

# CTE 2023-2024 Highlights

Dear Colleagues,

We are excited to share with you highlights from our professional development offerings and partnerships this past academic year 23-24. We are grateful for all our partnerships with colleagues across the institution; your insights and expertise help us provide the support and resources needed for all our students and faculty colleagues to succeed and thrive.

Through our partnerships with multiple offices, colleges, and divisions, we offered a variety of professional development opportunities, which included monthly teaching conversations, speaker series, and workshops on various topics informed by feedback on previous workshop surveys and annual needs assessments. We continued to engage in critical and thoughtful partnerships with colleagues across the institution and beyond through our [Students as Learners and Teachers at a Hispanic Serving Institution \(SaLT HSI\) program](#), the first student partnership program at a Hispanic Serving Institution. We partnered with the Division of Research on our [Teaching and Learning Integration in the Classroom and Community \(TRICC\)](#) Speaker Series and with the Office of Bilingual Integration on the [Becoming B3 Series](#). We also partnered with the UTRGV Academy of Distinguished Teachers (ADT) to offer a [series of conversations](#) on how to meaningfully and effectively document the impact and growth of our teaching for annual review and tenure and promotion informed by categories in the [Documenting Teaching Effectiveness: A Guided Self-Assessment Tool](#). Finally, we partnered with the Office of Engaged Scholarship and Learning and PRIMERS to offer a series of workshops and support on high impact teaching strategies related to [Service Learning](#) and [Active Learning](#), respectively.

In this multi-page document, please find highlights from our various professional development offerings, programming, and partnerships. We include attendance details, short testimonios and quotes from participants, learning assessment data, and future goals. Our learning assessment data centers on highlighting what participants learned, how they intend to apply what they learned, and what they hope to learn in the future. We, alongside our students, are all responsible for advocating for and learning about teaching and learning practices that center student voices, experiences, and agency over their learning in ways that help us build educational spaces where we all belong, thrive, and succeed.

As we look forward to a new academic year, we are excited to share teaching and learning practices and strategies in response to your thoughtful reflections and feedback on workshop surveys throughout the year and in our Annual Needs Assessment survey. Some of the themes we intend to explore include educational technology and artificial intelligence, feedback and assessment practices, collaborative assignment design, peer observation of teaching among many others. We are also excited to offer a more diverse structure for our teaching conversations to fit different needs and purposes, including 20-minute teaching strategy, 40-minute teaching demo, and one hour or more hands-on workshops.

We look forward to continuing to build meaningful student-centered partnerships with faculty colleagues, students, and staff members across our institution and beyond. Your participation and partnership are invaluable to us, and we invite you to participate in and facilitate teaching conversations with us this new academic year!

Our best wishes,

Alyssa G. Cavazos, Ph.D.  
Associate Professor, Writing and Language Studies  
Director, Center for Teaching Excellence

Adolfo Hernandez, M.A.  
Program Coordinator,  
Center for Teaching Excellence

The University of Texas  
**Rio Grande Valley**  
Center for Teaching Excellence



## CENTER FOR TEACHING EXCELLENCE

### OUR MISSION & VISION

We aim to provide professional development opportunities that foster success in teaching and learning through reflective, collaborative, and learner-centered practices with faculty members, staff, and students at UTRGV and beyond.

### OUR VALUES

We value collective conversations on teaching and learning as a public practice where faculty, staff, students, administrators, and community partners learn from each other to create a sense of belonging for all.

### AT A GLANCE

We offer a wide range of programming and support to promote teaching and learning:

- **Weekly/Monthly Teaching Conversations**
  - showcases high-impact practices by faculty, students, and staff colleagues across UTRGV
- **Students as Learners & Teachers at a Hispanic Serving Institution (SaLT HSI)**
  - builds reciprocal partnerships between instructors and students to enrich educational practices
- **Teaching and Research Intersections in the Classroom and Community (TRICC) Speaker Series**
  - features scholars who explore teaching and research intersections for student success
- **Faculty Learning Communities**
  - interdisciplinary, peer-led groups committed to enhancing teaching around a specific theme



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# CTE at a Glance: Academic Year 2023-2024

47

Professional  
Development  
Sessions

5

PROGRAMS/  
INITIATIVES

FACULTY MEMBER  
PARTICIPATION  
(Unduplicated)

475

TOTAL CUMULATIVE  
ATTENDANCE:

1067

## ATTENDANCE BY COLLEGE:

- College of Liberal Arts: 146
- College of Health Professions: 64
- College of Sciences: 50
- College of Education: 47
- Robert C. Vacker College of Bus & Entrep: 47
- University College: 34
- College of Engineering & Computer Science: 25
- College of Fine Arts: 21
- School of Nursing: 14
- School of Social Work: 10
- School of Medicine: 07
- Other: 10

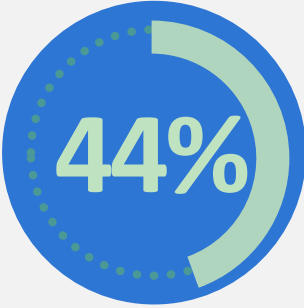
## ATTENDANCE BY FACULTY RANK:

- |                       |                     |
|-----------------------|---------------------|
| Professor: 54         | Senior Lecturer: 14 |
| Assoc. Professor: 91  | Lecturer: 118       |
| Assist. Professor: 88 | Other: 110          |

## Our Partners

- Academic Innovation
- Office for Bilingual Integration
- Center for Online Learning and Teaching Technology
- Community Engagement
- Office of Engaged Scholarship & Learning
- Student Accessibility Services
- University Library
- Division of Research
- Writing Center
- School of Mathematical and Statistical Sciences
- PRIMERS
- Puentes

## Survey Response Rate



96% of attendees specified they **learned** about new research and resources on teaching and learning practices in each session

97% reported a specific example of how they will **apply** what they learned in their teaching for student success

91% reported they will take specific actions toward **future learning** about the teaching and learning practices presented

All reported data was collected from responses by attendees who completed a post-participation survey.

# Monthly Teaching Conversations

## *Feedback and Assessment in Teaching and Learning*

### **4 Sessions**

*Learning: 93%*

*Applied Learning: 96%*

*Future Learning: 87%*

As always, the SALT students' contribution to the discussion (today, examples of specific feedback questions) was exemplary. I also appreciated hearing about other faculty members' experiences (and struggles). At least in my department, this is a topic that doesn't seem to receive enough explicit attention whenever our pedagogy is discussed.-

Faculty Participant

## *High Impact Practices*

### **12 Sessions**

*Learning: 94%*

*Applied Learning: 99%*

*Future Learning: 95%*

What I found most impactful was that the assignment not only facilitated the learning our students, but it also makes an impact on our local community. I also learned that reflection was an important part of the assignment..

- Faculty Participant

## *AI/ Educational Technology*

### **7 Sessions**

*Learning: 95%*

*Applied Learning: 98%*

*Future Learning: 97%*

AI is and has been in academia and not going anywhere, so how to utilize AI effective in my courses and help students develop a habit of smart use of AI as "tool" in their courses and in their profession- Faculty Participant

## *Student Engagement through Sense of Belonging*

### **7 Sessions**

*Learning: 100%*

*Applied Learning: 98%*

*Future Learning: 95%*

I found most impactful the fact that this session focused on culturally relevant and sustaining pedagogies. I value the shared practical strategies which we can implement into our courses and specially because these target not only cognitive but also socio-emotional domains. -Faculty Participant

## *Curriculum development*

### **10 Sessions**

*Learning: 98%*

*Applied Learning: 97%*

*Future Learning: 85%*

Really gets you thinking about what type of writing we are asking from our students. Makes me reconsider what resources we are providing and what resources we can bring in the future.- Faculty Participant

## *Teaching, research, service intersections*

### **11 Sessions**

*Learning: 95%*

*Applied Learning: 95%*

*Future Learning: 88%*

As a new faculty member, I believe this information will assist me in numerous ways. Through the material and examples provided, it is evident that providing mentorship to our students will enrichen their learning experiences.- Faculty Participant

# Students as Learners and Teachers: Teaching at a Hispanic Serving Institution(SaLT HSI)

## SaLT Teaching Conversations

SaLT HSI aims to promote student success through partnerships among students and faculty and staff members across the university. Student partners provide rhetorically informed feedback on educational practices, build self-confidence and agency in learning, and foster engaging educational spaces as we build a culture of feedback, reflection, and revision of educational practices and programming at UTRGV and beyond.

**The University of Texas**  
**Rio Grande Valley**  
.....  
*Center for Teaching Excellence*



**6 Sessions**

**177  
Attendance**

**41%  
Response rate**

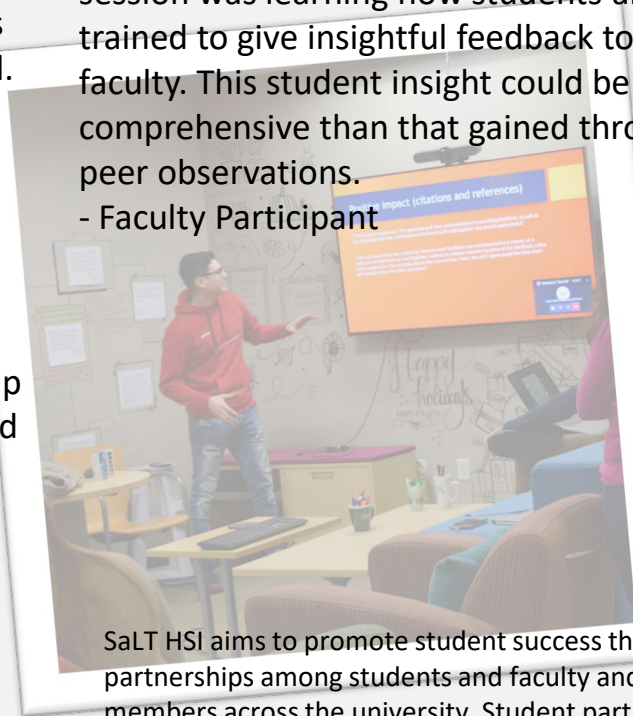
I found two things that were most relevant. One, Dra. Cavazos' initial and ending pláticas on the importance of considering the encouragement of focused student feedback via targeted additional questions on the course evaluations was very helpful. Her perspective is key, because as CTE director and driven professor, she makes time to reflect on these issues before she shares them. Two, quite relevant also were the 6 students' perspectives. Each took serious their assignment/task to develop two area-specific questions that would help a professor elicit targeted feedback. I found both very useful! - Faculty Participant

I love the way CTE creates the workshop for the professional growth and emphasized the importance of teaching and learning experiences in the classroom.

- Faculty Participant

What was most impactful about this session was learning how students are trained to give insightful feedback to faculty. This student insight could be more comprehensive than that gained through peer observations.

- Faculty Participant



SaLT HSI aims to promote student success through partnerships among students and faculty and staff members across the university. Student partners provide rhetorically informed feedback on educational practices, build self-confidence and agency in learning, and foster engaging educational spaces as we build a culture of feedback, reflection, and revision of educational practices and programming at UTRGV and beyond.

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87% reported they will take specific actions toward **future learning** about the teaching and learning practices presented

# Colaborando in Teaching & Learning

## A Student and Faculty Professional Development Partnership Series

The SaLT HSI program, in collaboration with the School of Mathematical and Statistical Sciences, were awarded a National Science Foundation grant titled, "Collaborating with Student Partners to Design, Implement, and Assess Equity-Minded and Research-Based Teaching and Learning Practices in Mathematics Undergraduate Courses," to explore the impact of student-faculty partnerships on faculty members' values and beliefs and students' sense of belonging. Throughout the academic year, SaLT HSI Student Partners collaborated with math faculty members in reviewing and revising course syllabi, assignments, and day-to-day in-class activities via weekly course observations. The following quotes highlight reflections from faculty partners in the program during the 23-24 academic year.

"The most interesting thing to me [was] reading about these new concepts. I [received] positive feedback [...] and outside-the-box ideas that that she was suggesting very specifically when we were developing this activity. She had very useful things to say that directly modified these activities and that was really interesting." - Faculty Participant

"I think [the student partner] brought to light some things that I couldn't even think about [...] I should be going more real-world application of the topic [and] covering an extra problem; It's more engaging. I talk about growth mindset and how to be a good student; [the student partner] said I need to do that more often [on] becoming a self-learner." - Faculty Participant

"That there are two barriers that may prevent math instructors from engaging in culturally relevant teaching and learning practices, which include 1, "hesitance to communicate about student identity, especially with respect to race and gender" and 2. "holding epistemologies that mathematics is culture free" - Faculty Participant

"The most meaningful thing I have learned in this program is that regardless of how long I have been teaching, there is always room for improvement and growth. It is important to have a positive mindset and always strive to do your personal best." - Faculty Participant

100% of attendees **learned** about new research and resources on teaching and learning practices

100% reported a specific example of how they will **apply** what they learned in their teaching for student success

100% reported they will take specific actions toward **future learning** about the teaching and learning practices presented

# Students as Learners and Teachers Teaching at a Hispanic Serving Institution (SaLT HSI)

## Faculty Feedback Request to Student Teaching Consultants

SaLT HSI is a critical partner in the Title V Department of Education grant titled, “Puentes: A Cultural Wealth model for Student Success” where student partners engage in collaborative discussions with faculty and staff members via review and feedback on teaching materials, such as course syllabi and assignments as well as other educational programming. The following quotes highlight reflections from faculty and staff participants on the impact of their collaborations with student partners during the 23-24 academic year.

I am very impressed with the level and quality of feedback I received. Not to mention that a lot of the recommendations or comments were backed up with literature and constructive comments/ resources. I value the nature of the conversations that the feedback session took, it was very organic and it invited a genuine and pleasant teaching-learning session with a well balanced power-relation among faculty and student-partner. I commend the program, CTE, Dr. Cavazos, and the students' hard work! Thank you for this opportunity to build knowledge together.

- Faculty Participant

I honestly thought that the student partners would not really be able to offer me much relevant or useful feedback, but I am happy to report that I was completely wrong. Both students who critiqued my work were extremely thorough and very thoughtful in their comments. I learned so much in speaking with them and reading their feedback, and realized that I need to check my own biases at the door. Just because I have a PhD and years of teaching experience does not mean that I can't learn something from students. :) ...

- Faculty Participant

I think the student partner component of this project is one of the strongest parts of the program. It is so important that we have reciprocal dialogues with our students in planning and revising our courses. We all teach each other.

- Faculty Participant

"I learned so much in speaking with them and reading their feedback, and realized that I need to check my own biases at the door. Just because I have a PhD and years of teaching experience does not mean that I can't learn something from students."

- Faculty Participant

100% of attendees **learned** about new research and resources on teaching and learning practices

97% reported a specific example of how they will **apply** what they learned in their teaching for student success

83% reported they will take specific actions toward **future learning** about the teaching and learning practices presented

# Teaching and Research Integration in the Classroom and Community (TRICC)

TRICC Speaker Series featured faculty scholars who highlighted insights and innovations on how their teaching and research mutually inform each other through research-informed teaching practices, such as testimonio, undergraduate and graduate research, community engagement, self-study in teaching and student learning, Scholarship of Teaching and Learning (SoTL) among others.

## **“Understanding Undergraduate Latinx Students’ Learning Experiences in STEM Courses: Prioritizing Student Voices in Teaching and Learning”**



Dra. Alyssa Cavazos,  
Director, Center for  
Teaching Excellence  
Writing and Language  
Studies



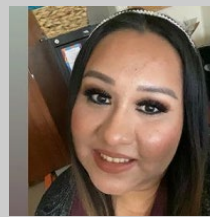
Alonso Troncoso,  
Undergraduate Student  
SaLT HSI Student Partner  
Leader Business  
Management

I found the importance of community to students was very impactful. I has not realized how big of an impact that could have on students.- Faculty Participant

## **“Studying Anzaldúa in her context, the Rio Grande Valley, as a process of conocimiento and decolonization: healing in research, writing, and teaching.”**



Dr. Alejandra Ramirez,  
Writing and Language  
Studies



Jaqueline Medina,  
Graduate Student  
Curriculum Design  
Committee Member



Thania Robles,  
M. ED., M.A  
Educational Diagnostician

I found the session very helpful in learning how to create student-centric lesson plans that employ Anzalduan concepts, which center on the lived experiences of my students. Thanks for organizing this.- Faculty Participant

## **“Integrating Burgeoning Research and Career Paths into the Music Technology Curriculum”**



Dr. Anthony T. Marasco,  
School of Music

I found useful the emphasis on the changing landscape of music technology as a field and how this can/should be reflected in how it is taught as a curriculum. I also like the ideas around collaboration with this field. - Faculty Participant

## “Research Integration in an Undergraduate Spanish Course Syllabus and in Teaching”



Dr. Cristina Sanchez-Conejero,  
Spanish

The talk was good, I learned some things... I can use some of the examples she provided  
- Faculty Participant

## “Empowering Physician Scientists by Bringing the Scientific Method to the Medical Education Curriculum”



Dr. Kelsey Baker,  
School of Medicine

I found it interesting that medical education use many active learning exercises to promote academic and student growth. Hands-on activities have proven to be very effective.  
- Faculty Participant

## “Utilizing Student-Focused Research to Inform Teaching Practice”



Dr. Criselda Garcia,  
College of Education and P16 Integration

Dr. Garcia's discussion on the student-focused research she and her colleagues are undertaking was important. I can sense that what they are uncovering is timely and urgent. Great strides have been made to address previous low passing rates on content exam, and now this new research builds on that prior success.- Faculty Participant

100% of attendees indicated they **learned** about new research and resources on teaching and learning practices in each session

97% reported a specific example of how they will **apply** what they learned in their teaching for student success

83% reported they will take specific actions toward **future learning** about the teaching and learning practices presented

# Becoming B3: Best Practices for Teaching Bilingual, Spanish, and Culturally Sustaining Courses

This series featured faculty members who highlighted insights and innovations on how they teach Bilingual, Spanish, and Culturally Sustaining Courses.

# Becoming B3: Best Practices for Teaching Bilingual, Spanish, and Culturally Sustaining Courses

## **“An Introduction to B3 Course Designations & Endorsements”**



Dr. Dania López García,  
Spanish



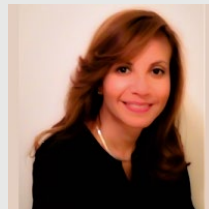
Dr. Katherine  
Christoffersen,  
Writing & Language Studies

The most impactful was knowing there are other designations beyond the O and the X that I was aware of. I am not competent to teach my discipline in Spanish but I do believe that, after some intense study this coming summer, I might be able to do the Flexible Bilingual Pedagogy. - Faculty Participant

## **“Best Practices for Teaching Bilingual Courses”**



Dr. Alex Stehn,  
Philosophy



Blanca Robles,  
M.S.,CRC,LPC-S  
Rehab Services &  
Counseling



Dr. Lileana Rios-Ledezma,  
Bilingual & Literacy Studies

I think more than anything, what was most helpful from the session was hearing the panelists' experiences teaching a bilingual course. At times it is difficult to imagine how such a course can transpire or what actions one can take to make it happen. The stories told by the panelists really helped me imagine what I could do in my own teaching.

- Faculty Participant

# Becoming B3: Best Practices for Teaching Bilingual, Spanish, and Culturally Sustaining Courses PT2

## “Best Practices in Flexible Bilingual Pedagogy”



Dra. Alyssa Cavazos,  
Director, Center for  
Teaching Excellence,  
Writing and Language  
Studies



Dr. Hiram Moya,  
Manufacturing & Industrial  
Engineering



Dr. Andres Amado,  
Music



Dr. Teresa Feria Arroyo,  
School of Integrative  
Biological and Chemical  
Sciences

I appreciated the different perspectives on what it means to be bilingual. As well the ideas of becoming a multilingual institute and working globally as this has real world application.  
- Faculty Participant

## “Best Practices in Culturally Sustaining Pedagogy”



Dr. Christen García,  
School of Art and Design



Dr. Luis Fernández,  
School of Mathematical  
and Statistical Sciences



Dr. Alejandra Ramirez,  
Writing and Language  
Studies

I really enjoyed seeing how colleagues implement these pedagogical practices within the contexts of their fields of study. I appreciated providing examples of assessments and classroom activities that can be grounded in these culturally sustaining approaches.  
- Faculty Participant

# Becoming B3: Best Practices for Teaching Bilingual, Spanish, and Culturally Sustaining Courses PT3

## “Best Practices for Teaching Spanish Language Courses”



Dr. Dania López García,  
Spanish



Dr. Gabriel González Núñez,  
Translation and Interpreting  
Programs



Dr. Danny Marrero,  
Philosophy



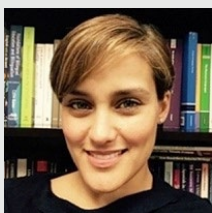
Dr. Azucena Herrera,  
Robert C. Vackar College of  
Business &  
Entrepreneurship

The best practices of existing faculty was most beneficial to me and ideas on how we can formalize the bilingual component of our Ph.D. program in clinical psychology  
- Faculty Participant

## “Student Perspectives on B3 Teaching”



Dr. Katherine  
Christoffersen,  
Writing & Language  
Studies



Dr. Dania López García,  
Spanish



Dr. Javier Cavazos,  
College of Education and  
P-16 Integration

I really appreciated the research along side of the initiative. The fact that students are feeling more connected and belonging with the bilingual and Spanish classes is wonderful.  
- Faculty Participant

100% of attendees indicated they **learned** about new research and resources on teaching and learning practices in each session

98% reported a specific example of how they will **apply** what they learned in their teaching for student success

92% reported they will take specific actions toward **future learning** about the teaching and learning practices presented

# Documenting Teaching Effectiveness

These Teaching Conversations were a part of a series on Documenting Teaching Effectiveness in partnership with the UTRGV Academy of Distinguished Teachers. The goal of the series was to share tips and strategies on documenting teaching effectiveness for annual review or tenure and promotion.

# Documenting Teaching Effectiveness

## **“Documenting Teaching Effectiveness: Online Course Design for Student Success & Student Feedback on Teaching”**



Mary King,  
Criminal Justice

The rubric was inspiring. Dr. King's multiple perspectives (teacher, QM reviewer, evaluation committee member) and corresponding strategies to improving and documenting teaching effectiveness. Using memes Design vs. delivery distinction was very helpful to reframe thinking.. - Faculty Participant

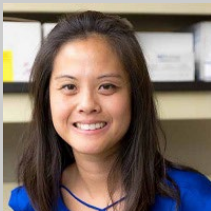
## **“Documenting Teaching Effectiveness: Reflecting on Research-based Teaching Strategies and Research, Service, Teaching Intersections”**



Dr. Constantine Tarawneh,  
Mechanical Engineering

As a new tenure-track faculty at UTRGV, I found Dr. Tarawneh's talk very useful and inspiring due to fact that he explained how to intertwine research, teaching, and service agendas effectively. Also, being a STEM Education researcher, the ideas he talked about were fantastic! I am very grateful to him and CTE for organizing this talk.- Faculty Participant

## **“Documenting Teaching Effectiveness: Reflecting on Teaching Values & Beliefs and Mentoring Students Beyond the Classroom”**



Dr. Sue Anne Chew,  
Health and Biomedical Sciences

As a junior faculty, it was helpful to gain more information about ways to effectively document teaching efforts. The session showed how to incorporate and discuss activities in the teaching narrative and what materials to include as documentation.- Faculty Participant

## **“Documenting Teaching Effectiveness: Reflecting on Peer Observation of Teaching”**



Dr. Art Brownlow,  
Music



Dr. Colin Charlton,  
Writing & Language Studies

The Peer observation ebook resources was the most impactful about the topic. I've downloaded it and will review it for my peer evaluation. The examples of how peer evaluations are performed and the strategies to use were beneficial.- Faculty Participant

## **“Documenting Teaching Effectiveness: Showcasing Your Teaching Values & Beliefs in Your Dossier”**



Dr. Dagoberto Eli Ramirez,  
University College

Today's presentation material and presenter, Dr. Dagoberto Ramirez, were very helpful in allowing insight to different perspectives and views of personal teaching. It was also very evident how knowledgeable and experienced Mr. Ramirez is on this topic.

- Faculty Participant

## **“Documenting Teaching Effectiveness: Reflecting on Intersections among Student Mentoring in Undergraduate Research and Community Engagement”**



Dr. Teresa Feria Arroyo,  
School of Integrative Biological and Chemical Sciences

I found the personal aspect of teaching and mentoring students to be profound in their success. Getting students motivated and breaking down the illusion of the ivory tower.

- Faculty Participant

## “Documenting Teaching Effectiveness: Reflecting Teaching, Research, and Service Intersections”



Dr. Alexis Racelis,  
School of Earth, Environmental, and Marine Sciences

The presenter provided key insights regarding the documentation of one's teaching, service, and research to enable oneself to record keep the impacts had on the department, college and university.- Faculty Participant

## “Documenting Teaching Effectiveness for Annual Review and Tenure & Promotion”



Dr. Alyssa G. Cavazos,  
Director, Center for Teaching Excellence  
Writing and Language Studies

The most impactful takeaway from the "Documenting Teaching Effectiveness for Annual Review and Tenure & Promotion" mini-workshop was the emphasis on comprehensive evidence collection and reflective teaching practices. I learned the importance of utilizing diverse documentation methods, such as student feedback, peer reviews, and self-assessment, to create a robust and persuasive narrative of teaching effectiveness for annual reviews and tenure applications.- Faculty Participant

96% of attendees indicated they **learned** about new research and resources on teaching and learning practices in each session

94% reported a specific example of how they will **apply** what they learned in their teaching for student success

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# Active Learning and Service Learning

We offered a series of workshops on service learning and active learning, respectively. Both approaches are considered high impact practices for student engagement and success.

# Service Learning



Erika Perez,  
University College

One of the most impactful things I learned from this workshop is simply how important service learning can be on the student experience. I hadn't heard of this coming into the workshop (in fact I was expecting to learn how to design an assignment), so it was an interesting change of pace that has already got me thinking of implementations. -Faculty Participant

## Active Learning



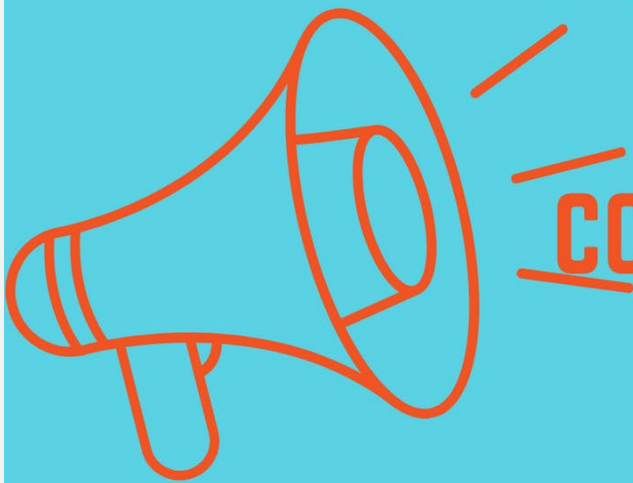
Omar R. Elizondo,  
School of Integrative  
Biological and Chemical  
Sciences

I learned great examples of how functional autonomy may look in the classroom. For instance, providing students with a multiple-choice-style of menu of choices for projects or assignments. These provide a sense of autonomy, without leaving them with decision fatigue. -Faculty Participant

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## INTERESTED IN FACILITATING A TEACHING CONVERSATION

- [Teaching Conversation](#)
- [Teaching and Research Integration  
in the Classroom and Community \(TRICC\)](#)
- [Faculty Learning Community \(FLC\)](#)
- [SaLT HSI Partnership & Feedback Request](#)

