



DREXEL UNIVERSITY

Teaching and  
Learning Center

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# YEAR AT A GLANCE

# 2023- 2024

# YEAR AT A GLANCE

The 2023-24 academic year marked the fifth year of programming delivered by the Teaching and Learning Center (TLC) at Drexel University. Launched in the fall of 2019, the TLC's mission is *to inspire and promote excellence in teaching throughout Drexel University's diverse learning environments*. Over the last 5 years, the TLC has become the central space on campus for professional development for Drexel faculty.

This year, the TLC reached the greatest number of educators to date, experiencing **1779 total contacts** with members of the Drexel community and reaching **621 unique individuals**. Our services and programs were offered in a range of formats including in-person, synchronously online, and asynchronously online. Our work included developing orientations, retreats, workshops, book groups, cohort programs, individual and group consultations, as well as on-demand resources.

This report provides a summary of the programs, services, and collaborations that helped us to meet our mission in the 2023-24 academic year. We have selected to share a snapshot of this work along with a few details about those who participated in our programming and some of the ways we have impacted their work.

The TLC would not be successful without the many faculty, university leaders, and campus units who continue to support, collaborate, and partner with us in this work. Thank you.



# GROWING OUR TEAM

In the 2023-24 academic year, the TLC's staff grew to include four full-time professional staff members and two part-time graduate students. Three faculty fellows and several faculty volunteers also provided mentorship and consultations to faculty across Drexel. Together, we provide valuable resources that empower educators to improve learning experiences for Drexel students.



Johanna Inman,  
Inaugural Director



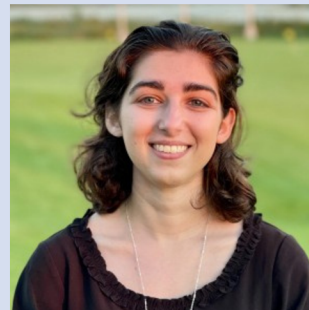
Magdalena Mączyńska  
Associate Director



Gabriela Constantin-Dureci,  
Assistant Director



Meredith Casino,  
Manager of Operations



Gabrielle Tobin,  
Part-time Data Analyst



Antonio Maduadichie  
Part-time Multimedia Specialist



Valerie Klein,  
Faculty Fellow and Associate  
Clinical Professor, SoE



Wesley Shumar,  
Faculty Fellow and Professor,  
CoAS



Diane DePew,  
Faculty Fellow and Associate  
Clinical Professor, CNHP

# ENGAGING EDUCATORS

We offer a range of events, workshops, book groups, and services that are open to faculty, graduate students, and professional staff. In 2023-24, participation increased by 13%, while teaching consultations increased by 120%.

**95**

Individual  
Workshops

**1779**

Total  
Contacts

**621**

Unique  
Participants

Approximately **34%** of workshop participants attended 3 or more sessions.

”

I love that I always come away from TLC workshops with immediately actionable, able-to-be-realized ideas.

-Workshop Participant

Teaching consultations increased

**120%**

from  
2022-23.

**125**

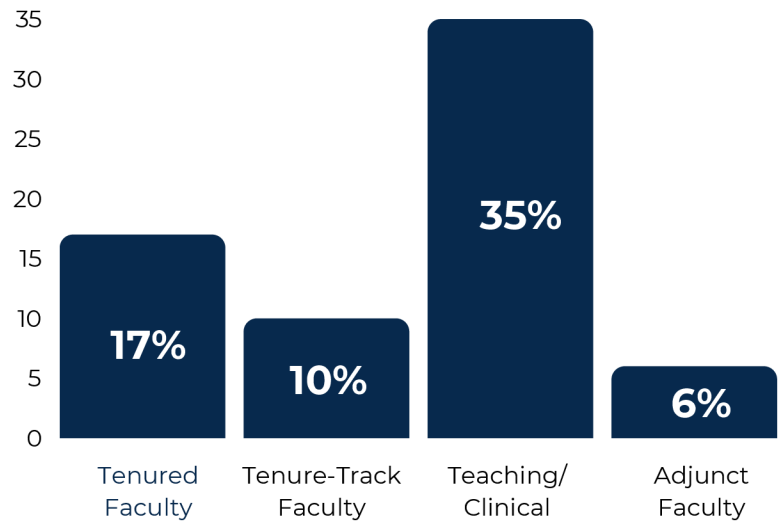
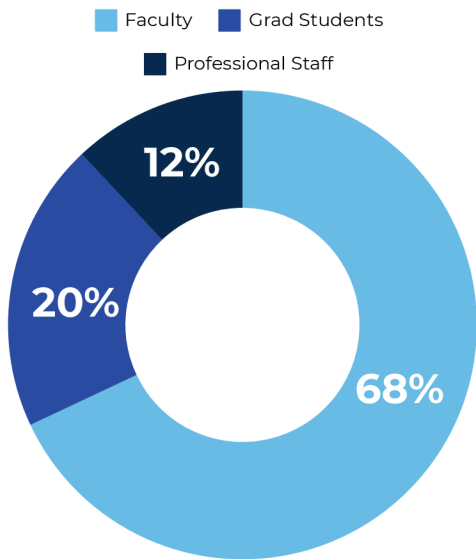
individuals  
participated in  
cohort programs.

**32%**

of all full-time  
faculty participated  
in a TLC program.



# Participation by Role and Affiliation



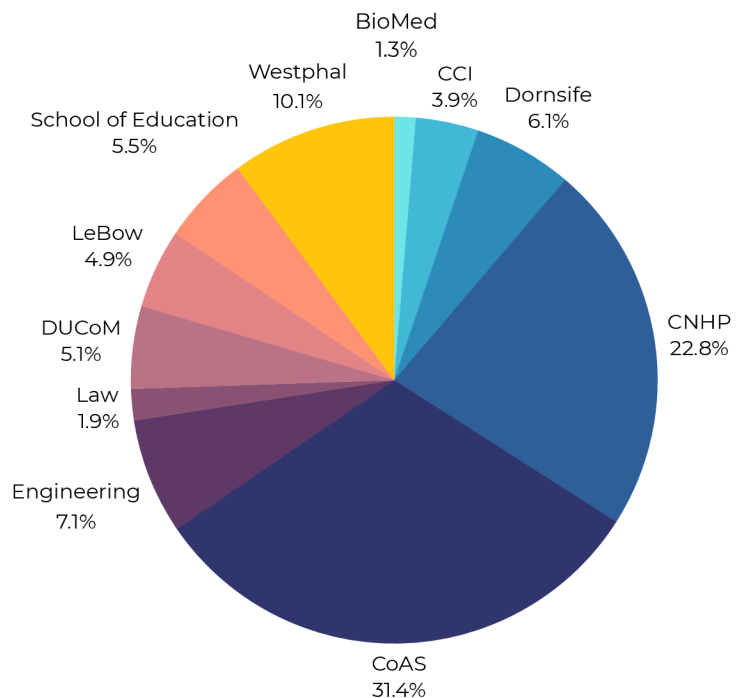
## Full-time Faculty Participation Per College

<b>58.5%</b>	<b>49%</b>	<b>43%</b>	<b>42%</b>	<b>34%</b>	<b>25%</b>
CNHP	SoE	CoAS	Dornsife	Westphal	CoE



Very helpful, great structure and sufficient time for meaningful conversation. I was prompted to change a few things relating to my classroom prep and I am grateful for that.

-Workshop Participant



# FOSTERING COMMUNITY

In addition to our quarterly workshops, we are committed to designing and facilitating high-impact cohort programs for Drexel educators. These learning communities provide a structured, supportive environment where faculty can collaborate, learn, innovate, and grow professionally. Cohort programs play a crucial role in fostering effective teaching practices, bolstering motivation and morale, and building a vibrant educational community at Drexel.

## Annual Cohort-Based Learning Communities

### Drexel Teaching Academy

Develops and energizes teaching leaders throughout the disciplines to act as champions for innovative and evidence-based pedagogies at Drexel.

- 10 week program
- 18 new participants
- 91 total participants
- 5 total cohorts

### Drexel Institute for Inclusive and Equitable Teaching

Supports faculty to develop inclusive and equitable teaching materials and activities and develop skills to embrace and discuss difference in the classroom.

- 6 week program
- 27 new participants
- 94 total participants
- 5 total cohorts

### Non-Credit Certificate in College Teaching

Provides postdocs and graduate students with the experience and credentials to help them become more effective instructors in higher education.

- 9 month program
- 26 new participants
- 82 total participants
- 3 total cohorts

I plan to implement the significant learnings from the Teaching Academy not only in my own classes, but also share them with colleagues in efforts to spread the knowledge further and reinforce the culture of teaching at Drexel.

-Jonathan Ziegert, LeBow

## New Cohort-Based Learning Communities

### Climate Pedagogy Incubator

We received funding as part of a Climate Hub Grant administered by the Environmental Collaboratory (TEC) to create the Drexel University Climate Pedagogy Incubator in collaboration with the Lindy Center for Civic Engagement. The Incubator is a faculty learning community that brings together colleagues from across disciplines to foster community, share resources, and brainstorm collaborations in the area of climate education. In Spring 2024, the cohort worked together over seven weeks to learn and develop pedagogical and cultural competencies required for climate justice education.

The inaugural cohort consisted of 10 faculty, one graduate and one undergraduate student.

### Peer Review of Teaching (PRT) Team-Based Clinics

During the fall 2023 term, we hosted our first team-based clinics aimed at supporting faculty teams to create or revise peer review of teaching (PRT) protocols and instruments within their academic units. Over the course of the program teams learned best practices for PRT, created drafts of protocols and instruments and developed action plans for their units.

The inaugural program included 19 faculty divided between 4 teams. Two teams were college-wide (College of Nursing and Health Professions and School of Education) and two departmental (Global Studies and Modern Languages, CoAS, and Arts & Entertainment Enterprise, Westphal).

### Non-Credit Certificate in College Teaching for Faculty

In 2023-24 we launched the inaugural cohort of the Faculty Certificate in College Teaching, an online cohort-based program designed to help colleagues develop their teaching craft within a community of like-minded peers. The Certificate curriculum focuses on evidence-based, inclusive pedagogies in post-secondary education, encouraging participants to develop a more intentional approach to their practice.

We received 57 applications and invited 32 colleagues to participate in the program, with 24 completing all modules and requirements.

This community has helped me grow as an instructor. We all had similar questions about teaching coming in, but a range of solutions emerged through the course together. Having the time to engage with peers was important and valuable. I was introduced to tools and techniques that were new and inspiring.

-Amanda Tinker, Westphal





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