

ENHANCING LEARNING | FOSTERING INNOVATION | BUILDING COMMUNITY

# *CENTER FOR TEACHING EXCELLENCE*



**2018-2019  
ANNUAL  
REPORT**



**UNIVERSITY  
of VIRGINIA**



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# FROM THE DIRECTOR

The CTE continues to innovate and offer cutting-edge programs designed to help instructors thrive as educators and their students thrive as learners. Three new additions to our suite of offerings include UVA Acts, SoTL Scholars, and Thrive, which help promote equitable, vibrant working and learning spaces, guide faculty in designing classroom-focused research projects, and support instructors in creating transformative learning experiences in their courses, respectively.

The CTE team continues to demonstrate through our scholarship and contributions to the greater educational development community that excellence is not just part of the Center's name, but a fundamental aspect of everything we do. Together we published 4 peer-reviewed manuscripts and submitted 11 others, presented 17 times at national and international conferences, and consulted with 7 institutions of higher education. The CTE's careful work demonstrating the impact of our programs on instructors' teaching practices and their students' learning received honorable mention for the POD Network's Robert J. Menges Award for Outstanding Research in Educational Development, becoming the 4th national award the Center has received since 2014.

*"Excellence is not just part of the Center's name, but a fundamental aspect of everything we do."*

The CTE also worked hard to extend its reach at UVA and beyond with the help of a newly hired Marketing and Communications Specialist: we have launched a redesigned website, updated our logo, expanded our social media presence, and laid the groundwork for regular distribution of a monthly e-newsletter.

In 2019-20, the CTE is poised to continue advancing our work in exciting and significant ways through innovative and transformative programming supported by an extensive marketing and communications strategy and additional staff dedicated to improving the academic lives of our faculty and students. Look for programming focused on curriculum (re)design, a suite of specialized course design initiatives, and advanced pedagogical explorations.

**MICHAEL S. PALMER**

DIRECTOR

# HISTORY AND MISSION

Established in 1990, the University of Virginia's Center for Teaching Excellence is a nationally and internationally renowned educational development center committed to enhancing teaching and learning, fostering teaching innovation, and building collegial community, at all levels and in all academic disciplines.

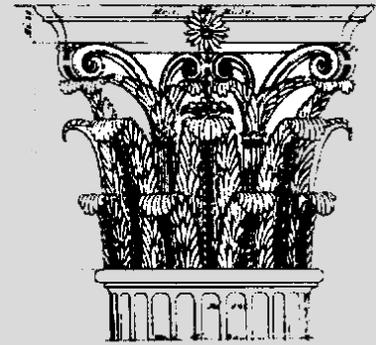
*Enhancing Learning*  
*Fostering Innovation*  
*Building Community*

The Center promotes excellence and innovation in teaching at the University of Virginia and contributes to national and international conversations on instructional development.

We strive for excellence in:

- fostering student learning and effective teaching through creative, innovative, and research-driven approaches, assessments, and technologies;
- advancing and translating the scholarship of teaching and learning for the classroom and beyond;
- building and nurturing cross-disciplinary communities and mentoring networks for scholarly exchange around learning, teaching, and professional growth; and
- cultivating lifelong learning for current and future faculty at all career stages.

To realize this mission, Center faculty and staff develop world-class programs and collaborate with individuals and units across Grounds and consult with higher education colleagues around the world.



**1990-2015**



**2015-2019**



**2019-CURRENT**

# 2018-19 YEAR AT A GLANCE

## CONSULTATION SERVICES

TEACHING CONSULTATIONS	132
One-on-ones	46
Engaging Students' Perspectives surveys	30
In-class observations	26
ESPs and observations	30
ASSESSMENT AND CURRICULUM DESIGN	10

We hired the Artistic Director/ Program Manager of



in December 2018, officially launching the program in summer 2019. Two programs are in production, The Inclusive Teaching Toolkit and Search Committee Signals.

### The CTE team:

- facilitated **8** workshops across Grounds;
- brought in **3** well-known speakers;
- co-hosted a 2-day event on Universal Design for Learning;
- served on **24** different committees across and beyond Grounds; and
- gave **17** presentations and published **4** articles, in addition to submitting **11** more.

## PROGRAMMING NUMBERS

### COURSE DESIGN INSTITUTE

- **88** participants in summer 2019

### IGNITE

- **31** Scholars in 18-19 cohort

### INNOVATIONS IN PEDAGOGY SUMMIT

- **125** attendees at 7th annual event

### TEACHING AS A GRADUATE STUDENT

- **240** students attended 2018 workshop

### TOMORROW'S PROFESSOR TODAY

- **99** participants entered program in fall 2018 and spring 2019

### SoTL SCHOLARS

- **11** Scholars in inaugural cohort
- **20** participants joined program in May 2019

### TEACHING AND LEARNING IN THE ARTS AND HUMANITIES

- **7** participants in inaugural cohort
- **10** participants joined full-year version of program in January 2019

### THRIVE

- **21** projects funded for spring and summer 2019 courses
- **\$73,554** in funding distributed

### PHD PLUS TEACHING LIAISONS

- **14** teaching liaisons in inaugural cohort
- **13** teaching-focused workshops designed in fall 2018 and spring 2019

**REDESIGNED  
WEBSITE**

**REFRESHED  
LOGO**

**CHAired  
THE PRESIDENTIAL  
TASK FORCE:  
THE FUTURE OF  
TEACHING AND  
LEARNING AT UVA**

**RECEIVED THE  
2018 POD NETWORK ROBERT J.  
MENGENS AWARD FOR OUTSTANDING  
RESEARCH IN EDUCATIONAL  
DEVELOPMENT (HONORABLE MENTION)  
FOR "MAKING ASSESSMENT MATTER"**

**HIRED FIRST-EVER  
MARKETING/  
COMMUNICATIONS  
SPECIALIST**

**REDESIGNED  
TOMORROW'S  
PROFESSOR TODAY  
PROGRAM**

**LAUNCHED FIVE  
NEW PROGRAMS**

**DESIGNATED A  
"GREEN WORKPLACE"**

# MEET OUR 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.



**MICHAEL PALMER**  
DIRECTOR, PROFESSOR



**DOROTHE BACH**  
ASSOCIATE DIRECTOR, PROFESSOR



**ELIZABETH DICKENS**  
ASSISTANT DIRECTOR,  
ASSISTANT PROFESSOR



**LYNN MANDELTORT**  
ASSISTANT DIRECTOR OF  
ENGINEERING EDUCATION  
INITIATIVES,  
ASSISTANT PROFESSOR



**ADRIANA STREIFER**  
ASSISTANT DIRECTOR,  
ASSISTANT PROFESSOR



**LINDSAY WHEELER**  
ASSISTANT DIRECTOR OF  
STEM EDUCATION INITIATIVES,  
ASSISTANT PROFESSOR



**CORTNEY MCENIRY**  
UVA ACTS ARTISTIC DIRECTOR,  
PROGRAM MANAGER



**JEREMY SLOANE**  
POSTDOCTORAL RESEARCH  
ASSOCIATE



**HANNAH STURTEVANT**  
POSTDOCTORAL RESEARCH  
ASSOCIATE



**TED MAGILLEY**  
ADMINISTRATIVE AND  
FINANCIAL ASSISTANT



**CLAIRE REEGER**  
ASSOCIATE PROGRAM MANAGER



**IRIS WAGUESPACK**  
PROGRAM AND  
LOGISTICS COORDINATOR



**KRISTIN SLOANE**  
COMMUNICATIONS/  
MARKETING SPECIALIST

The CTE's work is further enhanced through generous and sustained commitment from our faculty, graduate, and undergraduate consultants, faculty facilitators, graduate liaisons, graduate and undergraduate student assistants, and UVA Acts ensemble members.

### CONSULTANTS

#### FACULTY:

Claire Cronmiller  
Douglas Fordham  
Brian Helmke  
Alison Levine  
Melissa Levy  
Ed Murphy

#### GRADUATE STUDENTS:

Swati Chawla  
Robin Costello  
Jessica Taggart  
Oscar Tovar-Argueta

#### UNDERGRADUATE STUDENTS:

Sahana Bhagat  
Christen Haig  
Sharvani Mehta  
Kalea Obermeyer  
Amanda Patton  
Alaina Robinson

### SIGNIFICANT CONTRIBUTORS

John Alexander (CDI facilitator)  
Claire Cronmiller (CDI facilitator)  
Emily Gravett (CDI facilitator)  
Brian Helmke (CDI facilitator, CATME workshop leader)  
Ashley Hosbach (SoTL Institute facilitator)  
Karolyn Kinane (CDI facilitator)  
Melissa Levy (CDI facilitator)  
Maureen Metzger (SoTL Institute facilitator)  
Carl Moore (CDI facilitator)  
Mark Sherriff (SoTL Institute facilitator)  
Jessica Taggart (SoTL Institute facilitator)  
Juliet Trail (CDI facilitator)

### GRADUATE LIAISONS

Breanna Brenneman  
Claire-Marie Brisson  
Alexi Garrett  
Alexa Hansiger  
Kelsey Huelsman  
Sarah Johnson  
Jessica Kansky  
Victoria Mauer  
Souheil Nadri  
Rajveer Nehra  
Shraddha Praharaj  
Kevin Rose  
Julia Triman  
Bailey Troia

### GRADUATE RESEARCH ASSISTANTS

Brynn Cooke  
Maddi Smittle  
Jessica Taggart

### UNDERGRADUATE STUDENT ASSISTANT

Sherese Bonner

### UVA ACTS ENSEMBLE MEMBERS

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

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# SIGNATURE PROGRAMS

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**COURSE  
DESIGN  
INSTITUTE**

**IGNITE**

**INNOVATIONS IN  
PEDAGOGY  
SUMMIT**

**NEW**  
**UVA**  
**Acts**

**TOMORROW'S  
PROFESSOR  
TODAY**

**NEW**  
**SoTL  
SCHOLARS**

**TEACHING AS A  
GRADUATE  
STUDENT**

# COURSE DESIGN INSTITUTE

*Our award-winning, nationally recognized Course Design Institute helps instructors reimagine the courses they teach and the ways they teach them.*

During our week-long institute, instructors experience the iterative, dynamic, and scholarly process of learning-focused course design. In the end, they design a course they love to teach, and one students love to take.

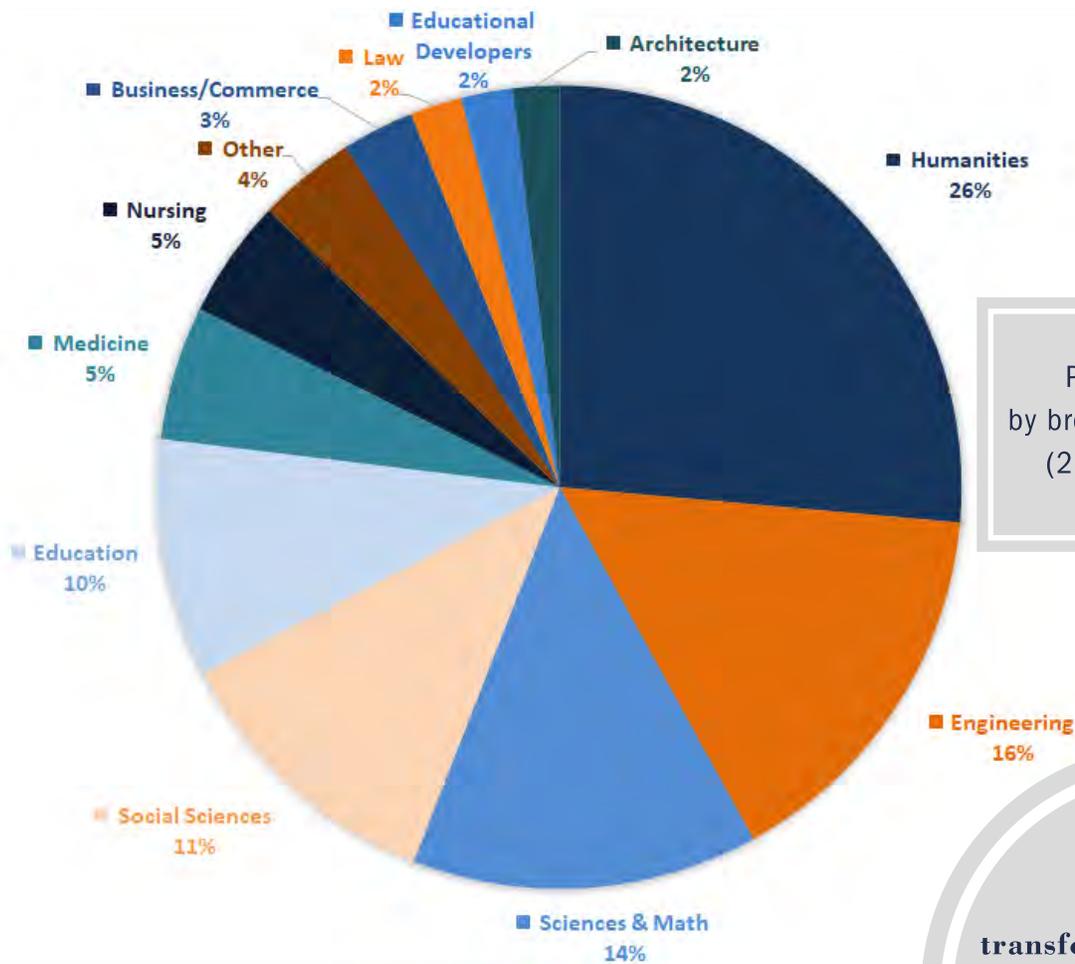
CDI is our flagship program, going strong for more than a decade. In 2019, we held two Institutes, in May and June. New this year, we brought in UVA Acts to perform the First Days module of its Inclusive Teaching Toolkit program.

In addition to CTE faculty, this Institute would not be possible without our dedicated and experienced facilitators, from UVA and other institutions, who lead their learning teams through the course design process.

## 2019 FACILITATORS

John Alexander, University of Virginia | Claire Cronmiller, University of Virginia | Emily Gravett, James Madison University | Brian Helmke, University of Virginia | Karolyn Kinane, University of Virginia | Melissa Levy, University of Virginia | Carl Moore, University of the District of Columbia | Juliet Trail, University of Virginia





Participation in CDI by broad disciplinary groups (2008-2019, N=673).

**"The first word that comes to mind is worthwhile. I'm surprised that it isn't somehow made mandatory for all relatively new instructors."  
- June 2019 Participant**

**"In a word, transformative. The CDI was an excellent experience in every way."  
- June 2019 Participant**

**"Fantastic! This was one of the best faculty development experiences I have ever had. I feel like I really learned more about good teaching and about my own values as a teacher than ever before."  
- May 2019 Participant**

# IGNITE

*Providing new UVA faculty with the knowledge, skills, and support to develop into exceptional teachers.*

We welcomed 31 Ignite Scholars into the 2018-19 cohort. Another core program, Ignite kicks off with our Course Design Institute. Then our Scholars work in a semester-long learning community to support each other in implementing their courses and deepening their understanding of evidence-based practices. 95% of Ignite Scholars agreed that the learning community helped them implement their newly designed, learner-centered course.

**31** SCHOLARS JOINED  
2018-19 COHORT

**159** TOTAL SCHOLARS  
SINCE 2015

“Ignite provided me the opportunity to hear ideas across disciplines and helped me to be comfortable implementing new activities in the classroom. It also pushed me to consistently increase my effectiveness as a teacher and to be a reflective practitioner.”

- 2018-19 Ignite Scholar

## 2018-19 SCHOLARS

Rose Buckelew, Sociology | Meredith Clark, Media Studies | Todd DeLong, Electrical & Computer Engineering | Devin Donovan, English | Elizabeth Ellcessor, Media Studies | Marina Escamez Ballesta, Spanish, Italian, & Portuguese | Alicia Frantz, Chemistry | Brad Goetz, Landscape Architecture | Esperanza Gorriz Jarque, Spanish, Italian, & Portuguese | Natasha Heller, Religious Studies | Chris Highley, Biomedical Engineering & Chemical Engineering | Sharon Ku, Engineering & Society | Mary Kuhn, English | Meiqin Li, Applied Math | Deepyaman Maiti, Engineering & Society | Meghan Mattos, Nursing, Acute & Specialty Care | Mahshad Mohit, Middle Eastern & South Asian Languages & Cultures | Abdul Nasir, Middle Eastern & South Asian Languages & Cultures | Sarah O'Brien, English | Tyson Reeder, History | Rafael Romo, Nursing | April Salerno, Curriculum, Instruction, & Special Education | Pragnyadipta Sen, Environmental Sciences | Crystal Shin, Law | David Singerman, History & American Studies | Natasha Smith, Mechanical & Aerospace Engineering | Samhita Sunya, Middle Eastern & South Asian Languages & Cultures | Sylvia Tidey, Anthropology | Khara Turnbull, Educational Leadership, Foundations, & Policy | Katelyn Wood, Drama | Xi Yang, Environmental Sciences



# INNOVATIONS IN PEDAGOGY SUMMIT

"How do we practice community-engaged pedagogy responsibly?"



Our 7th Annual Innovations in Pedagogy Summit held on May 1, 2019 brought together 125 faculty, staff, and students from across UVA and beyond around the theme **Teaching with/in Contexts**. Workshops and presentations explored concrete strategies for teaching in ways that engage our intersecting local, national, and global communities and contexts.

Dr. Timothy K. Eatman's keynote speech focused on **Knowledge-Making, Publicly Engaged Scholarship, Teaching, and the Urgency of Now: Beware of Shrinking Imagination**. Dr. Eatman is an educational sociologist and publicly engaged scholar, who serves as the inaugural dean of the Honors Living Learning Community and Associate Professor of Urban Education at Rutgers University-Newark.

INNOVATIONS IN PEDAGOGY SUMMIT		
Teaching With/in Contexts		
May 1, 2019 - Newcomb Hall, Third Floor		
8:00 - 9:00 am	Registration	Ballroom Lobby
9:00 - 9:10 am	Welcome Address Louis P. Nelson, UVA	Ballroom
9:10 - 10:30 am	Keynote: <b>Knowledge-Making, Publicly Engaged Scholarship, Teaching, &amp; the Urgency of Now: Beware of Shrinking Imagination</b> Timothy K. Eatman, Rutgers University-Newark	Ballroom
10:45 - 11:45 am	<b>Concurrent Sessions I</b>	South Room
Workshop	Homework and Hubris	Commonwealth
Workshop	Design as a Framework for Human-Centered STEM Teaching	Room 389
Workshop	Supporting Emerging Professionals' Engagement with Communities	Gallery
Short Presentations	Open Inquiry in the Public Policy Classroom   Words Matter: Using Writing to Connect Classroom & Community	Kaleidoscope
Short Presentations	Relations Among Inclusive Teaching Strategies & Student Outcomes in 4th-Year Nursing Students   Qualitative Skill Development in Engineering Education	Main Lounge & Ballroom
11:45 am - 1:15 pm	Lunch Panel: <b>Community-Engaged Teaching</b> Barbara Brown Wilson & Deyra Bowen Mathews	Main Lounge & Ballroom
1:15 - 2:15 pm	<b>Concurrent Sessions II</b>	South Room
Workshop	Books Behind Bars: Transforming Your Classroom Through the Power of Relationships	Commonwealth
Workshop	Making Small Changes to Introductory and/or Large Enrollment Courses to Bring Context into the Classroom	Gallery
Workshop	Cultivating Reciprocity: A Participatory, Arts-Based Approach to Asset-Mapping	Room 389
Workshop	Avoiding Exploitation: Ethical Practices of Engaged Scholarship	Kaleidoscope
Short Presentations	Documenting UVA's Future: An Oral History of the Quarter of President Saltonstall in 2012   Learning Chinese in Real Life: Community-Based Pedagogy & Interpersonal Communication	

VIEW THE FULL SCHEDULE:  
<https://vts.virginia.edu/2019-schedule-program>



# TOMORROW'S PROFESSOR TODAY

*Preparing graduate students  
and postdoctoral scholars to  
thrive in academe.*

Designed to facilitate the transition from student to academic professional, Tomorrow's Professor Today (TPT) focuses on improving preparedness in teaching at the college level.

Starting in 2005, TPT is one of the CTE's longest running programs. The program was redesigned as part of our 2018-19 annual goals. We launched the new, multi-tiered program in fall 2018, introducing 77 new graduate students and postdoctoral scholars to Tier 1. Another 22 entered the program in January 2019. The redesign has allowed us to have a virtually unlimited cohort size; previously, the program could accommodate only 26 participants a year. The total number of participants who have enrolled since 2005 is now nearly 400, representing 42 departments. Also, by breaking program requirements into beginner and advanced tiers, our hope is to meet the needs of participants with varying levels of interest and time.

Other highlights from the redesign include:

- program documentation migrated onto the Digication e-portfolio platform, facilitating more comprehensive record keeping and reducing costs for materials;
- new workshops were developed to fulfill TPT requirements;
- 6 out of the 77 newly enrolled participants have already completed Tier 1 requirements; and
- 9 participants completed the original TPT program requirements.

**99**  
**PARTICIPANTS ENROLLED  
IN 2018-19**

**380**  
**PROGRAM PARTICIPANTS  
SINCE 2005**



# TEACHING AS A GRADUATE STUDENT



Hosted annually since 1990, 240 graduate students once again attended our August 2018 workshop for first-time graduate student teaching assistants. Practical and interactive sessions address teaching across disciplines and topics such as:

- getting to know your students
- teaching the first day
- understanding the principles of learning-centered teaching
- negotiating potential pitfalls and difficulties
- grading effectively
- learning discipline-specific pedagogies such as facilitating
- discussions, leading labs, and teaching foreign languages

**7,500+**  
GTAS IMPACTED SINCE 1990

## 2018 FACILITATORS

Sherif Abdelkarim, English | Swati Chalwa, History | Robin Costello, Biology | Aldona Dye, Music | Ana Estrada, Biomedical Engineering | Kelly Fleming, English | Alexi Garrett, History | Alexa Hansinger, Spanish, Italian, & Portuguese | Zach Harris, Materials Science | Christian Hayes, Astronomy | Caleb Hendrikson, Religious Studies | Aycan Katitas, Politics | Rob Kelly, Materials Science & Engineering | Jennifer Maeng, Curry | Melissa Moore, Economics | Lorena Ochoa Campo, Spanish, Italian, & Portuguese | Dan Plattenberger, Civil & Environmental Engineering | Julie Spencer, APMA | Emily Scida, Spanish, Italian, & Portuguese | Jessica Taggart, Psychology | Grace Vasington, English | Cory Weller, Biology | Shane Woolf, Chemistry



# UVA ACTS



# UVA Acts

*Through performance and dialogue, UVA Acts promotes preventative practices that foster equitable, vibrant spaces for working and learning at UVA.*

This interactive theatre program launched in summer 2019. UVA Acts ensembles perform plays interrupted with moments of facilitated dialogue and audience intervention. We focus on interventions that faculty members can employ to promote equity in the workplace and classroom. Ensembles are made up of community, faculty, and student actors.

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



## **UVA ACTS PROGRAMS**

**The Inclusive  
Teaching Toolkit**

**Search Committee  
Signals**

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## **AUDIENCE RESPONSES**

**"Exciting! Worthwhile!  
Entertaining!  
Not to be missed!"**

**"A fun, interactive  
program that allows you  
to reflect on and witness  
strategies to create a  
more inclusive  
environment during the  
first day of class."**

**"I was not looking forward  
to this, but it was actually  
a good use of time."**



# SoTL SCHOLARS

## *Supporting instructors in the scholarship of teaching and learning.*

Our SoTL Scholars program gives faculty the tools to develop and implement classroom-focused research projects. It is designed for faculty who 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.

For the 2018-19 program, we:

- accepted 12 faculty to join the inaugural cohort, which attended a two-day institute (May 2018) and four follow-up workshops, and formed research accountability groups;
- accepted 20 additional faculty into the program in May 2019, which began with a 2.5-day institute, introducing participants to the foundational principles of SoTL research, along with a half-day workshop on "foundations of course design" for faculty who have not participated in CDI; and
- hired and trained three Graduate Research Assistants to support Scholars' projects.

### 2018-19 SCHOLARS

Sarah Craig, Nursing | Tisha Hayes, Curriculum, Instruction, & Special Education | Jennifer Kastello, Nursing | Karlin Luedtke, Women, Gender, & Sexuality | Hui Ma, Applied Math | Maureen Metzger, Nursing | Diana Morris, Applied Math | Andrew Pennock, Public Policy | Stacie Pisano, Applied Math | Julia Spencer, Applied Math | Jeffrey Woo, Statistics

### SoTL PROJECT PRESENTATIONS

- Craig, S., Kastello, J., & Cieslowski, B. (2019, June). Use of high-fidelity simulation and integrated information technology to promote safe medication administration practices among nursing students. A talk presented at the INACSL conference, Phoenix, AZ.
- Metzger, M., Taggart, J., & Aviles, E. (2019, May). Relations among inclusive teaching strategies and student outcomes in 4th-year nursing students. Podium presentation at the Innovations in Pedagogy Summit, Charlottesville, VA.
- Metzger, M. (2019, May) Bringing Pedagogy to Life in the Classroom. Podium presentation at University of Virginia School of Nursing Volunteer Boards Retreat, University of Virginia, Charlottesville, VA.



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# ADDITIONAL PROGRAMS AND SERVICES

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**CONSULTATIONS**

**TEACHING &  
LEARNING IN  
THE ARTS  
& HUMANITIES**

**NEW**

**THRIVE  
GRANTS**

**PHD PLUS  
TEACHING  
LIAISONS**

**SPARK**

# CONSULTATIONS

CTE consultants completed 132 teaching consultations throughout the fall and spring semesters. They also conducted 10 consultations focused on classroom-and curriculum-based assessment work, as well as several focused on curriculum redesign. A list of our consultants can be found on page 7.

**46** ONE-ON-ONE CONSULTATIONS

**30** ENGAGING STUDENTS' PERSPECTIVES (ESP) SURVEYS

**26** IN-CLASS OBSERVATIONS

**30** ESP SURVEYS AND IN-CLASS OBSERVATIONS

**132**  
TEACHING  
CONSULTATIONS



# TEACHING AND LEARNING IN THE ARTS AND HUMANITIES

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This faculty community of inquiry and practice explores the unique characteristics and significance of teaching and learning in the arts and humanities. This group is dedicated to affirming the importance of and articulating the unique contributions of these disciplines.

This community piloted with 7 participants between May and November 2018. A full-year version of the program launched in January 2019 with 10 participants.

The group meets monthly to discuss the challenges and opportunities particular to teaching in these disciplines. As part of the program, participants also (re)designed a course at CDI.



# THRIVE GRANTS

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## *Supporting life-transforming educational experiences.*

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. Projects may fall into one or more of these categories: field trips, community engagement activities, course-embedded projects or research, and partnerships.

18 projects were funded for spring 2019 courses and 3 projects were funded for summer 2019. A full list of grant recipients can be found on our website.

This program is funded by the Office of the Provost and administered by the CTE.

**\$73,554**

**FOR SPRING AND  
SUMMER 2019  
COURSES**

**"Hands down, this Fall 2018 seminar and the trip to Montgomery which was its capstone experience made for the most memorable teaching experience I have enjoyed in twenty-two years in the professoriate. I suspect the students will say something similar about the memorability of the trip that the Thrive grant supported."**

**- Thrive Grant recipient**

**"This grant is truly a student, and professors', dream because the fact of the matter is that not all students have access or money to have the experiences. This grant took away that issue and let all of us just enjoy the experience and massive amounts [of] knowledge/information on a level playing field. Thank you so much for awarding our class with this money and giving us this time in New York that all of us will carry with us for many years to come."**

**- Student of a Thrive Grant recipient**

**"The field experiences I was able to provide were instrumental in supporting my students' understanding of and excitement about international development, fostering self-reflection, and forging connection across the students and between the students and me."**

**- Thrive Grant recipient**

# PHD PLUS TEACHING LIAISONS

This professional development program for graduate students was created in conjunction with PhD Plus, under the Office of Graduate and Postdoctoral Affairs. Graduate liaisons help the CTE build bridges between our in-house professional development offerings and the discipline-specific concerns of our graduate students. The liaisons design and offer teaching workshops to other graduate students in their disciplines or in similar/related fields.

We launched this program in fall 2018 with 14 liaisons, who work closely with the CTE to receive mentorship and training in evidence-based, learner-centered, and equitable teaching practices. For the program, we designed and facilitated training sessions on interactive workshop design and backward design, and assisted liaisons in their development of 13 teaching-focused workshops. A list of liaisons can be found on page 7.



## FALL 2018 WORKSHOPS:

- Active Learning Strategies in STEM Disciplines
- Beyond Discussion Questions: Engaging Students in the Social Sciences through In-Class Activities
- Feedback in Foreign Language Classrooms
- Inclusive Motivation Techniques for Diverse Learners in STEM
- Making Writing Relevant: Integrating Writing Skills Into Your Discipline
- Prose, Periodicals, and Pamphlets: Teaching with Primary Sources
- Teaching Controversial Topics

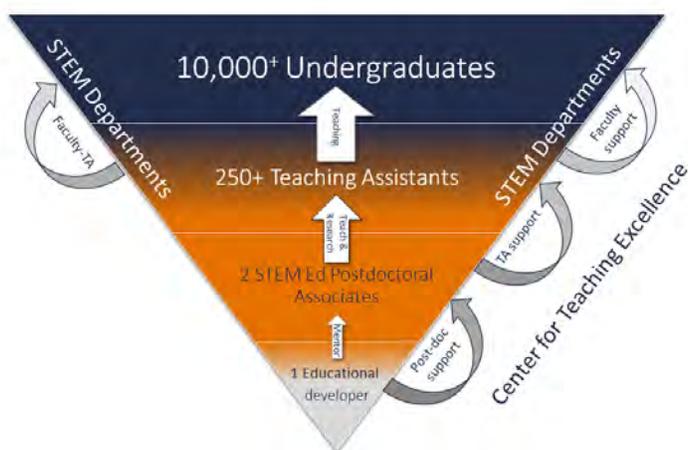
## SPRING 2019 WORKSHOPS:

- Belonging and Academic Achievement: Fostering Inclusive Community in STEM Classrooms
- Engaging Controversial Topics: Teaching Inequality in Our Political Moment
- Learning and Teaching Listening
- Navigating Graduate-Undergraduate Mentoring in STEM: Developing Productive and Professional Relationships
- Preparing Students for Controversial Topics Early in the Semester
- Understanding and Implementing Equitable Teaching Practices

# SPARK

## *Transforming STEM education through pedagogical support.*

Created in 2016, this program was designed to support all STEM teaching assistants in learning, implementing, and valuing evidence-based pedagogies. A multi-tiered model was developed utilizing postdoctoral research associates to teach a 1-credit Teaching Methods course across all STEM departments. The model includes support at three levels: for graduate and undergraduate TAs through the 1-credit course, for faculty in implementing evidence-based instructional practices, and for the postdocs through a 2-year mentoring model.



In 2018-19, CTE postdocs partnered with faculty to co-teach the following courses:

- APMA 3501: Teaching Methods for Undergraduate TAs (fall)
- APMA 6548: Teaching Methods in Higher Education (fall)
- CHEM 2900/BIOL 2900: Teaching Methods for Undergraduate TAs (fall)
- CHEM 7011/BIOL 7110/PHYS 9030: Teaching Science in Higher Education (fall)
- APMA 3501/6548: Teaching Methods in Higher Education (spring)
- ASTR 8500: Teaching Science in Higher Education (spring)

Some topics covered in the course include: motivation, grading, questioning strategies, metacognition, student resistance, mindset, nature of science, diversity and inclusive teaching, backward design, and assessment.

WE ESTIMATE THAT  
SPARK REACHES  
**hundreds**  
OF TAS

&

**10,000+**  
UNDERGRADUATES  
EACH YEAR.

**"I am learning how to be an effective TA in a science, active learning classroom. More specifically, I think the most beneficial learning method is the way the active learning has been modeled in our classroom. Being an active participant has allowed me to see the value of an interactive learning environment."**

**- Chemistry TA 2018**

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# MORE HIGHLIGHTS

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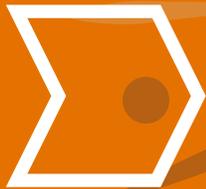
**CELEBRATION OF  
TEACHING  
EXCELLENCE**

**CTE-SPONSORED  
EVENTS**



**CTE FACULTY-  
FACILITATED  
WORKSHOPS**

**COLLABORATIONS**



**SCHOLARSHIP  
AND SERVICE**

**CTE IN THE NEWS**



**BRANDING  
CHANGES**

**SUSTAINABILITY  
EFFORTS**



# CELEBRATION OF TEACHING EXCELLENCE

## *The Power of Moments*

More than 100 faculty, staff, and graduate students from across Grounds recognized UVA's committed and passionate educators on Wednesday, May 15, 2019 at our Celebration of Teaching Excellence. Two faculty members were selected to share their stories of creating powerful moments for students.

The event is co-sponsored by the Office of the President.



**"At this moment, I had to make a decision...do I go on with class as usual (as I have a packed agenda) or do I step out of the role of professor and support the student? I choose to be a nurse to my student. She needed me as her advocate."**

**TOMEKA DOWLING, DNP, MS, RN  
ASSISTANT PROFESSOR OF NURSING  
RN/BSN PROGRAM COORDINATOR**



**"In my teaching I spend a considerable amount of energy helping students make sense of what seem like strange religious behaviors ... In this moment, [the student's] remark gave me the opportunity to do the opposite: make what seems familiar appear strange."**

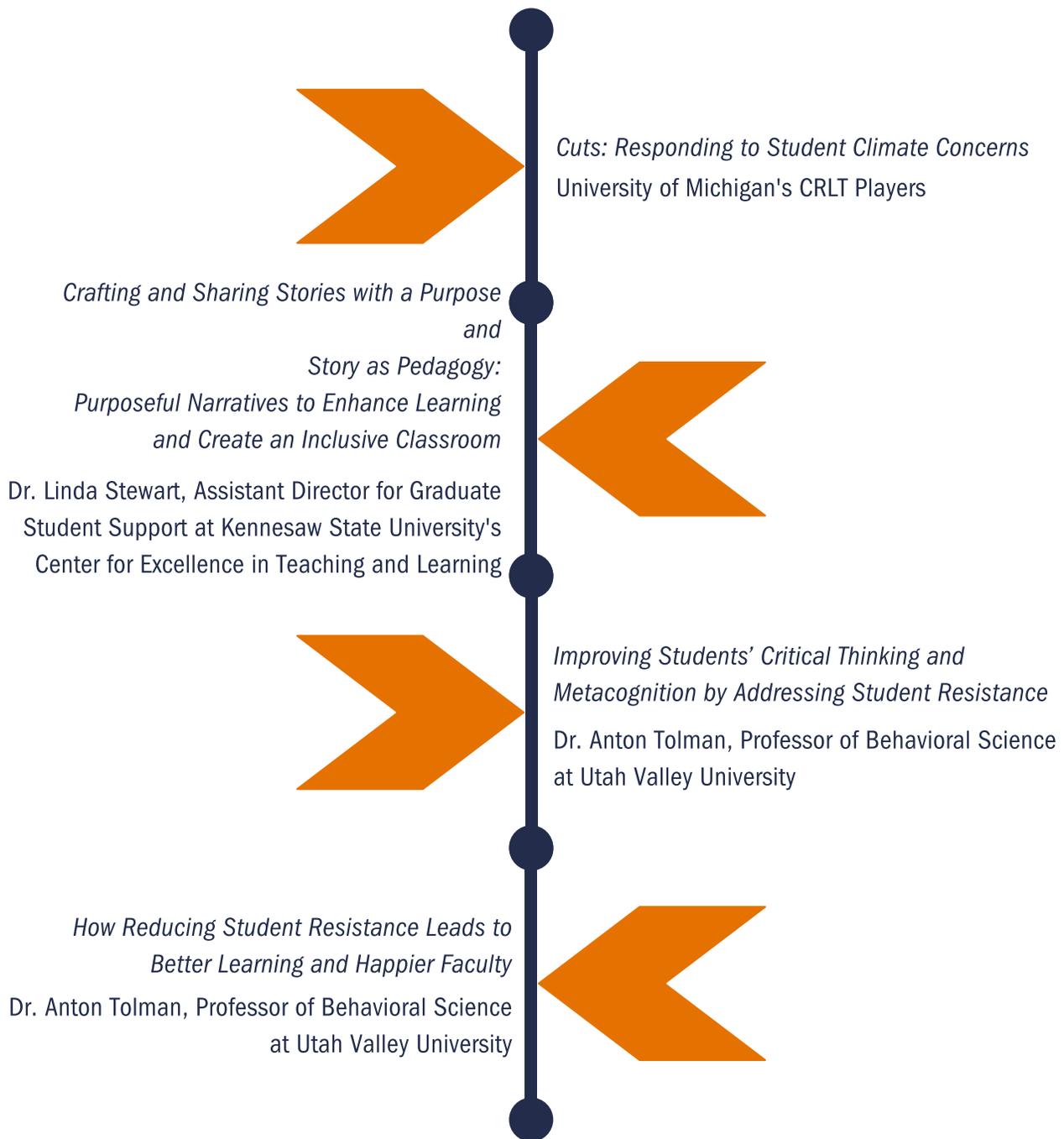
**GREG SCHMIDT GOERING  
ASSISTANT PROFESSOR OF RELIGIOUS STUDIES  
DANIELS FAMILY NEH DISTINGUISHED TEACHING PROFESSOR**



# CTE-SPONSORED EVENTS

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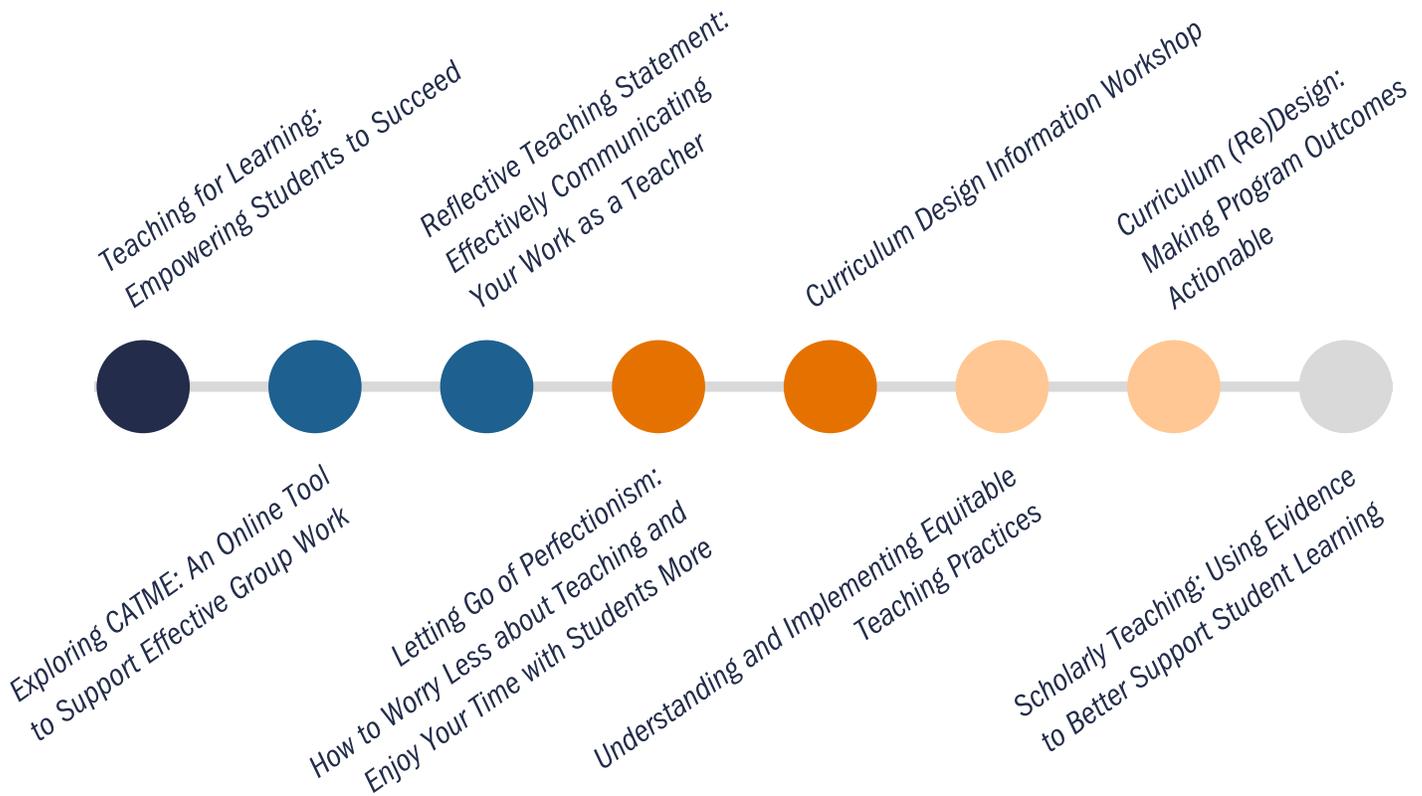
The CTE brought nationally and internationally renowned leaders and speakers in the field of teaching and learning to the UVA community this year.



# CTE FACULTY- FACILITATED WORKSHOPS

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CTE faculty facilitated several workshops throughout the year on a variety of teaching- and learning-related topics for administrators, faculty, graduate students, and postdoctoral scholars.



# COLLABORATIONS

## ▶ NEW FACULTY ORIENTATION

Each August, the CTE team participates in New Faculty Orientation, organized by the Office of the Executive Vice President and Provost. CTE Director Michael Palmer led a session on the "secrets" of successful teaching, while Associate Director Dorothe Bach and Assistant Director Adriana Streifer led a lunch conversation with undergraduate students who gave incoming faculty insight into what excites and engages them in the classroom.



## ▶ TEACHING WITH TECHNOLOGY SUMMIT

The CTE partnered with several units across Grounds for the annual Teaching with Technology Summit, held on Tuesday, October 9, 2018. Assistant Director Elizabeth Dickens once again served on the TWT Planning Committee. The 2018 theme was **Beautiful Creations, Unexpected Results**, in honor of the bicentennial of Mary Shelley's *Frankenstein*, which illustrates the power of technology and tragedies that can come from its misuse. The event explored tools, practices, and ideas that are transforming teaching and learning, in addition to outlining strategies to prevent them from becoming monsters in your classroom.

## ▶ UDL 2.0

The CTE worked closely with the Coordinator of Academic Accessibility to sponsor and host a two-day, in-depth, train-the-trainer event focused on Universal Design for Learning.

The training was targeted at individuals who assist faculty in the planning, creation, and development of course objectives, materials, and assessments. Nearly 30 educational developers, instructional designers, instructional technologists, and others in similar positions at UVA attended, representing the CTE, A&S' Learning Design and Technology, Contemplative Sciences Center, Student Disability Access Center, School of Continuing and Professional Studies, Curry School of Education, and McIntire School of Commerce.

# SCHOLARSHIP AND SERVICE

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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.



## COMMITTEE REPRESENTATION

### Across Grounds

CTE faculty served on a number of University, school, and departmental committees, including:

- A&S Curriculum and Educational Policy Committee
- A&S General Education Curriculum Assessment Committee
- Critical Thinking Competency Assessment Committee
- Institutional Assessment and Studies (IAS) Advisory Board
- Learning Management System Working Group
- NEH Distinguished Teaching Professor Selection Committee
- Presidential Task Force: The Future of Teaching and Learning at UVA
- Provost's Life-Transforming Education Committee
- Teaching and Learning Technology Committee
- Teaching with Technology Summit Planning Committee
- QEP Oversight Committee
- University Committee on Education Technology
- University Seminar Selection Committee

### Beyond Grounds

Faculty all belong to the Professional and Organizational Development (POD) Network in Higher Education and serve in leadership roles.

- **Bach, D.** Member, POD Core Committee (Board of Directors), 2017-2020
- **Bach, D.** Member, POD Strategic Planning Ad Hoc Committee, 2017-present
- **Bach, D.** Core Liaison, POD Mindfulness Special Interest Group, 2017-present
- **Bach, D.** Core Liaison, POD External Partnerships and Outreach Committee, 2018-present
- **Dickens, E.**, Chair, Outreach Subcommittee of POD External Partnerships and Outreach Committee, 2018-2021
- **Dickens, E.**, Editor, POD Speaks, 2018-2021
- **Palmer, M. S.**, Subcommittee Chair, POD Robert J. Menges Award for Outstanding Research in Educational Development
- **Streifer, A.**, Coordinator, POD Birds of a Feather Session, 2019-present
- **Streifer, A.**, Member, POD Innovation Award Selection Committee, 2017-present
- **Streifer, A.**, Co-Chair, POD GPPD Committee, Diversity and Outreach Working Group, 2017-2020
- **Wheeler, L.**, Chair, POD Scholarship Committee, 2018-2019



## SELECT CONFERENCE PRESENTATIONS

- **Bach, D.** (2019, March). Thinking Where Words Are Still Missing: Radical Listening as a Tool to Promote Creative Thinking & Interactional Self-Reliance. Contemplative Practices for Higher Education Conference, Harrisonburg, VA.
- Flaming, A.B., Cruz, L., **Wheeler, L.**, & **Dickens, E.** (2018, November). Next Generation Scholarship of Educational Development (SoED): Leveraging the Disciplines. POD Network in Higher Education Conference, Portland, OR.
- Jordan, E. S., & **Palmer, M. S.** (2018, November). Conflict Coaching in Educational Development. POD Network in Higher Education Conference, Portland, OR.
- **McEniry, C.** (2018, October). The Ann Shaw Fellowship: Building Community through Theatre for Young Audiences. Statera Conference, Milwaukee, WI.
- **Streifer, A., Palmer, M. S., & Bach, D.** (2019, January). Specifications Grading: Developing Strategies for Inclusive, Meaningful, Transparent Assessment Practices. Conference for Higher Education Pedagogy, Blacksburg, VA.
- **Sturtevant, H. & Wheeler, L.** (2018, November). Faculty barriers: Exploring factors impeding the use of evidence-based practices. POD Network in Higher Education Conference, Portland, OR.
- Thompson, K., Marbach-Ad, G., **Wheeler, L.**, Ghent, C., Campbell, J., Malcos, J., & Bortiatynski, J. (2019, June). Developing a Collaborative by extending a research project. A presentation for the Annual Network of STEM Education Centers, Omaha, NE.
- **Wheeler, L., & Bach, D.** (2018, November). Making Assessment Matter: Linking Interventions, Instructional Practices, and Academic Achievement. POD Network in Higher Education Conference, Portland, OR.



## GRANTS

- Project Lead for UVA. **Wheeler, L.** & Maeng, J. (\$44,481, funded total for VT, GMU, VCU, JMU, UVA; \$5,000 to UVA; March 2019-March 2020). Development of a blueprint for the Virginia STEM ecosystem. 4-VA Grant, University of Virginia.
- Co-Principal Investigator. Inkelas, K., **Wheeler, L.**, Redwine, M., & Levine, A. (\$141,173, funded; April 2019-August 2022). Tools to transform student experiences in the classroom. Jefferson Trust Grant, University of Virginia.
- Co-Principal Investigator. Ghent, C., Marbach-Ad, G., Bortiatynski, J., & **Wheeler, L.** (\$10,000, funded; October 2018-August 2019). RECCUSE: Regional Collaborative for Change in Undergraduate STEM Education through data-driven faculty professional development. Research Action Cluster (RAC), Network of STEM Education Centers.
- Co-Principal Investigator. Inkelas, K., **Wheeler, L.**, & Levine, A. (\$60,000, funded; October 2018-September 2019). Development of a classroom observation protocol to improve college teaching and learning. 3 Cavaliers (3C), University of Virginia.
- Co-Principal Investigator. Inkelas, K., **Wheeler, L.**, Redwine, M. (\$10,000, funded; June 2018-June 2019). ROCA and DOTS: Tools to improve college teaching. Curry IDEAs, University of Virginia.



## SELECT INVITED WORKSHOPS AND PRESENTATIONS

- **Bach, D.** (2018). Beyond Time Management: Cultivating Your Sense of Purpose & Wellbeing, Presentation. at Hollins University, Roanoke, VA.
- **Bach, D.** (2018). Thinking Where Words are Still Missing: Radical Listening as a Tool to Promote Creative Thinking and Interactional Self-Reliance, Presentation at Hollins University, Roanoke, VA.
- **Dickens, E. & Streifer, A.** (2018, October). Enhancing Student Learning Through Metacognition, Workshop at Bridgewater College, Bridgewater, VA.
- **Palmer, M. S.** (2018, August). What happened to the E's? Keynote Address at Lilly Teaching Conference, Asheville, NC.
- **Palmer, M. S.** (2019, June). Course Design Institute, St. Louis University, St. Louis, MO.
- Pollock, D., & **Palmer, M. S.** (2018, August). Creating a learner-centered syllabus. In IDEA Webinars. Retrieved from <https://www.ideaedu.org/Resources-Events/Webinars#syllabus>
- **Streifer, A. & Palmer, M. S.** (2019, January). Specifications Grading. Roundtable Discussion at UVA's Batten School of Leadership and Public Policy, Charlottesville, VA.
- **Wheeler, L. & Kaldor, E.** (2019, April). Creative Strategies to Advance your Research in Educational Development. Webinar for POD Live, POD Network.



## OUR REACH

This map represents CTE interactions across the country, which include conference presentations, consulting work, and workshops. However, our reach extends much farther, as we are recognized internationally for our contributions to the educational development field.



## SELECT PEER-REVIEWED PUBLICATIONS

- Doktor, S., **Bach, D.**, Abbot, S., & Hardin, J. (2019). At the threshold: A case study of a partnership between a student organization and an educational development center. *International Journal for Students as Partners*, 3(1), 150-159, DOI: 10.15173/ijasp.v3i1.3511.
- **Palmer, M.S.**, & **Wheeler, L.** (2019). *Exploration: Dopamine and the hard work of learning*. In James, A., & Nerantzi, C. (Eds.), *The power of play in higher education: Creativity in tertiary learning* (123-130). Palgrave: Cham, Switzerland.
- **Palmer, M. S.**, Gravett, E., & LaFleur, J. (2018). Measuring transparency: A learning-focused assignment rubric. *To Improve the Academy*, 37(2), 173-187, DOI: 10.1002/tia2.20083.
- **Streifer, A.**, Gravett, E., & Taggart, J. (2019). Student perceptions of instructors as growing learners: Implications for educational development. *The Journal of Faculty Development*, 33(3), 77-82.
- **Wheeler, L.**, & **Bach, D.** (under review). Understanding the impact of educational development interventions on classroom instruction and student success. *International Journal for Academic Development*.
- **Wheeler, L.**, Chiu, J.L., Maeng, J.L., & Bell, R.L. (2019). An exploratory study of teaching assistants' motivation for inquiry-based teaching in an undergraduate laboratory context. *Chemical Education Research and Practice*, 20, 53-67, DOI: 10.1039/c8rp00157j.
- **Wheeler, L.**, **Palmer, M. S.**, & Aneece, I. (accepted, 2019). Students' perceptions of course syllabi: The role of syllabi in motivating students. *International Journal for the Scholarship of Teaching and Learning*.



## REVIEW AND EDITORIAL WORK

CTE faculty review and edit manuscripts for a variety of national and international journals and materials for other publications.

- 43rd Annual POD Network Conference
- Chemical Education Research and Practice
- College Teaching
- Innovative Higher Education
- International Journal of STEM Education
- Journal of Chemical Education
- Journal of College Science Teaching
- Journal of Research in Science Teaching
- Journal of Science Teacher Education
- Journal of Virginia Science Education
- Mindfulness in the Academy: Practices and Perspectives from Scholars
- National Association for Research in Science Teaching
- To Improve the Academy

# CTE IN THE NEWS

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The CTE was mentioned in or the subject of several news stories in UVA-based and national publications for our work around teaching and learning.

*Role Models: Meet the 2019 Sandridge Outstanding Contributor Award Winners, UVA Today on June 13, 2019*

*Barriers to Active Learning, Tea for Teaching podcast on June 5, 2019*

*The Power of Moments, UVA Nursing on May 29, 2019*

*Award-Winning Professors: How We Change Students' Lives, UVA Today on April 25, 2019*

**"In particular, they (Lindsay Wheeler and Hannah Sturtevant) want to know what's preventing faculty members, including some who have used the services of UVA's Center for Teaching Excellence, from actually changing the way they teach. What they've found is helping them shape future research and design more-effective support systems."**

*Many Professors Want to Change Their Teaching but Don't. One University Found Out Why. The Chronicle of Higher Education on March 21, 2019*

*Jefferson Trust Announces \$800,000 in Grants for Innovating Education, Jefferson Trust on February 1, 2019*

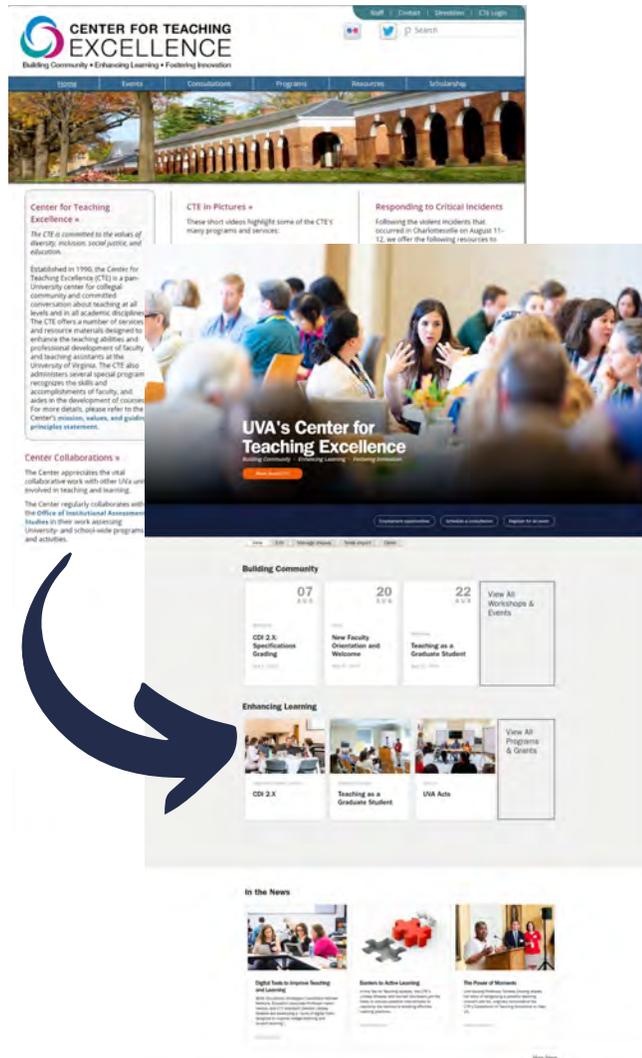
*UVA Allocates \$75 Million for Additional Support of Bicentennial Professors Fund, UVA Today on January 9, 2019*

# BRANDING CHANGES

## WEBSITE REDESIGN

The CTE launched its redesigned website in February 2019. This new site is easy to navigate and visually appealing, enabling visitors to see all of our events, programs, resources, and other offerings. The update brings the site in line with UVA branding.

We are also developing a database that allows instructors to document their professional development efforts, while allowing us to track instructors' interactions with the CTE.



## LOGO REFRESH

The CTE refreshed its secondary logo in summer 2019. This new logo provides an updated look and aligns with UVA branding, while still maintaining our Center's brand identity.

# SUSTAINABILITY EFFORTS

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The CTE has been integrating sustainability practices into all aspects of our work, and we focused particularly on event planning and purchasing this year. These efforts include:

- coordinating with caterers to use recyclable and/or compostable, one-time use items;
- limiting the overall use of one-time use items;
- coordinating with UVA Recycling to have the appropriate recycling and compost bins at events; and
- informing event participants of how to properly dispose of waste.

We have also modified our behaviors in the CTE as well by reducing the number of trash cans, eliminating individual printers, donating items we no longer need to UVA Surplus and local schools, winterizing the building to limit heat loss, and placing recycling containers on both floors of our space to increase office recycling practices. Because of these efforts and others, UVA Sustainability designated us a “Green Workplace” in fall 2018.







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