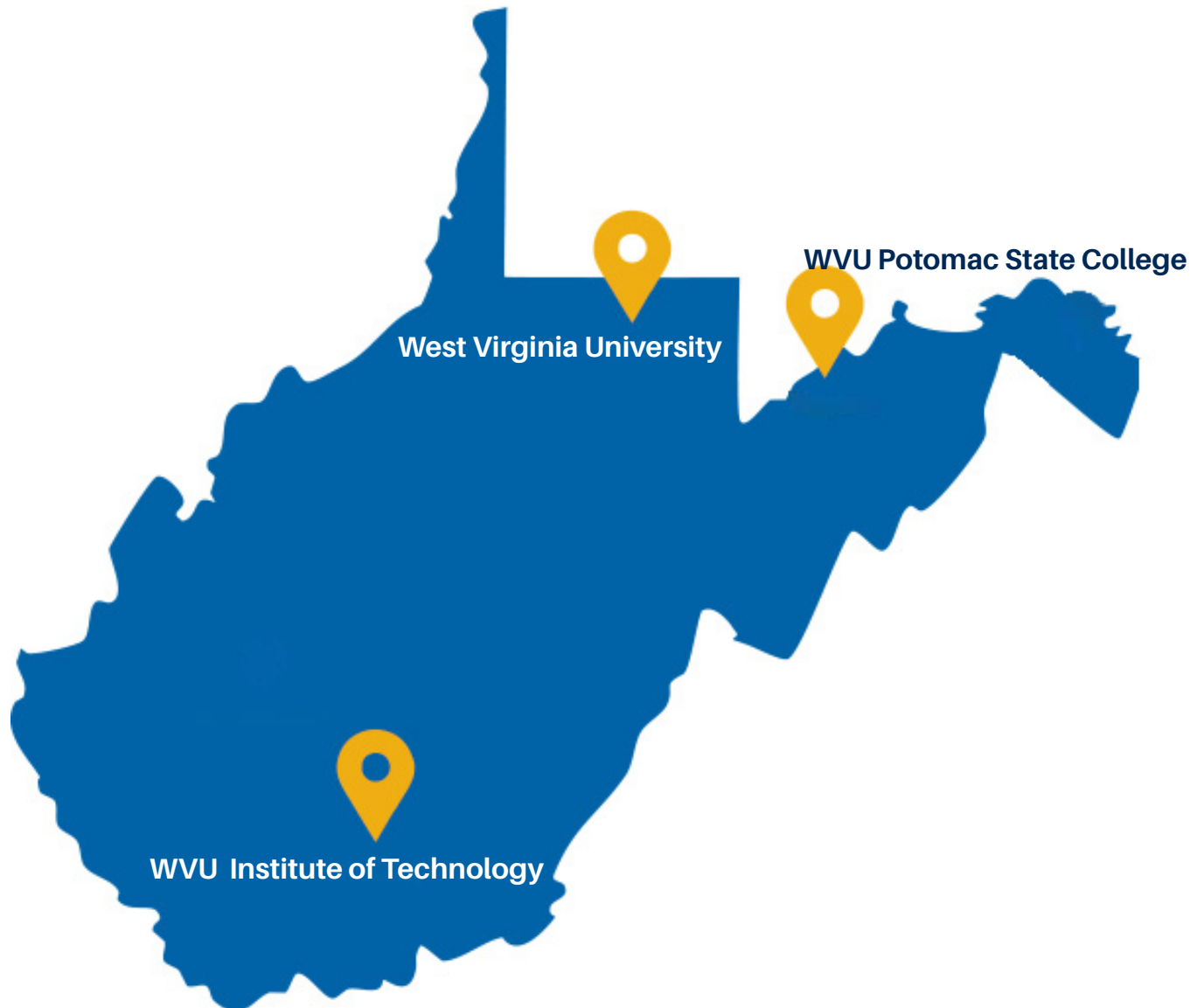


2024-2025 Annual Report



Supporting teaching across West Virginia University



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Year One Timeline

This timeline showcases the WVU Teaching and Learning Center's rapid growth during the 2024-2025 academic year. In year one, the Center identified and on-boarded critical staff and stakeholders who will help shape the future of the Center. Growth of our event programming, including talks, workshops, and signature programs, are also highlighted below.

July 2024
Administrative Director
of the Center is appointed

August 2024
Advisory Group
to Center is selected

September 2024
Evansdale location
opens its doors

October - November 2024
First workshop is offered on Morgantown,
Keyser, and Beckley campuses

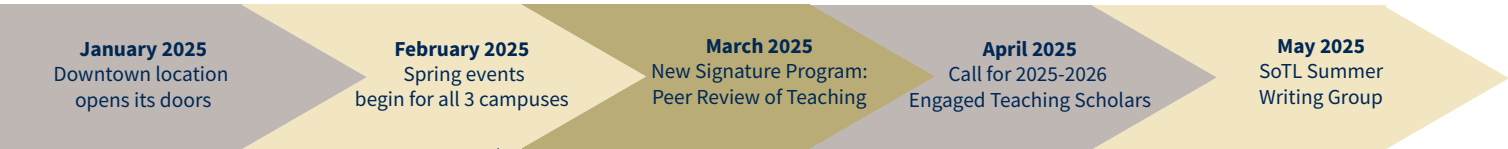
December 2024
Faculty Director /
Provost Fellow is
selected

Critically Evaluating and Selecting
Student Engagement Technologies





In the 2024-2025 academic year, the WVU Teaching and Learning Center reached approximately **300 unique instructors** through our Center's event programming and one-on-one consultation services.



- Transparent Course Strategies: Lessons from TILT
- Student Engagement Seminar
- Student-Centered Language for a Positive Classroom Climate
- Coauthoring Course Materials with GenAI
- Contextualizing Your SPoT Results

- Spring Scholarly Teaching Series**
- Finding your SoTL Path
 - Publish & Flourish (with Tara Gray)
 - Turning Academic Writing Assignments into Publishable Scholarship (with editors of *Prompt*)

Message from the Center's Director

It has been an exciting first year in the WVU Teaching and Learning Center. Since opening in the fall of 2024, the Center has made remarkable strides in advancing a culture of evidence-based teaching. In just one year, the Center has grown in both reach and impact by establishing two new locations and launching initiatives that reflect our commitment to scholarly teaching.

Guided by the thoughtful input of our Advisory Group, we laid the groundwork for the Engaged Teaching Scholars program. Faculty members from WVU Potomac State College, WVU Institute of Technology, and West Virginia University were selected to represent their campuses and conduct a scholarly teaching project.

During the Spring 2025 semester, we launched our first signature program on the campus of WVU Institute of Technology: *Development-Focused Peer Review of Teaching*. This program fosters a supportive, reflective approach to teaching and has already begun to shape meaningful conversations on teaching and learning.

Looking ahead to the next academic year, we are preparing to introduce our second signature program, the *Course re/Design Studio*, with an initial offering on the Morgantown campus. This initiative will provide faculty with the tools, time, and collaborative space to reimagine their courses using evidence-based teaching practices.

Building on the momentum of our first year, we are excited to continue making an impact on teaching across West Virginia University. I invite you to visit our website and explore our upcoming program offerings: tlc.wvu.edu



/ Sarah McCorkle, Ph.D.

Administrative Director

WVU Teaching and Learning Center

Advisory Group

Faculty and student representatives provided direction and recommendation during the first year of the Center's growth. The Advisory Group will transition to an Engaged Teaching Scholars program for the 2025-2026 academic year.

2024-25 Advisory Group Members

Rhonda Black
Director of First-Year Experience, West Virginia University

Sheri Chisholm
Associate Professor of Biology and Honors Program Coordinator, WVU Potomac State College

Gina Martino Dahlia
Teaching Professor and Associate Dean of Student Success and Enrollment, College of Creative Arts and Media

D. Jake Follmer
Assistant Professor, Educational Psychology, West Virginia University

Lakshmi Garladinne
Associate Professor, Oral and Maxillofacial Radiologist, West Virginia University

Kelli George
Teaching Assistant Professor, Human Nutrition and Foods, West Virginia University

Kimberlyn Gray
Associate Professor, Chemical Engineering, WVU Institute of Technology

Vicki Huffman
Biology Professor and Associate Dean of Academic Affairs, WVU Potomac State College

Katrina Stewart
Service Assistant Professor, Department of Biology, West Virginia University

Stephanie Young
Teaching Professor and Eberly College Director of the STEM Collaborative, West Virginia University

Zachary L. Ellis
Undergraduate Student Representative, Biochemistry, West Virginia University

Kaitlin Stewart
Doctoral Student and Graduate Teaching Assistant, Geography, West Virginia University

Engaged Teaching Scholars

Under recommendation from the Center's Advisory Group, the WVU Teaching and Learning Center will transition to an Engaged Teaching Scholars program for the 2025-2026 academic year. The goal of this program is to better integrate faculty members into the Center, while supporting their scholarly teaching efforts. Each Engaged Teaching Scholar will produce a project intended to promote evidence-based teaching practices across West Virginia University. The Center's Faculty Director and Provost Fellow, Katrina Stewart (Eberly College), will oversee the Engaged Teaching Scholars.

Meet Our 2025-2026 Engaged Teaching Scholars

Faculty Director and Provost Fellow

Katrina Stewart
Service Assistant Professor
Eberly College of Arts and Sciences

West Virginia University

Omar Al-Shebeeb
Teaching Assistant Professor
Statler College of Engineering and
Mineral Resources

Cathy Mezera
Teaching Associate Professor
College of Creative Arts and Media

WVU Institute of Technology

Kimberlyn Gray
Associate Professor of Biology
School of Arts and Sciences

Aida Jiménez Esquilín
Associate Professor of Biology
School of Arts and Sciences

WVU Potomac State College

Andrea Shafer
Assistant Professor of Education
Liberal Arts Division

2024-2025 Multi-Day Programs

In year one, our multi-day program offerings included communities and signature programs. Additional communities of practice and a new signature program, the Course re/Design Studio, are planned for the upcoming academic year.



Development-Focused Peer Review of Teaching

tlc.wvu.edu/peerreview

This signature program prepares instructors to give and receive a formative, development-focused peer review of teaching. The program provides an opportunity to receive early, formative peer feedback and encourages instructors to improve upon their teaching practice in advance of their department's evaluation of their teaching. By participating in the formative peer review of teaching, instructors will become more familiar with the peer review process, thus lessening anxiety around peer review – for both formative and summative purposes.

Summer SoTL Writing Group

Nathalie Singh-Corcoran | Eberly College of Arts and Sciences

Ten instructors, including faculty and graduate students, participated in a summer Scholarship of Teaching and Learning writing group led by Nathalie Singh-Corcoran (Eberly College), Director of Communication Across the Curriculum. Participants met each Wednesday in the Teaching and Learning Center's Downtown location. Consultation services on preparing SoTL manuscripts and writing assistance were provided throughout the summer.

Review of 2024-2025 Events

Workshops

Fall 2024

Critically Evaluating and Selecting Student Engagement Technologies

Sarah McCorkle | WVU Teaching and Learning Center

Workshop Outcomes:

- Bring instructor attention to the WVU Student Government Association's Assembly Resolution to Reduce Third Party Platforms while alerting instructors to the sales tactics often deployed by Third Party Platform sales reps.
- Empower instructors to think critically about technology pricing structures, explore who shoulders the cost (students, departments, or the university), and consider ways they can help reduce the cost of Third Party Platforms in their own courses.
- Instructors compare and contrast the features of their current Third Party Platform adoptions to WVU-provided platforms, free platforms, or reduced cost platforms.
- Model the use of free, low-cost, or WVU-provided student engagement technologies for instructors.
- Provide instructors with hands-on technology exploration opportunities.

Spring 2025

Transparent Course Strategies for Student Success: Lessons from TILT

Sarah McCorkle | WVU Teaching and Learning Center

Workshop Outcomes:

- Introduce instructors to the TILT (Transparency in Learning and Teaching) Framework.
- Provide instructors with an opportunity to practice applying the framework to assignment and activity examples from other instructors.
- Encourage instructors to think critically about the design of our course activities and how the directions we compose might be made more clear for our students.
- Enable instructors to apply the framework as they revise a course activity students frequently struggle with.

Student-Centered Language for Positive Classroom Climate

Ron Reaser | Statler College of Engineering, West Virginia University

Workshop Outcomes:

- Raise instructor's awareness of factors that can influence a positive or negative classroom climate.
- Introduce instructors to a student-centered approach to language in our classroom and curriculum.
- Practice applying inviting language rather than controlling language in our syllabi and assignments.

Contextualizing Your SPoT Results

J. Kasi Jackson | Eberly College of Arts and Sciences, West Virginia University

Workshop Outcomes:

- Enable instructors to apply qualitative data analysis methods to their Student Perception of Teaching results.
- Prepare instructors to develop a plan for the enhancement of student learning.
- Demonstrate how instructor's teaching contributes to an academic unit's mission and goals.
- Prepare instructors to compose teaching narratives for annual review and promotion/tenure.

Coauthoring Course Materials with Generative AI

Sarah McCorkle | WVU Teaching and Learning Center

Workshop Outcomes:

- Introduce instructors to WVU's instance of Microsoft Copilot chat.
- Help instructors think critically about the Generative AI tools available to the public, what happens to data entered into a GenAI tool, and how WVU's instance of Microsoft Copilot chat can protect the data of our instructors, students, and staff from being used to train foundation models.
- Provide instructors with an opportunity to interact with Microsoft Copilot chat through the use of prompts engineered for a specific task.
- Encourage instructors to co-author with Microsoft Copilot by engaging in a dialogue with the GenAI chat.
- Enable instructors to generate course materials, such as descriptive rubrics or case studies, which can save time and create workflow efficiencies.

Talks and Seminars

Spring 2025

Student Engagement Seminar

This seminar on student engagement strategies will be facilitated by **Todd Hamrick** and **Robin Hensel** (Statler College of Engineering and Mineral Resources). We will discuss the importance of student engagement within our courses and showcase a few examples of ways we have engaged students in our classes, from creating larger projects to individual in-class activities.

Finding your SoTL Path

Sarah McCorkle (WVU Teaching and Learning Center) invites instructors to find their SoTL path. What is scholarly teaching and how can you contribute to the Scholarship of Teaching and Learning (SoTL)? This talk will introduce you to SoTL, which can be used to: 1) inform your approach to teaching; and 2) disseminate your effective teaching practices. You'll learn how to locate regional, internationally recognized, and sponsored conferences on college teaching. (Including well-respected virtual conferences with free and low-cost registration for attendees and presenters.) We'll also discuss the range of SoTL publication outlets from empirical research-based journals to applied, teaching practitioner articles.

Turning Academic Writing Assignments into Publishable Scholarship: A conversation with the editors of *Prompt*

Instructors from across the disciplines are invited to a SoTL talk led by **Rick Fisher** and **Kelly Kinney**, the editors of *Prompt: A Journal of Academic Writing Assignments*. *Prompt* is a biannual, refereed online journal that publishes academic writing prompts (i.e., assignments) directed at both undergraduate and graduate students from across the curriculum. The editors will discuss how one might turn innovative writing assignments into publishable work. This event is co-sponsored by the Eberly College's SpeakWrite Program, the English Department, and the Teaching and Learning Center.

Publish & Flourish

Tara Gray serves as associate provost for faculty development at New Mexico State University, with criminal justice as her tenure home. She has published 50 scholarly works, including four books. Her books include *Publish & Flourish: Become a Prolific Scholar*. Publish in better journals and write winning grants. Triple your productivity. Get glowing reviews. Write prose that is clearer, better organized, and more compelling. Many grant, book, and journal writers are educated at the School of Hard Knocks, but it's not the only school, or even the best.

Center Locations

Downtown Morgantown

The WVU Teaching and Learning Center's primary location is on the Downtown Campus of West Virginia University in Morgantown. This space seats up to 34. A small conference room is also available at the rear of the suite.

Stewart Hall, Room B20



Evansdale Campus

On the ground floor of Evansdale Library, the Faculty Development Workspace serves as a convenient meeting location for workshops and one-on-one consultations with those teaching near the Evansdale Campus. This space seats up to 24. When configured as an Active Learning Classroom, the space seats 16.

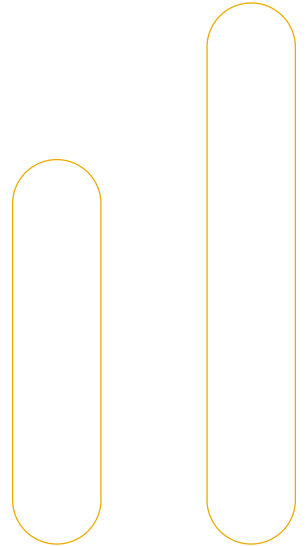
Evansdale Library, Room G01

WVU Institute of Technology



On the campus of WVU Tech, the Faculty Development Center was established to provide a dedicated space for professional development activities related to teaching and learning. A lounge area and an instructional area are directly off the kitchenette. The instructional space is configured to seat 12. The room may accommodate up to 15.

Byrd Learning Resource Center, Room 324



WVU Potomac State College

On the ground floor of Mary F. Shipper Library, the Active Learning Center serves as the WVU Teaching and Learning Center's location on the campus of Potomac State College.

Configured as an Active Learning Classroom, the room accommodates up to 15.

Mary F. Shipper Library, Room G6

