



Annual Report for Academic Year 2021 – 2022

MCTL Structure and Administration

MCTL Advisory Board

Academic year 2021 – 2022 was Mark Sciutto's (Psychology) third year of service in his role as Director of the Muhlenberg Center for Teaching and Learning (MCTL). Sherri Young completed her second year as the Assistant Director. Special thanks to Sara Vigneri, who served as interim Assistant Director for the Spring 2022 semester. Continuing advisory board members included Fulvia Alderiso (Languages, Literatures, and Cultures), Holly Cate (Theatre), Matthieu de Wit (Neuroscience), Rachel Hamelers (Library), Sara Vigneri (Media and Communication) and Lynda Yankaskas (History). Two new faculty members joined the advisory board: Frederick Wright Jones (Art) and Cathy Ouellette (History). Cristina Gonzalez (Psychology) continued to provide exceptional support in her role as the administrative assistant for MCTL.

The MCTL Advisory Board had virtual meetings approximately every three weeks for 90 minutes with additional meetings as needed to review grant proposals and plan new faculty orientation activities. In addition to working on MCTL programming, the board also continued discussions about how to best support the evolving needs of faculty and staff as we continue to wrestle with challenges stemming from the pandemic.

Reporting Structure

The MCTL Director continues to report directly to the Associate Provost for Faculty and Diversity Initiatives (APFDI). As such, Mark Sciutto met regularly with Muhlenberg's Associate Provost, Brooke Vick, to update her on the Center's activities and to seek advice, counsel, and support regarding MCTL initiatives.

MCTL Activity 2021-2022

Campus-Wide Programming

For a summary of attendance at MCTL programming see [Appendix A](#). Below is a brief summary of the individual programs offered in 2021-22.

MCTL Fall Celebration of Teaching and Learning (8/25/21)

One of the many difficulties of the pandemic has been the inability to gather as a community. As a way of welcoming everyone back to campus and celebrating the amazing work of our colleagues, MCTL hosted a Celebration of Teaching and Learning. This event offered a chance for all faculty and staff to reconnect. This event also provided an excellent opportunity to learn more about the incredible and innovative work of our colleagues. The event followed a conference-like structure that allowed people to attend whichever

sessions interested them without an extensive time commitment. Although the scope of this celebration could be vast, we focused the event around issues central to MCTL's mission - teaching and learning. Below is a list of the panel discussions from the event. [Click here for a link to the video of the panel discussions.](#)

Panel Discussion 1: *Pockets of Hope* **Facilitator(s):** Lora Taub, Jordan Noyes

Panelists: Allison Davidson (Math), Megan Flynn (Dance), Eileen McEwan (Language, Literature, & Cultures), Harry Simon Salazar (Media & Communication)

Panel Discussion 2: *Walking the Walk: Bringing Antiracism to the Classroom* **Facilitator(s):** Brooke Vick

Panelists: Andrew Ardizzoia (Music), Erika Bagley & Kate Richmond (Psychology), Jess Denke (Library), Dawn Lonsinger (English)**, Linda McGuire (Math)

** Did not present during live panel, but provided an excellent handout, available at:

https://bit.ly/MCTL_DL

Panel Discussion 3: *Community-Engaged Teaching and Scholarship* **Facilitator(s):** Beth Halpern

Panelists: Chrysan Cronin (Public Health), Natalie Gotter (Dance), Richard Niesenbaum (Biology), Stefanie Sinno (Psychology)

MCTL Teachers in Community Drop-In Sessions

We have decided to continue the **“Teachers in Community”** drop-in sessions that were so valuable during the height of the pandemic. In recognition of the many demands on our time, we decided to offer these sessions virtually. These sessions are informal and designed to provide a safe space for faculty and staff to share their experiences and learn from each other. There were no formal presentations or agendas; faculty and staff were invited to drop in as their schedule permitted. Dates for the fall semester were 10/6/21, 10/26/21, 11/11/21, and 12/10/21.

Integrative Learning Workshop (10/6/21)

MCTL co-sponsored a workshop run by the IL coordinators to explore the pedagogical value of Integrative Learning experiences and how they fit into our curriculum. In this session, attendees explored different approaches to IL experiences and had time to explore

partnerships with others in attendance. A particular focus was on the potential for upcoming spring courses to be adapted for the IL designation.

Your Anti-Racist Action Plan: Next Steps. "Am I Doing this 'Right'?" (11/8/21)

In the fall of 2020, the administration asked departments and programs to devise anti-racist action plans by the end of the academic year. MCTL (facilitated by Matthieu de Wit, Frederick Wright Jones, Cathy Marie Ouellette, Fulvia Alderiso) invited interested parties to come together and share their experiences in devising and beginning to implement their anti-racist plans. Conversation was pedagogically oriented and was inclusive of all Departments and Programs. Since there is no singularly “right” way to implement an anti-racist plan, this discussion was aimed at providing a supportive environment for all attendees.

Teaching Triangles Information Session (11/30/21)

MCTL announced the creation of a *Teaching Triangles* program for the Spring of 2022. “Teaching Triangles” provide a low-commitment, non-evaluative chance to engage in pedagogical reflection with colleagues. To promote interest in the program, we offered a planning session via Zoom. All Muhlenberg teachers--visiting, tenure-track, non-tenure-track, newly-tenured, long-tenured—were welcomed to participate. The Teaching Triangles Program was facilitated by Holly Cate and Lynda Yankaskas.

Beyond Evaluation: Using IDEA Student Ratings to Reflect on Your Teaching (1/6/22)

In Fall 2019, the College changed to using the IDEA system for student ratings of instruction. As part of the evaluation process, the College uses the global summative score from the IDEA. Although these global scores may be broadly informative, they offer relatively little information to help us reflect on our teaching or guide future revisions of our courses. Fortunately, the IDEA forms offer a wealth of information beyond the global scores that, if used thoughtfully, can raise interesting questions and offer potential avenues to explore in our teaching. To support preparation for spring courses, MCTL sponsored a 90-minute workshop led by Mark Sciotto on how to use IDEA ratings to promote reflection and make pedagogical decisions in our courses.

Book Discussion: Skim, Dive, Surface (1/26/22)

Co-sponsored a book discussion with the Digital Learning Team on *Skim, Dive, Surface: Teaching Digital Reading* by Jenae Cohn.

Discussion Forum on Masking in the Classroom (3/7/22)

In response to the College's decision to modify the masking policy before Spring Break, MCTL offered a virtual discussion forum to support faculty and staff. The focus of the session was solely on the impact of the policy change on the dynamics of our classrooms.

Towards Anti-Racism across the Curriculum: Learning from STEM (3/7/22)

Anti-racism is a universal responsibility, and it is also a process. MCTL facilitated an open conversation within and across divisions and disciplines to learn about ongoing: changes to spaces and existing courses, the creation of new courses, and curriculum revisions that reflect the necessary work of anti-racism, from micro to macro. This event was open to ALL, and we encouraged faculty outside of STEM to converse, listen, and learn alongside us. This is the second event in an ongoing commitment from MCTL to enhance the visibility of anti-racist, inclusive practices on our campus. Future MCTL events will highlight developments in the arts, the social sciences, and the humanities.

Teaching Triangles Program Closing Reflection (4/7/22)

Twenty-seven faculty and staff participated in the first offering of our Teaching Triangles program. The opening event was held on Thursday, January 27 followed by individual observations and then a closing reflection session on Thursday, April 7.

MCTL End-of-Year Community Event (5/18/22)

Each year, MCTL typically offers an end-of-year professional development workshop focusing on issues of broad interest to faculty and staff. In recent years, topics have included: "Equity Minded Reform of Teaching and Service Workloads", "Inclusive Teaching", and "High Impact Practices in Teaching and Learning". In response to the ongoing challenges of the pandemic, MCTL has aimed to provide time and space for reflection, restoration, and community-building. We have tried to be responsive to the needs of our community at the given moment. This has involved intentionally shifting the balance between formal and informal programming and providing space for discussion when challenges arise abruptly. In that spirit, the MCTL advisory board opted to forgo our traditional May workshop format this year in favor of an event that focused more on community-building and relationships. We will continue to offer a wide range of professional development opportunities but, at this time, we believed that investing in the relationships within our community is what was needed most.

New Faculty Orientation

As in years past, our New Faculty Orientation (NFO) involves a formal intensive orientation for all full-time first year faculty along with ongoing programming designed to address the needs and interests of new faculty during the year. In keeping with past practices, the previous cohorts of new faculty (2nd and 3rd year as relevant) were invited to all NFO programming during the academic year.

Last year (2020-21), we modified our typical two-day, in-person orientation program to shift all programming online and to distribute the programming throughout August. For 2021-22, we retained some elements of the modified format and re-instated selected in-person sessions. Specifically, we offered several asynchronous sessions and one synchronous session online beginning in August followed by a full-day in-person

orientation on campus. All NFO sessions during the academic year were hybrid except for the Peer Partner dinner in order to provide maximum flexibility and access for our new faculty. In addition, resources from prior NFO sessions (e.g., Preparing for a Productive Summer) were offered to new faculty via our Canvas page.

For a schedule of initial New Faculty Orientation events see [Appendix B](#)

Below is a summary of the NFO programs offered during the academic year.

Date	Program
9/21/21	Reflecting on the First Few Weeks
10/7/21	Navigating a Visiting or Consortium Fellow Position: Panel Discussion
10/19/21	Building a Mentoring Network
11/4/21	Peer Partner Dinner
11/11/21	Third-Year Review Panel
12/1/21	Transitioning to Scholarly Work at an Undergraduate Institution
1/28/22	Summer Grants Q & A
2/18/22	Just Say No: Balancing Teaching, Research, and Service
3/4/22	How to Get Noticed: Advice from the Office of Communications on working with journalists, pitching op-eds and promoting your work online
4/14/22	Peer Partner Cocktail Hour

Teaching Grants and Support for Conference Travel

MCTL has continued to work with the Provost, FDSC, and the Writing Program Committee to ensure equity and coordination in providing summer funding opportunities for faculty development. MCTL awarded pedagogical development grants to three faculty members for the summer of 2022. The MCTL board also reviewed applications for new course development grants and submitted recommendations pertaining to those applications to the Provost's Office. This year, we received a high number of new course applications and were able to at least partially fund the development of 18 courses involving a total of 17 faculty members. To distribute funds broadly, most of the projects were funded at the 4-week level. Only 3 projects received funding for 8-weeks. MCTL continued to provide up to \$500 in support for faculty participation in teaching conferences or workshops. Three awards were made during this fiscal year. A more detailed account of the above grant information is in [Appendix C](#). Recipients of Summer Grants from this cycle will be invited to participate in a future session to share their work with the campus community.

LVAIC Collaborations

Over the past year, MCTL has continued to partner with educational developers at our partner LVAIC institutions. Below are some of the collaborative activities from the 2021-22 year.

VITAL Virtual Networking Event (9/17/21) – In a continuation of a community of practice for non-tenure track faculty (**V**isiting, **I**nstructor, **T**eaching assistant, **A**djunct, **L**ecturer), we co-facilitated a virtual networking event that offered faculty a chance to meet colleagues, exchange ideas, and provide feedback on their needs and interests.

2022 Scholarship of Teaching & Learning Forum (3/30/22) – We provided support in planning and facilitating the first of what may become an ongoing series on the Scholarship of Teaching and Learning. The Forum was hosted by colleagues at Lafayette with multiple presenters from Muhlenberg.

Summer 2022 Virtual Book Read and Author Discussion - Colleagues from across the LVAIC community explored the book *Relationship Rich Education* by Peter Felten and Leo Lambert. Throughout the month of June, LVAIC hosted virtual group discussions culminating in a presentation and Q&A with the author on Thursday, June 23rd.

Support of Antiracism Initiatives on Campus

Following an initial call to action in 2020, departments across campus began the long process of review and reflection to examine course and program content, teaching and learning goals, processes and procedures whose modifications would contribute to greater equity in student opportunities and outcomes and broader, more visible representation of historically marginalized experiences and contributions within our respective fields.

In 2021-22, MCTL continued to partner with the Associate Provost for Faculty & Diversity Initiatives, Brooke Vick, to support this call to action and make this deep and challenging work visible to students and the broader Muhlenberg community. Specifically, the Provost's Office and the Muhlenberg Center for Teaching and Learning (MCTL) partnered to provide several funding opportunities to support this work. There were three primary pathways to receive support for this work:

Course and Curriculum Development Grants - These grants (up to \$2000 for 4 weeks of work) are intended to support reflection on and revision of pedagogy and/or curriculum through an antiracist lens. The purpose of these grants is to encourage faculty and staff with teaching responsibilities to reflect on the ways in which their pedagogical approach can better support the goals of antiracism in our teaching. This may take the form of new course development, pedagogical revisions to existing courses, or curricular revisions. These grants will support work that will take place over the summer for courses to be offered in the 2022-23 academic year or for curricular revisions that are likely to be implemented beginning in the Fall of 2023. Grant proposals were reviewed by the MCTL Director and the Associate Provost for Faculty and Diversity Initiatives. Faculty and staff who received funding for antiracism work in 2021 were not eligible for this year. In total, we funded 2 course development grants.

Conference Support - up to \$500 to attend a professional development opportunity (e.g., conference, workshop, webinar) focused specifically on issues related to antiracism in teaching and/or mentoring of students. These proposals were reviewed by the MCTL Director with recommendations made to Associate Provost for Faculty and Diversity Initiatives. Applications are now received on a rolling basis. As of June 30, 2022, no proposals have been received.

Resource Development - funds to strengthen capacity for antiracist teaching across campus. Relevant resources can take many forms, including but not limited to the purchase of materials (e.g., books, films), financial support for external consultation on curricular changes or pedagogical approaches, and/or creation of resource materials for internal or external use. Funds were intended to support work during the 2022-23 academic. The proposals were reviewed by the Associate Provost for Faculty and Diversity Initiatives in consultation with the MCTL advisory board as needed. In total, we funded one proposal that will involve up to 25 faculty and staff participants in ongoing training related to race accountability caucuses.

A listing of projects supported for 2022-23 are listed in [Appendix D](#).

Conclusion

AY 2021 – 2022 continued to present difficult challenges as well as new opportunities for MCTL and for the College as a whole. The ongoing direct and indirect effects of the pandemic reinforce the importance of reflecting on our practices and strengthening our sense of community. Moving forward, MCTL continues to look for ways to better support teaching and learning at the College.

We genuinely appreciate the continuing good will and generosity of the administration, the Shire family, and our colleagues in supporting our work.

Respectfully submitted on behalf of MCTL,

A handwritten signature in black ink, appearing to read 'Mark J. Sciutto', with a stylized flourish extending to the right.

Mark J. Sciutto, Ph.D.

Director, Muhlenberg Center for Teaching and Learning

Appendix A

2021-22 MCTL Events and Programs: Attendance Summary

New Faculty Orientation Event Attendance

Our NFO sessions typically had a healthy mix of first-year and second-year faculty as well as more senior colleagues (peer partners, MCTL board members, other facilitators), with a range between 5 and 15 people in attendance.

Session	Date	# in Attendance
Reflecting on the First Few Weeks	9/21/21	8
Navigating a Visiting or Consortium Fellow Position: Panel Discussion	10/7/21	11
Building a Mentoring Network	10/19/21	9
Peer Partner Dinner	11/4/21	≈ 30
Third-Year Review Panel	11/11/21	7
Transitioning to Scholarly Work at an Undergraduate Institution	12/1/21	
Summer Grants Q & A	1/28/22	5
Just Say No: Balancing Teaching, Research, and Service	2/18/22	
How to Get Noticed	3/4/22 (?)	Asynchronous
Peer Partner Cocktail Hour	4/14/22	≈ 12

MCTL Programming Attendance

Session	Date	# in Attendance
Fall Celebration of Teaching and Learning	8/25/21	≈ 50
MCTL Teachers in Community Drop-In Sessions	10/6/21, 10/26/21, 11/11/21, 12/10/21	6 - 12
Integrative Learning Workshop (co-sponsored)	10/6/21	32
Your Anti-Racist Action Plan: Next Steps. "Am I Doing this 'Right'?"	11/8/21	33
Teaching Triangles Information Session	11/30/21	≈ 20
Beyond Evaluation: Using IDEA Student Ratings to Reflect on Your Teaching	1/6/22	18
Book Discussion: Skim, Dive, Surface (co-sponsored)	1/26/22	≈ 15
Discussion Forum on Masking in the Classroom	3/7/22	≈ 15
Towards Anti-Racism across the Curriculum: Learning from STEM	3/7/22	≈ 15
Teaching Triangles Program Closing Reflection	4/7/22	≈ 30
MCTL End-of-Year Community Event	5/18/22	≈ 50

Appendix B

MCTL New Faculty Orientation Schedule August, 2021

Mark Sciutto (Psychology), MCTL Director
Sherri Young (Chemistry), MCTL Assistant Director

Board Members:

Fulvia Alderiso (Languages, Literatures, and Cultures), Holly Cate (Theatre), Matthieu de Wit (Neuroscience), Rachel Hamelers (Library), Frederick Wright Jones (Art), Cathy Ouellette (History), Sara Vigneri (Media & Communication), Lynda Yankaskas (History)

Date and Time*	Session Title and Details**
<i>Optional Resources and Sessions Offered Prior to In-Person NFO</i>	
N/A (Asynchronous; <i>complete module prior to August 24th</i>)	Getting to Know Your Colleagues <i>Participants will have an opportunity to connect with one another prior to in-person NFO later in August. Everyone will post a short introduction of themselves (written, photo, and/or video) on the NFO Canvas Page Discussion Board. See the NFO Canvas Page for additional details.</i>
N/A (Asynchronous; <i>complete module prior to August 24th</i>)	The First Year at Muhlenberg: Finding Your Way <i>Participants will explore a range of scenarios and potential challenges that may come up during the first year. Resources (videos and handouts) to help support the transition to Muhlenberg will be provided through Canvas, and a Discussion Board will facilitate conversation and allow new faculty to engage with one another and the MCTL Board. To complement this session, opportunities to engage with representatives from various campus offices in person will be available on August 25th.</i>
Thursday, August 19th, 4-5 pm (via zoom)	Designing Welcoming and Comprehensive Syllabi <i>In this zoom session, participants will draft and receive feedback on course syllabi. Participants will have the opportunity to ask MCTL Board members questions. Asynchronous content (best practices, articles, etc.) will be provided in advance to facilitate syllabus design, and a Discussion Board will facilitate further conversation. Facilitators: Holly Cate, Lynda Yankaskas, Sara Vigneri, and Sherri Young</i>
<i>In-person NFO, Hoffman House (325 N. 23rd Street, Allentown, PA 18104)</i>	
Tuesday, August 24th, 8-9 am	Registration and Breakfast Continental breakfast, coffee, tea, and juice to be served.
9-9:30 am	Welcoming Remarks and Introductions Brooke Vick, Associate Provost for Faculty and Diversity Initiatives Mark Sciutto, MCTL Director
9:30-11:30 am	Inclusive Pedagogies

	<p><i>This interactive session will explore the importance of classroom climate, as well as pedagogical strategies for increasing inclusion in learning environments in and outside of the classroom. Asynchronous content will be provided in advance to facilitate discussion. <u>Participants are encouraged to bring a syllabus (or draft) planned for the fall.</u></i></p> <p>Facilitator: Brooke Vick</p>
11:30-11:45 am	Coffee/Snack Break
11:45 am-1 pm	<p>Panel and Discussion with Second- and Third-Year Faculty</p> <p><i>In this session, a group of second- and third-year faculty will share reflections and advice on teaching, scholarship, and other aspects of life at Muhlenberg based on their experiences. There will be ample time for discussion and Q&A among all participants.</i></p> <p>Panelists: Sarah Runcie (facilitator; History), Joseph Helsing (Computer Science), Charles Collett (Physics), Leah Wilson (Neuroscience), and Jen Richardson (Biology)</p>
1-2:15 pm	Lunch with MCTL Board Members and Various Administrators
2:15-3:45 pm	<p>MicroDigital Brew</p> <p><i>Participants will have the opportunity to gain hands-on experience with some digital technologies in use on campus. Information Technology and Digital Learning collaborators will demonstrate how available technologies are used at Muhlenberg. Participants will come away with new ideas for effectively integrating these tools into their classes.</i></p> <p>Location: The Hive (B-Level of Trexler Library)</p> <p>Facilitators: Phedra Henninger, Tom Sciarino, Lora Taub, Anthony Dalton, Jeff Yorgey, Sean Miller, Tim Clarke, Lynn Bello, and Jordan Noyes</p>
3:45-4 pm	<p>Overview of Library Resources</p> <p>Jess Denke (Teaching Librarian to the Social Sciences), Kelly Cannon (Humanities and Business Subject Specialist), and Rachel Hamelers (Teaching Librarian to the Sciences)</p>
4-4:15 pm	<p>Coffee/Snack Break and Closing Remarks</p> <p>Sherri Young, MCTL Assistant Director</p>
4:15-5 pm	New Faculty Headshots
5-6 pm	<p>Reception</p> <p>New faculty will connect with one another and various administrators in an informal setting. Drinks and appetizers will be served.</p>

Appendix C

MCTL Teaching Grants and Support for Conference Travel (2021-22)

The MCTL Board awarded pedagogical development grants to the following projects:

Faculty Member(s)	Project Description
Erika Bagley	Revisions to Health Psychology (PSY-441)
Archana Kaku	Revisions to Introduction to Conflict and Peace Studies (PSC-242)
Nigel Semaj	Revisions to Process in Production (THR-371)

The MCTL Board reviewed and made recommendations to the Provost for support of the following new course development grants:

Faculty Member(s)	Course
Joshua Barczewski	ENG: Reading Queer Memoir
Jim Bloom	ENG: Reading (In) Justice; FYS - Why Write?
Lindsey Burt	PSC: Politics of Latin America and Caribbean
Adam Clark	FYS: Moral and Ethical Dilemmas of the Batman
Melissa Dowd	BIO: Issues in Maternal and Child Health Care Development
Kassandra Hartford	MUS: Engaging with Music II
Mohsin Hashim	PSC: Government and Politics of South Asia
Joseph Helsing & Charles Collett	Computational Physics (IL)
Rebecca Lustig	THR: Dressed: A Global Approach to Understanding Clothing, Costume, & Fashion
Ermira Mazziotta	ACT: Fraud Investigation
Justin Preddie	PSY: The Psychology of Black Masculinity
Ellen Rackas	ACT: Income Inequality and Taxation
Sarah Runcie	FYS New York City: A Global History
James Russell	MTH: Predictive Statistics
Liran Yadgar	HBW 387: Jews of the Medieval Mediterranean
Hamed Yaghoobian	CSI: Sustainable Web Design

MCTL Teaching Conference Support

Faculty Member(s)	Conference
Lauren Warning	American Chemical Society National Conference (March 2022)
Mohsin Hashim	Northeastern Political Science Association Conference (November, 2021)
Megan Flynn, Natalie Gotter, Lisa Busfield	2021 SoTL Summit at Kennesaw State University (October 2021)

Appendix D

Summary of Antiracism Funding (2022)

In the spring of 2022, the Provost's Office and the Muhlenberg Center for Teaching and Learning (MCTL) partnered to provide several funding opportunities to support antiracism initiatives in teaching and learning. There were three primary pathways to receive support for this work:

Course and Curriculum Development Grants - These grants (up to \$2000 for 4 weeks of work) are intended to support reflection on and revision of pedagogy and/or curriculum through an antiracist lens. This may take the form of new course development, pedagogical revisions to existing courses, or curricular revisions. These grants will support work that will take place over the summer for courses to be offered in the 2022-23 academic year or for curricular revisions that are likely to be implemented beginning in the Fall of 2023.

Conference Support - up to \$500 to attend a professional development opportunity (e.g., conference, workshop, webinar) focused specifically on issues related to antiracism in teaching and/or mentoring of students.

Resource Development - funds to strengthen capacity for antiracist teaching across campus. Relevant resources can take many forms, including but not limited to the purchase of materials (e.g., books, films), financial support for external consultation on curricular changes or pedagogical approaches, and/or creation of resource materials for internal or external use.

Course and Curriculum Development Grants

Name	Department(s)	Project
Beth Schachter	Theatre	Revisions to THR 107, Dramatic Text in Action
Elena FitzPatrick Sifford	Art	Revisions to two related courses ARH 101 and ARH 102, both surveys of Western art

Conferences/Professional Development Courses

None as of June 30, 2022

Resource Development

Name	Department(s)	Project
Kelly Cannon (on behalf of 6 other faculty and staff)	Multiple	Offer a cohort training related to whiteness, racial privilege, and learning how to support race accountability caucuses on campus for up to 25 faculty and staff members. The complete cost of the program provides access to a full online course plus monthly coaching and accountability calls with the course instructor.