# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Summary</td>
<td>2</td>
</tr>
<tr>
<td>Vision and Mission Statement</td>
<td>4</td>
</tr>
<tr>
<td>Employee List</td>
<td>5</td>
</tr>
<tr>
<td>Faculty Support and Projects</td>
<td>8</td>
</tr>
<tr>
<td>Multimedia Support</td>
<td>10</td>
</tr>
<tr>
<td>Annual Project Breakdown</td>
<td>11</td>
</tr>
<tr>
<td>Course Development and Support</td>
<td>12</td>
</tr>
<tr>
<td>Faculty Spotlight Series</td>
<td>14</td>
</tr>
<tr>
<td>Faculty Development Series</td>
<td>16</td>
</tr>
<tr>
<td>New and Adjunct Faculty Orientation</td>
<td>18</td>
</tr>
<tr>
<td>Pedagogy and Improvisation Program</td>
<td>19</td>
</tr>
<tr>
<td>Writing Accountability Group</td>
<td>20</td>
</tr>
<tr>
<td>Adobe Day</td>
<td>21</td>
</tr>
<tr>
<td>Program-level Support</td>
<td>22</td>
</tr>
<tr>
<td>Technologies</td>
<td>24</td>
</tr>
<tr>
<td>Chatbot</td>
<td>26</td>
</tr>
<tr>
<td>EdTech Tips Series</td>
<td>27</td>
</tr>
<tr>
<td>Hours of Instructional Activity (HIA) App</td>
<td>28</td>
</tr>
<tr>
<td>Remote Teaching</td>
<td>30</td>
</tr>
<tr>
<td>University Service</td>
<td>34</td>
</tr>
<tr>
<td>Community Service</td>
<td>40</td>
</tr>
<tr>
<td>Visibility and Awards</td>
<td>42</td>
</tr>
<tr>
<td>Faculty Comments</td>
<td>44</td>
</tr>
<tr>
<td>Faculty Advisory Committee</td>
<td>47</td>
</tr>
</tbody>
</table>
Executive Summary

Dear Penn State Harrisburg Community,

The 2019 – 2020 academic year began much like any other and ended in unexpected territory. While the University closure due to COVID-19 and the concurrent switch to remote instruction and work from home significantly disrupted our “normal” operations, we have remained consistently focused on providing the best service and support to our faculty, staff, and students. Amidst this disruption, we have spent time reflecting on our accomplishments, and in light of the 2020 – 2025 Strategic Planning initiative, envisioning a Center focused not on getting back to an indeterminate “new normal,” but moving forward into a more dynamic and strategically secure future on our campus and within the University.

This report encapsulates the breadth and depth of work performed by our team through this past year. It is a record of our accomplishments, and with our newly crafted Vision and Mission in mind, a baseline for what we hope to accomplish in the future.

Our team has remained committed to providing quality service in its core areas of course development, classroom support, and faculty support. Our commitment is demonstrated through the quantity of touch points with faculty and staff (over 1600 in-person consultations, phone calls, and emails), the number of course-related projects completed (214 residential consultations, new course builds, and repeat course setups), and over 230 completed instructional filming projects. To aid in the production and revision of high-quality courses, each Instructional Designer is certified to perform Quality Matters reviews by which faculty submit courses for rigorous analysis under a research-based rubric. We have introduced several new technologies to our learning community, including applications for media creation and editing, student engagement in the classroom, and remote teaching, among others. In keeping with the Center’s eye for innovation, our student intern developed a custom application for estimating instructional activity hours which has been adopted by the University learning community. Additionally, our student worker developed a chatbot for a residential mathematics course, which assisted students in locating course information, freeing the instructor’s time by mitigating unnecessary communications.

Efforts towards faculty development expanded during this past year. In addition to the 14 Faculty Spotlight and Faculty Development seminars offered during the fall and spring semesters, the Center hosted its annual Adobe Day event and introduced
two new initiatives for faculty engagement. Happy Valley Improv was invited to conduct courses in developing improvisational skills for unexpected situations in the classroom, and the Writing Accountability Group was established to allow faculty dedicated time and space for progressing their writing projects. Additionally, new resources were created and added to the Center’s website to aid faculty in addressing remote teaching challenges, as well as developing personalized teaching philosophies to guide their thoughts and methods regarding instruction.

Our team members actively participate in University and community service, engaging with 36 distinct committees, task forces, affinity groups, and conference organizers. This work has resulted in the production of new resources concerning teaching and learning skills, techniques, and technologies, the introduction of Virtual/Immersive Reality technologies to our campus community, and instructional design support given to other Commonwealth campuses.

There is much more captured in the report than can be efficiently summarized, and it is our hope that this document reflects the volume and character of work accomplished by our dedicated team members. As we think and move forward into the next academic year, the Center for Teaching Excellence remains committed to exploring new ways to produce an inclusive, engaged, and student-centered educational experience for all learners.

Best wishes for our campus and University community,

The Center for Teaching Excellence
**Vision Statement**

All learners thrive in an inclusive, engaged, and student-centered educational experience created by a University environment that fosters enduring curiosity and lifelong learning.

**Mission Statement**

Our mission is to serve the Penn State community by building capacity for the pursuit of excellence in teaching and learning. We believe that the University thrives when the campus community is invested in advancing student learning in its varied forms.

Our core belief is that continuous learning occurs at every level of educational and professional achievement; that through respectful dialogue and careful listening we remain attentive to the beliefs, approaches, and needs of our partners. To support these beliefs we affirm that:

- teaching is an iterative process, enhanced through thoughtful reflection and continuous refinement;
- remaining aware of the strengths, challenges, and hesitancies of faculty is the best way to advance their teaching and learning goals;
- and that our entire learning community benefits from the implementation of effective teaching practices.

We exercise these beliefs through our daily interactions with faculty and campus colleagues. Our Center seeks to empower Penn State Harrisburg faculty to create a student-centered educational experience at all levels of learning.

These beliefs and services are enacted by a diverse pool of creative and skilled professionals who are experts in their fields of instructional design, educational technologies, media production, and assessment strategies, among others, and who participate in and see the value of lifelong learning.

We are advocates for building a sense of community and inclusion among faculty, staff, and students, and maintaining an open and welcome atmosphere in our office and through our campus interactions. The partnerships we create with the campus community are rooted in best practices for advancing teaching, learning, collaboration, and professional development.
Employee List

Donna Bayer
Instructional Designer

Mina Otgonbold
Student Worker, SSET

James Emery
Digital Pedagogy Specialist

Betsy Parlett
Administrative Support Assistant

William Illingworth
Instructional Designer

Dan Poeschl
Instructional Multimedia Specialist

Jennifer Keagy
Director

Amanda Price
Instructional Designer

Sarah Kettell
Student Intern, SSET

Matthew White
Multimedia Specialist
Welcome!

**Amanda Price, Instructional Designer, 2019**

Amanda came to Penn State Harrisburg in January 2020 after serving as a professor of psychology at Pennsylvania College of Health Science where she led various faculty development initiatives including creating the College’s Center for Excellence in Teaching and Learning, and Faculty Peer Learning program. Amanda holds a Ph.D. in cognitive neuroscience, a M.S. in psychology from the University of New Mexico, and a B.S. in psychology from the University of Mary Washington.

At Penn State Harrisburg, Amanda immediately began supporting several faculty with developing career advancement programming for underrepresented minority faculty. Her dedication to development is also evident from her participation in developing the School of Humanities Faculty Mentoring Program. As the University shifted to remote learning during the Spring and prepared for flexible modes of instruction in the Fall, Amanda collaborated with faculty and Commonwealth instructional designers on professional development offerings for faculty.

Additionally, Amanda has collaborated with the School of Humanities and School of Business Administration to design asynchronous online and blended courses. She has consulted with various faculty to develop innovative learning activities for their courses, and looks forward to collaborating on research projects that examine impacts of teaching and assessment strategies on student learning. For many faculty, teaching can be a solitary endeavor, and Amanda savors the opportunity to serve as a sounding board for discussing new ideas for enhanced teaching practices.

Amanda brings a wealth of faculty experience to the role of Instructional Designer, and the Center for Teaching Excellence is excited to continue working with her as we explore new avenues for teaching and learning!
Best Wishes!

Sean Pyle, Instructional Designer, 2016 - 2019

Sean came to Penn State Harrisburg in April 2016 from Lancaster Bible College where he designed and developed online and hybrid courses. He graduated with a B.S. in Secondary Education from Millersville University and an M.Ed. from Duquesne University, with a certification in Instructional Technology.

At Penn State Harrisburg, Sean consulted with the Masters of Accounting program to include new and innovative content and assessment approaches including advanced layouts and interactive quizzes developed in Articulate Storyline, which helped to enhance student engagement.

When not designing courses, Sean explored methods for using student data generated in Canvas to improve student learning. Among other projects, Sean initiated and coordinated the production of a chatbot used in Dr. Khezri’s mathematics courses. He was deeply invested in exploring opportunities for using technology to enhance collaboration among team members and faculty, and his pursuits guided the Center towards adopting Meistertask as a platform for planning, organizing, and executing projects. His incorporation of O365 products like OneDrive and OneNote into his course design and community projects helped to maintain consistent communication and increase transparency between his team members and faculty partners. Sean regularly provided training and consultation opportunities to the Penn State Harrisburg faculty through one-on-one meetings and assisted in Canvas training for new full-time and adjunct faculty each year.

Sean left Penn State Harrisburg in October of 2019 to pursue a career with HP, allowing him to work remotely to better prepare and care for a new-born. His technical knowledge and skills, relationships with faculty, and enthusiasm for all things Star Wars and Marvel are greatly missed at the Center and Penn State Harrisburg. The best of wishes for Sean and his future!
Faculty Support and Projects

Our faculty support services encompass a wide array of activities, including in-person and remote instructional design consultations, Canvas support, educational technology integrations, multimedia creation, filming, Student Ratings of Teaching Effectiveness (SRTE) consultations, and more.

Consultations: 1,718
- In-person conversations, phone calls, emails.

Individuals: 315
- Number of distinct persons consulted.

Hours: 896
- Number of hours spent in consultation.

August 5, 2019 - June 30, 2020

Consultation Topics

- Canvas: 354
- Instructional Design: 309
- EdTech: 192

- Multimedia: 43
- Filming: 26
- SRTE: 13
- Program Assessment: 6

End of Year Report 2020
Number of Consultations by School

<table>
<thead>
<tr>
<th>School</th>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Science, Engineering, and Technology (SSET)</td>
<td>484</td>
</tr>
<tr>
<td>School of Humanities (HUM)</td>
<td>393</td>
</tr>
<tr>
<td>School of Public Affairs (SPA)</td>
<td>299</td>
</tr>
<tr>
<td>School of Behavioral Sciences and Education (BSED)</td>
<td>267</td>
</tr>
<tr>
<td>School of Business Affairs (SBA)</td>
<td>199</td>
</tr>
<tr>
<td>Staff / Other</td>
<td>76</td>
</tr>
</tbody>
</table>

“Other” Consultations:
While Canvas, instructional design, educational technology, and multimedia projects form the core of our services, we consult on academic integrity, grant proposals, conference preparations, non-educational technology, faculty development, library resources, research, and general teaching practices.

COVID Consultations:
From March 13 - April 3, 2020, the Center consulted almost exclusively on remote teaching solutions. See pp. 28 - 31.
Multimedia Production

Dan Poeschl produces a significant number of video assets each year, ranging from lecture capture and lab demonstrations to Faculty Spotlight and development sessions. Most video resources are planned, filmed, edited, and produced within quick time-frames, meaning not many projects remain unfinished at a time.

303 total film projects

147 COVID-19 projects

123 instructional videos

33 other projects
Annual Project Breakdown

Our team supports a variety of stakeholders within the college and University, resulting in a large volume of work produced each year. While the bulk of our projects involve residential academic programs and courses, we apply our skills towards faculty development, technology investigations, multimedia creation, and more.

- **Residential Courses:** Revisions, content and materials updates, technology integrations, assessments, etc. (32%)
- **Other Projects:** Skills development, staff projects, tool training, etc. (19%)
- **Faculty Development:** Planning sessions, document and resource creation, etc. (14%)
- **Multimedia:** App development, document design, infographics, etc. (13%)
- **New Course Builds:** Faculty partnerships resulting in new courses. (11%)
- **World Campus:** Revisions, content updates, repeat courses, etc. (11%)

- **SPA:** 15%
- **BSED:** 18%
- **SBA:** 19%
- **HUM:** 23%
- **SSET:** 25%

228 Completed Projects
Course Developments and Support

**Guest Seminars in AMST 502**
Jennifer Keagy & William Illingworth lectured in Dr. Anne Verplanck’s AMST 502 Effective College Teaching on Backwards Design, Assessment Strategies, Educational Technology, and the utilization of Canvas as a Learning Management System.

**Guest Seminars in ENGL 202C & HIST 203**
Dan Poeschl and William Illingworth lectured in ENGL202C taught by Dr. Russell Kirkscey and HIST 203 taught by Dr. Jeffrey A. Tolbert, demonstrating how to approach video-based learning activities from the theory and methods of Digital Storytelling.

**Guest Seminars in PSYCH 100, PSYCH 212, EDUC 314**
William Illingworth lectured in Dr. Martha Strickland’s PSYCH 100, PSYCH 212, and EDUC 314 courses, challenging students to consider the design and delivery of infographics for their course materials.

**INFSYS 540 Quality Matters Review**
Dr. Roderick Lee and Donna Bayer undertook a Quality Matters review measuring the quality of INFSYS 540 using a research-based rubric. The review is conducted by trained faculty and instructional designers, and a final report informs course revisions.

**Nearpod Support**
James Emery and William Illingworth provided training and support for Nearpod to faculty and students. Nearpod was made available to 26 individuals at Penn State Harrisburg with 13 faculty members adopting it into one or more of their courses.

**Tableau Support for SBA**
James Emery guest lectured for undergraduate and graduate courses in the Marketing, Accounting, and Information Systems programs, introducing data visualization and demonstrating how this helps synthesize big data.

**Hybrid Course Developments**
- ART 10 Introduction to Visual Studies, Randall Lear
- HIST 121 History of the Holocaust, Neil Leifert
- GAME 160N - Introduction to Video Game Culture, Dr. David Giles, Dr. William White, Dr. Fred Terwilliger, Dr. Jennifer Breese, Dr. Jeffrey Chiampi
- EDUC 520 Learning Theory for the Classroom, Dr. Martha Strickland
Online Course Developments

- ENG 15 Rhetoric and Composition, Dr. Heather Hamilton & Dr. Maggie Gerrity
- CAS 100 Effective Speech, Dr. Stephanie Morrow
- FIN 521 Corporate Finance, Dr. Patrick Cusatis
- MGMNT 514 Negotiation and Conflict Management, Dr. Teng Zhang
- INTAF 812 The Role of Intelligence in International Relations, Ambassador Dennis Jett
- SPAN 1 Elementary Spanish I, Raquel Lodeiro
- ART 50 Introduction to Painting, Randall Lear
- AMST 105 American Popular Culture and Folklife, Nathan Davis
- EE 581 Optimal Control, Dr. Scott Van Tonningen
- EE 594 Research Projects, Dr. Bob Gray
- CRIMJ 503 Advanced Statistics in Criminal Justice, Dr. Jonathan Lee

Adobe Creative Cloud Training and Development

Our Center supports the deployment of the Adobe Creative Cloud to all faculty at Penn State Harrisburg.

- ENGL 480 Communication Design for Writers, Dr. Russell Kirkscey
- MKTG 422 Advertising and Sales Promotion, Dr. Darrell Bartholomew
- ENGL 202C Effective Writing: Technical Writing, Dr. Russell Kirkscey
- HIST 203 History of Monsters, Aliens & The Supernatural, Dr. Jeffrey A. Tolbert
- CAS 100 Effective Speech, Dr. Beatrice Epwene
- PSYCH 100 Introduction to Psychology, Dr. Martha Strickland
- PSYCH 212 Lifespan Development, Dr. Martha Strickland
- AMST 307N American Art and Society, Alicia Bott
- EDPSY 14 Learning and Instruction, Dr. Martha Strickland
Faculty Spotlight Series

The Faculty Spotlight Series showcases effective and innovative methods, techniques, and technologies used by Penn State Harrisburg instructors in their courses. Faculty and campus partners present to an audience of students, staff, and instructors, often incorporating interactive elements into their presentations and engaging with question and answer sessions. Each Spotlight is filmed, then edited and hosted on the Center’s website the next day. A full list of all past Faculty Spotlight sessions can be found on the website.

- **Media Resources from University Libraries**  
  October 8, 2019  
  *Emily Mross, Andrea Pritt*  
  Penn State Harrisburg librarians discussed media collections available through the University Libraries, legal and ethical uses of streaming services, technology, and media resources available at the Library.

- **Tabletop Drop In**  
  October 15, 2019  
  *Dr. Jennifer Gibbs, Dr. Spencer Green, Dr. Roderick Lee, James Emery, William Illingworth*  
  Four technologies (Poll Everywhere, Turnitin, VoiceThread, Hypothesis) were demonstrated by faculty and for faculty looking to add engagement, interaction, critical thinking, and annotation skills to their courses.

- **Moving Beyond the Recorded Lecture**  
  October 22, 2019  
  *Dr. Lauren Azevedo, Dr. Shirley Clark, Dr. Eric Doerfler, Nicholas Eftimiades, Dr. Farrah Moazeni, Randall Lear, Dan Poeschl*  
  In this discussion led by Dan Poeschl, six instructors discussed the pedagogical issues, implementation strategies, and student responses to incorporating various multimedia elements into their courses.

- **Interprofessional Education in the Undergraduate Classroom**  
  October 29, 2019  
  *Dr. A. Patricia Aguilera-Hermida, Dr. Shauntey James*  
  Two instructors demonstrated the effectiveness of interdisciplinary education and team-based learning strategies employed in the undergraduate classroom.
• Immersive Technologies  
  November 12, 2019  
  *Amy Kuntz (Instructional Designer, TLT), Nick Smerker (Multimedia Specialist, TLT)*, Donna Bayer  
  Two instructional designers and a multimedia specialist showcased the benefits of immersive learning experiences (abbreviated XR), highlighting research showing the risks and rewards of utilizing immersive technologies for learning.

• Presenting Beyond PowerPoint  
  November 19, 2019  
  *Alicia Bott, James Emery, Matthew White*  
  This session focused on alternatives to PowerPoint presentations which complement traditional lecture material and add interactive elements to the classroom to engage students in their learning.

• Zotero and Bibliography Tools *(Canceled due to COVID-19 closure)*  
  March 17, 2020  
  *Dr. Jeffrey Tolbert*  
  Zotero is used by researchers and writers to catalog bodies of literature and easily generate bibliographic material while writing academic papers and articles.

• Podcasts *(Canceled due to COVID-19 closure)*  
  March 24, 2020  
  *Dr. Martha Strickland, William Illingworth*  
  This session demonstrated the use of podcasts as an assessment tool for students. During the Fall 2019 semester, Dr. Strickland worked with the Center for Teaching Excellence to train her students to create podcasts, and then to deliver those podcasts as a part of a student exhibition. These podcasts helped challenge to learners to consider their subject matter in a new light as they became export reporters on their subject.
Faculty Development Sessions

The Center for Teaching Excellence regularly partners with members of Penn State Harrisburg’s academic and student support units to provide faculty development seminars focusing on the diverse range of tools, skills, and factors related to teaching and advising. Some sessions are filmed, then edited and hosted on the Center’s website the next day. A full list of past Faculty Development can be found on the website.

- **2019 International Names & Academic Culture**
  October 1, 2019
  *Anna Marshall (Assistant Director, Office of Student Life and Intercultural Programs), Global Ambassadors*
  This session introduced common names in China, India, Indonesia, and Brazil, and explored the academic cultures that international students bring to the Penn State Harrisburg campus.

- **Advising**
  October 17, 2019
  *Dr. Katina Moten (Director of Academic Support and Advising Services)*
  Dr. Katina Moten led faculty and staff in an exploration of advising, discussing issues and processes applicable to the adviser role, tips for incorporating technology in their undergraduate advising, and more.

- **Title IX**
  October 24, 2019
  *Perdeta L. Bush (Equity and Compliance Specialist, Campus Title IX Resource Person)*
  Perdeta L. Bush illuminated the ways in which students, staff, and faculty can integrate compliance with community engagement regarding the maintenance of a safe and respectful learning and working culture.

- **Red Folder Training**
  November 7, 2019
  *Mary Prescott (Assistant Director, Community Outreach and Education, Mental Health Therapist, CAPS)*
  Mary Prescott discussed the Red Folder resource created to help guide instructors through their options to assist students with issues occurring in and outside the classroom related to mental health and socio-emotional concerns.
End of Year Report 2020

- **Snow Day? Snow Way! Planning for Disruptions in the Classroom**
  February 4, 2020
  *William Illingworth*
  William Illingworth presented policies and strategies, resources, and methods for teaching when some contingency precludes an instructor’s teaching plans.

- **A Deep Dive into Advising with Starfish**
  February 11, 2020
  *Dr. Katina M. Moten (Director of Academic Support and Advising Services), Daniel Mercado (Assistant Director, Lambert Undergraduate Advising Center)*
  Dr. Katina Moten and Daniel Mercado discussed implementing Starfish in advising and provided education on how advisers use Starfish to record advising notes, set appointments, and give feedback on academic progress.

- **Explore the Intersection of Academic Cultures**
  February 18, 2020
  *Anna Marshall (Assistant Director, Office of Student Life and Intercultural Programs), Dr. Oranee Tawatnuntachai, Professor Faiza Abbas, William Illingworth, Varshil Anavadia (Student, Global Ambassador)*
  A panel of instructors and students explored how individuals have experienced teaching or learning in an international context, drawing on diverse viewpoints on working with international students in the residential classroom.

- **APA Style Citation Refresher and Updates**
  February 20, 2020
  *Damien Cowger (Assistant Director, Learning Center)*
  Damien Cowger showcased changes between the 6th and 7th editions of APA citation style, and reviewed APA basics as a refresher for faculty and students.

- **Inclusion & Diversity (Canceled due to COVID-19 closure)**
  March 31, 2020
  *Dr. Anita Moreno, William Illingworth*
  Dr. Anita Moreno and William Illingworth planned to address inclusivity and retention efforts for women and minorities in STEM classes.
New and Adjunct Faculty Orientation

Each fall and spring semester, the Center for Teaching Excellence organizes and facilitates several new and adjunct faculty orientations. During these sessions, new faculty members receive information and resources related to teaching, student services, and technology resources. Canvas training is also provided to ensure that all incoming faculty become familiar with Penn State’s learning management system.

New Tenure Line and Full Time Faculty Orientation:
- August 19 & 21, 2019
  Facilitated by Jennifer Keagy

Adjunct Faculty Orientations:
- August 19 & 21, 2019
  Facilitated by Jennifer Keagy
- January 9, 2020
  Facilitated by Jennifer Keagy

New Faculty Canvas Training:
- August 20, 2019
  Facilitated by Jennifer Keagy, Donna Bayer, and William Illingworth
- August 22, 2019
  Facilitated by Jennifer Keagy and James Emery
- August 23, 2019 (2 sessions)
  Facilitated by William Illingworth and Sean Pyle
- January 8, 2020
  Facilitated by William Illingworth
Pedagogy and Improvisation Program

October 4, October 18, November 1, 2019 | EAB Black Box Theatre

The Center for Teaching Excellence invited Happy Valley Improv to lead three faculty development sessions focused on teaching, creating new ways to exist in the classroom, and inspiring creativity. These workshops invited instructors from all backgrounds and disciplines to reflect on their pedagogy in relationship to principles and practices of improvisation.

Meeting every other week for three weeks, participants:

- developed a repertoire of strategies to increase and facilitate student participation, and to respond to unanticipated happenings in their classrooms,
- implemented and practiced vulnerability, risk-taking, and mistake making in their teaching,
- articulated what improv is and related improvisational practice to their teaching,
- nurtured their joy, creativity, and sense of connection in the classroom,
- and networked with colleagues from across the Penn State System (York, Dickenson, The College of Medicine).

Throughout the program, the Center for Teaching Excellence team hosted discussion groups to establish a community of learning. At the end of the program, participants received a certificate to add to CVs and professional development portfolios.
Writing Accountability Group

The Writing Accountability Group was designed to allow faculty dedicated time and space to work on research papers, grants, literature, scripts, proposals, and any other kinds of writing-intensive work. Sponsored by Dr. Holly Angelique and the Center for Teaching Excellence, and hosted with the support of Dr. Glenn McGuigan and the library staff, participants gathered every other Friday during the spring 2019 semester in the Library Conference Room (115B) beginning on January 24th.

While faculty could work independently during the sessions, all were invited to participate in an optional reporting session with their peers.

Due to the University COVID-19 closure on March 16th, the last three sessions in the series (April 3rd, April 17th, and May 1st) were held virtually via Zoom.

“The accountability group provides protected time on my calendar to focus on the actual writing allowing positive momentum towards publication. This positive, forward progress makes me more excited to break down my large projects into the smaller progress goals to tackle during the time periods between accountability group meetings. It also provides a sense of community in the mostly solitary journey towards tenure. Finally, the sense of control and positive energy results in mental space to have better work-life balance on my tenure journey.”

Dr. Renee Flasher, Instructional Designer, Penn State York
Adobe Day

Adobe Day is an annual event hosted in partnership with the Center for Teaching Excellence, Library faculty, and ITS staff to promote the adoption of Adobe Creative Cloud applications among students, staff, and faculty. Penn State’s Creative Cloud license features over 15 powerful applications for media creation and design projects and gives users broad access to resources like stock photos and text fonts. The walk-in format of Adobe Day allows the Center and its partners to freely converse with the campus community and demonstrate firsthand the power of Adobe’s Creative Cloud applications.

October 9, 2019
Olmsted Lobby

Center for Teaching Excellence Staff, Emily Mross and Andrea Pritt (Library Liaison, SSET Librarian), Kevin Myer (ITS)
Program-level Support

Faculty Mentoring Program: HUM

Participated with the faculty committee tasked with developing a mentoring program for faculty at each stage in their career. The Program was affirmed during the May meeting of the School of Humanities faculty.

Grant Preparation Consultations

- **The Faculty Career Advancement Program**
  *(FCAP; Awarded: $3500; Lead: Dr. Roderick Lee, School of Business Administration)*
  The FCAP at Penn State Harrisburg is intended to enhance the social capital of women and underrepresented minority (URM) members to build community, foster agency in career advancement, and enhance the retention of URM faculty.

- **The Penn State Conference on Latinx Faculty Development and Academic Leadership**
  *(Lead: Dr. Mark Kiselica, School of Behavioral Sciences and Education)*
  The proposed conference will feature scholars and leaders from the Latino community and the Pennsylvania Department of Education who will address the challenges experienced by Latinx academics and review culturally sensitive practices for recruiting Latinx faculty, fostering their success with the promotion and tenure process, and helping them obtain senior leadership positions in the academy.

Streamlined IRB Process

This collaboration with the Penn State IRB office proposes to create a streamlined IRB process for pedagogical research, making the process of completing the IRB application more efficient and user-friendly, particularly for faculty who typically do not conduct research involving human participants.
Consultations on Faculty Pedagogical Research

- **Physics Learning Study: Spatial Visualization**  
  *(Dr. Susan Eskin, School of Science, Engineering, and Technology, Principal Investigator)*  
  This project examines the relationship between academic performance in Introductory Physics courses and spatial visualization ability and whether performance can be improved with a brief spatial visualization training. Consultation centered on research design and preparation of IRB application.

- **Using Case Studies in Molecular Biology**  
  *(Dr. Nik Tsotakos, School of Science, Engineering, and Technology, Principal Investigator)*  
  This project examines the most effective use of case studies in molecular and cell biology courses. The PI and collaborators will examine whether student learning is greater following practice with standard cases, developed by faculty, compared with an exercise in which students develop their own case. Consultation centered on identifying relevant background literature from a breadth of academic disciplines.

- **Creating Cultural Humility Through Counseling Education**  
  *(Dr. Stephanie Winkeljohn Black, School of Behavioral Sciences and Education, Principal Investigator)*  
  This project examines the impact of specific teaching strategies on creating change in counseling students’ schemas related to cultural humility. Consultation centered on preparing a literature review and identifying possible teaching strategies.

- **Metacognitive awareness through exam wrappers**  
  *(Dr. Jeremy Lewis, School of Behavioral Sciences and Education, and Dr. Cobi Michael, School of Behavioral Sciences and Education, Principal Investigators)*  
  This project examines the value of exam wrappers in promoting greater metacognitive awareness and improved academic performance. Consultation centered on preparing a literature review and recommending an alternative intervention that might yield greater improvements for students.
Technologies

Our instructional designers and multimedia specialists constantly explore new technologies for facilitating creativity, student engagement, presentation, and collaboration. Many technologies are adopted by our faculty partners who incorporate them into their teaching and present their impacts classes and students in our Faculty Spotlight series. Here are some of the technologies we introduced this year:

**Tableau**
Tableau is a visualization tool used to transform complex data into comprehensible charts and graphs.

**TimelineJS**
TimelineJS by KnightLab takes historical data and generates an online, information-rich, and interactive timeline.

**Nearpod**
Nearpod integrates students’ phones into classroom learning through interactive presentations, note-taking, and polling features.

**VoiceThread**
VoiceThread allows students to create a collaborative multimedia slideshow for discussion using video, audio, images, and text.
Adobe Rush
This nimble version of Adobe Premiere gives users simple and powerful tools to shoot and edit video content on mobile devices.

Adobe Scan SK
The Adobe Scan application works on mobile devices to easily capture and convert all manner of documents into Adobe PDF files.

XR Technologies
XR technologies provide students with immersive experiences allowing them to achieve learning goals through hands-on, authentic encounters.

Jamboard
Google Jamboard is a digital whiteboard tool for online group collaboration through drawing, writing, and importing Drive files.

Adobe Spark
Adobe Spark facilitates the creation of websites, graphics, and presentations through a user-friendly online platform.

Zoom
Zoom allows classes, committees, and units to remain flexible and connected over distance and time.
Chatbot

The Center’s student worker, Mina Otgonbold, partnered with an instructional designer to design and create a chatbot for six courses taught by Dr. Dariush Khezrimotlagh’s. Created in DialogFlow and linked into the Canvas course, the chatbot primarily serves to make office hours appointments and answering student questions concerning basic course material. The program checks against the instructor’s calendar and accounts for weekends when scheduling appointments, and searches for answers to student queries by checking against a preprogrammed knowledgebase. While the AI requires “training” in order to operate precisely and efficiently, successful implementation of the chatbot reduces the need for instructors to engage in back-and-forth emailing regarding scheduling and basic course information.

The chatbot requests information needed to fulfill a scheduling request.

Student questions are checked against a preprogrammed knowledgebase.

Hello?

Greetings! How can I assist?

Can I make an appointment with Dr. Khezri?

What is your name?

Mina

Ask something...

it was turbulent

Since you have determined the fluid is turbulent, you will need to go to the Moody Diagram and use the graph to figure out your friction factor. You can see how to do this in one of the examples done in the Darcy-Weisbach lecture.

thanks!

of course!

Ask something...
EdTech Tips Series

Each year, the Center for Teaching Excellence produces a series of short videos showcasing technologies and their uses both in and out of the classroom to promote curiosity for how technology can be incorporated into projects, teaching, and learning.

Kaltura is Penn State’s media management platform for storing, publishing, and streaming videos and other media. Kaltura works in tandem with Zoom to help users record, store, stream media, integrate quizzes into video content, and view analytics.

Immersive experiences encompass all real and virtual environments such as 360 videos, augmented, and virtual reality. XR can be used to evoke empathy and present challenging scenarios with minimal consequences.

Free for faculty and students, Tableau is an industry leading data visualization tool which allows users to analyze large data sets by creating charts, maps and other visualizations using intuitive drag and drop products, helping students gain digital literacy.
Hours of Instructional Activity (HIA) App

The Hours of Instructional Activity (HIA) App was developed as a tool to assist faculty and instructional designers in assessing student learning hours in online and blended courses. Inspired by Rice University’s Course Workload Estimator, the app outlines specific learning activities and increases users’ abilities to customize the tool to meet their specific needs. The information and documentation used to build the application were produced by the Penn State Online Faculty Engagement Subcommittee during the 2017-18 academic year.

Technology

The HIA app was built using React.js and JavaScript, allowing it to work within a website page with no additional server or technology dependencies, providing users with a responsive, quick-loading experience.

Features

The app was designed to give users choice, flexibility, and a clear idea of their anticipated instructional hours. To achieve this, users can:

- select from over 20 learning activities in 5 categories,
- add custom activities to any activity category,
- enter and adjust basic activity details, like number of pages of reading and anticipated hours of video content,
- view a dynamically updated graph illustrating estimated hours in each activity category,
- save, restore, and share activity estimates with a convenient import/export tool.

Presentations

The application was presented to numerous teaching and learning committees and working groups across the university:

- Faculty Engagement Subcommittee, May 20th,
- Fall 2020 Instructional Modes Implementation Team, June 16th
- Featured in two Engaging Students Series sessions by Teaching and Learning with Technology on June 23rd and June 24th discussing measurements of instructional time and using the HIA app to calculate estimates.

View the app at: https://weblearning.psu.edu/resources/penn-state-online-resources/hia-estimator-app/
Add a variety of instructional activities to different assignment categories.
Remote Teaching

On March 11, 2020, Penn State University announced that the remaining classes of the spring 2020 semester would be delivered through remote instruction in order to prevent the spread of COVID-19 among the campus population. To facilitate the sudden shift to remote learning, the Center’s staff quickly partnered with Information Technology Services to establish a crisis center in Olmsted E306 wherein faculty received one-on-one support and tutorials on delivering their courses using Zoom and Canvas. From March 12th through March 17th, the Center and ITS staff met with approximately 125 distinct faculty to set up and practice using Zoom, explore lecture recording options, discuss instructional and assessment strategies, and troubleshoot concerns. Every member of the Center and ITS teams, including both the Center’s student intern and worker, participated daily in assisting faculty with rapidly developing the technical and teaching skills to effectively serve students through the end of the spring semester.

Resource Creation & Sharing

As information, best practices, and guidance emerged through the collaborative work of Penn State’s learning design community, the Center established a Contingency Planning website page to provide links to University COVID-19 information, remote teaching resources, FAQs for Zoom meetings, and video tutorials. Approximately 14 how-to documents were developed which covered technical details of Zoom meetings and delivering remote instruction, as well as a detailed faculty guide for effectively facilitating online courses. These resources and guides locally supplemented the University learning design community’s creation of the Strategies for Creating Engaging Synchronous and Asynchronous Learning Environments resource hosted on the Web Learning at PSU website.
Continuous Support

When the campus officially closed on March 16th, the Center’s staff continued to serve faculty one-on-one via Zoom meetings while working from home (430 consultations with 190 distinct faculty members between March 12 and April 3). During the proceeding weeks, staff hosted six online faculty development sessions focused on best practices for utilizing Zoom and Canvas to facilitate student interaction, collaboration, and assessment:

- **Zoom 200: Lessons Learned and Best Practices**
  March 25, 2020
  Facilitated by Matthew White

- **Interactive Zoom Sessions**
  March 26, 2020
  Facilitated by James Emery and Amanda Price

- **Reimagining Your Course with Canvas**
  March 27, 2020
  Facilitated by Donna Bayer

- **You Can’t Teach That!**
  April 1, 2020
  Facilitated by William Illingworth

- **Creating Collaboration Using the G Suite**
  April 2, 2020
  Facilitated by Amanda Price

- **Creating Canvas Quizzes**
  April 16, 2020
  Facilitated by Donna Bayer
Increased Need for Multimedia

The rapid switch to remote education prompted increased faculty requests for multimedia support, predominantly within the School of Science, Engineering, and Technology where demonstrations and labs where faculty could not feasibly reproduce those components in an online setting. In total, the Center completed 147 academically related multimedia projects during the COVID-19 campus closure, including:

- 136 SSET projects
- 2 BSED projects
- 1 SBA project
- 2 HUM projects
- 6 Center for Teaching Excellence Projects

Many multimedia assets created at Penn State Harrisburg were adopted throughout the University, including numerous chemistry videos as well as 3D rock models used in labs and geology courses. These resources significantly strengthened the ability of STEM programs to provide quality remote learning on short notice.

Return to Campus

As the University begins preparations for returning to work and academics in the Fall 2020 semester, the Center remains committed to providing faculty and staff partners with the best knowledge, tools, and resources for teaching, learning, and supporting students.
Consultations by Unit

<table>
<thead>
<tr>
<th>Unit</th>
<th>Consultations</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSET</td>
<td>163</td>
</tr>
<tr>
<td>HUM</td>
<td>114</td>
</tr>
<tr>
<td>SBA</td>
<td>57</td>
</tr>
<tr>
<td>BSED</td>
<td>54</td>
</tr>
<tr>
<td>SPA</td>
<td>30</td>
</tr>
<tr>
<td>Staff / Other</td>
<td>12</td>
</tr>
</tbody>
</table>

Date Range: March 13 - April 3, 2020

190 Distinct Individuals

430 Total Consultations
University Service

Our staff are deeply committed to serving the Penn State University community in multiple capacities. We serve on numerous teaching and learning committees, plan, attend, and present at conferences, and work with our faculty and staff partners to build new tools and explore new technologies, and much more.

Donna Bayer

- **Learning Design Summer Camp**
  One day conference for Penn State faculty and Instructional Designers to share course builds, integrations, and best practices.

- **Microcredentialing subcommittee of the Faculty Engagement Subcommittee of the Online Coordinating Council**
  The Microcredentialing subcommittee was charged to investigate the current state of micro-credentialing adoption across Penn State.

- **Canvas Advisory Group**
  This University committee supports and guides the use of Canvas across all learning units by exploring Canvas news, features, and user highlights.

- **Quality Matters Advisory Group / Course Reviewer**
  The Quality Matters Advisory Group discusses the needs and possibilities of using QM with online and hybrid courses across the University. The course review process is conducted by instructional designers and is initiated by faculty who volunteer their courses for review.

- **We Are Weekend**
  Donna represented the Center for Teaching Excellence to the planning committee for We Are Weekend at Penn State Harrisburg.

- **Course Liaisons**
  A group of instructional design professionals from across the University system that examines learning design needs and solutions.

- **Learning Design Clearinghouse: Faculty Support**
  Provided instructional design support to faculty across the University during preparations for summer remote instruction.

- **Pathway to Success: Summer Start (PaSSS) Faculty Development**
  This team facilitated faculty work group meetings to address teaching and learning strategies for the CAS 100 courses within the PaSSS program.
James Emery

- Learning Design Summer Camp
  One day conference for Penn State faculty and Instructional Designers to share course builds, integrations, and best practices.

William Illingworth

- Course Liaisons
  A group of instructional design professionals from across the University system that examines learning design needs and solutions.

- Accessibility Users Group
  This group investigates tools and policies that support learners across all learning abilities, exploring new possibilities for accessible delivery of instruction.

- Search Committee: Instructional Designer III for Penn State Harrisburg

- Digital Pedagogy Subcommittee of the Faculty Engagement Subcommittee of the Online Coordinating Council
  The Digital Pedagogy group seeks to improve practices around pedagogies that assume a virtual learning environment.

- Design, Media, & Technology Subcommittee of the Faculty Engagement Subcommittee of the Online Coordinating Council
  This University committee serves the Learning Design community with professional development, resource creation and curation, and investigations of courseware for use in online teaching.

- Canvas Advisory Group
  This University committee supports and guides the use of Canvas across all learning units by exploring Canvas news, features, and user highlights.

- Learning Design Clearinghouse: Faculty Support
  Provided instructional design support to faculty across the University during preparations for summer remote instruction.
Jennifer Keagy

Penn State Harrisburg Committees

- **Ex-Officio Member, Faculty Senate Faculty Affairs Committee**
  This committee reviews, monitors, and makes recommendations relating to the professional, cultural, social, and material welfare of the faculty concerning workload, ethics, awarding, benefits, and research, among others.

- **Ex-Officio Member, Faculty Senate Adjunct Faculty Affairs Committee**
  This committee reviews, monitors, and makes recommendations relating to the professional, cultural, social, and material welfare of the adjunct faculty.

- **Ex-Officio Member: Teaching and Learning Development Subcommittee of the Faculty Affairs Committee**
  Ad hoc committee charged with examining SRTEs to focus on faculty teaching and learning development, recommend tools to supplement SRTEs in reviewing and developing faculty teaching, and suggest a pilot program to support teacher development and learning for faculty who want to enhance their teaching.

- **Ex-Officio Member: Classroom Design Subcommittee of the Campus Operations Committee 2019-2020**
  This committee created procedures for faculty to oversee and consult on changes to room design and layout, efficiently and effectively resolve faculty and student problems with room design and layout, and to catalog known issues.

- **Co-Chair: Penn State Harrisburg Unit Function Assessment Team**
  This team examines the functional responsibilities of working units, assessing the efficiency and effectiveness of current practices used to fulfill those responsibilities with the goal of providing the highest level of service to students and to be good stewards of University resources.

- **Penn State Harrisburg Middle States Program Assessment Leader**
  Provides consultations to programs concerning their assessment process, and coordinates with the University’s Office of Program Assessment to support faculty in completing their program assessment in preparation for submission to the Middle State accrediting body.

- **Search Committee: Assistant Dean of Academic Affairs**
Search Committee Chair, College Registrar

Search Committee: Director of Business Services and Operations

School of Humanities Peer Evaluation of Teaching Committee
The School of Humanities consulted with Jennifer to create a peer evaluation of teaching program.

Penn State University Committees

Penn State Online Coordinating Council (PSOCC)
The PSOCC addresses operational issues in the realm of digital learning as it relates to strategic growth and advancement, technology enhancements, operational policy and procedure and practice and student success.

Faculty Engagement Subcommittee of the Penn State Online Coordinating Council, Co-Chair
This committee promotes excellence in online teaching and learning, increases faculty interest in online teaching activities, and pursues collaborative endeavors within and outside the university to continue to build a strong foundation for faculty engagement in online teaching.

Penn State e-Education Council Subcommittee of the Penn State Online Coordinating Council (PSeEC)
The purpose of the council is to address emerging issues and share best practices of pedagogy, scale, and user experiences that Penn State faces regarding digital learning related to technology innovation and enhancements, operational policy and practice, and student success.

Overarching Contingency Planning Task Group (Spring 2020)
This task group convened to ensure that the majority of undergraduate, graduate, and professional students university-wide completed their semesters while preserving instructor and student course schedules.
  - Task Group: Current Semester Course Continuation (Spring & Fall 2020)
  - Team B: Student assessments, remote testing and proctoring, finals week
This team ensured that technologies assisting faculty with assessment of student knowledge and skill were available, rapidly deployed, and communicated effectively.
• **Team G: Enrollment Management Team and Clearing House Team**
  This team ensured a robust portfolio of online and remote delivery courses for summer for new first-year, transfer, and continuing undergraduate and graduate students, working with University academic units to catalog course offerings for new students and continuing students. Coordinated support to provide all faculty who need help preparing for Summer are connected with an experienced learning designer.

• **Pathway to Success: Summer Start (PaSSS) Faculty Development Team**
  This team created and facilitated PaSSS faculty development sessions to support faculty in remote teaching and incorporation of PaSSS goals and outcomes into their courses.

• **Learning Design Team: Co-Chair**
  This team developed and proposed modes of instruction for Fall 2020 and developed faculty support materials to help determine the preferred teaching modes.

• **Learning Design Clearinghouse: Faculty Support**
  The Learning Design Clearinghouse was a mechanism for faculty to request support for Summer 2020 and Fall 2020 instruction, providing needed instructional design support to faculty at the York and Altoona branch campuses.

• **Penn State Keep Teaching Faculty Development Co-Chair**
  This team works with faculty and instructional design units across the University to support faculty in their fall teaching and instruction, and provided webinars, resources, and videos as development opportunities.

**Sarah Kettell**

• **Hours of Instructional Activity (HIA) App**
  Developed a web application to assist instructional designers and faculty members in assessing student learning time in online and blended courses.
Mina Otgonbold

- **Chatbot Development**
  Developed a chatbot using artificial intelligence (AI) software to address basic student questions concerning course information such as syllabus policies and assignment due dates.

Amanda Price

- **Course Liaisons**
  Worked with a group of instructional design professionals from across the University system that examines learning design needs and solutions.

- **Learning Design Clearinghouse: Faculty Support**
  Provided instructional design to support to faculty at the York and Altoona branch campuses.

- **Pathway to Success: Summer Start (PaSSS) Faculty Development**
  This team facilitated faculty work group meetings to address teaching and learning strategies for the CAS 100 courses within the PaSSS program.

Matthew White

- **Instructional Production Specialist professional group**
  This professional group discusses emerging tools, technologies, and methods for supporting the creation of quality courses.

- **Instructional Designer III Search Committee: Chair**
Community Service

Many of our staff participate in working groups, committees, and affinity groups outside of the Penn State University network. These activities provide professional development, conference opportunities, and skills development that inform and enhance our practices at Penn State Harrisburg.

Donna Bayer

- **EDUCAUSE Games and Learning Community Group (Member of Steering Committee)**
  The Games and Learning Community Group is dedicated to learning how games and game theory can impact learning in the classroom.

- **Serious Play Conference Volunteer (co-host for a day of sessions.)**
  The Serious Play Conference is a leadership conference for professionals exploring game-based learning, sharing experiences, and shaping the future of training and education in K-12, higher education, business and government.

William Illingworth

- **Lancaster Learns**
  The Lancaster Learns committee comprises numerous higher education institutions in Lancaster County, Pennsylvania. The committee ensures that the annual event maintains its commitment to its mission to promote quality teaching and learning by building capacity for evidence-based pedagogy and learner-centered instruction through collaboration across the institutions of higher education. As of 2018, William Illingworth chaired the Communications & Marketing sub-committee focusing on improving the website, conference app experience, and social brand. William chaired the entire committee for the 2019-2020 event year.

- **Pedagome Community Builder**
  This Learning Design community offers interactives events and experiences to engage colleagues in networking and professional reflection. Pedagome exists as a “digital campfire for learning experience designers to gather around. We connect, brainstorm ideas, cheer each other on, and most importantly, have fun.”
POD Network Participant
The Professional and Organizational Development (POD) Network exists to “provide professional development and a community of practice for scholars and practitioners of educational development, and to serve as a leading voice on matters related to teaching and learning in higher education.” This community shares resources, ideas, and research guiding peers in developing their educational context.

Jennifer Keagy

Lancaster Learns
The planning committee for the 2019-2020 event year supported efforts to gain corporate sponsorship for the event, day-of activities including set-up, tear-down, registration, and general support for attendees. As part of a team, Jennifer reviewed and selected proposals for the event.

POD Network Participant
The Professional and Organizational Development (POD) Network exists to “provide professional development and a community of practice for scholars and practitioners of educational development, and to serve as a leading voice on matters related to teaching and learning in higher education.” This community shares resources, ideas, and research guiding peers in developing their educational context.
Visibility and Awards

Our commitment to engaging in the teaching and learning community extends beyond the Capitol College as we participate in local, state, and national educational conversations. This engagement leads to the recognition of our staff and our faculty partners as leaders in higher education.

William Illingworth

SXSW Edu Presentation: Let’s Talk about Discussion Forums
Selected as a presentation for SXSW Edu’s 2020 conference in the Future20 conference track. Though the conference was canceled due to COVID-19 concerns, the sessions was recorded and distributed virtually by the conference organizers. As a champion of discourse, William argues that “Discussion forums in online and blended learning have too often missed the mark in trying to cultivate discourse. We know that the respectful exchange of ideas in discourse is critical to learning and aids participants in growing empathy for one another. Following the Community of Inquiry framework, which focuses on the presence of teachers and learners in online learning, we will review how typical discussion forums fail to foster community and cast vision for what these spaces can be.”
“Keagy has demonstrated her commitment to extraordinary service to the campus community by helping to create and foster many impactful programs that directly influence staff, students and faculty. She was nominated for the award by her staff members who noted, “She is a mentor to each of us, provides constant opportunities for growth, empowers us to make decisions, take risks, express creativity and contribute to the campus community.” - Penn State Harrisburg News

Lancaster Learns Faculty Support & Representation

Two members from the Penn State Harrisburg faculty worked with the Center for Teaching Excellence on projects and technology solutions that resulted in successful presentations at Lancaster Learns 2020. Dr. Dan Mallinson (Assistant Professor of Public Policy and Administration, School of Public Affairs) presented on “Using Nearpod for Engaging Students and Achieving Learning Outcomes” and Raquel Lodeiro (Lecturer in Spanish, School of Humanities) presented on “Conversation Tables to Promote Face-to-Face Connection for Language Students.”
Faculty Comments

Our team strives for excellence in everything we do, and it helps to know when we are on the right track. Here are some comments our faculty have shared with us this year:

“James and Amanda - I just wanted to say thank you for meeting with me again! The first week of summer classes are done and I used breakout rooms in my lecture and lab and they went really well! I used non-verbal feedback, annotation and zoom polling. All went great and I’ve got students engaging, helping each other and collaborating! It was SO AWESOME! I’m also using breakout rooms to complete group worksheets, so thank you!! I’m going to be able to continue to use this as we go all summer. Your help was invaluable! Thanks again!”

Brenna Hill May 2020

“Thank you both for being so helpful. I feel very confident teaching with zoom, canvas and voice thread during the next three weeks. Ironically I have been preparing to teach online during the last few weeks and I didn’t know it was the perfect time to do it. Now I’m ready to do it.”

Raquel Lodeiro, M.A., March 2020

“Thank you again for providing us with the opportunity to pilot this tool with our students. My graduate students who are currently teaching K-8 learners have indicated that they, too, have been encouraged to implement Nearpod with their students given its success in our program. My undergraduate students enjoy the opportunity to interact with the content, so even though I didn’t use all of the tools, I have truly enjoyed this opportunity.”

Dr. Mary Napoli, November 2019
“Please accept this brief note as our program’s giant Thank You for going above and beyond with assisting our faculty during this hectic time frame. It is great to know that we have so many great individuals working in the Center for Teaching Excellence. Our faculty are very appreciative of all the support they have received from everyone working in the Center.”

AB Shafaye, M.S., NEED DATE

“I am sending a huge thank you to you for your help getting our summer English courses ready to roll at York in a new format. From getting content, to identifying other resources and consulting conversations, you made a huge difference for us! I know this comes on top of your regular duties at the end of an already busy semester. Please accept our thanks! We couldn’t have done it without you!”

Susanne Shaffer (Instructional Designer, Penn State York), May 2020

“One just wanted to send a quick email to offer the absolute highest praise for Jennifer Keagy and her team at the CTE. They have truly gone above and beyond during this very difficult time, and without their hard work and dedication the transition to online teaching would have been impossible.

Jen and CTE colleagues, thank you for all you’re doing!”

Dr. Jeffrey Tolbert, March 2020
“Hi Will and Jen, you all have contributed so much to my students’ learning and future teaching abilities. I so appreciate it. And needless to say, I have gleaned a number of ways to improve my teaching and my use of technology. Thank you both for your commitment to teaching and learning.”

Dr. Anne Verplanck, September 2019

“Just a quick note to say you are phenomenal and I so value what you’re doing right now to help out us faculty, and therefore students. I was talking with another faculty member today and we both expressed gratitude for you and your team.”

Dr. Stephanie Winkeljohn Black, April 2020
Faculty Advisory Committee

In order to remain attentive to the beliefs, approaches, and needs of our partners, we seek guidance from a committee of faculty who provide critical perspectives on our work. With representative from each academic unit, this committee is a critical component of Penn State Harrisburg’s community of teaching and learning.

- Dr. David Buehler
  Associate Professor of Economics, School of Business Administration

- Melanie Gardner, M.S.
  Lecturer in Speech Communications, School of Humanities

- Dr. Kathryn Glodowski
  Assistant Professor of Psychology, School of Behavioral Sciences and Education

- Dr. Kamini Grahame
  Associate Professor of Sociology, School of Behavioral Sciences and Education

- Dr. Heather Hamilton
  Assistant Teaching Professor of English Composition, School of Humanities

- Dr. Candalyn Rade
  Assistant Professor of Psychology, School of Behavioral Sciences and Education

- Dr. Esfakur Rahman
  Assistant Teaching Professor of Mechanical Engineering, School of Science, Engineering, and Technology

- Jennifer Smith, M.A.
  Lecturer in Criminal Justice, School of Public Affairs

- Dr. Scott Van Toningen
  Associate Teaching Professor of Electrical Engineering, School of Science, Engineering, and Technology

- Dr. Premal Vora
  Associate Professor of Finance, School of Business Administration