

YEAR AT A GLANCE AY 2025-26



DREXEL UNIVERSITY

Teaching and
Learning Center

What defined the year?

The 2025–26 academic year was one of growth, transition, and strategic investment for the Teaching and Learning Center (TLC). We welcomed two new Associate Directors, expanding our expertise and strengthening our capacity to support faculty during a period of significant institutional change.

As Academic Transformation progressed into program and course redesign phases and the university began transitioning from Blackboard to Canvas, the TLC shifted its priorities to meet emerging institutional needs. Our staff served on task forces supporting both initiatives while pausing other programming in order to develop new course redesign offerings and create more robust support for Canvas in light of the accelerated timeline for course migration.

Departments also sought more tailored support than ever before. Requests for customized workshops continued to grow, reflecting the diverse needs of departments and programs across the university as well as the strong partnerships the TLC has built with faculty and academic units. We also launched our most intensive faculty development offering to date, the *Course Redesign Institute for High-Enrollment Courses*, providing structured and sustained support for instructors redesigning core and foundational courses to more intentionally improve student learning and success.

This report highlights how the TLC responded to a year of institutional change with positioning faculty for teaching success during this period of transformation.



What did we accomplish?

IMPACT AT A GLANCE

153 workshop sessions

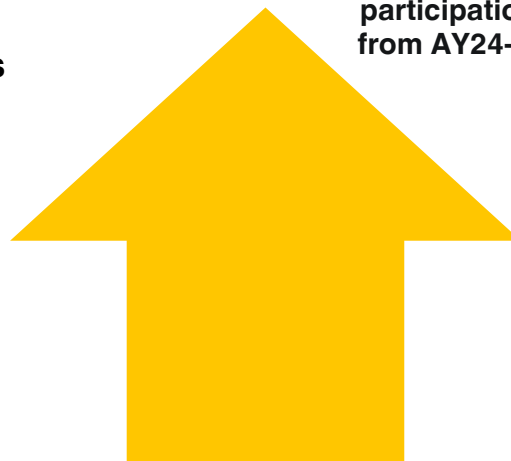
224 consultations

1963 total contacts

693 individuals

38%

increase in total participation from AY24-25



YEARLY HIGHLIGHTS



44% of full-time faculty participated



55+ custom programs created



~1/3 participants attended more than 3 times

Who made it possible?

This year, our team grew, expanding our capacity to support faculty and advance institutional teaching initiatives. Our broadened expertise enables us to better meet the evolving needs of instructors across the university. These additions reflect Drexel's continued commitment to advancing teaching.



Gabi Constantin-Dureci

*Assistant Director of Online
& Digital Pedagogies*



Meghan Cook

*Associate Director of
STEM Initiatives*



Meredith Friel

Manager of Operations



Simmee Abiko

Associate Director



Johanna Inman

*Associate Vice Provost
& Executive Director*

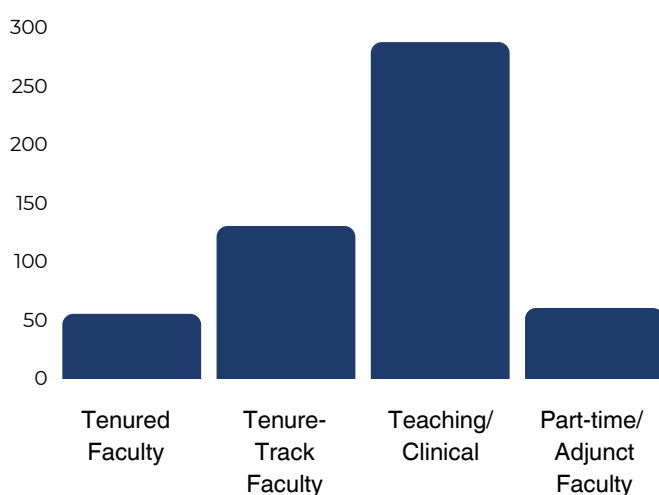


Magdalena Mączyńska

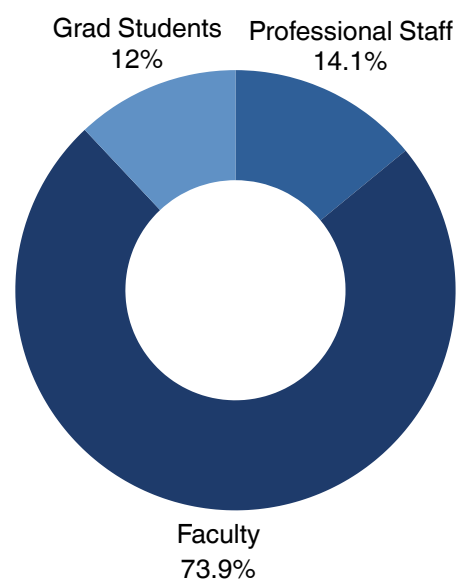
Associate Director

Who did we serve?

PARTICIPATION BY ROLE

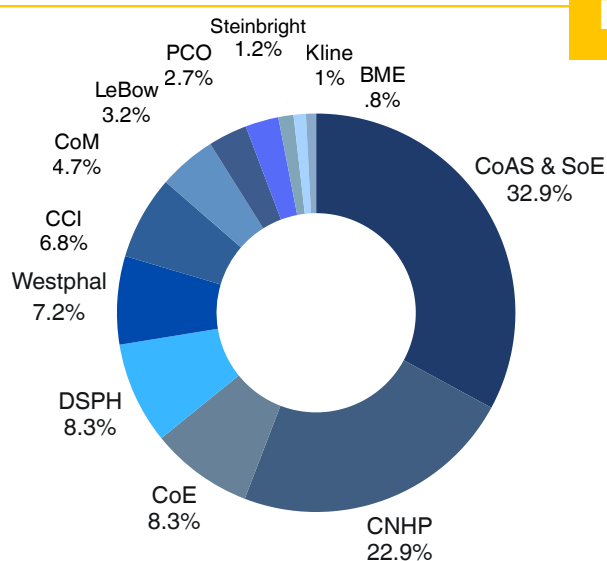


Faculty Appointment Breakdown



Primary Role Breakdown

PARTICIPATION BY AFFILIATION



Participants by College

82% CNHP
67% PCO
55% CoAS & SoE
44% CCI
41% DSPH

Top College Participation
by % of Full-time Faculty

How did we meet immediate needs?

As the university advanced major teaching initiatives including the transition to Canvas and the early course redesign work associated with Academic Transformation, TLC provided timely support to help faculty adapt with confidence through consultations, practical resources, self-paced learning, and more in-depth programming.

COURSE REDESIGN

320
Contacts

- **Bootcamps**
- **Self-Paced Course**
- **Custom Programs**
- **Institute for High-Enrollment Courses**

CANVAS

590
Contacts

- **Bootcamps**
- **Self-Paced Course**
- **Custom Programs**
- **Watch Parties**

How did we build community?

Among TLC's most impactful offerings are its cohort-based programs. These keystone programs bring faculty together for sustained professional learning, collaboration, and community building.

ONLINE TEACHING INSTITUTE

In fall 2025, TLC launched the inaugural cohort of the Online Teaching Institute (OTI). The cohort included 22 participants from eight schools and colleges in a six-week learning program focused on online teaching excellence. Through synchronous and asynchronous modules, participants strengthened online course design, instructional strategies, assessment, and accessibility. Faculty applied evidence-based practices to their courses while exchanging ideas with colleagues, reinforcing Drexel's commitment to engaging and inclusive online learning experiences.

4 cohort-based programs
74 participants



COURSE REDESIGN INSTITUTE FOR HIGH-ENROLLMENT COURSES

The inaugural Course Redesign Institute brought together 18 faculty to redesign eight high-enrollment courses. Grounded in learner-centered teaching and integrated course design, the six-week program guided participants in developing learning goals, aligning assessments and learning activities, and incorporating evidence-based practices that promote motivation, self-regulated, and active learning. Through workshops and consultations, faculty teams developed Course Redesign Portfolios as the basis for implementing reimagined courses.

NON-CREDIT CERTIFICATE IN COLLEGE TEACHING (FOR FACULTY)

This past year, the TLC completed the second faculty cohort of the non-credit Certificate in College Teaching. A total of 19 faculty from nine schools and colleges participated in the nine-month online program, strengthening their teaching through evidence-based, inclusive pedagogical practices. The program fostered a community of instructors engaged in research-informed teaching, peer exchange, and ongoing professional growth.

DREXEL TEACHING ACADEMY

The 2026 Drexel Teaching Academy (DTA) welcomed 18 participants from nine schools and colleges. Over the 10-week program, faculty engaged in weekly sessions focused on research and learning sciences relevant to college teaching. Participants commit to advancing the TLC's mission by mentoring colleagues, contributing to faculty development initiatives, and promoting evidence-based teaching practices in their departments. This year's cohort brings total DTA participation to 121, strengthening Drexel's network of teaching leaders across the university.

What are faculty saying?

**SURVEYED PARTICIPANTS SAY
OUR WORKSHOPS WILL...**

**improve their
teaching**



**improve student
learning**



**be valuable to
colleagues**



“The practices and skills [the Certificate in College Teaching] has taught me have revolutionized the way I approach the classroom and working with students.”

“I’m leaving the Institute with a renewed sense of optimism and motivation. I feel better equipped, and more inspired, to design a course that is inclusive, engaging, and intentionally structured to support student learning.”

“I am pretty burnt out right now with the amount of teaching and curriculum work I am currently a part of but [Teaching Day] put a bit of pep back in my step.”

“I learned so much and am excited about implementing many of these strategies. I look forward to continuing to work with the TLC to be the best educator I can for my students!”

“What [TLC] provides for us...is amazing. It is this kind of care and attention to pedagogy that will continue to make our university one of the best.”

How did we lead and contribute?

The TLC team extends its academic and professional contributions through university service, leadership in teaching and learning, and engagement with the broader educational community. Team members serve on institutional committees, conduct and share scholarship, and contribute to professional organizations that advance teaching and learning at Drexel and beyond.

AWARDS

- POD Innovation Award 2025 (San Diego, CA) for the project “Teaching Techniques Game: Play Your Way to Better Student Learning” (Johanna Inman, Magdalena Mączyńska, Gabriela Constantin-Dureci)
- Outstanding Paper of the Year Nominee, 2026, Journal of Geoscience Education (Meghan Cook)

PRESENTATIONS

- **Constantin-Dureci, G.** (2026, January 10th). *Applying Sociolinguistic Expertise in Faculty Development Programming*. LEXING, Linguistic Society of America Annual Meeting, New Orleans, LA.
- **Constantin-Dureci, G.** (2025, November 22nd). *The Role of Language Beliefs and Biases in Teacher Evaluation*. [Refereed Poster Presentation- Research]. Professional and Organizational Development (POD) Network Conference, San Diego, CA.
- **Cook, M. L.**, Hixon, E. (2025, November 20). *A “Choose Your Own Adventure” Approach to Faculty Research Productivity* [Workshop-in-a-box presentation]. Professional and Organizational Development (POD) Network Conference, San Diego, CA.
- Grabau, C., Gaston, M., **Cook, M. L.**, Metzker, J., Weaver, R. (2025, November 22). *Career Moves: Preparing Yourself for Work That Matters*. Professional and Organizational Development (POD) Network Conference, San Diego, CA.
- **Inman, J.** (2026, February 27th). *From Pedagogical Solitude to Pedagogical Solidarity: Teaching Better Together*. [Keynote presentation]. Lancaster Learns Conference, Saint Joseph's University, Lancaster, PA.
- **Mączyńska, M.**, Sullivan-Barak, K. (2026, January 8). *Let's Do This Together: Modelling Authentic Collaboration with Intentional Co-teaching* [Workshop presentation]. Annual Faculty Conference on Teaching Excellence, Philadelphia, PA.

How did we lead and contribute? (continued)

PUBLICATIONS

- Chen, J., **Inman, J.**, & Ajoff-Foster, P. (accepted, projected issue: May 2027 - 41(2)). Improving inclusive and equitable teaching practices: Lessons learned from a voluntary faculty training program at an academic research institution. *Journal of Faculty Development*.
- **Cook, M. L.**, Sheffield, S. L., & Ryan, J. G. (in press). What the field felt like: Exploring student emotions and reflections through photo elicitation. *Earth Science, Systems and Society*.
- **Cook, M. L.** & Hixon, E. (accepted, projected issue: January 2027 - 41(1)). Supporting faculty research productivity in teaching-intensive contexts: A model for time, accountability, and professional development. *Journal of Faculty Development*.
- **Mączyńska, M.** & Rosenthal, D. J. (in press). The urgency of teaching climate short fiction. In Lim, J. and Young, J. (Eds.) *Teaching 20th- and 21st-century U.S. Short Fiction*, MLA.

SERVICE TO DREXEL

- Academic Council (Johanna Inman)
- CoAS Experiential Learning Initiative (Magdalena Mączyńska)
- Core Competencies Task Force (Johanna Inman)
- Drexel AAUP Ad Hoc Founding Committee (Magdalena Mączyńska)
- English and Philosophy Learning Goals Committee (Magdalena Mączyńska)
- ELO Definition & Task Force (Johanna Inman)
- Faculty Senate Committee on Academic Support (SCAS), Drexel University (Meghan Cook, Ex Officio Member)
- Learning Alliance (Simme Abiko)
- LMS Implementation Task Force (Johanna Inman, Co-Chair)
- Pennoni College Curriculum Redesign Initiative (Magdalena Mączyńska)
- Steinbright Advisory Board (Johanna Inman)

SERVICE TO THE FIELD

- Chair, Outstanding Earth Science Teacher Award (OEST) Committee, National Association of Geoscience Teachers (NAGT) (Meghan Cook)
- Councilor, Executive Council, National Association of Geoscience Teachers (NAGT) (Meghan Cook)
- Member, National Association of Geoscience Teachers (NAGT) Diversity, Equity, and Inclusion (DEI) Committee (Meghan Cook)
- Member, Earth Centered SIG, The Professional and Organizational Development (POD) Network in Higher Education (Magdalena Mączyńska)
- Past Chair, Professional Development Committee, The Professional and Organizational Development (POD) Network (Meghan Cook)



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