



Center for Teaching Excellence  
2022-2023 Annual Report

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## Executive Summary

The Center for Teaching Excellence has been committed to fostering the enhancement of teaching excellence in all forms. The following are our major programs and accomplishments for 2022-23 that have met and exceeded our stated goals.

### 2022-23 GOALS

- ✓ Redesign CTE website to develop a stronger web presence for faculty seeking support services, instructional resources, and best practices guides
- ✓ Maintain the continuity and quality of CTE programming with a thematic focus on experiential learning
- ✓ Expand diversity, equity, and inclusion (DEI) efforts to build faculty professional development
- ✓ Deliver CTE Instructional Design Support services through incorporation of new CTE IDS on-site lab and strategic programs

### Faculty Impact

- ✓ 62 faculty participated across 19 Teaching Circles
- ✓ 201 faculty participated in RP LGMs
- ✓ Faculty participated in Promotion Information Night
- ✓ 350 IUP SPARKS views across 4 issues
- ✓ Awarded 4 Teaching Circle Mini-Grants
- ✓ Awarded 8 Faculty Recognition Awards
- ✓ SPSS replacement training completed
- ✓ DEI course assessment data collected

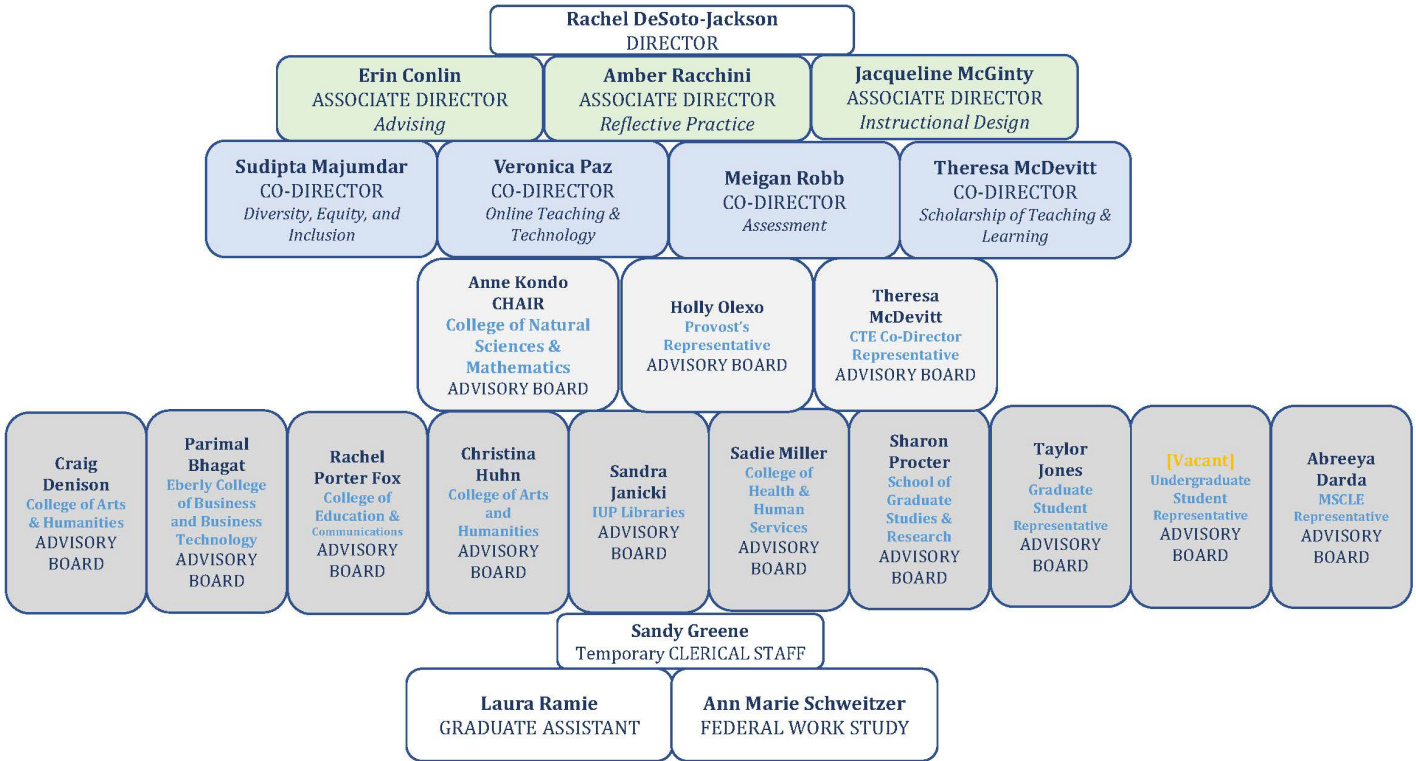
### Areas of Achievement

- Advisor Advocate Bulletin
- IUP SPARKS faculty resource guide
- Annual recognition dinner at the Allenwood, partnering with Hospitality class
- CTE Instructional Design Support
- Completion of Phase 2 of CTE website redesign
- 2022 Summer Academy focusing on DEI

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

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

# Center for Teaching Excellence Organizational Chart



## Meeting IUP's Strategic Goals

The Center for Teaching Excellence maintains high-quality programming, events, and initiatives that meet IUP's Strategic Goals impact areas.

### Impact Area: IUP-Readiness

- ✓ Faculty professional development training
- ✓ New Faculty Orientation
- ✓ CTE website enhancement
- ✓ Development of OER resources

### Impact Area: Finding and Creating Community

- ✓ Teaching Circles and Reflective Practice workshops
- ✓ Support for BIPOC faculty
- ✓ Annual recognition and award events
- ✓ Online teaching & learning D2L support communities
- ✓ Building DEI initiatives
- ✓ Partnerships with campus divisions including the Office of Social Equity and Title IX

### Impact Area: Mental Health and Well-Being

- ✓ Wellness Grant initiative to model healthy strategies
- ✓ Alignment of programming to values
- ✓ Creation of accessible CTE space for use in teaching practice

### Impact Area: Post-IUP Success

- ✓ Undergraduate and graduate internships, practicums, work study, assistantships
- ✓ Partner with CPDC to support faculty inclusion of "life design" instruction
- ✓ Trends in higher education and best practices guides

### Impact Area: Academic Success

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

## Reflective Practice

Reflective Practice encourages faculty members to devote their time during the year to reflect upon their teaching. We offered many opportunities for this reflection to occur through the creation of **Teaching Circles** and our monthly **Large Group Meetings (LGM)**.

## Large Group Meetings

The CTE offers monthly Large Group Meetings. These mini-workshops are facilitated by campus “experts” and outside speakers which explore teaching strategies or other topics related to the teaching process. This year’s workshops covered a variety of topics including “creating an inclusive and equitable classroom” to “strategies for providing holistic academic advising”. We are very appreciative of our colleagues who volunteered their time to facilitate our Large Group Meetings this year and to those who attended!

A total of 12 large group meetings (four were dedicated to wellness workshops) were held during the 2022-2023 academic year. Meetings were held either in-person or via ZOOM with an average attendance of 16 individuals (total attendance 201). Feedback surveys were administered at the completion of the large group meetings. Aggregately a total of 72 participant’s entries were recorded. See Table 1 for summary data from the Large Group Meeting and Wellness Workshop Feedback Survey. Of the responses recorded, 47% reported to an extreme extent they learned useful information. In addition, 43% of the survey respondents reported to an extreme extent they can apply the information to their professional responsibilities. Lastly, 42% of the respondents reported being considerably inspired to make a change in the way they carry out their professional responsibilities. Similarly, 58% reported to a great extent the wellness workshop inspired them to make a change in self-care. Survey participants offered suggestions for improving future large group meetings (e.g., offer sessions in a hybrid format). Survey participants also offered suggestions for a future large group meeting topic (e.g., back to basics to engaging students). Lastly, participants commented on the events offered by CTE stating, “Reflective practice is one of the most important resources at IUP.”

**Table 1: Feedback Summary Data**

<b>Large Group Meeting Questions</b>	<b>Results</b>
To what extent did you learn useful information in the large group meeting?	Extremely = 47% Considerably = 35% Moderately = 15% Slightly = 3%
To what extent can you apply the information presented in the large group meeting to your professional responsibilities?	Extremely = 43% Considerably = 39% Moderately = 15% Slightly = 3%

To what extent did the large group meeting inspire you to make a change in the way you carry out your professional responsibilities?	Extremely = 31% Considerably = 42% Moderately = 15% Slightly = 12%
<b>Wellness Workshop Question</b>	
To what extent did the wellness workshop inspire you to make a change in your self-care?	Greatly = 58% Somewhat = 42%

Fall 2022	Spring 2023
<b>Who are our Students?</b> (Presented by CTE Associate Director Amber Racchini and Allison Baker, University College)	<b>Boundaries that Align with Your Values</b> (Presented by Emily Lasinsky)
<b>Scaffolded Learning Experiences</b> (Presented by Lori Lombard)	<b>Using Mentimeter to Increase Classroom Engagement</b> (Presented by Jacqueline McGinty)
<b>An Evening of Art and Wellness</b> (Presented by Emily Lasinsky)	<b>Growing Wellness</b> (Facilitated by Kay Snyder and Theresa McDevitt)
<b>The Multicultural Workforce Around You: Are you Included? In collaboration with Foreign Languages for Diversity and Inclusion Series</b> (Presented by FOLDIS)	<b>Turning Teaching into Research and Research into Teaching Panel</b> (Tracy Eisenhower, Bethany Jackson, Christina Hahn, Lisa Sciulli, Lorraine Gutih)
<b>BaFa’BaFa: a face-to-face learning simulation intended to improve participants’ cultural competency. In collaboration with Foreign Languages for Diversity and Inclusion Series</b> (Presented by FOLDIS)	<b>Creating Wicked Students: Re-thinking Higher Education in the Post-Pandemic World</b> (Presented by Paul Hanstedt)
<b>Nutrition, Hydration, and You: Tips and Tricks for Incorporating Healthy Eating and Hydration into Your Busy Semester</b> (Presented by Stephanie Taylor-Davis)	

## Teaching Circles

Another impactful form of reflection is through faculty-initiated Teaching Circles. Teaching Circles offer an opportunity for faculty to work with colleagues from their own department or across disciplines. There were a total of 19 Teaching Circles, nine of which represented the DEI Summer Academy, registered for the 2022-2023 Academic Year with a total of 62 registered faculty members. Teaching Circles met through a variety of formats (e.g., in-person, ZOOM, and

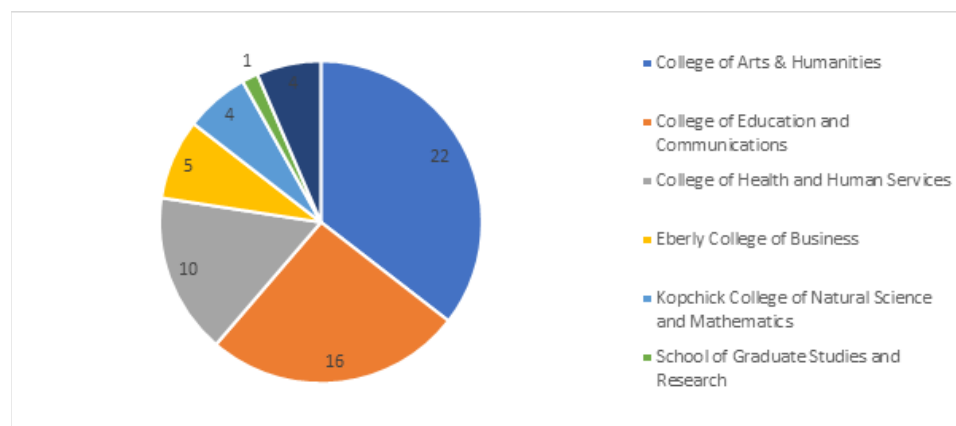
Teams) and completed numerous scholarly projects. See Table 2 for Exemplars from the Teaching Circle End of Year Report.

**Table 2: Exemplars of Scholarly Projects**

<i>We took our topic from the DEI Teaching Circle Guidebook in September, we focused on the ACUE Practice, “Ensure your course reflects a diverse society and world.” Discussion centered around our individual courses; students’ responses to our inclusive teaching statements; and inclusive language used in our classrooms.</i>
<i>We were able to execute an interprofessional simulation experience, face-to-face (small number of students participating as actors, while the remainder of the students observe) in November 2022 and March 2023 with student participants from nursing, nutrition, speech-language pathology (graduate students) and theater.</i>
<i>Most TC members expanded their curriculum and/or techniques to create a more DEI-focused class experience, while trying to better understand the needs of today's students. Some of us found we needed to better diversify our resources and topics and expose students to multiple perspectives within a topic. Others found it helpful to engage with students and define what DEI was for their class environment.</i>

The registered members of each Teaching Circle represented each of the five distinct colleges of IUP, the School of Graduate Studies and Research, and the University College. See Figure 1 for Membership Representation. Each member of a Teaching Circle was provided the opportunity to reflect on their personal achievements resulting from their involvement. See Table 3 for Exemplars from the Membership Verification Report

**Figure 1: Membership Representation**



**Table 3: Exemplars of Personal Achievements**

<i>I updated the diversity and inclusion statement in the syllabi of all three courses. I shared my syllabi with my teaching circle members. I chose content (articles and textbooks) that explicitly covered diversity and inclusion issues. I also made changes to my pedagogy.</i>
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*I have made my teaching more interactive with students. I've also worked to include discussions of difficult topics within my learning objectives. I've reviewed new texts to use as readings for future classes.*

*I learned how other professors across the university consider DEI challenges and how they implement large or small changes. I have made more diverse inclusions in my literature-based courses.*

The 2022-2023 Teaching Circles included:

Enhancing Learning of Students through use of Inter-professional Simulation	Big Ideas/ Teaching Transformative Texts
Getting Things Done Teaching Circle	DEI
Foundations of Inclusive Teaching Cohort #8	Pedagogy Reading Group
Engaged Teaching	Faculty Wellness Teaching Circle
Mama Academia	Diversity, Equity, Inclusion and Access: Creative Approaches
Robotic Arm Curriculum Development	Summer Academy Discussion Group Four
Exploring Emerging Technologies for Teaching	Online Teaching and Technology
CTE Summer Academy Teaching Circle #6	DEI Summer Academy Follow Up Cohort # 2
Summer Academy Teaching Circle 7	Summer Academy Inclusive Teaching Circle
Summer Academy Teaching Circle Cohort 9	CTE Summer Academy Teaching Circle #5

## Mini-Grants

A total of four Teaching Circles were awarded a \$500.00 mini-grant. Mini-Grants are intended to support Teaching Circles in getting the resources they need for the successful completion of their projects. The funds awarded from the mini-grant were used by each Teaching Circle to support their productive work leading to clear, well-defined outcomes that enhanced the teaching skills of its members or added to the group's knowledge of the scholarship of teaching and learning. See Table 4 for Exemplars from the Mini-Grant Project End of Year Report.

**Table 4: Exemplars of Mini-Grant Project Results**

*14 books were purchased and distributed to the teaching circle members who were able to review one or more books to determine if the books would 1) be good common readers for a future faculty wellness initiative and 2) to suggest possible activities which may have been inspired by part or all of book contents for future faculty wellness events. Five books were identified as possible common readers. Activities for future events were also provided.*

*With the mini-grant the teaching circle was able to create a freestanding lightboard in Stright Hall 211 that any faculty member or student can use. The board has a black backdrop and can be used as a writing surface or in video production.*

Each Teaching Circle had the opportunity to apply for our Teaching Circle Mini Grant. The purpose of mini grant is to support the productive work of Teaching Circles. These funds are used to enhance the teaching skills of its members or add to the group's knowledge of the scholarship of teaching and learning.

2022-23 Mini-Grant awards:

**“Books and Performance Tickets for Big Ideas”**

Bryna Siegel Finer, Lynn Botelho, Melanie Holm, Tami Whited, John Marsden, Amanda Poole, Kimberly Bressler, Dawn Smith-Sherwood, Dana Driscoll

Our teaching circle is proposing funding for copies of *The Book of Form and Emptiness* by Ruth Ozeki. We are all members of a working group for the Certificate in Big Ideas: Transformative Culture and the Professions, which aims to enhance students' humanities awareness and skill-set as a compliment to their majors in sciences and other disciplines. We plan to use it as a framework for our teaching circle conversations.

**“Pedagogy Reading Group Readings”**

Mimi Benjamin, Dawn Smith-Sherwood, Elaine Little, Julie Ankrum, Sadie Miller

The purpose of this teaching circle is to provide opportunities for faculty to engage with teaching literature and discuss uses of the pedagogical information in practice. For our monthly meetings, faculty identify a selected reading (article, book chapter, etc.) to review and share with the group. The goal is to also share how we have used the information in our classrooms along with the successes and challenges so that others may attempt the new techniques as well.

**“Brighter Explanations with Lightboards”**

John Chrispell, Channa Navaratna, Gary Stout, Tim Flowers, Francisco Alarcon, Mavis Pararai, Veronica Paz, and Azad Ali

The pandemic forced classroom teaching to be delivered completely online. This abrupt change meant that most institutions lacked the tools and training to deliver content to students with a minimum disruption to their education. Popular software such as Zoom, MS Team, and Google classroom filled some of the gap; however, it was evident that students missed the classroom experience. A different method of teaching uses an illuminated transparent board (lightboard) where instruction can be seen simultaneously with written content. In this proposal we seek funding to construct a low cost lightboard to enhance the remote teaching experience provided to students.

### **“Self-Care Practices for College Professors”**

Theresa McDevitt, Edel Reilly, Rachel DeSoto-Jackson, Meigan Robb, Elaine Little, Dawn Smith-Sherwood, Sandra Janicki and Mimi Benjamin

Faculty lead challenging lives and self-care often is not given priority, resulting in burnout and other health issues, and undermining their ability to provide highest quality instruction and model work/life balance and positive self-care practices for students. The goal of this project is to review books which address faculty wellness in general and/or specific self-care related practices to assist teaching circle members in developing personal self-care practices and plan for future wellness workshops designed to support the wellbeing of IUP faculty and the students they mentor.

## Scholarship of Teaching and Learning (SOTL)

The Scholarship of Teaching and Learning is described as:

*“The rigorous investigation of student learning, with the purpose of developing novel teaching methodologies and practices that can lead to the measurable enhancement of student learning. The results of the investigation are made public through quality scholarly outlets and widely-accepted conferences and general or discipline-specific journals.”* — [DePaul University Teaching Commons](#)

The Reflective Practice Co-Director for the Scholarship of Teaching and Learning (SOTL) offers support for faculty development related to quality teaching and scholarship by developing resource guides to share at Reflective Practice Large Group meetings. She also creates web pages to archive instructional resources shared at meetings (<https://libraryguides.lib.iup.edu/c.php?g=1264102>) and selects books that align with the Large Group Meetings topics which are given to randomly chosen workshop recipients. During this academic year, the Office of Social Equity and Title IX funded the purchase of additional prize books related to inclusive teaching.

### Faculty Self-Care Workshop Series

Faculty from the CTE, Libraries, and other departments were awarded a \$1,500.00 grant from State APSCUF to provide six hours of programming for faculty. Most of these sessions were included as part of the Reflective Practice workshop series.

See list of sessions offered, attendance, and impact:

Title	Date	Attendance	Impact
Self-Care for Educators Healthy Lifestyle Kick-off Meeting	9/9/2022 1 hr.	21	Inspired change Greatly = 83% Somewhat= 17%
An Evening of Art and Wellness	10/7/2022 2 hrs.	16	Inspired change Greatly = 70% Somewhat= 30 %
Nutrition, Hydration, and You	11/11/2002 1 hr.	19	Inspired change Greatly = 60 % Somewhat= 40%
Creating Boundaries that Align with Your Values	1/20/2023 1 hr.	33	Inspired change Greatly = 43 % Somewhat= 40%
Growing Wellness	3/10/23	9	Greatly = 25% Somewhat = 75%

## Book Raffles

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



## CTE Annual Recognition Awards Dinner

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



## Faculty Recognition Awards

To recognize and support outstanding faculty members, including temporary faculty and teaching associates, the Center for Teaching Excellence (CTE) annually offers awards that recognize teaching excellence and a commitment to our students. Faculty are invited to submit applications within 13 categories. After a peer-reviewed selection process completed by the CTE Advisory Board, the following faculty were awarded for 2022-23.

### **Jonathan Warnock**

**Department:** Geography, Geology, Environment, and Planning

**Award:** *Innovation*

#### ***Proposal Title and Abstract***

**Title:** A new approach to the “Big Project” in Geology: Rethinking the outcrop as default

**Abstract:** Often the final project in a geology class involves an outcrop visit during class time or over a weekend. This style of project is very familiar to students and can be heavily impacted by accessibility issues. In order to overcome these issues and provide students a novel experience, I have replaced the traditional outcrop visit in GEOS 355 - Sedimentology with a forensic problem. Using evidence I provide, students are expected to solve a murder. The exercise requires students to collect and analyze all the data types they've been using all semester. However, it requires them to think and communicate about this data in novel ways. While applied to a forensic problem, the data students collect, analyze, and communicate about consist of the types of data they are likely to work with in a huge variety of professions. Providing this novel experience increases student engagement and retention by expanding the curriculum, demonstrating novel data applications to students and capturing popular interest.

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### **Sudipta Majumdar**

**Department:** Chemistry, Biochemistry, Physics, and Engineering

**Award:** *Content Pedagogy*

#### ***Proposal Title and Abstract***

**Title:** Integration of individualized research into biochemistry laboratory

**Abstract:** A research-based biochemistry laboratory curriculum was designed to provide students with the experience of engaging in original research while introducing fundamental biochemistry laboratory techniques. Ownership of a research question and connection to the research community encourages students to continue in their STEM education. Engagement in the hands-on, biochemical challenges presented by authentic research prepares the students for progressively more complex problem solving and motivates them as they navigate through their science courses and prepare for careers in STEM.

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**Dana Driscoll**

**Department:** English, Writing Center

**Award:** *Mentoring*

***Proposal Title and Abstract***

**Title:** Mentoring Teaching Excellence Award

**Abstract:** Dana Driscoll, professor of English and director of the Jones White Writing Center, deeply weaves mentoring into her roles as a faculty member in the Composition and Applied Linguistics doctoral program and in the Writing Center. Through her work of co-publishing and presenting with graduate students, she offers students the opportunity to be socially apprenticed into the discipline with careful mentoring through research design, data collection, analysis, writing, revision, and managing the peer-review process. Of her 18 peer-reviewed articles published since she arrived at IUP in 2015, 50 percent of them have been co-authored with graduate student collaborators. Through the Jones White Writing Center, Driscoll invites her student tutors—undergraduate and graduate—to participate in various aspects of our writing center, including developing new programming, writing center assessment, and community service. For example, she has mentored multiple student tutor collaborators to spearhead our new community writing center initiative, creating opportunities for over half of the writing center staff to gain experience in tutoring and leading workshops in the greater Indiana Community. As a second example, she mentored two graduate student collaborators in designing, leading, and assessing the graduate writing groups, an initiative that supports over 150 IUP students each year as they make progress on their dissertations. These mentoring relationships not only impact the students directly involved but have a broader impact both at IUP and beyond.

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**Alexandra Krasova**

**Department:** English

**Award:** *Teaching Associate*

***Proposal Title and Abstract***

**Title:** Digital Composition, Storytelling, and Multimodal Literacy: Teaching Writing with Technology

**Abstract:** My application aims to demonstrate that the skills students acquire in a composition class are practical and applicable outside the classroom. I divided a 16-week course into four units each leading to a major project. The main purpose of the designed course is to leverage students' digital writing skills along with encouraging their critical thinking. All of the projects aim to develop various skills, namely, digital narrative, collaboration in a global space, multimodal digital writing, and reflexivity. Moreover, throughout the course, students gained other valuable knowledge, such as the importance of peer review, proofreading, and the significance of academic writing. I introduced



students to the IUP Writing Center, and we attended several workshops to leverage students' knowledge on clarity and conciseness in writing and various styles of writing research papers.

As for the accomplishments, students' feedback, presented in the application, confirmed the usefulness of the course by demonstrating that writing can and should be meaningful. All students attended the course on a regular basis successfully completed the final project, which proves the effectiveness of my pedagogical approach. In addition, students gained new digital writing skills, enhanced their literacy experiences, and learned to write in different genres. The student's final project sample demonstrates the significance and potential of my course. Finally, I received a positive and encouraging observation feedback from my mentor, who provided a letter of recommendation for my application.

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**Alfred Dahma and Timothy Flowers**

*Pictured: Dahma (left) and Flowers (right)*

**Department:** Mathematical and Computer Sciences

**Award:** *Open Educational Resources (OER)*

***Proposal Title and Abstract***

**Title:** Integrating WeBWork and GeoGebra to Create Technology Based OER for MATH 108

**Abstract:** This application addresses the work done by Drs. Alfred Dahma and Timothy Flowers in creating open educational resources for MATH 108 (Applications of Business Mathematics). The result of the project was the creation of approximately 100 problems used for 14 weekly technology assignments in MATH 108 in which GeoGebra applets were embedded within the open source homework platform WeBWork. Each of these problems contains a dynamic GeoGebra applet integrated within a WeBWork question to allow for graphical and numerical explorations of content taught in the co-requisite MATH 107 course. These questions can be randomized for each student and provide immediate feedback to students about their responses. With these assignments completed, we have removed the need to return to commercial textbooks for both MATH 108 and its co-requisite MATH 107.

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**Andrea Palmiotto**

**Department:** Anthropology

**Award:** *Open Educational Resources (OER)*

***Proposal Title and Abstract***

**Title:** Introduction to Anthropology - OER

**Abstract:** IUP’s Introduction to Anthropology: A Holistic and Applied Approach to Being Human is an original OER created by the Department of Anthropology. This free resource is peer-reviewed and includes a robust offering of 20 modules that cover topics relevant to any introductory anthropology course. With an excellent array of supplementary materials, including review assessments, discussion prompts, activities, and videos, faculty have the flexibility to modify the course for their needs and students can dive further into the topics no matter their preferred method of learning.

This OER arose from a commitment to provide high-quality resources to all students and reduce the barriers students face to attend college—including high textbook costs. Enrolling approximately 900 IUP students per year, this class serves IUP as a social science elective within the Liberal Studies curriculum and as a requirement for the Cultural Competencies certificate. At its core, anthropology is committed to improved diversity, equitability, inclusion, and accessibility by helping students realize that despite cultural differences, we are all humans. This resource is designed to help students understand how they can apply anthropological perspectives to their lives. Combining the best aspects of our introductory courses, teaching, and applied experiences, this OER provides multiple lenses to tackle common introductory topics while showing students the myriad of possibilities of what it looks like to be an anthropologist. It is Attribution-ShareAlike licensed (CC BY SA), allowing others to modify the content for their needs, so long as they cite the original source. Led by Andrea Palmiotto, the Anthropology Department is proud to present this OER to IUP and all other institutions that teach introductory anthropology courses.

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**Marissa Sweeny**

*Photo unavailable at this time.*

**Department:** Art and Design

**Award:** *Experiential Education*

***Proposal Title and Abstract***

**Title:** SQUAD Art Studio

**Abstract:** I founded SQUAD Art Studio as an inclusive, alternative Saturday Art School program for children ages 0–8 and a caregiver. SQUAD serves IUP preservice art educators and families with young children in our rural region. Additionally, SQUAD serves as an IRB-approved research site for art education faculty working with digital technologies, STEAM curriculum, and critical disability studies. For young children and pre-service art educators, SQUAD experiences emphasize negotiated curriculum, process-based art and media exploration, Universal Design in Learning, diversity, equity, inclusion, accessibility, sustainability, family/child intergenerational co-education, and the use of digital technologies as new media art. Currently in its sixth full year of operation, SQUAD has served every IUP art education preservice educator since 2017 and hundreds of community children. From 2018 to 2020, I initiated additional community-based collaborations between SQUAD and the Indiana County Farmer’s Market, Commonplace Coffee, and Downtown Indiana. In 2021, SQUAD expanded its reach through additional collaborations with two local preschools and Indiana Head Start. In fall 2023, SQUAD will serve 16 pre-service educators and 53

local children through courses held at the Artist's Hand Gallery and Keys Montessori School. SQUAD has been featured in the *Indiana Gazette* three times. Most recently, SQUAD's collaborative exhibition with Keys Montessori School, held at IUP's Kipp Gallery in May 2022, was featured on the paper's cover. Saturday art lab schools have historically served as sites for experiential art education in which preservice educators negotiate relationships between theory and practice under faculty guidance (Thompson, 1985; Lackey, 2008). Specific outcomes of SQUAD at IUP include: Creating a community-based art studio for young children; nurturing meaningful relationships between preservice educators and young children; activating interactive natural, ecological and digital materials and spaces; integrating digital and traditional art tools; and creating a multi-media production studio and channels for caregivers at home.

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**Deborah Kane**

**Department:** Management

**Award:** *Temporary Faculty*

***Proposal Title and Abstract***

**Title:** Teaching Excellence Temporary Faculty SCM MBA Quality

**Abstract:** I am Deborah Kennedy Kane, a temporary assistant professor, in the Department of Management and a member of the first IUP Business PhD Cohort. I am so excited to be given the opportunity to teach Industrial Quality, a course in the IUP Supply Chain Management, MBA program. This is the third course I taught for IUP and the first in this program. I am not new to teaching; I am a professor at Butler County Community College. Prior to teaching, I worked in the private sector as an engineer for Corning Glass Works and Kennametal Incorporated and as a supply manager for Nova Chemicals Incorporated. In addition to teaching, I am a partner of a medical device distributor. I highlight my experience for several reasons. I am grateful to the faculty, administrators, and staff at IUP for developing the Business PhD program for working professionals. The program has allowed me to teach at a level where I feel I can have a significant impact on my students' careers.

The course I am teaching this semester is Industrial Quality: Statistical Tools and Management. Though the title may seem "dry," the topic is quite interesting. Quality means meeting the customer's expectations. Each functional area of a business must work in harmony to make that happen. Supply chain management is a field that many people were not aware of until the pandemic. Now it is at the forefront of peoples' minds when the items they took for granted are no longer available or on a more positive note, the items can be delivered to their homes the next day! The "magic" behind the scenes is the focus of the course.

## Reflective Practice Recognition Awards

Faculty members are provided the opportunity to receive special recognition as an active or active plus member of reflective practice based on their level of participation in events throughout the academic year. For the 2022-2023 academic year, 48 faculty were identified as active members, and 15 faculty were identified as active plus members.

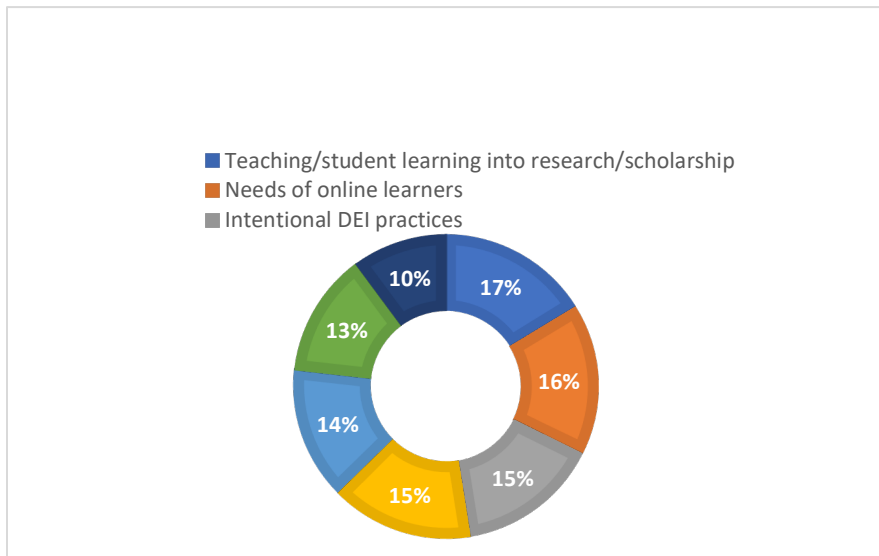
<b>ACTIVE</b>	
Francisco Alarcon Julie Ankrum Matt Baumer Parimal Bhagat Johanna Boothby Lynn Botelho Framarz Byramjee Erin Clark Nicole Clark Erin Conlin Alison Downie Susan Drummond Sara Emel Lea Ann Fairall Bryna Siegel Finer Ben Ford Rachel Fox Teresa Gongloff Lorraine Guth Tanya Heflin Melanie Holm Pao Ying Hsiao Richard Hsiao Leo Yan	Nancy Pipkin-Hutchinson Tara Johnson Christopher Kuipers DeAnna Laverick John Levey Lori Lombard Sudipta Majumdar Sadie Miller Kelli Kerry-Moran Gian Pagnucci Kalani Palmer Kelli Paquette Kara Romance Joseph Rosendale Michael Schwartz Jodie Seybold Susan Sibert Gary Stoudt William Taylor Gwen Torges Xi Wang Yasong Wang Dan Weinstein Lucinda Willis

<b>ACTIVE PLUS</b>	
Mimi Benjamin Terilyn Huntington Rachel DeSoto-Jackson Sandra Janicki Elaine Little Crystal Machado Dawn Smith-Sherwood Lydia Rodriguez	Theresa McDevitt Jacqueline McGinty Marjorie Zambrano-Paff Veronica Paz Amber Racchini Meigan Robb Heide Witthöeft

## Advising

This year the Associate Director of Academic Advising focused fielding general advising email inquiries, producing the Advisor Advocate Bulletins, and planning New Faculty Orientation. There were fewer advising related obligations since Allison Baker (University College) took over training and managing IUP Advise. The role of the Associate Director may change in the coming semesters with the development of the new Student Success Infrastructure, the evolving role of the University College, and the termination of course release time for the Associate Director of Academic Advising position.

### General Advising Activities



- Worked with the CTE graduate assistant to identify relevant advising topics, craft, and edit Advisor Advocate Bulletins to circulate to university faculty and staff
- Responded to student email inquiries including helping them identify their advisor, change advisors, or answer general questions

### New Faculty Orientation Planning

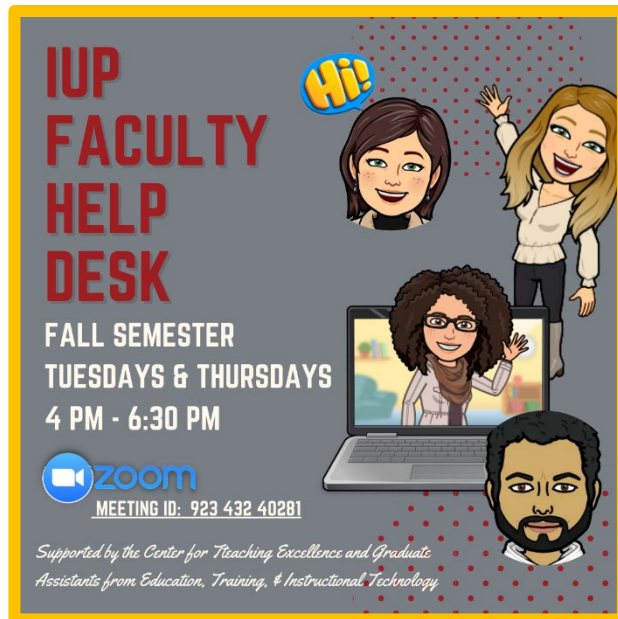
- All of the following activities were done with the help of Ann Marie Schweitzer, the CTE graduate assistant
- Generate and maintain list of participants and communicate with them about NFO
- Reserve room and coordinate equipment
- Communicate with the Office of the Provost regarding NFO details (luncheon, materials, etc.)
- Develop food budget
- Curate panels and contact participants
- Create materials for attendees about the university and broader community
- Work with the Office of the President to schedule a welcome and possible luncheon

## CTE Instructional Design Support (CTE-IDS)

### IUP SPARKS

- Volume 2 Issue 1: Assessment and Evaluation:  
<https://sway.office.com/eZbhw8vGFQfbmZlZ?ref=Link> (143 views)
- Volume 2 Issue 2: Experiential Education:  
<https://sway.office.com/iTozaQ7pqPhPXpHF?ref=Link> (89 views)
- Volume 2 Issue 3: Student Disengagement:  
<https://sway.office.com/o4nvVLUcP2GxtCFT?ref=Link> (77 views)
- Volume 2 Issue 4: AI 101 for College Professors:  
<https://sway.office.com/7B0gtqKNPbivkXxg?ref=Link> (41 views)

### Faculty Development and Support



- Drop-in instructional design support via Zoom for faculty Tuesdays and Thursdays from 4-6 pm. Fall and spring semesters.
- I-help Instructional Design service for faculty by request. Ticket requests are increasing, but outreach is still needed for faculty (where to request help) and IT support (identifying ID requests).
- Teaching Circle- Engaged Teaching-ID focused support for revisioning assessment practices.

### Training and Instruction

- **SPSS Replacement-** Jamovi/R Assisted with identifying faculty needs, answered questions as CTE representative during

ACPAC meetings. Facilitated faculty outreach, program development, registration, and training. Coordinated with SME/instructor to develop two-day training program delivered via Zoom and D2L. Program scheduled June 6 and 8, 2023. Will provide follow-up after training to distribute recording and resources to additional faculty.

- **Chair Training-** provide instructional design support and guidance for chair training workgroup led by Gian Pagnucci. Ongoing.
- **Reflective Practice-** Mentimeter demo for faculty February 23, 2023. Provided follow-up ID support to faculty requesting 1:1 demonstration after RP session.

### Additional Projects

- **Moodle Transition-** completed faculty move to Moodle by the end of Fall 22. Provided direct faculty support for the transition. Graduate students assisted with moving content, and I followed up with 1:1 meetings for onboarding and content review in D2L.

- **D2L support-** Faculty education and outreach about using D2L Help Desk. Guidance on outreach materials, meetings with D2L representatives, follow-up with faculty inquiries and issues using the service. Submit requests for new services and inquires.
- **ACPAC-** attended as CTE representative.
  - Worked with the OLC committee chair to refine the scope of committee work and assisted with plans for combining OLC duties with other sub committees.
- **One Button Research-** tested one button software for use in Stabley 105. The available open-source software “One Button 1.0) is not appropriate for our use. Researching additional options for faculty recording studio. Estimate developed for materials pending software. Zoom conference area tested and working for meetings.

## CTE Diversity, Equity, and Inclusion (CTE-DEI)

CTE worked to prepare the framework for a potential DEI course during Winter of 2022. CTE leadership team members Rachel DeSoto-Jackson, Jacqueline McGinty, Meigan Robb, and Sudipta Majumdar developed a new DEI course for faculty. To supplement this development, CTE Co-Director of DEI, Sudipta Majumdar, completed the ACUE course “Creating an Inclusive and Supportive Learning Environment” to determine if a partnership might be formed to offer this course to IUP faculty and staff.

To further our efforts in DEI, a **list of potential funding opportunities for DEI in STEM was identified to specifically support faculty in STEM.**

- I. Racial Equity in STEM Education (EHR Racial Equity)
  - A. GOAL: “Supports projects focused on advancing racial equity in STEM education and workforce development that are led or co-developed by individuals and communities most impacted by the inequities caused by systemic racism”
  - B. REQUIREMENTS: Proposal should contribute to implementing research-based practices/policies in STEM, advanced scholarship and promote equity in STEM, diversify project leadership
  - C. REQUIREMENTS: Proposal should plan to answer the following: Partnerships with communities affected by systemic racism, building theory/research, testing interventions, evaluating efficacy/effectiveness, changing institution (IUP) policies/practices, convene conferences related to STEM
    1. Prospective PIs are encouraged to send a one-page concept paper to [EHRRacialEquity@nsf.gov](mailto:EHRRacialEquity@nsf.gov) in advance of submitting a proposal.
- II. NSF Scholarships in Science, Technology, Engineering, and Mathematics Program (S-STEM)
  - A. GOAL: “Supports institutions of higher education to fund scholarships for academically talented low-income students and to study and implement a program of activities that support their recruitment, retention and graduation in STEM.”
  - B. REQUIREMENTS: Any Bachelor or master’s degree in any STEM field of study
- III. ADVANCE: Organizational Change for Gender Equity in STEM Academic Professions
  - A. GOAL: “Supports systemic change projects to enhance gender equity and inclusion for STEM faculty.”
  - B. REQUIREMENTS: Proposals as expected to use intersectional approach in design of systemic changes that recognize the relationship between gender, race and ethnicity
  - C. REQUIREMENTS: Four possible funding tracks: 1) Institutional Transformation (IT), 2) Adaptation, 3) Partnership, 4) Catalyst
- IV. Ethical and Responsible Research (ER2) by National Science Foundation (NSF)
  - A. GOAL: “The program funds research projects that identify: factors that are effective in the formation of ethical science, technology, engineering, and mathematics (STEM) researchers; approaches to developing those factors in all



STEM fields that NSF supports; and why and how those factors and approaches increase responsibly conducted research”

1. The maximum amount for 5-year awards is \$700,000 (including indirect costs), and the maximum amount for 3-year awards is \$400,000 (including indirect costs).

B. REQUIREMENTS: institutions of Higher Education (IHEs)

V. Experiential Learning for Emerging and Novel Technologies (ExLENT)

A. GOAL: “Through this new initiative, the Directorate for Education and Human

Resources (EHR) and the newly established Directorate for Technology, Innovation and Partnerships (TIP) seek to support experiential learning opportunities for individuals from diverse professional and educational backgrounds that will increase access to, and interest in, career pathways in emerging technology fields (e.g., advanced manufacturing, advanced wireless, artificial intelligence, biotechnology, quantum information science, semiconductors, and microelectronics”