

YEAR AT A GLANCE

2024-25



DREXEL UNIVERSITY
Teaching and
Learning Center

LOOKING BACK ON THE ACADEMIC YEAR

Now in its sixth year, the Teaching and Learning Center (TLC) at Drexel University has become a central resource for educational development and teaching support. Guided by its mission to advance the art and science of teaching by engaging, informing, and empowering educators, the TLC continues to foster collaboration, innovation, and ongoing instructional improvement across the university.

We opened the year with a new signature event—Teaching Day—celebrating five years of TLC programming and the excellent teaching happening across Drexel. The event set the tone for a year centered on community and institutional change. Throughout the year, the TLC contributed to several university-wide initiatives, including academic transformation planning, the selection and migration to a new learning management system (LMS), and the rollout of a new rubric for online course quality.

We engaged educators across all colleges and schools, recording 1587 total contacts with 564 unique individuals across campus. Our offerings spanned multiple formats and included orientations, workshops, cohorts, consultations, and expanded on-demand resources.

This report highlights the programs, partnerships, and participation that defined the year and supported teaching across the university. Thank you to the many educators and partners who make this work possible.

HIGHLIGHTING CONTRIBUTIONS BY THE TLC TEAM

TLC team members engage in a range of research and service activities. Their contributions span Drexel University, the field of educational development, and their disciplinary fields, reflecting the depth and diversity of expertise and the TLC's commitment to advancing teaching and learning.

Johanna Inman, Associate Vice Provost and Executive Director

Johanna celebrated the fifth anniversary of programming as Director of Drexel's TLC, marking a milestone in advancing inclusive, evidence-based teaching across the university. Her service this year includes co-chairing the University Advisory Committee on LMS Selection and serving on the Core Competencies Workstream. She is also a member of the Provost's Executive Leadership Team, Academic Council, Council for Innovation in Teaching and Learning, University Council on Online Quality and Standards, and the Steinbright Advisory Board. She served as an external reviewer for Millersville University's Center for Academic Excellence (CAE).

Magdalena Mączyńska, Associate Director

Magda continued to bridge climate pedagogy and faculty development through her work within and beyond Drexel. She presented at the POD Network Conference, the MLA Convention, and as a guest speaker at Evergreen College. Her recent publications include book chapters on climate pedagogy: *Here and Now: Using Poetry to Resist Alienation in the Climate Change Classroom* and *Attention, Connection, Dialogue: Teaching Barbara Kingsolver's Flight Behavior*. She serves on six university committees, including the Learning Alliance, Honors Selection Committee, AAUP Inaugural Chapter Committee, and three ad hoc groups on campus. Magda holds a concurrent appointment as Teaching Professor in CoAS.

Gabriela Constantin-Dureci, Assistant Director

Since joining the TLC, Gabby has served on the University Council on Online Quality and Standards. This year, she facilitated a workshop on promoting linguistic justice in teaching at Rutgers University. Her recent co-authored publication in *Linguistics* advocates for the adoption of open science practices in the field of linguistic research to enhance access, transparency, and reproducibility.

Meredith Friel, Manager of Operations

In addition to providing essential operational support to the TLC, Meredith serves as administrative support to the Drexel's Council on Innovation in Teaching and Learning.



Left to right: Meredith Friel, Gabby Constantin-Dureci, Johanna Inman, and Magdalena Mączyńska

Faculty Fellows

TLC's Faculty Fellows made key contributions this year. Valerie Klein (SoE) supported TAs and graduate students, Diane DePew (CNHP) focused on online teaching, and Brenda Dyer (CoAS) supported new faculty. Charlie Ortiz provided assistance with data collection and office operations.

CELEBRATING OUR GROWING TEACHING COMMUNITY

To kick off the academic year, the TLC introduced new faculty welcome events—Teaching Day and the Online Educators Welcome—alongside a redesigned Teaching Assistant Orientation and our annual New Faculty Orientation. These energizing and inspiring sessions created early opportunities for faculty and TAs to connect, share evidence-based teaching practices, and celebrate the work of scholarly educators across Drexel.

Fall Welcome & Kick-off Events

NEW FACULTY ORIENTATION

The 2024 New Faculty Orientation, offered in collaboration with the Office of Faculty Advancement and Inclusion, featured a day of interactive sessions introducing new faculty to Drexel's academic culture, institutional differentiators, key academic leaders, faculty resources, and university-wide services.

TEACHING DAY

The TLC's inaugural Teaching Day celebrated and showcased great teaching at Drexel through a keynote address, panel discussion, and interactive sessions led by Drexel faculty. The event highlighted innovative, engaged, and evidence-based teaching practices and welcomed both new and returning full- and part-time faculty.

ONLINE EDUCATORS WELCOME

The Online Educators Welcome offered a synchronous virtual program featuring a faculty panel, breakout discussions, and resource sharing to support innovative, engaged, and evidence-based teaching practices at Drexel. The event welcomed both new and returning full- and part-time faculty teaching online.

TA ORIENTATION

The TA Orientation, offered in partnership with the Graduate College, introduced new TAs to the principles and practices of effective teaching while highlighting key teaching and learning resources available at Drexel. The program was designed to support TA success and readiness for their instructional roles.

4 events
166 participants
61 presenters
24 sessions

" The opportunity to learn what our own colleagues are doing around campus is invaluable.

INCREASING ENGAGEMENT ACROSS CAMPUS

We offer a range of events, workshops, book groups, and services open to faculty, graduate students, and professional staff. Participation and demand for teaching consultations continue to grow, reflecting a strong and expanding demand for teaching and learning support across the university.

Between fall 2024 and
spring 2025 we hosted:

112

**INDIVIDUAL
WORKSHOPS**

1587

**TOTAL
CONTACTS**

564

**UNIQUE
PARTICIPANTS**

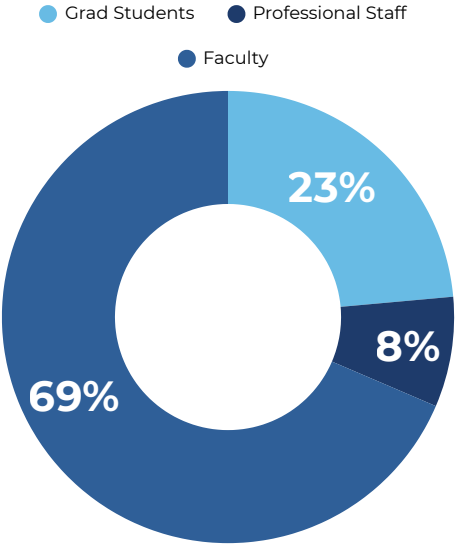
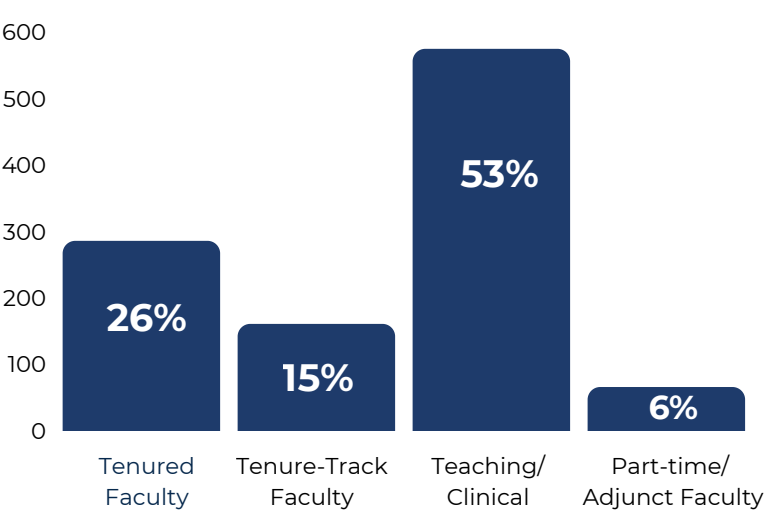
1 out of 4 full-time faculty participated in TLC
programs and events in the 2024-2025 year!

**66 faculty
attended 89
consultations.**

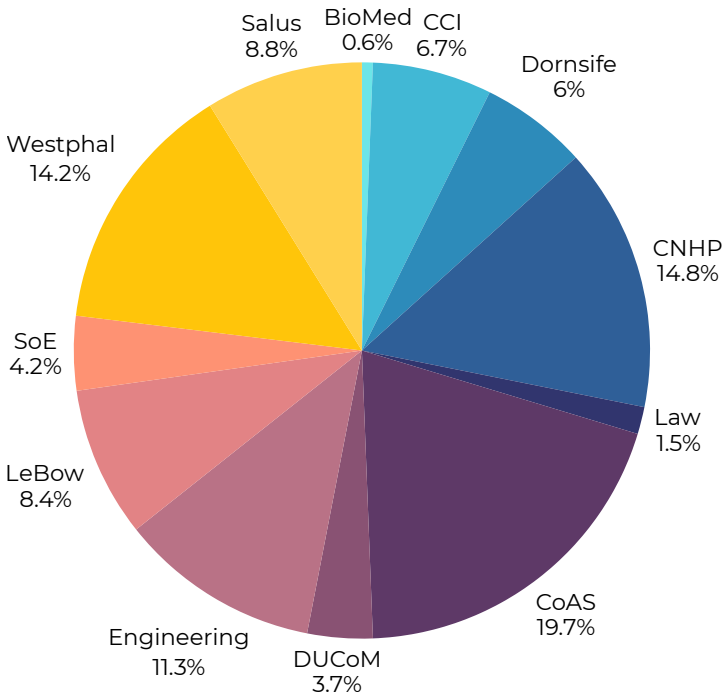
32%

**of workshop
participants
attended 3 or
more sessions.**

Participation by Role and Affiliation



Breakdown of FT Faculty Participation by College



Rates of Participation by FT Faculty per College

51% Westphal	33% SoE
28% CNHP	26% CoAS
24% LeBow	20% CCI
18% Dornsife	17% CoE

FOSTERING COLLABORATIONS AND MEANINGFUL PEDAGOGY

Alongside our quarterly workshops, we lead high-impact cohort programs that bring Drexel educators together to collaborate, innovate, and grow. These learning communities strengthen teaching, boost morale, and foster a vibrant, supportive campus culture. Many are co-sponsored or co-facilitated by campus partners. This year, we piloted two new cohorts—Course Redesign Team-Based Clinics and a TA Mentorship Circle—bringing the total number of programs we ran in 2024–2025 to seven, serving **119** unique participants.

New this year!

TA MENTORSHIP CIRCLE

The TA Mentorship Circle offers ongoing support for teaching assistants to develop skills, share challenges, and build community. Through in-person and virtual meetings, participants network with peers, gain practical strategies, and receive guidance on real-world scenarios. The program creates a supportive space for Teaching Assistants to grow as educators throughout the year.

COURSE REDESIGN CLINICS

Course Redesign Clinics support small faculty teams in aligning learning goals, assessments, and activities while integrating experiential and collaborative learning. The pilot for MBA core courses combined in-person workshops, short asynchronous modules, and collaboration time. Teams also received targeted feedback through consultations and a final session focused on implementation.

“Participation in [this cohort program] served to advance my personal and professional development as a relatively new faculty member. Like many clinicians, I came to academia with little formal pedagogical training and have undertaken to “learn on the job”. I have been very pleased to find theoretical support for actions I have already been taking in my classroom and have gained new ideas for future actions.

“Participating in the program has been a transformative experience. I feel that I’ve significantly deepened my understanding of pedagogy, enhanced my teaching toolkit, and helped me further shape my identity as an educator.

Ongoing Cohort Programs

DREXEL INSTITUTE FOR INCLUSIVE AND EQUITABLE TEACHING

The Drexel Institute for Inclusive and Equitable Teaching is an interactive online program that helps faculty adopt inclusive and equitable teaching practices. Through readings, discussions, activities, and workshops, participants learn to create inclusive syllabi, design equitable assessments, and navigate classroom differences. The winter 2025 cohort included 15 faculty participants—bringing the total to 105 participants who have completed the Institute at Drexel.

DREXEL TEACHING ACADEMY

The 2025 cohort of the Drexel Teaching Academy (DTA) welcomed 14 new participants from 9 schools and colleges across the university. Over this 10-week program, full-time faculty and academic support staff engage in weekly interactive workshops focused on current research and best practices in higher education teaching. Participants will share pedagogical insights through projects and contributions in the next academic year. This cohort brings the total DTA participants to 93, advancing Drexel's commitment to developing pedagogical expertise and fostering interdisciplinary collaboration.

CLIMATE PEDAGOGY INCUBATOR

The Drexel University Climate Pedagogy Incubator is a faculty learning community that fosters cross-disciplinary connections, shares teaching practices, and supports resource exchange. Co-led by the Teaching and Learning Center and the Lindy Center for Civic Engagement, and funded by a Climate Hub grant, the Incubator helps faculty create sustainable, responsive, and inclusive learning environments. The 2024 cohort published their work on a dedicated website, and this year's 2025 cohort includes 10 new faculty and 3 student participants.

NEW DRAGONS FLC

The TLC, in partnership with the Office of Faculty Advancement and Inclusion, launched the third New Dragons Faculty Learning Community (FLC) at Drexel. The program supports new faculty by building interdisciplinary community, deepening understanding of Drexel's mission, and fostering essential skills for faculty success. This year's cohort included 39 faculty from 12 schools and colleges.

7 Cohorts
140 Participants

NON-CREDIT CERTIFICATE IN COLLEGE TEACHING

In collaboration with the Graduate College, the TLC offered the Non-Credit Certificate in College Teaching again this past year. This asynchronous, 9-month program helps graduate students develop teaching skills, create materials like a teaching philosophy, and receive discipline-specific pedagogical guidance with support from a faculty mentor. This year's cohort includes 33 graduate students from 10 schools and colleges.

SHARING OUR IMPACT THROUGH FACULTY STORIES

Faculty consistently report positive experiences with our workshops, cohort programs, and consultations. They describe making meaningful changes in their courses as a result—such as revising assessments, incorporating active learning, and improving course alignment. These responses reflect a deepening culture of reflection and innovation in teaching practices.

Survey results show participants believe our workshops will...

improve their
teaching

93%

improve student
learning

91%

be valuable to
colleagues

96%

“ What we read and discussed was particularly useful in a practical sense, helping me come up with lots of ideas for how to incorporate a more empathetic and student-centered approach to my coursework.

“ I was particularly inspired by the activities that emphasized embodied learning, personal reflection, and interdisciplinary dialogue. These are approaches I plan to integrate into my classroom to foster deeper student engagement and critical thinking.

“ This was a terrific workshop. The facilitator was knowledgeable and engaging. The session was insightful and highly relevant.



DREXEL UNIVERSITY

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