dickens and Lindsay Wheeler

\*This event was canceled due to COVID-19.

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**IN RESPONSE TO COVID-19, CTE FACULTY OFFERED THE FOLLOWING WORKSHOPS TO SUPPORT INSTRUCTORS WITH REMOTE INSTRUCTION.**

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**CONVERSATION ABOUT EMBODIED AND EXPERIENTIAL LEARNING IN AN ONLINE ENVIRONMENT**

**REIMAGINING ASSESSMENT IN AN ONLINE ENVIRONMENT**

**REIMAGINING STUDENT ENGAGEMENT IN AN ONLINE ENVIRONMENT**

**TRANSITIONING COMMUNITY-ENGAGED COURSES ONLINE**

**TEACHING DURING A PANDEMIC: A SPACE FOR REFLECTION AND SHARING**

**TEACHING EQUITABLY IN TIMES OF CRISIS**

**STRATEGIES FOR CLOSING THE SEMESTER WITH EQUITY IN MIND**

**BUILDING AN AUTHENTIC ONLINE CLASSROOM COMMUNITY**

**CREATING WELL-PACED, SOCIALLY CONNECTED SUMMER COURSES**

**VIRTUAL ASSESSMENT IN BIOLOGY**



# SERVICE AND SCHOLARSHIP

CTE faculty actively engage in professional service and scholarly work at UVA and beyond. They are represented on numerous committees; frequently present at regional, national, and international conferences to extend and enhance our work; invited to give presentations and facilitate workshops at other institutions; and publish extensively in the educational development field and in other outlets focused on teaching and learning.

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## INTERNAL COMMITTEE WORK

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Academic Outreach Committee  
A&S Curriculum and Educational Policy Committee  
A&S General Education Curriculum Assessment Committee  
Blue Course Evaluation Implementation Team  
Course Evaluation Working Group  
Critical Thinking Competency Assessment Committee  
Data Governance Committee  
Graduate Student Awards Committee  
Institutional Assessment and Studies (IAS) Advisory Board

Learning Management System Working Group  
NEH Distinguished Teaching Professor Selection Committee  
Online 2.0 Working Group and Implementation Team  
Teaching and Learning Technologies Committee  
Teaching with Technology Summit Planning Committee  
QEP Oversight committee  
University Committee on Information Technology  
University Seminar Selection Committee  
Writing Program Pedagogy Committee

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## EXTERNAL LEADERSHIP

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- Bach, D. Member, Board of Directors, POD Network's Core Committee. 2017-2020
- Dickens, E. Chair, POD Network's Outreach Subcommittee of the External Partnerships and Outreach Committee. 2018-present
- Dickens, E. Editor, POD Speaks. 2018-2021
- Mandeltort, L. Member, POD Network's STEM SIG Diversity Subcommittee. 2019-present
- Streifer, A. Chair, POD Network's Innovation Award Subcommittee of the Awards Committee. 2019-present
- Streifer, A. Co-Chair, POD Network's GPPD Committee, Diversity and Outreach Working Group. 2017-2020
- Streifer, A. Coordinator, POD Network's Birds of a Feather Session. 2019-present
- Wheeler, L. B. Chair, POD Network's Scholarship Committee. 2018-present

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## SELECT CONFERENCE PRESENTATIONS

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**Bach, D.** & Roderick, L. (2019, November). *Radical Listening and the Pedagogy of Community: Fostering Connected Learning*. POD Network in Higher Education Conference, Pittsburgh, PA.

Buckelew, R., & **Bach, D.** (2020, February). *Specifications Grading: A Strategy for Cultivating Productive Student-Instructor Relationships*. Conference for Higher Education Pedagogy, Blacksburg, VA.

Grooters, S., **McEniry, C.**, & **Bach, D.** (2019, November). *Decentering Whiteness in Anti-Racist Educational Development Practices*. POD Network in Higher Education Conference, Pittsburgh, PA.

**Mandeltort, L.** (2019, October). *SoTL as a Lever for Social Change in the Professoriate*. International Society for Scholarship of Teaching and Learning (ISSOTL) Annual Meeting, Atlanta, GA.

**Sloane, J.**, & **Wheeler, L.** (November, 2019). *Pilot Learning Assistant Program: Exploring the Impact on Learning Assistants*. POD Network in Higher Education Conference, Pittsburgh, PA

**Streifer, A.** (2019, November). *Tomorrow's Professor Today: A Multi-tiered, Scalable Teaching Certificate Program*. Graduate and Postdoc Development Showcase: Diverse Approaches, Communities, and Connections. POD Network in Higher Education Conference, Pittsburgh, PA.

**Wheeler, L., Palmer, M. S.**, Giering, J., & Hunger, G. (2020, January). *Lessons Learned From a Pilot Learning Assistants Program in Chemistry and Math*. Association of American Universities STEM Network annual meeting, Washington, D.C.

Wright, M., Ouellette, M. & **Palmer, M. S.** (November, 2019). *Advancing Educational Development Through Collaboration with Institutional Fundraising*. POD Network in Higher Education Conference. Pittsburgh, PA.

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## SELECT PUBLICATIONS

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**Streifer, A., Gravett, E. O. and Taggart, J.** (2019). Student perceptions of instructors as growing learners: Implications for educational development. *Journal of Faculty Development*. 33(3), 77-82.

Sturtevant, H. & **Wheeler, L.** (2019). The STEM Faculty Instructional Barriers and Identity Survey (FIBIS): Development and exploratory results. *International Journal of STEM Education*, 6(35), 1-22. DOI: 10.1186/s40594-019-0185-0

**Wheeler, L. & Bach, D.** (2020). Understanding the impact of educational development interventions on classroom instruction and student success. *International Journal of Academic Development*. DOI: 10.1080/1360144X.2020.1777555

**Wheeler, L., Palmer, M. S., & Aneece, I.** (2019). Students' perceptions of course syllabi: The role of syllabi in motivating students. *International Journal for the Scholarship of Teaching and Learning*, 13(3), Article 7. <https://digitalcommons.georgiasouthern.edu/ij-sotl/vol13/iss3/7>

**Wheeler, L., Mulvey, B.K., Maeng, J.L., Librea-Carden, M.R., & Bell, R. L.** (2019). Teaching the Teacher: Exploring STEM Graduate Students' Nature of Science Conceptions in a Teaching Methods Course. *International Journal of Science Education*, 41, 1905-1925. DOI: 10.1080/09500693.2019.1647473

**Wheeler, L., Sturtevant, H., & Mumba, F.** (2019). An exploratory study of the impact of a Teaching Methods course for International Teaching Assistants in an inquiry-based general chemistry laboratory. *Journal of Chemical Education*. DOI: 10.1021/acs.jchemed.9b00239

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## INVITED WORKSHOPS AND PRESENTATIONS

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**Bach, D.** (2019). Developing a Curriculum Design Initiative. University of the Free State, Bloemfontein, South Africa,

**Bach, D.** (2019). Highlights of UVA's Course Design Institute. University of the Free State, Bloemfontein, South Africa,

**Bach, D.** (2019). Specifications Grading: A Strategy for Inclusive, Meaningful, and Transparent Assessment. Universität Regensburg, Germany,

**Bach, D.** (2019). Metacognition & Beyond: What Teachers Can Do to Help Students Become Better Learners. Technische Hochschule Nürnberg, Germany,

**Bach, D.** (2019). Trends in der Amerikanischen Hochschuldidaktik. Technische Hochschule Nürnberg, Germany,

**Streifer, A.** (2019) Presentation and Workshop on Classroom Observation Strategies Writing Program, Department of English, UVA.

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## ADDITIONAL PUBLICATIONS

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Byers, A., Cresawn, K. O., Edmondson, E., Jones, R., Magliaro, S. G., Maeng, J. L., Newbill, P., Seshaiyer, P., Webb, A., & **Wheeler, L. B.** (2020). Developing a Virginia STEM Network. A white paper for the Virginia STEM Commission.

**Kaufman, A.** (2020, May 7). Students don't need you to be a perfect teacher right now. They need you to be honest and human. *Newsweek*.  
<https://www.newsweek.com/students-education-teaching-trauma-coronavirus-1502671>

**Wheeler, L.** & Morkowchuk, L. (2020). Project-based Guided Inquiry (PBGI) curriculum in Introductory Chemistry laboratories. In J. J. Mintzes and E. M. Walter (Eds). *Active learning in college science: The case for evidence based practice*. Berlin: Springer Nature.

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## REVIEW AND EDITORIAL WORK

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Director Michael Palmer and Assistant Director Lindsay Wheeler were named Associate Co-Editors of the POD Network's journal *To Improve the Academy*.

CTE faculty also review and edit manuscripts for a variety of national and international journals and proposals for conferences.

- 44rd Annual POD Network Conference
- *Chemical Education Research and Practice*
- *College Teaching*
- *Innovative Higher Education*
- *International Journal of STEM Education*
- International Consortium of Educational Developers (ICED) Conference
- *Journal of Chemical Education*
- *Journal of College Science Teaching*
- *Journal of Engineering Education*
- *Journal of Mathematics and Science*
- *Journal of Research in Science Teaching*
- *Journal of Science Education and Technology*
- *Journal of Virginia Science Education*
- *To Improve the Academy*

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## MEDIA COVERAGE

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Developing Tools to Transform Student Experiences,  
[Jefferson Trust](#) - August 1, 2019

Class of 2023 is Officially Welcomed to UVA at Opening Convocation  
[UVA Today](#) - August 25, 2019

The Power of Place: Future Social Studies Teachers Learn From Montpelier  
[UVA Today](#) - October 2, 2019

What Exactly Makes Some College Professors Shine in the Classroom?  
[Curry School of Education and Human Development](#) - October 3, 2019



Benefits to a Contemplative Approach  
to Teaching and Learning  
Contemplative Sciences Center

Development of a Classroom  
Observation Protocol to Improve  
College Teaching and Learning  
3 Cavaliers - November 25, 2019

U.Va.'s CHARGE Program ends, but  
significant institutional changes  
remain promoting women faculty in  
Engineering School  
The Cavalier Daily - November 26,  
2019

UVa enlists parents in asking students  
to return home  
The Daily Progress - March 13, 2020

Holding the Course, Virtually  
College and Graduate School of Arts &  
Sciences - March 13, 2020

Students concerned with lack of  
internet access, job security in light of  
online transition  
The Daily Progress - March 19, 2020

Changing Course: 9 Tips for Instructors  
as They Begin Teaching Online  
UVA Today - March 18, 2020

Faculty and Students Take on the  
Challenges of Online Classes  
UVA Today - April 7, 2020

There's Something That Makes These  
Graduate Instructors Special  
UVA Today - May 21, 2020

CTE Rolls Out Innovative Course  
Design Program Online  
UVA Today - June 2, 2020

Seeking to Learn More about Racial  
Justice? Start Here.  
UVA Today - June 19, 2020

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## COLLABORATIONS

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Each year, the CTE participates in New Faculty Orientation organized by the Office of the Executive Vice President and Provost. The event brings together units from across Grounds to welcome new faculty to UVA, build community, provide useful resources, and encourage a healthy work-life balance.

The Teaching with Technology Summit is an annual event introducing instructors to the technologies available for teaching and learning at UVA. The CTE partners with A&S Learning Design & Technology, Information Technology Services, the Office of the Vice President for Information Technology, School of Continuing and Professional Studies, UVACollab, and UVA Library.

We are partnering with the offices of Organizational Excellence (OE) and Institutional Research and Analytics (IRA) on our Curriculum (re)Design program.

The A&S Religion, Race, & Democracy Lab provided funding to develop and facilitate the week-long Religion, Race and Democracy institute.

We worked with the A&S Learning Design & Technology team to develop and support the training of Digital Pedagogy Interns during Summer 2020.

The CTE frequently works closely with PhDPlus to offer workshops to graduate students and postdoctoral scholars.

We partner with many other units on various events and initiatives.



# MARKETING/ COMMUNICATIONS

CTE WEBSITE VISITS

**32,863**

NEWSLETTERS

**9**

BLOG POSTS

**6**

TWITTER FOLLOWERS

**414**

FACEBOOK FOLLOWERS

**59**

YOUTUBE VIEWS

**1,826**

# 2020-2021 STRATEGIC GOALS

## 01

### ADVANCE EQUITABLE AND ANTI-RACIST ORGANIZATIONAL AND EDUCATIONAL PRACTICES

#### We plan to:

- engage in substantive learning and anti-racism training to assess and improve our organizational and educational development work and educational practices
- build on and expand our social justice-oriented work we began with the Teaching for Equity and Social Justice institute and UVA Acts
- collaborate with diversity offices and administrators across Grounds to coordinate diversity initiatives into a comprehensive strategy
- hire a Faculty Fellow with expertise in anti-racism and anti-racist pedagogy

## 02

### PROVIDE HIGH-IMPACT EDUCATIONAL DEVELOPMENT OPPORTUNITIES IN A SOCIALLY DISTANCED/ONLINE ENVIRONMENT

#### We plan to:

- continue to develop our online course design tool, c<sup>3</sup> Design, and the infrastructure needed to support a variety of delivery modes
- develop a variety of synchronous and asynchronous experiences to support online teaching
- create a virtual TAGS program for incoming graduate students
- modify our suite of programs for virtual experiences, including Ignite, SoTL Scholars, and New Faculty Orientation

## 03

### SUPPORT DATA-INFORMED TEACHING AND LEARNING DECISION-MAKING

#### We plan to:

- work closely with IRA and other units across Grounds to build infrastructure that connects student data to other data sources, such as CTE faculty program participation and course evaluations
- further integrate data into CTE work by working closely with IRA to create a set of dashboards that will enable us to identify CTE impact and areas for further programming
- complement our *Teaching & Learning Data Access & Use Plan* by developing an overall assessment and data strategy



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