

Annual Report

Syracuse University Center for Teaching and Learning Excellence

550 Bird Library
ctle@syr.edu
teachingexcellence.syr.edu

Jessamyn Neuhaus, Director
Ebony Graham, Educational Developer
Nick Bennett, Program Coordinator

2024-2025

Achievements and Engagement

TABLE OF CONTENTS

Mission, Vision, Action Plan

Objectives and Achievements

Programming and Research Summary

Campus Engagement Summary

Mission, Vision, and Action Plan

Mission: The Center for Teaching and Learning Excellence is committed to support and develop Syracuse University faculty through collaboration. By offering a variety of services, the CTLE promotes effective, inclusive, innovative teaching.

Vision: The CTLE will serve as an equity advocate, education innovation partner, classroom change agent, and campus community builder at Syracuse University.

Action Plan: View the complete CTLE 2024-2025 Action Plan at <https://tinyurl.com/2425CTLEPlan> or use the QR code below:



The Action Plan states the Center Objectives, and lists Action Items mapped to those Objectives. The 2024-2025 Action Plan focused on supporting instructors' pedagogical learning, collaborating with campus stakeholders, and developing CTLE signature programming.

OBJECTIVES & ACHIEVEMENTS

The CTLE successfully fulfilled its 2024-2025 Action Plan Objectives.

Fall 2024 Action Plan Objectives

- F1.** Support pedagogical learning and reflection in a variety of modalities for diverse groups of instructors at different stages of their teaching careers
- F2.** Identify and strengthen current key CTLE campus collaborations that promote effective, inclusive, and innovative teaching
- F3.** Identify, strengthen, and begin to develop 4-5 signature CTLE programs that promote effective, inclusive, and innovative teaching
- F4.** Maintain and strengthen Center planning, communications, reporting, and a positive and productive work environment

Spring 2025 Action Plan Objectives

- S1.** Create and implement structured programs and presentations, including collaborative programming, to provide instructors and campus leaders with a framework to better identify and document effective teaching practices
- S2.** Facilitate professional development opportunities, including collaborative programming, focused on making classroom learning environments inclusive and welcoming for all
- S3.** Maintain, strengthen and increase Students as Partners (SaP) CTLE programming, including collaborative programming with other campus stakeholders
- S4.** Facilitate pedagogical reflection, including collaborative programming with other campus stakeholders, in a variety of modalities, on various topics for diverse groups of instructors at different stages of their careers
- S5.** Maintain and strengthen Center planning, communications, reporting, and a positive, productive work environment

Notable Achievements in Meeting Action Plan Objectives

Programming (F1, F3, S1, S2, S3, S4)	Collaborations (F2, F3, S1, S2, S4)	Communications (F4, S5)	Advancement (F4, S3, S5)
Workshops, guest speakers, discussions, SCOT partnerships, invited talks on campus, consultations	Co-facilitated programs with Bird Library; ODI; CAS; Art Museum; Office of Faculty Affairs; IE; FYS; Grad School	Created new monthly email newsletter and significantly increased listserv subscribers	Conducted national search and hired full-time faculty developer specialist in Students as Partners
CAS and Teaching Professor study groups on identifying and documenting effective teaching	Co-designed with ECS VP for Inclusive Excellence a 2026-2027 new micro-credential course, Inclusive Teaching for Collegiate STEM	Completely refreshed and updated website, including adding multiple teaching resource pages	Director gave invited keynote lectures; Director and Staff presented research at academic conferences and published research

Programming & Research Summary

87

Total number of programs

Including workshops, guest speakers, consultations, book clubs, and SCOT partnerships

Workshops

- Learning Student Names
- Assignments and Generative AI
- Responding to Student Feedback
- Scholarship of Teaching and Learning
- Teaching in Controversial Times: Using “Scripts”
- Unessay Assignments
- Classroom Phone/Laptop Policies
- Easy Ways to Boost Student Information Literacy
- Authentic Learning with Primary Sources
- Discussion: Teaching After the Election

Programs & Talks

- Graduate Student Teaching Matters Book Club
- Teaching with AI Study Group
- Transparent Assignments
- CAS Critical Teaching Behaviors Reading Group
- Teaching Professors Critical Teaching Behaviors Seminar
- Lunch and Learn Series: Making Teaching Inclusive
- Keeping Your Teaching Batteries Charged
- Co-Creating Classroom Community Agreements
- Planning for Learner Variability

Events

- New Faculty Orientation Panel
- Academic Ableism Book Club
- First Year Seminar Panel
- Guest Speaker: Difficult Classroom Conversations
- Guest Speaker: Classroom Community Agreements
- Building Faculty Community for the Inclusive Classroom
- Reading Group and Guest Speaker Author Event: *The Present Professor*

Consultations

- Individual
 - Course Design
 - Student Feedback
 - Workload
 - Classroom Challenges
 - Academic Integrity
 - SoTL Projects
- Departments/Chairs/Deans
 - Teaching in the Age of AI
 - Peer Review of Teaching
 - Professional Development
- Students Consulting on Teaching (SCOT) Program
 - Classroom Activities
 - Assignment Design
 - Rapport and Communication
 - Enthusiasm and Care

Research and Scholarship

Jessamyn Neuhaus published *Snafu Edu: Teaching and Learning When Things Go Wrong in the College Classroom* (Oklahoma University Press); coauthored a guest post for the Grading for Growth blog; and presented research at the American Historical Association annual conference. She also facilitated a workshop at the POD Network annual conference; spoke on a panel at the annual Teaching Summit at Bryant University, and gave keynote speeches and facilitated workshops at the Great Ideas in Teaching and Learning Summit at Boise State and the annual Wisconsin Universities Teaching Conference. Ebony Graham published “Diversity and Inclusion Are Not the Goal Anymore: Developing Inclusive Practices Is” in *Teaching and Learning Together in Higher Education* and presented research at the annual Lilly Conference on College and University Teaching. Jacques Safari Mwayaona, Jessamyn Neuhaus, and Laurel Willingham-McLain were all interviewed for the podcast *Tea for Teaching*.

Campus Engagement Summary

100%	484	358
of SU Schools and Colleges had faculty participate in at least one CTLE program	Total number of participants engaged with the CTLE, with 226 unique participants	Subscribers to the CTLE newsletter and listserv, an increase of 111% since last year

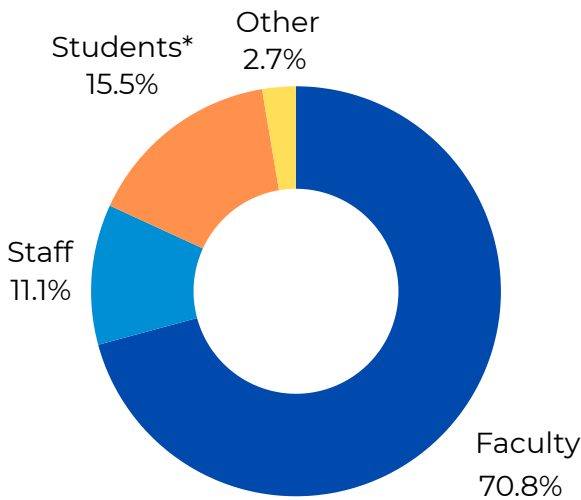
CTLE Collaborations

- Bird Library
 - College of Arts and Sciences
 - College of Engineering & Computer Science
 - College of Law
 - The Shaw Center
 - First Year Seminar
 - The Graduate School
- Institutional Effectiveness
 - Newhouse School of Communications
 - Office of Academic Affairs
 - Office of Diversity and Inclusion
 - Office of Faculty Affairs
 - Special Collections Research Center
 - Syracuse University Art Museum

CTLE Service

- First Year Seminar Working Group
 - Life Together Steering Committee
 - Meredith Professor Review Committee
 - Meredith Professor Teaching Fellow Review Committee
- Mentoring Committee Faculty Fellow in Biology Education Research
 - NSF S-STEM Grant Proposal Leadership Team
 - SCRC Faculty Fellows Review Committee
 - Teaching Awards Review Committee

CTLE Program Participants



*51% graduate, 49% undergraduate