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<td>Message from the Director Meet the CTE Team</td>
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MESSAGE FROM THE DIRECTOR

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, repackaged, and refame 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 c³Design. 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
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 Seghairy
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 Moscater
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, c³Design, 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*

<table>
<thead>
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<th>Category</th>
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<td>Program Participants</td>
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<td>Teaching Consultations</td>
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<td>Workshops Facilitated</td>
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<tr>
<td>UVA Acts Performances</td>
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<td>Thank-A-Prof/TA Notes Shared</td>
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<td>Peer-Reviewed Articles Published</td>
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<tr>
<td>Invited Workshops and Presentations</td>
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<td>Committees Served On</td>
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</tbody>
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*Includes COVID-19-related activities (see page 17).
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

C³ 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
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 c³Design. 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.

Instructors could interact with c³Design 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 c³Design. 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 c³Design.

"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."
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.
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.
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.

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

This institute was led by CTE faculty in collaboration with colleagues at UVA, JMU, and UDC.
"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.
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.

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<th>Workshops Facilitated</th>
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<th>C³ Design Sessions Facilitated</th>
<th>C³ Design Participants</th>
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<td>22</td>
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WE ALSO...

- supported the initial development of UVA’s Teaching Continuity website and are leading long-term efforts. [TEACHINGCONTINUITY.VIRGINIA.EDU](http://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 c³Design, 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 c³Design.
+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 PRPIC, 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 PINDER, Engineering Systems & Environment
UPSORN PRAHMANTRIPONG, 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 LATTERNER
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


Morris, D. (2019, August). Adding a computational component to a traditional linear algebra course. Lilly Conference, Asheville, NC.


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-DUDE, 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

CONSULTATIONS

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
PHD PLUS LIAISONS

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.

TEACHING AND LEARNING IN THE ARTS AND HUMANITIES

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.

THRIVE GRANTS

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

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

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

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

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.

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, SOCIALY 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.

INTERNAL COMMITTEE WORK

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
EXTERNAL LEADERSHIP

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

SELECT CONFERENCE PRESENTATIONS


SELECT PUBLICATIONS


INVITED WORKSHOPS AND PRESENTATIONS


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


REVIEW AND EDITORIAL WORK

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

MEDIA COVERAGE

Developing Tools to Transform Student Experiences, Jefferson Trust - August 1, 2019

Class of 2023 is Officially Welcome 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

UVA Today - June 19, 2020

COLLABORATIONS

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, c³Design, 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