



CENTER FOR INNOVATIVE  
TEACHING AND LEARNING  
(CITL)

2023 – 2024  
ACADEMIC YEAR IN REVIEW

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# Getting to Know CITL

## Mission

The Center for Innovative Teaching and Learning (CITL) engages the University of South Florida (USF) community in evidence-based practices that promote academic transformation and enhance meaningful learning experiences. CITL emphasizes learning and teaching as processes through programs and resources that strengthen collective connections and expertise across the university to foster academic success.

## Values

- **Growth & Adaptability:** We value a growth mindset and the continuous evolution of our practice. We remain responsive to the evolving needs of our faculty and students, delivering practical and effective solutions. Our focus is on holistic development, promoting personal, professional, and academic growth within our community.
- **Inclusive Empowerment & Impact:** We are committed to building a community that values lived experiences, promotes fairness and opportunity, and ensures a welcoming environment for every individual. By empowering faculty and students to bring their unique selves to their work, we aim to make a meaningful and sustainable impact on teaching and learning. In all we do, we pursue excellence, striving to cultivate a sense of belonging across our community.
- **Collaborative Partnership & Engagement:** We believe in the power of collaboration and interactive partnerships, marked by mutual trust, respect, and professional ethics. In all our relationships and interactions, we work to maintain honesty and transparency.
- **Enthusiasm & Creativity:** We approach our work with enthusiasm and a nonjudgmental attitude. We foster an atmosphere that sparks curiosity, creativity, and a drive to learn, inspiring both faculty and students to strive for excellence in their pursuits.
- **Trust & Confidentiality:** We maintain confidentiality, promoting an atmosphere of trust and respect. We value our community members and their information, ensuring privacy while fostering a sense of confidence in our shared endeavors.

## The Team



**Tim Henkel, Ph.D.**  
*Assistant Vice Provost for  
Teaching & Learning and  
CITL Director*



**Ashley Reese, Ph.D.**  
*CITL Assistant Director*

## Learning and Development Coordinators



**Sara Friedman, M.S.**



**Jane Harvey, Ph.D.**



**Emad Mansour, Ph.D.**

## CITL Student Assistants



**Jialing Bisset**  
*Graduate Assistant*



**Jahmiela Beckford**  
*Undergraduate Assistant*

## Programs

### AI-Augmented Learning and Teaching Program

The AI-Augmented Learning and Teaching Program (AI-ALT) enhances understanding and ethical integration of generative AI (genAI) across USF's learning spaces. This initiative offers faculty and staff engagement opportunities through workshops, idea exchanges, and curated resources as well as targeted discipline-specific opportunities. CITL provides crucial support with syllabus recommendations, practical guides, and workshops on the latest genAI tools and approaches. Aligned with USF's commitment to ethical genAI use and in collaboration with various academic and support units across USF, AI-ALT empowers educators to explore genAI applications while maintaining academic integrity and teaching excellence



#### Increased Offerings

45 various opportunities implemented, up from 27 last year



#### Workshop Participation

160 participants across 14 open workshops and Idea Exchanges



#### Targeted Development

9 discipline-specific workshops conducted



#### Pedagogical Focus

Over 200 faculty enrolled in the Teaching with AI Course



#### AI Integration

Incorporated genAI into 9 other CITL programs and events



#### National Conversation

5 external presentations and 3 reviewed publications on genAI in higher education.

## Exploring Teaching and Learning

Exploring Teaching and Learning (ETL) equips instructors with practical teaching strategies and resources through a partnership with OneHE. By engaging with microlearning modules, implementing new approaches through CITL events, and joining a community of educators at USF and globally, participants enhance their teaching skills and improve student success. Tailored cohorts for early-career and adjunct faculty offer curated learning journeys with flexible, synchronous, and asynchronous options.



## Faculty Learning Communities

Faculty Learning Communities (FLCs) are year-long, interdisciplinary groups where faculty explore specific topics in-depth to foster innovation in teaching and learning. These faculty-led communities engage in research, discussion, and collaborative problem-solving to develop practical solutions and resources shared with the broader university community. Over the past three years, FLCs have engaged critical issues such as AI in teaching, sustainability, academic integrity, and accessibility, demonstrating their potential to support meaningful change across USF.

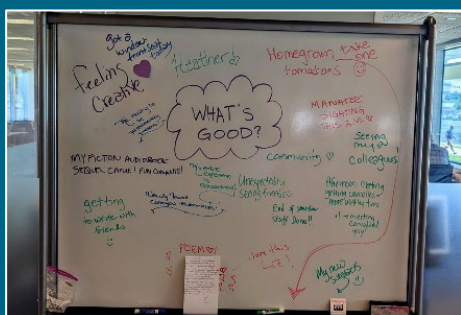
*“Thank you for this opportunity to center conversations related to an important topic aligned with the new USF strategic plan (social justice, human rights, and sustainability). Without this formalized group I do not believe our collective activities would have been possible.”*





## 2023 – 2024 CITL Faculty Learning Communities

In total 54 faculty collaborated across every campus in these FLCs:

- Diagnosis Assessments for Improving Learning and Teaching
- Innovative Teaching and Learning with AI
- Integrating USF Sustainability Initiatives into Openly Accessible Data and Curricula
- Meaning, Purpose, and Spirituality in Higher Ed
- RheLiC: Cross-Track Collaboration in English
- Teaching General Education Courses: A Collaborative Exploration
- Virtual Global Exchange with USF World
- Writing Pedagogy in Praxis



The Writing Pedagogy FLC hosted a 4 day Write-In-Retreat that brought over 40 faculty out to write, while the Meaning, Purpose, and Spirituality FLC hosted a university-wide speaker event.

### WHAT MAKES WORK WORTH DOING IN A LIFE WORTH LIVING?

*a guest lecture with....*


**DR. CHRISTOPHER MICHAELSON**  
PHILOSOPHER. BUSINESS ETHICIST. CONSULTANT.

Christopher Wong Michaelson is a humanities scholar who teaches in business schools at the University of St. Thomas and NYU; a critic of capitalism who believes business can and often does make the world better; a philosopher who has called Leo Tolstoy the first moral psychologist and Mary Shelley the first AI ethicist; an ivory tower scholar who has written about love in The New York Times, fantasy football in The Athletic, religion in The Forward, and political humor in McSweeney's; a husband and father who sometimes acts like a child; and a reluctant workaholic whose new book (with Jennifer Tosti-Kharas), *Is Your Work Worth It?* (forthcoming from PublicAffairs), examines the place and priority of work worth doing in a life worth living. He lives with his wife, three kids, and two dogs in Minneapolis.

**THURSDAY,  
APRIL 18TH**

**5:30PM - 7:00PM  
CWY 206 A&B**

We encourage faculty across all departments, and students of all majors to attend!!



Center for Innovative Teaching and Learning

THIS LECTURE WAS MADE POSSIBLE THROUGH A FACULTY LEARNING COMMUNITY GRANT FROM USF'S CENTER FOR TEACHING AND LEARNING INNOVATION (CITL)

### Professional Contributions from Previous CITL FLCs:

- Kessler, M. (2024). Do we know our language learners?: Investigating students' and teachers' technology ownership, access, literacy, and interest in online education. E-Learning and Digital Media. <https://doi.org/10.1177/20427530241239404>
- Sturgeon, C. and Burrell, T. (2023). A Librarian-Led Faculty Learning Community to Build Sustainability-Focused Data Infrastructure. Poster presented at the Second NSK International Green Libraries Conference, Zageb, Croatia.

## Inclusive and Equitable Pedagogy Program

The Inclusive and Equitable Pedagogy (IEP) Program, a key initiative aligning with USF's Strategic Goal Four, is built upon CITL's five-year collaboration with stakeholders across the university to cultivate inclusive learning environments. This multifaceted program meets faculty where they are, offering workshops, book studies, interactive Canvas courses, and a semester-long learning community. By providing understanding, practical strategies, and robust support networks, IEP equips educators to advance inclusion and equity in learning spaces, ensuring every member of the USF community can achieve their full potential.



## Peer Observation Program

The Peer Observation Program (POP) is a non-evaluative, team-based initiative that fosters a culture of professional development and appreciation for quality teaching across USF. Participants are intentionally placed into interdisciplinary teams to observe, share, and discuss their approaches to learning and teaching in a judgment-free environment. This year, **42 faculty engaged** in a structured process of observations, debriefs, and reflections to promote cross-disciplinary dialogue and increase student success.

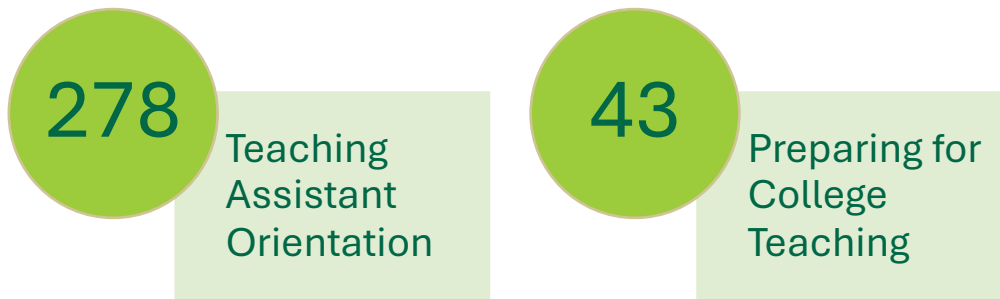
*“The peer observation process helped me see ways that I can become a stronger teacher by making adjustments that aim to foster greater student engagement. It also helped me develop relationships with colleagues across campus that have the possibility to continue and develop in many rewarding ways.”*



## Teaching Assistant Development

The Teaching Assistant Development program supports graduate teaching assistants through a range of tailored initiatives, including essential courses like the Teaching Assistant Orientation (IDS 5921) and the 8-week Preparing for College Teaching (IDS 5922). CITL also provides specialized institutional support for international teaching assistants (ITAs) who may face additional linguistic and cultural barriers in their teaching roles. Guided by a diverse, newly formed CITL TA Advisory Team, the program equips graduate teaching assistants with crucial pedagogical skills, fosters a collaborative learning community, and prepares them for future academic careers, aligning with USF's commitment to excellence in teaching and learning.

## Graduate Student Engagement:



### Supporting International Teaching Assistants (ITA)

- CITL conducted 137 ITA Language Assessments to meet State of Florida's oral language proficiency requirement.
- Going beyond the assessment, 38 ITAs participated in workshop series on Academic Culture & Communication or Speaking & Pronunciation Skills, as well as worked in collaboration with 37 undergraduate students from the Judy Genshaft Honor's College and the Department of Communication Sciences and Disorders. These opportunities provided a deeper understanding of academic culture and helped develop their spoken language skills.



An ITA-centered section of Preparing for College Teaching in Spring 2024.

## Thank-a-Professor Program

Thank-a-Professor provides students with an opportunity to express gratitude to faculty members who have significantly impacted their learning experience at USF. Through an online submission form, students or anyone positively impacted by faculty, can compose personalized notes acknowledging professors who have engaged, inspired, or supported them in their academic journey. CITL then shares these notes with the faculty members after final grades are posted, highlighting USF's commitment to recognizing exceptional teaching and fostering positive student-faculty relationships across the university.

### ***232 notes like these were submitted and sent out to USF faculty***

To Dr. Melissa Faith, Department of Psychology:

“I want to shout out Dr. Faith for her exceptional teaching in her Health Psych class. She translated complicated medical jargon, procedures, and concepts into something understandable by all her students. She facilitated three hours of respectful discussion, and really got her students thinking critically. She highlighted inclusivity, and brought attention to underserved populations. I feel like being in her class made me a better student.”

To Dr. Donald Saunders, Department of Religious Studies:

“Thank you so much for a wonderful semester! The learning environment in your classroom was always engaging and communicative, making it an easy place to understand the information presented. The assignments and notes we had in and out of class were very helpful to me and they challenged me to really remember the over-arching themes of various religions. Hope all is well, have a great rest of the year!”

## Events and Institutes

### Celebration of Teaching

The annual Celebration of Teaching was expanded this year from a single event to two events across the Tampa and St. Petersburg campuses. The second week in April started with "Celebrating Innovation in Teaching" through faculty posters on approaches to teaching and learning as well as a keynote presentation by Rob Curtin, Director of Higher Education for Microsoft Worldwide Public Sector. Later that week we spent time "Celebrating our Teaching Community" through a panel conversation with Professors Nicole Stowell and Dr. Morgan Gresham discussing various teaching and learning topics and networking over coffee and pastries. **The Celebration of Teaching brought together 85 instructors** of all ranks and disciplines as well as teaching assistants from across USF to share ideas, recognize efforts, and celebrate the teaching community.

### Course Design Institute

The Course Design Institute (CDI) is a multi-week intensive program designed to guide faculty through the development or redesign of effective, learner-centered courses. Leveraging genAI to foster development, participants learn the basics of course design, the science of learning, and how to design and deliver effective lesson plans. Through hands-on activities and one-on-one consultations, **24 faculty created or revamped their courses**, developed syllabi and lesson plans, and identified best practices in teaching.

### First Fridays Workshop Series

The First Fridays Workshop Series is a CITL tradition that sets aside the first Friday of each month for various professional development opportunities. This year workshops connected other CITL programs to further explore teaching and learning with genAI, fostering inclusive and equitable practices using Universal Design for Learning and supporting student mental health. In addition, the fall semester included a series on Fresh Takes with various strategies to promote student success, and the spring brought together graduate teaching assistants for workshops tailored to their perspective and needs.

## Tailored Support and Consultations

In addition to our programs, CITL staff offer numerous services and opportunities to support excellence in teaching and learning across the university. This includes one-on-one or small group consultations, in-class teaching observations and feedback, and small group instructional feedback (SGIF). CITL also partners with departments and academic programs to offer tailored programs based on their specific needs and contexts. This includes workshops on topics ranging from navigating "hot moments" in the classroom to AI and its impact on learning, increasing engagement and academic integrity.



Connecting our community of learners during the 2024 CITL Celebration of Teaching events on the St. Petersburg and Tampa campuses.

## Research, Publications and Presentations

### Research

In addition to internally supported research projects, CITL supports externally funded research projects with an educational component. Working in collaboration with principal investigators, we provide pedagogical expertise, assistance with experimental design and analysis, and specialized training workshops for involved faculty and students. Through these collaborations, CITL and USF faculty conduct rigorous studies, implement innovative teaching methods, and assess their impact on student learning. Current projects include:

- NSF IUUSE/PFE:RED: Breaking Boundaries: An Organized Revolution for the Professional Formation of Electrical Engineers. Award 2022299. PI Christos Ferekides, USF College of Engineering.

## Publications

- Crampsie, C., Norton, E., Burress, T., & **Henkel, T.** (2023). Supporting undergraduate research: Self-guided instructional resources for research poster presentations. In M. K. Hensley, H. Fargo, & S. Davis-Kahl (Eds.), *Undergraduate research and the academic librarian: Case studies and best practices* (vol. 2). ACRL.
- **Harvey, J.**, Bratkovich, M. O., Hellmann, K. M., & Cooper, K. A. (2024). Language demands in undergraduate mathematics courses. *International Electronic Journal of Mathematics Education*, 19(1). [doi.org/10.29333/iejme/13904](https://doi.org/10.29333/iejme/13904)
- Mann, E. Z., **Reese, A. N.**, Madden, M., **Henkel, T.** (2024). Facilitating inclusive and equitable curricular changes: A case study of embedded librarianship in a faculty learning community. *The Journal of Academic Librarianship*, 50(4), 102888. [doi.org/10.1016/j.acalib.2024.102888](https://doi.org/10.1016/j.acalib.2024.102888)
- Sears, R., Davis-Cotton, D., **Reese, A. N.**, & Cruz Bohorquez, J. M. (2023, November 27). Fostering a sense of belonging through nature and nurture in STEM. *AAAS Blog*. [sstemrec.aaas.org/blog/fostering-a-sense-of-belonging-through-nature-and-nurture-in-stem/](https://sstemrec.aaas.org/blog/fostering-a-sense-of-belonging-through-nature-and-nurture-in-stem/)
- Ward, D., Gibbs, A. L., **Henkel, T.**, Loshbaugh, H. G., Siering, G., & Williamson, J. (2023). Indecision about AI in classes is so last week. *Inside Higher Ed*. [www.insidehighered.com/opinion/career-advice/2023/12/01/advice-about-ai-classroom-coming-new-year-opinion](https://www.insidehighered.com/opinion/career-advice/2023/12/01/advice-about-ai-classroom-coming-new-year-opinion)
- Ward, D., Loshbaugh, H. G., Gibbs, A. L., **Henkel, T.**, Siering, G., Williamson, J., & Kayser, M. (2024). How universities can move forward with generative AI in teaching and learning. *Change: The Magazine of Higher Learning*, 56(1), 47-54. [doi.org/10.1080/00091383.2024.2297635](https://doi.org/10.1080/00091383.2024.2297635)

## Presentations

- Addy, T., Dorsey-Elson, L., **Henkel, T. P.**, Watson, C. E., & Fleming, O. (2023, October 29). *Leading a CTL in times of change and uncertainty* [Webinar]. AAC&U Webinar.
- Bratkovich, M., **Harvey, J. K.**, **Friedman, S.**, & Abuemira, R. (2024, March 21–23). *Institutional profiles in faculty development for linguistically responsive instruction* [Conference presentation]. TESOL International Convention & Expo, Tampa, FL, United States.
- Bratkovich, M., **Harvey, J.K.**, **Friedman, S.**, & Abuemira, R. (2024). *Supporting University Faculty in Teaching International Students: Findings From a Faculty Learning Community*. Roundtable session presented at the American Educational Research Association (AERA) Annual Meeting, Philadelphia, PA.
- Cimpean, O., & **Friedman, S.** (2023, November 16–19). *A very good place to start: Community before class begins* [Conference presentation]. POD Network Conference, Pittsburgh, PA, United States.
- **Henkel, T. P.**, & Licato, J. (2023, October 11). *AI and ChatGPT and impact on workplaces and HR functions* [Presentation]. Suncoast HR Meeting, Clearwater, FL, United States.
- **Mansour, E.**, & Ferekides, C. (2023, November 16–19). *Using student observers as an alternative approach to teaching evaluation* [Conference poster]. POD Network Conference, Pittsburgh, PA, United States.
- Mcgrath, Q., Burchell, K., **Henkel, T. P.**, & Kemp, N. (2023, November 1). *Future of higher education* [Presentation]. SIM Tampa Bay Inside Series, St. Petersburg College, Clearwater, FL, United States.
- **Reese, A. N.**, & Jayaram, K. (2024, March 21–23). *Using participant action plans from a DEI pedagogy course to realign faculty development programs* [Conference poster]. AAC&U Diversity, Equity, and Student Success, American Association of Colleges and Universities, Philadelphia, PA, United States.

## Institutional Service and Leadership

CITL actively contributes to the university's mission through participation and leadership in various committees, councils, and initiatives, including:

- Bay View Alliance Steering Committee
- Carnegie Classification Steering Committee
- Council on Educational Policy and Issues (CEPI)
- Council for Instruction in Technology and Research (CTIR)
- Eileen Hoffman Hafer U Matter Advisory Council
- General Education Council
- Graduate Thesis Committees
- New Faculty Orientation Planning Committee
- Program Assessment with Institutional Effectiveness
- Quality Enhancement Project Workgroup
- Student Self-Service Communication Team
- Undergraduate Council
- USF AI Strategy Development Team
- USF Faculty Success Initiative