

CTE 2022-2023 Highlights

Dear Colleagues,

As the academic year closes, we are excited to share with you highlights from our professional development offerings. Since I first became the CTE Director, I have seen tremendous growth in our support, resources, partnerships, and grant collaboration opportunities. Our professional development includes monthly teaching conversations, special series, and semester-long faculty learning communities. We are especially proud of our Students as Learners and Teachers at a Hispanic Serving Institution program. Our student partners serve as teaching consultants who partner with faculty members to provide feedback on course syllabi, teaching documents, assignments, and assessment practices.

As we look forward to a new year, we are excited to share that CTE was awarded a research grant from the National Science Foundation Hispanic Serving Institutions program (AY 23-25) to further expand the SaLT HSI program in collaboration with faculty members in mathematics titled, "Collaborating with Student Partners to Design, Implement, and Assess Equity-Minded and Research-Based Teaching and Learning Practices in Mathematics Undergraduate Courses." Additionally, the CTE SaLT HSI program is also a partner on the recently awarded Department of Education cross-institutional and interdisciplinary grant (AY 23-28) titled, "Puentes: A Cultural Wealth Model for Latinx Student Success." Through these partnerships for the next several years, we hope we can continue to enhance meaningful collaborations and reflective practices on teaching and learning with all of our student and faculty colleagues at UTRGV and beyond.

In this multi-page document, please find highlights from our professional development, including attendance, short testimonios and quotes from participants, learning assessment data, and future goals. Our learning assessment data centers on highlighting participants' learning about new relevant teaching and learning research and resources, identifying specific examples of how they hope to apply what they learned, and noting specific ways they hope to learn more in the future. As instructors, 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.

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 is invaluable to us, and we invite you to participate in and facilitate teaching conversations with us this new academic year!

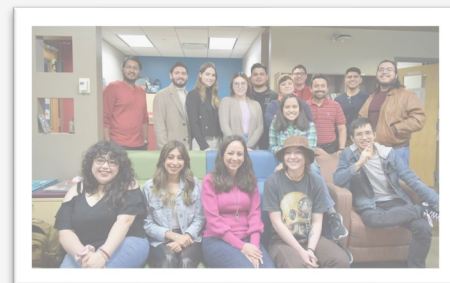
Our best wishes,

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





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.

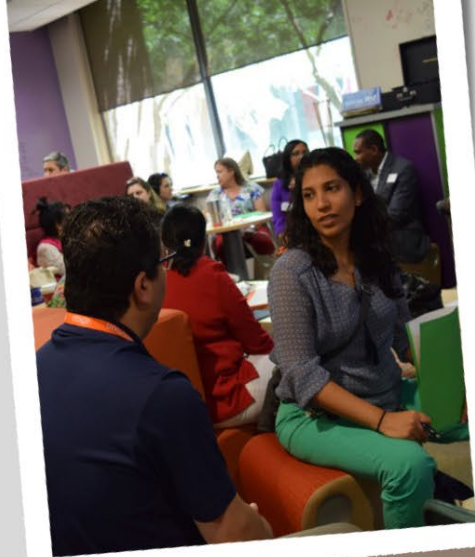
OUR VALUES

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 2021-2022

53

Professional
Development
Sessions

5

PROGRAMS/
INITIATIVES

FACULTY MEMBER
PARTICIPATION
(Unduplicated)

316

TOTAL CUMULATIVE
ATTENDANCE:

705

ATTENDANCE BY COLLEGE:

College of Liberal Arts: 111

Robert C. Vacker College of Bus & Entrep: 52

College of Sciences: 40

College of Health Professions: 37

College of Education: 24

College of Fine Arts: 15

School of Nursing: 13

College of Engineering & Computer Science: 9

University College: 9

School of Social Work: 6

Our Partners

- Academic Innovation
- B3 Institute
- Center for Online Learning and Teaching Technology
- Community Engagement
- Office of Engaged Scholarship & Learning
- Student Accessibility Services
- University Library
- Writing Center

ATTENDANCE BY FACULTY RANK:

Professor: 47

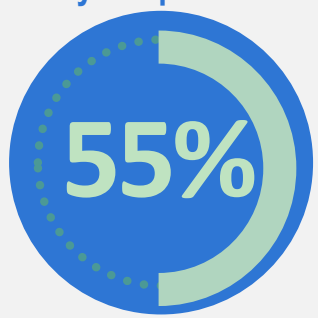
Assist. Professor: 82

Senior Lecturer: 13

Assoc. Professor: 75

Lecturer: 99

Survey Response Rate



91% of attendees specified they **learned** about new research and resources on teaching and learning practices in each session

90% reported a specific example of how they will **apply** what they learned in their teaching for student success

85% 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) aims to promote student success by encouraging authentic teaching and learning partnerships between students and faculty members. Students who serve as Teaching Consultants provide rhetorically informed feedback on teaching practices, build self-confidence and agency in learning, and foster inclusive and equitable educational spaces as we build a culture of feedback, reflection, and revision of teaching practices.

This experience was an eye opener for me. It was great collaborating with a student as this provided a weekly responses from a student perspective. I have also learned how to communicate with students and understanding my implicit biases that I was not aware of. - Faculty participant

After several day trainings and learn from other faculty and students, my experience collaborating with a student pedagogical partner include very informative and valuable feedback from students. I plan to make changes of my syllabus by (1) conducting brief surveys in the middle of semester to gather the perspectives of students enrolled in my courses, which will be shared anonymously, therefore, I will know the insight into student experiences and perspectives that they likely would not have otherwise. (2) I will modify my syllabus to be as equity-minded to my students as much as possible, as recommended by a student teaching consultant, - Faculty participant

Excellent! I loved my student teaching consultant's patience, passion, her feedback's relevance, the hands-on instructions given, and her obvious desire for my success. I also appreciated her laidback style, which made it easier to learn her perspective without feeling judged and/or pressured. It's great that I learned a great deal from our exchanges! - Faculty participant

The process was easy to work through. The student's feedback was thorough and detailed; I can tell that she spent a significant amount of time with my assignment. Her feedback seemed honest, well-informed, and with the best interests of the students at heart. - Faculty participant

STUDENTS AS LEARNERS AND TEACHERS AT A HISPANIC SERVING INSTITUTION

If you are interested in requesting feedback from our student teaching consultants, please consider submitting a feedback request via our [Feedback Request Portal](#).

Dra. Alyssa Cavazos
Co-Founder, Director of SaLT HSI

Alonso Troncoso
Student Teaching Consultant Leader

85% of attendees **learned** about new research and resources on teaching and learning practices

67% reported a specific example of how they will **apply** what they learned in their teaching for student success

77% 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)

SaLT Teaching Conversations

5 Sessions

**107
Attendance**

**57%
Response rate**

1. The high-quality of student feedback speaks not only to the outstanding caliber of UTRGV students but also to the high-quality training, education, and guidance that they receive from the director and her team through the SaLT initiative. 2. Having a guest speaker was an effective learning strategy. His presentation was very clear and well organized; it allowed us to see how valuable student input can be.

- Faculty participant

I was highly impressed with the sample questions that student partners shared during the session! There is so much we can learn from students when we listen openly and seek their feedback on their learning experiences. - Faculty participant

I think the list of sample questions provided by the student-presenters in eliciting meaningful feedback from students are very helpful. I also learned some practical ways to mitigate biases in course evaluations so as to elicit authentic student input for course improvement/enhancement.- Faculty participant

I was given specific advice directly from students in the SALT program. I loved hearing about specific strategies I can use instead of general recommendations to be welcoming.- Faculty participant



85% of attendees **learned** about new research and resources on teaching and learning practices

93% 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

Colaborando in Teaching & Learning

A Student and Faculty Professional Development Partnership Series

The Center for Equity in Engineering and the Center for Teaching Excellence are pleased to host Colaborando in Teaching and Learning: A Student and Faculty Professional Development Partnership Series through Students as Learners and Teachers at a Hispanic Serving Institution (SaLT HSI). SaLT HSI aims to promote student success by encouraging authentic teaching and learning partnerships between trained Student Partners in Teaching majoring in Engineering and faculty members who teach Engineering coursework. We aim to transform teaching practices in direct response to the experiences, knowledge, and insights of our student population and enhance students' sense of belonging, self-efficacy, resilience, and educational growth. The program fosters student agency and builds innovative, inclusive, and equitable teaching and learning practices.

Let's be heard

The most impactful aspect of the week's teaching and learning was how community cultural wealth might be used to increase participation, a sense of belonging, and include more equity-minded problem-solving to occur. I had never heard about the theory of community cultural wealth (although I may have been aware of certain ideas). - Faculty Participant

We can provide students with a real-world context so that they can associate what they are learning with their lives. This will allow student to understand the importance of what they are learning. For example, analyzing common tools like pliers, and vise grippers. Studying common structures like bridges. Studying motion of common objects, like a soccer ball, tennis ball, or football." - Faculty Participant

That it impacted students how questions are phrased and that inclusion of settings and problems relevant to their community and culture brings greater engagement and improved desire to learn. - Faculty Participant

STUDENTS AS LEARNERS AND TEACHERS AT A HISPANIC SERVING INSTITUTION

53% of attendees **learned** about new research and
resources on teaching and learning practices

60% reported a specific example of how they will **apply** what they learned in their teaching
for student success

60% reported they will take specific actions toward **future learning** about the teaching and
learning practices presented

Monthly Teaching Conversations

“Feedback and Assessment”

4 Sessions

Learning: 100%

Applied Learning: 94%

Future Learning: 77%

Wow! I was highly impressed with the type of feedback student partners provide and how faculty members have used the feedback to inform teaching revisions. Specifically, something as minor as language choices in the syllabus can have a major impact such as build a sense of belonging in the classroom. -Faculty Participant

“High Impact Practices”

12 Sessions

Learning: 94%

Applied Learning: 98%

Future Learning: 93%

Positive and encouraging language as well as non-dominant mentality are the two things, I found interesting. This is something I have been working on but never conceptualized. Relevancy of class content with student is something I covered usually during the class. Maybe it is time to try the first day of class. - Faculty Participant

“Feedback on Teaching”

4 Sessions

Learning: 88%

Applied Learning: 94%

Future Learning: 89%

The use of research was very helpful. I have a better understanding of how to conduct a meaningful peer evaluation and how to set the "ground rules" and expectations. - Faculty Participant

“Inclusive and Accessible Teaching and Learning Practices”

6 Sessions

Learning: 100%

Applied Learning: 97%

Future Learning: 91%

The demonstrations given on how to find and access free or open resources for textbook alternatives. The student interest and demand for open and free resources is high, the presenter also did a great job of discussing some of the common concerns that instructors might have about adopting these resources. -Faculty Participant

“Curriculum development”

10 Sessions

Learning: 98%

Applied Learning: 98%

Future Learning: 88%

The session comments and discussions have caused me to think about which levels of Bloom's Taxonomy are important in different aspects of student learning outcomes. Often, addressing the new challenges of AI in student writing tasks means moving to higher levels of Bloom's taxonomy. An example of a way I use it directly in the classroom is as an alternative to Google... - Faculty Participant

“Teaching, research, service intersections”

7 Sessions

Learning: 99%

Applied Learning: 84%

Future Learning: 88%

I loved the Reflect, Explore, Highlight, Provide guidance. Easy to remember-covers what one must do. I found the addition of references, integration of teaching, research, mentoring and service and recommendation to ask specific questions in peer observations for formative feedback, and the call to facilitate impactful. - Faculty Participant

Active Learning FLC and Service Learning FLC

Active Learning refers to the process by which students engage in meaningful activities such as discussing, reading, writing, and problem-solving to learn instead of passively listening to an instructor.

The most impactful aspect of this session was further expanding on what active learning means and how that can look. It was also helpful to have the examples and explanations of ways to engage students more thoroughly in the classroom.- Faculty Participant

It is an eye opener to know about the details of active learning with student-student and student-instructor feedback. The time taken to train students about the execution of the reciprocal engagement is also very interesting. I am sure there is lots of instructor guidance involved.-Faculty Participant

95% of attendees indicated they **learned** about new research and resources on teaching and learning practices in each session

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

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Service Learning is a method of teaching that combines classroom instruction with meaningful community service or practice.

The fact that when students are allowed to practice or see what they learn in action, it tends to contribute to a better learning experience and retention of information.
- Faculty Participant

I like how the presenter emphasized that the course doesn't need to revolve around service learning. We can integrate service-learning methods in our courses by connecting it to an SLO- Faculty Participant

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

TRICC Speaker Series features faculty scholars who highlight 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.

“Connecting Theory to Practice in Science and STEM Education Research”



Dr. Angela Chapman,
College of Education and P-16 Integration

How research can be done with students through a long-term professor-student relationship. Storytelling is a novice research approach to me. It is an eye-opener to see how research are done in other disciplines. - Faculty Participant

“Engaging Students in Interdisciplinary Research: Perspectives from the Field of Art History”



Dr. Riccardo Pizzinato,
School of Art and Design

Wow! I was highly impressed with how the presenter explored social injustices in the field of art history in the context of student's interest and work. - Faculty Participant

“Course-Based Undergraduate Research Experiences (CURE): A Model for Community-Engaged Scholarship at the Intersection of Teaching, Research, and Service”



Dr. Suad Ghaddar,
Health and Biomedical Sciences

What I found to be the most impactful is that there is a lot of information that I was not aware of such as Operation Loan Star and how many students were happy to have taken the class. - Faculty Participant

Teaching and Research Integration in the Classroom and Community (TRICC) PT2

TRICC Speaker Series features faculty scholars who highlight 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.

“Motivating and Preparing Students for Manuscript Presentations in Biomedical Research”



Dr. Naohiro Shibuya,
School of Podiatric Medicine

Great presentation. What I particularly found most impactful was the reminder of keeping students connected by motivation through drawing on their interests, maintaining value through relevance and meaning when selecting a topic for research. It was also important to note, the importance of presentation practice by taking in the environment and visualizing their process in order to overcome nervousness. - Faculty Participant

“Infusing Sustainability into the Classroom across Disciplines: A Humane-Inclusive-Sustainable Education Model (HIS-E) Approach”



Dr. Sylvia Robles,
International Business & Entrepreneurship

Dr. Robles discussed great instructional ideas to implement in the classroom. Ideas that help our students succeed in business while working on improving society. She recommended creating a student sustainability competition where students contribute to improve the needs of the less fortunate. - Faculty Participant

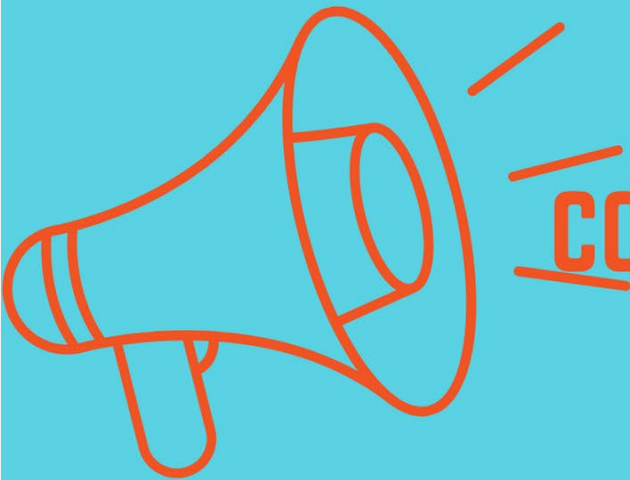
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BE A PART OF SOMETHING BIG!

INTERESTED IN FACILITATING A TEACHING CONVERSATION



The Center for Teaching Excellence offers monthly teaching conversations on teaching and learning practices where participants reflect on diverse teaching and learning strategies and engage in conversations with fellow peers.

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Rio Grande Valley[™]
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