CENTER FOR TEACHING EXCELLENCE

Year in Review

2023-2024

Download Year in Review

Message From the Director

In the fall of 2023, the CTE underwent an external review. The review process consisted of an extensive self-study and a two-day, on-Grounds visit by three well-respected reviewers with deep expertise in educational development, the structure and functions of teaching and learning centers, and the higher education landscape. During their visit, the reviewers interviewed UVA's senior leadership, dozens of CTE partners, stakeholders, and clients, and most members of the CTE team.

Michael Palmer
Barbara Fried Director

With external review, there is a tendency to look both back and forward. What is lost sometimes is an awareness and appreciation of the present. Through this lens, the here and now, it is noteworthy that the review committee described the CTE as "one of the premier educational development centers in the United States" and "an exemplary center for teaching and learning, one whose excellence is recognized and appreciated within UVA by individuals in varied areas and roles" and beyond. The committee also noted that "CTE staff are widely respected as experts and scholars in teaching and learning," the center's "programs and resources are… both practical and scholarly," and the center is "consistently responsive to issues and crises related to teaching and learning."

We greatly appreciate the review committee's glowing endorsement of our current work and are excited to imagine what is next. Guided by helpful suggestions from our external reviewers and our foresight into emerging national trends, we are energized to continue innovating our work in support of UVA's teaching mission. While some of this work will happen behind the scenes, like engaging with partners in collaborative strategic planning and developing a center-wide assessment plan, other work will be outward facing, like new programming focused on generative AI and new modes of delivery through our partnership with OneHE. You will have to wait until next year to learn more about these endeavors. For now, we invite you to explore the highlights of our work from this past year.

Our Team

FACULTY

MICHAEL PALMER

Barbara Fried Director & Professor, General Faculty

LINDSAY WHEELER

Senior Associate Director & Associate Professor, General Faculty

DOROTHE BACH

Associate Director & Professor, General Faculty

ELIZABETH DICKENS

Associate Director & Associate Professor, General Faculty

ADRIANA STREIFER

Associate Director & Associate Professor, General Faculty

LYNN MANDELTORT

Assistant Director of Engineering Education Initiatives & Assistant Professor, General Faculty

PROFESSIONAL STAFF

MELISSA ELLEGOOD

Assistant Director of Learning Technology Initiatives

ANDREW KENNEDY

Assistant Director of STEM Education Initiatives

JESSICA TAGGART

Assistant Director

CAROLINE WARREN

Postdoctoral Research Associate

FACULTY FELLOWS

C.L. BOHANNON

Associate Professor & Associate Dean of Justice, Equity, Diversity & Inclusion, Architecture

LIZ ELLCESSOR

Associate Professor, Media Studies

PETER JOHANNESSEN

Assistant Professor, Batten

IAN MULLINS

Assistant Professor, Sociology

ADMINISTRATIVE STAFF

CARLA BREEDEN

Finance Generalist

KRISTIN SLOANE

Associate Program Manager & Communications Specialist

IRIS YOUNG

Program Coordinator

ZHAIRE ROBERSON

Administrative & Communications Coordinator

CTE INTERNS

FATEME NIKSERESHT

Computer Science

NATALIE THOMPSON

English

2023-24 Strategic Goals

01.

Design, Deliver, and Assess a Teaching Orientation for New Faculty

Our new two-day Spark program was offered before the Fall 2023 semester and introduced new faculty—regardless of prior teaching experience—to teaching at UVA.

44 participants

"My experience was very positive and far exceeded my expectations! I felt that each presentation was engaging, the content was diverse, and equity/inclusivity was infused throughout the entire course. I found myself engaging in a lot of personal reflection during Spark and learned a lot from the presenters and my colleagues. I feel much less anxious about teaching next semester."

02. Establish a CTE Workshop Series

We developed and launched a new workshop series, the CTE Speaker Series, to help UVA instructors discover new pedagogical ideas and strategies and foster and support innovative pedagogical practices.

419 participants

SEMINAR:
Practical AI for Educators and Students

WORKSHOP:
Creating Effective AI Prompts

Lilach Mollick
UPenn Wharton

144 participants

SEMINAR:
Facilitating the Future: Empowering Faculty in AI Ethics Dialogue

WORKSHOP:
The Educator's Guide to AI: Building Efficiency and Defining Success

Renée Cummings
UVA School of Data Science

03.

Support HHMI IE3 and Driving Change Initiatives

We partnered with various units to support ongoing work and new initiatives in connection with UVA's HHMI IE3 and Driving Change grants.

hhmi

ie3
Inclusive Excellence

Driving Change

- Worked closely with associate provost for undergraduate education to plan and facilitate interactions with Faculty Leads, including developing and facilitating retreats for leadership team, recruiting STEM faculty in five IE3 "Community Conversation" events, and recruiting external speakers.
- Worked with Faculty Leads and leadership team to design shared assessment of student perceptions in introductory STEM courses and created a process for managing data collection across multiple courses/departments.
- Conducted assessment each semester and facilitated reflective interpretation of data with instructors.
- Mentored graduate student intern to support assessment.
- Worked with the Office of Academic Support on developing and launching a set of 5 TA/LA professional development modules in Canvas.
- Attended and participated in HHMI Learning Community Cluster gatherings, along with 12 other institutions.

- As part of the cross-university Core Integrated Implementation Team, supported department leaders across four departments to ask questions about the student experience in self-study.
- Conducted research into "Bright Spots" in teaching and learning in UVA STEM.
- Worked one-on-one with department leads to develop programmatic questions, and coached leads to guide their own data- and equity-oriented department conversations.
- Developed custom assessment and data approaches to address department questions.
- Participated in department "pathfinder projects."

Our Impact

+1.2K

participants engaged in core programming

15

workshops & events offered

126

consultations completed

$100K

grant funds distributed

7

peer-reviewed articles published

19

invited workshops & presentations

16

committees served on

+18K

CTE website visitors

+15K

Learning Tech visitors

+18K

Teaching Hub visitors

35

Teaching Hub collections

29

Teaching Hub curators

"This is my first time attending the Summit, and like each and every reading group, workshop, and other CTE program I've participated in over the past year, the Summit was a wonderfully powerful set of learning experiences. The presentations, the conversations, the whole flow of the Summit speaks to the amazing work done by CTE staff and faculty."

"Enjoyed the [TAGS] workshop and hearing about other experiences and gaining new knowledge on how to navigate the role of a GTA."

"I am so grateful for having received this support [of a Thrive grant] and this opportunity. I know my students appreciate it, as well – and they have benefited from it by having truly transformative opportunities and experiences. THANK YOU!"

"For some time I have been wanting to get back into research, and find a way to connect it to my teaching. SoTL has provided momentum, motivation, and confidence, and I'm so excited to take everything I learned and really get my project(s) underway."

Signature Programming

c3Design
2 cohorts
37 participants

Course Design Institute
37 participants

Curriculum (Re)Design
Offboarded 4 units, continued supporting 3 units, onboarded 4 units

Ignite
9 Scholars
in 2023-2024 cohort

Innovations in Pedagogy Summit
The final program featured 4 interactive sessions, 8 short presentations, a graduate student book group, and a student panel on community-engaged learning.

171 registrations

Cate Denial
2024 Keynote Speaker

SoTL Scholars
7 Scholars
in 2023-2024 cohort

Teaching as a Graduate Student
~230 participants in August
~25 participants in January

Tomorrow's Professor Today
30 participants admitted, bringing total enrollment to 257

GRANTS

SoTL Grants
Developed off-cycle "SoTL Dissemination Awards," awarding $4,000 to two faculty.

*Awarded $20,725 in SoTL Grants: 1 Collaboration, 2 Research, 2 Dissemination.*

Thrive Grants
Received 22 applications and funded 10 Experiments (<$2,000), 4 Small Pilots (up to $10,000), and 1 Large Pilot (up to $20,000).

Total amount funded: $74,300

CONSULTATIONS

Completed 126 teaching consultations throughout the academic year. Instructors choose from four types: one-on-one consultation, Engaging Students' Perspectives (ESP) focus group, in-class observation, or ESP and observation.

ESP+observation 14
In-class observations 11
ESPs 19
One-on-one 82
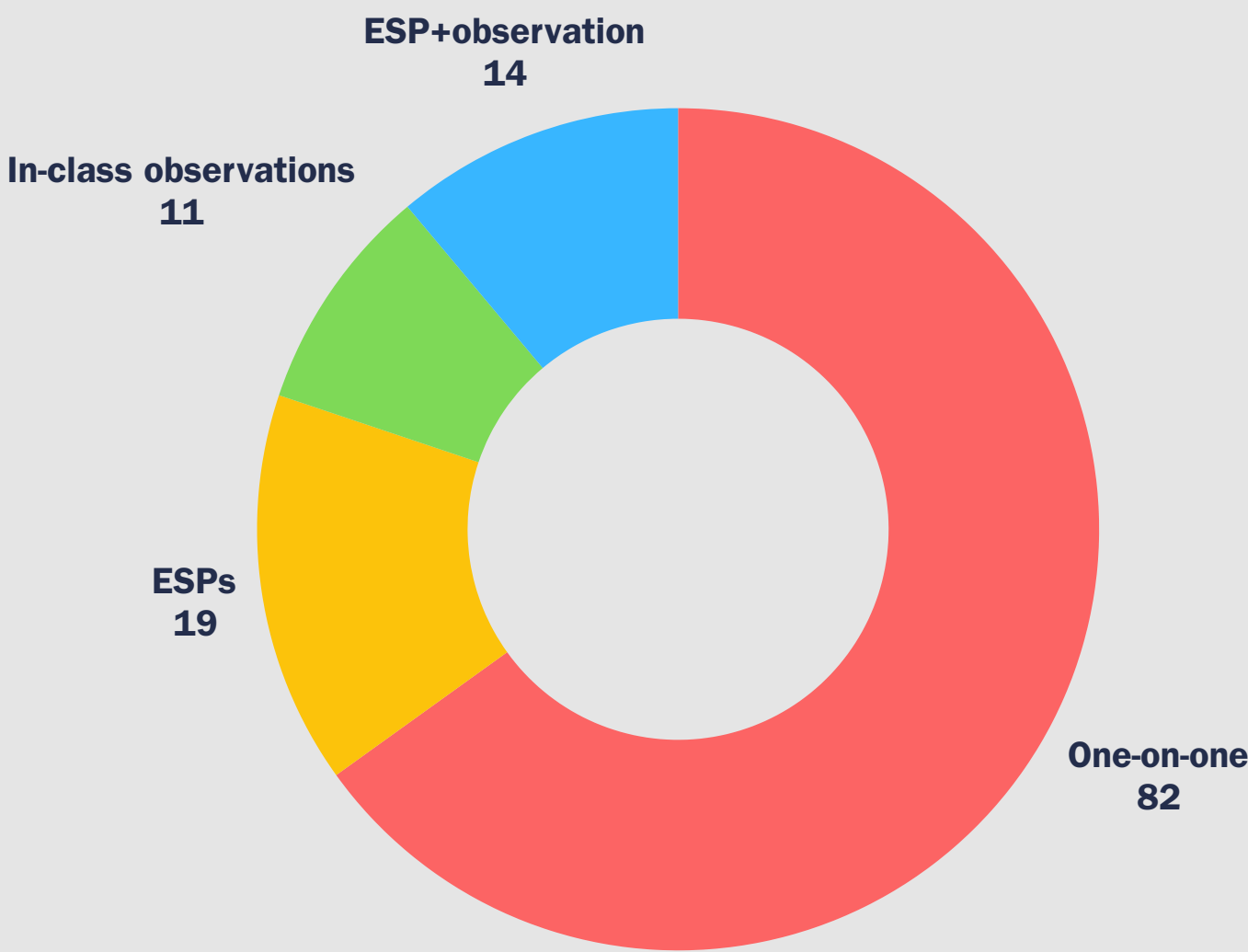
Specialty Programming

2.X: AI-Enhanced Assignment Design

15 instructors participated in this two-day workshop offering a deeper dive into designing writing assignments across disciplines with generative AI. This session was facilitated by Assistant Director Jess Taggart and Writing Across the Curriculum Director Heidi Nobles.

Faculty Fellows

We recruited and mentored four new Faculty Fellows in the areas of community-engaged teaching, accessibility and disability, belonging in large lecture courses, and teaching in times of political polarization.

C.L. Bohannon	**Liz Ellcessor**	**Peter Johannessen**	**Ian Mullins**
Architecture	Media Studies	Batten	Sociology

Select highlights of their work include:
- leading the 2023-24 Community-Engaged Teaching Faculty Learning Community, which consisted of 11 meetings and featured 5 speakers and 32 unique participants.
- developing and presenting the workshop "Staying Afloat in a Sea of Accommodations" to various groups and units.
- serving as learning team facilitators at our Course Design Institute.
- developing the workshop "Teaching During Periods of Political Turmoil" and piloting the session with A&S Engagement Fellows.

Learning Communities

- Community-Engaged Teaching
- Course Design with GenAI
- Embodied Teaching and Learning in the Age of AI
- Graduate Student Community
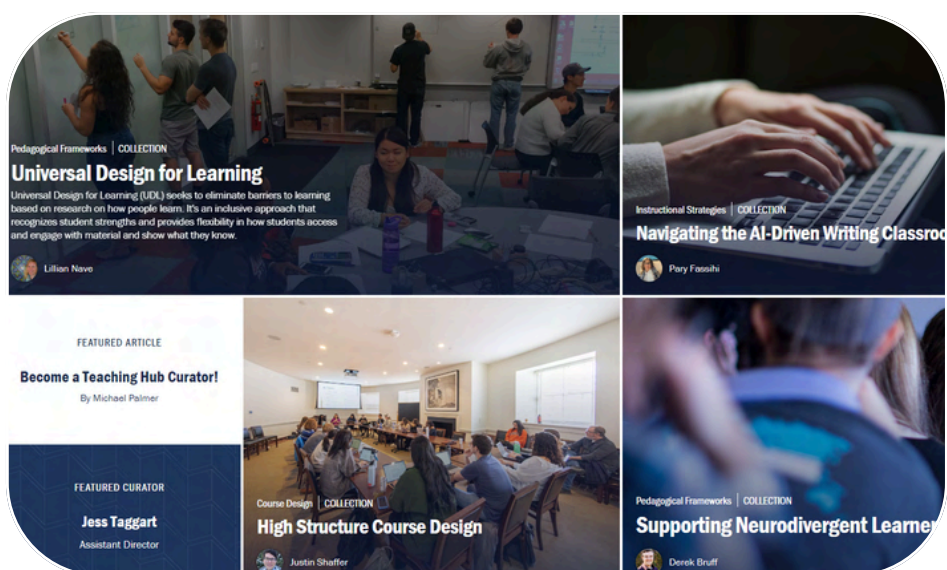- Open Educational Resources

Additional Highlights

JULY

Assoc. Director Invited to Present in Switzerland

Associate Director Dorothe Bach was invited to Pädagogische Hochschule Zürich in Switzerland and gave talks on "Dee Fink's Taxonomy of Significant Learning" and "Introduction to Embodied Thinking."

JULY

Teaching Hub Launched

After a year of beta testing, we publicly launched Teaching Hub. At that time, 35 collections were published on the site, curated by CTE faculty and instructors across Grounds, with many focusing on generative AI in various disciplines.

OCTOBER

External Review Completed

The CTE team participated in an external review process, which involved co-authoring an extensive self-study, hosting and participating in the reviewers' visit, and authoring a CTE response to reviewers' feedback and recommendations.
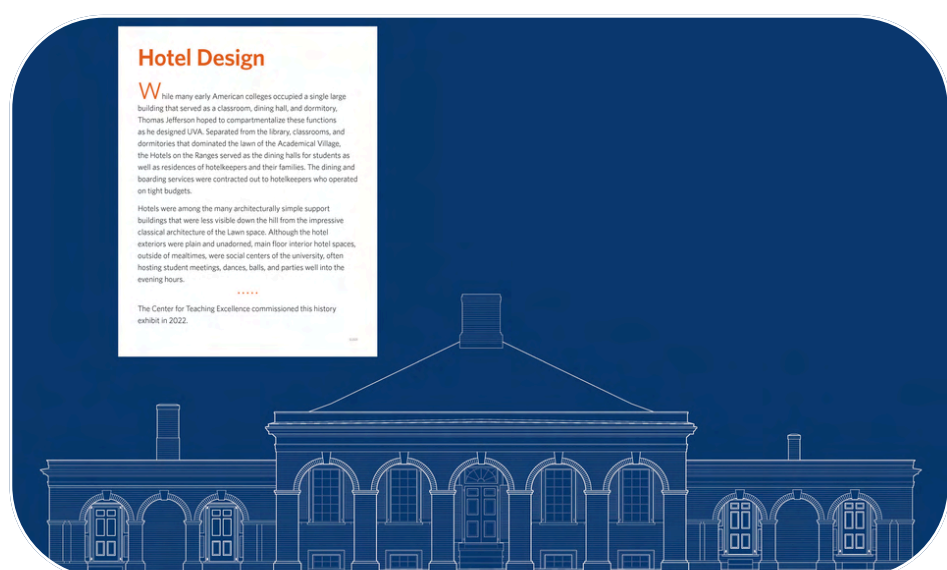
NOVEMBER

Director Honored With Spirit of POD Award

At the POD Network's 48th Annual Conference, Barbara Fried Director Michael Palmer was awarded the Bob Pierleoni Spirit of POD Award. This prestigious award is akin to a lifetime achievement award and is the organization's highest honor.
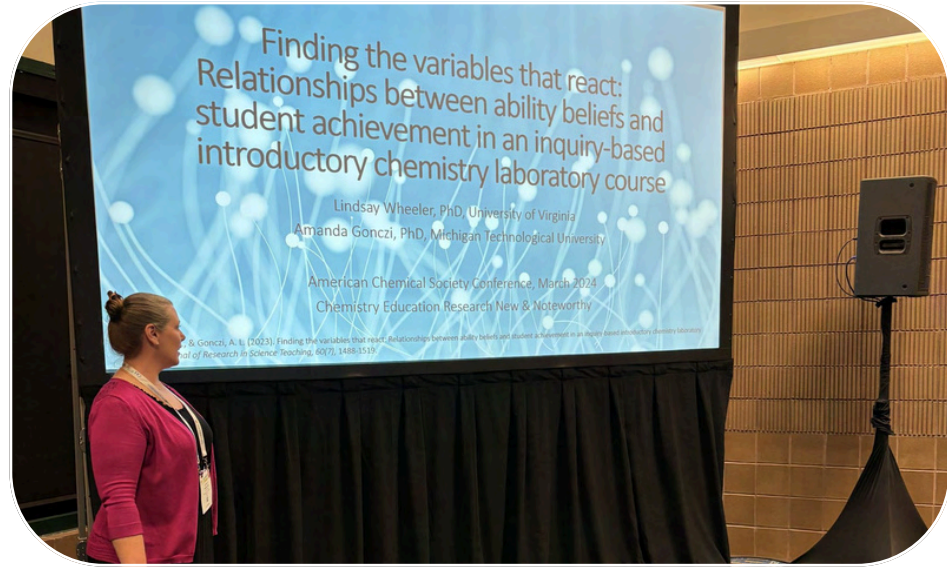
FEBRUARY

Hotel D Exhibit Opened

We opened the Hotel D Exhibit after being awarded an Inclusive Excellence Grant through the Division for Diversity, Equity, and Inclusion in 2022. The exhibit includes six panels sharing the experiences of the enslaved workers in Hotel D and can be viewed online and in person.

MARCH

Senior Assoc. Director's Paper Recognized as New and Noteworthy

Senior Associate Director Lindsay Wheeler's paper, "Finding the variables that react: Relationships between ability beliefs and student achievement in an inquiry-based introductory chemistry laboratory course," was selected as one of the American Chemical Society's New and Noteworthy papers.

JUNE

Faculty Received IJAD Article of the Year Award

At ICED24 in Kenya, Associate Director Elizabeth Dickens, Senior Associate Director Lindsay Wheeler, and their coauthors were presented with the *International Journal for Academic Development*'s 2022 Article of the Year Award for their paper "Embracing complexity: an inclusive framework for the scholarship of educational development."

2024-25 Strategic Goals

Leverage OneHE Content to Expand CTE Programming and Reach

We will pilot a subscription to the online educational development provider OneHE to offer additional support and resources to UVA instructors.

Develop and Implement the Faculty AI Guides Program

In collaboration with the Office of the Executive Vice President and Provost, we will train 50 faculty from across the University as AI Guides to advance the understanding of generative AI across Grounds.

Establish a CTE-wide Assessment Plan

In response to our external review, we will develop a CTE-wide assessment plan that articulates our principles and values around assessment, theory of change related to our various programs and initiatives, approaches to enacting and measuring change, and guidelines for how to assess the impact of our work across micro (faculty), meso (departments), and macro (institution) levels.

Contact
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