CASE WESTERN RESERVE
UNIVERSITY

UNIVERSITY CENTER FOR INNOVATION IN TEACHING AND EDUCATION

30th Anniversary Report
1994–2024

UCITE: *Empowering people to learn*

OUR MISSION

The University Center for Innovation in Teaching and Education (UCITE) empowers people to learn. Case Western Reserve University has a long tradition of innovation and excellence in teaching. As a leader in the discovery of new knowledge through scholarship, CWRU strives to develop students with skills and values that support a lifetime of discovery and learning.

At UCITE, we believe this idea of lifelong learning is fostered when both students and faculty understand and practice the scholarship of teaching and learning.

OUR APPROACH

UCITE listens to, supports, and innovates with CWRU campus community members interested in understanding and applying the scholarship of teaching and learning. Grants, Programming, and Services advance teaching and learning in four interrelated areas:

- Develop and explore foundational teaching skills that lead to engaged student learning;
- Collaborate with teachers to adopt and evaluate new teaching and learning practices;
- Engage current and future faculty in conversations about the scholarship of teaching and learning pedagogy and praxis;
- Advocate growth of a campus culture that highly values the intersections of research and evidence-based learning practices.

CONTENTS

FROM THE DIRECTOR

UCITE empowers people to learn. With this report, we celebrate over 30 years of innovation in teaching and education at Case Western Reserve University, and we remain committed to the people—teachers and students—who cultivate inspired learning on our campus.

In this summative report, we acknowledge the origins of the Center over 30 years ago, we reflect on five years of change, and we look ahead to emerging opportunities for learning.

UCITE programming, grants, services, and resources have focused on four intersecting values over the past five years: **C**onnecting, **A**dapting, **R**esponding, and **E**mpowering.

◆ **Connecting** people with Science of Teaching and Learning (SoTL) pedagogy to improve educational practice at CWRU:

- UCITE continues to serve as a change agent to advance University priorities of elevating academic excellence, expanding research, and enhancing community engagement. Center programming, grants, services, and resources focus on the work of researchers who advocate that students learn more deeply when evidence-based pedagogical approaches are implemented in inclusive settings. UCITE encourages and financially supports original faculty pedagogical research through Nord Grants. Finally, Center staff work with CWRU community members to explore opportunities to engage with campus and community partners to align scholarship with inspiring learning practices.

- Faculty express appreciation and gratitude for UCITE's efforts to develop interdisciplinary communities of scholar-practitioners. These connections allow faculty to network with colleagues who value educational development to improve student learning.

◆ **Adapting** our efforts to address the emerging opportunities of teaching and learning:

- UCITE collaborated with the [U]Tech Teaching and Learning Technology team as our campus shifted rapidly to remote and hybrid learning delivery modalities during the 2020 Pandemic.
- Center staff work with the University AI Task Force to innovate student learning through responsible use of generative AI tools.

◆ **Responding** to changing capacities for faculty engagement:

- UCITE creates educational development engagements to meet the specific needs of individual faculty, departments, and university programs.
- We have committed funding to transform UCITE educational development spaces in the Allen Memorial Medical Library to reinforce active learning practices and to expand faculty access to SoTL resources.

◆ **Empowering** inclusive learning innovation on our campus and beyond University Circle:

- UCITE collaborated with the Office of Diversity, Equity, and Inclusive Engagement and the Center for International Affairs as part of a Higher Learning Commission Initiative to Advance Inclusion, Internationalization, Diversity and Equity (AIIDE) through an interdisciplinary Teaching and Learning Collaborative. Faculty cohort members assist with the development of website resources for colleagues to AIIDE through curricular and instructional practices.
- UCITE staff shared pedagogical expertise through international Professional and Organizational Development (POD) Network conference presentations in 2022 and 2023.

As UCITE begins a celebration of over 30 years as CWRU's Center for Teaching and Learning, we strive to expand faculty engagement with evidence-based pedagogical practices from the Science of Teaching and Learning. Our efforts will continue to **C**onnect, **A**dapt, **R**espond, and **E**mpower so CWRU faculty can make a difference in the lives of our students.

Matthew L. Garrett, PhD
Professor, Music Education
Director, University Center for Innovation in Teaching and Education

UCITE
ADVISORY
COMMITTEE

The UCITE Advisory Committee consists of faculty representatives from each of the CWRU professional schools and the college. In addition, representatives from University Libraries, [U]Tech Teaching and Learning Technologies, and the University Outcomes Assessment Committee contribute to the collective wisdom of the group. Faculty committee members are asked to serve for a three-year term, with a one year "rest" period at the conclusion of that term, before potentially returning for an additional service period.

The Advisory Committee is charged with sharing input on existing programs and services, as well as considering the development of new initiatives. Representatives have the opportunity to express programmatic needs from respective discipline and department areas, in an effort to strengthen connections between the Center and faculty colleagues. Committee members also serve as interdisciplinary reviewers for grant applications. The committee meets three times during the academic year.

UCITE
ADVISORY COMMITTEE

2023-2024 UCITE Advisory Committee

- **Mike Benza**, Criminal Law, School of Law
- **Corinne Coen,** Organizational Behavior, Weatherhead School of Management
- **Marji Edguer**, Social Work, Jack, Joseph and Morton Mandel School of Applied Social Sciences
- **Craig King,** Nursing, Frances Payne Bolton School of Nursing
- **Tawna Mangosh,** Pharmacology, School of Medicine
- **Anirban Mondal**, Mathematics, College of Arts and Sciences
- **Rita Obeid**, Psychology, College of Arts and Sciences
- **Andrew Rollins**, Biomedical Engineering, Case School of Engineering
- **Ali Syed**, Oral and Maxillofacial Medicine and Diagnostic Sciences, School of Dental Medicine

- **Donald Feke,** Vice Provost for Undergraduate Education and Academic and Faculty Affairs
- **Mary Quinn Griffin**, Assistant Provost for Outcome Assessment and Accreditation
- **Tina Oestreich**, Assistant Vice President, Teaching and Learning Technologies, [U]Tech
- **Erin Sweeney Smith**, Research and Engagement Librarian, Research and Engagement Services, Kelvin Smith Library

UCITE
STAFF

Matthew L. Garrett, PhD
Professor, Music Education
Director

Jennifer Hadingham, PhD
Instructor, College Teaching Preparation
Associate Director

Hollie McGivern
Department Administrator

UCITE
FOUNDATIONAL LEADERSHIP

Sandra Russ, PhD
Louis D. Beaumont University Professor Emerita, Psychology
Director, Lilly Fellows
1991-1994

James Zull, PhD
Professor Emeritus, Biology
Director, UCITE
1994-2004

Mano Singham, PhD
Adjunct Associate Professor, Physics
Associate Director, UCITE
1998-2004
Director, UCITE
2005-2015

Sarah de Swart, PhD
Assistant Director, UCITE
2004-2012
Associate Director, UCITE
2012-2015
Interim Director, UCITE
2015-2017

HISTORY OF
UCITE

In the early 1990's, President Agnar Pytte and Provost Richard Zdanis sought to increase the value of teaching at CWRU. They brought the Lilly Endowment, a private philanthropic foundation based in Indianapolis, to Associate Provost Sandra Russ's attention. Russ applied for grant funding and the university was awarded $136,000 to support undergraduate teaching from 1991 to 1994. Fifteen CWRU faculty members were named as Lilly Fellows.

As the Lilly Fellows program was being launched in 1991, the CWRU Task Force on Education in the Colleges of the Case Institute of Technology and Western Reserve College recommended the establishment of a Center for Teaching and Learning to coincide with the development of a University General Education Requirement.

"*We believe it is a necessity if widespread energy is to be invested in renewal of undergraduate education*" **(Task Force Report, 1991).**

Associate Provost Russ submitted a formal proposal to create a Faculty Teaching Center after two successful years of the Lilly Fellows program.

"*A Teaching Center model would bring the visibility to teaching initiatives that is consistent with the importance of teaching at Case Western Reserve University*" **(Russ, 1993).**

The new Center was modeled, in part, on recommendations from Ed Neal, the Director of Faculty Development at the University of North Carolina, Chapel Hill. The proposal was well-received by CWRU leadership and, in 1994, preparations began to formalize a center and expand on the successful work of the Lilly Fellows program. Past CWRU president T.K. Glennan expressed an interest in providing funds for the formation of a formal faculty teaching development program.

The University Center for Innovation in Teaching and Education opened in September 1994, with Biology professor James Zull as Director. The newly named Glennan Fellows program, established with endowed funds from T.K. Glennan, continued to support young faculty members similar to the 1991-1994 Lilly Fellows program.

"*The center is defined as a place which encourages and supports innovations in teaching and education*" **(Pytte to Glennan, 1994).**

Director Zull identified four support systems for faculty educational development:

- Offer services to assist faculty members in improving their classroom teaching
- Offer grants and teaching fellowships to support innovations in teaching and education
- Develop a resource center for teaching and education
- Produce a periodic "report to the faculty," which will describe UCITE's activities, announce opportunities, and encourage innovations in teaching and education. This publication will promote the philosophy that effective academic scholarship requires creative and dedicated work which serves both the discipline and the student.

Director Zull's philosophy statement from the inaugural annual report for the center in 1995 is notable in that UCITE has continued to operate with similar principles for the past three decades.

**UCITE Founding Director
James Zull**

> *"The goal of UCITE is to support and catalyze faculty activities which lead to innovative teaching and educational programs. Underlying this goal is the concept of the 'teacher-scholar.' 'Teacher-Scholars' are expected to be creative contributors to their disciplines and to the teaching of that discipline. As leading scholars in their fields, CWRU faculty are positioned to develop leading educational programs and to utilize and contribute to the development of the most effective ways to teach their various disciplines. Their desire to be a member of the academic community at CWRU presumes an underlying commitment to these objectives, and it is the goal of UCITE to provide a supportive environment in which they can flourish."*
> **(James Zull, 1995)**

Zull's leadership and vision would shape the center for more than a decade. Additionally, his contributions to the science of teaching and learning literature, *The Art of Changing the Brain* (2002) and *From Brain to Mind* (2011) have impacted a generation of teaching and learning center staff and the faculty served by those institutions.

CWRU faculty have led UCITE's educational development endeavors for over thirty years. Zull served as Director for four years, adding Physics faculty member Mano Singham as part-time Associate Director in 1998. Zull stepped down from UCITE leadership in 2004, and Singham became the full-time Center Director. He brought on Sarah de Swart—a graduate of CWRU's Organizational Behavior program and frequent UCITE programming collaborator—as the new part-time Assistant Director. When Singham retired from CWRU in 2015, de Swart was named Interim Director of UCITE, serving until she became Director of the Office of Faculty Development in 2017. Singham and de Swart recruited Music Education faculty member and UCITE participant Matthew Garrett to co-facilitate the Learning Fellows program in 2016. Following de Swart's transition to her Faculty Development role, Garrett was appointed Interim Director in 2017, and he became the third Center Director in 2018.

An external search resulted in the appointment of Jennifer Hadingham as Assistant Director in 2019, allowing for an expansion of Center programming and services.

In 2024, UCITE celebrates more than thirty years of educational development at CWRU. Building on the initial vision from the early 1990's, UCITE continues to empower people to learn.

UCITE
GRANTS

- Glennan Fellowship
- Nord Grants
- UCITE Course Innovation Grants (UCIGs)

PROGRAMS

- Learning Fellows
- AIIDE TLC
- Teachers Observing Teachers Experience (TOTES)
- UCITE Book Club
- First Fridays
- UNIV 401: Advanced Professional Development for University Teaching
- Past Programs: Assessment Learning Community (ALC), Mentor Fellows Program

SERVICES

- Teaching Assitant (TA) Training
- UCITE Mobile
- Teaching Observations and Consultations
- Scholarship of Teaching and Learning Library

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GLENNAN FELLOWSHIP

Case Institute of Technology President Dr. T. Keith Glennan (1905-1995) believed that the most important contribution of higher education is the influence it has on young people as future leaders. The UCITE Glennan Fellowship program began in 1994 as a foundational UCITE program to facilitate faculty growth during the early years of a career in the academy. Each year, a faculty cohort of 4–5 is selected to develop their instructional pedagogy and to familiarize themselves with the scholarship of teaching and learning. The Fellows meet with UCITE leadership on a monthly basis, as each individual faculty member works on a self-identified project to deepen and innovate student learning. The Glennan Fellows program fosters individual educational development within an interdisciplinary cohort of scholar-practitioners.

President Glennan felt strongly about education and led the development of a curriculum that established required courses in the humanities and social sciences for students majoring in science and engineering programs, expanding the foundations for liberal arts degree programs at CWRU.

Case Institute of Technology President Dr. T. Keith Glennan (1905-1995)
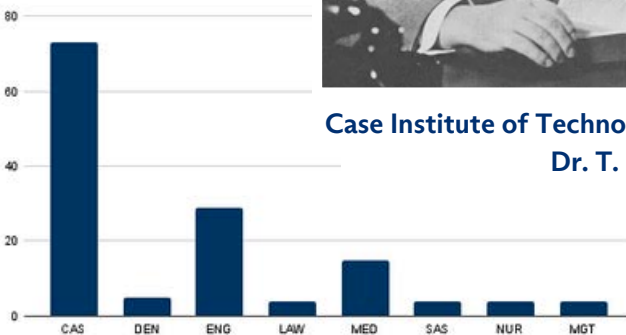
Glennan Fellows by Academic Unit, 1994-2023

NORD GRANTS

Nord Grants serve as a foundational cornerstone of UCITE's mission to empower people to learn through the development of innovative faculty teaching and research projects that directly benefit student learning. The Nord Family Foundation is a successor to a charitable trust established in 1952 by the entrepreneur and industrialist Walter G. Nord. Walter and his family believed that it was both responsible and prudent for a business to invest in the community it served. Two of Walter's children, Evan and Eric Nord, were early donors to UCITE, and sponsored the Nord Grant program to promote faculty innovation in teaching.

UCITE guides faculty applicants in the development of clear project objectives, emphasizing evidence-based teaching practices, impactful research activities, and engagement with Scholarship of Teaching and Learning topics. While Nord Grant recipients work independently on their projects, they share formal presentations of their efforts during UCITE's annual Teaching & Learning Colloquium. This comprehensive and supportive program not only empowers faculty to innovate in their teaching, but also encourages a culture of sharing and learning from one another, ultimately contributing to the continuous improvement of student learning at CWRU.

> *"When reflecting on the effectiveness of our engineering fundamentals course, we realized that a minor overhaul of the lecture component could vastly improve its effectiveness and potentially help students develop stronger academic skills. Receiving a Nord grant enabled us to find the time and resources to make this change possible. Student engagement with the material is much improved as a result!"*
>
> -**Dr. Kathleen Harper,** Associate Professor, Division of Engineering Leadership and Professional Practice, Case School of Engineering
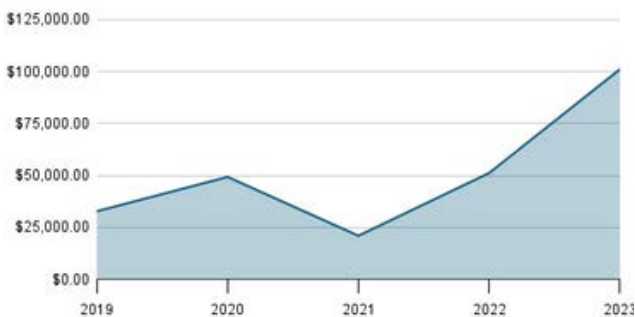
Total UCITE Faculty Nord Grant Award Amounts 2019-2023

UCITE COURSE INNOVATION GRANTS (UCIGS)

UCITE Course Innovation Grants (UCIGs) support the design and implementation of innovative teaching and learning pedagogies for new and existing courses. These small scale grants serve as seed funding for full-time teaching faculty who would like to implement an exploratory and innovative approach to teaching and learning in their context. UCIG funding enables faculty to consider options in experiential and service learning activities, problem-based learning opportunities, and the application of Universal Design for Learning frameworks.

> *"I have received so much support from UCITE that has allowed me to grow into a professor who can focus on the needs of my students."*
>
> -**Dr. Ashley Nemes-Baran,** Assistant Professor, Department of Neurosciences, School of Medicine

UCITE initiated the Course Innovation Grants in the 2022-23 academic year to incentivize and acknowledge faculty efforts to deepen student learning as we emerged from the pandemic. The demand for these awards far exceeded UCITE's initial expectations, and the grants are now sought after by faculty searching for ways to enhance their instructional practices. As a result, UCITE expanded the program in the second year to create opportunities for interdisciplinary cohorts of teachers to engage with one another in synergistic ways across the university.

> *"Receiving the UCITE Course Innovation Grant was a transformative experience that allowed me to significantly enhance the learning in our ML/AU course...[which] markedly improved student engagement and learning outcomes."*
>
> - **Dr. Pooyan Kazemian,** Assistant Professor, Department of Operations, Weatherhead School of Management

UCIG recipients begin their journey with UCITE with an initial one-on-one consultation with either the Director or Assistant Director of the Center in order to develop or review an action plan for the proposed innovation. Subsequently, the cohort gets together as a group to share their projects with one another and to form a supportive learning community. As the program grows, UCITE is developing a repository of pedagogical teaching strategies for colleagues at the university.

LEARNING FELLOWS

For 20 years, the UCITE Learning Fellows program has provided CWRU teaching faculty with opportunities to explore and expand their understanding of the art and science of teaching. The program brings together interdisciplinary teaching faculty cohorts to learn beside and with one another as they share their experiences from a variety of learning environments. Meeting weekly for a semester, Fellows discuss teaching and learning practices, engage in active learning demonstrations with colleagues, and apply research-based strategies and techniques to current and future courses. Upon completion, faculty members receive a grant for academic purposes.

> *"The UCITE Learning Fellows program is AMAZING! I am so glad that I had the opportunity to participate, collaborate with other faculty from different departments, and benefit from Matthew and Jenny's expertise. It strengthened my confidence as a teacher and I took away so many valuable tips and tricks. I hope to participate again in the future and would highly recommend the program to any faculty who are considering."*
>
> - **Dr. Carli Carnish,** Assistant Professor, Frances Payne Bolton School of Nursing

UCITE has sponsored over 250 faculty participants in this educational development program. The overarching goal of the Learning Fellows has remained the same, even as the Science of Teaching and Learning has continued to advance. UCITE strives to improve student learning by empowering faculty to teach with innovative, evidence-based strategies.

"My most impactful takeaway from UCITE's Learning Fellows program was that teaching is not about imparting knowledge, it is about designing an environment where learning can happen."
- **Dr. Sanmukh Kuppannagari,** Assistant Professor, Computer and Data Sciences Department, Case School of Engineering

- CAS = 179
- MED = 46
- ENG = 43
- NUR = 35
- SMG = 25
- LAW = 18
- SAS = 18
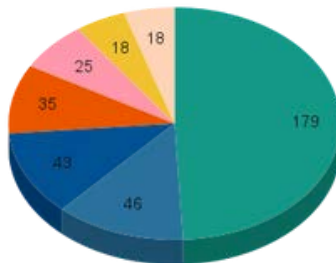
Learning Fellows by Academic Unit, 2002-2023

AIIDE TLC

The Advancing Internationalization, Inclusion, Diversity and Equity through a Teaching and Learning Collaborative (AIIDE TLC) developed from a Higher Learning Commission Initiative focused on expanding diversity, equity, and inclusive engagement at CWRU. UCITE partnered with the Center for International Affairs and the Office for Diversity, Equity, and Inclusive Engagement in 2020 to align university values with curricular applications of those values. The primary goal of the AIIDE TLC has been to support faculty in adapting, revising, and developing courses to be inclusive for all students.

> *"AIIDE TLC has significantly enriched my journey as a course instructor. Through this experience, I've cultivated numerous actionable insights that will not only enhance my next course delivery but also shape my approach to mentoring students in my research lab. As a relatively new educator, this collaborative has proven invaluable in refining my teaching pedagogy, empowering me to be more effective in fostering inclusive and equitable learning environments."*
>
> - **Dr. Stephanie Pike Moore,** Adjunct Faculty & Research Scientist, Department of Population and Quantitative Health Sciences, School of Medicine

Student, staff, and faculty communities at Case Western Reserve University reflect a spectrum of cultures, languages, nationalities and life experiences. The intersectionality of these communities enriches learning for all students, exposing them to multiple ways of thinking about, and existing, in the world. The AIIDE TLC provides faculty with space to identify and put into practice inclusive engagement practices: finding out who our students are; reflecting on who we are; recognizing bias and microaggressions, and implementing interventions to roll these back when we see them; and intentionally creating intellectually and physically accessible teaching and learning materials for those whom we teach.

Participants in AIIDE TLC meet weekly for a semester, and the program is open to all teaching faculty. Faculty members receive a stipend for academic purposes upon completion of the course.

> *"UCITE programs have been transformative to my teaching and mentoring of CWRU students. Under the skillful leadership of facilitators who are knowledgeable, respectful, and warm, I joined a community of faculty who were invested in improving as teachers and taught me so much about teaching excellence at CWRU. I deeply appreciate the community of interdisciplinary professors who, over the course of a semester, became trusted colleagues and friends."*
>
> - **Dr. Cara Byrne,** Lecturer, Department of English, College of Arts and Sciences

TEACHERS OBSERVING TEACHERS EXPERIENCE (TOTES)

Initiated in Fall 2002, the UCITE Teachers Observing Teachers Experience (TOTEs) provides CWRU faculty with opportunities to visit, observe, and learn with peer colleagues. Faculty hosts open their classrooms and share diverse teaching methods, effective active learning ideas, and appropriate assistive learning technologies. Peer hosts and observers are encouraged to continue conversations beyond the scheduled TOTEs week to connect with peers, share insights, and foster a supportive pedagogical community.

TOTEs week is a wonderful way for faculty members to break down barriers, gain new perspectives, share passion for teaching, and reaffirm commitment to student learning. Whether actively engaging in discussions or participating as an observer, the flexibility of the program allows participants to tailor the experience to their preferences, fostering an environment to advance a culture of teaching and learning at CWRU.

UCITE BOOK CLUB

UCITE Book Clubs provide space for casual conversations about an academic text on the Scholarship of Teaching and Learning (SoTL). Small groups of teaching and learning enthusiasts meet to discuss reading material and to share individually unique classroom experiences. UCITE created this opportunity for collaborative discussion, based on requests from faculty colleagues seeking a different, more informal educational development opportunity. UCITE Book Clubs have generated passionate, humorous, and incredibly thoughtful conversational experiences.

SoTL Books Recently Discussed:

Davidson, C. and Katopodu, K. (2022). *The new college classroom*. Harvard University Press.

Eyler, J.R. (2018). *How humans learn: The science and stories behind effective college teaching*. West Virginia University Press.

Hogan, K.A. and Sathy, V. (2022). *Inclusive teaching: Strategies for promoting equity in the college classroom*. West Virginia University Press, Morgantown.

"Participating in the UCITE Book Club has enriched my teaching practice through engaging discussion and exposure to diverse viewpoints. This experience has fostered creativity and provided valuable insights and a deeper understanding of learning theory that I can apply to my work. The most rewarding aspect of this experience is the community building: coming together to share ideas, support one another, and foster a collaborative learning environment."

- **Jessica DeCaro,** Director, Cleveland Health Sciences Library

FIRST FRIDAYS

UCITE First Fridays are designed to bring CWRU community members together for casual conversations about the Science of Teaching and Learning. This initiative caters to our faculty's enthusiasm for interdisciplinary collaboration, providing a relaxed setting for the exchange of ideas and shared experiences. Conversation facilitators share information about evidence-based practices and create space for teaching colleagues to share experiences they have had with students in learning environments. UCITE staff, Advisory Committee members, and CWRU faculty colleagues contribute to a rotating list of topics explored during these lunchtime gatherings.

First Fridays conversational topics have included:

- **AI/Chat GPT: Implications for Teaching and Learning in Higher Education**
- **Aligning Assessments with Student Learning Objectives**
- **Concept Mapping to Help Students Organize Knowledge**
- **Connecting to Community: Enhancing a Course with Service-Learning**
- **Creating Community with International Students**
- **Digital Accessibility: Making Learning Work for All Students**
- **Engaging Students with Disabilities: Understanding Course Accommodation and Modifications**
- **Honoring LGBTQ Students through Classroom and Curricular Inclusion**
- **Laying the Groundwork for Civil Classroom Discourse**
- **Mid-semester Pivot: Using Student Feedback to Improve Learning**
- **Mindfulness: Student and Faculty Wellbeing at the End of a Semester**
- **Pace Yourself: Effective Instructional Pacing**
- **Starting the Semester with Success**
- **Successful Teaching and Learning in Large Classes**
- **Syllabus Ideas to Engage and Inform Students**
- **Teaching for Transfer: Guiding Students to Learning Beyond the Classroom**
- **Using Self-Reflection to Improve Your Teaching and Student Learning**

UNIV 401: ADVANCED PROFESSIONAL DEVELOPMENT FOR UNIVERSITY TEACHING

UCITE offers graduate students and postdocs an opportunity to document participation in a professional development program that will assist with college teaching opportunities at CWRU and beyond. Departments often offer opportunities to teach classes as a part of graduate assistant or postdoc responsibilities. This endeavor can be deeply satisfying and challenging for individuals with limited or no prior teaching experience.

"I am currently using what I learned in the UNIV 401 course to redesign a course to make it more student-centered and aligned with evidence-informed teaching and learning strategies. The UNIV 401 course gave me the foundation to take on this difficult challenge."

- **TC Eley IV,** graduate student in the Department of Design and Innovation, Weatherhead School of Management

UCITE offers UNIV 401: Advanced Professional Development for University Teaching, an elective, zero-credit, semester-long course to help prepare graduate students and postdoc instructors for success in college learning spaces. UNIV 401 intentionally takes what is often implicit about teaching (such as the construction of learning objectives and aligned assessment tasks, the use of active learning strategies, and the deliberate act of teaching inclusively, amongst others), and makes it explicit. In doing so, course participants gain insight into the art and science of teaching and learning. There have been 265 course participants in UNIV 401 between 2019 and 2024.

"In the safe space that Dr. Hadingham was able to create and nurture, we discussed how to design effective assessments, how to write a teaching statement, and how to engage students in group work. Taking UNIV 401 was one of my best decisions and it remains my favorite course in my 7 years at CWRU. Thank you for preparing me for the teaching career!"

- **Polina Ermoshkina,** graduate student in Sociology, College of Arts and Sciences

TEACHING ASSISTANT (TA) TRAINING

Teaching assistants are an integral part of the University's teaching and learning mission.

In 2018, UCITE became the new home for courses UNIV 300 and UNIV 400, which are required courses for any undergraduate or graduate student being hired as a teaching assistant. The courses are designed to provide TA's with skills and knowledge regarding university policies, campus resources, and best practices in teaching and learning. Since 2021, UCITE has trained over 800 undergraduate TA's and over 1,000 graduate TA's.

ASSESSMENT LEARNING COMMUNITY (ALC)

The UCITE Assessment Learning Community (ALC) provided a dynamic and interdisciplinary platform for CWRU teaching faculty colleagues to delve into the intricacies of student assessment from 2020 to 2022. This collaborative initiative aimed to broaden participants' understanding of assessment, exploring its connection to both course settings and overarching degree program outcomes.

The program covered a spectrum of topics, ensuring a comprehensive exploration of assessment practices. These ranged from developing and utilizing assessment tools suitable for various class sizes to aligning course goals, assessment tools, and instructional strategies. The community also examined the vital roles of assessment in recording student learning, monitoring progress, and investigating the intricate relationship between assessing student learning and evaluating program-level outcomes. Throughout the sessions, the focus remained on fostering innovative assessment practices that enhance student engagement and provide accurate measures of learning.

MENTOR FELLOWS PROGRAM

From 2012-2017, UCITE implemented an interdisciplinary learning community to foster positive and constructive mentoring relationships between graduate students and faculty through the Mentor Fellows Program. This initiative was designed to empower faculty with the tools to reflect on and enhance their mentoring practices. With a commitment to creating a supportive community of mentors, the program encouraged thoughtful discussions among faculty members from diverse departments across the university, fostering a collaborative approach to improving the quality of mentoring.

Since Fall 2017, the Mentor Fellows Program has been offered through the Office of Faculty Development. Over 70 faculty members have participated in these semester-long learning communities, shaping the program into a cornerstone for mentor development at CWRU.

UCITE MOBILE

UCITE goes the extra mile in supporting the diverse needs of CWRU entities through its customized programming, known as UCITE Mobile. While the Center takes pride in its signature programs like Learning Fellows and AIIDE TLC, staff members recognize that departments and programs within CWRU have distinct needs and educational objectives. UCITE will work with college, school, and department representatives to design and facilitate personalized educational development programming. This approach reflects UCITE's commitment to fostering a collaborative and inclusive environment, where the unique characteristics of each unit are intentionally acknowledged and addressed.

UCITE will work with college, school, and department representatives to design and facilitate personalized educational development programming.

TEACHING OBSERVATIONS AND CONSULTATIONS

UCITE provides a multifaceted approach to individual faculty members and small groups of teaching colleagues by offering formal teaching observations and consultations. UCITE teaching consultations and pedagogical teaching observations are designed to help faculty analyze existing instructional practices to identify strengths and possible areas for alternative practice in an effort to improve student learning.

UCITE teaching observations incorporate three confidential interactions, beginning with an initial conversation to discuss goals and concerns, followed by the observation of a chosen class session, and culminating in a post-observation discussion accompanied by a confidential written summary with actionable suggestions for alternative practices. This service is thoughtfully extended to all CWRU teachers, be they full- or part-time faculty, adjunct faculty, or staff teaching courses. UCITE strives to foster intentional effectiveness in teaching through critical reflection and application of evidence-based practices.

UCITE's teaching consultations provide valuable one-on-one or small group support to CWRU teachers, creating dedicated space for collaborative discussions on diverse classroom practices. With a focus on development rather than judgment, faculty can explore various issues and topics associated with teaching and learning, including course design, teaching strategies, Universal Design for Learning (UDL) integration, and student assessment. Open to all CWRU teachers, including graduate student and postdoc instructors, these consultations are designed to advance instructors' thinking and practices, ensuring a tailored and effective approach to student learning. The process typically involves one or more conversations with teachers, followed by faculty feedback to the center. This discourse contributes to the continuous refinement of the consultation process. This comprehensive and confidential support aligns seamlessly with UCITE's mission to empower individuals in their learning journey and enhance their teaching practices.

SCHOLARSHIP OF TEACHING AND LEARNING LIBRARY
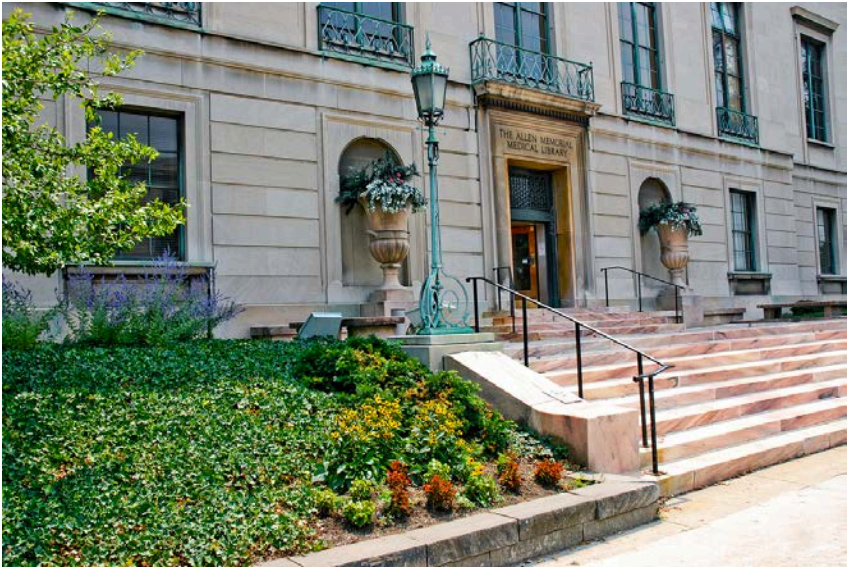
Allen Memorial Medical Library

UCITE hosts a browsing resource library of materials from the Scholarship of Teaching and Learning literature (SoTL). With over 600 titles, this collection is a valuable resource of educational development materials for center staff and CWRU faculty. The SoTL library is housed in the Faculty Advancement Conference Room on the first floor of the Allen Memorial Medical Library. Faculty members seeking to explore these resources are encouraged to consult with a member of the UCITE staff.

CASE WESTERN RESERVE
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University Center for Innovation in Teaching and Education

Empowering People to Learn

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